INTRODUCTION

1. Professional Military Education (PME) is an essential part of preparing our people for the speed and challenges of modern conflict. It complements training and experience to create highly skilled soldiers able to operate within joint interagency teams across the spectrum of conflict. It does this through providing the intellectual, moral and social instruction in the profession of arms so that our people are able to tackle a broader range of more complex problems.

2. The Chief of Army set out his initial guidance on PME in Ref A. Since then, the strategic landscape has evolved. This directive, and the accompanying document Developing the Military Professional in an Era of Accelerated Warfare: The Forces Command PME Plan 2020-2025 (Enclosure 1), are a response to the evolution of strategic direction and are nested in the guidance given in Refs B-E.

AIM

3. The aim of this Directive is to detail the requirements for delivering PME across FORCOMD over the next five years.
4. **Purpose.** This plan will develop the *intellectual edge* of our people so that they are prepared for the challenges of enabling joint operations in an era of *accelerated warfare*.

5. **Method.** The *intellectual edge* of our workforce will be achieved through three delivery methods:

   a. **Formal.** The formal delivery of PME will take place on career courses managed by military training establishments. It will be conducted in accordance with approved LMPs which have been prepared and assessed by qualified instructors. It will also include courses at tertiary institutions. Formal education will be recorded on an individual’s personnel file as a qualification / competency / proficiency as is relevant. **Formal PME will be developed and delivered by RMC-A and the Training Centres supported by DAE.**

   b. **Semi-formal.** Semi-formal delivery refers to structured, centrally developed PME which individuals and/or groups can access as required to upskill or develop their cognitive ability. It will be accessible by design, modular in nature, and benchmarked against the Australian Qualifications Framework. COVE+, the Army’s Professional Development program, is a good example of semi-formal delivery of PME. The completion of semi-formal education will be captured on an individual’s personnel file. **Semi-formal PME will be developed and delivered by DAE.**

   c. **Informal.** Informal delivery of PME refers to those activities conducted within formations or units as part of force generation activities. It also includes those activities, such as individual reading or writing, which enhance the individual’s intellectual component of fighting power. Accessing PME from sites such as The Cove or The Forge is a good example of informal delivery of PME. Informal PME will not be captured on an individual’s personnel file. However, those who develop themselves through informal PME should be recognised in their annual report. **Informal PME will be delivered by formation and unit commanders supported by Army’ Training Enterprise.**

6. **Endstate.** Individuals and teams across FORCOMD are conducting regular PME activities, regardless of rank, trade or corps, as part of a comprehensive approach to preparing our people for *accelerated warfare*.  

**EXECUTION**

7. **Framework.** The execution of this strategy is threefold:

   a. it is the responsibility of every member of FORCOMD, regardless of rank, trade or corps, to develop themselves as a military professional

   b. it is the responsibility of commanders to develop their subordinates so that they can tackle a broader range of more complex problems

   c. it is the responsibility of HQ FORCOMD to provide resources and opportunities for individuals and teams to develop their *intellectual edge*.  

UNCLASSIFIED
8. **Campaign Plan.** PME in FORCOMD will be delivered as a costed and integrated campaign plan incorporating four lines of effort:

   a. **Individual PME.** The design and delivery of professional military education resources for individual officers and soldiers, regardless of rank, trade or corps, to conduct their own development as members of the profession of arms.

   b. **Collective PME.** The design and delivery of professional military education packages to equip commanders with the resources and knowledge to conduct military education activities within their teams.

   c. **Information, Influence and Advocacy.** Support to the delivery of professional military education through the provision of timely and accurate information on available resources, influencing Army’s ‘change agents’, and advocating for the intellectual component of individual and organisational fighting power.

   d. **Cultural Change.** The organisational incorporation of education alongside individual and collective training and experiential learning at all levels in order to produce a military professional able to thrive in an era of accelerated warfare.

9. **Engagement.** Promulgation of PME opportunities across FORCOMD is critical if we are to harness the potential of our people. A detailed engagement plan is at Annex A.

10. **Evaluation.** DGTRADOC will evaluate the outputs, outcomes and impacts of the FORCOMD PME Plan (Annex B) through comprehensive measures of performance, effectiveness, efficiency and impact.

    a. **Measures of performance.** These will consist of quantitative assessments against the delivery of outputs as shown in the Impact Pathway. DAE will produce these assessments quarterly.

    b. **Measures of effectiveness.** These will consist of qualitative assessments against the three levels of outcomes as shown in the Impact Pathway. DAE will produce these assessments annually.

    c. **Measures of efficiency.** These will assess the relative success of the outputs against the cost of the inputs as shown in the Impact Pathway. DAE will produce these assessments annually.

    d. **Measures of impact.** This will consist of a longitudinal study over five years contrasting the effectiveness of the plan in achieving the impact statement in the Impact Pathway against a counterfactual based on a review of PME across the Army since the Ryan Review. This major review will be conducted at the conclusion of the plan and presented to CASAC in 2025.
11. The following tasks are to be executed:

a. **2 DIV, FMN AND TC COMDS**

1) Support delivery of the FORCOMD PME Plan, including the incorporation of Collective PME into fm, unit and sub-unit training programs

2) Advocate and reinforce the value proposition of PME to all ranks

3) Encourage all ranks to undertake individual PME, including contributing articles to The Cove and undertaking COVE+ modules from 01 Jul 20

4) Reflect individuals’ commitment to personal development through conducting PME activities, including COVE+ modules, in PARs

5) Advertise and where possible support CoveTalks and Cove Conferences

6) Provide advice through DG TRADOC on the FORCOMD PME Plan progress, lessons and metrics.

b. **DG TRADOC**

1) Act as the focal point for the delivery of the FORCOMD PME Plan 2020-2025, including coordinating and integrating activities across FORCOMD and executing the Engagement Plan at Annex A

2) Collaborate with other stakeholders on the implementation of the FORCOMD PME Plan.

3) Assess, evaluate and manage risk associated with the delivery of the FORCOMD PME Plan.

4) Report on the delivery of the PME Plan annually IAW the MOP at Annex B.

c. **RMC-A**

1) Facilitate TRADOC delivery of PME in support of ACOSTC courses at WONCO-A and LWC

2) Encourage all ranks to undertake individual PME, including contributing articles to The Cove and undertaking COVE+ modules.
CONCLUSION

12. Training and education are both vital if Army is to give its people the intellectual edge required to fight and win in an era of accelerated warfare. The FORCOMD PME Plan 2020-2025 will deliver a costed and integrated PD Program that will allow our people to tackle a broader range of more complex problems. It is fully nested in both joint and Army strategic guidance and supports the development of the joint force. I require commanders at all levels to ensure that the FORCOMD PME Plan sits alongside readiness requirements and directed training outcomes as a central tenet of preparing the land force for war.

MR PEARSE, AM
Major General
Commander Forces Command
May 20

Annexes:
A. FORCOMD PME Plan – Engagement
B. FORCOMD PME Plan – Measures of Performance

Enclosure:
1. Developing the Military Professional for an era of Accelerated Warfare: FORCOMD PME Plan 2020-2025

Distribution:
2 DIV
dgTRADOC
RMC-A
1 BDE
3 BDE
6 CS BDE
7 BDE
16 AVN BDE
17 SUST BDE
AAVNTC
AKC
ALTC
ARTC
CATC
DSCTC

Sponsor: DAE
Review: 01 Jul 21
FORCOMD PME PLAN 2020-2025: ENGAGEMENT PLAN

1. **Introduction.** A key component of the FORCOMD PME Plan 2020-2025 is engagement with stakeholders. The comprehensive nature of the plan, and the wide range of interested stakeholders, requires a detailed engagement plan that provides targeted messaging focused on changing behaviours or generating actions that link to the Plan’s measures of success.

