

PROFESSIONAL DEVELOPMENT

GUIDE FOR UNIT AND FORMATION
COMMAND TEAMS



CANADIAN
ARMED FORCES



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PROFESSIONAL DEVELOPMENT

GUIDE FOR UNIT AND FORMATION COMMAND TEAMS

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Canadian Army Command and Staff College





ON THE FRONT COVER

Brigadier-General John Rockingham briefing members of 1st Battalion, Princess Patricia's Canadian Light Infantry in Korea, October 1951.

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FOREWORD

Lieutenant-Colonel Andrew B. Godefroy, CD, Ph.D.
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Professional military education (PME) has played an important part in the professional development (PD) of Canadian Army officers and non-commissioned members (NCM) since its foundation. Although formal PME is established and considered largely successful in producing educated and trained soldiers, the system continues to draw criticism for its lack of depth and its seeming inability to foster a culture of intellectual curiosity and a lifelong approach to learning about the profession of arms. Therefore, the aim of this guide is to act as an easily accessible reference resource for command teams in the Canadian Army, one that they may draw from for inspiration and guidance as they develop their own structured and guided PD programs. This guide was produced by the PME Staff of the Canadian Army Command and Staff College (CACSC), and is a result of considerable research, experience, and expertise on the subjects of formal and informal PME and PD. It was further informed by various formation and unit command team cohorts, each of which added their own ideas and recommendations accordingly.

If the aim of CA PD is to produce capable officers and NCMs committed to the profession of arms, then it should be flexible enough to accommodate changes that pursue that goal. As Commanding Officers and Regimental Sergeants-Major you will discover that this guide will serve to assist you in meeting your goal of engaging your formation and unit in interesting and relevant structured and guided self-development. In this complex and ever-changing world, the importance of non-formal PD has increased, and individuals are seeking self-improvement in increasing numbers to remain both competent and competitive.

In that end, we as leaders are responsible to ensure that all members can profit from PD, since it greatly contributes to individual success and organizational effectiveness. I hope that this guide increases your awareness of what is available within the CAF and CA on the subject of PD and provides you with the necessary guidance to build and improve on the programs in your own formation or unit. Our priority will always be to maintain a ready force which is capable of responding rapidly and effectively in a time of need, and PD is a core part of that.

Excellence in education, including the four pillars of the CA Professional Development framework, is the greatest factor in improving and achieving operational excellence. Make it part of your leadership program.



Source: Combat Camera

Major Ash Adams of the 2nd Battalion, The Royal Canadian Regiment shouts orders to troops during a simulated attack as part of Exercise MAPLE RESOLVE in Wainwright, Alberta on May 21, 2022.

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CHAPTER 1 – WHAT IS CANADIAN ARMY PROFESSIONAL DEVELOPMENT?

CANADIAN ARMY MODERNIZATION STRATEGY LINE OF EFFORT 2.5

Advancing with Purpose: The Canadian Army Modernization Strategy, 4th Edition (2020) specifically focuses on PD with the stated goal being the creation and sustainment of a sense of professional curiosity and career-long learning. The Canadian Army Command and Staff College is the Centre of Excellence (COE) for PD and this guide serves as a reference in support of the Commander Canadian Army's (CCA) modernization strategy. Ideally, the educational journey creates an integrated understanding of the profession's body of knowledge and enhances cognitive capacities essential to the profession's expertise across the full spectrum of defence, security and combat missions. Education is all about learning and achieving a level of understanding, demonstrated through the ability to explain causes, for the purpose of developing enhanced knowledge. Even when faced with the requirement to support CA force generation model in the current operational environment, non-formal PME is well worth the time and efforts invested. It is critical to balance the need for officers and NCMs in an operational force with the longer-term imperative to develop those who will lead and shape the future army.

CAO 24-14 CANADIAN ARMY PROFESSIONAL DEVELOPMENT

Professional Military Education Principles

PME must remain flexible and adaptable to meet the challenges of the future, and this is why so much effort needs to be put into the delivery of PME. This is where the command teams must incorporate their knowledge and experience in the design and delivery of an appropriate unit program. The principles of non-formal PME are:

1. **Command Engagement.** Commanders at all levels will be actively engaged in the delivery of non-formal PME and are responsible to ensure that self-development is supported within their respective commands. Direct command involvement, particularly in planning and allotting resources, leading activities, and incentivizing soldier participation is required.
2. **Community of Practice (CoP).** Commanders at all levels must create opportunities for critical thought and reflection, as well as the opportunity to engage others within larger groups for the purpose of sharing knowledge and/or pursuing common interests. The underlying goal should always be to advance the soldier's knowledge in a given field.

