Chapter 6

Work Group Session Two: Thursday, 15 September

Group E:

Question #1: What are the most critical resource shortfalls with respect to PSRO education?

- Time-
  - Conduct education needs analysis
  - Cultural differences: trade off with employment demands (civ) or existing curricula contact hours (DOD)
- Index of available resources, one-stop place to go
- Personnel-
  - SMEs: number, qualifications, identification
  - Faculty: number, qualifications, appropriateness to level of students
    - Partial solution?- Instructor development course
    - Partial solution?- UN website course for UN mil missions (www.unitarpoci.org)
  - Students: funding for IA students
  - Team to conduct curriculum development
  - Fielding of mobile education teams (MET)/suitcase education
- Materials
  - Develop exportable curriculum module that other agencies/NGOs could use
  - PSRO education content and process should include emphasis on shaping & deterring

Our breakout Group E explored the questions related to the critical resource shortfalls, prioritization of supporting acquisitions, incorporating multinational PRSO special research programs, capturing and sharing those research products. What are the publishing opportunities for those research projects? And the last thing we addressed was the specific questions we would like to see addressed or brought up as topic material for the next conference.

First I really want to thank you all for hosting this. This has been a great opportunity to develop some of those relationships and network. I am taking one major point away that I learned last night. Don't stand between a dog and the fire hydrant.

When we looked at the most critical resource shortfall, we put time at the top. And as part under the time aspect, we think there really needs to be educational needs analysis to look at the core competencies and skill sets needed. We also looked at the complication that is created of bringing people to training and making that time available. When we look at some of the community members, they have limited planning staff, and the availability just simply due to the ongoing operations they are involved in, their ongoing commitments. As far as SMEs and the personnel side of it, we looked at what is the number of folks we need trained in this. And what kind of core competencies, qualifications do they need to have. And then how do we identify folks with that and track that community. We looked at some of the problems are the funding aspect. If you want them to attend some kind of formal training program, are we going to have to fund it? Is DOD or the US Government going to have to fund to get those people to come and attend; some kind of incentivization for them to come to the training.

On the material side, we really looked at having it exportable. So that we could limit the amount of time they had to be away from their place of duty or their operation; so that we could take it to them in a modular form. We looked at focusing on the shaping and deterring -- the upfront piece -- so that we can prevent or mitigate the circumstances behind the crises. And the shaping and deterring that comes from the new joint phasing model that hasn't been put out yet, but I've seen briefings on it. And those are the two phases. We're moving to a six phasing construct as opposed to a four phasing construct.

Question #1 (Part 2): How would you prioritize new acquisition/ development programs among case studies, multi-media presentations, video teleconference opportunities, simulations, models, games, etc.?

- Develop suitcase model scenario-driven PSRO game(s)
- Develop a common PSRO scenario or small set of scenarios for all to use
- Develop modular education materials
  - Systematic approach from less complex to more complex (crawl/walk/run)
  - Event duration approach: 1-day, 3-5 day, 7-14 day

Once again what you see here is a focus on exportable tools to assist in the education process. The bottom bullet we wanted those materials to be tailorable to the level of knowledge and the time available.

Question:
Any thoughts on organizations that could do that sort of activity? In your group, anybody talk about what their organization do to help in developing that sort of material. Any organizations interested in doing that?

Group E:
I think we are looking at PKSOI. To be honest, that's the big problem that we saw and it will come up later in the slides, is there's got to be a lead agent. We've got to have a lead federal agent that's pushing this. If PKSOI does it, we're focused on the military side and that may not be the right focus. We've got a much broader community that needs to be involved.

Comment:
JFCOM had a whole team that teaches affects based operations and systems analysis. And they have databases that they are developing. What they need to do is just develop that into the new phases and maybe that's one of the organizations that can help us do it. Because they have a whole contracting organization down there that's developing that system.

Questions;
I guess what I'm asking are there things out there that already exist. Are there organizations that have worked on things similar to this? Are there organizations that are looking to work on it some more?

Comment:
I put my bottom feeding contractor's hat on here. We do this for a living. I used an anecdote yesterday in the class that Kansas City Power and Light came to us and asked can you develop an exercise? It's analogous to peacekeeping. You don't factions; you've got power lines down and things like that. But developing an exercise specifically to train people whether they are going to East Timor, or they're going into Bosnia, Kosovo or whatever -- it ain't hard. It doesn't take a lot of effort and you can do it in a fairly short amount of time. You don't need to develop simulations like a lot of defense contractors will say we'll develop a simulation for you. They are

there already. Janus, JCATs, PBS, CBS, they're already there. So doing this type stuff just isn't hard. Just have to know where to go to the bullpen.

Question #2: In order of priority/desirability, what are suitable methods for incorporating/integrating multinational expertise and insights into PSRO education?

- Include International instructors
  - Liaison and exchange officers
  - Obtain UN OCHA, UN HCR, ICRC, OSCE, EU, AU, and NATO personnel as instructors at education events and exercises
  - International fellows (IF)
- Network to international education institutes
  - Develop exchange program with other foreign PSRO schools, track faculty
  - Borrow curricula
- Send U.S. instructors to foreign PSRO education courses and NATO, UN and other international organization schools
- Incorporate international role players & students
- Leverage Combatant Commander Theater Security Cooperation efforts as part of overall education effort
- Seek cross fertilization with local universities

Group E:

Here we looked at the methods for incorporating or integrating a multinational expertise. I really think when you get down to the fourth bullet from the bottom, sending US instructors to foreign PSRO education courses -- there is a plethora of countries that have stood up peacekeeping, stability ops types organizations. The gamut runs from Canada to Kenya that have courses that we can send folks to. And they have a lot of experience in stability operations that we need to leverage or capitalize on. We also need to tie it back to the combatant commanders, theater security cooperation efforts, so we can do that mitigation again upfront.

Question #3: What are the opportunities for special research programs for students within PSRO education?

- Senior Level Colleges (SLC):
  - SLC research project
  - NPS graduate program
  - American Military University
  - Senior Service Fellows
- Possible Federally Funded Research Development Center (FFRDC) support for student research

- Potentially improve focus by:
  - Possible responsible agent annual directed focus study (PSRO topic)
  - Annual PSRO research topic conference (perhaps linked to JPME conference)
  - Identify and designate specific PSRO research advisors

Moving on to the special research programs and opportunities. Each of the senior service schools has a research requirement of their students. We looked at potentially holding a conference with people from the community to come up with specific hot topic areas that could be potentially done as a directed study, maybe even a group study at a senior service college, or intermediate level school. Questions?

Question #3 (cont): What system(s) exist for capturing and sharing the products of PSRO research done as part of an educational process? Which one, if any, should be recommended for adoption as a single "common use" system?

- Multiple systems exists, some examples:
  - Educational Institution Student Papers
    - NPS- all student papers online
    - DOD SLC- most if not all resident student research project papers online
  - "Peace Negotiations Bulletin" online
  - German government has significant PSRO information online "Bonn site"
  - Air University Library includes link to major overseas PSRO sites

- Conclusion:
  - No existing system meets all needs
  - Recommend creation of web portal system dedicated to PSRO

One thing we had some in depth discussion on, there's a lot of research being done but nobody has an all one source spot they can go to get that information. So we really looked at having some type of portal to be able to go in and get access to those papers. What we've listed up there is just some of the things that exist that we captured as good sites to go to.

PKSOI:
A key piece we may ask for, because we are trying to stand up a web portal and we're working with the Army G-6, but would be for organizations who think they have a piece or part that would be useful to get linked into a web portal to send that information to Mike Cross so we could start that discussion with him and start linking them on in. So that would be something, we'll send something out on that. But that would be a specific piece, if you could send us the names of your folks who work those and get that information to us. And we can start thinking about how we build a collaborative site and make sure we tie in all the different points of contact and get the right material on.

Question #4: What opportunities exist for students/faculty to publish PSRO related materials? Which have the greatest potential to be influential?

- Multiple military and foreign affairs venues exist; however, need to publish in "popular" magazines as well as in academic/military publications
  - Part of Strategic communications plan for PSRO
  - Determine and then address all the target audience(s)

- Improving existing opportunities:
  - Request existing military periodicals to dedicate an issue to PSRO topics occasionally
  - Encourage personnel on PSRO missions to submit articles to military publication

- Create new opportunities:
  - Publish a dedicated PSRO periodical (PSRO often lost in plethora of topics)
  - Sponsor writing competition and publish compendium
  - Establish an online PSRO library/link site
    - Include Blogs, collaboration, common scenario(s), etc.
    - Portal for various PSRO education institutions, peacekeeping training centers, other nations PSRO electronic web pages

Group E:

And then, what opportunities exist to get material published. We entertained the idea of maybe PKSOI producing some kind of periodical where we capture key issues. But then we went back to the idea of maybe going to some of the existing like parameters and have a focused edition on PSRO as a means of collecting some of the hot topics and get it in one publication.

Again I think there needs to be some incentives for people to do the research and publish in this area and establishing a program in that regard would also be beneficial.

Final Question: What specific question or issue would you like the next PSRO conference to address? (slide 1)

- What are the limits for the use of military force and when does the use of military force become self defeating?
- How can the PSRO community help address the specific concerns and issues related to PSRO of the SECDEF and OSD? Of the Combatant Commanders?
- What have we learned new in PSRO since last conference?
- How are PSRO training, education and research interlinked?
- How do you get unity of effort in PSRO among the disparate participants (UN, national governments, international organizations, intergovernmental organizations, NGO, etc.)?
- How do we translate post-PSRO lessons into pre-crisis policy and preventative actions?

And then the final questions that we came up with. Questions or comments on these?

Final Question: What specific question or issue would you like the next PSRO conference to address? (slide 2)

- What changes in education can we implement in next 6 months to effect change (Plan of action & milestones)?
- How do we achieve, and what is, a common PSRO terminology or at least an acceptable level of mutual understanding?
- How do we improve the process for producing PSRO doctrine (speed, coordination, effectiveness)?
- How do we identify and involve all the appropriate organizations concerned with PSRO?
- Who should be the lead U.S. federal agency for PSRO?
- What are the proper roles, missions, task and responsibilities for each of the various PSRO participants?

