



1401
AUG 29 2013

MEMORANDUM

From: 
D. R. Callahan, RDML
CG PSC

To: J. S. Welch, RADM

Subj: PRECEPT CONVENING A SCREENING PANEL TO RECOMMEND ASSIGNMENT
TO ATTEND THE JOINT SENIOR RESERVE COMPONENT OFFICERS COURSE
(JSRCOC) AND RESERVE WAR AND STAFF COLLEGE COURSES

Ref: (a) COMCOGARD PSC Arlington VA 192019Z JUL 13/ALCGRSV 039/13
(b) Officer Accessions, Evaluations, and Promotions, COMDTINST M1000.3

1. In accordance with references (a) and (b), a Selection Panel is appointed consisting of yourself as President and the following additional members:

CAPT Douglas J. Dawson, USCGR – Member
CAPT Peter D. Conley USCGR – Member
CAPT Elizabeth S. Becker, USCGR – Member

LT Alisa G. Harkins, USCG – Non-voting member/Recorder

2. The Panel will convene at 1200, 3 September 2013, in Suite 501, CAPT Dorothy Stratton Board Room, 5th floor, Coast Guard Personnel Service Center, or as soon thereafter as practicable, for the purpose of recommending candidates as primary or alternate selectees based on prerequisites and eligibility criteria identified in reference (a) for the following courses:

Courses	Primary	Alternates
Joint Senior Reserve Component Officers Course (JSRCOC)	1	1 or more
Reserve Components National Security Course (RCNSC) January 2014	5	3 or more
April 2014	5	3 or more
July 2014	15	5 or more
Operational Support/Strategy and War Course (OS/SW)	10	5 or more
Operational Support/Joint Military Operations (OS/JMO)	10	5 or more
Operational Support/Theater Security Decision Making (OS/TSDM)	10	5 or more
Advanced Joint Professional Military Education (AJPME)	4	4 or more

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COURSES

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3. Enclosure (1) contains a brief description of the above listed courses. The Panel will put emphasis on the performance and experience of the member and the needs of the Coast Guard.
4. For the JSRCOC course quotas, select only those highly qualified officers who, in the Panel's opinion, offer the greatest potential for executive-level service in the Coast Guard. Enclosure (2) provides the Commandant's expectations for service at this level.
5. For the Reserve War and Staff College course quotas, the Panel shall refer to the provisions of chapter 6.A. of reference (b) and the Commandant's Guidance to PY14 Officer Selection Boards and Panels in your development of criteria for determining the officers recommended for selection. Additionally, section 6.A.3. of reference (b) provides four factors to consider in developing your criteria: performance, professionalism, leadership, and education. Panel members are selecting Reserve officers to attend courses to prepare them for expanded leadership roles in the Coast Guard Reserve. These courses include significant interaction with defense and public policy leaders. The officers selected must be capable of successfully completing an intellectually rigorous, short-term course of study while representing the Coast Guard in a demanding joint-service environment.
6. You should emphasize to the members of the Panel the importance of their obligation to confine themselves to facts of record and not predicate judgments on rumor or hearsay.
7. At the end of your deliberations, the Panel must be able to say that the officers recommended are, in the opinion of a majority of the Panel members, the most suitable to attend the courses. If the Panel identifies alternate selectees, they must be listed in order of preference as determined by the Panel. Each member is obligated to evaluate the fitness of all eligible officers without prejudice or partiality.
8. The Panel shall submit a report in writing signed by all members of the Panel. Except for the report of this Panel, the proceedings of the Panel shall not be disclosed to any person not a member of the Panel. You will direct the members of the Panel that their recommendations shall be kept confidential until the report has been approved and the names of the officers selected are released to the service at large.

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Enclosures: (1) General Description of Reserve Component Senior Service Schools
(2) Commandant's Guidance to PY14 Officer Selection Boards and Panels

General Description of Reserve Component Senior Education and Fellowship Program

Joint Senior Reserve Component Officer Course (JSRCOC). An intensive one-week seminar for 40 Reserve Component general and Flag officers. The program is designed to broaden the perspective of Reserve Component general and flag officers and familiarize them with the U.S. Army War College and its curriculum. SRCOC exposes senior military leaders to the process of national security decision making, to the contemporary national security issues and to the current military strategy. Fully integrated with the Resident Class, these officers are provided ample opportunities to exchange ideas on issues affecting the Total Force. The SRCOC attendees provide the Active Component officers with valuable insights concerning the challenges and capabilities of the Reserve Components. The first Senior Reserve Component Officers Course was conducted at Carlisle Barracks in 1964. Attendees are selected by their respective component. All seven of these Reserve Components are represented. Selections for attending SRCOC are announced in advance by the reserve components of each service. The U.S. Army War College Department of Distance Education is the executive agent for the conduct of SRCOC.