2. **Aim.** The aim of this engagement plan is to support the design and delivery of PME across FORCOMD.

3. **Key engagement objectives.** The purpose of the PME Engagement Plan is to change the behaviours of the target audiences to better support Army’s mission of preparing land power to enable joint force in peace and war in an era of accelerated warfare. Key objectives include:

   a. All members of the Army identifying self-improvement as an inherent part of being a military professional and proactively seeking opportunities for self-improvement
   
   b. JNCOs using the Cove and the Cove App as an electronic tool for developing and mentoring their subordinates
   
   c. SNCOs, WOs and officers fostering, driving and creating opportunities for self-improvement and professional development within sub-units and units
   
   d. Staff officers investing in professional development focused on delivering on the ‘business of defence’
   
   e. Units and sub-units conducting PME activities and contributing back into the wider Army through sharing information outcomes and activities
   
   f. Enhance the reputation of the Australian Army for developing the potential of its people, through international engagement.

4. **Tasks.** DG TRADOC, all formations and training centres have a role to play in PME. Specifically, tasks are as follows:

   a. **DG TRADOC.** DG TRADOC is to:

      1) Execute the PME Engagement Plan
      2) Report back to COMD FORCOMD against the MOE / MOP annually.

   b. **2 DIV, FMNs and TCs.** 2 Div, fmns and TCs are to support the execution of the PME Engagement Plan.
APPENDIX 1 TO
ANNEX A
DATED 14 MAY 20

