



South Carolina Army National Guard

LEADER DEVELOPMENT STRATEGY



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ADMINISTRATIVE SHEET

This document applies to the States of South Carolina Army National Guard

The preparing agency is the TAG – South Carolina Army National Guard Office. Send written comments and recommendations on a [DA Form 2028](#) (Recommended Changes to Publications and Blank Forms) to ATTN: SCARNG LDP 1 National Guard Rd, Columbia, SC 29201; or by e-mail to harry.j.bird.mil@mail.mil; teon.singletary2.mil@mail.mil and submit an electronic [DA Form 2028](#).

The State of South Carolina

Military Department



Office of the Adjutant General

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NGSC-TAG

MEMORANDUM FOR DISTRIBUTION

SUBJECT: Forward Letter for SCARNG Leader Development Strategy

1. As we transition from an Army at War to an Army of Preparation it is crucial that we focus on developing our leaders for the future. Our Leaders must be agile and adaptive as they progress through their careers while emphasizing the importance of training and self-development to their subordinates. Whether it is war that calls upon them or operations here in South Carolina, they must be prepared to tackle a plethora of missions as Leaders in the South Carolina Army National Guard.
2. In 2013, the SCARNG developed its Leader Development Strategy (LDS). The purpose is to lay the foundation for leader development as we prepare to operate in an environment that may be unfamiliar to us after more than ten years at war. As leaders we must ensure we are Ready, Relevant, Resilient and Responsible for ourselves, our peers and subordinates for any contingency that may arise.
3. The SCARNG has taken a hard look at the Army's Leader Development Strategy and tailored it to meet the specific needs that we face. This publication serves as a guide to inform and educate our leaders as they progress through their careers. It focuses on requirements that must be met as well as the importance of refocusing our efforts to promote strong Mentoring initiatives at the Unit level. The end result is a more capable Leader ready to lead and prevail in a wide range of operations whether it is serving abroad or here domestically.
4. This Strategy is not a mandate or directive yet it is a comprehensive guide that aims to better prepare our Leaders for future Unified Land Operations and develop them as they lead through the next decade and beyond. Leader Development is critical to the success of our Soldiers and Units. Implementing and adhering to the core principles and ideas of LDS will not only benefit the SCARNG, it will also benefit those we aim to serve.
5. This publication is just the start of an effort to introduce LDS to the SCARNG. By itself it is a living document that allows for further improvements and changes. In addition to the publication a website is being created making this information available at the reach of a fingertip. Feedback is encouraged as we seek to build upon the foundation that has now been laid. I Implore all of our Leaders to utilize this resource as they continue in their careers and also as they mentor and train the future Leaders of the SCARNG.

ALWAYS READY/ALWAYS THERE

Robert E. Livingston JR.
Major General, SCARNG
The Adjutant General

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CHAPTER 1: INTRODUCTION TO SOUTH CAROLINA ARMY NATIONAL GUARD LEADER DEVELOPMENT STRATEGY

MISSION

The mission of the South Carolina Army National Guard (SCARNG) Leader Development Strategy (LDS) is to educate, train, and provide experiences to progressively develop leaders to prevail globally in Unified Land Operations (ULO) and Defense Support of Civil Authorities (DSCA) operations in the state of South Carolina.

FRAMEWORK

1. The LDS requires balanced commitment to the three pillars of leader development: training, education, and experience. It guides our effort in the development of officers, noncommissioned officers, warrant officers, and civilian leaders of our Army. It considers the development of leaders to be a career-long process [Figure 1].

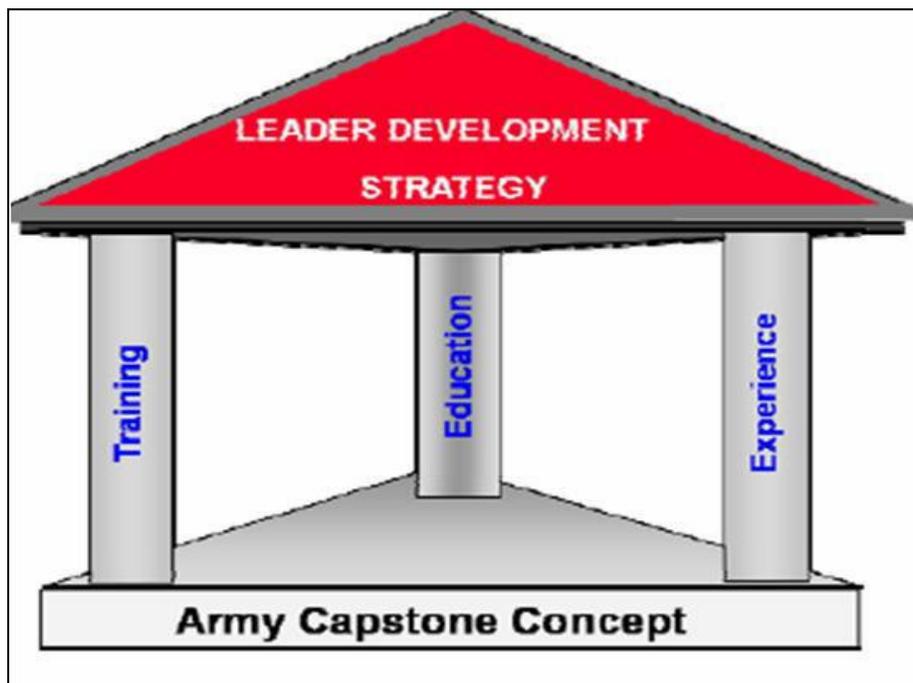


Figure 1: Leader Development Framework

2. Our leader development strategy builds on our Army's ten years of combat experience but recognizes the need to broaden leaders beyond their demonstrated competency in irregular operations to achieve proficiency in Unified Land Operations (ULO).

3. The strategy seeks balance between the manpower demands of the Army Force Generation (ARFORGEN) cyclic readiness model and the demand for education and broadening experiences in this Leader Development Strategy. This balance requires predictability in assignment timelines for Key Developmental (KD) positions and better alignment of Professional Military Education (PME)

courses to ARFORGEN cycle.

4. Our Leader Development Strategy is part of a campaign of learning. It seeks to be as adaptive and innovative as the leaders must develop. The leader development strategy is grounded in our leadership doctrine (FM 6-22: Leadership) and seeks to deliver the leader qualities described in both Army and Joint Doctrine and capstone concepts: FM 3.0 (Operations), the Capstone Concept for Joint Operations (CCJO), and the Army Capstone Concept (ACC).

LEADER QUALITIES

1. Our future leaders must expect complexity and understand that they will have to operate decentralized. The strategy challenges us to enrich leader training and education by leveraging technology and adapting training methodologies to replicate complexity and hybrid threats in the classroom, at home station and while deployed. Our junior leaders have access to capabilities while they are deployed today that we cannot currently replicate in the training base. If we are to develop leaders prepared for the future security environment, we must ensure that the “scrimmage is harder than the game.” Our doctrine describes the leader qualities we seek.

2. We seek to develop leaders who are:

- Competent in their core proficiencies
- Broad enough to operate with a global mindset and across the spectrum of conflict
- Able to operate in Joint, Interagency, Intergovernmental, and Multinational (JIIM) environments, and leverage other capabilities in achieving their objectives
- Capable of operating and providing advice at the State level
- Culturally astute and able to use this awareness and understanding to achieve an intercultural edge
- Courageous enough to see and exploit opportunities in the challenges and complexities of the operational environment and grounded in Army values and the warrior ethos

LEADER CHARACTERISTICS

Many aspects of leader development are timeless, and these will not change. To achieve desired leader qualities throughout the Army, we must develop leaders over time with enduring attributes and core competencies. Army doctrine describes essential leadership attributes (character, presence, and intellect) and core competencies (lead, develop, and achieve). These attributes and competencies continue to mature through life-long learning.

LEADER ATTRIBUTES

1. Army leaders must possess and model key attributes in order to reach their full professional

potential. An attribute is defined as a characteristic unique to an individual that moderates how well learning and performance occurs. Leader development must build on the foundation of an individual's existing qualities developing well-rounded leaders that possess three critical leadership attributes.

a. **Character.** A leader of character internalizes the Army Values, lives by our Professional Military Ethic, reflects the Warrior Ethos, and displays empathy towards Soldiers, Families and those people affected by the unit's actions. Character is central to a leader's core identity. In our profession, competence places an individual in position to lead-character makes him/her an effective leader.

b. **Presence.** A leader of presence has credibility, exudes confidence, and builds trust. Presence is conveyed through actions, appearance, demeanor, and words.

c. **Intellect.** A leader of intellect has the conceptual capability to understand complex situations, determine what needs to be done and interact with others to get it done. Leaders must have the ability to reason, to think critically and creatively, to anticipate consequences and to solve problems.

LEADER CORE COMPETENCIES

1. Army leaders apply their character, presence, and intellect in leading our nation's soldiers. The expectations for what leaders should do regardless of the situation are captured in the Army's core leader competencies. Core leader competencies are defined as groups of related behaviors that lead to successful performance, common throughout the organization and consistent with the organization's values. There are eight leader competencies that fall into three areas:

a. **One who leads?** Provides vision through purpose, motivation, universal respect, and direction to guide others. Extends one's influence beyond the chain of command to build partnerships and alliances to accomplish complex work. Leading is conveyed by communicating (imparting ideas) and setting the example.

b. **One who develops?** Leads organizations by creating and maintaining a positive environment and by investing effort in their broadening, and that of others, to achieve depth and breadth. Developing includes assessing needs to improve self, others, and the organization.

c. **One who achieves.** Focuses on what needs to be accomplished. Has an expeditionary mindset and can adapt to unanticipated, changing, and uncertain situations. Achieving in the short term is about getting results but in the long-term, it is about setting the vision to obtain objectives.

LEADER DEVELOPMENT IMPERATIVES

1. The Army will adhere to eight leader development imperatives that will guide policy and actions in order to develop leaders with the required qualities and enduring leader characteristics. These guiding principles remain constant and consistent from initial service affiliation to retirement creating a leader development process that is deliberate, continuous, sequential, and progressive. These imperatives will drive the synchronization and implementation of the LDS.

a. Encourage an equal commitment by the institution, by leaders, and by individual members of the profession to life-long learning and development. The Army, as a learning organization, will create and resource the capability for life-long learning and the policies to support it. Leaders will match the commitment by establishing a climate that values life-long learning and holds subordinates responsible for achieving their leader development objectives. Individuals will demonstrate commitment by establishing and achieving their individual leader development objectives.

b. Balance our commitment to the Training, Education, and Experience pillars of development. Education and training create the necessary context for assignments and experiences to develop leaders. Leaders will ensure their subordinates get the right mix of developmental opportunities at the right time. Individuals will actively pursue specific training, education and experience goals.

c. Prepare leaders for hybrid threats and unified land operations through outcomes based training and education. The Army will use common scenarios for training and education based upon the operational environment to ensure we develop leaders prepared for unified land operations. Centers of Excellence (COEs) and Force Modernization Proponents will identify branch and functional specific outcomes for each cohort at each level of a leader's career.

d. Achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN. In an era of persistent conflict, we must adjust personnel policies to ensure we can meet both PME and operating force requirements with predictability and consistency. Tour lengths and course lengths as well as operational, institutional, and broadening experiences must contribute to our efforts to win the fight, develop our leaders, and allow them to balance personal and professional obligations.

e. Manage the Army's military and civilian talent to benefit both the institution and the individual. Managing talent requires the recognition that knowledge, skills, abilities, and experiences develop at different rates. The Army needs and values a mix of generalists and specialists that collectively provide diverse talents to meet all of the Army's requirements for Unified Land Operations (ULO).

f. Prepare our leaders by replicating the complexity of the operational environment in the classroom and at home station. When the operating force is rotating in and out of tactical and operational missions, the pressure on training and education to provide relevant experiences increases. The Army will develop an Operational Environment Concept that reflects the hybrid threats and complexity we expect to face, and then we will replicate that environment in the classroom, at home station, and in our combat training centers.

h. Produce leaders who are mentors and who are committed to developing their subordinates. It is an enduring principle of Army leadership that we mentor, coach, and counsel subordinates. Senior leaders have a moral and ethical responsibility to develop subordinates while balancing both short and long term Army needs. Leaders must create the conditions for development. Our reorganization into modular formations has introduced new challenges into mentoring and leader development. This strategy will address those challenges and reinforce the critical role of mentoring in our all-volunteer, cyclically deploying force.

i. Prepare select leaders for responsibility at the national level. The Army needs leaders who are both accomplished warfighters and who have the confidence to contribute to the development of policy in an interagency environment. The Army will develop processes for identifying high performers and provide them with additional opportunities for broadening and advanced assignments that prepare them for positions of senior leadership at the national level.

j. Against these imperatives, the LDS will drive a portfolio of initiatives to produce leaders with the proper training, education, and experience to lead our Army in the future.

DEVELOPMENT OVER TIME

1. Our leader development strategy is designed to build capable leaders for this increasingly complex and competitive environment. The LDS builds on an accrual of skills, at each level and over time, to prepare leaders for increased responsibility. It is important to note that any developmental model we pursue must be built on a foundation of lethality as the unique capability we deliver to the nation. Army leaders bring myriad capabilities to the fight. Uniquely, they deliver the use of force in the pursuit of national interests. The following officer career progression describes the model accrual of skills and attributes that will be similarly prescribed in the NCO, Warrant Officer, and civilian leader cohort group implementation annexes of the LDS.

2. From pre-commissioning through first unit of assignment, entry-level leaders will work to achieve competence and proficiency in the weapons and equipment integral to the units they lead. They must lead their units by personal example and understand how to build teams and to be team players. Entry-level leaders embrace the ideals at the core of the profession and aspire to take a place among the successful leaders who have gone before them. We want them to develop a passion for the Soldiers and Civilians they lead, understand their role within their formations, and develop a deep sense of honor and ethics. We want them to appreciate the complexity of the security environment in which they operate and have sufficient knowledge of geo-politics, culture, language, and information operations to recognize the need to consult experts. We want them to perceive and to act on opportunities within the scope of their units' collective knowledge and capability.

3. Our junior leaders must achieve and sustain mastery of mission essential weapons, equipment and systems. In addition, junior leaders must achieve competence in the conduct of combined arms operations supported by joint fires and information engagement. They apply troop leading procedures to guide their units in employment of tactics, techniques and procedures specific to assigned missions roles and functions. These junior leaders will understand and employ principles of staff coordination across JIIM boundaries. They must remain current as information technology advances. They will gain an increasingly more sophisticated understanding of geo-politics, culture, language, and information operations, in the process, recognize, and manage the strategic impact that they and their units can influence. We want our junior level leaders to anticipate transitions within tactical operations and act upon opportunities. We want these leaders to create climates that support our warrior ethos and Army values, develop subordinate leaders, build teams, and inspire their Soldiers to service.

4. We want mid-grade leaders to lead units and teams, understand their responsibility to lead up and

laterally as well as down, serve as experts on division, corps, Army, and joint staffs, integrate with Joint, Interagency, Intergovernmental and Multinational (JIIM) partners, and demonstrate competence in ambiguous and complex situations. We expect them to become masters of military science; those who display an inclination will become apprentices in operational art. The emphasis in individual development begins to shift from increased depth of knowledge to increased breadth of perspective. Joint, Interagency, Intergovernmental and Multinational (JIIM) environments become the norm. Mid-grade leaders will possess self-awareness skills in order to come to grips with the reality that their subordinates possess individual proficiencies that exceed their own. The examples they learn to set are examples of character and intellect more than of skills or knowledge. These mid-grade leaders continue to develop themselves but also guide the development of their subordinates in geo-political and cultural awareness, language skills, and information operations. It is at this level that leaders begin to understand how their formations enable the work of the multitude of civilian organizations they will encounter outside the joint and coalition formation. These leaders must counsel, coach, and mentor to develop subordinate leaders, identify future leaders, and inspire their junior officers, NCOs, civilians and Soldiers to a lifelong career of service.

5. Senior leaders contribute to the development, implementation of national and geo-political strategy. They astutely manage complexity, and anticipate transitions at campaign level. They embody the expertise and the wisdom within our Army. These leaders operate within the JIIM environment as a matter of routine and lead across those boundaries to advance national interests. They coordinate and synchronize combined operations with allied and coalition partners, interagency organizations, and a range of civilian organizations. They determine and deliver effects across the spectrum of conflict. Senior level leaders continue to develop themselves, mentor others, and encourage leaders to seek geo-political, cultural, language, and information skills. The character of our senior leaders withstands public scrutiny and the enormous pressures brought to bear by the scope of their authority and the impact of their decisions. They develop and describe a broad vision – establishing frameworks upon which lower level leaders build. Senior level leaders possess a sense of responsibility for the Army as a profession, regardless of where they serve, and act on their responsibility to develop their subordinates as future leaders of the Army.

IMPLEMENTATION

1. In its implementation, the SCARNG Leader Development Strategy will not only prescribe how we develop leaders grounded in tactical and operational art, with an appreciation for strategy and policy, it will also account for the requirement to identify and develop leaders with expertise for the Army in areas of financial management, program management, acquisition, education, strategic planning, and force development. Implementation of the strategy recognizes the necessary balance between leadership and technical expertise within our leaders. It also acknowledges the need for appreciation of both the Generating and Operating Forces within our Army and for the “art” of managing the Army Enterprise.

2. Moreover, it is clear that we cannot wait to develop leaders capable of operating at the strategic level until they are about to be assigned there. The demands of the current conflicts have resulted in extended tactical tour lengths and backlogs at our professional military education institutions that have exacerbated this problem. We are not building an adequate “bench” of senior leaders for the future. The new norm is persistent conflict, and we must adapt our processes to balance risk to current mission and risk to leader development. This cannot be an either or proposition. The

implementation of this leader development strategy will balance the risk through initiatives including revision of personnel policies, more careful management of key and developmental tours, and a mix of operating and generating force assignments. Implementing chapters for officer, noncommissioned officer, warrant officer, and civilian leaders will guide our efforts.

LDS Imperative Intent Statements and Key Objectives (July 2013)

1. The South Carolina Army National Guard (SCARNG) will adhere to nine leader development imperatives that will guide policy and actions in order to develop leaders with the required qualities and enduring leader characteristics. These guiding principles remain constant and consistent from initial service affiliation to retirement creating a leader development process that is deliberate, continuous, sequential, and progressive. These imperatives will drive the synchronization and implementation of the LDS.

a. Encourage an equal commitment by the institution, by leaders, and by individual members of the profession to life-long learning and development.

- The SCARNG, as a learning organization, will create and resource the capability for life-long learning and the policies to support it. Leaders will match the commitment by establishing a climate that values life-long learning and holds subordinates responsible for achieving their leader development objectives. Individuals will demonstrate commitment by establishing and achieving their individual leader development objectives.

INTENT: Improve and actively support the culture of learning for all leaders and members of the profession.

KEY OBJECTIVES:

(1) Single portal access to the institutional professional body of knowledge established, provided, and maintained by the institution.

(2) Commanders at all levels and leaders of organizations at all levels provide resources and time to incorporate individual learning as a key component of collective training and education.

(3) Institutionalized system for tracking individual activity and participation and clearly links individual responsibility for self-development with a deliberate development progression.

b. Balance our commitment to the Education, Training and Experience pillars of development.

- Education and training create the necessary context for assignments and experiences to develop leaders. Leaders will ensure their subordinates get the right mix of developmental opportunities at the right time. Individuals will actively pursue specific training, education and experience goals.

INTENT: Ensure the appropriate degree of emphasis at all levels of development is placed on all three components of leader development during periods of both high and low operational demands

to the extent that development remains balanced.

KEY OBJECTIVES:

- (1) Policy that enforces leader responsibility to subordinates for balanced development.
- (2) Establish military promotion board directives and procedures that require selection based on records of development that reflect established deliberate long-term developmental progression.
- (3) An army-wide tracking mechanism for individuals to manage their development and actively pursue developmental activities essential to their progression to long-term goals and objectives.

c. Prepare leaders for hybrid threats and Unified Land Operations through outcomes-based training and education.

- The Army will use common scenarios for training and education based upon the operational environment to ensure we develop leaders prepared for Unified Land Operations. Centers of Excellence (COEs) and Force Modernization Proponents will identify branch and functional specific outcomes for each cohort at each level of a leader's career.

INTENT: Create the developmental conditions that prepare leaders to achieve desired outcomes in addressing the full range of threats and challenges they will face while conducting Unified Land Operations, using innovative and effective training and education methods for each level of development.

KEY OBJECTIVES:

- (1) Design education and training focused on desired outcomes and applied at the appropriate levels of development.
- (2) Conduct progressive and effective leader development which focuses on desired outcomes against threats and challenges in Unified Land Operations.
- (3) Scalable, adaptable, and exportable training scenarios for use at Centers, Schools and Home Station, as appropriate, which challenge and develop leaders in an enhanced learning environment.

d. Achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN.

- In an era of persistent conflict, we must adjust personnel policies to ensure we can meet both PME and operating force requirements with predictability and consistency. Tour lengths and course lengths as well as operational, institutional, and broadening experiences must contribute to our efforts to win the fight, develop our leaders, and allow them to balance personal and professional obligations.

INTENT: Ensure the timely development of leaders with the essential capabilities to meet both short and long term requirements.

KEY OBJECTIVES:

(1) A fully integrated program of PME that enables timely and adequate development of leaders throughout their careers while ensuring effective support of ARFORGEN.

(2) Institutional adherence to personnel policy directives that help the Army produce leaders with the right mix of training, education, and broadening experiences and capabilities while meeting Army requirements.

e. Manage the Army's military and civilian talent to benefit both the institution and the individual.

- Managing talent requires the recognition that knowledge, skills, abilities, and experiences develop at different rates. The Army needs and values a mix of generalists and specialists that collectively provide diverse talents to meet all of the Army's requirements for Unified Land Operations (ULO).

INTENT: Assess individuals and direct developmental opportunities available to meet Army needs.

KEY OBJECTIVES:

(1) Specific accession and retention standards to meet Army talent requirements.

(2) Processes for consistent assessment of individual capabilities and analysis of force modernization and branch proponent requirements.

(3) Development policies for talent depth throughout the Army.

f. Prepare our leaders by replicating the complexity of the operational environment in the classroom, at home station, and at the combat training centers.

- When the operating force is rotating in and out of tactical and operational missions, the pressure on training and education to provide relevant experiences increases. The Army will develop an Operational Environment Concept that reflects the hybrid threats and complexity we expect to face, and then we will replicate that environment in the classroom, at home station, and in our combat training centers.

INTENT: Produce leaders and instructors with a demonstrated understanding of the complexity of the operational environment (OE) and a demonstrated sense of mastery to navigate the challenges of unified land operations.

KEY OBJECTIVES:

(1) A deliberate developmental process that provides current and relevant instructors and trainers capable of adapting recent OE experiences into meaningful classroom instruction and field training exercises.

(2) Scenarios that replicate the challenges and rigor of the operational environment to the extent possible to reduce skill and ability degradation and that create the conditions to leverage past experiences for the advancement of skills and abilities while transitioning between institutional and operational assignments.

(3) And broad-based training network for use in classrooms, home station, combat training centers, and self development that replicates hybrid threats in a complex environment.

g. Produce leaders who are mentors and who are committed to developing their subordinates.

- It is an enduring principle of Army leadership that we mentor, coach, and counsel subordinates. Senior leaders have a moral and ethical responsibility to develop subordinates while balancing both short and long term Army needs. Leaders must create the conditions for development. Our reorganization into modular formations has introduced new challenges into mentoring and leader development. This strategy will address those challenges and reinforce the critical role of mentoring in our all-volunteer, cyclically deploying force.

INTENT: Fix responsibility at all levels of leadership for mentorship and development of subordinates.

KEY OBJECTIVES:

(1) Enhance leader skills and ability in mentoring, coaching, and counseling through progressive development at all levels.

(2) Create opportunities to foster progressive leader development at all levels.

(3) Personnel policies that hold leaders accountable for mentoring, coaching, and counseling their subordinates.

h. Prepare select leaders for responsibility at the national level.

- The Army needs leaders who are both accomplished warfighters and who have the confidence to contribute to the development of policy in an interagency environment. The Army will develop processes for identifying high performers and provide them with additional opportunities for broadening and advanced assignments that prepare them for positions of senior leadership at the national level.

INTENT: Establish deliberate developmental opportunities that clearly trace the acquisition of progressive capability from the start of a career through positions of national leadership.

KEY OBJECTIVES:

(1) A system for identifying high performers and matching specific skills to specific national level needs.

(2) Greater breadth and depth in the number of available potential leaders capable of

national level senior leadership.

(3) Clearly linked progression of educational and broadening experiences to long-term Army requirements in a JIIM environment and the personnel policies to optimize individual development to match national needs.

i. Strengthen Army leader's demonstrated understanding of their profession and inspire commitment to the professional military ethic.

- In the midst of challenging and repeated deployments and the demands of home station, it is now an imperative that the Army examines itself as a profession. To this end, we must refine the understanding of what it means to be professional soldiers and leaders -- expert members of the profession of arms -- and recommit to a culture of service, the responsibilities and behaviors of our profession, and identify with the Army Ethic.

INTENT: Strengthen Army leaders' demonstrated understanding of their Profession of Arms and inspire commitment to the Professional Military Ethic.

KEY OBJECTIVES:

(1) Develop Army doctrine that provides a construct for understanding the Army as a Profession of Arms and a map of its expert knowledge – including revisions to FM1 and FM 6-22.

(2) Create a framework for examining and promulgating the Army's culture and, at its core, the foundations of the profession's ethic to all members of the profession.

(3) Implement DOTMLPF and other organizational changes necessary to reinforce the Army Profession of Arms and the development of Army Professionals.

CHAPTER 2: US ARMY MISSION COMMAND STRATEGY

INTRODUCTION.

1. The U.S. Army Mission Command Strategy (AMCS) integrates and synchronizes the ends, ways, and means to implement mission command (MC) throughout the Army. The AMCS seeks to achieve unity of effort to effectively integrate and synchronize operational and institutional forces' roles and responsibilities to implement MC across the doctrine, organizational structures, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) domains.

2. MC is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of unified land operations (ULO). Throughout history, many successful commanders practiced what doctrine now describes as the MC philosophy. The term "mission command" now includes a philosophy and a war fighting function (WFF) that incorporates commander, staff, and other tasks and an enabling MC system.

3. The strategic end state is Army-wide understanding and effective practice of the MC philosophy executed through the MC WFF leading to successful ULO in support of the joint force.

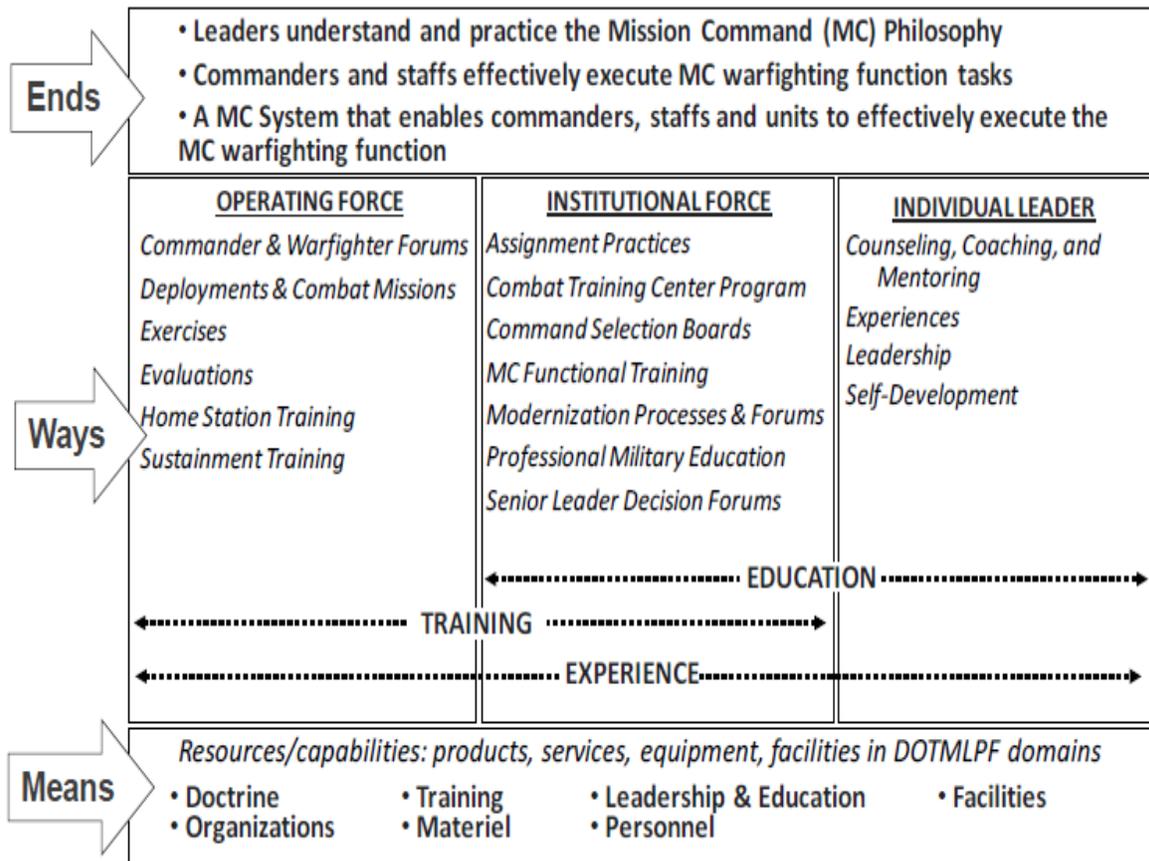


Figure 1: AMCS Ends, Ways, and Means

4. The Training General Officer Steering Committee (TGOSC), Land War Net Mission Command General Officer Steering Committee (LM GOSC), Army Leader Development Forum (ALDF), Army Campaign Plan (ACP) Forums, and other senior leader forums govern aspects of AMCS implementation.

5. AMCS stakeholders, in accordance with the Army Total Force Policy, include all military and civilian leaders, Army commands (ACOM), Army Service Component Commands (ASCC), direct reporting units (DRU), Army National Guard (ARNG), U.S. Army Reserve (USAR), Army Secretariat, and the Army staff. To achieve success, commanders and leaders must take ownership of mission command by being involved in Army-wide implementation. Additionally, all stakeholders, including the educational, training, and force modernization communities, must collectively achieve a unity of effort to attain the strategic end state.

a. Purpose. The U.S. Army Mission Command Strategy (AMCS) integrates and synchronizes the ends, ways, and means to implement mission command (MC) throughout the Army. The AMCS seeks to achieve unity of effort to effectively integrate and synchronize operational and institutional forces' roles and responsibilities to implement MC across the doctrine, organizational structures, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) domains. People are the centerpiece of MC. It is critical, in this endeavor, to develop commanders, staffs, and leaders with the right knowledge, skills, abilities, and other characteristics to practice the MC philosophy, effectively execute MC WFF tasks, and organize and employ the MC system. Additionally it guides development of the MC system. The AMCS supports the Leader Development Strategy (LDS) and Army Training Strategy (ATS) by focusing on the MC aspects of training, education, and experiences. The LDS and ATS governance forums provide senior leaders with overarching training, leadership, education, modernization, and resource validation forums.

b. Applicability. Throughout history, many successful commanders practiced what doctrine now describes as the MC philosophy. The term "mission command" has evolved to include a MC philosophy and a MC WFF with an enabling MC system. AMCS stakeholders, in accordance with the Army Total Force Policy, include all military and civilian leaders, Army commands (ACOM), Army Service Component Commands (ASCC), direct reporting units (DRU), Army National Guard (ARNG), U.S. Army Reserve (USAR), Army Secretariat, and the Army staff. The operating and institutional forces, including the educational, training, and force modernization communities, have vital roles and responsibilities to fulfill to realize the desired strategic end state. The method of achieving the strategic end state includes actions by the operating force, institutional force, and individual leaders who each apply available ways and means. This strategy is primarily focused on the FY13 through FY19 time period.

STRATEGIC END STATE

1. Army-wide understanding and effective practice of the MC philosophy executed through the MC WFF leading to successful ULO in support of the joint force.

a. **Strategic End 1.** All Army leaders understand and practice the MC philosophy.

b. **Strategic End 2.** Commanders and staffs effectively execute MC WFF tasks.

c. **Strategic End 3.** The MC system enables commanders, staffs, and units to effectively execute the MC WfF.

FOUNDATIONAL TERMS

1. The AMCS reinforces key doctrinal terms and ideas.

a. *Mission command (philosophy)* is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of ULO. (Army Doctrine Publication (ADP) 6-0)

b. The *mission command warfighting function* is the related tasks and systems that develop and integrate those activities enabling a commander to balance the art of command and the science of control in order to integrate the other warfighting functions. (ADP 6-0)

c. The *exercise of mission command* encompasses how Army commanders apply the foundational MC philosophy with the MC WfF. Together, the *mission command* philosophy and warfighting function guide, integrate, and synchronize Army forces throughout the conduct of ULO. (ADP 6-0)

d. A *mission command system* is the arrangement of personnel, networks, information systems, processes, procedures, facilities, and equipment that enable commanders to conduct operations. (ADP 6-0)

e. The *operating force* consists of units organized, trained, and equipped to deploy and fight. (ADP-1)

f. The *institutional force* mans, equips, trains, deploys, and ensures the readiness of all Army forces and consists of Army organizations not assigned to a combatant commander whose primary mission is to generate and sustain the operating forces of the Army. (ADP-1)

THE NEED FOR A MISSION COMMAND STRATEGY

1. The Army has not fully implemented MC because there is not uniform understanding of MC doctrine across the Army. Previous doctrine described MC simply as a command technique based on decentralized execution. While the decentralized command technique remains a critical component, MC is now both a philosophy based on trust and empowerment and a WfF with an enabling system. The Army needs a common understanding and a shared vision across the operational and institutional forces to provide unity of effort for implementing MC.

2. MC has a central role in shaping and training the force for current and future operations. Implementing MC is an imperative for the joint force and the Army. The Capstone Concept for Joint Operations (CCJO) states that the primary requirement for the joint concept for globally integrated

operations is a commitment to the use of MC. The Army Campaign Plan (ACP) emphasizes that the Army must shape and train itself for 21st century operations. MC has a central role in shaping and training the force for current and future operations. The TRADOC Strategic Plan identifies implementing MC as a key task in adapting the force. See Appendix A for reference descriptions.

3. The National Security Strategy, National Defense Strategy, Defense Strategic Guidance, and National Military Strategy describe characteristics of the future operational environment and are reflected in Army concepts and doctrine. Characteristics include uncertainty, volatility, ambiguity, complexity, increasing technological change, greater connectivity and linked aspects of human and technological networks, convergence of land and cyberspace operations, and interaction with determined, adaptive adversaries, as well as numerous other characteristics of the operational variables: political, military, economic, social, information, infrastructure, physical environment, and time (PMESII-PT). The networking of human societies, the proliferation of information technologies, and the emergence of cyberspace has created operational challenges and opportunities. War and nature remain in the realm of uncertainty due to interaction with enemies, bad information, information overload, and other considerations.

4. New MC doctrine, within the context of current and future operational environments, requires much more from commanders. Commanders must drive the operations process through their unique activities of understanding, visualizing, describing, directing, leading, and assessing operations. Ultimately, MC remains a human interaction amongst teams. They must develop teams, within their own organization and with unified action partners and must inform and influence audiences both inside and outside of their organizations. Lastly, they must organize and employ the MC system.

5. Current and future environmental characteristics, strategic guidance, and the lack of a uniform understanding of MC doctrine across the Army mandate rapid implementation of MC across the Army. The Army needs a strategy to ensure Army-wide understanding and effective practice of the MC philosophy executed through the MC WFF leading to successful ULO in support of the joint force.

AMCS RELATIONSHIP TO OTHER ARMY STRATEGIES

1. How well MC enables operational units to prepare for and execute assigned missions determines the AMCS's ultimate value and effectiveness. Operational effectiveness depends on how well the Army implements MC. The AMCS provides a framework for the integration and synchronization of MC training, education, and force modernization efforts. The AMCS supports numerous Army-level strategies by using a MC lens for all DOTMLPF domains. MC issues, initiatives, and decisions often cross multiple DOTMLPF domains and areas within the domains so they require coordination and synchronization across multiple strategies. The AMCS does not replace existing documents or forums. Rather, it supports key elements of these various strategies to accomplish the MC strategic ends. The AMCS relationship with the ATS and LDS is of utmost importance because MC training, education, experience, and force modernization activities implement the AMCS. Appendix A contains AMCS references.

2. The LDS provides vision and guidance on aligning training, education, and experience to prepare leaders of all cohorts who exercise mission command to prevail in ULO. It states that the Army will produce professional leaders that practice the mission command philosophy whether conducting

unified land operations or Army generating force functions and with an understanding of and ability to execute the MC WFF. The Army Leader Development Forum (ALDF) and Army Learning Coordination Council (ALCC) provide essential leader development planning and resource validation forums for successful integration of mission command across training venues, the education cohorts, and the Army.

3. The ATS provides guidance for training Soldiers, leaders, Army Civilians, and units to support operational adaptability and sustain readiness. The ATS states that Army training focuses on two central tenets of ULO: accomplish tasks and requirements of decisive action, and effective application of mission command in ULO. The current Mission Command Training Strategy and Implementation Plan will be refined and incorporated into the AMCS. The Training General Officer Steering Committee (TGOSC) provides the opportunity for senior leader input to training, resource validation and for integration of MC across all training domains.
4. The AMCS focus is narrower than the LDS and ATS. It addresses developing commanders and leaders capable of practicing the MC philosophy executed through the MC WFF and integrating MC capabilities development. The AMCS moves beyond basic leadership skills and training by focusing on developing the requisite skills, knowledge, abilities, and other characteristics to practice MC. The AMCS focuses on honing leaders' competence by continually developing a specific MC expertise. The AMCS identifies specific commander and staff tasks and other expertise that leaders need education and training on throughout their careers. The AMCS implementation must be synchronized with and integral to the LDS and ATS. The three strategies must inform each other in order to achieve the Army's desired training, education, and experiential end states.
5. The Army Modernization Strategy (AMS) centers on the materiel domain as an integral part of the MC system and has one section that describes MC. It focuses on developing and fielding new capabilities; procuring upgraded capabilities, recapitalization and divesting existing equipment; and fielding and distributing capabilities. The Army Mission Command Portfolio Strategy (MCPS) for Program Objective Memorandum (POM) 15-19 goes into detail and ties together seven mutually supporting strategies that address: transport, command post, handheld, network operations (NetOps), common operating environment (COE), network integration evaluation, and testing. The network and various other technological systems are key parts of each commander's MC system. The AMS and the AMCS inform and support each other to achieve the MC strategic end state.
6. The power of these collective strategies is essential to implementing the MC philosophy across the Army and the effective execution of the MC WFF by operational units. AMCS implementation will use senior leader guidance and lessons learned to continuously and rapidly assess, adapt, and innovate MC requirements and DOTMLPF capability development efforts.
7. Section I of the AMCS provided purpose, scope, and foundational terms, identifies the strategic end state with its three strategic ends, states the need for the strategy, and describes the AMCS relationship to other Army strategies. Section II states the problem, lays out facts and assumptions, defines strategic objectives, and describes how to employ the various ways and means to accomplish the strategic end state.

THE STRATEGY

The practicability of a strategy is determined by how ways and means interact to achieve the ends. Section II provides the strategy framework with specific objectives and tasks that begin to describe the interaction between ways and means. AMCS implementation requires developing measures of effectiveness, addressed in a follow-on implementation plan. Existing senior leader forums integrate, synchronize, and govern the interaction between MC ways and means. The practice of the MC philosophy to support the joint force manifests within the MC WFF. The MC WFF is comprised of tasks and the MC system. Strategic End (SE)-1 addresses the MC philosophy, SE-2 addresses MC WFF tasks, and SE-3 addresses the MC system.

a. Problem. How does the Army create unity of effort to effectively implement mission command to achieve Army-wide understanding and practice of the MC philosophy executed through the MC WfF leading to successful ULO in support of the joint force?

b. Facts Bearing on the Problem.

- The Army has made mission command an instrument of cultural change and emphasized the mission command philosophy and warfighting function in doctrine.
- The Army has not fully implemented MC doctrine.
- Time constraints and rapid train-ups for deployments have created unclear roles and responsibilities between and within the institutional and operating forces.
- Near-term fiscal challenges will require prioritization and sequencing for MC capability development and AMCS implementation.

c. Assumption.

- MC will remain one of the doctrinal foundations of ULO.

d. Achieving Strategic End 1 (SE-1)

(1) SE-1. All Army leaders understand and practice the MC philosophy. Six doctrinal principles (ADP 6-0, *Mission Command*) further define SE-1:

Build cohesive teams through mutual trust
Create shared understanding
Provide clear commander's intent
Exercise disciplined initiative
Use mission orders
Accept prudent risk

SE-1 addresses the MC philosophy that fosters an environment of mutual trust and shared understanding among commanders, staffs, and subordinates. MC is an integral part of the Army Profession. The first step for the successful practice of MC is for leaders to demonstrate the character, commitment, and competence that form the profession's baseline. Leaders must be

grounded and proficient in Army leadership competencies and attributes that enable the practice of MC. The next step is developing an Army-wide culture and organizational command climates where commanders and leaders have an obligation to act and synchronize their actions with the rest of the force, accept prudent risk, and enable subordinates to exercise disciplined initiative within the commander's intent.

(2) The MC philosophy espouses that commanders must issue clear intent, use mission orders and become comfortable with decentralizing control in order to foster initiative and adaptation by allowing subordinates the greatest freedom of action in determining how best to accomplish the mission. The understanding and practice of the MC philosophy applies to all leaders in the operating and institutional forces. SE-1 requires continual focus on developing leaders throughout their careers in order to provide the building block understanding for applying the six principles at each command echelon. Understanding and practicing the MC philosophy are key parts of the ATS and ALDS, which place emphasis on MC in Army training and leader development. SE-1 has two objectives that naturally reinforce each other. Appendix B contains detailed SE-1 specified tasks to the operating force, institutional force, and individual leaders.

(a) Objective 1-1. All Army leaders understand the MC philosophy. The institutional force teaches the philosophy in Professional Military Education (PME). The operating force creates opportunities to practice the philosophy in training and leader experiences that deepen understanding.

(b) Objective 1-2. All Army leaders are proficient in the practice of the MC philosophy. The operating force is where commanders and leaders practice the MC philosophy executed through the warfighting function in both training and operations. The institutional force practices the MC philosophy in the conduct of daily operations and develops DOTMLPF capabilities to support the practice of the MC philosophy.

e. Achieving Strategic End 2 (SE-2)

(1) SE-2. Commanders and staffs effectively execute the MC WFF tasks. Sixteen doctrinal tasks (ADP 6-0 and FM 7-15, Army Universal Task List) further define SE-2:

- Commanders:

- Drive the operations process through their activities of understanding, visualizing, describing, directing, leading, and assessing operations*
- Develop teams, within their own organization and with unified action partners*
- Inform and influence audiences, inside and outside their organizations*
- Establish and maintain discipline*
- Execute command programs*

- Staffs:

- Conduct the operations process; plan, prepare, execute, and assess*
- Conduct knowledge management and information management*
- Conduct inform and influence activities (IIA)*
- Conduct cyber electromagnetic activities (CEMA)*

- Staffs assist commanders in additional tasks:
 - Conduct military deception*
 - Conduct airspace control*
 - Conduct information protection*
 - Conduct civil affairs operations*
 - Install, operate, and maintain the network*
 - Integrate space operations*
 - Conduct command post operations*

SE-2 involves the actual execution of MC WFF tasks. The MC WFF is an evolution of the previous command and control WFF adapted to include commander, staff, and additional tasks and a MC system. It is through the MC WFF that commanders integrate all the WFFs through their creative and skillful exercise of authority by balancing the art of command with the science of control while focusing on the human aspects of MC. SE-2 builds on individual leader knowledge, skills, abilities, and other characteristics developed through understanding and practicing the philosophy. Executing MC WFF tasks is integral to the ATS, as operational adaptability requires the ability to execute MC. Executing MC WFF tasks is foundational to the LDS as education, training, and experiences progressively develop MC skills throughout a leader’s career. SE-2 focuses on the commanders’ ability to exercise leadership by practicing the MC philosophy to accomplish specified tasks while their staffs execute supporting tasks. SE-2 has two objectives, listed below, that naturally reinforce each other. Appendix C contains detailed SE-2 specified tasks to the operating force, institutional force, and individual leaders.

(a) Objective 2-1. Commanders, staffs, and units understand all aspects of the MC WFF. The institutional force teaches the MC WFF in PME and functional training across cohorts. The operating force builds on what leaders have learned during PME and functional training through Home Station Training (HST), Combat Training Center (CTC) rotations, and operational deployment experiences.

(b) Objective 2-2. Commanders, staffs, and units effectively execute MC WFF tasks. Operating force commanders and staffs execute the MC WFF tasks during training and operations. The institutional force educates and trains MC WFF tasks during PME and functional training.

f. Achieving Strategic End 3 (SE-3)

(1) SE-3. The MC system enables commanders, staffs, and units to effectively execute the MC WFF. Four doctrinal functions (ADRP 6-0) further define SE-3:

Support the commanders’ decisionmaking

Collect, create, and maintain relevant information and prepare knowledge products to support commanders’ and leaders’ understanding and visualization

Prepare and communicate directives

Establish the means by which commanders and leaders communicate, collaborate, and facilitate the functioning of teams

SE-3 focuses on the MC system, which enables MC WFF commander, staff, and additional tasks even during periods of degraded networks. The MC system centers on the commander. Technology has provided unprecedented MC capability and challenges. Commanders organize and

tailor this system based on the mission, the operational environment, and personal style and preference. Commanders routinely employ static, mobile, mounted, and dismounted command posts to exercise MC. This includes the seamless capability to deploy with reach back to, and forward from, camps/posts/stations. The MC system is integral to a larger joint command and control system.

(2) Organizational personnel, networks, information systems, processes, procedures, facilities, and equipment form the backbone of a commander's MC system. The MC system must be sufficient to take advantage of and defend against technological threats in order to ensure freedom of action. SE-3 has two objectives that naturally reinforce each other. It is critical to identify all MC network and cyberspace requirements, gain consensus from stakeholders, and prioritize requirements to pursue solutions with unity of effort. Appendix D contains detailed SE-3 specified tasks to the operating force, institutional force, and individual leaders. Appendix E details various MC modernization requirements.

(a) Objective 3-1. AMC system enables units to effectively execute MC WfF commander, staff, and additional tasks. The institutional force identifies, develops, and modernizes the technical aspects. The operating force, as the end user, identifies requirements and determines sufficiency of their MC system.

(b) Objective 3-2. Commanders, staffs, and units are proficient in organizing and employing the MC system. Operators must understand and be able to use the MC system; staffs must integrate it with all WfF systems; and commanders must tailor and employ it. The institutional force teaches various aspects of the MC system in PME and functional training and conducts modernization activities.

WAYS

The ways are how the Army develops and applies the means to achieve the ends. Categories include operating force ways, institutional force ways, and individual leader ways.

OPERATING FORCE WAYS

4. *Commander and Warfighter Forums*
5. *Deployments and Combat Missions*
6. *Exercises*
7. *Evaluations*
8. *Home Station Training (HST)*
9. *Sustainment Training*

INSTITUTIONAL FORCE WAYS

1. *Assignment Practices*
2. *Combat Training Center (CTC) Program*
3. *Command Selection Boards*
4. *MC Functional Training*
5. *Modernization Processes and Forums**
6. *Professional Military Education (PME)*
7. *Senior Leader Decision Forums***

INDIVIDUAL LEADER WAYS

10. *Counseling, Coaching, and Mentoring*
11. *Experiences*
12. *Leadership*
13. *Self Development*

***Modernization Processes and Forums:**

- *Agile Capabilities Lifecycle Process (Agile Process)*
- *Army Concept Framework (ACF)*
- *Campaign of Learning (CoL)*
- *Joint Capabilities Integration & Development System (JCIDS)*
- *Mission Command Portfolio Review (MCPR)*
- *New Equipment Training (NET)*
- *Force Design Updates (FDU)*

****Senior Leader Decision Forums:**

- *Army Business Council (ABC)*
- *Army Campaign Plan (ACP)*
- *Army Learning Coordination Council (ALCC)*
- *Army Leader Development Forum (ALDF)*
- *CSA Futures Forum*
- *Human Capital Executive Board (HCEB)*
- *LandWarNet MC GOSC (LM GOSC)*
- *Training GOSC (TGOSC)*
- *Total Army Analysis (TAA)*

MEANS

The available means to implement MC are resources/capabilities (products, services, facilities, and equipment) in each of the DOTMLPF domains. All capabilities in the DOTMLPF domains must be continually developed and refined to address gaps, take advantage of opportunities, and resolve issues.

RISK

There are three major risks to the AMCS and MC implementation in the Army.

a. RISK 1: Army leaders DO NOT implement the MC philosophy. Mitigation measures follow:

(1) Doctrinal consistency: The Army Doctrine Program, under Doctrine 2015, remains unchanged until implementation effectiveness is assessed. Senior leaders direct appropriate doctrinal changes.

(2) Leader development: Army leader development processes must provide leaders with requisite, sequenced, and timely education, training, and experiences to implement and sustain MC across the force.

(3) Leadership and accountability: Commanders and leaders at all levels must internalize and take ownership of the MC philosophy. Counseling, coaching, and mentoring; assessments and evaluations; and guidance to command selection and promotion boards place priority on practicing the MC philosophy.

b. RISK 2: Commanders, staffs, and units DO NOT have the capabilities, education, training, and experience to execute the MC WfF tasks and employ the MC system. Assessments and evaluations identify potential problems and assist in determining remedial actions. Mitigation measures follow:

(1) Unity of effort in MC capability development: Maximize delivery of required capabilities through a focused unity of effort that results in integrated and synchronized MC capability development.

(2) Clearly defined roles and responsibilities: Each institutional and operating force organization and echelon must focus on their lane/role and execute their responsibilities. Execution of clearly defined roles and responsibilities minimizes potential capability shortfalls.

(3) Senior leader decision forums: Provide opportunities (i.e. ACP, TGOSC, ALDF, and LM GOSC) to highlight capability and resourcing challenges. These forums have the ability to influence resourcing strategies and funding decisions by prioritizing MC requirements.

c. RISK 3: The MC system IS NOT capable or modernized to enable commanders, staffs, and units to execute the MC WFF resulting in inefficient or ineffective operations. Mitigation measures follow:

(1) Agile processes: Army DOTMLPF processes and development organizations are agile enough to support technological modernization through materiel fielding efforts. Properly executed new equipment and technology fielding to include supporting education and training will result in capabilities that are more effective for units. Modernizing the training base in concert with operating forces also increases the effectiveness of employing all new equipment and technology.

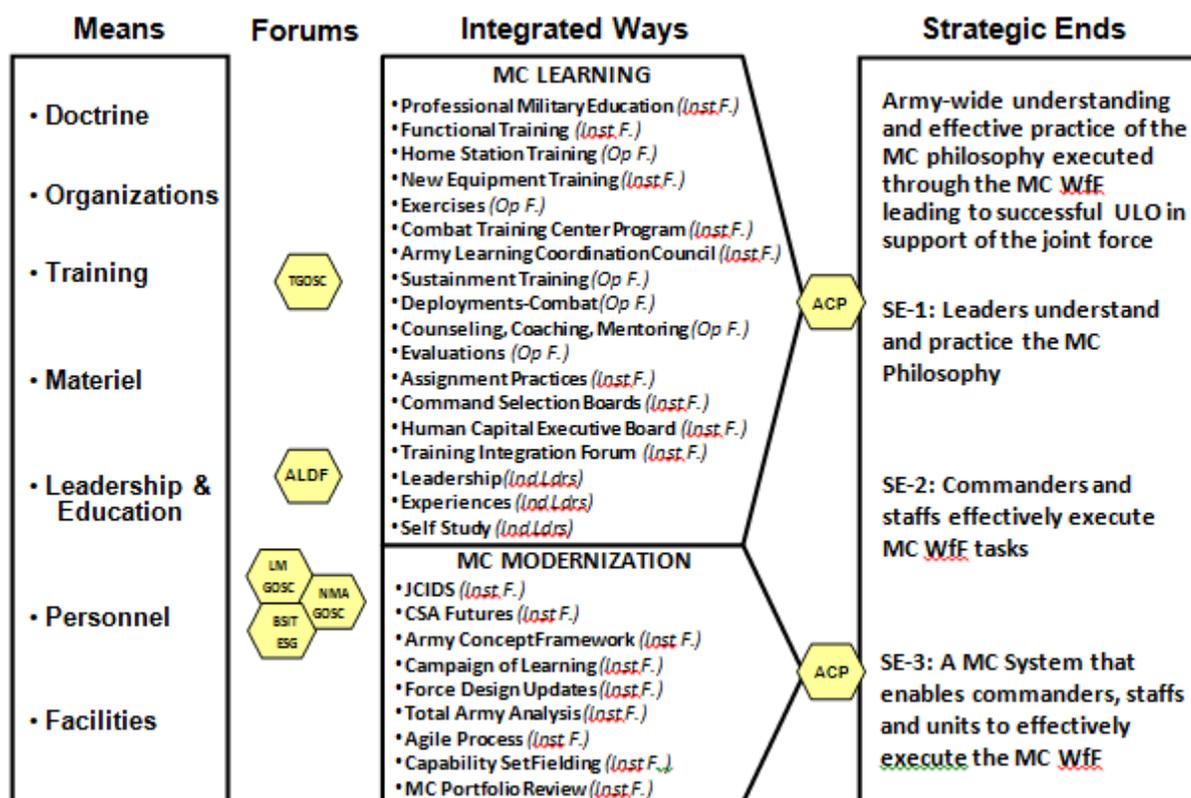
(2) Integrated DOTMLPF approach: All DOTMLPF aspects of the MC system, including development and training, are an integral part of leader development and MC system development. This leads to effective use of available capabilities.

(3) Prioritize MC system development and modernization: Maximize delivery of required capabilities through a focused unity of effort, including threat assessments and vulnerability analyses, which result in integrated and synchronized MC capability development.

(4) Senior leader decision forums: Provide opportunities (i.e. ACP, TGOSC, ALDF, and LM GOSC) to highlight capability and resourcing challenges. These forums have the ability to influence resourcing strategies and funding decisions by prioritizing MC requirements.

IMPLEMENTATION AND GOVERNANCE

Identifying and developing MC DOTMLPF solutions (means) and then integrating and synchronizing the ways to deliver MC capabilities will achieve the AMCS strategic ends. In this way, the AMCS serves to integrate and synchronize MC efforts of the operating and institutional forces. Four primary senior leader forums enable AMCS implementation: ACP, TGOSC, LM GOSC, and ALDF. The goal is to ensure all actions that develop and apply MC means effectively contribute to achieving AMCS strategic objectives. The ACP forum reviews overarching MC issues. The TGOSC, ALDF, and LM GOSC address MC-related training, leadership and education, and materiel issues respectively. All AMCS strategic objectives are applicable in all forums. The ADLF is most appropriate to address issues of understanding the MC philosophy and MC WFF. The TGOSC is most appropriate to address issues of practicing the MC philosophy, executing MC WFF tasks, and commander/staff proficiency in organizing and employing the MC system. The LM GOSC, NMA GOSC, and Army Business Council are most appropriate to address issues concerning MC system development that enables commanders and staffs to effectively execute MC WFF tasks. MC-related issues requiring decisions across multiple DOTMLPF domains require coordination and synchronizing across multiple forums. This description of AMCS implementation forms the basis for a follow- on AMCS Implementation Plan.



CONCLUSIONS

1. People, rather than technology, systems or processes, are the center of MC. In order, the AMCS priorities are SE-1: understanding and practice of the MC philosophy; SE-2: understanding and execution of the MC WFF; and SE-3: a MC system that effectively enables the MC WFF. SE-1 is the foundation from which leaders execute the MC WFF with its enabling system. It is primarily individual leader development as a leader's career progresses. SE-2 is how the commander, staffs, and units execute the MC WFF. It is primarily commanders and staffs executing their respective tasks in an integral and synchronized manner. SE-3 is comprised of the human and technological enabling systems that make up the MC system, which enables accomplishment of the WFF tasks. Pursuit of these three ends requires balancing human considerations with the enabling equipment and developmental education and training.

2. Two factors determine the AMCS's success. First, commanders and leaders must take ownership of mission command by being personally involved in implementing it across the Army. Commanders must train their units and tailor their MC system to their unit's mission essential task list (METL), modified tables of organization and equipment (MTOE), environment, mission, and personal style. Second, all stakeholders must collectively achieve a unity of effort that effectively attains the strategic end state. The strategic end state is realized when the integrated and synchronized efforts to implement this strategy produces leaders who understand and practice the MC philosophy, commanders and staffs who execute MC WFF tasks, and a MC system that enables commanders and staffs to practice MC successfully in ULO. Stakeholders must work together to focus on priorities and properly sequence objectives, tasks, and actions associated with developing the means and employing the ways.

3. Efforts to meet warfighters' needs over the last ten years have caused a misalignment in the proper sequence for MC development. This resulted in partial, rather than full, DOTMLPF solutions. Materiel solutions were not always accompanied by the necessary doctrine, education, and training. It is imperative for the operational force to receive NET when receiving new equipment. It is also imperative that Army schools and centers receive new equipment and NET concurrently to enable the institutional force to adapt PME and functional training appropriately. The AMCS strives to restore proper sequencing for MC DOTMLPF capabilities development (means). Whenever feasible, doctrine should lead the development of subsequent means or be updated based on newly identified requirements. Resourcing and force modernization activities must be in concert with each other and with leader development activities.

4. The AMCS provides a mechanism to sequence operating force, institutional force, and individuals' actions to achieve the ends. Correctly sequencing these ways throughout a leader's career is vitally important. The institutional force should appropriately address the three strategic ends at each level of PME along with functional training. Operational units should then address the three strategic ends during HST, exercises, CTC training events, and actual deployment experiences. Operating and institutional force assignment practice must ensure leaders receive the right experiences at the right times throughout their careers. Individuals must continuously pursue self-development to hone their skills and improve their knowledge.

5. Successful ULO in support of the joint force requires Army-wide understanding, acceptance, and effective practice of the mission command philosophy executed through the MC WFF. Given current and future operational environments, every commander must be able to employ their MC system that enables the effective execution of the MC WFF. Commanders must take ownership and be personally involved with implementing the AMCS across the Army.

CHAPTER 3: THE SOUTH CAROLINA ARMY NATIONAL GUARD OFFICER

INTRODUCTION.

This chapter provides the next level of detail for the Leader Development Strategy (LDS) as it applies to leader development requirements for O-grade officers. This applies to all officers of the SCARNG. This chapter provides guidance and direction to meet the intent of the leader development imperatives described in the LDS as they apply to O-grade officers and is deliberately grounded in the tenets of FM 6-22, FM 3-0, and the Capstone Concept for Joint Operations (CCJO), and the Army Capstone Concept (ACC).

a. Purpose. This chapter and subordinate Tabs addresses the unique career progression of the SCARNG Officer. The Officer chapter provides a macro level of detail for the Leader Development Strategy (LDS) that applies to leader development requirements for all officers and spans all Components. This chapter and supporting categories further defines the expectations for SCARNG officers. It applies to all officers of the SCARNG and makes distinctions between Man-Day (M-Day), Title 32 (T-32), and Title 10 (T-10) officers. This document captures dual status Technicians within the M-Day model. States are afforded the opportunity to develop an additional enclosure that addresses both dual status and non-dual status civilians if desired. The chapter overlays ARFORGEN, DA Pam 600-3, and the SCARNG Officer Career Timeline to provide recommendations and windows to further develop officers through professional military education and assignments.

b. Conditions. The LDS Chapter 1 for SCARNG officers emphasizes the 5-year ARFORGEN Model, DA Pam 600-3, and the 30-year career timeline.

c. Business Rules. This document sets the baseline for SCARNG officer development and career design and tracking. Each State and Territory is encouraged to set conditions that provide officer development nested inside ARFORGEN. By using the LDS, we can properly identify assignments, educational requirements and overall organizational impact on readiness. We can also develop recommendations for transformation, mobilization, and deployment. Key considerations are an officer's enduring performance, military education, civilian education, and assignments. These must be reviewed holistically against ARFORGEN and the needs of the State. Figure 1 shows the elements for a successful officer's career path.

