United States Army Cadet Command

Strategic Plan 2013

“...create adaptable leaders of character for a lifetime of service to our nation...”
United States Army Cadet Command

Mission

USACC selects, educates, trains, and commissions college students to be officers and leaders of character in the Total Army; instills the values of citizenship, national and community service, personal responsibility, and a sense of accomplishment in high school students.

Vision

USACC is America’s preeminent leadership program, academically unrivaled, sought out by students, staffed by master level leader development professionals and achieving the requirements and expectations of the US Army.
Applicability: This Strategic Plan applies to all personnel and subordinate organizations assigned to USACC. It supersedes all previous and subordinate USACC Strategic or Campaign Plans. It is the basis for developing concepts, initiatives, plans, analysis, coordination and execution of Senior and Junior ROTC programs aligned with the lines of effort, objectives, goals and the governance process.

Authority: The United States Army Cadet Command Strategic Plan 2013 is the CG, USACC and Fort Knox, vision and authoritative guidance for USACC Leaders, Soldiers, Civilians and Cadets in regards to the Command’s mission, vision, goals, and ideals.

Proponent: USACC G5. Revisions to the Strategic Plan will be managed through the governance process; supplementation to the Strategic Plan will be published as necessary.
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Message from the Commander

The United States Army has proudly served our nation in both Iraq and Afghanistan over the past 11 years. Continuous combat in some of the toughest environments demanded unparalleled ingenuity, flexibility, adaptability, and uncompromising integrity from our junior officers. U.S. Army Cadet Command (USACC) played a central role in developing and providing our Army with high quality leaders needed to meet these challenges, most recently commissioning 78% of our Army's 2LTs across all components.

General Ray Odierno, 38th Chief of Staff of the Army, recently stated, "Changes in the character of modern conflict demand that we continue to evolve as an institution, even as we remain focused on our primary task - to fight and win our nation's wars." USACC must continue to evolve.

As USACC continues to develop and commission the nation's leaders, capable of thriving in an uncertain operational environment, we must evaluate our systems and adjust as necessary to remain relevant and future ready. We must evolve our leader development and educational systems and adjust to ensure we provide 2LTs with the foundational skills necessary to meet the demands of the 21st Century.

The USACC Strategic Plan 2013 conveys my vision for the officer of tomorrow and provides a framework that enables mission command. The strategic plan identifies structure, lines of effort, priorities, goals, objectives, outcomes, responsibilities and provides implementing guidance to achieve our desired endstate. This plan is intended to enable commanders, Professors of Military Science, leaders, and staff at all levels to meet our commissioning requirements and develop the best commissioned officers possible while we evolve the capabilities of Cadet Command.

As we weather the current fiscal uncertainties, our unit motto "Leadership Excellence" should inspire our efforts. USACC is full of outstanding and dedicated professionals committed to our mission. I am extremely proud of the men and women serving in Cadet Command and look forward to working with you to ensure we provide our Army with the best 2LTs possible, prepared to lead our nation's sons and daughters.

JEFFREY A. SMITH
Major General, USA
Commanding
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Section I: Strategic Plan Introduction

STRUCTURE

The structure of this Strategic Plan begins with the Commanding General’s Strategic Vision, and the Future State Operating Environment Description which define our state when we realize our Strategic Goals. Strategic Goals refine the key ideas contained within the Strategic Vision. Lines of Effort (LEs) are groupings of related Strategic Objectives which operationalize Strategic Goals. The LEs also:

- Define the nature of work that must be accomplished
- Describe how the Strategic Vision and Goals are satisfied by the Strategic Objectives within the LE
- Convey importance to the command, FKKY, TRADOC and the Army
- Communicate an endstate for the LE

Strategic Objectives serve as the major components against which we will allocate resources (time, people and $$$. Strategic Objectives provide a framework for actionable tasks across the phases of planning, initiation, execution, monitoring and close out, with associated outcomes that help us ensure that we doing the right things to achieve our Strategic Goals.

IMPLEMENTATION

This Strategic Plan is enabled by a governance process to identify and undertake work which:

- Supports the Strategy
- Drives us to maintain momentum, synchronize with higher and adjacent HQ timelines and battle rhythm, and recognizes the finite time available for our Strategic Goals
- Programs resources against selected Strategic Objectives and Tasks
- Assigns responsibility and accountability of tasks to chartered, cross functional workgroups who serve as project managers and ensure tasks are initiated, planned, executed, monitored and closed out
- Synchronizes and integrates actions across workgroups to ensure relationships between objectives are identified to take advantage of opportunities and mitigate threats, and share best practices to create efficiencies and increased organizational effectiveness
- Brings issues and recommendations before empowered boards that assist the command with validating identified requirements and planning, programming, budgeting and executing USACC resources and acquiring new capabilities that support the accomplishment of objectives and associated tasks
- Provides USACC senior leaders with an up to date status of tasks and associated metrics and supports decisions on the strategy and the objectives that affect the CG’s Vision and Strategic Goals
This transition to an explicit, echeloned system of reporting and decision making is critical to ensuring visibility and understanding every action undertaken and every resource committed. This ensures that only actions which contribute to the mission, vision and goals of the command are resourced. Furthermore, this system emplaces mechanisms to alert decision makers to changes in the environment which may require an adjustment decision to alter our current strategy, or an execution decision to alter the performance of an element of the strategy.

Section II: The Commanding General’s Vision for the United States Army Cadet Command

VISION

USACC is America’s preeminent leadership program, academically unrivaled, sought out by students, staffed by master level leader development professionals and achieving the requirements and expectations of the US Army.

FUTURE STATE OPERATING ENVIRONMENT DESCRIPTION

The year is 2020 and US Army Cadet Command is very different from its pre-transformation state in 2013. Changes to Cadet Command and ROTC were initiated in 2013 by the Army’s need for higher quality, adaptive leaders and resource constraints associated with reduced defense spending. Although pre-2013 ROTC met out Army’s needs, it did so with considerable attrition and unacceptable fiscal inefficiency. The primary measure of success was quantity, and the quality of training and development of our Army’s future leaders suffered.

Professionally trained ROTC recruiters now precisely identify talent as early as the sophomore year of high school. This recruiting team is supported with incentives and precision marketing to inform and attract the highest quality prospects. It selects only those prospects that pass screening tests for potential, aptitude and past performance, resulting in almost no need for contracting and commissioning waivers. Precise early recruiting is the rule, with lateral entry of students already on campus the exception. Precision recruiting in 2020 results in an enrollment to commissioning ratio of 1.2:1 as opposed to 3.5:1 in 2013. Geographically dispersed professional ROTC recruiters are connected by a robust communications network to effectively inform, screen, select and enroll regardless of the prospect’s location or college destination.

Our marketing directorate, the primary enabler to recruiting, is strongly tied to the Army marketing and advertising program for both Army ROTC “brand” awareness and the development of credible leads. We effectively leverage Army national marketing events to identify leads and develop relationships with Community Leaders and Educators (CLE). We understand our CLEs and partner with them based on their capability to provide us with high quality leads and other benefits compatible with Army and USACC objectives.
We precisely manage our relationships with CLEs to ensure an effective return on our investment and mutual benefit. We are postured with plans, policies and personnel to capitalize on new CLE opportunities and partnerships. To ensure compliance with all relevant laws, statutes, regulations and policies, we will coordinate our CLE interaction with the Office of the Staff Judge Advocate (OSJA) and the office of the Assistant Secretary of the Army for Manpower & Reserve Affairs (ASA M&RA).

The ROTC curriculum is now part of a competitive, premier, education program actively sought by the highest quality students. A comprehensive education is obtained through deliberate synchronization of major curriculum, and experiential learning and education. The SROTC curriculum is now an accredited Military Science and Leadership (MSL) minor field of study which includes the Military Science Curriculum (MSC) core and additional post-secondary courses.

The USACC MSC portion of the MSL minor field of study consists of on-campus education focused on leadership, officership and the profession of arms; basic military skill training; and summer leadership, military training and broadening experiences. The college/university provided portion of the MSL minor field of study is now potentially more rigorous and requires successful completion of a selection of math, science, technology, English, economics, political science, history or foreign language courses which may or may not be part of the core curriculum of the Cadets’ major fields of study. The academic rigor of the MSL minor is as much a part of pre-commissioning requirement for a Cadet as the major field of study.