3. **Time.** Commanders must invest time to ensure the adequate delivery and consumption of non-formal PME. Commanders must create this time in their annual schedules and also protect it against other competing priorities.
4. **Learning Culture.** Promotion of a learning culture and the creation of a learning environment are critical to the success of non-formal PME. All soldiers must be encouraged to engage in continuous self-development.
5. **Relevance.** Non-formal PME should be grounded in the profession of arms and seek to broaden a soldier's perspective while reducing biases and blind spots, offering new knowledge that may be directly applied in their duties.
6. **Flexibility.** There will periods, such as during deployments or similar high-readiness activities, where commanders simply cannot cease or suspend other education and training to run self-development activities. Self-development programs must therefore be flexible enough to ensure that they can integrate with other annual cycles and draw on potential learning opportunities presented within those activities, *not* at the expense of them.
7. **Inclusive.** Commanders must not fear exposure to ideas and arguments that fall outside their traditional comfort zones. Non-formal PME programs must be relevant to the objectives and goals of the Army, and therefore must not lean too heavily on too few subjects. Mission success relies greatly on the diversity of thought and the unity of action.
8. **Incentive.** Commanders must seek ways and opportunities to incentivize self-development. With time always at a premium, soldiers should feel their investment in non-formal PME is a worthy one. Incentivised non-formal PME should not be characterized negatively as 'a good go'. Rather, soldiers are more likely to engage in non-formal PME if there is a sense of accomplishment and reward. Soldiers should be recognized by the chain of command through formal and informal means for engaging in continuous self-development.
9. **Communication.** Part of the self-development journey is the improvement of a soldier's ability to effectively communicate both orally and in written form to a broad range of diverse audiences. Soldiers should be strongly encouraged to present, write, and publish in both professional and scholarly forums.

TERMINOLOGY

Professional Development

CA PD is not merely a framework, but also the process through which soldiers engage in life-long learning of the profession of arms. It combines formal *education, training, experience, and self-development* into a collaborative effort. It requires leadership support across all pillars to enable soldiers to learn.

Formal Professional Military Education

Consists of programmed career courses and instruction.

Non-Formal Professional Military Education

Non-formal PME is progressively acquired education that consists of professional development, knowledge, and tools. It is a mandated command-driven activity and should be broadly applicable across the CA regardless of whether the focus is regular or reserve organizations, as well as flexible, scalable, and tailorable to meet the broad range of needs of commanders at every level. Perhaps most important, non-formal PME must be interesting, relevant, incentivized, and rewarding, with a view to encouraging inclusive and diverse culture change through continuous engagement by soldiers at all levels over the long term. Non-formal PME is typically derived from professional, environmental, and occupational socialization.

Education is Not Training

Command Teams must not confuse 'education' with 'training'. Training is the often-repeated application of knowledge in order to development proficiency and expertise. It teaches the infantry to shoot, move, and communicate expertly, the engineers to breach, build, and bridge, and so on. Training builds muscle memory and is vitally important, but it is distinct from education and cannot replace it. Where education and training intersect is in the *how* of education, the *methods* by which officers and NCM pursue the acquisition of the necessary knowledge. They need to be trained in the basic tools of evaluating all types of information they will be exposed to in their PME/PD journey. Blind accumulation of facts, bereft of context (time, place, people-culture), is likely more harmful to the CA than not acquiring the facts in the first place.

CHAPTER 2 – PROFESSIONAL DEVELOPMENT AND THE COMMAND TEAM

YOUR RESPONSIBILITIES AND OPPORTUNITIES

The responsibility for implementing non-formal PME in the CA is at three levels. It resides not only with the education establishments, but also with the commanders and the individual. In designing and delivering unit non-formal PME, it is the Command Team's responsibility to energize the interest in informal PME across the CA. Given the complexity of PME and the multiple pressures and competing agendas Command Teams face, one size fits all recommendations are unlikely to satisfy anyone. Unit initiated PME programs can be a means of addressing deficiencies that the unit Command Team has identified in subjects such as military writing, unit history and the development of analytical thought and critical thinking skills. Your personal experiences and professional knowledge may lead you to use or modify the suggestions in this guide or create entirely new PME content. Command Teams are strongly encouraged to plan PME programs for the long term to avoid the tendency for such activities to become reactive or 'check-list' driven.

Leadership Development

Keeping PME interesting and enjoyable may be a challenge so you will have to invest time and effort to ensure that the path you select will motivate soldiers and officers to become better critical thinkers and decision-makers. There is no prescriptive method to enabling and completing non-formal PME. This reference *should not* be seen as a checklist. Instead, it serves as a well of ideas that can be drawn from as needed in any order that suits one's plan. Some units have a deeply embedded culture of ongoing self-development, but the reality is that many units still find it convenient to be too busy for an ongoing non-formal PME. The Command Team must take the lead, first by personal example that encourages the acceptance of, and ready willingness to participate in, non-formal PME. The Command Team must also leverage leaders who are role models in the unit.