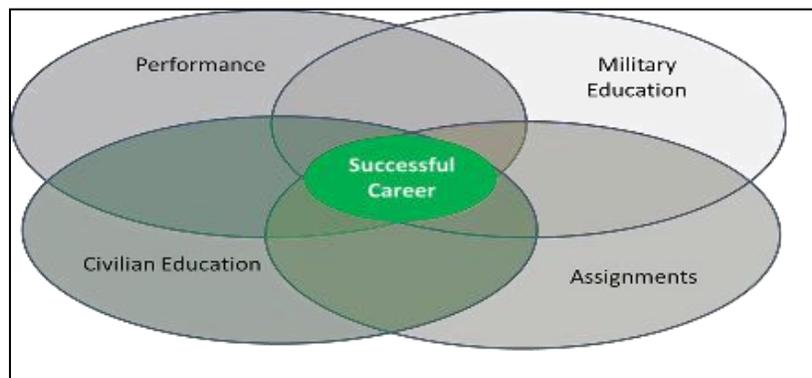


Figure 1: Elements of a Successful Career

CONCEPT OF OPERATIONS.

a. The South Carolina Army National Guard Officer.

(1) The SCARNG officer must exercise sound professional judgment and act in the best interest of the nation while simultaneously managing a civilian career. This is an enormous physical, moral, and emotional responsibility. Exemplified by the oath to support, defend, and bear true faith and allegiance to the Constitution of the United States and to the State to which the officer serves. The SCARNG officer must understand their role based upon the current orders of their service, be it in a Title 10 status, a State Active Duty status, or in their normal M-Day role of duty for training. The SCARNG Officer must bear in mind that they are subject to the Uniform Code of Military Justice (UCMJ) for the United States, the lawful orders of the Governor, Commander in Chief (State and Federal), other superiors, and other relevant State statutes. Officers must be prepared to courageously resolve any morally ambiguous conflicts which may appear between actions implied for mission accomplishment and their duty to obey the law and remain ever faithful to the Constitution in the execution of their duties. Title 10 of the US Code states, “officers are required to show in themselves a good example of virtue, honor, and patriotism, and subordination; be vigilant in inspecting the conduct of all persons who are placed under their command; guard against all dissolute and immoral practices; and to take all necessary measures under law to promote and safeguard the morale, physical well-being, and general welfare of the Soldiers under their command or charge.”

(2) The Army Profession (AP).

(a) The Army Profession is built on six essential traits (trust of the American people, internal trustworthiness, military expertise, esprit de corps, honorable service, and stewardship of the Profession), three attributes, three characteristics [Figure 2], and three foundations of civil-military relations (American values, the U.S. Constitution and Statutes).

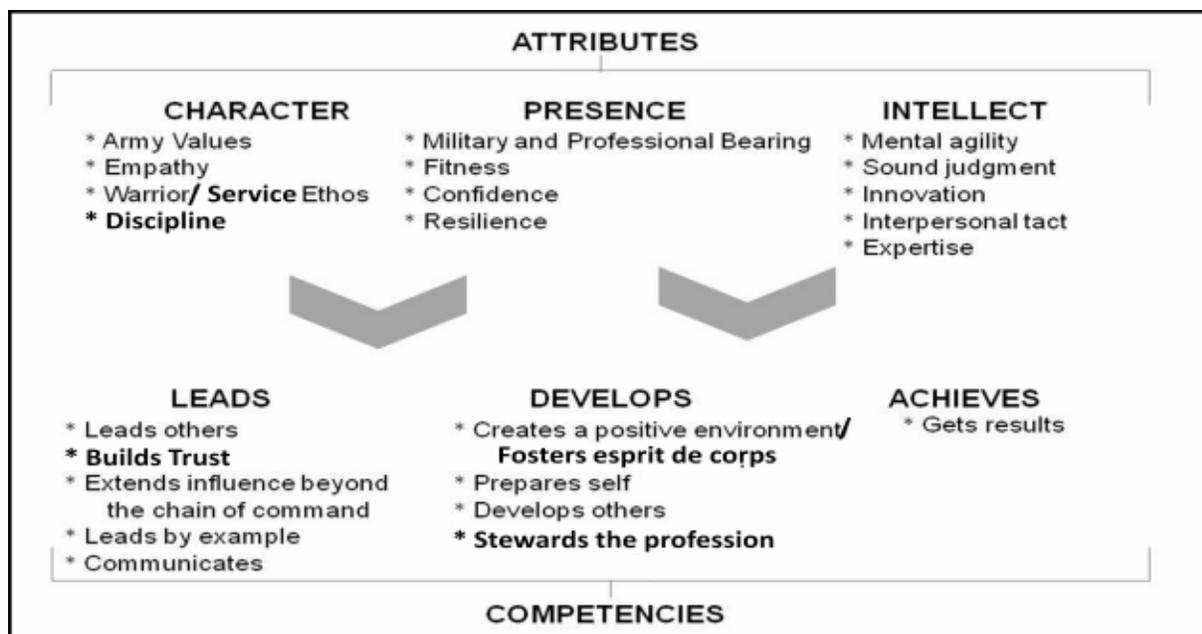


Figure 2: Leader Attributes and Competencies

(b) The AP is about leading Soldiers to operate within a Unified Land Operations (ULO) environment in Federal and State roles, to include Civil Support Operations (CSO)/Defense Support of Civil Authorities (DSCA). The Army has short and long term requirements to meet while performing the inherent responsibilities of leading Soldiers to win our nation's wars (when federalized) and to conduct State and Territorial missions. There is no greater responsibility than a balanced, systematic process that accesses capable officers, develop them for current requirements, and developing tomorrow's leaders. As key members of the Army Profession, SCARNG Officers must remain viable partners, ensuring their professional development remains commensurate with their position and compe one peers. In addition, SCARNG Officers have the added responsibility of balancing civilian careers. Officers integrate collective, leader and Soldier training to accomplish State and Federal missions. SCARNG Officers serve at all levels, focusing on unit operations and outcomes, leading change and filling command positions. Command, a legal status held by appointment and grade, extends through a hierarchical rank structure with sufficient authority assigned or delegated at each level to accomplish the required duties.

(c) Command makes officers responsible and accountable for everything their command does or fails to do. This responsibility does not rest with commanders alone. All officers, including staff officers, are responsible for what Soldiers under their charge do or fail to do. This is the heavy weight of responsibility that comes with being a leader of character.

(3) Present State.

(a) The SCARNG is a tough, experienced, battle-hardened force adept at functioning within the current operational environment, in a Federal and/or State status. Significant progress has been made in counter-insurgency operations and Civil Support Operations. Tactical and technical knowledge continue to be significant strengths within the Officer Cohort. Leaders are proficient at performing within the parameters of their branch-specific duties. The current operational environment often requires officers to execute functions outside those parameters.

(b) The SCARNG weaknesses are the result of shortcoming in the current SCARNG leader development systems. The issues routinely emphasized in officer professional military education (PME). Officer attendance at PME has been hindered by the past operational tempo (OPTEMPO), and continues to compete with civilian career obligations. These challenges degrade the SCARNG Officer's ability to fully address these weaknesses. It is more important than ever that these Officers attend PME soon after selection. The SCARNG's OPTEMPO, combined with civilian careers, continues to place a strain on officer professional development. This creates a lack of balance between current operational requirements and the other pillars of leader development (training and education).

(c) The SCARNG considers processes of officer promotions and assignments as two additional weaknesses. Additional SCARNG strengths include the ability to coordinate, cooperate, and collaborate with interagency and intergovernmental partners.

(d) This lack of balance has an impact on the SCARNG's ability to identify and manage our best officer talent. Current Army culture rewards extended time in operational units. Although operational experience is essential to developing leaders, officer leader development has shifted too far in favor of operational experience and has deemphasized other, more broadening, developmental opportunities. This may eventually reduce officer effectiveness at higher echelons to include state level directorates.

(e) Several of the leader development imperatives discussed in the LDS, specifically intended to address these weaknesses. For example, the imperatives “Balance our commitment to the Training, Education, and Experience pillars of development” and “Achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN” will help mitigate the over-emphasis on operational experience in officer leader development.

(f) Similarly, the imperatives “Manage the Army’s military and civilian talent to benefit both the institution and the individual” and “Prepare select leaders for responsibility at the national level” will improve our ability to emphasize the need for Joint, Interagency, Intergovernmental, and Multinational (JIIM) knowledge; Standard-Joint Duty List (S-JDAL); NGB; Joint Forces Headquarters (JFHQ); and other higher echelon operations.

(4) GOALS.

(a) The Army needs officers prepared for the present and developed for the Army of 2020 and beyond. To achieve this, the SCARNG Officer chapter has two overarching goals. The first goal is to better define expectations for the development of competent, confident leaders, and the requirements for promotion to Captain (CPT), Major (MAJ), Lieutenant Colonel (LTC), and Colonel (COL). This chapter describes what it is to be an officer, what is expected of officers, by rank, at each stage of development, and articulates clear objectives for officers, by rank, in education, training, and experiences. These objectives are not all encompassing but are minimum proficiencies necessary for development. These objectives guide Centers of Excellence (COEs), Force Modernization Proponents, other schools, Training Centers, Commands, and Operational Forces to focus on achieving the same outcomes at each stage of officer development, expanding beyond them as necessary for functional-specific requirements.

(b) The second goal is to articulate a clear understanding of the SCARNG’s Career Management. The LDS places initiatives into an Integrated Priority List (IPL), tracks the progress of initiatives, and uses the Quarterly Army Leader Development Forum (ALDF), Chaired by Commanding General (CG), TRADOC Commander, as the governance body for decision-making. The objective is to identify and execute initiatives that are critical for officer development and nested with the nine leader development imperatives resulting in the implementation of Army policies and programs in support of the LDS. This chapter describes each imperative and the implications for program requirements to implement officer leader development across the Army and SCARNG.

(5) Objectives.

(a) The Army grows its officers from the pre-commissioning until the time they leave the service. Lateral accession in the Army is limited to special branches for a small population of required specialists with skill sets in highly select fields such as the Army Medical Department, Judge Advocate General’s Corps and the Chaplain Corps. The majority of the officer corps starts at entry level. This puts a premium on development at every stage since each experience sets the conditions for each subsequent event. In addition, the SCARNG recruits select Officer’s from other Services when they leave active duty or transfer from other reserve components. SCARNG officers begin with the Basic Officer Leader Course A (BOLC-A). BOLC-A is discussed in greater detail later in this chapter. The BOLC-training must be aligned and nested with post-commissioning officer development and branch specific officer training in taught in Basic Officer

Leader Course B (BOLC-B). Alignment with post-commissioning education and training moves the traditional ‘beginning’ of officer development sooner and allows for accelerated next-phase development.

(b) The SCARNG Officer Career Timeline [Figure 3] presents a baseline model for career progression beginning with pre-commissioning, BOLC-A, spanning a 30 year career. The SCARNG Officer Military Education Chart [Figure 3] shows, by rank, a timeline of military education required during the officers military career. All 2LTs are required to attend a BOLC-B, to receive their initial officer training in their specified branch upon commissioning. This is also an ideal time for 2LTs to attend additional functional training [Figure 4].

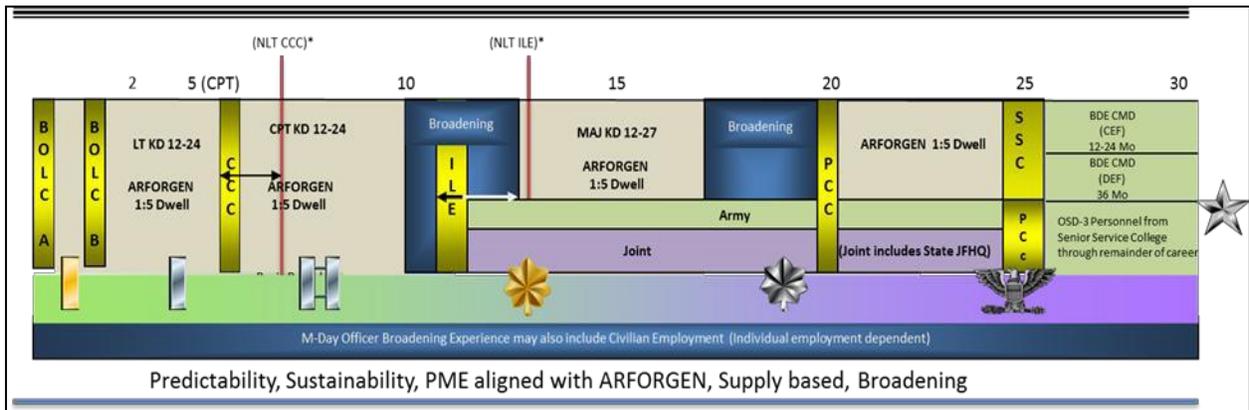


Figure 3: SCARNG Officer Career Timeline

	BOLCA (Cadet / Candidate)	BOLCB (O-1 – O-2)	Functional Training (O-1 – O-3)	CCC (O2 - O-3)	ILE CC (O-4)	AOC (O-4 – O-5)	SCP – PCC (O-5 – O-6)	SSC (O-5 – O-6)	JPME II (O-4 – O-6)
Resident	Commissioning Source: - West Point - ROTC (2-4yrs) - Fed OCS - State OCS - Direct for select Branches / Specialties	9-19 wks (Branch Dependent)	Airborne, Ranger, Air Assault...	24 wks (CC 12 wks) (BR 12 wks)	10 mos ← FLVN →		PH1: 1 wk PH2: 2-3 wks PH3: 2 wks PH4: 1 wk	11 mos (War Colleges)	10 wks
DL				2 Wks / 12mos / 2 wks	4 mos*	11 mos	25 mos (1 yr / 2wks 1 yr / 2 wks)	1 Wk / 8mos / 2 wks	
TASS				2 Wks / 8 mos / 2 wks					

* Students who attend 4mo ILE CC must either attend credentialing FA proponency course or AOC-DL to be MEL4 / JPME I qualified

Figure 4: The SCARNG Officer Military Education Chart

(c) SCARNG Leadership wants Officers to develop a passion for the Soldiers and civilians they lead, understand their role within their formations, and develop a deep appreciation for values and ethics. In addition, Officers should grasp the complexity of the security environment in which they operate and have sufficient knowledge of geopolitics, culture, language, economics, and the information environment.

(d) Promotion to 1LT occurs between the 18-24 month window after commissioning, depending on when State/Federal recognition is approved and processed [Figure 5]. Once promoted to 1LT, the next career progression course is the Officer's Advance Course, and the Captain's Career Course (CCC), formerly known as Combined Arms and Service Staff School (CAS3). The CCC is offered to 1LT's and CPT's delivered through either distributive learning (dL) or resident courses. It is an individual Officers responsibility to determine which option best fits into their life cycle of events. Promotion to CPT can vary on numerous factors, vacancies, civilian education (baccalaureate degree), and military education level (MEL) and State/Federal recognition. LT's must rapidly achieve competence with the weapons, equipment and body of professional knowledge essential to the missions assigned to the units they lead. Entry-level officers should embrace the ideals at the core of the profession and aspire to take a place among the honorable leaders who have gone before them. SCARNG Leadership wants Officers to develop a passion for the Soldiers and civilians they lead, understand their role within their formations, and develop a deep appreciation for values and ethics. In addition, Officers should grasp the complexity of the security environment in which they operate and have sufficient knowledge of geopolitics, culture, language, economics, current events, and the information environment.

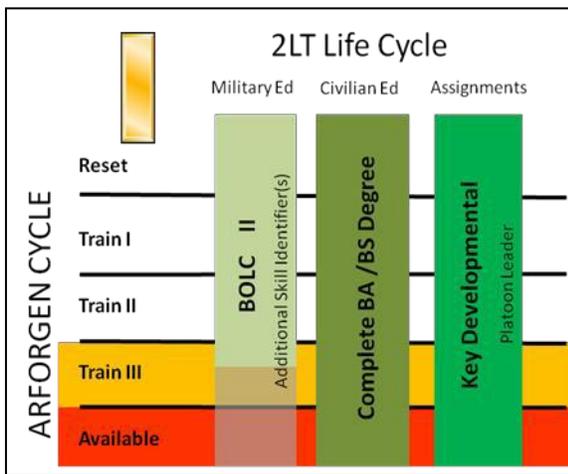


Figure 5: Second Lieutenant Objectives

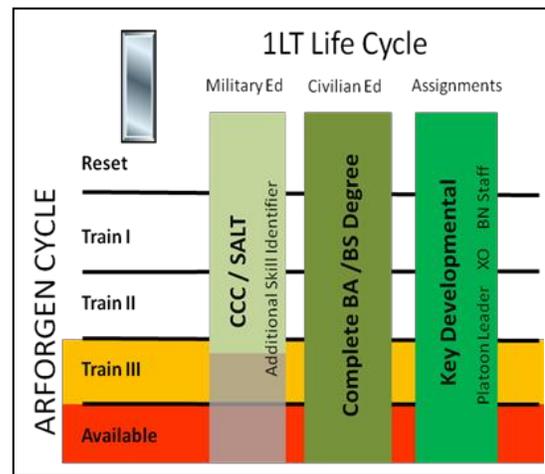


Figure 6: First Lieutenant Objectives

(e) Captains must ensure completion of the CCC [Figure 7]. Depending on an Officer's career path, promotion to MAJ will vary for each officer. CPTs must achieve and sustain mastery of mission essential weapons, equipment and systems. In addition, these junior leaders must achieve competence in the conduct of combined arms operations, including the role of information engagement. They must apply Troop Leading Procedures (TLP) effectively to guide their units in the employment of Tactics, Techniques and Procedures (TTPs) specific to assigned missions, roles and functions. They must remain current as information technology advances. Again, they should develop a rudimentary and progressively sophisticated understanding of geopolitics, culture, language, and the information environment, in the process, recognize, and manage the operational and strategic affect that they and their units can have. At this level, CPT's should understand and embrace mission command. More so, network enabled mission command will require an institutional culture that fosters trust among commanders, encourages initiative, and expects leaders to take prudent risk and make decisions based on incomplete information. Senior Leaders expect junior leaders to anticipate transitions within tactical operations and act upon opportunities. They want these leaders to create climates that support the warrior ethos and Army values, develop subordinate leaders, build teams, and inspire their Soldiers to continued service. This directly relates to every SCARNG Leaders' charge to ensure retention of quality Soldiers.

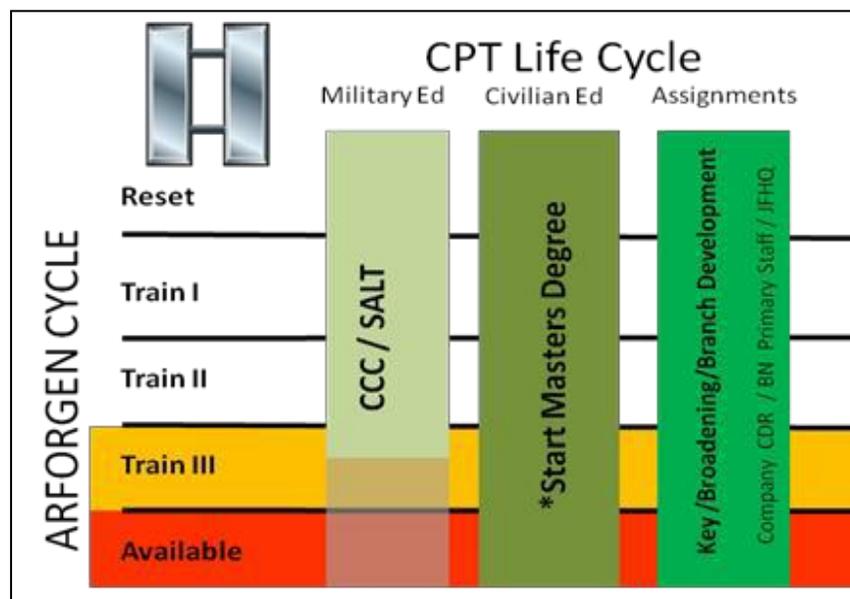


Figure 7: Captain Objectives

**Masters Degree encouraged, but not required*

(f) Majors are required to complete Intermediate Level Education – Common Core (ILE-CC), formerly known as Command and General Staff Officer Course (CGSC), prior to promotion to LTC [Figure 8]. ILE-CC can be completed by attending the residence, dL, or The Army School System (TASS). All Officers commissioned after December 31, 1993, are required to attend the Advanced Operations Course (AOC) or another branch / Functional Area (FA) credentialing course after completion of ILE-CC if they wish to attend any Senior Service College (SSC) in the future unless AOC has been waived due to FA. Completion of ILE-CC validates that the officer has MEL- 4 training. It is also recommended that any MAJ wanting to continue their military career, and be competitive on future promotion boards, start their Master’s Degree from an accredited college.

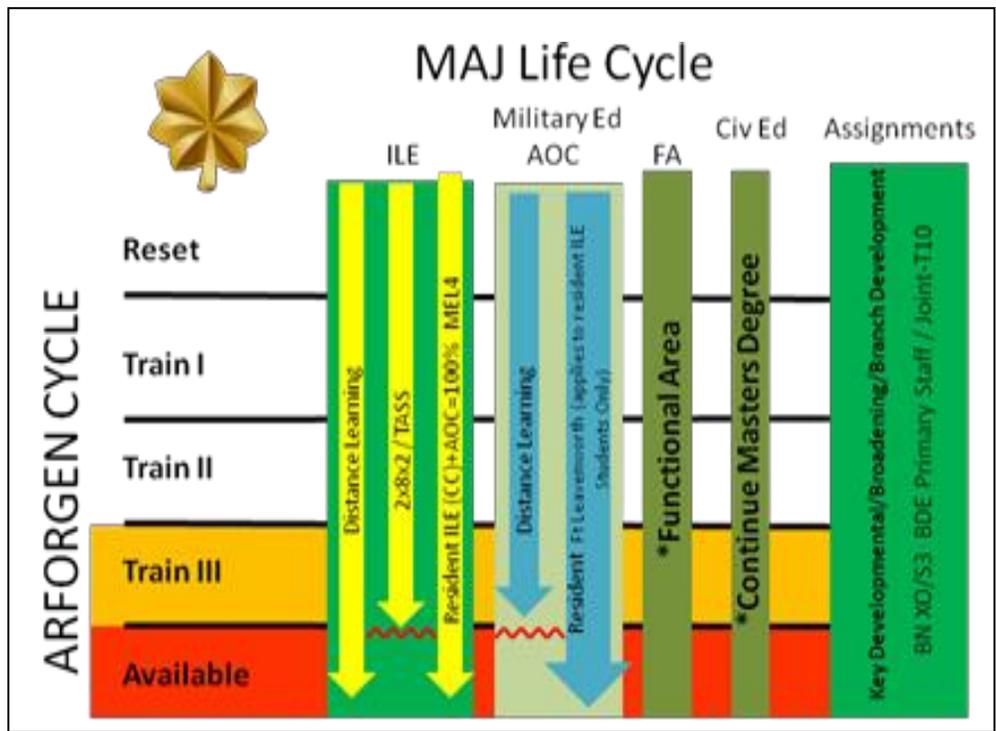


Figure 8: Major Objectives
** Masters Degree encouraged, but not required*

(g) For promotion to LTC, the officer must have completed the ILE- CC, by either the residential, dL, or TASS options [Figure 9]. Though not required, it is recommended that the officer either begins work/complete their Master’s Degree during this time. Besides civilian and military education, promotion to LTC will vary from vacancies, State/Federal Recognition and being Department of the Army (DA) select. Military education should include School Command Prep (SCP) – Pre Command Course (PCC) and SSC once promoted to LTC. This will ensure that all officers have met educational requirements when considered for promotion to COL. SCARNG branch MAJs and LTCs should lead units and teams; understand their responsibility to influence superiors and peers as well as subordinates. Some Officers will serve as experts on division, and joint staffs; integrate Joint, Interagency, Intergovernmental, and Multinational (JIIM) partners; and demonstrate competence in ambiguous and complex situations. Some Officers will become masters of military science. Those who display the necessary skill and inclination will become highly skilled in operational art. The emphasis on individual development begins to shift from increased depth of knowledge to increased breadth of perspective. Mid-grade officers will possess self- awareness skills to come to grips with the reality that their subordinates possess individual proficiencies that exceed their own. Examples learned are of character and intellect, along with new skills and knowledge. These mid-grade Officers continue to develop themselves and guide the development of junior officers to think at higher levels and with broader perspectives, as necessary. It is, at this level, that officers begin to understand how their formations are supported by the work of the multitude of civilian organizations they will meet outside the joint and multinational formation. LTCs must counsel, coach, and mentor subordinates. They must also identify future officers, and inspire junior officers, non-commissioned officer (NCO), civilians and Soldiers to a career of military service.

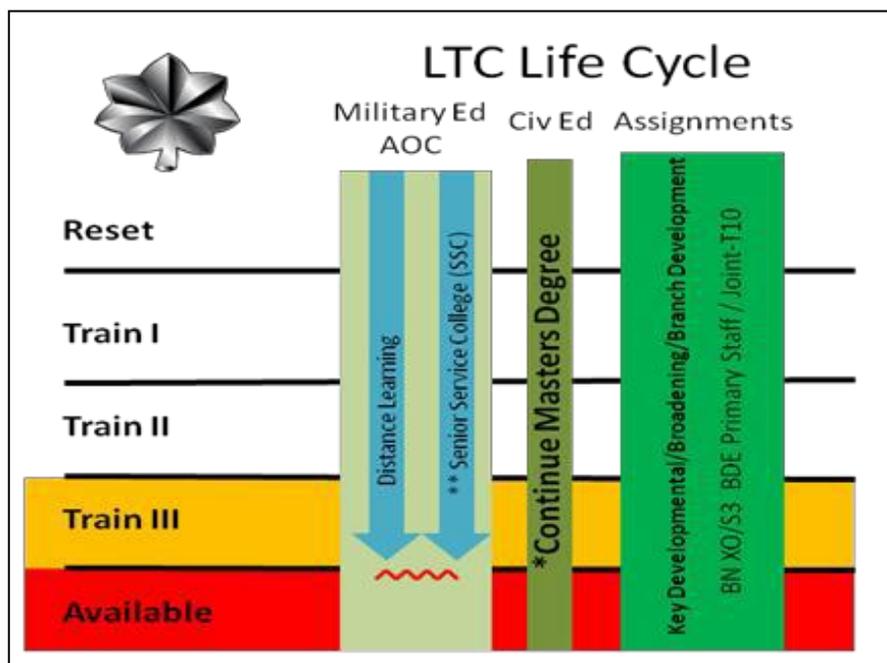


Figure 9: Lieutenant Colonel Objectives
** Masters Degree encouraged, but not required*

(h) The most successful officers competing within their basic branch will have completed a successful command at the battalion level and/or will have completed SSC by either the residential, dL, or fellowship options. An alternate route is by competing within a FA. This method places less emphasis on the traditional assignments of battalion command; however, the most successful officers competing using this method have many years of successful assignments within the FA. These officers are expected at the brigade, Army Service Component Command (ASCC), and HQDA levels. In addition, Officers can serve on the Joint Staff, Combatant Command Staffs, and within the Office of the Secretary of Defense (OSD). Eventually, these Officers will become the masters of military strategy and strategic arts, including national policy and war planning. Senior officers will set the example relative to character and intellect along with new skills or knowledge. These senior Officers continue to develop themselves but also guide the development of mid-grade officers to think at higher levels and with broader perspectives, as necessary. It is at this level that officers begin to understand how their strategies and formulation impact the organization as a whole and how they strategically support and are supported by the work of the multitude of civilian organizations they will meet outside the joint and multinational formation. These Officers must counsel, coach, and mentor subordinates. They must also identify future Army Senior Leaders, and inspire their subordinates to a career of military service.

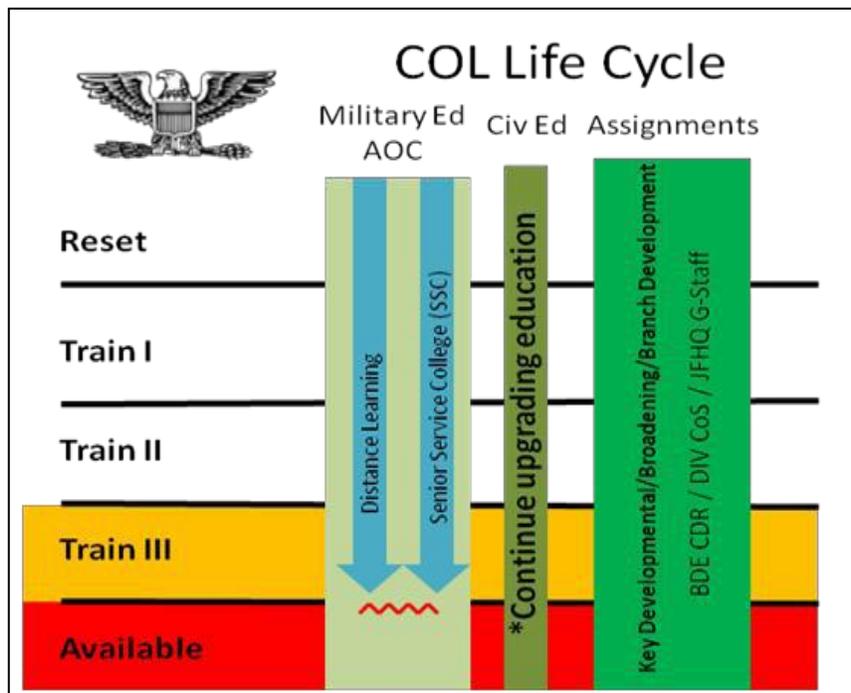


Figure 10: Colonel Objectives

** Masters Degree encouraged, but not required*

	LT	CPT	MAJ	LTC	COL
TRAINING	<ul style="list-style-type: none"> - Competent in the skills required of those under his/her direction - Exerts influence through NCOs - Understands communicating through local media - Applies TLP effectively in small unit tactics, functional TTPs - Competent in management of training and logistics - Familiarity with application of JIIM capability at platoon or section level - Aware that tactical actions can have strategic effects - Competent in extending influence across cultural boundaries - Uses rudimentary foreign language skills 	<ul style="list-style-type: none"> - Anticipates potential strategic impact of tactical actions - Competent in communicating through local media - Competent in integrating combined arms, joint and inter- agency capabilities. - Expert in branch functions - Competent Bn or Bde staff officer - Competent with current technology in use at company, battery level - Competent in cross-cultural influence - Elementary language proficiency; able to satisfy minimum operational requirements - Understand MDMP process 	<ul style="list-style-type: none"> - Competent in application of MDMP - Competent in communicating in person to large audiences and through regional media - Competent coordinator and collaborator across JIIM organizations - Elementary language proficiency plus: ability to initiate and maintain conversation 	<ul style="list-style-type: none"> - Competent in joint planning processes - Competent in coordinating across JIIM entities at the national strategic level - Competent in communicating through national media - Competent in application of technology to manage and use information - Elementary language proficiency plus: ability to initiate and maintain conversation - Culturally and Socially competent at the JIIM level 	<ul style="list-style-type: none"> - Competent in coordinating across JIIM entities at the geo-political level - Competent in processes for strategy and policy development - Competent in communicating through national media - Elementary language proficiency plus: can initiate and maintain conversation - Culturally and Socially competent at the JIIM level

	LT	CPT	MAJ	LTC	COL
EDUCATION	<ul style="list-style-type: none"> - Expert knowledge relating to employment of Soldiers, weapons and equipment - Applies critical and creative thinking skills to ill-structured problems - Communicates with confidence, precision and clarity - Deepened understanding of the uses and importance of information - Enhanced listening and counseling skills - Awareness of individual character and presence - Understands influence of culture and the fundamentals of mission command and what is expected of individual initiative. 	<ul style="list-style-type: none"> - Applies combined arms Doctrine TTPs & LL to complex situations - Apply MDMP at BN/BCT level - Understands principles of staff coordination - Habitually thinks critically and creatively - Comprehends operational art - Develop a “Culture of Engagement” - Advanced culture, language, & information skills - Aware of own strengths and weaknesses - Competent coach and fully understands and executes mission command when dealing with subordinates - Understands how to take advantage of network capabilities when conducting operations consistent with the concept of mission command 	<ul style="list-style-type: none"> Understands operational art and strategic fundamentals - Anticipates transitions and plans for transitions - Enhanced agility in dealing with hybrid threats - Understands the art leadership & command at the organizational level - Displays judgment and agility in of planning tactical operations in JIIM context - Understands use and importance of personal and professional growth counseling - Competent in using mission command. Understands design as a complement to MDMP 	<ul style="list-style-type: none"> Agility, judgment, innovation in application of design principles to practice of operational art in JIIM context - Evolves into a student of Military & National Strategy - Refines Leader & Command Philosophy with prospective opportunity to command - Sharpens coaching, teaching and mentoring abilities to develop subordinate leaders and grow fellow field grades - Develops and maintains insight regarding geo-political environment - Reads to broaden perspective - Master of mission command and routinely instructs subordinates in its use. 	<ul style="list-style-type: none"> Judgment and innovation in application of design principles to military art at the strategic and geopolitical levels in a JIIM context - Synthesizes policy - Synthesizes strategy - Applies understanding of strategic leadership to establish an organizational vision - Engages in professional discourse at the national level - Publishes to sharpen analytical and research skills.

EXPERIENCE

	<p>Confidence in the Army team</p> <ul style="list-style-type: none"> - Confidence in the Army's training and education systems - Confidence in JIIM capabilities in small unit operations - Willingness to take initiative and innovate - Confidence in Admin, Logistic & Maint Systems - Internalized Warrior Ethos and professional Ethic - Internalized care & compassion for Soldiers & their families <p>Motivated to deepen professional learning</p> <ul style="list-style-type: none"> - Key developmental assignment for optimal development is 12-18 months 	<p>Confident in effectiveness of combined arms at the company level</p> <ul style="list-style-type: none"> - Confident of JIIM capabilities at the operational level - Assesses likely transitions across operational themes - Adapts TTPs to seize opportunities - Understands how to apply JIIM capabilities - Versatility in a JIIM capacity - Confident in cultural and foreign language skills - Confident team builder - Qualified instructor or observer controller - Committed to continued service and Professional Ethic - Trains subordinates to execute mission command - The optimal time for development in a key developmental assignment is 12-18 months. 	<p>Demonstrates mastery of ULO and ability to leverage JIIM capabilities to achieve operational objectives</p> <ul style="list-style-type: none"> - Confident of ability to adapt to unexpected situations - Confident of cultural, language and information skills. - Confident enough to encourage critical thinking and innovation among subordinates - Demonstrates an expeditionary mindset - Confident counselor of Jr. officers and senior NCOs - Being mentored by a successful superior - Resilience to sustain positive outlook through extended adversity - Develops individuals and leaders morally and ethically - Develops character-based units - Demonstrates an ability to anticipate and meet the need for cost and resource information to support decision making. - Key developmental assignments of no less than 12 months and no more than 27 months 	<p>Expert organizational leader</p> <ul style="list-style-type: none"> - Confident operating in JIIM environment - Primary Staff Officer at Div/Corps - Adapts to complex situations - Expert at applying culture, language and information - Capable to serve in a JIIM capacity on a TT, S-TT, IA, Joint or Multi-National Staff - Motivational leader that inspires subordinates and Soldiers to a career of service Composure under great weight of responsibility - Develops future FG Officers - Sets the example of mission command by allowing subordinates maximum flexibility to solve problems - Develops individuals and leaders morally and ethically - Develops character-based units - Demonstrates sound judgment in applying cost and resource considerations in decision making at battalion command and similar levels of authority and responsibility. - Functional assignments of up to 36 months are normal. - Command tour lengths no less than 18 months and no more than 30 months 	<p>Leads operational & organizational transitions</p> <ul style="list-style-type: none"> - Displays commitment to organizational leadership at Bde Level - Exercises Senior Leader Competencies and strategic thinking skills - Serves as Primary Staff Officer or Director at a Joint or Unified Command level - Identifies senior leader talent and instills the value of a career of service to subordinates. - Transformational exemplar of Army values, Warrior Ethos and the Professional Military Ethic - Directs organizations through transitions - Influences an organizational "Culture of Engagement" and application of culture, language, and information through actions, words and pictures - Demonstrates sound judgment in applying cost and resource considerations in decision making at brigade command and similar levels of authority and responsibility. - Functional assignments of up to 36 months are normal - Command tour lengths no less than 12 months and no more than 30 months- Other than Command, key developmental tour lengths beyond 24 months are detrimental to the long term good of the Army.
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SWOT Analysis of Current System

The following table lists perceived Strengths, Weaknesses, Opportunities, and Threats (SWOT) within the Army's leader development system. The table is intended to provide a rough baseline of where to place emphasis in leader development.

Strengths	Weaknesses
Officers consistently demonstrate proficiency at Technical and Tactical Knowledge	Officers demonstrate a lack of JIIM and cultural knowledge. Also demonstrate weakness in ability to create a positive command climate and developing others
Existing policy, manuals (e.g., FM 6-22), are useful as basis for defining officer leader competencies	Inconsistent attendance at professional military education (PME) schools due to high OPTEMPO
PME is well established. Systems are in place to educate the force	Institutional Army is severely under strength in man power and resources
Large percentage of the Army's officer corps are experienced combat leaders	BRAC is creating some turbulence in institutional Army
Leader Development Strategy (LDS) has been published, providing greater focus for officer leader development	Supervisor stake in developing subordinate officers is low (rarely is it in supervisor job objectives); low accountability
The Army has well established officer management systems	No central database to track employee or overall workforce progress on development
The Army has 8+ years of deep operational experience	Army overemphasizes operational experience, at the expense of training and education, for promotion
Lack of evaluation tools and high promotion rates hide talent	Army lacks the ability to identify and manage our best officer talent early in career
	Officer leader development is still fragmented with unclear governance systems
	No assessment system to ascertain officers' needs and desires for leader development

Opportunities	Risks
Implementation of ALDP through updated governance systems and leader development initiatives	Additional troops to Afghanistan to support the surge will put additional pressure on leaders to defer developmental opportunities for officers
Establish a requirements-based leader development program	Too focused on combat in middle eastern countries
Bring balance to the three pillars of leader development (education, training, and experience) to sustain and improve leader development in an era of conflict	Generating force reduction may result in lower quality instruction for PME, training resource constraints, and poor research and analysis
Update policies and manuals to align with LDS	Demands of the war have made education and training very efficient and some are dependent on contractors. Resource shortfalls will result in lack of capability or capacity vice greater efficiencies unless we move to new concepts of learning that have been proven to deliver outcomes

BASIC OFFICER LEADER COURSE A

1. **SUMMARY.** Basic Officer Leader Course A (BOLC A) is part one of a two- phased training course designed to produce commissioned Officers in the United States Army. It is a progressive model designed to produce Army Officers with leadership skills. For almost all Army Officers, phase I of the BOLC consists of pre-commissioning training, either through Reserve Officers' Training Corps, Officer Candidate School, (State OCS, National Guard Bureau Accelerated OCS, or Federal OCS) or the United States Military Academy. It is at this stage the Officer candidate learns basic leadership skills and basic small unit tactics.

2. **SITUATION.**

a. **General.** Basic Officer Leader Course A. BOLC A is to develop technically competent and confident platoon leaders, regardless of branch, who are grounded in leadership, basic technical and tactical skill proficiency, are physically and mentally strong and embody the warrior ethos. To achieve this objective, BOLC A capitalizes on experience-based training, logically structured to build upon and reinforce previous lessons. SCARNG commissioning sources include:

(1) Reserve Officer Training Corps. A program offered at secondary educational institution which allows the individual to receive both a Bachelor's Degree and Army commission as a 2LT. ROTC has three types of cadets in the corps:

(a) Simultaneous Membership Program (SMP) Cadets.

(b) Non-Scholarship Cadets.

(c) Scholarship Cadets.

(d) The cadets are eligible to receive four types of ROTC scholarships:

- **Federal.** The Army ROTC Federal Scholarship; 2, 3 or 4 year scholarships up to \$10,000 for room and board, \$1200 / year for books and up to \$500 in a monthly stipend. Scholarships are available in lengths of 2, 3 or 4 years, depending on which academic year you are in and your college graduation date. For additional information, go to www.goarmy.com/rotc/scholarships.html.

- **Guaranteed Reserve Forces Duty (GRFD).** GRFD scholarships are available through Army ROTC. This scholarship guarantees that upon commissioning, the Officer will serve in the ARNG. GRFD scholarships are available for up to two years and allow simultaneous use with the Select Reserve Montgomery GI Bill (a.k.a. "Guard" GI Bill, chapter 1606 or 1607). Check with your local Army ROTC program for availability.

- **Dedicated Army National Guard (DEDNG).** The DEDNG scholarship is available for up to three years but does not allow simultaneous use with the Guard GI Bill. Major scholarship qualifications include: US citizenship, 2.5 GPA, under 31 years of age for the entire year of commissioning, pass the Army Physical Fitness Test, meet Army height/weight standards,

full-time student, and be of good moral character. The scholarship will cover either; 1) 100% of your tuition and fees, \$1200 / year for books and up to \$500 in a monthly stipend or 2) up to \$10,000 for room and board, \$1200 / year for books and up to \$500 in a monthly stipend.

- State Funded. Percentage varies by State.

(2) Officer Candidate School (OCS). OCS is a federally accredited commissioning system across the United States that allows National Guard Soldiers to receive their commission. The three OCS programs are:

(a) State. (2x12x2) Two weeks, 12 drill weekends (one weekend a month), two weeks. The individual must have completed at least 90 college credit hours to receive commission.

(b) Federal. Active Duty program that allows prior service Soldiers the opportunity to receive their commission in 12 weeks. Requires the Soldier to have Bachelor's degree, in accordance with ARNG-HRH, Policy Memorandum 12-025.

(c) Accelerated OCS. This program is conducted in three phases which are completed in 8-weeks. Requires the individual has completed at least 90 college credit hours to receive their commission.

(3) Direct Commission or Direct Appointment. The intent of the Army National Guard Direct Commissioning Program is to offer an alternate commissioning source to exceptionally qualified individuals. The ARNG Direct Commissioning Program is not intended to replace or adversely affect OCS or other commissioning programs. An individual will not request a direct appointment rather an individual must be nominated and selected for consideration by the chain of command. (See NGB-ARH Memo # 04-038 for additional instruction).

(4) Service Academy. The United States Military Academy (USMA) allows the individual to receive both a Bachelor's Degree and Army commission as a 2LT.

(5) Early Commissioning Program. The Early Commissioning Program (ECP) allows Military Junior College students to complete ROTC in two years and gain a commission as a 2LT. Upon completion of the two year program, ECP Lieutenants then go on to complete their education at a four year institution while serving in the Army National Guard.

b. Facts. Soldiers seeking a commission must determine which commissioning source fits their individual needs; school length, current family needs, educational and/or future civilian career aspirations.

c. Assumptions. None.

3. CONOPS.

a. Military Education. BOLC does not require military education other than those

commissioning sources that require prior enlisted service.

b. Civilian Education. Various commissioning source programs are available to Army National Guard Soldiers, however depending on the individuals' current educational situation with regard to possession of a Bachelor's Degree, Soldiers may limit their choices.

Civilian education required for Commission	60 hrs	90 hrs	BA
USMAx			
ROTC x			
Direct Commission			x
Federal Officer Candidate School			x
Early Commission Program	x		x
State OCS		x	x
Accelerated OCS		x	x

Table 1: Civilian education requirements for commissioning

c. Shortfalls in Education and Training. Reasons Soldiers are not completing the commissioning programs include: Length of course, civilian obligations, and family constraints - Operational Tempo (OPEMPO).

BASIC OFFICER LEADER COURSE B

1. SUMMARY. Basic Officer Leader Course B (BOLC B) is part two of a two- phased training course, designed to produce technically and tactically proficient commissioned officers. It is a progressive model designed to produce Army officers with leadership skills and small unit tactics. It provides the foundation of common core skills, knowledge, and attributes desired of all newly commissioned lieutenants.

2. SITUATION.

a. General. BOLC B is a common block of instruction designed to further develop all new Army Lieutenants into competent small-unit leaders with a common war-fighting focus and warrior ethos combined with branch-specific technical and tactical training conducted at branch school locations.

b. Facts. The SCARNG will always fund an Officer's need to become branch qualified. Shortcomings in funds will not affect the officer becoming Military Occupational Specialty Qualification (MOSQ). The need for basic MOSQ is fundamental to leadership.

c. Assumptions. None.

3. CONOPS.

a. BOLC B. BOLC B consists of branch-specific technical and tactical training conducted at branch school locations. BOLC B marks the beginning of a company grade officer's formal military professional development following commissioning. BOLC B prepares officers for their first duty assignment and provides instruction on methods for training and leading individuals, teams, squads and platoons. Additionally, the course provides officers with a detailed understanding of equipment, tactics, organization and administration at the company, battery or troop level. The following outcomes will be achieved thru the execution of the common core task list along with functional training (REF: TRADOC REG 350-36, 3-3, a-f):

(1) Values and ethics. Junior officer and warrant officers who embody, live, and defend the Army values, and who can lead their Soldiers with ethically-sound decisions upon arriving at their first unit of assignment.

(2) Leadership. Junior officers and warrant officers who possess attributes and competencies to assess, train, and lead in their first unit of assignment.

(3) Professionalism and officership. Applies roles and responsibilities associated with the profession of arms and their oath of commission, upon arrival at their first unit of assignment.

(4) Personal development. Demonstrates self-development and understands the lifelong learning process for themselves and their subordinates. Advances in personal and professional development as part of the requirement for service in the Army.

(5) Technical competence. Demonstrates technical skills proficiency for individual branch integration as a member of the combined arms team. As a leader, applies Army training and management systems and sustainment functions.

(6) Tactical competence. Makes appropriate decisions based on doctrine (includes TLPs), assessment, critical thinking, and judgment to provide solutions to tactical problems with their specific branch. Functions as a leader in training and employing Warrior Tasks and Battle Drills (WTBD) and branch defined technical and tactical skills. Adapts TLPs and problem solving skills to branch specific mission support requirements. Executes branch defined missions in support of ULO.

b. Military schools. Upon commissioning, BOLC A, an officer is assigned to a branch. The first training the officer attends is BOLC B. BOLC B is a rigorous, branch specific course, physically and mentally challenging, with the majority of the training conducted via hands-on in a tactical or field environment. Focusing on training at the platoon level, a cadre of officers and NCOs will continuously evaluate each student's performance in a series of leadership positions, under various conditions. Junior Officers depart BOLC B with a confidence in their ability to lead small units and a clear understanding of their personal strengths and weaknesses. Officers continue to participate in branch specific training once they are assigned to their designated branches.

c. Shortfalls.

(1) Education and training. Officer attendance at Professional Military Education (PME) is hindered by the current operational tempo and civilian career obligations. Officers unable to balance attaining a Bachelor's Degree with attending PME will severely degrade the chances of successful officer development.

(2) Funding is essential for MOS qualification.

MID-GRADE LEARNING CONTINUUM

1. SUMMARY. The Army Learning Concept for 2015 (ALC 2015) describes a learning continuum that blurs the lines between the operating force and the generating force by meshing together self-development, institutional instruction, and operational experience. This is a learner-centric continuum that begins when one joins the Army and does not end until retirement. The Mid-Grade Learning Continuum for 2015 (MLC 2015) [Figure 11] is nested under the ALC 2015 and addresses the period of time for an officer that spans from promotion to First Lieutenant to selection for Major. It is critical that all echelons understand and adapt to the MLC for 2015 in order to remain a viable member of the operational force.

a. Purpose. To provide Officer Continuing Education towards developing the Scholar-Warrior-Leader from First Lieutenant (1LT) to selection for Major (MAJ). The result is mastery of branch-specific technical and tactical skills, staff processes in battalions and brigades, direct leadership and command competencies, and initial broadening opportunities in preparation for the

transition to Major.

b. Conditions. This Tab emphasizes the operational tempo and its relationship to the MLC 2015.

c. Business Rules. This document outlines the required military education for Lieutenants and junior Captains as it relates to SCARNG Officer Development and career tracking.

2. SITUATION.

a. General. The Captains Career Course (CCC) prepares company grade officers to command Soldiers at the company, troop or battery level and to serve as staff officers at battalion and brigade levels. Officers traditionally complete CCC prior to assuming company level command. Both First Lieutenants and Captains attend CCC. SCARNG company grade officers may attend a different CCC in order to remain competitive for promotion given individual States' force structure restraints. The Captains' Professional Military Education (PME) centers on the technical, tactical, and common core competencies needed for success in follow-on assignments.

b. Facts.

(1) \$4.5 million is currently programmed annually to distributed learning (dL) development and maintenance for the CCC.

(2) Current AC and RC configured courseware is not Total Army Training System Courseware (TATS-C) IAW TRADOC Regulation 350-18, The Army School System.

c. Assumptions.

(1) OPTEMPO will remain at, or below, the current rate.

(2) No resource growth in the out years. Training dollars will be reduced.

(3) AR 350-1 and TRADOC Regulation 350-70 will require changes to implement MLC 2015.

(4) MLC implementation will require changes to AC and RC personnel policies.

(5) Operational commanders will support institutional requirements.

(6) The RC-CCC will be TATS-C to the AC.

(7) RC students will participate in pilot(s) CCC resident and dL courses.

(8) The average resident academic day will consist of ten hours (six hours instructor contact time; two hours individual research, analysis, and writing, and team learning activities; and two hours homework).

(9) Similar to the AC CCC, the RC version will introduce a common core curriculum consisting of a blended learning approach encompassing both dL and resident blocks of instruction.

(10) Each branch course will be unique in its design to achieve the branch population's competencies.

3. CONOPS.

a. MLC 2015.

(1) SCARNG officers can complete CCC by attending a resident course, or a blended learning approach encompassing both dL and resident blocks of instruction. For additional information, see DA Pam 600-3, chapter 4-7e.

(2) For ATRRS course information see DA Pam 351-4 or DA Pam 600-3, chapter 4-4.

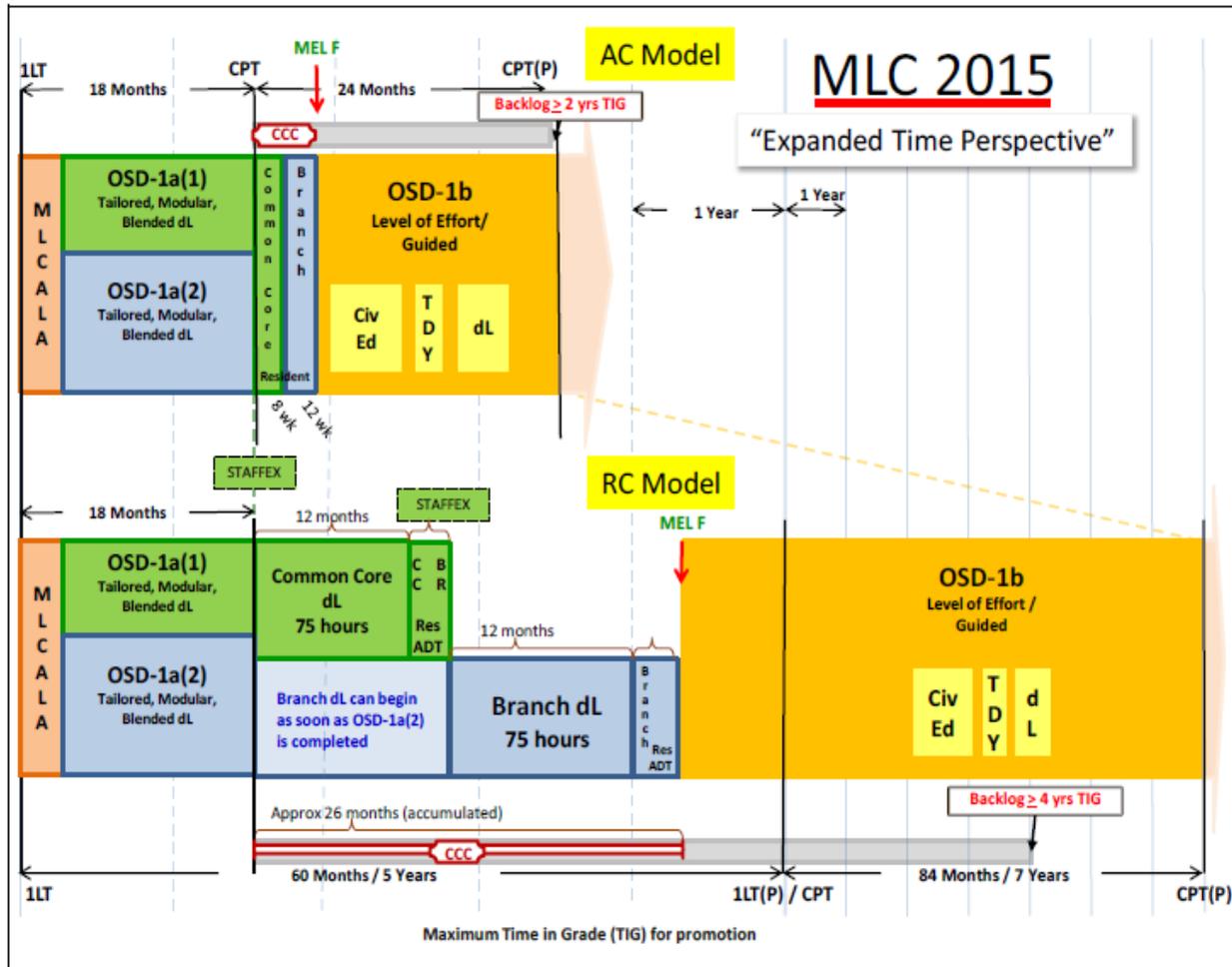


Figure 11: Mid-Grade Learning Continuum

(3) The RC MLC 2015 Model is a TATS-C equivalent to the AC MLC Model, similar in sequence and design. The only significant difference between the AC and RC models is the dL delivery of most of the instruction for RC officers, versus primarily resident instruction for AC officers. The total dL hours in the MLC is consistent with the hours currently mandated in the CCC model. AC and RC officers take the same Army Learning Assessment (ALA) and complete Officer Self Development (OSD) level 1a instruction tailored to the learning gaps identified from their assessments. Upon completion of OSD-1a, RC officers complete a dL Common Core (CC) phase followed by a 3 week (2 of which is CC) ADT (ADT #1). This effectively completes the CC phase. RC officers then enroll in the branch dL phase, followed by a 3 week resident phase at the branch school. AC officers attend the branch resident school immediately following the CC. AC students will complete MLC resident phases of the CC and branch schools by their 5th Year of Service (YOS 5). RC students will complete MLC ADT phases by their 4th year as a Captain. The backlog milestone is a Measure of Performance goal for AC and RC students to codify that officers are attending PME at an optimal point in their career. The CCC is designed as an educate-ahead strategy to prepare Captains for their duties as a Captain. Therefore, emphasis must be for education completion as early in time of grade as possible to facilitate normal career progression.

(a) OSD-1a includes common and branch foundational knowledge and ensures officers are at a standard baseline level of knowledge prior to attending the RLC CC and branch phases. OSD-1a is a tailored education plan determined by results from the ALA. It is a maximum of 100 hours of instruction however, the actual number of hours for each Officer will vary dependent upon the Officer's ALA performance. OSD-1a is all dL with no resident phase available. It is self-paced with intelligent tutor design.

(b) The CC portion of the AC CCC is a stand-alone, up front, 8 week phase. RC officers complete 75 hours dL then attend 180 hours of resident instruction. The Terminal Learning Objective (TLO) is identical and lessons achieve the same learning outcomes goals for all components.

(c) The RC branch curriculum is 75 hours dL and 240 hours resident at the branch school. Additional time needed by the branch school for RC officers may be obtained by gaining a waiver from HRC.

(d) OSD-1b is continuing education that fulfills the MLC 2015 goal of lifelong learning. It can take many forms but is primarily dL and self-directed for professional development.

b. Shortfalls.

(1) Officer attendance at Professional Military Education (PME) is hindered by the current operational tempo and civilian career obligations. An officer unable to attend CCC severely degrades his/her chances of successful officer development.

(2) Funding is essential for MOS qualification.

4. ADDITIONAL INFORMATION. For additional information reference the Mid- Grade Learning Continuum 2015 (MLC 2015); School of Advanced Leadership and Tactics (SALT); and the Captain’s Career Course (CCC) see the following documents / links:



[The Criticality of
Captain's Education](#)

INTERMEDIATE LEVEL EDUCATION (ILE)

1. SUMMARY. The Army Intermediate Staff College (ISC) program of Professional Military Education (PME) instruction is Intermediate Level Education (ILE). The term ILE refers to all forms of Officer Joint Professional Education (JPME) I / Military Education Level (MEL) 4 Professional Military Education (PME). Officer ILE attendance at Fort Leavenworth is referred to as the Command and General Staff Officer Course (CGSOC) at the Command and General Staff College (CGSC). Successful completion of the ILE CC and AOC or a credentialing experience is required for award of JPME I credit. JPME I is that portion of the ILE common core concentrating on instruction of joint matters. Officers must complete JPME I to be eligible to attend JPME II or a Senior Service College (SSC). Completion of ILE (CC+AOC or another credentialing course) is recognized by the award of MEL 4.

a. Purpose. ILE is the Army's formal education program for Majors (MAJ). It is a tailored resident education program designed to prepare new field grade officers for their next ten years of service. It produces field grade officers with a warrior ethos and joint, expeditionary mindset, who are grounded in war-fighting doctrine, and who have the technical, tactical, and leadership competencies to be successful at more senior levels in their respective branch or functional area. ILE consists of a common core phase of operational instruction offered to all officers, and a tailored education phase (qualification course) tied to the technical requirements of the Officer's Branch or FA.

b. Conditions. This category for SCARNG officers defines required military education for Captains and Majors.

c. Business rules. This document outlines the required military education for field grade Officers as it relates to SCARNG officer development and career tracking.

2. SITUATION.

a. General. The general development goals are to complete ILE/JPME I, and successfully complete other Branch, FA or broadening assignments prior to consideration for promotion to Lieutenant Colonel (LTC). All Branch and FA officers are required to complete ILE prior to the 15th year of commissioned service. ILE provides Military Education Level 4 (MEL 4) education for field grade Officers and prepares them for their next ten years of service. Officers must be MEL 4/JPME I to command a battalion and be eligible for Senior Service College attendance.

b. Facts.

(1) CGSOC/ILE-CC is required for promotion to LTC/O-5.

(2) CGSOC/ILE-CC educates and trains leaders to conduct ULO in a Joint, Interagency, Intergovernmental, Multinational (JIIM) environment.

(3) CGSOC/ILE-CC + AOC or a credentialing functional area (FA) course = ILE complete.

(4) CGSOC/ILE complete (MEL 4/JPME I) is required to command a battalion.

(5) AOC or a credentialing FA course is required to be MEL 4/JPME I complete. One of these is required for promotion to Colonel (COL) and is mandatory to attend JPME II education, to

become a Joint Qualified Officer (JQO), and to attend any Senior Service College (Army War College, SSC Fellowship, et cetera).

