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KM Training - An Update

Michelle Hannah, Training Coordinator (Contractor)

Have you ever been put into a job or given an additional duty you weren't familiar with? Perhaps you were given a manual or a point of contact, but more likely you were just told to figure it out. Until recently, that was the norm for Soldiers and officers going into Knowledge Management (KM) positions or taking on the additional duty of KM Section representative.

You and your Soldiers no longer have to just figure out this new discipline called KM on your own. There is training available *now* and more training is under development. You might be thinking that you've gone this

long without training your KM representatives... so why send them to school



Photo courtesy of U.S. Army

now? Because a properly trained and leveraged KM Section can help your organization move knowledge from those who have it to those who need it, enabling decision makers at all echelons to make better decisions. Also, a properly trained KM Sec-

tion can help you identify root causes of problems that are currently frustrating you and your unit, and can help you use and leverage the People, Processes and Technology you already have to fix those problems.

The Army Operational Knowledge Management (AOKM) Office currently offers four courses on a monthly or quarterly basis. These courses have been designed around the Army Learning Concept 2015 using a blended learning approach that converts the classroom experience into a collaborative problem solving event that enables students to think

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Mission Command Center of Excellence (MC CoE)

COL Charlie Flynn, Director MC CoE

Army Training and Doctrine Command (TRADOC) Commanding General, GEN Dempsey, recently observed that we are living the principles of Mission Command (MC) in Iraq and Afghanistan but we must institutionalize these principles to make

them a reality across the force. He stated that MC principles must be fully institutionalized in our doctrine and in our training and "pervade the force" so they drive leader development, organizational design, and materiel acquisitions. The

MC CoE is a new organization at the U.S. Army Combined Arms Center (CAC) at Fort Leavenworth, Kansas that has been charged with a large part of the generating force's effort to institutionalize MC across the Army.

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KM Training - An Update

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and understand the relevance and context of what they are learning.

The four courses offered are: KM Basic Course; Enterprise Content Management Course; KM Portals Course; and Knowledge Assessments Course. Course lengths are adaptable to meet unit/organization requirements.

KM Basic Course

- monthly.
- provides students with the fundamental understanding of AOKM necessary to support transition into a learning organization.
- 20-hour course includes modules in KM Fundamentals, Processes and Activities, KM Technologies, Content Management and the roles and responsibilities of the KM Section.

Enterprise Content Management (ECM) Course

- quarterly.
- gives students the knowledge necessary to manage content at the unit level and implement content management techniques for individuals and organizations.
- 24-hour course includes: modules on the Army Data Transformation Plan; components of Enterprise Content Management; Knowledge Audits; Integrating CPOF, CIDNE and TIGR into KM Section operations; ECM for individuals, teams and organiza-

tions; and ECM maturity – real world challenges and opportunities.

KM Portals Course

- quarterly.
- introduces students to the features of AKO, SharePoint, TIGR, CIDNE and CPOF and trains them on procedures and best practices of administering knowledge portals.
- focuses as much on the art of technology in KM as it does on the science through a hands-on course design.
- 24-hour course includes: assessing Knowledge access requirements and gaps; identifying features of collaborative processes and tools; and creating, developing and managing an organizational site.

Knowledge Assessments Course

- offered on-demand.
- takes students through the conduct of an actual knowledge assessment. Knowledge Assessments are designed to identify gaps and bottlenecks in knowledge flow processes and then offer strategies for fixing those issues and improving organizational performance.
- students learn and practice assessment specific interview skills and analysis skills to identify gaps and associated processes in a unit. They then research and recommend solutions to the organization and ways to

implement those solutions.

Finally, the AOKM Proponent Office is developing a new Additional Skill Identifier (ASI) Qualification Course for Soldiers and leaders in HQ TOE KM Sections. Based on the Individual Training and Education Plan also under development, these two and three-week courses will be piloted spring and summer of 2011.

These courses will include KM principles and processes in practice, and how to use KM processes to meet Army needs. It will also include instruction and practical exercises on assessing your KM needs, capabilities and gaps, and designing KM processes to fill those gaps. The third week of the KM Leader's course will include instruction on how to get buy-in and resources for your KM plans, and how to implement changes and foster continuous improvement in your organization.

The following chart lists the courses offered and the 2011 schedule. Please visit the [AOKM Training page on AKO](#) for more information, course dates and to register to attend these courses.



Month/Course	KM Basic	ECM	KM Portals	Knowledge Assessments	AKM Qualification Course
February	8-10	1-3			
March	8-10			14-18 (tentative)	
April	4-6		6-8		Pilot-TBD
May	2-4	4-6			
June	7-9				
July	11-13	18-20	13-15		
August	8-10				
September	13-15				

Mission Command Center of Excellence (MC CoE)

(Continued from page 1)

This article introduces the MC CoE, its staff sections, and its subordinate organizations.

TRADOC established the MC CoE to integrate mission command doctrine, organization, training, materiel, leader development and education, personnel, and facility (DOTMLPF) solutions at all levels of command from Army Service Component Commands to platoons. The Director of the MC CoE is a recent commander with relevant operational experience. The MC CoE is the operational force commanders' representative and overarching tie to the generating force. As reflected in Figure 1, the MC CoE headquarters is a hybrid organization that heavily leverages and integrates the capabilities of its supporting organizations, as well as certain capabilities of the CAC staff.

TRADOC is organized to support the operating forces through centers of excellence

(CoE) that are aligned with the warfighting functions: mission command (formerly command and control), movement and maneuver, intelligence, fires, sustainment, and protection. Each CoE delivers current warfighting capabilities; identifies future capabilities; and integrates assigned doctrine, organization, training, materiel, leader development and education, personnel, and facilities (DOTMLPF) dimensions. Similar to how the commander applies combat power through the warfighting functions during operations, MC CoE integrates and synchronizes Mission Command and Network capability development efforts across the CoEs/warfighting functions.

The MC CoE is composed of an Opera-

tions and Plans Branch and three unique staff branches – Mission Command Integration Branch, Network Integration Branch, and AOKM Proponent Branch.

