Modernizing Professional Military Education in the Digital Age

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Biography

Master Sergeant Noel DeJesus is a native of the Bronx, New York and he is currently assigned as a student at the Army's Sergeants Major Academy, Class 74. Master Sergeant DeJesus is a proud member of the Signal Corps with previous assignments as a First Sergeant at Fort Detrick, Maryland, and Joint Base Lewis McCord, Washington. He holds a Master of Arts in Administrative Leadership from the University of Oklahoma. He is married to his spouse Sophia DeJesus, and they have two children, Aubrey and Kayla.

Modernizing Professional Military Education in the Digital Age

The United States Army is currently engaged in a complex and multifaceted struggle with technology. Fortunately, it is not in the way that many had predicted. Skynet is not here, and terminators are not roaming the streets hunting down the human race. Paradoxically, the Army's war with technology is far more perplexing, and it is adversely affecting the progress of professional military education. Despite a significant investment in technology, evidenced by the Department of Defense's $7.6 billion contract with Microsoft in 2019 (GSA, 2019), the Army's learning environments lag behind in adopting innovative and collaborative technologies. I aim to scrutinize the potential for the ethical use of Artificial Intelligence (AI) to revolutionize the learning experiences of soldiers, particularly throughout their professional military education. If the Army modernizes its learning experience, it will be better positioned to attract, train, and retain the incoming Generation Z soldiers, who are integral to the Army's future.

In this paper, I will further investigate the role of the Army's Sergeants Major Academy, an institution with a notable history of producing graduates who have ascended to the highest echelons of military leadership, including positions such as the Sergeant Major of the Army and the Senior Enlisted Advisor to the Chairman of the Joint Chiefs of Staff. The Academy, having produced 27,206 graduates who collectively embody more than 500,000 years of leadership experience (Noncommissioned Officer Leadership Center of Excellence, 2023), represents a reservoir of knowledge critical for the Army's evolution. In the context of the 21st century's digital revolution, leveraging data becomes paramount. The United States Army's Noncommissioned Officer Center of Excellence could establish a comprehensive database of literary works from the Sergeants Major Academy. Such a database could underpin a self-development program that assigns virtual mentors to newly promoted corporals, harnessing the

digital age's potential to foster a technologically adept, strategically informed, and educationally enriched noncommissioned officer corps by utilizing advancements in data processing and predictive AI.

The Army Learning Concept of 2030-2040

In advocating for the modernization of professional military education in the digital age, it is crucial to recognize the role of technology in enhancing learning outcomes, behavioral development, and operational readiness. Integrating a mix of technologies, such as distributed learning, data-driven analytics, data literacy, and personalized learning alongside the learning sciences, enables scalable, efficient, and effective training (Department of the Army, 2024). Projected technological innovations promise to challenge the Army in dynamic operational environments, and this challenge is especially pertinent for future soldiers engaged in large-scale combat operations in a multi-domain environment. Moreover, investing in technology not only improves human dimension capabilities but also ensures the force remains adaptable and capable across multiple domains, including land, air, maritime, space, and cyberspace, particularly in contested environments (Department of the Army, 2024).

Recognizing technology as a tool, the emphasis on early integration of training development in the system's acquisition process is crucial for improving post-fielding operational readiness. Additionally, a tailored competency framework assessing digital competencies, creative and critical thinking, and leadership skills is vital. This framework must evolve with technological advancements, guiding the design, development, and application of technologies in military training and education, ensuring that the future force is technologically adept and operationally versatile (Department of the Army, 2024).

A Call for Change in the Institutional Training Domain

The digital revolution has arrived, and the advancements in AI have ushered in a new era of technology that requires a transformational change in leadership development (DeJesus, 2023a). As technology continues to evolve at an unprecedented pace, organizations that value innovation and adaptability will survive and thrive, and organizations that do not will cease to exist (Siebel, 2019). As a graduate of the Army's Warrior Leader Course, Advanced Leader Course, Senior Leader Course, and Master Leader Course, as well as a current student in the Sergeants Major Course, it is my opinion that the current state of professional military education lacks the technological implementation necessary to attract, train, and retain Generation Z. While the Department of Defense has provided Microsoft's cutting-edge software portfolio, many of the Army's physical and virtual classrooms in which I attended are resistant to using anything except Microsoft Word and Microsoft PowerPoint, software that debuted in the 1980s (Microsoft 365, 2023).