(6) CGSOC/ILE Common Core (ILE-CC) by satellite campuses (Fort Belvoir, Fort Lee, Fort Gordon, Redstone Arsenal) comprise of a 4 month resident course.

(7) AOC Distributed Learning (dL) is 11 months of collaborative learning.

c. Assumptions.

(1) A form of ARFORGEN will continue to drive training time and operations tempo (OPTEMPO) will remain at, or below, the current rate.

(2) The ARNG will continue to be allocated 42 seats (32 seats in the summer classes and 10 in the winter classes) in the 10 month resident course at Fort Leavenworth.

(3) No resource growth in the out years. Training dollars may be reduced.

(4) AR 350-1 will require changes to implement current policies.

(5) Once AR 350-1 is updated, ARNG will be required to subsequently update personnel policies.

(6) Operational commanders will support institutional requirements.

(7) RC students will participate in ILE/AOC resident and dL pilot programs.

3. CONOPS.

a. Intermediate Level Education - ILE-CC + AOC.

(1) SCARNG Officers can complete ILE by attending the resident course, The Army School System (TASS), or distributed learning (dL). All Officers commissioned 1 January 1994 and later, are required to attend the Advanced Operations Course (AOC) after completion of ILE-CC if they wish to command a Battalion, be promoted to COL/O-6, or attend any Senior Service College in future. Completion of ILE-CC and an approved credentialing course validates the Officer has Military Education Level (MEL) 4 training. Officers commissioned prior to 31 December 1993 do not need AOC for MEL 4. For additional information, see DA Pam 600-3, chapter 4-7e.

(a) Resident Course. The resident CGSOC at Fort Leavenworth is a 10-month course. This course is comprised of the ILE Common Core (CC) curriculum and the AOC curriculum. The start dates are August and February of each year. This is a permanent change of station for Active Component and Reserve Component Soldiers. Upon graduation, officers are MEL 4 / JPME 1 qualified.

(b) The Army School System (TASS). The TASS ILE-CC course consists of a 2 week annual training, 8 month Inactive Duty Training (IDT), and a culminating 2 week annual training (2x8x2). This course only gives the officer the common core portion of ILE. The Officer is still responsible for completing AOC.

(c) Distributed Learning (dL). The officer is required to complete the dL training within

18 months of enrollment. The distributed learning method also completes only the ILE CC portion of ILE. The officer is still responsible for completing AOC.

(2) For ATRRS course information see DA Pam 351-4 or DA Pam 600-3, chapter 4-4.

b. Shortfalls exist due to a lack of strategic communication about the requirements for AOC. The ARNG currently has nearly 5,000 officers, that are commissioned in 1994 or later, that have not completed AOC, and are therefore not qualified to attend SSC.

SENIOR SERVICE COLLEGE (SSC)

1. SUMMARY. The annual Senior Service College (SSC) selection board reviews the files of O-5s and O-6s until their 23d year of service. Officers must be Joint Professional Military Education (JPME) I qualified to be eligible for SSC attendance consideration. The majority of O-5s and O-6s will either attend the resident training or be awarded Military Education Level (MEL) 2 SSC certification from the U.S. Army War College Distance Education Course during the latter three years of their eligibility window.

a. Purpose. SSC provides senior-level professional military education and leader development training. The Army's SSC, the U.S. Army War College (USAWC), prepares military, civilian and international leaders to assume strategic leadership positions in military or national security organizations. It educates students about employment of the U.S. Army as part of a unified, joint or multinational force in support of the national military strategy; requires research into operational and strategic issues; and conducts outreach programs that benefit the nation.

b. Conditions. This category defines required military education for Colonels IAW DA Pam 600-3.

c. Business Rules. This document outlines the required military education for Colonels as it relates to ARNG officer development and career tracking.

2. SITUATION.

a. General. The annual SSC (military education level MEL SSC) selection board reviews the files of Lieutenant Colonels after their 16th year of service. The SSC is the final major military educational program available to prepare officers for the positions of greatest responsibility in the Department of Defense. Officers must be ILE complete (MEL 4/JPME I) qualified to be eligible for SSC attendance consideration. MEL 4 and JPME 1 credit as outlined in AR 350-1 and Headquarters Department of the Army G-3/5/7 DAMO TRL, Policy Memorandum dated 13 NOV 2009, subject: Policy Granting Reserve Component Officer Exemption from Advanced Operational Course (AOC) and Advanced Operational War fighting Course (AOWC). For officers commissioned after 31 DEC 1993, this requires completion of 100 percent of ILE, to include AOC or other approved branch or functional area intermediate qualification course. Resident and nonresident graduates are awarded the Master of Strategic Studies degree. Only the resident SSC courses and nonresident Army War College course award MEL SSC upon completion. SSC resident course graduates are also awarded JPME II. SSC graduates are assigned to organizations based on guidance from the Chief of Staff, Army, the Chief of the National Guard Bureau and the Director of the Army National Guard. Tours following graduation are to the Army Staff (ARSTAF), Joint Chiefs of Staff (JCS), Secretary of Defense (SECDEF), Army Commands (ACOMs), Army Service Component Commands (ASCCs) and Direct Reporting Units (DRUs), and Combatant Command (COCOM) staffs in branch, functional area, branch/functional area generalist or joint coded

positions.

b. Service Obligation. A SSC graduate will incur a 2-year Service Obligation (SO) that starts upon course completion. Applicants must be able to serve a minimum of 2-years following course completion prior to reaching mandatory removal date (MRD), i.e., MRD not earlier than 1 JUL 2016 for resident courses or earlier than 1 AUG 2017 for USAWCDEP course students.

c. Security Clearance. An applicant's current clearance will suffice for purpose of application. Officers attending resident courses must possess a final Top Secret (TS) clearance with Sensitive Compartmented Information (SCI) eligibility, prior to the class start date. Officers not possessing a TS/SCI must initiate a request for such clearance based on a Single Scope Background Investigation (SSBI) no later than notification of selection as a resident course student. Officers selected to participate in USAWCDEP must possess a Secret or higher security clearance.

d. Facts.

(1) Generally, the ARNG receives 198 quotas for SSC classes annually. This includes 155 United States Army War College Distance Education Program (USAWCDEP), 22 USAWC (1 quota for JAG and 1 quota for Chaplains), 7 other Military colleges and 16 Fellowships.

(2) 182 quotas are reserved for States, Territories and the District of Columbia. This includes one resident quota for each State, Territory and D.C. two out of every three years.

(3) Sixteen Quotas (9 resident, 7 USAWCDEP) are reserved for AGR T-10.

(4) No waivers of military and civilian education requirements for SSC outlined in 2a are authorized.

e. Assumptions.

(1) ARNG will continue to be allocated at 198 quotas for SSC through the Structure Manning Decision Review (SMDR).

(2) The predominant quotas will continue to be dL through USAWCDEP.

(3) SSC will maintain or increase in importance for the ARNG as the premier senior level education venue to create/reestablish relationships with our sister Components and Services as deployments and resources shrink.

3. CONOPS.

a. Senior Service College.

(1) SSC is the apex of the military schools system and awards the SSC graduate code (MEL 1 or MEL 4). In addition, the resident military SSC courses award JPME II credit. SSCs prepare Officers for senior command and staff positions within the Army and DOD. These colleges include the Army War College, the National War College, the Industrial College of the Armed Forces, the Naval War College, the Air War College, the Inter-American Defense College (IADC); other accredited international senior military service colleges, or any one of approximately 20 civilian and military fellowship programs. For

additional information, see DA Pam 600-3, chapter 4-7g.

(2) The U.S. Army places a high premium on the training and education of the officer corps. Officers who are provided the opportunity to attend a SSC are expected to engage in life-long learning and professional development relying on a blend of institutional training and education, operational assignments, and self-development.

(3) The predominance of ARNG SSC quotas will be at the USAWC (172 of 198), of which 155 are through dL. (Individuals completing SSC by dL only will not receive JPME II credit.) The U.S. Army War College (USAWC) is the Army's ultimate professional development institution that prepares selected military, civilian, and international leaders for the responsibilities of strategic leadership in a joint, interagency, intergovernmental, and multinational environment. The USAWC educational practice is based on an inquiry-driven model of graduate study. Utilizing the adult learning model, seminar dialogue and discourse are the basis for learning.

(a) The intent is to focus on how and why one thinks, rather than on what to think. Curricula, collectively, and seminars, individually, address complex, difficult issues that are not given school solutions. USAWC does not seek to achieve consensus, but encourages debate and exploration of opposing positions during seminar discussions.

(b) The U.S. Army War College is accredited by the Chairman, Joint Chiefs of Staff, as a program for joint education, Phase I Senior Level for the Distance Education Program and Phase II Senior Level for the Resident Education Program.

(c) The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

(4) There are six additional US Military Colleges that the ARNG has SSC resident quota seats for. They include the National War College (NWC), the Industrial College of the Armed Forces (ICAF), the US Air War College (AWC), the College of Naval Warfare (CNW), the Inter-American Defense College (IADC), and the Joint Advanced War fighting School (JAWS). These resident SSC programs award a Master degree and JPME II in addition to MEL 1 credit.

(5) The ARNG is also allocated resident quotas for MEL 1 Fellowships through the SMDR process. In FY12 they include sixteen programs at the following institutions/departments/agencies: Harvard University, Cambridge, Massachusetts; University of Texas, Austin, Texas; Tufts University, Medford, Massachusetts; Scowcroft Institute of International Affairs at Texas A&M University, College Station, Texas; Office of the Secretary of Defense Corporate Fellowship; Georgetown University, Washington, D.C.; Stanford University, Palo Alto, California; Queens University Visiting Defense Fellow (Canada), Ontario, Canada; Yale University, New Haven, Connecticut; Massachusetts Institute of Technology Security Studies Program, Cambridge, Massachusetts; Duke University, Durham, North Carolina; Singapore; University of Denver, Denver, Colorado; Health and Human Services, Washington, D.C.; Syracuse University Institute for National Security, Syracuse, New York; and the Institute for World Politics, Washington, D.C..

(a) Fellows selected for Harvard attend the John F. Kennedy School of Government. They will author a major research paper on a topic relevant to national security. They participate in a 2-week

Fellows Executive Seminar designed exclusively for the fellows consisting of full-time classes, outside speakers, exercises focusing on national security affairs and public management issues. Fellows selectively audit classes at Harvard University, Tufts University, and Massachusetts Institute of Technology. A Master's degree is required. Undergraduate or graduate degree in or related to international relations, political science, international politics, public policy, or national affairs is desired.

(b) Fellows selected for the University of Texas attend the Center for Professional Development and Training (formerly the Acquisition Fellowship). The focus is on research related to the Army Critical Technologies outlined in the Army Technical Base Master Plan and the DoD Critical Technologies Plan. Study of national security issues, national objectives, and the industrial base as related to the Army and Defense industry. Fellows will complete a technical report, research paper, experiment, or laboratory project based on their fellowship experience. A master's degree is required. Graduate or undergraduate degree in or related to acquisition, physical science, operational science, engineering, management, or computer science is desired.

(c) Fellows selected for the Tufts University Study at the Fletcher School of Law and Diplomacy. Fellows get a realistic comprehension of vital roles in international security considerations of U.S. Foreign Policy through course and seminar participation. Fellows author a major research paper or topic relevant to national security dealing with aspects of security affairs including military strategy, role/use of military power, nuclear strategy, arms control, and NATO alliance policies. Program addresses crisis management, intelligence policies and activities, terrorism, and low intensity conflict. A master's degree is required. Undergraduate or graduate degree in or related to international relations, political science, international politics, public policy, or national security affairs is desired.

(d) The Scowcroft Institute of International Affairs Fellowship is located at Texas A&M's George Herbert Walker Bush School of Government. The Scowcroft Institute promotes policy-oriented research in international affairs. It organizes national security seminars that bring distinguished scholars and practitioners dealing with the field of national security. The George H. W. Bush School takes a broad view of public service, stressing the opportunities for service at the local, States, regional, national and international levels. A graduate degree in a discipline compatible with international politics, geopolitics, international relations, political science, economics, or national affairs is mandatory. In addition, nominated Officers must have recent operational command experience at the battalion level or senior Washington policy experience. It is also desirable for the nominees to have demonstrated the abilities to write and speak effectively on operational topics and have experience at the HQDA, Joint, Combined, OSD or Major Command levels. Other desirable experiences include Maneuvers, Fires, and Effects or International relations, diplomacy, or foreign forces assignment. Finally, officers holding the 6Z Strategist ASI and/or the 6S ASI (SAMS AMSP or equivalent school) are highly desirable.

(e) The OSD Corporate Fellows program is designed for selected officers (O-5/O-6) to spend one year in training assignments at sponsoring institutions, corporations, companies, commercial enterprises, looking toward insightful long-range planning, organizational and management innovation and implementation of new information and other technologies.

(f) Fellows selected for the Georgetown University, Walsh School of foreign Services fellowship in Washington, D.C. Conducts concentrated research involving national security affairs related topics. Participates in graduate seminar programs, foreign policy workshops, instructs a graduate level class, assists with the execution of multiple international negotiation simulation exercises, mentors and advises students and other related programs as required by the director of the Institute for the Study of

Diplomacy.

(g) The Stanford University fellowship is integrated into the National Fellows Program at the Institute. Research is designed to influence or make an impact on public policy issues relating to domestic and international affairs. Author a major research paper on a topic relevant to national security. Participate regularly in forums and sessions with members of Stanford's academic community.

(h) Queen's University Visiting Defense Fellow is affiliated with the Center for International Relations. Conducts independent, national security related research, in close cooperation with members of the academic staff, which operates as a continuing workshop. There are structured requirements and a research paper requirement for publication.

(i) The Fellow at Yale University will pursue a study and evaluation of broad national security policy, strategy, interagency, and management issues with the Jackson Institute for Global Affairs. The Jackson Institute is a university wide entity that promotes education and scholarship on a global affair. The Fellow will have access to the entire breadth of resources at Yale University, including classes, research programs, and events. The Fellow will have a faculty advisor to help create and design an academic program centered on the Fellow's interest and the faculty's area of expertise.

(j) The MIT Security Studies Program is a graduate-level research and educational program based at the Center for International Studies at MIT. A special feature of the program is the integration of technical and political analysis of national and international security problems. Courses emphasized grand strategy, the causes and prevention of conflict, military operations and technology, and defense policy.

(k) Fellows at Duke University are designed to an intensive experience that will enhance their understanding of policymaking process in America and deepen understanding of and familiarity with the geographic areas most relevant to National Security. The Fellowship will provide instruction in national security studies and the policymaking process as courses in areas such as intelligence, national security and counterterrorism policy and regional studies.

(l) The Fellow is attending the International Centre for Political Violence and Terrorism Research in Singapore. The program is designed to allow fellows to benefit from the schools extensive expertise in political violence, terrorism and homeland security studies. The fellow will gain a background in political violence and terrorism studies. The school is a leading research and graduate teaching institution in strategic and international affairs in the Asian Pacific.

(m) While at the University of Denver, the Army Fellow will undertake and complete a major research project of their own, while resident in the school focusing on International Relations in a Military Context. Such a project could be individual, collaborative among Fellows or between a Fellow and one or more of the distinguished faculty members. The Fellow will utilize the premier educational opportunities available in formal coursework and participate in various extracurricular activities, seminar series, conferences, simulations, field trips, major public addresses and gatherings of International Studies experts.

(n) Fellows attending the Health and Human Services will work at the Department of Health and Human Services in Washington, D.C., working in Emergency Preparedness and Disaster Relief. Fellowship will include interaction with other Government Agencies to include FEMA.

(o) At Syracuse University, the curriculum is set as a ten-month program comparable to a two-semester postgraduate year. The Fellow will undertake traditional course work and complete a major research project of relevance to both the Army and Institute for National Security and Counterterrorism (INSCT). The Fellow will work on a designated INSCT research project under the guidance of a Syracuse University faculty member and/or project director as well as mentorship from a USAWC faculty member.

(p) The Institute of World Politics (IWP) is an independent graduate school which specializes in preparing students to be effective leaders in statecraft, national security, and foreign policy. It includes the study of all instruments of power and how these instruments are integrated at the level of grand strategy.

(6) The ARNG Readiness Center will publish an ALL STATES MEMORANDUM annually (June-July time frame) with suspense of not later than 31 August that announces SSC courses beginning the following FY, for ATRRS course 4-4.

JOINT QUALIFIED OFFICERS

1. SUMMARY. Joint Qualified Officers (JQO). Joint experience is a key learning opportunity; it is where education and training move from concept to reality. The intellectual understanding of conflict that is gained through experience rounds out the continuum of joint learning. The joint experience pillar implicitly recognizes that the successful application of what individuals learn via Joint Individual Training (JIT), Joint Professional Military Education (JPME), and self-development is essential. Learning to operate jointly is not an academic pursuit although it entails an understanding of the spectrum of conflict; its competencies must be demonstrated by practice. This is an essential requirement for building a larger pool of joint qualified officers.

a. Purpose. The Department of Defense (DoD) Joint Qualification System (JQS) introduces the multi-level joint qualification system and identifies lead and supporting organizations responsible for implementing the JQS. This process describes actions and assignments for developing formal instructions, required for an officer's progressive accumulation of joint experience, education, and training that contribute to his or her development of expertise in "Joint Matters".

b. Conditions. This category sets the conditions and standards for those officers seeking to become JQO, JPME, or Joint Duty Assignment List (JDAL).

c. Business Rules. This document outlines the required military education for Majors and above as it relates to SCARNG officer development and career tracking.

2. SITUATION.

a. General. JQO / JPME. JQS establishes a joint force management infrastructure as dynamic as the environment in which the joint forces operate. It creates a system which advances the concept of career-long accumulation of joint experiences, education, and training as advocated in the Department's Strategic Plan for Joint Officer Management (JOM) and JPME I & II and the Chairman of the Joint Chiefs of Staff vision for joint officer development.

b. Facts.

(1) Officers can seek joint qualification by the Standard or Traditional Method.

(a) Standard-Joint Duty Assignment (S-JDA). O-4 and above, assigned to an authorized JDAL position for a period not less than 3 years in a full time position; 6 years in a part time JDAL position + JPME I & II required = Joint Qualified Officer (3L JQO). Once the time and educational requisites are complete, the officer may be nominated, or self-nominated, by their service for the award of the JQO designation. The Office of the Secretary of Defense (OSD) is the approving authority for JQO designations.

(b) Experience-Joint Duty Assignment (E-JDA). JQO allows officers (O-1 and above) to complete a 36 month tour and JPME I & II. Once an officer (O-4 & above) has accrued 36 joint experience points and completed JPME I & II or advanced JPME, they may be nominated by their service for the award of the JQO designation. The JCS is the approving authority for joint experience points and OSD is the approving authority for JQO designations.

(2) ARNG has just over 100 JDAL opportunities worldwide for S-JDA.

(3) Officers become JPME I qualified upon completion of BOLC B.

(4) Officers become JPME II qualified upon attaining 18 experience points and completion of JPME I.

(5) Officers become Joint Qualified Officer III (Fully Joint Qualified) upon completion of JPME I & II and attaining 36 experience points (of which 12 points must come after being awarded JPME II).

c. Assumptions.

(1) ARNG may require joint qualification for promotion to O-7.

(2) The majority of SCARNG M-day officers have significantly fewer opportunities to be assigned JDAL billets.

3. CONOPS.

a. JQO. JQO replaces the legacy term Joint Specialty Officer (JSO) by taking into consideration the level, or amount, of joint experience attained by an officer through assignments, education, training, exercises and self- development. Currency, frequency, and intensity are also factors in assessing qualification levels (see Figure 11). Officers must complete JPME I & II to be eligible for the JQO designation. An officer must be in the grade of O-4 or above to be designated as a JQO.

b. JPME. JPME is a Chairman Joint Chiefs of Staff (CJCS) approved body of objectives, outcomes, policies, procedures and standards supporting the educational requirements for joint officer management. JPME is a three-phase approach to professional development in “Joint Matters” (pg. 64, glossary, NGB Joint Qualification Handbook) consisting of JPME I, JPME II, and the Capstone course which meet JPME criteria and are accredited by the CJCS.

c. JDAL. As defined by Title 10 United States Code (USC), section 668.

(1) S-JDA is an assignment to a JDAL Billet.

(2) E-JDA are assignments and experiences that demonstrate an officer's mastery of knowledge, skills, and abilities in "Joint Matters", as determined under such regulations and policy as prescribed by the OSD. E-JDAs may be shorter in duration.

(3) Determine billets/positions at Joint Force Headquarters (JFHQ) that can be nominated for inclusion of JDAL (currently being considered by NGAUS).

(4) Officers should self-nominate experiences that meet the definition of "Joint Matters."

d. Shortfalls. ARNG has few organic joint opportunities for S-JDA (approximately 100 positions worldwide)

e. Recommendations.

(1) Certify Civil Support Team (CSTs) and Drug Demand Reduction program (DDR), organic to the ARNG for joint credit.

(2) Identify possible M-Day/traditional Officer positions, T-10/T-32, to be accredited for joint credit.

(3) Develop a National Guard Association of the United States (NGAUS) resolution that promotes determining already existing joint billets within each state and determining what meets the requirements specified in the joint regulation [ex. DDR/CST].

(4) Identify possible civilian careers with a minimal of 10 years' experience for assigning discretionary points, as submitted through the joint self-nomination process.

(5) Convert all JDAL positions to individual augmentee.

(6) Positions such as DDR and CST should be certified as JDAL qualifying jobs.

(7) Discretionary points should be considered for Civil Military Operations Staff (J-9).

(8) Reserve component joint qualification school. (Modify AC school into a 2x2 or more RC centric method).

(9) Discretionary points for officer exchange program (e.g. United Kingdom, Canada, France, Germany, etc.).

(10) Inter-service partnership/exchange program. (e.g. Navy ship time/ Air Force Base).

(11) Senior Leader Development Program.

(12) Re-define acceptable quantifiable partners. (HUD, VA, ATF, DEA, FBI, Urban transportation, et cetera.)

(13) Approve intern assignments with groups like Combined Federal Campaign (CFC) executive loan program.

(14) The Director, ARNG and the Chief, NGB approach the Chairman, JCS for support and approval of JFHQ slots (in whole or in part) being granted JDAL credit for T-10 and T-32 Soldiers.

(15) The Director, ARNG and the Chief, NGB approach the President, Army War College (AWC) and the CJCS for support to get AWC distributed learning joint education credited for T-10 and T-32 Soldiers.

Point Accrual Formula

REF: Joint Qual. Handbook (NGB) 4th Edition, July 2010 pg. 14

$$JOINT\ QUALIFICATION\ LEVEL = \frac{JPME + EXPERIENCE\ Pts + DISCRETIONARY}{Pts}$$

Joint Experience points are determined by dividing the number of days served by 30.4 and applying the appropriate intensity factor. For example; if an Officer served 90 days in a combat joint experience, his / her points would be calculated as Days Served / (Constant 30.4) x (Intensity Factor)

(Intensity Factor defined as) = Combat: 3, Non-Combat Contingency: 2, Steady-state: 1)
Points are not rounded up.

Example: Joint EXPERIENCE Points = 90 days / 30.4 x 3 (intensity factor) = 8.8 points
Discretionary Points = Education + Training + Exercise

Education/Training = degree or certification related to "Joint Matters" [Pts TBD]

Exercise Points = Role [Participant (1pt), Planner (2pts), Leader (3pts)]

Figure 12: Joint Qualification Point Level Calculations

COMMAND

1. SUMMARY. Command is the authority that a commander in the armed forces lawfully exercises over subordinates by virtue of rank or assignment. Command includes the authority and responsibility for effectively using available resources and for planning the employment of, organizing, directing, coordinating, and controlling military forces for the accomplishment of assigned missions. It also includes responsibility for the health; welfare, morale, and discipline of assigned personnel (see JP 1-02). Mission command is the exercise of authority and direction by the commander using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of decisive action.

a. Purpose. The goal of the Officer Education System (OES) is to produce leaders who are fully

competent in technical, tactical, and leadership skills, knowledge, and experience; are knowledgeable of how the Army runs; are prepared to operate in a joint interagency, intergovernmental, and multinational (JIIM) environments; demonstrate confidence, integrity, critical judgment, and responsibility; can operate in an environment of complexity, ambiguity, and rapid change; can build effective teams amid organizational and technological change; and can adapt to and solve problems creatively. The pinnacle of this is to successfully command at the various levels ranging company to general officer levels.

b. Conditions. Through the three pillars of leader development (education, training and experience) and mentoring from their superiors, Officers are positioned to assume command and lead their respective formations in a JIIM environment.

2. SITUATION.

a. Facts.

(1) Company Commander Designees are required to complete the Company Commander First Sergeant Pre Command Course (CCFSPCC) (19 Tasks) prior to assuming command (implementation: NLT 4th Quarter FY13). This is accomplished by one of three options: 1. Distributed Learning (dL); 2. A resident Company Commander Course (CCC) conducted by the host State Regional Training Institute (RTI); 3. A blended learning approach that combines dL and RTI resident courses.

(2) School of Command Preparation (SCP) courses are classified Tier 1 for Professional Military Education (PME). SCP is the lead agent for the CCFSPCC and the four phases of PCC as defined in AR 350-1.

(a) Phase 1. There are four phase 1 programs, each spanning one week in duration. The Brigade Pre-Command courses/Command Sergeants Major course designed for Active Army, Army National Guard, and Army Reserve Officers chosen to lead BDE-sized formations. BDE PCC/CSMC is executed in two parts. The first part is a two day self-awareness and individual leader competency seminar aimed at identifying interpersonal styles and exploring how to work more effectively with different people. Part two is a five day educational workshop emphasizing the critically of the commander shaping an organizational culture that reinforces Army values, fosters positive climates and builds trust. Students also deepen their appreciation of the commander's role in leading change by developing a clear and supportable vision and developing sound communication, implementation and assessment strategies.

(b) Phase 2. There are two phase 2 programs, comprised of two weeks for Brigade Command Tactical Commander Development Program (BCTCDP) and the Battalion Commander's Development Program (TCDP-BN). The BCTCDP prepares Colonels for command of expeditionary, joint enabled, JTF-capable, tactical Brigade Commands. Command designees participate in instructor facilitated, senior Officer-led discussions on a range of topics aimed at deepening student understanding of the execution of Mission Command at the BDE level. All Centers of Excellence support BCTCDP with practical knowledge and insights regarding their respective War-fighting Functions. The TCDP-BN is focused on the tactical commander and their upcoming command tour. Commanders are immersed in the concept of unified land operations to develop an understanding of the operational environment; visualize how the operation will play out; describe their vision to staff and subordinate commanders with commander's intent, end state, CCIR and the decision that CCIR will support; direct

their concept of operation; assess the ongoing operation, and applying their personal leadership in all aspects of executing mission command.

(c) Phase 3. PCC Phase 3 is branch-specific instruction provided by the Officer's branch school that's two weeks long. These courses focus on tactical and technical aspects of command. Special areas of interest include antiterrorism, force protection, and those required by the branch commandant.

(d) Phase 4. Phase 4 is the Senior Officer Legal Orientation Course (SOLO) designed for those command designees who will have Special Court- Martial Convening Authority. This one week long course acquaints senior Army Officers with the legal responsibilities and issues commonly faced by installation, BDE, and BN commanders.

(3) Battalion Commander Designees are afforded the opportunity to attend SCP Phases 1-3. T-32 and T-10 AGRs are required by AR 350-1 to attend Phases 1-3. Traditional M-Day officers are required to attend Phase 3.

(4) Brigade Command designees are afforded the opportunity to attend SCP Phases 1-3. Title 32 and 10 AGRs are required by AR 350-1 to attend Phases 1-3. All BCT Commanders (M-Day and AGR) are required to attend Phases 1-4. Brigade Commanders that have UCMJ authority will attend the one week Phase 4 Senior Officer Legal Orientation (SOLO) course.

(5) Funding. The States fund all SCP PME courses through their allocated training funds. In order to set the conditions for funding, States must plan accordingly by ensuring the ATRRS Funding Allocation Model (AFAM) reflects all PME requirements are entered IAW ARNG G-3 guidance.

b. Assumptions.

(1) The Senior Leadership will make every effort to ensure command teams are selected together and afforded the opportunities to prepare collectively and attend applicable training.

(2) State force structure changes will require exceptions to levels of experience in select Branches by Commanders during the initial years. These changes will require select Officers to gain an additional Branch qualification.

(3) Company Commander's will complete a Branch Captain's Career Course aligned to the unit SRC before assuming command. e.g., a Transportation Officer (90A) will command like type Transportation Company.

(4) The Adjutants General will announce Company Command Teams at least six months in advance of the change of command to afford command designees the opportunity to complete additional PME and applicable functional training.

(5) The Adjutants General will announce Battalion Command Teams at least nine months (preferably 12 months) in advance of the change of command to afford command designees the opportunity to complete additional PME and applicable functional training.

(6) The Adjutants General will announce Brigade Command Teams at least 12 months in

advance of the change of command to afford command designees the opportunity to complete additional PME and applicable functional training.

(7) Battalion Commanders will complete MEL 4/JPME 1 before assuming command.

(8) Brigade Commanders will complete MEL 1 Senior Service College before assuming command.

3. CONOPS.

a. Company Command. Company grade officers combine all three pillars of leader development (education, training and experience) to prepare for command. The following guidelines are provided for MTOE commands. For additional command opportunities (TDA and O-4 commands), it is preferred to have completed a traditional O-3 MTOE command first. Exceptions include Special Forces and other unique low density branch opportunities.

(1) Education. Branch officers complete the 19 Tasks defined in the CCFSC through distributed Learning (dL) (CCFSC), a State Regional Training Institute (RTI) resident Company Commander Course (CCC), or a blended learning approach that combines both dL and RTI resident course. Example of this career track is an Infantry Officer completing Infantry BOLC B, either Infantry or Armor CCC, and a CCFSC. The officer should complete any applicable functional training. Example includes an Infantry Officer assigned to a Bradley company will complete the Bradley Leaders Course before assuming command.

(2) Experience and Training. Commanders must possess at least one Key developmental (KD) position and preferably two or three KD assignments. Traditional KD assignments include Platoon Leader, Specialty Platoon Leader, and Executive Officer (XO). Additional broadening assignment(s) enhances training and experience. These broadening assignments may include but are not limited to junior staff assignments at the battalion and brigade levels; Regional Training Institute; or Troop Command/JTF-State HQ. In addition, an Officer may gain experience through the AGR, Technician, or ADOS/ADSW and key personnel utilization program (KPUP) opportunities. An officer applies experiences gained through pre-commissioning (enlisted, ROTC Cadet/MSP or OCS).

(3) Selection for Company Command. It is the responsibility of the senior leaders of each State to select competent Company Commanders and to ensure they have been provided the requisite training, education, experience and mentoring to successfully command. Company command team selectees should be notified at least six months in advance of the change of command. This affords the designee's time to reflect, complete any additional PME (CCFSC) and functional training, and prepare one's command philosophy. This time will also allow the designee to become familiar with the company and higher headquarters.

b. Battalion Command. Lieutenant Colonels and senior Majors combine all three pillars of leader development (education, training and experience) to prepare for O-5 Battalion Command. The following guidelines are provided for MTOE and TDA battalion commands.

(1) Education. O-5 commanders must be MEL 4/JPME I complete. Branch Officers must be ILE complete to include Advanced Operations Course (AOC). All other functional commands must have completed a MEL 4/JPME I credentialing course. Credentialing courses include AOC, approved functional area courses, and specialty branch schools (medical, dental, legal, et cetera).

(2) Experience and Training. Commanders must possess at least one O-4/O-5 Key developmental (KD) position (preferably two). Traditional KD assignments include battalion S-3 (O-4), battalion Executive Officer (O-4), Brigade S-3 (O-4), Brigade Executive Officer (O-5). Additional broadening assignment(s) enhances training and experience. These broadening assignments may include but are not limited to other primary staff assignment at the battalion and brigade levels; Division staff, Regional Training Institute; or Troop Command/JTF-State HQ.

(3) Selection for Battalion Command. It is the responsibility of the senior leaders of each State to select competent battalion commanders and to ensure they have been provided the requisite training, education, experience and mentoring to successfully command. Battalion command team selectees should be notified at least nine months (preferably 12 months) in advance of the change of command. This affords the designees time to reflect, complete any additional PME (SCP PCC Phase(s)), functional training and prepare ones command philosophy. This time will also allow the designee to become familiar with the Battalion and higher headquarters.

c. Brigade Command. Colonels and senior Lieutenant Colonels combine all three pillars of leader development (education, training and experience) to prepare for O-6 Brigade Command. The following guidelines are provided for Modified Table of Equipment (MTOE) and TDA Brigade commands.

(1) Education. It is preferred and beneficial to the Force that O-6 MTOE command selectees complete a MEL 1 Senior Service College prior to assuming command complete. All other functional command selectees at a minimum must have completed MEL 4/JPME I training and should be currently enrolled in the USAWC DDE program and 50% complete.

(2) Experience and Training. Brigade Commanders should have successfully completed a minimum of 12 months (preferably 18-24 months) of Battalion Command and must possess at least one O-5/O-6 KD position (preferably two). Traditional KD assignments include Brigade S-3 (O-4), Brigade Executive Officer (O-5), and Division G-3 (O-6). Additional broadening assignment(s) enhances training and experience. These broadening assignments may include but are not limited to other primary staff assignments at the brigade and primary and assistant staff assignments at the division levels; Regional Training Institute; Troop Command/JTF-State HQ; and ADSW, ADOS, ARNG T-10 Tours outside the State.

(3) Selection for Brigade Command. It is the responsibility of the senior leaders of each State to select competent brigade commanders and to ensure they have been provided the requisite training, education, experience and mentoring to successfully command. Brigade command team selectees should be notified twelve months in advance of the change of command. This affords the designees time to reflect, complete any additional PME (SCP PCC Phase(s)), functional training and prepare ones command philosophy. This time will also allow the designee to become familiar with the brigade and higher headquarters.

OFFICER PROMOTION SYSTEM

1. POLICY

a. Promotion to 1LT and CPT will be based on command recommendation and minimum qualifications as prescribed by State and Federal statutes, regulations, and policies. An officer must be

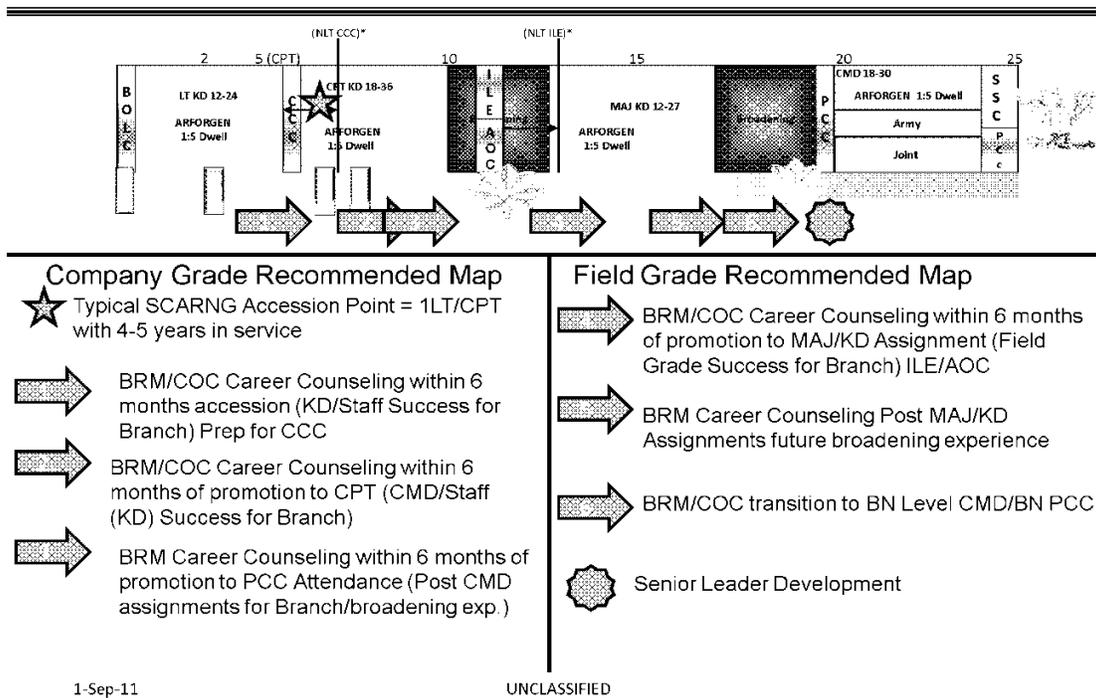
AOC/SI and branch qualified.

b. Selection, assignment, and promotion to the grades of MAJ, LTC, and COL are based on a best qualified competitive system as prescribed in this regulation; however, the Adjutant General (TAGSC) may fill selected positions without regard to the provisions of this regulation.

c. MAJ, LTC, and COL MTOE/TDA position vacancies not filled by lateral transfer/reassignment will be filled by selection of the officer deemed best qualified for the vacant position from an extract of the top three officers from an order of merit list (OML) and recommendation from the State Career Management Board.

d. Vacant MAJ, LTC, and COL positions identified for fill by AGR officers will be consulted by the J1 in accordance with AGT career management considerations and consultation with Chief of Staff – SCARNG.

SCARNG CAREER COUNSELING TIMELINE FROM ACCESSION



2. ZONES OF CONSIDERATION TO INCLUDE DA MANDATORY BOARDS

a. CPTS and MAJs with three years’ time in grad (TIG) as of the first day of the month prior to the month in which the board is scheduled to convene who possess the required military and civilian education for promotion.

b. LTCs with two years TIG as of the first day of the month prior to the month in which the board is scheduled to convene who poses the required military and civilian education for promotion.

c. Officers who have not completed appropriate minimum military and civilian education, not passed the APFT, and/or are not within the prescribed weight standards of AR 600-9 will not be considered by the board until evidence of compliance is received by the G1.

3. DA MANDATORY CONSIDERATION FOR PROMOTION

a. An understanding of the provisions of the Reserve Officer Personnel Management Act is essential to SCARNG officers when developing and pursuing their career plan. The provisions of ROPMA assume that officers of the SCARNG who meet the qualification for higher grades are able to advance at a prescribed rate. Mandatory consideration for promotion to the next higher grade is required by the Department of the Army after a specific number of years of total commissioned serve and TIG.

b. Successful completion of the minimum educational requirements (requirements for unit promotions) will not result in their automatic selection when individuals are considered by mandatory selection boards. Selection boards operate under the best qualified method of selection. Completion of the appropriate military education level is just one of the several factors that are considered. As important as this is, it cannot compensate for any recent period in the officer's service in which his/her OER reflects mediocre performance, questionable leadership qualities, or other weaknesses.

c. Non-selection for promotion constitutes a Passover for first lieutenants, captains, and majors and they will be considered the following year by a new board along with officers who are in the zone of consideration for the first time. Officers in the grades of first lieutenant through major, who were non-selected by a selection board convened under AR 135-155, may not be considered for unit promotions under this section until they have again been considered and selected by a succeeding board. Officers twice failing selection for promotion will be discharged from their commissioned status or transferred to the Retired Reserve, provided they are eligible and apply for such transfer, except those eligible for retention under the provisions of NGR 635-100. Majors not recommended for promotion to lieutenant colonel for the second time will be retained until the first day of the month after the month completing 20 years of commissioned service.

d. First lieutenants, captains, and majors who are selected for promotion are offered the opportunity to decline their promotion; however the officer will be a two time non-select. Declination is not an automatic entitlement to the officer; therefore, it is the responsibility of the commander to justify in writing, through the appropriate channels, that the officer should be permitted to decline the promotion.

e. Officers who are permitted to decline promotion will, at the end of declination period if not promoted, be separated from the SCARNG and automatically promoted to the next higher grade in the USAR.

f. To prevent excessive "stacking" (officers for whom no vacancy exists for their promotion to the next higher grade) at the first lieutenant through major grades and to allow the principles of OPMS to work in relationship to existing vacancies, declinations for delay are authorized for three years.

g. Failure of an officer to be promoted at the end of his declination period will be cause for the officer to be transferred to the USAR Control Group, the Retired Reserves, and/or otherwise be separated from the SCARNG.

h. Depending upon the vacancies created as upward mobility is realized, officers may be advanced to the next higher grade (first lieutenant through major) prior to mandatory consideration under the provisions of ROPMA, provided they are otherwise qualified and recommend.

4. UNIT VACANCY PROMOTION OF SELECTED OFFICERS

a. The selected officer must be branch/functional area qualified for the position to which assigned in order to the recommended for promotion. Promotion packets will be prepared and submitted in accordance with NGR 600-100 chapter 7 – 10.

b. Selected officers who have not been considered by a DA Promotion Board may be recommended for promotion provided they are branch/functional area qualified for the position for which selected. If not currently branch/functional area qualified, the selected officer must become branch/functional area qualified before they may be recommended for promotion. Officers who fail to become qualified and promoted within 18 months of assignment to the higher grade position are subject to being removed from the position and reassigned to another position commensurate with their current grade.

c. Selected officers who have also been selected for promotion by a DA Promotion Board must be promoted in the branch in which DA selected, a functional area position for which qualified, or in a branch immaterial position.

OFFICER CAREER MANAGEMENT BOARDS

1. BOARD PREPARATION

a. Approximately 45 days prior to the board, the MSC Personnel Officers, using the SIDPERS database/USPFO database, will identify officers in the zone of consideration who have completed the minimum military and civilian education.

b. Officers in the zone of consideration will be notified in writing that their records will be considered by the next State CMB. The notice will also reflect the branches/functional areas in which the officer will be considered by the State CMB. Requests to add or delete branches/functional areas must be submitted in writing by the MSC Personnel Section for approval and implementation by the State CMB.

c. Officers who will be considered by the State CMB must submit or ensure the following documents are on file and available for the board's review:

(1) Department of the Army photograph taken within the last three years. Photos must be uploaded into DAPMIS by the deadline established in the notification letter in order to be considered by the board. Officers are encouraged to have a new photo made in the event that they get promoted, change unit patches, or their awards changes.

(2) Biographical Summary.

(3) Current Height/Weight Statement. Must be signed by the officer and his/her commander/supervisor. Officers who exceed screening weight in SC 600-9 must enclose current DA Form 5500 (Body Fat Content Worksheet). Current is defined as within 60 days of scheduled board date.

(4) DA Form 705 reflecting latest APFT results. If the latest APFT is not current (within 6 months for AGR personnel, within 12 months for all others), the officer must also enclose a memorandum to the board explaining why their APFT is not current. If the officer does not take the standard three events APFT, enclose a copy of their DA Form 3349 (Physical Profile).

(5) Completed Options Certificate. Officers may exercise their option to be considered for any position for which qualified or elect to limit their consideration for vacant positions by electing one of the following options: (The requirements of the SCARNG will be first priority.)

(a) Request consideration for assignment and promotion in positions within a specified distance from their residence.

(b) Decline consideration by the State CMB.

d. The State OPM will prepare for the State CMB:

(1) The officer's performance file will be downloaded from iPERMS. The officer's DA Photograph will be downloaded. Each officer is strongly encouraged to review their iPERMS file prior to the board date.

(2) OML by Branch. An OML will be prepared for each branch and FA. These branch/functional area specific OMLs are used to extract the top three officers for branch or functional area specific position vacancies.

(3) An overall OML is prepared for each grade considered (e.g., CPTs, MAJs, and LTCs).

(a) The overall OML for each grade is used to fill branch immaterial positions. The top three officers, regardless of branch are selected by the MSC Commander.

(b) The OML for each grade/AOC/FA is used to extract the top three officers to fill positions as defined as multi-branch IAW Table 2-2, DA PAM 611-21 (01B- Aviation/Infantry/Armor/Military Intelligence; 01C – Chemical/Engineer/Military Police; 02A – Combat Arms Generalist; 02B – Infantry/Armor; 02C – Infantry/Armor/Field Artillery/Engineer). In these instances, the top three officers with the highest scores will be chosen from the applicable OMLs and presented to the selecting commander. For example, 02B OMLs will be prepared by combining the 11A, 19A, 19B, and 19C lists, from which the officers with the top three scores will be submitted for selection consideration.

(c) The overall OML is used to extract the top three offices when there are no qualified officers for branch specific positions. The top three officers who have not been DA selected for promotion in their branch will be extracted from the overall OML provided their assignment would be IAW the authorized substitution prescribed by NGR 600-100. The selected officer must become branch qualified for the vacant position prior to being eligible for promotion and within 18 months as assignment to the position.

(d) The overall OML is also used to extract the top three officers when there are no qualified officers for a functional area position. The top three officers will be extracted from the overall OMLs based on the functional area feeder branch (es) when required by DA PAM 611-21 and/or 600-3. If there is no required feeder branch for the functional area, the top three officers, regardless of branch

qualification, will be placed on the OML extract. The selected officer must become functional area qualified for the vacant position prior to being eligible for promotion and within 18 months of assignment to the position.

(e) Placement on and Removal from the OML.

i. All officers considered by the OPCMB are added to or listed on the initial overall OML and the branch/functional area specific OMLs; however, they are not eligible to be placed on an OML extract provided to the selecting commander unless they have the minimum Time in Grade for promotion.

ii. Officers who have been non-selected for promotion by a DA Promotion Board when the OMLs are initially prepared are added or listed on the OMLs; however, they are not eligible to be placed on an OML extract provided to the selecting commander until they have been selected by a subsequent DA Promotion Board.

iii. Officers who are non-selected for promotion by a DA Promotion board after the OMLs are prepared will be removed from the OMLs.

2. MAJOR SUBORDINATE COMMAND (MSC) CAREER MANAGEMENT BOARD (CMB). The purpose of the MSC CMB is to advise the brigade commander of the most qualified officers to serve in the grade of lieutenant and captain form the best qualified list.

a. MSC CMBs will be identified by the organizational identity. The following boards will be appointed as indicated, and a copy of such appointment orders will be forwarded to the state officer personnel section, and when changes are made to the original order:

- (1) SCARNG Joint Force Element Headquarter CMB
- (2) 59th Troop Command CMB
- (3) 228th Signal Brigade CMB
- (4) SCARNG Medical Command CMB
- (5) 263rd Army and Air Missile Defense Command CMB
- (6) 218th MEB CMB
- (7) 218th Regimental (LDR)

b. MSC CMBs will meet at the call of the deputy brigade commander during the first month of each quarter (October, January, April, and July).

c. The MSC CMB will be composed of battalion commanders and those officers assigned with the responsibilities of Career Managers in order to review officers and warrant officers within their branch/functional area of responsibility. Specifically, the board at each major subordinate command will be composed as follows:

(1) Deputy Brigade Commander (President). The deputy commander will represent any unit within the command that is not represented by a battalion commander.

(2) Battalion Commanders (Member).

(3) Brigade S-1 (Recorder, without vote).

(4) Non-branch organizations (battalion/brigades) having vacancies filled by the major subordinate command assigned career management responsibilities (see paragraph 2-6, below) will furnish a technical advisor to the appropriate major subordinate command career management board when considering personnel only for such vacancies.

d. Branch Managers should make recommendations to all MSC Command CMBs for promotions and change of duty assignments for officers throughout the State. Coordination for such actions must be properly conducted by all involved MSC Commanders and Branch Managers two weeks before the MSC CMB.

e. When requested, MSC Commanders may submit one nomination per branch immaterial vacancy in the proposed State CMB minutes for their respective branch/functional area.

f. Minutes from MSC CMBs will be sent by the MSC Personnel officers to the State Officer Personnel Manager (OPM) NLT than three weeks before the scheduled State CMB using the standardized format. A signed copy of the form in PDF format must be attached along with a copy formatted in Microsoft word.

3. STATE CAREER MANAGEMENT BOARD (CMB)

a. Purpose. The SCARNG will conduct a State Officer Promotion and Career Management Board during the second month of each quarter (November, February, May, August), and at the call of the TAGSC. Prior to the board, the MSC CMB's proposed actions for officers in field grade (major, lieutenant colonel, and colonel) and selected company grade positions will be consolidated by the State Officer Personnel Manager (OPM) and provided to the State CMB members. The State CMB will then:

(1) Evaluate the proposed actions, utilizing the best qualified criteria, including but not limited to the following:

- (a) Manner of performance.
- (b) Military experience, command and staff.
- (c) Branch.
- (d) Military and civilian education.
- (e) Individual's stated preference.
- (f) Time in grade and qualifications.
- (g) Geographical consideration.

(2) Recommend to the Adjutant General assignments, transfers, and promotions at the field grade level. The State CMB proposed actions will be provided to the Adjutant General NLT three days after the board.

b. Board Composition.

(1) The Career Management Board at the Office of the Adjutant General of South Carolina will consist of:

(a) The assistant Adjutant General (Member). TAAGSC will serve as President of the Board. In his absence, the senior officer present will serve as President.

(b) Chief of Staff, SCARNG (Member).

(c) The commander of the Deputy Chief of Staff, Personnel (DCSPER), to serve as the non-voting recorder.

(d) Career Branch/Functional Area Managers. Will serve as a technical advisor to the board, without vote.

(e) When considering officers for assignment to, or promotion within the Full-time Manning Program, the State Human Resources Officer (HRO) or his designated representative, will serve as a technical advisor, without vote.

(f) When considering warrant officers for assignment to or promotion the Command Chief Warrant Officer (CCWO) will serve as a technical advisor, without vote.

c. Post State CMB Actions.

(1) Subject to the Adjutant General's concurrence, appropriate orders (transfers and assignments) will be published by the state officer personnel sections (SCNG-MPD-OP) without the necessity of additional documents, except for actions requiring Federal Recognition Board (FRB) action. Requests for personnel changes requiring FRB actions (promotions and branch changes) must be properly documented by the requisition command and provided to SCNG-MPD-OP.

(2) The DCSPER will provide approved minutes from the State CMB proceedings to the MSC Commanders and MSC administrative officers, with limited access. Any requests for personnel actions submitted after the adjournment of the State Board will not be considered until the next scheduled State Board.

d. The State Career Management Board (CMB) will also make recommendations to the Adjutant General of South Carolina for branch immaterial assignments/reassignments/promotions within SCARNG Element Joint Force Headquarters (-Det 1).

4. SPECIAL BRANCHES. Personnel assigned to positions indicated below will serve as board members, with vote, when considering officers within their area of expertise only:

- a. State Chaplain
- b. SCARNG Medical Command Commander
- c. State JAG
- d. State Aviation Officer

5. SELECTIVE RETENTION BOARDS

a. A continuing program of selective retention is essential to provide for progression of qualified officers at proper intervals in their career. The broad goals of the SCARNG selective retention program

within the SCARNG include:

(1) Ensuring that only the most capable officers are retained beyond 20 years of qualifying service for reserve retirement for assignment to the comparatively few higher level command and staff positions.

(2) Providing career incentive.

(3) Ensuring opportunity for advancement to the higher grades at the peak years of an officer's effectiveness.

b. Selective retention boards are conducted annually for officers who attain 20 years qualifying service for reserve retirement as of 31 December of the preceding year. Officers with over 20 years of service will generally be considered every two years; however, at the discretion of TAGSC, any officer may be considered on an annual basis.

OFFICER ASSIGNMENTS

1. ASSIGNMENT PROCESS. Officer assignments are an integral part of the SCARNG. Provided in the SCARNG Officer Handbook is a general outline of the process for officers as well as an outline of desirable positions for each grade.

a. The primary goal of the assignment process is to place the right officer in the right job at the right time, while providing officer progression and officer development with career enhancing positions. All assignments need to be fair and equitable, while meeting the needs of the commander and looking to the future in regards to the individual office and the organization; developing the individual officer.

b. Assignments must comply with NGR 600-100, Appendix E.

(1) Commanders will utilize the criteria indicated in paragraph chapter 4 recommending officers for captain vacancies.

(2) Officers must have Captains Career Course completed for assignment to a command position. This requirement may be waived by the G1.

c. Commanders at all levels must develop a plan, at a minimum, to provide for the promotion, reassignment, and transfer of officers at least 36 months in advance of actual assignment.

d. The primary factors influencing an officer's assignment are:

(1) SCARNG requirements.

(2) Improving the readiness of the total forces.

(3) Demonstrated capabilities and potential of the officer.

(4) Professional development needs of the officer.

(5) The distribution of the force structure assigned to South Carolina.

e. Evaluation of officers for consideration consists of the following criteria:

(1) Branch/AOC – officer maintains qualification in the appropriate AOC of the MTOE vacancy in accordance with DA Pamphlet 600-3. If there are no qualified officers that exist for the position vacancy, MSCs may consider officers who meet the substitutability criteria of NG 600-100, Appendix E.

(2) Promotion Potential – officer must meet all requirements of NGR 600-100 and AR 135-155.

(3) Related assignments – Consider previous assignments (M-day/FTS) directly related to the duty position of the vacancy.

(4) Special education – any formal education related to duty position qualification (e.g., Target Analyst course for a vacancy that calls for an SI of 5H, or that is of particularly limited availability).

(5) Time in grade (TIG); time in service (TIS); mandatory removal date (MRD); fully qualified and deserving officers. Officers will not be considered for key positions if there is 18 months until mandatory removal date, (unless promotion will affect mandatory removal date).

(6) Performance Evaluation – a review of the officer’s last three (3) OERs with emphasis on performance and recommendations for potential. OPM will only provide OERs and ORBs upon request if they are not visible to the MSC. Specific individuals of the MSC Officer Personnel Section will be granted access to applicable personnel systems one level higher in order to facilitate OER review.

(7) Other assignment considerations include:

- (a) The officer’s qualifications(s), grade, career fields, education and experience.
- (b) Availability.
- (c) FTS Laws and regulations.

f. All officers are required to meet the minimum qualification standards within the allotted time frames. Notwithstanding any other provision of this regulation, all officer assignments are subject to the needs of the SCARNG.

g. Under Direct Combat probability Code Policy (DCPC), SCARNG will assign female officers to positions coded female only or interchangeable (AR 25-10).

2. DURATION

a. The normal length of non-command assignments will be two to five years. Branch Managers will consider officers to be primary candidates for reassignment when they have a minimum of two years in assignments.

b. Tenure for company command assignments is 12-36 months depending on branch specific guidance.

c. Battalion commander positions will have of 24-36 months depending on branch specific guidance. Waiver for a one year extension of the three (3) year tenure requires TAGSC approval. Exception: FTS

officers require a command leadership waiver approved by TAGSC prior to assuming command and minimum tenure is two years with a one year extension possible upon request (NGR 600-5).

d. Officers will not normally receive credit for assignment completion if vacated prior to completion of minimum time depending on the branch. Officers may request credit, through their chain of command. Credit will depend upon performance in that position and the circumstances of their departure. Refer to Redress Procedures, Chapter 10.

3. ASSIGNMENTS FOR LIEUTENANTS

a. Assignments, reassignments, and transfers to and within lieutenant grades will be accomplished as prescribed in NGR 600-100, Appendix E. Except for compelling reasons, and the first three years of a lieutenant's service should be assignment to troop duty at the battery/company/troop levels. The State OPM will code second lieutenants that have not completed the BOLC phase III/OBC as non-deployable. Officers will remain in assign second lieutenants to position vacancies if not already assigned.

b. Commanders will utilize the priorities indicated in paragraph 6-7b (1) through (5), below, in selecting officers for lieutenant vacancies. The responsibility of establishing and monitoring company level assignments is that of the major subordinate command. Four consecutive years will be the maximum tour of duty in any one assignment.

c. If the MSC does not have an officer for selection, a list of officers meeting the assignment criteria may be requested from OPM. Units will not directly solicit officers outside their MSC unless coordination has already been made between MSCs.

4. ASSIGNMENTS FOR CAPTAINS. BM in conjunction with BC will recommend captain assignments, excluding O3 company commands which will be recommended by brigade (or higher) commanders, based on battalion commander input, to MSC commanders for approval. This includes recommendations for qualified first lieutenants.

5. ASSIGNMENTS FOR MAJORS THROUGH COLONELS. Assignments, reassignments, and transfers to and within field grade positions will be submitted to the state officer personnel section NGSC-MP-OP by MSCs for review and recommendation by the State CMB and approval by TAGSC. The DCSPER will assign all officers in the grade of O4 and above in conjunction with the following guidelines:

a. First priority: MSCs will attempt to fill field grade vacancies by cross-leveling (laterally transferring) excess officers holding the same rank as the vacancy within their MSC.

b. Second Priority: MSCs will consider cross-leveling (laterally transferring) officers of the same rank as the vacancy who have been in their current assignment for three or more years. MSCs and the State OPM will coordinate on a quarterly basis to consider officers who have been in their current assignment for two and a half or more years and make recommendations for career progression reassignment.

c. Upon identification of a vacancy that cannot be filled, other than commanders positions which are filled IAW Chapter 7, the MSC will select from the OML. Requests for AGR fills must go through NGSC-HRO. The AGR office will review and if approved forward the request to the State OPM. For positions coded "immaterial" (e.g. 01A, 02A, etc.) the MSC may request that the list of qualified officers be restricted based on criteria applicable to the position being filled. Criteria for branch immaterial lists

should be general in nature and not intended to obtain a specific officer (by way of example and not limitation, an O3A position in a G5 plans section could be restricted to officers with prior assignment history as planners at the brigade or higher level). MSCs may also request other filters be applied to the list (e.g. the five most senior).

d. For all immaterial positions OPM will provide a list of all qualified unless the MSC has requested specific criteria to be used. List will contain the names of promotable officers, who are otherwise qualified, one rank below the vacancy. The State OPM will provide the list to the next State CMB.

e. The DCSPER will review and approve reassignment/transfer of officers selected for position. O5 commands and all O6 positions will be reviewed by the G1 and forwarded through the channels for TAGSC approval and coordination with the AGR office if necessary.

f. The Adjutant General manages colonel (O6) assignments. If TAGSC approval is granted for O6 assignments, the DCSPER will reassign/transfer officer to the new position.

6. OTHER ASSIGNMENTS

a. Assignment of inexperienced Officers. BM/CO will recommend the rotation of assignments within their commands to enhance each officer's career development.

b. Staff Assignments. Every effort must be made to preclude excessive length of assignment in any one position. It is the responsibility of the command to monitor the assignment period of staff and to recommend the reassignment of officers in a timely, effective manner. Three consecutive years will be the maximum staff assignment at any level of command.

c. Command Assignments. Thirty-six consecutive months will be the normal maximum period of any command assignment. Solely the next higher commander has the authority to extend or reduce this period by six months. Exceptions to this policy may be requested through the State Career Management Board.

(1) Prior to assignment to a Company or Battalion Command position. Officers must complete the following:

(a) Company Command:

- i. HIPPA Certification through Deputy State Surgeon's Office
- ii. Commander's Safety Course (www.atrrs.army.mil, Self-Development)
- iii. Composite Risk Management Basic Course
- iv. Change of Command Inventories. Coordinate with TAG-DOL to obtain necessary funds.
- v. State Company Pre Commander Course

(b) Battalion Command:

- i. Branch Level Pre-command Course (PCC)
- ii. Commander's Safety Course is a pre-requisite for attending PCC

d. AGR and Technician assignments will be coordinated between HRO and MILPO utilizing compatibility and career management considerations.

POSITION VACANCY MANAGEMENT

1. PROJECTED VACANCIES

a. Requests for fill of position vacancies may be submitted up to six months prior to the projected date the position will be vacated. As an exception. Requests to fill battalion command positions may be submitted up to 12 months in advance so the officer selected may attend the required PCC prior to assuming command.

b. Requests to fill projected vacancies resulting from voluntary separations such as resignation or retirement prior to the officer's mandatory removal date or age 60 must be accompanied by the officer's written request to resign or retire.

