

Strategy Research Project

A New Approach to United States Army Reserve Personnel Management

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Abstract

To compete in a volatile, uncertain, complex, and ambiguous strategic environment, the United States Army Reserve must change its culture to improve talent management starting at the mid-grade officer level. At present, the status quo is unacceptable since it falls short in providing a predictable and ready force that is capable of competing in the 21st century. For far too long the U.S. Army Reserve performed assignment management and did not truly develop talent across the force. The framework presented in this analysis provides a way for the U.S. Army Reserve to improve officer development. Changing career development through professional military education attendance, developing a broadening program, and developing an effective individual development program greatly improves United States Army Reserve personnel management by identifying and cultivating talent early. This talent management framework provides a starting point to better prepare United States Army Reserve officers for service at the strategic level.

A New Approach to United States Army Reserve Personnel Management

Our leader development programs, Officer and NCO schooling and training, and individual Soldier training is going to have to amp-up in order to leverage the already present inherent qualities in all of our Soldiers from private to general.

—General Mark A. Milley, CSA¹

Today's dynamic operating environment demands that military leaders possess the knowledge, skills, and behaviors to operate successfully at the strategic level. Dr. Stephen Gerras, in his article, *The Strategic Leadership Environment*, characterizes the strategic environment as “volatile, uncertain, complex, and ambiguous (VUCA).”² Leaders must be capable of operating in this volatile, uncertain, complex, and ambiguous environment and perform effectively in many different organizations. As noted in the epigraph from his 2016 speech to the Association of the United States Army, General Mark A. Milley, Chief of Staff of the Army, conveyed the importance of personnel development. To fulfill General Milley's direction, leader development stands paramount and the U.S. Army's leader development programs must develop officers, specifically general officers, capable of leading in the 21st century.

In September 2016, the U.S. Army published the *U.S. Army Talent Management Strategy Force 2025 and Beyond*. This document seeks to “enhance Army readiness by maximizing the potential of the Army's greatest asset--our people” and lists four core functions of talent management as “acquire, develop, employ, and retain talent.”³ Specifically, the development core function includes a framework of career planning, training and education, and individual development.⁴ This framework provides a starting point to review personnel development. This review of the current personnel

development strategy identifies strengths, gaps, and provides recommendations regarding developing officers ready for consideration for promotion to general officer.⁵

The United States Army Reserve stands as a 199,500-person organization with approximately 115 general officers in an active status.⁶ Operating within Title 10 of the United States Code, the Secretary of the Army annually convenes the United States Army Reserve General Officer Assignment Advisory Board and United States Army Reserve General Officer Promotion Selection Boards. At the conclusion of these boards, the Secretary of the Army nominates to the Secretary of Defense promotion nominations for Senate confirmation. Once promoted, these general officers serve in various positions and must operate effectively at the strategic level in various commands.

For the United States Army Reserve to remain relevant it must ensure that its officer professional development policies ultimately produce the most capable pool of colonels (COLs) available for selection to general officer. Consistent with this outcome and outlined in the United States Army's Talent Management Strategy, the United States Army Reserve must alter its personnel management strategy.⁷ If the United States Army Reserve continues operating within their current model, they will most certainly not fulfill the demands placed on military officers in the 21st century.

This paper will present analysis of the United States Army Reserve personnel management system as decentralized and inconsistent in its execution, which creates problems for the development of its officer personnel. Personnel development must improve so that the United States Army Reserve increases relevancy in the 21st century. A talent management program outlined below proposes a deliberate model that

expands upon the development core function and presents a framework for career planning, training and education, and individual development to enable a more capable strategic leader.

Career Planning

Department of the Army Pamphlet 600-3, *Officer Professional Development and Career Management*, provides guidance for officer career development and states that, “operational and broadening assignments constitute the second domain of leader development. Upon completion of institutional training, leaders are ideally assigned to operational positions.”⁸ Specifically, Chapter 7, “Reserve Component Officer Development and Career Management,” provides overall guidance for officers regarding assignments, military education, and further addresses the uniqueness of the Reserve Component regarding assignments.⁹

The United States Army Reserve divides its officers into three main categories: Troop Program Unit, Individual Mobilization Augmentee, and Active/Guard Reserve, which compose 84%, 6% and 10% of the Selected Reserve respectively. The United States Army assigns the remaining officers to the Individual Ready Reserve, but a majority of these officers does not perform duty. This paper concentrates on Troop Program Unit, Individual Mobilization Augmentee, and Active/Guard Reserve personnel development.¹⁰

One of the determining factors specific to a Troop Program Unit assignment remains commuting distance. Army Regulation 135-91, *Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Provisions*, provides that, “The maximum distance Army National Guard of the United States (ARNGUS) and United States Army Reserve Soldiers may travel involuntarily between their residence

and the inactive duty training (IDT) training site must be within a 50-mile radius of the IDT site.”¹¹ Accordingly, officers may select a unit that best fits within their personal and civilian professional lifestyle. These officers are primarily self-managed, and within the context of career development, there does not exist a forcing mechanism to direct a transfer or move of an officer for career development needs. Due to the control Troop Program Unit Officers maintain over their assignments, career development remains primarily at the officer’s discretion.