Rank
Requirements:

Flag selectees

O-6 and Above

<http://www.carlisle.army.mil/>

Reserve Component Nation Security Course (RCNSC). A two-week seminar offered to senior officers and non-commissioned officers (E8-E9) of the U.S. Reserve Components, allied officers, and select civilians working in national security. The RCNSC is designed to lay a foundation for students moving on the joint command management and staff responsibilities in a multinational, intergovernmental, or joint national security setting. The curriculum consists of lectures, panel discussions, seminars, on-site visits and a simulation exercise dealing with national security policy and defense resource management. The presenters are faculty members of the National War College, the Industrial College of the Armed Forces (ICAF), the Information Resource Management College (IRMC), and other distinguished speakers.

Senior Officers
O-4 and Above

Senior NCO's
E-8, E-9 &
W-4

Course Content:

- National Security Strategy
- Resourcing of National Security Strategy
- Regional Briefs
- Information Technology and Security
- Homeland Security
- Political – Military Simulation Exercises
- Diplomacy
- The Legislative Process
- The Legal Aspects of the Long War
- Press and National Security

<http://ndu.edu/jrac/>

Reserve Officer Joint Military Operations Course (OSO/JMO). The Joint Maritime Operations Reserve Officer Course is an intensive 12 day series of seminars, lectures, and practical exercises intended to enhance a students' ability to plan the employment of U.S. military forces across the range of joint and combined military operations. The course begins with a fast-paced review of the theory of joint operational warfare, operational law, and an overview of the capabilities and limitations of U.S. forces. This review supports a joint force planning exercise that comprises the main focus of the course. In this exercise, students play the role of planners at the operational level of war, using the Joint Operational Planning Process (JOPP) to plan a joint/combined military operation in response to a fictional crisis scenario. Students develop a concept of operations, choose and develop a course of action (COA), and produce a notional Operations Order assigning tasking to subordinate units.

O-4 and
above

O-3 Assigned
or enroute to
Joint Cmds

The course will prepare officers to make or recommend sound military decisions as a commander or staff officer. Detailed objectives include increased insight into:

- To enhance the ability to apply critical thought in the planning and conduct of joint military operations at the operational and theater-strategic levels of war.
- To develop facility with the Joint Operation Planning Process (JOPP) at the operational and theater-strategic level.
- To enhance the ability and expertise to select, allocate, and task military forces across the spectrum of conflict.

Successful completion of this course earns students approximately 30% of their JMO Joint Professional Military Education Intermediate (JPME 1) requirements as determined by the Naval War College, College of Distance Education.

<http://www.usnwc.edu/Departments---Colleges/Reserve-Liaison/Operational-Support-Reserve-Course.aspx>

Reserve Officer Operational Support/Strategy and War (OS/SW). A 12-day study of the complex, global, and multi-national interactions focusing on strategic and political interests and goals and the way diplomacy and military force has been and may be used to serve those interests and goals.

O-4 and above

The course content centers on the analytical study of war. It includes the following:

O-3 Assigned
or enroute to
Joint Cmds

- The study of the works of Sun-Tzu, Clausewitz, Mahan and Corbett.
- The analysis of strategic choices made during various historical conflicts.
- The impact of intended and unintended circumstances evolving from these strategic choices.

The objective of this course is to acquaint officers with the fundamentals of foreign policy from an historical and contemporary perspective. The purpose of this methodology is to demonstrate the perennial dilemmas facing statesmen and senior officers in exploring the full range of options available to decision makers in the fields of policy and strategy. The student will gain a broader understanding of the strategic environment and enhance his/her capability to participate in it.

Upon successful completion of this course, students will have earned 100% of their S&W JPME Phase 1 requirements as determined by the Naval War College, College of Distance Education.

<http://www.usnwc.edu/Departments---Colleges/Reserve-Liaison/Operational-Support-Reserve-Course.aspx>

Reserve Officer Operational Support/Theater Security Decision Making (OS/TSDM). A 12-day executive development course focused on preparing officers for intermediate level command and staff assignments.

