THE ARMY NATIONAL GUARD LEADER DEVELOPMENT STRATEGY

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<u>ARNG ADMINISTRATIVE SHEET TO THE ARMY LEADER DEVELOPMENT STRATEGY</u>
ADMINISTRATIVE SHEET

This document applies to the 50 States, three Territories and the District of Columbia, and the ARNG Title 10 Force.

ARNG Directorate is the proponent for this publication. The preparing agency is the Deputy Commanding General – Army National Guard Office, U.S. Army Combined Arms Center. Send written comments and recommendations on a DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Deputy Commanding General – Army National Guard, U.S. Army Combined Arms Center and Fort Leavenworth, ATTN: ATZL-NG (ARNG ALDS), 415 Sherman Avenue, Sherman Hall, Building 52, Fort Leavenworth, KS 66027-2300; by e-mail to <u>teddy.culbertson@us.army.mil</u>; <u>rodney.haesemeyer@us.army.mil</u>; or <u>edward.j.byrne@us.army.mil</u> and submit an electronic DA Form 20208.

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FOREWORD

As an integral part of the Total Army, the Army National Guard (ARNG) is transitioning from an Army at War to an Army of Preparation. We must regain focus on training and leader development. It is essential that we develop agile, adaptive leaders committed to the Army Profession who possess the knowledge, skills, abilities, and attributes to be successful on both complex future battlefields and when called upon for operations in the homeland.

In 2009, the Army published its Army Leader Development Strategy for the 21st Century which is designed to lay out a strategic blueprint for developing leaders across the Force for today, tomorrow and well into the twenty-first century.

The ARNG has taken the great work the Army has done (and continues to do) and developed ARNG Leader Development Strategy that addresses the uniqueness of the Guard. This publication speaks to overarching leader development fundamentals in the Base documents while providing fidelity through each of the cohort Annexes, Appendices and Tabs. The cohorts guide each Soldier by points in a career allowing them the ability to focus on current requirements with the ability to look forward to develop a feasible career path. The end result is a Leader who is prepared to Fight – Lead – Win across the range of military operations in complex, uncertain, and changing environments.

This strategy is not a directive or a regulation, but an authoritative guide to the development of ARNG Soldiers to lead the National Guard through 2020 and beyond. It is inherent upon senior leaders to embrace leader development and make it exciting, fun and invigorating for our Soldiers. Collectively, we must embrace a training strategy that combines live, virtual, constructive, and gaming across the integrated training environment.

This publication is a starting point that allows for further design, planning and execution of leader development methodology unique to each state, territory and the District of Columbia. I want each of you – our current and future leaders – to understand this strategy and incorporate it as you continue your personal growth and as you mentor your Soldiers.

ALWAYS READY/ALWAYS THERE

WILLIAM E. INGRAM JR.
Lieutenant General, USA
Director, Army National Guard

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The Army National Guard (ARNG) Implementation of the Leader Development Strategy (LDS) is a dynamic and authoritative tool that provides a framework to the National Guard. This Citizen Soldier Force includes the 50 States, three Territories and the District of Columbia (hereafter referred to as "The States") and ARNG Title 10 Active Guard and Reserves (AGR), Title 32 AGR, and Title 5 Department of the Army Civilians. This is a living strategy designed for all ARNG personnel and provides a road map for the entire Force broken out by the four Cohort Annexes (Officer, Warrant Officer, Non-Commissioned Officer, and Civilian). For this document dual-status Military Technicians are inclusive with M-Day Soldier discussions.

Leader Development remains one of the Army Chief of Staff's (CSA) top priorities. The Army's continuing efforts on the Army LDS (ALDS) and the Army Profession (AP) includes the current base document, "A Leader Development Strategy for a 21st Century Army", the nine imperatives, and the associated five DRAFT Cohort Annexes (the fifth addresses: "The Army Profession and the Development of Army Leaders"). The ALDS identifies the right balance amongst the three pillars of leader development – Training, Education and Experience. Leader Development is a lifelong continuum with no defined end state. This strategy reflects three paradigm shifts requiring adaptation of the leader development model: 1) the effect of complexity and time, 2) the effect of decentralization, and 3) the need to frame ill-structured problems.

The ARNG Appendices and supporting Tabs align with their Cohort Annexes fundamentally linking the ALDS and nine imperatives. The Army's Strategy and Annexes broadly address all Army Components. The ARNG Appendices and Tabs focus on inherent differences and specific challenges facing Component 2 [ARNG].

Implementation of this strategy is a holistic approach that couples the ARNG documents into a single framework based on guidance from U.S. Army Strategies for Leadership Development (LD). This, results in the ARNG being positioned to articulate the characteristics desired in their progressing through their careers **(ends)**. It incorporates and implements the nine imperatives for the integration of policies, programs, and initiatives to produce leaders **(ways)**. This strategy provides leaders with guidance and requirements for career-long development through education, training and experience **(means)**.

The focus of the ARNG Appendices and Tabs is weighted towards the Traditional Man-Day (M-Day) Soldier. These documents also address the Title 32 and Title 10 AGR Force programs. The Civilian Appendix and Tabs are specifically written for the Title 5 DA Civilians.

This effort is not a static standalone product. It is a living strategy evolving as resources, priorities, force structure and the strategic environment changes. This is a foundation for the States to tailor a strategy to fit their unique demographics, force structures, geography, and State missions. States can also define dual status and non dual status civilians.

WAY AHEAD: The Executive Agent and Cohort Lead Agents will continue to refine the current documents and develop additional Tabs identified during the staffing process.

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"At the intersection of globalization, environmental calamity, resource scarcity, demographic strain, and international political-military competition lies a complex interconnected future that will be filled with persistent conflict and instability." **— Institute for Land Warfare (May 2009)**

The Army Leader Development Strategy (ALDS) builds on our Army's experiences since the end of the Cold War including the past eight years of war in Iraq and Afghanistan and on our assessment that the future operational environment will be even more **uncertain**, **complex**, and **competitive** as **hybrid threats** challenge us across **unified land operations**.

Our enemies – regular and irregular – will be well armed, well trained, well equipped, and often ideologically inspired. We must overmatch their training with our training and with the development of our leaders. We must counter their ideologies with our history and with a sustained commitment to our values. They will be patient, and they will adapt. We must learn faster, understand better, and adapt more rapidly. Our enemies will decentralize, partner, and network to form syndicates of threats against us. We must form our network by partnering with our Joint, Interagency, Intergovernmental, Multinational (JIIM) teammates to defeat their networks. We are developing our leaders in a **competitive learning environment**, and it is in this environment above all others where we must prevail.

This Army Leader Development Strategy for a 21st Century Army responds to this competitive learning environment and is the outcome of a campaign of learning over the past year. It has been produced by an extensive **enterprise** of stakeholders both inside and outside the Army. It is informed by comprehensive lessons learned from our on-going conflicts, assessments of the future operational environment, the Army Capstone Concept, the CSA's Green Book article "The Army of the 21st Century," and our doctrine especially FM 3.0 (Operations). It articulates the characteristics we desire in our Army leaders as they progress through their careers **(ends)**. It establishes eight imperatives for the integration of policies, programs, and initiatives to produce Army leaders **(ways)**. It provides guidance for career-long development of Army leaders through education, training, and experience **(means)**. Implementing annexes for officer, noncommissioned officer, warrant officer, and DA civilian describe how we will make certain that our Army's most important core competency—leader development—will produce confident, competent, versatile leaders for our 21st Century Army.

LEADER DEVELOPMENT STRATEGY FOR A 21ST CENTURY ARMY

It is one of the enduring strengths of our Army that throughout our nation's history we have developed leaders capable of meeting both current and future national security challenges. Yet, we must not take our past success in developing leaders for granted. Our leaders are performing superbly in combat in Iraq and Afghanistan today, but we must review and revise our leader development strategy to prepare the next generation of leaders for the complexities of the future operational environment waged across the spectrum of conflict. This requires continual adaptation.

In this leader development strategy we will discuss how our institution will adapt the way in which we develop our leaders. We will describe the challenges of the operational environment, the implications of the operational environment on leader development, and the mission, framework, characteristics, and imperatives of our strategy. Finally, we will discuss how we intend to implement this strategy.

THE OPERATIONAL ENVIRONMENT

"In the years ahead, the United States will confront complex, dynamic and unanticipated challenges to our national security and to the collective security of our friends and allies. These challenges will occur in many forms and will be waged across the spectrum of conflict – ranging from peaceful competition to general war and at all points in between." — The Army of the 21st Century - GEN Casey, Army Chief of Staff, 2009-10 Green Book

The Capstone Concept for Joint Operation (CCJO) and The Army Capstone Concept (ACC) describe a future characterized by uncertainty, complexity, rapid change, and persistent conflict. The emerging global trends that will define the future security environment include:

Globalization
Increased access to new and improving technologies
Population growth
Resource demand
Climate change and natural disasters
Proliferation of weapons of mass destruction
Failed and failing states

These trends make it likely that the next decades will be an era of persistent conflict; that is, protracted confrontation among state, non-state, and individual actors who are increasingly willing to use violence to achieve their

political and ideological ends. The result will be friction and increasing competitiveness as interests collide across the globe. Our pre-9-11 commitment of military forces was episodic. Our commitments in the future will be continuous. Conflicts will arise unpredictably, vary in intensity and scope, last for uncertain duration, and will always be complex.

Future conflicts will also present an array of threats that will defy simple categorization. We will face hybrid threats – combinations of conventional, unconventional, criminal and terrorist groups, intermingled with local populations, and syndicated to counter our advantages. To gain an advantage, they will use combinations of activities including political, economic, ideological, informational, and military activities.

IMPLICATIONS OF THE OPERATIONAL ENVIRONMENT ON OUR LEADER DEVELOPMENT STRATEGY

The increasing competitiveness of the future security environment suggests that we may not be able to dominate everywhere and within and across all dimensions of the spectrum of conflict as we have for the past quarter century. However, we must remain capable of dominating at times and in places of our choosing. Moreover, this increasing competiveness exists in an environment of increasing complexity requiring leaders who are confident, versatile, adaptive, and innovative. They must also function in a variety of situations against myriad threats and with a diverse set of national, allied and indigenous partners.

Such an environment demands that we develop leaders who **understand** the context of the factors influencing the military situation, **act** within that understanding, continually **assess and adapt** those actions based on the interactions and circumstances of the enemy and environment, **consolidate** tactical and operational opportunities into strategic aims, and be able to effectively **transition** from one form of operations to another. We seek to develop leaders who will thrive in this environment.

The Army and its leaders must be capable of decisive actions in this operational environment. We have identified three paradigm shifts in this environment that must be addressed in our leader development strategy:

The effect of complexity and time. The Army is our nation's campaign-quality force. Therefore, we must prepare leaders to execute missions in extended campaigns – campaigns mean time, time means change, and change requires leaders who can anticipate change, create opportunities, and

manage transitions. We must prepare our leaders for increasing **"complexity"** and for the challenges of operating over **"extended time."**

The effect of decentralization. Our adversaries will decentralize, network, and operate among the people to overcome our advantages. We are also decentralizing. As a result, at increasingly lower echelons, leaders must be able to string actions and activities together with their JIIM partners into campaigns. As we continue to modularize our force and to decentralize decision-making, we must adapt our strategy to develop leaders for this increased responsibility.

The need to frame ill-structured problems. In response to increasing complexity and to the shifting balance of tactical to operational art, we require leaders who are proficient in understanding and framing difficult and complex problems. We will introduce **Design** to complement the Military Decision Making Process (MDMP). Design provides the cognitive tools for commanders to understand and frame the ill-structured problems they will encounter in this complex environment.

PARADIGM SHIFT #1: THE EFFECT OF INCREASING COMPLEXITY AND TIME

We have traditionally developed leaders by challenging them with **"mass"** and with **"compressed time."** Simulations were attrition-based, training scenarios were designed against an enemy predictably arrayed on the battlefield, and leaders had to master the factors of time and distance. To "raise the bar" on the leader in training, we added another enemy formation or we compressed time. This was effective in developing a leader to operate in the context of well-defined problems against an enemy confronting us with a single threat – generally traditional combat in attack or defend scenarios.

Now, we must develop leaders who are effective in the context of ill-defined problems against an enemy likely to present us with a variety of threats. We must develop leaders by challenging them with **"complexity"** and **"extended time."** We "raise the bar" on the leader in training and education by adding the complexities of societal, religious, tribal, and economic factors – and occasionally by adding mass – and we develop leaders who can anticipate the adaptations and transitions an enemy will make during the course of an extended campaign.

That is, over extended time. If, as conventional wisdom suggests, necessity is the mother of invention, then, in our terms, complexity is the mother of

innovation. The task, then, is to replicate the challenges of complexity and extended time in the training environment – at schools, training centers, and home station.

It's important to note that an operational environment characterized by complexity and extended time challenges military leaders and civilian leaders alike. Institutional policies and processes optimized for a world of mass and rapid decisive campaigns against predictable peer competitors must adapt to the new norm of uncertainty and protracted conflict.

PARADIGM SHIFT #2: THE EFFECT OF DECENTRALIZATION

An emerging insight from our on-going operations reinforced by observations in recent war games is that the operational environment requires greater decentralization of capability and decision-making authority. Stated another way, leaders at lower levels of command will assume greater responsibility for the accomplishment of the joint force commander's campaign objectives. Through modularity, we have significantly decentralized our organizational structures in response to this emerging insight. Our preparation of leaders to operate in this environment and to lead these decentralized organizations has not kept pace.

The responsibilities of the empowered and enabled leader in a decentralized environment clearly increase. As always, military leaders will be responsible for delivering military capability. However, in the operational environment we have described in this strategy, the most important insights into mission accomplishment often come from bottom up, not top down. The decentralized leader has a much greater and much more important role in assisting echelons of leaders above them to understand the "context" of their operations. Therefore, we have to decentralize, but we also have to be able to aggregate the "wisdom" of those leaders at lower echelons whom we have empowered and enabled. Moreover, our leaders must become teammates with the Joint, Interagency, Intergovernmental, and Multinational (JIIM) partners operating in the complex environment with us.

Here, too, the shifting nature of the operational environment affects development of our military and civilian leaders alike. Our Army is hierarchical by nature, but we must match tactical agility with institutional agility, and we must develop military and civilian leaders who can create an environment of collaboration and trust to promote adaptation and innovation. Simply stated,

this paradigm shift requires us to increase our commitment to leader development.

PARADIGM SHIFT #3: THE NEED TO FRAME ILL-STRUCTURED PROBLEMS

We have learned many lessons from our eight years of wartime experience. Few would dispute the assertion that the challenges we will continue to face in this era of persistent conflict will be ill-defined and multifaceted. Concurrent with this Leader Development Strategy, we will introduce the concept of **Design** into our doctrine (FM 5-0: The Operations Process). Design is a methodology that provides leaders with the cognitive tools to **understand** a problem and appreciate its complexities before seeking to solve it. Design complements the Military Decision Making Process (MDMP) and will be incorporated into leader education and training. Design will not only assist our leaders in the initial stages of campaign development but also in anticipating change, creating opportunities, and managing transitions during the course of a campaign. The creative thinking accessible to us through an appreciation of Design will be a cornerstone of our leader development strategy for both military and civilian leaders.

MISSION

The mission of Army leader development is to educate, train, and provide experiences to progressively develop leaders to prevail in Unified Land Operations in a 21st Century security environment and to lead the Army Enterprise.

FRAMEWORK

The ALDS **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].

LEADER DEVELOPMENT STRATEGY FOR A 21ST CENTURY ARMY
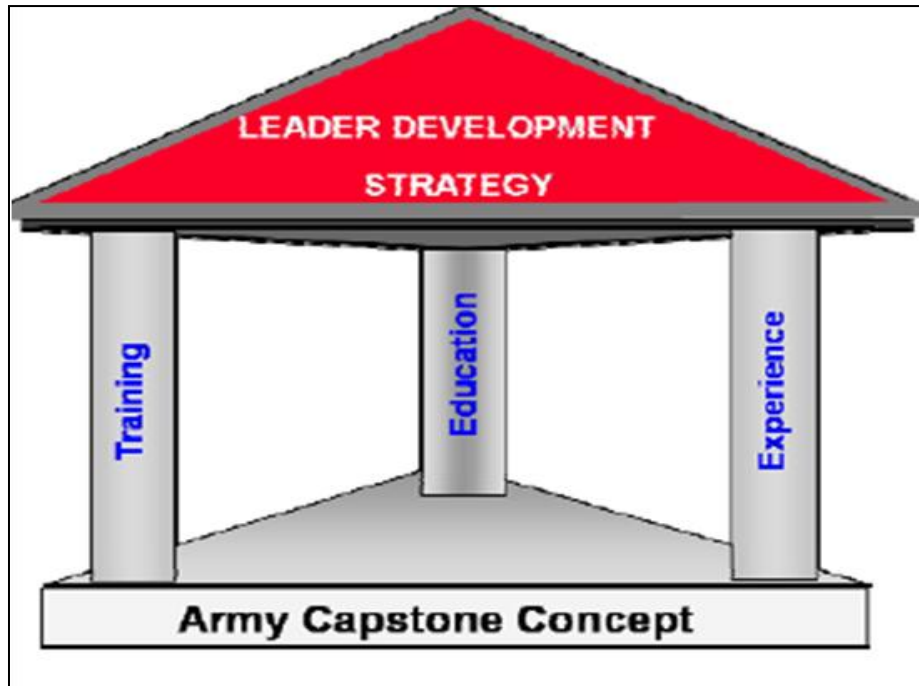
Figure 1. Leader Development Framework

Our leader development strategy builds on our Army's eight 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).

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.

Our Leader Development Strategy is part of a campaign of learning. It seeks to be as adaptive and innovative as the leaders it 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 DEVELOPMENT STRATEGY FOR A 21ST CENTURY ARMY

LEADER QUALITIES

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.

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 national 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
Leadership in the Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment also requires:
Innovative and adaptive leaders to the lowest levels
Joint commanders who are masters of operational art
Senior leaders who are experts not only in the operational employment of the joint force but also in the development and execution of national strategy
Greater language and cultural capabilities and capacities
Improved service and institutional adaptability to deal with rapid change

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 DEVELOPMENT STRATEGY FOR A 21ST CENTURY ARMY

LEADER ATTRIBUTES

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.

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.

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

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

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:

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.

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.

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

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 ALDS.

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.

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.

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.

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.

LEADER DEVELOPMENT STRATEGY FOR A 21ST CENTURY ARMY

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).

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.

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.

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.

Against these imperatives, the ALDS 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

Our leader development strategy is designed to build capable leaders for this increasingly complex and competitive environment. The ALDS 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 ALDS.

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.

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 and 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.

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.

Senior leaders contribute to the development and 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

In its implementation, the Army 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.

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, JIIM assignments, and foreign exchanges.

Implementing annexes for officer, noncommissioned officer, warrant officer, and civilian leaders will guide our efforts.

ALDS Imperative Intent Statements and Key Objectives (August 2012)

The Army National Guard (ARNG) 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 ALDS.

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

- The ARNG , 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.

ALDS IMPERATIVE INTENT STATEMENT AND KEY OBJECTIVES

2. 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 demand 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.

3. 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.

4. 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.

5. 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.

ALDS IMPERATIVE INTENT STATEMENT AND KEY OBJECTIVES

6. 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. A robust, easily accessible, 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.

7. 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.

8. 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.

9. 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 examine 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.

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The Officer Annex provides the next level of detail for the Army Leader Development Strategy (ALDS) as it applies to leader development requirements for O-grade officers. This annex applies to all officers of the Active Component, National Guard, and Reserves and does not make distinctions. The annex provides guidance and direction to meet the intent of the leader development imperatives described in the ALDS as they apply to O-grade officers and is deliberately grounded in the tenets of FM 6-22, FM 3-0, the Capstone Concept for Joint Operations (CCJO), and the Army Capstone Concept (ACC). Army Leader Development Strategy ANNEX B: THE WARRANT OFFICER addresses W-grade officers.

INTRODUCTION

Leadership is the foundation upon which all else is built for the Army to fight and win our nation's wars. The very survival of our nation is dependent on the quality of its leaders and the system that produces them. Our Army can afford nothing less than the highest quality of leadership. The development of leaders is one of the Army's foremost responsibilities. The quality of its leader development system determines the leadership quality of the Army's officers.

THE ARMY OFFICER

Under all circumstances, the officer is expected to exercise sound professional judgment and act in the best interest of the nation. This is an enormous moral responsibility. Exemplified by the oath to support, defend, and bear true faith and allegiance to the Constitution. This obligation is the foremost responsibility officers bear. It is an inviolable trust from the American people. Officers must demonstrate profound moral courage in keeping this trust. They must always bear in mind that they are bound by the Uniform Code of Military Justice, the lawful orders of the Commander in Chief and other superiors, and other relevant laws. In the execution of their duties, officers must be prepared to courageously resolve any morally ambiguous conflicts which may appear between actions implied for mission accomplishment and their dual duty to obey the law and remain ever faithful to the Constitution. Further, 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."

THE OFFICER

Our profession is about leading Soldiers to operate within a Unified Land Operations (ULO) environment. Soldiers are, and must remain, the focus of officer leadership. The Army has short and long term requirements to meet while performing the inherent responsibilities of leading soldiers to win our wars. Of these responsibilities, there is none greater than a balanced developmental process that accesses capable officers, develops them for current requirements, and grows them for future needs. Commissioned officers are essential to the Army profession, commanding units, establishing policy, and managing resources while simultaneously balancing risks and continually caring for people. They integrate collective, leader and Soldier training to accomplish the Army's missions. They serve at all levels, focusing on unit operations and outcomes, and lead change. Commissioned officers fill 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. Command makes officers responsible and accountable for everything their command does or fails to do. But this responsibility does not rest with commanders alone; all officers, including staff officers, are responsible for what those under their charge do or fail to do. This is the heavy weight of responsibility that comes with being a leader of character.

The Army Leadership Development Strategy (ALDS) for a 21st Century Army describes the leader attributes and core competencies necessary for the operational environment. FM 6-22, Army Leadership, provides a comprehensive basis and listing of leader characteristics. The model applies to the many anticipated environments and provides an indication of the breadth of characteristics required. The characteristics are described as a core set required at all levels with an understanding that conditions and behaviors can change depending on the specific circumstances.

The Leadership Requirements Model in FM 6-22, Appendix A, Leader Attributes and Core Leader Competencies, provides a core set of competencies and descriptions that apply to all levels of leadership (direct, organizational, and strategic). The model shows what a leader is in the dimensions of character, presence, and intellectual capacity and does as an officer; leads, develops and achieves.

Officers are stewards of the military profession. As such, they must maintain a view toward the future and assess all actions against long term effects on the Army profession. Officers, particularly at field grade and above, must ensure training, education, development, force modernization, and other

policy formulation and resource allocations meet the needs of both the current force and the sustainment and growth of the technical expertise, character, and leader development of the profession.

PRESENT STATE

Our Army is a tough, experienced, battle-hardened force adept at functioning within the current operational environment. We have made significant progress in counter-insurgency operations. Tactical and technical knowledge continue to be significant strengths within the officer corps. Our leaders are very good at performing within the parameters of their branch-specific duties. This is in spite of the fact that the current operational environment often requires officers to execute functions outside those parameters.

Despite our strengths, however, the Army's research indicates officers are demonstrating weakness in at least four key areas: Joint, Interagency, Intergovernmental, and Multinational (JIIM) knowledge; cultural knowledge; the ability to create a positive command climate; and developing others. In addition, the Army's ability to conduct Major Combat Operations (MCO) may be degraded over time simply because we must, of necessity, focus on the current mission.

These weaknesses are the result, at least in part, of the Army's leader development systems. All the issues above are routinely emphasized in officer PME. Unfortunately, officer attendance at PME is being hindered by the current operational tempo which naturally degrades the Army's ability to address these weaknesses.   Officers selected for PME are deferring in growing numbers, often at the request, or with the concurrence of, senior leaders or mentors. There are many valid reasons for PME deferral, including operational and joint requirements, and stabilization, however, the net effect of this increase is that primary select officers are not receiving the benefit of what PME has to offer to attack these four weaknesses. It is more important than ever that those officers attend PME soon after selection. Understandably, the Army's high operational tempo is placing a significant strain on officer professional development. This is creating a lack of balance between current operational requirements (continuous, unpredictable, and enduring deployments) and the other pillars of leader development (training and education).

This lack of balance has an impact on the Army'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, specifically at the strategic level and in the JIIM environment.

Several of the leader development imperatives discussed in the Army Leader Development Strategy are 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.

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 help improve our ability to emphasize the need for knowledge of JIIM and other higher echelon operations.

The imperative "Produce leaders who are mentors and who are committed to developing their subordinates" addresses two significant weaknesses identified by the Army's research: the ability to produce a positive command climate and developing subordinates. This is especially important in maintaining a quality Army over time.

Finally, the possibility that the Army's officers are losing the skills necessary to conduct Major Combat Operations (MCO) may be addressed, at least in part, by emphasizing the imperative "Prepare leaders for hybrid threats and decisive actions through outcomes-based training and education." Because of the need to prepare for the current operational environment, the upper end of "full spectrum" will likely receive less attention.

GOALS

The Army needs officers prepared for the present and developing for the future. To achieve this, the Officer Annex has two overarching goals. The first goal is to develop competent, confident leaders who will succeed in a complex operational environment. This annex briefly describes what it is to be an officer, what is expected of officers, by rank, at each stage of development, and finally, 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.

The second goal is to create a coherent Army Leader Development Program (ALDP) for officers in conjunction with the other cohorts as appropriate. The ALDP places initiatives into an Integrated Priority List, tracks the progress of initiatives, and uses the Prepare the Army Forum, run by the 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 eight leader development imperatives resulting in the implementation of Army policies and programs in support of the ALDS. This annex describes each imperative and the implications for program requirements to implement officer leader development across the Army.

OBJECTIVES

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. Most officers begin with the Basic Officer Leader Course (BOLC) A in one of three pre-commissioning sources; United States Military Academy (USMA), Reserve Officer Training Corps (ROTC), and Officer Candidate School (OCS). BOLC A programs provide our cadets and officer candidates with a common base of military skills, education, leader training, and introduction to the responsibilities of Commissioned Officers. The BOLC A training must be carefully aligned and nested with post-commissioning officer development and branch specific officer training in taught in BOLC B. Careful alignment with post-commissioning education and training moves the traditional 'beginning' of officer development sooner and allows for accelerated next-phase development.

Lieutenants must rapidly achieve competence with the weapons, equipment and body of professional knowledge essential to the missions assigned 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 officers embrace the ideals at the core of the profession and aspire to take a place

among the honorable 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 appreciation for values and ethics. We want them to fully grasp the complexity of the security environment in which they operate and have sufficient knowledge of geopolitics, culture, language, economics, and the information environment. We want them to perceive and to act on opportunities within the scope of their units' collective knowledge and capability to bear on a problem.

Captains 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 effectively to guide their units in the employment of tactics, techniques and procedures specific to assigned missions, roles and functions. They must remain current as information technology advances. They should develop a rudimentary and progressively sophisticated understanding of geopolitics, culture, language, and the information environment and, in the process, recognize and manage the operational and strategic affect that they and their units can have. "It is at this level they 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. 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 continued service.

We want Majors and Lieutenant Colonels to lead units and teams, understand their responsibility to influence superiors and peers as well as subordinates. Some will need to serve as experts on division, corps, theater army, and joint staffs; integrate JIIM partners; and demonstrate competence in ambiguous and complex situations. Eventually, we expect some of them to become masters of military science. Those who display the necessary skill and inclination will become highly skilled in operational art. The emphasis in individual development begins to shift from increased depth of knowledge to increased breadth of perspective. Unified action becomes the norm. 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. The examples they learn to set are examples of character and intellect along with

new skills or knowledge. These mid-grade officers continue to develop themselves but also 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 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 officers, and inspire their junior officers, NCOs, civilians and Soldiers to a career of military service.

We want Colonels to contribute to the development and implementation of national and geopolitical strategy. We want them to be experts in scanning the external environment and to act as change agents for the institution. They astutely manage complexity and anticipate transitions at campaign level. They embody the expertise and the wisdom within our Army. These officers operate within the operational environment with military, civilian, joint and multinational partners as a matter of routine and lead across and throughout the coordinated organizations to advance national interests. They support, 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 officers continue to develop themselves, mentor, and encourage officers seeking geopolitical, cultural, language, and information skills. They are morally and ethically mature and withstand 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 officers build. Senior level officers possess a sense of responsibility for the Army as a profession—regardless of where they serve. They are leaders who can transform followers and units and serve as exemplars of the profession – who actively coach and inspire subordinates, peers, and superiors alike to transform and aspire to be professional leaders of character. MEL-1 education and operational experiences provide a framework and background to accomplish the above tasks.