Individual Mobilization Augmentee positions reside at enterprise level including at the Department of the Army Staff. When referencing the Individual Mobilization Augmentee Program, Department of the Army Pamphlet 600-3 states that United States Army Reserve officers “fill a number of key positions throughout the Department of Defense (DOD) and other governmental agencies. These positions are used to rapidly expand the agencies during the early phases of mobilization.”¹² The Individual Mobilization Augmentee program primarily draws its population from the Troop Program Unit. In Fiscal Year (FY) 17, 65% of the officers accessed into the Individual Mobilization Augmentee program came from the Troop Program Unit, with the remaining 35% transferring from an inactive status in the Individual Ready Reserve.¹³ Assignment to Individual Mobilization Augmentee positions provides a broadening experience for the Troop Program Unit officer, assists with career development, and better prepares the officer for service at the strategic level.¹⁴

Similar to Troop Program Unit assignments, Individual Mobilization Augmentee assignment management remains decentralized and based on the individual officer’s desire to broaden themselves. Generally, there exists no active centralized forcing

mechanism to move an officer from Troop Program Unit to Individual Mobilization Augmentee and vice versa. The closest guidance is found in Army Regulation 140-145, *The Individual Mobilization Augmentation Program*, which directs that the Commander, United States Army Human Resources Command will, “Coordinate the reassignment of Individual Mobilization Augmentee Soldiers after four years of service with a proponent agency for appropriate career enhancement/professional development purposes should an equally qualified replacement become available.”¹⁵ This regulation provides for that authority, but the management of personnel remains at the individual level or with the respective Individual Mobilization Augmentee organization.

Lastly, at the start of 2018, Human Resources Command centrally manages 3,594 officers assigned to the Active/Guard Reserve program.¹⁶ These officers serve as fulltime support and receive the most attention in the United States Army Reserve for personnel development. Active/Guard Reserve officers serve at various levels of command including in deployable units, at the enterprise level, and within joint commands. These officers receive assignments from Human Resources Command that follow closely with the Regular Army models and attend Professional Military Education similar to their Regular Army counterparts.¹⁷

There is no consistency in the personnel development and management among the Troop Program Unit, Individual Mobilization Augmentee, and Active/Guard Reserve programs. Much of the officer’s professional development remains with individual Troop Program Unit or Individual Mobilization Augmentee officers, which equates to 90% of the population. Because of a lack of a system or process, many United States Army Reserve officers may not be exposed sufficiently to the strategic level prior to

consideration for general officer. To illustrate this point, 30% of the Active/Guard Reserve lieutenant colonels (LTCs) selected for promotion to COL on the FY17, Reserve Component, Army Reserve Active/Guard Reserve, Army Reserve Non-Active/Guard Reserve and Army National Guard of the United States, COL, Army Promotion List, Competitive Categories, Promotion Selection Boards served on the Department of the Army staff.¹⁸ Continuing with this trend, 31% of the COLs selected for promotion to brigadier general on the 2016 United States Army Reserve General Officer Assignment Advisory Board and United States Army Reserve General Officer Promotion Selection Boards previously served on the Department of the Army staff.¹⁹ If enterprise experience is valued at the senior levels, these statistics may highlight a limiting factor when the United States Army Reserve attempts to assign newly promoted COLs or general officers to the Pentagon.

Training and Education

United States Army Reserve officers attend their respective Professional Military Education, schools, and Senior Service Colleges much like their Regular Army counterparts. Department of the Army Pamphlet 600-3 states that, "The objective of training is to increase the ability of leaders to competently perform in training and operational situations."²⁰ Unlike the Regular Army, where Human Resources Command centrally manages schooling, Troop Program Unit and Individual Mobilization Augmentee officers determine in coordination with their civilian job, consideration of family status, and quota availability, when to attend Professional Military Education. Prior to the FY17 Reserve Component LTC and Reserve Component Major (MAJ) Army Promotion List Promotion Selection Boards, 47% and 18% of United States Army Reserve MAJs and captains (CPTs) respectively, or 757 officers failed to meet

Professional Military Education qualifications for promotion.²¹ This factor demonstrates that not enough officers attend the prescribed Professional Military Education because of a lack of an effective forcing mechanism.

Decentralized management leads to significant problems with the shortage of personnel qualified to perform their duties. To encourage officers to attend Professional Military Education, the United States Army Reserve uses a policy linking Professional Military Education to promotion. For promotion to the rank of MAJ or LTC, an officer must graduate the Captains Career Course and the Command and General Staff Officer Course, respectively.²² However, current trends noted above highlight this policy's ineffectiveness. These officers failed to obtain the appropriate required education for professional development or promotion because determining when to attend Professional Military Education primarily remains an individual decision.