Critical Thinking and Problem-Solving

The CA recognizes critical thinking as a measurable competency. Only good critical thinking skills, honed to sift through the mass of often contradictory ideas, theories, and philosophies, can truly strengthen the profession of arms as the CA pushes into an uncertain future. When we think critically (higher order thinking), we should be able to react rapidly and wisely to all types of situations, reasonably solving complicated and intricate issues. We say 'should' because PME/PD is not a panacea for tough military problems; instead, it needs to be seen and explained as an 'over-the-horizon', 'on-call as needed' body of knowledge that provides

the CA (and the individual) with a certain level of comfort with the unexpected. Command Teams should consistently present PME to their subordinates as a key element in decision-making but should also appreciate the necessity of ‘training’ their subordinates in critical thinking *first* before stepping off on the ‘education’ path.

Communicating Results Verbally and Written

Implementation: Ideas and debates should be actively pursued through operational writing on a broad spectrum of topics including the CA’s experiences on various operations. Command Teams can inspire writing based on the Unit Reading Program or by leveraging the CA lessons topic list (LTL). They can be of any length and authors are encouraged to include data, graphics, and illustrations. CA members at all rank levels are encouraged to consider and evaluate topical issues and subsequently write and develop content addressing the full, diverse spectrum of institutional, operational, doctrinal, and training issues. Authors are not only participating in their own professional development but are also providing a vital contribution to Army learning. Articles, monographs, and other digitally optimized media should be drafted IAW with approved formats and styles as described in Ref J (listed under “Sources and Further Reading”). The main print media is the *Canadian Army Journal*. The key CAF print media is the *Canadian Military Journal*. Soldiers can also write for the local garrison paper or for *The Maple Leaf*. Command Teams should be aware that publication times for these two journals are lengthy, up to a year. As an alternative, consider publishing online on **Line of Sight**.

USING THIS GUIDE TO DEVELOP A PROGRAM

Structured

Individual and collective components improve the skills and knowledge of individuals to act in various unit command and staff appointments, and also improve unit performance as individuals gain greater appreciation of how they themselves and other members contribute to mission achievement. Effective unit non-formal PME strengthens the unit and its individual members; promotes leadership competencies and the military ethos, and encourages habits of career-long learning toward mastery of the profession of arms. Examples of structured learning may include *virtual and physical staff rides* (VSR and SR), *tactical exercises without troops* (TEWTs), *battlefield tours*, museum study days, visits to other organizations both within and beyond the CA and the CAF, free-play group war gaming, forced decision problem solving, group reading/writing programs, as well as symposia focused on leadership, stewardship, tactics, campaigns, and strategy. These programs should be introduced early in the unit/formation’s annual planning cycle and are often best applied when cumulative in nature.

EXAMPLES OF STRUCTURED ACTIVITIES

Military History Exhibits

Military history exhibits could include, but are not limited to equipment, photographs, flags, guidons, a hall of fame and portraits. Such exhibits increase awareness of unit history and traditions among visitors and unit personnel. Resources, material and guidance for establishing such an exhibit may be obtained from Directorate of History and Heritage (DHH), a local base museum, and even a unit association can provide additional info and possibly material. Units and sub-units could be challenged to develop appropriate simple history exhibits leading up to a unit birthday or a past operation. Such exhibits might consist of pictures, posters, period dress, trophies, and copies of maps. Sponsoring unit displays in local military museums could also be conducted. The goal would be to effectively use the opportunity and display around a central theme, past military engagement, a unit ball, or an Armed Forces Day.

Obsolete Military Equipment

Obsolete military vehicles, weapons and systems are an excellent means of increasing interest in unit history. While at the same time providing a highly visible way of enhancing enthusiasm for, creating awareness of and promoting unit history. Obsolete vehicles, weapons and other equipment can be obtained and restored by the unit. They can then be displayed in a prominent location within the unit area and become a focal point for unit ceremonies. Drive around any military base and you will see artillery pieces, military armored vehicles, bridging panels, etc. These all represent a standing reminder of a unit's history. You may also want to contact a local military or a branch museum to see if they have an item they could loan for display for an event. Many of these museums do not have the physical area to accommodate all items and artifacts they have in stock and would gladly support a request in building awareness of unit history. *The key lies in discussing the equipment. What are the specifications, and perhaps even more importantly, why did it become obsolete?*

