

**U.S. Army Research Institute
for the Behavioral and Social Sciences**

Research Report 1707

**Commanders' Survey:
School for Command Preparation
Feedback**

**Adela A. Frame
and
James W. Lussier**
U.S. Army Research Institute

DTIC QUALITY INSPECTED 2

January 1997

Approved for public release; distribution is unlimited.

19970821 114

U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

**A Field Operating Agency Under the Jurisdiction
of the Deputy Chief of Staff for Personnel**

EDGAR M. JOHNSON
Director

Technical review by

Mike Bealrd
Kevin Shea

NOTICES

DISTRIBUTION: Primary distribution of this report has been made by ARI. Please address correspondence concerning distribution of report to: U.S. Army Research Institute for the Behavioral and Social Sciences, ATTN.: PERI-STP, 5001 Eisenhower Ave., Alexandria, Virginia 22333-5600.

FINAL DISPOSITION: This report may be destroyed when it is no longer needed. Please do not return it to the U.S. Army Research Institute for the Behavioral and Social Sciences.

NOTE: The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

REPORT DOCUMENTATION PAGE

1. REPORT DATE (dd-mm-yy) 06 JAN 1997		2. REPORT TYPE Research Report		3. DATES COVERED (from. . . to) 11 NOV 1995 to 05 DEC 1996 - Final	
4. TITLE AND SUBTITLE Commanders' Survey: School for Command Preparation Feedback				5a. CONTRACT OR GRANT NUMBER	
				5b. PROGRAM ELEMENT NUMBER 3630007	
6. AUTHOR(S) Frame, Adela A., and Lussier, James W.				5c. PROJECT NUMBER A792	
				5d. TASK NUMBER 1122	
				5e. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) U.S. Army Research Institute for the Behavioral and Social Sciences Fort Leavenworth Research Unit Building 90, Fort Leavenworth KS 66027				8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES) U.S. Army Research Institute for the Behavioral and Social Sciences 5001 Eisenhower Avenue Alexandria, VA 22333-5600				10. MONITOR ACRONYM ARI	
				11. MONITOR REPORT NUMBER Research Report 1707	
12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution is unlimited.					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT (Maximum 200 words): <p>The School for Command Preparation, Command and General Staff College, Fort Leavenworth, KS provides three sequential courses for battalion and brigade command selectees. All command designees attend the PreCommand Course (PCC). PCC provides common understanding of current doctrine, and up-to-date information on Army-wide policy, programs and special items of interest. In conjunction with PCC, spouses are invited to attend the Command Team Seminar (CTS). With commanders, they gain awareness of issues that impact families, the unit, and the community. The remaining two courses, the Tactical Commanders' Development Course (TCDC), and the Battle Commanders' Development Course (BCDC) emphasize warfighting skills and the art of battle command for tactical leaders.</p> <p>The Fort Leavenworth Research Unit developed a survey instrument to obtain commanders' assessment of courses following assignment to their commands. Commanders who had attended these courses in the previous 2 years were solicited for feedback. They gauged the usefulness of topics presented, and indicated their level of agreement with statements regarding the courses. They were asked what issues they felt were not addressed during the course and what they would share with incoming commanders. Responses (N=254) were compiled and analyzed. All courses received positive evaluations. Many commanders desired discussions with experienced commanders to cover OPTEMPO, resource constraints, and personnel management issues. Feedback provided useful suggestions and current trends.</p>					
15. SUBJECT TERMS COMMAND PREPARATION, BATTLE COMMAND, TRAINING, PRECOMMAND COURSE, COMMAND TEAM SEMINAR, TACTICAL COMMANDERS' DEVELOPMENT COURSE, BATTLE COMMANDERS' DEVELOPMENT COURSE					
SECURITY CLASSIFICATION OF			19. LIMITATION OF ABSTRACT Unclassified	20. NUMBER OF PAGES 60	21. RESPONSIBLE PERSON (Name and Telephone Number)
16. REPORT Unclassified	17. ABSTRACT Unclassified	18. THIS PAGE Unclassified			

Research Report 1707

**Commanders' Survey:
School for Command Preparation Feedback**

Adela A. Frame
and
James W. Lussier
U.S. Army Research Institute

**Fort Leavenworth Research Unit
Stanley M. Halpin, Chief**

U.S. Army Research Institute for the Behavioral and Social Sciences
5001 Eisenhower Avenue, Alexandria, Virginia 22333-5600

Office, Deputy Chief of Staff for Personnel
Department of the Army

January 1997

**Army Project Number
2O363007A792**

Manpower and Personnel

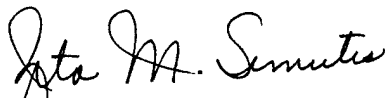
Approved for public release; distribution is unlimited.


FOREWORD

The Fort Leavenworth Research Unit of the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) supports the Combined Arms Command (CAC) by conducting command and control research and curriculum evaluation. The Fort Leavenworth Research Unit participated in the development of the Tactical Commanders' Development Course (TCDC). In 1991 the Fort Leavenworth Research Unit evaluated the utility of the course based on interviews conducted from 1991 to 1992. This feedback and developing battle command concepts prompted the addition of a third commanders' course, the Battle Commanders' Development Course (BCDC), in 1994.

In 1995, the School for Command Preparation (SCP), Command and General Staff College, requested the Fort Leavenworth Research Unit develop a means of gathering evaluations of its three SCP courses; the PreCommand Course (PCC), the Tactical Commanders' Development Course (TCDC), and the new Battle Commanders' Development Course (BCDC). Following development of the instrument, graduates of the courses were solicited for feedback. Responses were compiled, analyzed, and are presented in this research report. Responding commanders provided valuable feedback and identified command trends. Commanders were very positive about the courses and especially valued the integration of instruction, exercises and after action reviews (AARs) received during TCDC, BCDC, and the Command Team Seminar (CTS) portion of the PreCommand Course. This report examines both course content and method of instruction. It provides feedback on appropriateness and effectiveness of selected topics and techniques. This information is valuable to the School for Command Preparation and other organizations involved in senior leader development throughout the military services.

This research was funded as Technical Advisory Service. It was initiated at the request of the Commander of the School for Command Preparation. Updates were provided to the school and results were briefed to the School for Command Preparation in May 1996.


ZITA M. SIMUTIS
Technical Director


EDGAR M. JOHNSON
Director

COMMANDERS' SURVEY: SCHOOL FOR COMMAND PREPARATION FEEDBACK

EXECUTIVE SUMMARY

Research Requirement:

The Commander of the School for Command Preparation requested the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), Fort Leavenworth Research Unit, provide assessment support to the School for Command Preparation's review of curriculums. The assessment targeted the PreCommand Course (PCC), including the Command Team Seminar (CTS); the Tactical Commanders' Development Course (TCDC); and the Battle Commanders' Development Course (BCDC). The three courses are part of the School for Command Preparation at the U.S. Army Command and General Staff College. The data collection addressed student perceptions of course content and its quality, applicability, and value to students now commanding units across the U.S. Army. This feedback will be used to guide further curriculum development and identify recurring trends.

Procedure:

Interviews of commanders who participated in the three courses and specific questions of interest to the SCP course directors, guided the development of initial evaluation instruments. These instruments were reviewed by course directors, staff, and the Director and Executive Officer of the School for Command Preparation. Required adjustments were made as indicated and the instrument was mailed to 468 commanders who had previously attended the courses. The majority of the 254 responding commanders had been in command for 6 to 16 months. The commanders responded to scaled items, demographic questions, and free response items. Commanders provided thoughtful recommendations and often placed these in the context of current Army doctrine and trends as well as realistic constraints. Responses provide indices of areas viewed critical to commanders as well as areas they felt could be dropped from the courses.

Findings:

The assessment of the School for Command Preparation course PCC was positive. The PCC students represent a large, diverse group with sometimes competing information requirements and priorities. Understandably, suggestions provided by PCC graduates were often driven by the specific needs of their projected assignments. Commanders of U.S. Army projects, development units, and post support units generally made suggestions different from those of the commanders of tactical units. Although responses and suggestions were not uniform across graduates, commanders gave honest and overall favorable PCC feedback. Most commanders did agree on the value of personnel topics classes and discussions. Many commanders additionally wanted more resource management information. The Command Team Seminar portion of PCC was repeatedly praised for the information presented as well as the practical exercises. Some commanders felt PCC, to include CTS should be more realistic in its portrayal of Army wide constraints and limitations.

TCDC and BCDC are tailored to a less diverse audience and a larger portion of the information fully applies to all attendees. TCDC and BCDC received overwhelming praise. Commanders stated the interaction with other commanders, the exercising of doctrine through computer exercises and the thorough after-action reviews were extremely useful.

Utilization of Findings:

This report allows course authors and instructors to better understand the current needs of commanders. It assists the command group and faculty of the School for Command Preparation, Command and General Staff College, in continuing formative evaluation of its curriculum. It guides the selection of topics and instruction techniques while bringing recurring command concerns to light.

CONTENTS

INTRODUCTION.....	1
Curriculum Background	1
Evaluation background.....	1
Method	2
Survey Administration.....	2
Demographics	3
PRECOMMAND COURSE	5
Survey.....	5
Results	5
Course Attitudes	5
PCC Topics/Speakers.....	7
Free Response Questions.....	9
Commander Recommendations	9
Command Team Seminar	11
PCC Summary	12
TACTICAL COMMANDERS' DEVELOPMENT COURSE.....	13
Survey and Population.....	13
Course Attitudes	14
TCDC Topics.....	15
Most Beneficial Instruction.....	16
Least Beneficial Instruction	17
Commander Recommended Additions.....	18
TCDC Summary	18
BATTLE COMMANDERS' DEVELOPMENT COURSE	19
Survey and Results.....	19
Least Beneficial Topics	20
Commander Recommended Additions.....	20
BCDC Summary	20
CONCLUSION	22
REFERENCES.....	23

CONTENTS (continued)

APPENDIX A. Survey Cover Letter.....	25
APPENDIX B. PreCommand Course Survey.....	26
APPENDIX C. Tactical Commanders' Development Course Survey.....	31
APPENDIX D. Battle Commanders' Development Course Survey.....	36
APPENDIX E. PreCommand Course Questions Rated for Level of Agreement.....	39
APPENDIX F. PreCommand Course Speakers/Topics Rated for Usefulness.....	41
APPENDIX G. Tactical Commanders' Development Course Questions Rated for Level of Agreement.....	42
APPENDIX H. Tactical Commanders' Development Course Topics Rated for Usefulness.....	44
APPENDIX I. Battle Commanders' Development Course Questions Rated for Level of Agreement.....	45
APPENDIX J. School for Command Preparation Interview Feedback.....	47

TABLES AND FIGURES

Table 1. Responses received by level of command and courses attended.....	2
Table 2. Branches represented in PCC feedback.....	4
Table 3. Course format.....	6
Table 4. Course content.....	6
Table 5. Additional discussion opportunities.....	6
Table 6. Course validity.....	7
Table 7. PCC topic ratings.....	8
Table 8. The top ten items commanders listed they would have liked to discuss with experienced commanders prior to command, and the top ten items commanders would share with incoming commanders.....	10

CONTENTS (continued)

Table 9. Background of commanders by level of command.....	13
Table 10. Mean agreement with TCDC statements.....	14
Table 11. Mean rating of usefulness of TCDC topics.....	15
Table 12. Mean agreement with BCDC statements.....	19
Figure 1. Respondents' season of attendance and assumption of command.....	3

INTRODUCTION

Curriculum Background

The School for Command Preparation (SCP), established at Fort Leavenworth, KS, has a mission to prepare selectees for command. Initially, the PreCommand Course was offered to battalion and brigade command designees. The Tactical Commanders' Development Course (TCDC) was introduced in 1989 and the school added the Battle Commanders' Development Course (BCDC) in 1994. The three 1-week courses are attended sequentially according to the assignment needs of the selected commanders.