The ability for Troop Program Unit or Individual Mobilization Augmentee officers to operate effectively with their respective Regular Army counterparts improves with Professional Military Education. Common education experiences coupled with operational assignments produce a similar frame of reference for the two Components. As described in Department of the Army Pamphlet 600-3, "Education contributes to the development of Soldier and Army Civilian leader competencies, focusing on fundamentals which are later practiced, expanded, and improved in training and experience."²³ In October 2017, there were 3,082 United States Army Reserve officers total with 345 CPTs and 2,737 MAJs awaiting Command and General Staff Officer Course. Additionally, there were also 4,966 officers total with a breakdown of 4,735 CPTs and 231 MAJs awaiting the Captains Career Course.²⁴ Explanations for this

situation range from individual training preferences not aligning with the training available, such as resident versus distance courses. Other reasons include height-weight failures, Army Physical Fitness Test failures, and some resourcing limitations on the Component itself. Regardless of the reason, the lack of Professional Military Education participation continues and manifests itself at Promotion Selection Boards and adds to the strength deficits at certain grades. For example, in January 2018, the United States Army Reserve had a deficit of 3,079 and 1,789 MAJs and LTCs respectively.²⁵ While the United States Army Reserve places emphasis on Professional Military Education, trends signal that this message fails to resonate with a particular sub-set of United States Army Reserve officers. When United States Army Reserve officers fail to attend Professional Military Education, regardless of cause, the United States Army misses out on the development of a sizable talent pool of leaders.

Individual Development

Individual development is the third and final component of the 2016 *Talent-focused Workforce Management Framework*. This component is self-driven and essential for personal and professional development.²⁶ Department of the Army Pamphlet 600-3 states that, “Self-development, consisting of individual study, research, professional reading, practice, and self-assessment, is accomplished via numerous means (studying, observing, and experiencing), and is consistent with an officer’s personal self-development action plan and professional goals.”²⁷ For example, “A critical component of the self-development domain is multi-source assessment and feedback.”²⁸ This feedback helps officers’ reflect on their strengths and improve on their developmental needs. The 2015 *Center for Army Leadership Annual Survey of Army Leadership: Military Leader Findings* cites that, “About half of the leaders assessed by

the multi-source assessment and feedback rate the program as effective at making them more aware of their strengths and developmental needs.”²⁹ Additionally, the Combined Arms Center for Army Leadership produces the *Self-development Handbook* and the Army Doctrine Reference Publication 6-22, *Army Leadership*, both providing guidance for individual development.

Individual development is personal in nature and officers do not obtain a certificate to prove accomplishment. However, this development links to where an officer may obtain significant benefit. At the United States Army War College, the instructors spend significant effort on communicating the benefit of individual development. For example, the Strategic Leadership Feedback Program provides ample discussion about self-development through various feedback methods. It is through individual development that officers grow and improve their knowledge, skills, and behaviors to serve at the strategic level. A separate course in the core curriculum, Strategic Leadership, provides ways for senior leaders to serve effectively at the strategic level as advisors and communicators, planners, theorists, or leaders.³⁰

A program assisting with the development of officers is the United States Army Reserve Proponent Advisor Program. Members of this program represent individual branches or functional areas and are senior COLs and general officers who assist Human Resources Command with the assignment process. However, engagement with the Army Reserve Proponent Advisors may assist in other areas. For example, the Army Reserve Proponent Advisors can assist with developing a Strategic Leadership Feedback-like program that helps officers develop knowledge, skills, and behaviors necessary for strategic level service early in their career. This effort helps grow officers

at the mid-grade level to build the knowledge, skills, and behaviors beneficial for today's service and further prepares them for service at the strategic level.

Description of the Internal Environment – Strengths and Gaps

The United States Army Reserve provides a path for career development and a diversity of experiences. Various Troop Program Unit assignments and the propensity for officers to challenge themselves remain a key factor in position selection. In addition, the Individual Mobilization Augmentee program provides an avenue for officers to serve at the enterprise level. Both of these paths, Troop Program Unit and Individual Mobilization Augmentee, continue to challenge officers. The United States Army Reserve Careers Division operates a career management office that helps address the issue of officers at risk for promotion because of not attending their required Professional Military Education. Army Reserve Careers Division reaches out to these officers and provides special attention to encourage and assist with the scheduling of Professional Military Education to improve that officer's promotion eligibility. Lastly, compliance with the multi-source assessment and feedback program, attendance at pre-command courses, and conduct of required counseling sessions help develop officers individually.