The MSC is designed to ensure that all Cadets receive a robust common leader development education and experience in preparation for service as a commissioned Officer. USACC conducts the entire on campus and summer portions of the curriculum using Outcomes Based Training and Education model, and leverages the Army’s Integrated Training Network with a variety of live-virtual-constructive and gaming tools to deliver content and enable desired outcomes. The Cadet Leader Course conducted during the summer is now the foremost leadership development and growth experience for our Cadets, having shed its high stakes test aura in the intervening years. These changes in the conduct of the MSC along with precision recruiting are the top two reasons for Cadet retention improvements.

Duty in USACC is as an assignment of choice, attracting Officers and NCOs from the top third of their respective cohorts. We actively target high performing Officers and NCOs via a continuous, in-service recruiting campaign. All of our Professors of Military Science and Senior Military Instructors are centrally selected from the top tier of their cohorts and paired together beginning at the USACC Pre-Command Course prior to their assignment, similar to their peer commanders and CSMs in the operating force. All Professors/Assistant Professors of Military Science now possess or complete a DA approved graduate degree full-time prior to assignment and our NCO Cadre possess or complete a DA approved Bachelor’s degree full-time prior to assignment to an on-campus program. Among the other transformations since 2013, the identification, recruitment, and development of a superior cadre, has directly contributed to the retention of Cadets and their development into high quality, professional, and adaptable leaders of character.
USACC MISSION

USACC selects, educates, trains, and commissions college students to be officers and leaders of character in the Total Army; and instills the values of citizenship, national and community service, personal responsibility, and a sense of accomplishment in high school students.

USACC IDEALS

The following ideals define our USACC culture and are firmly rooted in the Profession of Arms. Internalization and effective application of these ideals are vital to a learning organization and essential to meeting our strategic goals.

COMMITMENT: We are dedicated to every Cadet’s education success, leader development, health, physical fitness and well-being. We demonstrate behaviors that enable and inspire our Cadets to greatness. ROTC Cadets demonstrate and embrace these tenants of officerhip and citizenship in order to serve as leaders in the profession of arms or in service to our nation.

COLLABORATION: We partner with a wide array of individuals, organizations, colleges, universities, and school districts to broaden and enhance our ability to identify, select, develop and realize each Cadet’s potential.

DIVERSITY: We respect and value academic, gender, geographic, economic and ethnic differences.

ACCOUNTABILITY: We have individual and shared responsibility for achieving our vision, goals and objectives.

ADAPTABLE: We identify changes in conditions and requirements and make effective adjustments to our curriculum, processes, organization, infrastructure, technology and resourcing.

QUALITY: We consistently demonstrate the “well and faithfully” clause of the Oath of Office, by exceeding established minimum standard and continuously improving.

INNOVATION: We develop and implement new capabilities which result in increased performance, effectiveness, efficiency, or meet an emergent requirement.
USACC STRATEGIC PLAN 2013

COMMANDING GENERAL’S PRIORITIES

- Define, develop and coordinate the officer pre-commissioning requirements of 2020
- Transform Cadet and leader development in accordance with ALM 2015, using the OBT&E model
- Recruit, train and educate the highest caliber cadre; professionals teaching professionals
- Transform and market Army ROTC as the premier source of commissioned Officers, leadership and character development
- Recruit and talent manage the best quality Cadets
- Transform Cadet Command through strategic re-posturing, and refinement of processes and synchronization

USACC’S STRATEGIC GOALS (PRIORITIZED)

- Comprehensively transform ROTC to create a higher quality adaptive leader through the use of the Outcomes Based Training and Education (OBT&E) model and modern learning science methods and means
- Recruit, select and develop the highest quality Cadets, cadre and workforce in USACC
- Make use of Army and TRADOC common processes to define, acquire and use capabilities across USACC
- Distribute functions, organize and man IAW the missions and priorities of the command in order to be a true center of excellence in the sphere of the creation of adaptive leaders and embrace a culture of organizational adaptation
- Make use of technology to underpin and heighten the quality of all command processes including Cadet and Cadre developmental content, distribution and delivery to increase the geographic reach and qualitative depth of the ROTC experience
- Have a mechanism to see transformation work through to conclusion and manage change across USACC, creating a true knowledge management capability which fosters a culture of continual learning and growth
Section III: Lines of Effort

LINE OF EFFORT (LE) 1: RECRUIT

DEFINITION: This LE focuses on identifying, attracting, screening, selecting and retaining Cadet, Soldier and civilian talent for USACC and the ROTC programs.

DESCRIPTION: There are seven objectives associated with this LE. Objective 1.1 provides the foundational information which will facilitate the accomplishment of the recruiting/retention effort for Cadets. The scope of this LE includes the Cadet, the educators, trainers, and administrators at the program level and the command and staff work force at the Brigade and USACC headquarters level.

IMPORTANCE TO USACC: The quality of our Cadets and our workforce is the enabler for all our efforts. With respect to ROTC Cadets, whom we recruit greatly influences the quality of whom we commission. A higher quality Cadet enrolled into the program allows for a more rigorous leader development program, greater retention, and ultimately leads to a higher quality Officer commissioned via ROTC. From an efficiency standpoint, choosing quality “raw material” on the entry side of the leader development process, leads to fewer losses during the process, less time spent making up for the losses, and less time spent working with Cadets that will not meet the Army’s requirement for quality Officers. This frees up previously tied up resources and in turn allows us to focus more on improving the program and the Cadets that are exactly the quality raw material we need to produce quality Officers. Furthermore, we can increase the resources applied to active/precise (vice passive/general) recruiting, retention, development, and developmental assessment, all of which benefit from a more personal investment with a low ratio between cadre and Cadet. With respect to our workforce, our goals for transformation require us to identify, screen, select, and retain the talent needed to develop and administer the program at every echelon in USACC.

ENDSTATE RECRUIT: The ROTC programs are recognized by prospective Cadets as preferred choices for an educational program with superior benefits from successful completion. Within academia, ROTC is recognized as an intellectual peer and is considered a valued asset on/off and across distributed campuses. Community Leaders and Educators (CLE) assist by providing intangible, influence based benefits, as well as more tangible leads on quality prospective Cadets, and other benefits for our programs, cadre and Cadets. The recruiting activity will be coordinated with OSJA and ASA M&RA to ensure recruiting methods comply with all relevant laws, statutes, regulations and policy. These actions place USACC in the enviable position to be sought out by prospective Cadets, cadre, staff, and contractors as “Option A”, the preferred choice, but also to precisely select who will be allowed within the program and command. USACC recognizes the future Cadet as a “customer” of a developmental process who must be sold on the efficacy of the ROTC program in order to be a “supplier” of the talent needed by the Army. USACC recognizes that it must successfully compete against other, equally beneficial programs for the acquisition of this high quality prospective Cadet and cadre talent. The Cadet is actively and precisely recruited by a cadre of trained recruiters based upon entry imperatives and the Army’s need for quality over quantity. Recruiters placed in individual programs serve primarily as Army ROTC talent acquirers and less so as recruiters for the local program. USACC has established procedures with the Department of the Army for the identification, nomination
and selection of the highest quality Officers and NCOs for assignment to ROTC and JROTC Programs. Duty location is based upon best fit and individual preference; however, command requirements have priority over preference in order to meet requirements for talent application first and foremost.

ENDSTATE RETAIN: USACC cadre are actively sought out for retention based upon performance and their ability to achieve desired results. Cadre and staff recognize their role within the command and the importance they play within the development of Army Officers. USACC has established desired outcomes and assessment tools that are in place to support the decision to retain. The command is a location where retention remains selective and talent management is embedded throughout the Cadet and cadre life cycle, but retention decisions are eased through the recruitment of only high quality manning. Active recognition and award programs are in place to demonstrate the commitment of the command to the Cadets, cadre and staff. The Cadet is recognized as a valued asset with quality being the differentiator. Due to the focus on recruiting quality vice quantity, active mentor programs are in place and focused on retaining the quality vs. attriting Cadets who are from the onset surplus to mission quantities. Our actual programs and the quality cadre serve as are our most successfulCadet retention efforts. USACC actively integrates CLEs throughout the ROTC programs, informed by command objectives to retain Cadets, with technology enabling near real time follow-up with and determination of CLE effectiveness/return on investment.