	LT	CPT	MAJ	LTC	COL
Training	- 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	- 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	- 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	- 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	- 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

THE OFFICER

	LT	CPT	MAJ	LTC	COL
Education	- 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.	- 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	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	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.	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	Confidence in the Army team - 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 Motivated to deepen professional learning - Key developmental assignment for optimal development is 12-18 months	Confident in effectiveness of combined arms at the company level - 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.	Demonstrates mastery of ULO and ability to leverage JIIM capabilities to achieve operational objectives - 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	Expert organizational leader - 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	Leads operational & organizational transitions - 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.

LEADER DEVELOPMENT IMPERATIVES

1. Encourage an equal commitment by the institution, leaders, and individual members of the profession to lifelong learning and development.

The intent of this imperative is to clearly establish the responsibilities for officer life-long learning and development as fulfilled by the professional institution and the professionals committed to its success and long term prosperity.

The Army, as a learning organization, must continually evaluate and enhance its officer development capabilities to improve how it operates by leveraging the experience and ideas of its people and the profession. The Army must create and provide the resources and expert body of knowledge as enablers for lifelong learning and character development. It must also develop, institute, and maintain the relevancy of policies to support it. In so doing, a culture and climate are created that advance lifelong learning and hold organizations and individuals responsible for achieving their leader development objectives; to develop a collective professional ethic that values a commitment to life-long learning; inspiring individuals to pursue new knowledge, to seek self-awareness, to continuously mature both morally and ethically, to assess learning climates, to adopt new techniques, and to expand in depth and breadth over time in order to mature as professional officers and progress beyond their current state of development.

The Army as an organization of professional officers is unable to completely educate and develop all officers in their professional responsibilities and specialties. Professional officers must commit to self-development and lifelong learning to improve themselves, their units and the entire Army enterprise. Officers at all levels must allow for time and resources for subordinates to develop themselves and their leadership styles as well as to explore areas of study to which they are drawn. Officers must in turn take advantage of this unstructured time to work on the areas they have identified that will help them develop as well as aid the Army and their unit in its mission. Over-watching all of this are the leaders of the Army profession, giving credit to officers as they develop and guiding them in courses of study that are beneficial to the Army and the individuals involved. In so doing, a culture of development is created whereby the profession is perpetuated by its members. This includes the moral and ethical responsibility to develop the junior officers of today to be the senior officers of tomorrow is exercised freely and jealously guarded and protected.

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

Balanced leader development provides the force with a continuous flow of officers who are ready for present needs, developing for future requirements and prepared to preserve the profession through the development of their subordinates.   The senior leadership of the Army must determine the appropriate balance between short-term operational necessity and long-term developmental requirements and manage officers along those lines. Officers require education and training beyond what experience in operational units can deliver and must be provided time and timely opportunities for the long-term good of the Army.

Officer education and training needs to move from isolated events within developmental timelines to a continuous and progressive system which occurs throughout a career. Moving education and training to a competency outcomes-based model increases the potential for higher level achievement of cognitive abilities and skills. The Army Training Concept (ATC) and the Army Training Strategy (ATS) will articulate how the Army will accomplish this. The Officer Education System (OES) will promote positive competition, with class standings, honor graduates, etc., to identify high achievers and provide them critical broadening opportunities. This method will enable the Army to ensure that the best and brightest are identified and provided assignment opportunities to reach the full extent of their potential. It will also allow greater opportunities for development of those officers who still have not mastered their current level of responsibility.   In addition, officers that demonstrate an aptitude for command while in key developmental (KD) billets will be identified for these same broadening opportunities. The officer personnel management system will reflect the importance of these opportunities by weighting them during promotion and CSL boards so that officers are rewarded for these assignments, thereby incentivizing participation in these assignments by our most talented officers.

Moving high potential captains, majors, and lieutenant colonels into higher level staffs and introducing JIIM and complexity sooner develops a broader perspective earlier in the career without sacrificing foundational branch skill development.   It also provides a better understanding and appreciation of the cultures and capabilities of these organizations. Earlier exposure to more senior officers establishes the basis for role-modeling and learning. Observing seasoned professionals apply the skills of numerous years of experience and

lessons in how the Army works as a system of systems at all levels is itself a lesson of experience.

Instructing at a service school, Center of Excellence/PME and functional training, teaching in ROTC or at a military academy, and serving at training centers are important developmental activities. For those with the demonstrated aptitude, the Army must ensure assignment to these positions at some point in an officer's career. Pursuant to that maxim, a policy of assigning high performing officers from units that are "in the fight" to institutional assignments to teach, coach and mentor student officers must be pursued. Non-operational assignments should not hinder career progression. Allowing top quality officers to shift from the operational force to the generating force and back again ensures developmental balance in that relevant lessons learned while "in the field" become foundational items of discussion to facilitate sense-making by the instructor and developmental preparedness for the next generation of officers.   This shift broadens the scope of an officer's understanding of the Army as a complex enterprise."

3. Prepare leaders for hybrid threats and decisive actions through outcomes-based training and education.

The intent of this imperative is to establish the most relevant method for the development of officers to achieve required outcomes essential for success in the operational environment.   Identification of outcomes at each level of an officer's career must be established for the cohorts based on the officer objectives over time.

Outcomes-based development focuses on levels of achievement against defined standards thereby providing clear indication of competency attainment. They must directly support the leader qualities and characteristics. Framing the operational environment and then replicating it through a central data base with a range of scenarios may become critical in developing officers at each echelon.

Common scenarios for training and education are based upon the operational environment. They will serve as an integrating mechanism that will ensure the consistent development of officers for our Army. The common scenarios are not static. Trainers and educators will be able to adapt those scenarios themselves to fit branch/functional applications of the operational environment and develop, assess, mentor, and inspire military professionals to achieve higher levels of preparedness and higher order critical thinking skills. The common scenarios will be diverse enough to allow educators and trainers

to focus on specific development of branch and functional competencies at different levels of development over time. The common training environment will account for hybrid threats (combinations of traditional, irregular, catastrophic and disruptive) in scenarios that consistently introduce competing demands of Unified Land Operations in the institutional setting, home station, and combat training centers.

Key to note here is that all training, education, and experiences should progressively develop an officer who is prepared to conduct unified land operations. Ultimately, we expect the officer of today to become an expert tactician as well as a master operational artist. It is no longer good enough for an officer to be just a master of tactics. Officers must be able to use the proper tactics for the fight they and their Soldiers are in and simultaneously understand the connection to operational goals and objectives. Officers must be agile and adaptive enough to find another path to victory with the mission and the tools they have been given, in the operational environment to which they have been deployed.

The Army Training Concept and The Army Training Strategy will articulate the integration of common scenarios across the institutional and operational domains.

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

Alignment of the institutional Army with ARFORGEN must have inherent flexibility to expand or contract to accommodate conditions essential for the balanced delivery of leader development to officers. Institutional education and training, and the policies that legitimize and support both, aligned with experiences in the operational force provide the balance essential for officer development and predictability required for more deliberate planning. Excessive time in key developmental assignments coupled with education and training that is not synchronized with operating force deployment cycles represents two factors working simultaneously against the balance. This cannot be continued if the Army is to develop officers to lead the Army in the future.

While the experiences gained through the crucible of combat are tremendous developmental opportunities, they are narrowly focused in the context of each individual's experience and understanding of the desired outcomes stated in our doctrine. Extensive operational experience may facilitate success in the present, but it undervalues future assignments where

the requirement for a broad set of education and training may surpass underlying experiences. It also diminishes the opportunity for personal reflection and critical analysis provided in an educational setting. Alignment of institutional courses with ARFORGEN meets the needs of the Army and provides balance between the three cornerstones of leader development; education, training, and experiences.

The decentralized management of officer development down to the resident branch experts at the Centers of Excellence and Force Modernization proponents allows for maximum analysis of conditions and the validated requirements determination essential for the deliberate planning of developmental activities. The ability to deliberately link training and educational experiences with the right follow-on developmental experience creates a synergy of all three components that creates depth in the individual officer and best serves the needs of the Army. These officers should be high quality officers who have served in broadening assignments as envisioned by the ALDP so that they can properly mentor those officers whom they manage.

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

The concept of managing talent recognizes that people are different, with varied capabilities, skills, and talents, and that all people develop at different rates. This talent may range from technical skills to broad conceptual or intuitive abilities. The Army needs and values a diverse set of talents requiring a mix of generalists and specialists.

The intent of this imperative is to capitalize on the talent resident in the Army by carefully managing officers through a more deliberate process. The objective is to optimize demonstrated potential for future Army requirements.

The Army often accesses, retains, develops, and employs officers with competencies that are sometimes not closely managed or tracked. There must be an assessment process, and governance policy, that begins at pre-accession and continues throughout an officer's career, which effectively identifies knowledge, skills, abilities, and experiences against the required outcomes. The process must facilitate the right talent at the right time and place and value a diverse set of talents requiring a mix of generalists and specialists. It must contain a system to enable a consistent method of tracking existing and evolving talent, manage that talent, and access and grow officers to lead the Army for the future.

The Army as an institution must change to ensure relevancy while simultaneously achieving established aims. To fulfill its ultimate responsibility, the Army is compelled to be as agile and as adaptable as the officers it produces. Processes that worked in the past may no longer produce the outcomes now desired. Rethinking how we develop and grow officers may be required. Understanding how to manage talent, access and grow officers and civilians to lead the Army is essential to setting the conditions for the success of the Army now and in the future.

6. Prepare our leaders by replicating the complexity of the operational environment in the classroom and at home station.

The intended developmental outcome for this imperative is relevance of education and training for officers while in an institutional setting or preparing to deploy. Extensive tactical and operational experiences place pressure on the institutional domain to provide developmental activities that contribute to the continuation of learning. Replicating OE complexity provides consistency in the delivery of development and challenges officers to the development of their critical and creative thinking skills. Officers require increasing levels of competence in culture, language, information, and the JIIM environment. This demands that officers understand the complexities of cultural and language influences, the impact and use of information, and operations in the JIIM environment. Specific requirements for developing language and culture skills for the officer corps are contained in the Army Culture and Foreign Language Strategy (ACFLS) which addresses institutional and SD requirements.

The current operating environment is rife with complexity and ill-structured problems that are not immediately apparent. The concept of Design, as codified in FM 5-0, will help to successfully prosecute the persistent conflict in which we find ourselves and our Army. Design is a methodology for applying critical and creative thinking to understand, visualize, and describe complex, ill-structured problems and develop approaches to solve them. It is not a process, like the MDMP or JOPP; it is a way of thinking that complements the MDMP or JOPP. It is a way that first seeks to understand the context of the environment that arises around a problem one has been asked to investigate. Design seeks to identify the proper problem to solve rather than processing the problem we see.

Design will be incorporated into Professional Military Education at all levels, starting with critical and creative thinking in pre-commissioning, and continuing through BOLC, CCC, ILE, and AWC to progressively build the

thinking skills vital to the execution of Design in the field at every level of officer performance. SAMS will produce officers who understand the theory behind Design, are able to assist the commander in leading Design teams. This concept of Design fully supports Army and Joint Doctrine.

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

The Army expects its officers to mentor, coach, and counsel subordinate officers for today and for the future. This includes knowing when a subordinate officer is ready for further development through self-awareness, cognitive ability, and motivation. Officers also create the conditions for lifelong learning by setting the example of mentoring and by adopting a self-development program centered on intellectual responsibility, passion for knowledge, consideration of new concepts, self-assessment and reflection. Officers who recognize and embrace this responsibility, regardless of position, will better serve the Army and the next generation of its officers.

Officers at every level have a moral and ethical responsibility to develop their subordinates, physically, mentally, ethically, and emotionally. Young officers today are the senior officers of tomorrow. Officers and commanders who take the time to mentor, coach and counsel subordinate officers, train them to high and exacting standards, see that they attend PME, and pursue purposeful experiences, are taking care of the long-term development of the officer corps. Perhaps most importantly, officers must create an environment that encourages learning and character development such that the officers entrusted to their care internalize it as a way of life and pursue it as part of their career and beyond.

Senior officers must develop other officers to lead complex organizations throughout the Army by ensuring they experience a wide range of assignments. Senior Army officers have a moral and ethical responsibility to provide balanced development across the force to prepare it for the future. The current methodology of focusing developmental efforts two levels down, used throughout the Army, has proven to be a successful approach to commanders exercising their developmental responsibilities. Division Commanders develop Battalion Commanders, Brigade Commanders develop Company Commanders, and Battalion Commanders develop Lieutenants.

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

The Army needs officers at the strategic level who are high-level thinkers, accomplished war fighters, and geopolitical military experts. In addition, we must identify high performers and provide them with additional opportunities for broadening and advanced assignments that capitalize on their natural skills. These officers should attend Professional Military Education schools at the first opportunity. Deferrals should only be considered for critical reasons. In addition, they must be given additional educational and training opportunities as well as assignments that allow them to understand areas such as Congress, the Army budget, systems acquisition, research and development, joint operations, the civilian corps, and how the Army operates as a complex enterprise.

Second, the imbalance between training, education, and experience has resulted in inconsistent attendance at professional military education (PME) schools and personnel policies that emphasize meeting current operational requirements at the expense of more long-range developmental opportunities.

SUMMARY

Officers are leaders of competence and character serving in the Army at all levels. To lead in the operational environment and fight and win the nation's wars, the Army must find the balance between education, training, and experience that develops a officers that are grounded in the Army values, agile, culturally astute, and able to design, plan, and execute in a hybrid threat environment. Further, Army officers have to be able to think and solve ill-structured problems on an iterative basis while developing and managing the future leadership of the Army profession while staying true to the Army Values and supporting the Army Family.

Appendix A: SWOT Analysis of Current Officer Development 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
Army Leader Development Strategy (ALDS) 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 ALDS	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

APPENDIX 2 TO ANNEX A TO ARNG LEADER DEVELOPMENT STRATEGY
THE ARMY NATIONAL GUARD OFFICER

1. INTRODUCTION.

   a. Purpose. This Appendix and subordinate Tabs addresses the unique career progression of the Army National Guard (ARNG) Officer. The Officer Annex provides a macro level of detail for the Army Leader Development Strategy (ALDS) that applies to leader development requirements for all officers and spans all Components. The ARNG Officer Appendix and supporting Tabs further defines the expectations for ARNG officers. This Appendix applies to all officers of the ARNG 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 Appendix overlays ARFORGEN, DA Pam 600-3, and the ARNG Officer Career Timeline to provide recommendations and windows to further develop officers through professional military education and assignments.

   b. Conditions. The ALDS Appendix 2 for ARNG 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 ARNG officer development and career design and tracking. Each State and Territory is encouraged to set conditions that provide officer development nested inside ARFORGEN. This includes tailoring a model to the respective State force structure by using the requirements determined to enhance officer career development. By using the ALDS, States can properly identify assignments, educational requirements and overall organizational impact on readiness. States 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.
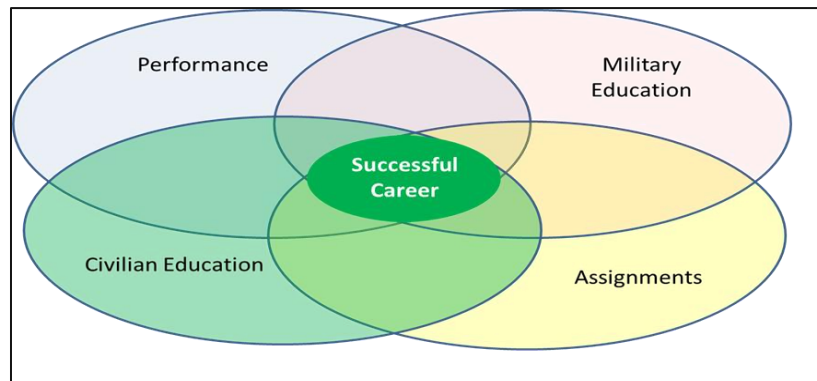
Figure 1. Elements of a Successful Career

2. <u>CONCEPT OF OPERATIONS</u>.

    a. <u>The Army National Guard Officer</u>.

       (1) The ARNG 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 ARNG 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 ARNG 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) <u>The Army Profession (AP)</u>.

       (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).
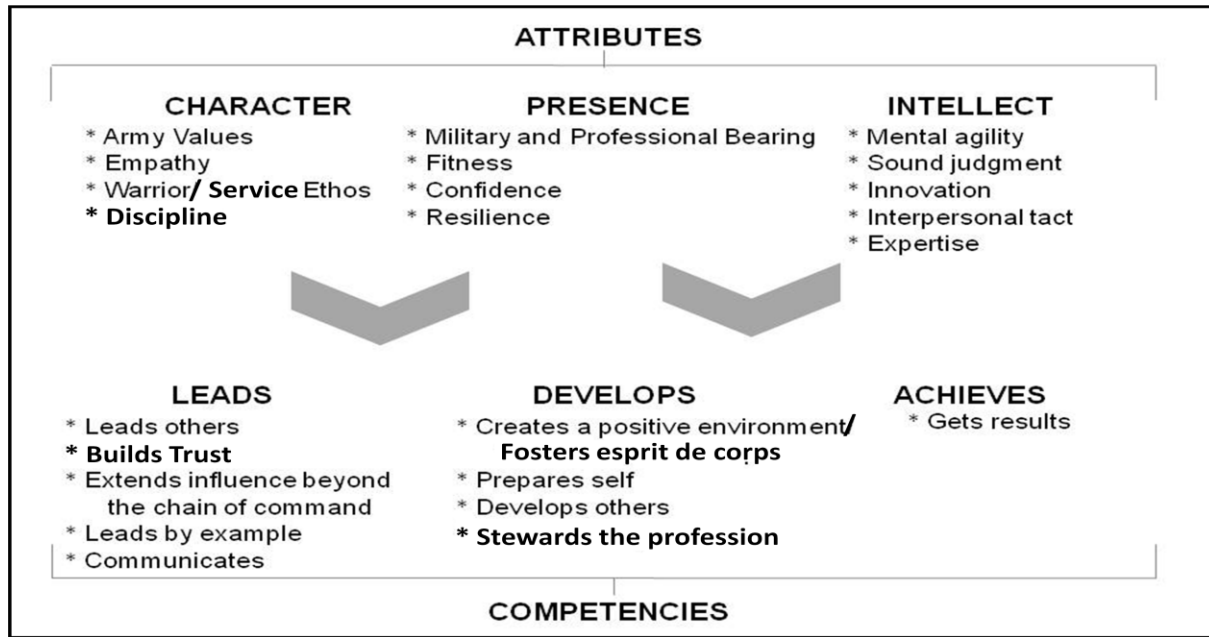
Figure 2. Leader Attributes and Competencies

(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, ARNG Officers must remain viable partners, ensuring their professional development remains commensurate with their position and compo one peers. In addition, ARNG Officers have the added responsibility of balancing civilian careers. Officers integrate collective, leader and Soldier training to accomplish State and Federal missions. ARNG 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) <u>Leader Development</u>. Army Leader Development is built on nine imperatives that support the Army Profession. This Appendix describes the nine Imperatives as they relate to the ARNG Officer.

(4) <u>Present State</u>.

(a) The ARNG 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 ARNG weaknesses are the result of shortcoming in the current ARNG 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 ARNG Officer's ability to fully address these weaknesses. It is more important than ever that these Officers attend PME soon after selection. The ARNG'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 ARNG considers processes of officer promotions and assignments as two additional weaknesses. Additional ARNG strengths include the ability to coordinate, cooperate, and collaborate with interagency and intergovernmental partners.

(d) This lack of balance has an impact on the ARNG'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 ALDS, 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) <u>GOALS</u>.

(a) The Army needs officers prepared for the present and developed for the Army of 2020 and beyond. To achieve this, the ARNG Officer Appendix 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 appendix 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 ARNG's Career Management. The ALDS 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 ALDS. This annex describes each imperative and the implications for

program requirements to implement officer leader development across the Army and ARNG.

(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 ARNG recruits select Officer's from other Services when they leave active duty or transfer from other reserve components. ARNG officers begin with the Basic Officer Leader Course A (BOLC-A). BOLC-A is discussed in greater detail in Tab A. The BOLC-A 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 ARNG Officer Career Timeline [Figure 2a] presents a baseline model for career progression beginning with pre-commissioning, BOLC-A, spanning a 30 year career. The ARNG 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].
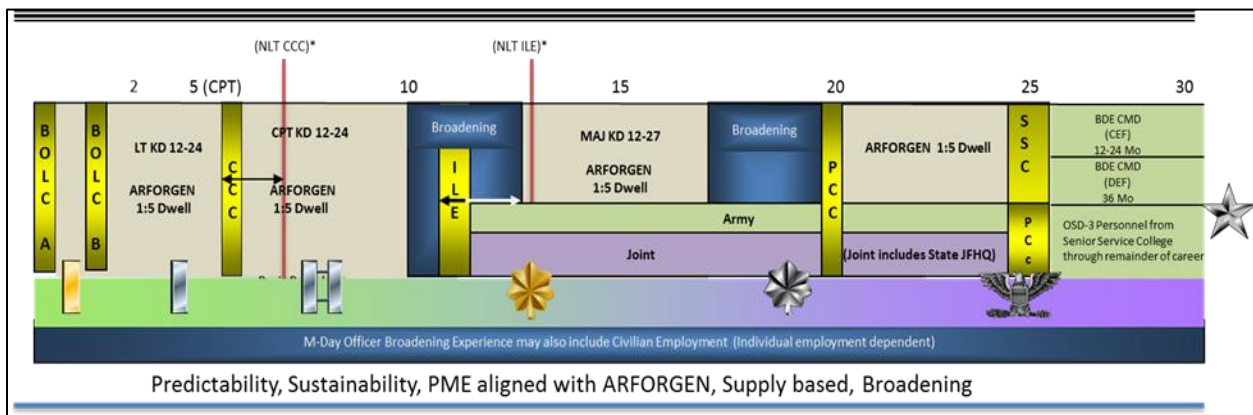

Figure 2a. ARNG Officer Career Timeline

	BOLC A (Cadet / Candidate)	BOLC B (O-1 – O-2)	Functional Training (O-1 – O-3)	CCC (O2 - O3)	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) 4 mos*		PH1: 1 wk PH2: 2-3 wks PH3: 2 wks PH4: 1 wk	11 mos (War Colleges) Fellows 10 mo	10 wks
DL				2 Wks / 12mos / 2 wks	Up to 18 mos (LD&E requesting ch to 24 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 3. The ARNG Officer Military Education Chart

(c) ARNG 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), 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.

ARNG 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.
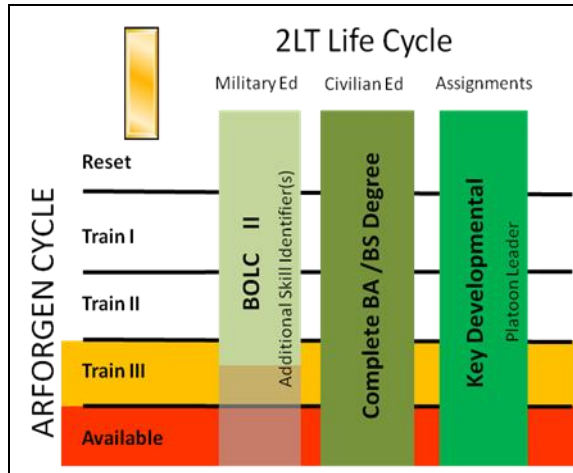
Figure 4. Second Lieutenant Objectives
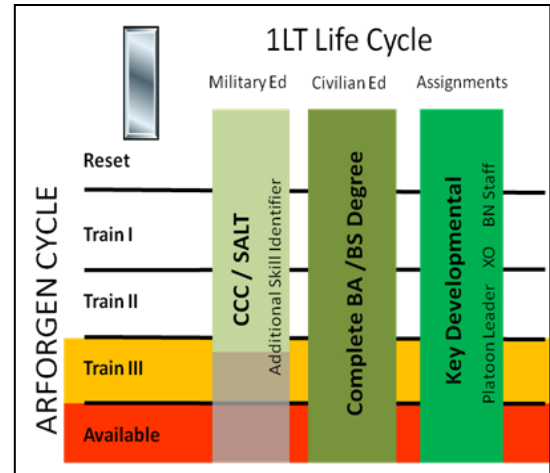
Figure 5. First Lieutenant Objectives

(e) Captains must ensure completion of the CCC [Figure 6]. 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 and, 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 ARNG Leaders' charge to ensure retention of quality Soldiers.
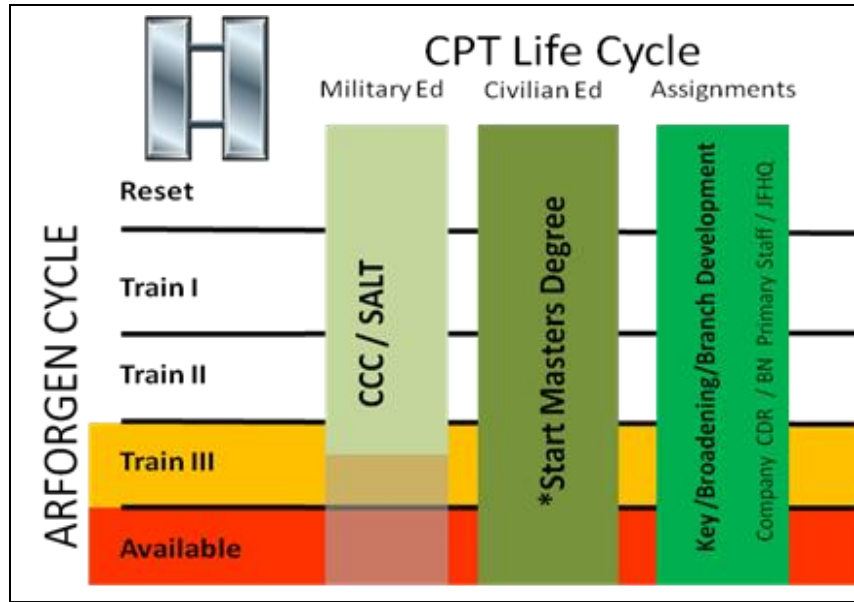
Figure 6. Captain Objectives
*Masters Degree encouraged, but not required

(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 7]. 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.
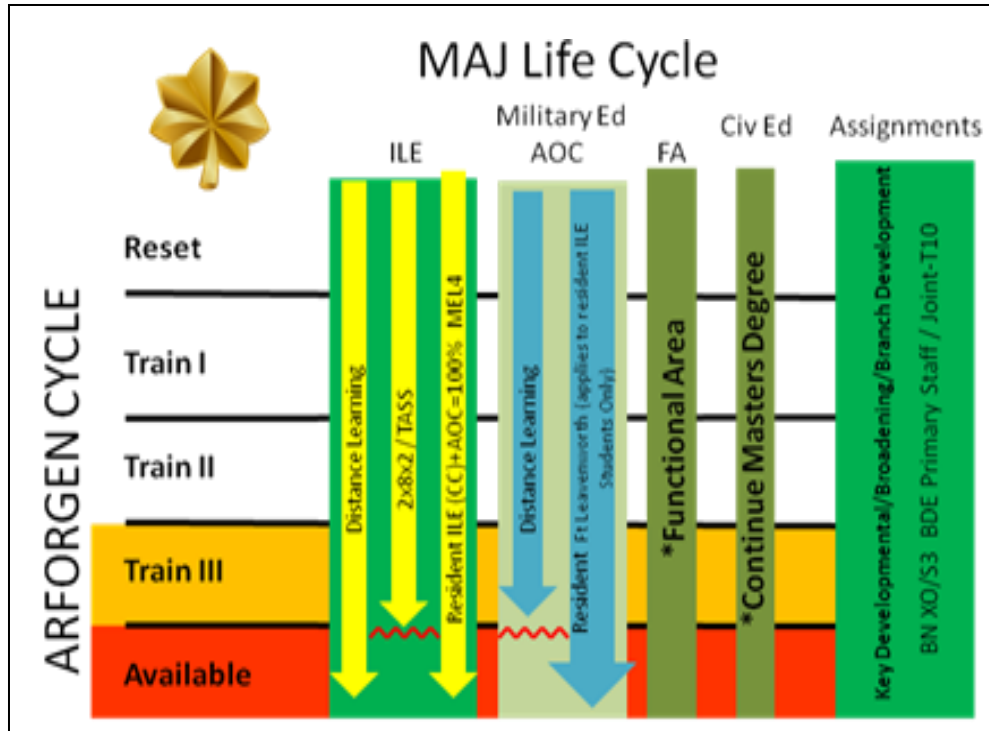
Figure 7. Major Objectives
* Masters Degree encouraged, but not required