The majority of the United States Army Reserve officer corps self-manages. The Troop Program Unit and Individual Mobilization Augmentee population that comprise 90% of the United States Army Reserve has nearly complete discretion when planning assignments. This creates a significant risk on behalf of the United States Army Reserve leadership by allowing officers to decide what assignments and experiences they believe are required to become future strategic leaders. Second, decentralized Professional Military Education management requires that the United States Army

Reserve assumes risk by leaving complete discretion to the individual officer for timing and completion of Professional Military Education. Current promotion trends amongst United States Army Reserve CPTs and MAJs demonstrate this system is untenable. Third, individual development remains an area for improvement. As presented in the 2015 *Center for Army Leadership Annual Survey of Army Leadership*, 27% of Reserve Component Soldiers surveyed stated that in the previous 12 months, their immediate supervisor provided training, teaching, coaching, or skill development and that 26% stated that their immediate supervisor provided mentoring to prepare Soldiers for future roles or assignments.³¹ These statistics highlight the need for the United States Army Reserve to improve leader effectiveness in developing others.

Overall, the current United States Army Reserve officer development program lacks purposeful career planning, training and education, and individual development, as depicted in the *United States Army Talent Management Concept of Operations for Force 2025 and Beyond*, where it states that, “Present day personnel systems will be inadequate to support Force 2025 and Beyond.”³² The United States Army Reserve further assumes risk as the current model does not effectively meet the future challenges in the volatile, uncertain, complex, and ambiguous environment. The deficiencies noted above ultimately manifest themselves at the United States Army Reserve General Officer Assignment Advisory Board and United States Army Reserve General Officer Promotion Selection Boards and degrade the ability of the United States Army Reserve to develop talent to face the international competition with America’s potential adversaries.

An Improved Personnel Management System

The United States Army Reserve needs a new model to address gaps and better incorporate the goal outlined in the Talent Management Framework.³³ The goal of a more disciplined model in the development line of effort would better produce capable officers to meet the challenges in a volatile, uncertain, complex, and ambiguous environment. A comprehensive talent management program provides a way to correct the gaps identified in the analysis above consistent with career planning, training and education, and individual development.

A framework below outlines three talent management lines of effort. These lines of effort address career planning, Professional Military Education, and individual development. Accordingly, this paper presents a way to change culture and discusses potential resistance of implementing change. Lastly, several issues must be addressed through dialogue and decision.

Line of Effort 1: Career Planning and Professional Military Education Attendance

This new model changes the paradigm and shifts efforts from the individual officer self-selecting assignments and Professional Military Education attendance to a centralized system. This new model incorporates the centralized tracking of high-performing officers; assists talent management responsible agents in their review of files, determines possible follow-on assignments or schools, and engages with these officers about advancement to purposely develop officers.³⁴ The United States Army Reserve's Geographic and Functional Commands perform this task (figure 1). This policy change allows for a consolidated common operating picture driving future assignments, broadening opportunities, and develops senior leaders with the right mix of education and experience to serve at the strategic level.³⁵



Figure1. Proposed Management of High-performing Officers³⁶

Commanders with their human resource professionals ensure officers attend Professional Military Education well prior to promotion boards. Commanders ensure officers understand the importance of Professional Military Education and forecast school requirements ensuring those senior in rank attend school first and develop a plan for the remaining officers. Leaders address the importance of Professional Military Education in counseling sessions and speak with officers about career planning. A more direct approach to enroll officers in Professional Military Education helps solve the problem of lack of education. The challenges of a civilian career are a reality for United States Army Reserve officers and impacts Professional Military Education attendance, but the importance of military education remains essential.

Line of Effort 2: Broadening Program Established

Refine and expand an existing program that provides broadening opportunities for Troop Program Unit officers.³⁷ The United States Army Reserve has 22 Functional Commands that are able to provide officers available for potential Individual Mobilization Augmentee assignment. For example, the 377th Theater Sustainment Command, a 2-star command, consolidates and nominates their high-performing officers for assignment to Department of the Army G-4. Once these officers complete their tour with the Individual Mobilization Augmentee agency the officers return to the Troop Program Unit units and share their skills, knowledge, and perspectives gained from the Individual Mobilization Augmentee assignment. This personnel practice transforms the Individual Mobilization Augmentee program and provides excellent career development by broadening officers at the enterprise level. Additionally, leaders should discuss other programs to broaden officers such as the Broadening Opportunities Program. Human Resources Command manages the Broadening Opportunities Program and other programs, which provide additional ways to diversify assignments.³⁸

Line of Effort 3: Individual Development

Broaden the authorities in the Army Reserve Proponent Advisor Program so that high-performing officers speak with senior branch representatives on a reoccurring basis emphasizing career development. Additionally, develop a program similar to the Strategic Leadership Feedback Program to develop officers. The Strategic Leadership Feedback-like program would focus on specific developmental needs for each officer. For example, the program at the Army War College provides detailed feedback on areas including conceptual capacity, positive and negative leadership attributes, personality assessments, and leader agility. Additionally, this assessment also includes

feedback received from the individual's senior leaders, peers, and subordinates. The Strategic Leadership Feedback Program provides assessments on specific areas to sustain and improve upon prior to graduation while attending the Army War College.