The Use of Historical Films

Historical war films provide a visual opportunity to improve awareness of certain military principles and fundamentals and aspects of command, leadership and ethics. Almost every war film can provide insights. Some key factors to consider in selection include (1) length and (2) modern applicability. If a movie is too long, specific sections can be selected. Following the movie discussion should be purposely generated to address specific themes identified by the Command Team. A few examples of movies that could be used include:

- *Gettysburg*
- *Paths of Glory (1957)*

- *The Longest Day*
- *A Bridge Too Far*
- *Patton*
- *Band of Brothers*
- *Saving Private Ryan*
- *The Pacific*
- *Platoon*
- *Blackhawk Down*
- *The Battle of Algiers (1966)*

War Games and Video Games

Instructive tools to develop tactical skills and an appreciation for the complexities of military planning, operations and logistics. Board games cover almost any time period (ancient, medieval, modern) and any type of terrain or climate (desert, jungle). The Germans have been using war games (Kriegsspiel) since 1824. There are several commercial companies that produce board games that are based on historical battles, for example "*Axis & Allies Europe 1940*", "*Memoir '44*", "*Axis & Allies Battle of the Bulge*", "*Vimy Ridge: Arras Diversion*", and "*Contact! The Canadian Army Tactical Training Wargame*". Also available online are the files required in order to play the *Sandhurst – Kriegsspiel* wargame, which has been used for training officers for many years. See the link below for a very good explanation of how to run a war game.

<https://www.professionalwargaming.co.uk/160604-KriegsspielDSNotes-Mouat-O.pdf>

The CA uses Matrix Game, the Camberley Kriegsspiel and Tactica Rules.

Welcome to Matrix Games

Individuals can be encouraged to bring them in to the unit or the unit can purchase them. There are many board games available in the Fort Frontenac Library. The commercial board games can be quite complex and may *not* appeal to everyone. Clubs can be created and tournaments organized. There are many military-based video games available commercially. Some of the most popular include *Ghost Recon: Advanced Warfighter 2*, *Call of Duty: Black Ops* and

Call of Duty: Modern Warfare. The Command Team can guide the use of this important tool by tasking soldiers, whether on duty or during their personal time, **to address a specific issue or military problem.** The back brief should be given in a general assembly of the appropriate level.

Memorial or Battlefield Visits

The use of battlefields to make soldiers aware of past events. Canada is rich with historical battlefields and memorials commemorating past events, but there are also American battlefields within driving distance of the border. A visit to the Canadian War Museum or their website will provide visitors with a great resource of wars that took place on our soil, which will provide ideas of visits to historic sites. The Seven Years' War was a global conflict, where fighting began in North America and spread around the world. The War of 1812 and the 1885 Northwest Rebellion also took place on Canadian soil. For units in the East the American Civil War battlefields, especially Gettysburg, are easily accessible. For units in the West the Little Big Horn is closest site. Command Teams should be very certain of what they expect to achieve from such an activity and give thought as to the best way to engage the maximum number of participants.

Guest Speaker Program

Guest Speakers are those individuals possessing unique knowledge of, and insight into, matters important to the unit's mission. Command Teams should establish a program for guest speakers with an achievable frequency. A network of potential speakers including branch and corps history experts, participants from significant operations and academics, can be built up over time. Command Teams are cautioned to do their research on prospective speakers. If the guest speaker is travelling, there may be a requirement to fund their travel, time and meals. Virtual presentations are an option if the unit possesses the necessary equipment. Guest speakers should be invited to provide a pre-reading list (if applicable) and present a lecture/presentation not exceeding one hour, followed by a question period.

The Case Study

A case study is a systematic, critical approach to the study of battles, campaigns, and other operations. Its purpose is to develop and improve the knowledge about the profession of arms and to highlight the difficulties and problems of TTPs, logistics, C2 and leadership challenges that confront commanders and staff officers during battle. It is a study of lessons identified in previous battles and campaigns. It should be used to increase the understanding of army principles of war and fundamentals of offence and defence, and to improve the professionalism of officers and select NCMs. It is a disciplined process to practice these skills through an analysis of a case study.

There are numerous ways of performing a case study. It can be done by making a presentation or in written format. A presentation would be based on the background, thesis and conclusion of the written case study. The formats listed below are the formats that are used on the Army Operations Course (AOC) at the CACSC. The presentation format should be organized as follows:

1. Introduction – a short opening designed to grab the attention of the audience.
2. Thesis – present the thesis statement with any additional clarification or supporting remarks.
3. Background – provide historical context for the battle or the leader.
4. Questions – state the question(s) which you chose to answer for the case study.
5. Answers – provide details and supporting evidence on how to answer each question and what were the conclusions.
6. Summary – restate the thesis and describe what the big takeaways are resulting from the study of this leader or battle.
7. Recommendations – any recommendations for further readings/study.