All command designees attend week one, the PreCommand Course (PCC). The curriculum of the PCC provides command designees a common understanding of current doctrine through both new and refresher training in selected philosophies, duties, and resources. Attendance at the PreCommand Course is mandatory for battalion and brigade command designees. They attend PCC at Fort Leavenworth to receive current and comprehensive information on Army policy, programs, and special items of interest. (DA, 1995). In conjunction with PCC, spouses are invited to attend the Command Team Seminar (CTS). PCC students participate in some combined sessions with spouses. The CTS is designed to provide the command team or commander with skills and awareness of issues that impact families, units, and the community.

Following PCC, designated commanders of tactical units attend week two, the Tactical Commanders' Development Course (TCDC). The program goal is to ingrain warfighting and combined arms thinking in commanders. (DA, 1995). This course is designed to improve commanders' ability to synchronize combat power on the battlefield. It emphasizes a review of the military decision making process (MDMP); and the commander's role in guiding staff and sub-unit commanders through planning, preparation, and execution of operations. Instruction in the science of command includes Intelligence Preparation of the Battlefield (IPB), and synchronization of battlefield operating systems (BOS).

TCDC graduates slated to command infantry, armor, and divisional aviation units attend week three, the Battle Commanders' Development Course (BCDC). Instruction emphasizes the art of battle decision making to instill commanders with flexible and mature approaches to the command estimate.

Evaluation background

With the addition of TCDC in 1989, the School for Command Preparation requested the Army Research Institute at Fort Leavenworth, KS assist in gathering and analyzing feedback from commanders who attended the course. The analysis was used to improve programs of instruction (POIs) and add valuable topics for designated tactical commanders. (Lussier & Litavec, 1992). Successful changes spawned from the evaluation are discussed later in this report (TCDC and BCDC portions).

In November 1995, the School for Command Preparation again approached the Army Research Institute to conduct alumni evaluation of the Battalion and Brigade PreCommand Course (PCC), Tactical Commanders' Development Course (TCDC), and Battle Commanders' Development Course (BCDC). Within the School for Command Preparation, the faculty

conducts its own careful curriculum evaluation based on interaction with and feedback from the students. This SCP feedback is immediate and reflects students thoughts during their stay at Fort Leavenworth. The school desired additional feedback following students' experiences in command. The Army Research Institute's goal was the formulation of an effective means of receiving alumni feedback; and the subsequent gathering, analyzing and presentation of this information for the School for Command Preparation.

Method

In November 1995, ARI researchers from Fort Leavenworth traveled to Fort Riley, KS and met with commanders of a mechanized infantry brigade, a mechanized infantry battalion, and a forward support battalion. Commanders were interviewed regarding the applicability and value of the SCP courses they had attended. Their comments (at Appendix J) and SCP course director guidance were used to create draft surveys. The SCP required information on the usefulness of specific topics and speakers presented, general attitudes about the content and format of the course, and how commanders felt the course could be improved. The surveys were aimed at gaining similar information across PCC, TCDC, and BCDC from a broad range of attendees spanning 2 years.

Three surveys were developed; The PreCommand Course Survey, the Tactical Commanders' Development Course Survey, and the Battle Commanders' Development Course Survey. They are included at Appendix B, C, and D. The cover letter attached to each survey packet mailed is at Appendix A.

Survey Administration

Four hundred and sixty-eight surveys were mailed to commanders who had attended the school within the previous 24 months. All commanders received the PCC survey. Commanders who attended TCDC and BCDC also received surveys for those courses. Of the 468 surveys, 254 were completed and returned within 120 days of the initial mailing. Follow-up mailings and reminder letters were not used. Data collection was conducted from January through June 1996. Total rate of returned responses for battalion and brigade commanders was 54%.

Table 1. Responses received by level of command and courses attended.

<i>Course Attended</i>	<i>BN CDRS</i>	<i>BDE CDRS</i>	<i>Total CDRS</i>
PCC	172	78	254
PCC & TCDC	82	23	105
PCC, TCDC & BCDC	35	11	46

Demographics

The population was predominately active versus reserve component commanders. Of the completed PCC surveys, 69% were battalion commander responses. Thirty-one percent were brigade commander responses. Table 1 identifies the respondents by level and type course attended. This 2:1 ratio approximates the ratio of attending command designees.

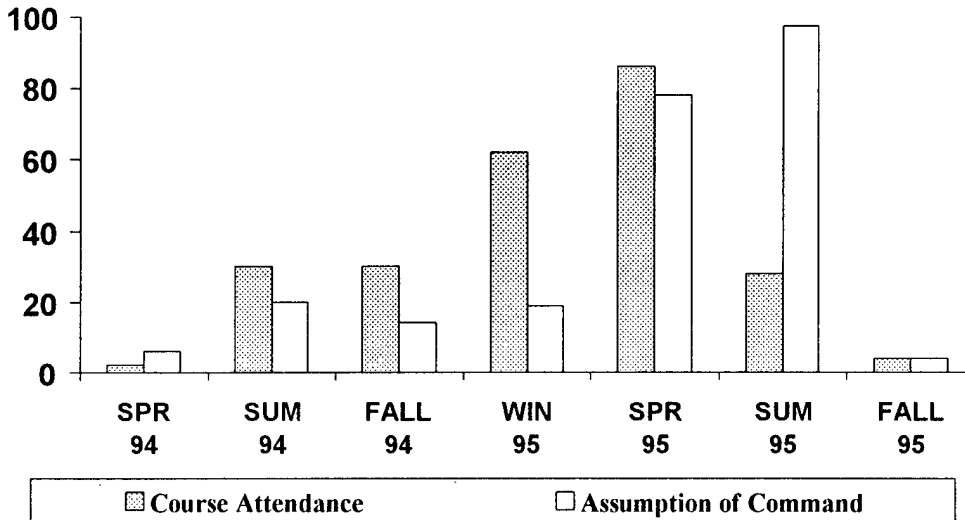


Figure 1. Respondents' season of attendance and assumption of command.

Summary of responses for PCC, TCDC, and BCDC students by command level is given in Table 1. All respondents attended the SCP PreCommand Course. Of those officers, 105 also attended the Tactical Commanders' Development Course. Forty-six respondents attended the Battle Commanders' Development Course following TCDC.

Surveys were delivered to battalion and brigade commanders 3 months to 2 years after assuming command. Figure 1 portrays the quarters in which responding commanders attended the course(s) and assumed command. Responses represent course attendance from Spring 1994 through Fall 1995. Of the responses received, 58% attended in the Winter and Spring of 1995. Annual increases in class sizes occur to accommodate the traditional change of command seasons for battalions; Spring and Summer.

Officer Areas of Concentrations (branches) and the functional area of acquisition corps represented in the PCC feedback are shown in Table 2. Infantry officers represent the greatest proportion of all PCC responses, 13%. Combat Arms commanders represent 50% of the respondents. Combat Support commanders represent 15% of PCC responses. Combat Service Support commanders represent the remaining 35% of the responses. Brigade commanders representation comprised 46% Combat Arms, 9% Combat Support, and 45% Combat Service Support.

Table 2. Branches represented in PCC feedback.

<i>Command Level</i>	<i>Total</i>		<i>Battalion</i>		<i>Brigade</i>	
	<i>n =</i>	<i>% of</i>	<i>n =</i>	<i>% of</i>	<i>n =</i>	<i>% of</i>
<i>Branch</i>	<i>250</i>	<i>Total</i>	<i>172</i>	<i>BN</i>	<i>78</i>	<i>BDE</i>
Acquisition	9	3.5	4	2.3	5	6.4
Adjutant General	12	4.7	7	4.1	5	6.4
Air Defense	4	1.6	2	1.2	2	2.6
Armor	14	5.5	11	6.4	3	3.9
Aviation	23	9.1	19	11.1	4	5.1
Chemical	7	2.8	7	4.1	0	0
Dental	10	3.9	4	2.3	6	7.7
Engineer	23	9.5	13	7.6	10	12.8
Field Artillery	21	8.3	17	9.9	4	5.1
Finance	5	2.0	4	2.3	1	1.3
Infantry	32	12.6	21	12.2	11	14.1
Medical	4	1.6	1	0.6	3	3.9
Medical Service	6	2.4	4	2.3	2	2.6
Military Intelligence	15	5.9	13	7.6	2	2.6
Military Police	5	2.0	2	1.2	3	3.9
Ordnance	12	4.7	8	4.7	4	5.1
Quartermaster	20	7.9	14	8.1	6	7.7
Signal	10	3.9	8	4.7	2	2.6
Special Forces	8	3.2	6	3.5	2	2.6
Transportation	7	2.8	5	2.9	2	2.6
Veterinary	3	1.2	2	1.2	1	1.3

note: Of the 254 responses, 4 commanders could not be identified by level or branch.

PRECOMMAND COURSE

The PreCommand Course is required for officers selected to command battalion and brigade units in the U.S. Army. Selectees attend 1 week of seminars, command proponent briefings, and updates. Additionally, they attend the Command Team Seminar. Information regarding many topics is distributed to the students. Most classes are attended jointly by battalion and brigade commanders. Exceptions to this are the installation management and Special Operations Forces (SOF) briefings attended only by brigade designees, and the Military Law briefing attended only by battalion designees.

The Command Team Seminar is designed for attendance by the command selectee and his or her spouse. During this portion of PCC, students discuss command philosophy and family issues. When couples are present for the classes, they jointly determine their expectations for each other during the command. The Myers-Briggs Type Inventory (Myers & McCaulley, 1985) is administered and family, deployment, and crisis issues are discussed. Commanders are given SOPs and handouts useful in developing units that better support soldiers and families.

Survey

The PreCommand Course Survey is at Appendix B. The survey includes two Likert type questionnaires evaluating agreement with statements about PCC and of the usefulness of specific briefings/topics presented. The last portion of the survey is open response and includes a request for demographic information about the commander. Instructions for the survey encouraged written feedback anywhere on the questionnaire. Open responses and additional written feedback were plentiful and valuable.

Results

Responses from the PreCommand Course (PCC) Survey indicates the course uses an effective instructional approach that prepares attendees for command. Commanders overwhelmingly feel the course is valuable and that 1 week is the right length for the course.

Many commanders suggested areas for added emphasis or inclusion into the PCC program of instruction (POI). Discussions with recently serving battalion and brigade commanders would have benefited the surveyed commanders and provided valuable insights. The Command Team Seminar (CTS) was also highly rated. Its value was often reiterated in the write-in portion of the survey.