The United States Army Reserve leaders should research, develop, and fund a Strategic Leadership Feedback-like program. The United States Army Reserve should direct resources to testing, coaching, and counseling of mid-grade officers enhancing professional development and future service at the strategic level. This effort influences mid-grade officer development and assists these officers to sustain and improve upon their leader attributes much sooner than currently received at the Army War College. Once the United States Army Reserve establishes a Strategic Leadership Feedback-like program, the Army Reserve Proponent Advisors can speak with their respective high-performing officers and assist with their individual development. This proactive effort enhances individual development and supplements current efforts gained from the multi-source assessment and feedback program.

Culture Change: A Way to Transform

At first glance, concerns with the United States Army Reserve highlight system issues in personnel development. However, after an in-depth review to define the problem, the overwhelming issue is culture. The United States Army Reserve's culture of decentralized personnel development leads to a deficiency in talent management. As a result, a model to change culture would aid in transforming the United States Army Reserve and establish a talent management program.

The framework by W. Warner Burke offers a method to bring about this change because it provides predictability and outlines a logical process. Burke presents a four-

phase effort to promote a culture change, which is pre-launch, launch, post-launch and sustaining the change.³⁹

Although Burke places most of the tasks in the launch phase, this proposal places the majority of tasks in pre-launch, allowing for predictability and encouraging a dialogue between commanders and talent management responsible agents. In pre-launch, this dialogue encourages key personnel, such as commanders and human resource professionals, to personify this message and become change agents. Burke identifies these individuals as "...salesman, those few who have social power."⁴⁰ Department of the Army Civilians, human resource professionals, and general officers carry this policy into units. Spreading the message through multiple means achieves what Malcom Gladwell refers to as the "tipping point" or the "moment of critical mass" or when the idea begins to move on its own.⁴¹ Logically laying out a framework to change culture minimizes friction as this process matures.⁴²

Leadership includes mechanisms that support transformation. Dr. Edgar Schein's embedding and reinforcing mechanisms greatly increase the likelihood of success and provide an emphasis on the importance of the effort.⁴³ Embedding mechanisms serve as, "The major tools that leaders have available to them to teach their organizations how to perceive, think, feel, and behave based on their own conscious and unconscious convictions."⁴⁴ These mechanisms, such as resource allocation, awards, and how the leader reacts to certain situations, embed behaviors in an organization. For example, the United States Army Reserve utilizes a program that helps defray some of the costs associated with lodging for Soldiers called Lodging in Kind. The United States Army Reserve can use this embedding mechanism to help defray some of the costs

associated with lodging in the National Capital Region.⁴⁵ Reinforcing mechanisms such as, “Design, structure, architecture, rituals, stories, and formal statements are cultural reinforcers, not culture creators.”⁴⁶ Items such as newsletters, social media updates, organizational interactions and artifacts help reinforce the commander’s priorities, and can highlight the positive effects of talent management and reinforce change.

Launch defines the phase when the talent management program begins. During this phase, the United States Army Reserve fully implements talent management. Officers continue conversations receiving guidance from senior leaders about their potential and assignment opportunities. These officers transition among assignments, apply for broadening opportunities, and Professional Military Education. Leaders nominate high-performing officers to serve at strategic assignments and Human Resources Command announces various programs, schools, and broadening opportunities.⁴⁷

Post-launch requires that the message and talent management program endure. As Burke points out, “Repetition, as well as a captivating story makes the message stick.”⁴⁸ Officer’s stories and statistics speak to the above embedding and reinforcing mechanisms established in pre-launch. This increases the “stickiness factor” and allows the end-users to value talent management.⁴⁹

Sustaining the change ensures the long-term survivability. This program embeds in the culture and becomes second nature for commanders. Leaders continue developing this program, address unforeseen impacts, and implement new ideas. If there is an issue or a realization for improvement, the leaders must reframe the problem, apply pressure, and adjust. These efforts incorporate talent management into

every aspect of operations. Additionally, the United States Army Reserve Command G-1 ensures human resource personnel working within this effort understand and support the talent management policies, which help ensure long-term success.⁵⁰

A new approach will certainly meet strong opposition. Dr. Andrew Hill and Dr. Stephen Gerras write about ways change agents receive pushback when changing a system or culture. Senior leaders, as products of the current system, may resist change and believe that “this does not apply to us.”⁵¹ Second, the bureaucracy provides a barrier for change and challenges the credibility of the United States Army Reserve Command G-1 and talent management responsible agents by “killing the messenger.”⁵² To mitigate these effects, the United States Army Reserve Command G-1 speaks about the importance of change and highlights the well-documented changing character of war. This conversation brings to the forefront the need for change and risks of remaining stagnant in personnel development. Third, senior leaders may refute the whole program because it is not testable.⁵³ For example, the bureaucracy may argue that it is impossible to connect promotion data to talent management because it requires specific language in a promotion board memorandum of instruction and that officers that have not had such experiences still are selected for promotion. To mitigate this argument, the United States Army Reserve Command G-1 connects talent management, not to promotion data, but to preparedness, knowledge, skills, and behaviors, and a benchmark to compete for general officer by establishing metrics. In addition, the United States Army Reserve Command G-1 defeats this argument by reframing the conversation and points out that promotion is the incorrect measure of success. The goal of talent management is to create a more capable force to compete in the volatile,

uncertain, complex, and ambiguous environment. Regardless of any issues, the responsible agents should tie back efforts linking to the Chief of Army Reserve/ United States Army Reserve Command Commanding General's vision.⁵⁴

