

school of advanced military studies

School of Advanced Military Studies: Shaping the Future of Military Leadership

school of advanced military studies is widely recognized as one of the premier institutions dedicated to cultivating the strategic minds and operational planners of tomorrow's military leaders. Whether you're a military professional aspiring to deepen your expertise or simply curious about advanced military education, understanding what this school offers and its role within the broader defense landscape is both fascinating and essential.

What Is the School of Advanced Military Studies?

The School of Advanced Military Studies, often abbreviated as SAMS, is a graduate-level program within the U.S. Army Command and General Staff College. Established in 1983, the school's mission is to provide officers with an in-depth understanding of military strategy, operational art, and planning to prepare them for complex challenges on the battlefield and beyond.

Unlike basic military training or tactical courses, SAMS focuses on bridging the gap between strategic-level thinking and tactical execution. It trains officers to design campaigns, anticipate enemy actions, and coordinate joint and multinational operations effectively.

The Curriculum: Beyond Traditional Military Training

The curriculum at the school of advanced military studies is rigorous and immersive. Students, often mid-career officers, engage in detailed analysis of historical campaigns, wargaming scenarios, and the development of operational plans that incorporate political, economic, and social factors. Key components include:

- Advanced operational planning and campaign design
- Military theory and history with case study analysis
- Joint and combined arms operations
- Leadership and decision-making under uncertainty
- Integration of emerging technologies and cyber considerations

This comprehensive approach ensures graduates are equipped not only to think critically but to apply their knowledge in dynamic, real-world situations.

Who Attends the School of Advanced Military Studies?

Typically, officers selected for SAMS are those who have demonstrated

exceptional promise in leadership and planning roles. The program is highly competitive, attracting candidates from the Army and other branches of the U.S. military, including international officers.

Selection and Career Impact

Admission to the school usually requires completing the Command and General Staff College, and a rigorous selection process evaluates candidates' academic records, leadership potential, and operational experience. Graduates of SAMS often move into key staff positions, serving as principal planners at division, corps, and joint command levels.

Many SAMS alumni have significantly influenced military operations worldwide, contributing to the formulation of campaigns in Iraq, Afghanistan, and other theaters. The advanced operational planning skills gained at SAMS make graduates sought-after assets in both active duty and strategic advisory roles.

Why Is Advanced Military Education Important?

Understanding the complexities of modern warfare goes beyond knowing how to command troops in battle. The school of advanced military studies emphasizes the importance of operational art – the link between strategy (what needs to be achieved) and tactics (how to achieve it).

Operational Art and Its Significance

Operational art involves orchestrating battles and campaigns to achieve strategic objectives efficiently and effectively. It requires a deep understanding of:

- Terrain and geography
- Logistics and supply chains
- Enemy capabilities and intentions
- Political and diplomatic considerations
- Use of technology and intelligence

By mastering these elements, graduates can anticipate challenges, adapt plans, and lead forces through complex and fluid situations.

Real-World Applications: How SAMS Graduates Make a Difference

The impact of the school of advanced military studies extends far beyond classrooms and theoretical exercises. Graduates often serve as the architects behind some of the most critical operational plans in contemporary military history.

Case Study: Campaign Planning in Modern Conflicts

During recent conflicts, SAMS-trained officers have been instrumental in planning multi-domain operations that integrate air, land, sea, space, and cyber forces. Their expertise allows for synchronized efforts that maximize combat effectiveness while minimizing risks to personnel and resources.

For example, in operations in the Middle East, SAMS graduates helped design flexible campaigns that could respond to shifting political alliances and insurgent tactics, demonstrating the value of advanced operational planning in uncertain environments.

Tips for Aspiring Military Planners Interested in SAMS

If you're considering applying to the school of advanced military studies, here are some insights that might help you prepare:

- **Excel Academically:** Strong performance in military education and related academic fields is essential.
- **Gain Diverse Experience:** Seek assignments that expose you to planning, leadership, and joint operations.
- **Develop Critical Thinking:** Practice analyzing historical battles and current military challenges to sharpen your strategic mindset.
- **Network with Alumni:** Connecting with former SAMS graduates can provide valuable mentorship and guidance.
- **Stay Informed:** Keep up-to-date on military doctrine, emerging technologies, and global geopolitical developments.