Course Attitudes

Summary of statement ratings given by battalion and brigade commanders indicate PCC is highly valued. Commanders were asked to show their level of agreement with the statements in Tables 3 through 6. The survey is at Appendix B. Mean values are shown for each statement. Commanders indicated agreement weighted from 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, and 5 = strongly disagree. Lower mean values indicate greater agreement. The statements are presented in order from most to least mean agreement within the

topics of course format, content, validity, and discussions. They are displayed in Tables 3 - 6. Respondent frequencies are provided in Appendix E.

Table 3. Course format.

<i>Mean Rating of Agreement</i>	<i>Statements</i>
1.76	The PCC instructional approach (presentation and discussion) was effective.
1.84	My time was used effectively during PCC.
1.93	One week was adequate to cover the PreCommand Course topics.

The statements in Table 3 indicate the PCC course format is effective. The mix of speakers, seminars and practical exercises was rated favorably by commanders.

Table 4. Course content.

<i>Mean Rating of Agreement</i>	<i>Statements</i>
1.81	The Command Team Seminar provided useful information to my spouse and me.
1.86	The PreCommand Course (PCC) topics helped prepare me for command.
1.98	The information I received about PCC, prior to arrival was useful.
2.01	In-class study materials were helpful.

Course content also received high ratings. PCC topics are later more closely examined by individual ratings of usefulness. Table 4 shows commanders indicated PCC and CTS, as well as course materials and preparatory information were useful.

Table 5. Additional discussion opportunities.

<i>Mean Rating of Agreement</i>	<i>Statements</i>
1.92	I would have benefited from discussions with officers who had recently departed command.
2.14	I would have benefited from discussions with CSMs who had recently departed BN/BDE.
2.29	I would have benefited from discussions with commanders' spouses who had recently been involved with family support systems.

The statements in Table 5 suggest discussions with spouses or CSMs are less valuable discussions with experienced commanders. These ratings reflect many written suggestions for commander discussions and none for discussions with spouses and CSMs. In the TCDC and

BCDC results, many battalion commanders praised the opportunity to discuss issues with incoming brigade commanders who had commanded a battalion like the one they would assume.

Table 6. Course validity.

<i>Mean Rating of Agreement</i>	<i>Statements</i>
2.10	The Command Team Seminar accurately portrayed the realities of family support systems and recruitment of volunteers.
2.18	DA level speakers presented views of the Army which differ from what I have experienced since assuming command.
2.50.	Army personnel and resource challenges were adequately addressed during PCC

The ratings of agreement with “The Command Team Seminar accurately portrayed the realities of family support systems and recruitment of volunteers,” and “Army personnel and resource challenges were adequately addressed during PCC,” suggest constraints in these areas may not be fully discussed at PCC. Commanders mentioned difficulties in conducting adequate training with limited resources. They also stated family support efforts sometimes required large modification from the procedures taught at CTS. These written comments from the PCC and TCDC surveys support the impression that some presentations portray how command is supposed to work, but may not adequately address the realities commanders face.

PCC Topics/Speakers

Thirty-one speakers/topics were rated for usefulness to the commanders as shown in Table 7. They are sorted by increasing mean value. Commanders were asked to indicate how useful they found the topics. The survey is at Appendix B. Commanders indication of the value of courses were weighted 1 = extremely useful, 2 = moderately useful, 3 = of little use, and 4 = of no use. The statements are presented in order from most to least usefulness to the commanders. Low mean values indicate more useful ratings. Mean rating for all PCC topics is 1.90. Frequencies are provided in Appendix F.

Table 7. PCC topic ratings.

<i>Mean Ratings of Usefulness</i>	<i>Topic area</i>
1.32	Chief of Staff of the Army
1.33	Officer Evaluation Reports
1.43	Deputy Chief of Staff for Personnel
1.46	The Inspector General
1.47	Military Law (BN CDRS)
1.52	Deputy Chief of Staff for Operations
1.61	CG, FORSCOM
1.68	Trauma in the Unit
1.69	Sergeant Major of the Army
1.74	CG, TRADOC
1.79	Commander, Community and Family Support Center
1.81	Commander, Army Safety Center
1.84	CSM, Combined Arms Center, Role of the CSM
1.85	Equal Opportunity
1.85	Army Family Team Building
1.87	Deputy Chief of Staff for Logistics
1.87	Commander, Combined Arms Center
1.90	Community Family Programs
1.90	Command Team Charter
1.96	Chief of Public Affairs
1.98	Installation Management (BDE CDRS)
1.99	Chief of Chaplains
2.13	Deputy Chief of Staff for Intelligence
2.18	Center for Army Lessons Learned
2.19	US Army Physical Fitness School
2.20	AAFES
2.23	Surgeon General
2.35	Special Operations Forces (BDE CDRS)
2.44	Commander, JTF-6
2.47	US Army Transportation School
2.50	Army Acquisition Corps

The Chief of Staff of the Army was rated highest, closely followed by Officer Evaluation Reports. The Inspector General, Deputy Chief of Staff for Personnel, Military Law (BN CDRS), Deputy Chief of Staff for Operation followed in rating of usefulness. These five speakers/topics were rated highest by both battalion and brigade commanders.

Overall, the five lowest rated speakers/topics presented to PCC students were Acquisition Corps, Transportation School, JTF-6, Surgeon General, and the AAFES briefing. Special Operations Forces (SOF) is presented only to Brigade designees and received low ratings from these commanders.

Finally, although the topic "Installation Management" (a brigade command topic) received a mid-rating, it was predictably rated more useful by commanders who attended PCC but did not attend TCDC or BCDC. These commanders were generally those who assumed installation support or research project commands.

Throughout the PCC survey, little difference in rating occurred between battalion and brigade commanders. Battalion and brigade commanders generally agreed on the usefulness of topics presented during PCC. When differences do occur, battalion and brigade commanders' mean ratings nevertheless are on the same side of the combined mean for all topics. These differences, with frequency percentages for each group, are shown in Appendix F.

Free Response Questions

The final pages of the PCC Survey were composed of questions requesting short written answers and demographic information. Commanders were first asked "What subject(s) covered at your branch PCC were repeated during the Fort Leavenworth PCC?" The majority of commanders, 149, left this item blank. Forty-seven commanders specifically wrote in there is no overlap between the courses. Commanders who reported overlap frequently stated the topics were approached with different emphasis or focus. This suggests the topics remain a valuable portion of the course and are appropriately addressed at PCC. Overlap topics (listed in order of frequency mentioned) include Officer Evaluation Reports (OERs) and Command Sergeant Major (CSM) issues. OERs is listed by a variety of branches as a repeated topic (total mentions = 17), CSM was listed primarily by Field Artillery, Armor, and Quartermaster (total mention = 19) as overlap. The remaining topics of Legal, Safety, Army Physical Fitness Training (APFT), Equal Opportunity (EO), and Chaplain are each listed 8-9 times by various branches.

Commander Recommendations

Additions. Suggested additions to course topics were provided by PCC attendees when asked what topics they would add to the PCC (week one) POI. The most commonly requested addition was for sessions with commanders who have recently departed or are currently serving in similar organizations, or at a similar level of operations (tactical, strategic, installation) to their own.

Methods of managing funds as well as establishing and maintaining budgets were also areas of high interest. Commanders of all types of units were concerned with resource constraints and resource management. This was reflected in requests for management discussions of maintenance and logistical constraints.

Soldier administrative actions such as flags, chapters, case law, and the Uniform Code of Military Justice (UCMJ) were the next most frequently recommended additions. Commanders requested more depth in these areas. Requests for the addition of civilian management topics were frequently made by TDA commanders. Commanders also requested discussions to better clarify and specify the role of the CSM.

Many commanders felt more information related to operations tempo (OPTEMPO) should have been included. Specifically, they desired realistic information concerning resource restrictions on OPTEMPO and its effects on soldiers, soldiers' families, and soldier retention and careers. Some commanders stated the restrictions they encountered upon assuming command were related to them by peers but not addressed at PCC.

Given recent care provider changes for family members and soldiers, many commanders suggested written information on CHAMPUS and Tricare changes be provided. They would serve as valuable references during the early days of the commanders' tours and guide installation-specific questions upon command.

Finally, many commanders asked that Department of the Army level briefings continue to give the big picture. However, they also asked that ideas be related more practically to the "field" and their level of command. These commanders requested a vision of the organizational end state be clearly defined in terms more specific than "Force XXI" (TRADOC, 1994b). One commander stated a recurring sentiment that the DA level speakers "live in a different Army." Another stated, "Why is the Chief of Chaplains a speaker? Get me a chaplain from a battalion or division."

Deletions. Write-in responses to the open ended question "What two subjects could be dropped from the PCC POI?" closely match the Likert ratings of PCC topics. For this question SOF received the highest proportion of write-ins followed by AAFES, PT, Acquisition Corps, Transportation School, and Surgeon General. Many commanders suggested handouts be adopted to cover those topics less useful for their needs. Presentations may not be necessary in familiar or high fact based areas or topics.

Commanders' topics for discussion. Commanders were asked "If PCC had provided you the opportunity to talk with serving commanders, what issues would you have discussed?" and "What issues would you stress to command selectees now attending PCC?" As mentioned, most

Table 8. The top ten items commanders listed they would have liked to discuss with experienced commanders prior to command, and the top ten items commanders would share with incoming commanders.

<i>Commanders would ask experienced commanders...</i>	<i>Commanders would share with new commanders...</i>
1. Budget constraints & managing limited resources	1. Budget constraints & managing limited resources
2. Training issues	2. Family support issues
3. OER philosophy	3. UCMJ
4. Role & utilization of the CSM	4. Personnel management
5. Family support issues	5. OER philosophy
6. Command climate, conduct and discipline	6. Command climate, conduct & discipline
7. Personnel management	7. Training issues
8. Leader development & ethics	8. Work with fewer soldiers and high turnover
9. Civilian management	9. Civilian management
10. UCMJ	10. Keep up-to-date locally and Army-wide

commanders felt they would have benefited greatly from the opportunity to discuss issues with recently-serving commanders. Commanders listed many issues for discussion with experienced commanders which also appear as topics they would have added to PCC. Listed topics are in Table 8.

Commanders declared OPTEMPO constraints the top area for discussion with other experienced commanders. Commanders stated they would have preferred to understand resource constraints prior to arriving in command. They would have asked experienced commanders how to get the greatest amount of quality training working with constraints and family issues. Training topics commanders would have discussed included leader and staff training, training philosophy, strategies, meetings, tips & suggestions, training distracters, CTC training experiences, and the effects of zero-defect mind set on training.

Command personnel issues were also repeatedly listed as areas for discussion with experienced commanders. Although there is some overlap of these areas in PCC, commanders identified three areas of concern: The role of the CSM within the command, management of the OER profile, and establishing the command climate.

Commanders were asked conversely to list the topics and ideas they would share with other incoming commanders. Many of these reflect the same topics commanders would have discussed with experienced commanders or thought useful additions to PCC. The effect of resource constraints on OPTEMPO and the effect of high OPTEMPO on soldier family time were two areas many commanders would discuss with incoming commanders. Many commanders felt incoming commanders need to understand the critical impacts of insufficient finances. Commanders state they understand now that dollars drive much of what they plan. They state incoming commanders should prepare for greater training challenges with fewer dollars and suggest commanders find ways to slow down or better prioritize training so they can "do fewer things better."