2. REQUESTING FILL OF O4, O5, AND O6 POSITION VACANCIES

a. Commanders may choose to fill vacant O4, O5, and O6 MTOE/TDA position vacancies in one of two ways:

(1) Lateral reassignment/transfer without competition. With chain of command and TAGSC approval, otherwise qualified officers may be transferred to a MTOE/TDA position of the same grade (e.g., a LTC may be transferred to a vacant MTOE/TDA O5 position). Lateral transfers between organizations from within the same major subordinate command (MSC) and from other MSCs are encouraged. Lateral reassignment/transfer will be requested IAW?

(2) Request an extract of the OML and select an officer to fill the vacant position.

b. Commanders may request fill of non-AGR position vacancies within their organization from the appropriate State OPCMB OML. Requests for fill must be forwarded through the chain of command to this headquarters, ATTN: NGSC-MP-OP. Each commander in the chain must concur with the request and any commander in the chain may disapprove a request and return it to its originator.

c. In order to expedite this process, request may be transmitted via email provided it goes through command channels and each command concurs with the requested action. Email requests should be addressed to DCSPER, OPM.

d. The first-line supervisor of an AGR position vacancy identified as new hire will request fill of AGR positions from the HRO.

e. Commanders will make every effort to fill vacant O4, O5, and O6 MTOE/TDA positions by lateral reassignment or from the order of merit list within 45 days of the date a position becomes vacant. Positions vacant in excess of 45 days are subject to fill by TAGSC.

f. MSCs will only submit requests for position vacancy fill of field grade positions which have not been filled through the lateral assignment process. Battalion/Brigade commander positions will not be requested in this manner, they will be selected by a board of General Officers. All requests will be sent to Headquarters, NGSC-MP-OP, except for FTS positions, which are sent to NGSC-HRO.

BATTALION/BRIGADE COMMAND AND SENIOR SERVICE COLLEGE SELECTION PROCESS

1. SUMMARY. This chapter provides guidance and procedures for selecting battalion and brigade commanders as well as candidates for Senior Service College. It includes detailed information on the criteria for consideration, the selection process, and notification procedures.

2. POLICY.

a. Applies to all O5 and O6 positions titled commander/deputy commander

b. Selection consideration will be administered without regard to race, color, religion, gender, or national origin.

c. A board of general officers will convene at The Adjutant General's direction to consider all qualified officers for the battalion/brigade commander positions that are projected to change out for that year. An OML will be generated for TAGSC review and selection. During this same board, the GO's will create an OML for that year's Senior Service College nominations. Based on the OML, TAGSC will prioritize the list for primary and alternate nominations based on quotas given to the SCARNG.

d. Command boards will normally be held in April – May time frame and the change of command will occur in the October to December time frame. This will allow outgoing commanders time to complete inventories, OER's etc. and incoming commander's time to complete their Pre-Command Courses, OER's, etc.

3. PROGRAM GOALS.

a. Designed to develop a pool of branch qualified officers that TAGSC can consider for command opportunities and selection for advance military schooling.

(1) Grade: Major or lieutenant colonel.

(2) Time in Grade: Major – four years and six months from the board date; lieutenant colonels N/A.

(3) Graduate of command and general staff course (CGSC) or Intermediate Level Education (ILE).

(4) Successful company command.

(5) Branch qualified in current grade. DA Pamphlet 600-3 will be used to determine branch qualification.

(6) Minimum civilian education of a baccalaureate degree.

(7) Not flagged.

(8) Not under any Inspector General (IG) or Equal Opportunity (EO) investigation.

(9) Have three years' time in service remaining as of date selection is made.

(10) For majors, failure for selection by a DA selection board eliminates officers from consideration.

b. Brigade Command Selection. Criteria for consideration for the SCARNG Brigade Command consist of:

(1) Grade: Lieutenant colonel or colonel.

(2) Time in grade for lieutenant colonels – three years from the board date, colonels – N/A. Lieutenant colonels at mandatory promotion date must be selected for promotion by the most recent DA board, if considered.

(3) Graduate of CGSC/ILE.

(4) Upon successful completion of a battalion command assignment, MSC commanders will indicate brigade command for potential on battalion command OER.

(5) Branch qualified in current grade. DA Pamphlet 600-3 will be used to determine branch qualification.

(6) Minimum civilian education of a baccalaureate degree.

(7) Not flagged.

(8) Not under any Inspector General (IG) or Equal Opportunity (EO) investigation.

(9) Have three years' time in service remaining as of date selection is made.

(10) For lieutenant colonels, failure for selection by a DA selection board eliminates officers from consideration.

4. BRIGADE AND BATTALION COMMAND SELECTION PROCESS.

a. Criteria for consideration. (Listed as identified in paragraph 7-4a and b.)

b. Command changes will generally be conducted between 1 October and 31 December. TAGSC is the approval authority.

c. Between 1 April and 31 May of each year TAGSC will convene a board to make recommendations for new commanders. For MSC Commanders - the board will be comprised of General Officers from each MSC and the JFHQ as voting members and the G-1 as a non-voting recorder. For Battalion Commanders – the board will be comprised of all State CMB Board members. TAGSC may appoint such additional members to the board as deemed appropriate.

d. NGSC-MPD-OP will provide an OML of all branch-qualified officers for each projected change of command for board members to review, at least 30 days prior to the convening date of the selection board.

- e. Board members may review a standard packet for the officers listed on the OML.
- f. Upon adjournments of the board, the president of the board will submit the board's recommendations and OML for each position to TAGSC for final approval.
- g. The Adjutant General will approve or disapprove the recommendations, in whole or in part and return to the DCSPER for actions.
- h. The DCSPER will notify the MSC commander and losing MSC of the TAGSC's decision.
- i. Losing MSC will enroll the selected officer into the appropriate Pre-Command Course (PCC).
- j. Once selected a Branch Specific PCC will be accomplished prior to assumption of command.
- k. NGSC-MP-OP will publish transfer/reassignment orders upon completion of PCC and OER if required.

5. RELIEF FOR CAUSE.

- a. Relief for cause of battalion and brigade commanders will follow the requirements of SC 600-20, paragraph 2-17.
- b. Relief for cause of a battalion or brigade commanders requires written approval of the Commanding General, SCARNG. Any action purporting to finally relieve a battalion or brigade commander prior to the required written approval will be considered for all purposes as a temporary suspension from assigned duties rather than as a final relief from command for cause.

6. SENIOR SERVICE COLLEGE (SSC).

- a. Selection criteria are provided to NGSC-MP-OP from NGB. During the battalion/brigade command selection boards, the same board of officers will make nominations to the SSC based on published criteria. The board will create and overall OML and provide that list to TAGSC for a prioritized list of primary and alternate candidates.
- b. SCARNG is normally given four quotas per year, this is based on the number of General Officers the State is authorized.
- c. Once the primary and alternate list is approved, the State OPM section will notify the officers selected.
- d. Officers will be given suspense to complete their SSC packets. Packets will be submitted to NGSC-MP-OP, who will be responsible to review packets and submit to NGB.
- e. The packets will be boarded at NGB on a date determined by NGB. If approved, officers will be notified directly by the Senior Service College.

BATTALION/BRIGADE KEY DEVELOPMENTAL POSITIONS SELECTION PROCESS

1. SUMMARY. This chapter provides guidance and procedures for selecting battalion and brigade key positions. It includes detailed information on the criteria for consideration the selection process, and notification procedures.

2. POLICY. Applies to all O4 and O5 key positions. Selection consideration will be without regard to race, color, religion, gender, or national origin.

3. PROGRAM GOALS

a. Designed to develop a pool of branch qualified officers that MSC commanders can consider for XO/S3/SOO positions.

b. Assignments and smooth transition of highly qualified officers to battalion and brigade XO/S3/SOO positions.

c. To provide a base from which to develop SCARNG officers for future command assignments.

4. CRITERIA FOR CONSIDERATION

a. Battalion CO/S3/SOO Selection. Criteria for consideration for the SCARNG Battalion XO/S3/SOO position are:

(1) Grade: Captain or Major.

(2) Time in Grade: Captain – three years and six months at time list is presented to the MSC; Majors N/A.

(3) Be CCC considered qualified.

(4) Successful company command.

(5) Branch qualified in current grade. DA Pamphlet 600-3 will be used to determine branch qualification.

(6) Minimum civilian education of a baccalaureate degree.

(7) Not flagged

(8) Not under any Inspector General (IG) or Equal Opportunity (EO) investigation.

(9) Have three years' time in service remaining as of date selection is made.

(10) For captains, failure for selection by a DA selection board eliminates officers from consideration.

b. Brigade XO/S3/SOO Selection. Criteria for consideration for the SCARNG Brigade XO/S3/SOO

position are:

- (1) Grade: Major or Lieutenant Colonel
- (2) Time in Grade: Major – Three years and six months at time list is presented to the MSC; lieutenant colonels N/A
- (3) Graduate of all phases of the Command and General Staff Course (CGSC) or Intermediate Level Education (ILE) or their replacement.
- (4) Successful company command.
- (5) Branch qualified in current grade. DA Pamphlet 600-3 will be used to determine branch qualification.
- (6) Minimum civilian education of a baccalaureate degree.
- (7) Not flagged
- (8) Not under any IG or EO investigation
- (9) Have 3 years' time in service remaining as of date selection is made
- (10) For majors, failure for selection by a DA selection board eliminates officers from consideration.

5. BRIGADE AND BATTALION XO/S3/SOO SELECTION PROCESS

- a. Criteria for consideration. (Listed as identified on previous page)
- b. The State OPM section will provide each MSC with a list of all officers qualified for battalion and brigade XO/S3/SOO on or around 31 October of each year. Between that time and 31 January of the following year, MSC commanders will convene a board. The board will be presided over by the MSC commander, deputy commander or chief of staff and will include a voting representative from each major subordinate command and a non-voting recorder. The board will make a recommendation whether each officer should be included on the SCARNG XO/S3/SOO list and submit these recommendations to the MSC commander who will forward his recommendation to the DCSPER for consolidation. All MSC board results will then be forwarded by the DCSPER to TAGSC for his final approval. Until TAGSC approves the new recommendations, the existing list will remain in full force and effect.
- c. MSCs may conduct stand-by boards with the concurrence of the Commander, SCARNG to consider officers who were, due to clerical error, not considered by the board. Stand-by boards may also consider officers who, at the time of the board were otherwise qualified but had not completed the military education required for their rank. The commander, SCARNG may approve additional exceptions. If the Commander, SCARNG approves a stand-by board all MSCs will conduct one to ensure all eligible officers have been reviewed.
- d. Upon approval of the list by TAGSC, the list will be returned to the DCSPER to be compiled and

distributed to the MSC. Officers will be available for selection immediately upon approval of the list by TAGSC. The State OPM will update and publish the list immediately upon receipt of the approved list from TAG.

e. MSCs may select any qualified officer from the list, regardless of MSC, and without interview or any other selection process upon identification or projection of a vacancy. MSCs are not required to request a list upon identification of a vacancy. The standing list will be used.

(1) MSCs will submit a memorandum to the State OPM section identifying the vacancy and the officer selected from the XO/S3/SOO list to fill the vacancy.

(2) MSC concurrence is not required for cross-MSC selections, however:

(a) MSCs will not select officers who are currently serving as battalion commanders unless the selection is a follow-on assignment for a regularly scheduled change of command.

(b) MSCs will not select an officer from another MSC for a battalion XO/S3/SOO position if that officer is currently serving as a battalion XO/S3/SOO.

(c) MSCs will not select an officer from another MSC for a brigade XO/S3/SOO position if that officer is currently serving as a brigade XO/S3/SOO.

(3) The State OPM section will publish orders upon receipt of the PAR, OER and other supporting documents as necessary. If the selection is cross-MSC, concurrence from both MSCs on the effective transfer date must be formulated in writing.

CHAPTER 4: THE SOUTH CAROLINA ARMY NATIONAL GUARD WARRANT OFFICER

- (1) *The term “officer” means a commissioned or warrant officer.*
- (2) *The term “commissioned officer” includes a commissioned warrant officer.*
- (3) *The term “warrant officer” means a person who holds a commission or warrant in a warrant officer grade.*

INTRODUCTION

The Warrant Officer chapter is an extension of the larger SCARNG Officer chapter and is specifically focused to warrant officer leader development. It provides context and direction for the application of the Leader Development Strategy (LDS) as it applies to officer leader development requirements within the warrant officer leadership domain. The annex provides the next level of clarity to the leader development imperatives described in the LDS as they pertain to Warrant Officers and is deliberately grounded to the tenets of FM 6- 22, FM 3-0, the Capstone Concept for Joint Operations (CCJO), the Army Capstone Concept (ACC) and the CJCSI 1800.01D. Warrant officer leader development is out of balance. Although our leaders are performing superbly in combat and are gaining invaluable field experience from the demands of the operational environment (OE), our next generation of warrant officer leaders require a balanced development process that will prepare them for the complexities and hybrid threats of the future. Restoring the balance begins with the development of the right attributes and the deliberate and balanced integration of education, training and experiences.

a. Purpose. This Warrant Officer chapter will apply the Army Leader Development Strategy (LDS) to the South Carolina Army National Guard (SCARNG) context, for the purpose of providing a Cohort that possess qualities, characteristics, attributes, and core competencies enumerated in the LDS. The SCARNG LDS will provide a proposed "optimal" career timeline for warrant officer development that reflects the Army Leader Development Imperatives enumerated in the LDS. This appendix will also include recommended timelines for training, education, strategic leader development, key assignments and promotions. This should take into account the States' geographic and force structure constraints. Additionally, the SCARNG LDS will identify policy constraints that inhibit the accomplishment of the foregoing within the framework of ARFORGEN.

b. Conditions. We will reinforce the SCARNG LDS by expanding where necessary to ensure the uniqueness of the SCARNG continues to provide a warrant officer that meets the needs of the Army.

c. Guidelines. This document sets the baseline for SCARNG Warrant Officer Development and Life Cycle Management. Our provides warrant officer development within their unique ARFORGEN model. This includes tailoring a model to our respective force structure by using the requirements determined to enhance warrant officer career development. By using the SCARNG LDS, we can properly identify assignments, educational requirements and overall organizational impact on readiness. Key considerations are a warrant officer's military education, and assignments to ensure individual growth commensurate with the officer's current grade, but also prepare warrant officers to assume assignments at the next higher grade. These must be reviewed holistically in support of the LDS model and the needs of the State.

MISSION, VISION AND GOAL FOR SCARNG WARRANT OFFICER LDS.

a. Mission. Provide SCARNG warrant officers with the technical and leadership skills enabling them to manage and maintain Army systems, as well as lead Soldiers.

b. Vision. A skilled technical professional Warrant Officer Cohort capable of successfully supporting State and Federal missions at the tactical, operational and strategic levels.

c. Goal. In conjunction with senior leadership emphasis, change the cultural perception and mindset that warrant officers only serve as technical experts.

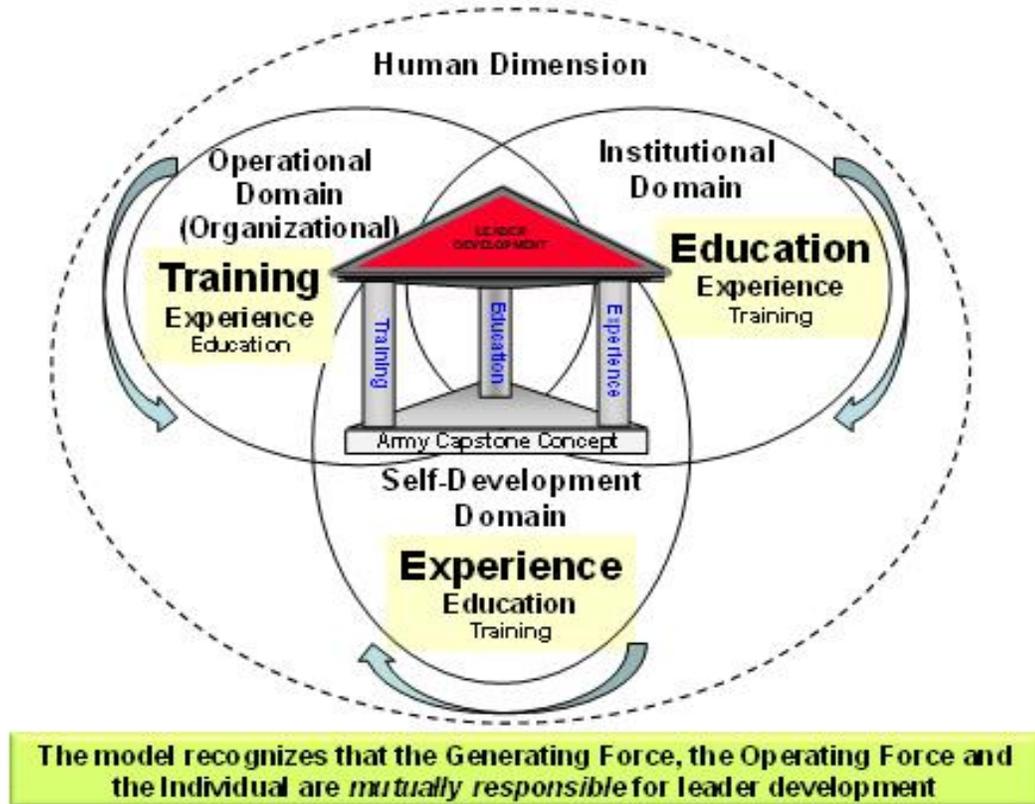


Figure 1: SCARNG Warrant Officer Development and Life Cycle Management

CONCEPT OF OPERATIONS.

a. The SCARNG Warrant Officer (SCARNG WO).

(1) SCARNG Warrant Officers (WOs) serve as the primary integrators and managers of Army systems. They are highly adept and adaptive leaders, trainers, and advisors who operate by design in specialized roles across the full spectrum, which includes joint, interagency, intergovernmental, and multinational (JIIM) environments.

(2) SCARNG WOs carry a unique responsibility by being legally bound to obey the Uniform Code of Military Justice and Title 32 State statutes, which vary from State to State.

b. Present State.

(1) NGR 600-101 mandates Professional Military Education (PME) completion prior to promotion eligibility. This requirement has minimized the number of SCARNG WOs that have not completed PME commensurate to their current grade. SCARNG WOs reaching promotion eligibility dates, without the completion of PME, are considered in a backlog status. These officers are managed more aggressively until completion of the appropriate PME.

(2) The SCARNG Command Chief Warrant Officer (CCWO) and State CCWOs are fully engaged in WO career management and required training. This continued involvement and emphasis on the importance of professional development ensures SCARNG WO PME attendance.

c. Warrant Officer Shortages.

(1) The shortage of WOs in the SCARNG is a leadership concern. The lack of certain enlisted feeder MOS's in many States negatively impacts WO accessions, ultimately impacting unit readiness. Not all branch proponents currently accept civilian acquired skills as qualifying requirements for Soldiers to meet the prerequisites to become WOs.

(2) Mid-career NCOs must possess specific skill sets prior to accession as Technical WOs. This late career accession point results in more than half of the SCARNG Warrant Officer Cohort being eligible for retirement at any time. This requires continued command emphasis to identify potential WO accessions.

d. Force Structure.

(1) Limited senior WO authorizations in many States narrows assignment opportunities to allow advanced career development. Additionally, MTOE/TDA Standards of Grade Authorizations reflect a limited number of W3/W4 positions, thereby limiting the growth and development of senior warrant officer skill sets in preparation for senior level assignments and responsibilities.

(2) The SCARNG WO Cohort is represented at the National and State levels by the respective CCWO. These senior leaders are charged with responsibility to holistically develop WOs within the command, and manage policies and procedures that affect careers.

	PRE APT	WO1/CW2	CW3	CW4	CW5
Training	Officership at WOCS	<p>Mastery of Weapons & Technical Equipment/Sys</p> <ul style="list-style-type: none"> -Primary System Integrator Manager skills -Competent in Small unit Tactics, Functional TTPs -Operate in complex scenarios -Competent in Tng and Logistics Management -Cultural and Language awareness attained -Awareness of MDMP 	<p>Advanced systems integration & management skills</p> <ul style="list-style-type: none"> -Competence in TLP -Understand MDMP operations -Competent in company Ops & sustainment -Unit assessment/training -Technical/tactical systems competence in ULO in JIIM environment -Cultural understanding attained -Basic language awareness 	<p>Senior system integration & management skills</p> <ul style="list-style-type: none"> -Competent in tactical art & MDMP -BN/BCT Ops/Sustainment -Rapidly determine innovative, adaptive solutions to address complex, ambiguous problems -Operational & strategic awareness -Advise Senior Leaders -Coach, mentor, develop, inspire junior leaders, NCOs, Soldiers to serve our Army 	<p>Master systems integration & management skills</p> <ul style="list-style-type: none"> -Comprehend effects across the spectrum of conflict -Comprehend Operational art -Enhanced strategic awareness -Understands JIIM complexity across cultures and uncertain coalitions -Broaden future service as senior advisors w/AOT
Education	<p>Grounded in the Army Values</p> <ul style="list-style-type: none"> -Confident to communicate in a Foreign Culture -Demonstrate Physical & mental aptitude of an American Officer 	<p>Primary system integrator & manager knowledge & skills</p> <ul style="list-style-type: none"> -Enhanced awareness of Cultural, Language, and Information effects on indigenous populations -Care & compassion for Soldiers & their Families reinforced -Cultivates self-development & learning skills -Develops creative and critical thinking skills to solve complex problems -Ethical dilemmas -Coaching and Counseling -Assessments and feedback -Embraces the Army Values and Warrior Ethos -Learns how organizations work -Understands and applies cost and resource considerations as part of the MDMP -Awareness of individual character and presence 	<p>Comprehend systems integration & management role in JIIM environment.</p> <ul style="list-style-type: none"> -Small unit command -Develop knowledge of culture, language, and information -Limit SYS related vulnerabilities -Assesses subordinate leaders -Conducts critical self-examination and identifies strengths and weaknesses -Develops solutions to complex problems within ethical standards -Understands doctrinal foundations of the MDMP and role of the staff officer -Develops competency in Knowledge Management, Project Management, & Lean Six Sigma -Expands knowledge of logistics management -Coach and counsel subordinates -Leading with values and character -Applies systems complexities in OE -Associate degree or equivalent 	<p>Tactical/Operational art understanding in JIIM environment</p> <ul style="list-style-type: none"> -Culture, language, and information -Sharpens coaching, teaching and mentoring abilities -Refines leadership philosophy -Independent development (IDP) -Attendance at foreign and sister service school exchange program -Coach, mentor, & develop subordinate leaders -Understand how the Army runs -Advise on mitigating vulnerabilities and development of alternative futures -Bachelor degree 	<p>Student of military & national strategy</p> <ul style="list-style-type: none"> -Advises senior leaders -Complex international, multi-cultural ethical dilemmas -Culture, language, and information skills development -Advanced certification/ specialty degree

	PRE-APT	WO1/CW2	CW3	CW4	CW5
Experience	<ul style="list-style-type: none"> -Possesses prerequisite technical expertise and leadership experience 	<ul style="list-style-type: none"> -Agile & adaptive small unit leader/team builder -Understands operations & integration of primary systems at company level -Supports BN staff -Individual and collective training in complex environments -Understands the impact of media on the battlefield -Understands Administrative, Logistics & Maintenance Systems -Leader of Character, lives the Army Values -Internalized Warrior Ethos and professional ethic -Demonstrates Care and Compassion for Soldiers and Army Families 	<ul style="list-style-type: none"> -Build, Integrate, & lead Cross-functional teams -Agile, adaptive, and versatile leader- Army systems integrator & manager -Command special/small units and/or detachments -Serve/advise on BN/BDE staffs -Sense & act on tactical opportunities -Applies direct & influential coaching, counseling, & mentoring skills to develop leaders -Committed to continued service and professional ethic -School Instructor -WOCS training, advising, & counseling (TAC) officer -Demonstrates ability to anticipate and meet the need for cost and resource information to support decision making 	<ul style="list-style-type: none"> -Advanced internal & cross-functional team building skills -Senior cross-branch/functional SYS INT/MGR -External networking and influence -Interagency exchange -International Officer sponsorship / exchange -Applies adaptive and critical- thinking skills, in support of Bn thru Corps staff -Command functionally unique units -Training center/school instructor -Internalized Warrior Ethos and professional ethic -Demonstrates sound judgment in applying cost and resource considerations in decision making while serving in senior staff positions 	<ul style="list-style-type: none"> -Master systems integrator, manager, & advisor at BCT in JIIM OE -Applies influential leadership skills -Develop/mentor adaptive subordinate leaders -Identify high- performing leaders for continued service -Foreign exchange -Applies competencies and strategic thinking skills as a Staff Officer at strategic levels -Supports HQDA, NGB, & OCAR staff - leaders who are exemplars of Army values, Warrior Ethos, and the Professional Military Ethic -Demonstrates sound judgment in applying cost and resource considerations in decision making while serving in senior staff positions

SWOT Analysis of the Current System

Strengths	Weaknesses
<p>ATLDP and other studies support greater integration of WOs into the OES and the expanded leader development education and opportunities for WOs</p> <ul style="list-style-type: none"> • 2002 CBO study supports flexibility provided by WOs to the force • Recently improved PME is better preparing CW4s and CW5s to support senior leaders on operational and strategic level staff in a JIIM environment • Warrant Officer Career College (WOCC) footprint is growing to meet PME needs of the future, and increased DA civilian staff has broadened the knowledge base and increased instructor stability • WOCC has executive agency responsibilities for WO common core PME • ARNG and USAR view WO PME as a promotion requirement • ILE opportunity for selected WOs, linked to follow-on assignments 	<p>WO authorizations are only 2.4 percent of total Army strength and 16.5 percent of the officer corps</p> <ul style="list-style-type: none"> • CJCSI 1800.01D on officer PME policy specifically addresses “O-grade” PME leader development goals, but is not specific on WO requirements • Insufficient long-term instructors to provide stability and safely offset impact of military instructor turnover in senior PME • Cultural impact – Army legacy view of WOs as too narrow in capabilities • Cultural impact – Self view by some WOs as only a technician limits their providing full potential to Army and DOD • Cultural impact – Legacy view of WO as separate from officer corps • With exceptions, assignment system not supporting JIIM development • WO role within the larger profession of arms not clear • Former NCO commissioned to WO receives less capstone level PME than had he remained enlisted • Emphasis on “de-linking” promotion and PME for WOs created impression that PME not necessary • Little incentive for active Army WO to attend PME with current operational tempo and no perceived link to career progression • Senior rater profile not available to highlight junior WOs with superior abilities and leadership potential • Low density MOSs perceived as limiting on advancement potential • Funded civilian education opportunities limited • Cultural impact – perception that WO cannot benefit from civilian education • Limited rotation assignment possibilities for many of the most senior active Army WOs
Opportunities	Risks
<p>Army increasingly relying on WOs in leader roles</p> <ul style="list-style-type: none"> • Further expand senior WO PME to provide JPME1 opportunity for WOs • Invite WOs from other services to attend PME and be part of faculty, to further joint understanding for Army and other WOs • Share instruction via guest instructors and VTT with CGSC 	<p>Instructor shortages caused by normal military assignment rotations</p> <ul style="list-style-type: none"> • Legacy attitudes of “old guard” WOs working to stop change and negatively influence junior WOs • Demands of the war have made education and training very efficient and some are dependent on contractors. Resource shortfalls will result in lack of capability or capacity vice greater efficiencies unless we move to new concepts of learning that have been proven to deliver outcomes

THE WARRANT OFFICER LEADERSHIP DEVELOPMENT

1. This process encompasses Leader Development and Life Cycle Management. While distinct, they are separate and dependent upon each other in the establishment of the total warrant officers' career as it transitions from a technical to a strategic level.

2. PROJECT.

- a. Strategic Leader Development.
- b. Life Cycle Management (LCM).

3. PROGRAMS.

- a. Warrant Officer Career College (WOCC) is the executive agent of the leadership development.
- b. DA MOS proponents are the executive agents of the technical specific development.

4. GOALS AND OBJECTIVES.

a. DA MOS proponents should develop follow-on technical re-certification beyond the Warrant Officer Advance Course (WOAC). Recommend implementation IAW TRADOC PAM 525-8-2.

b. Develop national level organizational management and individual career planning tools, to be utilized for identification of life cycle management, i.e. technical verses strategic staff assignments. Career planning tools to be provided by ARNG G1 and oversight by the State CCWO's.

c. Develop State and National joint, inter-agency, inter-governmental and multi-national (JIIM) warrant officer assignments that require exposure to Joint Professional Military Education (JPME).

d. Expansion of the Regional Training Institutes (RTI) programs to provide for strategic leader development.

e. Align training seat funding and availability with ARFORGEN cycle.

f. Establish human resource practices and policies to allow interstate fellowship exchange programs for professional development.

g. Identify exceptional warrant officers for strategic leader development to ensure their continuous education focused on strategic level operations.

h. A Baccalaureate degree is highly recommended to be competitive for CW4 and CW5 assignments.

5. OBSTACLES. Force structure grade authorizations at the W3 to W5 levels within most States and Territories are not adequate for strategic leadership assignments and professional development.

a. Basic branch officer only functional area courses need to be made available to warrant officers placed into officer assignments in order to meet mission readiness, e.g. S1, PAO, S4, Pre-Command Course, etc.

b. Not all DA MOS proponents accept civilian acquired degrees, certifications and skills for warrant officer MOS qualifications.

6. RESOURCES.

a. Command emphasis on professional development.

b. ARNG CCWO

c. Warrant Officer Senior Advisory Council (WOSAC).

d. Regional Training Institutes (RTI).

e. Civilian acquired skills, experiences and education that correlate to warrant officer duties and responsibilities.

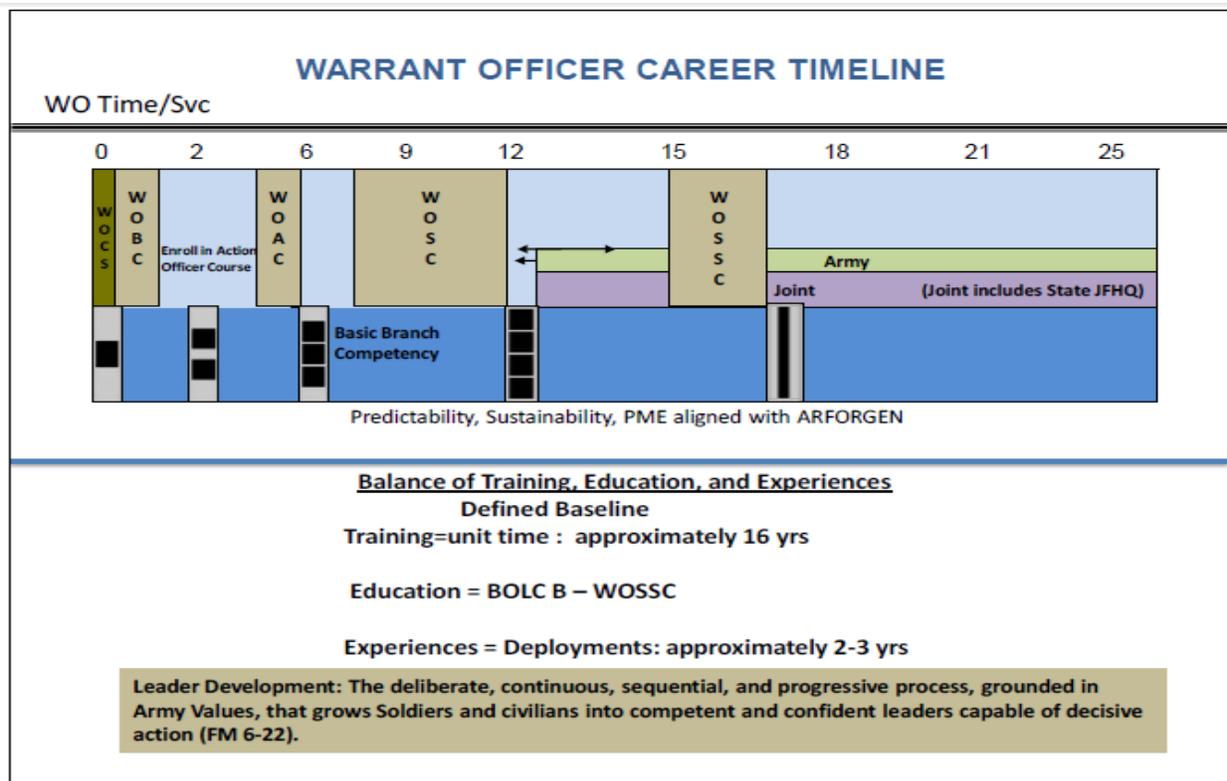


Figure 2: SCARNG Warrant Office Timeline

Warrant Officer Professional Military Education

	WOCS (CANDIDATE)	WOBC (WO1)	WOAC (CW2)	WOSC (CW3)	WOSSC (CW4)
Resident	WOCC-WOCS (7 weeks) or (E5+ w/WLC- 5 WKS)	Proponent Dependent	Proponent Dependent	Phase 2 (5 weeks) **	Phase 2 (4 weeks) **
DL	WOCS Phase 1 (E5+ w/WLC)		AODC	Phase 1	Phase 1
RTI E5+ w/WLC	WOCS (5 IDT Pds + 2 Wks ADT)				

****DA MOS Proponents are currently developing "FOLLOW ON" MOSQ portions, which will consist of refresher technical training at the senior course level.**

Figure 3: SCARNG Warrant Office Military Education

Lifecycle of ARNG LDS WO Plan

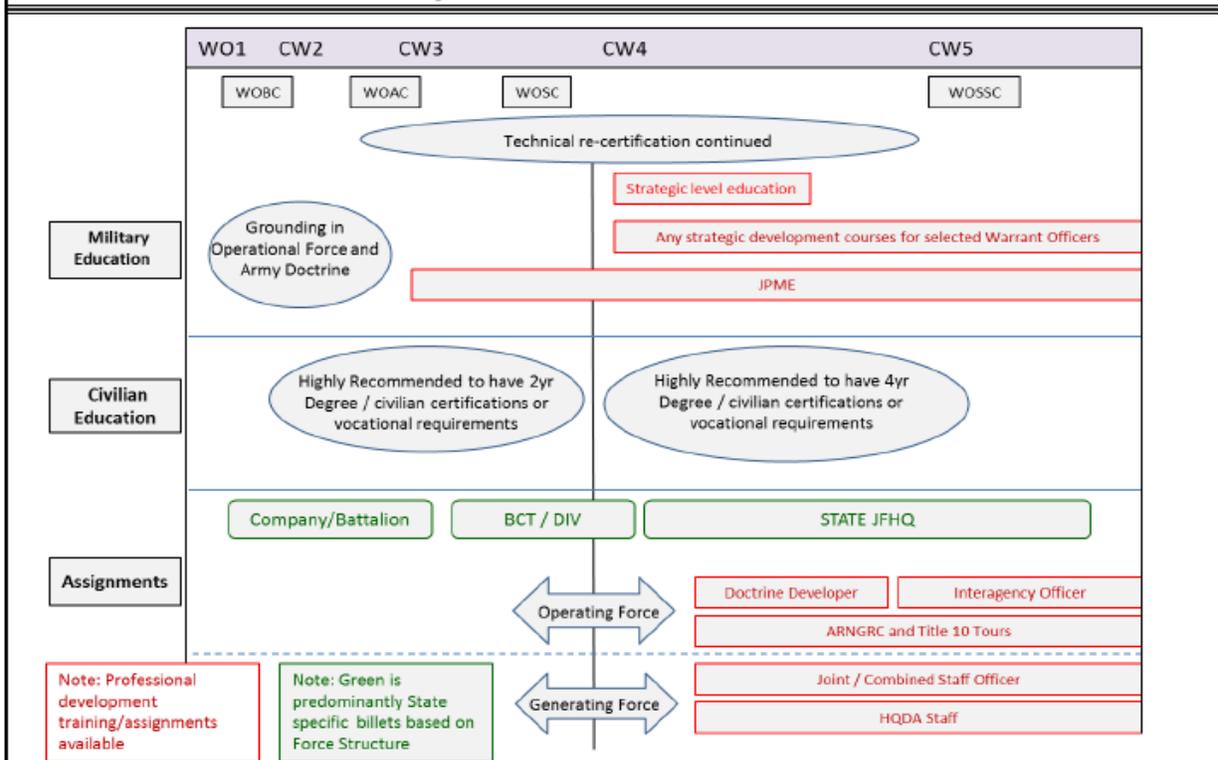


Figure 4: Lifecycle Plan for SCARNG Warrant Officers

MENTORSHIP (MAP TO THE FUTURE)

1. Introduction. Mentoring is a powerful tool for personal and professional development. Many organizations believe that mentoring improves individual performance, retention, morale, personal/professional development, and career progression. Mentoring offers many opportunities for mentors and mentees to improve their leadership, interpersonal, and technical skills as well as achieve personal and professional objectives.
2. Goal. To provide guidance for the development and sustainment of warrant officer mentorship programs throughout the SCARNG.
3. The Program. Mentoring will fill the void that formal schools, limited experience, and on-the-job-training (OJT) cannot. Although the mentoring relationship presumes volunteerism, the benefit of formalizing the mentor program is to:
 - a. Direct Command Emphasis.
 - b. Standardize effective mentoring guidelines, which will benefit all parties concerned.
 - c. Maximize participation through initial surveys and a documented enrollment process.
 - d. Improve the program through scheduled feedback/surveys.
4. Initiatives. The purpose of mentorship is to provide a program that will assist the leaders in:
 - a. Preparing a Candidate for successful completion of Warrant Officer Candidate School (WOCS).
 - b. Guiding the newly appointed warrant officer towards achieving both mission oriented and personal excellence.
 - c. Continuing to develop officers professionally throughout their career.
5. Program Definitions.
 - a. Mentor: Trusted counselor, teacher, or guide – A model warrant officer who possesses a willingness to be responsible for another warrant officer’s growth and professional development who has organizational knowledge, exemplary supervisory skills coupled with excellent communication skills. One who offers support, guidance, and assistance for a specified period of time?
 - b. Mentoring: A relationship in which one or more trusted warrant officers, with significant experience and wisdom, assists another person to develop both personally and professionally.
 - c. Role Model: A senior warrant officer who exhibits success, exemplary behavior in achievement, has a soundly developed leadership style, excellent communication skills, both orally and written, and has earned the respect of peers, superiors and subordinates.
6. Warrant Officer Mentoring Philosophy

a. A sound mentoring program will ensure that every warrant officer is provided the opportunity to receive the necessary tools for success throughout their careers. Mentorship is a two-way street. The mentor must be willing to share knowledge, training, and experience in a trusted, respected, and confidential atmosphere. In turn, the individual receiving the mentorship must trust and respect the mentor, while being open and receptive to the process. Caring is the core of mentorship.

b. We owe it to our warrant officer candidates and junior warrant officers to clarify their career goals and help develop short and long-term career strategies toward advancement. We must share our knowledge and instruct them in technical, leadership and management skills. It is also encouraged that all warrant officers participate as members of appropriate military professional associations and or organizations. This becomes another strong avenue to develop additional mentoring relationships.

c. We should also provide personal and job counseling where appropriate. Above all, senior warrant officers must be role models.

d. Inherent in the mentoring by all Warrant Officers is the responsibility to closely watch the enlisted soldiers to seek out the potential Warrant Officers of the future. This not only includes monitoring duty performance but ultimately encouraging them to apply and assisting in the nomination and selection process.

7. Program Roles and Responsibilities

a. Overview: Leaders, commanders and senior warrant officers at all levels will implement the warrant officer mentorship philosophy by:

(1) Providing a clear vision.

(2) Employing a systematic approach toward continuous junior warrant officer growth.

(3) Ensuring efficient stewardship of, and accountability for, resources.

(4) Providing junior warrant officers with authority commensurate with their responsibilities.

(5) Developing a climate that encourages and rewards openness, initiative and change in the pursuit of quality.

(6) Listening and using their ideas and suggestions for job and process improvement, mission redefinition and taking appropriate action.

(7) Providing junior warrant officers with the maximum responsibility appropriate to their capabilities.

(8) The mentor and the new warrant officer will seek better ways to do their jobs, to better define what their jobs should be and discuss this with their supervisory chain.

(9) The quality of personal work is the responsibility of every mentor and warrant officer.

8. Role of Commanding Officers

- a. Acts as a source of information on mission and goals of the organization.
- b. Gives the direction and credibility to mentorship and sets the tone for the command climate.

9. Role of Supervisors

- a. Supports the junior person in their personal and professional efforts toward self-improvement and goal setting.
- b. Primarily responsible for the development of subordinates.
- c. Should be the first person to explain the benefits of consulting a mentor.

10. Role of Mentors (experienced teacher).

- a. Create the expectation that the warrant officer will achieve the highest standard possible with respect to the available resources.
- b. Exercise strong interpersonal skills (people oriented behavior, communication skills particularly questioning and listening, motivating, encouraging and delegating).
- c. Actively coordinate with the warrant officer's supervisor and the state's Command Chief Warrant Officer (both of whom have vested interests in the program's success).

11. Role of Senior Warrant Officers. Senior warrant officers selected to serve as mentors must commit to providing honest and timely feedback and counseling to the designated warrant officer. Both the new warrant's strengths and weaknesses need to be critiqued and his/her standards of excellence measured. The role of senior warrant officers includes:

- a. Tutors work to develop specific skills, effective behavior and how to function in the organization.
- b. Coach activities that will add to experience and skill development such as MOS specific training opportunities.
- c. Introduce or direct the new warrant officer to known subject matter experts. None of us is the expert in all areas; however, with cross coordination we can all help one another.
- d. Assist in career path, military and civilian education planning.

- e. Help establish warrant officer's milestones and meet for feedback and planning.
- f. Reinforce the integrity of the relationship between the junior warrant officer and the chain of command.
- g. Instill professional values such as self-enforcement, self-restraint, and self-sacrifice, and discourage overconfidence and conceit.
- h. Introduce warrant officer to family support networks.
- i. Encourage synergy through membership in professional associations.

12. Role of Warrant Officer (person receiving the mentoring/advisee)

- a. Recognize the value of and proactively seek a mentor.
- b. Show willingness to assume responsibility for growth and development.
- c. Work to succeed at one or more levels above the present position in the organization.
- d. Remain receptive to feedback and coaching.
- e. Seek challenging assignments and new responsibilities.

13. Warrant Officer Candidate Appointment Ceremony. After successful completion of the State Federal Recognition (FR) Board, the Mentor should coordinate with the new Warrant Officer Candidate's Commander to ensure an appropriate Warrant Officer Candidate (WOC) pinning ceremony is conducted. General guidelines for the conduct of the ceremony include:

- a. This should be done in the unit formation. The Soldier/NCO should be called to the front from ranks of the enlisted part of the formation.

b. The following announcement will be made: *ATTENTION TO ORDERS*:

THE ADJUTANT GENERAL OF (STATE) AND WARRANT OFFICER CANDIDATE SELECTION BOARD HAS REPOSED SPECIAL TRUST AND CONFIDENCE IN THE PATRIOTISM, VALOR, FIDELITY, PROFESSIONAL EXCELLENCE, AND FUTURE POTENTIAL OF (*ENLISTED RANK AND NAME*). IN VIEW OF THESE QUALITIES AND HIS/HER POTENTIAL, PROVEN TECHNICAL COMPETENCE AND DEDICATED SERVICE TO THE UNITED STATES ARMY AND THE (STATE) ARMY NATIONAL GUARD, HE/SHE IS THEREFORE APPOINTED TO THE RANK OF WARRANT OFFICER CANDIDATE, PER OFFICE OF THE ADJUTANT GENERAL, STATE OF (STATE) ORDER NUMBER _____, DATED _____, BASED ON HIS/HER SELECTION TO ENTER THE WARRANT OFFICER CANDIDATE PROGRAM EFFECTIVE _____. HIS/HER DUTIES EFFECTIVE THIS DATE HENCEFORTH WILL BE THOSE OF A WARRANT OFFICER ONE. THE CORRECT TERM OF ADDRESS FOR THIS SOLDIER UNTIL APPOINTMENT TO WO1 IS "CANDIDATE (LAST NAME) _____" WARRANT OFFICER CANDIDATE (LAST NAME) _____ IS SCHEDULED TO ATTEND WARRANT OFFICER CANDIDATE SCHOOL FROM _____ TO _____ AT _____.

UPON COMPLETION OF THE WARRANT OFFICER CANDIDATE SCHOOL, HE/SHE WILL BE SCHEDULED TO ATTEND THE MOS SPECIFIC WARRANT OFFICER BASIC COURSE WHICH WILL PROVIDE TECHNICAL AND TACTICAL CERTIFICATION TRAINING IN MOS _____. THAT TRAINING WILL BE CONDUCTED AT FORT _____ AT A DATE TO BE DETERMINED.

LET'S CONGRATULATE WARRANT OFFICER CANDIDATE _____ WITH A ROUND OF APPLAUSE AND CONGRATULATIONS ON TAKING THIS NEW STEP TO BECOME A LEADER AND WARRANT OFFICER FOR THE FUTURE OF THE (STATE) ARMY NATIONAL GUARD AND UNITED STATES ARMY.

c. The candidate will be pinned with their new WOC rank and dismissed to the officer area of the formation, and this begins the transition within the unit of the Soldier from the enlisted to the warrant officer cohort.

d. A warrant officer mentor interview will be accomplished with each Warrant Officer Candidate to assess the soldier's readiness to attend Warrant Officer Candidate School (WOCS). This interview will also include personal and family readiness, which too often contributes to resignations from WOCS. The WO Mentor will submit the recommendation to the CCWO. The recommendations will specify any shortcomings or weaknesses and recommend courses of action for improvement so the candidate will be prepared when it comes time to attend WOCS. Thirty-days prior to WOCS attendance, the candidate will be administered a second "For Record" APFT. The mentor will also conduct a follow-up interview. The recommendations whether to allow the candidate to attend WOCS or delay attendance will specify any shortcomings or weaknesses and recommend courses of action for improvement will be forwarded to the CCWO.

e. Thirty-days prior to WOCS attendance, the candidate will be administered a second “For Record” APFT. The mentor will also conduct a follow-up interview. The recommendations whether to allow the candidate to attend or delay the candidate will specify any shortcomings or weaknesses and recommend courses of action for improvement and will be forwarded to the CCWO.

14. Warrant Officer Mentors Reference Guide

a. Ask questions to help junior warrant officers think through complicated projects or situations instead of just telling them what to do or telling them the answer. Point them in the direction and leave the door open for consultation.

b. Share your own experiences and lessons learned (mistakes) to help juniors or peers in similar situations.

c. Work alongside the junior or peer whenever possible to teach them new skills or help them get work done on time.

d. Let them know if there are ways, they can improve the quality of their work or improve the way that they interact with others.

e. Talk about the junior’s career interests and what they will need to do to get the assignments they want.

f. When possible, introduce them to persons who can mentor them in the future.

g. Ensure that professional military education and pursuit of civilian education are always in the discussion. There are a plethora of courses available to help us do our jobs better and enhance our skills.

15. Team Building. As a team, mentors and new warrant officers should review the following questions to assist with developing a plan of action and formalize their goals:

a. What expectations does the command have for us regarding our partnership?

b. When and where will we meet?

c. How often do we want to meet? How much time should we spend at the meeting? Who will call the meeting?

d. What are your expectations from this relationship?

e. Do we agree that our discussions are confidential?

f. What will we do if either one of us feels we are mismatched?

g. How do we want to handle time management and scheduling?

h. Do we foresee cross-racial, cross-gender, or cross-cultural problems?

i. How should we handle jealousy, bitterness, or hostility from peers or colleagues who may feel “left out”?

j. How might we handle conflicts between mentors, the new warrant officer, or either’s supervisor?

k. What will we do if the new warrant officer does not ask for needed help, or if the mentor cannot or does not provide needed help?

l. The new warrant officer’s major goals are....

m. Mentor’s major goals are....

n. When will the new warrant officer’s milestones be developed and how often will they be reviewed?

16. Warrant Officer Candidate Mentor Topics. Initial mentor preferably possesses the same Military Occupational Specialty (MOS). During the initial professional qualification process, the mentor is one who is already qualified and therefore helps the junior through the qualification process (may not be directly in the chain of command).

a. Use Recent WO Candidate School (WOCS) Graduate(s) to:

(1) Brief new WO candidates

(2) Obtain current information on WOCS standards, what to expect, etc.

b. Physical Fitness Training to Army Standard:

(1) FM 21-20, Physical Fitness

(2) Correspondence Sub-course IS 1250

c. Preparation for Attendance at WOCS

(1) Warrant Officer Career College – Review the “WOCS Welcome Letter and packet for new candidates” on the WOCC Website: <http://usacac.army.mil/cac2/WOCC/index.asp>. This is the same letter that will be sent by email to the WOC upon enrollment. Check back periodically for updates. Writing, communication and study skills are essential to your success, both as a candidate and as an Army warrant officer. Also, recommend periodic visits to the state CCWO webpage which contains important information on the warrant officer program.

(2) Ensure all personal affairs are in order and Family Support Group is in place.

(3) AR 670-1, Wear and Appearance of Army Uniforms and Insignia, with changes.

(4) FM 3-21.5, Drill and Ceremonies.

d. Leadership Training and Counseling

- (1) AR 600-20, Army Command Policy and Procedures
- (2) AR 600-100, Army Leadership
- (3) DA Pamphlet 600-3, History of the Warrant Officer
- (4) FM 6-22, Army Leadership

e. Communication Skills

- (1) AR 25-50, Preparing Correspondence
- (2) FM 101-5, Oral Communications and Briefings (3) Sub-courses AG 0120, IS 1400, 1703 and 1704

f. Warrant Officer Personnel Management

- (1) AR 135-100, Appointment of Officers and Warrant Officers
- (2) AR 623-3, Officer Evaluation Reporting System
- (3) DA Pam 600-3, Commissioned Officer Professional Development and Career Management
- (4) DA Pam 611-21, Military Occupational Classification And Structure, Chapters 6 thru 8
- (5) NGR 600-101, Warrant Officers Federal Recognition and Related Personnel Actions

g. Additional Warrant Officer Candidate (WOC) Topics

- (1) Financial responsibility
- (2) Team building
- (3) Leadership
- (4) Management
- (5) Character development
- (6) Goal setting and achievement
- (7) Personal responsibility/family support

- (8) Community involvement/volunteerism
- (9) Social obligations
- (10) Transition from enlisted to officer status
- (11) Social Media

17. Junior Warrant Officer (WO1/CW2) Mentor Topics. This mentor is usually the command sponsor and slightly higher rank. Topics include:

- a. Leadership
- b. Management
- c. Marksmanship
- d. Professional development
- e. Career planning
- f. Team building
- g. Developmental Support Form/Developmental Plan
- h. Social Media

18. Senior Warrant Officer (CW3/CW4) Mentor Topics. Balance of the career with focus on all further assignments and education in the military. The mentor may be a friend, personal acquaintance, previous superior or a more senior warrant officer. The relationship is usually more informal and may be over a long distance by phone or e-mail and may last for a long period of time. This is the “I respect you as a peer” stage of the mentoring process and can actually be the most predominant two-way mentoring. Topics include:

- a. Leadership
- b. Management
- c. Marksmanship
- d. Progress to career milestones
- e. Special development
- f. Joint expertise
- g. Community relations

h. Transition planning

19. Obstacles

a. A cultural change is necessary in the Army Warrant Officer Cohort to ensure acceptance, implementation and sustainment of the program.

b. Junior warrant officers in low-density MOSs do not have a sufficient number of senior warrant officers from which to choose a mentor within each state or territory.

c. Geographically dispersed duty locations.

20. Resources.

a. ARNG Command Chief Warrant Officer.

b. State Command Chief Warrant Officer.

c. Warrant Officer Senior Advisory Council (WOSAC).

d. Entire warrant officer community.

e. Chain of command.

f. Professional associations.

g. Army branch proponents

h. Individual Development Plan

21. Hyperlink to [Individual Development Plan](#)

INDIVIDUAL DEVELOPMENT PLAN

(STATE) ARMY NATIONAL GUARD
STATEMENT OF UNDERSTANDING NO-FAULT MENTORING AGREEMENT

ADVISEE:

As of _____(DD/MONTH/YY), I, _____,(Printed Rank and Name)
Of _____, (Unit/Location)

OPENLY ACCEPT THE GUIDANCE OF THE MENTOR DESIGNATED BELOW. If at any point in this Mentor/Advisee relationship, I wish to discontinue/terminate the relationship, I will advise my mentor of my intent to do so. I will also contact the State CCWO to inform him/her of the termination. I understand that under the terms of this no-fault, risk-free agreement, I will not be required to provide a reason for discontinuance with this mentor. I further agree that any personal information that may have been entrusted to me during the course of this mentoring relationship will remain confidential in nature.

(Signature)

MENTOR:

As of _____(DD/MONTH/YY), I, _____,(Printed Rank and Name)
Of _____, (Unit/Location)

OPENLY ACCEPT THE RESPONSIBILITY OF MENTORING THE ADVISEE DESIGNATED ABOVE. If at any point in this Mentor/Advisee relationship, I wish to discontinue our meetings, I will notify the advisee of my intent to do so. I will also contact the State CCWO to inform him/her of the termination. I understand that under the terms of this no-fault, risk-free agreement, I will not be required to provide a reason for termination of this agreement. I further agree that any personal information that may have been entrusted to me during the course of this mentoring relationship will remain confidential in nature.

(Signature)

Distribution: Original to CCWO Copy to Mentor Copy to Advisee

DEPARTMENTS OF THE ARMY AND THE AIR FORCE LAND COMPONENT, JOINT
FORCES HEADQUARTERS 0000 MAIN STREET
City, ST 00000-1234

JFHQ-ST-CCWO

1 December 201xx

MEMORANDUM FOR CW2 John Doe

SUBJECT: Appointment as a Warrant Officer Mentor

1. Effective 1 December 20xx, you have been appointed as a Warrant Officer mentor for WOC John Doe, 30th BCT. His contact information is: john.doe@heremail.com or by phone at 123-456-7890.
2. The enclosed SCARNG Warrant Officer Mentorship Program should be used as a tool to guide you through the mentorship process. This is a voluntary appointment and is intended to facilitate the new Warrant Officer Candidate's transition to becoming a fully capable and successful Warrant Officer in the SCARNG.
3. You are not limited to the tools you can use as a mentor. The goal of a mentor is to assist a new WOC through the Warrant Officer Candidate process and assist in their development as a new WO1. This equates through assistance with preparation and enrollment in the required courses, WOCS and WOBC, along with those items necessary to secure their prompt promotion to CW2. Upon promotion to CW2, the mentoring may continue, however the contact may become less frequent.
4. This is an exciting opportunity and will allow you additional supporting information for your Officer Evaluation Report Support Form. POC for this memorandum is the undersigned at (555) 123-4567 or janedoe@heremail.mil.

JANE A. DOE CW5,
GS, STARNG
Command Chief Warrant Officer

INDIVIDUAL DEVELOPMENT PLAN (IDP)

(1) Officer's Name	(2) Advisor/Supervisor	(3) Date (1 st session)	(4) Date (2 nd session)	(5) Date (3 rd session)	(6) Date (4 th session)	(7) Date (5 th session)
<p>(8) <u>Focus</u> (brief description of long-term end-state – approx 5 -10 years)</p>						
<p>(9) <u>Mid-Term Developmental Goals:</u> (approx 2-5 years) Professional (competence and attributes); Personal (mental, physical, spiritual, emotional) Relationships (family, friends)</p>						
<p>(10) <u>Near-Term Developmental Objectives</u> (0-2 years)</p>	<p>(11) <u>Priority</u></p>	<p>(12) <u>Goal Supported</u></p>	<p>(13) <u>Measures</u></p>	<p>(14) <u>Program</u> (Planned developmental activity and date for accomplishment)</p>	<p>(15) <u>Status</u></p>	

INDIVIDUAL DEVELOPMENT PLAN (IDP) (continuation sheet)

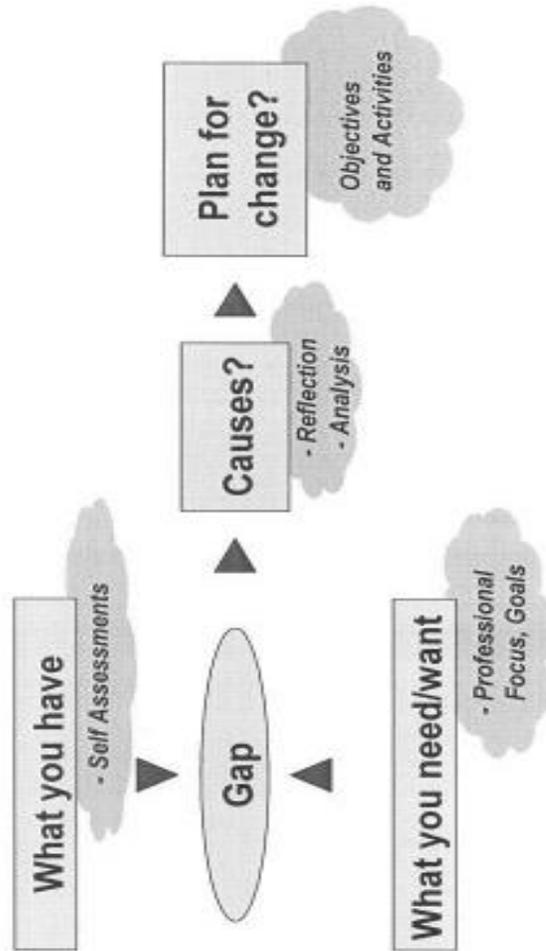
(10) Near-Term Developmental Objectives	(11) Priority	(12) Goal Supported	(13) Measures	(14) Program (Planned developmental activity and date for accomplishment)	(15) Status
Signature		Signature of Advisor/Supervisor		Signature of Reviewer (optional)	

INDIVIDUAL DEVELOPMENT PLAN (IDP) (user's guide)

Objective: Provide a model and working tool for users.

Background: The IDP is modeled after Army leader development. It has four components: **Focus, Goals, Objectives, and a Program.** The focus defines the individual's long-term end state. It recognizes future requirements and may reflect a professional philosophy and vision. Goals are mid-term milestones in pursuit of the end state. Objectives define near-term steps toward the goals and focus on measurable behaviors. The program translates objectives into concrete activities with completion dates.

The model at right depicts the development of an IDP.



Using the form to produce and document an Individual Development Plan:

1. Block 2: Enter the name of the advisor/supervisor that helped the user produce the IDP.
2. Blocks 3-7: Record the dates of coaching sessions.
3. Block 8: Briefly articulate the user's career focus and long-term personal end state.
4. Block 9: List mid-term professional and personal development goals consistent with the career focus that will move the user toward the end state. State these goals in terms of knowledge, skills or attributes that the user wants to develop or improve. The goals serve as intermediate milestones between the long-term focus and the near-term objectives. Consider the "whole person concept".
5. Block 10: List near-term objectives to accomplish or work towards. Focus on specific behaviors that can be observed, if possible.
6. Block 11: Assign a priority of importance to each objective. This will assist the individual in allocating resources, including time.
7. Block 12: Indicate which goal the objective supports. If a clear link is not evident, consider dropping objective, or re-evaluating goals.
8. Block 13: Identify how progress towards meeting the stated objective will be measured.
9. Block 14: Specify what the user will do to address the developmental objective and when.
10. Block 15: Track the status of progress towards meeting the developmental objective.
11. Signature Blocks: Signatures reflect acknowledgement and support of all parties concerned with the user's development.

WARRANT OFFICER ACCESSIONS

1. PROCESS. The initial accession process begins with the identification of highly qualified Soldiers for initial appointment as warrant officers. All warrant officers receive their initial appointment upon successful completion of the Warrant Officer Candidate School (WOCS). Army National Guard Warrant Officers are accessed from numerous sources to include:

a. Enlisted Soldiers within the Army National Guard who meet the DA Military Occupational Specialty (MOS) proponent prerequisites.

b. Former Army officers and warrant officers, to include officers and warrant officers of other uniformed services who have been determined qualified for appointment by a DA MOS proponent. Officer and warrant officer applicants for rated aviation positions are exempt from the DA MOS proponent approval provided they are determined fully qualified by the State Aviation Officer and a Federal Recognition Board.

