Joint Professional Military Education: An Annotated Bibliography

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Abstract

The purpose of this paper is to provide an annotated collection of sources concerning Joint Professional Military Education (JPME) in the Australian Defence Force. These sources are collected from academic and military experts from within Australia and from leading institutions around the world. They have been obtained through research databases and journals within a timeframe from the year 2000 to the present day. This timeframe was chosen in order to keep the bibliography contemporary and relevant. While this is by no means an exhaustive list, it provides a diverse perspective on JPME and is a solid foundation from which to conduct further research and analysis on the topic.

This paper is 19 pages long.
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About the Author

Peter Robjent graduated from the University of Canberra at the end of 2012, having studied towards a Bachelor of International Studies with additional minors in Human Rights and Social Justice, and Spanish. During his studies he spent two months working as an intern at the Centre for Defence and Strategic Studies. This paper was written as one of his internship tasks. He aspires to work further with the Australian Defence Force community in the future as he commences his career in the Australian Public Service.
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This paper from Lt. Col. Alexander, of the USAF, outlines the transformational changes taking place in the US Department of Defence since 2001, emphasizing the importance of joint military education and doctrine as necessary tools to overcome 21st Century challenges. The author argues that jointness must go beyond Service interoperability or conflict resolution and focus on cohesion and continuity to achieve a more unified joint perspective. A reformed professional education system is required to foster this perspective and to create leaders who are prepared for new and complex challenges.


In this article the authors note the importance of viewing JPME not as a deviation of a soldier’s duty but as a central and continuing focus. They evaluate the two phases of JPME within the United States, beginning with joint education from a service perspective, and joint education concerned with the integration and employment of multi-service forces. Limitations to this approach are considered, including the amount of time required away from service, and limited scope and availability, which the authors seek to address through mobile teaching (such as providing travelling educators to facilitate service duty), online and long distance learning capabilities as well as expanding the availability of joint education to a wider range of service personnel.


This response from Admiral Chris Barrie to Dr Evans’ The ADF and Operational Art argues that the inclusion of more material into the military curriculum, or attempting to get doctrine ‘right’, is too simplistic a solution to addressing challenges in operational art. The article suggests that successful campaign commanders earn their reputations through experience and resourcefulness, and have already studied in order to acquire the necessary wisdom, pointing to previous Australian expertise in UN operations as evidence. Admiral Barrie argues that the most beneficial time to provide military education on operational art would be when Australia is directly threatened, stating that
these circumstances would leave no reasonable doubt as to the need for Australian leadership and strategic success.


In this article Major Scott, of the USAF, examines the potential of integrated joint space operations and the relevant JPME required to train ‘total space professionals’. Scott argues that space supports all of the Services and is therefore inherently joint, and that as the days of single Service training are gone the future of joint education and operation must include space capabilities. The author examines the current Professional Military Education provided by the Air Force regarding space operations, suggesting ways in which this might be expanded to incorporate JPME in order to develop joint space expertise at an operational level.


This paper notes the culture of joint awareness and unification that has become standard within the US Department of Defense, with Services only rarely operating unilaterally. Commander Buckley, of the US Navy, argues that JPME has resulted in joint duty assignments operating in a unified manner; however a new focus is required to work within coalitions, within the interagency and on a multinational level.


In this article, Air Vice Marshall Burridge of the Royal Air Force analyses how the non-linear, fragmented nature of the current battlespace frequently calls for a Joint approach to operations. This paper offers a unique UK perspective on the importance of staff colleges, arguing they do much to define the nature of a nation’s armed forces. Burridge proposes a valuable model of JPME at the staff college level, emphasizing the importance of building intellectual, technical and emotional maturity at both the team and individual level.

Carrell, of the US Air Force, discusses the cultural shift in US Defense forces towards joint thinking since the Goldwater-Nicholls Act of 1986. He argues, however, that this cultural shift is not enough to enhance joint military operations and suggests improvements through a ‘cradle to grave’ approach, whereby JPME is a seamless and continued part of an officer’s professional development and all officers assigned to joint positions have JPME relevant to their experience and responsibility. Carrell calls for further improvement to JPME and outlines several ways in which these may be implemented.


This paper examines the importance of military ethics, reflecting on the Canadian experience in Somalia and the various ethical challenges presented to leaders within the Australian Defence Force (ADF). Cullens emphasizes the importance and delivery of further military ethics education within the Australian Defence Force, arguing that while there has been a tendency to espouse joint military and Network Centric Warfare, an appropriate focus needs to be similarly applied to joint military ethics education in order to better prepare future leaders.


