

Become An Army Officer

Mentoring matters! It matters because it shapes both the present and future of our Army. It matters because at our core, we are social beings who need the company of one another to blossom. It matters because, as steel sharpens steel, so professionals become more lethal and capable when they can feed off one another. This book is all about the lived experience of mentoring for Army officers. Within these pages, you will read real stories by real officers talking about their mentoring experiences. Excerpt from *The Armed Forces Officer*: "In 1950, the great Soldier-Soldier-Statesman George C. Marshall, then serving as the Secretary of Defense, signed a cover page for a new book titled *The Armed Forces Officer*. That original version of this book was written by none other than S.L.A. Marshall, who later explained that Secretary Marshall had 'inspired the undertaking due to his personal conviction that American military officers, of whatever service, should share common ground ethically and morally.' Written at the dawn of the nuclear age and the emergence of the Cold War, it addressed an officer corps tasked with developing a strategy of nuclear deterrence, facing unprecedented deployments, and adapting to the creation of the Department of Defense and other new organizations necessary to manage the threats of a new global order. Now, in the second decade of the 21st century, our nation is again confronted with a volatile and complex security environment, and addressing the challenges of our time will place new demands on military leaders at all levels. We in the

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Profession of Arms will continue to adapt our training and education programs, as we have always done, to provide our officers with the intellectual and practical tools necessary to succeed in this unpredictable and unstable world. The character of warfare may change over time, but its nature does not. As novel as much of the current security environment may seem, George C. Marshall's wisdom still rings true today. Regardless of the challenges we face, our leaders, especially our officers, must share a moral foundation and practice a common professional ethic. Our tactics, techniques, and practices may change, but our bedrock principles remain the same. This new edition of *The Armed Forces Officer* articulates the ethical and moral underpinnings at the core of our profession. The special trust and confidence placed in us by the Nation we protect is built upon this foundation. I commend members of our officer corps to embrace the principles of this important book and practice them daily in the performance of your duties. More importantly, I expect you to imbue these values in the next generation of leaders." --Joseph F. Dunford, Jr. General, U.S. Marine Corps Chairman of the Joint Chiefs of Staff

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"The Reserve Officer Training Corps (ROTC) is an essential commissioning source for the U.S. Army. ROTC has recently produced the majority of the Army's new Officers and yields Officers that eventually reach the highest ranks. Analyses have indicated that Officers graduating from the four-year ROTC scholarship program tend to be more likely than their non-scholarship ROTC, U.S. Military Academy (USMA), and Officer Candidate School (OCS) counterparts to leave after their initial Active Duty Service Obligation (ADSO).

Furthermore, relative to non-scholarship Cadets, four-year scholarship Cadets tend to be less likely to complete the ROTC program and become commissioned Officers. Data collected for the current project showed that approximately 10.3% of four-year scholarship freshmen in 2007 disenrolled between their freshman and sophomore years. The primary purpose of the current project was to develop and validate a new measure that would improve the prediction of ROTC continuance for four-year scholarship recipients. The long-term objective of this project is to provide the foundation for future longitudinal research that examines the impact of the new measures for predicting ROTC

program completion, commissioning, and career continuance in the Army. This report describes the development of the Cadet Background and Experience Form (CBEF) and its initial validation for predicting disenrollment criteria."--Stinet.

Full color publication with photographs. A first of its kind, this book-of, by, and for the noncommissioned officer and petty officer-is a comprehensive explanation of the enlisted leader across the U.S. Armed Services. It complements The Armed Forces Officer, the latest edition of which was published by NDU Press in 2007, as well as the Services' NCO/PO manuals and handbooks. Written by a team of Active, Reserve, and retired senior enlisted leaders from all Service branches, this book defines and describes how NCOs/POs fit into an organization, centers them in the Profession of Arms, explains their dual roles of complementing the officer and enabling the force, and exposes their international engagement. As Chairman of the Joint Chiefs of Staff General Martin E. Dempsey writes in his foreword to the book, "We know noncommissioned officers and petty officers to have exceptional competence, professional character, and soldierly grit-they are exemplars of our Profession of Arms." Aspirational and fulfilling, this book helps prepare young men and women who strive to become NCOs/POs, re-inspires serving enlisted leaders, and stimulates reflection by those who have retired from or left active service. It also gives those who have never worn the uniform a better understanding of who these exceptional men and women are, and why they are properly known as the "Backbone of the Armed Forces."

