

# GOORANGAI

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## PROFESSIONAL AND MILITARY EDUCATION FOR NAVAL RESERVE OFFICERS

### What is Professional Military Education?

Professional Military Education (PME) is that broader education in the military arts and sciences that is essential for every military officer. In Navy's case, it is education that goes beyond specific 'trade' training as a Seaman, Supply Officer, Engineer, Pilot and so on. For all Australian naval officers it commences during initial entry training at the RAN College and for permanent naval (PN) officers this continues through the Lieutenants' leadership and management training program followed, potentially, with courses at the ADF Warfare Centre (ADFWC), the Australian Command and Staff College (ACSC) and the College for Defence and Strategic Studies (CDSS). But what of the career Naval Reserve officer, who does not undertake the leadership and management program, or the ex-PN officer who might have left his or her career early and who spent most time in Primary Qualification training and related roles? What programs exist for these officers to extend their PME?

To highlight some possible models that may be considered for the Naval Reserve (NR) in Australia, this paper briefly examines the American experience and the developments in PME for members of USN and USMC Reserve Officer Corps.

### The John Paul Jones Legacy

*'It is by no means enough that an Officer of the Navy should be a capable mariner; he must be that, of course and a great deal more. He should be as well a gentleman of liberal education, refined manners, punctilious courtesy, and nicest sense of personal honour.'*

This famous quotation of John Paul Jones to the Naval Committee of Congress in 1776, based upon the renaissance view of the 'whole man' well-versed in the arts and sciences, succinctly sets the historical basis for the USN/USMC's view of the need for PME for all of its officers. In more recent times there is perhaps a lesser need for the same depth of study in the liberal arts and sciences than was undertaken two centuries ago; however, there is laid down in US Federal law a requirement for all senior USN and USMC officers to study aspects of the arts and sciences of war fighting with 'jointery' being a specific focus for officers of Lieutenant Commander and above. This PME requirement is laid down for all Active Duty and Reserve officers and has recently been made a promotion requirement at the Lieutenant Commander/Commander level with advanced study required for USN and USMC Reserve officers aspiring for promotion to flag rank.

### USN PME

Since April 2005, the USN has embarked upon a major review of its PME continuum, curriculum and content for sailors and officers from entry to senior officer. Much of this redevelopment work is led by the US Naval War College at Newport, Rhode Island. For officers, the primary components of the program are, first, 'Professionalism', focusing upon Military Ethics and Behaviour; Customs, Honours, Traditions and Ceremonies; Seafaring and Watchkeeping; Military Bearing; Governing Laws; and Policies and Regulations. Second is 'Military Studies', including Naval Doctrine; Force Capabilities and Organization; Operational Planning Process; Naval and Military History; Maritime Operations; Science and Art of War; and Applied Technology.

Third is 'National and Global Security', which includes Naval Strategy and Strategic Planning; Force Resource Management; Force Structure Requirements; Geo-political, Religious and Cultural Awareness; Asymmetric Warfare; Civil-Military Relations; International and Operational Law; and Non-Military Instruments of National Power.

The Professionalism component provides PME (knowledge and comprehension) for junior officers. Military Studies is the intermediate phase and is delivered to Lieutenant Commanders, while the course on National and Global Security is designed for Commanders and above. In May 2005 this program became mandatory for USNR and USMCR officers as it is for their full-time counterparts.



Mist surrounds Luce Hall at the Naval War College, Newport, Rhode Island. Built in 1892, it now houses the College of Distance Education and the Naval Command College (official USN photograph).

### Program Delivery

The USN has recognised that Reserve officers, due to both member availability and budget constraints, may have difficulty completing all the programs through standard in-residence training courses. Accordingly, distance education methods through mailings, local lecture programs (referred to as Fleet Seminars), and the internet, together with CD-ROM delivered modules, have been developed as a significant method of curriculum delivery. Rather than seeing this as an expensive service designed for Reserves, however, the USN also recognises that many Active Duty officers are in postings and locations where in-residence training is either too costly in terms of operations availability. As such, the distance education approach is provided for the entire USN/USMC to utilise when and where needed. Indeed, the CD-ROM based distance education program was specifically designed for Active Duty officers on operational duties, which is indicative of the importance that the USN has placed upon flexible learning and the advantages and cost-benefits such methods offer the Fleet and its officers and sailors.

### Academic Accreditation

Academic accreditation is a long-standing part of US Armed Forces educational programs and the USN PME is no exception, with



courses providing academic credits towards a Master degree, which is an essential academic qualification for higher ranking naval officers. Unlike US military colleges, which are degree awarding institutions in their own right, academic accreditation for ADF programs will always be a hurdle, requiring significant liaison with external degree conferring Universities in order that military qualifications provided in Australia receive appropriate recognition and accreditation. Australian Defence Force Academy degrees for example, are awarded by the University of NSW and not by the Academy itself. Navy recognises this issue and is addressing it.

