

CHAPTER 5

ORGANIZATION AND FUNCTIONS

Section I.

COMMAND AND GENERAL STAFF COLLEGE

5-1. Mission and Goals.



MISSION: The US Army Command and General Staff College educates and develops leaders for full spectrum joint, interagency and multinational operations; acts as lead agent for the Army’s leader development program; and advances the art and science of the profession of arms in support of Army operational requirements.

VISION: The US Army Command and General Staff College (USACGSC) is and will always strive to be an educational center of excellence. We must remain a renowned academic leader in the study of leadership, the conduct of joint and combined land warfare, and the application of Joint, Interagency, and Multi-National organizations to synchronize all elements of power to achieve national objectives. We will continue to support field commanders with well-trained and well-educated leaders, in-depth research in the professional body of knowledge, and reach-back planning in support of ongoing operations. We will maintain our world-class faculty dedicated to learning and advancing the professional body of knowledge.

OUR VISION

- ❑ Educational center of excellence
- ❑ Renowned for study of leadership, conduct of land warfare, and the synchronization and application of all elements of power
- ❑ Supporting field commanders with well-trained and well-educated leaders, research in the professional body of knowledge, and reach-back planning
- ❑ World-class faculty dedicated to learning and to advancing professional knowledge

The United States Army Command and General Staff College’s enduring purpose, supporting Army Leader Development and Education and Professional Military Education, provides a stable beacon for the future. The US Army Command and General Staff College (USACGSC) support the development, integration, and synchronization of Army leader development and education systems through the Center of Army Leadership. USACGSC executes professional military education programs to military and civilian leaders through five educational institutions:

Command and General Staff School, School of Non-Resident Studies, School of Advanced Military Studies, School for Command Preparation, and the Army Management Staff College.

The United States Army Command and General Staff College ensure the professional vitality of the US Army's corps of officers by preparing them to discharge their duties in the service of our nation. Today's contemporary operating environment requires leaders for tomorrow's joint, interagency, and multinational operations. We must replicate that operational environment in the classroom. Therefore, CGSC is more than an "Army" school, we are a joint, interagency, and multinational school with international officers and sister service officers in our faculty and student body. We augment our educational programs with interagency guest speakers and representatives in our exercise program. To that end, USACGSC seeks to produce:

- **Successful Graduates** leading teams to solve complex problems throughout the spectrum of operations.
- **World-Class Faculty** advancing the profession of arms through the development of, publication for, and subscription to the professional body of knowledge.
- **Harmonious Army Leader Development and Education Program** that develops, integrates, and synchronizes leader development and educational systems.

STRATEGIC PRIORITIES: The USACGSC mission statement conveys the College's essential tasks and the vision expresses our ideal of the future. We adjust our mission statement to accommodate continuous and deliberate analysis of guidance (national, DOD, Army, TRADOC, and CAC), the complexities of the contemporary operating environment, and the challenges faced by a Transforming Army at War. Our challenge is current and relevant leader development and education and professional military education in a dynamic professional body of knowledge. We ensure currency and relevancy by immersing ourselves in our professional body of knowledge, contributing to that knowledge with collaboration and publication, and simultaneously adapting our programs to meet the needs of our students, commanders, and fielded operational forces. Our strategic priorities help guide the evolution of our institution and the adaptation of our programs in pursuit of educational excellence:

- **Educate and train the students to ensure successful graduates can lead teams and solve complex problems throughout the spectrum of operations.**
- **Develop, publish, and subscribe to the professional body of knowledge.**
- **Develop, integrate, and synchronize leader development and educational system**
- **Recruit, develop, and retain world-class faculty.**
- **Support the Army at War and advance the profession of arms.**

CGSC CAMPAIGN PLAN: The campaign plan is a vehicle for leading and communicating change. It is both a document and a process to ensure unity of action, prioritize effort, and assess progress. The campaign plan establishes operational objectives and end states along the College's five lines of operation: Students, Faculty, Curriculum, Leader Development and Education, and Infrastructure.

- **Students:** Students who possess a warrior ethos and war fighting focus enabling them to competently and confidently lead Army / Joint / Interagency / Multinational teams throughout the full spectrum of operations.
- **Faculty:** World-class military and civilian faculty supported by a faculty development program to maintain professional military and educational competency.
- **Curriculum:** Adaptive web-based curriculum founded on fundamental threads embedded in a multi-disciplinary approach to train for certainty and educate for uncertainty.
- **Leader Development and Education:** Providing leader development, instruction, doctrine, and PME system to sustain excellence in the Army's core competency of growing leaders.
- **Infrastructure:** Fully resourced infrastructure to support the Army, the faculty, the students, and the curriculum.