Once again we pretty much came to a consensus this bullet is the long pole in the tent. It drives everything else.

Comment:
That was my question and the only reason that I put that one up there is in doing consequence management duties for the last couple of years I found out that when you are overseas and Germany (for example) gets in trouble with a dirty bomb or terrorist act and they need help, they go the country team; they go to the ambassador. And the President has dictated that the State Department is the LFA, lead federal agency. You've got the ball, pal. I'm handing it off to you and you've got it. We're not there yet and I think everybody's trying to do God's work here. But unless you've got some quarterback licking his fingers and saying, okay, here's the play, gang, we're going to be floundering for awhile. And I think that's a subject that should go to the Secretary of the Army so that they are talking about it at that level. Determine what is the lead agency for peacekeeping operations and come up with strategy. And that's not saying that that agency has to do all the work, but they are the coordinating agency that pulls this thing together. Maybe we'll be meeting in the State Department next year. I think that point is critical. Who is going to do it for the United States of America?

PKSOI:
Any thoughts or comments around the room? I'll say on the federal agent piece that is something Ambassador Pascal's office is wrestling with. They have congressional action trying to get him that codified authority, but it hasn't happened yet. He does have it informally from the NSC, but funding doesn't match the words so that's one of the organizations we're trying to help. And within DOD they were debating out the DOD 3000. So we'll see. I think we are making progress, but it is a contentious issue for sure. So all we can do is what we can do is sort out and step up and take the lead as organizations in certain areas continue moving the ball forward. And then when federal lead is identified, attach our efforts to that federal lead and tell them what we've been doing, how we've been moving the ball forward and adjust accordingly. But you are right, we don't have that right now. And it is something we definitely can use.

Group E:
One last comment. How do we create more joint doctrine without creating more acronyms?

Group F:

Discussion Focus

Resources, Current Practices, Gaps, Proposed solutions for the education of Stability Operations

Team F:
OK. Most of the points that were covered by Group E so I'll go through it very quickly. I am the only one in the group with no stabilization operations experience and very limited exposure on the subject; they figure if I can make sense out of what we discuss and could it explain it in it's simplest terms, we would not field any questions and we could get out of here early. So with that in mind the method we used for yesterday's discussion was interesting. Group dynamics were somewhat complex. The notion to follow NDNP, the military decision making process or even a modified approach was quickly thwarted by the entire group, half of which were active duty or retired and half of which included Reps from the State Department, International Medical Corps, DOD and George Mason University. Group F, like the preceding group addressed yesterday's topic on the slide in front of you. We took a holistic approach and attempted to gear our discussion to both military and civilians who would benefit from stability operations education. In our eagerness to put our thoughts together we omitted any of the sub-corresponding questions and instead opted to examine each element of the focus topic individually. Resources, current practices, gaps and proposed solutions.

Resources

- Service Educational Training Commands
  - e.g. TRADOC, AETC, TECOM
  - PKSOI, NPS, NDU
- Universities and Colleges
- Peacekeeping Centers
- Regional Centers
- Subject Matter Experts
  - Military
  - Civilian

As you read this slide, you see that we decided to come up with a list of who provides or could provide sustainment operations education. Our list of five does seem obvious, but it gave us a point of departure. Starting at the top, each of the service educational training commands is the first one. Next private universities and colleges. As was mentioned by Group E international peacekeeping centers, combatant commanders' regional centers such as the Asia Pacific Center in PACOM. And at the lower level, individual or collective mentoring from civilian and DOD SMEs.

Next, we realized that in order to fully analyze the resources, we needed to grasp what is presently provided by all of the actors previously mentioned. We identified five, but are there more? And what are their capabilities? Although we could not accomplish yesterday afternoon, we thought it was necessary to review all the programs. For example the US Government, DOD and their associated schools, the Interagency, the State Department's Foreign Service Institute, the Department of Justice, Bureau of Prisons school and the FBI academy. And for academia such as Geroge Mason's program and those of other schools.

Resources

- Need to identify current actors & their capabilities?
- Requires a data call/review for all Stability Operations education activities:
  - USG
    - DoD (Service Schools, Academies, PKSOI, NPS, Regional Centers)
    - IA: DOS (FSI),DOJ (BoP& FBI Academy)
  - Academia (GMU, NII List)
  - NGOs (OJT)
  - International (Pearson, UN, COESPU, Others)
- Need to know: organization, degree/attendance requirements, capacity, product

The last bullet simply summarizes that we would like to identify all organizations providing SO Education. I don't understand how they work and what they provide. Now from our collective expertise we could fill in some of those blanks, but to do it right we recommend that perhaps setting up a matrix where we could crosswalk each program against a respective curriculum.

Without knowing the benefit of the details of all SO education programs, we did attempt to delineate some of the major current practices. Please review this slide. Our Rep from the Joint Step J-7 told us that DOD only recommends stability operations be taught at our DOD career officer's schools. Across the services at both ILS, the intermediate level school for Majors and TLS the top level school for Lieutenant Colonels and Colonels, each presently incorporates some SO education, however, it is not mandated by the J-7 and there is no baseline across the boards. For the civilian US government, we did not know of any circumstances where SO education is required. We even took a stab a why this might occur. Is it considered nonessential and a distracter base on one's current job? Is there no course available besides a possible DOG ones I previously mentioned? Is this FSI leaning in this direction or is a money an obstacle to all these endeavors.

Current Practices

- DoD recommends Stability Operations included in the career PME curriculum
  - ILS and TLS include some Stability Operations curriculum
  - Not mandated
  - No identified baseline
- Civilian USG Stability Operations education not required:
  - Institutional bias against education after hiring?
  - Civilian USG does not have Stability Operations curriculum
  - FSI considering Stability Operations courses?
  - Budget constraints
- NGOs have limited educational opportunities
  - No formal education identified

For NGOs, our Rep from the international medical corps informed us there is generally enough money to spend on our foreign partners, but for NGOs there's none identified for their practitioners.

Gaps

- USG lacks a comprehensive educational approach to Stability Operations (IAEB?)
- Current level of DoD Stability Operations curriculum not comprehensive
- Civilian USG Stability Operations curriculum does not exist
- NGOs needed to teach application of technical skills for SO

We then attempted to delineate substantial gaps. Please review this slide. First as was mentioned by Group E, no comprehensive approach exist. Slices are present in various forms from a multitude of institutions. The US government doesn't provide such a curriculum and DOD, although making many great strides, we can't go to one program for comprehensive overview. Likewise the civilian US government SO programs do not exist. And although no NGO programs are available, we need their expertise incorporated into all programs.

Gaps (Continued)

- USG lacks common lexicon for Stability Operations
- DoD exercises lack adequate role players to provide proper context for actions/decisions
- No formal USG-wide exercise for Stability Operations where USG-wide participation is mandated

Please review these final gaps. As was previously mentioned yesterday, we need a common lexicon or at least understand each other's terms to include IA, NGO and international partners. Next, sometimes role players are appropriately designated for DOD exercises, but often we resort to in-house solutions. Finally, we identified no US government wide or DOD IA or NGO exercise mandated to bring all the players together.

Proposed Solutions

- USG Stability Operations Education Roadmap to success
  - Possibly include IO, NGO, academic community
- Endorse previous proposal for a USG Interagency Standing Committee on Education
  - Establish USG baseline education requirements with NGOs/IOs/Contractor/academic input
  - Portable "Teach-the-Teacher" program (web-based)

We came up with some proposed solutions. I'll let you read that slide. First, in coordination with SCRS, we ought to build a campaign plan or a roadmap for the education of civilian operations. As the General said, we need a quarterback to honcho this endeavor. We also saw possibly including this endeavor IO and NGO and the academic environment.

Next, we decided to endorse one of yesterday's recommendations from a previous group. And perhaps create a US Interagency standing committee for the education of stability operations. This committee could write the campaign plan; they could create a baseline requirement for each of the school houses; and they could make it portable, so it could be taught to others who can't get to a resident school. It could either be web based or taught through an MTT, a mobile training team.

Proposed Solutions

- Create DoD Center of Excellence for Stability Operations education (PKSOI, NDU, NPS)
- Consider support for establishment of a USG CoE (S/CRS?)
  - Develop USG-wide exercises/wargaming

And our final solutions: we could possibly create a center of excellence. And this center of excellence could be either a virtual organization incorporating some are that already exist, such as PKSOI, NDU or the Naval Post Graduate School. Or it can be a new standing organization, one perhaps created by the US government that would incorporate all players. And thus, that organization could then develop a USG-wide exercise and mandate one in which all players would be incorporated. That's it for Group F unless I have any questions.

Group D:

Resources

- **Is it well resourced? Yes at its current level of DOD prioritization in the educational field**
- **Are there shortfalls? Yes**
  - **Not enough TIME (there were mixed opinions on this issue in the group)**
  - **Not enough AWARENESS**
    - **Abundance of materials (including foreign resources)**
    - **Hard to discern the value of each**
- **Recommendation**
  - **Cataloguing existing materials and SMEs – as part of repository**
  - **Vet materials for quality**

Group D: Speaking Norwegian.