(g) For promotion to LTC, the officer must have completed the ILE-CC, by either the residential, dL, or TASS options [Figure 8]. 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. ARNG 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 support and 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.
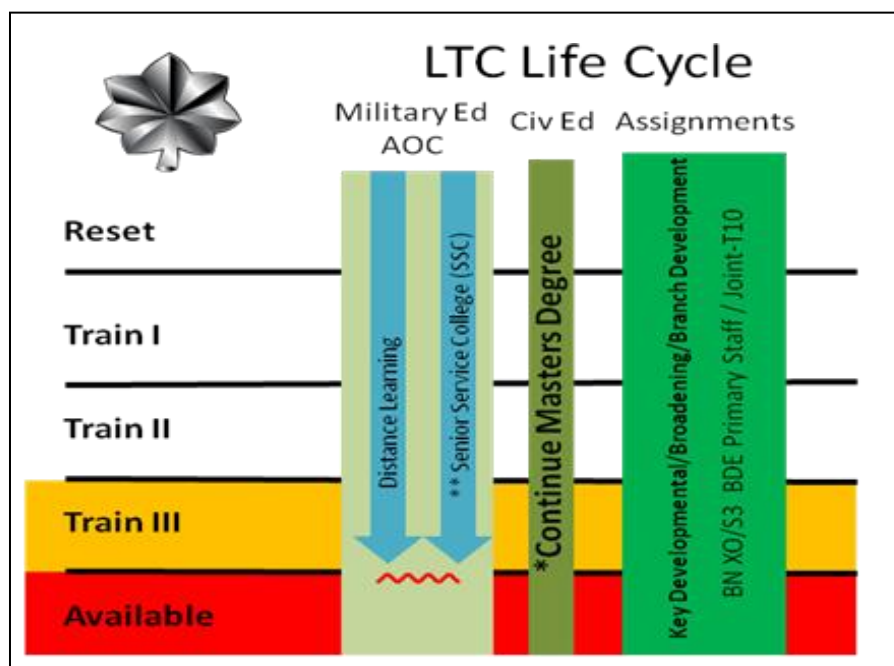
Figure 8.   Lieutenant Colonel Objectives
* Masters Degree encouraged, but not required

(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.
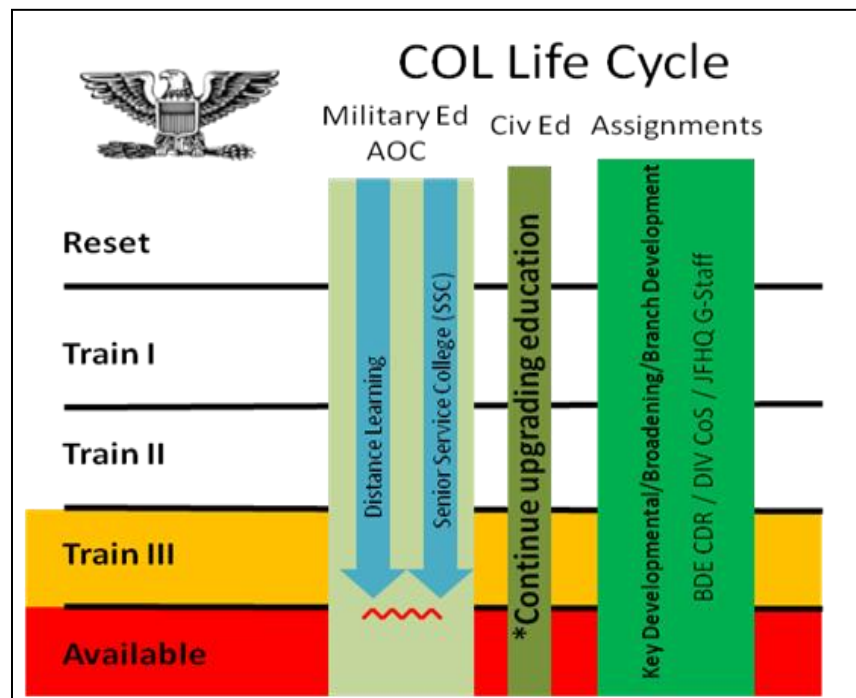
Figure 9. Colonel Objectives
* Masters Degree encouraged, but not required

3. LEADER DEVELOPMENT IMPERATIVES (See Annex A for full description).

　　a. **Encourage an equal commitment by the institution, leaders, and individual members of the profession to lifelong learning and development.** The ARNG agrees with and supports this imperative as outlined in Annex A. ARNG officers accomplish this imperative in the same manner as the Active Component, while managing a civilian career if M-Day.

b. **Balance our commitment to the Training, Education, and Experience pillars of development.** The Army National Guard agrees with and supports this imperative as outlined in Annex A. Balanced leader development provides the force with a continuous flow of Officers who are ready for present needs, developing for future requirements and prepared to preserve the profession through the development of their subordinates. The senior leadership of the Army National Guard must determine the appropriate balance between short-term operational necessity and long-term developmental requirements and manage Officers along those lines. Officers require education and training beyond what experience in operational units can deliver, by moving officers to multiple Major Subordinate Commands (MSCs) within their State, or to NGB on T-10 tour, to provide broadening experiences. The ARNG supports this imperative by continuing to send all ARNG officers to Professional Military Education (PME) courses of all types, whether resident, dL, or TASS.

c. **Prepare leaders for hybrid threats and unified land operations through outcomes-based training and education.** The ARNG agrees with and supports this imperative as outlined in Annex A. The ARNG additionally supports Senior Leader Development (SLD) programs that offer unique opportunities for Officers to enhance and expand their military profiles by working in Key Developmental (KD) positions at the National Level (ie. Joint Duty Assignments List (JDAL) at the Combatant Command (COCOM), Office of the Secretary of Defense (OSD), Joint Service Command (JCS), and NGB levels).

d. **Achieve balance and predictability in personnel policies and professional military education in support of ARFORGEN.** The ARNG agrees with this imperative, and supports the development of strategies, policies, and imperatives in support of ARFORGEN. State G-3 and G-1s will collectively analyze where MSCs are in the ARFORGEN Model. The G-1 identifies the military education deficiencies, while the G-3 captures funds and schooling seats for those Officers with deficient military education (MILED). The State Office of Personnel Management (OPM) then develops an Officer management program to rotate officers in and out of MSCs to enhance Officer broadening assignments/experiences.

e. **Manage the Army's military and civilian talent to benefit both the institution and the individual.** The ARNG agrees with and supports this imperative as outlined in Annex A. ARNG Citizen-Soldiers bring a wealth of experience that enriches their military duties and responsibilities. As the National Guard, we continue to draw on the talent and experiences that our

Soldiers bring. Understanding how to manage talent, access and grow Officers and civilians to lead the ARNG is essential to setting the conditions for the success of the Army now and in the future.

f. **Prepare our leaders by replicating the complexity of the operational environment in the classroom and at home station.** The ARNG agrees with and supports this imperative as outlined in Annex A.

g. **Produce leaders who are mentors and who are committed to developing their subordinates.** The ARNG agrees with and supports this imperative as outlined in Annex A.

h. **Prepare select leaders for responsibility at the State and National levels.** The ARNG supports this imperative as outlined in Annex A. The ARNG seeks unique experiences at the National levels for our officers (T-10/T-32 swaps, M-Day Positions).

i. **Strengthen Army leader's demonstrated understanding of the ARNG 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.

4. SUMMARY. Officers are leaders of competence and character serving in the Army at all levels. To lead in the operational environment and fight and win the nation's wars, the Army must attain balance between education, training, and experience developing Officers grounded in the Army values. These Officers should be agile, culturally astute, and able to design, plan, and execute in a hybrid threat environment. ARNG Officers must be able to think and solve ill-structured problems on an iterative basis while developing and managing the future leadership of the Army Profession (AP) while staying true to the Army Values.

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. Genera.. 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. ARNG 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 Bachelors 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 Hours	90 hours	BA
USMA			x
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. <u>Shortfalls in Education and Training</u>. Reasons Soldiers are not completing the commissioning programs include: Length of course, civilian obligations, and family constraints - Operational Tempo (OPEMPO)

TAB B TO APPENDIX 2 TO ANNEX A TO THE ARMY LEADER DEVELOPMENT STRATEGY
BASIC OFFICER LEADER COURSE B

1. <u>SUMMARY</u>. 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. <u>SITUATION</u>.

   a. <u>General</u>. 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. <u>Facts</u>. The ARNG 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. <u>Assumptions</u>. None.

3. <u>CONOPS</u>.

   a. <u>BOLC B</u>. 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) <u>Values and ethics</u>. 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) <u>Leadership</u>. 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) <u>Funding is essential</u> for MOS qualification.

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TAB C TO APPENDIX 2 TO ANNEX A TO THE ARMY LEADER DEVELOPMENT STRATEGY
MID-GRADE LEARNING CONTINIUM

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 1] 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 ARNG 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. ARNG 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 cources.

(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) ARNG 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.
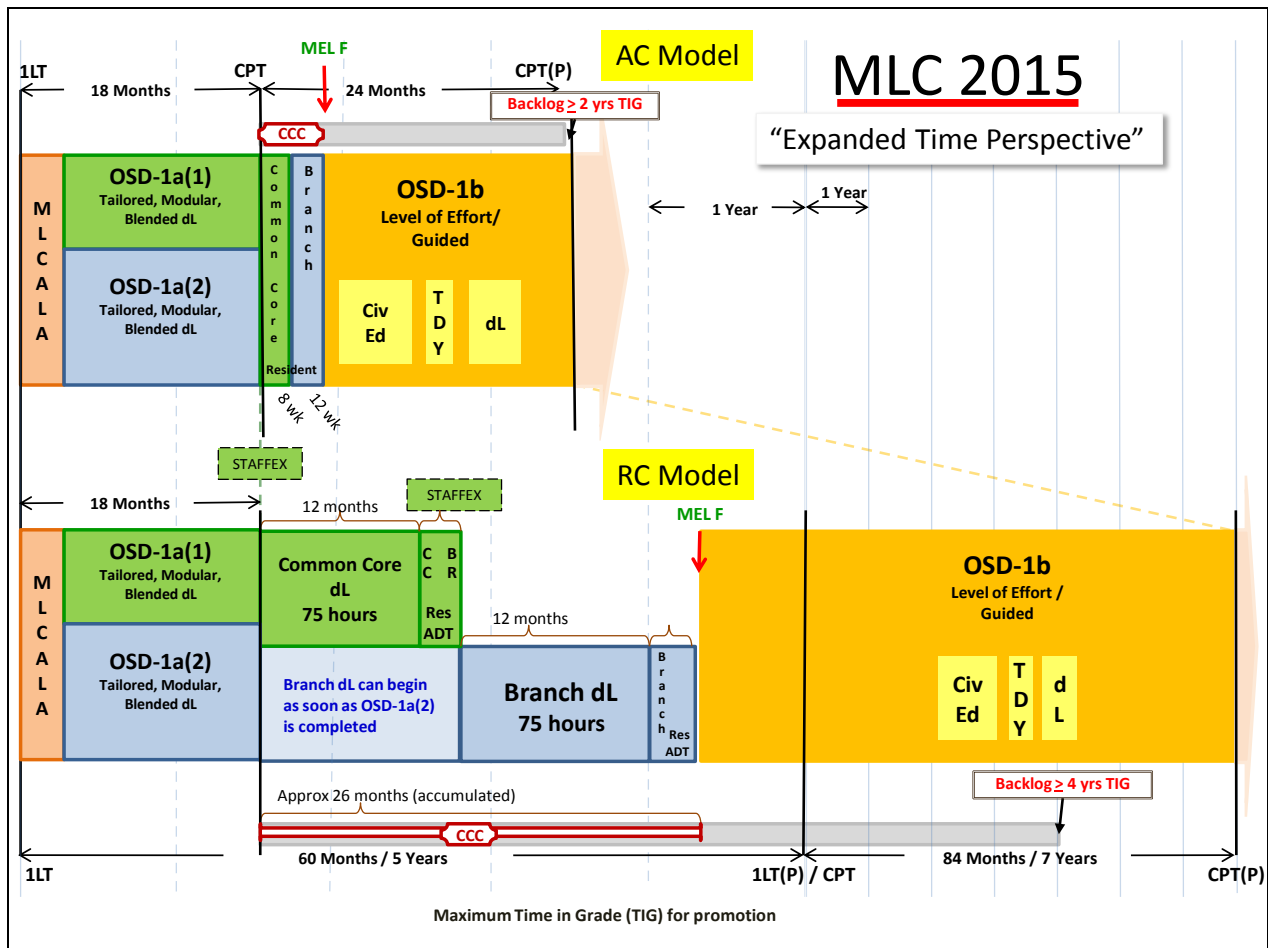
Figure 1. Mid-Grade Learning Continuum

(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) are 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 (I

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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. The ALDS Tab D for ARNG 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 ARNG 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. <u>CONOPS</u>.

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

    (1) ARNG 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 the 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. Tab E 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 Warfighting 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 Warfighting 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 eh 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 is 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 attend 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.

TAB F TO APPENDIX 2 TO ANNEX A TO THE ARMY LEADER DEVELOPMENT STRATEGY
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. The ALP Tab F for ARNG officers sets the conditions and standards for those officers seeking to become JQO, JPME, or Joint Duty Assignment List (JDAL). For additional guidance refer to Enclosure A for references.

  c. Business Rules. This document outlines the required military education for Majors and above as it relates to ARNG 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.

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

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

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

(4) 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 ARNG 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. <u>JPME</u>. 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. <u>JDAL</u>. 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. <u>Shortfalls</u>. ARNG has few organic joint opportunities for S-JDA (approximately 100 positions worldwide)

e. <u>Recommendations</u>.

  (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.

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Point Accrual Formula

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

JOINT QUALIFICATION LEVEL = <u>JPME</u> + <u>**EXPERIENCE** Pts</u> + <u>**DISCRETIONARY** Pts</u>

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)]

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Figure 11. Joint Qualification Point Level Calculations

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TAB G TO APPENDIX 2 TO ANNEX A TO THE ARMY LEADER DEVELOPMENT STRATEGY
TITLE 10 SENIOR LEADER DEVELOPMENT PROGRAM

1. <u>SUMMARY</u>. The purpose of the T-32, Senior Leader Development Program (SLDP), is to provide highly qualified T-32 and M-Day ARNG commissioned officers an opportunity to serve in a T-10 status to develop an increased understanding of ARNG programs at both the state and national levels, and to develop a working knowledge and understanding of the requirements of the ARNG at the State and Territory levels.

2. <u>SITUATION</u>.

   a. <u>General</u>. The T-10 Senior Leader Development Program is a NGB supported professional development program enabling T-32 and M-Day status officers to accept temporary T-10 AGR assignments for a 3-year period with possible worldwide assignment. The ARNG will leverage existing programs and positions to create additional development opportunities for highly qualified ARNG Soldiers. This NGB-sponsored program is available to the States and allows officers to gain national and joint level experience.

   b. <u>Facts</u>.

      (1) All participants must be nominated by their State Adjutant General.

      (2) This opportunity is primarily for Majors and Lieutenant Colonels.

      (3) Select officers will serve in key billets to include limited JDAL billet positions. Joint billets will be for 36 months.

      (4) The State Adjutant General must identify a follow-on T-32 AGR or M-Day assignment for each participant.

      (5) NGB will provide the control grade authorization to use while the Soldier is on their JDAL assignment.

      (6) The T-10/T-32 swap is an option Soldiers can utilize for SLD Tours.

      (7) Under the Command Leadership Program (CLP), T-32 can be afforded the opportunity to command at the national level through the SLD program.

   c. <u>Assumptions</u>.

      (1) Joint qualification is desired for promotion to General Officer (GO). Select ARNG GO billets will require Officers to be or become Joint qualified, e.g., Deputy Commander U.S. Northern Command, Chief National Guard Bureau.

(2) ARNG T-32 AGR and traditional Officers will be more effective leaders at the state levels when they understand the relationships and impacts between the state and federal programs and initiatives.

(3) This program will not be restricted to the Military District of Washington.

TAB H TO APPENDIX 2 TO ANNEX A TO THE ARMY LEADER DEVELOPMENT STRATEGY
SCHOOLF OF ADVANCED MILITARY STUDIES (SAMS)

1. SUMMARY. The School of Advanced Military Studies (SAMS), and Advanced Military Studies Program (AMSP), educates the future leaders of our Armed Forces, our Allies, and the Interagency at the graduate level to be agile and adaptive leaders who think critically at the strategic and operational levels to solve complex ambiguous problems in a Joint, Interagency, Intergovernmental, Multi-National (JIIM) environment. All graduates are awarded the 6S Additional Skill Identifier (ASI).

   a. Purpose. Provides ARNG commissioned Officers (O-4 – O-5 and CW-4 – CW-5) a means to receive the 6S ASI through the preeminent operational planning courses offered by Department of Defense (DoD).

   b. Conditions. Headquarters, Department of the army (HQDA) does not allocate or apportion billets to most of these courses. However, the ARNG is allocated funds for 10 SAMS AMSP students annually through the Structure Manning Decision Review (SMDR). The exception is Joint Force Staff College (JFSCs) Joint Advanced Warfighting Studies (JAWS) for both Senior Service College (SSC) (MEL 1/JPME II) and Intermediate Level Education (ILE) equivalent (MEL 4/JPME I) courses. SAMS AMSP is a competitive process that requires multiple steps to complete.

2. SITUATION.

   a. Facts. SAMS AMSP is offered twice a year (seven seminars in the summer course and two seminars in the winter course). Graduates earn a Master's Degree in Military Art and Science (MMAS).

      (1) AMSP14-1 class. This is the larger summer class with 112 seats (7 x Seminars). FT. Leavenworth School of Advance Military Studies accepts application packets thru 1 AUG XX.

      (2) AMSP14-02 class. This is the smaller winter class with 32 seats (2 x Seminars). The goal is for 24 to be Army - of which our goal is to have at least 2 NG Officers. FT. Leavenworth School of Advance Military Studies accepts application packets thru 15 MAR XX.

      (3) The DARNG encourages every State to submit packets for qualified applicants for each class.

   b. Assumptions.

(1) Funding. States/Territories will be reimbursed by ARNG-TR for

training dollars required to send an Officer to Fort Leavenworth to attend AMSP.

(2) Utilization Tour. Upon graduation, these leaders will best serve in critical positions within Brigade Combat Teams, Divisions, JFHQ-State, Army Service Component Commands, or other Joint Multinational Headquarters. However, the Adjutant Generals have the autonomy to assign graduates wherever they deem appropriate.

3. CONOPS.

   a. The AMSP focus areas include the following: Building leaders first, who have a firm understanding on peer leadership and have the courage to lead from behind, beside and below; they are physically and mentally tough. Building operational planners grounded in doctrine, who think critically, identify and solve problems; they can effectively communicate recommendations to commanders.   Educate leaders who understand how to think, not what to think. And building teammates who have the ability to form a cohesive team that collaborates effectively and do not care who gets the credit.

   b. Graduates from AMSP are intended to possess the following characteristics and traits:

       (1) Innovative leaders willing to accept risk and to experiment.

       (2) Adaptive leaders who excel at the art of command.

       (3) Anticipate the future operational environment.

       (4) Apply critical and creative thinking skills in order to solve complex

problems.

       (5) Demonstrate mastery of Operational Art and Doctrine.

       (6) Synthesize the instruments of U.S. national power in JIIM

operations.

       (7) Demonstrate effective communication.

   c. Application Process. The process for an ARNG officer (O-4 or O-5) is to prepare a DA 4187 requesting AMSP, submitting it through their State Territory Adjutant General for screening and nomination to NGT-TR. Title 10 AGR officers shall send a DA 4187 through their parent unit thru NGB-HCM to NGB-TR. The application packet includes:

   (1) DA 4187 requesting consideration for AMSP.

   (2) Hard copy of the SAMS on-line goals sheet.

Note: go to https://cgsc2.leavenworth.army.mil/sams/amsp/ and complete and print the three page AMSP Application; Goals Statement; and Evaluation Assessment.

   (3) Hard copy of the on-line evaluator assessment, to include physical fitness and HT/WT data. If Officer is a resident at Ft. Leavenworth ILE student, submit their Nelson-Denny Test results.

   (4) Supervisor Letter of recommendation or Instructor evaluation.

   (5) College undergraduate transcripts - unofficial. If accepted Officers will be required to provide official transcripts.

Note: The follow-on process will be to take the AMSP (unless deployed) and an oral interview. If the officer is not located at Ft. Leavenworth, the oral interview will be conducted by phone.

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COMMAND

1. <u>SUMMARY</u>. 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. <u>Purpose</u>. 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. <u>Conditions</u>. 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. <u>SITUATION</u>.

   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. <u>CONOPS</u>.

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) <u>Education</u>. 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) <u>Experience and Training</u>. 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. Also 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.

THE 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.

<div align="right">10 U.S. Code 101(b)</div>

INTRODUCTION

The Warrant Officer Annex is an extension of the larger Army Officer Annex and is specifically focused to warrant officer leader development. It provides context and direction for the application of the Army Leader Development Strategy (ALDS) 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 ALDS 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.

THE ARMY WARRANT OFFICER

Army warrant officers are 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 Army and joint, interagency, intergovernmental, and multinational (JIIM) environments.

Warrant officers, as with other commissioned officers, are essential to the Army's enterprise. They command, establish policy, and manage resources while balancing risks and caring for their people. They integrate collective, leader, and Soldier training to accomplish the Army's missions. Warrant officers serve at all levels. Warrant officers are commissioned upon promotion to CW2 and serve in specialized positions at all levels. Command of small and specialized units makes warrant officers responsible and accountable for everything their command does or fails to do. Command, a legal status held by appointment and grade, requires sufficient authority assigned or delegated to accomplish the required duties. Commissioning Army warrant officers upon

appointment to WO1 provides for common practices regarding command and Uniform Code of Military Justice (UCMJ) actions that currently exist within the commissioned warrant officer ranks.

The heart of what it means to be a warrant officer is a function of moral and professional identity. Being a warrant officer entails identifying with a sense of self, characterized by character, integrity, and courage. This all important shaping of a warrant officer's identity as a member of the profession is a foundational cornerstone. It defines future contributions and subsequent performance. Warrant officers must "know" their specific roles within the larger profession of arms. They are grounded in the Army values and the warrior ethos, and establish legitimacy as leaders as they proceed from a base of character and expertise critical to their unit and the larger combined arms team.

Warrant officers, as with other commissioned officers, are expected to exercise judgment. They are legally bound to obey the same UCMJ requirements as are all other Soldiers, and are trusted when and how to act in the best interest of the Army. Exercising this judgment is the foremost officer responsibility.

PRESENT STATE

Years of persistent conflict in an OE that is characterized by complexity and rapid change has placed unprecedented strain on the warrant officer. Current operational requirements are supported by enduring deployments that consequently constrain institutionally based leader development opportunities. Recent operational demands are providing warrant officers with invaluable experience; however, extended time in operational units and a legacy mindset of the warrant officer role are creating an imbalance that negatively impacts the development of warrant officers as versatile leaders.

A lack of command emphasis and support for warrant officer PME opportunities has resulted in many warrant officers deferring or electing not to attend PME. PME for warrant officers is insufficient for the demands of the OE. Commitment to the operational requirements is a legitimate factor for warrant officers postponing PME attendance; unfortunately, misperceptions regarding the importance of PME to warrant officer promotions are unnecessarily contributing to the PME attendance problem. The promotion misperception is exacerbated by policies that fail to link PME to active duty warrant officer promotions. Announcements on de-linking promotion and PME were intended to allow earlier attendance at PME courses; however, the message received was

that PME was unrelated to warrant officer professional development. Also contributing to the PME attendance problem is a persistent and erroneous cultural perception that warrant officers serve simply as technicians. For warrant officers to meet current and future Army requirements, these perceptions and mindsets must change through the intervention of senior leadership.

Sustaining the growth in resources which have improved content and the ability to provide senior-level PME for warrant officers is critical. Consequently, the Army is continuing to invest in senior warrant officer PME with initiatives such as expanding capabilities by constructing additional classrooms to enable delivery of PME to all warrant officers either prior to, or shortly after, promotion.

Chairman, Joint Chief of Staff Instruction (CJCSI) 1800.01D, July 2009, addresses policy for officer PME. Although clear on intent and application for O-1 through O-6, specificity for W-1 through W-5 is absent. This furthers a perception that warrant officer PME requirements do not exist. In fact, the requirements exist but they have yet to be clearly defined. Once the requirements are articulated for the full depth and breadth of senior warrant officer PME, content resourcing and length for each level will be established. Accordingly, major emphasis will be placed on acquiring an expanded professional staff that is capable of supporting the course requirements.

Leader development for warrant officers must be provided holistically to ensure both short and long-term needs are systematically made available (ends) through balanced training, education, and experience (ways). As with the Officer Annex, the Warrant Officer Annex is not intended as an enduring document. It will be updated every two years as the ALDS changes and evolves, as initiatives are completed, and as new initiatives emerge based on newly identified leader development requirements (means). What will remain enduring are the six leader characteristics identified in the ALDS. The Army needs officers prepared for the present and developing for the future. To achieve this, the Warrant Officer Annex has two overarching goals.

GOALS

The first goal is to develop competent, confident leaders who will succeed in a complex OE. This annex briefly describes what it means to be a warrant officer, what is expected of warrant officers by rank, at each stage of development, finally articulating clear objectives for each warrant officer rank in education, training, and experience. These objectives are not all

encompassing but are minimum proficiencies necessary for development. The 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 warrant officer development, expanding beyond the objectives as necessary for functional-specific requirements.

The second goal is to create a coherent Army Leader Development Program (ALDP) for officers in conjunction with the other cohorts, as appropriate. The ALDP places initiatives into an Integrated Priority List, tracks the progress of initiatives, and uses the Prepare the Army Forum, chaired by the TRADOC Commander, as the governing body for decision-making. The objective is to identify and execute initiatives that are critical for officer development. The initiatives are nested with the eight leader development imperatives and result in the implementation of Army policies and programs in support of the ALDS. This annex describes each imperative and identifies the leader development implications of each for the Warrant officer Corps.

OBJECTIVES

The OE demands that warrant officers possess the requisite leader qualities, characteristics, attributes and competencies to negotiate complexity and to function effectively during decentralized operations. FM 6-22, Army Leadership, provides a comprehensive basis and listing of 21st Century Leader Characteristics. The Leadership Requirements Model in Appendix A of FM 6-22, Leader Attributes and Core Leader Competencies, provides a core set of competencies and descriptions that apply to all levels of leadership (direct, organizational, and strategic). The model shows what a leader "is," in the dimensions of character, presence, and intellectual capacity; and "does," as an officer leads, develops and achieves. The set of characteristics described are required at all levels with an understanding that conditions and behaviors can change slightly depending on the specific circumstances.

To lead others, officers must first be capable of leading themselves. Knowing their strengths and weaknesses is a critical component for officers to succeed. Self-awareness is being aware of oneself, including one's traits, feelings, and behaviors. Self-awareness enables officers to recognize strengths and weaknesses across a range of environments and progressively leverage strengths to correct these weaknesses. To be self-aware, officers must be able to formulate accurate self-perceptions, gather feedback on other's perceptions, and change their self-concept as appropriate. Being truly self-aware ultimately

requires officers to develop a clear, honest picture of their capabilities and limitations.

Officers lead from a foundation of moral and ethical character. The truly tough decisions in situations of ambiguity and uncertainty are made according to strength of character. Leading by example is the strongest indicator of a leader's character. Moral and ethical development is the foundation of officer development.

The Army grows its leaders from the moment of affiliation until the time they leave the service. Leaders start at entry level in all military leader cohorts. The developmental experiences gained in their initial assignment are critical to all subsequent assignments as they serve as building blocks to a warrant officer's professional development.

Warrant officers are accessed from three sources; enlisted Soldiers within the Army, applicants from other services, and from the civilian community. Although the length and location of pre-appointment training varies with the applicant's experience, all warrant officers receive their appointment upon successful completion of the WOCS, Basic Officer Leader Course (BOLC) A.

The process for warrant officers begins with pre-appointment. Warrant Officer Candidate School (WOCS) provides first-step experiences into understanding what it means to be an officer. Careful alignment with post-appointment education and training allows for accelerated next phase development.

The branches and military occupational specialties (MOSs) of warrant officers are determined during the selection process. MOS qualification is awarded to new warrant officers upon successful completion of Warrant Officer Basic Course (WOBC), BOLC B.

Initial assignment notification normally occurs sometime during BOLC. Entry-level warrant officers (WO1) are at the beginning of the process that will build the foundation for the rest of their careers. Unlike other entry-level officers who must rely heavily on seasoned subordinates for basic leadership development, most WO1s have leadership experience prior to their appointment. Leveraging their experience and pre-appointment officer development training enables entry-level warrant officers to quickly adapt to the requirements of the officer environment and to rapidly develop additional knowledge and skills related to their branch systems.

CW2s are junior warrant officers who continue to refine their knowledge of systems integration, small unit tactics, weapon systems, team building, and use their relationships with NCOs and Soldiers to accomplish mission requirements.

CW3s are advanced systems integrators and managers who are technically and tactically competent in all operational settings within a JIIM environment. CW3s are confident team leaders who are competent in company operations and the application of their branch systems. They are complex problem solvers who advise and/or work with members of the battalion and higher level staff. CW3s develop and mentor subordinate leaders, and inspire junior officers, NCOs, and Soldiers to service.

CW4s operate in full spectrum Army and JIIM environments as team leaders and "cross branch" systems integrators and managers. CW4s understand complexity; the military decision-making process from battalion to brigade; and the role of JIIM partners. They develop and mentor subordinate leaders, and inspire their junior officers, NCOs, and Soldiers to a career of service.