These steps can position you as a competitive candidate and prepare you to thrive in the demanding SAMS environment.

The Future of Military Education and SAMS' Role

As warfare evolves with technological advances like artificial intelligence, cyber warfare, and unmanned systems, the role of institutions like the school of advanced military studies becomes even more critical. The school continually adapts its curriculum to ensure officers can incorporate these new elements into operational planning.

Furthermore, the increasing importance of coalition and multinational operations means SAMS also emphasizes joint and combined arms coordination, preparing leaders to operate seamlessly with allies worldwide.

By fostering innovative thinking and adaptability, the school of advanced military studies remains a cornerstone in developing military leaders ready

to face 21st-century security challenges head-on.

Whether you're a military professional aiming to advance your career or simply interested in the strategic aspects of military operations, understanding the school of advanced military studies offers valuable insight into how modern military leadership is developed and refined. It's a place where the art and science of warfare meet, shaping the minds that will command the future.

Frequently Asked Questions

What is the School of Advanced Military Studies (SAMS)?

The School of Advanced Military Studies (SAMS) is a graduate-level program within the U.S. Army Command and General Staff College that provides advanced education in military planning, operational art, and strategy.

Where is the School of Advanced Military Studies located?

SAMS is located at Fort Leavenworth, Kansas, within the Combined Arms Center and the Command and General Staff College.

Who is eligible to attend the School of Advanced Military Studies?

Primarily, mid-career U.S. Army officers, typically at the rank of captain or major, are eligible to attend SAMS after completing the Command and General Staff Officer Course. Officers from other U.S. military services and allied nations may also attend.

What degrees do graduates of SAMS receive?

Graduates of SAMS earn a Master of Military Art and Science (MMAS) degree, focusing on operational planning and military theory.

What is the primary focus of the curriculum at SAMS?

The SAMS curriculum focuses on operational art, military planning, joint and combined operations, and developing innovative strategies to address complex military challenges.

How long is the School of Advanced Military Studies program?

The SAMS program typically lasts about 11 months, combining rigorous academic coursework with practical planning exercises and a thesis project.

What career benefits do officers gain from attending SAMS?

Officers who graduate from SAMS are highly regarded for their advanced planning skills and often serve in key operational planning positions at brigade, division, corps, and higher echelons, enhancing their career progression.

Is SAMS only for the U.S. Army?

While SAMS is part of the U.S. Army, it also accepts officers from other U.S. military branches and allied foreign militaries, fostering joint and multinational operational knowledge.

How does SAMS contribute to modern military operations?

SAMS prepares officers to design and execute complex military operations, integrating joint, interagency, and multinational elements, which enhances the effectiveness and adaptability of modern military campaigns.

What is the history of the School of Advanced Military Studies?

SAMS was established in 1983 at Fort Leavenworth to improve the Army's operational planning capabilities by providing advanced education in military art and science, evolving into a premier program for military strategists and planners.

Additional Resources

School of Advanced Military Studies: A Crucible for Strategic Military Leadership

School of advanced military studies stands as one of the most prestigious and rigorous military education institutions in the United States, shaping the strategic minds behind complex operational planning and decision-making. Established to cultivate advanced military thinkers and planners, this institution has become integral to the professional development of U.S. Army officers and allied counterparts, producing graduates who excel in operational art and strategic leadership roles worldwide.

Understanding the Role of the School of Advanced Military Studies

The School of Advanced Military Studies (SAMS), located at Fort Leavenworth, Kansas, operates under the U.S. Army Command and General Staff College. Its primary mission is to educate mid-career officers in the art and science of operational planning, bridging tactical actions and strategic objectives. SAMS graduates, often referred to as "Jedi Knights" within military circles, are recognized for their ability to analyze complex military problems,

develop detailed campaign plans, and anticipate adversary moves in dynamic environments.