This paper focuses on the importance of leadership within the ADF at all levels in order to succeed in military operations and foster a first class working environment. It outlines the history of leadership education in the ADF and points to new leadership challenges, such as a mixed military, civilian and commercial workforce and the need to use Defence resources efficiently as well as effectively. The authors suggest the ADF adopt a leadership culture, as opposed to a bureaucratic culture, to ensure it retains its legitimacy as a fighting force.

This paper, produced by the United States Joint Chiefs of Staff department, assesses the challenges to joint military education as the domain of warfare constantly changes and new obstacles are presented. These include the rise of information technology and the cyber domain, as well as the growing emphasis on providing a quality education and not just training. These challenges have an influence on both the learning style of students and the mode of delivery from JPME institutions.


This article notes that while ADFA provides an excellent opportunity to implement JPME at an early stage in an officer’s career, it should not stop at the Academy or Junior officer level. JPME should instead progress continuously throughout the ranks in order to foster relationships across the Services as well as with wider government agencies. This, the author argues, will bring greater integration and cohesion to the entire ADF.


Major Endres, of the US Army, argues that a review is needed of the US JPME system, calling for a restructure of the Phase One and Two approaches to JPME. The author argues that a new, non-traditional approach be taken to JPME that includes distance and distributed learning, as well as further focus on newer technologies, allowing all officers to undertake joint education when and how they need it.

In this paper Australian Defence College Fellow Michael Evans conducts an analysis of armed conflict from the Cold War ‘Long Peace’ through to the present day ‘Long War’ scenario of 21st century globalised security. The analysis identifies several changes in the conduct of war which outline new requirements for JPME, with an emphasis on strategic art as a way of bringing coherence, clarity and control to the interaction of policy, strategy and operations. The author argues that strategic artistry, requiring flexibility rather than formulaic approach, is essential for future JPME and notes that a continuum of learning is required throughout an officer’s career in order to develop analytic skills in the theory and practice of war from battlespace to strategic boardroom.


This report examines the state of Joint Military Education within the ADF and makes observations and recommendations concerning its future implementation. It notes the aptitude of the ADF to train well, and the proficiency gained from junior officers from single Service training is invaluable and should remain unchanged. The report does note, however, that training and education are not synonymous, and changes to the area of education such as improved jointness, adaptability and flexibility are required in order to better prepare personnel for future security challenges. The implementation of these recommendations should occur through development and modification of the ADC structure and curriculum.


In this article, Dr Evans argues that the development of operational art in the Australian military has been unsatisfactory and remains a vulnerability if Australia is to remain a global security contributor and regional security leader. This weak development has led to a ‘closing of the Australian military mind’ concerning operational art and must be remedied by a number of reforms. These include the adoption of a functional approach towards operational art and campaign planning, the improvement of joint doctrine and several reforms to the Australian Defence Force JPME system. Evans argues that Australia must
develop a new model of middle-power operational art in order to manage future military challenges at both the global and regional level.


In this short article Feidler, Director of the United States Reserve Officer’s Association’s Strategic Defense Education, argues that both education and experience are critical to advance and perform in a joint environment. The author notes that while ongoing overseas contingency operations (wars) provide a wealth of experience in joint operations, there exists a bottleneck in joint education. While the focus is on challenges specific to Reserve Component Officers in the United States, Feidler’s argument reflects a wider challenge to JPME in general, stressing the need for more educational opportunities, including distance education and expanded curricula.


Air Marshal Funnell argues several points concerning the operational history of Australia in his response to Mike Evans’ The ADF and Operational Art. His views concerning JPME, however, suggest that the intellectual scrutiny of concepts and doctrine should occur in the more centralised areas of Defence, such as the Headquarters of the Australian Defence Force (HQADF) and the Department of Defence. The paper calls for further discussion and debate on JPME, noting that throughout the history of the ADF professional military education has received inadequate attention. The author outlines current attitudes towards military education, including the idea that it is beneficial but not overly necessary, suggesting that these beliefs be challenged and that professional military education be further encouraged and developed for senior leaders.


This paper by the former Commander of the Australian Defence College, Rear Admiral James Goldrick, places strong emphasis on the idea that joint success cannot come at the expense of single Service educational foundations. It should instead aim to be complementary to Service training and aim to build upon that base. The article calls for further development of technological resources and
teaching methods aimed at junior officers as well as the development of JPME opportunities for a wider range of ADF personnel.