### Joint PME

Joint PME or JPME has been a mandatory requirement for all senior (1 star and above) US Armed Forces officers since the Goldwater-Nichols *Department of Defense Reorganization Act* of 1986. The Act was motivated by major problems that inter-service rivalry had caused during United States military operations in the 1970s and 1980s. These problems emerged during the Vietnam War; they contributed to the failure of the Iranian hostage rescue mission in 1980, and were still evident in the invasion of Grenada in 1983. To ensure a seamless continuum for career officers, the USN JPME proceeds from basic PME, through naval PME and onto JPME. JPME that is the main focus for all naval officers. JPME Phase 1 (incorporating the PME/NPME/JPME1 continuum) is the program for officers ranging from Lieutenant Commander to Captain rank, while the advanced JPME Phase 2 is for Captains and above.

Until 2005 a 'Nelsonian blind-eye' was turned towards the Goldwater-Nichols Act and its application to Reserve officers because completion of JPME2 required a year-long in-residence course. This is no longer considered sustainable in the current JPME redevelopment environment however, and strenuous work is being undertaken to ensure that USNR officers are not denied opportunities to reach very senior rank simply because their status as Reservists denies them the opportunity to complete such mandatory courses.

### RAN PME?

What can the RAN and, in particular, its NR component, learn from the USN experience?

### The Integrated Work Force and Flexible Learning

Integration of the Reserves into the ADF has made great strides in recent years. Some of that integration still presents many NR members with problems, such as long courses designed for PN members that prevent Reservists achieving complete integration. The USN experience demonstrates a lateral approach, as long residential courses and the expense of travel are viewed as a Navy-wide problem. The use of flexible learning can offer the PN and the NR the same advantages. The growing popularity among PN officers for the flexible approach of the RAN Staff Acquaint Course (which was originally designed for NR officers) is a notable example. Recent years have seen a number of PN officers join their Reserve counterparts participating in this 12 month course that is made up of a combination of residential and distance education modules and tasks.

### Naval Reserve JPME

Assuming that courses at the RAN College, ADFWC and ACSC essentially provide a JPME program for PN officers (or at least some PN officers), is there a need for an equivalent JPME program for NR officers? The answer goes to the heart of the NR role, which itself continues to be debated amongst naval members of all ranks and service types. Is the NR a specialist service, an emergency or surge provider of people and skills, or simply a part-time version of the PN helping to keep the show on the road? It can be argued that it is all these things but any review of the vacancy lists published regularly and the weekly Lists of Officers and Sailors Postings leads some to suggest that the NR is increasingly the latter. If this is so, it suggests that for NR officers to be truly effective in the significant roles they now occupy, a JPME

program is not only desirable but essential for the individual NR member and for the RAN and ADF generally.

The next question is who would have responsibility for management of an integrated NR JPME program? The USN/USMC has the advantage of their own single Service institutions but the RAN relies upon Training Authority-Initial Training Leadership and Management (TA-ITLM) at RANC, the ADFWC, the ACSC and CDSS at Weston Creek. For the PN member, these programs are built into well established career pathways but for the average NR member participation (especially at the Warfare Centre) is reliant upon the member's Navy employer deciding that attendance provides a benefit to the organisation; the advantage to the member becomes simply a by-product of attendance.



The Australian Command and Staff College (ACSC), Weston Creek, Canberra (official Department of Defence photograph).

A specifically NR JPME program raises, perhaps, the thorny issue of the development of courses specifically tailored for NR members, as opposed to NR members attending RAN programs designed for *all* members. Some might consider a tailored NR program to be a step away from integration; however, with the USN example in mind, a flexible learning model that all members, both PN and NR could utilise provides Navy with the opportunity to enhance integration and to fulfill its demand for trained Staff Officers. In addition, such a program should be compulsory for all NR officers as this would produce more competent and flexible part-time members of the integrated workforce without the need for full-time course participation.

**Editor's Note:** This paper was written by LCDR Andrew St John-Brown, RANR, who visited the US Naval War College in Newport Rhode Island in May 2005. LCDR St John-Brown is a Maritime Trade specialist and is also a member of the RAN Staff Acquaint Course Directing Staff. In his civilian employment, he is a senior administrator at the University of New England in Armidale, NSW. LCDR St John-Brown undertook his visit to the War College under the sponsorship of the RANR Professional Studies Program. This paper is a short essay that summarises a major manuscript being prepared for the Australian Defence College, the ACSC and for external publication. Further information about the program and overseas sponsorship may be found at [www.navy.gov.au/reserves](http://www.navy.gov.au/reserves).

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