Further Dialogue Needed

There are remaining topics for the United States Army Reserve leaders to debate centering on personnel management. Currently, the United States Army Reserve does not centrally manage its officer, warrant officer, and enlisted populations. If senior leaders desire to improve management of the entire force, they must determine if the status quo is acceptable, if they want to manage a select group of high-performing officers, or develop a better solution to manage the entire population. As the volatile, uncertain, complex, and ambiguous environment continues and a possibility of a mobilization remains a reality, personnel management stands essential for readiness.

Once the leadership determines the managed population, the follow-on decision remains as what organization manages these Soldiers. Viable options that lend a solution are Human Resources Command, the United States Army Reserve Command, or a Readiness Division performs management. For example, if consolidated management at Human Resources Command is best, United States Army Reserve Command can augment Human Resources Command and perform this function with the Readiness Divisions providing reports to Human Resources Command consolidating a common operating picture.

Lastly, the United States Army Reserve should track high-performing officers as a ready cadre. Centralizing high-performer management and changing the culture in the United States Army Reserve produces strategic leaders ready to compete for general officer. These personnel should possess the knowledge, skills, and behaviors required

for continued service at the highest levels and stand available for service as a ready pool of officers. For example, this pool of officers can augment the Pentagon or multi-star commands during times of conflict. Tracking these officers allows the RA and joint force a pool of officers to augment the DOD during crisis.

Summary

The culture change framework and talent management program outlined above provide acceptable ways to improve personnel management and addresses a solution better developing talent for the United States Army Reserve. This program incorporates all of the stakeholders, provides for unity effort, and conveys the Chief of Army Reserve / United States Army Reserve Command Commanding General's themes and messages to mid-grade leaders through unity of command.

To compete in a volatile, uncertain, complex, and ambiguous strategic environment, the United States Army Reserve must change its culture to improve talent management starting at the mid-grade officer level. At present, the status quo is unacceptable since it falls short in providing a predictable and ready force that is capable of competing in the 21st century. For far too long the United States Army Reserve performed assignment management and did not truly develop talent across the force. The framework presented in this analysis provides a way for the United States Army Reserve to improve officer development. Changing career development through Professional Military Education attendance, developing a broadening program, and developing an effective individual development program greatly improve United States Army Reserve personnel management by identifying and cultivating talent early. This talent management framework provides a starting point to better prepare United States

Army Reserve officers for service at the strategic level and helps “build a more lethal force” as depicted in the *2018 National Defense Strategy*.⁵⁵

Endnotes

¹ General Mark A. Milley, “Eisenhower Luncheon AUSA,” public speech, Washington, DC. October 4, 2016, 18, http://wpswps.org/wp-content/uploads/2016/11/20161004_CSA_AUSA_Eisenhower_Transcripts.pdf (accessed September 14, 2017).

² T. O. Jacobs, *Strategic Leadership: The Competitive Edge* (unpublished manuscript, 2002), 10, quoted in Dr. Stephen J. Gerras, ed., *Strategic Leadership Primer*, 3rd ed. (Carlisle Barracks, PA: U.S. Army War College, Department of Command, Leadership, and Management, 2010), 11.

³ U.S. Department of the Army, *U.S. Army Talent Management Strategy Force 2025 and Beyond* (Washington, DC: U.S. Department of the Army, September 20, 2016) 7-8, https://talent.army.mil/wp-content/uploads/pdf_uploads/PUBLICATIONS/Army%20Talent%20Management%20Strategy%2C%20Force%202025%20and%20Beyond.pdf (accessed October 14, 2017).

⁴ U.S. Department of the Army, *U.S. Army Talent Management Strategy Force 2025 and Beyond*, 9.

⁵ LTC Richard W. Corner II, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper (Carlisle Barracks, PA: U.S. Army War College October 17, 2017), 1. This endnote encompasses the paragraph.

⁶ U.S. Department of the Army, *Reserve Component General Officer Personnel Management*, Army Regulation 135-156 (Washington, DC: U.S. Department of the Army, May 17, 2007), 2, https://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/r135_156.pdf (accessed March 21, 2018).

⁷ U.S. Department of the Army, *U.S. Army Talent Management Strategy Force 2025 and Beyond*, Fig. 2-3 Talent-focused Workforce Management Framework, 9.