Unlike traditional military education that focuses largely on tactics, SAMS emphasizes operational art—the critical link between strategy and tactics. This focus ensures that students understand how to integrate joint, interagency, intergovernmental, and multinational capabilities to achieve theater-wide objectives. The curriculum is deliberately intensive, blending theoretical instruction with practical exercises to simulate real-world military challenges.

Curriculum and Academic Rigor

The academic program at the school is a demanding 11-month course designed for officers who have already demonstrated leadership potential and operational competence. The curriculum involves:

- **Operational Art and Campaign Planning:** Students learn to design comprehensive campaign plans that incorporate political, economic, and military variables.
- **Military History and Theory:** A deep dive into historical campaigns to extract lessons and apply them to contemporary operational contexts.
- **Joint and Multinational Operations:** Emphasis on interoperability and coalition warfare, reflecting modern conflict realities.
- **War-gaming and Simulations:** Practical exercises that challenge students to apply knowledge in dynamic scenarios.
- **Research and Writing:** Production of detailed monographs and plans that hone analytical and communication skills.

These components collectively develop officers who can think critically and adapt swiftly to evolving battlefield conditions. The program's intensity often results in long hours of study and collaboration, pushing candidates to their intellectual limits.

Impact and Influence of SAMS Graduates

Graduates of the school frequently serve in key staff positions within combatant commands, joint task forces, and multinational coalitions. Their expertise in operational design and campaign planning has proven invaluable in conflicts such as Operation Iraqi Freedom and Operation Enduring Freedom, where complex urban and asymmetric warfare challenges demanded innovative approaches.

The influence of SAMS graduates extends beyond immediate military operations. Many alumni ascend to senior leadership roles, shaping doctrine, training, and policy development. Their analytical skills and comprehensive understanding of operational art contribute significantly to the evolution of military thought in the 21st century.

Comparisons with Other Military Education Institutions

While the U.S. Army War College focuses on strategic-level education for senior officers, SAMS targets the operational level, acting as a bridge between tactical proficiency taught at Command and General Staff College and strategic leadership developed at the War College. This distinction allows SAMS to fill a unique niche in professional military education.

Internationally, comparable institutions like the British Joint Services Command and Staff College or the French École de Guerre share a similar mission but differ in curriculum emphasis and duration. SAMS's reputation for producing highly capable operational planners often leads to international officers attending the program, fostering cross-cultural military cooperation.

Challenges and Critiques of the School of Advanced Military Studies

Despite its accolades, SAMS is not without criticisms. The program's intensity and academic demands can be a double-edged sword, potentially limiting accessibility for some officers due to time constraints or personal circumstances. Additionally, some critics argue that the curriculum's heavy focus on conventional operational planning may underprepare graduates for emerging domains such as cyber warfare and space operations.

Balancing traditional military education with emerging technologies and unconventional conflict domains remains an ongoing challenge. The school continually updates its syllabi to incorporate lessons learned from recent conflicts and advances in military technology, but the rapidly evolving nature of warfare demands constant adaptation.

Pros and Cons of Attending SAMS

• Pros:

- Highly specialized training in operational art and campaign planning
- Enhanced career opportunities and professional recognition
- Access to a network of senior military leaders and strategists
- Development of critical thinking and complex problem-solving skills

• Cons:

- Highly demanding coursework and time commitment
- Limited exposure to emerging warfare domains compared to specialized schools

- Potential for burnout due to intense academic and practical workload

The Future Trajectory of the School of Advanced Military Studies

As modern warfare becomes increasingly multifaceted, the school faces the imperative to evolve. Incorporating cyber operations, artificial intelligence, and hybrid warfare into its curriculum will be essential to maintain relevance. Furthermore, expanding joint and coalition training components will better prepare graduates for multinational operations in complex geopolitical landscapes.

The school's leadership has indicated ongoing efforts to integrate lessons from recent conflicts and emerging threats. By blending traditional operational art with innovation, the School of Advanced Military Studies aims to continue producing officers capable of navigating the uncertainties of future battlefields.