CW5s are the master systems integrators and managers of Army systems. CW5s have an in-depth understanding of systems applications within the OE, have extensive experience in leading and managing teams, are complex problem solvers and operate in the JIIM environment. CW5s serve in systems-related staff positions and are advisors to senior leaders at upper operational and strategic levels. They develop and mentor leaders, and inspire junior officers, NCOs, and Soldiers to a career of service.

Developmental Ideals and Constants

The demands of the changing OE require our leaders to embrace the ideals of our profession and to adhere to the ALDS constants that provide coherent character and competence development supporting their respective leadership roles. Warrant officers develop their leadership competence by understanding and committing to these constants.

Warrant officers at every level have a moral and ethical responsibility to develop their subordinates, physically, mentally, and emotionally. Warrant officers who take the time to mentor, coach, and counsel subordinates and other officers, train them to high and exacting standards, see that they attend PME, and pursue purposeful experiences, are taking care of the long-term

growth of the Army. The entire Army benefits from warrant officers at all levels fulfilling this important responsibility.

Army organizations exist to accomplish assigned missions. Warrant officers achieve organizational missions and goals by getting results, but they do not get results by themselves. Warrant officers are team-builders. Successful teams develop an infectious winner's attitude. Problems are challenges rather than obstacles. Cohesive teams accomplish missions much more effectively than a loose group of individuals. Teamwork is based on commitment to the group, which in turn is built on trust. Warrant officers, in particular, leverage teamwork as a force multiplier. Soldiers act as members of larger fighting units. They display loyalty to their peers and unit. To retain the Soldier's confidence, warrant officers require the adaptability, mental and physical agility, moral courage, and mental toughness to make necessary and right decisions in situations of uncertainty, even when their own lives and those of their Soldiers are in the balance.

Managing Talent

Managing talent for warrant officers begins with recognizing that talent management extends beyond identifying special skills that are not directly tied to the MOS or area of concentration. It must also include evaluating, supporting, and utilizing the talent attributes possessed by high performers throughout their careers.

The Army must be prepared to accept that talent management, while addressing the needs for all warrant officers, will also identify those who stand above their peers for unique opportunities. Those warrant officers identified as possessing greater potential should be offered opportunities to further develop that potential, while simultaneously serving the needs of the Army. This will inspire the majority to excel to attain and benefit from these opportunities.

Recruitment. Recruit only the best qualified to be warrant officers, not just to achieve quantitative goals. Prerequisites must include both minimal levels of technical expertise and leadership experience and aptitude. Recruitment efforts must promote warrant officer appointment as a positive move to entice application by the best candidates.

Selection. At each selection point in warrant officer management, quality must take precedence over quantity. As the selection for initial appointment has a potential for long term impact, the Army must take special care to ensure those selected are indeed the best of those eligible for consideration. Additionally, each promotion is a selection for further retention and fulfillment of higher level responsibilities, and primary consideration cannot be predicated

on minimum selection goals. Below the zone promotion must be available, but only to the most highly qualified individuals to meet specific Army requirements.

Promotion. Promotion selections by centralized boards and decisions by assignment managers are made using field input provided through evaluations. Those demonstrating superior performance with high potential for greater responsibility should be clearly identified as such. Senior raters must be fully engaged and selective; and not averse to discriminate superior performance and potential from that which is average.

Both rated officer and rating chain must fully appreciate the communication opportunity with promotion boards and assignment managers presented by the officer evaluation system. With an increased talent management focus on those best qualified, it is necessary to restore senior rater profiles for WO1s and CW2s. While providing an additional qualitative discrimination tool for assignment managers and selection boards, the profile also provides the evaluated officer with some measure of standing in comparison to peers. Numerical scores alone, however, are insufficient; words that accurately describe the level of individual performance matter and should be a reflection of the profile.

Retention. Recognize sustained excellence by providing additional educational and assignment opportunities to outstanding performers. Very few positions are coded for the capstone rank of CW5, therefore attaining retirement eligibility and senior warrant officer rank should be recognized as a successful career. Low density MOSs, in particular, have few CW4 and CW5 spaces. Unless these positions are carefully managed, exceptionally qualified warrant officers perceiving limited advancement opportunity will view transition to a civilian career as an attractive option.

Quantity does not substitute for quality, and concentration on the former may be, in some instances, detrimental to retention goals. While the potential exists to serve for 30 years as a warrant officer, retention must be predicated upon proven quality and the needs of the Army.

Recognize that the Army "recruits Soldiers and retains Families." Within the limits of current operations, develop tour rotation policies that provide maximum time with Family.

Management. Management begins in the field with feedback from the evaluation system. Develop a means to identify and track those possessing

higher potential and advanced leadership skills, and assign them to challenges that will further enhance their value to the Army.

Increase warrant officer opportunities to serve at ever-increasing levels of responsibility, progressing through tactical to strategic levels, expanding their perspective to better integrate their technical knowledge in support of the needs of the Army. Where applicable, link assignment opportunities with increased assignment oriented education.

<u>Development</u>. Establish professional military education requirements, not as an afterthought following promotion, but as a necessary step in preparation for consideration to perform at higher levels of responsibility. Provide advanced schooling opportunities for top performers through specialized civilian or military schooling and certification, followed by assignments utilizing the warrant officer's expanded skill set.

A series of diverse and broadening assignments within the assigned MOS is not contradictory to the development of a warrant officer. Assignment considerations must support development of warrant officers who will achieve expertise within the full scope of their fields. Rotate assignments, even for the most senior ranks, to avoid stagnation, narrowing of perspective, and limiting development opportunities for junior warrant officers.

Include warrant officers in unit level officer development. Promote coaching and mentoring by leadership, particularly by senior raters who have a better concept of the full potential of warrant officers. Leverage evolving assessment and counseling tools such as the Multi-Source Assessment and Feedback (MSAF) Program and the web-based Counseling Program to ensure warrant officers are fully self-aware while they develop as Army leaders.

As with other officers, the current pattern of assignments presents developmental challenges for warrant officers. Within some branches, extended time in key developmental positions has created an artificial choke-point that over-utilizes some while under-utilizing others. Warrant officers require exposure to a full range of opportunities that provide foundational branch knowledge development during junior level assignments and provide mid-senior level warrant officers with progressive opportunities to develop skills in support of complex cross-branch, JIIM, and staff related requirements.

Education and Training Elements

Warrant officer education and training will establish leader development and doctrine as the foundational integrating elements. Leader Development primarily occurs within the officer education system (OES), through both military and civilian schools.

The progression of warrant officer schooling ensures leaders are receiving the right knowledge and skills at the right times. Producing specialized officers who understand and are responsive to the needs of more broadly based senior leaders requires a balanced and tailored educational system. A flexible and responsive education system that accurately reflects the focus for developing warrant officers will balance the amount of common core education with the amount applied to specific levels of leadership, a particular functional expertise, and force generation requirements.

Training develops the tactical and technical skills officers require to plan and conduct individual and collective training and take action to improve their organizations. Like education, it occurs in all three developmental domains. Warrant officers acquire the skills they need starting in pre-appointment and continuing in the amount appropriate for required levels of performance. Junior warrant officers refine their foundation of functional competence in their respective branches and MOS. From this foundation, they continue to build and develop skill sets and competencies through progressive and sequential education and training opportunities. While retaining specialized competencies, broadening takes on greater significance as warrant officers increase in rank and levels of responsibility.

Education and training must reflect a continuous and progressive system occurring throughout a career. The Lifelong Learning Model for warrant officer education and training must include a series of continuous educational goals and specialized skill development objectives. Periods of intense study within military and civilian schools provide opportunities for achieving life-long goals such as development of culture and foreign language and JIIM-related knowledge. Specific requirements for developing language and culture skills for the officer corps are contained in the Army Culture and Foreign Language Strategy (ACFLS) which addresses institutional and SD requirements. Likewise, maintaining periods of intense and rigorous individual and collective training are required to meet both officer and Army requirements. Achieving educational and training goals within the operational and self-development domains, not just the institutional domain, is critical to our Army.

THE WARRANT OFFICER

The breadth and depth of education and training must be nested within a warrant officer's progression through junior to mid-grade assignments (tactical) and mid-grade to senior grade assignments (operational and strategic). Those who fail to learn or self-develop will continue to serve at their current level until they have either demonstrated competency or been separated from the force. The OES will promote positive competition with class standings, honor graduates, etc., and award high achievers with incentives to excel, not blend in. This will lead the Army to ensure that the best qualified are identified and provided assignment opportunities to reach the full extent of their potential. It will also allow greater opportunities for development of those who still have not mastered their current level of responsibility.

Teaching, observing, and coaching take warrant officers out of their comfort zones and stretch officer capabilities. This challenges them to determine their levels of ingenuity, drive, innovation, and other higher level skill sets. Warrant officers with exceptional experience and potential should have the opportunity to serve at a service school or training center. These assignments provide unique developmental opportunities and allow high performers to share their insights with other exceptional officers.

Alignment of graduates from institutional courses with Army force generation (ARFORGEN) is essential first and foremost to meet the needs of the Army, but also to provide balance between the three cornerstones of leader development; education, training, and experiences. Transitioning from education and training to developmental assignments solidifies the foundational next step to higher levels of development for higher levels of performance. The second effect of providing a steady flow of educated and trained warrant officers to the rotating force is predictability in the educational setting. Established yet flexible deployment cycles provide a relative level of certainty around which resources can be assessed and applied.

WOCS is a BOLC A, pre-appointment phase. Warrant officer Candidates are primarily accessed from the existing NCO force, already possessing a strong foundation of leadership and military experience. NCO experience alone, however, is insufficient to serve effectively as a new warrant officer. Training in fundamental Soldier tasks is a vehicle for developing the officer competencies, values, moral character, and self-awareness desired of all junior officers to lead platoon-sized units. Delivery of instruction under the aegis of the Warrant Officer Career College (WOCC) ensures that this common core leadership instruction is consistent, effective, and sequential with later professional

military education. WOCS has some flexibility to "flatten the load" in meeting ARFORGEN requirements.

WOBC is a BOLC B branch phase. In WOBC the newly appointed warrant officers hone the skills required by their branches and MOSs. Experience is gained through training that is hands-on and realistic, providing a branch application of common core leadership competencies developed in WOCS. Instructors are predominantly military, appropriate to the required tactical and technical expertise. Attendance at BOLC B is largely driven by the pre-appointment process; therefore there is limited flexibility to align with the specific timing of ARFORGEN cycles.

Warrant officer PME has suffered from lack of emphasis and support. The "de-linking" of warrant officer PME from promotions in the active component encouraged both warrant officers and their leadership to dismiss PME attendance as unimportant to career development. However, the primary stakeholder is not the individual warrant officer, but the Army. Failure to provide these officers with the timely leader development has impacted their preparedness to serve in ever varying and unique positions of responsibility in support of senior leaders. Reestablish the requirement between PME and promotion as a necessary step in preparation for consideration to perform at higher levels of responsibility.

Warrant Officer Advanced Course (WOAC). The WOAC focuses on advanced technical education and common leader development subjects designed to prepare officers for assignment in CW3 level positions. ARNG and USAR currently require completion of WOAC prior to promotion to CW3. Education includes a distributed learning (dL) prerequisite phase concentrating on common core subjects, followed by a combination of both dL and resident education and training focused on developing technical skills. Branch schools choose from a limited number of other common teaching scenarios to develop branch competencies. Focus is on specific branch core competencies, limited to tasks that are uniquely suited to the institution based upon capabilities such as equipment, facilities, and subject matter expertise. For larger schools which have multiple iterations of WOAC, the course is aligned with ARFORGEN requirements by branch through the number and timing of course graduations per year. For low density MOSs with only one or two classes a year, alignment with ARFORGEN is more difficult to achieve and more direct management is required.

Intermediate Level Education (ILE). Each year a small number of exceptional CW3s and CW4s will be selected to attend ILE at the Command and General Staff College. The selection will be from a pool of warrant officers nominated by the branches for assignment to positions requiring the knowledge outcomes provided by ILE attendance. While at ILE, opportunities exist for advanced civilian schooling, and additional military schooling.

Warrant Officer Staff Course (WOSC). WOSC is a blend of distributed learning and resident instruction, providing intermediate level PME and leader development to CW3s in preparation for promotion to CW4, and preparing them to function as staff officers, trainers, systems integrators and managers, and influential leaders at various levels of Army and JIIM organizations executing unified land operations. The WOSC can meet the demands of ARFORGEN, but will also have to continually evolve to keep pace with the increasing professional development requirements for warrant officers. Branch-immaterial leader development education is delivered by WOCC, maintaining consistency and sequential and horizontal links to other PME. Upon completion of the WOCC phase of WOSC, warrant officers in selected MOSs will be required by their proponent branch centers and schools to attend a follow-on branch specific technical education and training phase of WOSC.

Warrant Officer Senior Staff Course (WOSSC). The WOSSC is the capstone of warrant officer PME, providing leader development education to CW4s in preparation for promotion to CW5. The redesigned course provides them with the knowledge and influential leadership skills necessary to apply their technical expertise in support of senior leaders on a strategic JIIM staff during unified land operations. WOSSC is a blend of distributed learning and resident instruction, with a limited ability to support the demands of ARFORGEN. The content provides a broader understanding of the nature of conflict and why nations fight, an introduction to war at the strategic level, and promotes a joint expeditionary mindset. Branch-immaterial leader development education is delivered by WOCC, maintaining consistency and sequential and horizontal links to other PME. Upon completion of the WOCC phase of WOSSC, warrant officers in selected MOSs will be required by their proponent branch centers and schools to attend a follow-on branch specific technical education and training phase of WOSSC.

The leader development components of training, education, and experience are detailed in the following matrix. The matrix provides a general cross-walk of outcomes for each warrant officer rank by component, but does not capture those unique MOSs that have requirements for junior warrant officers in the

rank of WO1 and CW2 to serve in positions at echelons above company level. Also not reflected in the matrix are billets coded for senior warrant officers and other officers currently filled by junior warrant officers as necessitated by the current OE. Clear expectations and well-defined standards for all tasks at each warrant officer level is essential to the accomplishment of the desired outcome.

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	PRE APT	WO1/CW2	CW3	CW4	CW5
Training	Officership at WOCS	Mastery of Weapons & Technical Equipment/Sys -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	Advanced systems integration & management skills -Competence in TLP -Understand MDMP -Understand combined arms operations -Competent in company Ops & sustainment -Unit assessment/training -Technical/tactical systems competence in ULO in JIIM environment -Cultural understanding attained -Basic language awareness	Senior system integration & management skills -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	Master systems integration & management skills -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	Grounded in the Army Values -Confident to communicate in a Foreign Culture -Demonstrate Physical & mental aptitude of an American Officer	Primary system integrator & manager knowledge & skills -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	Comprehend systems integration & management role in JIIM environment. -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	Tactical/Operational art understanding in JIIM environment -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	Student of military & national strategy -Advises senior leaders -Complex international, multi-cultural ethical dilemmas -Culture, language, and information skills development -Advanced certification/ specialty degree

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	PRE-APT	WO1/CW2	CW3	CW4	CW5
Experience	-Possesses prerequisite technical expertise and leadership experience	-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	-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	-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	-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

LEADER DEVELOPMENT IMPERATIVES

The leader and functional capabilities of warrant officers are developed systematically over time. The following ALDS Imperatives serve as constants that provide guidance to policy and actions for the leader development process. Warrant officer focused initiatives that support the strategic intent of the eight

imperatives have been identified and included in a matrix separate from this annex.

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

This imperative establishes responsibilities for life-long learning and development as fulfilled by the professional institution and the professionals committed to its success and long term prosperity.

Given the complexity of the operational environment and their highly specialized role, warrant officers must commit to self-development and life-long learning in order to improve themselves, their units and the entire Army enterprise. The training, education, and experience matrix provides a cross-walk of outcomes for each warrant officer rank by component.

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

Warrant officers require education and training beyond the experience obtained in operational units and must be provided time and timely development opportunities for the long-term good of the Army. To meet future requirements, warrant officer education and training must move from isolated events within developmental timelines to a continuous and progressive system that provides development as it is needed by the officer. The training, education, and experience matrix provides a crosswalk of developmental requirements and expectations for each warrant officer rank by component.

3. **Prepare leaders for hybrid threats and decisive actions through outcomes-based training and education.**

This imperative establishes the most relevant method for the development of officers to achieve required outcomes essential for success in the operational environment.

Warrant officer leader development requirements must be focused to outcome based training that is applied over the course of a career and provide a clear indication of competency.

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

Alignment of the institutional Army with ARFORGEN must have inherent flexibility to expand or contract to accommodate conditions essential for the balanced delivery of leader development to warrant officers. Institutional education and training, and the policies that substantiate and support both, aligned with experiences in the operational force provide the balance essential for officer development and predictability required for more deliberate planning. Alignment of institutional courses with ARFORGEN meets the needs of the Army and provides balance between the three cornerstones of leader development; education, training, and experiences.

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

The Army needs and values a diverse set of talents requiring a mix of generalists and specialists. The intent of this imperative is to capitalize on the talent resident in the Army by carefully managing officers through a more deliberate process. The objective is to optimize demonstrated potential for future Army requirements.

Managing warrant officer talent developed over time, must be facilitated by a system that recognizes and effectively tracks potential and development relevant to evolving Army requirements.

6. Prepare our leaders by replicating the complexity of the operational environment in the classroom and at home station.

This imperative focuses on ensuring relevance of education and training for officers while in an institutional setting or preparing to deploy.   Replicating OE complexity provides consistency in the delivery of development and challenges officers to the development of their critical and creative thinking skills.

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

Senior warrant officers must advise, coach, mentor and develop other officers to serve in and lead complex organizations throughout the Army by ensuring they experience a wide range of assignments. Warrant officers have a moral and ethical responsibility to develop their subordinates – physically, cognitively, and socially; creating an environment that encourages life-long learning and character development.   Warrant officers must be developed and

"grown" into master systems integrators and managers at appropriate levels throughout the Army and JIIM organizations and agencies.

8. **Prepare select leaders for responsibility at the national level.**

The Army needs senior warrant officer advisors at the strategic level who are high-level thinkers, accomplished warfighters, master systems integrators and managers, who understand JIIM complexity across cultures and uncertain coalitions. We must identify high performers and provide them with additional opportunities for broadening and advanced assignments that capitalize on their natural and technical skills. These officers must be given educational and training opportunities as well as assignments that allow them to understand areas such as the whole of government, the Army budget, systems acquisition, research and development, and the civilian corps.

Summary

Today's Army warrant officers must be prepared to assume direct leadership roles, command and staff responsibilities, and to be self aware and adaptive integrators and managers of Army systems. They bring a depth of knowledge, experience, and perspective in their primary areas of expertise that is unequalled. Officer leader development and the officer education system must continue to include warrant officers in the evolution to meet the ever changing demands of the OE. Warrant officers can and do serve at the tactical, operational, and strategic levels of the Army and must be afforded parallel opportunities for leader development and education as is provided to the rest of the officer cohort.

THE WARRANT OFFICER

APPENDIX A: SWOT Analysis of the Current System

Strengths	Weaknesses
ATLDP and other studies support greater integration of WOs into the OES and the expanded leader development education and opportunities for WOs • 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	WO authorizations are only 2.4 percent of total Army strength and 16.5 percent of the officer corps • 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
Army increasingly relying on WOs in leader roles • 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	Instructor shortages caused by normal military assignment rotations • 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

APPENDIX 2 TO ANNEX B TO ARMY LEADER DEVELOPMENT STRATEGY
THE ARMY NATIONAL GUARD WARRANT OFFICER

1. SUMMARY.

    a. Purpose. This Warrant Officer Appendix will apply the Army Leader Development Strategy (ALDS) to the Army National Guard (ARNG) context, for the purpose of providing a Cohort that possess qualities, characteristics, attributes, and core competencies enumerated in the ALDS. The ARNG Leader Development Strategy (ARNG LDS) will provide a proposed "optimal" career timeline for warrant officer development that reflects the Army Leader Development Imperatives enumerated in the ALDS. 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 ARNG LDS will identify policy constraints that inhibit the accomplishment of the foregoing within the framework of ARFORGEN.

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

    c. Guidelines. This document sets the baseline for ARNG Warrant Officer Development and Life Cycle Management. Each State and Territory provides warrant officer development within their unique ARFORGEN model. This includes tailoring a model to the respective State/Territory force structure by using the requirements determined to enhance warrant officer career development. By using the ARNG LDS, States and Territories 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 Army's Leader Development Strategy model and the needs of the State/Territory.

2. Mission, Vision and Goal for ARNG Warrant Officer LDS.

    a. Mission. Provide ARNG 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
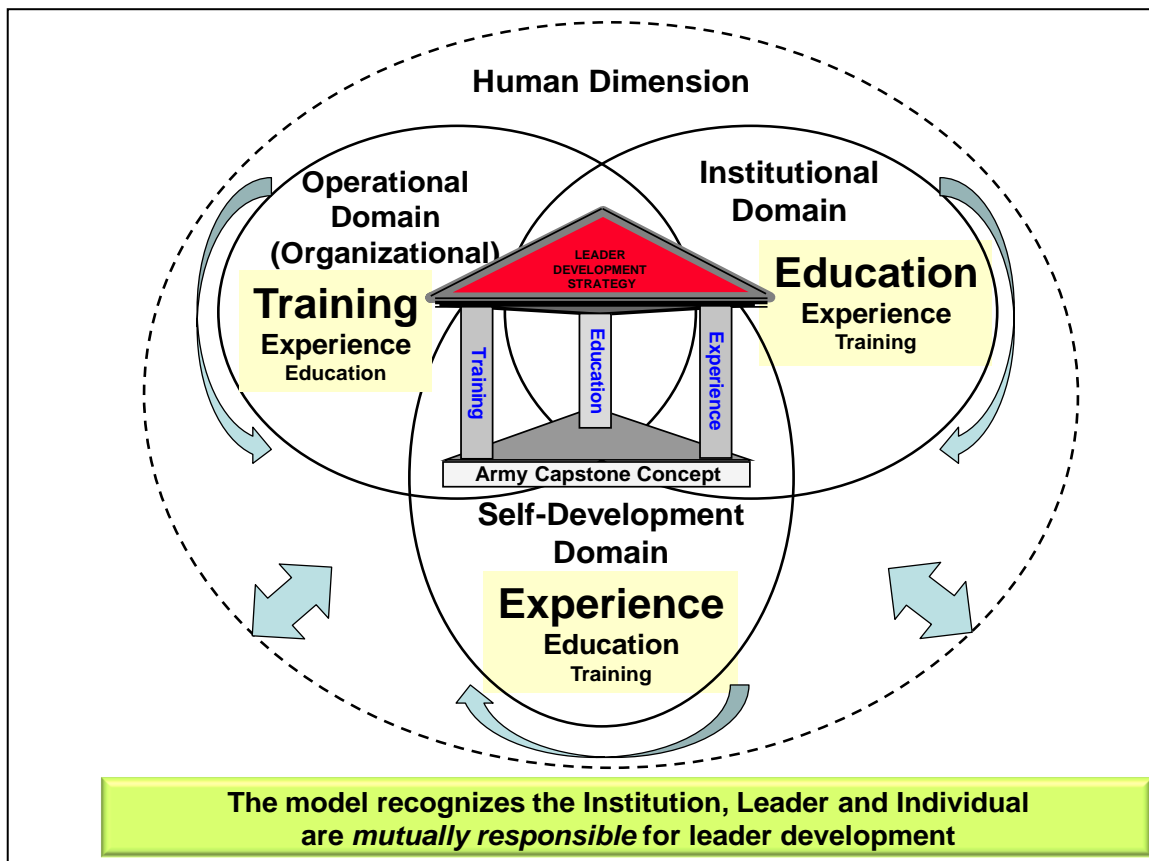
Figure 1. ARNG Warrant Officer Development and Life Cycle Management

3. CONOPS.

    a. The ARNG Warrant Officer (ARNG WO).

        (1) The ARNG 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) The ARNG 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 ARNG WOs that have not completed PME commensurate to their current grade. ARNG 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 ARNG 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 ARNG WO PME attendance.

  c. Warrant Officer Shortages.

(1) The shortage of WOs in the ARNG 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 ARNG 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 ARNG 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 manages policies and procedures that affect careers.

4. <u>Programs and Resource Requirements</u>.

    a. The Warrant Officer Leader Development - TAB A

    b. Mentorship (Map to the Future) – TAB B

    c. Warrant Officer Accessions – TAB C

    d. ARNG Senior Warrant Officer Development – TAB D

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. <u>PROJECT</u>.

    a. Strategic Leader Development.

    b. Life Cycle Management (LCM).

3. <u>PROGRAMS</u>.

    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. <u>GOALS AND OBJECTIVES</u>.

    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.

WARRANT OFFICER CAREER TIMELINE

WO Time/Svc

0	2	6	9	12	15	18	21	25

WOCS

WOBC

Enroll in Action Officer Course

WOAC

WOSC

WOSSC

Army

Joint   (Joint includes State JFHQ)

Basic Branch Competency

Predictability, Sustainability, PME aligned with ARFORGEN

Balance of Training, Education, and Experiences
Defined Baseline
Training=unit time : approximately 16 yrs

Education = BOLC B – WOSSC

Experiences = Deployments: approximately 2-3 yrs

Leader Development: The deliberate, continuous, sequential, and progressive process, grounded in Army Values, that grows Soldiers and civilians into competent and confident leaders capable of decisive action (FM 6-22).

Figure 13. Warrant Officer Career 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 14. Warrant Officer Military Education
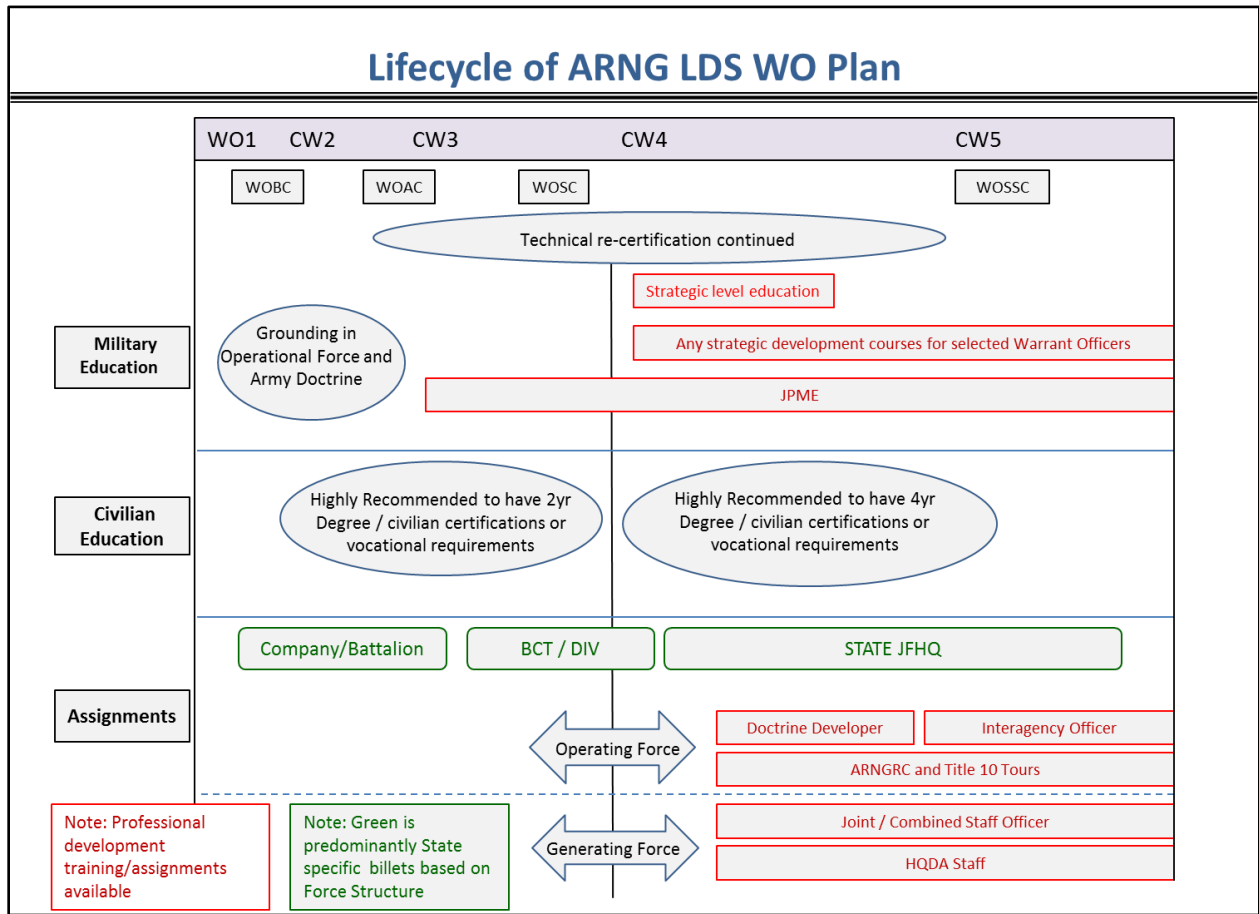
Figure 15. Lifecycle Plan for ARNG Warrant Officers

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TAB B TO APPENDIX 2 TO ANNEX B TO ARMY LEADER DEVELOPMENT STRATEGY
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 Army National Guard.