⁸ U.S. Department of the Army, *Officer Professional Development and Career Management*, U.S. Department of the Army Pamphlet 600-3 (Washington, DC: U.S. Department of the Army, June 26, 2017), 6, http://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN3272_DA_Pam_600-3_web_FINAL.pdf (accessed September 29, 2017).

⁹ Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper 2. This endnote encompasses the paragraph.

¹⁰ Office of the Chief of Army Reserve, G-1 Strength Management Analyst, e-mail message to the author, January 31, 2018; Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 1. This endnote encompasses the paragraph.

¹¹ U.S. Department of the Army, *Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Provisions*, Army Regulation 135-91 (Washington, DC: U.S. Department of the Army, March 14, 2016), 30, http://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/ARN6639_AR135-91_ADMIN_WEB_Final.pdf (accessed January 30, 2018).

¹² U.S. Department of the Army, *Officer Professional Development and Career Management*, 35.

¹³ Office of the Chief of Army Reserve, G-1 Strength Management Analyst, e-mail message to the author, January 31, 2018. Data current as of January 29, 2018.

¹⁴ Department of the Army, *Army Reserve Officer Strategic Development Program*, Memorandum of Agreement (Washington, DC: Office of the Chief of Army Reserve and Headquarters Department of the Army, G-4, United States Army Corps of Engineers and Human Resources Command, November 29, 2017), 1, e-mail message to the author, February 16, 2018. This agreement specifies, "The officer would move from a Troop Program Unit (TPU) status into an IMA status for a two year period, then return to their unit in a TPU status."

¹⁵ U.S. Department of the Army, *The Individual Mobilization Augmentation Program*, U.S. Department of the Army Regulation 140-145 (Washington, DC: U.S. Department of the Army, March 21, 2016), 2, http://armypubs.army.mil/epubs/DR_pubs/DR_a/pdf/web/r140_145.pdf (accessed September 29, 2017).

¹⁶ Office of the Chief of Army Reserve, G-1, e-mail message to the author.

¹⁷ U.S. Army Human Resources Command manages both the Regular Army and United States Army Reserve AGR population.

¹⁸ Director, Army Reserve Component Integration Office, "The Average New Colonel (as of April 25, 2017)," briefing slides, U.S. Army War College, April 25, 2017, provided by e-mail message to the author, February 5, 2018. These percentages include OCAR staff.

¹⁹ Office of the Chief of Army Reserve, General Office Management Office, e-mail message to the author, January 31, 2018. These percentages include OCAR staff.

²⁰ U.S. Department of the Army, *Officer Professional Development and Career Management*, 6.

²¹ Deputy Chief of Staff, G-1, Military Personnel Management Directorate (DMPM), e-mail message to author, February 12, 2018; Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 3. This endnote encompasses the paragraph.

²² Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 3. This endnote encompasses the paragraph.

MILPER Message 17-315: MAJ to LTC Promotion Education Requirements: IAW AR 135-155, the military education requirement for promotion to LTC is completion of the legacy Command and General Staff Officer Course (CGSOC) or completion of resident Intermediate Level Education (ILE) or completion of any Intermediate Level Education Common Core (ILE-CC)...Officers not military educationally qualified will not be selected for promotion. Department

of the Army (DA) G-3/5/7 is the approval authority for Military Education Constructive Credit). <https://www.hrc.army.mil/Milper/17-315> (accessed February 7, 2018).

MILPER Message 17-358: CPT to MAJ Promotion Education Requirements: IAW AR 135-155, the military education requirement is any Officer Advance Course (OAC) or Captain Career Course (CCC)... Officers not military educationally qualified will not be selected for promotion. Department of the Army (DA) G-3/5/7 is the approval authority for Military Education Constructive Credit. <https://www.hrc.army.mil/Milper/17-358> (accessed March 21, 2018).

²³ U.S. Department of the Army, *Officer Professional Development and Career Management*, 6.

²⁴ G-1 Strength Management Analyst, "100th Division (Leader Development) Case Study, 'USAR Majors Not Enrolled in the Command and General Staff Officer Course,'" briefing Slides, Washington, DC: Office of the Chief of Army Reserve, October 8, 2017. Provided by e-mail message to author January 31, 2018.

²⁵ Deputy Chief of Staff, G-1, DMPM, e-mail message to author, February 15, 2018. U.S. Army Reserve Strength Summary for End of Month January 2018.

²⁶ Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 4. This endnote encompasses the paragraph.

²⁷ U.S. Department of the Army, *Officer Professional Development and Career Management*, 6.

²⁸ Ibid.

²⁹ Ryan P. Riley et al., *2015 Center for Army Leadership Annual Survey of Army Leadership (CASAL): Military Leader Findings*, Center for Army Leadership (Fort Leavenworth, Kansas: U.S. Department of the Army, July 2016), xi, <http://usacac.army.mil/sites/default/files/documents/cal/2015CASALMilitaryLeaderFindingsReport.pdf> (accessed February 7, 2018).