Commanders would discuss personnel management and the importance of its required administration. Commanders especially emphasized UCMJ administration. Management of the OER profile and the use of the OER to manage officers were also listed as topics they would share with new commanders. Finally, many commanders would share their family support readiness experiences.

Some topics commanders would have discussed with experienced commanders did not appear as topics they would stress to command selectees now attending PCC. Mention of the utilization of the CSM and ethics in a zero-defect environment were uniformly absent although listed frequently in other areas. Perhaps, although some solutions had been found during their command tenure, other issues remained unresolved.

Command Team Seminar

The Command Team Seminar (CTS) received extensive praise. Although a few commanders felt the course could be dropped, others stated they wished they could have brought their spouses or would strongly recommend spouses attend. Some commanders reiterated the importance of approaching family support as a command and not a spouse responsibility. The only improvements suggested were recurring requests for more realistic portrayal of the difficulties in establishing family support programs, and less emphasis on the Myers-Briggs Type Inventory (Myers & McCaulley, 1985). Overall, the Command Team Seminar is viewed as a valuable portion of PCC.

PCC Summary

The PreCommand Course is highly regarded by commanders. The course provides a wide variety of useful information to a relatively diverse group of officers. Differences in command assignments seemed to produce some of the variability in topic ratings. Commanders feel some topics are less useful and could be addressed in handouts instead of full presentations. Department of the Army speakers are providing valuable, realistic information. Commanders ask that they tie more of the information presented to its significance and application at the unit level. The course may consider presenting some topics in more detail and consider deleting fact based or familiar topics. Many commanders agreed on the benefit of discussions with experienced commanders. Add commander discussions if possible. If not, look for other ways to address commander concerns.

TACTICAL COMMANDERS' DEVELOPMENT COURSE

In May 1989, the Tactical Commanders' Development Course (TCDC) began training battalion and brigade command designees in synchronization of tactical operations. Because the Army Research Institute at Fort Leavenworth participated in the course's development, they were asked to evaluate the curriculum in 1991. The Fort Leavenworth Research Unit conducted evaluation of the course by interviewing 48 battalion commanders from February 1990 through August 1991. Half of the group had attended TCDC and half had not. These groups were used to examine the educational needs of commanders and evaluate course content.

This initial survey of commanders indicated TCDC was highly valued. Rehearsals, Intelligence Preparation of the Battlefield (IPB), Synchronization, Mission Analysis, and Battlefield Visualization were listed as the overall most critical battlefield skills. The results were the same across both graduates and non-graduates. (Lussier & Litavec, 1992). The current TCDC survey results are reviewed in light of the previous 1992 TCDC feedback.

Currently TCDC is presented in three forums. The battalion course is separated into two sections: light infantry and armor with heavy infantry. This course is designed for officers designated to assume command of combat battalions. The brigade course is designed for students designated to assume command of tactical brigades and battalions but excluding the combat battalion designees. These courses run concurrently during each TCDC week at SCP.

Survey and Population

The Tactical Commanders' Development Course Survey is similar to the PCC survey and examines TCDC topics presented to officers designated to command tactical units. The survey is at Appendix C. The last portion of the survey included open response questions and additional requests for demographic information. Commanders returned valuable written feedback in addition to the requested ratings. TCDC frequencies of responses are given at Appendix G.

Table 9. Background of commanders by level of command.

<i>Experience</i>	<i>Command Level</i>		
	<i>Total N = 104</i>	<i>battalion n = 81</i>	<i>brigade n = 23</i>
Deployed (OOTW or Combat Operation)	66	50	16
Desert Shield/Storm	38	26	12
NTC Player	64	50	14
JRTC Player	35	27	8
CMTC Player	32	25	7
BCTP Player	58	43	15

note: figures reflect commanders' participation in multiple exercises.

Table 9 describes the background of TCDC respondents. The majority possess tactical and some operational-level training center experiences. Eighty-eight percent of battalion and 83% of brigade commanders indicated they had participated as a player at a Combat Training Center (CTC). The experience of responding commanders include National Training Center (NTC)

(67% battalion commanders, 61% brigade commanders), Joint Readiness Training Center (JRTC) (36% battalion commanders, 35% brigade commanders), Combat Maneuver Training Center (CMTC) (33% battalion commanders, 30% brigade commanders), and Battle Command Training Program (BCTP) (57% battalion commanders, 65% brigade commanders).

Sixty-three percent of battalion and 70% of brigade commanders possessed Operations Other Than War (OOTW) or combat operation experience. The operational experience of battalion and brigade commanders predominately includes Operation Desert Shield/Storm (36% of battalion commanders and 52% of brigade commanders).

Course Attitudes

Commanders were asked to indicate their level of agreement with the statements in Table 10. The statements are listed in order from greatest to least agreement. Commanders indicated

Table 10. Mean agreement with TCDC statements.

<i>Mean Rating of Agreement</i>	<i>Statements</i>
1.32	The opportunity to exchange thoughts and ideas with classmates and instructors was very important.
1.57	Instructors were knowledgeable and skillfully developed discussions and AARs.
1.77	During TCDC, simulation was used effectively to enhance learning.
1.79	TCDC teaches current Army doctrine.
1.79	The contracted civilian computer interactors assisted me in learning during TCDC.
1.83	TCDC handouts (ST 101-5, battlebook, etc.) are useful to me now that I am in command.
1.89	TCDC helped me to understand the complexities of synchronizing combat power at brigade and battalion level.
1.89	TCDC challenged me to think.
1.92	Scenarios used in TCDC were realistic.
1.94	The mix of time between instruction and simulation in TCDC was about right.
1.95	TCDC helped me to assess my own individual strengths and weaknesses.
1.96	TCDC helped me appreciate the time and space factors involved in executing a tactical plan.
1.98	I use the Deliberate Decision Making Process (DDMP) covered in TCDC in my unit.
1.99	As a result of attending TCDC, I was more knowledgeable, confident, and better prepared when I assumed command.
2.02	TCDC offered viable techniques for planning and synchronizing at battalion and brigade level.
2.11	TCDC enhanced my ability to formulate commander's intent.
2.18	TCDC increased my understanding and ability to apply the IPB process.
2.20	TCDC helped prepare me to train my battle staff.
2.26	In TCDC, I gained an appreciation of the capabilities and lethality of friendly and enemy weapons systems.
2.39	TCDC helped educate me on what to expect from each of my battle staff officers.

agreement weighted as 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, and 5 = strongly disagree. Mean values are shown.

TCDC is rated highly by commanders. Highest ratings of agreement indicate commanders most value the opportunity to exchange thoughts with classmates and instructors. Commanders feel the instructors are knowledgeable and skillful in developing discussions and after action reviews (AARs). Commanders also saw simulations as valuable training tools. Battle staff responsibilities and expectations was an area rated as least fully addressed when compared to other areas.

Brigade and battalion commanders differed little in mean responses. Brigade commanders less often indicated they use the DDMP techniques taught in TCDC. Nevertheless, the brigade commander mean for the item was 2.1 indicating they do use the technique. Brigade commanders responded slightly less favorably when asked about the helpfulness of computer interactors. This may reflect greater brigade commander experience during their TCDC experience as a battalion commander.

TCDC Topics

Seventeen topics were also rated for usefulness to commanders. These are shown in Table 11. Topics are sorted from low mean value, indicating greater overall usefulness, to high mean value, indicating less useful ratings. Commanders indicated usefulness of topics weighted as 1 = extremely useful, 2 = moderately useful, 3 = of little use, and 4 = of no use. Frequencies are listed at Appendix H.

Table 11. Mean rating of usefulness of TCDC topics.

<i>Mean Rating of Usefulness</i>	<i>Topic</i>
1.44	Commander's intent
1.48	Synchronization methodology & techniques
1.48	Commander's guidance
1.49	Deliberate Decision Making Process
1.55	Synchronization
1.57	Mission Analysis
1.59	Execution Matrix
1.62	Commander's Role in IPB
1.70	CCIR
1.73	AAR Process
1.77	Hasty Wargaming
1.81	Event Template/Matrix
1.87	Battle Tracking
1.92	COA Development
1.96	Detailed Wargaming
1.98	Order Development
2.10	US/OPFOR Weapon Capabilities/Tactics

All topics receive relatively high ratings (extremely useful or moderately useful). Scores varied little. The mean rating for all rated TCDC topics is 1.71. The topics rated most useful to TCDC graduates are commander's intent, synchronization methodology and techniques, commander's guidance, deliberate decision making process (DDMP)¹, and mission analysis. Brigade commanders rated Commander's Intent (mean = 1.68) and CCIR (mean = 1.95) slightly lower than did battalion commanders. Otherwise, there existed less variation in ratings for these topics than existed for PCC topics.

Most Beneficial Instruction

When commanders were asked to write in the most beneficial portion of their TCDC attendance, the most frequent response was the great value of the exchanges they shared with their classmates and instructors. In agreement with the 1992 survey group (Lussier & Litavec, 1992), nearly all responding commanders gave high ratings and remarked on the benefit of the group interaction. They declared exchanges with battalion and brigade level classmates and with instructors were a very valuable part of the course. Commanders indicated these interactions increased their knowledge of system capabilities of other branches. They stated they learned from the experiences of others and were able to exchange and test ideas on classmates of different branches and command levels. These comments referenced both formal in-class seminars and informal off-line discussions.

Other topics written in as beneficial closely match those topics rated useful. In order from greatest frequency, commander's intent, DDMP, the synchronization matrix, and finally the computer exercises with accompanying AARs were frequently written in as the most beneficial topics for commanders.

Similar to the results of the 1992 survey, commanders continue to value the handouts (especially ST 101-5 (CGSC, 1996), and the TCDC Battle Book (SCP, 1994)), as well as the staff planning process with accompanying synchronization matrix drills. The 1992 survey indicated some commanders were uncomfortable with the IPB process and did not feel this portion met their needs. Subsequently, a military intelligence officer was assigned to the TCDC staff and directed to revise IPB instruction for the commander's perspective (Lussier & Litavec, 1992). The current IPB seminar speaks directly to commanders' needs and shows an improved rating of usefulness.

Commanders also wrote in about their experiences with their staffs. They indicated that developing and communicating clear and concise commander's intent and guidance to their staff is critical. Commanders valued instruction and discussion of commander's intent and commander's guidance.

Several commanders also indicated staff training is an important part of their jobs. Similar to the 1992 study, it was noted that with high officer turnover, much of the commander's time was spent training and guiding the staff. However, the statements "TCDC helped prepare me to train my battle staff," and "TCDC helped educate me on what to expect from each of my battle staff officers," were rated low compared to other statements. TCDC may need to give greater attention to battle staff topics.

¹ Although the 1993 draft FM 101-5 addresses the deliberate decision making process (DDMP), the combat decision making process (CDMP), and the quick decision making process (QDMP) as a subset of the military decision making process (MDMP), the 1996 draft FM 101-5 refers only to MDMP.