DETAILLED PME ENGAGEMENT PLAN

<table>
<thead>
<tr>
<th>Line of Effort</th>
<th>Target Audience</th>
<th>Desired Behaviour Change</th>
<th>Method of Triggering Change</th>
<th>Means of Engagement</th>
<th>Measure of Success</th>
<th>Resources Required</th>
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<tbody>
<tr>
<td>Individual PME</td>
<td>Army – All Ranks</td>
<td>Identify self-improvement as an inherent part of being a military professional</td>
<td>Changing peer group understanding of what it means to be a professional soldier</td>
<td>• Messaging through ‘respected soldiers’</td>
<td>MOP • Number of ORs / NCOs / Offrs conducting COVE+ modules</td>
<td>• COVE+ analytics tool</td>
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<td></td>
<td></td>
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<td>• Establishing the Cove Advocates network</td>
<td>• Cove Conference post-activity surveys</td>
<td>• Survey Monkey</td>
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<td>• Cove Conferences aimed at ‘change agents’</td>
<td>• Numbers of soldiers expressing interest in being a Cove Advocate</td>
<td>• Travel budget for Cove Advocate Tour</td>
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<td></td>
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<td>• Positive engagement with critics</td>
<td>MOE • Increased standard of military education of ORs / NCOs / Offrs on ACSOTC courses</td>
<td>• Cove Advocates pack</td>
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<td>• Increased number of submissions to The Cove (target 15%)</td>
<td>• Assessment tool for use on WONC-A / LWC courses</td>
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<td>• Positive comments on the role of PME on non-official SocMed channels</td>
<td>• Access to SocMed</td>
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<td>• Respected soldiers for Cove Conferences / multimedia engagement packages</td>
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<td>Seek self-improvement opportunities</td>
<td>Develop and deliver value proposition of PME</td>
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<td>• Regional advocacy tours</td>
<td>MOP • Number of ORs / NCOs / Offrs conducting COVE+ modules</td>
<td>• COVE+ analytics tool</td>
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<td></td>
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<td>• Engagement with chain of command</td>
<td>• Number of speaking engagements</td>
<td>• Travel budget for Cove Advocate Tour</td>
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<td>• Advertising materials (traditional)</td>
<td>MOE • Increased standard of military education of ORs / NCOs on ACOSTC courses</td>
<td>• Travel budget for speaking engagements</td>
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<td></td>
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<td></td>
<td>• Advertising materials (multimedia / SocMed)</td>
<td>• Increased number of Cove submissions</td>
<td>• Unit information packs (including posters)</td>
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<td></td>
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<td>• Speak on Career Courses and Corps Conferences</td>
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<td>• SocMed multi-media packages</td>
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<td>• Assessment tool for use on WONC-A / LWC courses</td>
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<td>Line of Effort</td>
<td>Target Audience</td>
<td>Desired Behaviour</td>
<td>Method of Triggering Change</td>
<td>Means of Engagement</td>
<td>Measure of Success</td>
<td>Resources Required</td>
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<tr>
<td>Individual PME</td>
<td>JNCOs</td>
<td>Use of The Cove App as an electronic soldier’s five repository</td>
<td>Promotion of the Cove App to JNCOs</td>
<td>• Regional advocacy tours&lt;br&gt; • Engagement with chain of command&lt;br&gt; • Advertising materials (traditional)&lt;br&gt; • Advertising materials (multimedia / SocMed)&lt;br&gt; • Speak on Career Courses and Corps Conferences</td>
<td>MOP&lt;br&gt; • Increase in access to The Cove via the Cove App&lt;br&gt; • Number of speaking engagements MOE&lt;br&gt; • Increased standard of military education of ORs / NCOs on ACSTC courses&lt;br&gt; • Increased number of submissions to The Cove by ORs / NCOs</td>
<td>• Cove analytics tool&lt;br&gt; • Travel budget for speaking engagements&lt;br&gt; • Unit information packs (including posters)&lt;br&gt; • SocMed multi-media packages&lt;br&gt; • Assessment tool for use on WONC-A courses</td>
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<tr>
<td>Mentor OR professional development through education</td>
<td>JNCOs</td>
<td>JNCOs see developing the intellectual component of fighting power as important as physical fitness and core trade skills</td>
<td>• Regional advocacy tours&lt;br&gt; • Engagement with chain of command&lt;br&gt; • Advertising materials (traditional)&lt;br&gt; • Advertising materials (multimedia / SocMed)&lt;br&gt; • Speak on Career Courses and Corps Conferences&lt;br&gt; • JNCO testimonies</td>
<td>MOP&lt;br&gt; • Increase in Cove App use&lt;br&gt; • Increased reflection in JNCO PARs&lt;br&gt; • Increase in number of JNCO testimonies&lt;br&gt; • Increase in JNCO Cove Advocates MOE&lt;br&gt; • Increased standard of military education of ORs on Sub1 for CPL</td>
<td>• Cove analytics tool&lt;br&gt; • Travel budget for speaking engagements&lt;br&gt; • Unit information packs (including posters)&lt;br&gt; • SocMed multi-media packages&lt;br&gt; • Assessment tool for use on WONC-A courses&lt;br&gt; • Respected JNCOs for Cove Conferences / multimedia engagement packages</td>
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<td>SNCOs</td>
<td>SNCOs</td>
<td>SNCOs see developing the intellectual component of fighting power as important as physical fitness and core trade skills</td>
<td>• Regional advocacy tours&lt;br&gt; • Engagement with chain of command&lt;br&gt; • Advertising materials (traditional)&lt;br&gt; • Advertising materials (multimedia / SocMed)&lt;br&gt; • Speak on Career Courses and Corps Conferences&lt;br&gt; • SNCO testimonies</td>
<td>MOP&lt;br&gt; • Increase in number of SNCO submissions to The Cove&lt;br&gt; • Increased reflection in SNCO PARs&lt;br&gt; • Increase in number of SNCO testimonies MOE&lt;br&gt; • Increased standard of military education of SNCOs on ACSTC Courses</td>
<td>• Cove analytics tool&lt;br&gt; • Travel budget for speaking engagements&lt;br&gt; • Unit information packs (including posters)&lt;br&gt; • SocMed multi-media packages&lt;br&gt; • Assessment tool for use on WONC-A courses&lt;br&gt; • Respected SNCOs for Cove Conferences / multimedia engagement packages</td>
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<tr>
<td>Individual PME</td>
<td>Junior Officers</td>
<td>Foster / drive / create opportunity for self-improvement &amp; professional responsibility within sub-units</td>
<td>JOs see developing the intellectual component of fighting power as important as physical fitness and core trade skills</td>
<td>• Regional advocacy tours&lt;br&gt;• Engagement with chain of command&lt;br&gt;• Advertising materials (traditional)&lt;br&gt;• Advertising materials (multimedia / SocMed)&lt;br&gt;• Speak on Career Courses and Corps Conferences&lt;br&gt;• JO testimonies</td>
<td>MOP&lt;br&gt;• Increase in number of JO submissions to The Cove&lt;br&gt;• Increased reflection in JO PARs&lt;br&gt;• Increase in number of JO testimonies&lt;br&gt;• Increase in JO ‘public’ engagement in PME</td>
<td>• Cove analytics tool&lt;br&gt;• Travel budget for speaking engagements&lt;br&gt;• Unit information packs (including posters)&lt;br&gt;• SocMed multi-media packages&lt;br&gt;• Assessment tool for use on LWC / CATC / DCSTC / ALTC etc courses&lt;br&gt;• Respected JOs for Cove Conferences / multimedia engagement packages</td>
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<td>Field Rank / Senior Officers</td>
<td>Foster / drive / create opportunity for self-improvement &amp; professional responsibility within the work place</td>
<td>Shape unit and workplace training programs to balance training, education and experience</td>
<td>FORCOMD PME Plan&lt;br&gt;• FORCOMD OPORD&lt;br&gt;• COMD FORCOMD engagement with leaders during visits and Comd’s recalls.&lt;br&gt;• Engagement with the chain of command&lt;br&gt;• Monthly emails from SO1 PME&lt;br&gt;• Advertising materials (traditional)&lt;br&gt;• Advertising materials (multimedia / SocMed)&lt;br&gt;• Speak on PCC</td>
<td>MOP&lt;br&gt;• Increase in number of submissions from all ranks to The Cove (target 15%)&lt;br&gt;• Increased reflection of PME in PARs and as a consideration at PAC</td>
<td>MOE&lt;br&gt;• Increased ability of soldiers of all ranks to tackle broader ranges of more complex problems&lt;br&gt;• Increased performance by all ranks on ACOSTC Courses</td>
<td>• Cove analytics tool&lt;br&gt;• Input into Comd Recall agendas and FORCOMD OPORD&lt;br&gt;• Unit information packs (including posters)&lt;br&gt;• SocMed multi-media packages&lt;br&gt;• Assessment tool for use on ACOSTC courses&lt;br&gt;• Engagement with CTC&lt;br&gt;• Engagement with CMA</td>
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<td>Staff Officers</td>
<td>Invest in professional development focused on the ‘business of Defence’</td>
<td>Delivery of COVE+ Modules in the Organisational Management, People and Projects Learning Cluster</td>
<td>• Engagement with AHQ and VCD chain of command&lt;br&gt;• Advertising materials (traditional)&lt;br&gt;• Advertising materials (multimedia / SocMed)</td>
<td>MOP&lt;br&gt;• Increase in number of COVE+ OMP&amp;P Modules undertaken&lt;br&gt; MOE&lt;br&gt;• Better Staff Officers</td>
<td>• COVE+ Modules&lt;br&gt;• Travel budget for engagement&lt;br&gt;• SocMed multi-media packages&lt;br&gt;• Engagement with CMA</td>
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| Collective PME | Junior Leaders  | Conduct collective PME activities | Provide access and opportunity for collective PME activities | • Collective PME activities on The Cove  
• Promoting how PME supports *Time with Teams*  
• Advertising materials (multimedia / SocMed) | MOP  
• Incorporation of PME into training programs  
MOE  
• Increased performance on exercise | • Cove analytics tool  
• Unit information packs (including posters)  
• SocMed multi-media packages  
• Engagement with CTC  
• Travel budget |
|                |                 | Generate collective PME product to feed back into the PME network | Develop a culture of continuous improvement and a willingness to share / collaborate amongst junior leaders | • Promoting collective PME activities on The Cove  
• A Cove Collective PME competition  
• Advertising materials (traditional)  
• Advertising materials (multimedia / SocMed)  
• Engagement with the chain of command  
• Regional advocacy tours  
• Cove Advocates Network | MOP  
• Increase in number of Collective PME submissions from all ranks to The Cove (target 10%)  
MOE  
• Increased ability of soldiers of all ranks to tackle broader ranges of more complex problems  
• Increased performance by all ranks on ACOSTC Courses | • Cove analytics tool  
• Assessment tool for use on ACOSTC courses  
• Travel budget for engagement  
• Advertising materials (traditional)  
• Advertising materials (multimedia / SocMed) |
| Field Officers  | Foster and promote the inclusion of PME into *Time with Teams* and training programs | Provide a value proposition for PME to sit alongside training and experience as a critical aspect of developing land forces for war | • FORCOMD PME Plan  
• COMD FORCOMD engagement with leaders during visits and Comd’s recalls.  
• Promoting collective PME activities on The Cove  
• A Cove Collective PME competition  
• Advertising materials (traditional)  
• Advertising materials (multimedia / SocMed)  
• Engagement with the chain of command  
• Regional advocacy tours | MOP  
• Inclusion of PME in the FORCOMD OPORD  
MOE  
• Increased ability of soldiers of all ranks to tackle broader ranges of more complex problems  
• Increased performance by all ranks on ACOSTC Courses | • Input into Comd Recall agendas and FORCOMD OPORD  
• Cove analytics tool  
• Assessment tool for use on ACOSTC courses  
• Travel budget for engagement  
• Advertising materials (traditional)  
• Advertising materials (multimedia / SocMed) |
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<tr>
<td>Information, Influence and Advocacy</td>
<td>Cove Advocate Network</td>
<td>Establish and promote a PME network amongst their peers in locations</td>
<td>Enrolling identified members as Cove Advocates</td>
<td>• Regional advocacy tours&lt;br&gt;• Cove Advocate packs&lt;br&gt;• Cove Advocate network comms plan, including targeted email updates&lt;br&gt;• Advertising materials (traditional)&lt;br&gt;• Advertising materials (multimedia / SocMed)</td>
<td>MOP&lt;br&gt;• Number of Cove Advocates&lt;br&gt;• Growth of the Cove Advocate network over the life of the 5 year plan&lt;br&gt;• Increase in number of submissions to the Cove&lt;br&gt;MOE&lt;br&gt;• Increased acceptance of PME as an integral aspect of being a professional soldier across the Army</td>
<td>• Travel budget for engagement&lt;br&gt;• Cove analytics tool&lt;br&gt;• Advertising materials (traditional)&lt;br&gt;• Advertising materials (multimedia / SocMed)&lt;br&gt;• Cove Advocate Packs&lt;br&gt;• Annual Cove Survey</td>
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<td></td>
<td>All ranks</td>
<td>All ranks regularly accessing The Cove and undertaking COVE+ modules</td>
<td>Engendering regular PME access as a habit</td>
<td>• Regional advocacy tours&lt;br&gt;• Advertising materials (traditional)&lt;br&gt;• Advertising materials (multimedia / SocMed)</td>
<td>MOP&lt;br&gt;• Increase in number of submissions from all ranks to The Cove (target 15%)&lt;br&gt;• Increase number accessing The Cove (target 15%)&lt;br&gt;• Number of soldiers undertaking COVE+ modules&lt;br&gt;MOE&lt;br&gt;• Increased ability of soldiers of all ranks to tackle broader ranges of more complex problems&lt;br&gt;• Increased performance by all ranks on ACOSTC Courses</td>
<td>• Cove analytics tool&lt;br&gt;• COVE+ analytical tool&lt;br&gt;• Travel budget&lt;br&gt;• Advertising materials (traditional)&lt;br&gt;• Advertising materials (multimedia / SocMed)</td>
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<td>International Partners</td>
<td>Engender respect for the Australian Army’s approach to developing its people</td>
<td>Establish Australian Army PME as a benchmark for allies</td>
<td>• Host foreign military officers&lt;br&gt;• Foreign speakers for CoveTalks&lt;br&gt;• Visit international partners&lt;br&gt;• Support to the DCP</td>
<td>MOP&lt;br&gt;• Number of IE conducted&lt;br&gt;MOE&lt;br&gt;• Number of requests to speak / visit partners</td>
<td>• Travel budget&lt;br&gt;• IE LOs&lt;br&gt;• DCP LOs&lt;br&gt;• Contact in allied Army’s / Forces</td>
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<td>Line of Effort</td>
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| Cultural Change | Change Agents | Promote PME within their spheres of influence | Engender an understanding that lifelong learning is a key part of being a military professional | • FORCOMD PME Plan  
• The Cove  
• The Cove App  
• Cove Advocate’s Program  
• COVE+ Modules  
• Engagement with the chain of command  
• Advertising materials (traditional)  
• Advertising materials (multimedia / SocMed)  
• Regional advocacy tours | **MOP**  
• Increase in number of submissions from all ranks to The Cove (target 15%)  
• Increase number accessing The Cove (target 15%)  
• Number of soldiers undertaking COVE+ modules | • Cove analytics tool  
• Travel budget for  
• Unit information packs (including posters)  
• SocMed multi-media packages  
• Cove Advocate Packs  
• COVE+ modules  
• Assessment tool for use on WONC-A courses |
FORCOMD PME Plan 2020-2025 – Impact Pathway (MOE/MOP)