Quality of Life (QoL) and Quality of Place (QoP) is a recurring commitment on behalf of the command to our cadre. HR sustainment and compensation programs recognize and address the unique financial challenges associated with assignment to USACC.

### Pre-Plan State / Current Conditions

- There is limited, active capability to target, compete for, and win Cadet, cadre, and staff talent
- There is limited, systemic capability to conduct precision recruiting
- USACC possesses no professional, “school trained” recruiters on par with USAREC, or civilian talent managers
- Officer recruiters are not viewed as equivalent to enlisted recruiters
- Quality of Life (QoL)/Quality of Place (QoP) does not address customer requirements that impact retention to support a generational assessment of future requirements

### Objective 1.1

**Identify the pre-ROTC personality and cognitive attributes, and experiences that correlate to the potential for adaptable leadership**

**Definition**

This objective is designed to define the pre-selection attributes that must exist prior to education and which are essential to producing a high quality, adaptable leader. These attributes form the foundation for the identification and selection of high quality human capital for entrance into the ROTC program.

**Outcome**

- The ability to screen for possession of the applicable attributes in candidates prior to selection for entrance into the ROTC program
- The ability to precisely target potential candidates based on their possession of the identified adaptability attributes

**Workgroup** FIWG
<table>
<thead>
<tr>
<th>Objective 1.2</th>
<th>Enhance internal (Army) and external (US civilian population, supporting institutions and leaders) awareness of our programs and the understanding of the Army Officer as a profession</th>
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<tr>
<td>Definition</td>
<td>This objective is designed to articulate the rewards and opportunities of our profession and the attributes required for success; identifies our development programs (civilian and Officer) as being premier; Cadre and staff for creating the world's best leaders; and positions it as a peer competitor with other professional paths (Attorney, Physician, Diplomat, Elected Official, Scientist, Engineer, etc.) available to the talent the Army requires for 2020</td>
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| Outcome         | A Strategic Communications Management Plan that:  
|                 | • Identifies the specific audiences of talent, influencers, facilitators and other stakeholders  
|                 | • Develops the communications content and engagements that illustrate the strengths of ROTC as professional development programs  
<p>|                 | • Delivers the communications content so that the right audience is made aware at the right time using the media that resonates most with each of them |
| Workgroup       | HCTMWG |</p>
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<tr>
<th>Objective 1.3</th>
<th>Develop and implement an Acquire Process for Cadets that identifies the talent to meet Army 2020 requirements, captures their interests above other professional opportunities, commits them to the profession, and selects only the highest quality for enrollment</th>
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<tr>
<td>Definition</td>
<td>This objective is designed to provide ROTC programs with the required quality of individual talent through precision recruiting driven by documented talent requirements, knowledge of the talent environment and supporting USACC capabilities</td>
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</table>
| Outcome | - A Capabilities Based Assessment for Precision Recruiting  
- A Project Management Plan to develop Precision Recruiting Capability within USACC including a comprehensive recruiting quality management plan consisting of:  
  - Quality metrics for recruiting (e.g., active vs passive contact initiation, adherence to screening criteria, retention, client satisfaction with recruited individual)  
  - Quality control management plan  
  - Quality assurance management plan  
- Develop and deploy recruiting technology including IT based screening tests, opportunity information, and recruiter tools for recruiting Cadets  
- The capability, capacity and agility to align the weight of marketing and recruiting based on metrics necessary to achieve desired cohort composition and maintain composition as factors change  
- Achieve Designated Market Area (DMA) penetration parity (.8 to 1.2) in geography and ethnicity  
  - The establishment of geographic contract mission targets based on a DMA’s composition of ROTC quality rising college juniors. For example, if the NYC DMA produces 1% of the national total of rising juniors that are qualified for contracting via ROTC then the ROTC programs within the NYC DMA receive a mission of contracting 68 (1% of 6800) MS III Cadets annually.  
  - The establishment of geographic commission mission targets based on a DMA’s composition of quality 2LT college graduates. For example, if the NYC DMA produces 1% of the national total of college graduates that are qualified for commissioning via ROTC then the ROTC programs within the NYC DMA receive the mission to commission 54 (1% of 5350) Cadets annually.  
- Concept for the use and control of existing incentives (scholarships) and the development of new incentive lines (referral bonus, student loan repayment, variable contract length, full income offset for summer training, etc) to support precision recruiting  
- Establish both an active and precise recruiting capability focused on high school students beginning in their sophomore year |
| Workgroup | HCTMWG |
### Objective 1.4

**Develop and implement a Cadet Retention Plan that ensures talent that is brought into the ROTC programs remain within the programs**

**Definition**

This objective is designed to stem the attrition of:
- Talented Cadets who attract and are attracted to competing professions
- Talented Cadets who may lack the fiscal resources to complete the pre-commissioning process
- Talented Cadets who’s life/education timelines do not fit the standard program timeline

**Outcome**

A Project Management Plan to develop and implement a capability at the Brigade level containing a suite of tools and incentives to support retention of talented Cadets (performance awards, retention incentives, choice of enrichment opportunities)

**Workgroup**

HCTMWG

### Objective 1.5

**Develop and implement a plan to identify, screen, and select quality ROTC cadre and staff personnel that either already possess the attributes and skills to develop talented Cadets into adaptive leaders of character, or the potential for development to do so**

**Definition**

The design of this objective is to provide USACC with the talent required to design, implement and administer leader development programs that provides the Army and our Nation with adaptive leaders of character

**Outcome**

A Project Management Plan that results in the acquisition of talented people that best meet or can be developed to meet the requirements of USACC and ROTC including:
- Possession of Master’s Degree or full-time acquisition of such prior to assignment by program level Officer cadre
- Possession of Bachelor’s or Master’s Degree (if BA/BS already possessed) or full-time acquisition of such prior to assignment by program level NCO cadre
- Remaining competitive for promotion
- Develop and deploy an in-service cadre recruiting program leveraging IT for screening tests, opportunity information, and recruiter tools

**Workgroup**

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<th>Objective 1.6</th>
<th>Develop and implement a plan to retain cadre and staff within USACC</th>
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<tr>
<td><strong>Definition</strong></td>
<td>The design of this objective is to ensure that the most talented people who ensure our Cadets are acquired, retained, educated, trained, accessed and commissioned desire to continue service or return to USACC in some capacity</td>
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<td><strong>Outcome</strong></td>
<td>A Project Management Plan that results in USACC’s having a “Talent Management” capability where the command’s human capital see opportunities and advantages for serving in (or in support of) the programs • Quality of Life on par with assignment to a military installation</td>
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<th>Objective 1.7</th>
<th>Develop and implement a plan for managing CLEs (Community Leader, Educator)</th>
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<td><strong>Definition</strong></td>
<td>The design of this objective is to provide USACC with: • A value assessment of every CLE based on its ROI • An understanding of how best to engage specific CLEs based on the convergence of CLE and USACC goals and the development of tools and products to support those engagements • The tools to estimate resource requirements for current partnerships and forecast future relationship resource requirements</td>
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<td><strong>Outcome</strong></td>
<td>A CLE Management Plan that includes: • A baseline of the existing CLEs including obligated deliverables • A categorization of CLEs based on their intangible, directly tangible, and indirectly tangible benefits to the command • A review of existing CLEs for performance effectiveness • Quality metrics (e.g. attributable influence, value of indirectly tangible benefits v cost, quality/quantity of referred leads) to identify past, present and future expected benefits and to allow performance informed decision making on each CLE’s continued viability and the viability of prospective CLEs • Quality control management plan • Quality assurance management plan • Policies to initiate emerging partnerships, with prospective CLEs • An echeloned (CG, Bde, Bn) strategic communications plan with CLEs • Resourcing estimates to maintain partnership with effective CLEs</td>
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<td>HCTMWG</td>
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LE 2: DEVELOP

DEFINITION: This LE is focused on the ROTC programs’ content, distribution and delivery as the Army’s major source (70%) of commissioned Officers; and the continuous development of the USACC Soldier and civilian workforce that make up the cadre, command and staff which administer and sustain the programs.