The MC Integration Branch executes DOTLPF integration for MC across all WfF. It leads designated Force Modernization Proponencies, TRADOC Capabilities Manager, and major responsibility areas including airspace command and control; mission command/command and control; electronic warfare; information operations; army operational knowledge

FM 6-1.01 Knowledge Management Section; AOKM personnel management; and other efforts. AOKM capabilities also serve as the bridge that brings together the art and science of MC and the technology of the Network. AOKM will be critical to the MC CoE in providing integrating capabilities and responsive support across the Army.

At Fort Leavenworth, the CAC Commanding General moved the Combined Arms Doctrine Directorate (CADD), Center for Army Lessons Learned (CALL), and the Capabilities Development and Integration Directorate (CDID) as subordinate organizations under the MC CoE to better inject lessons learned into doctrine and capability development processes, and to share them across the Army.

CALL executes the Army's Lessons Learned program and is executing a Rapid Adaptation Initiative (RAI) to streamline the process for capturing lessons learned and accelerating their dissemination across the Army at large.

CADD executes the Army's doctrine program and is completing Change 1 of FM 3-0 Operations and other doctrine priorities.

CDID is completing the Mission Command Capabilities Based Assessment that will identify mission command required capabilities, capability gaps, and potential solutions. A large part of the MC CoE's capability development responsibilities is the management for CAC assigned Proponencies, TCMs, and major responsibilities.

The CAC Commanding General and the Director, MC CoE have created an Irregu-

(Continued on page 4)

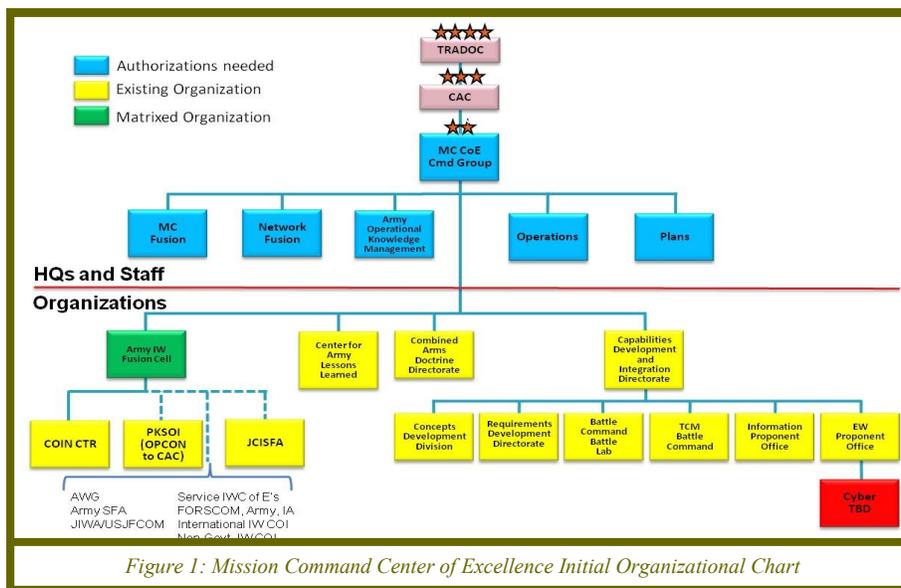


Figure 1: Mission Command Center of Excellence Initial Organizational Chart

management; and others.

Through the Network Integration Branch, the MC CoE will play a significant role determining Army network requirements and network integration. The Network Integration Branch enables mission command and the MC CoE will provide a commander's perspective to supporting system requirement, acquisition, and implementation processes. The specific MC CoE roles and responsibilities are being determined with network stakeholders from across the Army.

The AOKM Proponent Branch executes Army Regulation 5-22 Proponent responsibilities which includes all aspects of DOTMLPF capability development. The AOKM Proponent is currently revising

Mission Command Center of Excellence (MC CoE)

(Continued from page 3)

lar Warfare Fusion Cell (AIWFC) that integrates the Irregular Warfare (IW) activities of PKSOI(SO), COIN, and Army SFA. The AIWFC also coordinates IW activities with Asymmetric Warfare Group (AWG), U.S. Army Special Operations Command (USASOC), U.S. Army John F. Kennedy Special Warfare Center (USAJFKSWC), and Joint Center for International Security Force Assistance (JCISFA). This is a new organization that brings together key aspects of MC and full spectrum operations.

During nine years of war, both the environment and how the Army operates has changed. The MC CoE is charged with

the mission of ensuring that the generating forces capture the lessons learned by the operating forces in Iraq and Afghanistan, and that those lessons and the vision of the future they represent are used to properly train, man and equip the Army.

The MC CoE is also responsible to ensure that mission command is institutionalized across the Army, that it pervades the force, and that it drives our organizational design, and our materiel acquisitions. TRADOC, CAC, and the MC CoE have already taken significant initial steps toward institutionalizing MC and will continue to aggressively move forward to ensure the Army is ready and sufficiently adaptable.

Colonel Charles A. Flynn, U.S. Army, is currently the Director of the Mission Command Center of Excellence (MC CoE), Fort Leavenworth, Kansas. He commanded the 1st Brigade Combat Team, 82nd Airborne Division in Iraq and the 2-504th Parachute Infantry Regiment, 82nd Airborne Division during operations in both Iraq and Afghanistan. COL Flynn graduated from the University of Rhode Island and holds an M.A. from the U.S. Naval War College and an M.S. from the National Defense University.

Knowledge Management at the Expeditionary Sustainment Command

Dan Elder, Knowledge Management Advisor (Contractor)

As the Army continues adjusting its organizational design and structure, it only makes sense that the Expeditionary Sustainment Commands (ESCs) be afforded KM Sections that are commensurate with other similar organizations. During earlier modular redesigns, the Army Service Component Commands (ASCC), the Army Corps and the Divisions were organized with a standing KM Section. Since then, Battle Command Officers have been added to the latest Modified Tables of Organization and Distribution (MTO&E) for Brigade Combat Teams (BCT), and now the ESC is the latest to benefit.

In forming the KM Section for an ESC, four Soldiers were authorized in the section (see Figure 1). The Knowledge Management Officer is a Functional Area 57 Battle Command Officer and the Deputy is a Captain from Functional Area 53. The NCOIC is a Sergeant First Class 25B, aided by a Staff Sergeant Battle Staff NCO. This four-person section is

more capable than a Division's KM Section, but smaller than a Corps'.