Enhancing the Learning Environment

Microsoft recently released Copilot, an AI platform that leverages a large language model to serve the user as an everyday AI companion (Stallbaumer, 2024). Microsoft Copilot is available on government computers, and Army soldiers have direct access to it through their Microsoft Edge home pages. By encouraging the use of the full suite of Microsoft products within professional military education, the Army can provide a relevant and realistic learning experience to its soldiers.

Generative AI software like Microsoft Copilot can enhance the learning environment by encouraging critical and creative thinking while preparing students for the rapidly evolving technological dynamics of the real world (Abramson, 2023). The rapid adaptation of emerging technologies is having a profound impact on the global environment. The Department of Defense

has officially recognized that AI provides servicemembers with a competitive advantage in terms of speed, precision, adaptability, and efficiency, and it has implemented programs to leverage this technology (Department of Defense, 2023). As AI continues to impact and shape the operating environment at an inconceivable pace, the Army cannot afford for its soldiers to fall behind the technological curve, and continuous modernization is a top priority of the Chief of Staff of the Army (South, 2023b). Furthermore, the proliferation and release of wide-ranging AI platforms such as Perplexity, Claude, and Gemini have necessitated revising teaching philosophies with attention to upskilling AI and data literacy (Bozkurt et al., 2023).

Research Capabilities

The Army's professional military education system emphasizes reading and writing comprehension (NCO Common Core Competencies, 2021). While generative AI platforms like ChatGPT have become popular for their writing capabilities, AI is more than a tool for strictly generating papers (Abramson, 2023). AI software like Microsoft Copilot expands research capabilities, improves the brainstorming processes, delivers multiple sources of information, and exponentially surpasses the limitations of previous research methods (Maslach, 2023).

One of AI's key advantages is its ability to quickly analyze extensive data sets and find intricate patterns and correlations that may be challenging for human researchers to detect. This ability is instrumental in fostering new insights and hypotheses, enriching the research process. Furthermore, AI contributes significantly to ensuring the accuracy of research by cross-referencing information across various sources and identifying inconsistencies or errors (Maslach, 2023). This advancement represents a paradigm shift in the scope and efficiency of academic research and can enhance the learning environment of the Army.

Prompt Literacy

Generative AI and large language models are revolutionizing content creation, and the importance of prompt engineering is emerging as a necessary technological competency. Educators can generate customized lesson plans, quizzes, and learning material within seconds when utilizing effective prompts (Gattupalli et al., 2023). Furthermore, the proliferation of generative AI models such as ChatGPT, Microsoft Copilot, Perplexity, and Gemini has reduced the barrier of entry to prompt engineering by making the skill freely accessible to the public (Gattupalli et al., 2023).

Prompt literacy is a skill that needs to be formally addressed in our professional military education system to ensure the United States Army remains on the cutting edge of technological competencies. The Army learning model of 2030 and 2040 calls for developing agile, adaptive, responsive, and inquisitive leaders who can ask the right questions and analyze complex situations (Department of the Army, 2024). As AI becomes an integral part of the operational environment, prompt literacy must be introduced throughout a soldier's institutional education.

Large Language Models

The United States Army has over one thousand official publications, ranging from regulations, pamphlets, training circulars, field manuals, and more (Army Publishing Directorate, n.d.). The emergence of generative AI platforms such as ChatGPT, Gemini, Claude, and Meta Llama 3 have unlocked the capabilities of large language models, enabling organizations to archive, organize, and index massive data sets. The United States Army can leverage this emerging technology to establish an official Army large language model that can be privatized and accessible to all its soldiers and employees. Creating an Army large language model would ensure the distribution and instant access of accurate, relevant, and timely information accompanied by the authenticity of the United States Army rather than relying on indexed

information from third-party sources. The Army's large language model would significantly enhance the learning environment by reducing research time, offering direct information with updated and correct sources, and familiarizing soldiers with the new technology.

Redefining Academic Dishonesty

"Lead from the front" is a term that is often associated with the Army; however, the current academic policy displays a willingness and comfort in waiting for others to implement the change first. The University of Vanderbilt has recognized the value of AI, and they have implemented an academic policy that allows the use of AI in the classroom (Vanderbilt University, 2024). Furthermore, the University of Maryland Global Campus, which currently has 53,000 servicemembers, veterans, and military spouses enrolled, has a policy on the ethical use of AI for its students (University of Maryland Global Campus, n.d.).