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. <u>Role of Senior Warrant Officers</u>. 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 are 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. <u>Role of Warrant Officer (person receiving the mentoring/advisee)</u>

    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. <u>Warrant Officer Candidate Appointment Ceremony</u>   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 mentor, 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. <u>Warrant Officer Candidate Mentor Topics</u> 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: <u>http://usacac.army.mil/cac2/WOCC/index.asp</u> . 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

  f. 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. <u>Junior Warrant Officer (WO1/CW2) Mentor Topics</u> 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. <u>Senior Warrant Officer (CW3/CW4) Mentor Topics</u>   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

1. Hyperlink to Individual Development Plan

INDIVIDUAL
DEVELOPMENT PLAN

Appendix A to Tab B
(STATE) ARMY NATIONAL GUARD
STATEMENT OF UNDERSTANDING NO-FAULT MENTORING AGREEMENT

ADVISEE:

As of _____, I, _____,

     (DD/MONTH/YY)   (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 _____, I, _____,

     (DD/MONTH/YY)   (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

Appendix B to Tab B

**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 STARNG 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 STARNG.

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

MENTORSHIP (MAP TO THE FUTURE)

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 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.

What you have
- Self Assessments

Gap

What you need/want
- Professional Focus, Goals

Causes?
- Reflection
- Analysis

Plan for change?
Objectives and Activities

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 and long-term personal 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.

TAB C TO APPENDIX 2 TO ANNEX B TO ARMY LEADER DEVELOPMENT STRATEGY
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 ARNG 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. <u>RESOURCES</u>.

    a. ARNG Command Chief Warrant Officer

    b. State Command Chief Warrant Officers

    c. Warrant Officer Strength Manager (WOSM)

    d. ARNG Warrant Officers

    e. Unit Commanders and NCO support channel

TAB D TO APPENDIX 2 TO ANNEX B TO ARMY LEADER DEVELOPMENT STRATEGY
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. ARNG Command Chief Warrant Officer.

c. Warrant Officer Senior Advisory Council (WOSAC).

d. Professional Education Center (PEC).

e. Regional Training Institutes (RTI).

INTRODUCTION

The Noncommissioned Officer (NCO) Annex provides context and direction for application of the tenets and principles of the Army Leader Development Strategy to NCO leader development. It also provides an azimuth for organizations responsible for leader development training and education. Training and experience are recognized as the basis for NCO development and will remain as such under the ALDS. But there will be recognition of the increased significance of education to the growth of broadly-skilled NCOs, and will serve as the foundation for the sound judgment NCOs exhibit.

THE ARMY NCO

Throughout our Nation's history and during the current period of persistent conflict, our NCO Corps has adapted and continues to adapt to meet every challenge it has faced. Historically, NCOs exercised tactical leadership within the context of platoon tactical operations. Today's NCOs need to understand the character of operations better in order to integrate their actions into the overall campaign more effectively. All our NCOs must understand the general principles of Unified Land Operations. They must display initiative to determine what needs to be done, through the application of leadership principles. NCOs must understand their role in complex missions, the context in which they are operating. They need to understand the implications of cultural differences on mission accomplishment their responsibility to clarify this to their subordinates. A major responsibility is commitment to Army Families. Care and concern for our Soldiers' families is directly related to the care and leadership we provide our Soldiers.

The heart of what it means to be an NCO is a function of moral and professional identity. To "be" an NCO entails identifying with a sense of self, consisting of both professional character and competence. NCOs must "know" their specific craft. NCOs establish legitimacy as leaders because they lead from a base of character and competence. This is what NCOs "do." The traditional activities of NCOs: taking care of Soldiers, communicating, supervising, training, teaching, and mentoring remain at the core of their roles and responsibilities while adapting and learning new roles; solving problems, analyzing, or synthesizing information; and managing supplies and materiel. The operational context in which many of these activities take place has evolved and adds complexity to some kinds of tasks, and adds to the importance of others. In most respects, the need for more versatility represents a shift in emphasis rather than a qualitative shift in roles. Sergeants and staff

sergeants are often the primary employers and integrators of tactical effects, not only the effects of organic weapons available in their teams, squads, and platoons, but also a wide range of supporting effects from numerous sources.

The Army 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 of the NCO Corps.

PRESENT STATE

Factors Impacting present state:

Most of the traditional roles described above are being sustained through current operational experience, training, and education. NCOs in some fields are losing currency in many skills of their primary career specialty. Although trained in the institution, Soldiers may not have time to stay current in skills not required in the mission they are engaged in or preparing for, and because these skills are not required in the actual mission they do not practice them. Adding to this challenge is the fact that many NCOs have to assume responsibilities above their rank. This is perhaps not new to many senior NCOs, but it is more so to the junior ones, where it is more likely to happen. Note that we have observed at several points that accumulated operational experience offsets somewhat the decrease in overall chronological experience; this observation is clearly applicable only in cases where the operational experience is relevant. In the case of skills at risk of atrophy operational experience is not helping.

NCOs from all career management fields report being employed in static and convoy security roles and on training teams for indigenous security forces. In most respects, the need for more versatility represents a shift in emphasis rather than a qualitative shift in roles. Serving as a convoy commander and delivering operations orders are common tasks for sergeants first class. All Soldiers and all units are expected to master Warrior Task and Battle drills, to secure and defend themselves, provide security, and respond to small threats. But this is different from routinely taking on infantry missions, which is made even more demanding because the role of infantry is expanding somewhat at the same time. The issue thus seems to be the proportion of time and effort NCOs were devoting to roles outside their fields. More generally, NCOs report

displaying competence across their entire career management fields as opposed to just their specific MOS. Current operations have also forced senior noncommissioned officers into management roles not associated with normal duties. The senior NCO at a forward operating base is usually responsible for the operations, maintenance and security of that base. That includes managing contracts for food and labor, much of which comes from the local community. In effect, the unit sergeant major also functions as a garrison commander. Although units in the operational Army, supported by pre-deployment training from the institutional base, are attempting to provide the basic skills needed to execute the above actions, there is a need to improve the process and develop a system to sustain the effort.

The cause for the changes in the role of the NCO described above is obviously the current operational environment as well as the eight years of continuous war the force has experienced. The turbulence this has caused is expected to endure into the foreseeable future.

Because of current operations, short reset windows, and an education system based on peacetime rules, a large backlog for attendance at NCOES has been created.

Commanders at all echelons have been placed in the position of choosing preparation for the next deployment and allowing their Soldiers to attend the requisite NCOES.

Areas to sustain: As we move forward with implementing this annex, we must sustain the core roles and responsibilities of the NCO Corps. NCOs must continue to lead, train, teach, mentor, counsel, communicate, supervise, maintain standards, and take care of Soldiers. This includes mastery of the administrative tasks associated with the garrison, non-deployed environment. They must also maintain their technical and tactical proficiency while continuing to adapt and provide their Soldiers with a role model who leads by example.

Areas to improve: Though we are still developing a quality NCO Corps, there are several areas that we must work to improve:

Developing others. As we move forward with a lifelong learning approach to development, NCOs must motivate their Soldiers to seek continuous growth. NCOs must adapt their mentoring and coaching approaches to encourage and guide their subordinates in setting and achieving development goals. NCOs

must need to develop resilient Soldiers, capable of recovering from adversity and continuing through mission accomplishment.

Positive climate. Linked directly to developing others, NCOs must create and maintain a positive environment for their Soldiers. They must provide their Soldiers regular assessments and have open and honest discussions with them as they develop and work toward their development goals while providing a proper mix of opportunities at the right time for them to grow. NCOs must hold their Soldiers accountable for meeting their goals. NCOs must also encourage their Soldiers to always exceed their comfort zone, seek greater responsibility, continuously learn new things, and value a culture of lifelong learning. This climate must encourage Soldiers to take prudent risks where it makes sense in mission accomplishment.

Cultural knowledge. NCOs must understand complex missions, the context in which they are operating and the implications of cultural differences on mission accomplishment. Noncommissioned officers must also interact with the indigenous population more frequently and more closely. This requires, first, a better developed understanding of the need to do so, and that gaining the support of the population is itself a primary operational objective. It also requires some level of cultural awareness, an appreciation that cultural differences are important, and that cultural sensitivities can have operational effects. Most of these actions receive only cursory attention in the schoolhouse, though some are presented in pre-deployment and in-theater training.

Operating in a Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment. Historically, NCOs exercised tactical leadership within the context of platoon tactical operations. Using organic weapons system they have been the creators of effects, not their integrators. NCOs need to understand the character of operations better, in order to integrate their actions into the campaign more effectively. Even junior NCOs must understand the general principles of counterinsurgency. Junior NCOs need to better understand their mission and the context in which they are operating and master the art of interacting with the local population as well as joint, interagency, intergovernmental, and multinational personnel. NCOs in all fields must display greater adaptability and flexibility as they perform roles and functions beyond their designated military specialty in a full spectrum operating environment. Leaders must utilize the Joint PME for enlisted personnel to enhance NCOs capability.

Management/Policy. Our policies and management approach must set the conditions for success by balancing the needs of the organization with the development needs of our leaders. These systems must provide Soldiers with predictability across promotions, assignments, training and deployments, and the Army with the ability to better manage talent.

Adapting and learning new roles.

Sergeants and staff sergeants are now much more often the primary employers and integrators of tactical effects. This includes not only the effects of organic weapons available in their teams, squads, and platoons, but also a wide range of supporting effects from Joint sources. While independent missions have always been a possibility for junior NCOs, they are far more often the practice in today's operations. Moreover, tasks like these are now routinely in the realm of more branches.

The abilities to learn, innovate, and adapt are becoming more important. These abilities are again being brought to the fore by continuing technological change and the need to adapt faster than very adaptive enemies. Technical and tactical knowledge from institutional training, military education, and experience form a good background enabling adaptation and innovation, but adaptability also requires application of independent learning strategies in real time, which is not addressed extensively in the Army's training base.

The operational environment places a premium on being able to understand and apply fundamental principles in changing contexts which increases the need to learn, adapt, and innovate to keep pace with changes. Because of the rapid pace of these changes, institutional training on specific systems may not provide the best solution. Instead, NCOs need to learn how to enhance their knowledge of new systems through information gathering (Googling or calling manufacturers' help desks for COTS equipment), self-study and experimentation, informed by understanding of the underlying technological principles. One of our most critical challenges is the creation of self-directed learners who have learned not only how to think but also how to learn and leverage knowledge management processes & systems to find what they need when they need it.

NCOs more frequently find themselves in situations where staff or staff-like skills are key to success. More than in the past, NCOs must also do a great deal of what might be called "technical writing" to develop and disseminate standard operating procedures. Written communications have assumed significantly more tactical and operational significance, regardless of whether

or not an NCO is serving in a designated staff position. NCOs frequently find themselves having to engage in staff activities, like the processes of small-unit intelligence and operations cells or joint or combined coordination centers, or having to teach host-nation Soldiers about staff operations and processes. None of these skills are adequately covered until late in an NCO's professional development.

In order for the above actions to occur, commanders must increase their support for sending Soldiers to professional development courses. This, coupled with TRADOC's transformation of the courses to shorten, enhance, and fit/schedule within the ARFORGEN process should have a positive impact on the existing backlog within NCOES.

GOALS

The first goal is to develop competent, adaptive, and confident NCO leaders across the Total Army. This annex 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 the full spectrum of operations and educated to successfully dominate any 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.

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.

OBJECTIVES

The following provides a description of the characteristics and capabilities of NCOs by rank and echelon.

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. To provide support for a breadth of experience, promotion policies should also support non-operational assignment such as instructors, recruiters, and trainers.

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 situation and the goals and challenges at hand will probably make a bigger difference.

Direct leaders: Our small unit junior NCO (CPL and SGT) must master their weapon systems, principal technical equipment, and troop leading procedures; become confident and competent in small unit tactics; become skilled in small unit leadership; and understand how to build cohesive teams and be team players. They must develop a passion for the Soldiers they lead; an understanding of the roles of officers, noncommissioned officers, and civilians; and a deep sense of honor and ethics. They must comprehend the security environment they are in, and develop a deeper and broader comprehension, over time, of their leadership roles. A basic knowledge and understanding of culture, language, and information enables small unit leaders to operate with and among other cultures. Small unit leaders must see and act on tactical opportunities and vulnerabilities; to be adaptive, innovative, and recognize tactical transitions.

Promotion and assignment as a CPL/SGT begins the transition from led to leader. This is the most difficult transition point in the NCOs career occurring between two and eight years in service. The new NCO begins the process of becoming a junior leader (even before promotion) through structured self development (SSD) materials, civilian education, unit training events where they are placed into leadership roles and direct observation of unit leaders who demonstrate what right looks like. The leadership challenges presented in the Warrior Leaders Course must prepare these new leaders to see and act on tactical opportunities and vulnerabilities; and to be adaptive, innovative, and recognize tactical transitions.

Direct and Organizational leaders: Many of our direct/organizational level NCOs, (SSG through 1SG) must master the application of combined arms within their areas of expertise; become confident and competent in company-level operations and tactics; understand how to integrate and lead combined arms teams; and employ joint fires. Mid-level NCO leaders are technically and tactically competent, lead company size and below elements, and serve as

branch experts on battalion and/or brigade-level staffs. They must apply their capabilities in the environment in which they operate, and clearly comprehend their role in a JIIM environment. Improved knowledge and understanding of culture, language, and information allows them to coach subordinates and better employ these skills sets in other countries. Our mid-level NCO leaders must sense and act upon opportunities; limit vulnerabilities; anticipate transitions within tactical operations; and encourage proactive, adaptive, and innovative leaders. They should strive for greater competence as they function in their tactical and technical capacity. They are responsible for the welfare of their subordinates and the effective accomplishment of assigned tasks. They ensure proper and effective use of personnel and materiel. They must continuously strive to further their development as warriors and leaders. These leaders must establish cultures and climates that reinforce the Warrior Ethos and Army values, develop subordinate leaders, build teams, pride and discipline in the unit, and inspire their Soldiers to continuously improve and serve in our Army.

Promotion and assignment at the SSG level results in a leader not only utilizing direct leadership, but also using indirect leadership to accomplish missions through subordinate leaders. This is the second hardest transition in the NCOs career and a point where the NCO is given greater responsibility and an increased potential for assignments well above their pay grade. Because of the proximity and small size of the group, the new SSG will initially use direct leadership processes, but must develop the ability to work through others to be successful. Staff Sergeants must be able to effectively lead at the squad and platoon-level and train small units, utilize the MDMP, issue oral and written combat orders, effectively employ the military decision making process, make ethical decisions, lead patrols, conduct tactical operations including the use of JIIM assets, execute required administrative and personnel actions for their subordinates, and assess changes in subordinates' physical and mental fitness to determine contributing factors and necessary actions to mitigate problems. The completion of the Advanced Leader Course (ALC), MOS and duty position related functional courses, and continued civilian education results in a technically competent SSG able to manage and lead Soldiers through diverse situations.

Promotion and assignment at the SFC level furthers the transition to an indirect leader role. Through completion of SSD , the Senior Leader Course (SLC), and civilian education, the SFC becomes expert in their MOS, familiar with functions throughout their CMF, becomes expert in using MDMP, gains

more understanding of how the Army operates and JIIM operations. As a platoon sergeant or section NCOIC, the SFC has a significant role in the development of new lieutenants. The development of a positive leader-team relationship between the SFC and 2LT is critical and will have long-lasting impacts on the officer-NCO relationship throughout the officers' career. For most 2LTs, this is the first time in which they will be afforded the opportunity to influence and impact our enlisted Soldiers. The manner in which the 2LT accomplishes this will depend largely on the SFC's influence on the 2LT. Key to the development of a lieutenant is their reliance on the technical and leadership expertise of seasoned subordinates. Sergeants first class must be able to manage training, develop subordinates, understand organizational leadership, address family issues, support the Comprehensive Soldier Fitness program and provide resilience training to subordinates, be competent in conflict management, operate comfortably in cross cultural settings, and understand company-level operations. The sergeant first class must also be able to effectively serve as a detachment sergeant, first sergeant, and serve on joint and combined staffs.

Promotion and assignment at the MSG level moves the NCO from being primarily an expert in their MOS to being expert in company and battalion-level operations and competent across their CMF. They must be able to serve as members of a staff at every level in the Army, have a full understanding of the allocation of resources and the assessment of their utilization in order to accomplish Army functions and missions. The master sergeant must be able to lead at the company and within battalion-level organizations, and mentor company grade officers serving on a staff.

Selection and appointment as a 1SG continues the transition to an indirect leader role with the addition of administrative and staff functions. A first sergeant is responsible to complete personnel administrative functions for his company-level unit, must work with staff personnel and horizontal organizations, and must be expert in creating and executing training for a company. Their professionalism, gained through education, training, and experience, provide them with the ability to mentor platoon and section sergeants and junior officers. They must understand higher echelon organizational leadership, address family violence issues, advise the command team on the unit's Comprehensive Soldier Fitness program and develop the unit resilience training plan, resolve conflicts, and understand company-level operations in relation to the battalion's mission. The first sergeant must be able to effectively lead a company-level unit with an understanding of

battalion-level functions and to assist in the coaching and development of company grade officers.

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. These leaders lead units and teams, serve as multi-dimensional experts on division, corps, Army, and Joint staffs, integrate with JIIM partners, and demonstrate competence in ambiguous and complex situations. These leaders identify the right level of cultural capability, language skills, and information requirements for subordinates in a given environment. 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. These leaders are also versatile, able to apply design to address complex and ill-defined problems and rapidly determine innovative and adaptive solutions. They learn to anticipate transitions and envision conditions to leverage opportunities while mitigating vulnerabilities and developing options for alternative futures. They also build teams of teams by actively networking with outside individuals and organizations to share information and accomplish missions. At this level leaders must understand how their formations support and are supported by the work of the multitude of civilian organizations they will encounter outside the joint and coalition formation. Broad management skills are essential to exercise the responsibilities of the higher leadership positions in which SGM/CSM serve. 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.

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. Sergeants Major must understand the ARFORGEN process, operations at all echelons and how the Army runs. The SGM must be able to prepare staff studies, staff estimates and unit assessments, conduct briefings, prepare and track complex operations plans and orders and determine force requirements and alternative means of resourcing soldier training requirements to accomplish Army functions and missions as related to their unit and MACOM-level management. They must be competent and comfortable in a JIIM environment and be able to excel at any staff level, including DA and JIIM assignments. The SGM must also be proficient at public speaking and communicating effectively with large audiences.

Selection and appointment as a Command Sergeant Major requires significant transitions in both scope of duties and level of leadership. The Command Sergeant Major is the senior NCO of the command at battalion or higher levels and principle enlisted adviser to the commander. The CSM plans, coordinates, and supervises activities pertaining to organization, training, and combat operations and oversees the enforcement of policies and standards on performance, training, appearance and conduct of enlisted personnel. The CSM administers the unit Noncommissioned Officer Development Program (NCODP), and assists the commander in overseeing and driving the unit training program. The CSM also assists the commander with the development of junior officers and company level commanders. CSMs use the NCO Support Channel to inform, express concerns on enlisted issues, and build esprit. They also represent the commander at military and civilian functions to maintain good community relations. Moreover, as a senior enlisted advisor to the commander, CSMs must be able to communicate the needs of the enlisted to senior leaders and external organizations. CSMs are morally and ethically mature and withstand public scrutiny and the enormous pressures brought to bear by the scope of their authority and the impact of their decisions. CSMs possess a sense of responsibility for the Army as a profession – regardless of where they serve. They are leaders who can transform followers and units and serve as exemplars of the profession- who actively coach and inspire subordinates, peers, and superiors alike to transform and aspire to be professional leaders of character like themselves.

Strategic leaders: The Command Sergeants Major and select Sergeants Major assigned at higher level organizations must master operational art and comprehend strategy, astutely manage complexity, and anticipate transitions within operations. Because of their assignment to a strategic level, they are expected to master the required knowledge and to be able to think strategically. 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.   These NCO leaders must be effective within a JIIM environment; coordinate, and synchronize combined operations with allied and coalition partners, interagency organizations and a range of civilian organizations; and apply effects across the spectrum of conflict. These leaders provide organizational leadership and bring significant skills and experience to staffs ranging from the division level through the Army, Joint, and ACOM/COCOM staffs. They develop and describe a broad vision – establishing frameworks for lower- level leaders to build upon. They are

culturally astute. They also develop versatile subordinate leaders and identify high performing leaders to facilitate their broadening experiences for potential future service as senior leaders.

Assignment as a nominative CSM requires an understanding of how the Army works. 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. They will likely be the principal advisor in very large organizations responsible for the development of the senior NCO population and most often have many other CSMs assigned to the subordinate commands. The role of the CSM is not to become another staff officer or make attempts to function as someone with command authority. They have the authority granted by their Commanding General and instilled by his position. Their principal duties should still reside in the function of the care and training of the enlisted force. The senior Command Sergeant Major will likely become a conduit for the Commanding General and will be required to maintain an informed opinion of the combat readiness of his organization. The Senior CSM must possess exceptional speaking skills and be prepared to address and present information to all leadership levels. The senior Command Sergeant Major is a warrior first but is also a master of all NCO attributes.

Table below displays training/education/experiences associated with each grade based on the above discussion:

	CPL/SGT	SSG	SFC	MSG/1SG	SGM	CSM
Training	Expert on organic weapons, systems, and their employment -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	Competent in utilizing MDMP - 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	Competent in combined arms operations -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	Master combined arms operations -Expertly manage company-level operations -Competently serve as CMF expert at all staff levels -Understands staff operations at all echelons -Competent in resource management	Able to prepare staff studies, staff estimates, and unit assessments -Expertly deliver briefings -Expert in resource management -Culturally and socially competent at JIIM level	Understands and apply concepts of Full Spectrum Ops -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

ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
THE NONCOMMISSIONED OFFICER

	CPL/SGT	SSG	SFC	MSG/1SG	SGM	CSM
Education	Understands the processes to develop a cohesive team -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	Understands leadership and leader development -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	Understands staff operations at Bn and Bde level - Understands organizational leadership - Understands conflict management -Understand relevant networks	Understands Army management systems -Know human behavior in organizations theory -Knowledgeable across CMF and related CMF -Understand the ARFORGEN process	Master operational art, comprehend strategy -Expert on the ARFORGEN process -Know Army systems and alternative means to accomplish and resource missions	Understands integration of HQ and command elements from Bn through Corps -Expert in indirect leadership
Experience	Demonstrate ability to create a cohesive team -Competent in troop leading procedures and squad tactical operations -Effectively lead team or squad -internalized Warrior Ethos and professional ethos	Able to lead and train small units -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	Actively develop subordinates and assist in developing LTs -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	Able to plan and execute resource requirements -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	Execute systems within the ARFORGEN process -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	Expert in relaying commanders intent to enlisted and enlisted concerns to commander -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

LEADER DEVELOPMENT IMPERATIVES AND INITIATIVES

1. <u>Encourage an equal commitment by the institution, leaders, and individual members of the profession to life-long learning and development</u>.

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. A critical component of development is growing the individual's ability to rapidly learn and adapt previous learning to new situations/contexts. In order to expand military training and education opportunities across the Army, we are leveraging the One Army School System (OASS) and providing easier access to school quotas with the use of United Automated Reservation System. The purpose of the OASS is to adapt the current school system to achieve economies of scale, align school missions to the right organization, ensure consistent standards, and improve resource management. While commanders must assist subordinates in setting goals, all NCOs must set the example by establishing and achieving their own development objectives and provide an environment where their subordinates are encouraged and held accountable for achieving their individual development objectives. NCOs must be able to adapt and transfer learning from one system or scenario to another without formal training.

2. <u>Balance our commitment to the Training, Education, and Experience pillars of development</u>.

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.

We must establish a culture of continuous learning and an expeditionary mindset; develop NCOs who are grounded in Army and Joint leader competencies; set a climate where each NCO adopts a warrior first attitude, fully developing leader competencies in addition to task-based skills; develop thinking skills and the ability to adapt on-the-fly; develop leaders who are effective in multi-cultural environments; and grow NCOs who take prudent risks and exceed their comfort zone.

To support this effort we must design and implement development programs that align with ARFORGEN; create a flexible system: implement change with a sense of urgency; establish an enterprise NCO gap analysis process; adopt a guided experiential learning approach that accounts for prior experience and focuses on outcomes; accelerate development; and implement a modular approach to developing training/education products.

To ensure the Army benefits from the increased training and education our NCOs will receive we must improve retention. One action that we can undertake is to provide increased college credit for military training and education while providing NCOs increased control over their development.

Experience

NCOs gain experience throughout their careers by applying what they learn in their daily duties (informal learning). They gain new and different perspectives and broaden their skills in multiple assignments in different units, different jobs under different conditions, participation in CTC rotations and deployments. Selected NCOs also gain new skills and perspectives from special assignments such as Drill Sergeant, Recruiter, Instructor, joint staffs and assignments as trainers for multinational partners. Developing the right balance of assignments and experience for the NCO Corps is a challenge and should be closely linked to the intent of talent management and assessment methodology.

Training

Training will focus on technical and procedural abilities through the inculcation of new skills, knowledge and attributes. It will be heavily guided and content based, leading to repetitive, instinctive behavior. It will ensure convergent thinking: the ability to apply standard solutions to predictable circumstances, or to deal with familiar problems in familiar contexts.

Training occurs in all three domains using a common training environment delivered using standard scenarios that replicate complexity and challenge the NCO to be creative in solving complex ill-structured problems. Training is most effective in the operational domain during home station and CTC events where NCOs practice the art of leadership under realistic and demanding conditions. Training allows the NCO to build upon and refine foundation skill and knowledge gained from education and experience to refine their ability to recognize transitions and to adapt their actions to the situation. Training ensures that NCOs remain masters of their weapon systems and skillful in

executing tactical operations across the spectrum of operations. Training events also allow the NCO to reinforce risk assessment/management techniques to ensure Soldiers internalize safe practices and behaviors. Early in their career, junior NCOs learn the fundamentals of planning and conducting individual and small unit training. Over time, NCOs gain a broader understanding of training to include obtaining resources, identifying critical requirements, measurement of proficiency, and integration of individual and collective training events.

Education

Education will focus on theoretical knowledge and develop cognitive abilities. It will be experience based, and portions, self directed. It will lead to increased adaptive capacity. It will ensure divergent thinking: finding reasoned and viable solutions to difficult and unanticipated situations, or dealing with complex problems in unfamiliar contexts.

Education of the NCO Corps includes the four levels of the NCO Education System (NCOES), Civilian Education, i.e. College of the American Soldier and self development. NCOES provides the NCO the right skills and knowledge at the right point in a career. 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. 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 Self Development Program consists of three distinct approaches: Structured Self Development (SSD) is a defined set of required learning events progressively sequenced across a career, closely linked to and synchronized with operational and institutional domains; Guided Self Development (GSD) is a defined set of recommended but optional learning events progressively sequenced across a career; and Personal Self Development (PSD) is self-initiated learning events where the individual defines the objective, pace and process.

Structured/guided self development (SGSD) links self-development needs to NCO professional development efforts by ensuring that the self development domain is well defined, meaningful, and synchronized/integrated with the remaining two domains of training and leader development. The intent of SSD is to bridge the operational and institutional domains and set conditions for

continuous growth. In many cases, SSD delivers educational requirements that cannot be achieved through NCOES. When fully implemented, this initiative will improve Army readiness by: integrating self development into a Life-Long Learning approach; creating a five level structured SD program; establishing a robust assessment and feedback capability that includes self-assessment tools; increasing use of advanced technology like the Army Career Tracker; providing a secure test environment, achievable requirements, and policies that set the conditions for continuous growth.

The Army must establish a modular approach to NCO Development that provides: development in manageable periods spread across the NCOs career; an integrated learning model that spreads total development across the institution, self-development, and operational assignment /experience domains; starting development sooner by powering down content at least one level; continuing to transform NCOES; expanding the use of MTTS for ALC and WLC as a method of delivery; a blended task-based and competency-based approach grounded on a learning continuum; determining and leveraging previously acquired knowledge; leveraging training, leadership and education research & analysis and science & technology efforts to spiral-in new capabilities into NCO development programs; leveraging joint and Army gap identification process; and increase use of advanced technology such as: Virtual Warrior University; Army Career Tracker; and mobile learning approaches and capabilities.

We must create virtual environments in support of self-development. Self-development must expand and become a learning laboratory/practice field where leaders can expand and apply new skills and knowledge in a consequence free/risk free semi-controlled virtual environment. This virtual environment should enable the individual and small groups of NCOs to collaborate with peers and SMEs, explore knowledge centers pulling information they need when they need it, access the central training database to build personalized scenarios to improve weak areas and to expand their level of proficiency. The virtual environment should enable NCOs to experience the challenges and opportunities of working with and among other cultures.