The key duties of the KM Section in the ESC remain the same as other organizations --- implementing the four components of Knowledge Management: Creat-

103 KNOWLEDGE MANAGEMENT SECTION		
01 BATTLE COMMAND OFFICER	O4	57A00
02 INFO MGMT OFFICER	O3	53A00
03 INFO SYS SUPERVISOR	E7	25B40
04 MAT MANAGEMENT NCO	E6	92A3
TOTAL FOR PARA		103

Figure 1

ing, Organizing, Applying, and Transferring knowledge across the organization.

According to COL(P) Terence Hildner, Commander, 13th ESC at Fort Hood, the KM Section will act as a Tiger Team for the Chief of Staff and the Commander, and will have two purposes: "First, to conduct continuous surveys of information systems and processes within the headquarters to see where we have data

feeds and flow that are stove-piped but need broader visibility. Their charter in this case is to identify and then design/recommend how we make information more visible to the entire staff and down trace units. Second, to assess our collaborative planning processes to see how effective and efficient we are with use of time and space. Technology is advancing rapidly and want to be sure that our planning processes leverage this evolution in capability."

In describing this new capability, LTG Mitchell Stevenson, the Army G-4, explained it best, "Without question, our Army's most valuable resource is its Soldiers and civilians. It only follows then, that our second most valuable resource is the knowledge and experience our people possess. The key to maintaining our Warfighting edge will be to capitalize on this, and establish a culture where knowledge sharing is as common as cleaning your weapon."

Knowledge Management Advisors and ARFORGEN

Larry Miller, Knowledge Management Advisor (Contractor)

The value added by Knowledge Management Advisors (KMAs) to Active Component Army Corps/Division during all phases of ARFORGEN is a proven force multiplier. KMAs provide valuable assistance to units in several areas, including Knowledge Portals; SharePoint/B2C2WG Process and Battle Rhythm; Knowledge Assessment and Gap Analysis; providing Collaboration Tools, KM SOPs, TTPs, and Battle Drills; and Reach-back.

Knowledge Portals

KMAs assist units with the basics of SharePoint solutions to include dashboards, slide and document libraries and content management. Mark Flynn, Plans Specialist, USAG Fort Riley, and a former KMA, said “Most of my time was spent with the Knowledge Management Officer (KMO) trying to identify the functionality of their portal... training personnel in the basic use of SharePoint, helping create ‘dashboards’ for some of their pages, and working through the IMO portion of functionality (mainly permissions) to allow sections to create and utilize pages.”

SharePoint, B2C2WG Processes and Battle Rhythm

Units often struggle to establish an effective battle rhythm. The proliferation of multiple boards, bureaus, cells, centers and working groups (B2C2WG) can easily overwhelm an organization’s ability to integrate them all. KMAs provide assistance through B2C2WG workshops to help units reestablish control of their Battle Rhythm.

Knowledge Assessments and Gap Analysis

KMAs assist with informal knowledge assessments to help organizations establish their knowledge base, identify barriers and close gaps to knowledge flow.

Collaboration tools

KMAs can provide assistance with collaboration tools such as Defense Connect Online (DCO), HarmonieWeb.org, and



Army Knowledge Online (AKO). KMAs have direct access to SMEs who can provide more advanced training

KM SOPs, TTPs, and Battle Drills

Using “wiki” or other tools as a best practice for rapid collaborative development, KMAs show units how to quickly build or update important documents.

Reach-Back

During deployment, KMAs at home stations provide a single source “reach-back” capability to their supported unit. They can assist with Requests for Information (RFIs) and can act as the KMO’s representative for the rear-detachment.

KMAs are not currently assigned to Reserve Component organizations. Recently, however, KMAs were able to provide mentorship and training workshops in support of the Battle Command Training Program (BCTP) for an RC unit during its pre-deployment CPX and MRXs. MAJ Jada M. Connor, a Command and Control Observer/Trainer with BCTP OPS GP Alpha at Fort Leavenworth, said, “...having a knowledgeable and experienced KMA assigned to go out with us on our exercises has proven to be a tremendous asset to this organization and I feel that every unit (AC and RC), if at all possible, should have a permanent

KMA assigned to them.”

There is a 3-day KM Basic Course available at Fort Leavenworth, but in the absence of any advanced KM training, the KMA is the organization’s best friend. In an environment of decreasing resources, KMAs will have to find creative ways to stretch availability and capability.

The best time to ask for KMA assistance is during the Reset phase of the ARFORGEN cycle. The challenge for RC units is heightened by the fact that they are rarely in one geographic location until just prior to deployment. KMAs can assist the unit in developing best practices that mitigate some of these barriers to collaboration and knowledge flow. KMAs currently support RC units through habitual association with AC units, and through formal requests via BCTP and First Army Division East and West. Support will naturally be prioritized according to the current ARFORGEN cycle.

Tactical Battle Command Program Supports Operational KM

Ron Bascue, Knowledge Management Integrator (Contractor) CJTF-101

On 15 Jun 2010, the first set of Tactical Battle Command (TBC) Knowledge Management Integrators (KMI) arrived at Bagram Airfield, Afghanistan to begin their one-year tour helping Regional Command-East (RC-E) and CJTF-101 build and enhance their knowledge management (KM) programs.

For the next 12 months the eight contractors from the TBC program would be individually dispersed throughout the RC-E operational area and assigned to work with individual Task Force staffs to help develop their KM environment.

The focus for each Knowledge Management Integrator (KMI) would be different since the units they were assigned to would be in various stages of KM development. However, this fact did little to deter the group as they worked together as a team to bring their individual skills and backgrounds to the fight to help solve problems and collaborate on KM best practices.

The actual team began forming at Ft. Hood, TX on 17 May 2010 when the team members first came together to begin training for their jobs and preparing for the deployment to Afghanistan. For two weeks the individual members learned about the TBC suite of products, SharePoint capabilities and general KM practices as well as each other's background, experiences and skill sets and thus began the process of building a team.

Once on the ground in Afghanistan the KMI team began learning about the Task Forces (TF) they would be assigned to. One member of the team stayed with the CJTF-101 KM office at Bagram Airfield to help support the Division's KM program and provide leadership to the team members deployed to the TF Brigades' Forward Operating Bases (FOB). The

other seven team members found themselves supporting Infantry Brigade Combat Teams, Aviation Brigades and Engineer Brigades in places like FOB Sharana, FOB Salerno, FOB Shank, FOB Jalalabad and Bagram Airfield.



