

# Transformation and The Army School System

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# Transformation And The Army School System

**United States. Congress. House.  
Committee on Appropriations.  
Subcommittee on Military  
Construction Appropriations**

## **Transformation And The Army School System:**

**Transformation and the Army School System**, 2005 Army Transformation and wider operational demands are placing increased demands on Army training and The Army School System TASS which is responsible for the vast majority of institutional training in both the Active Component AC and Reserve Component RC This report identifies policies and options for increasing TASS s contribution to Army readiness while improving the integration of the AC and RC training systems The study recommends first that TASS adopt private sector practices organizational models and technologies to improve its approach for developing interactive media instruction IMI training a key form of future training The study also recommends that TASS expand its training delivery options by developing a more effective local training system to conduct selected courses and support other unit training needs Finally TASS should seek to leverage available training resources to improve integration of AC RC training institutions and provide additional training options Suggestions are presented for three potential pilot studies low cost demonstration projects that would help assess the costs and tradeoffs involved in the overall change strategy *Transformation and the Army School System* Michael G. Shanley, 2005 Policies and options for The Army School System TASS to meet the Army s current and future training demands

**Kevlar Legions: The Transformation of the United States Army 1989-2005** John Sloan Brown, 2012-08-12 This is the story of how the United States Army responded to the challenges of the end of the Cold War by transforming itself into the most capable ground force in the world today It argues that from 1989 through 2005 the U S Army attempted and largely achieved a centrally directed and institutionally driven transformation relevant to ground warfare that exploited Information Age technology adapted to post Cold War strategic circumstances and integrated into parallel Department of Defense efforts The process not only modernized equipment it also substantially altered doctrine organization training administrative and logistical practices and the service culture Kevlar Legions further contends that the digitized expeditionary Army has withstood the test of combat performing superbly with respect to deployment and high end conventional combat and capably with respect to low intensity conflict and the counterinsurgency challenges of Iraq and Afghanistan

**Department of Defense Appropriations for Fiscal Year 2003** United States. Congress. Senate. Committee on Appropriations. Subcommittee on Defense, 2002

**Field Artillery**, 2000 [Military Construction Appropriations for 2004](#) United States. Congress. House. Committee on Appropriations. Subcommittee on Military Construction Appropriations, 2003

**Improving the Effectiveness of Army Distributed Learning**, 2006 As part of an ambitious plan to transform its training practices the U S Army is in the process of converting 525 training courses to distributed learning DL by the year 2010 DL provides decentralized training using one or more information and communication technologies or a combination of classroom training and technology mediated training This report reviews the state of research on learning outcomes in DL particularly in comparison to residential learning RL which is the current standard for training The report also presents a series of recommendations concerning 1 the

development of a research agenda focused on the effects of variations in the design of DL rather than the comparison of DL and RL 2 methodological strategies for improving the quality of research on DL and 3 policies to support the design implementation and evaluation of DL Adopting these recommendations can help the Army use DL to realize its vision of transforming training and providing life long learning for multiskilled soldiers

**108-1 Hearings: Military Construction Appropriations For 2004, Part 1, Etc., 2003, \***,2003 Army-Navy-Air Force Register and Defense Times ,1928 *Daily Report* ,1994 **The Transformation of War** Jean Lambert Alphonse Colin,1912 **Schools in Transition** Andreas M. Kazamias,1968 Army and Navy Register ,1928 **Infantry Journal** ,1920 **Nigerian Primary Education** ,1992 The Future of the Army Profession Lloyd J. Matthews,2002 This book contains essays on various aspects of the Army profession its leadership ethics and knowledge Historical political and social perspectives are presented as well as case studies that focus on training and development of personnel Article titles include Trust in the Military Profession The Role of Strategic Leaders for the Future Army Profession and Professional Leadership and Diversity in the Army *Education* ,1921 **A Survey of Military Institutions** Roger William Little,1969 **The Total Army School System** John D. Winkler,1999 The United States Army operates an extensive system of schools and centers that provide military education and training to soldiers in the Active Component and the two Reserve Components the U S Army National Guard and the U S Army Reserve This system includes Reserve Component RC training institutions that provide reclassification training for enlisted personnel who change military occupational specialties and leader training for both commissioned and noncommissioned officers As the result of an assessment conducted in the early 1990s the Army and other agencies concluded that the Reserve Component training system was inefficient and difficult to manage and that the quality of training was inconsistent Concurrently defense downsizing and resource reductions were making it necessary to shrink the training infrastructure and reduce training costs **The United States Army and Navy Journal and Gazette of the Regular and Volunteer Forces** ,1905

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