The Paradox of Policies

For example, the Army's Sergeants Major Academy has partnered with Penn State University and Syracuse University to offer merit-based scholarships in adult learning and instructional design to sergeants major who are selected to serve as future instructors at the academy (NCO Worldwide, n.d.). The Army's Sergeants Major Academy does not allow the use of AI in the learning environment (Department of the Army, 2023). Paradoxically, Penn State University and Syracuse University have academic policies that allow students to leverage AI during their coursework (Penn State, n.d.; Syracuse University, n.d.). The Army can implement an academic integrity policy and syllabus language similar to those of Penn State and Syracuse University to create instructional and institutional synergy.

A Measured Approach

The Army's history is deeply rooted in tradition, yet the advent of global changes, particularly the rapid evolution of AI, necessitates adjustments within its professional military education system. This is not to suggest a complete overhaul but rather to recognize the importance of adaptability to maintain relevance in the face of technological advancements. A careful and measured approach would enable the Army to leverage the Department of Defense's investment in Microsoft, ensuring that its personnel are well-informed and proficient in the latest AI technologies.

The Ethical Application

The ethical application of AI is possible in the academic environment, and the Army can rewrite its policies on academic dishonesty to provide soldiers with a world-class learning experience. In following the syllabus language and policies of Penn State and Syracuse University, a rewriting of the academic integrity policy letters would allow students to use AI with several requirements that include proper acknowledgment and citation of any generated work, prior instructor approval of generative software and platforms, and attendance of an ethical use orientation (Penn State, n.d.; Syracuse University, n.d.). The creation of a baseline standard for the ethical use of AI in the professional military education system is necessary if the Army wants to develop adaptive and innovative leaders who are ready for the challenges of the operational environment of tomorrow.

A Call for Change in the Self Development Training Domain

The Army's Sergeants Major Academy has graduated 27,206 students, including ten graduates who later became the Sergeant Major of the Army, one graduate who later became the Sergeant Major of the Marine Corps, one graduate who later became the Master Chief Petty Officer of the Coast Guard, and two graduates who later became the Senior Enlisted Advisors to

the Chairman of the Joint Chiefs of Staff (Noncommissioned Officer Leadership Center of Excellence, 2023). Throughout their distinguished careers, the graduates of the Sergeants Major Academy have collectively accumulated over 500,000 years of leadership experience. In the digital revolution of the 21st century, nothing holds more importance than data. By leveraging advancements in data processing and predictive AI, the Army's Noncommissioned Officer Center of Excellence is poised to revolutionize self-development programs for its personnel. By creating a comprehensive database of literary works from the Sergeants Major Academy, the center can implement a cutting-edge virtual mentorship program. This initiative is particularly critical for newly promoted corporals, who are embarking on their inaugural leadership roles and are integral to the succession plan for senior noncommissioned officers. This strategy underscores the vital role of corporals within the Army, highlighting their importance as the cornerstone of leadership continuity and development.

Generational Transfer of Knowledge

Writing is one of the oldest forms of communication, dating back to our ancestral humans and evolving from stone carving and hieroglyphics to becoming a staple of the modern world and practiced by over five billion people (Fischer, 2001). Writing is a powerful conduit for translating and expressing human thought. It enables us to share diverse experiences and bridge generations through storytelling and narration's timeless knowledge transfer. Writing has preserved human history and enriched our collective understanding of the world for thousands of years. It enables individuals, groups, cultures, organizations, and nations to share the knowledge and lessons learned with the generations who follow them. Writing is humanity's most significant tool for generational knowledge transfer, and the Army has utilized it for over two hundred and fifty years.

History of Writing in the Army

The Army was established on June 14th, 1775, and has been involved in every major conflict in the history of our nation. The first publication of the Army was written by Friedrich Von Steuben in 1779, titled the "Regulations for the Order and Discipline of the Troops of the United States" (Department of the Army, 2021). Though the Army has over one thousand official publications that include regulations, field manuals, pamphlets, professional bulletins, and branch journals, many of the concepts and terms from Friedrich von Steuben's original work are still present and relevant in our current techniques, tactics, and practices (Army Publishing Directorate, n.d.).