Impact Statement: Successful implementation of the FORCOMD PME Plan 2020-2025 will deliver an organisational ability to better understand the environment and exploit opportunities to create an advantage in time and space in order to create an effect (usually against an adversary).

STAKEHOLDERS: Army’s Workforce, FORCOMD FMNS and TCs, AHQ, ADC, SOCOMD, DST, International Partners

<table>
<thead>
<tr>
<th>Measures of Investment</th>
<th>Measures of Activity</th>
<th>Measures of Performance</th>
<th>Measures of Effectiveness</th>
</tr>
</thead>
</table>

**INPUTS**
- Army’s workforce
- Time (individual and organisational)
- TARP Funding / Resources
- Army’s Operating Concept (Accelerated Warfare)
- PME Cell Staffing
- Industry / academic partnerships
- JPME inputs

**ACTIVITIES**
- Engender the recognition that self-improvement is an inherent part of being a military professional
- Develop the ability of the workforce to tackle a broader range of more complex problem sets
- Enhance the reputation of the Australian Army
- Enable a contest of ideas
- Connect Army’s workforce with experts / expertise
- Develop individual and collective PME resources
- Monitor, evaluate and adjust PME across multiple lines of effort
- Review levels of delegation / risk acceptance
- Coordinate and collaborate with ADC / SOCOMD / sister services

**OUTPUTS**
- Individuals educated and developed at JPME Levels 1 and 2 which display the associated joint behaviours
- A PME network with an online portal (The Cove) which provides access to individual and collective PME
- A flexible and accessible professional development program that supports life-long learning (COVE+)
- Online, interactive webinars and seminars connecting our people with new ideas (CoveTalks)
- Collective PME packages which supports Time with Teams
- Stronger partnerships with international partners
- A network of change agents across FORCOMD (Cove Advocates)
- Alignment of PME with FORCOMD individual and collective training activities
- Fully integrated communications strategy that enables the intellectual edge / a contest of ideas and informs the workforce
- Advice to commanders (single service and joint) on policy and the delivery of PME

**OUTCOMES**
- Level 1 Outcomes
  - ADO members complete contemporary studies which better prepare them for today / tomorrow’s challenge
  - Partners and allies initiative engagement
  - Adoption of learning methodologies throughout FORCOMD to enhance efficiency / quality of trg
  - The workforce recognises the value proposition of professional development
  - Adoption of intellectual edge as a battle winning concept in an era of accelerated warfare across FORCOMD
  - Individuals within FORCOMD are engaging with COVE+
  - Increase in access and submissions to The Cove
  - Individuals are better able to devise solutions to a broader set of more complex problems

- Level 2 Outcomes
  - There is acknowledgement of the intellectual edge being an inherent part of being a soldier
  - Individual development is both sought by individuals and supported by the organisation / the chain of command.
  - PME and professional development activities are recognised as key discriminators in PAC
  - Regional partners and allies seek to engage with the FORCOMD PME Program
  - Organisation that pro actively promotes and adopts innovation
  - Individuals seek to obtain professional mastery
  - FORCOMD units are better able to devise solutions to a broader set of more complex problems

- Level 3 Outcomes
  - The ADO has maximised the intellectual capability of its workforce
  - Mutual trust and respect with international partners is enhanced
  - Increased problem solving abilities mean FORCOMD is an organisation with devolved decision making and tolerance of risk
  - Individuals are performing better on ACOSTC Courses
  - Land forces are better able to understand the environment and exploit opportunities to create advantages in time and space

**IMPACTS**
- Economic
  - Australia’s economic prosperity is secured
- Environmental
  - A secure and resilient Australia and near region with secure northern approaches and proximate sea lines of communication
- Social
  - Stable Indo-Pacific region and rules based global order

PME has led to organisational cultural change resulting in a more effective land force able to exploit opportunities in order to defend Australia and its national interests in an era of accelerated warfare.
Developing the Military Professional for an era of Accelerated Warfare

Forces Command Professional Military Education Plan 2020-2025
Authored by the Directorate of Army Education
Office of Director-General Training and Doctrine
Headquarters Forces Command
Victoria Barracks Sydney

May 2020
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### Glossary

<table>
<thead>
<tr>
<th>Army Mission</th>
<th>To prepare land power to enable the joint force in peace and war.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Professional Military Education</td>
<td>The design and delivery of professional military education packages to equip commanders with the resources and knowledge to conduct military education activities within their teams.</td>
</tr>
<tr>
<td>Fighting Power</td>
<td>The way in which the Australian Army generates its capacity through the integration of the physical, moral and intellectual components at both the individual and organisational level.</td>
</tr>
<tr>
<td>- Physical Component</td>
<td>The Army’s means to fight. It includes all elements of FIC (Fundamental Inputs to Capability): personnel, organisation, collective training, major systems, supplies, facilities and training areas, command and management, and support.</td>
</tr>
<tr>
<td>- Moral Component</td>
<td>The Army’s will to fight. It embodies those individual and organisational characteristics that are fundamental to success: morale, integrity, values and legitimacy</td>
</tr>
<tr>
<td>- Intellectual Component</td>
<td>The knowledge of war, warfare and cognitive capability. It incorporates the way in which knowledge, creativity and analytical ability are applied to meet military challenges. In effect, the intellectual component of fighting power provides the military professional with the what, and how, to think.</td>
</tr>
<tr>
<td>Individual Professional Military Education</td>
<td>The design and delivery of professional military education resources for individual officers and soldiers, regardless of rank, trade or corps, to conduct their own development as members of the profession of arms.</td>
</tr>
<tr>
<td><strong>Intellectual Edge</strong></td>
<td>An organisational ability to understand the environment and exploit opportunities in order to create an advantage in time and space in which the ADO can deliver an effect in support of Australia’s strategic defence objectives</td>
</tr>
<tr>
<td><strong>Joint PME Continuum</strong></td>
<td>The authoritative direction for joint professional military education and training in Defence.</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Professional mastery through education and training.</td>
</tr>
<tr>
<td><strong>Professional Military Education</strong></td>
<td>The intellectual, moral and social instruction in the <em>profession of arms</em>.</td>
</tr>
<tr>
<td><strong>Profession of Arms</strong></td>
<td>The employment of organised violence against those who would threaten the state, its interests or allies, on behalf of the democratically elected government.</td>
</tr>
</tbody>
</table>
“Adherence to dogmas has destroyed more armies
and cost more battles than anything in war”