Another way of executing a case study is the use of a narrative methodology format, consisting of four major parts, the introduction, the thesis statement, the main body and conclusion, which all provide a logical order for research and analysis of a battle. The written method should be organized as follows:

1. Title Page.
2. Introduction – a description of the subject in general terms and the parameters of the problem based on the questions selected, and thesis statement.
3. Main Body – core of the case study where deductions are made from facts and the relationships between cause and effect are discussed.
4. Conclusion – summarize key deductions from the main body and restate the thesis.

A good procedure that systematically leads the investigator through the actions surrounding the battle is to ask the following questions: Who was involved in the fight? What happened? When did it happen? How did the fight develop? Why did the fight progress as it did? Who won? What was the significance of the action?



Staff Ride/Virtual Staff Ride

The purpose of conducting a Staff Ride/Virtual Staff Ride is to support the systematic study of an event/battle/campaign to foster creativity in military problem-solving among officers and NCMs in the Canadian Army (CA). The written account, the map study, and lastly the site visit, either in person or virtually. A virtual staff ride (VSR) follows the same methodology as a field staff ride, but because restrictions preclude a trip to battlefield sites, the terrain is replicated in a virtual environment in the classroom.

Approaches to Delivering the Activity

1. Although guides are usually available at many battle sites, there may be subject matter experts (SME) within the unit or organization. These SME need to lead the group in order to guide the learning process along fields or positions which are applicable to the group. The SME must be knowledgeable in the battle or campaign, and it is best not to task someone within the unit who doesn't have an acceptable level of awareness of the battle or campaign. Staff Ride Team Leaders will need to decide upon the specific approach required given the circumstances at the time. The Staff Ride can be conducted in two basic ways:

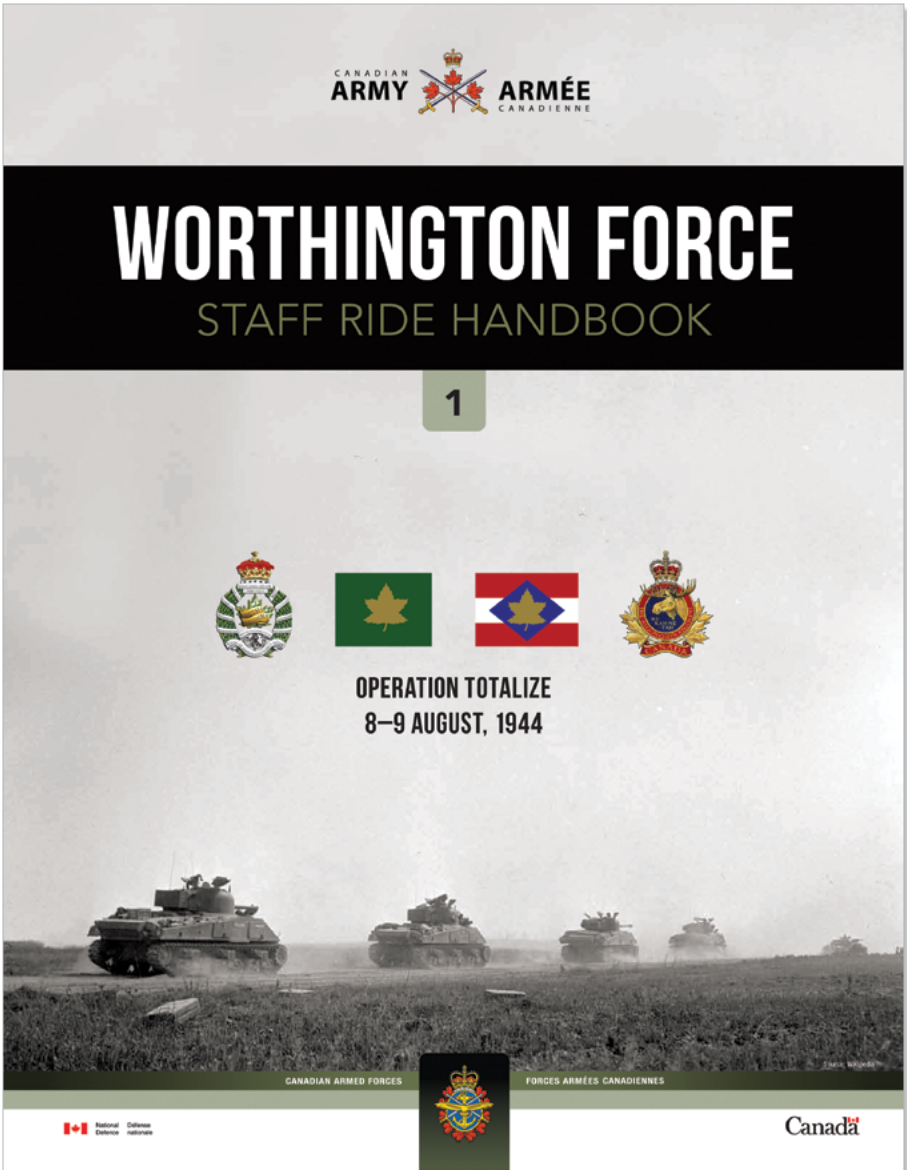
- a. **Socratic method.** Team Leaders (uniformed members/PhD/civilian historians) narrate the event and the participants ask questions; or
- b. **Role-playing method.** Meaning the participants are assigned roles as different commanders early in the preparation phase. The differences between the two methods are important. In the Socratic method, the Team Leader describes events and decisions as they *actually* occurred. Participants primarily absorb the material. In the Role-player method, the selected participants describe what *could* happen based on their own estimates. Role playing can be limited to simple discussion, but a more advanced method includes the requirement to conduct estimates and prepare orders.