DESCRIPTION: This line of effort includes 15 interdependent objectives whose elements encompass the design, content development, distribution and delivery of education programs to produce leaders possessing the skills, values, and attributes to effectively respond to changes in environmental conditions; the continuous development of cadre, command and staff able to produce adaptive leaders; and the lifecycle management of Cadets, and USACC staff who generate and sustain agile leader capabilities to include the:

- Ability to frame a complex problem
- Ability to develop feasible, acceptable and suitable solutions
- Ability to consider 2nd and 3rd order effects
- Ability to manage and employ resources, organizations, and equipment to a defined end
- Ability to recognize changes in conditions
- Ability to reframe problems as environmental changes occur

CONTEXT: The ROTC leader development experience can be seen as a multi-layered program with interdependent parts based on adaptive leader requirements for a commissioned Officer of 2020. These component parts from outside to in are:

- The Cadet selected major field of study undertaken at a university to meet individual Cadet goals and institution dictated education requirements
- The Military Science and Leadership (MSL) minor field of study, which consists of mandatory university/college conducted post-secondary education classes essential to every Officer’s education and the USACC executed Military Science Curriculum.
- The Military Science Curriculum (MSC) executed by USACC and comprised of education on leadership, officership and the profession of arms; basic military skill training; and summer leadership, military training and broadening experiences.
- An MSC education based on the principles of the Outcomes Based Training and Education model
- Universal and mandatory summer leader development experiences consisting of LDAC, military schools, CTLT or DCLT for every Cadet.
- Elective opportunities for broadening experiences including civilian internships, additional language training and exposure abroad to facilitate individual leader success in foreign environments.

IMPORTANCE TO USACC: The development of an Officer corps, 70% of which originate from the Army ROTC program, is critical to the achievement of the DA goals to create Army 2020. The Cadets already in or about to enter ROTC will serve as the company grade
Officers in the Army of 2020 and have a profound effect on the readiness of the Army in 2020 and beyond.

ENDSTATE DEVELOP (CADETS): The ROTC program has radically transitioned from a training program to an educational program based in experiences and outcomes. The curriculum is designed, integrated, and deployed to meet the needs of Cadets and the Army. Current and future expectations of the Army Officer are known and serve as the foundation for the MSL minor field of study and the USACC ROTC Military Science Curriculum (MSC). The program is focused on adaptive leadership, officership and the profession of arms; with education on basic military skills serving to provide domain specific individual capability allowing for the mentored practice of the former. Practical leadership experiences occur both on-campus throughout the academic year and during summer attendance at the Leader Development Course, CTLT or DCLT. Military skills and domain specific knowledge for each Cadet is further enhanced by attendance at ASI/SQI producing schools during the summer months. The summer months also contain elective opportunities for broadening as a prospective Officer. The revised MSC accounts for generational changes in how education is expected to be distributed (into the hands of the teacher and student) and delivered (into the mind and body of the Cadet). Live-Virtual-Constructive and Gaming Technology, enables distributed leader development and enhances all facets of the MSC education. All post-secondary institutions serving as a ROTC program host or those with Cadets enrolled in ROTC outside of the Cadet’s post-secondary institution now provide an accredited MSL minor field of study in partnership with USACC. The institution provided portion of the MSL could consist of a selection of calculus, physics, chemistry, literature and composition, psychology, philosophy, geography, political science, computer science, economics, military history or national security, and a modern foreign language, which each Cadet seeking a minor must successfully complete. Programmatically, the Cadet is allowed the opportunity to align non-traditional components of their lives with their complete ROTC experience to ensure that quality prospective Officers are not lost due to geography, family and work situations, on and off campus activities.

GRADUATE/COMMISSION (CADETS): The ROTC Cadet that stands in the graduation and commissioning ceremonies is unequalled in confidence, capability, adaptability, and leadership. The Cadet is envied by his/her peers as having successfully completed an academically and physically rigorous leadership program with a clear professional future ahead. The respective Army branch or employer that receive ROTC graduates are delighted with their leadership ability, demonstration of values, adaptability, level of “officer-ship” and intellectual foundation, which enables quick absorption of branch or employer specific skills.

DEVELOP (USACC WORKFORCE): The USACC cadre are master-level professionals and recognized as the developers of quality future Army Officers and citizens. Master-level professionals:

- Are experts always seeking to deepen expertise in their field of endeavor
- See the work they produce as indicative of their self-worth
- Are invested in raising the level of knowledge and competency in their field
- See themselves as accountable for the quality of all work that they can affect
- Are able to see and achieve excellent results in their work more quickly
• Learn new work quickly and have a lower first time failure rate
• Offer a return on investment not only in terms of volume and quality, but in their ability to transform people and processes at exponential rates – a higher percentage of master Professionals has an exponential quality in the performance of the entire organization

The outcomes of the leader development processes are understood by a cadre selected and continuously developed to achieve outcomes. The cadre is enabled by organization, curriculum, process, education and technology to develop high quality graduates and commissioned Officers that meet the desires, expectations, and requirements of the Army as a whole as well as their respective branches as they enter formal Basic Officer Leadership Courses. USACC enables the cadre and staff to achieve master-level professional stature with a robust, explicit, and formal professional development program containing the capacity to achieve personal desires for individual growth. Like the Cadet education program, this cadre development program makes full and complete use of the Outcomes Based Training and Education Model.

<table>
<thead>
<tr>
<th>Pre-Plan State / Current Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional status of cadre not recognized</td>
</tr>
<tr>
<td>• ROTC Program PMS/SMI/APMS are not equivalent to USMA peers (e.g. associate professors, tactical officers). Graduate degrees are not a universal requirement, nor does the Army invest in specified degrees for USACC cadre</td>
</tr>
<tr>
<td>• There is limited understanding of the idea that the customer sets the quality standards (they will only “buy” what they find of value). This is important as the Cadet is both the customer and the product for a further customer (the Army). The leader development process is the key to maintaining the “value proposition” for the enrolled Cadet as well as in defining the same for the prospective Cadet</td>
</tr>
<tr>
<td>• USACC does not formally practice the development portion of lifecycle and talent management across its staff and cadre. Formal learning is based on reception/on boarding, with little formal development after attendance at SOCC</td>
</tr>
<tr>
<td>• USACC makes use of an early 20th century, systematic, industrial approach to training and assessment (task-conditions-standards, and end state testing to ensure achievement of minimal standards)</td>
</tr>
<tr>
<td>• USACC makes ad hoc use of education, and experience based approaches to leader development</td>
</tr>
<tr>
<td>Objective 2.1a</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
</tr>
</tbody>
</table>
| **Outcome** | - Lead the development of a coordinated project plan with OCS at the MCoE and USMA to create a Generating Force doctrinal publication approved by TRADOC on the development of Army Officers  
- A Generating Force doctrinal publication on developing and commissioning Army Officers |
| **Workgroup** | FIWG |