J.F.C. Fuller

Background

The Army’s approach to Professional Military Education was articulated in Chief of Army Directive 22/17 *The Implementation of Army’s Professional Military Education (PME) Strategy* and its accompanying document ‘Evolving an Intellectual Edge’: *Professional Military Education for the Australian Army*. These documents incorporated recommendations that fell out of the Ryan Review, a comprehensive examination of the Army's training and education systems.

CA Directive 22/17 describes the implementation of a PME strategy through ends, ways and means and appoints DGTRADOC as the focal point for delivery of the Army’s PME strategy. Execution of this strategy across Army is the responsibility of the Directorate of Army Education (DAE).

The Army mission

The Army mission is to prepare land power to enable joint forces in peace and war.

The evolution of policy guidance

Since the release of the Chief of Army’s PME Strategy in 2017, there have been a number of key policy documents released that impact on the design and delivery of PME within Army. The most important of these are:

- The Joint PME Continuum
- Accelerated Warfare
- Army’s Contribution to Defence Strategy

*The Joint PME Continuum*. The JPME Continuum was released by the Australian Defence College in mid-2019 and is endorsed by the Chiefs of Services Committee (COSC) as the authoritative direction for joint professional military education and training in Defence. Since its publication, DAE has nested the Army’s PME program within this overarching policy guidance.

The JPME Continuum is a linear system of developing military and civilian personnel in Defence as they progress throughout their careers. It is divided into five learning levels (termed Joint Professional Military Education and Training Levels, or JPMETL) which are generally aligned to career points or rank equivalence.
The JPME Continuum clearly places the three services as the lead for developing their people in JPMETLs 1 and 2. This gives the Army responsibility for developing tactical mastery in joint land combat (with ADC support) for officers from entry into Defence (noting the role of ADFA) through to attendance at Staff College. In addition, Army has placed particular emphasis on developing Other Ranks, with emphasis on developing junior soldiers, NCOs and Warrant Officers through PME initiatives.

Each learning level has a series of Joint Officer Attributes and Behaviours. The attributes and behaviours for JPMETL 1 and 2, which the services have the lead on delivering, are defined below:

<table>
<thead>
<tr>
<th>JPMETL 1</th>
<th>JPMETL 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contribute to organisational purpose and direction.</td>
<td>• Comprehend, support and promote organisational purpose and direction.</td>
</tr>
<tr>
<td>• Achieve results by making the best use of their own abilities.</td>
<td>• Achieve results by making the best use of the team and their own professional, technical and social mastery.</td>
</tr>
<tr>
<td>• Actively contribute to team goals through cooperation and building good team relationships.</td>
<td>• Build rapport and cooperation within and across teams to produce effective outcomes.</td>
</tr>
<tr>
<td>• Display high ethical and professional standards and practices in all aspects of work.</td>
<td>• Display and foster high ethical and professional standards and practices in all aspects of work.</td>
</tr>
<tr>
<td>• Convey ideas and concepts within own team and other work groups.</td>
<td>• Facilitate and promote ideas, concepts and arguments within own team and other workgroups.</td>
</tr>
<tr>
<td>• Develop foundation level knowledge of joint warfare, strategy, national security and technology and capability.</td>
<td>• Develop tactical level knowledge of joint warfare, strategy, national security, and technology and capability.</td>
</tr>
<tr>
<td>• Apply a systems thinking approach to understand the complexity of problems in the process of contributing to ideas generation and assessing potential solutions.</td>
<td>• Employ creative thinking to produce novel ideas and apply critical thinking techniques to evaluate their usefulness and to resolve moderately complex problems.</td>
</tr>
<tr>
<td>• Display intellectual curiosity.</td>
<td>• Commit to self-directed learning.</td>
</tr>
</tbody>
</table>

To achieve this, education is delivered through four Core Professional Areas (CPA) of study. A simplified diagram is below.

<table>
<thead>
<tr>
<th>CPA</th>
<th>JPMETL 1</th>
<th>JPMETL 2</th>
<th>JPMETL 3</th>
<th>JPMELT 4</th>
<th>JPMELT 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Security Policy and Strategy</td>
<td>Ab initio trg</td>
<td>O2-O4</td>
<td>O4-O5</td>
<td>O5-O6</td>
<td>O7-O10</td>
</tr>
<tr>
<td>Command, Leadership and Ethics</td>
<td>Services have the lead (supported by ADC)</td>
<td>ADC has the lead (supported by the services &amp; groups)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Joint Warfare</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technological Capability</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

The JPME Continuum is designed for through-life career education to prepare individuals to contribute to the joint force. Individual postings and unit establishment positions within the joint force are largely at the O4 level and above for officers and
at WO2 level and above for other ranks. As a result, the JPME Continuum is currently focused on developing officers and Warrant Officers.

The role of junior leaders is likely to become ever more important in an era of accelerated warfare, so the Army must invest in its NCOs and Junior Officers from an early stage and ensure that the education it provides is accessible, focused, and relevant, while remaining nested in the JPME Continuum and the Army’s concept for future warfighting.

The FORCOMD PME Plan has been developed so that it nests within the JPME Continuum and delivers officers, soldiers and NCOs with the requisite attributes and behaviours at the end of each JPMETL. It reflects the continuing evolution of the Ryan Review through delivering PME across five areas of professional development (called Learning Clusters) which are nested within both the JPME Continuum’s CPAs and the Ryan Review’s Seven Pillars of Professional Mastery. The delivery of PME effects against the incorporation of all these factors is detailed below:

<table>
<thead>
<tr>
<th>Army’s Professional Development Learning Clusters</th>
<th>JPME Continuum Professional Area of Study</th>
<th>Seven Pillars of Professional Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Art and Science of Thinking</td>
<td>National Security Policy and Strategy</td>
<td>Psychological and Cognitive Mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mastery of Strategic Thinking</td>
</tr>
<tr>
<td>The Art and Science of War</td>
<td>Joint Warfare</td>
<td>Technical and Tactical Mastery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mastery of Military History and Organisational Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mastery of Operational Art</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mastery of Strategic Thinking</td>
</tr>
<tr>
<td>Leadership, Ethics and Society</td>
<td>Command, Leadership and Ethics</td>
<td>Mastery of Leadership and Ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Physical Mastery</td>
</tr>
<tr>
<td>Science, Technology, Engineering and Mathematics</td>
<td>Technological Capability</td>
<td>Technical and Tactical Mastery</td>
</tr>
<tr>
<td>Organisational Management, People and Projects</td>
<td>National Security Policy and Strategy</td>
<td>Technical and Tactical Mastery</td>
</tr>
<tr>
<td></td>
<td>Command, Leadership and Ethics</td>
<td>Mastery of Military History and Organisational Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mastery of Leadership and Ethics</td>
</tr>
</tbody>
</table>

**Accelerated Warfare.** The publication of *Accelerated Warfare* in 2019 set out the intellectual framework for modernisation of the Australian Army so that it can meet the challenges of a future operating environment characterised by rapidly changing contexts. *Accelerated Warfare* specifically defines itself as a start-state for how the Army thinks, equips, trains, educates, organises and prepares for war.