New Group D Presenter:
Our Group certainly was not as organized as the last group. And that's probably because we actually were over burdened by academics in this, myself being one, Army War College, Naval War College and a Commanding General Staff College represented. So when we start talking about education we think in terms of strictly education. We don't get outside of our wicket too much. We had the resource questions as well. And we talked about them. And we came up with simple answers to the questions we were given which were basically yes, no, maybe, duh and yes. And then we came up with some points that we thought were worth looking at. The resource questions form the educators' point of view, with which we were over burdened with once again, military educators, is that are you well enough resourced? And that was our questions. And the question was quickly answered that within our own spectrum we are well enough resourced to teach those things that we are asked to teach. As you were told in the last group, Larry and the Chiefs and the Chairman have not directed us to incorporate into our education systems any form of stability ops training. Now, granted we would be fools if we didn't incorporate it and we do incorporate it in all the schools. And we do it within our resources and we don't feel over burdened by the amount of attention that we give to it. So we did not spend a lot of time looking for pure resource issues. We also decided that the resources that we really needed to talk to were time, and once again that is not an issue that we can resolve, because we have a spectrum of issues that we have to address. We are told to the op meps and told by our chiefs to do a certain number of things with a certain number of classroom hours as we discussed before. And we do those things. In addition without being told other than informally we do stability ops throughout the curriculum. We also believe that it's integrated across the curriculum and we'll talk about that a little further. If time is a resource for education, that is the main constraint, we also believe that the lead federal agency, whoever is designated to be in charge of the education systems for the military is going to have to change the priority of stability operations education in order to force us to change. Do we want that? I will tell you the discussion in our group and anybody can jump in here, was that education once again concentrates on how to think not what to think. That we aren't training operators for stability operations in our education system, we're training people how to react to new and different environments. And

those things go on on a regular basis inclusive of the subjects that we teach. So we probably won't on our own go more than 20 hours in stability ops during the course of an academic year. Command and Staff has made major changes on how they address this subject, and that's based on their Director and his guidance. The time has to be—it could be internally generated for this, but if we agree across the board that's it not sufficient, it has to be externally mandated to change anything that we do with it.

We also thought, and this is probably our biggest issue. We had a hard time determining it as a resource, but awareness. We talked about it lot yesterday in our briefings across the board that we need a place where information exists and we can get to it. And people are made aware of those assets that are available to improve the teaching that we do do and make our stability ops teaching go better. There's an abundance of materials, but it needs to be appropriately cataloged. And once again we fell back to the idea that a lead agency, some agency develops the web portal that have been talking about that designs the way for people to get to the information so that educators, once again, can improve their courses and their curriculum in this area. So we called it awareness as a resource. And you can see our recommendations right there.

We also included SMEs which you saw earlier. We understand that awareness includes intelligence of people that know what they are doing. And that's SMEs. And so you've got to do that.

minD the Gaps

- Lack of connectivity between DOD and other actors and agencies

J.I.I.M.

We are, in fact J. _. _. m.

Lack of understanding and introduction to agency and organizational cultures

This is a result of composition issues in students and Faculty

Frustration with the lack of support that S/CRS is getting from USG.

And then we decided to mind the gaps. We decided to go outside the questions and say okay, we got all these questions and we think that we're looking at them and we're not seeing a big particular issue that we want to address. And instead of going for a nice organized thought process we went into a brainstorming session which is fun, but it doesn't necessarily lead anywhere. We think it led to one particular place in this case and it was a lack of connectivity as we've all heard in the overall process, not just the Interagency process. But when we called JIAM that we believe in our education systems, DOD-centric once again, as you see earlier that there are not a lot of other education systems devoted to this kind of study. We're Joint with a big J. Goldwater-Nickels, we get it. We love each other. All the services hug all the time. It's a great world and "Kumbaya" as far as the jointness is concerned. We are not Interagency. We're not intergovernmental. And I put that small m, multinational on there. Because I still believe that multinational operations are a challenge for us, particularly if somebody doesn't want to do what we want them to do. It's real easy if everybody does what we tell them to and we bring them on and we transport them and we give them what they have to do. And it's all coordinated, but we aren't truly multinational because it's difficult for us to give the lead up and work the operation.

Then we asked what can the education system do to address the two i's in the middle -- the pieces between the bookends? And so we brainstormed that for awhile and determined that it was once again a resource issue. But the resource was lack of availability of expertise within our education programs, both student and instructor. We don't have state government officials and we don't have enough interagency participation at all the schools. Maybe some do; maybe National (War College) is an exception, but the rest of the schools, the service schools, are limited on faculty and student participation. And we also saw it as a resource that could not be changed easily because if I want an NGO in every seminar, like I want a Marine in every seminar, I've got to get an NGO to give me an NGO guy to go to every seminar and every senior service college. And we all thought that while that's really good, it's not going to happen. So, we're not going to get guys to give up their workers for that length of time on a regular basis. Same thing with other resources. And if you go to the staff, one guy on staff is great for any of the organizations we're talking about in the Interagency process, but that one guy has to be able to transfer the knowledge to everyone else. And if it really becomes bigger than just putting one guy or one student into a course.

And what do we really miss? As you saw from Ingrid in the beginning of our presentation, what we really miss is a true understanding of what each other is saying even if we are all speaking English. That's the problem. A lot of that is language and acronym and lexicon based, but much of it as it was before we become big, hugging joint guys in the military, is culturally based. And a group of NGOs have a certain culture within their way of doing business. They have a methodology. They believe they know what they need to do and how to get it done and they do it in a way that suits them. And this is good. The Interagency, the State Department, the USAID, the CIA, all of these organizations have their own cultures. And the reason we like to have students around is because it allows our students and our faculty to understand their cultures. So we tried to come up with that as the big issue. And we also have as a small point down here that the lead federal agency thing, we see S/CRS as causing par to this because we don't have that synergy in the US government of a lead federal agency and a well resourced group pushing through this to break down these barriers for us. So we looked at all that as the big problem.

MinD the Gap

- Recommendations
  - Video project to introduce other agency/organization cultures
  - Promote agency/NGO participation in major exercises
  - Exchanges

Once again this came out of the Army War College and how a project that they are building which perhaps could be hung on the web portal. And that is that to have each to go out and ask each of the people we want cultural organizational information to help us out by doing a video interview. And an action officer; a person who works this way gets a set of questions to say this is what I do in the USAID. This is what my NGO does and how I do it. And interviewing them for that purpose. And we thought a video would be good. You can't get the person in class, but you can show a person in an interaction which allows them to explain themselves and their organization.

And we all thought that this was a great idea. So we thought that perhaps the Army War College is working it. Bob said he's working that. And we're going to go through that. That might be something that we could all resource together somehow. And when it gets done, put those pieces out there. You know, guys at National War College that represent agencies that become part or this and go to the agencies and that's fine. And Ingrid even said that the UN has done that for their different operating groups so that they can get that flavor. And we thought that this was a good way to kind of bridge the gap that we see as an educational barrier for us. Then we also thought that we wanted to promote Interagency and NGO participation. Do you have a question?

Question:
Well, no. I just wanted to say that we've actually produced a DVD just for NGOs for the military to learn a little bit about NGO culture. So it has a series of interviews with different folks.

Group D:
That's a great idea.

Comment:
They're in replication at the moment. We are doing our second run, but I'm happy to send them to you and anybody who's interested.

Group D:
There's the NGO piece and there're probably other pieces like that.

Comment:
Since this is the advertisement moment. We're in the process of updating a guide that we have. It's called the guide to IOs, NCOs in the military. And it's a sort of pocket sized. In fact a lot of service men and women carry it in their BDUs out on the field and so forth. But each of the sections is being written by representatives from the military, representatives from IO, representative from NGOs, so it's really reflective of their organizations. We are going to have a conference to release it. But we are also looking to do something that's either web based or this is a great idea. I'm going to do a DVD or something off that. The written material will exist and the question is how we can turn it into something that's live.

PKSOI:
Maybe we can plan to do with what you're talking about the DVD can be redone. I think Tammi you are working with them at well at ITEA. If we can take the IO/NGO guide because what we talked about was the guide. It's the best selling product off the USIP website. We're updating it. We have SCRS working on it. We have the military PKSOI as a military rep, Roy Williams working as the NGO rep helping to update that piece. We brought in the civil affairs folks. We have the Marine Corps chopping on it. We've got it to the other services, so it is broad based. But we also had strictly a user's guided, so we kept it small for the practitioner. And we had talked about expanding it so we could get some more information, some of the things you are talking about. So maybe it would be, as we also worked at IO/NGO that Ambassador Pascal, OSD and USIP are hosting that link these efforts and maybe we can produce a product like that. I think there is some real usefulness there. If InterAction would like to play, that would be very excellent I think.

Comment:
This is an example of what's going on around the community right now. There are four different agencies that are trying to get this stuff out on the net. How much more dynamic if we could all work together. Shame on us, but that's just the truth in it. What we're developing at the Army War College is more educational pieces for education. I emphasize that: interactive, computer driven model that allows them to dig for information. We couldn't capture all of the NGOs, but we would sprinkle NGOs in there, a representative sampling of them. NGOs talking heads themselves [unclear] go about business. It is important to us. Have five, ten minutes clips, and then behind that talk about the more information on the organization. But it is purely educational.

Question:
Where do you get this? Where can one access it?

Answer:
You can't yet. But what I'm saying is, we're doing this now for educational purposes. We have a lot of Marine Corps officers who come in and they don't know a lot about the Air Force. And Army officers who don't know anything about the Navy, so we've done it for the service cultures already.

Actually the interagency piece, as we speak. The next step in that is our non-governmental agencies. It's an educational tool that we're trying to [unclear]

Group D:
But it's a good one and we thought that it was worth spreading to the educations conference. But all these tools are.

PKSOI:
So that's a key point. Now we have different organizations going down a path and that would put those efforts together and make them more effective because it just makes common sense to do so. So we'll sit down and that will be one of the probably the working groups we can form up after this and get the folks working together, bring this together and make this a more effective process that we can use for the different organizations to use to get through that cultural barrier. So at least from that point of view, that's what we're trying to get at in this conference is exactly that. Identify duplicate efforts. Identify where we can link those efforts together and we get some synergy and we just hit one in a big way.

Group D:
And we also believe that in addition to providing this resource because we don't have the numbers of faculty and students and they can some cultural information on the other organizations. We thought that we've got to do a better job at promoting interagency and NGO participation. You heard it earlier in a different group that in fact when you have major exercise within your educational system, in many cases you don't have the actual agency or NGO on the ground. What you have is one of your faculty members or somebody replicating that. And while they can do the reading and understand something, or have some experience, they simply aren't as good as having somebody else who can during the course of the exercise spread that information and maybe do it in a ten-day block. And maybe you can get people to sign up for that where they won't give a guy up for a year. But that's something that we need to look at. And we reiterated the exchanges issue that the way you get the culture into your organization is by sending your educators out for a number of months at a time to work with other organizations and bringing those people in as we discussed yesterday at length.