KMI Team Members pose with the CJTF-101 KM Office. Kabul, Afghanistan, Oct 2010

The teams' primary responsibilities varied depending on the unit they were assigned to but, shortly after their arrival, each one found they had some role in helping establish the unit's collaborative SharePoint portal, conducting knowledge assessments, writing KM SOPs, interviewing staff

sections, evaluating staff process, automating workflows, determining success metrics, developing internal networks, creating Virtual Machines, and supporting the development of lessons learned programs and collaborative communities of interest.

"The KMI is an internal mechanism to keep us from stovepiping information," said COL Michael Evenson, Deputy Commander, TF Timberwolf.

All of these activities were conducted while adjusting to the requirement to use the three inherent networks: Non-secure Internet Protocol Router (NIPR), Secure Internet Protocol Router (SIPR) and the Combined Enterprise Regional Information Exchange system (CENTRIX).

In the five months since the program began, the KMI team has collectively written six different SOPs on TF KM and Lessons Learned, provided written assessments of five TF KM programs, conducted site visits throughout RC-E, provided senior leader briefings on the benefits of KM, supported the Army Operational KM Conference presentation given by the

CJTF-101 KM Officer (LTC Roberta Samuels), held a team offsite in Kabul, Afghanistan, created TF KM working groups, and initiated several projects to reduce inefficiencies in staff processes and to expand collaboration across the Afghanistan theater of operations.

But what truly stands out with this group of individuals is their ability to bring their different skill sets together as a team to provide a collaborative solution to the diverse challenges that each one faces within their individual Brigades. The team does this formally through their weekly "Campfire" using Adobe Connect and informally through their discussion board on the KM portal site, as well as through group email discussions and telephone conversations. Members of the team have also expanded their KM network by reaching out for support from the KM offices of the International Security Assistance Forces (ISAF), the ISAF Joint Command (IJC) and the Multi-National Forces - Iraq (MNF-I) headquarters, as well as KM Net and the US Government's KMGov listserv.

Even though the TBC KMI program is in its infancy, the members of this team have demonstrated true KM expertise and provided immediate quick wins for the RC-E KM program as well as work hard to continue molding the organization's KM environment. "Leadership is required for Knowledge Management (KM)



The KMI Team with the CJTF-101 KM Officer, LTC Roberta Samuels and TBC Deputy Operations Officer, Tony Arthur. Kabul, Afghanistan, Oct 2010

to work; the Command Group has to say 'this is how we are going to do it' and the Chief of Staff drives the process," said COL John 'Pete' Johnson, RC(E) / CJTF-101 Chief of Staff. Through their professionalism and focus on customer satisfaction the TBC KMI's have put the program on a course for continued success within RC-E.

Integrating KM into PME: Building an Advanced Blended Learning Environment

Linda McGurn, Knowledge Assessments (Contractor) and Dr. Mike Prevou, Strategic Knowledge Solutions (Contractor)

In March 2010, TRADOC Commanding General Martin Dempsey introduced the Army Learning Concept for 2015 in a blog posted on [smallwarsjournal.com](#):

“The operational environment is exceptionally complex with an expanding array of threats. Increased competitiveness is the norm. Recognizing that fact means that in order to prevail in future conflict we must first win in the competitive learning environment.

To that end, we are developing an Army Learning Concept to describe a 2015 learning environment that will be more effective in meeting the needs of our Soldiers and leaders...

The Army Learning Concept for 2015 will guide all Soldiers and leaders through a continuum of learning for the duration of their careers.” (Small Wars Journal, 2010)

The theme of adaptation and change has been persistent in discussions of professional military education, as has the recognition that today’s military learning environment has not kept pace with change. This article describes how knowledge management (KM) can enable a learning model that meets the rate of change and the needs of 21st century learners.

Rate of Learning and Rate of Change

Today there are many barriers to learning at the rate of change in the professional military environment. These occur in both the formal and informal settings. Some of these, like an over-reliance on Power-Point in the classroom, are starting to gain attention. Inadequate time for deep reflection is another barrier. With education and learning still seen as something apart from the workplace, there is little to no time set aside once the student returns to the workplace to reflect on how to apply the material presented in formal instruction to the complex problems encountered in the operating environment today. Likewise, when in the classroom, the focus often appears to be on the lower end of

“KM is a key component of advanced blended learning. The informal, social learning that is at the heart of advanced blended learning helps drives creativity and innovation by ensuring that insights, lessons learned and experiences are captured and shared.”

the cognitive scale (knowledge and comprehension) with a sage instructor who at one time had all the experience and knowledge and was now sharing it with young novices.

It is possible to create an environment where learning meets, and even exceeds, the rate of change. In this environment, we apply KM tools to combine work-based learning with blended learning to create an advanced blended learning model that expands learning to the workplace, links learners to the operational world and the operational world to tools like Web 2.0 that support just-in-time learning. (McGurn & Prevou, 2009)

With this learning model, 21st century learners are enabled inside the classroom as well as in their organization. The emphasis shifts from learning content in formal modules to building learning capacity that extends outside the classroom, using tools and technologies that support how these students want to learn. School-houses and organizations share equally in building this learning capacity, where learning *how* to learn is emphasized over learning new skills.

What Is Advanced Blended Learning?

Advanced blended learning is different from traditional blended learning in two important ways. First, it deliberately and systematically adds the informal, experiential learning that is critical to improved human performance (Rosenberg, 2006). The informal learning does not replace the formal, structured training and education programs, but rather complements, facilitates and reinforces them. Second,

advanced blended learning uses Web 2.0 tools to integrate every aspect of the work and learning processes.

With advanced blended learning, training and education blend into current and relevant operations. What students learn in the classroom is adapted in the field and then shared with others using collaborative technologies and tacit knowledge transfer methodologies.

In the advanced blended learning model, the roles of instructor, student and team leader change. The instructor and trainer transform into learning coach and facilitator. Student roles expand from learner into peer advisor, and students take direct accountability for learning.

The backbone of the advanced blended learning model is the integration of formal learning with informal “on-the-job” individual, team and unit learning environments. Learning moves from the classroom to the work team. In this way, learners are linked to the operational world and the operational world is linked back to tools for just in time learning. By extending the “classroom” to our everyday life, content is generated from the ‘field’ not by curriculum developers who may be disconnected with the demands of actually performing on the job.