O-4 and above

Selection of concepts and materials is predicated on the belief that an effective commander or staff officer does not apply discrete disciplines, but rather is required to synthesize many disciplines relevant to different situations. For this reason, the TSDM course employs a multi-discipline approach, synthesizing selected concepts from political science, leadership, psychology, management, anthropology, and other related disciplines. All content focuses on making and implementing critical decisions within the command and staff environment. Areas selected for special attention are:

O-3 Assigned
or enroute to
Joint Cmds

- The tools of national power including Diplomatic, Information, Military and Economic (DIME). Regional expertise and cultural awareness from a combatant commander's perspective.
- An understanding of the tools associated with critical thinking and deciding among complex defense issue alternatives.
- Clear and effective writing skills.
- Staff structures, processes and procedures, and the skills necessary to excel in the staff environment.
- Management techniques and skills that complement leadership skills.
- The defense resource planning and allocation process and its relationship to staff functions.

Upon successful completion of this course, students will have earned approximately 50% of their TSDM JPME Phase I requirements as determined by the Naval War College, College of Distance Education.

<http://www.usnwc.edu/Departments---Colleges/Reserve-Liaison/Operational-Support-Reserve-Course.aspx>

Advanced Joint Professional Military Education (AJPME). Advanced Joint Professional Military Education (AJPME) is a reserve component course similar in content, but not identical to, the in-residence JFSC Phase II course. The AJPME program was developed to provide RC officers with a means to meet Joint Professional Military Education (JPME) requirements outlined in the law (Title 10, U.S. Code, Chapter 38, and Section 666) and DOD Instruction 1300.19. The primary course of instruction for the program is Advanced JPME (AJPME). AJPME students shall be JPME Phase I graduates. AJPME educates RC officers and builds upon the foundation established in JPME Phase I and prepares RC officers (O-4 to O-6) for joint duty assignments. AJPME is the CJCS-directed JPME Phase II-equivalent education for Reserve Officers.

O-4 and above

Like its in-residence counterparts at JFSC, AJPME is designed to provide our students with an opportunity to experience all of the planning and operational challenges a staff officer could anticipate over a three-year joint duty assignment, whether the assignment is on the Joint Staff, a Joint Task Force, and Service Component Staff. Lessons progress from understanding joint competencies through the two JOPES planning processes—contingency and crisis action planning. Students develop their skills working as staff within a fictitious Combatant Command (USEASTCOM), participating in joint planning group activities and in three different planning exercises.

The program consists of approximately 180 hours of advanced distributed learning (ADL), and 3 weeks of face-to-face time presented in two blocks. The curriculum is characterized by a progression from higher-order cognitive activities to affective exercises that encourage attitudinal shifts. The cognitive learning activities focus on recall and mastery of information, application of concepts and principles, problem solving, discovery, and building on existing military experiences. The affective learning activities will foster recognition and integration of new attitudes and values that promote joint acculturation. The Advanced Joint Professional Military Education curriculum consists of the following joint learning areas and objectives:

- National Security Strategy
- Joint, Interagency, Intergovernmental & Multinational Capabilities
- Theater Strategy & Campaigning

http://www.jfsc.ndu.edu/schools_programs/ajpme/welcome.asp

**COMMANDANT'S GUIDANCE
TO PY14 OFFICER SELECTION BOARDS AND PANELS**

- Ref: (a) U.S. Coast Guard Publication 1, Appendix C
(b) The Armed Forces Officer, National Defense University Press, 2007 Ed.
(c) U.S. Coast Guard Publication 3-0
(d) U.S. Coast Guard Commandant's Direction 2011
(e) Shipmates 23: "Proficiency – The Essence of Discipline"

As Coast Guardsmen, we are honored and privileged to perform meaningful work, essential to the long term safety and security of our country. To meet the demands of our unique capabilities, we must cultivate, promote, and assign officers who possess the proficiency in leadership, proficiency in craft and disciplined initiative necessary to achieve mission success in the challenging maritime environment. I expect officers will demonstrate a commitment to the culture and Core Values of the Coast Guard, and the traditions of Officers of the Armed Forces of the United States. References (a) through (e) provide in-depth background and guidance to meet this expectation.

The Coast Guard renews leadership through the selection of our best qualified officers for service in the next higher grade. Members of selection boards and panels must be mindful of the sacred trust they bear for not only the future of our Service, but also the future of the individual officers under consideration.