At the heart of *Accelerated Warfare* is the requirement to be able to fight “at the speed of machines with success belonging to the side who can adapt the fastest”. As a result, Army’s people “must be leaders and integrators who contribute to multi-disciplinary teams, enabling [Army] to thrive in uncertainty, adapt to change and generate solutions… Army must respond proactively by rethinking [its] contribution to joint warfighting philosophy, strategy and concepts”.

---

*FORCOMD PME PLAN 2020-2025*
The approach that sustained the Australian Army over the last century will no longer be enough to guarantee success in future war. The Australian Army has always had some of the best individually trained soldiers in the world. Over the last ten years that has been matched by a complete overhaul of the Army’s collective training system. Yet high quality training alone will not ensure we are able to meet the challenging future operating environment envisaged in Accelerated Warfare.

The Army needs to invest in developing its workforce through balancing training transformation with educating its people so that they can deal with a wider range of broader, more complex problem sets. This development of critical thinking and cognitive capability needs to be matched with increased exposure to a wider range of experiences, which in turn develops instinctive ethical decision-making based on experiential learning.

**Accelerated Warfare** as a description of ‘how we respond’ means owning the speed of initiative to outpace, out-maneuuvre and out-think conventional and unconventional threats. It requires excellence in the art and science of decision making as well as deep thinking about Army’s role in understanding, shaping and influencing the environment... Our people must be leaders and integrators who contribute to multi-disciplinary teams, enabling us to thrive in uncertainty, adapt to change and generate solutions.

LTGEN Rick Burr
Chief of Army, 2019

**Army’s Contribution to Defence Strategy.** The Army supports the Defence mission set out in the Defence Planning Guidance through contributing to the Australian Defence Force mission of applying military power to in order to defend Australia and its national interests. To achieve this, the Army contributes to a joint and integrated force that is ‘always on and always ready’. To achieve this in an unpredictable future environment, the Army’s Contribution to Defence Strategy argues that the Army needs a workforce which is versatile, agile and adaptive with a future ready mindset. This requires the Army to have a cognitive, moral and physical advantage over any potential adversary.

A critical aspect of this is the organisational promotion of a contest of ideas. The Chief of Army has challenged every member of the Army to expand their network of influencers, to contest ideas using first principles and logic to ask questions and pose unconstrained ideas, and to share ideas as widely as possible within security classifications.

While neither Accelerated Warfare nor Army’s Contribution to Defence Strategy specifically direct a change in how the Army educates its people, both are very clear that the Army will need to do things differently if it is to successfully prepare for war in an accelerated warfare environment. A key implied task within both these documents is to revitalise how we prepare the cognitive capability of the workforce.
Developing the military professional of 2028

The military professional of 2028 needs to be able to understand increasingly complex problem sets, situated across multiple domains, so that they can make and communicate an ethical decision in a compressed timeframe. They must be able to harness emerging technologies and outwit AI-enabled adversaries, yet still be able to connect and empathise with local populations.

These requirements are rank, trade, SERCAT and corps agnostic; they apply as much to the engineer section commander as they do to the logistics convoy commander or the staff of a joint task force. The key characteristics of more complex problem sets and shorter time-frames will be the same for all decision-makers, be they Lance Corporals or Lieutenant Colonels, regardless of whether they are supporting operations in peace or war or are members of the full-time or part-time components of the Army.

“Education is central – and education, not training. A unitary view of war’s nature is useless without the intellectual wit to distinguish the characteristics of the war in hand. Action should not be a shortcut; it should not be a substitution for thinking, but the consequence of thought”.

Sir Hew Strachan

The foundations for how Army will achieve its mission of preparing land power is set out in doctrine. LWD 1 – *The Foundations of Land Power* describes how the Army generates fighting power through the integration of the physical, moral and intellectual components at both the individual and organisational level.

- **The Physical Component.** This component provides the means to fight. It includes all elements of FIC (Fundamental Inputs to Capability): personnel, organisation, collective training, major systems, supplies, facilities and training areas, command and management, and support.

- **The Moral Component.** The moral component supplies and sustains the Army’s will to fight and embodies those individual and organisational characteristics that are fundamental to success: morale, integrity, values and legitimacy.

- **The Intellectual Component.** This component provides the knowledge of war, warfare and cognitive capability and incorporates the way in which knowledge, creativity and analytical ability are applied to meet military challenges. In effect, the intellectual component of fighting power provides the military professional with the what, and how, to think.
Forces Command develops its people across all three components of fighting power. The intellectual component of fighting power for the military professional of 2028 will be delivered through this Professional Military Education Plan. This plan must ensure that PME is:

- **Accessible.** Professional Military Education needs to support lifelong learning by being accessible to anyone, anywhere, at anytime.

- **Relevant.** The era of accelerated warfare requires education programs to remain up to date and relevant if they are to prepare the Army’s workforce for the technologies, and challenges, of the future battlespace.

- **Focused.** The most critical resource the Army has is time. Whether on operations, on exercise, or in the barracks, time is the one resource constantly under pressure from competing priorities. Professional Military Education must be focused and relevant otherwise it will waste valuable time.

- **Nested.** All activities need to be nested so that they contribute to delivering the military professional of the accelerated warfare era within the PME Continuum. This allows for through-career reinforcement of knowledge and cements life-long learning.

---

We cannot solve our problems with the same thinking we used when we created them.

Albert Einstein
The Forces Command PME Plan 2020-2025

The Forces Command PLE Plan 2020-2025 has three key components:

- Methods of delivery
- Army’s Areas of Professional Development
- Campaign plan

**Methods of delivery.** There are three methods of delivery:

- **Formal.** The formal delivery of PME will take place on career courses managed by military training establishments. It will be conducted in accordance with approved Learning Management Packages (LMPs) which have been prepared and assessed by qualified instructors with significant input from Specialist Service Officers from the Royal Australian Army Educational Corps. It will also include courses at tertiary institutions. Formal education will be recorded on an individual’s personnel file as a qualification / competency / proficiency as is relevant. **Formal PME will be developed and delivered by RMC-A supported by DAE.**

- **Semi-formal.** Semi-formal delivery refers to structured, centrally developed PME which individuals and/or groups can access as required to upskill or develop their cognitive ability. It will be accessible by design, modular in nature, and benchmarked against the Australian Qualifications Framework. Army’s Professional Development Program (COVE+) is a good example of semi-formal delivery of PME. The completion of semi-formal education will be captured on an individual’s personnel file. **Semi-formal PME will be developed and delivered by DAE.**

- **Informal.** Informal delivery of PME refers to those activities conducted within formations or units as part of force generation activities. It also includes those activities, such as individual reading or writing, which enhance the individual’s intellectual component of fighting power. Accessing PME from sites such as The Cove or The Forge is a good example of informal delivery of PME. Informal PME will not be captured on an individual’s personnel file. However, those who deliberately seek to develop themselves through informal PME should be recognised in their annual report. **Informal PME will be delivered by formation and unit commanders supported by DAE.**

**Army’s Areas of Professional Development.** The Forces Command PME Plan will use a framework based on five learning clusters to deliver formal, semi-formal and informal education. This will ensure that Army’s delivery of PME is nested within the JPME Continuum. The five areas of professional development are:

- The Art and Science of Thinking (A&ST)
- The Art and Science of War (A&SW)
- Leadership, Ethics and Society (LE&S)
- Science, Technology, Mathematics and Engineering (STEM)
- Organisational Management, People and Projects (OMP&P)
To ensure PME activities remain focused and relevant, they will be developed in accordance with the following matrix:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Learning Cluster</th>
<th>Delivery Method</th>
<th>JPMET Level</th>
<th>AQF Level</th>
<th>Attribute or behaviour being developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic Title</td>
<td>A&amp;ST A&amp;SW LE&amp;S STEM OMP&amp;P</td>
<td>Formal Semi-formal Informal</td>
<td>JPMETL 1 JPMETL 2</td>
<td>TBC</td>
<td>From the relevant list in the JPME Continuum</td>
</tr>
<tr>
<td>Example: Ethical Decision Making</td>
<td>LE&amp;S</td>
<td>Informal (Cove Conference)</td>
<td>JPMETL 2</td>
<td>3</td>
<td>Display high ethical and professional standards and practices in all aspects of work.</td>
</tr>
</tbody>
</table>

**Campaign Plan.** The FORCOMD PME Plan has been developed as a campaign plan and delivers PME effects across the five areas of professional development through four lines of effort. The plan will be implemented over a five-year timeframe, allowing it to be properly resourced through amendments to the TARP.

The four lines of effort are:

- **Individual PME.** Individual PME provides our people with the knowledge they require to operate in complex environments in peace and war. DAE will achieve this through the design and delivery of professional military education resources for all our people - regardless of rank, trade, SERCAT or corps - to conduct their own development as members of the profession of arms.

- **Collective PME.** Collective PME provides experiential group learning for Army’s team. Forces Command will achieve this through the design and delivery of professional military education packages to equip our people with the resources and knowledge to conduct military education activities within their teams.

- **Information, Influence and Advocacy.** DAE will support the delivery of this plan through providing timely and accurate information on available resources, influencing Army’s ‘change agents’, and advocating for the development of the intellectual component of fighting power.

- **Cultural Change.** This plan will enable the organisational incorporation of education alongside individual and collective training and experiential learning at all levels in order to produce a military professional able to thrive in an era of accelerated warfare.

The campaign plan is shown on the next page.
<table>
<thead>
<tr>
<th>Financial Year</th>
<th>CY 2020</th>
<th>CY 2021</th>
<th>CY 2022</th>
<th>CY 2023</th>
<th>CY 2024</th>
<th>CY 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Cove</strong></td>
<td>15% growth in submissions and readership</td>
<td>15% growth in submissions and readership</td>
<td>15% growth in submissions and readership</td>
<td>15% growth in submissions and readership</td>
<td>15% growth in submissions and readership</td>
<td>15% growth in submissions and readership</td>
</tr>
<tr>
<td><strong>The Cove App</strong></td>
<td>Upgrade</td>
<td>Upgrade</td>
<td>Upgrade</td>
<td>Upgrade</td>
<td>Upgrade</td>
<td>Upgrade</td>
</tr>
<tr>
<td><strong>Cove Writing Competition</strong></td>
<td>Ex Hamel Writing Comp</td>
<td>Ex TS Writing Comp</td>
<td>Ex Hamel Writing Comp</td>
<td>Ex Hamel Writing Comp</td>
<td>Ex TS Writing Comp</td>
<td>Ex Hamel Writing Comp</td>
</tr>
<tr>
<td><strong>COVE+ PD Program</strong></td>
<td>Trial - 70 Modules Total: 70 Modules</td>
<td>Phase 1 - 75 Modules Total: 145 Modules</td>
<td>Phase 2 - 75 Modules Total: 220 Modules</td>
<td>Phase 3 - 75 Modules Total: 295 Modules</td>
<td>Phase 4 - 75 Modules Total: 370 Modules</td>
<td>Comprehensive review</td>
</tr>
<tr>
<td><strong>FORCOMD PME Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cove Conferences</strong></td>
<td>BNE</td>
<td>ALTC</td>
<td>PMA</td>
<td>DWN</td>
<td>SYD</td>
<td>ALTC</td>
</tr>
<tr>
<td><strong>Cove Talks</strong></td>
<td>10 x national speakers</td>
<td>8 x national speakers 2 x international speakers</td>
<td>8 x national speakers 2 x international speakers</td>
<td>7 x national speakers 3 x international speakers</td>
<td>6 x national speakers 4 x international speakers</td>
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<tr>
<td><strong>Collective PME Packages</strong></td>
<td>ME: Build on Cove Conferences</td>
<td>ME: Support JLW Series</td>
<td>ME: Support to WONCO-A</td>
<td>ME: Support to LWC / RMC-A</td>
<td>ME: Support to ADC</td>
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<tr>
<td><strong>Cove Advocate Program</strong></td>
<td>Dev</td>
<td>Trial</td>
<td>Assess</td>
<td>Refine</td>
<td>Deliver</td>
<td></td>
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<tr>
<td><strong>International Engagement</strong></td>
<td>US</td>
<td>FJI</td>
<td>NZ</td>
<td>UK</td>
<td>US</td>
<td>PNG</td>
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<tr>
<td><strong>Advocacy / Writing Tours</strong></td>
<td>Regional</td>
<td>Regional Tour</td>
<td>Regional Tour</td>
<td>Regional Tour</td>
<td>Regional Tour</td>
<td>Regional Tour</td>
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<tr>
<td><strong>Wargaming</strong></td>
<td>Scope with FLW</td>
<td>Design with FLW</td>
<td>Future scenarios</td>
<td>Future scenarios</td>
<td>Future scenarios</td>
<td>Future scenarios</td>
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<tr>
<td><strong>Alignment with training</strong></td>
<td>FORCOMD PME Plan</td>
<td>Plan Support to JLW Series</td>
<td>Plan Support to WONCO-A</td>
<td>Plan Support to WONCO-A</td>
<td>Plan Support to ADC</td>
<td>Support to ADC</td>
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<tr>
<td><strong>Incorporation into JPME Continuum</strong></td>
<td>Input into JPME Continuum Rewrite</td>
<td>Incorporate attributes and behaviours into Army courses</td>
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<tr>
<td><strong>Cultural Change</strong></td>
<td>Development of Metrics</td>
<td>CASAC</td>
<td>Trial and Data Collection</td>
<td>Initial Report to CASAC</td>
<td>Data Collection</td>
<td>Report to CASAC</td>
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**FORCOMD PME PLAN 2020-2025**
Individual PME

There are four deliverables on the Individual PME line of effort designed to allow individual members of the Army to develop their mastery of the profession of arms throughout their careers.

The Cove. The Cove remains the hub of the Australian Army’s PME network and will continue to provide quality resources through its operation as a daily digital publishing house. It is also to provide a platform for the contest of ideas and promoting ground-up innovation. As a general rule, it will not publish articles on policy or be used for general public relations messaging which do not develop the intellectual component of fighting power.

The targeted audiences for The Cove are (in priority order):

- Serving members of the Australian Army
- Serving members of allied armies
- Academics, writers and contributors to the profession of arms
- The wider Australian population

The Cove must balance remaining fresh and digitally relevant in an ever-changing online environment, while operating within limited resources and remaining accessible to its audience. To achieve this it will adopt a biennial review and refresh cycle, with a new version being released in Q1/2 of FY21/22 and Q1/2 of FY23/24.

Using historical data, the target goal for growth of the Cove is a 15% increase in readership and submissions every calendar year. Of the two metrics, greater emphasis is to be placed on the increase in submissions as it reflects a greater investment by individuals in contributing to the profession of arms. It is also less susceptible to false reporting, unlike readership figures which can be affected by search engines and page access by internet-based automated programs, or ‘bots’.