“...advanced blended learning uses tools like web 2.0 to integrate every aspect of the work and learning processes.”

Knowledge Management and Learning

KM is a key component of advanced blended learning. The informal, social learning that is at the heart of advanced blended learning helps drives creativity and innovation by ensuring that insights, lessons learned and experiences are captured and shared. Stories and concepts are transformed into vignettes, judgment exercises and decision games. These, in turn, generate reflective experience in

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Integrating KM into PME: Building Advanced Blended Learning Environment

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other individuals, teams and units.

Some examples from the Army include:

1. Professional Forum-Transition Teams use interviews with returning Military Transition Team members to set a situation and generate a conversation.
2. Oral histories by the Command and General Staff College record the challenges and experiences of returning OIF/OEF veterans and apply knowledge engineering to distill out lessons learned.
3. The STRYKERNET uses both the SLA Marshall video series of decisions in combat and quarterly live “webinars” to capture stories, turn them into vignettes, build simulated scenarios around the vignette and then acculturate a wide cohort of leaders preparing to join the STRYKER Brigade Combat Teams.

As leaders collaborate and share knowledge gained from their experiences, leader development can be transformed. In this way, leaders and the teams they lead can become learning organizations, continuously and rapidly transferring tacit knowledge.

The Web and social networks allow us to connect with people who have already figured out the problems novices are wrestling with in their learning settings. This connection to experienced peers and experts helps the novice make sense of the context and build new mental models that account for the changing nature of the real world.

Communities of practice are heralded as the killer application of knowledge management and were the pioneer applications for connecting passionate workers around solving real problems. The Army has been using these communities (Professional Forums) since early 2000 yet few courses have leveraged their power to connect practitioners and bring

their expertise into the classroom environment.

Currently, the Army suite of Web 2.0 tools is just reaching a level of maturity comparable to the Web 2.0 environment available to soldiers outside the Army firewall. Again, very few course curriculums take advantage of these tools.

Decision games and judgment exercises are becoming much easier with the YouTube like capabilities afforded on most

“The Web and social networks allow us to connect with people who have already figured out the problems novices are wrestling with in their learning settings.”

every computer. Army programs like Virtual Battle Space 2 (VBS2) provide instructor and student a capability to take any classroom case study and build it into a repeatable and tailored learning event. By developing a series of simply questions, any instructor can scaffold learning that helps learners analyze, synthesize and apply problem solving to complex situations.

Conclusion

The Army Learning Concept for 2015, currently in draft form, has begun laying out many of these guidelines for the changes that will be necessary for professional military education in the 21st century. They include an action plan calling for some immediate next steps, for example: eliminating or greatly reducing instructor-led PowerPoint presentations in the classroom and using blended learning instead; turning classrooms into collaborative problem-solving labs led by facilitators, not instructors. The focus on transforming professional military education presents an ideal opportunity to apply KM to create a 21st century learning environment and pilot ABL tools, techniques and technologies that move us beyond theoretical training and education to an operational context.

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In a world where knowledge is the key to learning, growth, innovation, and effectiveness, KM provides a hotbed of new approaches and new issues. Let us highlight your organization's KM Best Practices. We invite you to tell us about your KM programs by contacting AOKMWebmaster@conus.army.mil by 15 February. Our staff will conduct an interview to help you tell your organization's story.

Army Professional Forums and the Center for Army Lessons Learned (CALL)

Robert Fox, Knowledge Networks (Contractor)

On 17 September 2010, the Battle Command Knowledge System (BCKS) Professional Forums were transferred from BCKS to the Center for Army Lessons Learned (CALL). This article describes the assimilation of the Forums in to CALL's lessons learned process and the impact of that integration on Soldiers. The BCKS Forums were renamed in December 2010 as the Army Professional Forums.

On August 9, 1979, the Army announced that Fort Irwin was selected to be the Army's National Training Center (NTC) where units could hone their combat skills in an environment designed to simulate combat operations. Officially activated in 1980, NTC became the Army's premier training grounds that would lay the groundwork for similar Combat Training Centers (Joint Readiness Training Center at Fort Polk, LA, The Combat Maneuver Training Center in Hohenfels, Germany, etc.).

Using established Field Manuals and Mission Training Plans as a base for their training, units were beginning to realize that they were developing new, better ways to do things, outside of, and, in addition to, what was written. Best practices, Tactics, Techniques, and Procedures were being developed, but up to this point, the Army had not developed a mechanism to capture these lessons learned in an explicit format so the rest of the Army could benefit from them. Realizing that these lessons were of significant value to the success of the Army, CALL was created in 1985.

CALL recognized the Army's need to react quickly, and consequently developed a system designed to plan, collect, analyze, publish, distribute, and archive these lessons learned by creating five branches within the Organization: Lessons Learned Division, Actual Operations Branch, Combat Training Center

Branch, Information Systems Branch, and the Research Division. All of these divisions had one collective mission: the collection and distribution of lessons learned throughout the Army. In addition, a Request for Information system was developed where Soldiers could ask a question, and CALL would then access their archived databases, retrieve the appropriate answer, and respond to that Soldier within 48 hours.

Fast forward 25 years to 2010: CALL has developed an extensive database that continues to grow as they continue to learn more and more from training and from our adversaries. The speed and rate of that learning almost exceeds the ability to get lessons learned out to the Army's fighting force as fast as new information can be developed and distributed. Today, Soldiers are experiencing new and unique situations daily that haven't been previously encountered, so submitting an RFI may not get them the information they need because it hasn't yet been discovered by CALL and placed into their databases.

Soldiers began to turn to places on the Internet like SquadLeader.com and CompanyCommand.com where they could collabo-

rate with others who have experienced and are currently experiencing these same types of situations. Best practices started to emerge from these collaborative forums that proved to be invaluable information for Soldiers both in garrison and in the field.

In 2004, the Army recognized the value of these forums to the forces in the field and created the program known as the Battle Command Knowledge System. Although the number of forums has been



reduced to 49 to better suit the Army's needs, and have been renamed Army Professional Forums, they continue to be sponsored by many organizations throughout the Army, and encompass a variety of leadership, staff, functional areas, operations, and specialty areas. Soldiers and units connect in these forums to share knowledge, solve problems, share best practices and develop professional skills.