Leaders are Readers

Reading is fundamental to leadership development, and scientific research studies have shown that reading reduces stress, improves sleep, enhances professional opportunities, improves decision-making, expands creativity, and creates more competent leaders (Brown & Wisnewski, 2021). As the Chief of Staff of the Army, General Randy George, the Training and Doctrine Command's Commanding General, General George Brito, and the Sergeant Major of the Army, Sergeant Major Michael Weimer, push Army leaders to write more about the issues facing the force, it is essential to establish an audience to receive the writing (George et al., 2023). By encouraging and empowering sergeants major to write, the Army can capture and share their experiences, enhancing the generational transfer of knowledge throughout the force.

The Harding Project

The Harding Project is an initiative by the Army to revitalize military professional writing to inform the force, connect communities of interest, cultivate ideas, preserve thoughts, and enhance written communication skills (Griffiths & Lipsky, 2023). The Harden Project

signifies the Army's commitment to lifelong learning and leadership development through the learning techniques of reading and writing. This initiative aligns well with the course curriculum at the Army's Sergeants Major Academy, where students are assessed on their written communication abilities through a series of essay assignments focused on the history and betterment of the Army. The writing is happening, and the Army's Sergeants Major Academy has a wealth of documented knowledge and experience from the force's senior enlisted leaders.

The Lifecycle of Experience

The rank of sergeant major is the highest enlisted grade in the Army. The sergeant major serves as the Army's principal senior enlisted advisors and subject matter experts who are diverse in field experiences and highly knowledgeable on policies and regulatory guidance (Department of the Army, 2020). An Army career map provides a broad guideline of professional milestones that a soldier should meet within certain times, and the career map to attain the rank of sergeant major reflects an average of 22 years of service (Army Career Tracker, n.d.). A sergeant major's value to their organization is heavily embedded in their wealth of experience, and their knowledge must be transferred to the next generation.

The Annual Exit of Experience

In 2022, the Army dropped to its smallest active force since the beginning of World War II (South, 2023c). The frequent and substantial turnover occurring annually within the Army will eventually lead to a fighting force with limited or non-existent combat experience. The period between major combat operations currently creates a learning gap for a military that primarily relies on doctrine and history books for lessons learned from the past. Major General Edwin Harding sought to address this learning gap in the 1930s with the Infantry Journal (Griffiths, 2023). Learning organizations harness the power of exit interviews to retain critical knowledge

and experience, and the knowledge management empowers the continued growth and evolution of the workforce. By capturing the experiences of sergeants major before retirement, the Army's Center of Army Lessons Learned can significantly enhance its database and leverage thousands of years of knowledge and experience.

The Arrival of Generation Z

In fiscal years 2021 and 2022, the Army enlisted over 100,000 soldiers into their active and reserve forces (U.S. Army Recruiting Command, n.d.). Many of these soldiers are a part of the Generation Z workforce, consisting of individuals born between the mid-1990s and early 2000s (DeJesus, 2023b). In contrast to the enlistments of the past two decades, where many soldiers were deployed to combat environments as their first duty assignments, most soldiers now do not immediately experience deployment to combat zones. However, it is imperative to the Army's future success that they receive mentorship from the leaders who have before their retirement. Fortunately, the Generation Z workforce arrived with a desire to change the leadership development paradigm, focusing more on technology, distant relationships, and lifelong learning (DeJesus, 2023b). The arrival of Generation Z calls for change in the Army's organizational learning structure.

Organizational Learning

The Army leverages three training domains, including self-development, operational, and institutional, to create lifelong learners and learning organizations (Department of the Army, 2017a). An organization's knowledge is limited to the competencies and experiences contained within its current employees. However, when an organization can capitalize on the opportunity of leveraging an external network, it can expand the knowledge and, subsequently, the effectiveness and efficiency of its organization (Hoffman et al., 2014). By leveraging the vast

experience of current and retired sergeants major through a digitized and autonomous system, the Army can significantly enhance its organizational learning.

The Importance of Mentorship

The Army defines mentorship as a voluntary relationship that shares experiences and is grounded in trust and respect (Department of the Army, 2017a). Mentorship is a voluntary professional relationship that improves performance, retention, and career progression, which are all essential to the development of future leaders in the Army (Department of the Army, 2022). Sergeants major possess an immense amount of experience gained throughout their careers, and during the Army's Sergeant Major Academy, sergeants major share their knowledge through assessments that include written assignments and video-recorded briefings. The Army's Noncommissioned Officer Leadership Center of Excellence can capture, preserve, and distribute the collected work throughout the Army, supporting the experiential learning model that encourages the sharing of experiences to further the transfer of learning (Pierson, 2017).