The School of Advanced Military Studies remains a cornerstone institution within the U.S. military education system, recognized for cultivating a cadre of officers who are not only planners but also visionary leaders. Its continued evolution will be critical in addressing the complexities of 21st-century warfare, ensuring that its graduates remain at the forefront of operational excellence and strategic innovation.

School Of Advanced Military Studies

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U.S. Army Command and General Staff College. School of Advanced Military Studies, 1989

school of advanced military studies: *The School of Advanced Military Studies in the 21st Century*, 1998 In 1981, then Lieutenant Colonel Huba Wass de Czege published an article that examined the conventional military education system of mid-career field grade officers. This paper not only created significant debate regarding the U.S. Army Command and General Staff College (CGSC) curriculum, it became the genesis for the formation of the School of Advanced Military Studies (SAMS). SAMS officially began in 1984 at Fort Leavenworth under the operational control of CGSC and was planned as a rigorous year-long academic program for selected officers. By conceptual design SAMS would provide a broad military education in the science and art of war at the tactical and operational levels beyond the CGSC course in terms of theoretical depth and application. Since the time of Wass de Czege's initial study in 1981 the environment of potential global conflict and the personnel and professional demands placed upon the army as an institution have changed. In 1983 most military analysts predicted that any crisis that would require the significant employment of U.S. military forces would be conducted against a Soviet adversary on the plains of Northern Germany. Yet, in the past 15 years the Department of Defense has been engaged in eleven major military operations and only one (the Gulf War) resembled the type of conflict anticipated in 1983. Additionally, when the U.S. Congress enacted the Goldwater-Nichols Defense Reorganization Act (GNA) in 1987 and the army adopted the Officer Professional Military System

(OPMS) XXI in 1997, army officer career rules have significantly changed. Combined, joint and reserve component duty requirements have severely restricted the amount of time that most mid-career army officers will be able to spend in either branch or service assignments. As assignment guidance has changed, so has the resource pool of available field grade officers who can afford an additional year of study after CGSC at SAMS.

school of advanced military studies: School of Advanced Military Studies Monographs School of Advanced Military Studies (SAMS) Monographs, The School of Advanced Military Studies (SAMS) is one of the parts of the U.S. Army Command and General Staff College. Most, not all, SAMS students completed the regular CGSC course, then stayed for a second academic year. They wrote either one or two monographs and are awarded a Master of Military Art and Science (MMAS) graduate degree. Most go on to planning jobs in field units. This collection will contain all the publicly releasable monographs produced since the program began in 1986. SAMS monographs typically address historical events, current operational issues, or organizational concepts.

school of advanced military studies: School of Advanced Military Studies Research Catalog, AY 1983-1984 Through 1991-1992, 1992 This catalog contains lists of authors and titles of research papers prepared by students of the School of Advanced Military Studies (SAMS), Command and General Staff College, Fort Leavenworth, Kansas. These papers were prepared under the auspices of SAMS' two primary programs, the Advanced Military Studies Program (AMSP) and the Advanced Operational Studies Fellowship Program (AOSFP). AMSP students are required to write two course monographs, the first focusing on a tactical issue and the second focusing on an operational subject. Advanced Operational Studies Fellows are also required to write monograph but they are given wider latitude in the selection of topics than are the AMSP students. In case the research paper reflects the author's own considered judgement and does not represent an official position of the School, the Command and General Staff College, or the United States Army.