The United States Army Command and General Staff College implements the vision and campaign plan through a governance and administration model that values inclusiveness and collaboration within the College, between the College and the joint force (Army, Navy, Air Force, Marines), and between the College and our colleagues

in our professional body of knowledge (e.g. multinational partners, U.S. government agencies, and educational institutions). The model includes:

- Organizational command structures (i.e. Commandant, Deputy Commandant, and School and Center Directors)
- Organizational support structures (i.e. Chief of Staff, Dean of Academics, and Graduate Council)
- College-level functional committees (i.e. Teaching, Assessment and Evaluation, Curriculum, Academic Outreach, Research, Accreditation, and Exercises)
- Student and faculty involvement (i.e. student and faculty brownbag lunches, staff and faculty council, faculty conversations, and student leadership)
- Involvement and feedback from the joint force and the professional body (external surveys, professional conferences, and personal contacts).

PHILOSOPHY: The philosophy of the US Army Command and General Staff College is founded on the principles of the American profession of arms. The common defense and welfare of the United States demands professional military officers that are educated and trained to the highest standards of excellence.

The US Army Command and General Staff College philosophy is the distillation of the College's collective set of values and principles that motivate our students and faculty to achieve our institutional purpose and desired effects. Our philosophy explains who we are and what we stand for.

We value Service to the Nation, Warrior Ethos, Army Values, How to Think versus What to Think, and agile and adaptive leaders who are self-aware and committed to lifelong learning and professional development.



- **Service to the Nation:** “The Army, a long trusted institution, exists to serve the Nation. As part of the joint force, the Army supports and defends America’s

Constitution and way of life against all enemies, foreign and domestic. The Army protects national security interests....”¹

- **Warrior Ethos:** I will always place the mission first. I will never accept defeat. I will never quit. I will never leave a fallen comrade.
- **Army Values:** Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.
- **How to Think versus What to Think:** “The need to teach Soldiers and leaders *how to think* rather than *what to think* has never been clearer. To defeat adaptive enemies, we must out-think them in order to out-fight them.”²
- **Agile and adaptive leaders who are self-aware and committed to lifelong learning and professional development:** The complex security environment requires leaders who are self-aware and committed to lifelong learning and professional development. Leader development and education must produce pragmatic theorists who use innovation, critical reasoning, relevant experience, and professional judgment to solve ambiguous complex problems that our graduates will face as staff officers and commanders. Our students and faculty must be self-motivated for active participation in our diverse, broad, and ever-changing professional body of knowledge. Ultimately they contribute to the body of knowledge through research and publication in referred professional journals.

The principles guiding our actions are: A Learning Organization committed to Currency and Relevancy and the Contribution to Knowledge, Empowered Professional Faculty, Socratic and Adult Learning Methods, Training for Certainty and Educating for Uncertainty with a Multi-disciplinary Curricula, and Creating a Learning Environment that supports understanding of Joint Interdependence and the implications of the Strategic, Operational, and Tactical levels of war:

OUR PRINCIPLES

- Learning Organization
- Empowered Professional Faculty
- Socratic and Adult Learning Methods
- Training for Certainty and Educating for Uncertainty
- Learning Environment that supports understanding of Joint Interdependence and the implications of the Strategic, Operational, and Tactical levels of war

- **A Learning Organization Committed to Currency and Relevancy and the Contribution to Knowledge:** Our current reality is a transforming Army at war that demands that our graduates be prepared to assume war fighting duties immediately upon graduation. Our graduates must be confident, competent

¹ FM 1: The Army, page 1-1.

² Serving a Nation at War: A Campaign Quality Army with Joint and Expeditionary Capabilities, Parameters, Summer 2004, page 18.

leaders, and creative problem solvers who understand the complexities of the contemporary operating environment. Learning is our most important contribution to the nation; therefore, our challenge is the mastery of a diverse, broad, and ever-changing professional body of knowledge. Collaboration (developing, publishing, and subscribing) in the professional body of knowledge is essential to maintain currency and make relevant contributions to furthering professional understanding or creating new professional knowledge. This demands that USACGSC be a learning organization committed to a continuous effort to improve student learning, teaching, and the learning environment. We must be an analytic, thinking, and learning institution, seeking new knowledge, but circumspect enough to discern the difference between contemporary innovation and enduring principles.