2. PROJECT. Improve marketing and communication of opportunities available, including requirements necessary to become a warrant officer.

3. PROGRAMS. Provide dedicated resources to states and territories, which will enable them to market and conduct warrant officer recruiting events to meet strength maintenance missions.

4. GOALS AND OBJECTIVES.

a. In coordination with Training Doctrine Command (TRADOC) and DA Military Occupational Specialty (MOS) Proponents establish programs recognizing civilian acquired skills possessed by SCARNG Soldiers, which provides skills comparable to enlisted feeder MOSs.

b. Provide warrant officer authorizations to support the warrant officer requirements on the Recruiting and Retention Battalion Table of Distribution and Allowances (TDA), with emphasis on the filling of the Warrant Officer Strength Manager (WOSM) duty position.

5. OBSTACLES.

a. Emphasize the current role and responsibility of warrant officers to remove the legacy mindset of the past.

b. Inconsistent interpretation and subjectivity of the pre-determination criteria made by DA MOS Proponents.

c. Warrant officer authorizations have not been placed with warrant officer requirements on the Recruiting and Retention Battalion (RRB) TDA. This requires warrant officers to be assigned against officer (XZ coded) positions.

d. Potential loss of benefits and incentives.

6. RESOURCES.

a. SCARNG Command Chief Warrant Officer

- b. State Command Chief Warrant Officers
- c. Warrant Officer Strength Manager (WOSM)
- d. SCARNG Warrant Officers
- e. Unit Commanders and NCO support channel

SENIOR WARRANT OFFICER DEVELOPMENT

1. The senior warrant officer development process for a CW4 or CW5 begins with the identification of duty assignments requiring the skill sets needed to support State and Federal missions at the tactical, operational and strategic levels. Some of these assignments may be at the Joint Force Headquarters (JFHQ) level within a state, or the Joint and strategic levels of the Army or DOD. Once these assignments are identified a career map must be developed/established, which will ensure selected warrant officers are provided the education and training to enable them to fulfill these senior level duty assignments.

2. PROJECT. The Warrant Officer Senior Advisory Council (WOSAC) will identify duty assignments at the tactical, operational, and strategic levels, which require special skill sets. Once identified the WOSAC will develop career maps to capture progressive assignments, and provide necessary education and training in order to function effectively at these higher levels.

3. PROGRAMS. The Warrant Officer Career College (WOCC) and Army proponents are tasked with developing junior to mid-level professional military education (PME) requirements. Senior level courses are identified by specific career management fields.

4. GOALS AND OBJECTIVES.

a. Develop a list of senior level assignments internally within a state, Joint and DOD levels, which require special skill sets.

b. Develop a list of available courses, by career management field, that will enhance the skill sets of individuals programmed for senior level assignments at the tactical, operational and strategic levels.

c. Develop a list of suggested reading materials.

d. Develop the way ahead to establish a senior warrant officer development course that is National Guard centric at either the Professional Education Center (PEC), or a Regional Training Institute (RTI).

5. OBSTACLES.

a. The Professional Education Center (PEC) takes up to three years to develop an approved course.

b. The Warrant Officer Career College (WOCC) may not accredit another course not taught under their auspices.

c. Senior warrant officer development will require a cultural change within the officer/warrant officer cohort to ensure acceptance.

6. RESOURCES.

- a. Chain of Command.
- b. SCARNG Command Chief Warrant Officer.
- c. Warrant Officer Senior Advisory Council (WOSAC).
- d. Professional Education Center (PEC).
- e. Regional Training Institutes (RTI).

CHAPTER 5: THE SOUTH CAROLINA ARMY NATIONAL GUARD NON-COMMISSIONED OFFICER

INTRODUCTION.

This chapter provides context and direction for application of the tenets and principles of the Leader Development Strategy (LDS) to South Carolina Army National Guard (SCARNG) Noncommissioned Officer (NCO). The focus will be to identify those unique strengths, weaknesses, opportunities and threats applicable to implementing the LDS in the SCARNG. This chapter will provide a baseline strategy for the leadership within the SCARNG and individual Soldiers. It will address training priorities and specifically addresses the three domains of LDS (Institutional Training, Operational Assignments, and Self Development). It also addresses the unique nature of the SCARNG missions (the Federal Mission in support of National Security and the State Mission in support of Civil Authorities).

THE SOUTH CAROLINA ARMY NATIONAL GUARD NCO.

Throughout our Nation's history and during periods of conflict, our NCO Corps has adapted to meet every challenge it has faced. NCOs continue to adapt, meeting every challenge they will face in the future. SCARNG NCOs are Citizen Soldiers serving the Nation, State and Communities. They are available to deploy in support of their federal mission but they are also available to deploy in support to civil authority. SCARNG NCOs must meet challenges of training and caring for Soldiers, mission accomplishment and simultaneously maintaining a demanding civilian occupation. They must be well versed in a multitude of areas and have their Soldiers as well as themselves meet Army Standards in a reduced period of time. SCARNG requires NCOs to operate effectively across the full spectrum of unified land operations. NCOs must be effective in operating with and among other cultures (CONUS and OCONUS) (ends). This capacity growth requires a development system balanced across training, education and experience (ways). This system accommodates the employer dimension which is unique to the SCARNG. Achieving balance begins with the development of the right attributes, characteristics, and core competencies (means). A life-long learning mindset and model enables producing the right focused outcomes at each level of the NCO Corps.

PRESENT STATE.

1. Factors Impacting present state. Current operational tempo (OPTEMPO) has strained units, Soldiers, Families and Employers during the Available year of ARFORGEN the unit has reached a level of readiness that allows them to deploy with proficiency at the Company/Staff level. The SCARNG commitment to supporting Army Operations does meet the methodology. Once attained, predictability will be provided to our Soldiers, Families and Employers. This predictability will support the Balance needed to sustain a quality force in the SCARNG that is capable of providing trained and ready forces to meet the demands of today's operational environment.
2. Support the Federal Mission. SCARNG NCOs are trained and qualified in their MOS and ensures Soldiers are qualified to carry out the mission. With the consent of the respective Governor, the SCARNG is called up by the President to support contingency operations worldwide and to support operations deemed vital to National Security. When notified, SCARNG Soldiers must communicate with civilian employers, keeping them informed of their status. Leaders take all opportunities to train their Soldiers to meet mobilization training requirements throughout the

ARFORGEN cycle. NCOs provide assistance to Soldiers transitioning from Title 32 to Title 10 status. NCOs balance time between unit, military career, Family, and the needs of their employer, while continuing to accomplish the mission. Often, Soldiers leave their privately owned businesses placing hardship on the Soldier's Family.

3. Support the State Mission. S C ARNG NCOs are trained and qualified in their MOS and ensures Soldiers are qualified to carry out the mission. NCOs must be flexible and adaptive in meeting challenges in response to natural and man-made disasters and terrorist attacks occurring in the States NCOs serve the citizens of their State and provide support to their communities. The various backgrounds and diversity of the SCARNG NCO brings more than their MOS proficiency to the mission. The SCARNG must leverage civilian skill sets that NCOs bring to the mission. These civilian skills enhance performance, reduce resources and improve readiness and mission accomplishment. NCOs come from diverse backgrounds and experiences, producing a more capable leader. For example, a NCO who is a Military Police Officer and has a civilian career as a nurse. These additional skill sets must be identified and leveraged to benefit mission accomplishment when appropriate.

4. Areas to Sustain. Moving forward with implementation of this chapter will sustain core roles and responsibilities of the NCO Cohort as stated below:

a. Continue to lead, train, teach, mentor, counsel, communicate, supervise, maintain standards, and take care of Soldiers.

b. Stay engaged in proactive Family and Employer interaction to sustain their support of our Citizen Soldiers. This includes mastery of the administrative tasks associated with the garrison, non-deployed environment.

c. Maintain their technical and tactical proficiency while continuing to adapt and provide their Soldiers with a role model who leads by example.

d. Provide balance in all facets of our Soldiers lives by mentoring them in making decisions that affect their military career as well as their civilian life.

5. Areas to Improve. In addition to those areas identified in this chapter, there are a few more areas that the SCARNG NCO Cohort must work on to improve:

a. Developing others. Teaching the Basics. NCOs must continue to read and research Army regulations. They must become the subject matter expert in Drill and Ceremony, inspections, Army History, and those additional areas that build esprit de corps and discipline. Holding Soldiers accountable while teaching them the correct way will build the future leaders in the Force. The SCARNG NCO is a combat tested proven Leader; however OPTEMPO has reduced proficiency in garrison responsibilities. Getting back to the basics will create a more disciplined force. Noncommissioned Officer Development Program (NCO DP) will be a key effort to rebuild the basics. First Sergeants and Command Sergeants Major must engage and provide the focus for their formations.

b. Positive climate. A positive climate builds confidence and competence creating a climate that supports Soldiers and Families in times of crisis. Leadership is key to providing resiliency training at the required time. The SCARNG community provides Soldiers and Families with

access to resources assisting them in coping with challenges faced on a daily basis.

c. Cultural knowledge. Understanding the importance of cultural awareness and sensitivity and building this into their training will improve overall mission success. Cultural awareness and sensitivity must be part of the NCO DP and incorporated into the yearly training calendar. Cultural awareness is not restricted to OCONUS operations. During participation in CONUS (Civil Support and Defense Support of Civil Authorities (DSCA)) operations there are things that we must also be sensitive to. This includes participating in border operations and interagency operations. The SCARNG must be sensitive to the culture in the civilian and governmental agencies that we support. Understanding how our partners operate and the guidelines in which they operate is critical to the success of our supporting role to these agency's missions.

d. Operating in a Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment. In addition to the world wide engagements we support, SCARNG NCOs need to better understand their DSCA mission and the context in which they are operating. They must strive to master the art of interacting with the local population as well as joint, interagency, intergovernmental, and multinational personnel, with increasing responsibilities for consequence management response operations.

e. Civil Support Teams (CST), Homeland Response Force (HRF), and Chemical, Biological, Radiological, and Nuclear (CBRN) Emergency Response Force Pool (CERF-P). S C ARNG NCOs in all fields must display greater adaptability and flexibility as they perform roles and functions beyond their designated MOS in a homeland operating environment. Civilian skills can play key roles in executing these mission sets. Specialized training outside the Soldier's MOS provides critical capabilities to civil authorities when their capacity to provide support is exceeded. Leaders must utilize a wide array of opportunities (including Joint Professional Military Education (JPME)) to enhance NCOs capabilities.

f. Management/Policy. The SCARNG policies and management approach must set the conditions for success by balancing the needs of the organization with the development needs of our leaders. This also accounts for the unique needs of SCARNG Families and employers. These systems must provide Soldiers with predictability across promotions, assignments, as well as a balanced strategy for training and deployments. In doing so, the SCARNG will be in a better position to assist Soldiers in better managing their future in both military and civilian life.

g. Adapting and learning new roles. We should embrace and reward "Forward thinkers" in order to foster and motivate new ways to solve future problems that we may encounter. SCARNG must take advantage of the civilian job skills that NCOs bring to the fight. Leveraging these skills will enhance performance, reduce resources and improve overall mission accomplishment. NCOs come from diverse backgrounds and experiences and these experiences make a more capable leader. An NCO may be a Military Police Officer but their civilian career is a nurse. These additional skill sets must be identified and utilized when appropriate.

h. Safety. The SCARNG must maintain a safety mindset in all types of operations. NCOs must understand the need to enforce and incorporate Risk Management using the five step Composite Risk Management (CRM) method to reduce or mitigate loss of equipment or personnel due to careless accidents.

i. NCOs at all levels must engage strong communication skills that build rapport with all

grades. Personal relationships are the very essence of the NCO creed. Civilian and military training coupled with the Citizen Soldier's life experiences create a foundation for the exchange of ideas and the openness to hear others. Platoon sergeants transmit (train) their new platoon leaders in the science and art of verbal and nonverbal communication. Watching the speaker's body language is equally important to hearing his or her words and tone. The platoon sergeant therefore builds a professional relationship with his or her platoon leader. For the lieutenant, this creates a bond between the officer and NCO that will last for both of their entire career. When the platoon leader becomes a company commander, they bring forth their previous NCO interactions to establish the basis of the Commander-First Sergeant "Command Team". The command team philosophy is further refined and strengthened at the battalion level with his or her Command Sergeant Major (CSM).

j. In order for the above actions and the actions in this chapter to occur, commanders must increase support by sending Soldiers to professional development courses.

GOALS.

1. The first goal is to develop competent, adaptive, and confident NCO leaders across the Army. This chapter discusses the means to accomplish this by reshaping and accelerating NCO development to support an expeditionary Army; developing broadly-skilled warrior leaders that are motivated to serve, trained in unified land operations and educated to successfully dominate throughout the operational environment; tailoring development to the needs of individual NCOs and units in all components; establishing reasonably achievable requirements and balance personal and professional goals; and, preparing the NCO Corps for an expanded leadership role.

2. The second goal is to create a lifelong learning culture that motivates Soldiers to seek continuous growth. The means to this end is to create an integrated approach that synchronizes development across all learning domains; provide individual assessment and feedback capabilities; and, allow each Soldier to collectively view Army training, experiential learning and education data from a single interface that provides a common training picture as well as their lifelong learning strategy.

3. The third goal is to create a culture that promotes Comprehensive Soldier & Family Fitness. The Army Comprehensive Soldier Fitness (CSF) program promotes a holistic approach to fitness. Educating the Force on institutionalizing the CSF in the SCARNG supports all learning initiatives by creating an environment whereby Soldiers and Families are provided resources to promote personal growth in the five domains of CSF. A solid foundation in the domains of CSF can help to establish a supportive growth environment for developing our NCO leadership. A resilient force (Units / Soldiers / Families / Employers) is an adaptive force capable of meeting the demands of military and civilian life. The SCARNG NCO must fully support and be engaged in all five domains of CSF.

a. Physical. Performing and excelling in physical activities that require aerobic fitness, endurance, strength, healthy body composition and flexibility derived through exercise, nutrition and training.

b. Emotional. Approaching life in a positive, optimistic way by demonstrating self-control, stamina and good character with choices and actions.

c. Social. Developing and maintaining trusted, valued relationships and friendships that are personally fulfilling and foster good communication including a comfortable exchange of ideas, views and experiences.

d. Spiritual. Strengthening a set of beliefs, principles or values that sustain a person beyond family, institutional and societal sources

e. Family. Being part of a family unit that is safe, supportive and loving and provides the resources needed for all members to live in a healthy and secure environment.

OBJECTIVES.

1. As the SCARNG NCO progresses through the ranks, that NCO is also progressing through their civilian career. This dynamic creates challenges for the SCARNG as we provide the expectations in leader development. The expectations incorporate a lifelong learning process which includes institutional training, self-development and operational assignments that all compete for the NCO's time. The SCARNG LDS addresses these demands by providing a balanced approach within the ARFORGEN cycle.
2. This chapter provides a detailed description of the characteristics and capabilities of NCOs by rank and echelon. Additionally, the SCARNG provides a unique skill set unmatched in the Active Army. This skill set is the civilian skills that our NCOs provide to complement their military skills. Leveraging these skills against the mission sets we receive provides the Army a capability that promotes nation building capacity throughout the operational environment. Recognizing the military and civilian acquired skills of our NCOs while developing strategies in human capital management policy will enable the SCARNG to better leverage a comprehensive leader development strategy.
3. This chapter will provide a template by which the SCARNG NCO can integrate civilian career progression with military career progression. The ARFORGEN synchronization model is the basis for designing a career development plan where an SCARNG NCO can balance the demands of the Military, Family and Employer.
4. Balancing the demands of an NCOs military career and civilian career will present unique challenges. The SCARNG must continually strive to assist the NCOs in identifying the right balance which will cultivate and ensure leader development at a pace that is sustainable. This balance will ensure our NCOs progress at a pace that meets the needs and demands of the organization and is supportive of the goals of the NCO. With the limitations in force structure that each State / Territory / District face, the SCARNG is presented with challenges not present in the active component. As NCOs progress from SGT through CSM, leader development strategies must account for these limitations. SCARNG leadership must employ creative measures to provide opportunities for our NCOs to progress and provide capabilities necessary for the success of our units in the future. When developing tailored career maps for SCARNG NCOs, the leaders must consider traditional and AGR (T32/T10) assignments as part of the operational domain of the NCO career map. The domains of leader development are depicted later on in this chapter.

SUMMARY.

1. The development of our next generation of leaders will require an increased level of competence, the ability to learn, communicate, understand the context of operations, and solve complex problems. Leaders at all levels must work with Soldiers to begin creating a new vision of transformation, and help Soldiers to understand the direction of the future. Sustaining a culture of change requires continuous effort and investment. As we implement this strategy, we must fully understand what our Soldiers and NCOs are faced with when not in formation. While we must challenge them and push them to exceed their comfort zones, we cannot place unattainable or unrealistic requirements on them and we must work towards the right balance of training, education, experience, downtime for Families, and quality of life.
2. A commitment to lifelong learning is vital to the ability of today's NCO to research, process and transmit information. Professional correspondence is vital to the professional NCO as is speaking to a group of Soldiers or civilians. Education is the process of learning and bettering one's self through a determination to seek self-improvement. This worthy endeavor requires both military and civilian education to build experienced-based techniques that help in problem solving, learning and execution. This is how professional Soldiers lead by example.
3. The categories in this chapter address how SCARNG leaders can best facilitate leader development in our formations. Initiative and leader involvement ensures Soldiers are provided the opportunities to grow as leaders.

	CPL/SGT	SSG	SFC	MSG/1SG	SGM	CSM
Training	<p>Expert on organic weapons, systems, and their employment</p> <ul style="list-style-type: none"> -Competent in team/squad tactical operations -Understands how to operate as a member of a combined arms team - Plan and conduct individual and team training -understand MDMP 	<p>Competent in utilizing MDMP</p> <ul style="list-style-type: none"> - Able to generate oral and written orders - Expertly lead in patrol and other tactical situations -Know how to integrate available JIIM capabilities into mission -Understands the Comprehensive Soldier Fitness Program -Competent in all aspects of MOS -Understands other areas of CMF 	<p>Competent in combined arms operations</p> <ul style="list-style-type: none"> -Expert in using MDMP -Able to function in other areas of CMF -Can execute platoon and company tactical operations -Understands duties and responsibilities of 1SG -Expert in Comprehensive Soldier Fitness Program - Expert in MOS -Understand resource management 	<p>Master combined arms operations</p> <ul style="list-style-type: none"> -Expertly manage company-level operations -Competently serve as CMF expert at all staff levels -Understands staff operations at all echelons -Competent in resource management 	<p>Able to prepare staff studies, staff estimates, and unit assessments</p> <ul style="list-style-type: none"> -Expertly deliver briefings -Expert in resource management -Culturally and socially competent at JIIM level 	<p>Understands and apply concepts of Full Spectrum Ops</p> <ul style="list-style-type: none"> -Expert in resource management from Bn to Corps -Expert in leader development and training management from Bn to Corps -Culturally and socially competent at JIIM level

Education	<p>Understands the processes to develop a cohesive team</p> <ul style="list-style-type: none"> -Knowledge of small unit tactics -Grasp the concept of leadership and leader development - Understands the roles of offices and NCOs - Internalize the NCO Creed and the concepts of honor, values and ethics - Recognize tactical transitions and see/act on tactical opportunities -Understands the importance of culture and language and their impact on tactical operations 	<p>Understands leadership and leader development</p> <ul style="list-style-type: none"> -Know small unit tactics across full-spectrum operations -Understands the military administrative and personnel systems - Agile enough to move effectively through other cultures -familiar with ARFORGEN process 	<p>Understands staff operations at Bn and Bde level</p> <ul style="list-style-type: none"> - Understands organizational leadership - Understands conflict management -Understand relevant networks 	<p>Understands Army management systems</p> <ul style="list-style-type: none"> -Know human behavior in organizations theory -Knowledgeable across CMF and related CMF -Understand the ARFORGEN process 	<p>Master operational art, comprehend strategy</p> <ul style="list-style-type: none"> -Expert on the ARFORGEN process -Know Army systems and alternative means to accomplish and resource missions 	<p>Understands integration of HQ and command elements from Bn through Corps</p> <ul style="list-style-type: none"> -Expert in indirect leadership
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Experience	<p>Demonstrate ability to create a cohesive team</p> <ul style="list-style-type: none"> -Competent in troop leading procedures and squad tactical operations -Effectively lead team or squad -internalized Warrior Ethos and professional ethos 	<p>Able to lead and train small units</p> <ul style="list-style-type: none"> -Able to employ JIIM capabilities in support of tactical mission - Capable of executing admin and personnel actions on subordinates -Employ MDMP -Able to issue oral and written orders -committed to continued service and professional ethic 	<p>Actively develop subordinates and assist in developing LTs</p> <ul style="list-style-type: none"> -Manage Comprehensive Soldier Fitness Program for subordinates -Anticipate and plan admin and personnel actions on subordinates -Resolve subordinate personnel conflicts -develops individuals and leaders morally and ethically -develops character based formations 	<p>Able to plan and execute resource requirements</p> <ul style="list-style-type: none"> -Manage company-level operations as a member of command team -Effectively manage systems and programs at all Army echelons -Develops individuals and leaders morally and ethically -Develops character based units 	<p>Execute systems within the ARFORGEN process</p> <ul style="list-style-type: none"> -Prepare and execute plans at all echelons -Expertly supervise staff at all echelons -Effectively work with all ranks -Coordinate and synchronize combined arms ops with allied and coalition forces -Applies critical and creative thinking to solve problem 	<p>Expert in relaying commanders intent to enlisted and enlisted concerns to commander</p> <ul style="list-style-type: none"> -Competent in executing all commander assigned tasks -Applies strategic thinking -Expert in use of organizational leadership concepts & principles -Transformational leader; exemplar of Army values, Warrior Ethos, and Professional Military Ethic
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SWOT Analysis of Current NCO Development System

Strengths	Weaknesses
Traditional roles and responsibilities are thoroughly addressed in education, experience, and training	Large number of NCOs have not attended requisite NCOES
Mature doctrine exists to address existing gaps and weaknesses in NCO development	Time to train/educate in the institution has been reduced to fit ARFORGEN cycle
NCOES is operational: courses, staff, facilities	New and emerging roles/responsibilities of NCOs not being addressed in NCOES
Adequate central funding exists for leadership education and training	Vast experience in current fight may not readily transfer to other potential conflicts
Eight years of war have provided extensive baseline experience across the AC and RC	Virtual solutions to training/education shortfalls is expensive
Several programs to address identified gaps are nearing deployment (SSD, ACT, etc.)	Education lagging experiential and training pillars of development
Opportunities	Risks
Army supportive of new and emerging roles/responsibilities of NCOs	Inability of Army to find solution to continuing NCOES backlog problem
Operationally experienced NCOES cadre	Demands of the war have made education and training very efficient and some are dependent on contractors. Resource shortfalls will result in lack of capability or capacity vice greater efficiencies unless we move to new concepts of learning that have been proven to deliver outcomes
One focal point/clearinghouse for NCO development with establishment of new Institute for NCO Professional Development	Reduced visibility with end of “Year of the NCO”
More civilian higher education institutions willing to work with Army to provide Soldiers with credit/opportunities for degrees	

LEADER DEVELOPMENT IMPERATIVES AND INITIATIVES

1. **SUMMARY.** The Leader Development Strategy lists nine leader development imperatives designed to develop leaders with the required qualities and everlasting leader characteristics. These guiding principles remain constant and consistent from initial service affiliation to retirement creating a leader development process that is deliberate, continuous, sequential, and progressive. These imperatives will drive the synchronization and implementation of the Enlisted Leader development Strategy.

2. **SITUATION.** The SCARNG needs NCOs who are effective across the spectrum of conflict and effective in operating with and among other cultures (ends). The growth of that capacity requires a development system that has the right balance across training, education and experience (ways). Achieving balance begins with the development of the right attributes, characteristics, and core competencies (means). A life-long learning mindset and model enables producing the right focused outcomes at each level to the NCO Corps.

3. **CONOPS.** Below are the dynamics of the SCARNG with respect to specific imperatives and initiatives.

a. Encourage an equal commitment by the institution, leaders, and individual members of the profession to life-long learning and development. The institution and all leaders must set conditions that ensure all leaders are provided the opportunity to attend PME on schedule. NCO development is a life-long/career-long endeavor focused on the development of broadly competent NCO leaders. Tab D (ARFORGEN Priorities (DEF/CEF)) illustrates ARFORGEN priorities and an integration strategy to promote life-long-learning into the lifecycle of an SCARNG NCO.

b. Balance our commitment to the Training, Education, and Experience pillars of development.

(1) We must invest our time and energy to grow the next generation of leaders through an appropriate balance of education, training and experiences. More senior leaders should provide the right mix of opportunities at the right time and individual NCOs develop and pursue specific development goals across training, education and experience. Later in this chapter, we provide a model and a system whereby we can assist the SCARNG NCO in predicting the sequencing of institutional learning, self-development and operational assignments.

(2) The transformation of NCOES is a continuous on-going process that is nested in the Life-Long learning Strategy for NCOs. A transformed NCOES will support a modular/expeditionary Army at war by tailoring & accelerating institutional courses and synchronizing a flexible delivery approach with ARFORGEN RESET windows. A modular/tailored approach to development based on reasonably achievable requirements with accelerated development that prepares individual NCOs to operate above their current rank supported by an integrated approach that synchronizes development across all learning domains; and increased use of advanced technology will provide the learning resources needed to develop our NCOs.

c. Prepare leaders for hybrid threats and unified land operations through outcomes-based

training and education. Clear expectations and well-defined standards and an assessment methodology for each task and NCO level are essential to the accomplishment of the desired end state.

d. Achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN. We must train smarter and balance training and education requirements with the need to reset a seasoned force. As depicted below there are many factors to balance.

e. Manage the Army's military and civilian talent to benefit both the institution and the individual. The Army Career Tracker (ACT) will assist both individuals and leaders in the identification and management of the high performers who demonstrate great potential for increased challenges. The ACT will provide a single aggregated source for assignment history, experience, skills, education, civilian acquired skills and interests and extended relationships, the Army enterprise will be able to locate the right individual that can respond best when called upon for leadership, key missions, collaboration, and expertise. Managing talent is a goal of the SCARNG diversity program. Ensuring our NCOs are afforded educational and operational experience better prepares them for future assignments. As we educate our NCOs, we also help prepare them to perform in leadership roles in their civilian employment. This added value contributes to the SCARNG efforts in sustaining employer relations through the Employer Support of the Guard and Reserve program.

f. Prepare our leaders by replicating the complexity of the operational environment in the classroom and at home station. All Soldiers and all units are expected to be warriors first, able to "fight as infantry" to secure and defend themselves, provide security and respond to small threats. This creates a situation where the amount of time and effort the NCO spends on roles outside their MOS may be out of balance and require the ability to rapidly learn in order to execute rapid transitions between roles and functions. With the limited amount of time available to the SCARNG leadership to prepare their formations, it is imperative that we foster realistic training opportunities that will prepare our formations for the rigors of a combat environment. Full spectrum training opportunities must be presented in a wide variety of training venues to ensure our Soldiers have access to the most current tactics, techniques and procedures available. The current operational environment changes quickly, and we must capitalize on forums where information sharing provides the most current TTPs our forces are employing, as well as the TTPs of our enemies.

(1) Culture and Language. Cultural considerations apply to both Domestic Operations (DOMOPS) and operations on foreign soil. Whether it be relief operations following a hurricane in Louisiana, an earthquake in Haiti, or combat operations in Afghanistan, our Soldiers must be culturally sensitive to the populace of the area of operations. Leaders must pursue opportunities to train and prepare our Soldiers for the cultural uniqueness of the operating environment. Additionally, language skills are a force multiplier. Whether it is border operations in New Mexico, stability operations in Kosovo or State Partnership Program events in various countries throughout the world, skilled linguists are in high demand to support leaders in the field. The Defense Language Institute is our first stop in determining the best training opportunities to prepare our formations.

(2) Joint, Interagency, Intergovernmental and Multinational (JIIM) Environment. The ARNG continues to pursue Joint assignment opportunities with our partners at NORTHCOM. Our domestic responsibilities during Defense Support to Civil Authorities (DSCA) operations create an environment where the ARNG leader can fully expect to operate in a JIIM environment. The relationship between the Governors and other Federal agencies presents many opportunities to focus Senior NCOs on the JIIM environment. Enrollment in the Senior NCO Joint Professional Military Education (Sr NCO JPME) opportunities provided by the National Defense University (NDU) is a must for our NCO Corps. All E6 and above NCOs are eligible for enrollment in the on-line studies portion of Sr NCO JPME offered by NDU. This course is a prerequisite to attendance at the Keystone course offered by NDU. Limited slots, high demand, and priorities of training throughout all branches of the service create challenges for attendance at Keystone. The ARNG continues to press for additional training slots and manages all available slots based on ARNG priorities.

(3) Information and Knowledge. Leveraging technology to accommodate leader development is an ongoing process. The Army Career Tracker (ACT) is a prime example of leveraging information available from many sources into a central location that leaders can use to plan leader development. Both the leader and the led can engage in information and knowledge sharing to ensure a wide array of opportunities are made available in the development and execution of a leader development strategy. There are also multiple information sharing forums available through AKO and NCO Net to educate and inform our NCOs.

(4) Understands Transitions. The SCARNG NCO transitions between Civilian Career & Military Career virtually daily. The SCARNG leadership must maintain sensitivity to the many factors involved with the competing demands and the daily transitioning our ASCRNG Soldiers experience. The four main categories we must constantly address are: 1) Unit Requirements. 2) Soldier Goals 3) Family Obligations 4) Employer Demands. These four areas constantly pull on our Soldiers for their time and attention. Balancing these demands is a Soldier's responsibility. Providing assistance is the Leader's responsibility. So as our Soldiers transition through these four domains, we as leaders must provide sound guidance and support to enable the development of our Citizen-Soldiers throughout their Military and Civilian lives. We must understand what our Soldiers are going through, and provide the necessary support and resources to facilitate a ready and resilient Citizen-Soldier.

g. Produce leaders who are mentors and who are committed to developing their subordinates. Soldiers must actively participate in their developmental process identifying their strengths and weaknesses and areas needing improvement. All leaders must create an environment that encourages subordinates to value self-development and lifelong learning.

(1) The Soldier is responsible for communicating his/her goals with their leadership. To attain their goals every Soldier must: 1) Recognize strengths and weaknesses (What are you good and not so good at?). 2) Set and confirm self- development direction (Where should you go?). 3) Make the most of learning opportunities (How do you learn?). 4) Measure their progress and continue to move forward (How well are you doing?).

(2) Today's fast-paced, deployment-focused Army demands that a commander's first priority is a trained and ready unit. Leader development makes a substantial contribution to

a unit's ability to train effectively and accomplish its mission. Yet commanders across the Army acknowledge the constant challenge to effectively implement unit leader development. As leaders we must engage in the four step process illustrated below to ensure leader development is supported by active leader/mentor involvement.

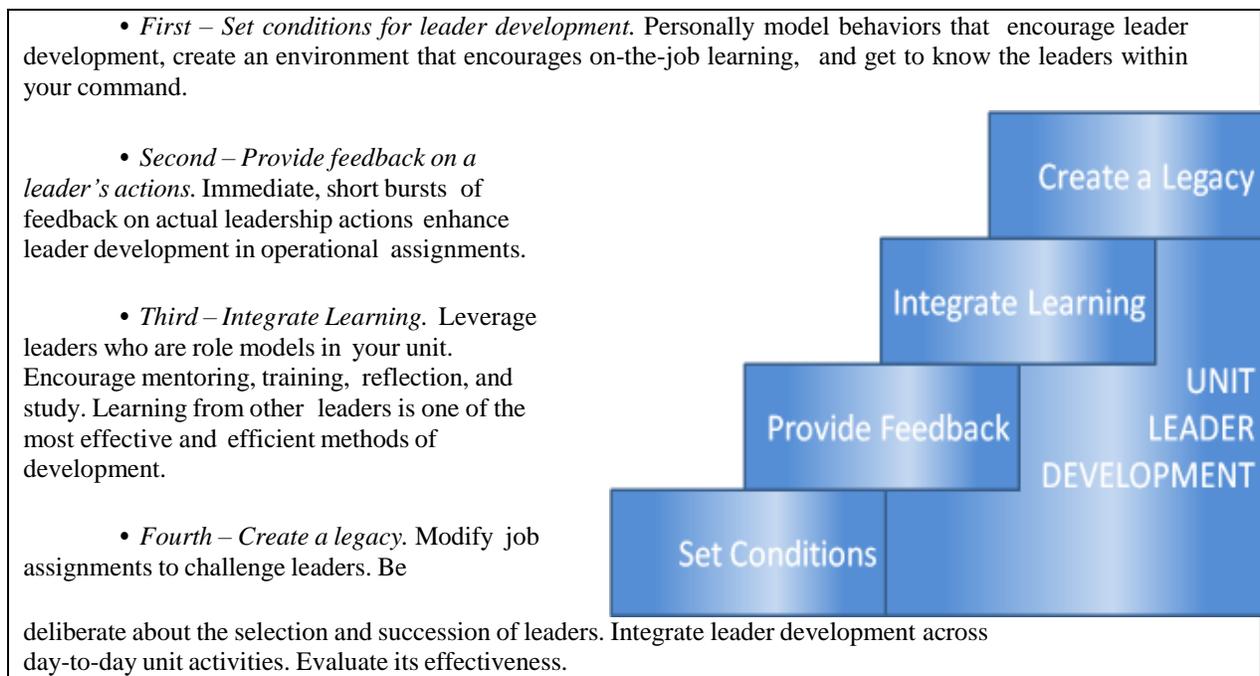


Figure 1. Steps to Leader Development

h. Prepare select leaders for responsibility at the National level. The NCO Corps has a small population of senior NCOs who serve in positions at the national level. While small in number, our strategy must address preparing and identifying the right talent to fill these high visibility assignments. The most obvious position is that of the Command Sergeant Major of the Army National Guard, however, we also must prepare other senior NCOs to fill Congressional Liaison positions where selected NCOs provide a NCO perspective to Senators and other members of congress. We also have opportunities for Senior NCOs to fill positions at OSD and DA (as well as positions within DA formations). State CSMs and SELs must communicate with the ARNG CSM to ensure the right talent is identified and prepared to fill these high visibility assignments. The ARNG directorate is working with DA to better provide nominative opportunities to ARNG Senior NCOs. As the Army transitions its nominative process to better facilitate utilization of the Senior NCO talent pool, the ARNG will incorporate nomination procedures to take advantage of national level opportunities.

i. Provide career opportunities to meet the needs of the States. Opportunities must span RC/AC lines by providing Title 32 and Title 10 options that enhance career development while benefitting the organization. Command Leadership and Staff assignments (CLASP) are the main vehicle to facilitate this process. The ARNG (T10) and States (T32) must collaborate on assignment details to ensure NCOs are provided career development opportunities, while benefitting the organizational needs.

j. Resiliency. Incorporate resiliency that is operationally focused throughout career development; resiliency promotes personal growth and the lifelong learning process.

k. Army Ethic. Strengthen Army leader's demonstrated understanding of their profession and inspire commitment to the professional military ethic. In the midst of challenging and repeated deployments and the demands of home station, it is now an imperative that the Army examines itself as a profession. To this end, we must refine the understanding of what it means to be professional soldiers and leaders, expert members of the profession of arms, and recommit to a culture of service, the responsibilities and behaviors of our profession, and identify with the Army Ethic.

DOMAINS OF LEADER DEVELOPMENT

1. SUMMARY. As NCOs progress through their career, they gain depth and breadth as leaders through more challenging assignments such as battle staff NCO, First Sergeant, and Command Sergeant Major. Our objective in this strategy is to properly align human capital management policies and practices for assignments with the intent of our leader development strategy.

2. SITUATION. With the limitations in force structure that each State/Territory/District face, the SCARNG is presented with challenges not present in the active component. As NCOs progress from SGT through CSM, leader development strategies must account for these limitations. SC ARNG leadership must employ creative measures to provide opportunities for our NCOs to progress and provide capabilities necessary for the success of our units in the future. When developing tailored career maps for our NCOs, SCARNG leaders must consider traditional and AGR (T-32/T-10) assignments as part of the operational domain of the NCO career map.

3. CONOPS. The three Domains of Leader Development are:

a. Self-Development Domain.

(1) Guided Self-Development - Set of recommended, but optional learning opportunities progressively sequenced across a career.

(2) Personal Self-Development-Self-initiated learning where the individual defines the objective, pace and process.

(3) Structured Self-Development-A planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness and situational awareness; compliments institutional and operational learning; enhances professional competence and meets personal objectives. Structured Self-Development bridges the gap (Figure 2.) between resident NCOES (WLC, ALC, SLC, SMC).

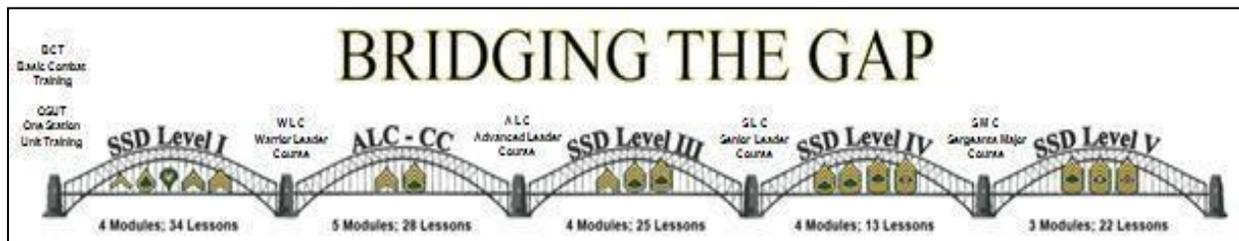


Figure 2: Bridging the Gap - Graphic Illustration describing the different phases in Structured Self Development

- SSD. SSD I Tasks are primarily focused at the team level and common leader and tactical skills.
- ALC. There is not an SSD Level between Warrior Leaders Course (WLC) and SSD III. ALC-CC focuses on preparing unit and subordinate elements for peace, wartime missions and contingencies.
- SSD. SSD III tasks are primarily focused at the platoon level. SSD III will be completed after the ALC and prior to the senior Leader Course.
- SSD. SSD IV tasks are primarily focused at the battalion level. United States Army Sergeants Major Academy (USASMA) highly recommends that SSD IV be completed prior to assuming duties as a First Sergeant.
- SD Level V. SSD V tasks are focused at nominative and joint staff levels.

b. Institutional Training Domain. Institutional training domain focuses on education and transitioning through NCOES and functional area training to develop leadership and mission critical skills in our NCOs.

(1) Noncommissioned Officer Educational System (NCOES). NCOES provides noncommissioned officers (NCO) with progressive and sequential leader, technical, and tactical training relevant to the duties, responsibilities, and missions they will perform in operational units after graduation. The training and education process for the NCO starts with an initial, branch– immaterial, leadership development course; followed by a basic, branch-specific level; an advanced, branch-specific level; and culminates with a branch- immaterial senior level course.

(a) Warrior Leader Course (WLC). A branch-immaterial course that provides basic leadership training that allows Soldiers in the pay grade of private first class through staff sergeant the opportunity to acquire the leader skills, knowledge, and experience needed to lead team/squad size units.

(b) Advanced Leader Course (ALC). This course focuses on leadership and technical skills required to prepare Soldiers selected for promotion to staff sergeant to effectively lead squad/platoon size units. The ALC consists of a both a 90-day highly facilitated web-based common core program and a branch-specific resident phase designed for the Soldiers military occupation specialty. The majority of the resident phases are approximately eight weeks in length with high-density MOS ALCs being provided to Soldiers at home station using Mobile Training Teams. High-density MOS are those that experience higher than average deployment rotation in support of contingency operations.

(c) Senior Leader Course (SLC). A branch-specific course that provides an opportunity for Soldiers selected for promotion to sergeant first class to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead platoon/company size units.

(d) Sergeants Major Course (SMC). Is the capstone of enlisted training for the MSG, MSG (P), SGM, and CSM, and prepares NCOs for both troop and staff assignments. This course is task based and performance oriented and focuses on leadership, combat operations, sustainment operations, team building, communication skills, training management, and professional development electives. It prepares the NCO for responsibility at the Battalion and Brigade level.

(2) Functional Area (FA) training.

(a) The National Guard Professional Education Center (NG PEC). When leaders are looking for ARNG specific functional area training and services, the NG PEC is the place to go. The NG PEC is dedicated to providing current and relevant training to its students. They achieve this goal through resident and online (web-based) training. PEC currently offers 353 resident courses in addition to courses offered through online training. A complete listing of courses can be found at www.pec.ngb.army.mil/training/resident/resident_course_listing/. The key organizational functional areas at NG PEC include the following:

- Education Support
- Electronic Security Systems
- GED Plus Program
- Human Resource & Readiness Training
- Information Technology
- Installations, Logistics & Environmental
- Organizational Readiness
- Resource Management

(b) The Army School System (TASS). TASS is a composite school system made up of Active Army, Army National Guard, Army Reserve and civilian institutional training systems. TASS conducts initial military training, officer, warrant officer, NCO and Army civilian professional development training and education, as well as functional area training. This is accomplished through both standard resident and distributed learning courses. The RC TASS units are functionally aligned and linked to appropriate training proponents.

(c) The ARNG TASS training regiments/battalions have transformed and approach

training requirements on a national basis in support of ARFORGEN. The ARNG TASS conducts OCS, WOCS, MOS reclassification, NCOES, ASI and functional courses in the leadership, CA, CS and CSS training lanes. Leadership, CS and CSS lanes are shared with USAR TASS schools. The ARNG TASS training regiments are aligned closely with their respective States, but provide regional coverage for training Soldiers of all components.

(d) Training requirements are solicited during The Army Centralized Individual Training Solicitation (TACITS) process. TASS training missions are validated during the Structure and Manning Decision Review (SMDR) process, reflected in the Army Program for Individual Training (ARPRINT), and documented in the Army Training Requirements and Resources System (ATRRS). The Training Resources Arbitration Panel (TRAP) finalizes training program changes prior to the execution year of training. Once approved by HQDA, these changes are reflected in ATRRS. Chapter 3 of AR 350-1 provides details on the Army Institutional Training and Education System.

(e) It is critical that all leaders are engaged in TACITS, SMDR and TRAP processes to forecast training and education needs. Leader development through institutional and distributed learning is dependent on adequately identified and resourced education opportunities. These processes ensure resourcing and allocation meet the needs of the ARNG.

c. Operational Domain. Operational domain provides “real world” experience in problem solving and is broken down into two separate and complimentary focal areas. Operational Training is the preparatory training that enables the Operational Assignment. Operational Training can also bridge the gap between the institutional training and the operational needs through the use of self development type courses.

(1) Operational Training. Operational focused training should be tailored to meet mission requirements and capability needs. Some examples of this specialized training include:

- Chemical, Biological, Radiological and Nuclear (CBRN)
- Field Sanitation
- Inspector General (IG)
- Equal Opportunity (EO)
- Recruiting & Retention NCO
- Recruit Sustainment Program (RSP) Drill Instructor (DI)

(2) Operational Assignment. The Operational Assignments are where the institutional training is applied. NCO leaders adapt the school house solutions while conditions of the operating environment change. It is through varied operational assignments that NCOs develop depth in their decision making process, confidence in their abilities, and competence in their formations. The traditional operational assignments for an NCO include:

- Team Leader
- Squad Leader
- Section Sergeant
- Platoon Sergeant
- Operations Sergeant
- First Sergeant
- Staff Sergeant Major
- Operations Sergeant Major
- Command Sergeant Major
- Senior Enlisted Leader (SEL)

ARMY VALUES

1. SUMMARY. Back to Basics-Army Values for the professional and personal growth of today's NCO's and leaders. The tool is LDRSHIP. Living the Army Values is expected of all Soldiers.

- **L**oyalty
- **D**uty
- **R**espect
- **S**elfless Service
- **H**onor
- **I**ntegrity
- **P**ersonal Courage

2. SITUATION.

a. In 2010, the Army published its institutional strategy, the Way Ahead, representing senior leadership's vision of how it will fulfill its mission and grow its leadership to meet the demands of a changing operating picture. Earlier this year, the chief of staff of the Army, Gen. Martin Dempsey, gave his perspective of how we will confront our challenges and "build a better Army for the nation".

b. An important aspect of our transformation lies specifically within the Non-Commissioned Officer (NCO) Corps. We must reaffirm our roles as teachers, mentors and trainers; as well as, ethical standard bearers who have a strong foundation in the Army Values and the Warrior Ethos. It is the leader's responsibility to access the tools and education necessary to become this type of NCO, adaptive and flexible who can enlighten and provide a roadmap of success for their subordinates. These are not new concepts, however; we have to get back to basics in standards of discipline and accountability and restore the "Profession of Arms."

c. The roots of professional Soldiers who know their job and take pride in themselves and truly care for other Soldiers begins with the Army Values. The Army's 2011 Army Values Posture Statement describes it as what "characterizes the Army's culture and describes the ethical standards expected of all Soldiers". If this is truly our goal, then we must understand there is an implicit expectation that we master the ability to recognize what values we project in our everyday actions and behaviors.

d. Furthermore, it is every Soldiers responsibility to uphold America's expectations that we base our decisions and actions, in both our Army professional and civilian lives, upon these core values. Only through education and practice can we truly master these skills and use them to help us mature professionally while preparing us for future leadership roles.

e. Adhering to a strict set of internal values and ethics doesn't mean leaders, or their Soldiers, are invincible. Rather, they know who they are individually and that their actions can either reinforce or destroy their role in providing examples of extraordinary leadership and how this can impact others Army wide. This is attained by a shared leadership philosophy where Army values are demonstrated and supported from the top of the organization and reinforced down to the last Soldier. NCO's must understand it is their responsibility to create a climate of this type of professionalism. Only then can we truly give to America what it deserves; ethical leaders living by a higher standard to preserve our nation's peace and freedom while taking care of our Families, our Soldiers and our communities.

3. CONOPS.

a. The Value of the Citizen Soldier.

(1) Citizen Soldiers contribute more than their MOS or Army careers reflect. Many hold jobs and careers that can contribute to Army readiness and should be credited for that. Consider the following:

(2) The challenge as leaders is to develop a system to enable them to reflect on the additional contributions Guardsmen make. It should take into account professional organizations, trades and crafts, that the Army could make use of and credit the Soldier for those skills. Capturing this data annually, while Soldiers update their Employer information on-line at <https://www.dmdc.osd.mil/esgr>, should be common practice for all leaders.

b. NCOs are leaders, and as leaders they must be committed to Soldier care and the accomplishment of the mission. They cannot do this without a firm foundation in the Army Values and a thorough understanding of them.

“When you are commanding, leading [Soldiers] under conditions where physical exhaustion and privations must be ignored; where the lives of [Soldiers] may be sacrificed, then, the efficiency of your leadership will depend only to a minor degree on your tactical or technical ability. It will primarily be determined by your character, your reputation, not so much for courage—which will be accepted as a matter of course—but by the previous reputation you have established for fairness, for that high-minded patriotic purpose, that quality of unswerving determination to carry through any military task assigned you.”

General of the Army George C. Marshall
Speaking to officer candidates (1941)

c. Leaders must live the Army Values. The NCO Corp is the “Backbone of the Army” and as that backbone, must provide the strong integral structure that is necessary to fight and win wars. Below are some excerpts from FM 6-22 and some vignettes that illustrate what type of character an NCO must possess.

(1) Loyalty. Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other Soldiers.

“Loyalty is the big thing, the greatest battle asset of all. But no man ever wins the loyalty of troops by preaching loyalty. It is given him by them as he proves his possession of the other virtues.”

Brigadier General S. L. A. Marshall
Men Against Fire (1947)

(a) Loyalty and trust go hand in hand. They are key components to success, whether in your military career or your civilian life. Think about it for a minute and you will see how loyalty impacts every aspect of your life.

(2) Duty. Fulfill your obligations. We have an obligation to perform our jobs to the best of our abilities. This not only means that we are MOS proficient, but that we are executing our duties as an NCO and Soldier as well.

“I go anywhere in the world they tell me to go, any time they tell me to, to fight anybody they want me to fight. I move my family anywhere they tell me to move, on a day’s notice, and live in whatever quarters they assign me. I work whenever they tell me to work...And I like it.”

James H. Webb, U.S. Senator
Former U.S. Marine and Secretary of the Navy
(1987-1988)

(3) Respect. Treat people as they should be treated.

“The discipline which makes the soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an army. It is possible to impart instruction and to give commands in such manner and such a tone of voice to inspire in the soldier no feeling but an intense desire to obey,

while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or the other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.”

Major General John M. Schofield Address to
United States Corps of Cadets, 11 August 1879

(4) Selfless Service. Put the welfare of the Nation, the Army, and subordinates before your own. You have a responsibility to assist others and make the Army the best organization it can be. It also means that in some cases, you may have to accept a position or perform a duty that may not be career enhancing or personally appealing, but is necessary to the good order and discipline of the Army, and the betterment of the unit.

“... [A]sk not what your country can do for you; ask what you can do for your country.”

John F. Kennedy
Inaugural speech as 35th President of the United States (1961)

(5) Honor. Live up to all the Army Values.

“War must be carried on systematically, and to do it you must have men of character activated by principles of honor.”

George Washington
Commander, Continental Army (1775-81) and
President of the United States (1789- 97)

(6) Integrity. Do what’s right—legally and morally.

“No nation can safely trust its martial honor to leaders who do not maintain the universal code which distinguishes between those things that are right and those things that are wrong.”

General Douglas MacArthur
Patriot Hearts (2000)

(7) Personal Courage. Face fear, danger, or adversity (physical and moral).

“Courage is doing what you’re afraid to do. There can be no courage unless you’re scared.”

Captain Eddie Rickenbacker
U.S. Army Air Corps, World War I

ARFORGEN PRIORITIES

1. SUMMARY. Army Force Generation (ARFORGEN) is the structured progression of increased unit readiness over time to produce trained, ready, and cohesive units prepared on a rotational basis for operational deployment in support of the Combatant Commander and other Army requirements. To achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN, we must train smarter and balance training and education requirements with the need to reset a seasoned force. As depicted in Figure 3, below there are many factors to balance. Additionally, this category provides the SCARNG discussion on ARFORGEN Priorities for Deployment Expeditionary Force (DEF) and Contingency Expeditionary Force (CEF) units.

2. SITUATION.

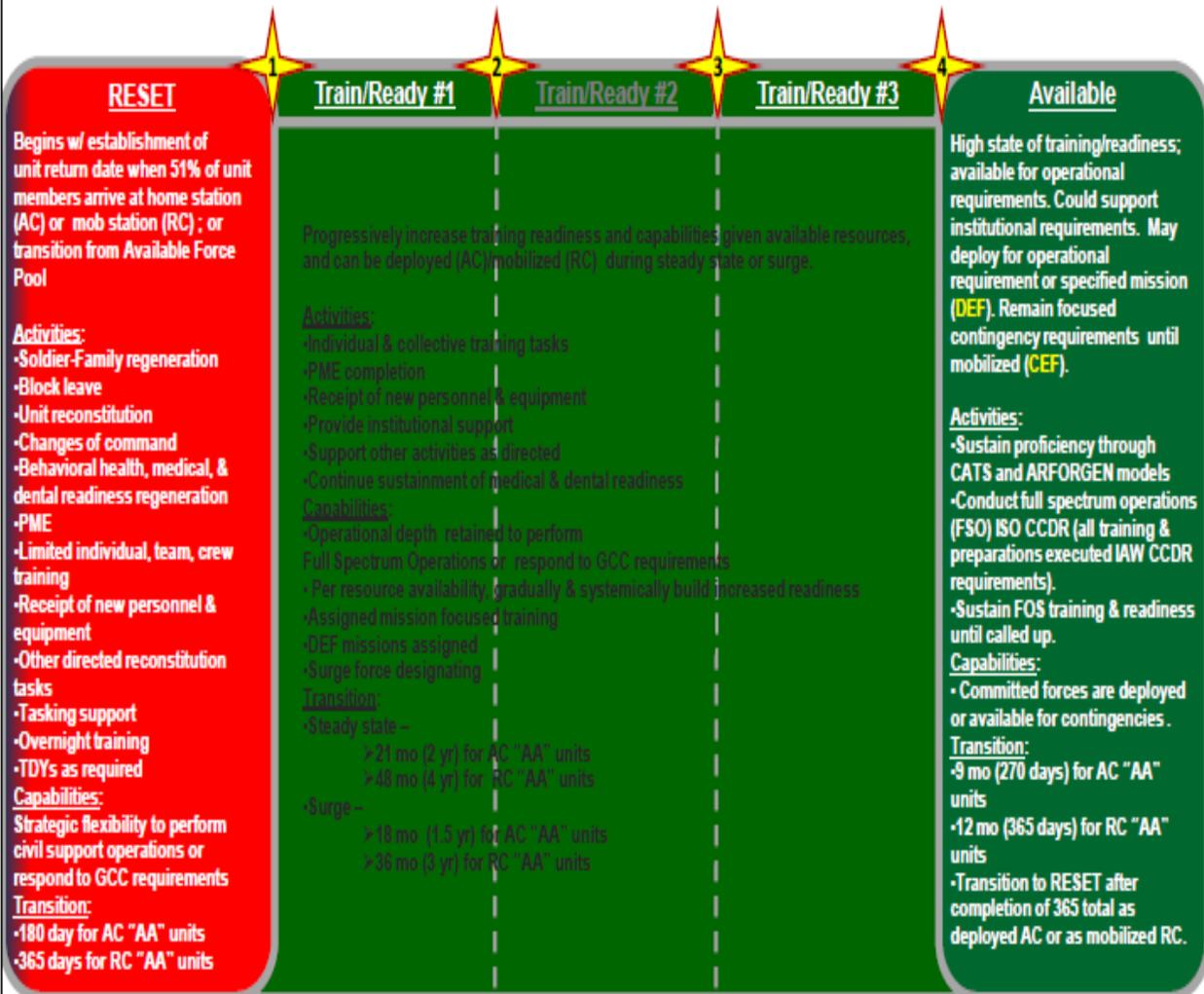
a. The RESET, Train/Ready, and Available Force Pools provide the framework for the structured progression of increasing readiness in ARFORGEN. Each force pool is defined by designated unit activities, capability levels, and the period of time allocated to each force pool. The Army uses the force pools in addition to mission requirements to prioritize resources over time and synchronize unit manning, equipping, resourcing, and training.

b. Illustrated in the next figure are the Activities, Capabilities and Transitions associated with the ARFORGEN Model. Leader Development through Professional Military Education (PME) appears in the activities conducted in the RESET and Train/Ready Force Pools. Scheduling PME is a leader's responsibility. Taking into account the demands that unit readiness places on an organization, leaders must coordinate the timing to enable both professional growth and unit training demands.



NATIONAL GUARD

ARNG ARFORGEN Model Force Pools for a 1:4 Cycle (5 Yr/60-Mo)



Source Document: AR 525-29, Chap 1, Para 1-10a1-3, P. 3 (14 March 2011)

Mobilization and Readiness Division 703.607.7370

Figure 3: The ARFORGEN Phases (1:4 Cycle)

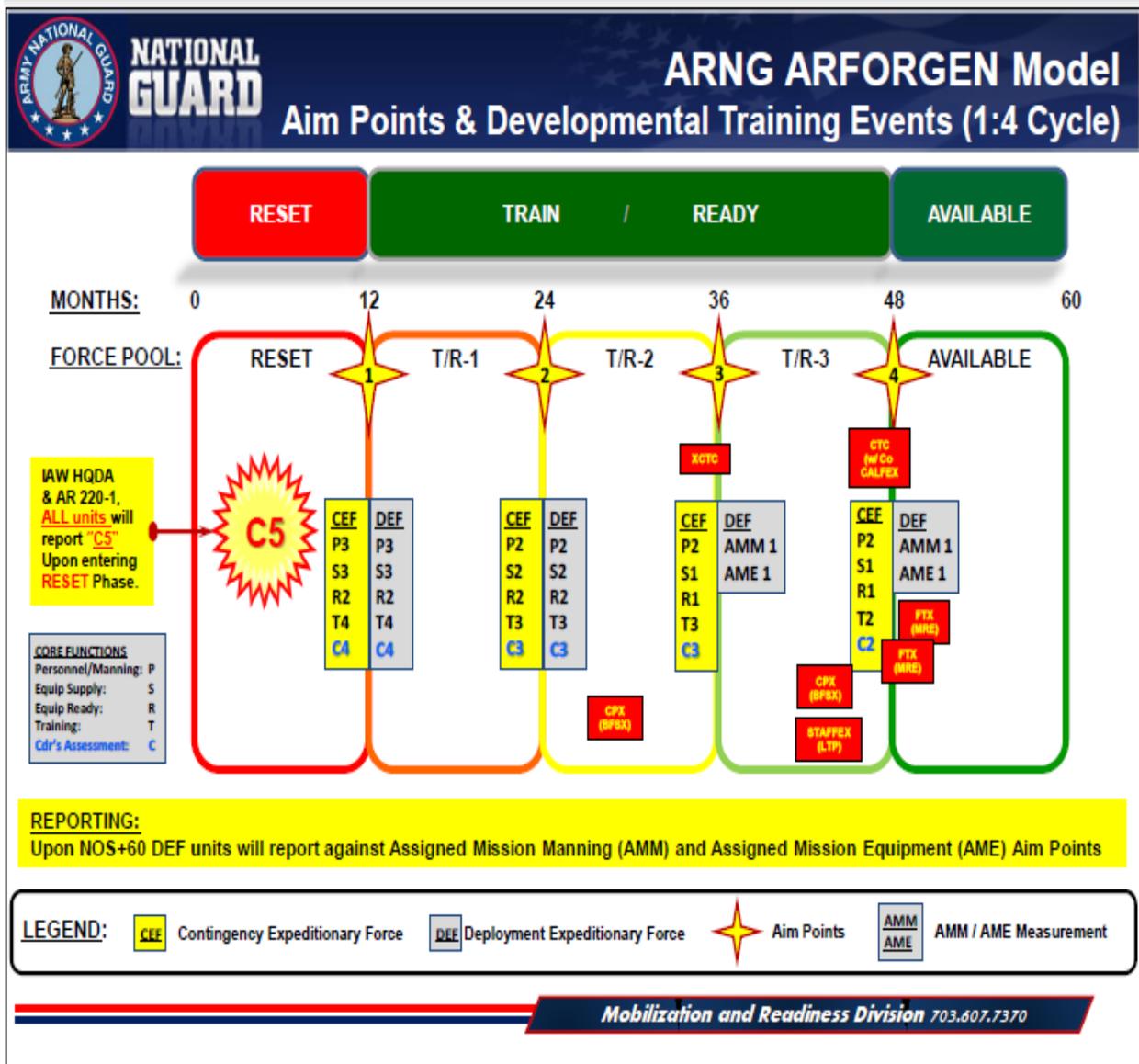


Figure 4: ARFORGEN Synchronization Model

c. ARFORGEN Balance.

(1) Army Force Generation Force Pools. “The RESET, Train/Ready, and Available Force Pools provide the framework for the structured progression of increasing readiness in ARFORGEN. Each force pool is defined by designated unit activities, capability levels, and the period of time allocated to each force pool (refer to PARA 1-10, AR 525-29). The Army uses the force pools in addition to mission requirements to prioritize resources over time and synchronize unit manning, equipping, resourcing, and training.” ARNG leaders must focus on each force pool and the priorities for training in each. This focus will provide balance and predictability to Units, Soldiers, Families and Employers as they plan for the ARFORGEN years. This focus will also provide readiness levels and capabilities to meet mission demands.