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school of advanced military studies: The Challenges of Leadership Development in the United States Army: Part II: The School of Advanced Military Studies (SAMS), 2002 As the United States Army enters the 21st Century, it is focused on transformation of the force to meet the challenges of the future. The Army is spending large amounts of resources to organize and equip the Initial Brigade Combat Teams (IBCT) at Ft. Lewis, Washington along with its continued digitization of the III Corps at Ft. Hood, Texas. Transformation's main effort has been centered on equipment and organizational issues. Some changes have occurred in officer leadership development, primarily in officer management and assessment with the advent of OPMS XXI in 1997. The United States Army has not given the same focus to the most essential element of combat power, leadership. Surveys indicate decline in officer morale. Record number of lieutenant colonels and colonels are getting out early or turning down command. Officers attending the Command & General Staff Officer Course (CGSOC) are voicing their concerns. The Army Chief of Staff General Eric Shinseki, convened a Blue Ribbon panel in 2000 to investigate shortcomings in leadership and training. This monograph asks should the School of Advanced Military Studies (SAMS) have a leadership development program and if so, what should it look like? This monograph concludes that SAMS does need a leadership development program. SAMS graduates are leaders within staffs and units that require effective leadership abilities. SAMS graduates can be the seed corn to improve leadership not only in the United States Army but other services as well. The SAMS Leadership Development Program (SLDP) is an embedded program that establishes a process to provide individual feedback to the students attending the Advanced Military Studies Program (AMSP) and the Advanced Operational Art Studies Fellowship (AOASF). SLDP assesses, counsels (informal & formal), coaches

and mentors students toward improving their leadership blind spots in a learning free environment.

school of advanced military studies: *Advanced Military Studies Programs at the Command and Staff Colleges* United States. Congress. House. Committee on Armed Services. Panel on Military Education, 1993 This document reports the written and oral testimony given at two congressional hearings investigating the possibilities and methods for having degrees granted at military intermediate service schools and master's degrees granted at the National War College and the Industrial College of the Armed Forces. Officials testifying included high-ranking military officers, educational officials, and officials of accreditation organizations. Witnesses stated the advantages of degree-granting authority and pressed for Congress to authorize that facility, as one step in the accreditation process. Those who testified noted earlier efforts at accreditation for other military institutions and stressed that Congress had to grant degree-granting authority before the accrediting organizations would rule on standards for accreditation. Most of the testimony stressed the high quality of the military institutions and argued for passage of degree-granting authority for them. (KC)

school of advanced military studies: *School of Advanced Military Studies Research Catalog* , 1990

school of advanced military studies: *Teaching and Learning the Operational Art of War: An Appraisal of the School of Advanced Military Studies* , 2000 If the US Army is to successfully design campaigns that link tactical battles and engagements to achieving strategic aims, staff officers and commanders must be educated in the theory, history, and techniques of operational art. The purpose of this monograph is to examine whether the current Army system of education, specifically the Advanced Military Studies Program (AMSP), is sufficiently accomplishing this mission. This topic is significant because the international environment and the Army have undergone important changes since the School of Advanced Military Studies (SAMS) was founded in 1982. The current director of SAMS, Colonel Robin Swan, recognized this changed environment in his Director's Vision Statement in 1998, and initiated multiple changes to the curriculum. In conjunction with these changes, this monograph offers a critical appraisal of the school, its curriculum, and its methods of teaching. The bottom line is that the current initiatives at AMSP are an evolutionary step in the right direction. SAMS continues to fill a critical niche in the Army. However, as the Army executes its Transformation Strategy, it is important that SAMS and AMSP also transform. The original vision of SAMS must be melded with the new geopolitical environment and with advances in educational theory and techniques. In this way, SAMS will successfully achieve its goal of teaching and learning the operational art of war.

school of advanced military studies: *Professional Military Education* United States. Congress. House. Committee on Armed Services. Panel on Military Education, 1990

school of advanced military studies: *Wants and Needs: SAMS' Relationship With the Army* , 2008 The School of Advanced Military Studies (SAMS) is at the same time well noted for and bound by its reputation. Enter most Army division or above headquarters and ask where you can find the SAMS officers and the answer you will get is in the plans shop. This is because if you ask most Army officers, not associated with the school in any way, they will tell you that SAMS is the planning school, and SAMS graduates are planners. It is this commonly held belief that typifies the field Army's expectations of the school, expectations that should guide the school in its mission and curriculum. However, is there a difference between what the Army in the field expects a SAMS Advanced Military Studies Program (AMSP) graduate to be capable of when they complete the program and what SAMS actually educates that officer to do? This is the primary question answered in this monograph. The expectations of the Army come in the form of results of a survey, conducted by the school in 2007, of sitting Army flag officers in Divisions and Corps. The data indicates the leaders of the Army in the field expect what the school has traditionally produced and has gained a renowned reputation for: critical and creative thinking, problem solving planners and staff officers. These expectations have been shaped primarily by the performance of graduates of the Advanced Military Studies Program, (AMSP), and also by its 25 year history. Of course the school and its