The computer exercises with subsequent AARs received many positive comments. Commanders stated the exercises allowed them to think through the orders process and then observe the outcome through the simulation. Students valued the review of doctrine displayed through the simulations. Those who were entering command following non-tactical staff time expressed the importance of the structured and unpressured return to tactical planning, battle rhythm, and battle tracking. Students who indicated the course served as a valuable refresher indicated that simulations added life to the instructors' teaching points. One commander indicated discussions with the other students and the instructors during simulations provided an excellent opportunity to think about tactical considerations from differing perspectives. The value of wargaming and synchronization in conjunction with JANUS exercises was also identified as valuable.

The military decision making process was also frequently mentioned. Commanders referred often to MDMP and its abbreviated processes. They stated it was important to keep up-to-date on abbreviated techniques and procedures. This may reflect the changing FM 101-5 doctrine which addresses these techniques and the realistic demands of combat training centers.

Other areas cited as beneficial to commanders include the lessons learned discussions and feedback from CTCs. Although the Center for Army Lessons Learned (CALL) presents during PCC, the presentation may be more appropriate during TCDC with a handout provided to PCC students. The bulk of CALL information is directed toward combat and combat support units. The execution and synchronization matrix seminars (13 mentions) were also listed by some commanders as the most beneficial topics. Commanders appreciated the detailed wargaming, mission analysis, orders process and IPB instruction and exercises (16 mentions total).

Least Beneficial Instruction

Although TCDC graduates were also asked to write in the least beneficial topic or portion of their instruction, few responses were given. In fact, many commanders wrote that the entire course had been beneficial and important.

Hasty wargaming appeared as an area some commanders felt could be allocated more time. They stated they needed additional delineation of the technique and additional practical exercises using the technique. Hasty wargaming is a new technique coached at NTC and described by CALL (1995). Commanders are relatively inexperienced but are eager to understand and use the technique to support abbreviated planning. Confusion in this area is likely driven by limited and evolving doctrinal guidance (Frame, 1996).

A few separate comments also expressed disappointment that the light infantry officers had little interaction with the heavy infantry and armor officers; felt weapons capabilities should be understood prior to attendance and not taught at TCDC; and stated operations order and COA development were not always practiced in the course in accordance with the MDMP model.

Commander Recommended Additions

When asked to list topics commanders felt should have been addressed but were not during TCDC, the majority of the 179 commanders left this item blank. Ten officers listed issues of asset integration. These commanders wanted to practice and improve their integration of artillery support and aviation support (3 mentions), intelligence and jamming support (3 mentions), and logistics support on the battlefield (4 mentions). Five commanders wrote more hasty wargaming and quick decision making process (QDMP) could have been offered. Four commanders asked for more operations other than war (OOTW) and stability operations discussions and scenarios.

TCDC Summary

TCDC contributes significantly to the tactical development of commanders. The IPB improvements in the past 4 years have provided improved usability of intelligence and support to decision making. Commanders value easily implemented and practical techniques. When further implemented in simulation, the value and usefulness of the guidance becomes apparent. TCDC successfully provides commanders with information and planning techniques and then demonstrates how these can be used pragmatically in the command.

Commanders search for decision making and staff planning procedures tailored for quick combat decision making situations. They want rapid and simple procedures that realistically can be applied. As the School for Command Preparation continues to train leaders, FM 101-5 (DA, 1984, 1993, 1996) procedures evolve. Commanders departing SCP in 1994 and 1995 with QDMP, CDMP, and DDMP procedures in their arsenal encountered differences in CTC coaching of these techniques. Unfortunately, the simultaneous nature of developing training procedures sometimes leads to conflicting guidance. While some of these will be inevitable, a closer bond between SCP and the CTCs would improve continuity.

BATTLE COMMANDERS' DEVELOPMENT COURSE

In the 1992 TCDC survey, some commanders indicated the course could benefit by the addition of a week combining combat battalion and brigade commanders. (Lussier & Litavec, 1992). Initially, TCDC consisted of 2 weeks; 1 week offense and 1 week defense. In 1994, the decision was made to shorten TCDC to 1 week and add a week devoted to the newly delineated battle command function (DA, 1993, BCBL, 1994, & TRADOC, 1994b). This new week-long course was developed for designated infantry, armor, and division aviation combat unit commanders and added to the SCP offerings. The Battle Commanders' Development Course (BCDC) brings together officers selected to command combat maneuver battalions and brigades. They receive 1 week of visualization (TRADOC, 1995) and conceptualization exercises. The curriculum is designed to increase combat commanders' warfighting experience base and skill level.

The BCDC survey is particularly important for the SCP. As the newest SCP course, BCDC has not previously received formal alumni feedback following students' assumption of command. The response was very positive. Commanders indicated the course was valuable and increased their knowledge and application of battle command dynamics.

Survey and Results

Commanders who attended BCDC were asked to evaluate the training they had received.

Table 12. Mean agreement with BCDC statements.

<i>Mean Rating of Agreement</i>	<i>Statements</i>
1.80	Instructors were knowledgeable and skillfully developed discussions and AARs.
2.00	BCDC scenarios realistically presented me with time sensitive decision dilemmas.
2.00	BCDC enhanced my ability to visualize (form a mental picture of the present state and the desired future state).
2.02	In BCDC, learning was enhanced by the fast paced, repetitive approach which required me to simultaneously plan, fight, execute, and review multiple (six or seven) battles.
2.02	BCDC enhanced my decision making skills.
2.09	As a result of attending BCDC, I was more knowledgeable, confident, and better prepared when I assumed command.
2.11	The mix of simulation and instruction was right.
2.11	BCDC enhanced my ability to apply information assimilation skills, including management of CCIR.
2.11	BCDC enhanced my ability to conceptualize (articulate a concise portrayal of how the commander sees the elements of his command operating together to accomplish the mission).
2.13	BCDC improved my understanding of Battle Command.
2.14	The Combat Decision Making processes I exercised at BCDC have made me a more successful battlefield commander.
2.18	BCDC helped me to assess my own individual strengths and weaknesses.
2.23	BCDC (the Art of Command) built logically on TCDC (the Science of Command).
2.67	BCDC challenged me to think more than TCDC did.
3.46	All things considered, it would have been more valuable for me to go directly into BCDC without the TCDC instruction.

First, commanders were asked to indicate their level of agreement with general statements about the course. Commanders were then asked for suggestions for improving the course.

The statements are listed in order from greatest to least agreement in Table 12.

Commanders indicated agreement weighted as 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, and 5 = strongly disagree. Mean values are shown.

As in TCDC, commanders who attended BCDC clearly stated the importance of the interaction with other commanders during the course. Many commanders stated the interaction and dialogue with peers and experienced instructors increased their depth of understanding not only of battle command, but of the realities and constraints that awaited them in command. Battalion commanders added that they received valuable wargaming techniques and experienced guidance from brigade command designees. They especially prized the mentoring of those who had previously served as battalion commanders in similar units, and had relevant CTC or operational experiences.

As intended and designed into the course, commanders received immediate feedback following computer battles. Many battle command skills are learned through all forms of AARs. Commanders listen and learn and become more willing to adjust when necessary (Franks, 1996). Many commanders praised this aspect of the training. Computer simulated battles were also praised for assisting honing of visualization skills. As commanders were able to watch the battle unfold according (or not according) to plan, they learned to better see the battle in planning and during execution. Commanders felt their ability to visualize operations, and integrate these concepts in decision making processes had been enhanced during the course.

Instructors are clearly seen as knowledgeable and skillful in developing discussion and AARs. Commanders were again positive about handouts, SOPs, decision making guidelines, synchronization procedures, and CTC lessons learned.

Least Beneficial Topics

When asked what BCDC topics commanders considered least beneficial in helping prepare for command, the majority of commanders specifically stated all were good or left the question blank. Two commanders felt there were too many JANUS exercises. Two other commanders felt the conceptual presentation of Battle Command was too philosophical.

Commander Recommended Additions

When asked for suggestions to incorporate into BCDC, several commanders specifically stated the course was on target. One recommendation was made to include more application or integration of joint task force operations. Two other commanders spoke to the realities of task force operations by requesting the course speak more specifically to battle staff turnover and training cycle realities.

BCDC Summary

BCDC provides realistic, time sensitive decision dilemmas which enhance learning. It increases commanders' abilities to visualize present and future desired states. Overall, commanders agreed decision making skills, knowledge, confidence, and preparedness for

command are enhanced by the course. The use of multiple simulation exercises is a valid method to increase warfighting experience. One commander summed up the course's high ratings by stating the whole process had a beneficial, logical structure for increasing warfighting competence.

CONCLUSION

Commanders value all three courses offered by the School for Command Preparation (SCP). They felt program of instruction refreshed them and improved their leadership abilities. This study confirmed these opinions and discovered both common and course unique findings.

Common to all courses was the interest in discussing issues with recently departed or currently serving commanders of similar units. PreCommand Course (PCC) attendees expressed a desire to discuss OPTEMPO, resources, and soldiers issues. Tactical Commanders' Development Course (TCDC) students stated there were few changes that could be made to improve an already solid curriculum. Battle Commanders' Development Course (BCDC) graduates described the valuable lessons they learned from the from the brigade command designees they trained with during the course.

PCC students felt the course used appropriate methods of instruction and gave them a clear understanding of current Army and Department of Defense initiatives and positions. Commanders stated that PCC and the Command Team Seminar (CTS) were very useful, but sometimes described only ideals while overlooking the difficult realities. They wanted to hear ideas about balancing resources and OPTEMPO while taking care of soldiers and their families.

TCDC provides commanders an important review of the Military Decision-Making Process (MDMP) and practice at synchronizing battlefield systems. The course uses an appropriate mix of seminar and simulation exercises to allow commanders to plan and execute combat operations. Commanders highly rated those portions of the course that allow them to practice and receive feedback (AARs) on providing guidance and developing synchronized operations. The opportunity to see and discuss the different ways to solve a tactical problem was prized by students. Commanders stated that training and guiding the staff was difficult and often problematic. TCDC could do more to prepare them in this area.

BCDC was highly praised by commanders. They valued the multiple simulation exercises and battalion commanders particularly valued the interaction with brigade command selectees. Commanders benefited greatly from the course's decision exercises. The initial discussions and description of battle command seem vague and conceptual to some commanders and may need to be refined.

SCP provides valuable instruction to command selectees. Commanders voiced great enthusiasm for all three courses and provided important written comments to improve the course for students who follow them. This report has presented the highlights of each course and areas for improvement. Recommendations made by commanders would not change course design. They only modify instructional techniques or presentation. Overall, SCP is a valid and necessary program that meets the needs of command selectees.

REFERENCES

Battle Command Battle Laboratory (BCBL). (1994). *Battle Command: Leadership and Decision Making for War and Operations Other Than War (Draft 2.1)*. Fort Leavenworth, KS: Author.

Center for Army Lessons Learned (CALL). (1995). *Tactical Decision Making: Abbreviated Planning (Newsletter 95-12)*. Fort Leavenworth, KS: Author.

Frame, J. E. (1996). *Gazing into the Crystal Ball Together: Wargaming and Visualization for the Commander and Staff (Monograph)*. Fort Leavenworth, KS: School for Advanced Military Studies.

Franks, F. M. (1996). Battle Command. *Military Review*, 76(3), 4-25.

Lussier, J. W., and Litavec, D. J. (1992). *Battalion Commanders' Survey: Tactical Commanders' Development Course Feedback. Research Report 1628*. Fort Leavenworth, KS: U.S. Army Research Institute for the Behavioral and Social Sciences.