<table>
<thead>
<tr>
<th>Objective 2.1b</th>
<th>Study the results of the Officer Development Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The design of this objective is to provide the command insights that may drive study and initiatives in specific areas of the Cadet Lifecycle</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>A multi-year study plan to be commissioned through a research body such as ARI that tracks Officers commissioned through ROTC through their professional career and possibly into follow on careers to examine the effectiveness of the Officer Development Program in preparing them for successful service</td>
</tr>
<tr>
<td><strong>Workgroup</strong></td>
<td>FIWG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2.2a</th>
<th>Develop the requirements for a newly commissioned Army 2LT that meet Army 2020 knowledge, skills, traits, abilities and competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>This objective is designed to define the Army common (all component) and branch specific requirements that will drive the development and delivery of USACC Officer education and training content, and an assessment schema that results in the development of new 2LTs</td>
</tr>
</tbody>
</table>
| **Outcome** | - A Capabilities Based Assessment that identifies the knowledge, skills, traits and abilities the Army and individual branches require in a newly commissioned 2LT to enable Army 2020 adaptive leadership as they relate to the cognitive, social and physical domains of the Army’s Human Dimension Program and support the programmatic development and assessment of Cadets  
- A recommended revision of TRADOC Regulation 350-36 Paragraph 3.2 based on the outcome of the CBA |
<p>| <strong>Workgroup</strong> | ETOWG |</p>
<table>
<thead>
<tr>
<th>Objective 2.2b</th>
<th>Develop Military Science and Leadership content that is rigorously commensurate to other academic disciplines</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>This objective is designed to deliver adaptive Officers that meet the foundations of officership for Army 2020 in respect to its moral and ethical, geo-political, cultural, economic, communications, analytical, scientific, historical and employment of military force components, as well as complimentary studies to enhance understanding and stimulate thought that benefits the individual and the profession</td>
</tr>
</tbody>
</table>
| **Outcome** | • Every university serving as a ROTC program host recognizes and offers academic credit for MS curriculum  
• An accredited educational program that constitutes a documented MSL minor in universities serving as a source of Army ROTC Cadets  
• Includes education in the other arts and sciences which are foundational to the development of the skills, traits and abilities for Officers and support the ability to learn and adapt |
| **Workgroup** | ETOWG |

<table>
<thead>
<tr>
<th>Objective 2.2c</th>
<th>Deliver Military Science content in a manner that is representative of a technologically capable profession</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>This objective is designed to ensure USACC’s Officer development program is aligned to the Army Learning Model 2015, is attuned to the learning needs of Cadets and the Army, is representative of best practices in modern education and supports the view that military arts and sciences are a peer competitor to all other academic disciplines</td>
</tr>
</tbody>
</table>
| **Outcome** | • A Project Management Plan that delivers Military Science content through a live, virtual, constructive and gaming environment using an Outcomes Based Training and Education Model  
• A training plan that ensures Cadets, content developers, cadre and staff have the skills necessary to access, interface, store, retrieve, employ, modify, manipulate, develop, etc. the deliverable content that supports USACC and Army goals for Army 2020 |
<p>| <strong>Workgroup</strong> | ETOWG |</p>
<table>
<thead>
<tr>
<th>Objective 2.2d</th>
<th>Develop and implement the means to achieve BOLC-A Basic Military Skills training outcomes in a manner that is flexible for the Cadet, makes efficient use of Army resources and allows the program to focus on developing agile and adaptive leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>This objective is designed to identify the most efficient manner of using existing Army resources to provide the basic military skills to the Cadet such that USACC can place greater attention and resources on leadership development and officership</td>
</tr>
</tbody>
</table>
| **Outcome** | • A Project Management Plan for the delivery of basic military skills training to Cadets  
• A Cost Benefit Analysis that looks at alternative courses of action to LTC and the skills trained in the MS1 and MS2 curriculums.  
• A Concept Plan for integration of the COA selected into the USACC Officer development program  
• An evaluation that the Cadet’s status is reflected properly in orders when on practical and field training exercises (CONUS and OCONUS) with emphasis on providing the requisite pay and benefits allowed for the Cadet. |
| **Workgroup** | ETOWG |

<table>
<thead>
<tr>
<th>Objective 2.2e</th>
<th>Revise the Military Science Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>This objective includes a progressive, mandatory and universal leadership and officership education and experiences for every Cadet leveraging USACC provided on and off campus learning, Army military schooling, and elective broadening opportunities</td>
</tr>
</tbody>
</table>
| **Outcome** | Based on the outcomes of Objective 2.2a and in concert with Objectives 2.1a, 2.2c and 2.2d  
• A curriculum based in OBT&E  
• A Cadet development process / system focused on outcomes and leader development feedback similar to the OER process in lieu of the accumulation of individual leader attribute measurements during discreet events  
• An increased on-campus focus on leadership and officership learning and experiences  
• An off-campus Leader Development Course (formerly LDAC) that:  
  • Is grounded in Outcome Based Training and Education methods  
  • Includes Fire Team Live Fire  
  • Is focused on providing an experience vice a test  
  • Incorporates physical training throughout schedule  
  • Attendance at one military ASI producing Army School e.g., Airborne, Air Assault, etc. per Cadet  
  • Assignment as a Junior Leader at CTLT or DCLT  
  • Opportunities for elective broadening experiences to enhance cultural and professional development for every Cadet |
| **Workgroup** | ETOWG |
### Objective 2.2f

**Revise and implement a comprehensive Accessions Assessment and OML that identify potential for service, and aptitude to meet branch specific requirements based on knowledge, skills, character traits and abilities**

**Definition**
This objective is designed to provide USACC’s Officer development program with a means of continuously assessing Cadets as they relate to each other and to Army Officer foundational and branch specific requirements.

**Outcome**
A Project Management Plan for developing, implementing and monitoring a revised assessment plan
- Assesses individual Cadets based on periods of service (semester, course, etc) vice discreet periods of performance (lane or event based position, skills testing e.g. Land Nav)
- assesses performance in the three layers of pre-commissioning (major field of study, minor field of study and Military Science curriculum)
- Supports the rank ordering of Cadets across the entire ROTC program by cohort, for the purposes of branching and initial duty assignment
- Informs USACC leadership decisions on Cadet continuance in the ROTC program, the distribution / redistribution of incentives and selection for broadening opportunities

**Workgroup**
HCTMWG

### Objective 2.3

**Resource all programs and locations where ROTC training and education occur to a uniform standard and IAW DA resourcing methods**

**Definition**
This objective is designed to provide USACC with standardized resources regardless of location or organization which provide Cadets with the required training experiences to develop their foundation as Army Officers and clearly identify the resources that drive other programmatic decisions such as re-posturing or organizational roles and functions.

**Outcome**
All ROTC organizations, posts, camps and stations where ROTC education and training occur are sufficiently resourced with organizational property, CTA property, TADDS (Training Aids, Devices, Simulations and Simulators), facilities, ranges and training areas IAW DA TSSR (Training Support Systems Review) and real property planning methods

**Workgroup**
SWG
### Objective 2.4

**Develop, publish, deploy and implement a standardized and progressive JROTC teaching methodology for high school students**

**Definition**

The design of this objective is to provide the Army and the communities that the JROTC program serves a standardized program that complements other academic activities by delivering education and training not found in the sciences, arts and athletics and prepares students to succeed as citizens while also strengthening their cognitive, physical and social attributes.

- Ethics as they relate citizenship
- Leadership as it relates to citizenship and the workforce
- Critical thinking
- Oral and written communications
- Physical fitness
- Military history and culture
- Developing a personal plan for the future
- Collaboration and teamwork

**Outcome**

- A TRADOC and accreditation authority approved JROTC teaching method that meets the requirements of all stakeholders (Army, TRADOC, secondary schools, JROTC Cadets and their parents)
- A Quality Management Plan that monitors and controls how the JROTC is administered / performed locally and measures the outcomes achieved by each program

**Workgroup**

ETOWG

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### Objective 2.5a

**Analyze and refine USACC Developmental Programs for all grades and series of civilian employees based on requirements defined by the outcomes of LEs 1, 2 and 3**

**Definition**

Courses of instruction for USACC civilian employees that focus on the USACC mission, organization, and capabilities adjusted to the grade level of the employees attending, and the development of specialized courses to ensure the cohort’s readiness as technical experts, functional leaders and enterprise leaders.