(2) The RESET Force Pool. The initial ARFORGEN Force Pool is the RESET Force Pool. The RESET Force Pool begins with the establishment of a unit's return date or the transition from the Available Force Pool. Units that are newly activated, or were previously in the Available Force Pool but not deployed, return to the RESET Force Pool. Units in the RESET Force Pool generally perform some or all of the following activities: Soldier-Family reintegration; block leave; unit reconstitution; changes of command; behavioral health, medical, and dental readiness reintegration; professional military education (PME); limited individual, team, and/or crew training tasks; receipt of new personnel and equipment; and other reconstitution related tasks, as directed. The ARNG units should maximize PME during reset.

(3) Train/Ready Force Pool. Units in the Train/Ready Force Pool increase training readiness and capabilities given resource availability to meet established readiness goals. ARNG units may be mobilized for deployment. Units in the Train/Ready Force Pool perform the following activities: individual and collective training tasks; complete PME; receive new personnel and equipment; provide institutional support; or other activities as directed. Commanders must ensure the continuous medical and dental processing and readiness of all Soldiers assigned.

(4) Available Force Pool. Units in the Available Force Pool are at the highest state of training and readiness capability and the first to be considered for sourcing operational requirements. All rotational units cycle through the Available Force Pool and may deploy to meet an operational requirement as a Deployment Expeditionary Force (DEF) or remain focused on a specific contingency requirement as a Contingency Expeditionary Force (CEF). Units in the Available Force Pool are mission forces. ARNG units in the Available Force Pool are expected to attain and sustain Company and Staff level proficiency. Validation of Company/Staff proficiency is done through exercises at a Combat Training Center (CTC) or other approved collective training venue.

(5) The ARNG goal is to attain a 1:4 Mobilization/DWELL ratio. Within this cycle, there are specific goals and intentions. The ARNG's focus on wartime requirements has led to a growing backlog in professional military education over the past decade. The goal is to reverse this trend. The intent is to ensure our NCO Corps is trained to appropriate levels that will provide the Soldiers in the formations the competent and confident leadership they deserve and expect. Balancing unit training requirements, professional military education and civilian careers within the ARFORGEN model is critical to retaining the quality leaders we develop in the ARNG. The Reset year is a time to focus on reconstituting the unit. Following required reintegration and a period of stabilization, commanders will consider PME for those Soldiers who need to attend. During Train/Ready Year 1, focus for leadership will be training at the individual, crew and team level. This is the time to place priority on PME. During Train/Ready Year 2, focus for leadership will be individual, team and squad level training. During this time we should make every attempt to facilitate PME. During Train/Ready Year 3, the focus for leadership is to attain Platoon/Section level proficiency in preparation for their Available Year. This is the time when NCOs validate the institutional and self development training they have received by implementing collective level multi-echelon training. The culminating training event is Platoon Level validation in a Live Fire Exercise, and Section

Level (Staff) validation in an appropriate Staff Exercise. Therefore, during TR3, attendance at PME should focus on critical operational skill training that supports the designated mobilization mission. Prior to mobilization, in the Available Year, leadership will validate Company Level proficiency in a CTC environment (i.e. XCTC, NTC, JRTC). The SCARNG Leader Development Strategy (LDS) for NCOs will assist in providing a method of obtaining balance (Unit, Soldier, Family, Employer) to the lifelong learning process.

d. In order to establish and implement an effective SCARNG Leader Development Strategy, the SCARNG leadership (officer, warrant officer, NCO, and civilian) must know and understand where their unit/organization stands in the present Army Force Generation (ARFORGEN) model. ARFORGEN is the structured progression of increased unit readiness over time to produce trained, ready, and cohesive units prepared on a rotational basis for operational deployment in support of the Combatant Commander and other Army requirements. This “predictive” model provides the SCARNG leadership with an expected/be prepared to deploy timeline. The ARFORGEN model consists of three force pools, RESET, Train/Ready, and available. The RESET force pool for the SCARNG is a 12 month period of time which is best suited to support SCARNG leader development goals and requirements. Units in the RESET phase generally perform individual Soldier and Family reintegration activities and training is normally limited to the individual, team, or crew levels. The RESET period is the most advantageous period of time for the SCARNG leadership to plan, coordinate, and schedule individual Soldier Professional Military Education (PME)/leader development requirements, however, these requirements can be met throughout the phases of ARFORGEN. As the National Military Strategy changes, so may the ARFORGEN model. However, a form of ARFORGEN will continue to drive training time and OPTEMPO will remain at, or below, the current rates. In order to get a better understand of the ARFORGEN model see AR 525-29 dated 14 Mar 11.

3. CONOPS.

a. DEF and CEF Units in the ARFORGEN Cycle.

(1) DEF. Army general purpose force units assigned or allocated during the ARFORGEN synchronization process have the responsibility to execute assigned operational missions. The DEF units are given a latest arrival date (LAD) in order to execute assigned missions. An example of a DEF unit (Active Component or Reserve Component) is a heavy Brigade Combat Team (BCT) in receipt of a LAD in support of Operation Enduring Freedom.

(2) CEF. Army general purpose force units are designated during the ARFORGEN synchronization process and given an available force pool date in order to execute a contingency mission, operational plan, or other Army requirement. The CEF units are given an available force pool date (AFPD) for entry into the available force pool. Units assigned as CEF units will be designated not later than R + 180 days. These CEF units will receive an AFPD, a mission focus, and may be projected as a surge force unit. An example of an ARNG CEF unit is a unit which received an AFPD at R + 180 days ISO a theater security cooperation mission.

(3) The CEF exist in the Train/Ready Force Pool or Available Force Pool and are capable of rapid deployment. The CEFs are not yet alerted for mobilization. The ARNG CEFs

will flow first in support of AC CEFs as a response to contingences or projected to relieve AC forces in order to support the post mobilization training requirements of the ARNG. The ARNG CEFs are designated as DEFs when notification of sourcing to deploy occurs.

(4) When operational demand exceeds available forces, DEFs in the RESET and Train/Ready force pools are the defacto forces to execute contingency operations (operational depth and strategic flexibility). Additionally, units in Train/ Ready and RESET (if necessary) may be oriented on high-priority CEF requirements (for example, prepare to deploy orders; Global Response Force) which may be sourced by exception as next deployers.

(5) The DEF and CEF are considered to be mission or surge forces depending on their force pool. Surge forces are those units that are in the Train/Ready Force Pool and are assigned to respond to emergent requirements or contingency missions.

NCOES/PME DECISION MATRIX - ARFORGEN BOG:DWELL RATIO 1:4											
Promoted During	RESET	TR1	TR2	TR3	AVAILABLE	RESET	TR1	TR2	TR3	AVAILABLE	
Planned Tng Lvl	INDIV	TEAM	SQUAD	PLT/SEC	COMPANY	INDIV	TEAM	SQUAD	PLT/SEC	COMPANY	
PROMOTION TO THE GRADE OF	E5	WLC ILO AT	WLC IAT AT	WLC ILO AT	WLC ILO AT	DEPLOYED	WLC ILO AT	WIL IAT AT	WLC ILO AT	WLC ILO AT	DEPLOYED
	E5		WLC IAT AT	WLC ILO AT	WLC ILO AT	DEPLOYED	WLC ILO AT	WIL IAT AT	WLC ILO AT	WLC ILO AT	DEPLOYED
	E5			WLC ILO AT	WLC ILO AT	DEPLOYED	WLC ILO AT	WIL IAT AT	WLC ILO AT	WLC ILO AT	DEPLOYED
	E5				WLC ILO AT	DEPLOYED	WLC ILO AT	WIL IAT AT	WLC ILO AT	WLC ILO AT	DEPLOYED
	E5					PRM / DEPL	WLC ILO AT	WIL IAT AT	WLC ILO AT	WLC ILO AT	DEPLOYED
	E6	ALC ILO AT	ALC ILO AT	ALC IAT AT	ALC ILO AT	DEPLOYED	ALC ILO AT	ALC ILO AT	ALC IAT AT	ALC ILO AT	DEPLOYED
	E6		ALC ILO AT	ALC IAT AT	ALC ILO AT	DEPLOYED	ALC ILO AT	ALC ILO AT	ALC IAT AT	ALC ILO AT	DEPLOYED
	E6			ALC IAT AT	ALC ILO AT	DEPLOYED	ALC ILO AT	ALC ILO AT	ALC IAT AT	ALC ILO AT	DEPLOYED
	E6				ALC ILO AT	DEPLOYED	ALC ILO AT	ALC ILO AT	ALC IAT AT	ALC ILO AT	DEPLOYED
	E6					PRM / DEPL	ALC ILO AT	ALC ILO AT	ALC IAT AT	ALC ILO AT	DEPLOYED
	E7	SLC ILO AT	SLC ILO AT	SLC ILO AT	SLC IAT AT	DEPLOYED	SLC ILO AT	SLC ILO AT	SLC ILO AT	SLC IAT AT	DEPLOYED
	E7		SLC ILO AT	SLC ILO AT	SLC IAT AT	DEPLOYED	SLC ILO AT	SLC ILO AT	SLC ILO AT	SLC IAT AT	DEPLOYED
	E7			SLC ILO AT	SLC IAT AT	DEPLOYED	SLC ILO AT	SLC ILO AT	SLC ILO AT	SLC IAT AT	DEPLOYED
	E7				SLC IAT AT	DEPLOYED	SLC ILO AT	SLC ILO AT	SLC ILO AT	SLC IAT AT	DEPLOYED
	E7					PRM / DEPL	SLC ILO AT	SLC ILO AT	SLC ILO AT	SLC IAT AT	DEPLOYED
	E8/E9	SMC in TR2	SMC in TR2	SMC ILO AT	SMC IAT AT	DEPLOYED	SMC ILO AT	SMC ILO AT	SMC ILO AT	SMC IAT AT	DEPLOYED
	E8/E9		SMC in TR3	SMC in TR3	SMC IAT AT	DEPLOYED	SMC ILO AT	SMC ILO AT	SMC ILO AT	SMC IAT AT	DEPLOYED
	E8/E9			SMC DEFER	SMC DEFER	DEPLOYED	SMC ILO AT	SMC ILO AT	SMC ILO AT	SMC IAT AT	DEPLOYED
E8/E9				SMC DEFER	DEPLOYED	SMC IN TR1	SMC ILO AT	SMC ILO AT	SMC IAT AT	DEPLOYED	
E8/E9					PRM / DEPL	SMC IN TR2	SMC IN TR2	SMC ILO AT	SMC IAT AT	DEPLOYED	

WLC = Warrior Leader Course
 ALC = Advanced Leader Course
 SLC = Senior Leader Course
 SMC = Resident Phase of Sergeants Major Course

IAT AT = In Addition to Annual Training
 ILO AT = In Lieu of Annual Training

Figure 5: NCOES/PME Matrix for ARFORGEN BOG:DWELL Ratio 1:4

b. PME requirements mixed in with unit priorities during the ARFORGEN cycle is illustrated below. Looking solely at unit training priorities, one can easily deduce that Reset, TR1 and TR2 are the priority years for PME. TR3 culminates with Platoon (or equivalent) level validation. The Available year validates Company level proficiency (Mission Ready) in preparation for deployment.

(1) Upon return from deployment, leaders must focus on those activities identified in the Reset year. The SCARNG’s priority is the Reintegration of Soldiers and Families while

rebuilding the unit. Train/Ready years focus on preparing the unit and its Soldiers for the future mission in the Available year.

(2) Also shown are examples of P and T level Aiming Points that units could set as goals throughout the ARFORGEN Cycle. Specific CEF/DEF strategies are under development to accommodate “Assigned Mission” levels of readiness.

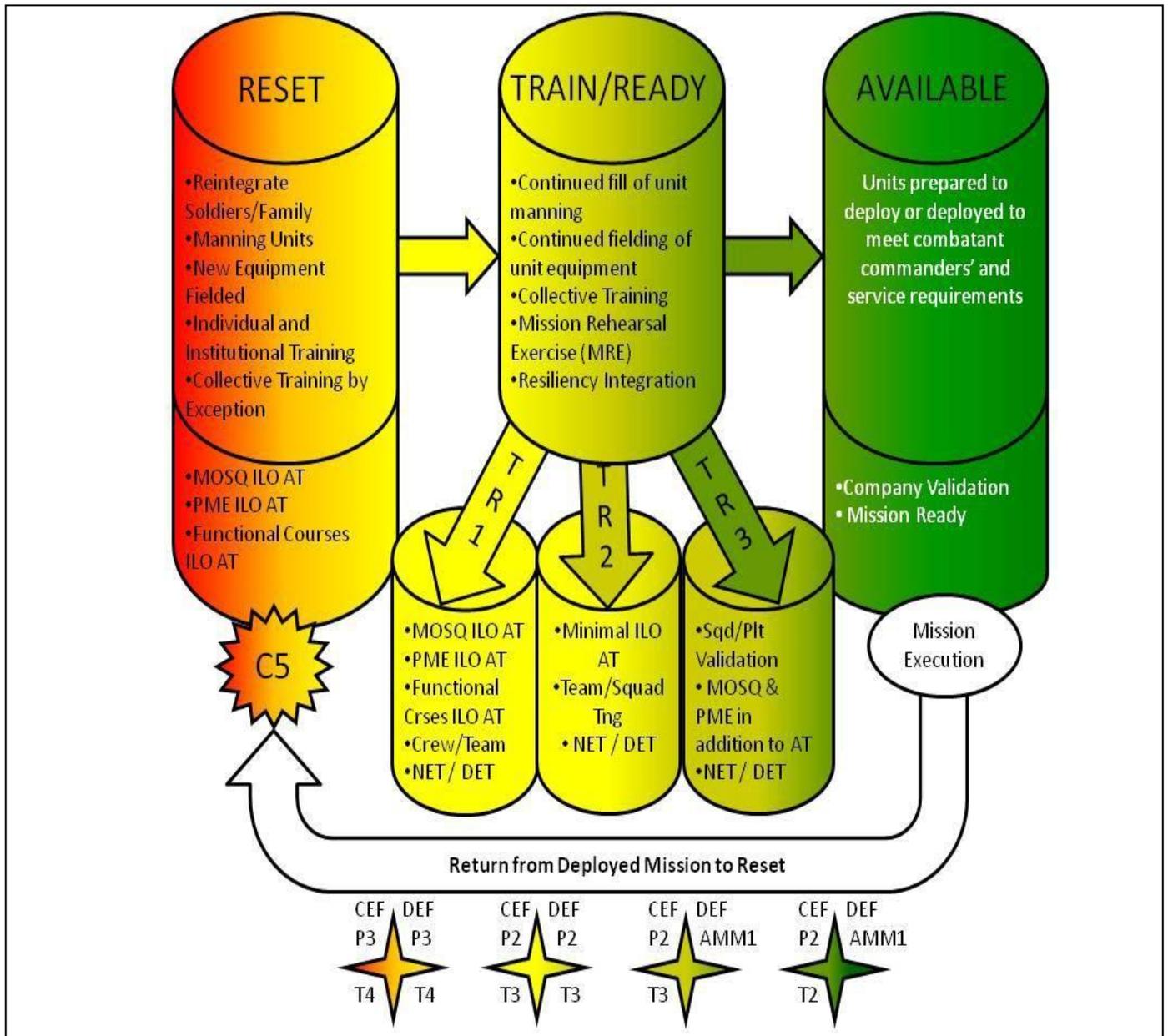
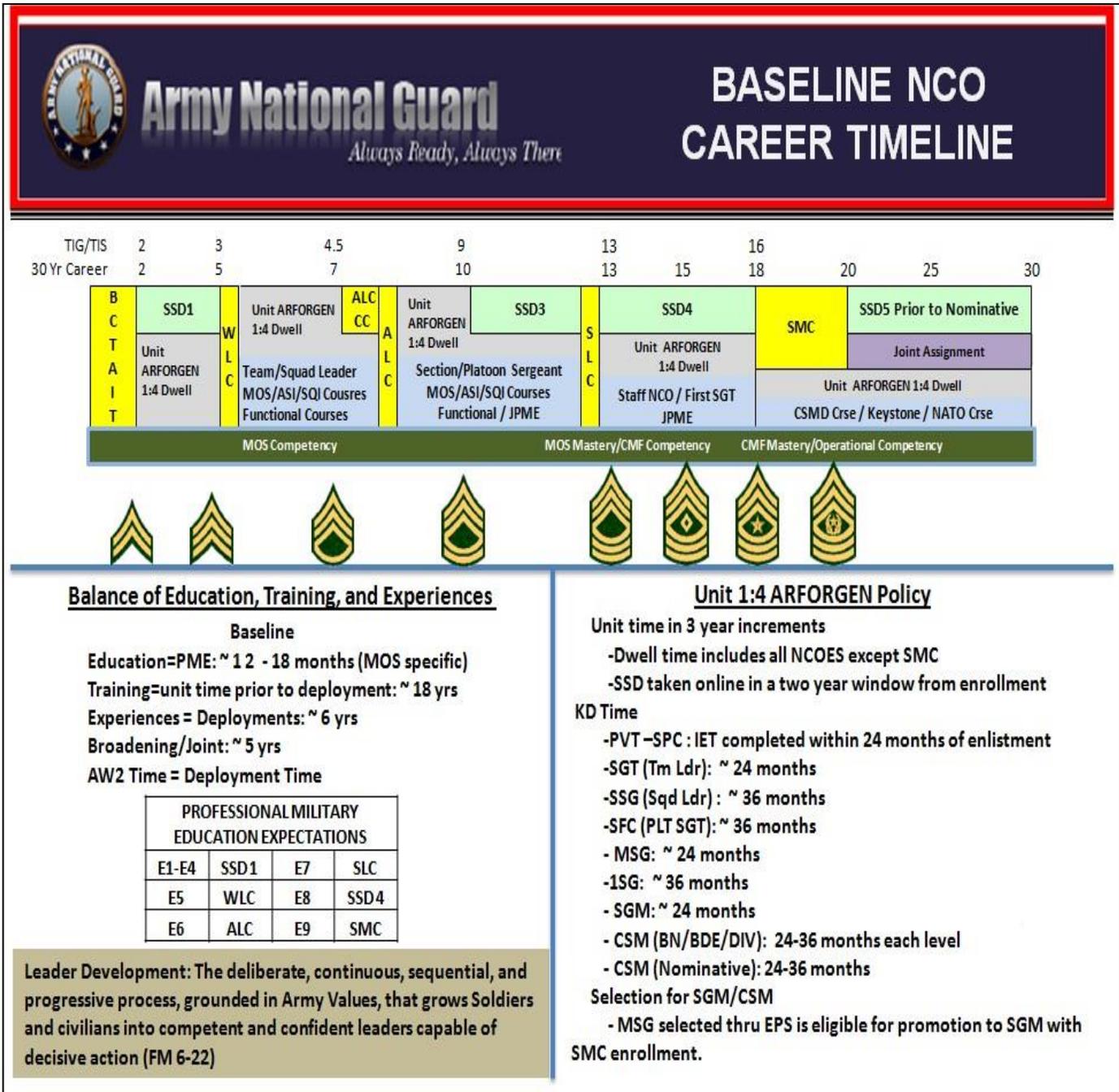


Figure 6: ARFORGEN Cycle Goals





A Soldier could expect to pin-on SGT when they reach 5 years of service

- FACT: All Soldiers must complete Initial Active Duty for Training (IADT) within 2 years of enlistment.
- ASSUMPTION: A Soldier enlists as an E1.
- FACT: Promotion to E2 requires 6 Months Time in Service (TIS). TIS is computed from date of entry on Initial Active Duty for Training (IADT).
- ASSUMPTIONS: Soldier completes IADT within 2 years of enlistment. Promotion to E2 could take up to 2.5 Years.
- FACT: Promotion to E3 requires 12 Months TIS and 4 Months Time in Grade (TIG) as an E2. TIS is computed from date of entry on IADT.
- ASSUMPTIONS: Soldier completes IADT within 2 years of enlistment. Promotion to E3 could take up to 3 Years.
- FACT: Promotion to E4 requires 24 Months TIS and 6 Months TIG as an E3. TIS is computed from date of entry on IADT.
- ASSUMPTIONS: A Soldier is promoted to E4 at 24 months TIS and 6 months TIG as an E3. TIS computed from date of entry on IADT. Soldier completes IADT within 2 years of enlistment. Promotion to E4 could take up to 4 Years.
- FACT: Promotion to E5 requires 12 Months TIG as an E4.
- FACT: Promotion to E5 incurs a 12 Month Remaining Service Obligation (RSO).
- ASSUMPTION: Structured Self Development 1 (SSD1) is under consideration as a prerequisite for promotion to E5.
- ASSUMPTION: Promotion to E5 could take 3 years or more.
- EXPECTATION: All E5 NCOs complete Warrior Leader Course.
- EXPECTATION: All E5 NCOs will serve a minimum of 2 years as a Team Leader (or equivalent).

Figure 8: Timeline Model for SGT



A Soldier could expect to pin-on SSG when they reach 6.5 years of service.

- FACT: Promotion to E6 requires 18 Months TIG as an E5.
- FACT: Promotion to E6 incurs a 12 Month RSO.
- FACT: Warrior Leader Course (WLC) is a prerequisite for promotion to E6.
- ASSUMPTION: Promotion to E6 could take 4.5 years or more.
- EXPECTATION: All E6 NCOs complete Advanced Leader Course.
- EXPECTATION: All E6 NCOs will serve a minimum of 3 years as a Squad Leader (or equivalent).

Figure 9: Timeline Model for SSG



A Soldier could expect to pin-on SFC when they reach 9 years of service.

- FACT: Promotion to E7 requires 24 Months TIG as an E6 and 9 years TIS.
- FACT: Promotion to E7 incurs a 36 Month RSO.
- FACT: Advanced Leader Course (ALC) is a prerequisite for promotion to E7.
- ASSUMPTION: Promotion to E7 could take 9 years or more.
- EXPECTATION: All E7 NCOs complete Senior Leader Course.
- EXPECTATION: All E7 NCOs will serve a minimum of 3 years as a Platoon Sergeant (or equivalent).

Figure 10: Timeline Model for SFC



A Soldier could expect to pin-on MSG/1SG when they reach 13 years of service.

- FACT: Promotion to E8 requires 24 Months TIG as an E7 & 13 years TIS.
- FACT: Promotion to E8 incurs a 36 Month RSO.
- FACT: Senior Leader Course (SLC) is a prerequisite for promotion to E8.
- ASSUMPTION: Promotion to E7 could take 13 years or more.
- EXPECTATION: All E8 NCOs complete Structured Self Development 4, and pursue enrollment in the Sergeants Major Course.
- EXPECTATION: All E8 NCOs should serve 2 years in a staff position prior to assignment as a First Sergeant.
- EXPECTATION: All E8/MSG/1SG/1SG/NCOs will serve a minimum of 3 years as a First Sergeant (or equivalent).

Figure 11: Timeline Model for 1SG/MSG



A Soldier could expect to pin-on SGM/CSM when they reach 16 years of service.

- FACT: Promotion to E9 requires 24 Months TIG as an E8 and 16 years TIS.
- FACT: Promotion to E9 incurs a 36 Month RSO.
- FACT: Sergeants Major Course (SMC) enrollment is a prerequisite for promotion to E9.
- ASSUMPTION: Promotion to E9 could take 16 years or more.
- EXPECTATION: All E9/SGM NCOs will serve a minimum of 2 years as a Staff E9 prior to assignment as a Command Sergeant Major.
- EXPECTATION: All CSMs will serve a 2 to 3 year tour at each command level (BN/BDE/DIV).
- EXPECTATION: All CSM nominative tours are 2 to 3 years at each command level.
- EXPECTATIONS: All E9 NCOs must complete Structured Self Development 5 prior to assignment in a Joint or Nominative position.

Figure 12: Timeline Model for CSM/SGM

2. Based on these FACTS, ASSUMPTIONS and EXPECTATIONS, an NCO could complete their military career as the State Command Sergeant Major with 30 years of service.

b. During a 30 year career an NCO can plan on approximately 12-18 months attending Professional Military Education (PME).

- Structured Self Development (SSD) taken on-line in a 2 year window from date enrolled.

c. During a 30 year career an NCO can plan on approximately 18 years conducting training in their unit.

- Unit time in 3 year increments.

d. During a 30 year career an NCO can plan on approximately 6 years deployed in support of CEF/DEF missions.

- Dwell time includes all NCOES except SMC.

e. During a 30 year career an NCO can plan on approximately 5 years in joint and broadening assignments.

DEVELOPMENT OF NCOS BY RANK AND ECHELON

1. SUMMARY. The following provides a description of the characteristics and capabilities of NCOs by rank and echelon.
2. SITUATION. Differences across levels of responsibility require development in understanding the scope of influence, the time dynamics of influence, and differences of stakes and consequences. The relative amount of importance of competencies may change according to level, but the nature of the SCARNG goals and challenges will make a larger difference.
3. CONOPS.
 - a. Direct Leaders. SCARNG NCOs must also understand the roles of our Soldiers in their civilian lives. This creates a unique dynamic that we must recognize as an opportunity for development and a transitional challenge as our Soldiers continually move back and forth between civilian and military life.

(1) Promotion and assignment as a SGT. An E5 is expected to have completed Structured Self Development 1 (SSD1) as an E4, and attend Warrior Leader Course. Without the basic institutional foundation we cannot expect them to be successful in their first leadership position. We must ensure our SGTs attend WLC as soon as possible. We owe it to them to make sure they have the training they need to become an effective leader. A WLC graduate will put into action the institutional knowledge from WLC, gain confidence in their leadership skills, and through this education process will develop a trained and ready Team.

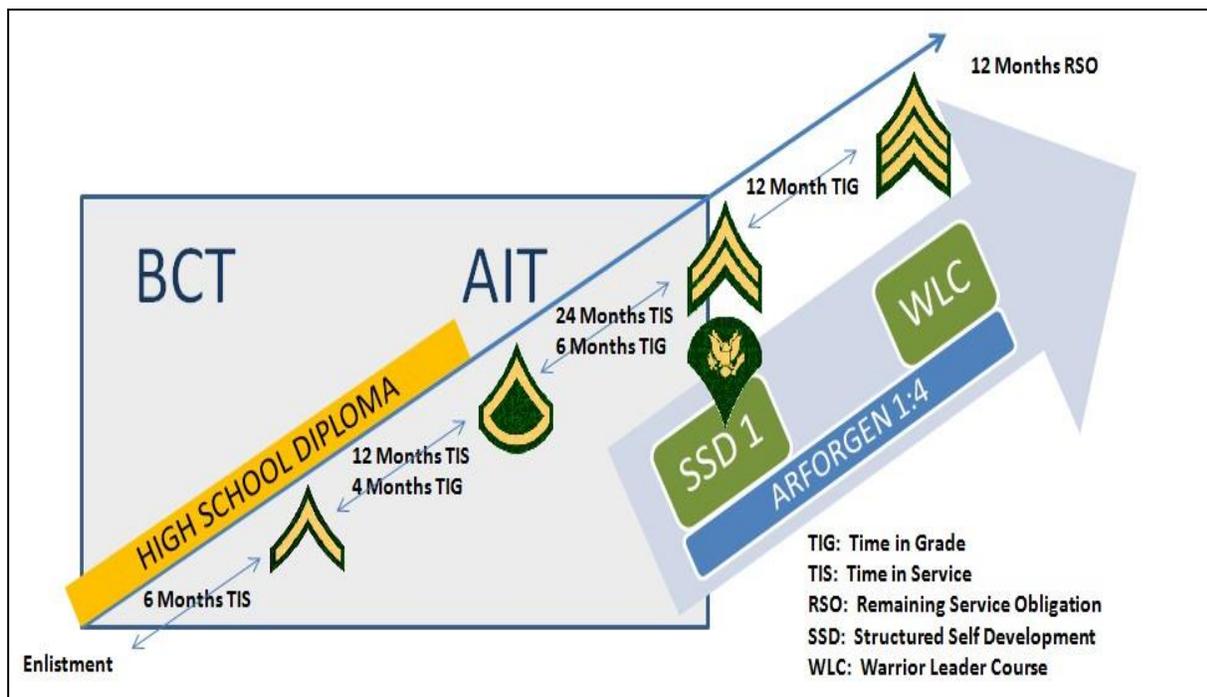


Figure 13: E1 to E5 Career Timeline

b. Direct and Organizational Leaders. The SCARNG must also address avenues to encourage proactive, adaptive and innovative leaders in a traditional reserve component environment. Expectations must be realistic and account for the Citizen-Soldier complexities. Our leaders are expected to be engaged in the welfare of their subordinates, use of personnel and materiel, promote development and establish cultures and climates that reinforce the Warrior Ethos and Army values while inspiring their Soldiers to continuously improve; all these things while operating in an Operational Reserve Component mode. Balance in the SCARNG will promote the development of our leaders and encourage the continued support of our Families and Employers.

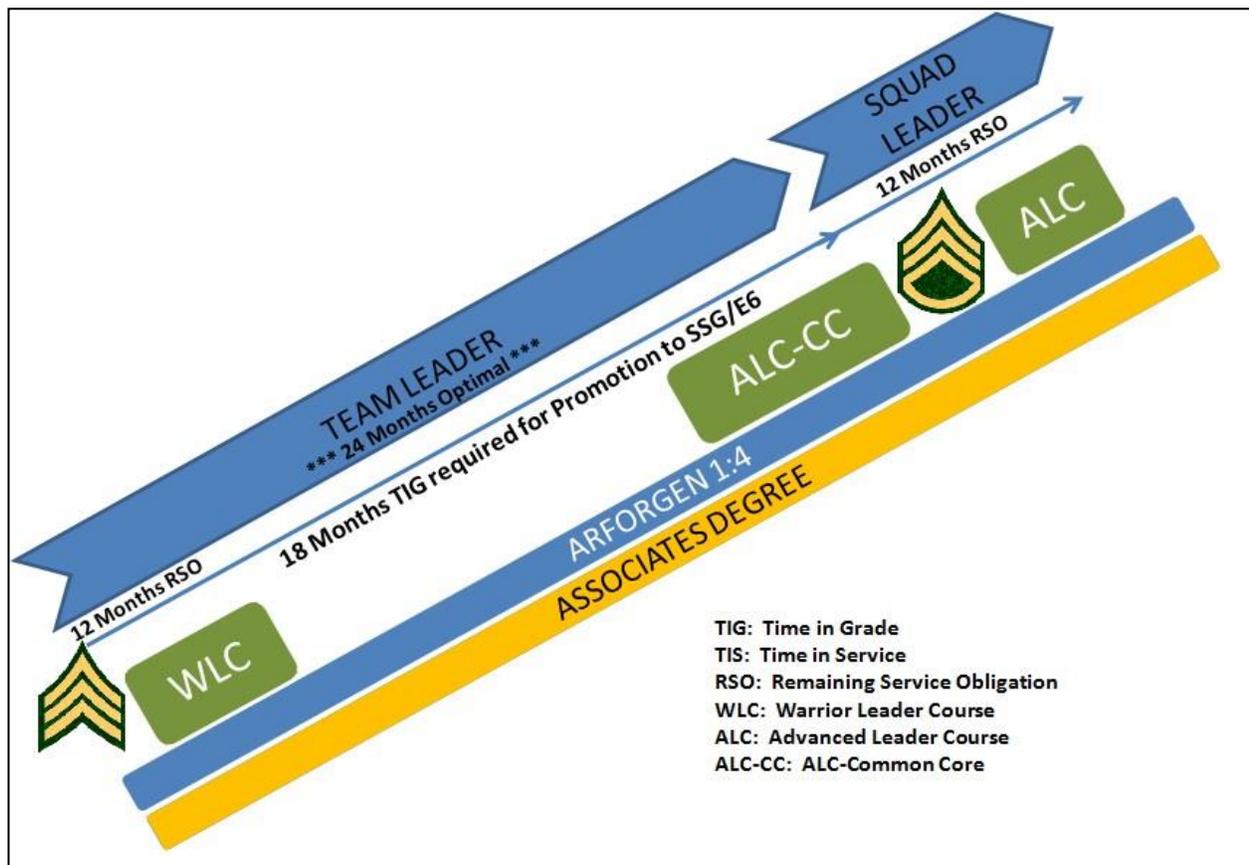


Figure 14: E5 to E6 Career Timeline

(1) Promotion and Assignment at the SSG Level. An E6 is expected to attend ALC-Common Core and ALC resident phase. A Staff Sergeant is expected to lead a Squad, and should the need arise; step up to lead the Section or Platoon. The operational assignment provides them the opportunity to implement what they have learned. ALC provides the institutional foundation to set the Staff Sergeant up for success as a Squad Leader, and prepare them to be an E7.

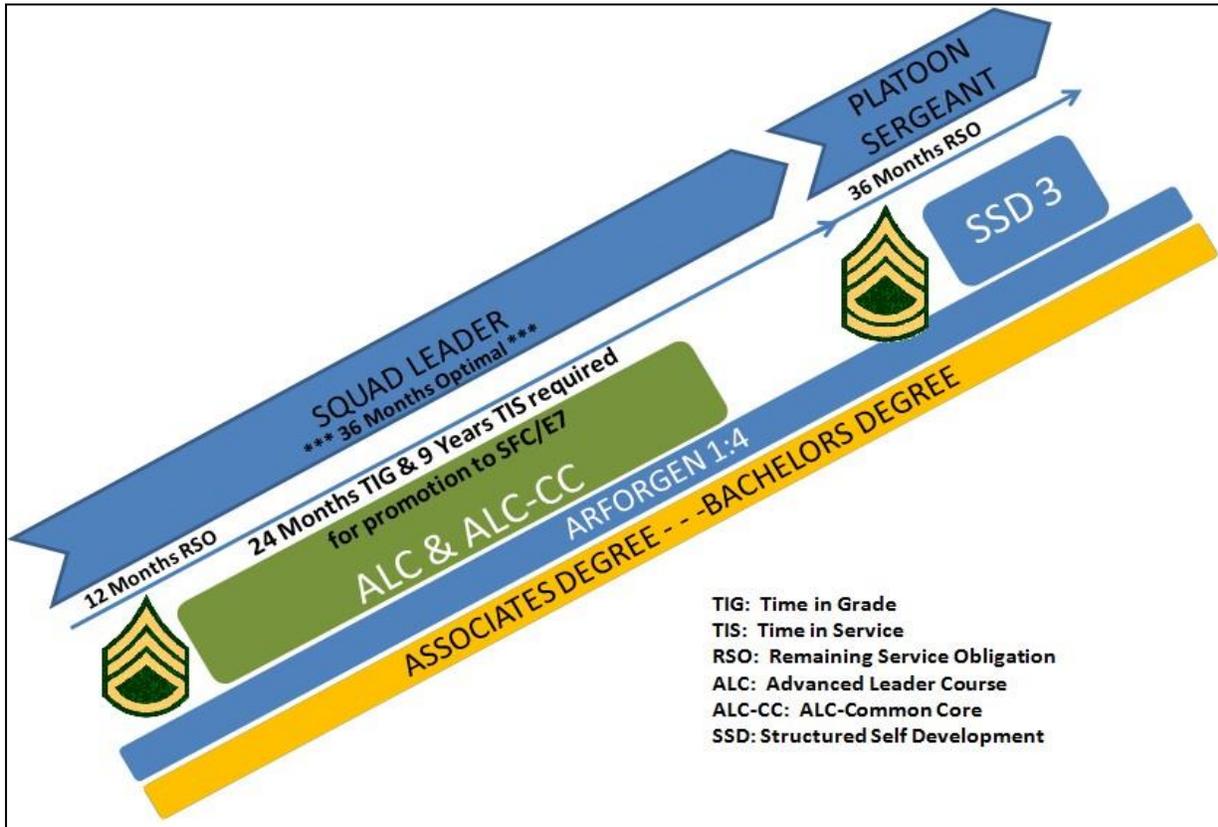


Figure 15: E6 to E7 Career Timeline

(2) Promotion and Assignment at the SFC Level. An E7 is expected to complete Structured Self Development 3 and attend Senior Leader Course (SLC). A Sergeant First Class takes on a higher level of responsibility that requires them to be very knowledgeable in all facets of Soldier care (Admin, Logistics & Training). SLC will soon incorporate many tasks taught at the First Sergeants Course. This makes completion of SLC even more important, especially when the Platoon Sergeant is required to step up in the absence of the First Sergeant.

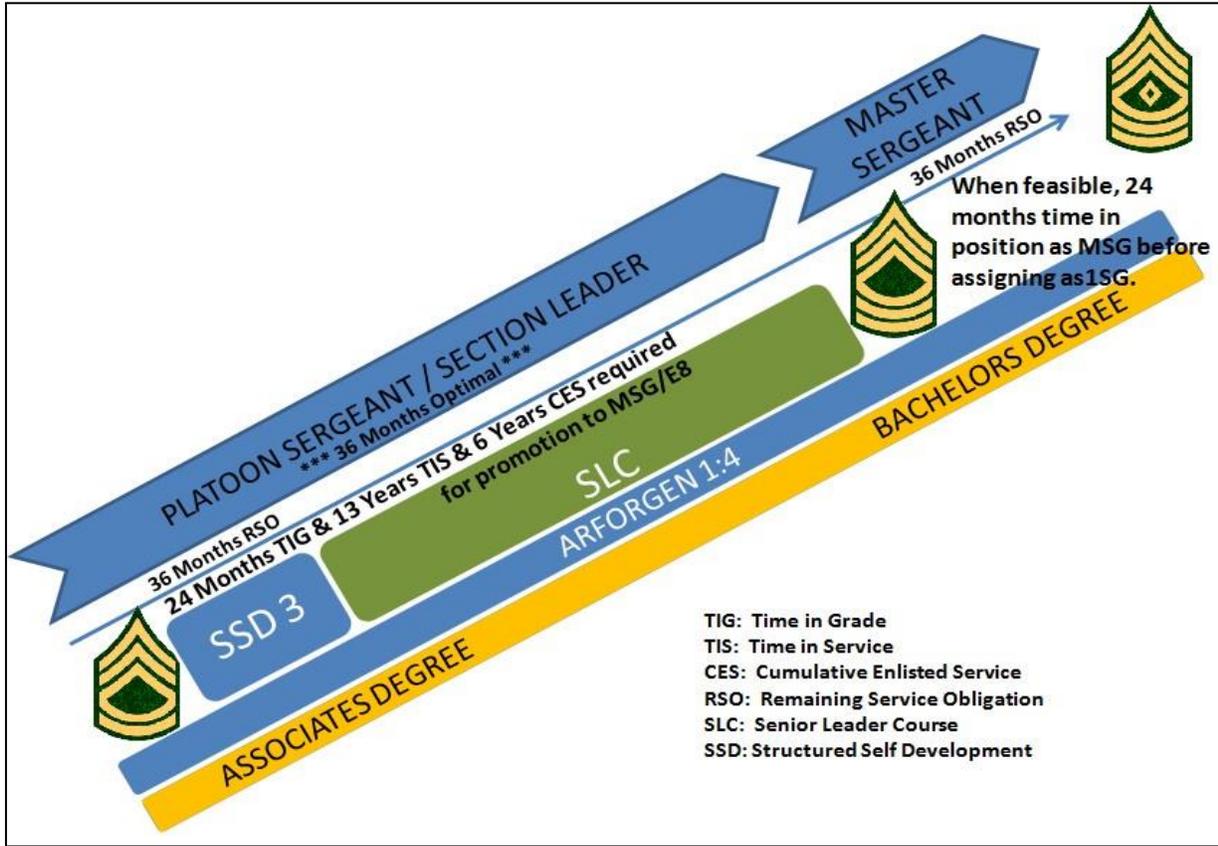


Figure 16: E7 to E8 Career Timeline

(3) Promotion and Assignment at the MSG Level. An E8 is expected to complete Structured Self Development 4. Whenever possible, an E8 should strive for both Staff experience and First Sergeant experience. Both assignments develop the NCO as a leader and better prepare them for future assignments as a Sergeant Major. The Master Sergeant serves as the principle NCO in staff elements at battalion or higher levels. Although not charged with the enormous leadership responsibilities of the first sergeant, the master sergeant dispatches leadership and executes other duties with the same professionalism as the first sergeant.

(4) Selection and Appointment as a 1SG. The First Sergeant is expected to complete Structured Self Development 4, and should strive for enrollment in the U.S. Army Sergeants Major Course. The First Sergeant is the senior NCO in companies, batteries and troops. The position of first sergeant is similar to that of the CSM in importance, responsibility and prestige. As far back as the Revolutionary War period, First Sergeants have enforced discipline, fostered loyalty and commitment in their Soldiers, maintained duty rosters and made morning reports to their Company Commanders. Since today's First Sergeants maintain daily contact with and are responsible for training and ensuring the health and welfare of all of the unit's Soldiers and Families, this position requires extraordinary leadership and professional competence. Through NCO development programs, performance counseling and other guidance, First Sergeants are the Army's most important mentors in developing subordinate NCOs. Therefore, we must ensure the development of our NCO Corps incorporates leadership assignments at each grade level. These assignments will broaden an NCO's experience by exposing them to the duties and responsibilities at each level of leadership. They will call on these experiences while training and mentoring their junior leaders. A First Sergeant is expected to remain in position for 36 months. In some cases this tour may be shorter, but should always be at least 18 months.

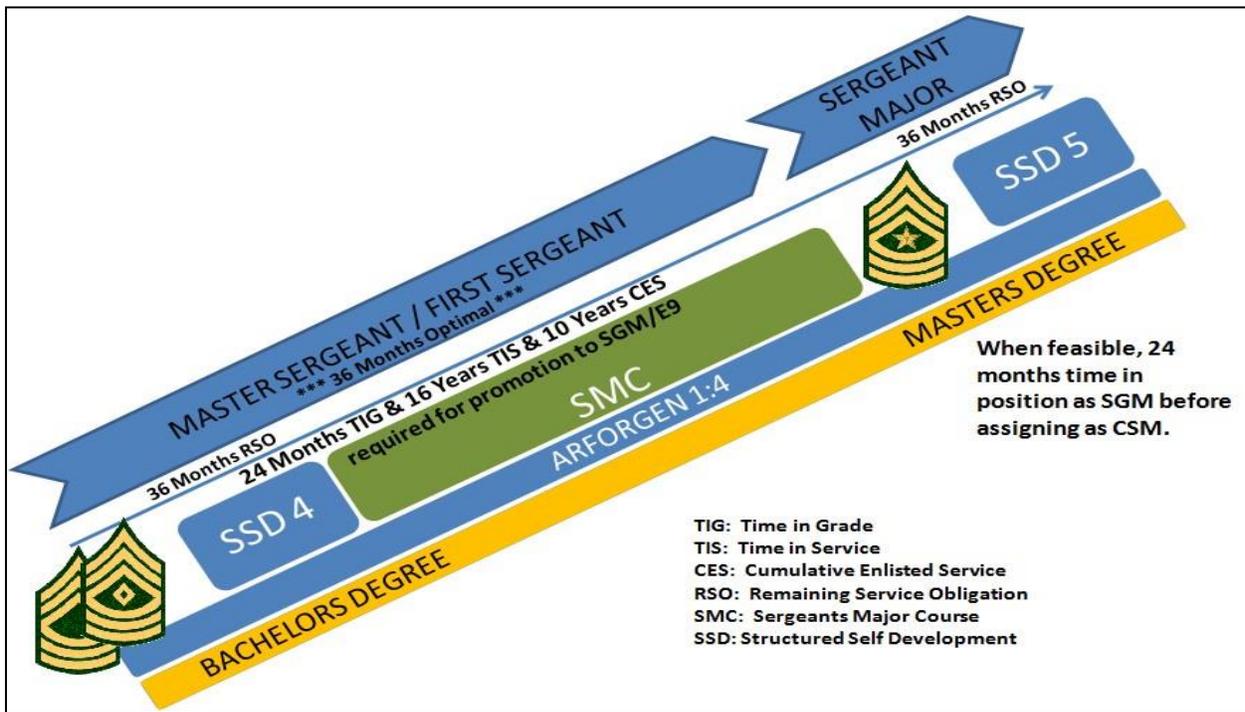


Figure 17: E8 to E9/SGM Career Timeline

a. Organizational Leaders. Our most senior level NCOs (SGM and CSM) must master tactical art and the military decision-making process, and understand operational art and problem framing through design. We will later discuss how we must continue broadening these leaders through educational and assignment experiences outside the tactical and operational realm to prepare them for responsibilities at more senior levels. Additionally, these leaders must coach, mentor, and develop subordinate leaders, identify future leaders, and inspire their junior officers, NCOs and Soldiers to a career of military service. Senior NCOs should anticipate and expect to progress through SGM and CSM positions at various levels. The Battalion Operations SGM could realistically expect to become the Battalion CSM. The Battalion CSM could realistically expect to become the Brigade Operations SGM on the way to becoming the Brigade CSM. This line of progression provides expertise to the Senior NCO through operational assignments.

(1) Promotion and Assignment at the SGM Level. Upon selection to assume the duties of a SGM, the Senior NCO must enroll in the U.S. Army Sergeants Major Course (SMC). Promotion and assignment as an SGM is conditional upon completion of the SMC. Promotion and assignment at the SGM level is the result of a career of learning, absorbing, understanding and being highly successful at all of the previous ranks. In the ARNG, the SGM positions in MTOE units are predominantly held by an Active Guard and Reserve (AGR) Soldier at Battalion and higher commands. This creates challenges for Soldiers to progress through these staff assignments on their way to a CSM position. Units must creatively manage their force to provide opportunities to both Traditional and AGR Soldiers.

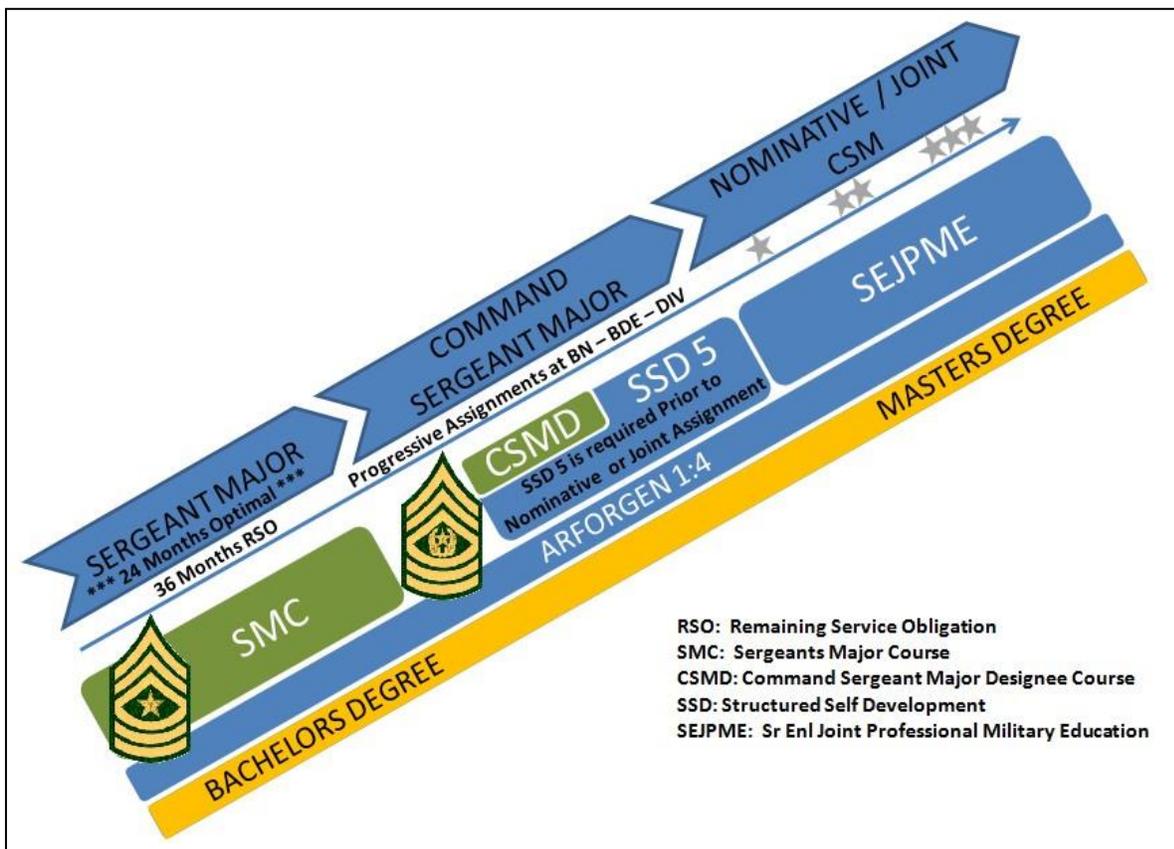


Figure 18: E9/CSM Career Timeline

(2) Selection and Appointment as a Command Sergeant Major. The CSM is the senior NCO of the command at battalion or higher levels and principle enlisted adviser to the commander. The CSM is instrumental in the development of leaders and assists the commander in overseeing and driving the unit training program. The CSM must be actively engaged in the development of leaders. The CSM provides and communicates expectations of the NCO Corps, and the NCO Support Channel provides opportunities to NCOs to meet those expectations. The CSM is the principle administrator of all NCO professional development within the organization, and in the SCARNG the challenges of balancing military and civilian careers requires his/her constant attention.

(3) Strategic Leaders. At this level, we must synchronize the performance expectations of a strategic level position with the development of appropriate skills and abilities and selection/management of NCOs who have demonstrated mastery of the skills and abilities required by the assignment. As stated earlier, the AGR force and the Traditional force compete for these strategic level positions. Controlled grade authorizations for the AGR force create limitations on assignment opportunities. Those positions held by the AGR force limit the opportunities available to the Traditional force. The SCARNG leadership must proactively pursue opportunities to develop both the Traditional and AGR force. The strategic level positions available to the force are more critical now than they have ever been. Operations in a Joint environment are not uncommon, and these strategic level positions are a critical building block to assignments at the nominative level.

(4) Assignment as a nominative CSM requires an understanding of how the Army and the ARNG works. Especially in the ARNG, Senior CSMs will likely be assigned outside of their branch and may not have direct knowledge of many of the assigned systems. They are required to seek venues for education to provide a level of understanding that facilitates sound judgment. Their principal duties should still reside in the function of the care and training of the ARNG enlisted force. The senior Command Sergeant Major will likely become a conduit for General Officers and will be required to maintain an informed opinion of the combat readiness of his/her organization. In the ARNG, assignments at the nominative level are predominantly controlled by the State's Adjutant General. In preparation for these assignments, a Senior NCO must actively pursue wide and varied assignments to prepare for the roles of Land Component CSM, State CSM and Senior Enlisted Leader. The Command Leadership and Staff Program is a tool whereby we can progressively develop Senior NCOs through these assignments. The States and the ARNG directorate must coordinate opportunities to develop our Senior NCOs in preparation for these nominative level positions.

NCO PME AND SELF DEVELOPMENT MODEL

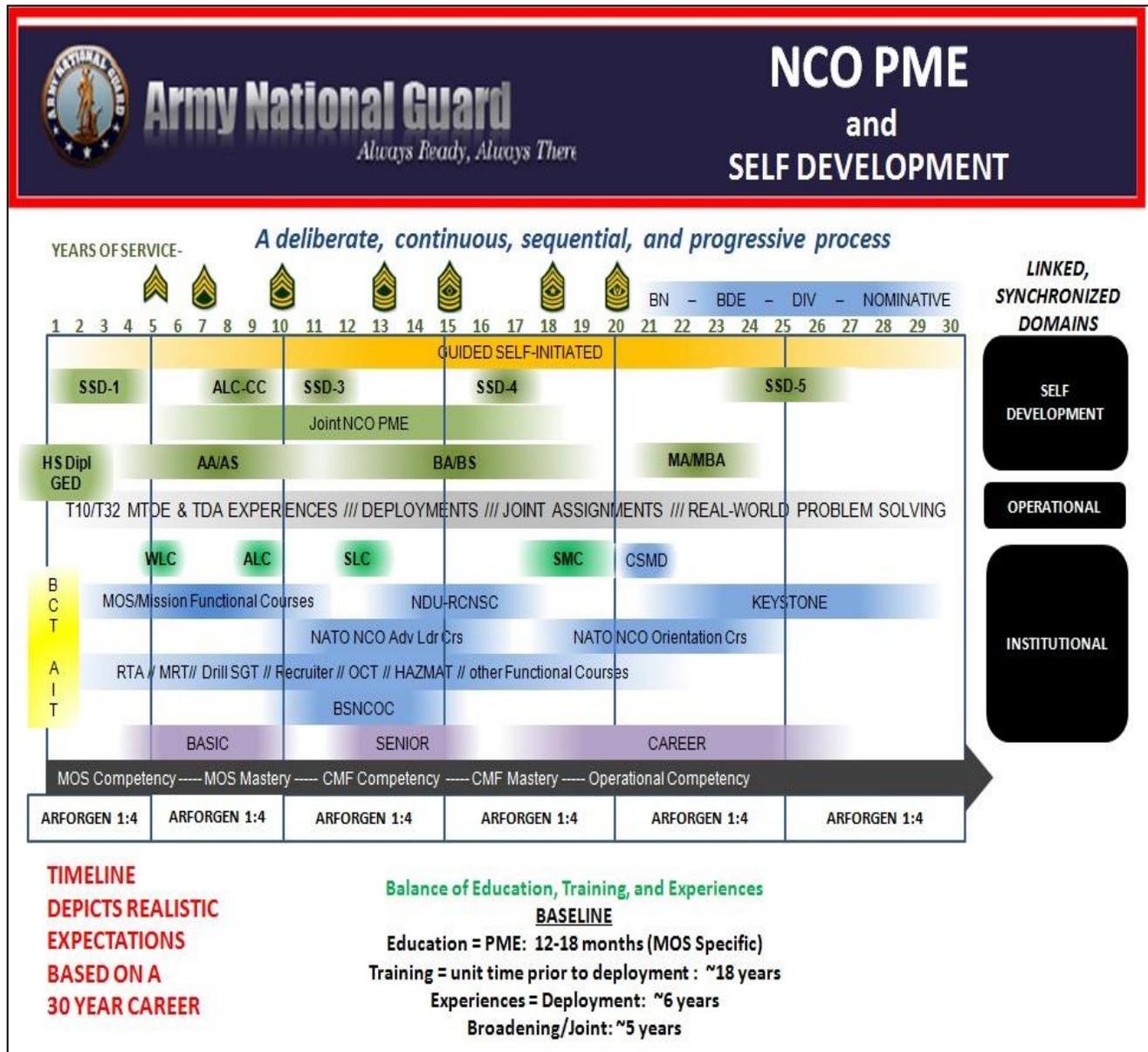


Figure 19: NCO PME AND Self Development

1. NCO PME and Self Development Model. The above model depicts NCO Career Development culminating in assignment at a nominative CSM level. Leaders should use this model as a starting point for developing a time line with goals for every NCO in the SCARNG. Incorporating all three domains throughout an NCO's career will build competence and mastery of the skills required at the Basic, Senior and Career levels in a development lifecycle. The challenge for NCOs is to tailor their program to meet a persistent ARFORGEN cycle of 1 year deployed and 4 years dwell.

- a. Self Development comes in many forms.
 - Structured Self Development

- Correspondence Courses
- On-line studies programs (Joint NCO PME)
- Civilian Education

b. Operational experience is gained through wide and varied assignments in the operating and generating force. It also includes experience gained through deployments, joint assignments and real world problem solving.

c. Institutional Development also comes in many forms.

- NCOES (WLC, ALC, SLC & SMC)
- Functional Courses
- National Defense University (NDU) Courses
- NATO Courses

2. Current NCOES transformation will result in a sequential series of Self-Study and Resident courses to support lifelong learning. Promotion policy changes are pending implementation of the Structured Self Development courses.

- Structured Self Development 1 – Prerequisite to Warrior Leader Course
- Warrior Leader Course – Prerequisite for promotion to E6
- Advance Leader Course Common Core and Advance Leader Course Resident phase – prerequisite for promotion to E7
- Structured Self Development 3 – Prerequisite to Senior Leader Course
- Senior Leader Course – Prerequisite for promotion to E8
- Structured Self Development 4 – Prerequisite to Sergeants Major Course
- Sergeants Major Course – Enrollment is prerequisite for promotion to E9
- Structured Self Development 5 – Prerequisite to Joint and Nominative level assignments

3. Expectations must be communicated to ensure our NCOs know the Institutional, Operational and Self Development objectives required to maintain a ready and resilient force. Competent and confident leaders are developed through a deliberate, continuous, sequential and progressive process using all three linked and synchronized domains of leader development (Self Development, Operational, Institutional). The CSM of the ARNG has communicated a set of expectations for NCOES.

- An E5 is expected to attend Warrior Leader Course
- An E6 is expected to attend Advanced Leader Course
- An E7 is expected to attend Senior Leader Course
- An E8 is expected to complete Structured Self Development 4
- An E9 is expected to complete the Sergeants Major Course and SSD5

4. Warrior Leader Course (WLC). Course Number 600-C44.

a. Effective 1 April 2013, Soldier's must complete SSD1 prior to attending WLC.

b. The Warrior Leader Course (WLC) is the first step in the Noncommissioned Officer Education System (NCOES). The WLC is a 17-day Program of Instruction (POI) which is non-MOS specific, taught in a non live-in environment, using classroom instruction with practical application, followed by hands-on performance-oriented training conducted in a field environment, culminating with an extensive situational training exercise (STX). The WLC produces competent junior NCOs who are qualified team/section/squad leaders, trainers of leader and war fighting skills. WLC graduates are teachers of leader tasks, knowledge and attitudes; they are evaluators and counselors who conduct and participate in individual and collective training. WLC instills self discipline, professional ethics and establishes the foundation for follow-on training in leader development.

c. NGB establishes a quota management plan to support WLC and ensure attendance of fully qualified Soldiers. In order to be consistent with established Army training priorities installations will manage quotas to ensure that all Soldiers in a higher OML category attend WLC prior to Soldiers with lower priority.

5. Advanced Leaders Course (ALC). Leader training and basic branch-specific, squad and platoon-level training.

a. Effective 1 JAN 11, all SGTs and SSGs who are graduates of ALC or BNCOC will be automatically enrolled in SSD3. SGTs (p), SSGs and SFCs will be enrolled in SSD3 automatically upon completion of all phases of ALC.

b. The ALC is a branch-specific course that provides Soldiers selected for promotion to SSG with an opportunity to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead squad-size units. Training builds on experience gained in previous training and operational assignments.

c. Content for the ALC will include materials for success at both the squad and platoon level and will include relevant parts of the old ANCOG. The scope of tasks/ competencies addressed in ALC will provide both the squad and platoon level perspective, where appropriate, and build upon experience gained in previous training and operational assignments.

d. Soldiers may complete their respective ALC Technical Tract Training prior to ALC Common Core Training. They will complete both modules satisfactorily before receiving course credit. Those Soldiers possessing MOSs that do not offer TASS technical tract ALC are considered graduates after ALC Common Core Training completion. Commandants conducting ALC Common Core Training will verify those MOS's not offering technical tract training using ATRRS and note this on the Soldier's academic report. The DARNG may waive MOS-specific attendance for Soldiers in MOSs that do not have a current Total Army Training System courseware (TATS-c). Soldiers in the RC will complete ALC in a maximum 36 months from start date. Should the Soldier's ALC MOS technical track require more than one phase of training the Soldier will be given an additional 12 months for each additional phase. These established timelines may be extended if the delay is through no fault of the Soldier. The Soldier's commander must submit a memorandum requesting an extension, with justification for the delay, through command channels to the first GO in the Soldier's chain of

command. The GO may allow up to an additional 12 months.