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An ethics handbook for a profession unlike any other. Between 1947 and 1963, every able-bodied male in Britain turned seventeen was required by Act of Parliament to do two years' service in one of the Armed Forces (with the inevitable variations and exceptions). In the course of those fifteen years, over two and a half million young men were drafted into uniform of one colour or another. Seventy-five per cent found themselves in the Army. Human nature being what it is, that meant that a sizeable proportion of them formed, or cherished, the ambition to become an officer, to hold the Queen's Commission. That's a lot of ambition. The successful ones among them would have to undergo some fairly intensive training before that commission was granted. That meant that, before anything else could happen, the authorities had to make up their minds which aspirants seemed to be the most likely prospects. Put in military terms, how did 'they' locate and select their 'Potential Leaders'? This is an account of what happened to a typical national serviceman who found himself drafted into a 'Potential Leader' platoon for his ten weeks' basic training – in this case in the Army. How did he get there? Why did the Army put him there? And what did they do in the succeeding ten weeks to reassure themselves that they hadn't made a mistake? It made for an eventful, and at times slightly mysterious ten weeks.

For more than eighty years, this book has been the bible for U.S. Army officers. Condensed from Army regulations--and the customs and traditions of the service--this new edition provides the most up-to-date

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soldier information and frank advice on a variety of issues relating to service life. Practical advice on Army leadership and command Fully updated with the latest information for officers of all ranks, branches, and components Covers uniforms and insignia, duties and responsibilities, privileges and restrictions, courtesy and customs, posts and organizations, regulations and references, and more 16-page color insert of medals and badges Published by Stackpole Books and its corporate predecessors for more than eighty years

ADP 6-22 describes enduring concepts of leadership through the core competencies and attributes required of leaders of all cohorts and all organizations, regardless of mission or setting. These principles reflect decades of experience and validated scientific knowledge. An ideal Army leader serves as a role model through strong intellect, physical presence, professional competence, and moral character. An Army leader is able and willing to act decisively, within superior leaders' intent and purpose, and in the organization's best interests. Army leaders recognize that organizations, built on mutual trust and confidence, accomplish missions. Every member of the Army, military or civilian, is part of a team and functions in the role of leader and subordinate. Being a good subordinate is part of being an effective leader. Leaders do not just lead subordinates—they also lead other leaders. Leaders are not limited to just those designated by position, rank, or authority.

Sheds light upon reasons for changing attitudes toward United States military leaders particularly from the War of 1812 to the Spanish-American War

Includes a foreword by Major General David A. Rubenstein. From the editor: "71F, or "71 Foxtrot," is the AOC (area of concentration) code assigned by the U.S. Army to the

specialty of Research Psychology. Qualifying as an Army research psychologist requires, first of all, a Ph.D. from a research (not clinical) intensive graduate psychology program. Due to their advanced education, research psychologists receive a direct commission as Army officers in the Medical Service Corps at the rank of captain. In terms of numbers, the 71F AOC is a small one, with only 25 to 30 officers serving in any given year. However, the 71F impact is much bigger than this small cadre suggests. Army research psychologists apply their extensive training and expertise in the science of psychology and social behavior toward understanding, preserving, and enhancing the health, well being, morale, and performance of Soldiers and military families. As is clear throughout the pages of this book, they do this in many ways and in many areas, but always with a scientific approach. This is the 71F advantage: applying the science of psychology to understand the human dimension, and developing programs, policies, and products to benefit the person in military operations. This book grew out of the April 2008 biennial conference of U.S. Army Research Psychologists, held in Bethesda, Maryland. This meeting was to be my last as Consultant to the Surgeon General for Research Psychology, and I thought it would be a good idea to publish proceedings, which had not been done before. As Consultant, I'd often wished for such a document to help explain to people what it is that Army Research Psychologists "do for a living." In addition to our core group of 71Fs, at the Bethesda 2008 meeting we had several brand-new members, and a number of distinguished retirees, the "grey-beards" of the 71F clan. Together with longtime 71F colleagues Ross Pastel and Mark Vaitkus, I also saw an unusual opportunity to capture some of the history of the Army Research Psychology specialty while providing a representative sample of current 71F research and activities. It seemed to us especially

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important to do this at a time when the operational demands on the Army and the total force were reaching unprecedented levels, with no sign of easing, and with the Army in turn relying more heavily on research psychology to inform its programs for protecting the health, well being, and performance of Soldiers and their families."