Myers, I. B., and McCaulley, M. H. (1985). *Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator*. Palo Alto, CA: Consulting Psychological Press.

U.S. Army Command and General Staff College (CGSC). (1996). *Student Text (ST) 101-5, Command and Staff Decision Processes*. Fort Leavenworth, KS: Author.

U.S. Army School for Command Preparation (SCP). (1994). *Tactical Commanders Development Course Battle Book: U.S. BDE/BN Task Force*. Fort Leavenworth, KS: Command and General Staff College.

U.S. Army Training and Doctrine Command (TRADOC). (1994a). *TRADOC Pamphlet 525-5, Force XXI Operations*. Fort Monroe, VA: Author.

U.S. Army Training and Doctrine Command (TRADOC). (1994b). *TRADOC Pamphlet 525-200-1, Battle Command: Battle Dynamic Concept*. Fort Monroe, VA: Author.

U.S. Army Training and Doctrine Command (TRADOC). (1995). *TRADOC Pamphlet 525-70, Battlefield Visualization Concept*. Fort Monroe, VA: Author.

U.S. Department of the Army (DA). (1984). *Field Manual (FM) 101-5, Staff Organization and Operations*. Fort Leavenworth, KS: U.S. Army Command and General Staff College.

U.S. Department of the Army (DA). (1993). *Draft Field Manual (FM) 101-5, Command and Control for Commanders and Staff*. Fort Leavenworth, KS: U.S. Army Command and General Staff College.

U.S. Department of the Army (DA). (1995). *Department of the Army Pamphlet (DA PAM) 600-3, Commissioned Officer Development and Career Management*. Alexandria, VA: U.S. Total Army Personnel Command.

U.S. Department of the Army (DA). (1996). *Draft Field Manual (FM) 101-5, Staff Organization and Operations*. Fort Leavenworth, KS: U.S. Army Command and General Staff College.

Appendix A, Survey Cover Letter



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
U.S. ARMY COMMAND AND GENERAL STAFF COLLEGE
1 REYNOLDS AVENUE, BUILDING 111
FORT LEAVENWORTH, KANSAS 66027-1352

ATZL-SWK

11 JAN 1996

MEMORANDUM FOR Former Pre-Command Course Attendees

SUBJECT: Fort Leavenworth Pre-Command Course (PCC) Feedback

1. Greetings from Fort Leavenworth. The purpose of this memo and the enclosed questionnaire is to solicit input on the effectiveness of the Fort Leavenworth PCC.
2. As a serving commander, your insights are vital to maintaining program relevance and effectiveness. Did the Leavenworth PCC provide up-to-date information on Army-wide level policy, programs, and special items of interest? And, if you attended the Tactical Commanders Development Course (TCDC) or the Battle Commanders Development Course (BCDC), did your synchronization and battle command skills improve? How can we make the course better?
3. Please take a few minutes to complete and return the enclosed questionnaire. I acknowledge your busy schedules, and appreciate your concern for the future of our Army.

Encl
Questionnaire

A handwritten signature in cursive script, appearing to read "L. D. Holder".

L. D. HOLDER
Lieutenant General, USA
Commandant

Appendix B, PreCommand Course Survey
SCHOOL FOR COMMAND PREPARATION SURVEY



This survey was developed to assess the curriculum presented during the Precommand Course conducted at Ft Leavenworth. Your opinions are important. Please complete and return the survey by _____.
 Thank you for your contribution.

The following statements deal with Week One (**Precommand Course [PCC]**). Indicate your level of agreement or disagreement with these statements. Feel free to write in comments that expand on your answers.

	1 <i>Strongly Agree</i>	2 <i>Agree</i>	3 <i>Neither Agree nor Disagree</i>	4 <i>Disagree</i>	5 <i>Strongly Disagree</i>
1. The Precommand Course (PCC) topics helped prepare me for command.	1	2	3	4	5
2. The PCC instructional approach (presentation and discussion) was effective.	1	2	3	4	5
3. The information I received about PCC, prior to arrival was useful.	1	2	3	4	5
4. In-class study materials were helpful.	1	2	3	4	5

continued on the next page

	1 Strongly Agree	2 Agree	3 Neither Agree nor Disagree	4 Disagree	5 Strongly Disagree
5. The Command Team Seminar provided useful information to my spouse and I.	1	2	3	4	5
6. The Command Team Seminar accurately portrayed the realities of family support systems and recruitment of volunteers.	1	2	3	4	5
7. My time was used effectively during PCC.	1	2	3	4	5
8. One week was adequate to cover the Precommand Course topics.	1	2	3	4	5
9. I would have benefited from discussions with officers who had recently departed command.	1	2	3	4	5
10. I would have benefited from discussions with CSMs who had recently departed BN/BDE.	1	2	3	4	5
11. I would have benefited from discussions with commanders' spouses who had recently been involved with family support systems.	1	2	3	4	5
12. Army personnel and resource challenges were adequately addressed during PCC.	1	2	3	4	5
13. DA level speakers presented views of the Army which differ from what I have experienced since assuming command.	1	2	3	4	5

continued on the next page

Below are topics and speakers presented during PCC. Rate each on how usefulness. Leave blank if you did not observe a presentation.

Note - the listed topics continue on the next page.

	<i>Extremely Useful</i>	<i>Moderately Useful</i>	<i>Of Little Use</i>	<i>Of No Use</i>
	1	2	3	4
CG, TRADOC	1	2	3	4
Surgeon General	1	2	3	4
Deputy Chief of Staff for Logistics	1	2	3	4
Chief of Chaplains	1	2	3	4
CG, FORSCOM	1	2	3	4
Deputy Chief of Staff for Personnel	1	2	3	4
Commander, Community and Family Support Center	1	2	3	4
Commander, Combined Arms Center	1	2	3	4
CSM, Combined Arms Center, Role of the CSM	1	2	3	4
Deputy Chief of Staff for Operations	1	2	3	4
Military Law (BN CDRS)	1	2	3	4
Command Team Charter	1	2	3	4
Deputy Chief of Staff for Intelligence	1	2	3	4
U.S. Army Physical Fitness School	1	2	3	4

continued on the next page

PCC topics and speakers continued.

	<i>Extremely Useful</i>	<i>Moderately Useful</i>	<i>Of Little Use</i>	<i>Of No Use</i>
	1	2	3	4
Officer Evaluation Reports	1	2	3	4
Army Family Team Building	1	2	3	4
Sergeant Major of the Army	1	2	3	4
U.S. Army Transportation School	1	2	3	4
Center for Army Lessons Learned	1	2	3	4
Army Acquisition Corps	1	2	3	4
Commander, JTF-6	1	2	3	4
Commander, Army Safety Center	1	2	3	4
The Inspector General	1	2	3	4
Community Family Programs	1	2	3	4
Installation Management (BDE CDRS)	1	2	3	4
Chief of Staff of the Army	1	2	3	4
Chief of Public Affairs	1	2	3	4
AAFES	1	2	3	4
Trauma in the Unit	1	2	3	4
Equal Opportunity	1	2	3	4
Special Operations Forces (BDE CDRS)	1	2	3	4

continued on the next page

Please complete these additional questions.

1. What subject(s) covered at your branch PCC were repeated during the Ft Leavenworth PCC?

2. What two subjects/forums would you add to the PCC (week one) POI?

3. What two subjects/forums could be dropped from the PCC POI?

4. If PCC had provided you the opportunity to talk with serving commanders, what issues would you have discussed?

5. What issues would you stress to command selectees now attending PCC?

6. What month/year did you attend PCC? _____

7. When did you assume command? _____ BN or BDE (please circle)

8. What is your branch? _____

9. What is your commission basic year group? _____

10. What type unit do you command? (Please circle one)

MTOE TOE TDA PM

Other (specify) _____

Tactical Commanders Development Course - Brigade and Battalion - Week Two

Again, indicate your level of agreement or disagreement with the following statements dealing with the **Tactical Commanders Development Course** (Week Two of the Leavenworth PCC).

	1 Strongly Agree	2 Agree	3 Neither Agree nor Disagree	4 Disagree	5 Strongly Disagree
1. I use the Deliberate Decision Making Process (DDMP) covered in TCDC in my unit.	1	2	3	4	5
2. TCDC teaches current Army doctrine.	1	2	3	4	5
3. TCDC handouts (ST 101-5, battlebook, etc.) are useful to me now that I am in command.	1	2	3	4	5
4. The contracted civilian computer interactors assisted me in learning during TCDC.	1	2	3	4	5
5. As a result of attending TCDC, I was more knowledgeable, confident, and better prepared when I assumed command.	1	2	3	4	5
6. The mix of time between instruction and simulation in TCDC was about right.	1	2	3	4	5
7. Scenarios used in TCDC were realistic.	1	2	3	4	5
8. TCDC helped me to understand the complexities of synchronizing combat power at brigade and battalion level.	1	2	3	4	5

continued on the next page

Tactical Commanders Development Course - Brigade and Battalion - Week Two

	1 Strongly Agree	2 Agree	3 Neither Agree nor Disagree	4 Disagree	5 Strongly Disagree
9. TCDC helped prepare me to train my battle staff.	1	2	3	4	5
10. TCDC offered viable techniques for planning and synchronizing at battalion and brigade level.	1	2	3	4	5
11. In TCDC, I gained an appreciation of the capabilities and lethality of friendly and enemy weapons systems.	1	2	3	4	5
12. The opportunity to exchange thoughts and ideas with classmates and instructors was very important.	1	2	3	4	5
13. TCDC helped me to assess my own individual strengths and weaknesses.	1	2	3	4	5
14. TCDC helped educate me on what to expect from each of my battle staff officers.	1	2	3	4	5
15. TCDC enhanced my ability to formulate commander's intent.	1	2	3	4	5
16. TCDC increased my understanding and ability to apply the IPB process.	1	2	3	4	5
17. TCDC challenged me to think.	1	2	3	4	5

continued on the next page

Tactical Commanders Development Course - Brigade and Battalion - Week Two

	1 Strongly Agree	2 Agree	3 Neither Agree nor Disagree	4 Disagree	5 Strongly Disagree
18. Instructors were knowledgeable and skillfully developed discussions and AARs.	1	2	3	4	5
19. TCDC helped me appreciate the time and space factors involved in executing a tactical plan.	1	2	3	4	5
20. During TCDC, simulation was used effectively to enhance learning.	1	2	3	4	5

continued on the next page

Tactical Commanders Development Course - Brigade and Battalion - Week Two

Consider each of the below listed topics discussed or employed during TCDC (Week Two).

Indicate the value of each topic.

	Extremely Useful	Moderately Useful	Of Little Use	Of No Use
	1	2	3	4
Deliberate Decision Making Process (DDMP) Overview	1	2	3	4
US/OPFOR Weapon Capabilities/Tactics	1	2	3	4
Synchronization Methodology/Techniques	1	2	3	4
The Commander's Role in IPB	1	2	3	4
Synchronization	1	2	3	4
Execution Matrix	1	2	3	4
Mission Analysis	1	2	3	4
CCIR	1	2	3	4
Commander's Intent	1	2	3	4
Commander's Guidance	1	2	3	4
Event Template/Matrix	1	2	3	4
COA Development	1	2	3	4
Order Development	1	2	3	4
Hasty Wargaming	1	2	3	4
Detailed Wargaming	1	2	3	4
Battle Tracking	1	2	3	4
AAR Process	1	2	3	4

continued on the next page

Tactical Commanders Development Course - Brigade and Battalion - Week Two

Please complete these final questions.