Athena

According to the Center of Army Leadership (n.d.), Athena is a leadership development program aimed at enhancing soldiers' personal and professional development delivered primarily through a digital experience. The Army leverages three training domains to support its leadership development efforts: institutional, operational, and self-development (Department of the Army, 2017b). The development and implementation of Athena into the Army's self-development model provides a digital on-demand learning environment that is conducive to the technological capabilities and preferences of Generation Z. Additionally, Athena delivers immediate feedback on an individual's skills, capabilities, and tendencies, based on a series of assessments (Center of Army Leadership, n.d.). By compounding the self-development efforts of Athena and it's on-

demand learning resources with a leadership database that encompasses thousands of years of knowledge and experience from retired sergeants major, the Army can tangibly grow and enhance their on-demand learning platforms that support their overall training and leader development efforts.

Professional Military Education

The Army's Noncommissioned Officer Leadership Center of Excellence is responsible for developing enlisted soldiers through the institutional training domain (Noncommissioned Officer Leadership Center of Excellence, n.d.). As enlisted soldiers progress through their careers and enter the noncommissioned officer ranks, the Army provides professional military education. The Army's Sergeants Major Academy is the capstone of professional military education for the enlisted soldier, and it serves as a requirement for promotion to sergeant major.

Terabytes of Experience

Digital transformation includes the interconnected spectrums of cloud computing and AI, and it is a disruptive evolution that will provide immense opportunities for organizations that innovate and an existential threat to organizations that fail to adapt (Siebel, 2019). Similarly, the human mind operates akin to a computer in terms of knowledge acquisition. As it gathers new information, the brain not only expands upon but also updates and sometimes replaces preexisting knowledge. This process effectively reshapes our learning continuum, subtly altering our methods of understanding and interacting with the world around us (Smerek, 2018). Utilizing the literary course work submitted by sergeants major throughout their attendance at the Army's Sergeants Major Academy, alongside other multimedia products, the Army's Noncommissioned Officer Leadership Center of Excellence can develop a repository of knowledge and experience that spans the vast array of Army operations.

Technological Advancements

The technological advancements of the 21st century enabled the Army to operate on an unprecedented scale of precision and destruction (Lee & Qiufan, 2021). While autonomous weaponry like unmanned aerial vehicles and cyber-attacks have become a staple of the modern battlefield, cloud computing and AI have exponentially enhanced the information processing capabilities that support those operations (Lee & Qiufan, 2021). By using the latest in cloud computing and AI—technologies that provide services like servers, storage, databases, networking, software, analytics, and intelligence over the internet—the Army's Noncommissioned Officer Leadership Center of Excellence can enhance its knowledge management to effectively capture, preserve, and distribute the invaluable experiences of thousands of sergeants major.

Implementation

The Army expects a soldier to earn the rank of corporal within their first four years of service (Army Career Tracker, n.d.). The Army should leverage technology to enhance a soldier's learning and development process. Athena introduces soldiers to the virtual leadership development environment. By appointing a virtual mentor developed through the Army's Noncommissioned Officer Leadership Center of Excellence, the Army could significantly increase the generational transfer of knowledge, which has been a priority throughout its history.

Assigning a Virtual Mentor

The Army has continuously developed new strategies and techniques to ensure its leaders are effectively trained, educated, developed, and prepared to encounter the challenges of the future operating environment (Department of the Army, 2017b). Virtual mentorship democratizes the leadership development process by expanding the selection pool, reducing time

and costs, and enabling flexible opportunities and relationships (Neely et al., 2017). The rapid increase of the technological advancements of the 21st century, alongside the emergence of Generation Z into the workforce, has created an urgent need to reexamine the currently held principles of mentorship (DeJesus, 2023b). Cloud computing and AI have changed the leadership development landscape, and organizations must adapt by integrating these emerging technologies into their human-centric practices (DeJesus, 2023a).

The Army can capitalize on the fusion of technology and social advancements of the 21st century by integrating virtual mentorships, thereby adapting to modern communication methods preferred by Generation Z. By leveraging its extensive repository of leadership and strategic knowledge, amassed over thousands of years, the Army can curate personalized learning experiences. This approach not only preserves its rich history but also ensures that the invaluable lessons of the past are accessible in formats that resonate with the learning and social patterns of Generation Z. Furthermore, virtual mentorships offer the flexibility and scalability needed to address the diverse needs and schedules of soldiers, providing them with continuous learning opportunities regardless of their location or assignment. Lastly, virtual mentorship fosters a culture of lifelong learning and adaptability, qualities that are essential for the dynamic and rapidly evolving nature of military operations in the digital age.