- **Empowered Professional Faculty:** USACGSC best accomplishes its educational goals by a vital professional faculty drawn from the entire range of relevant academic and military disciplines. The faculty embodies the scholarship of teaching, learning, and warfighting. Our faculty must master both content and process. Our faculty are decisive because they are expert in their field of study, talented facilitators of learning, and empowered with the flexibility to determine how best to achieve program learning objectives in their classrooms.
- **Socratic and Adult Learning Methods:** The institution employs the most appropriate techniques and methods in an academic setting conducive to the most advanced understanding of the demands that will be made of those who pass through its courses of instruction. This includes methodologies that are learning-centered, experiential, and effective. We enhance the competence of our students through a learning-centered educational methodology. This methodology relies on collaborative learning, reflective practice, critical reasoning, creative thinking, and the practical application of adult learning theory. The CGSC classroom is an active learner environment. Our faculty members are subject matter experts and facilitators in a collaborative learning environment where student and faculty experience stimulates thought, discussion, and knowledge construction. Socratic method and discussion teaching where “all teach and learn” challenge critical reasoning and creative thinking skills.³ This methodology is expressed through our curriculum—one that is adaptive, responsive, integrative, experiential, and transformational.

³ Christensen C., Roland. “Every Student Teaches and Every Teacher Learns: The Reciprocal Gift of Discussion Teaching,” In C. Roland Christensen, David A. Garvin, and Ann Sweet (eds.), *Education for Judgment*. Boston, Massachusetts: Harvard Business School Press, 1991, page 99.

- ***Training for Certainty and Educating for Uncertainty with a Multi-disciplinary Curriculum:*** USACGSC serves as the US Army's most important professional school, combining theoretical education and practical training to produce leaders who are proficient in the understanding and conduct of modern warfare. We must train for certainty and educate for uncertainty; both training and education are vital to our students' learning needs. We must train our graduates on enduring doctrinal principles, emerging lessons, and the skills they will require in their next assignment. Moreover, we must educate our graduates for the uncertainty they will surely encounter; they must know how to think and apply critical reasoning and creative thinking in complex ambiguous situations. USACGSC academic policies and curricular designs educate and train professional officers of all the military services in the nature and conduct of land warfare within the complex national security environment, as well as advance the state of contemporary military knowledge through original research and experimentation.

- ***Creating a Learning Environment that supports understanding of Joint Interdependence and the implications of the Strategic, Operational, and Tactical levels of war.*** Students and Faculty must understand joint interdependence implications of Strategic, Operational, and Tactical levels regardless of their next duty assignments. The environment we wish to create will provide rigorous academic challenges and relevant experiences, connecting learning to application and performance. The environment will include practical exercises that draw out high-order, multidisciplinary thinking and require students to integrate knowing and doing. To create this environment, we align College resources with the needs of students and faculty. We must harness global reach technology and state-of-the-art instructional facilities to enhance lifelong learning experiences. Our deliberate student assessment strategies and program evaluations will identify successes and challenges and will support informed decision-making for the way ahead.

5-2. International Military Student Division is responsible for the supervision, administration, and welfare of all International Military Students (IMS) and authorized dependents in resident courses at Fort Leavenworth. The IMS and their families receive help in all matters, as required.

- a. Specific responsibilities include student administration, the International Military Student Preparatory Course (IMSPC), IMS Sponsor Program, Student Ambassador Program, Know Your World Program, and the Department of Defense (DoD) Field Studies Program (FSP). The Director, IMSD, reports directly

to the Deputy Director, Combined Arms Center Leader Development and Education.

b. IMSD assists the IMS' and their families, as appropriate:

(1). Furnishes advice or assistance in these areas:

(a). In-processing, Registration, and Out-processing.

(b). Procurement of quarters.

(c). Procurement of U.S. Uniformed Services Identification Cards and medical cards.

(d). Orientation to on-post facilities, privileges, services, customs, and regulations.

(e). Hospitalization, medical care, and dental care.

(f). Personal, military, and legal problems, such as pay, orders, uniforms, traffic violations, claims, and visas.

(g). Social activities.

(h). Postal services.

(i). Departure procedures.

(2). Monitors academic status and provides advice and guidance as required.

(3). Through the Department of Defense Field Studies Program, arranges a variety of activities and functions including trips to commercial, industrial, civic, and educational institutions to assist the IMS in getting a balanced view and understanding of U.S. society, institutions, and way of life.

Section II. ORGANIZATION OF COMMAND AND GENERAL STAFF OFFICER COURSE STUDENT BODY

5-3. Class President. The Director, CGSS designates the class president who is the senior (by date of rank) U.S. officer. The class president is the spokesperson for the class and assists the USSD staff in matters concerning the class. He guides and directs class participation in social, athletic, community, and post activities.

5-4. Section Leaders. A section leader is the spokesperson for his section (of four staff groups) and guides and directs the section's participation in social, athletic, community, and post activities. The section leader is the primary link between the Chief, USSD and the CGSOC students (in essence, a company commander).