6. Senior Leaders Course (SLC). Advanced, branch-specific, platoon and company-level training.

a. Effective 1 June 2013, SSD-3 is a prerequisite to attending the Senior Leader Course (SLC). Effective 1 JAN 11, SSGs (P), SFCs, AND MSGs will be enrolled automatically into SSD4 upon completion of SLC.

b. SLC provides an opportunity for Soldiers selected for promotion to Sergeant First Class (SFC) to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead platoon and company-size units.

c. SLC is a branch specific course that will include materials required for success at both the platoon and company level. Relevant parts of the First Sergeants Course will be migrated into the SLC and SSD4. The scope of tasks/competencies addressed in SLC will provide both the platoon and company level perspective, where appropriate, and build upon experience gained in previous training and operational assignments. The DARNG may waive MOS-specific attendance for Soldiers in MOSs that do not have a current Total Army Training System courseware (TATS-c). Soldiers attending SLC are allowed 12 months to complete each technical tract phase. These established timelines may be extended if the delay is through no fault of the Soldier. The Soldier's commander must submit a memorandum requesting an extension, with justification for the delay, through command channels to the first GO in the Soldier's chain of command. The GO may allow up to an additional 12 months.

7. Sergeants Major Course (SMC) Senior-level, branch-immaterial, staff training.

a. Effective 1 June 2013, completion of SSD4 is a prerequisite for attendance to SMC. Effective 1 MAY 11, MSGs (P) and SGMs are enrolled automatically into SSD5 upon completion of Sergeants Major Course. Effective 1 January 2015, completion of SSD5 is a prerequisite to be considered for nominative and joint assignments.

b. The U.S. Army Sergeants Major Course is the capstone of enlisted training. Master Sergeants (MSG), MSG (Promotable), SGM, and CSM are prepared for both troop and staff assignments throughout the defense establishment. The SMC is task based and performance oriented. Areas of study include leadership, combat operations, sustainment operations, team building, communication skills, training management, and professional development electives. Successful completion of the SMC is a requirement for promotion to SGM and appointment to CSM.

c. Personnel must have reenlisted or extended their current enlistment to satisfy the 24 month service-remaining requirement that begins upon graduation from the nine month resident course and the non-resident corresponding course studies program. Failure to take action to meet the service-remaining requirement will result in the initiation of a DA Form 4991-R or retirement in lieu of PCS. (See AR 635-200) This requirement applies to both primary and alternate selectees.

d. Alternate selectees will replace Soldiers selected for promotion to SGM who fail to attend the scheduled SMC. Alternates will replace primary attendees on a one-for-one basis by MOS and will incur a 36 month service obligation upon graduation.

e. All ARNG personnel apply to and are selected by a board convened by the DARNG.

f. The SMC blended education (non-residence course) is available only to Soldiers who are selected by the CSM/SGM/SMC Board. Request for exceptions to policy will be considered for compassionate or medical reasons.

g. The resident phase of SMC blended education (non-residence course) is outlined below:

(1) The resident phase will be conducted 10 times each year during the months of Jan, Feb, Mar, Apr, May, Jul, Aug, Sep, Oct and Nov.

(2) A student must complete all six corresponding studies modules of the course approximately 90 days before the planned resident phase. This will allow sufficient time for administrative processing.

(3) Instructions concerning attendance of ARNG and USAR personnel in the resident phase will be announced by DARNG on notification by the Commandant USASMA of student's eligibility to attend.

(4) Noncommissioned officers who decline the resident SMC after selection are not eligible for the blended education (non-residence course).

h. Procedures for awarding credits are shown below.

(1) Upon completion of the blended education (non-residence course), the student will be awarded a diploma by the Commandant, USASMA. The Soldier's DA Form 2-1 will be updated to reflect NCOES code A.

(2) Retirement point credit for SCARNG NCOs not on extended duty will be credited at the rate of one point for every 3 credit hours of nonresident instruction satisfactorily completed. (See AR 600-8-19.)

(3) Graduates of the blended education (non-residence course) are given equal consideration with resident course graduates in all personnel management actions.

(4) The American Council on Education's Center for Adult Learning and Educational Credentials recommends that graduates of the Corresponding Studies Program receive 6 semester hours baccalaureate degree college credit in management, psychology or sociology, and international relations, for a total of 18 semester hours.

8. Functional Area and Skill Training.

a. Functional courses prepare Army personnel for assignment to special units or specific duty positions and increase their value to the Army. These courses provide Soldiers an opportunity to acquire duty position-required skills and knowledge that cannot be obtained by attending other institutional courses. The courses may provide training, which qualifies Soldiers for award of an ASI, SQI, or SI. The ATRRS course catalog has a complete listing of functional and skill-qualification courses. AR 350-1, Section VII, starting with paragraph 3-65, addresses functional and other training. Details on the following subjects can be found there.

- Ranger
- Airborne
- Language
- EO
- First Sergeant
- Battle Staff NCO
- CSM Pre-Command
- Joint Education & Training
- Interservice Training
- Civilian Institutions
- Contract Training Courses

b. Priorities for training must be based on CEF/DEF mission. Limited training dollars, and training seats must be dedicated first to those Soldiers who require the training to conduct their MTOE and Assigned mission. New Equipment Training (NET) and Displaced Equipment Training (DET) are priorities for leaders, and should be scheduled in the ARFORGEN to coincide with equipment fielding plans. Some equipment requires trained operators prior to arrival of the equipment and should take priority over other training for those Soldiers/Units involved.

c. Master Resiliency Trainers and Resiliency Training Assistors provide a command with the trained and qualified personnel that are able to help Soldiers and Families through the challenges of balancing the military and their civilian lives. Commands should make every effort to ensure they have MRT/RTA trained personnel in their formations. This training is a priority for the SCARNG. There are few cases that would supersede this training in the priorities of the SCARNG.

STRUCTURED SELF DEVELOPMENT

1. SUMMARY. Structured Self Development bridges the gap between resident NCOES (WLC, ALC, SLC, and SMC).

2. SITUATION.

a. Guided Self-Development. A set of recommended, but optional learning opportunities progressively sequenced across a career.

b. Personal Self-Development (PSD). A self-initiated learning where the individual defines the objective, pace and process.

c. Structured Self–Development (SSD). A planned, goal–oriented learning that reinforces and expands the depth and breadth of an individual’s knowledge base, self-awareness and situational awareness; compliments institutional and operational learning; enhances professional competence and meets personal objectives.

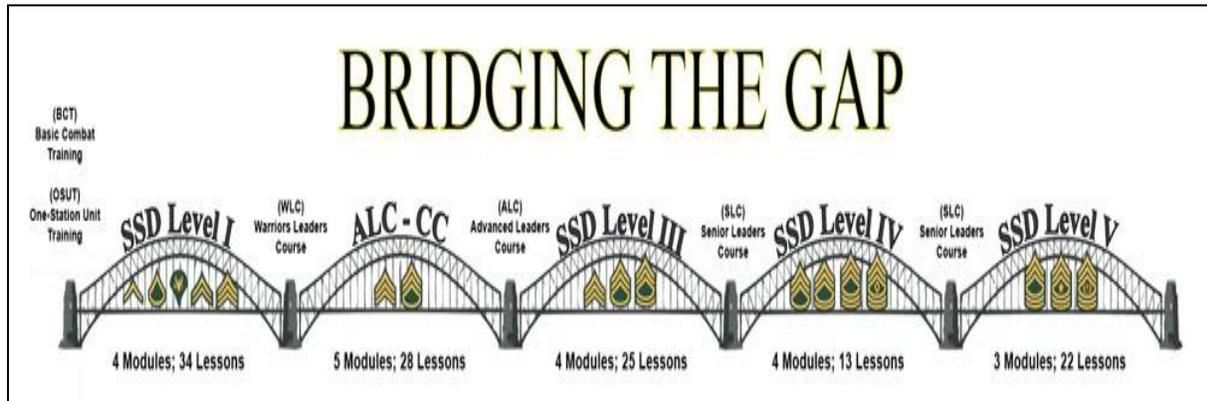


Figure 20: Bridging the Gap - Graphic Illustration describing the different phases in Structured Self Development

d. SSD I. SSD I Tasks are primarily focused at the team level and common leader and tactical skills.

e. ALC. There is not an SSD Level between Warrior Leaders Course (WLC) and SSD III. ALC-CC focuses on preparing unit and subordinate elements for peace, wartime missions and contingencies.

f. SSD III. SSD III tasks are primarily focused at the platoon level. SSD III will be completed after the ALC and prior to the senior Leader Course.

g. SSD IV. SSD IV tasks are primarily focused at the battalion level. United States Army Sergeants Major Academy (USASMA) highly recommends that SSD IV be completed prior to assuming duties as a First Sergeant.

h. SSD Level V. SSD V tasks are focused at nominative and joint staff levels.

3. CONOPS.

a. Implementation Dates.

(1) SSD I. Effective 1 OCT 10, Soldiers are enrolled in SSD I automatically upon completing Basic Combat Training (BCT) / One – Station Unit Training (OSUT). Effective 1 April 2013, Soldier’s must complete SSD I prior to attending Warrior Leader Course. Those Soldiers (Private – Specialist / Corporal) who completed BCT / OSUT, but not WLC, prior to 1 SEP 10 are automatically enrolled by 1 JAN 12.

(2) ALC-CC. There is not an SSD level between Warrior Leaders Course (WLC) and SSD III. The Advanced Leaders Course-Common Core (ALC-CC) is in lieu of SSD II.

(3) SSD III. Effective 1 JAN 11, all Sergeants and Staff Sergeants who are graduates of ALC or BNCOC are automatically enrolled in SSD III. Sergeants (promotable), Staff Sergeants and Sergeants First Class will be enrolled in SSD III automatically upon completion of all phases of ALC. Effective 1 June 2013, Structured Self Development III (SSD-III) is a prerequisite to attend the Senior Leader Course (SLC).

(4) SSD IV. Effective 1 JAN 11, Staff Sergeants (promotable), Sergeants First Class and master Sergeants are enrolled automatically into SSD IV upon completion of the Senior leaders Course (SLC). Effective 1 June 2013, completion of SSD IV is a prerequisite for attendance to a Sergeant Major Course.

(5) SSD V. Effective 1 MAY 11, Master Sergeants (promotable) and Sergeants Majors are enrolled automatically into SSD V upon completion of the Sergeant Major Course or its equivalent. Beginning 1 January 2015, completion of SSD V is prerequisite to be considered for nominative and joint assignments.

b. Learning Modules. All leaders should be aware of the tasks trained during Structured Self Development. The following information provides the current subjects taught at each level of SSD.

(1) Structured Self Development - Level I Modules. SSD I tasks are primarily focused at the team level and common leader and tactical skills.

(a) Module I.

- SSD-111: Identify Self-Directed Learning Fundamentals
- SSD-112: The Army Writing Style
- SSD-113: Employ the CRM Process and Principles and show how they apply to Performance
- SSD-114: Detainee Operations
- SSD-115: Fratricide Avoidance Methods
- SSD-116: Basic Personnel Recovery Principles
- SSD-117: Prepare and Submit a Situation Report (SITREP)
- SSD-118: Recognize Post Traumatic Stress Disorder and Mild Traumatic Brain Injury
- SSD-119: History of the NCO

(b) Module II.

- SSD–121: Counterinsurgency Principles
- SSD–122: Cultural Effects on Military Operations
- SSD–123: Customs, Courtesies, and Traditions of the Service (CCTS)
- SSD–124: How War and Multiple Deployments Affect Subordinates
- SSD–126: Apply the Military Problem Solving Process
- SSD–127: Physical Readiness Training
- SSD–128: Identify Troop–Leading Procedures

(c) Module III.

- SSD–131: The NCOs Casualty Assistance Process (CAP)
- SSD–132: Conflict Management
- SSD–133: Lean Six Sigma Fundamentals
- SSD–134: NCOs Role in Recruiting & Retention
- SSD–135: Prepare a Brief
- SSD–136: Primary Roles and Functions of the Military Services in Joint Operations, Homeland Defense and Civil Support.
- SSD–137: Identify Principles of Effective Management
- SSD–138: Supply Activities in a Unit
- SSD–139: Types of Rehearsals

(d) Module IV.

- SSD–141: After Action Reports (AAR)
- SSD–142: The Army Ethic
- SSD–143: Communicate History of the U.S. Army
- SSD–144: Identify the Procedures for Conducting Squad Drill
- SSD–145: Identify Financial Readiness Actions
- SSD–146: Host-Nation, Federal, State, and Local Environmental Laws and Regulations
- SSD–147: Task Organize Squad for Mission
- SSD–148: Time Management Plan

(2) Advanced Leaders Course – Web Based Training. Preparing unit and subordinate elements for peace and wartime missions and contingencies.

(a) Planning, supervising, and executing tasks and missions assigned to squad-size units.

(b) Leading, supervising, disciplining, training, and developing subordinates.

(c) Planning, scheduling, supervising, executing, and assessing the unit’s mission essential training.

(d) Planning, initiating, and supervising personnel, administration, and supply actions.

(e) Planning, supervising, and assessing the safe use, maintenance, storage, security, and accountability of personal and organizational equipment and material.

(f) Caring for subordinates and their Families.

MODULE 1	MODULE 2	MODULE 3	MODULE 4	MODULE 5
Army Leadership	Army Writing	OPSEC	Risk Management	Riot Control
Sexual Assault Prevention	NCOER's Environmental Laws	Information Awareness	Law of War OPORD	Checkpoint Ops IED Defeat
Equal Opportunity	Physical Fitness	Cultural Awareness	SITREP	Reconnaissance
Suicide Prevention	Squad Training	Preventive Medicine	Casualty Ops	Urban Patrols
Assist Family Members		Combat Stress	Detainee Ops	Hasty Attack
		Soldier as a Sensor		

Figure 21: Learning Modules

(3) Structured Self Development - Level III Modules. SSD III tasks are primarily focused at the platoon level. SSD III will be completed after ALC and prior to the Senior Leaders Course (SLC); previously known as the Advanced Noncommissioned Officers Course (ANCOC).

(a) Module I.

- SSD–311: The Army Substance Abuse Program
- SSD–312: Apply Ethical Leadership Decision- Making Process at Small Unit Level
- SSD–313: Positive Command Climate
- SSD–314: Measures to Reduce Combat Stress
- SSD–315: Develop a Unit Physical Security Plan
- SSD–316: Information Operations
- SSD–317: The Army Family Team Building (AFTB) Program
- SSD–318: Unified Land Operations

(b) Module II.

- SSD–321: Develop a Mentorship Program
- SSD–322: Develop Organizational and Leadership Skills
- SSD–323: Develop Standing Operating Procedures (SOPs)

- SSD–324: Platoon Drill and Ceremony
- SSD–325: Civil Affair/Civil Military Operation
- SSD–326: Supervise a Noncommissioned Officer Development Program (NCO DP)
- SSD–327: Coordinate Unit Deployment Readiness Activities
- SSD–328: Casualty Assistance Officer (CAO) Duties
- SSD–329: Supervise the Setup of Ceremonies

(c) Module III.

- SSD–331: Army Systems of Record
- SSD–332: Plan a Research Paper
- SSD–333: Develop an Essay

(d) Module IV.

- SSD–341: Develop a Mission Essential Task List (METL)
- SSD–342: Joint Forces Capabilities
- SSD–343: Preventative Medicine Program
- SSD–344: Conduct and Preparation of Troops for Media Engagement
- SSD–345: Army Force Generation (ARFORGEN) and You

(4) Structured Self Development - Level IV Modules. SSD IV tasks are primarily focused at the battalion level. United States Army Sergeants Major Academy (USASMA) highly recommends that SSD IV be completed prior to assuming duties as a First Sergeant.

(a) Module I.

- SSD–411: Develop a Mission Essential Task List for Battalion Level and Higher Level Headquarters
- SSD–412: Evaluate and Manage a Preventative Medicine Program
- SSD–413: Describe the Relationships Between Interagency and Host-Nation Support
- SSD–414: Army Systems of Record

(b) Module II.

- SSD–421: Create Mentorship Strategies
- SSD–422: Critique and Validate a Standing Operating Procedure (SOP)
- SSD–423: Operational Art (Formally Operational Continuum)
- SSD–424: Capabilities of the Media/Public Affairs and the Significance of Portraying and Maintaining a Positive Image

(c) Module III.

- SSD–431: Introduction to Negotiations and Mediations
- SSD–432: METL Development and ARFORGEN

(d) Module IV.

- SSD-441: Evaluate the Execution of Ceremonies
- SSD-432: Joint Forces (Government and Non-Government Agencies on the Battlefield)
- SSD-443: Synthesize Critical Reasoning Skills to Solve a Problem

(5) Structured Self Development - Level V Modules. SSD V tasks are focused at nominative and joint staff levels.

(a) Module I.

- SSD-511: The Civilian Hiring Process
- SSD-512: Special Senior Enlisted Positions
- SSD-513: DA Civilian Professional Development Program
- SSD-514: The Human Dimension of Leadership
- SSD-515: Joint Leadership Issues
- SSD-516: Analyze the Strategic Level of Leadership
- SSD-517: Conflict Management Resolution
- SSD-518: Describe Proper Protocol at the Strategic Level

(b) Module II.

- SSD-521: Manage Information in Operation Centers
- SSD-522: Apply Leader Media Skills
- SSD-523: Analyze JSOTF-CJSOTF from Different Area of Operations
- SSD-524: The Operational Environment
- SSD-525: The Joint Targeting Process
- SSD-526: Information Operations Campaigns
- SSD-527: Employ Nation Building through Stability Operations

(c) Module III.

- SSD-531: Stewardship of Resource Management
- SSD-532: Describe the POM
- SSD-533: Formulate MTOE/TDA
- SSD-534: Funding Joint Operation
- SSD-535: Negotiate Support Agreements with Foreign Governments
- SSD-536: Recommend Input On Civil affair/Civil Military Operations
- SSD-537: Describe the Effectiveness of Host-Nation Support to the Allied or Joint Commander

(6) Structured Self Development Enrollment. There are two options for Soldiers to enroll in SSD.

- (a) From the AKO Website -*-After LOGON -*-
- i. Click on Self Service and Go to My Training

- ii. On the ATRRS Student Center Click on Take Self Development Courses
- iii In the Course Number Block type the SSD course number and click search.
- iv. Click the REGISTER button on the course schedule
- v. Click the I AGREE button
- vi. Choose either CAC or AKO LOG IN
- vii. Fill In and Validate the Training Application and SUBMIT
- viii. Your application will be processed soon and you will be notified of the result by email. Please wait for the email before submitting another application for this course. Please allow 24 hours before contacting the ATRRS Help desk.

(b) From the ATRRS Homepage – <https://www.atrrs.army.mil>

- i. Go to the Channels Directory–ARMY and Click on Self Development
- ii. In the Course Number Block copy or type the SSD course number and click search.
- iii. Click the REGISTER button on the course schedule
- iv. Click the I AGREE button
- v. Choose either CAC or AKO LOGIN
- vi. Fill In and Validate the Training Application and SUBMIT
- vii. Your application will be processed soon and you will be notified of the result by email. Please wait for the email before submitting another application for this course. Please allow 24 hours before contacting the ATRRS Help desk.

(c) ATRRS course numbers for Structured Self Development are as follows:

- i. SSD 1: 1-250-C49-1
- ii. SSD 3: 1-250-C49-3
- iii. SSD 4: 1-250-C49-4
- iv. SSD 5: 1-250-C49-5

4. Interfaces are currently under development for Leaders to monitor progress of Soldier’s training in the Army Career Tracker.

OPERATIONAL ASSIGNMENTS

1. SUMMARY. Provide career opportunities to meet the needs of the States.

2. SITUATION.

a. The NCO Corps has a small population of senior NCOs who serve in Positions at the National level. While small in number, our strategy must address preparing and identifying the right talent to fill these high visibility assignments. The most obvious position is that of the Command Sergeant Major of the Army National Guard, however, we also must prepare other senior NCOs to fill Congressional Liaison positions where selected NCOs provide a NCO perspective to Senators and other members of congress. We also have opportunities for Senior NCOs to fill positions at OSD and DA (as well as positions within DA formations). State CSMs and SELs must communicate with the ARNG CSM to ensure the right talent is identified and prepared to fill these high visibility assignments. The ARNG directorate is working with DA to better provide nominative opportunities to ARNG Senior NCOs. As the Army transitions its nominative process to better facilitate utilization of the Senior NCO talent pool, the ARNG will

incorporate nomination procedures to take advantage of national level opportunities.

b. Opportunities must span RC/AC lines by providing Title 32 and Title 10 options that enhance career development while benefitting the organization. Command Leadership and Staff assignments (CLASP) are the main vehicle to facilitate this process. The ARNG (T10) and States (T32) must collaborate on assignment details to ensure NCOs are provided career development opportunities, while benefitting the organizational needs.

3. CONOPS.

a. Operational Assignments. The SCARNG faces many challenges due to the unique nature of our force structure and personnel management. Both force structure and personnel management for Title 32 forces are decentralized to the State Adjutant General. Title 10 force structures and personnel management are the responsibility of the Director of the Army National Guard, and the G-Staff. There are 55 different formations, and personnel groupings that must be efficient in their own right, as well as be supportive and complement each other.

b. Current personnel management practices are under review by the CSM of the ARNG to provide a system of career development opportunities for traditional and AGR personnel. This tab will be updated when implementation occurs.

4. KEY LIMITATIONS (not all inclusive).

a. Traditional Forces.

- Force Structure limitations within each State/Territory/District may constrict career progression in some military occupational specialties.
- Force Structure changes also create situations where MOS reclassification is required.
- Some MOSs at certain grade levels are blocked by the requirement for full time manning.
- MOS reclassification is an option available, but does not come without restrictions.
- Leaders must research proponency acceptance for reclassification at some grade levels.

b. Title 32 AGR progression and limitations.

- Voucher limitations
- MOS career progression opportunities limited

c. Title 10 progression and limitations.

- Voucher limitations
- MOS career progression opportunities limited

d. Command Leadership and Staff Program (CLASP).

- Controlled Grade authorization limitations
- Block traditional Soldier progression

- Required for professional development of all E9 NCOs
- e. DA Nominative CSM options and procedures for applying.
- Title 10 funding limitations
 - T10 nominative process currently challenging for traditional NCO to navigate
- f. Joint Assignment opportunities and application process.
- Limited positions
 - Multi-Service and Multi-Compo competition for positions
 - Limited operational assignments available for prerequisite assignments

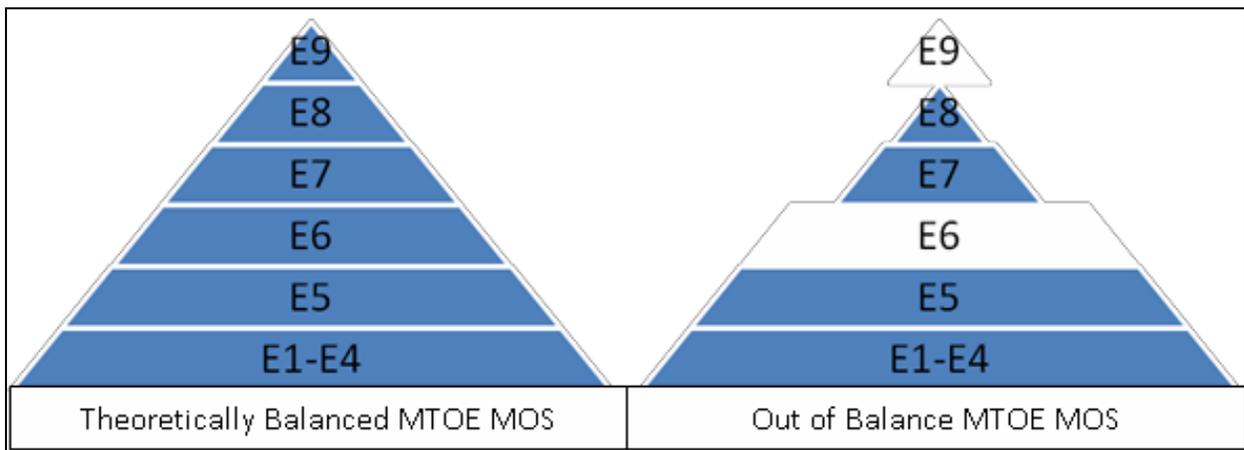


Figure 22: Non Continuous Career Progression

g. Some MTOE units do not provide career progression throughout the grade structure of the unit. For example, an Infantry Mortarman may not have an E6 position in his unit. This Soldier must reclassify in order to attain the grade of E6.

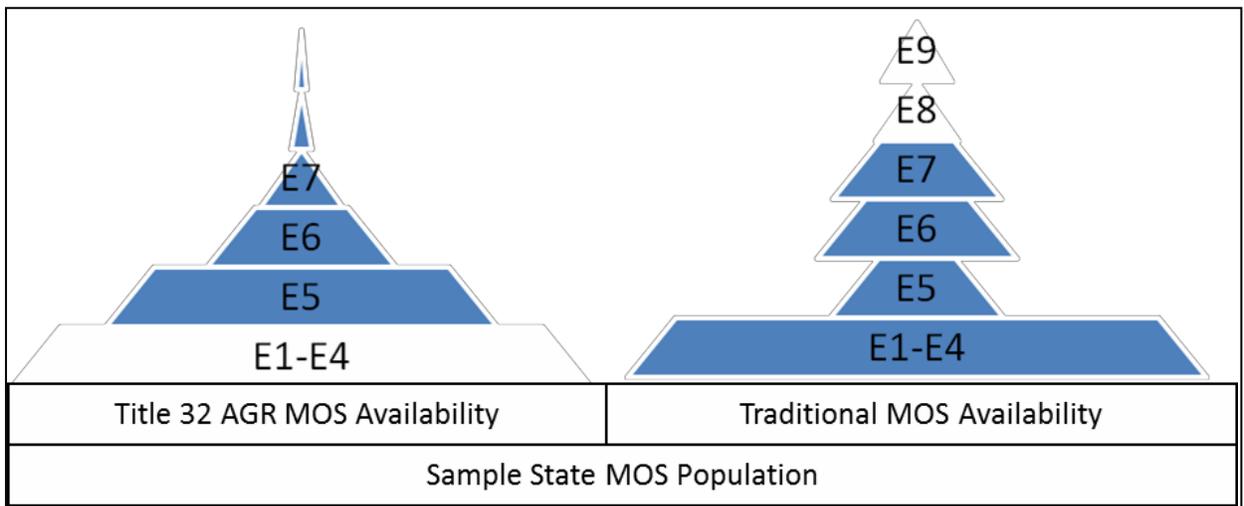


Figure 23: Effects of Full Time Manning

h. Most all units allocate certain positions for full time manning fill. Both AGR and Technician personnel may block career progression for traditional Soldiers, even if the traditional Soldier were willing to transfer to another unit. Full time manning significantly impacts traditional Soldier career progression at the senior grade levels.

5. The strategy for the future is to provide maximum opportunities to the entire force. Capitalizing on the talent in the SCARNG is critical to the future success of the organization. This category will be updated upon completion of the new SCARNG NCO career management plan.

CIVILIAN EDUCATION

1. SUMMARY. Combining training and education in a proper balance will ensure divergent thinking and improve NCOs ability to find reasoned and viable solutions to difficult and unanticipated complex problems. The College of the American Soldier (CAS) is a partnership between the Army and participating Colleges and Universities to expand educational opportunities for Noncommissioned Officers. This partnership is one aspect of an effort to redefine learning as a dynamic construct that incorporates both training and education.

2. SITUATION.

a. Currently, an NCO in the Army is not required to hold a college degree. The only requirement is that to be an NCO, you must be a High School Graduate or equivalent (i.e. GED). It is recommended that all NCOs hold an Associate's Degree. It is encouraged that all NCOs continue their civilian education as part of their life-long learning process. A bachelors or masters degree can be beneficial to both military and civilian career goals. As an alternative, certifications in specialized fields are becoming more and more popular in the civilian sector. Employers are looking for specific skills, and certification programs can provide an immediate advantage when searching for a skilled position.

3. CONOPS.

a. National Guardsmen can earn college credits for military training / experience using the following resources:

(1) AARTS transcript (which contains a record of all of the Soldier's military educational experiences, including those for which there are evaluated college credit recommendations), and "Army eLearning" where you may receive college credit through non-traditional sources.

(2) Army COOL (for civilian credentials, licensure and certification) is available @ <https://www.cool.army.mil/>. Also check with your education counselor or ESO (Education Services Officer) about other funding possibilities for credentials, licensure, and certification.

(3) Free CLEP (College Level Examination Program), SAT and ACT tests are additional opportunities available to SCARNG Soldiers, as well as GRE or GMAT examinations which are reimbursable through DANTES, and PRAXIS (for teaching

certification.)

b. Consider your career goals as you formulate your education plan. Education Counseling is available through your State Education Office. Or you can contact the education support team at the Guard Strength Center: 1.866.628.5999. “Discover” is an online, comprehensive career planning program.

c. Financial Assistance. There are four primary avenues for financing civilian education for the SCARNG Soldier:

(1) Federal Tuition Assistance (FTA) is available to all SCARNG Soldiers for classes that begin after 1 October 2011 and is accessed through the GoArmyEd portal. Currently, the cap is \$4,500 per fiscal year and can be used to pursue one credential for each level - Associates, Bachelors, and Masters Degrees. (Please go to <https://www.goarmyed.com/login.aspx> for more information.) Recommend that TA be used first as a benefit since GI Bill is an entitlement.

(2) State Tuition Assistance is limited and depends on the State. Usually it can only be used at public institutions in that State.

(3) GI Bill (following is a brief description for each bill. Please see your State GI Bill Manager for more detailed information.)

(a) Chapter 1606/Montgomery GI Bill –Selected Reserves. Eligibility criteria are a 6-year contract, high school diploma or GED, and completion of IADT. The current monthly rate is \$337 for full-time attendance. You may use this benefit while you are in the Selected Reserve.

(b) Chapter 1607/Reserve Educational Assistance Program (REAP). Eligibility criteria is activation with the Reserves for 90 or more days since 9/11/01, Title 32 on Title 10 orders, and a DD214 (DEMOB). You are eligible as long as you are in the Selected Reserve and may receive ten years of post- separation eligibility after completing a service contract. Amount of consecutive service determines the percentage of benefit, whether 40%, 60%, or 80%. Current monthly rate is between \$570.40 and \$1,140.80 depending on eligibility.

(c) Chapter 30/Montgomery GI Bill –Active Duty. Eligibility criteria are two years of active duty service. You would have agreed to allow the Army to deduct \$100/month for 12 months for this benefit. Monthly rate is determined by the amount of active duty service, whether less than three years or more than three years (currently \$1158 or \$1426, respectively.) You have use of this benefit while you are active duty and for ten years after separation. Each separation after 90 continuous days restarts the ten-year clock.

(d) Chapter 33/Post 9/11 GI Bill. Eligibility criteria are at least 90 aggregate days of certain Title 10 or Title 32 active duty service. Percentage of benefit received is based on amount of active duty time served (seven different payment tiers ranging from 90 days of service for 40% of benefit up to 36 months of service for 100% of benefit). Benefit pays appropriate percentage of tuition and fees and in certain cases a housing and book allowance. Under certain circumstances, this benefit can be transferred to eligible dependants. Contact your State GI Bill

Manager for more details. You may also be eligible for the Student Loan Repayment Program (SLRP). The ARNG offers SLRP as an incentive for NPS, PS, and 09S enlistees as well as a retention incentive for current Guard Soldiers with federal education loan obligations. The total amount of SLRP may not exceed \$50,000 with a maximum payment of 15 percent (\$7,500 cap per Soldier, per year) or \$500 per year, whichever is greater. The annual payment will include interest as long as the combined principal and interest payment does not exceed the maximum amount authorized under the law. Basic eligibility for SLRP includes completing a 6 year contract, score AFQT 50, be a high school graduate and complete IADT.

(e) Your State Education office will have more complete information about these opportunities.

(4) Filing a FAFSA (Free Application for Federal Student Aid available @ www.fafsa.ed.gov) which is usually required to qualify for grants and scholarships. Many scholarships, fellowships, loans, grants-in-aid, and awards opportunities are listed in Financial Aid for Veterans, Military Personnel, and Their Dependents (Schlachter & Weber) – which is available through DANTES to State education offices. Added to these are institution and corporate grants and scholarships, as well as VA Work Study.

e. For more detailed information, please go to the ARNG Education website @ <http://www.nationalguard.com/education>. This website also provides contact information for the education offices in the various states and territories.

f. Alternatively, please review the “Education Benefits Handbook” published by the Servicemembers Opportunity College (SOC) - Guard for more detailed information go to <http://www.soc.aascu.org>.

g. DCS Employment Section. The ARNG DCS Employment Section is engaged with several programs connecting Soldiers with training and employment. Using these programs ARNG Soldiers gain career opportunities that positively impact both, ARNG families and force retention, readiness, and stabilization. Information on Employment programs is provided below.

(1) Employment Network (EN). EN provides employment assistance to Service members and Spouses through the use of inherent and virtually available assets that leverage pre-existing employment programs.

(2) Job Connection Education Program (JCEP). JCEP specializes in one- on-one education, training, and job-search services that enhance a National Guard Members’ abilities to obtain and retain employment.

(3) Guard Apprenticeship Program Initiative (GAPI). GAPI provides assistance for National Guard Members to benefit from career opportunities that may lead to National certification and/or full journeymen certification provided through the apprenticeship process.

(4) Employer Partnership of the Armed Forces (EPAF). EPAF is a collaborative effort of the Army Reserve and the ARNG. It assists Soldiers with employment through its website

and regional Program Support Managers (PSMs) to conduct job searches by Military Occupation Skill, civilian job title, and region.

(5) For more information please contact 1-866-628-5999, esc@pec.ngb.army.mil or <http://www.nationalguard.com/education>.

BALANCING REQUIREMENTS

1. **SUMMARY.** The SCARNG NCO transitions between Civilian Career & Military Career virtually daily. The SCARNG leadership must maintain sensitivity to the many factors involved with the competing demands and the daily transitioning our SCARNG Soldiers experience. The four main categories we must constantly address are: 1) Unit Requirements. 2) Soldier Goals 3) Family Obligations 4) Employer Demands. These four areas constantly pull on our Soldiers for their time and attention. Balancing these demands is a Soldier's responsibility. Providing assistance is the Leader's responsibility. So as our Soldiers transition through these four domains, we as leaders must provide sound guidance and support to enable the development of our Citizen-Soldiers throughout their Military and Civilian lives. We must understand what our Soldiers are going through, and provide the necessary support and resources to facilitate a ready and resilient Citizen-Soldier.

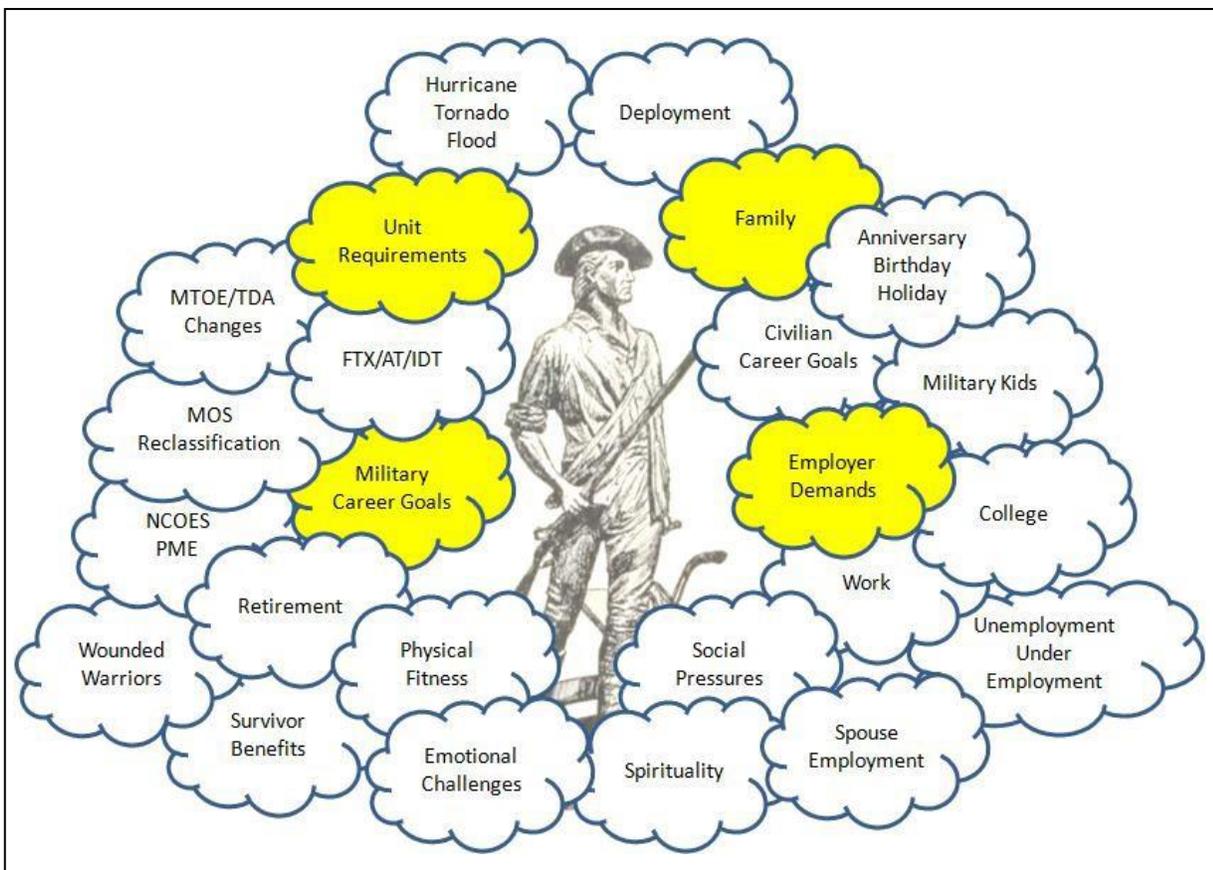


Figure 24: Competing Demands and Requirements

2. SITUATION.

a. We must invest our time and energy to grow the next generation of leaders through an appropriate balance of education, training and experiences. More senior leaders should provide the right mix of opportunities at the right time and individual NCOs develop and pursue specific development goals across training, education and experience.

b. The transformation of NCOES is a continuous on-going process that is nested in the Life-Long learning Strategy for NCOs. A transformed NCOES will support a modular/expeditionary Army at war by tailoring & accelerating institutional courses and synchronizing a flexible delivery approach with ARFORGEN RESET windows. A modular/tailored approach to development based on reasonably achievable requirements with accelerated development that prepares individual NCOs to operate above their current rank supported by an integrated approach that synchronizes development across all learning domains; and increased use of advanced technology will provide the learning resources needed to develop our NCOs.

c. The Army Career Tracker (ACT) will assist both individuals and leaders in the identification and management of the high performers who demonstrate great potential for increased challenges. The ACT will provide a single aggregated source for assignment history, experience, skills, education, civilian acquired skills and interests and extended relationships, the Army enterprise will be able to locate the right individual that can respond best when called upon for leadership, key missions, collaboration, and expertise. Managing talent is a goal of the SCARNG diversity program. Ensuring our NCOs are afforded educational and operational experience better prepares them for future assignments. As we educate our NCOs, we also help prepare them to perform in leadership roles in their civilian employment. This added value contributes to the SCARNG efforts in sustaining employer relations through the Employer Support of the Guard and Reserve program.

3. CONOPS.

a. Balancing Requirements (Unit/Soldier/Family/Employer)

(1) The table illustrated below depicts some of the many planning considerations that the Unit, a Soldier, the Family and an Employer bring to the subject of balance. There are requirements of Unit Training require certain milestones in preparation for the next deployment. The deployment itself will change the dynamics of training strategies, once the mission is identified. A Soldier has certain career goals, both in the military and civilian life. The Family responsibilities of the Soldier always place demands on the Soldier's time. And, the Soldier's responsibilities to his/her Employer add a dynamic that is not present in the Active Component. All these planning considerations must be addressed with the Soldier to provide some degree of balance that will help them balance the demands of his/her military and civilian lives.

Calendar Year	ARFORGEN Year	UNIT TRAINING	Days	DEPLOYMENT Training Priorities	Days	PROFESSIONAL DEVELOPMENT	Days	FAMILY	Days	EMPLOYER	Days
	RESET	IDT AT MOSQ NET/DET Add'l Tng Days Pre-Mob Tng	___ ___ ___ ___ ___ ___	RESET Re-Integration Individual Training	___ ___ ___ ___ ___ ___	SSD NCOES Other PME Civilian Education	___ ___ ___ ___ ___ ___	Anniversary Birthdays Vacation Weddings Other events	___ ___ ___ ___ ___ ___	Prof Dvlpmt Posn Chg Transition Wkshp/Conf ESGR -Reintegration at Workplace	___ ___ ___ ___ ___ ___
	TR1	IDT AT MOSQ NET/DET Add'l Tng Days Pre-Mob Tng	___ ___ ___ ___ ___ ___	Individual Training TEAM Level Training NOTIFICATION OF SOURCING (NOS)	___ ___ ___ ___ ___ ___	SSD NCOES Other PME Civilian Education	___ ___ ___ ___ ___ ___	Anniversary Birthdays Vacation Weddings Other events	___ ___ ___ ___ ___ ___	Prof Dvlpmt Posn Chg Transition Wkshp/Conf ESGR-Coordination with Boss (NOS)	___ ___ ___ ___ ___ ___
	TR2	IDT AT MOSQ NET/DET Add'l Tng Days Pre-Mob Tng	___ ___ ___ ___ ___ ___	Individual Training SQUAD Level Tng MOBILIZATION ALERT ORDER	___ ___ ___ ___ ___ ___	SSD NCOES Other PME Civilian Education	___ ___ ___ ___ ___ ___	Anniversary Birthdays Vacation Weddings Other events	___ ___ ___ ___ ___ ___	Prof Dvlpmt Posn Chg Transition Wkshp/Conf ESGR -Coordination with Boss-Alert Order	___ ___ ___ ___ ___ ___
	TR3	IDT AT MOSQ NET/DET Add'l Tng Days Pre-Mob Tng	___ ___ ___ ___ ___ ___	PLATOON Level Training MOBILIZATION ORDER	___ ___ ___ ___ ___ ___	SSD NCOES Other PME Civilian Education	___ ___ ___ ___ ___ ___	Anniversary Birthdays Vacation Weddings Other events	___ ___ ___ ___ ___ ___	Prof Dvlpmt Posn Chg Transition Wkshp/Conf ESGR -Coordination with Boss - Mob Order	___ ___ ___ ___ ___ ___
	AVAILABLE	IDT AT MOSQ NET/DET Add'l Tng Days Pre-Mob Tng	___ ___ ___ ___ ___ ___	Post-Mob Tng Company Level Validation Deployment Re-Deployment Demob Station Pass/Leave	___ ___ ___ ___ ___ ___ ___	SSD NCOES Other PME College	___ ___ ___ ___ ___ ___ ___	Anniversary Birthdays Vacation Weddings Other events	___ ___ ___ ___ ___ ___ ___	ESGR (Plan Re-integration upon return from deployment.)	___ ___ ___ ___ ___ ___ ___

Figure 25: Balancing Requirements of ARNG Soldiers

(2) Whenever possible, unit leadership should consider the high demands on a Soldier's time, and allow military training to be conducted in lieu of Inactive Duty Training (IDT) and Annual Training (AT). Additional training days that become a part of the unit training plan during TR3 will require Soldiers to spend more time away from their Family and Employment. Unit leadership must be sensitive to this factor and ensure that all training requirements in RESET, TR1 and TR2 provide some degree of balance to the higher demands in TR3 as well as the deployment period.

(3) As a member of the SCARNG, Soldiers are expected to commit themselves to the Warrior Ethos. In doing so, they will ensure their own success and the success of the unit.

- I will always place the mission first.
- I will never quit.
- I will never accept defeat
- I will never leave a fallen comrade

It is the ethos that guide them, it is the unit leadership that leads them. Unit leaders must never forget the citizen part of our Citizen-Soldiers.

b. The SCARNG is committed to the Families of our Soldiers. Unit leadership must work closely with their Family Readiness Group to communicate requirements and expectations being placed on the unit and its Soldiers. We must do everything possible to provide our Families with a schedule of events that will allow them time to plan their lives. As we ask them to plan around the military schedule, we must assist our Soldiers to allow time for their Families as well.

c. Employers also need the same information we provide our Families. The Employer dynamic in the reserve component comes with responsibilities for the unit and the Soldier. Advanced notification of training requirements must be provided to the Employers so they can plan the alternatives they must implement for continuity of operations in their business. Advanced notification of all events associated with mobilization and deployment can never be delayed if we expect the Employers to be supportive of the SCARNG and our Soldiers.

d. Just as the Army is building resiliency training into the Army School System, so must leaders build resiliency training into our daily training schedules. Resiliency is a combat multiplier and it takes on the five domains of Comprehensive Soldier Fitness.

- Physical: Performing and excelling in physical activities that require aerobic fitness, endurance, strength, healthy body composition and flexibility derived through exercise, nutrition and training.
- Emotional: Approaching life's challenges in a positive, optimistic way by demonstrating self-control, stamina and good character with choices and actions.
- Social: Developing and maintaining trusted, valued relationships and friendships that are personally fulfilling and foster good communication including a comfortable exchange of ideas, views and experiences.
- Spiritual: Strengthening a set of beliefs, principles or values that sustain a person beyond family, institutional and societal sources
- Family

(1) Master Resiliency Trainers (MRT). The SCARNG goal is to have an MRT at every Battalion Level command. Additional requirements in our Recruit Sustainment Program and Training Institutions support the development of resiliency throughout the life cycle of a Soldier. Training slots for our Soldiers have been limited, and the SCARNG is now prepared to conduct its own MRT courses. This will provide us the ability to more rapidly train this cadre to assist our Commanders, Soldiers and their Families.

(2) Resiliency Trainer Assistants (RTA). The Battle Buddy is a Soldiers confidant. We are all fully aware that Soldiers will talk amongst each other more readily than they will talk with leadership. This makes it all the more important to get below Battalion level with our resiliency training efforts. The difference is being able to provide key Soldiers with the minimum skills to assist Soldiers and Families when times get tough. A goal would be to have one RTA per squad. Knowing full well this is a large number, we must start at the Company level and continue to

work at RTA trained personnel throughout all our small unit formations.

(3) Priority for MRT and RTA training is those formations preparing to deploy. The staff at NGB is prepared to provide Mobile Training Teams (MTT) to conduct RTA training in the states. The NGB staff is also committed to meeting the needs of the high risk states in their endeavors to reduce suicides and build coping skills in their formations. This training may be coordinated by contacting the Soldier and Family Services division.

ARMY CAREER TRACKER

1. SUMMARY. The Army Career Tracker (ACT) is a career management system that consolidates training, education, and assignment source data systems into a well-designed portal. ACT will enable Enlisted Soldiers, Officers, and Army Civilians the opportunity to manage their career using a single system aggregating all of their career management information. ACT will provide Army personnel with the ability to more effectively manage their training and development efforts by extracting respective data elements from existing Army systems and organizing them into ACT.

2. SITUATION. Currently in the developmental stages, the ACT will prove to be a valuable tool for the leaders and the led. Interaction between the Soldier, the Leader and the Mentor will provide an interface with systems to better assist in career management of our force.

3. CONOPS.

a. ACT is an Army leadership development tool that provides a single point of entry for career management and development for the Enlisted, Officer and Civilian cohorts, to include all three components, with a specific set of functionalities for each component.

b. ACT will pull information from training, education and experiential learning sources and present a common training picture as well as a consolidated course catalog for all cohorts. ACT provides a personalized, consolidated history of all recorded education, training (institutional and unit training) and assignments in a simple to use interface.

c. The system will allow users to search, see, understand and act on the personalized information provided to them. Users will be required to select their first line leaders, who in turn, will be able to view critical data, make recommendations and provide effective mentoring. The Professional Development Model (PDM) is personalized to the Soldier by matching the Soldier's history to proponent approved career maps. ACT will use the PDM information to make targeted recommendations for future assignments, training, education and self-development.

d. A future capability of ACT will allow Army staff to view aggregate data and consequently perform analysis and planning. ACT integrates data from 17 different source systems. The overall concept of ACT is to bring together a view of these various source systems into a single user interface.

Characteristics	Description
Purpose	Leadership Development Promote Life Long Learning Capture Significant Career Events “Cradle to Grave” Leader Development /Career Management
Primary User Role	End User Focus (Soldiers and Civilians) Provides visibility and insight to the end user
Secondary User Role	Leader – Mentoring and Counseling, Leader Development Planning Staff – Leadership Development Reporting
User Base	Total Force – Active, Guard, Reserve, Enlisted, Officers, and Civilians

Figure 26: Army Career Tracker High Level Characteristics

4. ACT Operational View provides a depiction of:

a. Training. Qualifications/Skills/Professional Goals/Functional Training/ PME/ ACTEDS/Structured Self-Development

b. Experiential Learning. Duty Positions/Prior Experience/ Deployments/ Local/Collective Training/Command Post Exercises/Field Training Exercises

c. Education. Personal Goals/Educational Courses/Degree Programs/ Certifications/ College Credits/Guided Self-Development

ACT is Coming

Get on the Right Path

Release 1:
Enlisted
Total Force
Jun 2011



Release 2:
DA Civilian
Aug 2011



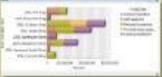
Release 3:
Recruiting
Sept 2011



Release 4:
Officer
Nov 2011



Release 5:
Staff Role
Nov 2011



What is ACT?
Army Career Tracker (ACT) is a leadership development tool that integrates training and education into one personalized, easy-to-use website. Users can search multiple Army education and training resources, monitor their career development and receive personalized advice from their leadership.

Who Supports ACT?
As part of Army Learning Concept 2015 (ALC 2015), ACT will allow Soldiers, Officers, and Civilians to manage their lifelong career objectives and monitor progress toward career requirements and goals. Users can enroll in courses and training to become multi-skilled, agile leaders of the 21st Century.

A Real Solution for You
ACT was tested in Fall 2009 by 214 Soldiers who provided feedback, and a high percentage reported satisfaction with the tool. With this Soldier feedback, Congressional approval, leadership support and a fully built tool, ACT is now ready for you!



ARMY CAREER TRACKER





Your Tool, Your Career, ACT Now!

Find Out More
Email – act.now@us.army.mil

Figure 27: Army Career Tracker Brochure (View 1)

Your single career management tool that will help you to

See

- Login to one website that compiles all career development related information
- Read news from your specific proponent or Career Program
- Learn more about Army educational programs
- Leaders: Identify your Soldiers' or employees' career paths to date

Understand

- Track your progress within your personalized career map
- Receive messages and recommendations from your leader or supervisor and mentors
- Identify upcoming deadlines for training and education
- View multiple examples of career paths and progressions

ACT

- Set professional goals
- Register for classes through Army online sources
- Highlight existing Army training and education assets
- Leaders: Advise reports on their leadership development
- Leaders: Send targeted career recommendations

My Career Dashboard View

My Planner View

Find a Course View

Figure 28: Army Career Tracker Brochure (View 2)

5. INFORMATION AND KNOWLEDGE. Leveraging technology to accommodate leader development is an ongoing process. The Army Career Tracker (ACT) is a prime example of leveraging information available from many sources into a central location that leaders can use to plan leader development. Both the leader and the led can engage in information and knowledge sharing, to ensure a wide array of opportunities are made available in the development and execution of a leader development strategy.

CSM/ISG COMMAND TEAMS

1. SUMMARY. Command Teams are responsible for effectively using available resources and for planning the employment of, organizing, directing, coordinating, and controlling military forces for the accomplishment of assigned missions. Command Teams share the responsibility for health, welfare, morale, and discipline of assigned personnel (see JP 1-02).

a. Purpose. The goal of the non commissioned officer education system (NCOES) is to produce leaders who are fully competent in technical, tactical, and leadership skills, knowledge, and experience; are knowledgeable of how the Army runs; are prepared to operate in a joint interagency, intergovernmental, and multinational (JIIM) environments; demonstrate confidence, integrity, critical judgment, and responsibility; can operate in an environment of complexity, ambiguity, and rapid change; can build effective teams amid organizational and technological change; and can adapt to and solve problems creatively.

b. Conditions: Through the three pillars of leader development (education, training and experience) and mentoring from their superiors, NCOs are positioned to assume senior positions and lead their respective formations in a JIIM environment.

2. SITUATION.

a. Facts.

(1) Prior to 3rd Quarter FY-11 1SG'S Designees are required to complete the First Sergeant Course within 12 months of assuming the 1SG duties.

(2) 1SG'S Designees who completed Senior Leaders Course(SLC) prior to 1 October 2011 and who have not attended the First Sergeant Course are required to complete the First Sergeant distance learning(DL)modules.

(3) Starting 4th quarter FY-13, 1SG'S Designees are required to complete the Company Commander First Sergeant Course (19 Tasks) prior to assuming command.

(4) School of Command Preparation (SCP) courses are classified Tier 1 for Professional Military Education (PME)

b. Assumptions.

(1) TAGs will announce Command Teams at least nine months (target 12 months) in advance of the change of command to afford command teams the opportunity to complete additional PME and applicable functional training.

4. CONOPS.

a. 1SG: Company grade NCO's combine all three pillars of leader development (education, training and experience) to prepare for 1SG positions. The 1SG is the company's senior NCO and normally is its most experienced soldier. He is the commander's primary CSS and tactical advisor and he is an expert in individual and NCO skills. He is the company's primary internal CSS operator and helps the commander and support operations officer to plan, coordinate, and supervise all logistical activities that support the company's mission. He operates where the commander directs or where his duties require him. The following guidelines are provided for MTOE 1SG positions.

(1) Education. A Senior NCO would have completed the Senior Leaders Course(SLC) and once a command designee, completes the 19 directed tasks through the Company Commander First Sergeant course through distributed learning (dL) (CCFSC), resident CCFSC sponsored by the host State, or a blended learning approach that combines both dL and resident.

(2) Experience and Training. A Senior NCO should possess at least one Key developmental (KD) position and preferably two or three KD assignments. Traditional KD assignments include Platoon Sergeant, and Operations NCO. Additional broadening assignment(s) enhances training and experience. These broadening assignments may include but are not limited Recruiting and Retention Duty, Drill Sergeant Duty and Instructor Duty.

(3) Selection for Company 1SG. It is the responsibility of the senior leaders of each State to not only select competent company 1SG's, but to also ensure they have been provided the requisite training, education, experience and mentoring to successfully lead. In addition, company 1SG selectees should be notified at least six months in advance of the change of command to afford the designee's time to reflect, complete any additional PME (CCFSC) and functional training, and prepare one's command philosophy. This time will also allow the designee to become familiar with the Company and higher headquarters.

b. Battalion Command Sergeant Major: Senior Grade NCO's combine all three pillars of leader development (education, training and experience) to prepare for a Battalion Command Sergeant Major (CSM) position. The following guidelines are provided for MTOE and TDA battalion commands.

(1) Education. CSM must be enrolled in or graduates of the United States Army Sergeant Major Course. CSM must also complete the Battalion Commander/CSM course at Fort Leavenworth, KS.

(2) Experience and Training. CSMs should possess at least one Key developmental (KD) position (preferably two). Traditional KD assignments include Operations Sergeant (E8), Company First Sergeant (E-8), Platoon Sergeant/Section Chief (E-7), Section Leader (E-6), or Squad Leader (E-5). Additional broadening assignment(s) enhances training and experience. These broadening assignments may include but are not limited to other primary staff assignments at the battalion and brigade levels; Division staff, Regional Training Institute; or Troop Command / JTF-State HQ.

(3) Selection for Battalion Command Sergeant Major. It is the responsibility of the senior leaders of each State to not only select competent CSMs, but to also ensure they have been provided the requisite training, education, experience and mentoring to successfully execute their duties. In addition, battalion CSM selectees should be notified at least nine months (preferably 12 months) in advance of the change of responsibility to afford the designee time to reflect, complete any additional PME (SCP PCC Phase(s)), and prepare CSM philosophy. This time will also allow the designee to become familiar with the Battalion and higher headquarters.

c. Brigade Command Sergeant Major:

(1) Education. CSM must be enrolled in or graduates of the United States Army Sergeant Major Course. CSM must also complete the Battalion Commander/CSM course at Fort Leavenworth, KS.

(2) Experience and Training. CSMs should possess at least one Key developmental (KD) position (preferably two). Traditional KD assignments include Battalion CSM (E-9), Operations Sergeant (E8), Company First Sergeant (E-8), Platoon Sergeant/Section Chief (E-7), Section Leader (E-6), or Squad Leader (E-5). Additional broadening assignment(s) enhances training and experience. These broadening assignments may include but are not limited to other primary staff assignments at the battalion and brigade levels; Division staff, Regional Training Institute; or Troop Command / JTF-State HQ.

(3) Selection for Brigade Command Sergeant Major. It is the responsibility of the senior leaders of each State to not only select competent CSMs, but to also ensure they have been provided the requisite training, education, experience and mentoring to successfully execute their duties. In addition, brigade CSM selectees should be notified at least nine months (preferably 12 months) in advance of the change of responsibility to afford the designee time to reflect, complete any additional PME (SCP PCC Phase(s)), and prepare CSM philosophy. This time will also allow the designee to become familiar with the Brigade and higher headquarters.

d. General Officer Nominative Assignment:

(1) Education. CSM must be enrolled in or graduates of the United States Army Sergeant Major Course. CSM must also complete the Battalion Commander/CSM course at Fort Leavenworth, KS.

(2) Experience and Training. CSMs should possess at least one Key developmental (KD) position (preferably two). Traditional KD assignments include Brigade CSM (E-9), Battalion CSM (E-9), Operations Sergeant (E8), Company First Sergeant (E-8), Platoon Sergeant/Section Chief (E-7), Section Leader (E-6), or Squad Leader (E-5). Additional broadening assignment(s) enhances training and experience. These broadening assignments may include but are not limited to other primary staff assignments at the battalion and brigade levels; Division staff, Regional Training Institute; or Troop Command / JTF-State HQ.

(3) Selection for General Officer Nominative Assignment. It is the responsibility of the senior leaders of each State to not only select competent CSMs, but to also ensure they have

been provided the requisite training, education, experience and mentoring to successfully execute their duties. In addition, Nominative CSM selectees should be notified at least nine months (preferably 12 months) in advance of the change of responsibility to afford the designee time to reflect, complete any additional PME (SCP PCC Phase(s)), and prepare CSM philosophy. This time will also allow the designee to become familiar with the Division and higher headquarters.