2. Considerations in the Preparation of the Staff Ride/Virtual Staff Ride.

- a. Objective to be achieved.
- b. Number of participants.
- c. Rank and experience level.
- d. Time of year.
- e. Technology. Ensure that the unit can access Google Earth.

3. Methodology for Delivering the Staff Ride/Virtual Staff Ride. Regardless of the chosen approach, the three basic stages of delivery are orientation, description and analysis. Described below:

- a. **Orientation.** Proper orientation at each stand is essential for understanding time and space and the flow of events. Christening the ground includes identifying cardinal points, features and distances between key features such as villages, towns, rivers and elevations. While the Team Leader will usually do the orientation, the participants should be encouraged to do it, depending on the chosen approach.
- b. **Description.** In the Socratic Method the Team Leader will spend considerably more time describing the action at the stand. In a role-playing activity, the Team Leader will provide a **brief** description and then let the role players take over, injecting commentary as necessary.
- c. **Analysis.** The analysis consists of two broad categories, (1) historical significance and (2) current relevance (Lessons Learned).



4. The CACSC PME Section has publishing the *Worthington Force Staff Ride Handbook*. Worthington Force is an example of a failed battlegroup advance to contact in a brigade and division context during Canadian operations in Normandy. Worthington Force provides the opportunity to consider many aspects of current CA doctrine, including some of the following:

- a. battlegroup concept;
- b. groupings and tasks;
- c. effectiveness of vertical and lateral reporting;
- d. communications failures (technological and human);
- e. night attack and navigation;
- f. the location of commanders on the battlefield;
- g. subordinate initiative;
- h. reconnaissance and intelligence; and
- i. the fog of war.

5. **Specific Guidance to Role Players.**

- a. Do not regurgitate the battle narrative.
- b. Do not try to mimic the actual personalities of the individual you are playing. For example, do not make the same decisions (unless of course you believe it has merit).
- c. Constantly ask yourself – “What would I do?”
- d. Follow the principles of effective communication, brevity, clarity and conciseness.
- e. Develop your own “battle box” with the materials you would need to prepare and deliver abbreviated orders.

GUIDED SELF-DEVELOPMENT

Usually developed by other organizations and agencies this approach includes formation and unit *recommended* but *optional* learning that may seek to enhance a soldier’s capability. Typically, the commander guides subordinates to engage and study specific subjects with a broader goal in mind. At the individual level, guided self-development may come from mentors and/or predecessors who have already advanced along a particular path or participated in a particular mission.

Examples of guided self-development include topical reading packages, cultural awareness activities, theatre specific knowledge development, and specialized skillset learning. The Command Team must be very clear about what they wish to achieve. Usually, officers mentor their subordinates, but the Command Team should seriously consider seeking out retired members who would be willing to mentor in specific subject areas.

EXAMPLES OF GUIDED SELF-DEVELOPMENT

Professional Development Reading Program

The Command Team can implement a tailored program designed to enhance subject awareness and critical thinking. The potential categories are endless. Try to avoid the tendency to create large lists. The unit members will likely react negatively to what they perceive to be excessive reading. Smaller lists are better. Sending out lists without tracking progress or exploiting the potential for writing and presentations is a wasted opportunity. As a minimum, the Command Team should *track* completion and *encourage* (1) discussion, (2) book review or (3) presentation. Formal presentations covering the readings also provide the basis of professional development briefings. These readings would be ideally used as a basis for the discussion of substantive professional issues of leadership, ethics, command and control (C2), the responsibilities of command, etc.