Research

Students are provided with ample opportunities to research and publish

Recommendation
Offer new incentives
PKSOI Writing Award

We did address research. Once again all the intermediate and senior service colleges in our educational systems provide their students to write and publish. Do they all write well? No. We figured that out. Do they all publish? No. But they all have opportunities to do that. And we also thought there was one thing you had to do. Well, we could incentivize it. And I did look that up as a word and it does exist. We can offer new incentives which is the recommended way to say it. And we also thought we would put you on the hook that the incentive for writing ought to be some kind of recognition. And whether it's a plaque or dollars or publication in your brand new Journal that you recommended in the last group, one way or another there should be an award for this kind of writing. And it should be well publicized across the educational spectrum. And in all likelihood into the civilian educational arena.

Comment:
I just heard of a comment on the military exercise pieces. One of the things that SCRS is trying to look at, is how to focus in on what makes most sense. There are way too many. And last year there was some priority setting. And we're trying to do a better job this year with the idea of not only what does SCRS do but trying to link in with others. How do we jointly participate in some things where we all gain something instead of having everybody go out for one day at 35 different things and get little.

PKSOI:
And you are working that with Joint Forces Command, coming up with a prioritized listing of exercises based on a series of factors that are important to both the military in terms of the exercises they are trying to accomplish. As well as it's important to what Ambassador Pascal is trying to do with his

office, and move forward with his office. And what we don't have, I don't have a copy of those, I know you are getting ready to finalize that with JFCOM. But once that is finalized, that would probably something that we could share so folks understood what those key exercises were and what the objects were you were trying to get out of it. And that would be very useful.

Comment:
Just let me make the not only are we talking about training exercises, but here, our focus was on the educational exercises. For example at the Army War College we do a major event, a two-week strategic crisis exercise where you can touch 330 students over a 10-day period. And I'm sure other educational institutions have similar major exercises. So that's the focus of this recommendation, it's on the educational side.

PKSOI:
And that's a great point because that's something we can talk with JFCOM about and see if they are just on the training side of the house, there's some goodness there. But we can also potentially look and see if they've included any of the educational ones as well. So that's a good point to go after.

Comment:
Just a comment on your small "m" in terms of multilateral. We found ourselves when we started our training program being very, very drawn to a Euro-centric U and plenty of first world European partners and participants. And we've now shifted to where our heaviest emphasis is, Africa. And you need only look at what are the ten top troop contributing countries into the UN Peacekeeping operations and realize that none of them are in this room and most of them probably don't participate in these some of these educational opportunities. And I point out the fact that fastest rising participant is China. So we're often preaching or at least preaching to the last generation of peacekeepers. The Nordic presence, despite Ingrid's best efforts, is waning. You have a veneer of first world peacekeepers in the Sudan. You may have a few iron majors drawn from places like the British forces that are in there as the Deputy Chief of Staff to put some rigor into the planning process. But the rest of it is a very, very different world.

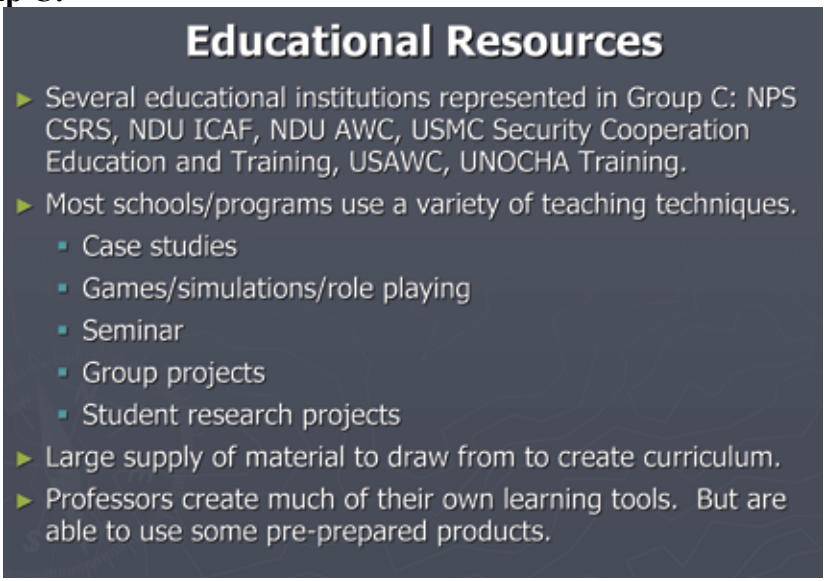
PKSOI:
That also, to get to your point of organizations like the international association of peace training centers. The challenge is project as well which is trying to focus on education. The challenge has reached out to China and pulled China in as a charter member of the challenge project because of that. And has reached out to those other countries and has tried to reduce it as just a Nordic, Western European presence. So you are right. It's an outreach piece. The thought is, let's start getting our act together and then we can reach out and start pulling them on in. Excellent point.

Comment:
I want to switch it a little bit to the research because I've heard that for the past three presentations and we had that yesterday as well. Back in May we, being George Mason University, were talking to John about why don't we set up some sort of academic research consortium from different universities and also the military education. Let's get everybody together so we can look commonly at different projects. We had our first meeting in September, just to get this whole ball running. But quite honestly, a lot of people in the room here aren't even part of this. So if nobody objects that I'll send out an email anyway. People with their email address here, I'll put you onto this consortium list so that we can get talking about that. We are going to be sending out a call or papers, actually on Friday. And I think we're sending it around right now for the first call and this would be in December when the manuscripts would be due. We're looking at past operations. But what we also are looking at right now, too, is setting forth what are we going to do for the spring call. And some people in the small groups, I know we're talking about well, what are the research priorities? One of the things on the things on the email will also do is say, "Hey, can you give me your three topics. What are the hot topics you guys need investigated. What would be good?" And then I can go and filter them all together. See what stands out up there. And that can probably what we'll call for in spring. If you don't want to be on it, just let me know by email. If you think I'm missing someone, please send me an email with their contact information. For people that have assistant professors in your system, this is a good way for them to get published. And we were talking about many different venues that we could do that, whether PKSOI or maybe SSI that put out a Journal or maybe it's a collection of articles or maybe foreign Journals. We don't know. There are different things that we can do as far as that's concerned. And I guess (someone) had an idea about a student award type of a program.

Comment:
When we were talking about, I guess, every year there are three or four hundred military papers done throughout all around. And one of the concepts was that once a year, we publish the best of those papers in the stability and reconstruction world. And then incentivize the folks to do that. So there's an annual publication of those papers. So if you consider that from your institutions that that may be an excellent way to get identity of the folks, capitalize on what their most recent experiences have been coming back from the field, and identify and reward some of the folks for thinking. The schools do it anyway. The papers are already out there, already produced. It's just the need to identify, collect and move forward. And I think PKSOI is gonna be coming back to everybody on that and see what we can do.

Comment:
And whether or not that just remains like on the research aspect, I mean, we were talking in our small group about an education consortium for educators and getting together a workshop for educators, and we basically have that here. And whether these spring off into two different types of animals or not, we can see that as well. We were talking about a matrix for the different people. What are they teaching? What are the syllabi? This might be a venue we might be able to get that information out to. And I just wanted to point that out.

Group C:



Group C:
Well Group C does in fact have an efficient presentation. Primarily because I was worried, I've been sitting back there and I can see the mouse and how everyone is fussing with it. It is kind of scary. I'll just have a little practice here. Oh, it's easy. I can't see why all you "old" folks have been having such a trouble with it.

Well, I was going to say that we had a lot of educators and because of that we had, you know, certain pathologies among the group. The first bullet there shows the educational institutions that were represented in our group. Not all of us that are in there would say that we are professors but we're involved in education. In addition to this, we had about four practitioners from across the community. Our questions dealt basically with the tools or techniques, the instruments, that are available for S&R education. That was the first category of questions. And then we dealt with questions that I think were oriented to have us identify whether or not those tools were sufficient or had gaps. And the final questions trying to tease us into suggesting what solutions or recommendations might be. So we were partially compliant to those questions. And this is a summary of some of the things we said.

First of all we do now where we have education focused on S&R, we do use a variety of really the plethora of typical educational tools to accomplish education. The education that is offered as we've been discussing throughout the couple days, ranges from high level, graduate school education to more practitioner or professional school oriented teaching which you might call training. It's not field training, but it's teaching skills, it's teaching method. And along with that there's a lot of learning about how to understand the environment of peace operations. They really go hand in hand and sometimes our distinctions which are driven largely by our lanes, get it a little blurry, the distinctions do. So, yes, we use all of these tools. More and more of us that are in the classroom at the podium with US and foreign military officers or students are moving more and more into interactive processes because we have so many students that are coming back from the field. It can be intimidating to many professors who have never been to the field. Especially like at my institution where we have a 99% civilian academic instructor staff, regular professors. We have students that have a lot of experiences. And it's the professor's job to draw out those particular experiences and as someone in our group said, build it into the context of the field, the industry or the theory of S&R. And so while they are smart and have knowledge and lots of specific experiences, that is quite insufficient. And they need to

come together and through a facilitative process, this is really the key for the instructor to draw out from the other students that are together in these courses, but also from the existing literature, to really cause education and learning to happen around their experiences that they've had in the field. Somebody else said, and I forget if it was in our group or on the margins at one of the breaks, that somebody said, teaching these kinds of courses now is like being a counselor. You have---everyone's like, "Oh, my gosh, in Afghanistan, you know they weren't there and there weren't resources and they weren't doing their job." So what you do is you take that experience and you can connect it through other experiences and through written material into some learning, a bigger context. There is a lot, tons, of material that is available to professors to create curriculum To create their teaching products. And the professors do largely create their own products. If you talk with professors about a portal where they can download products that are instantly teachable into their courses, they're going to be cynical about that. They are going to wonder, well, who thought through the educational objectives. Why is that material that came from somewhere else, if it's not the party answer (which they won't like) why is it better than something we can do here? At the same time, they and we are going to complain that we have insufficient time to prepare. That the best practices, if you will, are blazing ahead faster than we can completely understand and get our hands around, so we like to kind of have it both ways. That's one of the pathologies, I think, of our educational institutions. There're ways to deal with that actually. It's not an insurmountable issue at all. If we can, and I guess I should go to the next slide.

