

intergovernmental organizations, and nongovernmental organizations; and federal interagency coordination during homeland defense and civil support operations inside the U.S. and its territories.

New to this publication and the body of doctrinal work are discussions on a whole-of-government approach, strategic communications, the private sector, and formation of a joint interagency task force. One of the more helpful additions from the previous version is the inclusion of numerous appendices providing expanded explanations of the various U.S. government agencies, joint military organizations, and intergovernmental and nongovernmental organizations. Also provided are detailed discussions of the interagency management system, the conflict assessment framework, guidelines for relations between the U.S. Armed Forces and other organizations, and the U.S. Agency for International Development's civilian-military cooperation policy.

Since the guidance in JP 3-08 is authoritative to the Armed Forces and must be followed except when, in the judgment of the commander, exceptional circumstances dictate otherwise, this new publication is an essential read and reference for all involved in domestic or foreign operations involving U.S. military forces and the Department of Defense. **IAJ**

SOF Interagency Counterterrorism Reference Manual

Joint Special Operations University (JSOU) recently revised and republished its *SOF Interagency Counterterrorism Reference Manual*. In the past, this manual has provided a valuable reference for JSOU students, SOF staff officers, and partners in the interagency process. It is a practical, quick-reference guide to the interagency counterterrorism community and has been used by the Department of State's Foreign Service Institute, the National Center for Combating Terrorism, and other members of the interagency community.

By focusing on the counterterrorism mission it is not all inclusive. However, it does provide an outline of organizations, missions, relationships, and processes that comprise the U.S. government's national security apparatus involved in countering terrorism.

New information added to this revised edition are expanded discussions of the interagency counterterrorism roles of the Department of State, particularly the Office of the Coordinator for Counterterrorism; the Intelligence Community and other intelligence resources; the Departments of Justice and Homeland Security; and other U.S. agencies. **IAJ**

Professional Diplomatic Education and Training

In February 2011, the American Academy of Diplomacy and the Stimson Center completed their study of professional diplomatic education and training and published their findings in *Forging a 21st-Century Diplomatic Service for the United States through Professional Education and Training*. The study examines the diplomacy/defense imbalance and recommends additional funding, education, and training to ensure the successful future of the U.S. Foreign Service.

For over a decade, the "smart power" equation has been out of balance in America's Foreign Service. Under-investment in diplomacy over the last ten years has left the U.S. Foreign Service overstretched and underprepared. This has led in many cases to the military taking on the diplomatic and developmental roles of Foreign Service officers. The Department of Defense points to two root causes to the diplomacy/defense imbalance. The first is a lack of broad understanding about the

value of diplomacy and development at this point in history and what diplomacy and development require. The second is the lack of resources allocated to the State Department and other foreign affairs agencies.

There is a need to dramatically increase spending in non-military foreign-affairs programs. Hiring initiatives at the State Department and United States Agency for International Development (USAID) intend to increase the size of the Foreign Service by 25% at State and 100% at USAID by 2014. This would allow the State Department to fill longstanding vacancies and USAID to reduce its reliance on contractors and rebuild its own expertise. Still, more resources will be required to provide the diverse diplomatic service a common professional formation, including ongoing education and training.

The nature of the Foreign Service elevates the importance of a commitment to early and professional education and training. Professional education and training are essential to the overall level of performance of the Foreign Service and thus, diplomatic efforts. Foreign Service officers' primary responsibility must be to manage change and minimize instability and conflict, and to take the leading role in post-conflict stabilization when conflict occurs.

Formal training has grown in importance as on-the-job training and guidance from senior officers has lost its effectiveness. Hiring shortfalls have led to gaps in the mid-level ranks, causing a shortage of officers who would ideally provide practical advice and hands-on training to the rising generation of officers. Education and training would ensure Foreign Service officers have a clear understanding of their roles as protectors of national interests through negotiation whenever possible and in post-conflict stabilization (when required). Like military officers and corporate leaders, Foreign Service officers require the ability to think beyond the moment and tactical needs. They need to act strategically; plan and execute complex operations and policy initiatives; and lead effectively in a vastly varied foreign affairs environment. Professional development should include a comprehensive and well-articulated curriculum to be accomplished over time, with the goal of producing greater intellectual and operational breadth and a wider command of the great issues of the day affecting U.S. national security and global interests.

The study made three initial recommendations to address the resources and decisions essential for progress. The first recommendation was to redress the diplomacy/defense imbalance by fully funding State Department and USAID hiring initiatives. The second recommendation was to provide and sustain a 15% level of personnel above that required for regular assignment to create positions for training. The third recommendation was a long-term commitment to investing in the professional education and training needed to build a 21st-century diplomatic service that would enable the U.S. to meet complex challenges. Other recommendations proposed by the study include requiring Foreign Service officers complete courses currently recommended as preparation for those positions, giving education and training priority as resources become available, and establishing a corps of roving counselors to aid in training diplomats. **IAJ**

Interagency Symposium on Transitions

In February 2011 the Army Combined Arms Center hosted their third annual Interagency Symposium. This year's event, co-hosted by the United States Institute for Peace and the Simons Center for the Study of Interagency Cooperation, brought experts from the Department of State, Department of Defense, and non-governmental organizations to discuss "Interagency Transitions