Parachute Regiment OfficerHow2Become LtdNew Army Officer's Survival GuideCadet to Commission Through Command

As the Contemporary Operating Environment (COE) has shifted away from a necessity to apply conventional tactics towards a counterinsurgency fight, culture has become increasingly important to the U.S. Army. In the wake of such a tremendous tactical policy change, the U.S. Army must find a way to increase the cultural knowledge and strategic language capabilities within its Officer Corps. The Army's Training and Doctrine Command (TRADOC) recognizes this need and is seeking innovative ways to tackle such a challenge. By promoting the acquisition of culture and language comprehension before individuals become commissioned, the Army can save both time and money in training officers to prepare for the COIN fight. The author proposes implementing Order of Merit Score (OMS) and financial incentives for ROTC cadets who study abroad and/or demonstrate a proficiency in a strategic language. General William S. Wallace, the current TRADOC Commander, hosted a media roundtable in October of 2007 in which he discussed his plan to improve language skills within the Army through doctrinal changes. GEN Wallace said, "I, for example, think that every one of our ROTC scholarship recipients ought to be required to take a strategic language for some period of time." Such a change in the ROTC curriculum would certainly benefit both the COIN fight and diplomatic relations with other nations. Compared to

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today, significantly more officers would speak a strategic language proficiently. Furthermore, this requirement would enable the Army to conserve training time and DoD funding, as cadets would learn the languages while still in college before they become commissioned.

In April 1917, Congress approved President Woodrow Wilson's request to declare war on the Central Powers, thrusting the United States into World War I with the rallying cry, "The world must be made safe for democracy." Two months later 1,250 African American men--college graduates, businessmen, doctors, lawyers, reverends and non-commissioned officers--volunteered to become the first blacks to receive officer training at Fort Des Moines, Iowa. Denied the full privileges and protections of democracy at home, they prepared to defend it abroad in hopes that their service would be rewarded with equal citizenship at war's end. This book tells the stories of these black American soldiers' lives during training, in combat and after their return home. The author addresses issues of national and international racism and equality and discusses the Army's use of African American troops, the creation of a segregated officer training camp, the war's implications for civil rights in America, and military duty as an obligation of citizenship.

To find more information about Rowman and Littlefield titles, please visit www.rowmanlittlefield.com.

A one-stop shop for many of the questions and concerns that cadets and junior officers have as they enter a career in the U.S. Army, the *New Army Officer's Survival Guide: Cadet to Commission through Command* is the advice-equivalent to a double espresso for junior Army officers; it's simple, it doesn't take long to get through, and it provides

results. *New Army Officer's Survival Guide: Cadet to Commission through Command* comprises advice gained from the author's first-hand experiences in two separate Company Commands totaling over forty-one months paired with current Army resources and doctrine. Floeter covers many lessons that most officers learn the hard way as a means to help junior officers succeed. *New Army Officer's Survival Guide: Cadet to Commission through Command* provides an overview of Army ROTC, a detailed walkthrough of skills needed by Junior Officers across the Army, and a consideration of the intangible measures of successful Commanders, explaining techniques and possible leadership styles or methods to utilize in common situations. It wraps up with four Annexes: Useful gear for the field and office; officer branch and Basic Officer Leader Course information; common acronyms and phrases, and a list of each Punitive Article of the UCMJ. Levi J. Floeter combines dozens of resources into a single easily-readable volume that a cadet or junior officer can carry with them for reference. Floeter's crisp and clear writing style makes this book a great complement current to Army doctrine and regulations.

An Army officer must lead men into frightening and dangerous situations and sometimes make them do things that they never thought they could do. This book recounts how British officers have led their

men, and commanded their respect, from the days of Marlborough to the Second Iraq war of 2003.

Anthony Clayton explores who the officers, men and now women, have been and are, where they came from, what ideals or traditions have motivated them, and their own perceptions of themselves. His account tells the fascinating story of how the role of the military officer evolved, illustrated by a selection of captivating images, and the personal memoirs, biographies and autobiographies of officers.

Using interviews with cadets and trainers of the Gamecock Battalion at the University of South Carolina, traces the experiences of a mix of students in the U.S. Army's ROTC program and looks at what the author believes to be some of the programs's failures, including a lack of competent tactical training.