³⁰ Dr. Thomas Galvin, *Welcome to the Seminar* (Carlisle Barracks, PA: U.S. Army War College), 8-9.

³¹ Riley et al., *2015 Center for Army Leadership Annual Survey of Army Leadership*, 92.

³² U.S. Department of the Army, *Talent Management Concept of Operations for Force 2025 and Beyond*, U.S. Army Combined Arms Center or in the Army Leader Development Strategy (Fort Leavenworth, Kansas, September 2015), iv, <http://usacac.army.mil/sites/default/files/publications/TM%20CONOP%20Final-Signed%20v2.pdf> (accessed September 29, 2017).

³³ U.S. Department of the Army, *U.S. Army Talent Management Strategy Force 2025 and Beyond*, 10. Chapter 3, Strategic Framework, Strategic Goals: The Army Talent Management Strategy (ATMS) Framework has four strategic goals that, if met, will realize its strategic vision. The strategy seeks as its "ends" to create and sustain a workforce that is ready, professional, diverse, and integrated.

³⁴ U.S. Department of the Army, "Strategic Leadership," in *Army Leadership*, Army Doctrine Reference Publication (ADRP) 6-22 (Washington, DC: U.S. Department of the Army, August 1, 2012), <http://www.apd.army.mil/ProductMaps/PubForm/ADRP.aspx> (accessed September 16, 2017). Considered as a "high-performing officers" for this paper: Officers that possess the qualities defined in ADRP 6-22, Chapter 11.

³⁵ Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 5. This endnote encompasses the paragraph.

³⁶ Figure. U.S. Army Reserve Talent Management process. Adapted from the U.S. Department of the Army, *U.S. Army Talent Management Strategy Force 2025 and Beyond*, Fig. 2-3 Talent-focused Workforce Management Framework, 9.

³⁷ Department of the Army, *Army Reserve Officer Strategic Development Program*, Memorandum of Agreement (Washington, DC: Department of the Army, n.d.). Provided by e-mail message to author, February 16, 2018.

³⁸ Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 5. This endnote encompasses the paragraph.

³⁹ W. Warner Burke, "Organization Change: Epidemics, Integration, and Future Needs," in *Organization Change: Theory and Practice* (Thousand Oaks, CA: Sage Publications, 2002), 279; Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 5. This endnote encompasses the paragraph.

⁴⁰ *Ibid.*, 280.

⁴¹ *Ibid.*, 275.

⁴² Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 6. This endnote encompasses the paragraph.

⁴³ Dr. Edgar H. Schein, *Organizational Culture and Leadership* (San Francisco, CA, 2004), 262, http://www.untag-smd.ac.id/files/Perpustakaan_Digital_2/ORGANIZATIONAL%20CULTURE%20Organizational%20Culture%20and%20Leadership.%203rd%20Edition.pdf (accessed October 16, 2017).

⁴⁴ *Ibid.*, 246.

⁴⁵ Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 6. This endnote encompasses the paragraph.

⁴⁶ Schein, *Organizational Culture and Leadership*, 262.

⁴⁷ Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 7. This endnote encompasses the paragraph.

⁴⁸ Burke, "Organization Change: Epidemics, Integration, and Future Needs," 281.

⁴⁹ *Ibid.*, 276; Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 7. This endnote encompasses the paragraph.

⁵⁰ Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 7. This endnote encompasses the paragraph.

⁵¹ Dr. Andrew Hill and Dr. Stephen Gerras, "Systems of Denial: Strategic Resistance to Innovation," *Naval War College Review* 69, no. 1 (Winter 2016), 115.

⁵² Ibid.

⁵³ Ibid.

⁵⁴ Lieutenant General Charles D. Luckey, *A Statement on the Posture of the United States Army Reserve 2017*, Posture Statement presented to the 115th Cong., 1st sess. (Washington, DC: U.S. Department of the Army, April 2017), introduction, <http://www.usar.army.mil/About-Us/Posture-Statement/> (accessed October 6, 2017); Corner, *Talent Management and Culture in the U.S. Army Reserve: Course Correction*, Course Paper, 8. This endnote encompasses the paragraph.

America's Army Reserve has always risen to meet the challenges of our time, evolving from a nascent corps of doctors and nurses, to an Organized Reserve and, later, a strategic reserve under Federal control, to what is today an integral and essential element of the operational Army and a force-provider to the Joint Force. Yet, our mission remains the same: to provide mission-critical capabilities for the Army and the Joint Warfighter whenever and wherever they are needed, anywhere on earth. Our vision for the future is clear. It is to forge and sustain the most capable, combat-ready and lethal Army Reserve force in the Nation's history.

⁵⁵ Department of Defense, *Summary of the 2018 National Defense Strategy* (Washington, DC: Department of Defense, January 19, 2018), 8.

Talent Management: Developing leaders who are competent in national-level decision-making requires broad revision of talent management among the Armed Services, including fellowships, civilian education, and assignments that increase understanding of interagency decision-making processes, as well as alliances and coalitions.