graduates know they are much more than planners for the Army. Many graduates go on to successfully command at many echelons and the school touts 55 sitting flag officers as graduates of one of its two programs, with many more in the retired ranks. Changes at SAMS in the AMSP program in 2007-2008 do not match with the field Army's expectations. The mission statement of the school removed educating staff officers as a focus and was.

school of advanced military studies: Operational Art Milan Vego, 2025-03-18 This book describes and explains the theory of operational art - an intermediate field of theory and practice between tactics and strategy. This book is one of relatively few works in the English language on the theory of operational art. It deals predominantly with the theory of operational art as applied to preparing, planning and conducting a high-intensity conventional war. In contrast to other works, the book is written in broad terms, rather than focusing on national military culture and experience, which allows more flexibility in adjusting to new evidence. The book explains the theory of operational art in all three physical dimensions (land, sea, and air/space) and describes/analyses various aspects of operational art in general terms, using historical examples to facilitate the understanding of the theory. The case studies focus on examples of major campaigns and operations in both the more recent and distant history of warfare, including the current Ukraine-Russia war. This book will be of much interest to students of strategic studies, military history, defense studies, and International Relations, as well as military professionals.

school of advanced military studies: Operational Warfare at Sea Milan Vego, 2017-07-06 This book provides a comprehensive analysis of both the theory and practice of operational warfare at sea and this 2nd edition has been thoroughly revised, with two completely new chapters.

school of advanced military studies: Joint Operational Warfare Milan N. Vego, 2009 Smallholder farmers and pastoralists fulfil an invaluable yet undervalued role in conserving biodiversity. They act as guardians of locally adapted livestock breeds that can make use of even marginal environments under tough climatic conditions and therefore are a crucial resource for food security. But in addition, by sustaining animals on natural vegetation and as part of local ecosystems, these communities also make a significant contribution to the conservation of wild biodiversity and of cultural landscapes. This publication provides a glimpse into the often intricate knowledge systems that pastoralists and smallholder farmers have developed for the management of their breeds in specific production systems and it also describes the multitude of threats and challenges these often marginalized communities have to cope with.

school of advanced military studies: Technical Reports Awareness Circular : TRAC. , 1987-06

school of advanced military studies: General Naval Tactics Milan Vego, 2020-10-15 In *General Naval Tactics*, Naval War College professor and renowned tactical expert Milan Vego describes and explains those aspects of naval tactics most closely related to the human factor. Specifically, he explains in some detail the objectives and methods/elements of tactical employment of naval forces, command and control, combat support, tactical design, decision-making and planning/execution, leadership, doctrine, and training. Vego derives certain commonalities of naval tactics that occurred in recent and distant wars at sea. Many parts of his theoretical constructs are based on works of a number of well-known and influential naval theoreticians such as Admirals Alfred T. Mahan, Bradley A. Fiske, Raoul Castex, and René Daveluy and influential naval theoreticians. Whenever possible, the author illustrates each aspect of theory by carefully selected examples from naval history--making the theory more understandable and interesting. Vego aims to present theory that is general in nature and therefore, more durable in its validity. The more general the theory, the greater the possibility of accommodating changes based on new interpretations of past events and as a result of gaining fresh insight from the lessons learned.