Games/simulations/role playing

- A useful educational tool for S&R, especially among diverse participants.
- Best when focused on principles of S&R (which need to be developed).
- Need to make clear that S&R is dynamic (intervention may not have the initiative)
- Interesting topics:
  - Cross-community interaction & info sharing
  - Non-Western power structures and political culture
  - Spoiler problems and political losers
  - Counter-insurgency
  - Humanitarian issues
  - Demob, demil, and reintegration
  - How to negotiate
  - Overall S&R strategy development

If we can---don't read this slide yet, it's not the one I'm going to talk about. I'm not going to try to find the right one. If anyone would like to help me. If we can create a repository of case studies, many of our questions dealt with case studies and which one we use, how we use them, where we get them, those kinds of questions. If there is a place where there are base documents, not necessarily an entirely scripted teaching module. Most high level professors don't have extensive teaching notes or teaching plans. They kind of wing it in some ways. But if there's a place where they can look at stuff and draw from it as they choose, if there's someplace where actual base documents, the political/military planning from Kosovo documents, the execution matrixes from other documents, things like that. If those were consolidated and available to professors, I think they would use them. They would go to that place and get the information and figure out if it's relevant to their teaching and also to their research, which is important to most of the professors as well. So that's how you cut through some of that whining about insufficient time to stay current but being unwilling to accept somebody else's answer.

Our discussion focused quite a bit on this method of education, gaming, simulating or role playing. Now a moment ago we talked about the distinction between training exercises and academic or classroom exercises. And we were speaking in our group about educational role playing, gaming, simulations or exercising. We used a lot of terms. This we find is particularly useful for education within S&R if, as we've been telling each other, we are able to achieve a diverse audience. If you don't have a diverse audience or representatives that can stand in to mimic a diverse audience, you're not going to learn as much.

We were trying to figure out what the principles or what the focus of these types of events could be or should be. We had an interesting discussion about the fact that these are educational devices. They are not efforts designed to predict specific outcomes in a particular situation. They are not predictive tools, they are not modeling. They rely on some of that same processes, but they are not designed to do that. And I think in our group we had skepticism that there would be much utility to try to go to that level of specificity to make a kind of a policy tool, if you will. But as an educational tool, this kind of method can be and is in our experience a very useful method to basically cause your students to understand the reality of unintended consequences, even if you can't use the tool to predict what they might be. To cause your students to understand the realities that, and this is particularly important for our military students, to cause them to understand that the levers that they are going to engage and pull on within a piece operation in a broken society, those levers do not have a direct response. When you do this maneuver or this activity with your battalion along with the other actors, it may or may not have the desired effect that your brigade commander had in mind. That's something that is a very important "aha" moment for the military community.

In the same sense, someone earlier in the week made the point that, I think it was one of the professors from West Point, that the enemy has a vote, or the opponent, a better term in this scenario, has a vote. In US policy and I think largely in US education, we do not effectively get that point. We don't get it that even as we, as international actors in some plays, are working like crazy to cause some outcome, that everything else is dynamic too. And people are working to either cooperate with that, (rare), to avoid what we're doing or to subvert what we're doing or to openly attack what the outsiders are doing. So we're learning that we have to teach that. And I think within the academic community, the policy community, we're starting

to recognize that it's there. It's hard for us to seize the initiative in these activities.

We also came up with some ideas which are a lessertive, I would say, this was kind of our brainstorming of different modules, role playing or gaming modules that would be interesting to the ideas that we, in our group, had. And they are listed here. Some of them you will recognize from earlier discussions about where the educational gaps are. This would be a way to get at some of those educational gaps.

Question 4: Access to other USG?

- Yes, thru personal networks (which are limited).
- Some agencies have processes to capture lessons; few learn the lessons.

Question 5: Best practices?

- Captured thru individual networks, individual professional development, published reports.
- 2 Issues:
  1. Determination of what is "best" requires significant analytic art – who determines?
  2. Few formalized feedback loops to educators to gauge if education hits the mark.

We also had some very specific questions. Question 4, do we have basically input from other US Government agencies that we can use in our educational material? And a separate question do those agencies have mechanisms for collecting lessons learned. Our answer is here, yes. We have personal networks. That's the primary method that the professors use to stay connected. By default, those have severe limits. On the lessons learned issue, other agencies do, to the best of our knowledge, have lessons learned processes. We had kind of an editorial comment. It didn't really seem like, just like us, they tend not to learn their lessons either. But I would say from what we didn't say in our discussion most likely that our professors do not tap into a formalized lessons learned process across the US Government and certainly not beyond that to the other communities of actors that we see.

Question 5. Best practices. How do we identify best practices? Again, they are captured through individual networks. Also they are learned through individual professional development, through traditional kind of academic ways of learning what is best. We're starting at our school, at our university, my center the Center for Stabilization and Reconstruction Studies is going to in the coming year, we're going to set aside about $100,000 and set some parameters for the professors. Basically this money will be reserved for them to petition for professional development. Because other parts of the university or the university itself is not resourcing that issue adequately. So what I can do is, by putting some travel money or some conference fee money or even if a professor wants to go to a course, go to one of these foreign courses that requires probably not tuition but TDY funding, we can make that available so that they can actually go out and do these things. So it's important. A year ago when we created our center, we did basically an assessment of capabilities within the university. We realized that we needed more professional development among our faculty to update them, to help them keep current.

It's basically an individual responsibility. And for a year I've been expecting that to be happening because we had identified it as a need, and they all agreed. And to be honest, it hasn't really happened because there is not space or resourcing available to do it. So we're going to try to get at that in some fashion.

The discussion of best practices brought up some issues which you will see here. The first one is basically, well, who decides what's best? And right now I think it's pretty much the person giving the instruction decides what's best. And also what's best for their course, for their students. I don't necessarily think that's wrong. But it might result in some misfires which is an issue. The quality of our personnel, of our educators, has a significant effect on the quality and the appropriateness of the education that is provided. And since those of us in the government don't really operate in a market system, I mean the students keep coming even if we are no good. We may need to think to about some market intervention to QC the products that we are producing. And maybe it's not necessarily poor quality, but maybe we're missing the mark in some cases. We're less relevant than we might be, perhaps. We've been tuning up some of the courses within our Masters Degree in S&R so that we are dealing more with than we have in the past the issues of basically the fighting the counter insurgency while trying to do peacekeeping and state building. That's one of the things that we're trying

to build more into our teaching because that's what our students need to understand. So we need a feedback loop is what our group said.

PKSOI:
Could I just comment? That was one of the things that GEN Dunn when he put out the ideas of Communities of Practice was trying to establish informal feedback loops on these sort of things. So that is one method. But you are right, I mean, the different varieties of ways that you can teach the capabilities of the instructors, those are all things that fill that, or cause that tension in there of best practices. But if you can at least get a dialog. Like this is the start of a dialog. Continue the dialog, sharing ideas and finding ways to share materials. And as Dave talked about a push and a pull system. Help establish a push system which is pushing ideas out there, and a pull system where repository people can get at. Again, what's best is in the eyes of the beholder. And for your personality, your experience, for your audience, that may work very well today, but it won't work for me tomorrow. But at least I can talk about why I thought it was a good process. If we can get that sort of dialog going. That's what we are trying to get at through this conference and through the follow on actions from you. So I think that it's excellent to brand best considered a loose terminology. It's really an idea of getting out there what are some of the unique practices that you've done. What are the experiences you've had so we can provide a system out there with a wide range of views on how to do this. And people can pick and choose from those and learn from each other's experience, and as a minimum identify what didn't work and why. And what was a real bomb and why. And that in itself is helpful as well. So those the sort of things that we're looking at. It's a good point, but we ought not to get too caught around the idea of best. And just be more focused on exposure to different techniques and ideas and different ways of doing it, and share that with each other.

Group C:
For example, we didn't put it on the slides, and I just thought of it now, that's why it's not on the slides. One of our professors is a movie buff. And for almost any learning point that you might have, this person can think of a clip from a movie. And, you know, that is a useful device in the classroom. Throw it in the DVD machine, watch five, ten minutes of a film and say, "Okay, what's going on here?" That's a way to grab your student's attention. But if you're like me and you don't remember the movies very much after

you see them, that's, you know, I need someone to say, "Oh, get this film. Here's the blah, blah, blah." So you know that would be a different kind of method or tool, like a case study.

PKSOI:
The key there is going out to that sort of person and is that person willing to share, that's the other piece. Is that person willing to share his list of movies for teaching points? You know, and maybe he isn't. And I know a lot of folks who aren't. And the idea would be maybe to encourage to share some of them. But there are a lot who are proprietary and say no, that's my piece and I don't want to give up the uniqueness of my teaching style, and everybody out there copying it. And I understand that as well. So, that's the balance. But if you know it's a good system, can you encourage that person to share some of their techniques, maybe not everything. That would be helpful.

Group C:
Yeah, that is an issue, the control over intellectual property and technique. Now as we move forward we will not and we should not ever try to replace the personal networks because that is actually where the sharing does happen. So if we can expand the personal networks. If I go to a professor and say, "Can I have your syllabus that you just spent a hundred hours devising or creating? I want to post it on the web for all of your colleagues to borrow from, etc." They are going to be shy about that. But if they get an email from a friend of theirs, a colleague from another school and it says, "Do you have something on such and so?" They are probably going to zap it right back. So the personal connection, the personal networking is critically important to cause sharing. Otherwise you are going to have a lot of architecture and lip service. So we have to think about it with the human dimension in mind.