Institutions must become learning laboratories/practice fields where Soldiers and leaders can expand and apply new skills and knowledge in a safe, semi-controlled live, virtual, and constructive environment. This blended environment also leverages the central training data base to develop scenarios tailored to meet specific proponent learning outcomes and reinforce learning that occurred in self development and previous experiences.

We must establish organizations as personal growth centers. Every organization across the Army must embrace the importance and value of learning in support of their training programs. Learning and training must not be viewed as mutually exclusive but rather mutually supporting. Training at Home Station and the CTCs will leverage the central training data base and common scenarios to further reinforce and broaden the NCO leader's skills and knowledge. Research has shown that the majority of learning occurs on the job making learning in the organization a critical component of NCO development. Learning and development are most efficient and effective when all domains are fully linked and synchronized.

Over time, training and education will become less focused on place and time with the increased use of technology such as mobile learning capabilities. Mobile devices will enable Soldiers and leaders to access tailored learning applications that will reside in the central training data base will be readily available. These applications will empower just-in-time learning of new systems and TTPs and reinforcement of previous learning. Mobile learning devices and the Army Career Tracker will increase ease of access to the NCO Warrior University and its combination of 2D and 3D capabilities.

Our development approach is supported by several initiatives. Establishing a lifelong learning strategy is the capstone NCO cohort initiative that synchronizes all aspects of development for the NCO Corps. Central to this strategy is the virtual Warrior University (WU) which is an integrated interface providing seamless access to training and education resources; an adaptable and flexible framework focused on the learner; supports the needs of units and Soldiers through a consolidated course catalog, centralized scheduling and synchronization of training and education to reduce the time and effort required to locate and access training resources; personalized dashboard that visually depicts the status of their training, education and professional goals; a platform for the creation of virtual education centers, virtual classrooms, virtual staff rides and virtual mentors/coaches.

We are currently in the process of transforming NCOES to align training and education with the ARFORGEN cycle by providing NCOs flexibility to attend and complete training at more beneficial times and locations. A transformed NCOES will; develop broadly-skilled NCOs who think and adapt on-the-fly exceeding their comfort zone; accelerate development and prepare NCOs to operate above their current grade level; create a flexible and adaptive education system designed to rapidly address development gaps; prepare

individual NCOs to operate above their current grade by starting development sooner and migrating content at least one level down.

The components of Transforming NCOES are: Increased use of advanced technologies, dL and mobile training teams; six day weeks and shorter resident courses where possible (8-week goal); accelerating development by migrating content down and sending Soldiers earlier; Change focus and names for BNCOC - ALC and ANCOC – SLC; Redesigning BNCOC Common Core to a web-based delivery; Improving speed of change in our NCOES POIs; and Exploring emerging/innovative technologies and learning methods.

We will apply a three level metric in the design, implementation and evaluation of NCO training and education products and courses. While the goal is for each NCO to achieve mastery during their career, development of specific competencies/skills should be viewed as requiring understanding, proficiency or mastery depending on the expectation of that individual at the grade/level of responsibility being prepared for by the instruction/course. We will also use this approach to ensuring that we develop the right level of competence at the right time and that we have set the right conditions for a lifelong learning culture.

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.

While not directly a part of NCOES, the development of competent battle staff NCOs is part of our development strategy. Selected NCOs must be fully prepared to operate on both Army and joint staffs. This requirement is met through functional training in the Battle Staff NCO Course. As we continue to transform NCOES, we will also continue to improve NCO functional courses to meet battle staff skills requirements.

The Army must also emphasis the availability of Joint PME for Enlisted personnel to ensure our NCOs are fully aware of the courses and have the opportunity to address the need for education of joint operations.

The College of the American Soldier (CAS) links ACE accreditation with specific degree requirements, allows a Soldier to quickly see what NCOES courses will transfer as equivalent credit at any point in his or her career from basic training through the Sergeants Major Course. This streamlines degree completion by listing precisely what the college will grant for each credit source, and provides a list of other guaranteed ways to meet degree requirements. The end state of CAS will clearly show the Soldier a specific map towards a degree.

A key aspect of CAS is the Career NCO Degrees Program. This degree program is available to all NCOs at any point in their career, but maximum credit for Army leadership schools is based on completion of NCOES up to the SMC. Degree selection for inclusion was based on the following factors: degree type; Service member's Opportunity College Army Degree (SOCAD) membership; maximized credit awards; limited academic residency with home college; and tuition cost. The Army will continue to enhance existing civilian higher education degree choices to provide career NCOs with a broad preparation degree option not tied to enrollment in a MOS specialty degree and that enhances NCOs leadership and warfighting capabilities and grows the multi-functional Soldier characteristics.

A key supporting initiative which is linked to Professional Military Education (PME) and aggressively supports and reinforces the critical link between leader physical and mental readiness is the Comprehensive Soldier

Fitness Program.   It links mental, spiritual, family, social, and physical readiness with professional development.

3. Prepare leaders for hybrid threats and decisive actions through outcomes-based training and education.

FM 3.0, Operations, and the Capstone Concept for Joint Operations (V3), contains leader qualities that represent the broad outcomes for leader development. These broad qualities guide concrete outcomes focused on developing competent, broad and astute leaders. This strategy further translates the broad attributes to focused outcomes tied to specific points in an NCOs career. 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.

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

We must deliver the right mix for NCO cohort personnel and development policies to achieve balanced outcomes across training, education and experience ensuring the deliberate planning of and assignment to key developmental and broadening experiences. CoEs and proponents will align LD systems and processes with ARFORGEN and individual leaders will collaborate with personnel/assignment managers.

We must train smarter and balance training and education requirements with the need to reset a seasoned force. Our approach to NCO development must include the use of virtual, constructive and gaming capabilities wherever possible and we must maximize use of mobile training teams and distributed/mobile learning.

While the experiences gained through the crucible of combat are tremendous developmental opportunities for leaders, they are narrowly focused in the context of the desired outcomes stated in our doctrine. While that experience may facilitate success in the present, it undervalues future assignments where a broad set of education and training may surpass latent experiences. It also diminishes the opportunity for personal reflection and critical analysis provided by education. Alignment of institutional course with ARFORGEN meets the needs of the Army and provides balance between the three cornerstones of leader development; education, training, and experiences.

Placing responsibility for the development of individual leaders at the Centers of Excellence and appropriate MOS Proponent School, allows for maximum analysis of conditions and the validated requirements determination essential for the deliberate planning of developmental activities. The ability to deliberately link training and educational experiences with the right follow-on developmental experience creates a synergy of all three components that creates depth in the individual NCO and best serves the needs of the Army.

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

In many ways, we have always identified and retained our high performers, but not necessarily in a purposeful or formal fashion. Since the NCO is focused on getting results, the most motivated bring to bear not only their military training and education, but also skills and knowledge acquired from their civilian jobs and education. We can and must do better in identifying and tracking our best performers and those with the greatest potential. The realization of 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.

Talent management can be implemented as a hosted solution on the ACT through role-based learning, certification, compliance, skills and competency management, content development and management, virtual learning and collaboration.

We must empower motivated NCOs to improve their career by selecting them for the right position. We must provide varied assignments such as special duty assignment as a Drill Sergeant, Instructor, and Recruiter as a way to increase depth and breadth of their experience. Through these key assignments, NCOs who demonstrate an increased level ability and talent should receive opportunities for rapid advancement. We must incorporate key elements in our assessment methodology to help each NCO determine their aptitudes, strengths and weaknesses and a way for unit leaders to see the capabilities and potential of each NCO. We must provide them collaboration tools that will enhance other business and warfighting processes to include

education, development, mission planning and support, and crisis management.

CoEs and MOS proponents must clearly identify their professional development requirements and describe not only normal career progression requirements but also career enhancing training, education, and assignments. Unit leaders must leverage daily observation of performance as well as opportunities to conduct boards, such as NCO of the Year, to further challenge NCOs and identify those with potential. Academy Commandants will use the academic evaluation report to identify those NCOs with a demonstrated higher level of learning ability. Assignment professionals should consider evaluation reports and senior leader recommendations combined with assessment tools to manage high performers and place them in assignments that facilitate their increased potential.

To fully utilize the systems, leaders must be provided an assessment tool. This assessment is intended to increase leader self-awareness and provide leaders with direction for leadership improvement and sustainment. The Army strategy is to sustain a force led by competent, confident and adaptive leaders; and which provides leader tools to effectively counsel in order to achieve both positive behavior reinforcement and to affect behavior modification if substandard. It also reinforces leader skills in order to achieve high performance individual and team performance outcomes.

Every NCO must develop self-understanding and self-awareness. The Generating Force must develop and maintain a constant understanding of how well our development strategy and programs are working and if they are achieving desired results. Only through rigorous evaluation, measurement, testing, and assessment can we achieve and sustain consistent, balanced, and effective development programs.

The individual NCO, unit leaders, and institution must have the tools required to determine individual aptitude and performance levels. Both the NCO and the institution must be able to routinely evaluate the individual NCOs level of cognitive development and maintain an understanding of individual talents, strengths and weaknesses. This capability will enable tailored development opportunities and additional training and education designed to challenge the high performer and further develop average and weak NCOs moving them to higher levels of performance and increasing their potential.

The individual NCO, starting at the lowest levels, must have tools to regularly conduct self-assessments that establish and refine their self-

understanding. These assessments should include aptitude (learning, personality, leadership style, Warrior Attribute Inventory), cognitive development, and the core elements of Comprehensive Soldier Fitness contained in the Global Assessment Tool. All assessment should be accessible using the Army Career Track and be embedded in the Warrior University.

Unit leaders are the primary providers of performance data and should provide each NCO regular feedback on how well they NCO are performing. This requires far more than an annual NCOER or an Academic Evaluation Report from an NCOES course. The assessment of performance requires a combination of testing, measuring, evaluation, observation, and counseling to provide a well-rounded description of strengths and weaknesses.

Our current approach to accrediting courses needs to evolve to more of a measure of outcomes and the quality of PME products. The current Quality Assurance Program must assess and evaluate our strategy and education programs and measure outcomes against the needs of our Army and NCO Corps.

6. **Prepare our leaders by replicating the complexity of the operational environment in the classroom and at home station.**

Culture and Language

Specific requirements for developing language and culture capabilities for the NCO Corps are contained in the Army Culture and Foreign Language Strategy (ACFLS) which addresses institutional and self development requirements.

JIIM Environment

The development of NCOs who can successfully operate in a JIIM environment will broaden military and civilian leaders with respect to the culture, environment, and organizational processes of personnel and organizations outside the Army. This effort is one aspect of preparing NCOs to serve in joint assignments, and be able to work effectively with other partners in military training and operations. This effort integrates activities beyond what is accomplished in the institutional and self-development domains through the use of assignments and experience.

NCOs must broaden their perspective and gain and understanding of the character of JIIM operations in order to integrate their actions into the campaign more effectively. Even junior NCOs must understand their mission

and the context in which they are operating, and master the art of interacting with members of the JIIM team. The JIIM operational context adds complexity to some tasks, and adds importance to others and the NCO must understand the differences and be able to adapt to the context and environment. This includes the integration of multiple tactical and operational capabilities and assets from numerous sources and may be as simple as controlling a main supply route used by all JIIM partners.

Information and Knowledge

The current operational environment places a premium on being able to understand and apply fundamental principles in changing contexts which increases the need to learn, adapt, and innovate to keep pace with changes. Because of the rapid pace of these changes the NCOs needs to learn how to operate new systems through information gathering (Web Searches or calling manufacturers' help desks   to find answers about equipment), self-study and experimentation, informed by understanding of the underlying technological principles.   The NCO must become a self-directed learner who has learned not only how to think but also how to learn and leverage knowledge management processes and systems to find what they need when they need it. The NCO must be able to quickly find and pull information required and the institution must be able to push information to targeted individuals.

ACT leverages Army's prior investments in education, training, assignment, self-development and other systems by linking these valuable technologies and resources into a common user-friendly portal. ACT will save the Army time and resources by providing easier access to career development information across multiple systems. ACT is a portal serving as an information service broker for Army enlisted, officer, and civilian personnel to plan and track their own career development. ACT allows each individual to collectively view Army training, experiential learning, and education data from a single interface that provides a common training picture as well as their life-long training transcript. Army enlisted, officers and civilians will be able to examine their personalized Professional Development Models (military) or Career Maps (civilian) and determine their operational, institutional and self-development needs.

NCOs require broader staff or staff-like skills more than in the past. NCOs must also develop and disseminate standard operating procedures and written communications, regardless of whether or not an NCO is serving in a

designated staff position. This requires the ability to write effectively, do research and use technology.

Understands Transitions

The NCO is competent in both warrior skills and their technical areas, understands their mission and operating environment and is able to recognize transitions in mission conditions and adapts on-the-fly based on the situation and mission orders. The NCO must also master the ability to transition from their primary specialty/MOS to the operational requirement of the moment. This requires the NCO to be flexible, adaptable and self-aware in order to maintain their core skills while also expanding their abilities to transition to tasks outside their comfort zone.

The NCO must be able to think fast making split second decisions under stress while understanding the 2nd and 3rd order impacts of those decisions. They must be able to link current situational awareness to mission orders, think outside the box and recognize and anticipate changes to the situation and be prepared to adapt and execute an alternative approach/plan often without direction from superiors. The NCO must be keenly aware of the operating environment and be able to anticipate the transition of a situation, both in combat and peace.

This need for more versatility represents a shift in emphasis more than a qualitative shift in roles. 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.

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

Individual leaders must develop at more rapid pace and create conditions for rapid development consistent with mentoring, coaching and counseling. 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.

The Army expects its leaders to mentor, coach, and counsel subordinate leaders for today and for the future. This includes knowing when a subordinate leader is ready for further development through self-awareness, cognitive ability, and motivation. Leaders also create the conditions for life-long learning by setting the example and mentoring subordinates to adopt a self-development program centered on intellectual responsibility, passion for knowledge, consideration of new concepts, self-assessment and reflection. NCOs at every level have a moral and ethical responsibility to develop subordinates. NCOs must create an environment that encourages learning and character development. Leaders who recognize and embrace this responsibility, regardless of position, will better serve the development of the Army's future leaders.

Senior NCOs must develop other NCOs to lead organizations throughout the Army by ensuring they experience a wide range of assignments. "Single tracking" or having a narrow specialty is no longer acceptable. Senior Army leaders have a moral and ethical responsibility to provide balanced development across the force to prepare it for the future. The current methodology of focusing developmental efforts two levels down, used throughout the Army, has proven to be a successful approach to leaders exercising their developmental responsibilities.

8. **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 Sergeant Major of the Army 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 must identify high performers and provide them with additional opportunities for broadening and advanced assignments that capitalize on their natural skills. These leaders must be given educational and training opportunities as well as assignments that allow them to understand areas such as congress, the Army budget, systems acquisition, research and development, and the civilian corps.

ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
THE NONCOMMISSIONED OFFICER

SUMMARY

Our Army and NCO Corps are engaged in multiple conflicts; our strategy must account for the current operational tempo and help Soldiers pace themselves; their development is not a sprint, it is a marathon. 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. There is great potential in the use of advanced technology to improve our training and education activities. The use of gaming, mobile learning, and virtual world's capabilities can greatly increase the complexity and relevance of the development of technical/tactical skills and leadership competencies. Today's technologies allow the rapid creation of realistic scenarios based on current operations and actual terrain to add complex real-time lessons learned into our development activities.

The core purpose and role of the NCO Corps remains unchanged, but the importance, level of complexity, and range of responsibilities have evolved in many areas. 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.

Appendix A: 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	

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APPENDIX 2 TO ANNEX C TO ARMY LEADER DEVELOPMENT STRATEGY
THE ARMY NATIONAL GUARD NONCOMMISSIONED OFFICER

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

2. THE ARMY NATIONAL GUARD NCO.

    a. 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.   ARNG 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. ARNG 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.

    b. ARNG 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 ARNG. 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.

3. PRESENT STATE.

    a. 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 ARNG 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 ARNG that is capable of providing trained and ready forces to meet the demands of today's operational environment.

  b. Support the Federal Mission. ARNG 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 ARNG is called up by the President to support contingency operations worldwide and to support operations deemed vital to National Security.   When notified, ARNG 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.

  c. Support the State Mission. 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 ARNG NCO brings more than their MOS proficiency to the mission. The ARNG 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.

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

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

(2) 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.

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

(4) 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.

    e. Areas to Improve. In addition to those areas identified in Annex C, there are a few more areas that the ARNG NCO Cohort must work on to improve:

(1) 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 ARNG 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 (NCODP) will be a key effort to rebuild the basics. First Sergeants and Command Sergeants Major must engage and provide the focus for their formations.

(2) 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 ARNG community provides Soldiers and Families with access to resources assisting them in coping with challenges faced on a daily basis.

(3) 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 NCODP 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 ARNG 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.

(4) <u>Operating in a Joint, Interagency, Intergovernmental, and Multinational (JIIM) environment</u>. In addition to the world wide engagements we support, ARNG 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.

(5) <u>Civil Support Teams (CST), Homeland Response Force (HRF), and Chemical, Biological, Radiological, and Nuclear (CBRN) Emergency Response Force Pool (CERF-P)</u>. 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.

(6) <u>Management/Policy</u>. The ARNG 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 ARNG 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 ARNG will be in a better position to assist Soldiers in better managing their future in both military and civilian life.

(7) <u>Adapting and learning new roles</u>. We should embrace and reward "Forward thinkers" in order to foster and motivate new ways to solve future problems that we may encounter. ARNG 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.

(8) Safety. The ARNG 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.

(9) 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).

(10) In order for the above actions and the actions in Annex C to occur, commanders must increase support by sending Soldiers to professional development courses.

4. GOALS.

a. The first goal is to **develop competent, adaptive, and confident NCO leaders** across the Army. This appendix 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.

b. 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.

    c. 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 ARNG 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 ARNG NCO must fully support and be engaged in all five domains of CSF.

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

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

    (3) 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.

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

    (5) 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.

5. OBJECTIVES.

    a. As the ARNG NCO progresses through the ranks, that NCO is also progressing through their civilian career. This dynamic creates challenges for the ARNG 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 ARNG LDS addresses these demands by providing a balanced approach within the ARFORGEN cycle.

b. Annex C provides a detailed description of the characteristics and capabilities of NCOs by rank and echelon. Additionally, the ARNG provides a unique skill set unmatched in the Active Army. This skill set is the civilian skills that our NCOs provide to compliment 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 ARNG to better leverage a comprehensive leader development strategy.

c. This appendix will provide a template by which the ARNG 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 ARNG NCO can balance the demands of the Military, Family and Employer.

d. Balancing the demands of an NCOs military career and civilian career will present unique challenges. The ARNG 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.

(1) With the limitations in force structure that each State / Territory / District face, the ARNG 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. 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 ARNG 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 in TAB B.

6. 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 Tabs to this appendix address how ARNG leaders can best facilitate leader development in our formations. Initiative and leader involvement ensures Soldiers are provided the opportunities to grow as leaders.

Tab A – Leader Development Imperatives and Initiatives

Tab B – Domains of Leader Development

Tab C – Army Values and the ARNG NCO

Tab D – ARFORGEN Priorities (DEF/CEF)

Tab E – NCO Career Timeline Model

Tab F – Development of NCOs by Rank and Echelon

Tab G – NCO PME and Self Development Model

Tab H – Structured Self Development

Tab I – Operational Assignments

Tab J – Civilian Education

Tab K – Balancing Requirements (Units / Soldiers / Families / Employers)

Tab L – Army Career Tracker

Tab M – CSM / 1SG Command Teams

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<u>TAB A TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY</u>
LEADER DEVELOPMENT IMPERATIVES AND INITIATIVES

1. <u>SUMMARY</u>. The Army 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. <u>SITUATION</u>. The ARNG 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. <u>CONOPS</u>. Below are the dynamics of the ARNG with respect to specific imperatives and initiatives as identified in Annex C. Subparagraphs a thru h are specifically addressed in Annex C. Subparagraphs i and k are ARNG unique.

    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 ARNG 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. Tab E (NCO Career Timeline Model) provides a model and a system whereby we can assist the ARNG 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. Tab D
(ARFORGEN Priorities (DEF/CEF)) illustrates ARFORGEN priorities and an
integration strategy to promote life-long-learning into the lifecycle of an ARNG
NCO.

    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.
Additionally, Tab D provides the ARNG discussion on ARFORGEN Priorities for
CEF and DEF units.

    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. Tab L provides an overview of the capabilities of the Army Career
Tracker. Managing talent is a goal of the ARNG 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 ARNG 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 ARNG 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. Tab L provides a discussion on the capabilities available to leaders, and Soldiers, through the use of the Army Career Tracker. There are also multiple information sharing forums available through AKO and NCO Net to educate and inform our NCOs.

     (4) Understands Transitions. The ARNG NCO transitions between Civilian Career & Military Career virtually daily. The ARNG leadership must maintain sensitivity to the many factors involved with the competing demands and the daily transitioning our ARNG 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.

- *First – Set conditions for leader development.* Personally model behaviors that encourage leader development, create an environment that encourages on-the-job learning, and get to know the leaders within your command.

- *Second – Provide feedback on a leader's actions.* Immediate, short bursts of feedback on actual leadership actions enhance leader development in operational assignments.

- *Third – Integrate Learning.* Leverage leaders who are role models in your unit. Encourage mentoring, training, reflection, and study. Learning from other leaders is one of the most effective and efficient methods of development.

- *Fourth – Create a legacy.* Modify job assignments to challenge leaders. Be deliberate about the selection and succession of leaders. Integrate leader development across day-to-day unit activities. Evaluate its effectiveness.

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 benefiting 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.

TAB B TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
DOMAINS OF LEADER DEVELOPMENT

1. <u>SUMMARY</u>. As NCOs progress though 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. <u>SITUATION</u>. With the limitations in force structure that each State/Territory/District face, the ARNG 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. 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, ARNG leaders must consider traditional and AGR (T-32/T-10) assignments as part of the operational domain of the NCO career map.

3. <u>CONOPS</u>. The three Domains of Leader Development are:

   a. <u>Self-Development Domain</u>.

     (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 1.) between resident NCOES (WLC, ALC, SLC, SMC). **Tab H provides detailed information on the focus, content and enrollment procedures for Structured Self Development.**
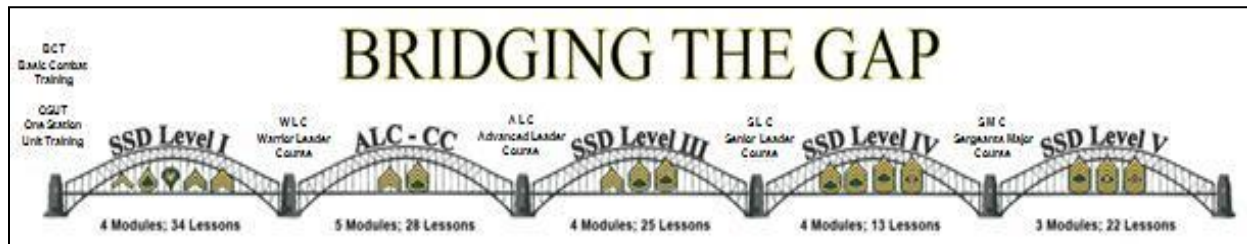
Figure 1. Bridging the Gap - Graphic Illustration describing the different phases in Structured Self Development

☐ 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. Tab "D" provides the tasks and focus for NCOES. The NCOES is comprised of the following educational opportunities.

☐ 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.

☐ 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.

☐ 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.

☐ 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

DOMAINS OF LEADER DEVELOPMENT

- Operations Sergeant

- First Sergeant

- Staff Sergeant Major

- Operations Sergeant Major

- Command Sergeant Major

- Senior Enlisted Leader (SEL)

TAB C TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
ARMY VALUES

1. <u>SUMMARY</u>. 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. <u>SITUATION</u>.

   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. To help further
illustrate the correlation between values, actions and behaviors, here are few
actual scenarios to consider.

Vignette #1

While in combat theatre, SGT Picard was the Sergeant of the Guard for the swing shift. His
duty hours began at 1630 hours. There were 42 Soldiers on duty at SGT Picard's gate and he
was directly responsible for their safety and care. Every day, SGT Picard would pick up ice and
distribute it to each of the (6) firing points, both check points and the Command Post.
What moral value did SGT Picard demonstrate?
    EX: (Selfless Service- as he was not required to perform this task)
By doing this for his Soldiers, what did he gain?
    EX: (Respect and Loyalty from his Soldiers)

Vignette #2

SGT Hollingsworth was a new Soldier to the Unit and had joined the deployment late. His new
Command needed someone to handle what the unit called "*the misfits.*" These were generally
good Soldiers but lacked discipline and Soldier care. SGT Hollingsworth did not know these
Soldiers and decided that the best avenue of approach would be to conduct individual training
to establish clear standards and ensure his new team was technically and tactically proficient.
In Iraq, gates into the compound were manned for 6 hour shifts due to heat. Daily, after shift,
a Soldier in SGT Hollingsworth's squad would teach a class assigned by him, to the rest of their
team (weapons, search procedures, etc.). This training continued after hours for several weeks.
In addition, SGT Hollingsworth had them repetitively practice their Battle Drills during their
regular shift. At first, the squad did not care for SGT Hollingsworth because he was taking
their time both on duty and off duty.   After several months, this team became the most
proficient in their duties. As they became proficient, they were given more responsibility and
entrusted to train other squads. SGT Hollingsworth's efforts were recognized and he was
promoted to SSG and became the assistant Platoon Sergeant.
What values did SGT Hollingsworth employ to lead his team?
How did his efforts help him become a more professional Soldier and enhance his career?
    EX: Duty; Honor
Why did the squad become outstanding Soldiers?
    EX: They had a sense of Loyalty – over time, loyalty was build to SGT
Hollingsworth, to each team member and to the overall mission.

Vignette #3

SGT Rolland was the Team Leader for the personnel search area at the main entry point at his base in Iraq. Their role was to search both military and civilian vehicles. MSG Spencer, a member of the base HQ's, was responsible for the oversight of Iraqi Nationals and often had them working directly for him. He was a person that others would say "usually had his way" with things. One day, there were a few specific Iraqi personnel waiting outside the gate that MSG Spencer wanted to work with him. When SGT Rolland, as a part of protocol, had the ID's for those personnel checked, they were recognized as fraudulent. MSG Spencer stated he would vouch for them and began walking them passed the check point. SGT Rolland stopped them and pulled MSG Spencer aside stating he could not allow them into the base. MSG Spencer was visibly upset and threatened SGT Rolland's rank and career by going to his higher chain of command.

The next day, MSG Spencer had a vehicle come through the vehicle search pit. The search team found two Iraqi personnel hidden in the trunk of the vehicle. Again, MSG Spencer insisted that they be allowed entrance. At this time SGT Rolland wrote a sworn statement and passed it through MSG Spencer's chain-of-command. As a result, MSG Spencer was reduced in rank and removed from the entry point permanently.

What values did MSG Spencer fail to use? **Integrity, Loyalty, Duty, Respect, Honor.**

How did MSG Spencer's actions affect his career and his reputation?

What Army values could MSG Spencer have employed to make a better decision?

What Army value did SGT Rolland demonstrate?

How did the use of these values help him develop as a leader?

Vignette #4

PFC Rink was the medic in SGT Compos' squad. She was studying to be a Registered Nurse and working part time prior to her deployment. While in Iraq, she was exposed several times to Soldiers and Iraqi Nationals that were injured; many of them were children with burns. One day while she was on shift, a vehicle came up to the 1st check point. A man got out of the car crying stating that his brother had been stabbed by a bad man in the village. SGT Compos had everyone in the vehicle removed and searched, to include the stab victim lying in the back seat. After clearing all personnel and the vehicle, PFC Rink was called to the vehicle to try and render aid. PFC Rink began giving direction to the other Soldiers assisting her. The victim was near death but she was determined to do all she could. Rendering all aid at her disposal, she called the base paramedics and the victim was moved to the hospital. She had saved his life by not hesitating in her assessment and actions. She received a bronze star at the end of the tour. She was the only medic and the only Soldier under the rank of E7 to receive this award in her Unit.

PFC Rink's actions demonstrated her core belief in respect for Human Life. It did not matter that he was not an American Soldier.

She did not know that her actions were life saving, she saw it has something that had to be done. What Army Values can you attach to her actions? **Duty, Respect, Selfless Service**

What skills and abilities did PFC Rink possess through her civilian education that may have helped her in this situation?

Could having these skills help her both in and outside the Army? How?

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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

TAB C TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT
STRATEGY
ARMY VALUES

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:

        (a) SGM Smith is an M-Day (traditional drilling guardsman) Infantry
SGM. He works for the Federal Police. He has attended their training and been
in law enforcement for 17 years. He has also completed an OSHA workplace
safety course, hazardous materials handling course, and a traffic management
course. He is deployed to Iraq, and during the deployment, a need for a Sea
Port of Debarkation manager is identified. No one who is MOS qualified for this
position can be found, so he is selected based upon his civilian experience. He
finds that he enjoys the work, it is challenging, but he is able to bring all of his
various experiences to bear, and in the process learns a lot. After the
deployment, he seeks an assignment as a movement coordinator because of his
experiences. Should he be allowed to do so? SFC Diaz has 15 years of human
resource management and training experience and a bachelor's degree in
human resources. She is currently a 25U, but a deployment comes along that
identifies need for an NCO to help Contracting with the management of civilian
workers and conflict resolution experience. In addition, she will need to select
a team to train a new team and will have to interview and select the most
qualified personnel to support her in her role. There are no available legal
personnel, should she be allowed to deploy in this position?