Servant Leadership

"Leadership extends beyond authority, responsibility and accountability. Leaders place the duty to serve those they lead, and the Coast Guard, before their own well-being. Humility. They stand up for their people, take risks when prudence dictates, and do the right thing no matter the cost. Courage. They live the core values of honor, respect, and devotion to duty—and demand that others meet the same high standards."

- *Shipmates 23: "Proficiency: The Essence of Discipline"*

Responsibility, authority, and accountability

Promotions to the next higher grade mandate commensurate increases in responsibilities and authorities. Officers should aspire to command, command cadre, senior staff positions, positions of the highest responsibility within their specialty, or other assignments that provide them with successively greater levels of responsibility, authority, and accountability.

Be particularly vigilant for those who serve and succeed in positions accompanied by additional risk and rigorous accountability.

assignments that require strong leadership skills. Select for appointment and promotion those individuals who demonstrate leadership and technical prowess in their current roles and can rapidly adapt to the culture of the officer corps.

FOR BOARDS CONSIDERING SELECTION TO O-2 THROUGH O-4, AND PANELS CONSIDERING OFFICERS IN THOSE GRADES:

Promote officers to O-2, O-3, and O-4 who are consistently demonstrating developed core competencies and growing leadership qualities. For selection to O-2 and O-3, discount documented minor errors; place greater emphasis on subsequent performance that reflects lessons learned and demonstrates the officer's potential to serve in the next higher grade.

Junior officers should be rated and promoted based on professional knowledge, skills, and experience in their chosen specialty. Their primary Service value lies in their technical expertise at the tactical level, growing leadership abilities, professional competency, and experience. They should progressively demonstrate technical competence and proficiency through on-the-job training, formally recognized training or education, and/or achievement of professional milestones—for example, completion of naval flight training and follow-on upgrade training to aircraft commander, requisite marine inspector training and qualification, or qualification and preparation to become a commanding officer of a cutter. These may preclude the officer from pursuing additional advanced education opportunities; obtaining technical qualification or certification should be considered commensurate with the level of effort and importance of earning a Master's degree.

Pursuing/obtaining postgraduate degrees is not an acceptable substitute for gaining experience and proficiency in one's specialties at this stage of a career. Advanced education should augment one's operational capabilities, not supplant them.

As officers progress, they should shift their development focus from the tactical/technical skills to leadership skills. Although it is common to solve problems based solely on one's own experience, we need officers willing to work outside their comfort zone and continually learn from those around them.

Junior reserve officers are expected to demonstrate the same progression in responsibility and technical experience as their active duty counterparts.

FOR BOARDS CONSIDERING SELECTION TO O-5 AND O-6, AND PANELS CONSIDERING OFFICERS IN THOSE GRADES:

Promote officers to O-5 and O-6 who demonstrate excellence in the enduring core competencies and leadership qualities set forth in my above guidance and who are the best in grade.

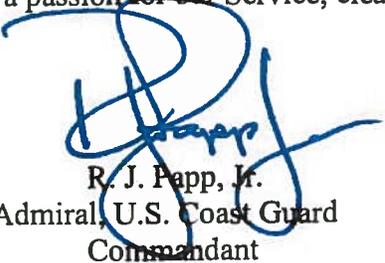
They should also possess strong representational, oral and written communications skills.

governments, and industry. They are ultimately responsible and accountable for the good stewardship of the resources entrusted to us by the American people.

Give particular consideration to officers who take on the most difficult and challenging high-visibility assignments and leadership positions. These include assignments in mission execution (particularly those commanding operational units), mission support, or details outside of the Coast Guard. Required characteristics include: decisive, balanced and strategic decision making; poise, knowledge, and presence that advance the reputation and excellence of our Service; political understanding and Service advocacy to impact national-level policy making; sound stewardship of public resources; and finally, humility...an essential characteristic of the best leaders.

O-6s selected for continuation should be our best-qualified and must manifest the qualities needed in flag officers.

We need our flag officers to be the very best in grade, with records and reputations that distinguish them as the brightest and most capable to lead our Service into the future. Selection to flag also requires embracing and advancing the enduring core competencies and leadership qualities. Subordinates, peers and seniors should all seek to serve with them. Flag officers must have a passion for our Service, clear conviction of purpose, and demonstrate collegiality.



R. J. Papp, Jr.
Admiral, U.S. Coast Guard
Commandant