PKSOI:
And from the folks who are the educators who are different facilities. That's the sort of task, the sort of thing that you can do to help the others. It isn't so much to go out there and ask this person to post material, but kind of survey your instructors and ask them what they are comfortable with putting out there. For example this individual used movie clips, just say, "Do you mind if we put out there that you're a source who knows how to use movie clips, and someone might have an idea they come to you directly?" He may say

yes. He may not want to put his things out there, but he may say, "If these are the sort of topics that I have some good ideas on, give me a call." And you establish the one on one contact. He doesn't all of his material out on the web. So we would be dependent upon collectively you going back to your instructors and see what they are familiar with so that those folks can say here's what is. And that's how we can start to populate the web with those thoughts and materials and connections and the people and what their skill sets are. So we can let them build those into personal networks and not just have it as one thing. We are only interested in putting out there material. If you don't want the material, then we don't want to list you on the web. You've got to come back and tell us what your instructors are comfortable with and how we can make a website, or access to what they have shared with others and what they're the most comfortable with.

Group C:
Our last two questions are quite focused actually. The first one is Question 6. How do we as educators deal with the piles, the volumes of material that is now being produced within our industry? Basically we deal with it the same way we always have. We sort through it and we find what works for

us. We find the trusted and familiar products. As an illustrative example, the sources that are identified there, those are the ones that we said to each other that we have come to trust and be able to rely upon for some of our needs. And our discussion on this question was not only about education it was very much about education and practice. How do you actually get information that is supportive of operations?

Question 7. What kind of technology do we or others use to disseminate information? It's the standard stuff. Institutional websites or distance or distributed education. Most of our universities have a major emphasis on that in some fashion. Event CDs. We were passing around one from the recent event that my Center held. There are other ones that are out there from other centers. And then out in the field in an operational way, there's a lot of innovation that's being tested or prototyped, and the rapid data management system is one of those ways of collecting, or basically organizing the collection process and sharing of information. So we just put that on there as an indicator that it is happening elsewhere.

Group B:

Current Practices, Gaps and Proposed Solutions
Group B Question Set A

- Question: "Lessons Learned"

- Discussion Points:
  - Doctrine development not same as education
  - Challenge: How should the lessons learned process inform education for PS & RO
  - Military Lessons learned process: Systematic; authoritative; connected to the field
  - Civilian Lessons Learned Process: Ad hoc, decentralized, lacking a delivery system
  - Challenge: How to develop a civilian equivalent
    - Some good news: (S/CRS – Lead for IA Thematic Guides); NGO security lessons and assessment process

- Recommendations
  - Combine recent field observations with enduring principles and doctrine in Pre-deployment training (UK OPTAG)
  - Historians at service schools use oral histories of students
  - Rotate lessons learned specialists into classroom; instructors into field
  - Have commanders identify areas requiring academic research
  - Develop knowledge networks for civilian communities of practice (e.g. INPROL)

Group B:
The last group talked about the perspective of professors. We talked about the difference between the lessons learned and how you get lessons learned into the classroom. Lessons learned are intended form a doctrinal development process. And that's not the same as the way knowledge accumulates in the scholarly world. So just to kind of the way that you've go to go do primary research. And then that's published if your review says it's worthy. And then maybe it's used in the classroom if people think that it has something to contribute. So the challenge then becomes how can we use the lessons learned process to inform what goes on in the classroom. It's not just a simple matter of taking the lessons learned and putting them into instruction. If fact if that's the approach we want to take, the professor is always going to be behind the student. Because the student's know what's going on out in the field and it's going to be real hard for the professor to keep up with him. So that was the way we framed the issue.

And then the second thing we looked at, sort of a systemic and a crude overview of the way it works, the military has a very well defined systematic, authoritative process to validate whether the lessons learned make sense, whether they should be followed, whether they should go into doctrine. And a delivery mechanism. An education system. And of course a train-up pre-deployment process. Those don't exist in the civilian world, by and large. I mean there are a few good news stories. Thank God we have SCRS. I don't know how they are doing all the things they are doing. How are they going to develop thematic eyes for all of these areas? I mean, how big is the structure within the military to do this? You know how is SCRS going to be even able to begin to replicate that. But nevertheless they are undertaking this process. But it's nasty. It's just begun. AID has a system, but it isn't really well connected between what happens in the field with people doing the lessons learned. The challenge then is how do we replicate what the military does on the civilian side. So there's the two things our recommendations wanted to look at.

So we had a great description of how the British military does it. The fundamental point was that in terms of lessons learned, they need to be put within the broader context of doctrine as they're discussed or whether it's part of the train-up for units going into deployment, or certainly discussions in classroom in terms of how they fit into the broader theory. We had some very good possible practices that could be adopted more broadly from the

Marine Corps University. They have just established a history directorate, I guess. But they are going to be doing oral histories of students and the feeding that back into the curriculum. So that's a very interesting concept. And the analog to that, or follow onto that, is that those who are doing the lessons learned process, in this case they are historians, could possibly spend time in the classroom. So they understand better how to make that connection. And of course the professors spending time in the field. So you've got sort of that whole route covered. Those are some good ideas that came out of our discussion.

And in terms of informing, having the academic process, being informed by the lessons learned requirements, if you will, but if the commanders in the field, and I think it's the PAD system, but I can't describe it. There is a way by which we can extract from commanders what is needed. What areas could benefit from additional research. And then of course, fund that activity by the academic community. So we're beginning to plug the gaps that exist. The biggest gap is how do you create a mechanism by which lessons learned in the civilian world are not just learned, but they are also applied? And that's going to challenge what we've been trying to address at USIP for about four years now, but we're in a couple of months going to have functioning, at least, a community of practice for the rule of law practitioners. Which is a broad spectrum from, really I include military intelligence, you are the people who have to gather evidence for judges, prosecutors, police, etc. to incarceration, that whole community to be able to link the people in the field, the practitioner who needs to have access to the lessons that have been learned with those who have done the learning in the past experience base, and also the documents that have been developed. Not just lessons learned documents, but what they actually need to have to make a mission function, whether it's a strategic plan, or assessments, budgets, regulations, SOPs, etc. But that is intended. That's the very purpose of that network is in a sense to create on the civilian side a process that replicates what the military does in its lessons learned to doctrine process.

Next slide please. We looked at the case studies exercises simulation area. We obviously felt they were valuable but there should be a range of them that would show the diversity of peace and stability operations and their complexity, but also the way we've evolved in our understanding of what needs to be done, because the challenge has certainly expanded over time. So we've had to adapt and come up with new structures, new capabilities, new concepts. So case studies can help us understand that evolution. In fact

that puts us on the bow wave of that lessons learned learning curve. OK, now we have a new mission. It's presenting new challenges, but here's the history of how we've evolved from prior to that. And of course the whole point being to illustrate the basic principles.

Current Practices, Gaps and Proposed Solutions
Group B Question Set A

- Question: Case Studies, Exercises, Simulations, or Games
- Discussion Points
  - Case Studies/Research
    - use broad range of cases to capture complexity and diversity of PS&RO
    - to illustrate/reinforce principals and learning points
    - to show evolution of our understanding of principles
  - Exercises/Simulations
    - Adds realism by including experienced practitioners
  - Use Red Teams but ensure support for teaching objective
- Recommendation
  - Directed research to develop relevant case studies for classroom use
  - Involve reps from entire PS&RO community in the development of exercises, stimulations, games and in the play
  - Computer simulations for distance learning

Exercises in simulation, we felt that it's vitally important. Yes, those are great, but should involve practitioners from across the whole spectrum of the peace and stability ops community, to be involved in the development of the exercises, and then of course in the play. And Dave had a great description of the challenge in getting students from the NGO world, or the IO world into our courses, but that certainly would be extremely beneficial. And maybe we need to think creatively about how to do that. I mean, we didn't discuss this, but, Dave, you challenged us. Maybe we only have NGO and IO participants as students in the block of instruction that deals peace and stability ops. Maybe they only come in play during the exercise. So they don't have to spend nine months but they are there when we need them and they are there when it benefits them the most. So that's the student body participation.

On the other side in terms of development of the exercise scenarios, the good news story there, and I may have skipped over it before, but there is

a process now that's just begun. We've started to institutionalize it, where at least the NGO community and DOD are meeting on a regular basis in a working group to talk about a number of things. But the top priority of that group right now is to help find a way for DOD to understand the principles, the practices, the motivations, that drive the NGO community. You don't say no?

PKSOI:
It's to help the US government understand the roles and motivations (of NGOs). To help the NGOs understand that it's more than the military -- it's the whole government. And to get us all working together.

Group B:
True. So that's the top priority, though, is that understanding of the principles that guide NGO practice. And how to get them into our education system and into the mindsets of the commanders and staff, etc. So a step was taken in that direction out in Monterrey in August where we had an exercise, and we've discussed where we're trying to go with this. But we envision after having several of these where we can actually get to the point where we capture the real issues that are at play here in terms of coordination, information sharing, security, the role of the military in providing assistance, etc. Then perhaps we can then have a DVD that really describes, that really explains to whoever would watch it, the issues they are going to confront in the field themselves. So that's one of the mechanisms that could be used for this purpose. Afterwards, actually it was Bill Peterson, who mentioned, you know, we have a whole community out there in terms at least of intermediate and senior service schools, who have to learn, not by coming to the school house where they can participate in these exercises, but they are learning through distance learning. So computer simulations would be extremely valuable tools, I think, that would replicate the experience that one goes through on a peace and stability operation, and to allow the student to put themselves in that position. And either play the role in a solitary way, but ideally with other actors if we can make that happen.

Current Practices, Gaps and Proposed Solutions
Group B Question Set A

- Question: Sharing of Information on PS&RO and Access to Other Civilian Agencies

- Discussion:
  - No known lessons learned process among civilian agencies except S/CRS (new) and AID (limited)
  - DOD-NGO Working Group has been created

- Recommendation:
  - Develop a Community of Practice for educators in PS & RO
  - Bibliography of educational resource materials (case studies, exercises, lessons learned, etc.)

