

soldier's story; it is a work of literature." —Steve Coll, author of the Pulitzer Prize-winning *Ghost Wars* and *The Bin Ladens* "One of the most thoughtful and honest accounts ever written by a young Army officer confronting all the tests of life." —Bob Woodward In this surprise bestseller, *West Point grad*, Rhodes scholar, Airborne Ranger, and U. S. Army Captain Craig Mullaney recounts his unparalleled education and the hard lessons that only war can teach. While stationed in Afghanistan, a deadly firefight with al-Qaeda leads to the loss of one of his soldiers. Years later, after that excruciating experience, he returns to the United States to teach future officers at the Naval Academy. Written with unflinching honesty, this is an unforgettable portrait of a young soldier grappling with the weight of war while coming to terms with what it means to be a man. Dr. LC Johnson shares leadership and management tools that took a lifetime to properly hone, only keeping the most relevant and useful for his missions in the Christian, military, education, and civic service arenas. This anecdotal memoir is supported by a lifetime of diverse conversations and is a must for any leadership study. We are all familiar with ROTC, West Point, and other institutions that train young men and women to be military officers. But few people know of the U.S. Army War College, where the Army's elite career officers go for advanced training in strategy, national security policy, and military-government policymaking. This book takes readers inside the U.S. Army War College to learn about the faculty, staff, administration, and curriculum. Established in 1901, the school's mission has evolved from teaching the skills of war to training officers to negotiate both the complex world of modern strategy and the civilian bureaucracy in Washington. More like a professional graduate program than an academic graduate school, much of the education takes the form of exercises and simulations. Judith Stiehm, who holds the U.S. Army Distinguished Civilian Service Medal, allows readers to judge whether the U.S. Army War College successfully prepares its students for their many roles. She is skeptical that instructors can fulfill this difficult task in an era where civilians expect our military to be invincible, to win without casualties, and to serve as peacekeepers. The Military answers to the people of the United States and it is our responsibility to know how it operates at all levels. This book is a good place to start. This evaluation of the Army Continuing Education System (ACES) considered the following programs: (a) Tuition Assistance (TA); (b) Functional Academic Skills Training (FAST); (c) Military Occupational Specialty Improvement Training (MOSIT); (d) Noncommissioned Officer (NCO) Leader Skill Enhancement Courses; and (e) the Armed Forces Classification Test (AFCT). The assessment of the effectiveness of these programs is based on their ability to enhance soldier performance and increase the prospects of promotion, as well as to reduce attrition and increase reenlistment. The evaluation data came from a longitudinal administrative database that tracked a three-year accession cohort over a six-year period and an NCO database including self-reported participation in ACES programs, promotion information, and observed performance ratings. The analysis was designed to separate effects of participant characteristics from the effects of the program, and to control for differences in the opportunity and propensity to participate in ACES. Participation in TA and FAST were associated with an increase in the probability of first term reenlistment FAST participation was also associated with lower first-term attrition. Participation in several ACES programs showed positive effects on measures of performance and promotion potential. Professional military education is a complex system that accommodates thousands of Air Force officers yearly. The Air Force needs to rebalance the assignment of students to Air University and to other PME or fellowship programs outside the Air Force. Since 1976, the International Military Education and Training (IMET) program has provided education and training to foreign military personnel. The program's objectives include professionalizing military forces and increasing respect for democratic values and human rights. In 2010, Congress appropriated \$108 million in IMET funding for more than 120 countries. The Department of State and the Department of Defense share responsibility for IMET. This book assesses changes in the program from fiscal years 2000 to 2010, by funding levels, students trained, and recipient countries; the program's provision of and emphasis on human rights training for its students; and the extent to which the Department of State and the Department of Defense monitor IMET graduates and evaluate program effectiveness. "Service members have access to a variety of education benefits. A primary purpose of these benefits is to assist service members' transitions back to civilian life, but the benefits likely have implications for recruiting and retention as well. This research for the Office of the Under Secretary of Defense for Personnel and Readiness takes a mixed-methods approach to examine the effects of education benefit programs on recruiting and retention-related outcomes, and to assess how the two largest education benefits may work together. As part of the study, RAND researchers examine Internet search data, qualitative data from focus groups with new service members and interviews with college counselors, survey data in which service members report their plans to use education benefits, and quantitative data on the Post-9/11 GI Bill and Tuition Assistance, as well as information from service members' administrative records. One main finding is that the passage of the Post-9/11 GI Bill appears to have had relatively small effects on recruiting and retention. A likely reason for this is that service members appear to lack a detailed understanding of this benefit, especially in their early careers. Another main finding is that service members appear to use both the Tuition Assistance and Post-9/11 GI Bill programs together to further their education"—Publisher's description. Conflict in the 21st Century differs markedly from the way the United States thought about and prepared for war and defense during most of the 20th Century. Armed Groups remain key actors, having strategic impact at the local, state, regional, and even global level. As these implications come into sharper focus, change is taking place in military doctrine and operations. To prepare tomorrow's warriors and their intelligence counterparts for these challenges, the professional military education program (PME) of the US Department of Defense also needs to adapt to the new strategic context. To assist in the development of this education, in 2005 the National Strategy Information Center initiated a project to develop curricula about the armed group phenomenon, and to prepare PME faculty to teach the subject in the nation's professional military schools, colleges, and universities. NSIC has been at the forefront of innovating and institutionalizing education on major dimensions of security studies with military and civilian partners for more than 40 years. The new curriculum was developed in consultation with the leadership of America's top military schools, and was refined at two week-long seminars for military and civilian faculty. The authors, all experienced faculty, present the dimensions of the 21st century security environment, and describe the evolution of the curricula development. This groundbreaking syllabus on Armed Groups and Irregular Warfare is in five parts, each with defined learning objectives, substantive subject matter, and annotated references of the key literature. The 21st century global security environment and the key role of armed groups Types of armed groups; insurgents, militias, terrorists, and organized crime Profiling armed groups and movements: A new approach to the order of battle Strategic, regional, and indirect threats from armed groups and opportunities Meeting the Challenge: the whole of government approach Taking military charter schools as her subject, and drawing on years of research at one school in particular, Brooke Johnson explores the underpinnings of a culture based on militarization and neoliberal educational reforms and probes its effects on individual identity and social interactions at the school. This book brings together non-Western viewpoints on military pedagogy and professional military education. It contains essays on subjects including large-scale educational reform, civil-military and academic influences on military pedagogy, internationalisation, cross-cultural collaboration, and interoperability within military education.

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