Wing Commander Hinchcliffe of the RAAF argues that while the increasing professionalism of individual single Services has been a necessary response to the growing complexities of their respective environments, it remains insufficient if they fail to be alert to the joint nature of the Australian Defence Force. In turn, the ADF must embrace the emerging concept of Australian security as a whole of government approach. What is required at these levels, both at the Services approach to jointness as well as the ADF’s approach to whole of government security, is mutual respect and understanding.


Dr Aaron Jackson, a strategic studies scholar from Griffith University, offers valuable insight into the history of Australian joint military development, detailing joint organisational reforms from the 1960s onwards. Despite the extent of these reforms, the author suggests a broader scope of joint organisation within Defence. The paper proposes the potential importance and benefit of establishing a Joint Warfare Studies Centre in order to implement joint conceptual development on a level as yet unseen within the ADF.


In this article Professor Johnson-Freese, of the US Naval War College, draws attention to the need to distinguish between education and training in professional military education. It also argues that unlike training, which involves rules and clear right or wrong answers, education stimulates intellectual agility and is necessary for developing strategic leaders. The author makes several recommendations regarding the implementation of PME in US military institutions.

This paper from Lieutenant Colonel King of the Australian Army outlines several important elements of education essential to JPME, discusses its core purposes and highlights who should be responsible for JPME implementation, namely the ADF as a whole. King concludes that the proper development of a JPME strategy can enhance the development of relevant expertise in Defence and improve its performance as a learning organisation.


In this paper Major Kobylski, of the US Army, argues that despite the strong emphasis on the importance of JPME for officers of all levels, JPME implementation in the US continues to be inadequate. The author analysed JPME at the intermediate level and found that not all officers were receiving sufficient joint education that would enable them to succeed in joint assignments. Kobylski recommends a relevant and updated JPME be offered to all officers, with a shift from Service oriented education with some joint experience towards a joint oriented education with Service education.


In this article Professor Lovell, of the University of New South Wales Canberra, perceives some limitations to Defence’s current approach to education. These include a high teaching staff turnover, a tendency to implement change for change’s sake, hostility towards perceived ‘irrelevant’ courses of study and a fundamental misunderstanding concerning the differences between education and training. Lovell suggests an education-centric approach where students are encouraged to learn, not so as to ‘tick the box,’ but instead to be given the latitude to educate themselves and gain proper insight and wisdom into becoming a future leader.


In this paper Lieutenant Commander Lyonnais, of the US Navy, argues that joint education from a Service perspective is an invalid concept and that there should instead be greater focus on ‘joint culture’. The author argues JPME’s
primary purpose is to develop, foster and enhance joint culture and suggests a framework that provides as much interaction as possible between officers of all Services and ranks. This includes the proposal for a single university for military and national security studies encompassing all levels of higher education and genuine joint education for all officers from pre-commission to retirement.


This article outlines the importance of the Goldwater-Nicholls Act of 1986 and provides a clear definition of what JPME is and aims to achieve. It stresses the importance of moving towards a standardisation of JPME and suggests ways in which this might be achieved. The purposes of a standardised JPME are to strengthen the understanding and experience of the learner, providing a sound and consistent level of knowledge resulting in the increased effectiveness of operational defence forces.


In this article Professor McGuire, of the National Defence University, discusses the Industrial College of the Armed Forces (ICAF), a key element of the US Department of Defense JPME program. The ten month course at ICAF is aimed at developing strategic thinking skills at a conceptual, interpersonal and technical level. It is focused on implementing the foundational requirements for a strategic leader, and while not providing the ‘lived in’ experience necessary for strategic leadership it serves as a catalyst to enhance student conceptual capacity.


In this response to Mike Evans’ The ADF and Operational Art, Major General Molan (Retd) outlines the personal challenges he has encountered at the operational level and the difficulties he has faced in trying to internally implement change in order to produce good ‘generalship’. The article firmly agrees with the view that there is closed mindedness within the Australian Defence Force concerning operational art and suggests bringing into effect joint capability management to better define the join environment and set operational standards. Molan argues that an inquiry into JPME will only waste
further time and instead calls for a refocus on joint education that emphasizes operational art, particularly for at the Centre for Defence and Strategic Studies and Australian Command and Staff College.