Next slide please. So sharing information and access the civilian agencies -- and of course, we were not aware of lessons learned processes other than what I mentioned -- one that's beginning at S/CRS and AID. And so there wasn't a lot to be shared. And in fact lessons may be, even if they were being learned, they're not being applied. So do we need to do things, as I mentioned before, try to create those processes on the civilian side. And I mentioned the working group here. But what do we do about his void for sharing information across the different communities? And this is an idea that has been mentioned previously, so we are just endorsing it and calling it a community of practice here. But a community of practice for educators. So that they can, as somebody said, Dave, I think, awareness of what's going on. And one of the things that that community could do would be to endorse or identify what it considers to be the best literature out there for potential adoption.

Current Practices, Gaps and Proposed Solutions
Group B Question Set A

- Question: Identifying and Sorting Relevant Information
- Discussion
  - Idiosyncratic process
- Recommendations:
  - A community of practice with website needs to be established
    - moderated by subject matter expert(s)
    - supported by information management
  - The community of practices needs "face-to-face" contact (e.g. annual PKSOI education conference)

Next slide please. Sorting relevant information. And that made a good point. Professional development is an individual responsibility. So every professor is going to approach that problem in their own manner with their own networks. But how can we assist that? And that's the awareness issue. And again we've obviously reached a good idea, a cutoff point, but that community of practice should at least make them aware; make it possible for them to become aware of what's evolving in the field, what's being written and what's being adopted in other classes. That community of practice has to have, and this is I think probably the most important value added in terms of our discussion, two things are really needed if you are going to make it work. Somebody's got to play the role of a moderator. Somebody's got to step up to the plate. It's not like we all say that this person is the fount of all knowledge, but rather they are willing to put the resources forward to assist the broader community and help us coordinate our efforts.

And that's the subject matter side, but it also requires information management. And that's not just technology, but an investment in the ability to share information. Something that we've invested in at USIP, in fact this is directly relevant, to do that, to share information across databases, you need to have something called a thesaurus, Library Science folks tell us. We've invested $100,000 in creating such a thesaurus for rule of law purposes, with the intention of expanding it to all of the communities of practice involved in peace and stability ops. What it's going to do is allow the OSCE, the UN, the European Union, they're the ones who sent practitioners into the field for rule of law purposes, but any other organization that does, to share information across those organizations. And then tap into other databases

like the Library of Congress that has a global legal information network. That's just one example of other databases. So they will be mutually communicable. And a point that was made previously, I think by Dave, there has to be the personal contact. That abstract community that exists in the ether out there, has to come together, at least some of them, on a personal basis. And I think this is where the PKSOI annual education conference at least would be one venue where people come together and get to know each other. But then that community can flourish using the network subsequently. And I think that's it. So---questions, please.

Question:
You made a statement in talking to this slide that I may not have caught the entire meaning of, but something to the effect that professional development being an individual responsibility.

Group B:
That's for the instructor in the classroom.

Question:
Could you expand by what's meant by that, because if that's all there is to it, I have to push back a little.

Group B:
Well, I mean, I was picking up on something that Nat said. But our point was that it is idiosyncratic, everybody does it in their own way. It's their responsibility fundamentally to add, and of course, that's I guess in my understanding of what he was saying. In an educational setting, it's academic freedom. There are things that you have to get across to your students, but the way you do that is up to you. So there's a limit of the extent to which there could be a top down approach to this is what we need to teach in the classroom. You can only go so far.

Comment:
That came out of the conversations about when we were talking about how do you keep everything current as much as you can. And the business of where are we going rather than having the people coming and fighting the last war. So it wasn't a matter of saying that professors don't do this. It was, how do you ensure that you leave the space for them.

Group B:
Right, and assist them. And the point of that is that you can't tell the professor what to do, but we can make information available more readily and easily accessible. And actually if you have some entity, and I think we all would like to see one logical place to take some of the lead in this, would be PKSOI. And if PKSOI says here's some interesting reading lists that the War Colleges have, or here is some literature you should be aware of, it's an individual responsibility to go look it up. But at least they've been told here is what people are reading. Here's what's shaping the way people are thinking and acting in the field. And you may want to incorporate it in your instruction, but beyond that we really can't go much further. Other questions?

PKSOI:
Thank you, now it's Group A.

Day 2 Questions A, B, C

Question 1.

- How are "lessons learned" obtained and used? Are they available and readily accessible in formats that are useful in meeting your educational goals?
  - Data has to be gathered, coded and evaluated and then converted from lessons gathered into lessons learned
  - How the lessons are obtained can affect it's accuracy and utility
  - Center for Army Lessons Learned (CALL), JFCOM initiatives (JULLS)
    - Operational/Strategic Level ???
  - A need to take advantage of lessons learned from other agencies
    - USAID, DoS, etc have Lessons Leaned
  - Examine the Harvard Business School Model: Learning Before/During/After

Group A:
This is a very similar area to discuss that teams B and C had. And it's all right there. Our focus area were resources, but defined in those three areas. Current practices, gaps, proposed solutions, seven discussion questions or

seven sets of questions, because some are multiple questions, so a simplistic brief back to the group is we'll have one slide per question set and offer that up for further discussion.

We spent a lot of time on both this and best practices. Lessons learned, how are they obtained and are they available readily accessible and in the format that you need? Here's our issue with this. Do we really use lessons learned? Are there such things as lessons learned because for the most part we don't believe there are. We believe there are thousands, perhaps hundreds of thousands, of lessons gathered. But what process exists to actually turn that into something that we could call a lesson learned? I mean there's a vetting process for taking a collector who's in Iraq and what they've observed; they write that down and they give it back to their boss, or committee of bosses, and they take that information and it is eventually blessed and makes it into a publication. So what would you call that? Is that a lesson learned? Who has learned this change in procedure, or this new way of doing business, or the pitfall of doing it this way, or this piece of cultural knowledge that was contrary to what we thought going into this operation? Who has in fact learned it? Who gets it after that? Is there a process in place so that the people over there now operating in this peace, stability or reconstruction operation receive this so-called lesson learned? And even if they do receive it before they cease their current mission, is there a process in place for them to actually go through a retraining period, a meeting, some type of forum? So that they can discuss, okay, here's how we were doing business. This agency said that's no longer the way to do it. This is the new way to do it. Do we have the resources to do it? Do we have the time to do it? Do we even understand a different way of doing it? We challenge the entire thing we're calling lessons learned. Because there doesn't seem to be an institutionalized process to take an observation into a change in behavior that causes the effect that we want.

Comment:
I would challenge your statement within the Army. Now across DOD and outside the Department of Defense, I'm not prepared to talk about. But within the Army, first thing I'd say is I agree with your comment that in order for a lesson to be learned, there must be some kind of a behavior change, or change must be made somewhere in doctrine, training or something like that. Our name, Center for Army Lessons Learned was given to us by the

Chief of Staff of the Army about 20 years ago. So that was a given, but we knew that the learning piece of it meant that there had to be something that happened that as a result of the observations or the tactic techniques and procedures that were shared across the Army. But as far as the comments about the formal process for both sharing and for institutionalizing the changes that need to be made, we do have that in place. And even within theater, we're capable of sharing significant lessons. We get thousands of observations or thousands of tactics, techniques and procedures on an annual basis. Many of them are very mundane, very low level. Nevertheless they are important to somebody who has a problem they are faced with and are trying to work through, and want to use somebody else's learning process to get there. But the more significant ones, we're capable of sharing in theater on almost a real time basis. Now we can't provide the resources that someone might have used to effectively do something. As they come across a new problem and they figure out how to solve that problem. But we share the information on how that organization or that unit performed that task with others so someone else coming across that same or similar type of situation now has something other than a blank piece of paper to work with. And we've done that at least since Bosnia. Because when we go into theater with a team, they work for the Chief of Staff of the unit, and we are capable of assisting the unit in the process of learning as they're doing. I had to make the statement because within the Army I know for a fact that we've been doing this now for about 20 years.

PKSOI:
But again, we are talking education. And we can't exhibit ADD when we're talking education. Attention Deficit Disorder, because with education the change is not going to be as readily apparent, as rapidly apparent, whereas with tactics, techniques and procedures in training, you're going to see the change. And you see the change in tactics, techniques and procedures as you watched the progression of people's experiences and their performance at training centers over time. You also see it fall back again when we start [unclear] coming on up. And you can do a trend on an analysis of that sort of stuff at training centers. But it is harder to do it within the educational system and within the doctrine and the constant development, absolutely, but you can't be looking for the immediate satisfaction of "I automatically see change." Because what we are trying to do is teach people how to think,

not what to think from the educational point of view. So it's going to have to be a long term as you see that and you assess it. And that is a challenge. How do you still assess it? I absolutely agree. I just don't, you know, I can talk of things that did occur in planning and things like that in Baghdad where folks came in and people did adjust because the idea made sense, or someone had a better way of doing things. And you saw those incremental changes, but still you might have changed the process because someone shared an observation with you, but did it change the effect on the ground? I don't know because that takes a long time to determine that. So you've got to be careful. I agree with your point that lessons gathered versus lessons learned and how do we verify that the lesson is being learned. We need to look at that. I think that's something we're studying and trying to be able to asses that. But we've also got to make sure we're not looking for immediate satisfaction because that's not going to be.

Group A:
And the point may be that we're over emphasizing, over prioritizing so called lessons learned as an educational resource. The last bullet I'd like to talk to was an interesting point that we weren't aware of: a Harvard business school model of learning -- learning before, learning during, learning after. And the idea of lessons learned seems to be focused on how we learn after something has taken place. Are there similar processes? We don't believe there are, within this community for capturing learning before operations and learning during operations. Yes?

Question:
Is there anybody here who can explain what the JULL is?

Group A:
Oh, yeah. Joint Uniform Lessons Learned. It's the joint equivalent to the gathering of lessons learned on the Army side. So that there is a database that has joint lessons learned in it, just like the CALL, the Center for Army Lessons Learned database, has Army lessons learned in it. And I'm sure there are several in this room that could make subjective assessments of the joint lessons learned database. I will not at this time.

Day 2 Questions A, B, C

Question 2.