Professional Development Briefings

Presentations of various lengths on current CA operations world-wide and other topics are a valuable tool for generating non-formal PME content. The Command Team can identify someone in the unit (or retired) with personal experience of a given mission or a keen interest in it. The presentation should last no more than thirty minutes, leaving sufficient time for questions/discussion. Give some consideration to tailoring briefings to different rank levels. Unit history, leadership, logistics, ethics, combined arms operations, NCM and Officer succession planning, mental health awareness, or conduct of an investigation are all possible briefing topics.

Examples of Current CA Operations

- Op GENERATION
- Op LENTUS
- Op IMPACT (Whole of Government assistance in the Middle East)

- Op UNIFIER (supporting security forces in Ukraine)
- Op REASSURANCE (Latvia)
- Op LASER (response to the COVID pandemic)



Major-General Jennie Carignan, the departing Commander NATO Mission Iraq, speaks about her experiences to members of Joint Task Force IMPACT at Camp Canada, Ali Al Salem Air Base, Kuwait, on November 25, 2020.

Personal Self-Development

This involves self-initiated learning where the soldier defines the objective, the process, and the pace. There are many domains of personal self-development that would lead to the further enabling of mission success. Examples of personal self-development the pursuit of professional and/or scholarly qualifications, volunteering, and the participation in broader communities of practice. The Command Team cannot sit back and hope that their subordinates engage in personal self-development. The Command Team must lead the way by *demonstrating* their own personal self-development and *communicating* expectations. Some soldiers are self-starters while others will likely never see the point. The Command Team should focus on sparking the interest in those individuals who simply need the right motivation to send them on a path of greater insight into the profession of arms.

CHAPTER 3 – FORMATION AND UNIT PROFESSIONAL DEVELOPMENT PROGRAMS

A SAMPLE FORMATION PD PROGRAM

The following is a suggestion only. This is a quarterly-based program bearing in mind APS and annual leave in the summer. It contains one major activity per quarter. Key points: (1) completion of material must be tracked; (2) the best products should be openly acknowledged for motivational purposes.

MONTH	TOPIC	OPI
Winter	<p>Command</p> <p>This activity would most likely be conducted after the completion of EX MAPLE GUARDIAN in January. Select any aspect of the command function and organize an activity. It could be a guest speaker, reading a book addressing command or a simple TEWT.</p>	Command Team
Spring	<p>Joint Operations</p> <p>Plan and execute a war game outside the scenarios assigned to the major training events. It can be of any historical period. The Falklands War makes an excellent war game. The Canadian Army's operations in the Scheldt during the Second World War are rich in difficult problem-solving. This activity could be conducted via an OPP cycle.</p>	Command Team
Summer	<p>Sustainment</p> <p>Focus on the critical nature of sustainment in any specific operation, past, present or future. This could be in the nature of a modified estimate presented to the formation.</p>	Unit COs
June	APS/Annual Leave	
July	AP/Annual Leave	
Fall	<p>Case Study</p> <p>Consider conducting a case study on lessons learned/not learned from previous operations, focusing on the validity of the observations upon which 'lessons' are identified.</p>	Unit COs

A SAMPLE UNIT PD PROGRAM

The following is a suggestion only. This is based on ten modules in a 12-month period bearing in mind APS and annual leave in the summer. If this sample program is too ambitious given the unit's operational tempo, Command Teams can envision it as a quarterly program, selecting one of the monthly topics as the main effort for any three-month period. The late fall would represent the planning and preparation period for the Command Team and unit leadership. Key points: (1) the approach in this specific example is cumulative, building from basic thinking skills to a final unit war game; (2) the approach is modular for flexibility. Members moving in and out of the unit can track their progress and know that they have not lost any work; (3) completion of material must be tracked; (4) the best products should be openly acknowledged for motivational purposes.