**Outcome**

- Developmental plans for an adaptive USACC workforce
- An education structure that provides continuous development / learning for existing employees to fulfill their roles and functions within the command which supplements existing on-boarding education and training for new employees. Supplemental education is designed to provide knowledge and skills beyond an employee’s previous experience, but which is mandated to effectively perform within USACC

**Workgroup**

ETOWG / HCTMWG
### Objective 2.5b

**Develop a USACC Civilian Human Resource Life Cycle IAW Regulations and the DA Civilian Workforce Transformation Initiative**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Informed by the model of TRADOC’s Workforce Transformation Initiative, USACC will develop its own program and nest it with its higher headquarters.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome</td>
<td>A USACC Civilian HR Life Cycle that meets the USACC Human Capital requirements and manages USACC talent through the functions of Acquire, Develop, Distribute, Deploy, Compensate, Sustain and Transition while assigned to USACC</td>
</tr>
<tr>
<td>Workgroup</td>
<td>HCTMWG</td>
</tr>
</tbody>
</table>

### Objective 2.5c

**Analyze and refine the Training, Education and Developmental Programs for cadre and staff and align with the outcomes of LEs 1, 2 and 3 to support a Cadet lifecycle process that ultimately commissions 2LTs**

<table>
<thead>
<tr>
<th>Definition</th>
<th>The design of this objective is to ensure the personnel requirements for each function that supports the Cadet lifecycle are filled with talented people who have been trained and educated to do those jobs to meet USACC goals.</th>
</tr>
</thead>
</table>
| Outcome    | - A Project Management Plan for assessing education and developmental requirements and POIs for USACC courses that meet its requirements  
- A requirements document endorsed by TRADOC and the Army G1 that drives a plan to ensure Officer and NCO cadre acquire the appropriate advanced civilian education prior to assuming these roles  
- POIs for courses on Cadet: Recruiting, Retention, Outcomes Based Training and Education, and Leader Development that are aligned to the requirements of the Officer Development Program to provide a standard experience for all Cadets |
| Workgroup  | ETOWG |

### Objective 2.6a

**Promote Force Readiness, Resiliency, Fitness, and Wellness**

<table>
<thead>
<tr>
<th>Definition</th>
<th>This objective is designed to improve overall readiness of Soldiers, civilians and family members through the promotion of Readiness, Resiliency, Fitness, and Wellness Programs on FKKY, in the local community and available through the Army and DoD</th>
</tr>
</thead>
</table>
| Outcome    | - Documentation and validation of the requirements associated with Fitness and Resiliency as components of Force Readiness  
- An Assessment of USACC that may be used to address those requirements  
- A plan that addresses shortfalls and identifies the impact on USACC force readiness if shortfalls go unmet  
- A SOCC course that prepares families to live outside the military support structures associated with on/near base living |
<p>| Workgroup  | HCTMWG |</p>
<table>
<thead>
<tr>
<th>Objective 2.6b</th>
<th>Ensure key personnel attend Master Resiliency Training (MRT) to meet Army standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Continue to interact with the proponents of this course as it is implemented. Develop the center-level standards and requirements. Consult with the schools and directorates to build a timeline and order of merit document defining the positions that will attend the training. Develop a schedule and support for MTTs with the schools and directorates. Coordinate with the proponent to solidify and execute that training.</td>
</tr>
</tbody>
</table>
| Outcome        | • Documentation and validations of the requirements associated with fitness and resiliency as components of force readiness  
• An assessment of USACC that may be used to address those requirements  
• A plan that addresses short falls and identifies the impact on USACC force readiness if shortfalls go unmet |
| Workgroup      | HCTMWG                                                                            |
LE 3: Transform

DEFINITION: This LE consists of an in-depth review and revision of USACC processes with an eye toward reorganizing functions, people, technology, and infrastructure. The purpose is to achieve an alignment required to identify, select, enroll, and develop Cadets and cadre as envisioned by the USACC Commander and achieve an organizational culture within USACC that is capable of identifying and validating requirements to change, and then adapting to fulfill its mission.

DESCRIPTION: This line of effort includes 8 interdependent objectives. Objective 3.1a provides the foundational information which will facilitate the accomplishment of the remaining objectives.

IMPORTANCE TO USACC: Provides USACC the means through policy, process and structure to effectively change in response to an altered environment.

ENDSTATE: USACC is aligned to TRADOC and adheres to established requirements and procedures. The command implements Army and TRADOC processes across all functions to support standardization, communications and interoperability allowing for improved efficiency and effectiveness while maintaining contact with current and evolving future Army requirements. The focus points for transformation are:

- Identification and replacement of USACC unique processes with standardized Army processes
- Identification and changes to supporting capabilities in order to migrate to Army processes (people, technology, infrastructure and organizations)
- Development and execution of an explicit process migration plan
- Identification of opportunities for shared services across the command’s mission areas to support increased effectiveness and/or efficiencies
## Pre-Plan State / Current Conditions

<table>
<thead>
<tr>
<th>Process</th>
<th>There is minimal standardization and integration of existing USACC processes with TRADOC and Army processes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No formal processes exist to communicate the priorities and status of work</td>
</tr>
<tr>
<td></td>
<td>Enabling Capabilities are planned and implemented on an ad hoc basis</td>
</tr>
<tr>
<td></td>
<td>- Communications Management</td>
</tr>
<tr>
<td></td>
<td>- Knowledge Management</td>
</tr>
<tr>
<td></td>
<td>- Resource Management</td>
</tr>
<tr>
<td>Technology</td>
<td>Technology architecture is not in place and aligned to support USACC missions</td>
</tr>
<tr>
<td></td>
<td>Technology is not placed to underpin and enable training with ALM 2015 and supporting Army processes</td>
</tr>
<tr>
<td></td>
<td>Technology is not immersive and in keeping with cultural expectations of the profession or the Cadet customer</td>
</tr>
<tr>
<td></td>
<td>The work force as a whole does not meet or exceed digital /tech literacy requirements to support where the Army is going with education, training and business processes</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>There is limited capability for the alignment of resources to current and future mission requirements and priorities</td>
</tr>
<tr>
<td></td>
<td>There are no mechanism in place to define future requirements while developing capability support plans to meet future needs</td>
</tr>
<tr>
<td></td>
<td>Except in the area of technology, there are few instances of shared services within USACC</td>
</tr>
<tr>
<td>Organization</td>
<td>Is not characterized by enterprise solutions where form follows functions e.g.:</td>
</tr>
<tr>
<td></td>
<td>- Education and training development functions split between two staff sub-organizations (G3 and JROTC)</td>
</tr>
<tr>
<td></td>
<td>- Cadre Manning split between two staff sub-organizations (G1 and JROTC)</td>
</tr>
<tr>
<td></td>
<td>- Organizes by differences vice commonality (SROTC v JROTC ILO development, manning, equipping, recruiting, marketing)</td>
</tr>
<tr>
<td></td>
<td>Is not synched with common staff structures, functionally aligned with the principles of a CoE (Center of Excellence) or capable of providing C2 for events involving all subordinate organizations</td>
</tr>
<tr>
<td></td>
<td>- G2 is operational integrator (G3 function)</td>
</tr>
<tr>
<td></td>
<td>- G3 is a limited capability training collator (G37/Education/training development function) vice operations/plans/training integrator (G3 c/o G33, G35, G37)</td>
</tr>
<tr>
<td></td>
<td>- G1 provides personnel security functions (G2 function)</td>
</tr>
<tr>
<td></td>
<td>- Leverages subordinate organizations to C2 command wide events (1&lt;sup&gt;st&lt;/sup&gt; Bde/LTC and 8&lt;sup&gt;th&lt;/sup&gt; Bde/LDAC)</td>
</tr>
<tr>
<td></td>
<td>- Lacks a comprehensive education and training development organization that develops content and designs delivery as well as its current organizing of content from other CoEs</td>
</tr>
<tr>
<td></td>
<td>- Does not possess a future capability development and integration organization</td>
</tr>
<tr>
<td></td>
<td>- Does not possess an IT/IM or CIO/G6 capability or organization</td>
</tr>
<tr>
<td></td>
<td>- Lacks OSJA representation on Brigade staffs</td>
</tr>
<tr>
<td>Objective 3.1a</td>
<td>Conduct a comprehensive functional and process review</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td>This objective encompasses all processes and functions that govern the USACC. A review of all functions and processes allow USACC to realign and reorganize to function more effectively to execute planning, resourcing and operations.</td>
</tr>
</tbody>
</table>
| **Outcome** | • A documented function-process review  
• Explicit maps that document the tacit processes of USACC  
• A USACC Terms of Reference document that defines organizational functions across the command |
| **Workgroup** | FIWG |