The dramatic, untold story of how the American Army was mobilized from scattered outposts two years before Pearl Harbor into the disciplined and mobile fighting force that helped win World War II In September 1939, when Nazi Germany invaded Poland and initiated World War II, a strong strain of isolationism existed in Congress and across the country. The U.S. Army stood at fewer than 200,000 men—unprepared to defend the country, much less carry the fight to Europe and the Far East. And yet, less than a year after Pearl Harbor, the American army led the Allied invasion of North Africa,

beginning the campaign that would defeat Germany, and the Navy and Marines were fully engaged with Japan in the Pacific. The story of America's astounding industrial mobilization during World War II has been told. But what has never been chronicled before Paul Dickson's *The Rise of the G. I. Army, 1940-1941* is the extraordinary transformation of America's military from a disparate collection of camps with dilapidated equipment into a well-trained and spirited army ten times its prior size in little more than eighteen months. From Franklin Roosevelt's selection of George C. Marshall to be Army Chief of Staff to the remarkable peace-time draft of 1940 and the massive and unprecedented mock battles in Tennessee, Louisiana, and the Carolinas by which the skill and spirit of the Army were forged and out of which iconic leaders like Eisenhower, Bradley, and Clark emerged; Dickson narrates America's urgent mobilization against a backdrop of political and cultural isolationist resistance and racial tension at home, and the increasingly perceived threat of attack from both Germany and Japan. An important addition to American history, *The Rise of the G. I. Army, 1940-1941* is essential to our understanding of America's involvement in World War II.

The Indian Army is one of the largest and most professional armies of the world. A commission in the Army is the dream of many, which only a privileged few can attain. An even fewer number get

to graduate from the portals of the prestigious Indian Military Academy. In order to get into the Indian Military Academy, a young graduate needs to clear a written exam, followed by a very tough selection board and a thorough medical evaluation. Once one is inducted into the IMA, then begins the gruelling training of one and a half years, during which period a young man transforms into 'an officer and a gentleman'. This is a story of that year and a half. This book is a narrative in the form of diary entries of the entire training process of one and a half years, as told from a mother's perspective, whose son is undergoing the training in the Academy. Based on research, the account contains details of the psychological, physical, mental and emotional moulding of a young man that happens in the Academy - how a handful of like-minded young men get transformed into a band of brothers who learn to bond, respect, stand for and by each other and have a common goal – a commitment to the nation. It is a narrative of the fun, the camaraderie, the punishments, and the training in the IMA, and shows how morals, values, ethics and a complete dedication to the nation are imbibed by a young man in his journey of becoming An Officer and A Gentleman.

This book reproduces an important Army War College study on dishonesty in the Army. While it has been fairly well established that the Army is

quick to pass down requirements to individuals and units regardless of their ability to actually comply with the totality of the requirements, there has been very little discussion about how the Army culture has accommodated the deluge of demands on the force. This study found that many Army officers, after repeated exposure to the overwhelming demands and the associated need to put their honor on the line to verify compliance, have become ethically numb. As a result, an officer's signature and word have become tools to maneuver through the Army bureaucracy rather than being symbols of integrity and honesty. Sadly, much of the deception that occurs in the profession of arms is encouraged and sanctioned by the military institution as subordinates are forced to prioritize which requirements will actually be done to standard and which will only be reported as done to standard. As a result, untruthfulness is surprisingly common in the U.S. military even though members of the profession are loath to admit it. To address this problem, the authors point out that the first step toward changing this culture of dishonesty is acknowledging organizational and individual fallibilities. Until a candid exchange begins within the Army that includes recognition of the rampant duplicity, the current culture will not improve. The second recommendation calls for restraint in the propagation of requirements and compliance checks. Policies

and directives from every level of headquarters should be analyzed in regard to their impact on the cumulative load on the force. Finally, the authors recommend that leaders at all levels must lead truthfully. At the highest levels, leading truthfully includes convincing uniformed and civilian senior leadership of the need to accept a degree of political risk in reducing requirements. At other levels, leading truthfully may include striving for 100 percent compliance in all areas, but being satisfied when only 85 percent is reported in some. The Army profession rests upon a bedrock of trust. This monograph attempts to bolster that trust by calling attention to the deleterious culture the Army has inadvertently created. Secretary of Defense Chuck Hagel recently stated that he was "deeply troubled" by the latest spate of ethical scandals across the military. His spokesman, Rear Admiral John Kirby, told a news conference, "I think he's generally concerned that there could be, at least at some level, a breakdown in ethical behavior and in the demonstration of moral courage." He added, "He's concerned about the health of the force and the health of the strong culture of accountability and responsibility that Americans have come to expect from their military." Indeed, troubling indicators point to ethical and moral transgressions occurring across all levels of the military. In the Air Force, for example, nearly half of the country's nuclear missile