This report examines the recommendations of the Skelton Report of 1988 and the Cheney Report of 1997, each of which called for improvements to the availability and delivery of JPME, and analyses whether senior colleges have been effective in delivering these changes. Lt. Col. Perez, of the US Army, argues that there must be a flexible, reliable and effective Joint Command and Control structure that is present down to the operational level. Importantly, a joint professional culture must be fostered and developed. Perez suggests ways that these improvements may be implemented, such as making use of technology to widen the availability of JPME or consolidating senior level school into one location so as to bring equal representation and access to the Services.


This paper by the Director of Curriculum Development at the Centre for Defence and Strategic Studies, examines the purpose of military education, analysing the similarities and differences between educating a strategic thinker, strategic leader or senior leader for specific working environments. The author compares and contrasts the Australian experience of senior professional military education with comparable institutes in North America and the United Kingdom and outlines several recommendations for making Australia’s profession of arms more relevant to the contemporary strategic environment.

This article from Dr. Reeve, one of Australia’s leading naval historians, places strong importance on the academic study of naval history in order to produce a more professionally self-aware and empowered naval officer. Reeve details the benefits of combining this tradition of training and education with joint professional knowledge and experience. He argues that jointness allows each of the services to offer their own unique expertise in a complementary fashion within a capability driven force structure, offering benefits to both the Navy and joint military operations.


This article emphasizes the need to promote cultural change in order to effectively implement and integrate JPME between the Services by demonstrating the US Navy’s historical reluctance to embrace joint services. Richardson suggests that JPME be introduced to junior officers at much earlier stages of their education, emphasizing the importance of understanding the concepts of joint experience immediately upon commission. This, he argues, will give the Navy a predisposition for jointness, a necessary prerequisite for changing Navy culture from the ground up.


This article finds that JPME is poorly timed within US officer’s careers, requiring earlier educational availability in order to fulfil the needs of a commander. The commander’s needs increasingly include involving junior officers in basic joint fundamentals and operations, however many junior officers are unable to complete their JPME before their joint assignments. Schweikert suggests that while the current model of education is largely sufficient, many officers are precluded from completing JPME prior to joint assignments due to Service complications, and as a result JPME should occur earlier within an officer’s career.

While this report examines the importance of operational art and campaigning to the ADF as a whole, chapters two and three focus on the importance of JPME specifically. Lieutenant Colonel Scott, of the Australian Army, argues that there is little evidence to indicate that JPME is receiving the priority from the ADF required for operational excellence. The author distinguishes education from training, suggesting a greater emphasis on teaching creative and critical thinking is required in JPME due to the unpredictability of the environments in which the ADF operates.


This report examines the role of PME in Australia, analysing why it is important to Australian security and detailing some of its criticisms. The systemic challenges met by PME as well as the institutions that provide it are examined and the authors discuss ways in which JPME may be further improved, with an emphasis on developing the culture within the ADF toward providing a higher quality, flexible and diversified education.


In this paper Major Smith, from the USAF, asserts that there is a glaring under development in joint war fighting theory professional officer development. Smith argues that ‘joint’ is a credential that is attained at random points throughout an officer’s career, due to core Service competencies and training coming at the expense of joint mindedness. His solution is to implement JPME from the very earliest stage of an officer’s career and reemphasize joint mindedness as they progress from a tactical to an operational and strategic level in order to provide effective future leadership.

This response to Dr Evans’ The ADF and Operational Art agrees that while there is much merit in the development of Australian operational art within the ‘global security contributor’ and ‘regional security leader’ parameters; there must also be continued operational thinking aimed at Defence of Australia strategies. Thomas argues this on the basis that future strategic uncertainties cannot rule out the threat of a direct attack on Australia, particularly in the circumstances of the late 21st century. Therefore, while operational teachings should be further implemented in JPME, it should not come at the expense of strategic studies and education. Thomas argues that while JPME may be able to make an important contribution to Australian operational art, it is an area that is the responsibility of central areas of the Defence organisation, such as the Department of Defence and the Headquarters of the Australian Defence Force (HQADF).


Professor Utting, of the King’s College London, provides an in-depth examination of the history and formation of the Joint Services Command and Staff College in the United Kingdom. The paper outlines principals on which to base a joint professional military education, ranging from technical aspects, such as syllabus content, to broader concepts such as currency, professional relevance and the linkage between the application of JPME and operational and strategic success.