<table>
<thead>
<tr>
<th>Objective 3.1b</th>
<th>Conduct a USACC organizational review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Using the knowledge of processes and functions derived from the comprehensive function and process review, we will develop and execute the realignment of people, technology, and infrastructure to ensure USACC is organized to perform its mission in the most effective and efficient manner possible.</td>
</tr>
</tbody>
</table>
| **Outcome** | • A USACC Organization and Functions Manual that documents in detail the processes and supporting policies, which govern the command  
• A USACC organizational transformation project plan |
| **Workgroup** | FIWG |

<table>
<thead>
<tr>
<th>Objective 3.1c</th>
<th>Develop and implement the reorganization of USACC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Reorganize USACC from its current state to an objective state by fulfilling the alignment of process and technology to people, infrastructure and organizations.</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>USACC structure is aligned to programs and budgets to support any required personnel actions and/or infrastructure improvements that support the USACC objective state</td>
</tr>
<tr>
<td><strong>Workgroup</strong></td>
<td>FIWG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3.2</th>
<th>Update the USACC internal Planning, Programming, Budget Development and Execution process to support adoption of new governance models</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>This objective develops and implements a process for USACC the Planning, Programming, Budget Development and Execution of a fiscal resourcing plan that is aligned to the Army and DoD PPBE Process.</td>
</tr>
</tbody>
</table>
| **Outcome** | • A published USACC PPBE process map that illustrates sub-processes; documents actions that are taken; identifies people/positions/organization; details on tools that are used; and includes the explicit inputs/outputs (formats, contents, suppliers, and customers).  
• A USACC PPBE Process that is flexible and supports agile, programmatic decision making |
| **Workgroup** | FIWG |
### Objective 3.3

**Develop USACC Information Management capability (with supporting IT/data/automation hardware) to enable all Strategic Plan 2013 Objectives**

**Definition**
This objective focuses on the building of an IT/IM management capability within USACC and the modernization of IT/IM processes, infrastructure and equipment capability, organization, services, and manning.

**Outcome**
- Establish / Charter an IT/IM Workgroup
- Identify and prepare a IT/IM comprehensive management plan identifying current operations, new proposals, IT/IM requirements, shortfalls, and CCB FY funding estimates, and milestone charts in support of USACC’s high-level C4IM procurement missions
- Conduct a collaborated review of the USACC Strategic Plan 2013 traceability matrix to reinforce the relationship of the current IT/IM objectives, or future tasks, to the goals and vision
- Perform a complete business process review
- Define the C4IM functions and processes
- Distribute, organize, man, and equip USACC to perform these functions
- Identify and validate IT hardware and software requests
- Modernize the IT/IM system(s) with USACC to support Command and Control, education/training, and distribution and delivery
- Develop a hardware support plan for the entire Command
- Provide proper IT resourcing and support to the entire command, inclusive of subordinate command S6
- Plan for and implement a secure and common IT architecture
- Establish a managed mobile computing environment that is secure and protects information and data that enable mobile technologies to include infrastructure, support, and mobile networking policies
- Establish Information Assurance Policies and training that will ensure protection of the network infrastructure and data; and secure access for managing and monitoring compliance with DoD and Army IA policies to ensure capabilities connected to the network are certified and accredited with assumable operational risk
- Establish a knowledge management backbone to support management of USACC data/knowledge
- Establish a unified communications and collaboration capability
- Develop and implement an introductory IT course for new employees of USACC, which provides a new employee all the information necessary to understand what and how to use the IT resources available to them
- Develop and implement a refresher/how to IT course for existing employees of USACC to provide employees information on current automation resources and how to use/take advantage of them

**Workgroup**
IT/IMWG
<table>
<thead>
<tr>
<th>Objective 3.4</th>
<th>Modernize and optimize the USACC Logistics Support Process to better support mission requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>This objective is designed to provide the USACC G4 and other USACC staff with total visibility on all of its logistics requirements during planning and execution and allow USACC to make the most effective and efficient use of all its capabilities to deliver all classes of supply in a manner that enhances the USACC mission.</td>
</tr>
</tbody>
</table>
| **Outcome** | - A Logistics Planning Process that is aligned to USACC requirements drivers  
  - A consolidated USACC electronic hand receipt down to the individual battalion and Cadet level  
  - An asset visibility and utilization tracker that allows USACC to:  
    - Standardize its approach to resourcing such that all programs / brigades and battalions are resourced to meet program requirements  
    - Program its logistics assets against requirements and optimize scheduling  
    - Optimize its approach to procuring services, materiel and equipment while maximizing the utilization of existing Army systems whenever possible |
| **Workgroup** | SWG |

<table>
<thead>
<tr>
<th>Objective 3.5</th>
<th>Review USACC budget requirements in light of a USACC future state</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>This objective builds upon the outcomes of LE 1, LE 2 and LE 3 objectives that define requirements for transformation in people, technology and infrastructure as a result of transformed processes and organizations</td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td>FY 14-19 budgets that account for the resources required to support USACC Transformation and are reflective of current portfolios, programs and projects</td>
</tr>
<tr>
<td><strong>Workgroup</strong></td>
<td>SWG</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3.6</th>
<th>Establish Knowledge Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>This objective establishes a mandatory use KM capability within the command for the purposes of information based decision making, collaboration, reporting, information storage, task distribution and management</td>
</tr>
</tbody>
</table>
| **Outcome** | - A Capabilities Based Assessment for KM within the command  
  - KM operating concept  
  - KM policy and procedures/processes  
  - KM infrastructure (architecture, network, and software)  
  - KM tools including decision maker dashboards  
  - KM education and user training  
  - KM organization |
| **Workgroup** | FIWG |
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USACC Strategic Plan Terms of Reference

The purpose of this glossary is to provide a common language to be used in the planning and implementation of the USACC Strategic Plan 2013. For the most part the glossary is in alphabetical order, however where terms are closely associated they are grouped and indented beneath the major idea. Recommended additions and changes should be directed to the USACC G5 until such time as the USACC Knowledge Manager is identified and a USACC KM capability is stood up.

- **ADAPTABILITY**
  - DEFINITION 1: an effective response to a change in the environment. This definition emphasizes that an individual must recognize the need to change based on some current or future perceived alteration in the environment and change his or her behavior as appropriate. (ARI Research Report 1844, Training Adaptable Leaders: Lessons from Research and Practice - Rose A. Mueller-Hanson, Susan S. White, David W. Dorsey, Elaine D. Pulakos, Personnel Decisions Research Institutes, Inc. October 2005).
  - DEFINITION 2: the individual ability to frame a complex problem; develop feasible, acceptable and suitable solutions from existing knowledge; consider 2nd and 3rd order effects; manage and employ resources to a defined end; recognize changes in conditions; reframe the problem.
  - DEFINITION 3: capable of operating in a variety of unexpected situations or conditions; able to continue to operate even when unexpected events occur. Rapidly tailor operations/forces in order to effectively adapt/respond to changing requirements (C2 Joint Integrating Concept) used in the TRADOC Training and Education CBA/FSA (June 2011) and Human Dimension CBA/FSA (July 2012).

- **ARMY HUMAN RESOURCE LIFE CYCLE MODEL**: includes all activities and functions to Acquire, Develop, Distribute, Structure, Deploy, Compensate, Transition, and Sustain the Manning the force and provide personnel support and services to Soldiers, their Families, DoD civilians, and contractors.

- **CADET LIFE CYCLE**: a variation of the ideas in the Army Personnel Life Cycle Model adapted to describe the life cycle functions of the Cadet to support resource management (see USACC Strategic Plan Objective 2.5 and 2.14).

- **CLASS**: a scheduled meeting where content can be delivered, discussed or tested to support course work.

- **CONTENT**: the specific courses, materials, lectures, supporting events, and activities developed to educate Cadets as part of a curriculum for adaptive leaders.

- **COURSEWORK**: work assigned to and done by a student during a course of study; usually it is evaluated as part of the student's grade in the course.
CURRICULUM:

- DEFINITION 1: a course of study in one subject at a school or college.