To provide a more efficient and responsive organization that meets the needs of Soldiers around the world, the U.S. Army Combined Arms Center (CAC) transferred the Forums to CALL. The power of peer to peer learning provided by forums is now coupled with the thoroughly analyzed and captured knowledge of CALL. Providing a link to the RFI system will enrich and expand CALL's extensive database and enables CALL to not only respond to that one individual Soldier, but also have the potential to provide that information to the entire professional forums population, which now exceeds 200,000 members. In addition, forum members will now be able to comment on the RFI to provide their thoughts and insights, as well as assisting in narrowing the focus about what is more useful to our Soldiers.

Our enemy is very adaptable and shares best practices and lessons at the speed of cellular phones and emails. Our Army must be at least as fast if not faster than them. When completely implemented, this reorganization of the Forums will



provide a tool that will be very difficult for our adversaries to keep up with, thus assisting our Soldiers to stay ahead of our enemies in the learning war.

"The BCKS Forums were renamed in December 2010 to the Army Professional Forums."

What's Hot in the Army Professional Forums?

Robert Fox, Knowledge Networks (Contractor)

Leader NET – The Profession of Arms – “Why do we need a campaign to understand the Profession of Arms and the Professional Soldier?”

This month, we will launch the Profession of Arms and the Professional Soldier campaign, as directed by the Secretary of the Army, the Army Chief of Staff, and CG TRADOC. Although all of the Army Professional Forums will combine collaborative efforts in executing the campaign, Leader Net will be the springboard. Quarterly, there will be a series of questions to address the Profession of Arms Army White Paper, published by the Center for Army Professional Ethics (CAPE) and approved by CG TRADOC. This will be an opportunity for you to be heard; your input on the profession is needed and valued. You will have the opportunity to share ideas on the profession with other professionals.

As reflected in the White Paper, it's now “essential that we take a hard look at ourselves to ensure we understand what we have been through over the past nine years, how we have changed, and how we must adapt to succeed in an era of persistent conflict.” To do so we must answer three critical questions:

1. What does it mean to be an Army Professional?
2. What does it mean to be a professional soldier?
3. After nine years of war, how are we as individual professionals and as a profession meeting these aspirations?

but has several questions about what the status actually signifies: Why the backbone? Why not the ligaments or tendons holding it all together? Why not the feet that gets it to where it is going? What is the origin of the saying?

This discussion enlists many comments about the history of the Non-Commissioned Officer and where and why the term came about. It also goes into great detail as to why NCOs continue to be the “Backbone of the Army.”



KM NET - Knowledge Transfer for the Military Leader

This is a practical guide book designed to transfer first hand experiential knowledge about military knowledge transfer operations directly to military leaders. Written by Mr. Bob Dalton, this book illustrates experiential knowledge that was gained while working as a professional forum facilitator and senior knowledge manager for the Battle Command Knowledge System from 2005-

2010. His book explains how BCKS experimented with Knowledge Management, finding what worked and what didn't work, and under what conditions.

NCO NET - NCOs are the Backbone of the Army

An instructor at the Dutch Army NCO School also proudly proclaims that "NCOs are the Backbone of the Army,"

Links to Other KM Sites/Products:

1. Knowledge Transfer for Military Leaders (Bob Dalton) December 2010: <https://forums.bcks.army.mil/CommunityBrowser.aspx?id=1266561>
2. Air Force Knowledge Now: <https://acc.dau.mil/CommunityBrowser.aspx?id=19001>
3. Navy Knowledge Online: <https://wwwa.nko.navy.mil/portal/home/>
4. Systems Thinker: <http://www.thesystemsthinker.com/>
5. Army Knowledge Management Principles: www.army.mil/ciog6/docs/AKMPrinciples.pdf
6. Army Knowledge Online/Defense Knowledge Online: <https://www.us.army.mil/>

Establishment of the AOKM Proponent Office

LTC Andrew Mortensen was assigned as the Chief of the AOKM Proponent Office on 17 September 2010. He graduated from the University of Utah in 1990 with a Bachelor of Science degree in Political Science. Key assignments include: heavy tank company commander in the 1st Cavalry Division; staff assignments with the 1-108th AR in Calhoun, GA and the 4-7 Cav in Korea; TRADOC Program Integration Officer for Battle Command (TPIO-BC); Current Ops staff at HQs, USAREUR; Functional Area 57 Battle Command and Simulation Operation, V Corps KMO Office in Iraq, helping to establish the first MNC-I KMO office; KMO, V Corps; and Chief KMO, HQs USAREUR. He is a graduate of the Army Knowledge Management Qualification Course and is KM Pro Certified.

Connected™'s Editor sat down with LTC Mortensen to talk about the opportunities and challenges facing the recently re-organized AOKM Proponent Office.

“Although, at this time, the AOKM Proponent Office is a small group, we’re already leaning forward to produce a lot of capability for units in the field, especially in the area of KM training, to help them get ready for tactical operations,” said LTC Mortensen, Chief, AOKM Proponent Office.

One of the biggest impacts the AOKM Proponent Office has on Soldiers and units is the KM training it sponsors, both training that is being redesigned and current KM training that is providing immediate support to units getting ready to deploy, including courses on basic KM, content management, portals and knowledge assessments. A course on team-building is also under development. [see related article on the front page of this issue].

Brigades, battalions and companies are at the tactical end of the operational level, and that’s where a lot of information starts and the flow of knowledge begins. LTC Mortensen said the AOKM Proponent Office is trying to redirect its aiming point back on operational organizations – ASCCs (Army Service Component Commands), corps, divisions, brigades and battalions. There are already Knowledge Management Advisors (KMAs) support-

ing three corps and five divisions who can understand the organizational needs and feed that back to the AOKM Proponent Office to refine KM training and other related products to better support those units in the field.

“We are identifying and updating a list of all the KM practitioners and will upload that list to our website so that other people are able to see their left and right, and facilitate interaction between the KM community,” said LTC Mortensen.

He said the Proponent Office also has launched a [milWiki site to collect information from the field to aid updating KM doctrine in FM 6-01.1 Knowledge Management Section](#), beginning with the first chapter.