5-5. Staff Group Leaders. Staff group leaders function under the section leader in the class organization. There are four staff group leaders in each section; 16 students in each staff group. They are the key leaders in ensuring daily personnel accountability and in the execution of both academic and extracurricular activities. They work closely with their staff groups to maintain the morale and welfare of officers and their families and coordinate assistance in times of family emergencies or other special needs. Staff group leaders are the platoon leaders of the class and perform a vital role because the majority of instruction is at the staff group level.

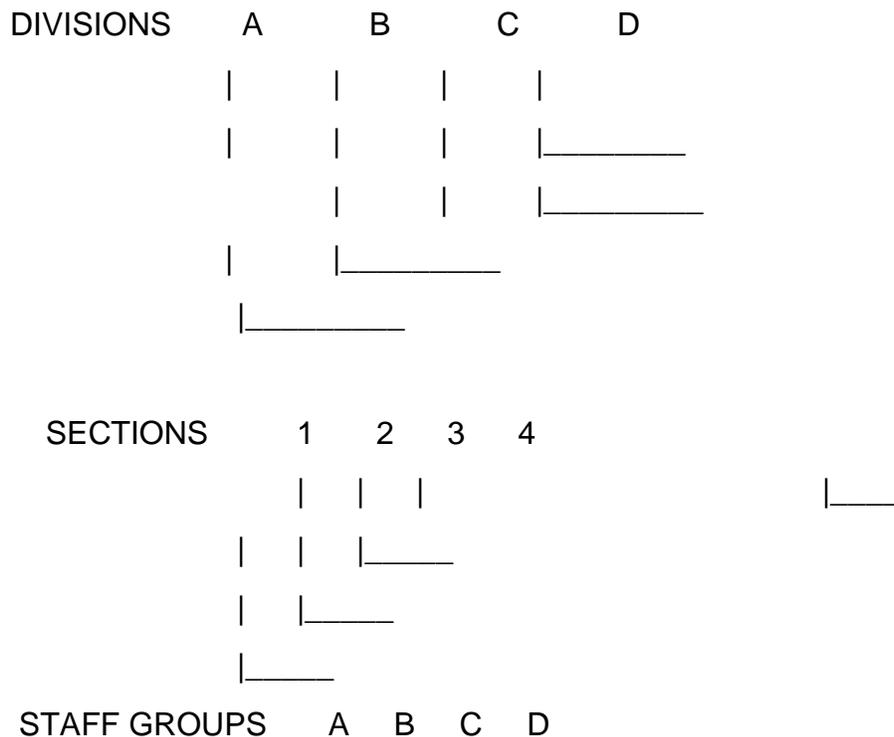
5-6. International Military Student Leaders.

- a. The senior IMS represents the IMS student body in nonacademic issues. He conducts gift presentations and represents the IMS at grievances. This position allows for credit hours to be awarded for Advanced Application Program credits.
- b. The IMS chief of Staff is the second IMS who can represent the IMS student body. He orchestrates the flow of information to the IMS student body. This position allows for credit hours to be awarded for Advanced Application Program credits.
- c. Two IMS group leaders each represent one-half of the IMS student body. They provide accountability assistance during Field Studies Program (FSP) events. Each position allows for up to 27 credit hours to be awarded for Advanced Application Program credits.

d. The following IMS committee positions are also available. Each position allows for up to 27 credit hours to be awarded for Advanced Application Program credits

- IMS class treasurer.
- IMS class secretary.
- IMS yearbook committee.
- IMS class gift committee.

5-7. **Class Composition.** The CGSOC class composition is based on size, and may have up to four divisions. Each division will have four sections, and each section will consist of four staff groups of 16 students. The layout for a division with four sections follows:



5-8. **Section and Staff Group Assignments.** The U.S. Student Division assigns students to sections and staff groups and publishes appropriate rosters. There are IMS, officers of the U.S. Air Force, U.S. Navy or Marine Corps, and U.S. Army officers with Combat Arms (CA), Combat Support (CS), Combat Service Support (CSS), and other special branches in each section and staff group.

5-9. Staff Group Advisors.

- a.** The Staff Group Advisor (SGA), an experienced instructor, works with each staff group. The SGA provides direct advice and assistance to students during their CGSOC experience.
- b.** The SGA provides a positive influence on student experiences and provides an evaluation of a student's total performance. In addition, each SGA's department director monitors the academic progress of assigned students and provides guidance and assistance when required. The SGA provides academic counseling to students.
- c.** The SGA presents staff group instruction on topics such as communications, time management, organizational effectiveness, values, CGSOC goals and expectations, and group dynamics.

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