launch officers were involved with or knew about widespread cheating on an exam testing knowledge of the missile launch systems. In the Navy, 30 senior enlisted instructors responsible for training sailors in the operation of nuclear reactors were suspended after a sailor alerted superiors that he had been offered answers to a written test. In the Army, a recent promotion board looking through the evaluations of senior noncommissioned officers (NCOs) found that raters were recording deceptively taller heights in order to keep any NCO weight gain within Army height/weight standards. Additionally, the constant drumbeat of senior officer misconduct and ethical failings have included violations ranging from lavish personal trips at government expense to hypocritical sexual transgressions.

Competent leaders of character are necessary for the Army to meet the challenges in the dangerous and complex security environment we face. As the keystone leadership manual for the United States Army, FM 6-22 establishes leadership doctrine, the fundamental principles by which Army leaders act to accomplish their mission and care for their people. FM 6-22 applies to officers, warrant officers, noncommissioned officers, and enlisted Soldiers of all Army components, and to Army civilians. From Soldiers in basic training to newly commissioned officers, new leaders learn how to lead with this manual as a basis. FM 6-22 is prepared under the

direction of the Army Chief of Staff. It defines leadership, leadership roles and requirements, and how to develop leadership within the Army. It outlines the levels of leadership as direct, organizational, and strategic, and describes how to lead successfully at each level. It establishes and describes the core leader competencies that facilitate focused feedback, education, training, and development across all leadership levels. It reiterates the Army Values. FM 6-22 defines how the Warrior Ethos is an integral part of every Soldier's life. It incorporates the leadership qualities of self-awareness and adaptability and describes their critical impact on acquiring additional knowledge and improving in the core leader competencies while operating in constantly changing operational environments. In line with evolving Army doctrine, FM 6-22 directly supports the Army's capstone manuals, FM 1 and FM 3-0, as well as keystone manuals such as FM 5-0, FM 6-0, and FM 7-0. FM 6-22 connects Army doctrine to joint doctrine as expressed in the relevant joint doctrinal publications, JP 1 and JP 3-0. As outlined in FM 1, the Army uses the shorthand expression of BE-KNOW-DO to concentrate on key factors of leadership. What leaders DO emerges from who they are (BE) and what they KNOW. Leaders are prepared throughout their lifetimes with respect to BE-KNOW-DO so they will be able to act at a moment's notice and provide

leadership for whatever challenge they may face. FM 6-22 expands on the principles in FM 1 and describes the character attributes and core competencies required of contemporary leaders. Character is based on the attributes central to a leader's make-up, and competence comes from how character combines with knowledge, skills, and behaviors to result in leadership. Inextricably linked to the inherent qualities of the Army leader, the concept of BE-KNOW-DO represents specified elements of character, knowledge, and behavior described here in FM 6-22.

The ideal how-to reference for soldiers who want to attain rank in the service, this guide has been revised and updated with the latest requirements for all promotions including NCO, warrant, and commissioned officers. • Advice and proven techniques for improving duty performance and increasing promotion points • Samples of forms and formats for applying for promotion and appearing before promotion boards • Practical hands-on advice for overcoming all the major obstacles to any promotion • Up-to-date information on the latest changes to getting ahead, including recent promotion system overhauls for SGT and SSG

This is the definitive guide to what the Army expects from its officers in leadership, technical skills, and character, and what every officer, junior or experienced, needs to know to succeed in the Army

of the 21st century. It is packed full of information on regulations, professional development, academic opportunities, organization and missions, pay and benefits, family services, military courtesies and customs, and professional and social life.

Army Officer Selection Board (AOSB) Expert advice includes insider tips on how to pass the Army Officer Selection process.

Muth examines the different paths the United States Army and the German Armed Forces traveled to select, educate, and promote their officers in the crucial time before World War II. He demonstrates that the military education system in Germany represented an organized effort where each school provided the stepping stone for the next. But in the US, there existed no communication about teaching contents among the various schools.