1. What aspects of TCDC would you consider the most important in helping you prepare for command?

2. What aspects of TCDC would you consider least beneficial in helping you prepare for command?

3. What topics were not addressed in TCDC that should have been?

4. When you attended TCDC, how many months had it been since you were in a tactical unit? _____

5. How many months did you serve as a company commander? _____

6. How many months did you serve as a battalion, brigade, or division staff officer? _____

7. Please check operations you participated in?

_____ Just Cause	_____ Desert Shield/Storm
_____ Restore Hope	_____ Provide Comfort
_____ Urgent Fury	_____ Uphold Democracy
_____ Other (specify) _____	

8. Please indicate the number of player rotations you have participated in for each.

_____ NTC _____ JRTC _____ CMTC _____ BCTP

9. Please indicate the total number of months you served as an observer/controller or observer/trainer at a CTC. _____

Appendix D, Battle Commanders' Development Course Survey

Battle Commanders Development Course - Week Three

Indicate your level of agreement or disagreement with the following statements dealing with the **Battle Commanders Development Course (Week Three)**.

	1 Strongly Agree	2 Agree	3 Neither Agree nor Disagree	4 Disagree	5 Strongly Disagree
1. BCDC improved my understanding of Battle Command.	1	2	3	4	5
2. The mix of simulation and instruction was about right.	1	2	3	4	5
3. The Combat Decision Making processes I exercised during BCDC have made me a more successful commander.	1	2	3	4	5
4. BCDC scenarios realistically presented me with time sensitive decision dilemmas.	1	2	3	4	5
5. In BCDC, learning was enhanced by the fast paced, repetitive approach which required me to simultaneously plan, fight, execute, and review multiple battles.	1	2	3	4	5
6. BCDC enhanced my ability to apply information assimilation skills, including management of CCIR.	1	2	3	4	5
7. BCDC enhanced my ability to visualize (form a mental picture of the present state and the desired future state).	1	2	3	4	5

continued on the next page

Battle Commanders Development Course - Week Three

	1 Strongly Agree	2 Agree	3 Neither Agree nor Disagree	4 Disagree	5 Strongly Disagree
8. BCDC enhanced my ability to conceptualize (articulate how the commander sees the elements of his command operating together to accomplish the mission).	1	2	3	4	5
9. BCDC enhanced my decision making skills.	1	2	3	4	5
10. As a result of attending BCDC, I was more knowledgeable, confident, and better prepared when I assumed command.	1	2	3	4	5
11. BCDC helped me to assess my own individual strengths and weaknesses.	1	2	3	4	5
12. BCDC challenged me to think more than TCDC did.	1	2	3	4	5
13. Instructors were knowledgeable and skillfully developed discussions and AARs.	1	2	3	4	5
14. BCDC (the Art of Command) built logically on TCDC (the Science of Command).	1	2	3	4	5
15. All things considered, it would have been more valuable for me to go directly into BCDC without the TCDC instruction.	1	2	3	4	5

continued on the next page

Battle Commanders Development Course - Week Three

Please complete these questions.

What two parts of BCDC would you consider the most important in helping you prepare for command?

What aspects of BCDC would you consider least beneficial in helping you prepare for command?

What topics were not addressed in BCDC that should have been?

Appendix E, PreCommand Course questions rated for level of agreement.

Frequencies for each response are shown.

Statement	1	2	3	4	5
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. The Precommand Course (PCC) topics helped prepare me for command.	61	172	13	7	1
2. The PCC instructional approach (presentation and discussion) was effective.	72	172	8	2	0
3. The information I received about PCC, prior to arrival was useful.	73	128	39	10	3
Battalion commanders	26%	49%	18%	5%	2%
Brigade commanders	36%	53%	9%	1%	0
4. In-class study materials were helpful.	49	156	41	6	0
5. The Command Team Seminar provided useful information to my spouse and I.	112	97	28	12	4
6. The Command Team Seminar accurately portrayed the realities of family support systems and recruitment of volunteers.	71	114	41	22	4
7. My time was used effectively during PCC.	65	170	11	7	0
8. One week was adequate to cover the Precommand Course topics.	74	145	10	22	1
Battalion commanders	26%	56%	5%	12%	1%
Brigade commanders	37%	59%	3%	1%	0
9. I would have benefited from discussions with officers who had recently departed command.	98	98	38	20	0

PreCommand Course questions rated for level of agreement, continued.

Statement	1 Strongly Agree	2 Agree	3 Neither Agree nor Disagree	4 Disagree	5 Strongly Disagree
10. I would have benefited from discussion with CSMs who had recently departed BN/BDE.	76	99	50	26	3
11. I would have benefited from discussions with commanders' spouses who had recently been involved with family support systems.	62	104	47	33	8
12. Army personnel and resource challenges were adequately addressed during PCC.	24	142	27	54	7
13. DA level speakers presented views of the Army which differ from what I have experienced since assuming command.	33	155	52	11	2

Appendix F, Pre Command Course speakers/topics rated for usefulness.

Frequencies for each speakers/topics are shown.

Statements	<i>Extremely Useful</i> 1	<i>Moderately Useful</i> 2	<i>Of Little Use</i> 3	<i>Of No Use</i> 4
CG, TRADOC	84	113	25	2
Surgeon General	29	115	58	12
Deputy Chief of Staff for Logistics	69	136	39	3
Chief of Chaplains	51	124	47	5
CG, FORSCOM	85	86	16	1
Deputy Chief of Staff for Personnel	146	85	15	1
Commander, Community and Family Support Center	82	120	22	8
Commander, Combined Arms Center	74	129	32	2
CSM, Combined Arms Center, Role of the CSM	89	115	35	6
Deputy Chief of Staff for Operations	125	108	14	7
Military Law (BN CDRS)	93	52	7	2
Command Team Charter	81	112	38	12
Deputy Chief of Staff for Intelligence	44	130	59	6
U.S. Army Physical Fitness School	30	91	59	6
Officer Evaluation Reports	181	56	13	2
Army Family Team Building	79	126	31	8
Sergeant Major of the Army	70	76	14	7
U.S. Army Transportation School	16	66	73	13
Center for Army Lessons Learned	29	96	46	9
Army Acquisition Corps	19	54	62	22
Commander, JTF-6	16	63	58	13
Commander, Army Safety Center	81	114	28	5
The Inspector General	135	94	6	0
Community Family Programs	58	106	36	4
Installation Management (BDE CDRS)	18	28	7	5
Chief of Staff of the Army	163	50	8	1
Chief of Public Affairs	61	116	42	5
AAFES	45	98	64	12
Trauma in the Unit	106	103	26	2
Equal Opportunity	71	124	20	8
Special Operations Forces (BDE CDRS)	8	31	16	9

Appendix G, Tactical Commanders' Development Course questions rated for level of agreement.

Frequencies for each response are shown.

Statements	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
	1	2	3	4	5
1. I use the Deliberate Decision Making Process (DDMP) covered in TCDC in my unit.	29	59	4	10	1
2. TCDC teaches current Army doctrine.	31	65	5	2	0
3. TCDC handouts (ST 101-5, battlebook, etc.) are useful to me now that I am in command.	39	47	13	4	0
4. The contracted civilian computer interactors assisted me in learning during TCDC.	43	44	14	1	2
5. As a result of attending TCDC, I was more knowledgeable, confident, and better prepared when I assumed command.	30	51	19	2	2
6. The mix of time between instruction and simulation in TCDC was about right.	26	62	12	4	0
7. Scenarios used in TCDC were realistic.	26	64	10	4	0
8. TCDC helped me to understand the complexities of synchronizing combat power at brigade and battalion level.	33	55	11	5	0
9. TCDC helped prepare me to train my battle staff.	15	64	14	8	2
10. TCDC offered viable techniques for planning and synchronizing at battalion and brigade level.	19	68	11	5	0

Tactical Commanders' Development Course questions with frequencies for each response, continued

Statements	<i>1 Strongly Agree</i>	<i>2 Agree</i>	<i>3 Neither Agree nor Disagree</i>	<i>4 Disagree</i>	<i>5 Strongly Disagree</i>
11. In TCDC, I gained an appreciation of the capabilities and lethality of friendly and enemy weapons systems.	16	53	27	8	0
12. One of the most beneficial aspects of TCDC was the opportunity to exchange thoughts and ideas with classmates and instructors.	73	29	2	0	0
13. TCDC helped me to assess my own individual strengths and weaknesses.	29	56	15	3	1
14. TCDC helped educate me on what to expect from each of my battle staff officers.	12	53	25	14	0
15. TCDC enhanced my ability to formulate commander's intent.	23	58	13	9	1
16. TCDC increased my understanding and ability to apply the IPB process.	17	60	18	9	0
17. TCDC challenged me to think.	28	63	9	4	0
18. Instructors were knowledgeable and skillfully developed discussions and AARs.	52	46	5	1	0
19. TCDC helped me appreciate the time and space factors involved in executing a tactical plan.	26	63	6	8	0
20. During TCDC, simulation was used effectively to enhance learning.	37	58	5	4	0

Appendix H, Tactical Commanders' Development Course topics rated for usefulness.

Frequencies for each topic are shown.

Statements	<i>Extremely Useful</i>	<i>Moderately Useful</i>	<i>Of Little Use</i>	<i>Of No Use</i>
	1	2	3	4
Deliberate Decision Making Process (DDMP) Overview	50	45	1	0
US/OPFOR Weapon Capabilities/Tactics	12	64	20	1
Synchronization Methodology/Techniques	46	49	2	0
The Commander's Role in IPB	42	50	5	0
Synchronization	52	42	2	0
Execution Matrix	43	49	4	0
Mission Analysis	45	49	3	0
CCIR	35	55	6	0
Commander's Intent	60	31	6	0
Commander's Guidance	59	31	5	2
Event Template/Matrix	30	55	12	0
COA Development	19	67	11	0
Order Development	19	61	17	0
Hasty Wargaming	33	52	11	0
Detailed Wargaming	21	59	17	0
Battle Tracking	28	52	14	1
AAR Process	30	62	4	0

Appendix I, Battle Commanders' Development Course questions rated for level of agreement.

Frequencies for each response are shown.