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GLOSSARY
PART I--ABBREVIATIONS

AC	Active Component
ACC	Army Capstone Concept
ACOM	Army Command
ACETEDS	Army Civilian Training, Education, and Development System
ACFLS	Army Culture and Foreign Language Strategy
ACT	Army Career Tracker
ADOS	Active Duty for Operational Support
ADSW	Active Duty for Special Work
ADT	Active Duty for Training
AFAM	ATRRS Funding Allocation Model
AGR	Active Guard Reserve
ALA	Army Learning Assessment
ALC	Army Learning Concept
AMSP	Advanced Military Studies Program
ARPRINT	Army Program for Individual Training
ARSTAF	Army Staff
ASCC	Army Service Component Command
ASI	Additional Skill Identifier
AKO	Army Knowledge Online
ALC	Advanced Leader Course
ALC-CC	Advanced Leader Course – Common Core
ALDP	Army Leader Development Program
ALDS	Army Leader Development Strategy
AMEDD	Army Medical Department
AOC	Advanced Operations Course
AP	Army Profession
APOD	Aerial Port of Debarkation ARFORGEN Army Force Generation
ARNG	Army National Guard
AT	Action Team
ATRRS	Army Training Requirements and Resources System
AWC	Air War College
BCT	Brigade Combat Team or Basic Combat Training
BOG	Boots on the Ground
BOLC-A	Basic Officer Leader Course A
BOLC-B	Basic Officer Leader Course C
BRAC	Base Realignment and Closure
CA	Combat Arms
CAS	College of the American Soldier
CCC	Captain’s Career Course
CCFSC	Company Commander First Sergeant Course
CCJO	Capstone Concept for Joint Operations
CCWO	Command Chief Warrant Officer
CDP	Centralized Development Program
CEF	Contingency Expeditionary Force
CERF-P	Chemical, Biological, Radiological, and Nuclear Emergency Response Force Pool

CJCSI	Chairman, Joint Chief of Staff Instruction
CLASP	Command Leadership And Staff assignments Program
CLIMB	Civilian Leader Improvement Battery
CLP	Command Leadership Program
CME	Contractor Manpower Equivalent
CMU	Carnegie-Melon University
CNW	College of Naval Warfare
COCOM	Combatant Command
COEs	Centers of Excellence
CONOPS	Concept of Operations
COOL	Credentialing Opportunities On-Line
COS/CoS	Chief of Staff
COTS	Commercial Off The Shelf
CRM	Composite Risk Management
CS	Combat Support
CSF	Comprehensive Soldier Fitness
CSIS	Center for Strategic and International Studies
CSM	Command Sergeant Major
CSO	Civil Support Operations
CSS	Combat Service Support
CST	Civil Support Team
CTC	Combat Training Center
DA	Department of the Army
DAC	Department of the Army Civilian
DARNG	Director, Army National Guard
DCMA	Defense Contract Management Agency
DDARNG	Deputy Director, Army National Guard
DDR	Drug Demand Reduction program
DEA	Drug Enforcement Administration
DEDNG	Dedicated Army National Guard
DEF	Deployment Expeditionary Force
DEP	Distance Education Program
DET	Displaced Equipment Training
dL	Distributed Learning
DLA	Defense Logistics Agency
DLAMP	Defense Leadership and Management Program
DoD	Department of Defense
DOMOPS	Domestic Operations
DRU	Direct Reporting Unit
DSCA	Defense Support of Civil Authorities
DSLDP	Defense Senior Leader Development Program
ECP	Early Commissioning Program
ECQ	Executive Core Qualifications
E-JDA	Experience-based Joint Duty Assignment
EPA	Environmental Protection Agency
FA	Functional Area
GMU	George Mason University
GRFD	Guaranteed Reserve Forces Duty
GSD	Guided Self Development

HCM	Human Capital Management
HQDA	Headquarters Department of the Army
HRF	Homeland Response Force
IADC	Inter-American Defense College
ICAF	Industrial College of the Armed Forces
IDP	Individual Development Plans
ILE	Intermediate Level Education
ILE-CC	Intermediate Level Education-Common Core
ISC	Intermediate Staff College
JAWS	Joint Advanced War fighting School
JCS	Joint Chiefs of Staff
JDAL	Joint Duty Assignments List
JFHQ	Joint Force Headquarters
JFSC	Joint Force Staff College
JIIM	Joint, Interagency, Intergovernmental, and Multinational
JIT	Joint Individual Training
JOM	Joint Officer Management
JPME	Joint Professional Military Education
JQO	Joint Qualified Officer
JQS	Joint Qualification System
JSC	Joint Service Command
KD	Key Developmental
KPUP	Key Personnel Utilization Program
LCM	Life Cycle Management
LD	Leader Development
MCO	Major Combat Operations
M-Day	Man-Day
MDMP	Military Decision Making Process
MEL	Military Education Level
MLC	Mid-grade Learning Continuum
MMAS	Master's Degree in Military Art and Science
MOS	Military Occupational Specialty
MRT	Master Resiliency Trainer
MSAF	Multi-Source Assessment and Feedback
MSCs	Major Subordinate Commands
MILED	Military Education
MILTECH	Military Technician
MTOE	Modified Table of Equipment
NCO	Noncommissioned Officer
NCODP	Noncommissioned Officer Development Program
NCOES	Noncommissioned Officer Education System
NET	New Equipment Training
NGAUS	National Guard Association of the United States
NGB	National Guard Bureau
NDU	National Defense University
NWC	National War College
OCS	Officer Candidate School
ODU	Old Dominion University
OE	Operational Environment

OES	Officer Education System
OML	Order of Merit List
OPCON	Operational Control
OPTEMPO	Operational Tempo
OSD	Office of the Secretary of Defense or Officer Self Development
OSUT	One-Station Unit Training
PEC	Professional Education Center
PME	Professional Military Education
POI	Program of Instruction
PPBES	Planning, Programming, Budgeting, and Execution System
PSD	Personal Self Development
RC	Reserve Component
ROI	Return On Investment
ROTC	Reserve Officer Training Corps
RSP	Recruit Sustainment Program
RTA	Resiliency Training Assistor
RTI	Regional Training Institute
SALT	School of Advanced Leadership and Tactics
SAMS	School of Advanced Military Studies
SCP	School of Command Preparation
SCP-PCC	School Command Prep Pre-Command Course
SECDEF	Secretary of Defense
SEL	Senior Enlisted Leader
SGSD	Structured/Guided Self Development
SICE	Services and Infrastructure Core Enterprise
S-JDA	Standard-Joint Duty Assignment
SLC	Senior Leader Course
SLD	Senior Leader Development
SLDP	Senior Leader Development Program
SMC	Sergeants Major Course
SMDR	Structure Manning Decision Review
SME	Subject Matter Expert
SMP	Simultaneous Membership Program
SOCAD	Service member's Opportunity College Army Degree
SOLO	Senior Officer Legal Orientation
SSC	Senior Service College
SSD	Structured Self Development
SWOT	Strengths-Weaknesses-Opportunities-Threats
T-10	Title 10
T-32	Title 32
TACITS	The Army Centralized Individual Training Solicitation
TASS	The Army School System
TATS-C	Total Army Training System Courseware
TDA	Table of Distribution and Allowances
TOE	Table of Equipment
TRADOC	Training and Doctrine Command
TTHS	Training-Transient-Hold Status
TTPs	Tactics, Techniques, and Procedures
UCMJ	Uniform Code of Military Justice

ULO	Unified Land Operations
USAR	United States Army Reserve
USASMA	United States Army Sergeants Major Academy
USAWC	United States Army War College
USMA	United States Military Academy
WLC	Warrior Leader Course
WO	Warrant Officer
WOAC	Warrant Officer Advanced Course
WOBC	Warrant Officer Basic Course
WOCC	Warrant Officer Career College
WOCS	Warrant Officer Candidate School
WOSAC	Warrant Officer Senior Advisory Council
WOSC	Warrant Officer Staff Course
WOSM	Warrant Officer Strength Manager
WOSSC	Warrant Officer Senior Staff Course
WU	Warrior University
YOS	Year of Service

PART II--TERMS AND DEFINITIONS

54, the. Refers to the 50 States, three Territories, and the District of Columbia. allocated forces. The forces and resources provided to the commander of a unified command by the President and Secretary of Defense for execution planning or operations.

apportioned forces. The chairman of the Joint Chiefs of Staff apportions forces and capabilities to combatant commands to develop contingency plans.

army force generation. ARFORGEN is the structured progression of increased unit readiness over time to produce trained, ready, and cohesive units prepared on a rotational basis for operational deployment ISO the CCDR and other Army requirements.

army force generation force pools. The force pools are an organizing construct that differentiates between relative readiness levels of rotational units and specifies unit activities over a three phase process.

army resource priority list. The ARPL is an unclassified/for official use, only document generated by the DCS, G-3/5/7 ARFORGEN Division and provides broad categorization of resources against 4 categories.

assigned forces. Those forces and resources placed under the COCOM of a unified commander by the direction of the Secretary of Defense.

bog/dwell ratio. The ratio of time spent on the ground (deployed) to the time spent at home station.

contingency expeditionary force. Army general purpose force units designated during the ARFORGEN synchronization process and given an AFPD in order to execute a contingency mission, operational plan or other Army requirement.

deployment expeditionary force. Army general purpose force units assigned or allocated during the ARFORGEN synchronization process and given a LAD in order to execute assigned missions.

directed mission. A mission a unit is formally tasked to execute or prepare to execute.

dynamic army resource priority list. The DARPL is a document generated by the DCS, G-3/5/7 Force Management Directorate and provides detailed prioritization of specific units over time.

integrated requirement priority list. The IRPL is a secret document generated by the DCS, G-3/5/7 ARFORGEN Division and provides Army prioritization of all force requirements (both GCC and institutional) within each ARPL category.

M-Day. Traditional ARNG service where a Soldier performs military duty while managing a civilian career.

mission command. The exercise of authority and direction by the commander using mission

orders to enable disciplined initiative within the commander's intent to empower agile and adaptive leaders in the conduct of decisive action.

mission force. The composition of forces in the Available Force Pool consisting of all DEF and CEF.

praxis test. A praxis test is one of a series of American teacher certification exams written and administered by the Educational Testing Service. Various Praxis tests are usually required before, during, and after teacher training courses in the U.S.

reset. Refers to equipment reset.

school command preparation. Develops, educates, and supports U.S. Army Command Teams – field grade and company commanders, command sergeants major, first sergeants, and spouses - across the range of military operations alongside unified action partners to provide relevant and ready, joint enabled command teams to the joint force commander.

surge force. Selected contingency expeditionary force units in the Train/Ready Force Pool designated for emergent requirements or contingency operations.

training and readiness oversight. The authority CCDRs may exercise over assigned RC forces when not on active duty or when on active duty training. This authority includes—

- a. Providing guidance to Service component commanders on operational requirements and priorities to be addressed in military department training and readiness programs.
- b. Commenting on service component program recommendations and budget requests.
- c. Coordinating and approving participation by assigned RC forces in joint exercises and other joint training when on active duty for training or performing inactive duty training.
- d. Obtaining and reviewing readiness and inspection reports on assigned RC forces.
- e. Coordinating and reviewing mobilization plans (including post- mobilization training activities and deployability validation procedures) developed for assigned RC forces.

training support system. TSS is a system of systems that provides the networked, integrated, interoperable training support necessary to enable an operationally relevant training environment for warfighters. It is comprised of product lines, architectures and standards, and management, evaluation, and resource processes that enhance training effectiveness.

unified land operations. How the Army seizes, retains, and exploits the initiative to gain and maintain a position of relative advantage in sustained land operations through simultaneous offensive, defensive, and stability operations in order to prevent or deter conflict, prevail in war, and create the conditions for favorable conflict resolution

f. Coordinating and reviewing mobilization plans (including post-mobilization training activities and deployability validation procedures) developed for assigned RC forces.





The Criticality of Captains' Education

Now and in the Future

Colonel William M. Raymond, Jr., Ph.D., U.S. Army
Lieutenant Colonel Keith R. Beurskens, U.S. Army, Retired
and Lieutenant Colonel Steven M. Carmichael, U.S. Army, Retired

Education is not a tax—it is an investment in the future leaders of our Army.

—Major General Edward Cardon

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PHOTO: The commander of Delta Company, 1st Battalion, 501st Infantry Regiment, 4th Brigade, 25th Infantry Division, coordinates with his platoon leader during a Combined patrol led by Afghan National Army soldiers in Sabari, Afghanistan, 17 January 2010. (U.S. Army photo by SGT Jeffrey Alexander)

TODAY'S OFFICERS ATTENDING the Captains Career Course (CCC) have a wealth of experience and training obtained while serving in an Army at war. However, each captain's learning has been both unique and limited to the jobs he held, specific deployment training, and operational experiences. In contrast, education provides breadth to his learning. Education is the linchpin that allows him to make sense of his experiences and training. It also conditions his mind to learning and should inspire him to become a lifelong learner who has the self-awareness, agility, and adaptability to lead our Army. In today's complex operational environment, an individual's ability to understand, learn, and adapt is the key to being successful.

The Army owes its captains who have made the decision to stay past their Active Duty Service Obligation (ADSO) an education that provides them with the knowledge and skills necessary to serve as company commanders and staff officers, leading troops in complex circumstances. To address this significant educational requirement, the Army has 15 different Captains Career Courses across the country.¹ They all have varying standards and conditions designed to address the unique requirements associated with each branch. This diversity presents challenges for ensuring the Army meets the education needs to develop its future leaders.

A recent study of the Army's CCCs, directed by Training and Doctrine Command (TRADOC) and Combined Arms Center (CAC) commanders, discovered that, in a time of turmoil characterized by a high operational tempo and limited resources, only about a third of these courses are achieving academic excellence.² While the study noted several systemic problems, it also emphasized that there are many unsung heroes across TRADOC doing a tremendous job with the resources available. The study's overarching conclusion was that in order to optimize a captain's learning experience, the

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U.S. Army, SFC Leonardo Torres

U.S. Army CPT Timothy Eastman meets with Afghan village leaders to speak about recent incidents affecting the security in Kandigal Village, Afghanistan, 15 December 2009.

Army must provide at least two critical things: high-quality small group leaders (SGLs) and a rigorous, relevant curriculum. This conclusion resulted from a review of the role of the Army captain; an examination of the history of the Officer Education System, particularly with respect to captains; an analysis of the current state of the 15 CCCs; and the future of officer education as articulated in TRADOC Pamphlet 525-8-2, *“The United States Army Learning Concept for 2015.”*³

Role of the Army Captain

Time spent as a captain represents a period of tremendous and increasingly broad professional growth.⁴ While the CCC is not a transition between tactical, operational, and strategic art, it is still a critical period for a company grade officer. At this point in their service, most captains face a key career decision to stay beyond their initial ADSO. Deciding to attend the CCC signals a renewed commitment to the profession of arms. Captains will have their first opportunity to command and to shoulder the responsibility of administering the

Uniform Code of Military Justice. Officers will spend the most time at the captain rank, currently an average of 6.3 years.⁵ During this period, captains will also serve on staffs ranging from battalion to combatant command.

Past Officer Education Studies

Historically, the Army has been concerned with officer education in general, and in particular captains’ education. This emphasis began with the founding of the first U.S. Army school in 1776 under the Corps of Engineers. Just after World War II, the Army established officer advanced courses specifically to train and educate captains for what would become the Cold War. In studying the problem of captains’ education, the Army has consistently found that captains need more education than training.

Prior to the most recent 2010 CCC Study, there were 11 major studies of officer education, spanning the last 64 years.⁶ All of the studies had remarkably similar conclusions. The previous studies generally found there was too much

emphasis on training at the expense of education. They indicated that captains would grow the most through reflection on their experiences in an academic setting involving intellectual challenges and discussions with their peers. Moreover, these challenges needed to come from academic rigor and direct peer contact. This combination would, they generally found, achieve a balance in education and training.

General Martin Dempsey, the TRADOC commander, emphasizes this same need for balance. He has stated in the past that “the Army Leader Development Strategy requires a balanced commitment among the three pillars of leader development—training, education, and experience—and [the strategy] considers the development of leaders to be a career-long process.”⁷ Most U.S. Army attempts to alleviate this imbalance have suffered from a lack of priority and resources. The optimal balance between education, training, and experience has been elusive, especially with regard to the time required for education. The one major exception to these findings, at least for captains’ education, was the Combined Arms Services Staff School (CAS3), which was considered an outstanding and valuable course. It was eliminated due to resource constraints with the assurance that its curriculum, which focused on staff skills and problem solving, would be integrated into the existing CCCs.

Now that combat-experienced captains are the norm, the time devoted to their education is even more important to help them make better sense of their operational experiences and training. Retired General Anthony Zinni, former Central Command commander, recently emphasized this point while speaking to students and faculty at the Command and General Staff College (CGSC). He argued that “Education is very important. You cannot skip it. You can make up training but you cannot make up education. The echelonment of education is important and irreplaceable. Without education,

experience is meaningless—they cannot be decoupled.”⁸ For too long, the Army has not placed enough emphasis on captains’ education.⁹

2010 CCC Study

In February 2010, the CAC commander created a study team from the faculty and students of the Command and General Staff College to examine the current CCCs. Over three months, the team assessed all 15 CCCs based on interviews with key leaders. Then there were focus groups and surveys with students and faculty, a review of key documents, and a formal report. The team’s mission focused on whether or not the CCCs are developing officers consistent with the requirements of Army Regulation 350-1, which states that the CCC “provides captains with the tactical, technical and leader knowledge and skills needed to lead company sized units and serve on battalion and brigade staffs.”¹⁰ The team assessed five interrelated focus areas for each CCC: the curriculum, facilities, governance, staff and faculty, and students. Finally, the timing of the study provided an opportunity to examine the recently implemented 2009 “common core” redesign.¹¹

The 2010 CCC study provided a comprehensive snapshot of the current state of the Army’s CCCs, resulting in 47 findings and 71 recommendations. Five key findings are the most important:

- There is no substitute for a high-quality small group leader. Not only must branches select their best and brightest to serve in these positions, but they also must have a certification and development process that transforms these officers into educators.
- The curriculum must be current, relevant, and rigorous. Presently, its development and execution face numerous challenges.
- There should be increased oversight and rigor in CCC governance, especially a formal process to reconcile common core and branch-specific curriculum requirements.

...the Army Leader Development Strategy requires a balanced commitment among the three pillars of leader development—training, education, and experience—and [the strategy] considers the development of leaders to be a career-long process.

- Most CCC classrooms need to be updated with educational technology and configured to support small group instruction.

- Students overwhelmingly emphasized the importance of the environment provided by a resident course (instead of distance learning): learning from peers and instructors with diverse backgrounds (Army, other services, and international officers); personal and professional development and networking opportunities; and a time for balance between personal and professional commitments and interests.

The first two findings are so essential to ensuring an optimal learning experience that they warrant further discussion. With respect to the CCC, there is no substitute for a high-quality SGL. Those selected do not have to hold a Ph.D. or master's degree. However, they must receive the proper certification and development (both initial preparation and continuing through their duration as SGLs). Where the study team identified academic excellence at a CCC, all the SGLs were majors, except one school which had a mix of majors and promotable captains. All SGLs had commanded in combat or had similar experience from key and developmental positions. These schools also had rigorous certification and development programs to ensure that their SGLs were best prepared to serve as educators.

Curriculum is the other critical factor for an optimal educational experience. Both the common core and branch-specific portions must be current, relevant, and rigorous. The curriculum should be grounded on current doctrine and incorporate the latest lessons learned from the operational environment. School leadership and faculty must conduct a thorough review of the program of instruction and assessment of the learner to ensure that the learning outcomes are achieved. Clearly, the optimal educational experience and best learning environment would be one with a dedicated and certified SGL, who is teaching the most current and relevant curriculum, supported by an experienced instructional design and developmental staff.

One of the most significant issues identified by the study team was that most CCCs do not sufficiently emphasize the communicative arts, specifically written communication skills. This issue was created in part by the loss of CAS3 and its associated learning outcomes. As evidenced

by the number of majors enrolling in a writing improvement program while attending intermediate level education, the Army must address this deficiency earlier in an officer's career. The CCC curriculum must include more written assignments. TRADOC should also resource each school with communicative arts personnel who are focused on supporting students attending the CCC and conducting faculty development for the SGLs.

The study team found that most of the concerns identified with the 2009 common core redesign were a result of its hasty implementation. The deficiencies will improve over time with subsequent iterations. The common core is based on the principle that all officers should share a common base of fundamental skills. This principle is sound, but application and understanding of these fundamental skills is relative to each officer's branch of assignment. For example, Infantry and Armor branch officers require a deeper understanding of the tactics associated with offensive operations than other officers. Other branches need to understand the fundamentals of offense, but more importantly, they need to know how to best support maneuver from their branches' perspectives. Therefore, aside from the method of delivery, learning objectives, and student assessments, each school must tailor common core lessons to its branch's specific focus.

The study team also conducted a survey and collected demographic data on the FY10 CCC student population. Significantly, the team found that 70 percent of CCC students favored the current 20- to 21-week resident model over current distance learning and temporary duty course hybrids.¹² This finding nearly matched the 72 percent of like-minded bloggers on the CAC commander's blog about the CCC.¹³ At every CCC, students and faculty emphasized the educational value of the resident course.¹⁴ The study also revealed that 73 percent of married students attend CCC in an accompanied status.¹⁵

And while some captains commanded prior to attending the CCC, 81 percent of students had not received command credit prior to their attendance.¹⁶

Why Change?

The CCC 2010 study was a focused look at existing captains' education, which has been the result of evolutionary change of the Cold

War, Industrial Age model for professional military education. Concurrent with the CCC study, TRADOC initiated the development of a new learning concept that proposes a significant paradigm shift in how the Army learns. There are four primary drivers of this new learning concept: Army Force Generation; the need to restore balance between the education, experience, and training pillars of leader development; rapid and continuing technological change; and generational differences across the Army that affect how students learn.

The Army Learning Concept for 2015

“The United States Army Learning Concept [ALC] for 2015 describes “an Army learning model that meets the all-volunteer Army’s need to develop adaptive, thinking Soldiers and leaders capable of meeting the challenges of **operational adaptability** in an era of persistent conflict.”¹⁷ The objective of the ALC 2015 is the creation of a learning continuum that blurs the lines between the operating and generating forces by more closely integrating self-development, institutional instruction, and operational experience. The learning continuum begins when one joins the Army and does not end until one leaves. It is learner-centric, not instructor-centric.¹⁸ ALC 2015 applies to both the Active and Reserve components.

Included in the ALC 2015 is the proposal to change how and where the Army conducts the CCC. The ALC 2015 describes a new learning environment within the Information Age, stating that “by 2015, CCC is envisioned to be a more tailored, modular learning approach completed over time, with a mix of resident and nonresident gated learning events that

include both standardized and tailored learning modules.” It further states, “Common core leader development modules are envisioned to be conducted in a cross-branch, face-to-face setting at the regional learning center by on-site faculty, mobile training teams, networked links to schoolhouse, or a combination of methods depending on location throughout.” With respect to captain’s education, it concludes, “At this point in the officer’s career, broadening opportunities are available for advanced civil schooling, partnerships with industry, and developmental assignments with other government agencies... Before the transition to field grade, CPTs should have achieved at least half of the credits necessary to earn a Master’s Degree.”¹⁹

CCC 2015

Combined Arms Center Leader Development and Education, CGSC, has recently created the School of Advanced Leadership and Tactics (SALT), which is responsible for captains’ education. The school is developing an initial concept for transitioning the 2010 CCC to a 2015 CCC. Upon promotion to first lieutenant, all officers would take an Army Learning Assessment (ALA), establishing a baseline for each officer’s learning requirements. Any significant gaps identified in an officer’s foundational proficiency would be addressed by completion of a preparation course prior to attendance at any resident phases of instruction.

A common core resident phase (similar to CAS3’s learning environment and educational outcomes) would be completed in a peer-to-peer, facilitated, small group seminar at an on-post regional learning center (RLC).²⁰ An officer can attend the common core phase at an RLC before or after his reassignment, thus allowing greater flexibility to best suit each officer’s circumstances and better support Army Force Generation goals.

The branch-specific phase at branch schools would also be conducted in small groups of peers with educational tracks determined by branch commandants, based on each officer’s prior training, experience, and education. For instance, a branch-detailed Military Intelligence officer may attend a longer branch track while a degreed Engineer officer may attend a shorter branch track. The branch phase

The objective of the ALC 2015 is the creation of a learning continuum that blurs the lines between the operating and generating forces by more closely integrating self-development, institutional instruction, and operational experience.

may add as much as three months of temporary duty separation from family compared to the current CCC model. Finally, each officer would establish a continuing education program. This program would consist of distance learning electives and other resident functional courses, determined by the officer, his branch, and his operational commander to be completed prior to the officer's promotion to major and attendance at Intermediate Level Education.

A cross-walk of the key recommendations from the 2010 CCC study and the ALC 2015 indicates that the intent of the recommendations can be achieved within this new educational construct. SALT has completed some initial work on a timeline and process to ensure the ALC 2015 concepts are developed to both achieve the intended educational experience and synchronize implementation with anticipated resources. The proposed CCC 2015 model is more learner-centric, will better support Army Force Generation, and should make better use of Army resources when compared to the current model.

When CCC 2015 is implemented, three critical questions will need to be answered affirmatively

for it to be successful. First, will captains and their families support the increased personal operational tempo resulting from the distance learning requirements and temporary duty? Second, will the operating force and commanders be willing to provide the time necessary for their officers to complete educational requirements? And finally, will this new educational construct be viewed as an improvement over the existing CCC model and still provide captains that are competent, capable, and willing to lead America's sons and daughters?

Conclusions

The CCC is essential to developing critical and creative thinkers, agile and adaptive enough to address complex problems. Developing these skills takes time, a rigorous curriculum that addresses all three requirements of AR 350-1, and most important, a quality SGL who can draw out experiences from the students based on adult learning principles. Even in this era of persistent conflict, the Army must continue to invest in officer education.

The CCC is both developmental and progressive. It is developmental because it teaches the skills



U.S. Army, Jeff Crawley

Fort Sill Air Defense Artillery (ADA) Captains' Career Course students and National Park Service rangers are silhouetted against a threatening Oklahoma sky at the Washita Battlefield National Historic Site near Cheyenne, OK. The ADA class went on a staff ride to the battlefield and was given access to sites on private land for a better view, 5 March 2010.

necessary to lead company-sized units and be competent battalion and brigade staff officers. The CCC is also progressive in that it builds on the technical skills initially taught in each branch's basic course. It is the last branch-technical training for many officers.

The CCC is also an essential component in developing each officer's understanding of and commitment to the profession of arms. As its name implies, by deciding to attend the Captains "Career" Course, the officer is acknowledging his willingness to commit to the Army beyond the initial ADSO. General Creighton Abrams, former chief of staff of the Army, once emphasized, "This

is the point that officers make the decision to pass up other things in life and sign on in the officer corps to make the Army their career. It is because they desire to belong to something that has these ideals and strives to get them."²¹ The Army should reinforce the captains' decisions with an education that helps them serve well. Education is arguably the most important pillar of the Army Leader Development Strategy, since education allows one to gain better understanding of experiences and training. By committing the necessary resources to ensure a quality education for captains, the Army can demonstrate its commitment to the development of our future leaders. **MR**

NOTES

1. The fifteen Captains Career Courses (CCCs) are: Air Defense Artillery; Adjutant General; Army Medical Department (which includes six branches—Nurse Corps, Dental Corps, Medical Corps, Medical Service Corps, Medical Specialist Corps, and Veterinary Corps); Aviation; Chaplain; Chemical, Biological, Radiological, and Nuclear; Engineers; Field Artillery; Finance; Judge Advocate General; Logistics (which includes Ordnance, Quartermaster, and Transportation); Maneuver (which includes Armor and Infantry); Military Intelligence; Military Police; and Signal.

2. Special Commission of the Combined Arms Center, Report of Findings and Recommendation 2010 U.S. Army Captains Career Course Study, 14 June 2010. The report can be found at <<https://www.dtic.mil/portal/site/dticol/>> using the following accession number for the document: ADB362076.

3. TRADOC Pamphlet 525-8-2, *The United States Army Learning Concept for 2015*, Version 0.71 (Washington, DC: U.S. Government Printing Office [GPO], 1 November 2010).

4. Professional Development of Officers Study, 5 vols., LTG Charles W. Bagnal, director; Washington, DC: Headquarters, Department of the Army, Office of the Chief of Staff, 1985.

5. Email correspondence with LTC Teresa Wardell, Chief of Officer Personnel Management System Task Force.

6. The eleven major studies were: Gerow Board (1946), Eddy Board (1949), Williams Board (1958), Daily Board (1961), Haines Board (1966), Norris Review (1971), Harrison Board (also called the Review of Education and Training for Officers, 1978), Professional Development of Officers Study (1985), Officer Personnel Management System XXI Study (1999), Army Training and Leader Development Panel (2002), and Leader Development and Education Task Force (2003).

7. GEN Martin E. Dempsey, "Our Army's Campaign of Learning," AUSA Institute of Land Warfare Landpower, Essay No. 09-3, November 2009, 6.

8. CGSC Lecture at Fort Leavenworth, KS, 11 April 2009.

9. See LTC Kelly C. Jordan, "The Yin and Yang of Junior Officer Learning: The AUSA Historical Development of the Army's Institutional Education Program for Captains," AUSA Institute for Land Warfare Landpower, Essay No. 49, October 2004.

10. Army Regulation 350-1, *Army Training and Leader Development* (Washington, DC: GPO, 18 December 2009), para. 3-32, 70.

11. Common Core curriculum is 7.5 weeks of keystone and capstone doctrinal foundations (FMs 3-0, 5-0, 6-0, 7-0, and 6-22) that every U.S. Army captain receives.

12. Based on the team's student survey results for the question, "Given the following options for CCC attendance, please select the option you would prefer." 69.53% of the students chose "Current (approximately 20-21 week) resident attendance at CCC." There were four other possible responses, which included options of a blended learning concept with a reduced temporary duty resident course (with varying lengths) and distance learning (of varying lengths) (2010 CCC Study).

13. See CAC commander's blog at <<http://usacac.army.mil/blog/blogs/frontier6/archive/2010/03/15/captain-career-course-proposed-concept.aspx>>.

14. Based on faculty and student focus groups' feedback and student demographic data collected from CCCs during each site visit. This data includes the entire student population for the current year (2010 CCC Study).

15. Ibid.

16. Based on the team's student surveys, 27 percent of the respondents commanded prior to attending CCC, however, only 19 percent received key and developmental command credit due to serving as a commander for more than 12 months (2010 CCC Study).

17. ALC 2015, 1.

18. Instructor-centric learning is characterized by the instructor as the expert and the institution determining what and how learning occurs. Learner-centric learning is characterized by the instructor as facilitator guiding the learning process with the learner determining what and how to learn.

19. ALC 2015, 44.

20. Regional Learning Centers will be established at stateside and overseas installations to enhance and extend the learning environment to meet learner needs across their career spans. TRADOC Pamphlet 525-8-2, 14.

21. Lewis Sorley, *Thunderbolt: General Creighton Abrams and the Army of His Times* (New York: Simon & Schuster, 1992), 176.

Strategy Research Project

Developing Strategic Leader Competencies in Today's Junior Officer Corps

by

Colonel Frederick M. O'Donnell
United States Army



United States Army War College
Class of 2013

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Developing Strategic Leader Competencies in Today's Junior Officer Corps

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Developing Strategic Leader Competencies in Today's Junior Officer Corps

Soldiers fight when they have to, but solve the problem whenever they can.

—General Stanley McChrystal¹

In January 2009, 1st Battalion, 32nd Infantry Regiment – Task Force (TF) Chosin -- accepted authority for Kunar Province, Afghanistan. This volatile and complex province located in the northeastern portion of Afghanistan straddles the Afghanistan-Pakistan border and had proven problematic for coalition forces during the previous eight years of combat operations. In the four years preceding the deployment of Task Force Chosin, 84 American Soldiers lost their lives, and another 472 were wounded during the conduct of operations.²

Junior officers in the Task Force were well-trained and tactically sound. They were assertive, decisive, disciplined and willing to engage with and destroy the enemy. During close combat with the enemy, their ability to conduct fire and maneuver, and integrate fire support, reflected the battalion's emphasis on building "combat capable" leaders. From a tactical standpoint, they were well prepared to confront the enemy; however, the unit's mission was much broader and more complex than solely defeating the enemy.

TF Chosin's mission was to defeat Anti-Afghan Forces in order to establish security and strengthen the legitimacy and sovereignty of provincial and district governments through education, partnership, and mentoring. Defeat of the enemy -- clearly the tactical task -- enabled the execution of equally important non-lethal tasks- and junior leaders bore the responsibility for leading their units in the execution of these non-lethal tasks. In accordance with operational lines of effort identified by the

International Security Assistance Force (ISAF), these tasks included protecting the people, developing Afghan National Security Forces (ANSF), improving Government of the Islamic Republic of Afghanistan (GIROA) governing capacity, and supporting legitimate economic growth.

Based on the unit's operational construct, platoons were tasked with conducting wide area security operations within assigned districts and assisting government officials in the development and implementation of government processes. Platoon leaders assisted local tribal leaders and government officials in leading development councils. They also influenced District Governors to become responsible stewards of government resources, and modeled how to solicit input and feedback in transparent and open forums. Junior officers helped government leaders prioritize development needs, conduct economic assessments with non-governmental organizations (NGOs), and nominate projects to improve the economy, reduce unemployment, and improve quality of life. They engaged the population – formally and informally – and conferred with tribal leaders on issues important to their villages. They developed programs of instruction to train and mentor Afghan National Army and Police forces. The execution of these non-combat related tasks and requirements demonstrates that while tactical competency is required for survival, and the establishment of security conditions necessary for governance and economic development, in a counterinsurgency-based mission focused on the population, tactical competency and operations targeting the enemy will not independently ensure mission success.

As the Commander of TF Chosin, I quickly realized that successful mission accomplishment hinged on the development of interpersonal competencies that had not

been addressed in pre-deployment leader development programs. Battalion and brigade pre-deployment training and leader development programs failed to recognize that junior officers without a wide range of interpersonal competencies jeopardized successful mission accomplishment just as much as those officers who were tactically incompetent. Not only did many junior officers lack the interpersonal competencies necessary for success, the decentralized nature of operations provided few opportunities to supervise and assist in the execution of their duties. These leaders, for the most part, operated within my intent and with a significant degree of autonomy.

The cumulative effect of these dynamics highlights the Army's need to integrate a different set of skills and competencies into leader development programs to prepare junior officers for the complex nature of the current and emerging operating environment. This is a strategic choice for the Army, as the current generation of junior officers will become the Army's next generation of officers who operate and lead at the strategic level. Developing junior officers with the competencies required to operate in complex and ambiguous environments postures them well for transition into the strategic realm, while simultaneously preparing them to lead with distinction in the types of environments and circumstances that characterize the current and future global security environment.

This research effort provides recommendations for senior Army leaders with respect to developing interpersonal competencies and other skills in junior officers that enable them to operate effectively in the current and future global security environment. The research effort begins with an analysis and assessment of the future operating environments, transitions to an evaluation of the types of skills and competencies

required in junior leaders, examines the Army Leader Development model and its relationship to junior officer development, and concludes with recommendations.

The Future Operating Environment

The Army Capstone Concept describes the future operating environment as one characterized by uncertainty, complexity, rapid change, and persistent conflict.³ Enemies and adversaries will be well-armed, well-equipped, and ideologically motivated.⁴ Conflict itself, episodic to this point in history, will be much more persistent and involve a wider array of both state and non-state actors.⁵ The Army, downsizing following the conclusion of operations in Iraq and Afghanistan and facing budget cuts resulting from the Budget Control Act of 2011, will have fewer resources at its disposal. These federal budget reductions will reduce Army end strength over the next five years from 570,000 to 490,000, resulting in the loss of combat-proven Soldiers whose expertise and experience will be difficult to replace.

In a monograph that examined lessons learned from the last decade of war and their associated impact on the new strategic environment, David Tressler argues that U.S. military transformation requires adaptation to the types of operations prevalent in the current and emerging global security environment, and the shift of greater responsibility down to tactical units on the ground. The complex and ambiguous future environment will place greater demands on junior officers, and they will be expected to remain ready to respond to worldwide challenges across the full spectrum of conflict, and conduct operations as part of a joint and multinational force.⁶ These challenges occur not only during the conduct of combat operations, but are equally present in other military operations such as humanitarian assistance and disaster relief as evidenced

during the Army's efforts in response to the devastating earthquake in Haiti in January 2010.

Operations in Haiti required significant coordination at all levels (tactical through strategic) with Haitian authorities, integration with the Department of State, interface with countless non-governmental organizations (NGOs), and daily interaction with the Haitian populace.⁷ Successful execution of these operations relied heavily on junior leaders capable of engaging with and influencing populations. The operation in Haiti precisely reflects the sentiments conveyed by Army Chief of Staff, General Raymond Odierno during his recent speech at the Center for Strategic Leadership and International Studies. During this speech he stated, "Above all else, what distinguishes the Army from the other services is that the Army's strength is operating amongst populations."⁸

The description of the future operating environment and the complex nature of military operations highlights the changing nature of warfare and the need to depart from conventional approaches to preparing for war, and serves notice to the irrelevance of Cold War leader development models that principally guided Professional Military Education (PME) programs for over 50 years. In a world in which the United States is the lone global military superpower, conventional approaches to war -- heavily reliant on centralized command and control, unilateral operations, and the use of force against opposing uniformed military forces will no longer be the norm.⁹ Conversely, the future operating environment necessitates the synchronization of direct and indirect approaches, the empowerment of lower echelons, and the implementation of mission command that enables decentralized operations.¹⁰

In an era of global fiscal constraint, multinational operations will become more prevalent, and the nation will increasingly rely on current and emerging partner nations to achieve common national level strategic objectives and outcomes. Given this fact, junior officers will increasingly face the challenges of integrating and synchronizing tactical level operations with joint, interagency, intergovernmental, and multinational (JIIM) partners. Therefore, junior officers require a different set of skills and competencies to meet and overcome these challenges.

Required Skills and Competencies

Senior leaders understand the need to develop a broader set of skills and competencies in junior Army officers. While they have stopped short of clearly defining strategic outcomes, they have addressed qualitative requirements. In a growing number of Army strategic documents – to include the Army Campaign Plan, The Army Posture Statement, and Army Strategy – the use of terms such as “multi-skilled” and “adaptive” are increasing in frequency, and Army leaders are reinforcing this narrative in formal statements.¹¹ For example, General George Casey, while serving as the Army Chief of Staff, addressed the need for a broader range of competencies beyond those narrowly defined by combat operations, by stating, “The Army needs to develop officers who once confronted with unfamiliar situations possess the competencies to figure things out.”¹² The current generation of junior leaders have expressed similar sentiments. In an Army leader development panel study conducted in 2002, junior officers indicated that the officer education system did not provide them the skills for success in full spectrum operations.¹³

Leader development programs at the unit level, underscored by effective PME programs in the institutional domain, are the ideal mechanism for addressing this issue.

High quality leader development programs are not only instrumental in the education of junior officers, but they increase interaction between a commander and subordinates, provide commanders with forums to share their intent and experience, and assist commanders in assessing the performance of subordinates. Coincidentally, in the same 2002 panel study, junior officers also noted that they were not receiving adequate leader development experiences, and there was diminishing direct contact between seniors and subordinates.¹⁴

The Army War College bears responsibility for developing strategic leaders. The Army defines the strategic leader by the position held, the number of people influenced, and the time horizon over which the leader's decisions will have an impact. In preparing senior officers for the demands of strategic level operations, the college provides students instruction designed to develop the skills and competencies required to operate effectively at the strategic level. However, this education occurs late in an officer's career. Many of the skills and competencies taught at the college are also relevant for junior officers and should be integrated into leader development programs earlier in the career progression of officers. A comprehensive look at defined strategic leader competencies, cross-referenced against demands of the future operating environment, aids in identifying those competencies necessary for development in junior officers.

The Army War College's Strategic Leader Primer groups strategic leadership competencies into three categories -- conceptual, technical, and interpersonal.¹⁵ It is important to highlight and clarify the definition of a competency. A competency is categorically different from a trait because competencies can be developed. While

character traits may contribute significantly to the development of certain competencies, they are genetic and cannot be developed. Therefore, once needed competencies are identified, senior leaders can design training strategies to build these competencies within junior officers.

Conceptual competencies include thinking skills necessary to understand and operate in complex and ambiguous operating environments. At the most basic level, conceptual competencies are those skills that assist in identifying links between apparently unrelated events, applying critical thinking skills to reach potential solutions, and understanding the second and third order effects of those decisions.¹⁶ Conceptual competencies are defined as frame of reference development, problem management, and envisioning the future.

Technical competencies include knowledge of the external political, economic, and cultural systems that affect an organization.¹⁷ In the strategic environment, technical competencies include an understanding of organizational systems and culture, an appreciation of functional relationships external to an organization, and knowledge of the broader political and social systems in which the organization must operate. Technical competencies generally differ significantly across the direct, organizational, and strategic levels of leadership, and as a result, require a continuous process of learning and education.

Conceptual and technical competencies are important; however, for junior leaders, interpersonal competencies are most important within the context of this research effort. Interpersonal competencies are vital with respect to human interaction because human interaction -- with local populations, multinational partners, interagency

civilians, and members internal to Army organizations -- will dominate the future operating environment. These competencies allow junior leaders to build consensus internally and externally, build and maintain effective relationships and teams, and integrate multiple perspectives to understand and define complex problems and operating environments. Unlike technical competencies, interpersonal competencies broadly transcend all levels of leadership. In short, interpersonal competencies enable junior leaders to better interact with and relate to people internal and external to the organization, and from varying backgrounds. Interpersonal competencies should, therefore, serve as the starting point for leader professional development. As a result, investment in PME and unit level training programs designed to develop interpersonal competencies in junior leaders pays immediate and lasting dividends. Developing these skills not only contributes to success at the tactical level, but also establishes a solid foundation for success at the strategic level.

Ultimately, successful strategic leaders possess a blend of interpersonal, conceptual, and technical strategic competencies. However, the Army is fundamentally about people. FM 6-22, *Army Leadership*, defines Army leaders as anyone who by virtue of role or responsibility inspires and influences people to accomplish organization goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, focus thinking, and shape decisions for the greater good of the organization.¹⁸ By applying lessons learned from Iraq and Afghanistan, and forecasts about the future operating environment, it is possible to identify specific interpersonal competencies that deserve greater focus and attention. These skills include the *ability to communicate, to build consensus, to negotiate, and to conduct key leader*

engagements. Introducing the development of interpersonal skills in PME and leader development programs should not send mixed signals; rather, it serves to assist leaders in recognizing the broader array of skills necessary in the future operating environment.

Effective communication is the most fundamental of these interpersonal skills. Whether communicating directly or indirectly, verbally or in writing, with or without an interpreter, through social media, or giving a media interview, the ability to concisely and accurately deliver a message is an essential skill for junior officers. Effective communication requires clarity of thought, direction, and process.¹⁹ While most human interaction at the direct and organizational levels occurs through face to face communication, the future operating environment will place greater emphasis on written communication. During the conduct of decentralized operations, subordinates dislocated from their higher headquarters shape a greater understanding of the environment. The ability to provide effective and concise written summaries is important. While technical means of providing information to senior commanders are greater than ever before, they cannot replace personal assessments from junior officers who understand situations with great clarity based on their consistent interaction with the local populace, interface with local government leaders, and partnership with host nation forces.

Oral communication will have greater importance in the future operating environment as well. Junior officers will be required to communicate with diverse and multi-cultural audiences. They will increasingly interface with foreign government officials, the local populace, and with multinational and host nation military partners. This will require them to deliver messages across cultures, and understand different

value and belief systems in those cultures, thereby requiring them to communicate through interpreters.

The presence of media in the current and future operating environment presents another challenge for junior officers, and further emphasizes the importance of oral communications skills. During the invasion of Grenada in 1983, there was no media in country.²⁰ During Operation Desert Shield/Desert Storm in 1991, media presence in the operating environment was relatively small, and was largely limited to interaction with senior leaders at the operational and strategic level. Operations in Afghanistan and Iraq have witnessed an explosion in media, with the presence of hundreds of media outlets, from both international and national news agencies, many embedded for extended periods in tactical level formations.²¹ As such, media engagements now occur at much lower levels of the chain of command, and the messages junior officers convey to these audiences can have strategic impacts.

Building consensus is also an essential skill for junior officers as the number of organizations, individuals, and multinational partners external to an organization expands. In the current operating environment, junior officers partner with local government officials, host nation forces, interagency civilians, non-governmental organizations, and a plethora of contractors. Effective interaction and integration with these actors requires unity of effort that is principally obtained through consensus. Consensus building is a process based on effective reasoning, logic, and negotiation, and is often achieved over a longer time horizon.²² Consensus does not necessarily mean unanimous agreement, but often reflects compromise on the part of all parties involved. Most importantly, consensus encourages collaboration and is enabled through

transparent processes that involve all stakeholders and consider multiple points of view. This requires the establishment of open forums that encourage and embrace input and inclusively allow all stakeholders to understand with clarity the important issues at stake.²³ This is far different than giving orders or directives. Achieving consensus requires leaders to employ effective reasoning, to be clear in their communication, enable transparent processes, and become astute in facilitating collaborative decision making.²⁴ At times, building consensus must also occur at the tactical level with former adversaries. This will require junior leaders to become more aware of personal, institutional, and national biases and to view complex problems through the lens of these types of stakeholder that are too often portrayed as shallow minded individuals driven by ideology, hatred and other impulses perceived as primitive.

The third interpersonal skill requiring development in junior officers is the ability to negotiate. Junior officers interact in an environment in which organizations do not necessarily share a formal relationship. Though negotiation is a skill recognized as necessary in our senior leaders, it has often been relegated to a niche type temporal capability principally addressed in pre-deployment training programs. While West Point offers an elective on Negotiation, it is essentially absent from Army PME specific to junior officers. Negotiation requires a broad range of interpersonal skills.²⁵ Junior officers must possess the ability to understand and observe directed organizational red lines (nonnegotiable points), respect differing points of view, suppress ethnocentric tendencies, diagnose unspoken agendas, and detach themselves personally from the process even while being a direct participant.²⁶ The value of successful negotiations is immeasurable, and successful negotiations not only require tremendous preparation,

but are also equally reliant on training and practice. Although the importance of this skill set is well documented, leader development programs designed to increase this skill have not kept pace with other impressive warfighting improvements.²⁷

In a study analyzing the importance of successful negotiations to the mission in Iraq, David Tressler - the author - provides several revealing insights. He argues that negotiation is often the last chance to prevent situations from becoming lethal and to solve problems in a way that poses less risk of losing American lives.²⁸ Even when the threat of escalation is low, negotiations contribute immeasurably to the accomplishment of a myriad of operational and strategic goals. Additionally, when conducted effectively, negotiations assist in meeting the interests of host nation counterparts, host nation leaders, and engender good will among the population.²⁹

The final interpersonal skill deserving greater training and development in junior officers is the ability to conduct key leader engagements. Key leader engagements – in which officers engage with and affect the attitudes of key local and regional leaders – proved critical to mission accomplishment in Iraq and Afghanistan. In cultures where interpersonal relationships are essential in gaining the trust and confidence of the local population, key leader engagements take on even greater importance.³⁰ Key leader engagements are essential in building and sustaining effective long term relationships, and extend far beyond knee-jerk reactions to crisis. As such, key leader engagements require an understanding of cultural and environmental factors, a comprehensive understanding of relevant command themes to be reinforced, and the mastery of a framework that facilitates preparation and synchronization of messages. Lastly, written assessments resulting from key leader engagements are instrumental in assisting

senior strategic leaders in better understanding the operating environment. Over time, these assessments allow organizations to track progress on issues and determine their contribution to desired end states.

Sadly, Army leader development is failing. Aside from 11 years of experiential learning, in which operations in Afghanistan and Iraq provided rich opportunities to develop both kinetic and non-kinetic skills, leader development as a strategy for improving conceptual, technical, and interpersonal competencies is missing the mark. The Army is not providing the necessary guidance, resources, or investment needed in junior officer leader development. Even in an era of fiscal constraint, this dynamic must change.

The Army Leader Development Model

Leader development is a continuous and progressive process that occurs throughout an officer's career.³¹ It is a mutually shared responsibility between three domains – the Institutional Army, the operational force, and the individual. Each of these domains capitalizes on training, education, and experience. The goal of The Army Leader Development Program is to produce competent and confident leaders with the skills required to effectively lead at the tactical level in ambiguous and complex environments. The Army Leader Development Model, portrayed below, identifies important interactions necessary in the development of leaders.



Figure 1: The Army Leader Development Model

Individual officers generally gain knowledge and skills and enhance abilities through PME programs in the institutional Army, and practice them during operational assignments. Self-development is a personal responsibility and reinforces the Army's belief that Soldiers are ultimately responsible for their own professional development. Self-development enhances, sustains, and expands the knowledge, skills, and abilities gained from assignments and institutional learning.

Organizational Leader Development

Leader training and leader development programs focus on developing leaders who are self aware, adaptive, competent, and confident.³² All units conduct training on a host of collective and individual tasks, but activities intended to develop a broader range of leadership skills vary greatly in content, frequency, and perceived quality. In short, there is no set of activities that could be characterized as a standard or typical unit-level leader development program. This is a significant deficiency.

Junior officers lead people; therefore training and skill development that increase a leader's ability to interact more effectively with people (human dimension) should be a

fundamental imperative of all leader development programs.³³ The majority of officers in the operating force spend the first ten years of their career leading Soldiers. While the institutional domain should bear responsibility for introducing and educating leaders on necessary interpersonal competencies (laying the framework), the operational domain should consistently reinforce and refine these competencies through experiential learning and leader development programs. For many reasons, the operational domain is the perfect environment to develop interpersonal competencies. First, unit leaders bear the responsibility of ensuring subordinates are proficient in tasks commensurate with their skill level, and for facilitating their development. The need to develop tactical and technical skills in junior officers resides at the core of organizational leader development. However, as senior leaders articulate the changing nature of the future operating environment, greater emphasis must be placed on development of interpersonal competencies necessary for success in that environment. Second, operational units provide the perfect laboratory for developing these competencies. Commanders – senior officers – leading these organizations possess the experience, resources, and skill to develop these competencies in their subordinates. Most junior officers remain in their first assignment for three to four years. This provides multiple opportunities for field grade officers to mentor junior officers and refine skills necessary for success. Finally, at the organizational level, a junior officer's peer group is large. This provides ample opportunity for collaboration, experimentation, and the establishment of working groups.

Unfortunately there is scant guidance provided with respect to leader development in the operational domain. AR 350-1, *Army Training and Leader*

Development, assigns unit level commanders the responsibility of developing subordinates. This regulation states, “they [commanders] must deliberately plan, prepare, execute, and assess leader training and leader development as part of their overall unit training program.”³⁴ The regulation also directs leader training and development focused on mission performance. However, at no point does it define specific competencies that should be developed in future leaders. Defining the focus of leader development is left to the discretion of the commander. Almost exclusively this development is tied to junior officer administrative education (e.g. The OER System) and the tactical tasks that support the wartime mission (e.g. How to employ indirect fires in support of an attack), with little consideration given to the development of interpersonal competencies that invariably support the mission. Army leader development must strike a balance by sustaining and improving the type of tactical combat related skills that continue to provide the institution a marked combat advantage over adversaries, while simultaneously developing the type of competencies and skills addressed in this research effort.

The lack of guidance pertaining to leader development, coupled with the fact that units have been consumed by preparation for known combat, has resulted in leader development programs focused on how to do things – tactics – instead of developing broader competencies in the junior officer corps. As operations in Afghanistan come to a close, and leaders articulate the future operating environment, greater emphasis must be placed on these competencies. The Army must recognize that training and leader development programs do not develop self-aware and adaptive leaders. A greater effort must be made to do so.³⁵

Recommendations

The Army's ability to change organizational beliefs and practices pertaining to junior officer development will require cultural change through the application of embedding and reinforcing mechanisms. Embedding mechanisms emplace assumptions into an organization, and reinforcing mechanisms support them. Senior leaders emplace assumptions into an organization simply by paying attention to, measuring and controlling certain aspects of the organization.³⁶ They also emplace assumptions into an organization by allocating resources to ensure subordinate units can implement change. Senior Army leaders reinforce the embedding of assumptions with formal statements such as training guidance, training philosophies and other narratives. This research effort recommends the consideration of the following ideas and concepts that will allow senior Army leaders to use both embedding and reinforcing mechanisms to change Army culture as it applies to the importance of developing interpersonal competencies in junior Army leaders.

- Hold senior leader forums to stimulate discourse and dialogue on the importance of junior leaders possessing the types of interpersonal competencies described in this paper
- Modify existing Army doctrine to reflect the importance of these competencies, and how they enable junior officers to effectively lead during the execution of complex and challenging operations
- Develop and publish training guidance and philosophies that direct the implementation of training and education on interpersonal competencies in both the institutional and operational domains

- Include instruction on interpersonal competencies in pre-commissioning programs, basic officer leader courses (BOLC), and Captain's Career Courses (CCC)
- Integrate training on key leader engagements, negotiations, communicating through interpreters, media training and consensus building in both institutional and operational leader development programs of instruction
- Continue to emphasize these tasks and skills during pre-deployment training programs
- Assess interpersonal competencies through the Officer Evaluation Report
- Develop a set of performance measures and associated metrics to enable this assessment
- Provide junior officers more opportunities for advanced schooling
- Resource a Masters level program on leadership that targets Army Captains prior to company command. Consider integrating the following subject matters areas into the curriculum:
 - Team building and leadership; Ethics and Decision Making; Strategic thinking and communicative skills; Diversity management; Cross-Cultural Competence; Organizational development
- Provide operational units simulation capability such as the Live Virtual Constructive environment trainer to further develop interpersonal competencies through vignette and situational training exercises
- Use "Tiger Team" type forums within operational units to stimulate greater collaboration between junior officers in operational assignments

Conclusion

Leader development has always been important for the Army, and in the future, it must remain so. It cannot be a gap-filler on unit training schedules, or an afterthought to a unit training plan. The Army must take a holistic look at leader development, and develop strategies that can be implemented and resourced in both the operational and institutional domains by unit commanders. Leader development must become a central theme, and must parallel and compliment unit training with the understanding that interpersonal competencies contribute immeasurably to mission accomplishment. The following quote by General Dempsey, the Chairman of the Joints Chiefs of Staff, underscores these thoughts:

Throughout our long history, the United States Army has developed capable and prominent strategic leaders. In fact, we pride ourselves in the long line of strategic leaders that have served this great Army and our beloved nation through its highs, its lows and everything in between for 235 years. To preserve this great legacy, it is our obligation to keep first things first" and ensure leader development remains our first priority.³⁷

Leader development is misunderstood and poorly resourced across the Army. Army doctrine bears the responsibility to clarify the concept of leader development and better identify and define competencies necessary in our junior leaders for success in the future operating environment. Senior leaders must think more holistically about home station leader development in units, and develop a framework that supports it.

Junior leaders see a clear disconnect between current leader development and the requirements of the operating environment. In order to address these deficiencies, the Army has to change the collective mindset regarding leader development and make the appropriate investments in education, training, and doctrine to rectify the deficiencies. The missions in Iraq and Afghanistan offered unparalleled leader

development opportunities for junior officers immersed in an environment that demanded flexibility and adaptability. As these missions culminate, the Army loses the very tool that has been instrumental in the development of the current generation of adaptive, flexible and innovative Army officers that have ensured the organization's success since its inception. Unless the Army acts now, with due diligence, during the next conflict the newest generation of junior officers will find themselves much like my platoon leaders and company commanders in Kunar Province in 2009 -- unprepared for the demands of the operating environment. The Army faces a strategic choice, and must choose wisely to ensure and maintain its enduring reputation as the nation's premier land force.

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INDIVIDUAL DEVELOPMENT PLAN (IDP)

(1) Officer s Name	(2) Advisor/Supervisor	(3) Date (1st session)	(4) Date (2nd session)	(5) Date (3rd session)	(6) Date (4th session)	(7) Date (5th session)
(8) Focus (brief description of long-term end-state – approx 5 -10 years)						
(9) Mid-Term Developmental Goals: (approx 2-5 years) Professional (competence and attributes); Personal (mental, physical, spiritual, emotional) Relationships (family, friends)						
(10) Near-Term Developmental Objectives (0-2 years)	(11) Priority	(12) Goal Supported	(13) Measures	(14) Program (Planned developmental activity and date for accomplishment)	(15) Status	

INDIVIDUAL DEVELOPMENT PLAN (IDP) (*continuation sheet*)

(10) Near-Term Developmental <u>Objectives</u>	(11) Priority	(12) Goal Supported	(13) Measures	(14) Program (Planned developmental activity and date for accomplishment)	(15) Status
Signature		Signature of Advisor/Supervisor		Signature of Reviewer (optional)	

INDIVIDUAL DEVELOPMENT PLAN (IDP) (*user's guide*)

Objective: Provide a model and working tool for users.

Background: The IDP is modeled after Army leader development. It has four components: **Focus, Goals, Objectives, and a Program.** The focus defines the individual's long-term end state. It recognizes future requirements and may reflect a professional philosophy and vision. Goals are mid-term milestones in pursuit of the end state. Objectives define near-term steps toward the goals and focus on measurable behaviors. The program translates objectives into concrete activities with completion dates.

The model at right depicts the development of an IDP.

Using the form to produce and document an Individual Development Plan:

1. Block 2: Enter the name of the advisor/supervisor that helped the user produce the IDP.
2. Blocks 3-7: Record the dates of coaching sessions.
3. Block 8: Briefly articulate the user's career focus and long-term personal end state.
4. Block 9: List mid-term professional and personal development goals consistent with the career focus that will move the user toward the end state. State these goals in terms of knowledge, skills or attributes that the user wants to develop or improve. The goals serve as intermediate milestones between the long-term focus and the near-term objectives. Consider the "whole person concept".
5. Block 10: List near-term objectives to accomplish or work towards. Focus on specific behaviors that can be observed, if possible.
6. Block 11: Assign a priority of importance to each objective. This will assist the individual in allocating resources, including time.
7. Block 12: Indicate which goal the objective supports. If a clear link is not evident, consider dropping objective, or re-evaluating goals.
8. Block 13: Identify how progress towards meeting the stated objective will be measured.
9. Block 14: Specify what the user will do to address the developmental objective and when.
10. Block 15: Track the status of progress towards meeting the developmental objective.
11. Signature Blocks: Signatures reflect acknowledgement and support of all parties concerned with the user's development.

TO: <i>(Forward direct to addressee listed in publication)</i>	FROM: <i>(Activity and location) (Include ZIP Code)</i>	DATE
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PART II - REPAIR PARTS AND SPECIAL TOOL LISTS AND SUPPLY CATALOGS/SUPPLY MANUALS

PUBLICATION NUMBER			DATE		TITLE			
PAGE NO.	COLM NO.	LINE NO.	NATIONAL STOCK NUMBER	REFERENCE NO.	FIGURE NO.	ITEM NO.	TOTAL NO. OF MAJOR ITEMS SUPPORTED	RECOMMENDED ACTION

PART III - REMARKS *(Any general remarks or recommendations, or suggestions for improvement of publications and blank forms. Additional blank sheets may be used if more space is needed.)*

TYPED NAME, GRADE OR TITLE			TELEPHONE EXCHANGE/AUTOVON, PLUS EXTENSION		SIGNATURE			
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Officer Development Matrix

Rank	Experience	Exposure	MIL Education	CIV Education	Mentoring Focus	Career Path Decision Point
2LT	MTOE PLT LDR	Mobilization Tour	Officer Basic	BS Degree Professional Reading & Discussion	Operational Leadership Personal Growth Professional Development	
1LT	MTOE XO LSS Team	Mobilization Tour		LSS Green Belt Professional Reading & Discussion	Operational Leadership Personal Growth Professional Development	X (Company Command)
CPT	MTOE Company Command	Mobilization Tour Assignment to active duty unit	Resident CPT's Career Course	LSS Green Belt Professional Reading & Discussion	Operational Leadership Personal Growth Professional Development	X (Battalion Operations/Command)
Major	Operations Officer & Action Officer JFHQ Lead LSS Team	MTOE JFHQ NGB Voluntary Tour Community /Service Involvement	Resident ILE Selected for SAMS (second year at Leavenworth)	MA LSS Black Belt Professional Reading & Discussion	Operational Leadership Personal Growth Professional Development	X
LTC	MTOE Battalion Command Brigade Staff JFHQ Lead Several LSS Teams	Mobilization Tour JFHQ NGB Voluntary Joint Tour Community Leadership Involvement	Senior Service School	Professional Reading & Discussion	Strategic Leadership Personal Growth Professional Development	X
COL		Army Staff Joint Staff Brigade Command	Senior Service School	PhD Professional Reading & Discussion	Strategic & Executive Leadership Personal Growth Professional Development	X