The Cove App. The Cove App directly supports The Cove through increasing accessibility to the PME content on the website by connecting individuals directly to newly published articles. In effect, it provides the Army’s workforce with the ability to access PME anywhere, at any time.

The modification of apps needs to take place much more frequently than websites in order to remain compatible with the upgrades of mobile phone operating systems. The Cove App will be reviewed and renewed every six months to ensure that it remains viable and fit for purpose.

The Cove Writing Competition. The Cove Writing Competition is the Cove’s flagship event and is designed to support the identification of lessons learned and innovation from the Army’s major annual exercises: HAMEL and TALISMAN SABRE. It has historically had a good uptake from a wide range of ranks from across both the exercising force as well as the OPFOR. However, it requires significant advocacy to remain on the radar during a busy period for the field Army and a good prize is essential to encourage and reward quality participation.
**COVE+: The Army’s Professional Development Program.** COVE+ is the Army’s Professional Development (PD) Program. It will allow the Army’s workforce to access education modules throughout their career that will increase their mastery of the profession of arms. In partnership with tertiary academic institutions, DAE will deliver education modules that are accessed as and when individuals want or need to. This allows Army’s people to moderate their education workload with family, training and other workplace commitments.

DAE will deliver COVE+ modules in five tranches between 2020-2025. Each tranche will contain approximately 75 modules of education split across the five learning clusters. In order to support learning across the entire force, DAE will deliver education modules at the following levels:

- **Bronze Level**  This will consist of 10 contact hours
- **Silver Level**  This will consist of 20 contact hours
- **Gold Level**  This will consist of 40 contact hours

COVE+ modules will be hosted on ADELE(U) and each module will include @Work aspects designed to allow the students to place the learning material into a military work context as well as an ability to reflect on the learning outcomes. COVE+ will be supported by a COVE+ App that will underpin the program develop a professional community of learning where individuals undertaking courses can exchange ideas, debate material and discuss applying knowledge in the workplace. The completion of COVE+ modules will be recorded on PMKeyS.

**Collective PME**

There are four deliverables on the Collective PME line of effort designed to allow commanders at all levels to develop the intellectual component of fighting power within their immediate subordinates. Collective PME directly supports Commander Forces Command’s *Time with Teams* initiative.

**Commander Forces Command’s PME Program.** The Commander Forces Command PME Program tasks each unit and formation to conduct a PME activity on a chosen book which is then shared with the rest of the command. It is set over a two year timeframe, allowing for units to plan around training activities, with units given a month in that timeframe in which their activity is to be completed. Feedback from formations and training centres will be incorporated into future Forces Command PME Programs.

**Cove Conferences.** DAE will deliver an annual series of Cove Conferences to formations and training centres around Australia. The duration and topic will be developed in collaboration with the recipient chain of command, with DAE delivering the conference to the training audience. The target audience are those junior leaders who act as Army’s change agents. However, conferences can be extended to incorporate more senior ranks as required. Training programs and operational commitments across Forces Command allowing, DAE will export four conferences a year as well as holding a fifth conference in Sydney.
**Cove Talks.** DAE will deliver ten Cove Talks a year, connecting the Army with experts and allowing them to conduct a virtual Q and A session. Over the next five years this will include a number of international speakers in order to widen the breadth of ideas and expertise the Army’s workforce is exposed to. DAE will work closely with ADC to leverage their list of international speakers as well as continuing to partner with FLW for the annual Keogh Chair.

**Collective PME Packages.** Collective PME packages are designed to provide ‘off-the-shelf’ resources to small group leaders for ‘time with teams’. Over the next five years they will be developed and delivered to support:

- CY 2020: Cove Conferences
- CY 2021: the Joint Warfighting Series
- CY 2022: NCO training in partnership with WONCO-A
- CY 2023: officer training in partnership with LWC and RMC-A
- CY 2024: the Army’s contribution to joint training in partnership with ADC

**Information, Influence and Advocacy**

There are three deliverables on the Information, Influence and Advocacy line of effort. These directly support the development of the intellectual component of fighting power through providing timely and accurate information on available PME resources, influencing Army’s junior leaders as ‘change agents’, and advocating the importance of developing the intellectual component of fighting power to both individuals and the Army as an organisation.

**Cove Advocate Program.** The Cove Advocate Program will connect junior leaders in and across formations and training centres who are passionate about PME into the Cove network. They will become advocates for The Cove and wider PME in their home locations and support their chain of command to deliver PME effects. They will also support the design and delivery of Cove Conferences in their home locations, giving a ‘local face and local ownership’ to the activity. Cove Advocates will receive a day’s in-brief and guidance during the Advocacy / Writing Tours. The target audience for the Cove Advocate Program are LCPL-WO2 and LT-CAPT.

**Advocacy / Writing Tours.** DAE will conduct a biannual advocacy and writing tour to formations and training centres. This tour will support the Cove Advocate Program as well as delivering training on professional writing to selected individuals, encouraging them to contribute to The Cove. The target audience for this program is LCPL-WO2 and LT-CAPT.

**Wargaming.** The Ryan Review noted that Wargaming was a weakness within the Australian Army. DAE will support two Wargaming Activities per year over CY 2021-2025. One will be the traditional ADF Wargaming Association competition in December each year and the will be developed in conjunction with FLW to test future concepts / drive innovation through testing ideas. This will also provide a link to support the work being conducted by Land Capability Division within Army Headquarters.
Cultural Change

There are three deliverables on the Cultural Change line of effort. These will rebalance education alongside training and experiential learning to develop a military professional more capable of tackling a broader range of problems in an era of Accelerated Warfare.

**Alignment with Training.** There will be a deliberate alignment of Collective PME with training in order to better balance the physical and intellectual development of fighting power across the Army. Support to training organisations will take place in the second half of each year prior to delivery of Collective PME packages the following CY in accordance with the table below:

<table>
<thead>
<tr>
<th>Training Support Area</th>
<th>Design / Develop</th>
<th>Delivery</th>
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</thead>
<tbody>
<tr>
<td>Joint Warfighting Series</td>
<td>Q3/4 CY 2020</td>
<td>CY 2021</td>
</tr>
<tr>
<td>WONCO-A</td>
<td>Q3/4 CY 2021</td>
<td>CY 2022</td>
</tr>
<tr>
<td>LWC / RMC-A</td>
<td>Q3/4 CY 2022</td>
<td>CY 2023</td>
</tr>
<tr>
<td>ADC</td>
<td>Q3/4 CY 2023</td>
<td>CY 2024</td>
</tr>
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**Incorporation into the JPME Continuum.** The Forces Command PME Plan 2020-2025 has been carefully nested within the current JPME Continuum. However, Forces Command must ensure it remains in-step with, and supports, the work being done by the JPME team at ADC as they continue to develop the JPME Continuum. The priority for 2020 will be to support and influence the rewrite of the JPME Continuum conducted in the first part of 2020, followed by mapping the Joint Attributes and Behaviours at JPMET Levels 1 and 2 against Army’s PME and wider training systems to ensure Army is delivering individuals into the joint system at the right level. Once this is completed, DAE will work to support the JPME Continuum through liaison with ADC on which joint modules will be delivered as part of COVE+.

**Evaluation.** A critical part of delivering this plan is evaluating its effectiveness in enhancing the intellectual component of fighting power. DAE is to develop evidence-based measures of performance, effectiveness, efficiency and impact against the Forces Command PME Plan 2020-2025 Impact Pathway. DAE will also develop longitudinal studies in conjunction with RMC-A and the Training Centres to measure the outcomes of this plan.