school of advanced military studies: Peeling The Onion: The Iraqi Center Of Gravity In Desert Storm Major Collin A. Agee, 2014-08-15 This monograph examines the concept "center of gravity" as applied by coalition forces during Operation Desert Storm. Center of gravity is an integral part of operational art and figures prominently in current U.S. doctrine. It begins by tracing the concept's inception in Clausewitz's *On War*, finding several competing definitions in various

sections of that landmark work. Current U.S. doctrine reveals that time has done little to alleviate the confusion. The U.S. Army definition of center of gravity as a strength is significantly and irreconcilably different from the Marine Corps' treatment as a weakness. The Air Force offers yet another slant. Given those inconsistent definitions, it is little wonder that various participants and analysts suggest differing centers of gravity during Desert Storm. From various sources, the monograph compiles a list of a dozen contenders for the title "Iraqi Center of Gravity." It next examines coalition planning and actual combat action in search of a de facto center of gravity, concluding that the Republican Guard was the true Iraqi center. The monograph then suggests The Onion Model as a unifying representation of the concept. Adding the terms Protectors, Connectors and Sustainers to the Center of Gravity, it graphically portrays the relationship of the other eleven contenders to the true center of gravity. The study concludes that the center of gravity remains a valuable, if misused, concept. In Desert Storm, this misapplication of doctrine was overcome by an abundance of combat power; the center was hit because everything was attacked. In the future, U.S. forces may not enjoy the same luxury of time and resources. A future doctrine based on overwhelming force must be tempered by the Law of War's requirements for military necessity, proportionality, and avoidance of unnecessary suffering.

school of advanced military studies: Military Design Thinking Aaron P. Jackson, 2024-09-30 This book examines the newly emergent field of military design thinking, how it has been developed inside and outside of military doctrine, and the paradigms that underlie its key thinkers and methodologies. From the emergence of its initial methodologies in the late 1990s, military design thinking's development rapidly accelerated in the mid-2000s in response to perceived failures of existing military doctrine and practice to adapt to the wars of the early 21st century. To establish a foundation for exploring the significance of the challenge military design thinking presented to dominant approaches to warfare, the early chapters in the book examine the ontology and epistemology of military doctrine, which is defined as a written expression of a military's institutional belief system regarding how to wage war. They also explain how attempts to incorporate military design thinking into doctrine ultimately led to its assimilation into this belief system, requiring military design thinkers to continue to explore and develop the field outside of doctrine. Since the mid-2010s, non-doctrinal military design methodologies have become increasingly prominent within several Western militaries, including the US, Canada, UK, Australia, and several European militaries. Later chapters offer an exploration of the paradigms underlying non-doctrinal as well as doctrinal design methodologies. This book highlights how the field has evolved, shows how military design thinking differs from its 'civilian' equivalents developed in fields such as commerce and business management, and discusses how it may evolve in the near future. This book will be of much interest to students of military studies, security studies, and international relations, as well as to military professionals.

school of advanced military studies: AR 350-1 Army Training and Leader Development Headquarters Department of the Army, 2017-08-27 Army Regulation 350-1 is the keystone training regulation for all US Army units. This regulation is the source reference for all training conducted within units across the US Army. This 6x9 paperback is designed with commanders, executive officers, and company grade NCOs in mind for portability and ease of use.

school of advanced military studies: How The North Vietnamese Won The War: Operational Art Bends But Does Not Break In Response To Asymmetry Major Dale S. Ringler, 2015-11-06 This monograph analyzes the effectiveness of operational campaign design against an asymmetrical threat during the 1968 Tet Offensive. The focus is on conceptual elements of campaign design that are derived from theory, which incorporate the particulars of military history to the general truth of warfare. Effective campaign execution is dependent, in part, on effective campaign design that set of theoretical and doctrinal precepts that define the concerns of the operational planner. The monograph identifies lessons learned from this period that are applicable to current U.S. Joint and Army doctrine as well as lessons for planners and executors of U.S. military action under the American system of civilian control of the military. First, the monograph demonstrated the

complex nature of asymmetric warfare. Finding and creating vulnerabilities and attacking those vulnerabilities with inherent strengths is the key to asymmetric warfare. Secondly, the monograph discussed the elements of campaign design that are derived from theory, which incorporate the particulars of military history to the general truth of warfare. Some of the more common conceptual actions are to understand the type and scope of conflict, define the enemy and friendly center of gravity, identify possible culminating points, select lines of operation, determine decisive points, and understanding the dangers of paralysis commonly known as cyber shock. The third section identifies the strategy and identifies particular military objectives identified by the North Vietnamese.

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