MONTH	TOPIC	OPI
January Mod 1	Introduction to Critical Thinking – could be military-based critical thinking (estimate, etc.) or academic (common logic fallacies for example).	Command Team
February Mod 2	Critical Thinking Exercise – confirm the skill taught by offering serious problems to consider. In a tactical sense the OCs should be given a sub-unit level problem, and so on down to the privates. The exercises can be open-ended (lengthy preparation time to consider the problem) or in a time sensitive way.	Command Teams/ OCs
March Mod 3	Operational Ethics – this can be approached in two basic ways: (1) members can be given an article or an idea to consider and they present their views in an open forum; (2) members reflect on their own experiences with ethical challenges in operations.	Pl/Tp Leaders/ Senior NCMs
April Mod 4	Book Review (writing skills practice) – consider a book that speaks to some element of the final war-game scenario envisioned (see Line of Sight Website for book review guidance and <i>Commander Canadian Army's Reading List</i> for ideas).	Graded by OCs
May Mod 5	War Movie – excellent opportunity to watch a film and identify fundamentals and principles. Members must receive proper D&G on what is expected.	OCs
June	APS/Annual Leave	
July	AP/Annual Leave	
August Mod 6	Case Study – historical case study at the unit level to draw out certain points of doctrine/command & control. The unit's history is the obvious default, but Command Teams are encouraged to look at other regimental experiences as well in different conditions.	Command Team/ OCs
September Mod 7	Current Technological Challenges – introduce a technological issue that the CA is currently dealing with, i.e., air defence/drones. Printed material/videos can be distributed, but the key outcome is that members of all ranks are afforded the opportunity to offer their solutions.	OCs

MONTH	TOPIC	OPI
October Mod 8	TEWT – a sub-component of the larger final war-game to come in December. This is conducted at the lower levels, platoon and below, affording the NCMs to discuss minor tactics.	OCs
November Mod 9	Culture – an open discussion of the impact of various cultures on how we conduct operations overseas. Should be clearly linked to the environment selected by the Command Team for final war-game	Command Team
December Mod 10	War Game – the Command Teams’ year-end holistic PME event. See Line of Sight website for further information of war-gaming. The key to this exercise is that all members engage with the material/discussions.	Command Team

Note: In early January of the next cycle Command Teams should conduct an AAR to determine how the unit program can be improved for better D&G, delivery and outcomes.



Source: Library and Archives Canada

Canadian Tank Manoeuvres in England.

CHAPTER 4 – RESOURCES FOR THE COMMAND TEAM

LINE OF SIGHT

Your key on-line hub for digital resources is **Line of Sight**, a professional military education web hub for the Canadian Army. The aim is to enhance historical mindedness, increase awareness and understanding of current challenges across the Spectrum of Conflict and sharpen applied PME – problem-solving skills. As **Line of Sight** evolves a profession of arms network will take root and members of all ranks will be able to share their insights and ‘learn’ according to their own unique needs. Here you will find the *Commander Canadian Army’s Reading List (2015)* and the *Commander Canadian Army’s Reading List Supplements*. Explore ‘The Network’ on the site which has links to the best Allied PME sites. The *Worthington Force Staff Ride Handbook* and the *The Staff Ride: A Planning Guide* are available in PDF form on **Line of Sight**.

SOURCES AND FURTHER READING

References

- A. *Strong, Secure, Engaged: Canada’s Defence Policy*, 2017
- B. *Advancing with Purpose: The Canadian Army Modernization Strategy, 4th Edition*, 2020.
- C. CAO 22-15 – The Army Lessons Process and Lessons Learned, 2021
- D. CAO 24-14 Canadian Army Professional Development
- E. CAO 24-23 Directed Pre-Command Training for CA Unit Command Teams
- F. CANFORGEN 065/17 Canadian Armed Forces Non-Commissioned Members Academic Opportunities Update
- G. B-GL-300-008/FP-001 *Training for Land Operations, Annex G Army War Studies for Land Operations*.
- H. B-GL-315-001/FT-003 *The Staff Ride: A Planning Guide*, 2022
- I. B-GL-315-001/FT-001 *Worthington Force Staff Ride*, 2020
- J. CFC 225, Canadian Forces College Guide for Academic Writing

Articles

- Colonel Jay Adair, "Thoughts on Professional Military Education (PME)" 2021, **Line of Sight**
- Robert Gibson, "How to Create Professional Military Education (PME), The Cove (available on **Line of Sight** under The Network/Allied PME Sites)
- MGen Mick Ryan, "The Art of Leading Unit-Based Professional Military Education," Modern War Institute, 2017 (available on **Line of Sight** under The Network/Allied PME Sites)

CHAPTER 5 – CONCLUSION

The key to a successful PD Program at the unit and formation levels is output. Command Teams must be able to identify and measure progress. The Command Team is responsible for implementing the essence of the Canadian Army Modernization Strategy which strongly encourages non-formal PME. The Unit Command Team Course (UCTC) and the Formation Command Team Session (FCTS) must internalize the essence of CAO 24-14. Command Teams need to remain cognizant of the fact that education is *not* training, and non-formal PME must be interesting. It is important to remember that whatever non-formal PME you implement, it must be achievable. Therefore, conduct your program efficiently while avoiding the tendency to over-simplify subjects. Finally, Command Teams need to seriously consider ways to incentivize non-formal PME.



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