“Through that process, we can look at the KM tasks the field has identified and what they’re doing out in the operational community,” said LTC Mortensen. “We will take that information to help us redesign the AKM Qualification Course that leads to an Additional Skill Identifier (ASI) of 1E – Knowledge Professional. The next AKM Qualification course is scheduled for mid-April, and a second one is planned for the summer.”

Focusing on the doctrine, personnel and training components of DOTMLPF is the

“...the AOKM Proponent Office is trying to redirect its aiming point back on operational organizations...”

first focus of the Proponent Office. Next will be a focus on materiel, seeing what the best practices and what other organizations are using, and pulling in that information to be able to share it across the board.

When fully staffed and resourced, the AOKM Proponent Office will consist of one lieutenant colonel and 11 Department of the Army (DA) civilians (GS-13), who

will be assigned across the areas of DOTMLPF: doctrine, organization, training, material, leadership, personnel and facilities. “Right now, we only have myself and two DA Civilians, one is working inside the doctrine area and one in training, our two areas of priority,” said LTC Mortensen. “We are filling some of the gaps and shortfalls in the DOTMLPF functions through contractor teams.”

The AOKM Proponent Office is one of three branches within the Mission Command Center of Excellence (MC CoE) [see article about MC CoE elsewhere in this issue]. The MC CoE is helping establish the AOKM Proponent Office and the AOKM Proponent Office is helping the MC CoE develop a KM capability, a crucial point in Mission Command that enables commanders and leaders to share information within their staff and organizations.

LTC Mortensen discussed the three big challenges facing the AOKM Proponent Office:

1. Get the word out about the shift in focus of the AOKM Proponent Office
2. Focus training to support what is different about KM, not just the what are the tools of KM, but how does a Knowledge Management Officer or NCO actually provide KM support to an organization - how to help the leadership identify where there are gaps inside an organization for information flow and knowledge development; implement training that helps KM leaders develop teams inside organizations, not just a single staff, but also how a staff develops ties to other parts of a staff, or even outside an organization, such as in a Joint-Interagency-Intergovernmental-Multinational (JIIM) environment.
3. Obtain resources.

This year’s Annual AOKM Conference in October should reflect that the AOKM Proponent Office’s ongoing updates to

(Continued on page 14)

Personal Assistant that Learns (PAL)-Enhanced CPOF Released in BC10

Dan Joyce, General Dynamics (Contractor)

CPOF (Command Post of the Future) revolutionized collaborative software with its ground-breaking user-configurable interface components such as pasteboards and efforts. CPOF Battle Command Version 10, which was deployed across Operation New Dawn in the fall of 2010, and will be deployed in Operation Enduring Freedom beginning in 2011, takes the next step by allowing the warfighter to compose staff processes as well as information components. PAL (Personalized Assistant that Learns) can learn staff processes through demonstration, and then be set to *automatically* perform tasks within CPOF that warfighters used to perform *manually*.

Furthering CPOF's design: Staff-process agnostic, composable workspaces

CPOF is a decision support system that provides situational awareness, visualization, information analysis and collaborative tools in one integrated, tailorable environment. Rather than creating products pre-encoded with business logic, CPOF puts design in the hands of the warfighter.

Users can define their own types of data, structures, and visualization tools.

Using PAL-enhanced CPOF, warfighters can now create staff processes specifically tailored to individual units' own missions, command style, training, and evolving tactics. PAL's use of end-user programming revolutionizes how the Army can provide software capabilities to

the warfighter.

Software that Evolves: Composable Staff Processes

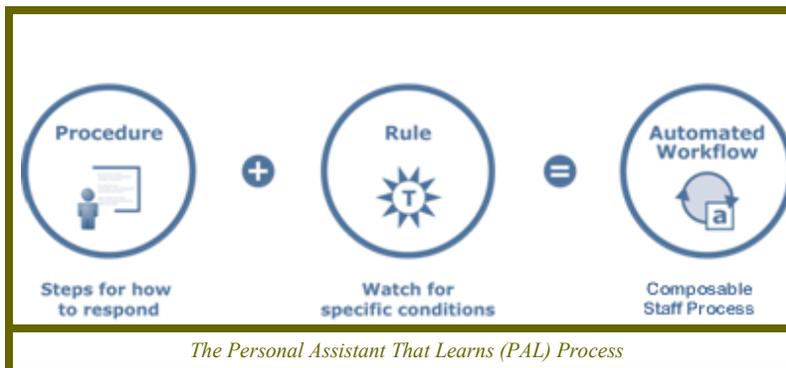
Two key elements combine to create the PAL functionality in CPOF: rules and procedures. A rule continually watches the system for specific activity. A procedure defines the actions that should be taken in the event of that activity. Warfighters can combine rules and procedures to automate their workflows (staff processes) within CPOF. New rules and procedures can be created as missions change and evolve over time. This ability to customize unit processes and procedures allows CPOF to continuously evolve with the warfighter's needs, even in a deployed

environment, much faster than the warfighter could perform them. PAL procedures are executed exactly the same way each time alleviating the possibility of human error in stressful situations. By automating the detection of changes and repetitive work, PAL allows the warfighter to quickly focus on areas where human attention and decision-making is needed most.

A unit can train using PAL-enhanced CPOF, developing and refining their automation to meet their SOPs, and take this technology with them when they deploy. In theater, incoming units can leverage data from outgoing units but can also customize and disseminate their own TTPs for managing and using that data.

The unit can continue to refine and adapt their processes without relying on new software or the acquisitions community.

The unit can use the automation that PAL brings to CPOF to introduce or enforce standard TTPs and SOPs, bridging experienced and inexperienced users and training gaps without sacrificing quality or situational awareness.



environment well after the base software is delivered.

Operational Benefits

The tools and workflows that warfighters create with PAL free them from spending valuable time and attention on rote, repetitive actions. PAL executes routine tasks immediately, reliably and simulta-

PAL began as a Defense Advanced Research Projects Agency (DARPA) technology program aimed at improving the way computers support people by learning and adapting from experiences. In 2006, DARPA began a military transition of machine-learning technologies into CPOF to support end-user programming by demonstration.



Photos courtesy of U.S. Army

2010 Annual Army Operational Knowledge Management (AOKM) Conference

Lara Aguilar, AOKM Conference Coordinator (Contractor)

Nearly 400 knowledge management (KM) professionals and practitioners gathered in Kansas City, 18-21 October 2010, for the 6th Annual Army Operational Knowledge Management (AOKM) Conference, sponsored by the U.S. Army Combined Arms Center (CAC).