Abstract: The following thesis looks at the socialization process of Army ROTC Cadets at The Ohio State University. While training to become Army Officers, Cadets go through many trials and epiphanies before they reach graduation. I studied which disposition had the greater impact on the development of process, self-selection to become an officer before military involvement, or the socialization process experienced through ROTC training. Some theorists predict self-selection is the most important because the military is a voluntary system, however others argued that involvement in

training socializes Soldiers into adapting the beliefs and values of the Army as their own. To find the answer, I used my own life history and then interviewed 10 Cadets who were at the end of their ROTC journey. From my own experiences I believed socialization was the most critical element of officer development, however after compiling the interview results I found more Cadets were influenced by either self-selection or a mix of self-selection and socialization.

"Whether you are preparing for a career as a commissioned officer or are merely considering whether to join the Army, this quick guide will provide you with all the information necessary to succeed at DCC and move onto the next challenge in your journey toward becoming an Army JAG officer"--

The application and attendance to the United States Army Officer Candidate School (OCS) has become a difficult process, compared to the application and attendance to a college. And, for good reason; those who have gone through the gates of the Officer Candidate School are the elite. By having an understanding of the rules, applicants can increase their rates for success to become an OCS Candidate. Unfortunately, policy and procedures are always changing to meet the Army's requirements and this makes it difficult to understand. This book will give some basic insight into the world of the Army National Guard's Officer Candidate School by

compiling a myriad of resources into one book, creating a simple overview to the Army National Guard Officer's Candidate School.

Often referred to as "the West Point of the Midwest" because of its majestic red brick buildings and lush tree-lined landscape, Fort Des Moines shaped American history from its inception. Originally located at the fork of the Raccoon and Des Moines Rivers, Fort Des Moines relocated four miles south of the city and began to assume its revolutionary place in military history. By 1909, it was the largest cavalry post in the country, and Pres. William H. Taft chose it as the site of his "Great Tournament" of cavalry units. In 1917, for the first time in American history, African American officers received commissions at Fort Des Moines. Future president Ronald Reagan perfected his equestrian skills on its vast parade ground. The legacy of the cavalry lingered when, in 1942, the fort served as the first training center for the Women's Army Auxiliary Corps, and many female recruits found themselves sleeping in cavalry stables converted into barracks.

This book contains a large amount of information that will be useful while in Army ROTC. It is not complete by any means, and the army is constantly updating. This should give a parent, or cadet the overall picture of how Army ROTC is structured, and what you will be learning. I do not own any of the content in this book. It is derived from the knowledge I gained through my time in Army ROTC. I spent those four years bettering myself every day, and had many great opportunities that prepared me to become an army officer. I hope you enjoy this book, and

comment about any updates that should be included.

Thank you.

Army Tactics, Techniques, and Procedures (ATTP) 3-39.20 is the manual for police intelligence operations (PIO) doctrine. This manual aligns with Field Manual (FM) 3-39, the Military Police Corps Regiment's keystone manual, and other Army and joint doctrine. Simultaneous operations that combine offensive, defensive, and stability or civil support operations are emphasized. PIO is a military police function that support the operations process and protection activities by providing exceptional police information and intelligence to enhance situational understanding, protection of the force, and homeland security (HLS). This manual emphasizes that PIO supports, enhanced, and contributes to the commander's protection program and situational understanding by analyzing, integrating, and portraying relevant criminal threat and police information and intelligence that may affect the operational environment (OE). This threat information is gathered by military police Soldiers as they conduct military police functions and by other Army Soldiers, Service policing forces, multinational elements, and security forces. This manual is written for military police and United States Criminal Investigation Command (USACIDC) Soldiers and civilians conducting the PIO function. This manual is focused on establishing the framework of PIO, how PIO supports military police and Army operations, and how to integrate PIO within the other four military police functions: Law and order (L&O), internment and resettlement (I/R), maneuver and mobility support (MMS), and area security (AS).

Efficient talent employment is at the core of the Army Officer Human Capital Model. However, the Army's current employment paradigm is unequal to the needs of a professional, volunteer Army facing the twin challenges of a competitive labor market and an increasingly complex global operating environment. It unduly prioritizes "fairness" when making assignments, has a narrowly defined pathway to senior leadership ranks, cannot see the talent it possesses, and suffers from severe principal-agent problems. Optimal employment theories, information age tools, and well-regulated market mechanisms can help the Army match individual officer talents against specific work requirements, reducing risk and achieving the depth and breadth of talent it needs, both now and in the future.

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