- DEFINITION 2: a list of all the courses of study offered by a school or college.

DEVELOPMENT: the improvement of an individual through education (i.e. not only Military Science), training and experiences the subject (Cadet, educator, trainer, support) undertakes or receives as it relates to the role, position or function that person currently holds or aspires to; the creation of education content consisting of lesson plans, groups of lessons, outcomes, testing/assessment, and resourcing to support the lesson plans.

DELIVERY: the transition of educational content to the mind of the student.

DISTRIBUTION: the dissemination of educational content via technology to locations when the content is delivered by the educator or received by the student.

EDUCATION (LEARNING): the pursuit of new knowledge or the validation of existing knowledge for the purpose of being adaptive when confronting the unknown.

FIELD OF STUDY: an area of concentration of a given academic discipline that constitutes a subject chosen by a student to represent his or her principal interest and upon which a large share of his or her efforts are concentrated to meet the requirements associated with the degree to be conferred upon successful completion. For the purposes of obtaining a degree a field of study can be divided into two types:

- Major: the field of study where the bulk of degree requirements reside.
- Minor: a supporting or complimentary field of study that supports degree requirements.

GOVERNANCE: an end-to-end regulation of work that: 1) Aligns resources to the vision and goals of senior leadership. 2) Guides and empowers the workforce to effectively and efficiently achieve objectives, and 3) Accounts for the effects of environmental changes.

VISION: a term used to describe a future state that captures the mission and values of the organization and provides direction and motivation for change.

GOALS: the major components of the Vision stated as feasible, acceptable and suitable strategic ends serving as the basis for operationalizing the vision. By successfully completing the goals, we achieve the future state defined in the commander’s vision.

LEs (LINES OF EFFORT): provide the operational framework to organize strategic level objectives which can then be assigned to functional work groups for planning, execution and oversight.

OBJECTIVES: specific, measurable, attainable, realistic and time-bound outcomes relevant to stated goals. By successfully completing the objectives, we achieve goals.
• TASKS: result from the analysis of the Objectives assigned to the Functional Workgroups whose execution will consume resources (time, people, money, etc.) and whose completion support the accomplishment of objectives [tasks often referred to as projects].

• HUMAN CAPITAL: an organization’s complete inventory of people within its human resources.

• HUMAN RESOURCES: the activity which manages a personnel life cycle model (Acquire, Develop, Distribute, Structure, Deploy, Compensate, Transition, and Sustain).

• TALENT MANAGEMENT: the process by which individual, enabling capabilities are aligned (and managed) to best effect against specific requirements and in accordance with the individual’s talent set. Individual, enabling capabilities are:

• SKILLS: a learned power of doing something competently; a developed aptitude or ability. In our case we can include specific training and certifications.

• EDUCATION: knowledge and development conferred through a recognized educational process or institution.

• EXPERIENCE: practical knowledge, skill or practice derived from direct observation of, or through participation in specific events or activities; something personally encountered, undergone or lived through.

• TRAITS: a distinguishing quality or mark of character or behaviors. Example: intellectually curious; innovative; collaborative; adaptive; imaginative.

• ATTRIBUTES: a natural ability such as: the ability to synthesize information; the ability to communicate clearly in written and spoken forms; or the ability to correctly identify and solve complex problems.

• INFORMATION ASSURANCE (IA): the practice of ensuring the availability, confidentiality, integrity, authenticity, and non-repudiation of information and managing risks related to the collection, use, processing, storage, and distribution of information and the systems and processes used for those purposes. This not only includes digital information, but also all types to include verbal, written, illustration and hard copy information.

• INFORMATION MANAGEMENT (IM): the collection and management of information from one or more sources and the distribution of that information to one or more audiences. This sometimes involves those who have a stake in, or a right to that information. Management is the organization of and control over the structure, processing and delivery of information.

• INFORMATION TECHNOLOGY (IT): the study, design, development, application, implementation, support or management of computer-based information systems. The term is commonly used as a synonym for computers and computer networks, but it also
encompasses other information distribution technologies such as television and telephones as it applies to the strategic plan it encompasses all technology that supports a stated outcome.

- **KNOWLEDGE MANAGEMENT**: the identification, validation, contextualization and storage of new and existing knowledge (the fact or condition of knowing something with familiarity gained through experience or association that adds value to one or more persons or elements as it relates to improving effectiveness or efficiency) such that it is known and accessible to those in need of the information and such that it can be reviewed, applied and updated so that it continues to support organizational learning.

- **LIVE/VIRTUAL/CONSTRUCTIVE-GAMING ENVIRONMENT**: an environment which supports the blending of physical actions by people on a 1:1 scale conducted in a real time, simulated environment with related actions (physical or simulated) being conducted in a virtual environment by real people operating simulator and/or simulations and the blending of a constructive environment in which simulated people are using simulated equipment to conduct simulated actions.

- **OUTCOME BASED TRAINING AND EDUCATION**: a blend of education and training, it might be more aptly called Outcome Based Experiences, the idea is to assess the outcomes/conditions that result from actions decided upon and executed within the context of an assigned mission (task and purpose). This allows educators, trainers and assessors to discuss the Cadet’s individual decision making process within the context of the environment which influenced their decisions and discuss the outcomes that resulted in order to enable adaptive learning.

- **PROJECT MANAGEMENT PLAN**: a formal, approved document used to guide both project execution and project control. The primary uses of the project plan are to document planning assumptions and decisions, facilitate communication among stakeholders, and document approved scope, cost, quality, risk and time baselines.

- **INITIATE**: those processes performed to define a new project or a new project phase of an existing project by obtaining authorization (approval and funding) to start the project or phase.

- **PLAN**: those processes performed to establish the total scope of the effort, define and refine the objectives and develop the course of action required to attain those objectives.

- **EXECUTE**: those processes (directing, managing, performing, and accomplishing the project work, providing deliverables, and work performance information) performed to complete the work defined in the management plan to satisfy objectives.

- **MONITOR AND CONTROL**: those processes required to track, review and regulate the progress and performance of the project, identify any areas in which changes to the plan are required and initiate the corresponding changes to meet the performance objectives defined in the management plan.
CLOSE-OUT: those processes performed to finalize all activities to formally close the project or project phase.

PROGRAM (ROTC): a plan or system of academic, leader development and related or ancillary activities designed to meet Army requirements for commissioning adaptive leaders for 2020 or creating citizen leaders for our nation.

PRECISION RECRUITING: the ability to identify, engage, select and contract specific individuals who have a talent profile that meets the program entry requirements.

PRE-PLAN STATE: the current state of the activities, functions, processes, assets or organizations as they relate to the Commander’s Vision, Strategic Goals and the Strategic Plan LEs. The description of the Pre-Plan State is used to help the command identify the start point for the work that must be completed to fulfill the LE and realize the Goal and Vision.

QUALITY: a targeted measure of excellence that results from the further development of individual talent – in the instance of the Cadet it is assessed throughout the Cadet Lifecycle and quantified and judged prior to commissioning.

RE-POSTURING: the closure of underperforming ROTC programs and the reinvestment of available manning resources made available as a result of the closures to other command validated functions within USACC.

SELECT: efforts to discern talent and capability against requirements and chose individuals with the desired talent and capability to meet those requirements.

TALENT: the intersection of skills, knowledge, and behaviors that create an optimal level of individual performance, provided the individual is employed within his or her talent set i.e. putting the right person in the position that is right for them.

TRAINING: the pursuit of task expertise through repetitive practice (instruction, demonstration and practical application) as defined by specified conditions and standards.

TRANSFORMATION: the management of changes in process, people, technology, infrastructure organizational structure and organizational culture between a current state and a future state to achieve the vision and goals of leadership.

TRANSITION: the physical relocation of functions or organizations and their associated processes, people, technology, infrastructure such that they are integrated and performing the work to meet the intent of the transition.

WORKGROUPS: Education, Training, and Operations (ETOWG); Human Capital and Talent Management (HCTMWG); Force Integration (FIWG); Sustainment (SWG) and Information Technology / Information Management (IT/IMWG)
START STRONG

TRAIN TO LEAD

ARMY STRONG