Military and civilian personnel from the Army, Navy and Air Force joined international officers, KM consultants, private sector leaders and educators to share and exchange the latest KM industry information and military KM best practices, processes and lessons learned.

In his taped remarks to open the conference, LTG Robert Caslen, Commanding General, CAC, noted the complexity and vastness of today's information environment and that battlefield commanders and staffs must find the right blend of enablers, systems and best practices to enable knowledge empowerment.

"Knowledge Management is the means we must leverage to empower our leaders with the knowledge needed to lift the fog of war from the most complicated battlefield in history," said LTG Caslen.

The theme for this year's conference, "Knowledge Management in Support of Full Spectrum Operations," highlighted the impact KM has on domestic relief operations and combat operations in Iraq and Afghanistan. The conference blended face-to-face presentations and virtual Internet sessions, some with currently deployed leaders, throughout the three interlocking parts of the conference: plenum sessions, track sessions and workshops.

The keynote speaker for the Conference, Army Vice Chief of Staff GEN Peter Chiarelli said, "The knowledge management community has a vital role to play in the continued success of our Army. The capabilities you [KM professionals] are designing and fielding will help our leaders to learn faster, understand better and adapt more rapidly."

GEN Chiarelli added, "The one thing that's working in the treatment of TBI

(Traumatic Brain Injury) is in the knowledge management area. It's the idea of tying people together who have PTS (Post Traumatic Stress) or TBI with those folks who check in on them every day. And they check in with them each morning using KM tools. Something as simple as a smart phone and checklist where they can ask that person to rate on a simple scale how their day is going, and then they can take the appropriate action."

A sampling of the training sessions included:

1. KM Assessments: Trends in Gaps and Best Practice Solutions
2. Building and Sustaining a KM Capability

**"The one thing that's working in the treatment of TBI is in the knowledge management area."
...GEN Peter Chiarelli**

3. Learn How to Develop a KM Strategy
4. Marketing and Cultivating Communities of Practice, "How to Grow a Professional Forum" Building and Sustaining a KM Capability
5. Integrating Professional Forum Discussions, Knowledge Sharing and Leader Challenges into Professional Military Education (PME)

A first-class mix of military and civilian speakers spearheaded the plenum and track sessions. Speaker highlights:

1. LTG Frank Helmick – CG, XVIII Airborne Corps & Fort Bragg, described the importance of leveraging KM using public web-pages to keep family members and Soldiers informed. He discussed the XVIII Airborne Corps' KM efforts in support of Unified Response for global reach-



One of the 12 plenum sessions attended by nearly 400 registered participants at the 2010 AOKM Conference.

back and coordination with SOUTHCOM and ARSOUTH. Additionally, he provided a glimpse into how the Corps leverages KM to support Joint Forcible Entry Operations.

2. LTG P.K. (Ken) Keen, Military Deputy Cdr, USSOUTHCOM, joined the conference via DCO and discussed the integration of KM into planning and executing Operation Unified Response; he stressed that KM must be a command priority overseen by the Chief of Staff.
3. BG Allen W. Batschelet, G3, USAREUR, emphasized the importance of teams consisting of peers leading peers.
4. BG Bryan Owens, Commandant of the US Army Infantry School, elaborated on Fort Benning's efforts to transition institutional instruction to a Blended Learning Environment that is learner versus instructor centric.
5. CSM (ret) Michael Hall, former CSM, ISAF and US Forces-Afghanistan, connected with everyone, relating his experiences using KM to overcome the complexity of supporting ISAF, an AO with over 40 coalition partners and 25 classified networks.
6. Dr. Rick Morris, CKO, Joint Task Force-North and Supervisor of Joint

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Visit us on the web:
<http://usacac.army.mil/cac2/AOKM>

2010 AOKM Conference Wrap Up cont'd

(Continued from page 13)
and Interagency Collaborations, highlighted the complexity of integrating numerous interagency, military, state and local agencies in the fight against Narcotics Terrorism.

7. Dr. Nancy Dixon, President, Common Knowledge, led the opening exercises of the conference and taught valuable networking and collaboration techniques to everyone.

8. Mr. Kent Greenes,



Keynote Speaker Vice Chief of Staff of the Army GEN Peter Chiarelli said KM solutions are used in treating Post Traumatic Stress and Traumatic Brain Injuries.

Greenes Consulting, discussed Knowledge Leadership and the leadership challenges and tasks integrating KM into the Army's

complex operational environment.

The KM professionals and practitioners departed the conference with a better understanding of knowledge management efforts across the Army and a broader social network of experts with whom to share knowledge.

To view the presentations, you can visit the **2010 AOKM Conference website** on AKO (AKO account and CAC Reader required).

Establishment of the AOKM Proponent Office cont'd

(Continued from page 11)
KM training and doctrine are on track with the operational KM community needs. The Office is striving to help KM practitioners prepare their units for operational deployments and ways to optimize KM training opportunities upon

their return to home station.

Although they now physically reside in the Center for Army Lessons Learned (CALL), the Army Professional Forums continue to be a primary KM tool, especially for getting infor-

mation out and to get feedback about what's happening within organizations. Other KM tools include portals, Best Practices, TTPs (Tactics, Training and Procedures) the Knowledge Facilitation Skills Workshop and battle command systems.

Index of Links

2010 AOKM Conference website: <https://www.us.army.mil/suite/page/634189>

AOKM Training Page on AKO: <https://www.us.army.mil/suite/page/643270>

MilWiki Site for ATTP 6-01.1 Knowledge Management Section revision: https://wiki.kc.us.army.mil/wiki/6-01.1_revision

Leader NET – The Profession of Arms – “Why do we need a campaign to understand the Profession of Arms and the Professional Soldier?: <https://forums.army.mil/secure/CommunityBrowser.aspx?id=1257619&lang=en-US>

NCO NET - NCOs are the Backbone of the Army: <https://forums.army.mil/secure/CommunityBrowser.aspx?id=1265708&lang=en-US>

KM NET - Knowledge Transfer for the Military Leader: <https://forums.army.mil/secure/CommunityBrowser.aspx?id=1266561&lang=en-US>