- Does your organization use case studies in your instruction? Where do you get your case studies?
  - Case Studies are valid sources.
  - Provided by the Institution
  - Student Produced

The second question was on case studies and we didn't have much to say on it. We think they are valid. There are two sources for them: the institution, at least those teaching institutions that we're aware of in our group already have prepared case studies. Although no one in our group knew if there are specific peace, stability and reconstruction operation case studies because we didn't have that particular department represented in our group. But I know for a fact in the Department that I'm in, we use case studies frequently. So that is an instructional method. But when you have students develop a case study over a term or over a year, now it becomes research and another educational method, and another way of adding to the body of knowledge. So we looked at these case studies in two ways in that respect.

The third question dealt with resources. We had quite a bit of discussion and there is a lot of expertise, especially in the areas of exercises and simulations and games, that not all of us were aware of. But first on resources. Many organizations are collecting stuff. Someone talked about three to four hundred research papers. We could probably get a lot more every year, just from senior service colleges. 330 students at the Army War College. Let's take the others as an equivalent number so we're over five or six hundred senior level or research papers that are available. Not of all of the, granted, deal with peace, stability and reconstruction operations. Here at the War College, at least last year, a great majority dealt with are topics out of what we've developed a key strategic issues list. And that's developed here, but it's coordinated with the joint staff, the army staff, interagency and combatant commands and other major commands within the Department of the Army. It was a list of issues on what ought to be studied for a given year. A previous bullet from one of the other groups talked about a recommendation was that commanders talk about what we ought to conduct research on in

Day 2 Questions A, B, C

Question 3.

- What resources – such as case studies, exercises, simulations, or games – could usefully be developed to aid educators in teaching stability operations? What do you use in your courses?
  - Many organizations collecting data (stuff)
    - A need for qualitative checks (institutional biase., e.g. AWC/SRP/SSI)
      - Key Strategic Issues List (KSIL)
      - Consider interagency "Key Strategic Issues List"
      - Open sources posting ??
  - Simulations:
      - Operational Art of War (modified)
      - JANUS
  - Exercise/Game:
      - Purple Hope (JFSC)
      - SENSE – (USIP)
      - Algezera – (FSI)
  - Survey existing SIMs exercise and models

our teaching institutions. At least at the combatant command level they are already doing so, as regards our strategic issues list.

PKSOI:
It's also available on line on the SSI (Strategic Studies Institute) website.

Group A:
OK. So that's a guide for research. We're writing hundreds of papers every year on topics and some of them have to deal with PS&RO just by default, I would think. Now what happens to those papers? A show of hands, how many in here are familiar with that resource? This is a participative exercise. OK. So it's less than 10% of this room are even familiar that there are over 500 papers being written every year at the graduate level, at least in theory they are, on strategic topics of interest. So that comes in later on our recommendations. This education council or this community of practice or this collaborative website is a way of sharing information. In terms of simulations, Ike, who's not here, talked about two different simulations he

used while at the school of Advanced Military Studies at Ft. Leavenworth. One was a game turned into a simulation called the operational art of war that they modified to get at peace, stability and reconstruction operations. Another is JANUS which is a standard simulation that we use but again modified to get at this particular peacekeeping operation. So they have used those successfully as part of his curriculum at SAMS.

Exercises and games. Purple hope, that was Taylor at Joint Forces Staff College used that as a response to a volcano episode, humanitarian assistance has used that exercise. SENSE is an acronym that we weren't able to tell what it meant. Evidently USIP has used that as a response to a failed state type exercise. Al-Jazera Foreign Studies Institute has used that also. So those were three specific exercises or games that we are aware of that dealt with PS&RO. However, at least based on our sample size of eight in our group, we still feel there's a need to conduct a survey, a fairly comprehensive list of what is available in the world of simulation exercising games. A start point was made, Larry, and you said that was by ----

Larry:
Sponsored by Pacific Command about six years ago; they did a complete survey of stability operations related simulations, games and tools.

Group A:
So we would just have to have that updated for the last six years, but probably a pretty good start point to go with.

Comment:
There's another simulation, it's like JANUS on steroids, it's called JCTS, Joint Conflict and Tactical Simulation. It's labor intensive but you can have multiple factions as normally with like CBS, Core Battle Simulation. You got red and blue and they automatically want to attack one another. In JCTS you can tell the individual factions and you can change it while the game is going on. Okay, today if he does this, I'm going to be anti-him or I'm going to be pro-him or whatever. Like I said it's labor intensive, but JCTS is a good simulation.

Question:
Who has that?

Answer:
It's Army owned, I guess. It's Army proprietary. And I'll give you a card and we're licensed to go ahead and use it as a defense contracting agency.

Comment:
JCTS is widely used particularly as an urban simulation. It is very much a tactical level simulation that puts individuals against individuals on the streets in cities for the most part. But you can use it a little broader than that.

Comment;
There's others as well, I mean the Brits have DIMD. We have SEES and there's also STATMAS. So all these different simulations get at different parts.

Group A:
These are just a couple of examples.

Day 2 Questions A, B, C

Question 4.

- Do you have access to other parts of the US government (the Department of State, Justice, USAID Treasury and Commerce)?
- Do those agencies have mechanisms for collecting "lessons learned"?

Better issues: Are we plugged in with relevant agencies and academia?

- Access varies widely
- Raw data exist in academic databases
- Need to tap into peace study academic institutions

Fourth question, access to other parts. And so we asked in our group, do you access to who you need to talk to in the other parts of government? The immediate answer was yes. Everyone in our group had access. It was more along what the previous group had said, personal contacts. So maybe we're not asking the right question. So relevance has to be here. Are we plugged in with the relevant agencies? Are we exchanging the right information more on

a push system? Are we aware of the things we ought to be aware of from the other agencies as it relates to us? I guess would be our definition of plugged in. And so that answer now was not 100% and it varied widely. There is a lot of raw data and we had an example of some of the quantitative studies that are done in the academic world that do not translate easily to how we would use them in the PS&RO world. And so a lot more can be done in pursuing resolution to the issues on here. So it's not just a question of access, it's a question of constant information exchange, but usable information.

Day 2 Questions A, B, C

Question 5.

- How do we identify best practices? Is there a mechanism for sharing best practices among institutions on the topic of stability operations?
  - Need to build bridges between institutions
    - Use of interns and exchange across institutions
  - Interagency Education Coordination Council
  - Communities of practice; consortium

How do we identify best practices? The first time we got to this question and it's not up here, but we said, well, doesn't it take the best people to identify the best practices? So how do we identify the best people? And are the best people always the ones that are our educators? And in the Department of Defense, at least in the Army, the idea of best is a lot of different variations. But let's take the one that will command a brigade, will command a division, will command a corps, will command an Army or become a combatant commander. Those type of so-called best don't sacrifice two or three years during their career to come to a senior service college and educate those who will take their place in five to ten years.

But then we said, well, maybe it doesn't take the best people to identify the best practices. Maybe what it takes is the right information and a process by which that information can then be hashed around and then decisions made if it gets to the right level. So the need is to build bridges across institution, again, with exchanges. We talked about the use of interns that one of our group had very successful experience with. And exchanges among the various agencies has come up several times in answers to several

of the issues that we dealt with this week. Once again, our recommendation is for the establishment of a something similar to a military education coordination council, but an interagency coordination council. The start point may be this community of practices, the consortium was already mentioned as something already ongoing in terms of getting together those that need to know, exchanging relevant information on a continuous basis to further advance and actually close some of these issues out.

Day 2 Questions A, B, C

Question 6.

- With so much information available from a myriad of sources, what have you found has worked best in terms of sorting through all the sources? Which sources have proved to be the best for your purposes?
  - Find out what the S&RO forums and journals are and which are most influential
  - Don't forget human researchers - valuable resources
  - Search by "concept" vs search by "index"
  - GOOGLE, PROQUEST, EBSCOHOST

The 6th question dealt with managing information, really, sorting though the sources. The bottom line really is on the bottom (of the slide). We asked around, have you used anything better than Google in going through sources. Well, no one in our group did. Although for some military specific research the Proquest that's at least used here at the Army War College is very good as a search engine. Ft. Leavenworth has something called Ebscohost. A couple of specific forums or journals were mentioned previously; we did not know of any specific PS&RO Journals that were okay. These were the accepted ones; these are the ten that you always try to get published in. Well, we either develop them or identified them as our recommendation. As we're looking through all the sources and managing information, a reminder not to forget our research assistants in the libraries, or the librarians who can help us.

And the interesting idea of the way we search nowadays is by word. If you have a book, up front you have the table of contents and in the back

you have an index. And we're conditioned almost to search by what's in the index, the words. I think what we need, though, is the ability to search by the concept, by what the table of contents represents. And if we can get to that, we think, at least in our group, our recommendation is that trying to find what you want would be much more manageable.

Day 2 Questions A, B, C

Question 7.

- How does your institution use technology to facilitate the dissemination of information on S R & O? What are your insights on the best use of technology?
  - Use of EMAIL
    - SHAREPOINT
  - Recommend surveying best tools and evaluating them for research
  - Leverage existing systems
  - Need to consider "Concept Based" search protocols
  - Need to survey who has what collaborative tool and what their capabilities are

And the 7th Question, how do we use technology? We've talked about a lot of different tools. We had a demonstration on a tool yesterday. When all else fails, we continually send either documents to each other or we post it on a site and send you an email note saying, "Hey, I just posted it here. Read it when you can." Here at the War College we started using Sharepoint this year as a collaborative tool. We can have threaded discussions. We can post documents, make announcements. It doesn't have VTC.

You know the capability of other tools. We recommend another survey to determine what are the best tools and evaluate them for research. But we also had a long discussion on, we really don't want to come back here in September of 2006 and just talk about this issue again. If we haven't started doing something by then, I think we will have failed on this point. Because we think it's a relatively easy one to solve. Every tool we've talked about, every tool you have worked with or that you have works. It may be the 80% solution. And one may be 81%. OK, this has this, and this has this. But they both do this. And what they both do and what they

all do is allow is to collaborate better than what we are doing today. So really our recommendation is, let's pick one and use it. Let's start sharing information collaboratively instead of talking about how we're going to do it. And that's, I guess, what leverage existing systems means. Concept base search protocols is what we talked about on the last slide. And what their capabilities are. Those were petty much the results of our discussions. Any further questions?