Statements	1	2	3	4	5
	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neither Agree nor Disagree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
1. BCDC improved my understanding of Battle Command.	9	24	9	4	0
2. The mix of simulation and instruction was right.	9	26	7	2	1
3. The Combat Decision Making processes I exercised at BCDC have made me a more successful battlefield commander.	7	26	9	2	0
4. BCDC scenarios realistically presented me with time sensitive decision dilemmas.	11	26	4	2	1
5. In BCDC, learning was enhanced by the fast paced, repetitive approach which required me to simultaneously plan, fight, execute, and review multiple (six or seven) battles.	11	25	6	3	0
6. BCDC enhanced my ability to apply information assimilation skills, including management of CCIR.	9	25	8	3	0
7. BCDC enhanced my ability to visualize (form a mental picture of the present state and the desired future state).	8	30	4	2	0
8. BCDC enhanced my ability to conceptualize (articulate a concise portrayal of how the commander sees the elements of his command operating together to accomplish the mission).	7	27	8	2	0

Battle Commanders' Development Course questions with frequencies for each response, continued

Statements	1 Strongly Agree	2 Agree	3 Neither Agree nor Disagree	4 Disagree	5 Strongly Disagree
9. BCDC enhanced my decision making skills.	10	25	9	1	0
10. As a result of attending BCDC, I was more knowledgeable, confident, and better prepared when I assumed command.	7	28	9	1	0
11. BCDC helped me to assess my own individual strengths and weaknesses.	6	28	8	3	0
12. BCDC challenged me to think more than TCDC did.	5	14	15	6	2
13. Instructors were knowledgeable and skillfully developed discussions and AARs.	19	18	6	2	0
14. BCDC (the Art of Command) built logically on TCDC (the Science of Command).	8	22	11	2	1
15. All things considered, it would have been more valuable for me to go directly into BCDC without the TCDC instruction.	1	8	15	10	10

Appendix J, School for Command Preparation Interview Feedback

Interview #1, Nov. 95

Mechanized Infantry Brigade Commander, MECH IN DIV

Background - Branch = AR, previously commanded BN of separate MECH INF BDE deployed during Desert Shield/Storm. Attended AR PCC and FA PCC prior to arrival at Leavenworth PCC. Attended SCP in April 94. Wife was not present due to family care conflict.

1st week - PCC feedback and suggestions:

The first week had good structure. I can see the value of bringing the leadership in. It gave me an update of where the Army is since the last time I was in a Division. I have been somewhat out of the loop for 2 years. There were key initiatives that I was not up to date on, training, doctrine, etc. Some commanders had been out of the loop longer, 3-4 years. However, for example, Force XXI especially, I had heard about in other presentations but nothing definitive was said about it.

What did PCC not prepare you for?

My idea of PCC had been as an update on leader issues, with also some linkage to current Army problems. The personnel and resource challenges in the Army were not adequately addressed. They need to address the resource challenges as they apply across the Army to Divisions, BDEs, separate units, etc. In our division we have to combine units to get the people and resources required for training, i.e. NTC.

They are not upfront about many challenges and issues. But the speakers' views did demonstrate how they view things at DA level which is drastically different from at Division level. They do not address the execution level. They were excellent at giving DA perspective at that time.

Was there redundancy in Leavenworth PCC compared to the branch PCC?

Command philosophy for me was redundant among the PCCs. Handouts, without the briefings, were sometimes helpful during repeats. The AR and FA PCCs did not overlap the Leavenworth PCC information with the exception of the PERSCOM presentation which was a bit redundant, but it gave a bit wider perspective when given at the Leavenworth PCC.

Which classes were most useful?

"Trauma in the Unit" class was very good. This must be sustained, very useful. Especially in terms of casualty notification procedures, SOPs and examples in the military. We went through pains to update each of my battalions and we used the examples given at PCC. The PCC briefing gave me a feel for the level of detail at the brigade and battalion execution (i.e., Public Affairs integration knowledge). I have since talked down to the company commander level about the

The pace is good for the first week. I would want more actually, and part of the 1st week command philosophy portion could be cut. All administrative portions were well done.

During the joint sessions with battalion commanders I sat through and tried to provide the benefit of my experience. But for my own knowledge, I had previously had the battalion portion and once was enough because the class had not changed. There is a clear value in providing for these battalion commanders, a recent battalion commander and spouse, and a recent brigade commander and spouse.

The briefings of the CSM was very good. It was beneficial to have the CSMs' view of our Army at that time and to see current problems being faced by NCOs with a command the CSM speaking was currently in.

During this first week portion, for brigade commanders with experience, the SCP could use the time differently as well as using them for some discussion time during battalion classes. And, spouse presence at PCC would be a greater asset to the school. The brigade spouses could be put to work also.

2nd week - BDE TCDC and 3rd week - BCDC

I was involved in the BCDC portion as an initial test run. The instructor's technical competence was very good. We had an EN instructor.

It was a very good experience working with the brigade and battalion commanders. I feel the entire 2 weeks (TCDC along with BCDC) should be like BCDC. Especially now, given my NTC experience, as a brigade force commander. BCDC gives true doctrinal experience and doesn't teach you to lock down a plan.

Sustain and expand BCDC. More BCDC and less TCDC. Give examples that lay the foundation for what occurs on the ground in units. It exposed my own and other commander's personal weaknesses and touched on all that the battalion commander has to know and deal with. Employment of other assets come into it also. The commanders should be introduced to those portions. Most brigade commanders come with only a battalion commander's view that must be expanded quickly and TCDC is the only opportunity to do this before they take their units.

Brigade commanders also get good interface with the combat battalion commanders. This is good exercise linkage.

The doctrine taught was up-to-date and in line with NTC. It is good to tie doctrine and experience in the POI. I feel adamantly that doctrine gives conditions that are more rigorous than NTC. This is good but we have to talk about doctrine disconnects that become obvious once you are on the ground.

My NTC (BDE force) operating tempo was faster and continuous. We planned missions from orders as well as sequels and contingencies. I.e., we execute at 1300 today and were required to be prepared to execute the sequel at 0500 tomorrow. Very hasty wargaming was required. The Army education system has been focused on training the deliberate process. They do not train in

hasty combat, especially in the ability to filter the hasty and the continuous requirement down to the company commander level. My NTC (BDE force) was truly doctrinal in training the warfighting experience. We had 8 missions in 13 days. General House was involved in preparation of the scenario. We essentially fought every pass at NTC. If deployed, to Bosnia, we will have continuous but fragmented requirements. Forces will be separated and on "each side of the mountain."

The course should maybe challenge more at the doctrinal level as it teaches. Experience in simulation is what the doctrine demands. Hasty wargaming, 360 degree battlefield, etc. The course should also be based on what the Army feels are the warfighting scenarios of the future.

Interview #2, Nov. 95
Armor Battalion Commander, MECH INF DIV

Background - Branch = AR, ARBNE, RNGR, Assigned to VII Corps during Desert Shield/Storm. Departed BDE S-3 position from ID(M), Germany in 1991. Subsequent ORSA assignment, congressional fellowship, two weeks at Knox PCC, then arrived at Leavenworth in Summer 1994 for PCC. Wife attended course.

1st week - PCC feedback and suggestions:

If need be, make sacrifices elsewhere to keep the 1st week, especially with the spouse interaction.

Suggestion - gather some currently serving commanders or those who have just left command of battalions and brigades and allow new command designees to forum with them. Discuss how they prepared themselves. Discuss what they would have done differently. Forums are not as interactive with generals as with peers. Commanders at the battalion and brigade levels see a different Army.

Also, have a few current battalion or brigade CSMs for all of the above, especially for the first week.

How would you have prepared differently?

Three things:

1. I would get into the details of maintenance faster. Immediately, within the first few months, services, drivers training.

2. Family support group and volunteer expectations regarding spouses would be different. I would want to have an honest discussion. There are added stressors out there and realities we aren't ready for and that they do not discuss in PCC. We felt, and learned later, that the image they presented in PCC was not what it is like when you hit the ground.

It has been especially hard (universally in the Division) getting family support and spouse and children activities together at the battalion level. There are always the same volunteers working. Recruiting new workers and establishing a sense of ownership is hard. The military just may not be

able to fix it to the expected standard. CTS expectations are not realistic. We hit the ground running but it was not possible. We wanted to establish the battalion structure like CTS presents it. Instead we have adjusted and now have five separate groups within the companies. It is not battalion driven. We try to tie in some dates but the most success is at the company level. We had to be flexible and try what worked. We came out of Leavenworth thinking it had to be battalion. Other commanders have had the same struggles.

3. Notions about manning levels would be different. We have 52 tanks in the battalion, we can fully man maybe 42. I would want to discuss the challenges of people, maintenance, and the pace of training. The senior leadership did talk some about the training pace but not specifics. If I went to Leavenworth to forum with new command designees, I would bring my 6 month training schedule and go through what we [commanders] are expected to do. I would have spouses there also to forum to give credibility.

Make space in the PCC training for some who have lived it recently. A lot of instructors and presenters have not lived it recently. Things have changed even within the past two years.

2nd week- Battalion TCDC, and 3rd week - BCDC

The 2nd and 3rd week I remember as a single session. FA commanders should have been included in the 3rd week, EN also. MI should be in 2nd week especially and again in the 3rd week to provide MI asset knowledge and IPB knowledge. We had no MI instructors in April 1994. They could have those branch instructors available if there are no incoming commanders of those branches.

The hasty wargaming part of the BCDC week was useful. This block was especially useful for our NTC rotation. They could even perhaps bring in a current NTC O/C or a Leader Training Program (LTP) instructor during the 2nd two weeks (TCDC and BCDC). Our PCC at Ft Knox had some LTP at NTC. It is a good idea for all branches.

At our NTC rotation (Oct 95), we operated as part of the brigade instead of as part of a task force. The exercise was new and included different OPFOR doctrine. So, we could have used feedback from current O/Cs.

Overall, the course was somewhat out of date and out of touch - CTS, BCDC, PCC. We need current (within the past two years) feedback and input from the field. Our fights at NTC would show new incoming commanders a lot of differences.

TCDC, PCC & staff responsibilities - good happy medium.

JANUS simulations were good but there could have been more. The simulation is a good way to go. I know for certain it wasn't too much. The contractors were helpful but could have cranked it up more.

Also, I learned a lot from interacting with other classmates, good gifted bunch. Three weeks was a good length for the courses.

Interview #3, Nov. 95
Forward Support Battalion Commander, MECH INF BDE

Background - Branch = MSC, ABRNE, AASLT, EMB, Medical support advisor to 18th ABRNE Corps during Desert Shield. Attended CSS PCC at Ft Lee, JAG week at Charlottesville (felt it was very good for BN CDRS), and MNT CDR CRS at Ft Knox. Wife attended PCC. Attended Leavenworth PCC in Summer 1995. Attended PCC only.

1st week - PCC feedback and suggestions:

PCC could be expanded and include specific topics to talk to certain issues with current commanders. Issues like CSMs, 1st 90-day emphasis, and command philosophy. They also could use more with wives talking about command team subjects. If possible, even specifics for CSS, like the relationship of the FSB or other support commanders with the DISCOM commander versus the supported Brigade commander. It would be helpful to have recent DISCOM or FSB commanders.

Some presenters went longer than they should have. Some were less applicable to my situation. Some had more time than they needed. Sexual harassment and EO issues seemed to be covered too extensively but I had attended the JAG course. We had a formal class and then it was also mentioned in some of the other briefs. Especially General Blackwell. If they have been to the JAG course they don't need it, if not, they need the class.

With my wife, we worked a trauma and command plan. Also, we walked into the battalion with 3 out of 4 companies already having strong family support groups. The course had good facilitators for CTS.

CSS PCC at Ft Lee did not have extreme overlap with the material at Leavenworth PCC.

Particularly useful was the overall views from DA staff sections and the do's and don'ts the General Officer speakers offered.