        (b) A mechanic for 10 years, SSG Bryce is a journeyman welder.
During his deployment there is such a high demand for his welding skills, and
such a shortage of qualified welders, that he spends most of his time at
Battalion assisting the Battalion Maintenance Officer. After his return from
theater, he gets his NCOER, yet there is nothing mentioned about his

contributions because he was not MOS qualified for that position. In addition, he wants to compete for a welding job, basically doing the same thing he was doing in theater, but is told that only personnel that are MOS qualified can apply. Is this fair to the Soldier? Is it the best use of our resources?

(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/appj/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.

(b) Here are some examples:

> When you get married, do you expect your spouse to be true to their vows? If you are joining your finances and future with another person, shouldn't it be with someone you trust and believe will be loyal to you?

> You have worked with your unit for several months and now it is time to put that training to use. There is some danger involved, but you are not afraid? Why? Here is another element of loyalty and trust. You know that you have trained hard. You know your Soldiers and their capabilities. You demonstrate loyalty to them, when you stand next to them and accept the same dangers and deprivations they do, knowing that together you will prevail. Here are some vignettes to illustrate the point:

> You are the platoon sergeant. The Brigade Commander is having an article 15 hearing for one of your Soldiers that violated the no drinking policy. The Soldier has admitted that what he did was wrong and obviously not very well thought out. He has been an excellent Soldier in all respects up to this point. He has asked you come with him, as he has heard that the Brigade Commander intends to "make an example" and he doesn't want one error to ruin the remainder of his career. What do you do?

> The new Commander and you don't really see eye to eye. While in a meeting with you, he receives an emergency phone call and has to rush home. He accidently leaves some sensitive documents behind. You know that if you were to reveal that to the right people it could get him in a great deal of trouble. What do you do? Are there any conflicts here?

(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)

You are a Squad Leader in the 1st platoon of the 2555 Transportation Company deployed to Iraq. You have received a WARNO that your squad is scheduled for another mission the following day. While briefing your squad, one of the driver's stands up and states that she is not going. You know that the last time she was out, she got hit by an IED and her battle buddy in the truck had to MEDEVAC out. What do you do?

You are a SFC convoy commander on a mission in Afghanistan. You are transporting the CSM of the BDE you fall under to the APOD as part of your mission. One of your trucks breaks down and you deploy security and begin recovery operations. In the midst of the recovery you hear shots. When you go to investigate the source, you discover that the CSM is shooting at an IED. What do you do?

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(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

You are a platoon sergeant with A Company. You observe another platoon
sergeant who is speaking deridingly to a subordinate. You have noticed over
the course of the last few months that the platoon sergeant has a habit of doing
that with most of his subordinates. You wonder if he is even aware of how he
appears to others. What do you do?

You are the platoon sergeant. Your platoon leader is young and inexperienced.
He often makes rash decisions without consulting you. At a platoon briefing
where you are doing the mission planning for the following day, he states that
your platoon will take a course of action that is unnecessarily dangerous.
When you tactfully point this out, he publicly derides you and states that "If
you don't have the guts to be in the Infantry, then maybe I need to find a new
platoon sergeant." What do you do?

(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)

You are the Truck master in a Transportation company. You accept a
promotion for 1SG and begin the process of moving over to the new company
when your unit receives a MOB order. There is a very short reaction time and

the Battalion is scrambling to get your position filled. When you report to your
new unit, you find out that there has been no replacement and they will have
to deploy with your position vacant. You know that your unit has several
augmentees from different MOSs who are untrained. The position is critical to
the overall success of the unit, maybe even to the lives of its members. What do
you do?

You are the personnel sergeant for a Battalion. A Soldier has been working
diligently to get a promotion packet prepared, but keeps running into
obstacles. The deadline for submission is the next day. You know that if you
assist him, he can meet the deadline, however it would mean staying late and
you have some special plans for tonight. What do you do?

(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)

You are in Iraq. You walk up to the PX to get a few things. As you approach it,
you see that there is a very long line. One of your Soldiers is almost at the
head of the line and you go over to speak with him. You complain about the
long line and he offers to let you slide in to line with him. What do you do?

You come under fire while on patrol in Afghanistan. Your Platoon Sergeant
goes down under enemy fire, but appears to be alive. He is in the open and
badly exposed and there isn't much time. What do you do

(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)

You have heard grumblings from members of first platoon that a young pretty Sergeant is getting preferential treatment from the Platoon Sergeant. You observe that they do seem to spend a lot of time together. One night you observe her going into his tent alone late at night. You know that most of the company is asleep because you have an operation the next day. What do you do?

During a change of command some of your equipment is taken off of your hand receipt. The unit structure is changing and this equipment is no longer needed. You are told to hold onto it until the Supply Sergeant can do a turn in, which never occurs. You could use some of this stuff at home and it seems like the Army is just going to throw it away. What do you do?

(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

You are at the MWR when a fight breaks out between two junior NCOs in your company. Both are bigger than you and they look like they are really going at it. What do you do?

You have overheard the SGM in your recruiting command make some flirtatious remarks to one of the young, pretty, civilian contractors. You know that he has a reputation for going after people that "don't play ball" and you are up for promotion. What do you do?

TAB D TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT
STRATEGY
ARFORGEN PRIORITIES

1. <u>SUMMARY</u>. 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 4, below there are many factors to balance. Additionally, this tab provides the ARNG discussion on ARFORGEN Priorities for Deployment Expeditionary Force (DEF) and Contingency Expeditionary Force (CEF) units.

2. <u>SITUATION</u>.

  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.

ARNG ARFORGEN Model
Force Pools for a 1:4 Cycle (5 Yr/60-Mo)

RESET

Begins w/ establishment of unit return date when 51% of unit members arrive at home station (AC) or mob station (RC) ; or transition from Available Force Pool

Activities:
- Soldier-Family regeneration
- Block leave
- Unit reconstitution
- Changes of command
- Behavioral health, medical, & dental readiness regeneration
- PME
- Limited individual, team, crew training
- Receipt of new personnel & equipment
- Other directed reconstitution tasks
- Tasking support
- Overnight training
- TDYs as required

Capabilities:
Strategic flexibility to perform civil support operations or respond to GCC requirements

Transition:
- 180 day for AC "AA" units
- 365 days for RC "AA" units

Train/Ready #1   Train/Ready #2   Train/Ready #3

Progressively increase training readiness and capabilities given available resources, and can be deployed (AC)/mobilized (RC) during steady state or surge.

Activities:
- Individual & collective training tasks
- PME completion
- Receipt of new personnel & equipment
- Provide institutional support
- Support other activities as directed
- Continue sustainment of medical & dental readiness

Capabilities:
- Operational depth retained to perform Full Spectrum Operations or respond to GCC requirements
- Per resource availability, gradually & systemically build increased readiness
- Assigned mission focused training
- DEF missions assigned
- Surge force designating

Transition:
- Steady state –
  - 21 mo (2 yr) for AC "AA" units
  - 48 mo (4 yr) for RC "AA" units
- Surge –
  - 18 mo (1.5 yr) for AC "AA" units
  - 36 mo (3 yr) for RC "AA" units

Available

High state of training/readiness; available for operational requirements. Could support institutional requirements. May deploy for operational requirement or specified mission (DEF). Remain focused contingency requirements until mobilized (CEF).

Activities:
- Sustain proficiency through CATS and ARFORGEN models
- Conduct full spectrum operations (FSO) ISO CCDR (all training & preparations executed IAW CCDR requirements).
- Sustain FOS training & readiness until called up.

Capabilities:
- Committed forces are deployed or available for contingencies .

Transition:
- 9 mo (270 days) for AC "AA" units
- 12 mo (365 days) for RC "AA" units
- Transition to RESET after completion of 365 total as deployed AC or as mobilized RC.

Source Document: AR 525-29, Chap 1, Para 1-10a1-3, P. 3 (14 March 2011)

Mobilization and Readiness Division 703.607.7370

Figure1. The ARFORGEN Phases (1:4 Cycle)
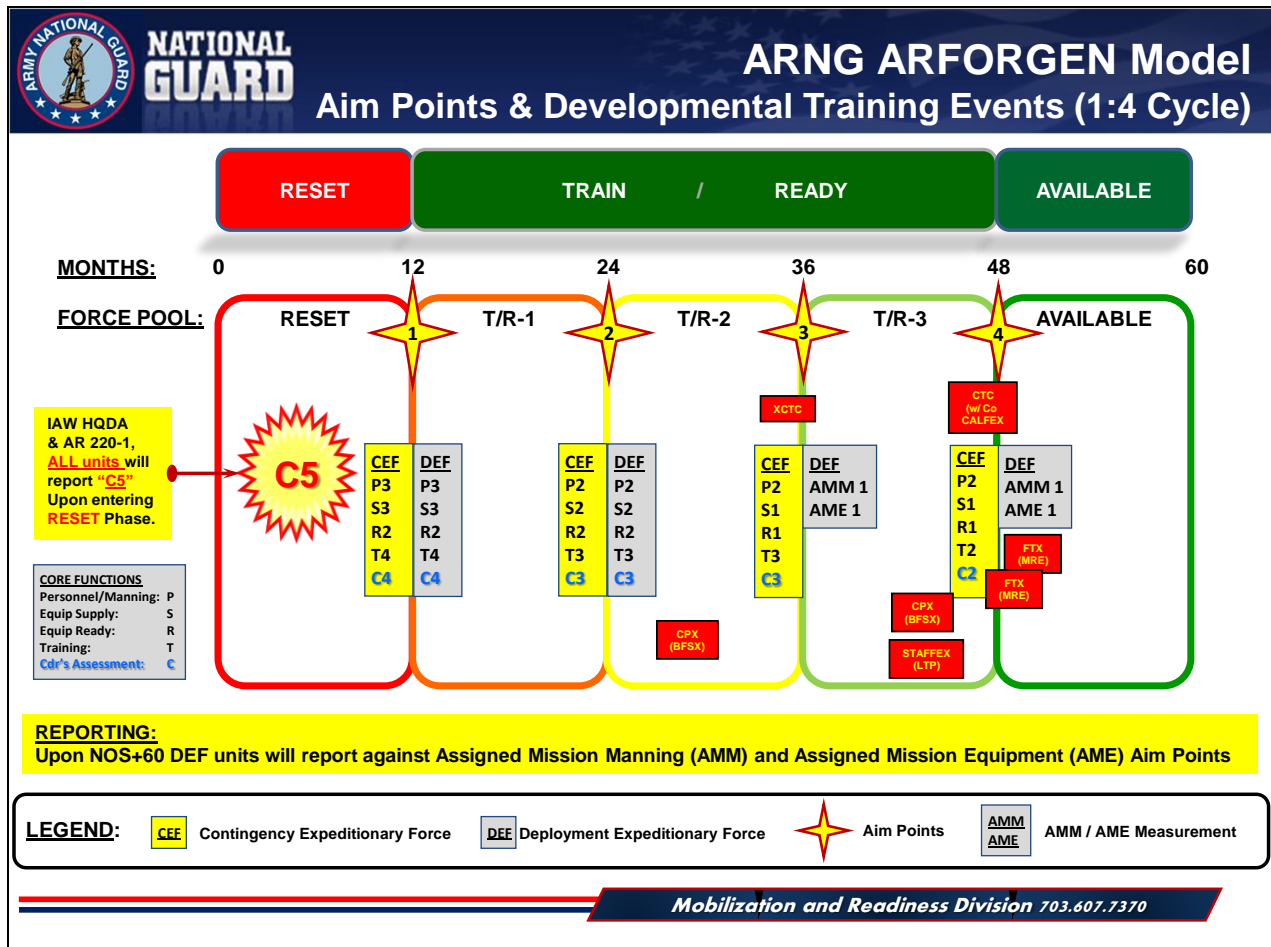
Figure 2. ARFORGEN Synchronization Model

c. <u>ARFORGEN Balance</u>.

(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) <u>The RESET Force Pool</u>. 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) <u>Train/Ready Force Pool</u>. 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) <u>Available Force Pool</u>. 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 lead 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 ARNG
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 ARNG Leader
Development Strategy, the ARNG 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 ARNG 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 ARNG is a 12 month period of time which is best suited to support
ARNG 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 ARNG 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
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

(Left vertical label: PROMOTION TO THE GRADE OF)

WLC = Warrior Leader Course
ALC = Advanced Leader Course
SLC = Senior Leader Course
SMC = Resident Phase of Sergeants Major Course

IAT AT = In Additon to Annual Training
ILO AT = In Lieu of Annual Training

**Figure3. 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 ARNG'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.

TAB D TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
ARFORGEN PRIORITIES

(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.
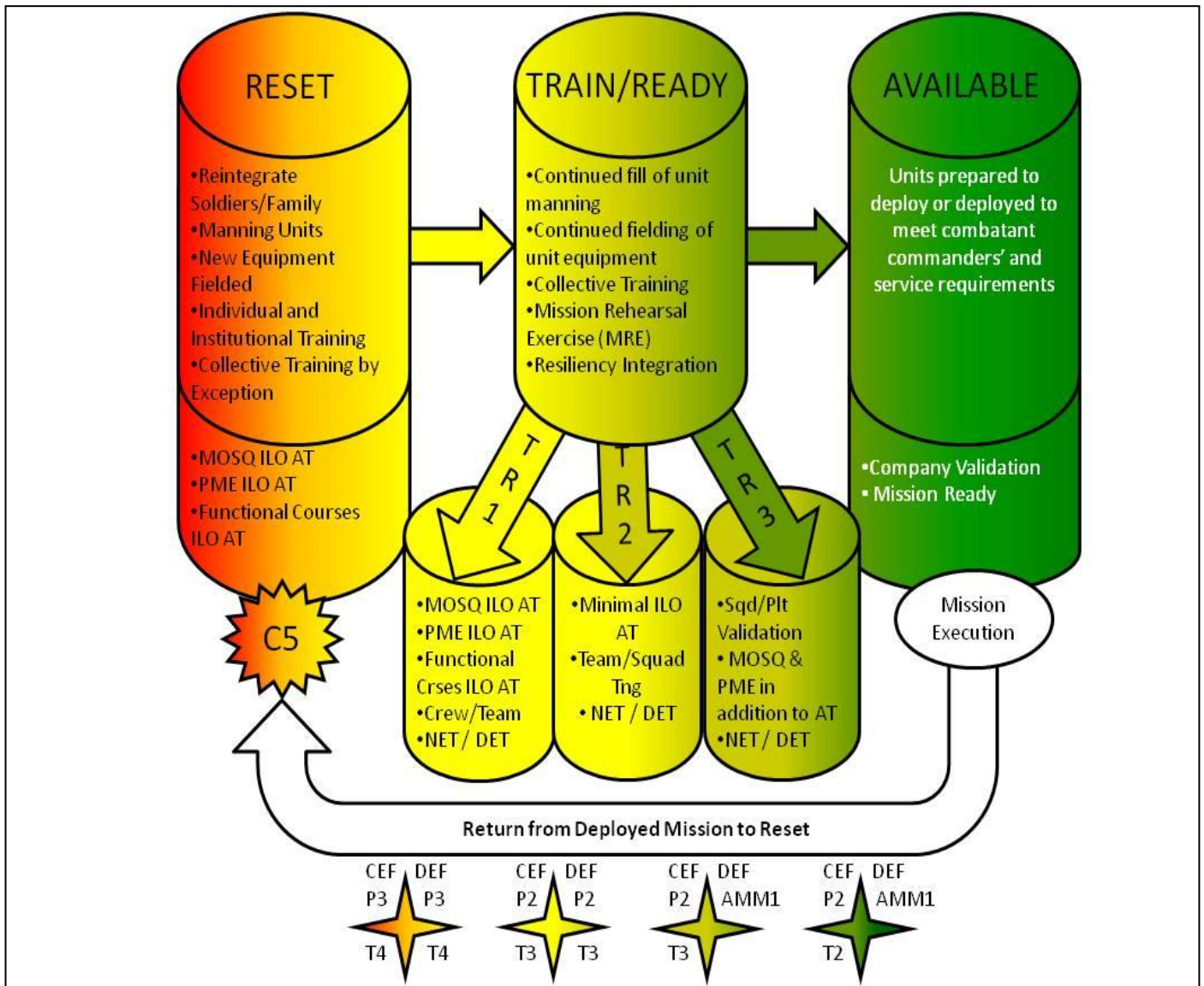
TAB E TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT
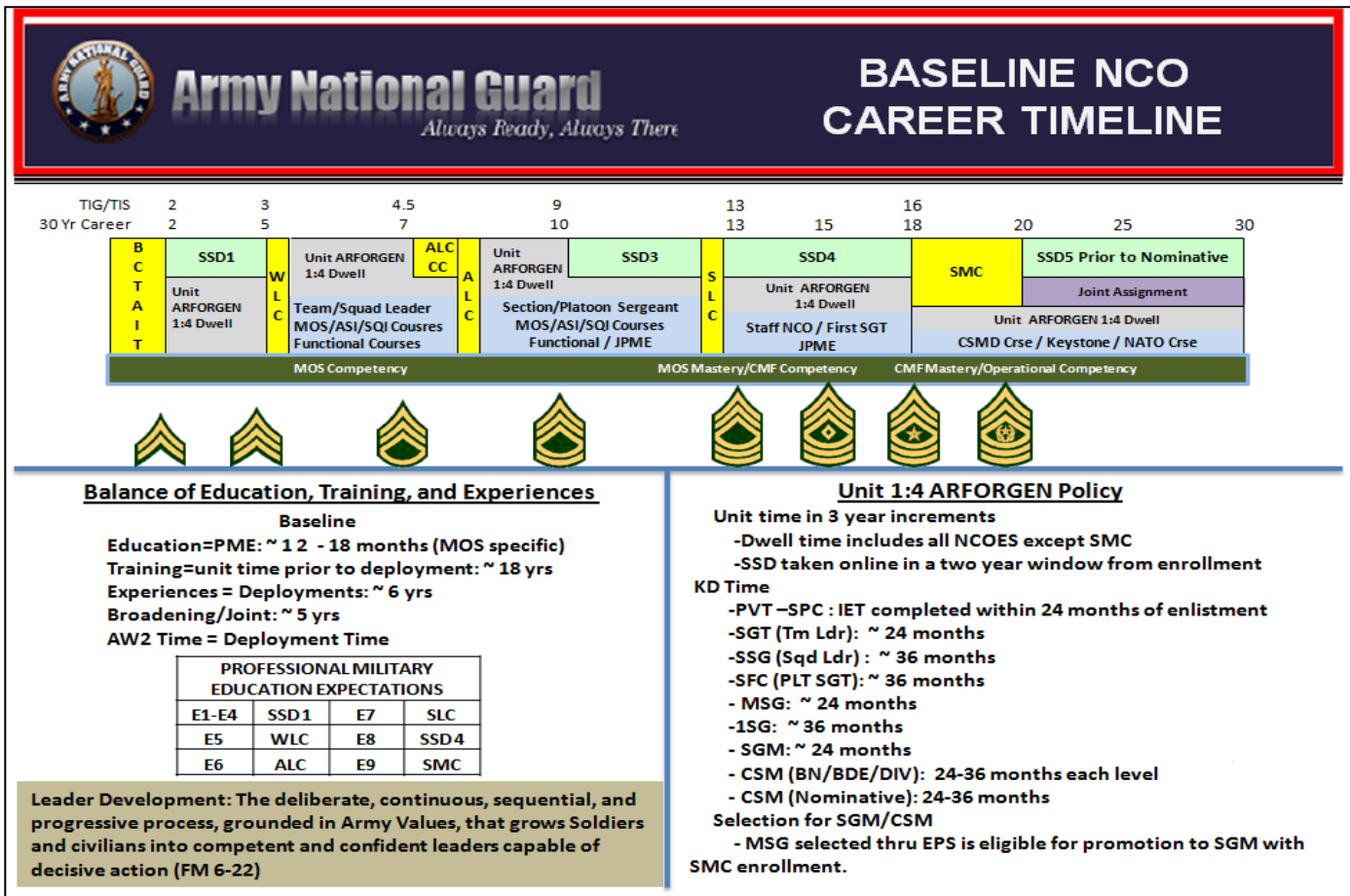STRATEGY
NCO CAREER TIMELINE MODEL

Figure 1. Baseline NCO Career Timeline

TAB E TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
NCO CAREER TIMELINE MODEL

1. <u>NCO Career Timeline Model</u>. The above model depicts an NCO Career culminating in assignment at a nominative CSM level. As Structured Self Development is phased in, future promotion prerequisites will be incorporated into this Tab. In the following figures, facts, assumptions and expectations are portrayed for attaining each of the NCO Ranks (E5 thru E9).

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 1. Timeline Model for SGT

NCO CAREER TIMELINE MODEL

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 3. 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 4. Timeline Model for SFC

NCO CAREER TIMELINE MODEL

 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 5. 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 6. 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.

    a. 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.

b. During a 30 year career an NCO can plan on approximately 18 years conducting training in their unit.

- Unit time in 3 year increments.

c. 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.

d. During a 30 year career an NCO can plan on approximately 5 years in joint and broadening assignments.

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TAB F TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT
STRATEGY
DEVELOPMENT OF NCOS BY RANK AND ECHELON

1. <u>SUMMARY</u>. The following provides a description of the characteristics and
capabilities of NCOs by rank and echelon.

2. <u>SITUATION</u>. 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 ARNG goals
challenges will make a larger difference.

3. <u>CONOPS</u>.

    a. <u>Direct Leaders</u>. Annex C addresses the Army's perspective on direct
leaders. ARNG NCO 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.

    • 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
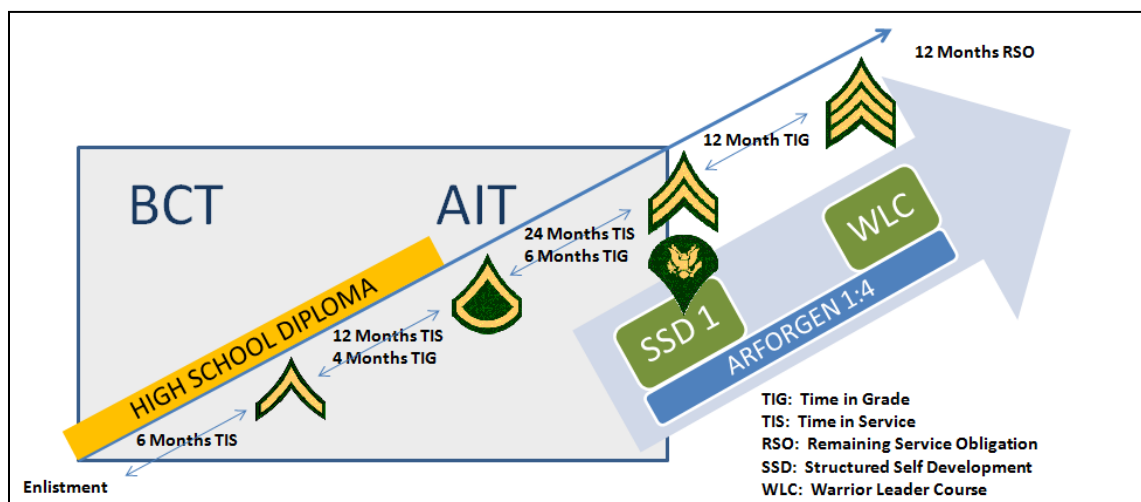ready Team.

Figure 1. E1 to E5 Career Timeline

b. <u>Direct and Organizational Leaders</u>. Annex C addresses the Army's perspective on direct and organizational leaders. The ARNG 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 ARNG will promote the development of our leaders and encourage the continued support of our Families and Employers.
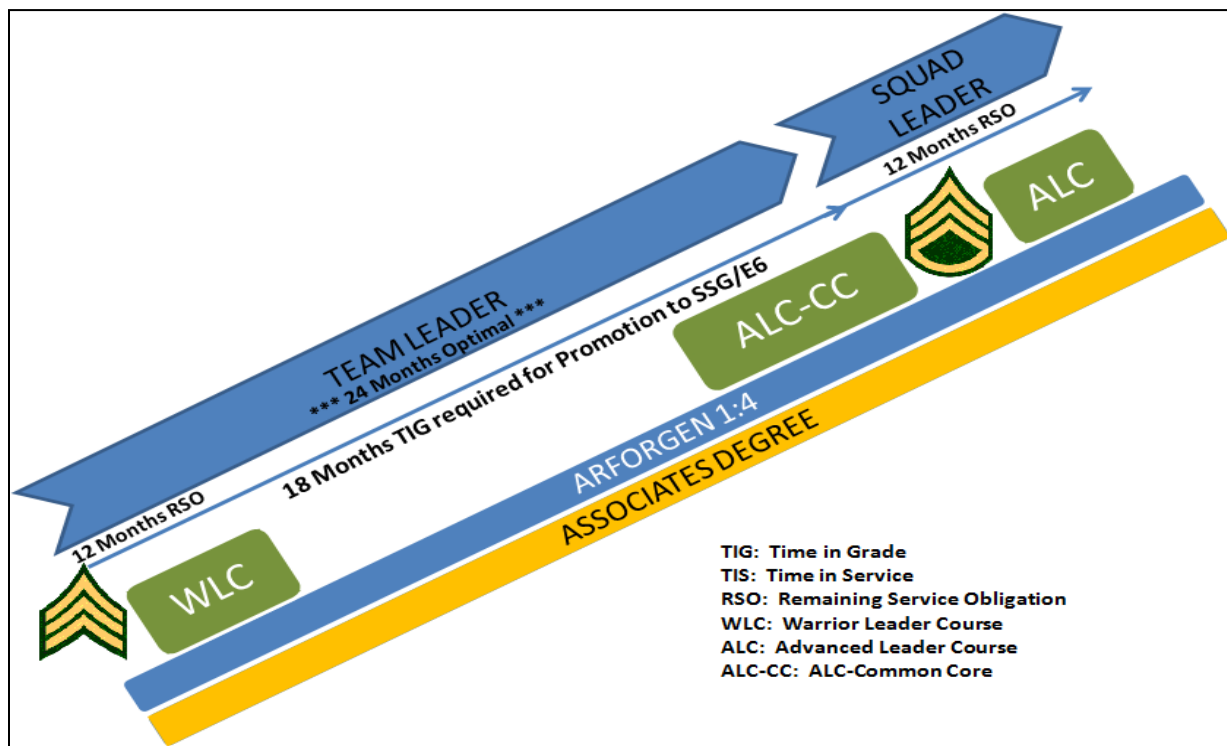
Figure 2. E5 to E6 Career Timeline

(1) <u>Promotion and Assignment at the SSG Level</u>. 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.
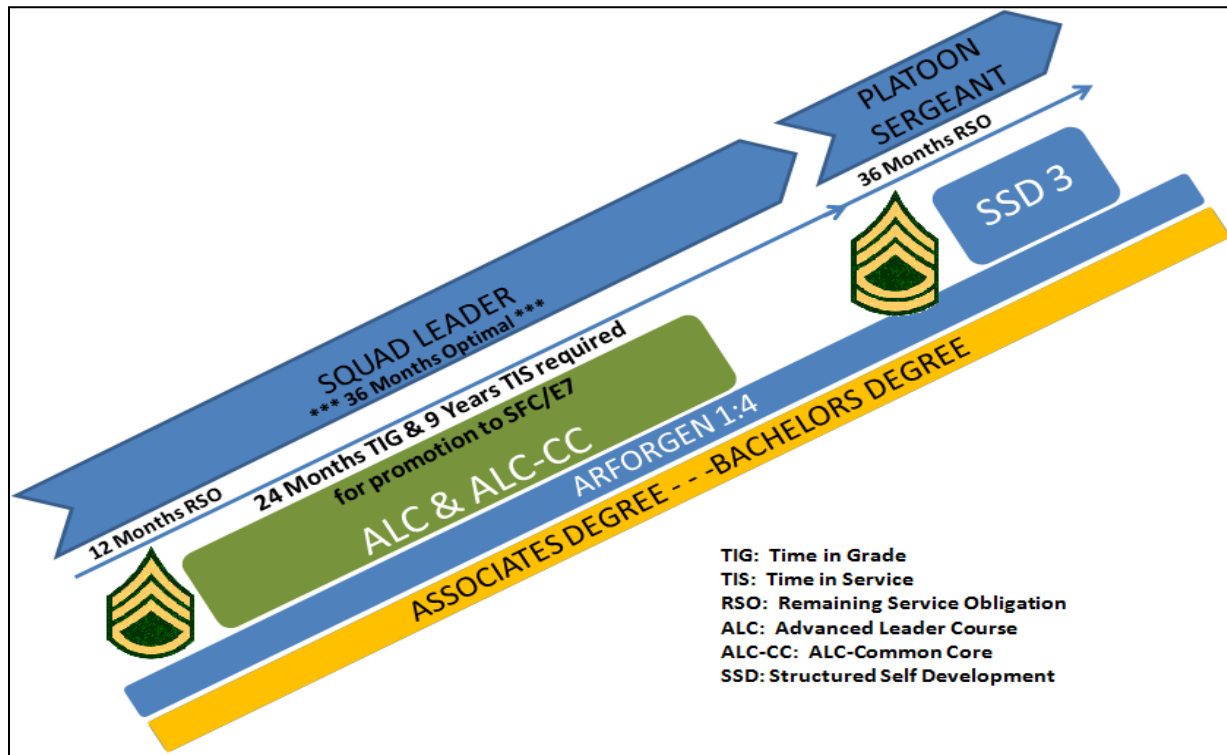
Figure 3. E6 to E7 Career Timeline

(2) <u>Promotion and Assignment at the SFC Level</u>. 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.