Foundational Practice

When a soldier joins the Army, their first leader is primarily an individual in the rank of sergeant. The Army career map estimates a sergeant to have between four and eight years of service (Army Career Tracker, n.d.). The sergeant typically serves as a soldier's first-line leader and is directly responsible for the daily training and development of not only the individual soldier but a small team of two to four soldiers, which is classified under the operational training

domain (Department of the Army, 2020). Most Soldiers spend a majority of their career in the

operational domain and garner much of their experiential learning in an informal learning

environment development (Department of the Army, 2017b). Soldiers also receive training and

leadership development through other means, such as the institutional and self-development

domains, which currently include professional military education academies and a structured

self-development digital learning environment, respectively (Department of the Army, 2017b).

The three training domains ensure soldiers are developed equitably throughout their careers in

terms of scope and scale, and this is a foundational practice for developing leaders in the Army

(Department of the Army, 2017b).

Enhanced and Synchronized Process

When the Army promotes a soldier to the rank of corporal, they officially enter the

Noncommissioned Officer Corps (Department of the Army, 2020). The achievement of the rank

of corporal is a pivotal moment in a soldier's career, and this is where the synchronization of the

self-development training domain can have the most significant impact. By establishing a

leadership database that harnesses the writings of thousands of retired sergeant majors, the Army

can assign a newly promoted corporal a collection of writings from a retired sergeant major

serving as their virtual mentor. The assignment of a virtual mentor will enhance and synchronize

the leadership development process by bolstering the self-development domain to formally

include the structured self-development platform, Athena, and now a virtual mentor.

Leveraging Emerging Technologies

By leveraging AI, the Army can assign newly promoted corporals their virtual mentors

based on their leadership development strengths and weaknesses, assessed through Athena, and

the overall content focus areas of the retired sergeants major's writing profiles. Cloud computing

enables the efficient analysis and organization of large databases. Through this technology, the

writing collection of a sergeant major can be identified and categorized by its overall focus areas,

including leadership development areas such as communication, counseling, decision-making,

and more. The synchronization between the needs assessments identified by soldiers utilizing the

Athena platform and the generative matching through AI and cloud computing can create a self-

development platform that uniquely provides individualized leadership development content for

the soldier.

A Need for Oversight

There is a need for oversight throughout the implementation and execution of a process

that collects, organizes, and distributes the writing of retired sergeants major to newly promoted

soldiers. While the benefits of leadership development outweigh the risks, it would be

irresponsible not to acknowledge the areas of concern. When handling large databases of

information, privacy, integrity, and quality are of the utmost importance. The database of

information would require the oversight of a governing body or institution. The

Noncommissioned Officer Center of Excellence or the Command and General Staff College, for

which the Sergeants Major Academy is a satellite campus, are the clear choices for efficiency,

effectiveness, implementation, and oversight.

Conclusion

In this paper, I undertook a comprehensive analysis of the potential for the Army to

harness AI to revolutionize the learning experiences of its soldiers. The emergence of AI

technologies presents an unprecedented opportunity for progress within the military education

sphere, marking a significant evolution similar to past technological advancements. Advocating

for a proactive, forward-looking stance, I propose that the Army should embrace a leadership

role in the judicious and innovative application of AI, breaking free from traditional, restrictive paradigms of technology adoption. Furthermore, by leveraging advancements in cloud computing and AI, the Noncommissioned Officer Center of Excellence is poised to make a significant impact.

By establishing a comprehensive literary database from the Sergeants Major Academy, managed by either the Noncommissioned Officer Center of Excellence or the Command and General Staff College, the launch of a virtual mentorship program for corporals is ideally positioned to drive transformational change within the self-development training domain. In an era where digital connectivity redefines the bounds of mentorship, the wealth of knowledge accrued by retired sergeants major offers a vital resource for enriching the Noncommissioned Officers Corps. I aimed to underscore the importance of embracing these technologies to cultivate a more knowledgeable, adaptable, and technologically savvy Army, ready to face the challenges of the 21st century.

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