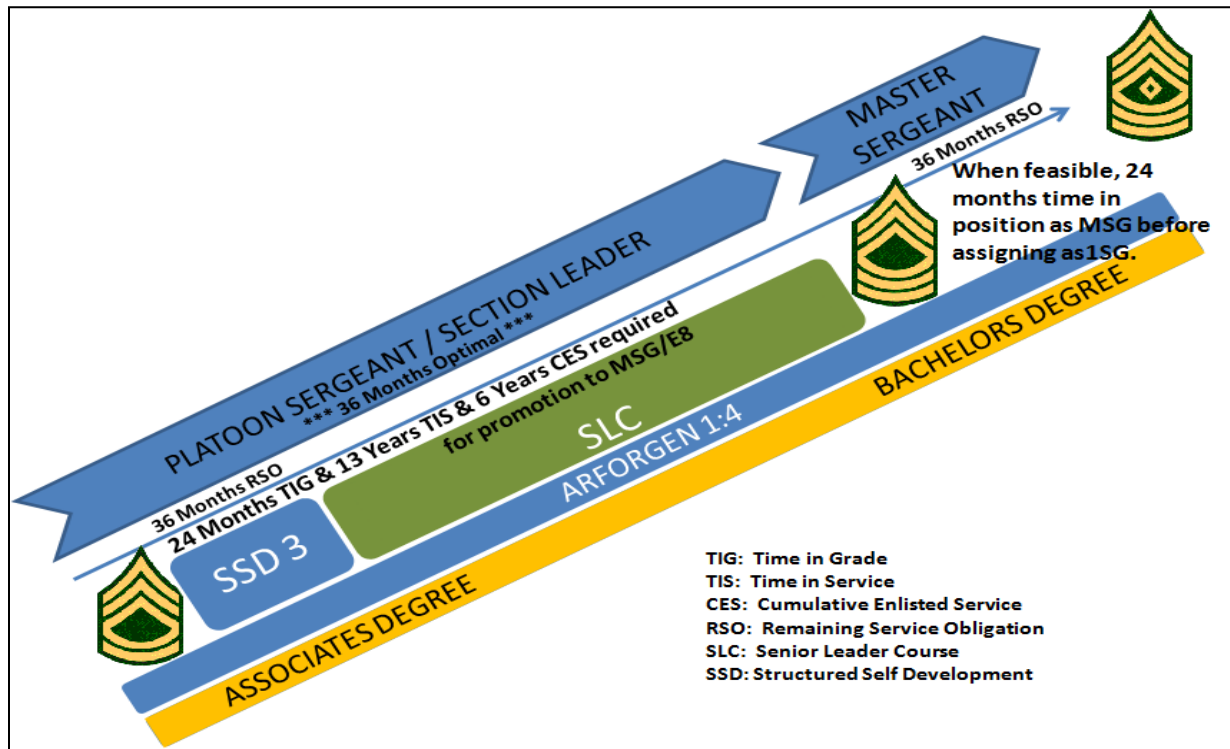DEVELOPMENT OF NCOS BY RANK AND ECHELON

Figure 4. 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,
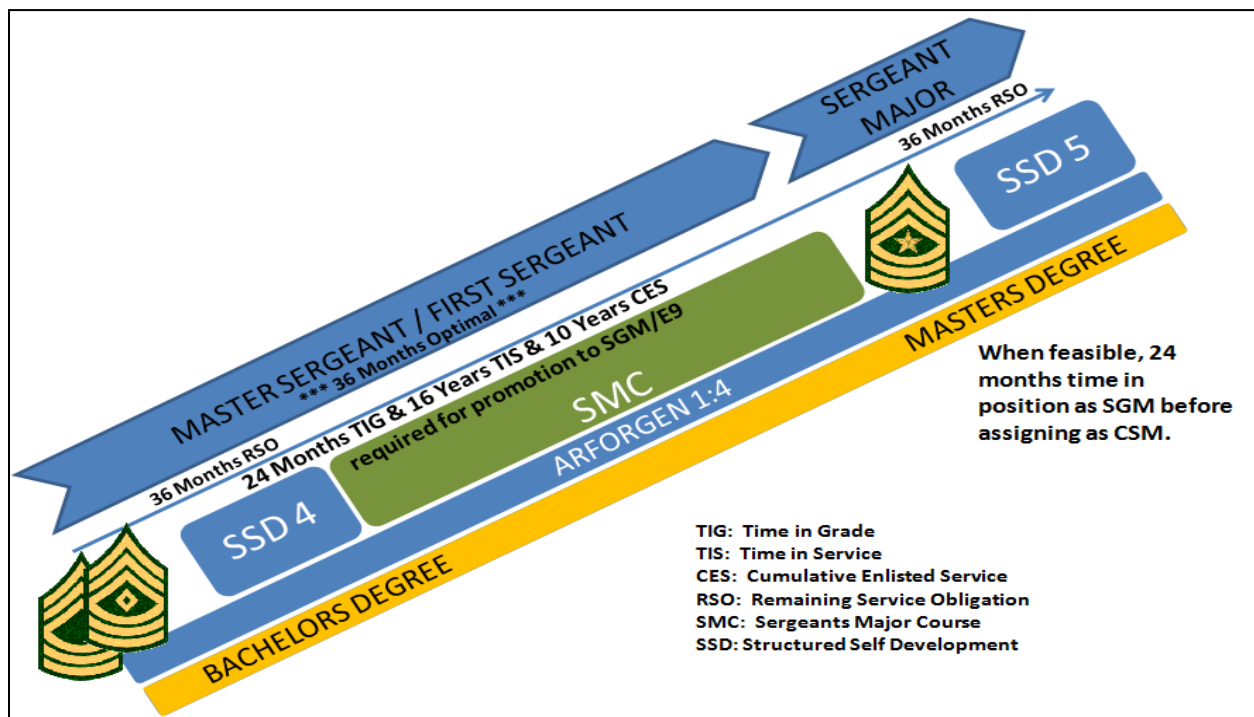but should always be at least 18 months.

Figure 5. E8 to E9/SGM Career Timeline

   c. 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. Annex C
discusses 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. Tab "F" discusses operational assignments to include leveraging Title 32 and Title 10 AGR NCOs to benefit their development and the needs of the organization.

　　　(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.
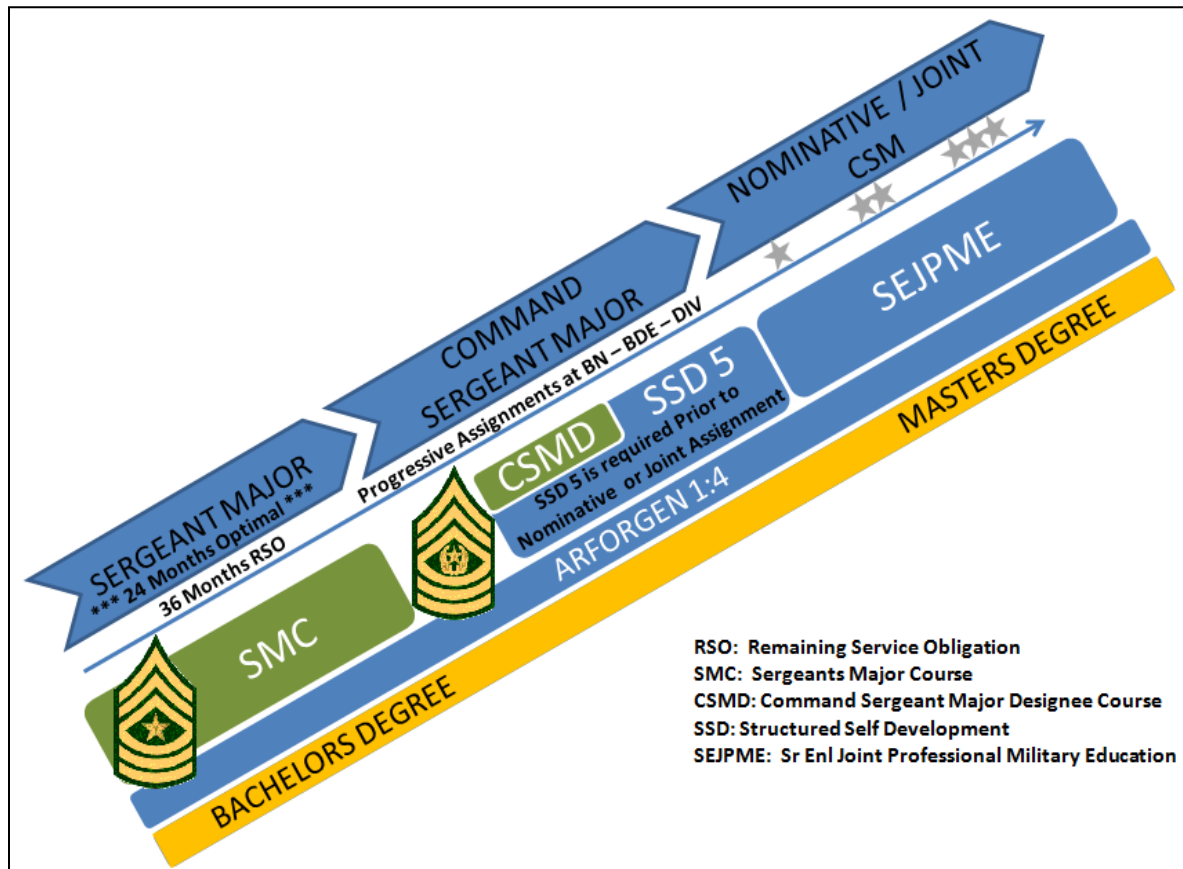
Figure 6. E9/CSM Career Timeline

(2) <u>Selection and Appointment as a Command Sergeant Major</u>. 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 ARNG the challenges of balancing military and civilian careers requires his/her constant attention.

(3) <u>Strategic Leaders</u>. 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 ARNG 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.

TAB G TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT
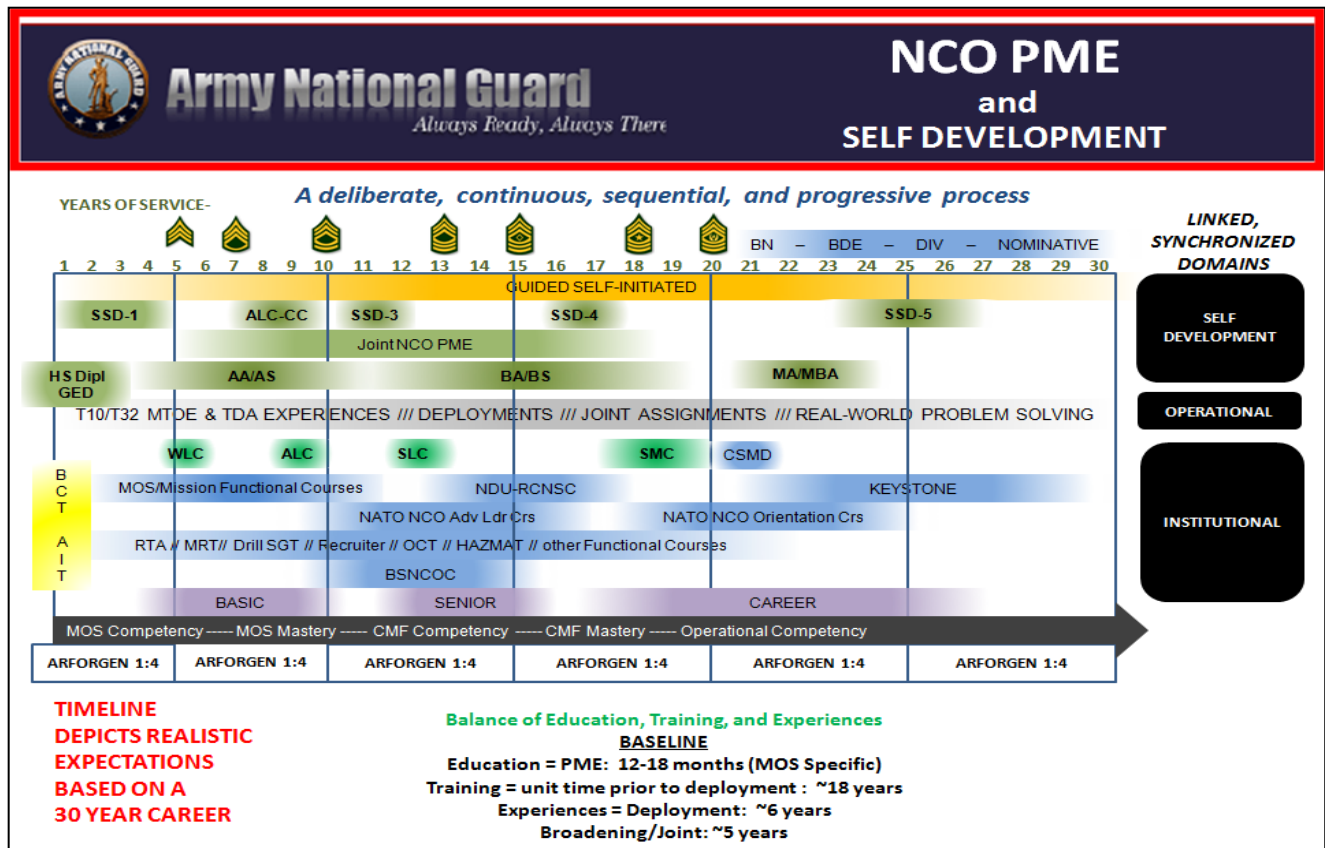STRATEGY
NCO PME AND SELF DEVELOPMENT MODEL

Figure 1. 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 ARNG. 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.

TAB G TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
NCO PME AND SELF DEVELOPMENT MODEL

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 warfighting 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 ANCOC. 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.

NCO PME AND SELF DEVELOPMENT MODEL

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 ARNG 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 ARNG. There are few cases that would supersede this training in the priorities of the ARNG.

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TAB H TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
STRUCTURED SELF DEVELOPMENT

1. <u>SUMMARY</u>. Structured Self Development bridges the gap between resident NCOES (WLC, ALC, SLC, and SMC).

2. <u>SITUATION</u>.

    a. <u>Guided Self–Development</u>. A set of recommended, but optional learning opportunities progressively sequenced across a career.

    b. <u>Personal Self–Development (PSD)</u>. A self–initiated learning where the individual defines the objective, pace and process.

    c. <u>Structured Self–Development (SSD)</u>. 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.
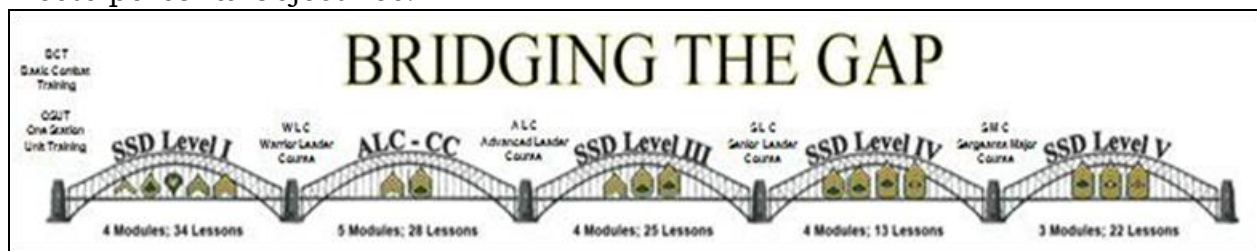

Figure 1. Bridging the Gap - Graphic Illustration describing the different phases in Structured Self Development

    d. <u>SSD I</u>.   SSD I Tasks are primarily focused at the team level and common leader and tactical skills.

    e. <u>ALC</u>. 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. <u>SSD III</u>. 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. <u>SSD IV</u>. 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. <u>SSD Level V</u>. SSD V tasks are focused at nominative and joint staff levels.

TAB H TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT
STRATEGY
STRUCTURED SELF DEVELOPMENT

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	NCOER's	Information	Law of War	Checkpoint Ops
Prevention	Environmental Laws	Awareness	OPORD	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 2. 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 (NCODP)
- **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) <u>Structured Self Development - Level IV Modules</u>. 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) <u>Module I</u>.

- **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) <u>Module II</u>.

- **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) <u>Module III</u>.

- **SSD–431:** Introduction to Negotiations and Mediations
- **SSD–432:** METL Development and ARFORGEN

(d) <u>Module IV</u>.

- **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) <u>Structured Self Development - Level V Modules</u>. SSD V tasks are focused at nominative and joint staff levels.

(a) <u>Module I</u>.

- **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** -*-
(1) Click on Self Service and Go to My Training
(2) On the ATRRS Student Center Click on Take Self Development
Courses
(3) In the Course Number Block type the SSD course number and click
search.
(4) Click the REGISTER button on the course schedule
(5) Click the I AGREE button
(6) Choose either CAC or AKO LOG IN
(7) Fill In and Validate the Training Application and SUBMIT
(8) 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/**
   (1) Go to the Channels Directory–ARMY and Click on Self Development

   (2) In the Course Number Block copy or type the SSD course number
and click search.
   (3) Click the REGISTER button on the course schedule
   (4) Click the I AGREE button
   (5) Choose either CAC or AKO LOGIN
   (6) Fill In and Validate the Training Application and SUBMIT
   (7) 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:

   (1) SSD 1: 1-250-C49-1

   (2) SSD 3: 1-250-C49-3

   (3) SSD 4: 1-250-C49-4

   (4) 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.

TAB I TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
OPERATIONAL

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 benefiting the organizational needs.

3. CONOPS.

   a. Operational Assignments. The ARNG 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.

TAB I TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT
STRATEGY
OPERATIONAL

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

TAB I TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT
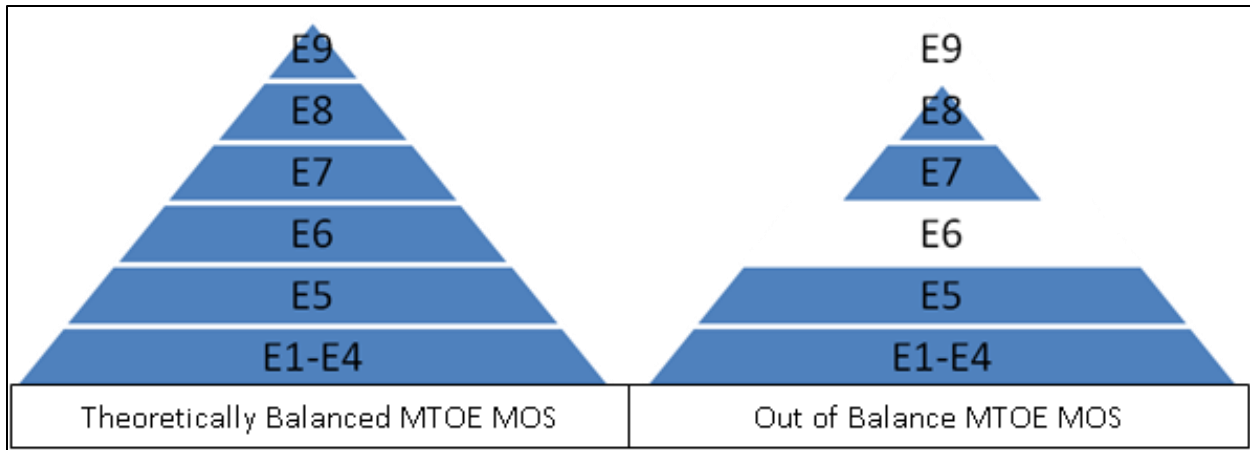STRATEGY
OPERATIONAL

Figure 45. 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
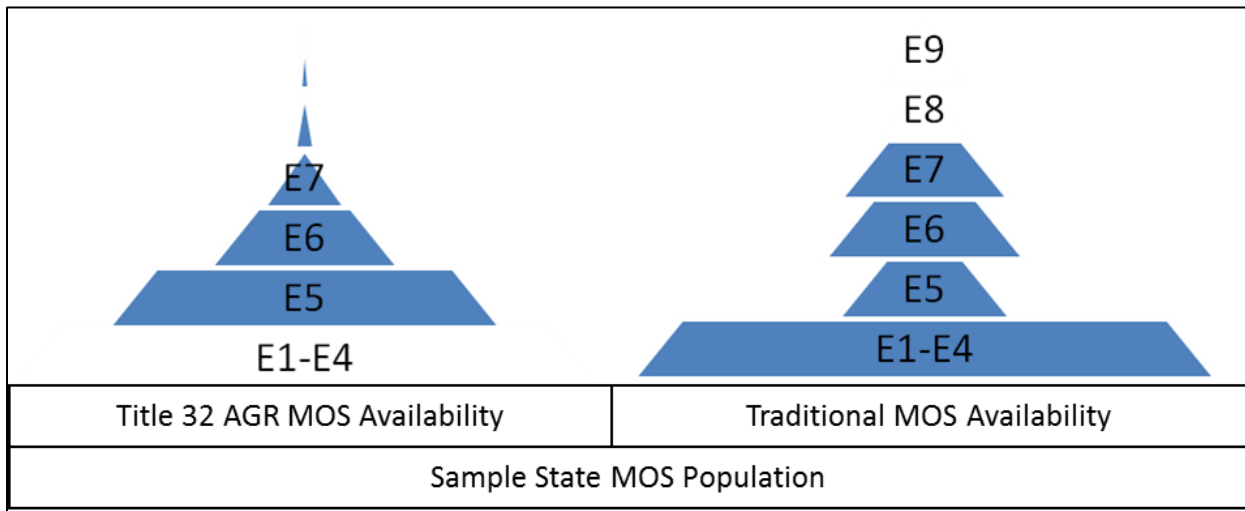an E6 position in his unit. This Soldier must reclassify in order to attain the
grade of E6.

Figure 46. 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 ARNG is critical to the future
success of the organization. This tab will be updated upon completion of the
new ARNG NCO career management plan.

TAB J TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
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 @ 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 ARNG 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 ARNG Soldier:

  (1) Federal Tuition Assistance (FTA) is available to all ARNG 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 goarmyed.com 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 @ education.ng.mil. 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/socguard/Default.html.

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 www.education.ng.mil.

TAB K TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT
STRATEGY
BALANCING REQUIREMENTS

1. SUMMARY. The ARNG NCO transitions between Civilian Career & Military
Career virtually daily. The ARNG leadership must maintain sensitivity to the
many factors involved with the competing demands and the daily transitioning
our ARNG 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
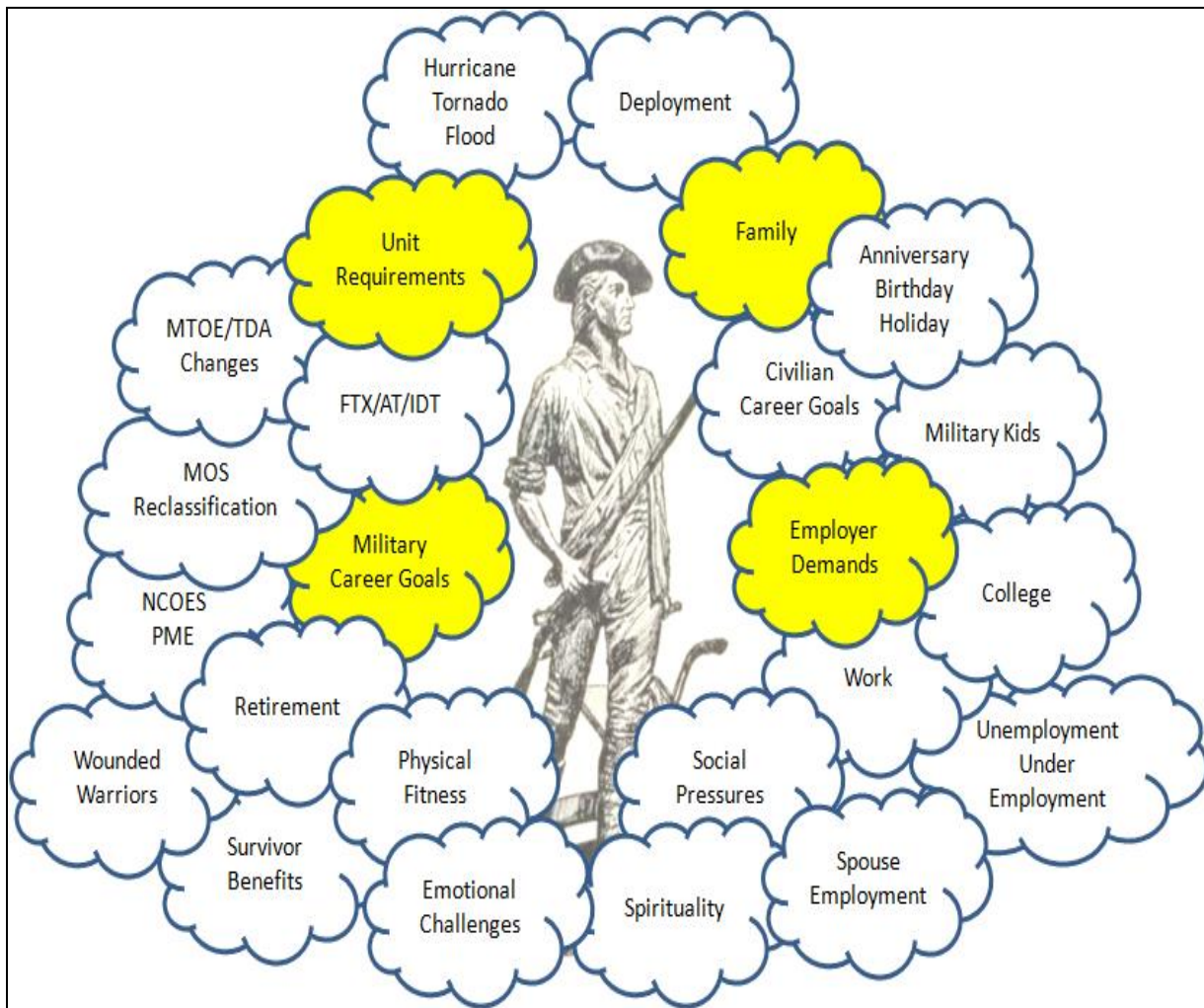facilitate a ready and resilient Citizen-Soldier.

Figure 1. Competing Demands and Requirements

TAB K TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
BALANCING 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. Tab C (NCO Career Timeline Model) provides a model and a system whereby we can assist the ARNG NCO in predicting the sequencing of institutional learning, self-development and operational assignments.

    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. Tab "I" provides an overview of the capabilities of the Army Career Tracker. Managing talent is a goal of the ARNG 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 ARNG 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

C-2-K-2

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 2. 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 ARNG, 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 ARNG 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 it's 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 ARNG 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.

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

o Emotional
Approaching life's challenges in a positive, optimistic way by demonstrating self-control, stamina and good character with choices and actions.
o 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.
o Spiritual
    Strengthening a set of beliefs, principles or values that sustain a person beyond family, institutional and societal sources
o Family

(1) Master Resiliency Trainers (MRT). The ARNG 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 ARNG 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. In an answer to that need, the ARNG has developed a three day class that addresses the skills knowledge and abilities of an MRT. 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.

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TAB L TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
ARMY CAREER TRACKER

1. <u>SUMMARY</u>. 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. <u>SITUATION</u>. 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. <u>CONOPS</u>.

    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 2. 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

Figure 3. Army Career Tracker Brochure (View 1)

Figure 4. 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.

TAB M TO APPENDIX 2 TO ANNEX C TO THE ARMY LEADER DEVELOPMENT STRATEGY
CSM/1SG COMMAND TEAMS

1. <u>SUMMARY</u>. 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. <u>SITUATION</u>.

    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. <u>CONOPS</u>.

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.

INTRODUCTION

The Civilian Annex flows from the core Army Leader Development Strategy, aligning with the leader development mission and the fundamental leader characteristics, qualities, and competencies. It draws from the Army leader development imperatives that guide policy and action. This Annex advances a system that is well managed, integrated, and sufficiently resourced to develop the Army Civilian Corps for the 21st Century. Army Civilians largely support the Army enterprise and the Generating Force, and they are increasingly contributing to the Operating Force as expeditionary employees. We expect that the 21st Century all-volunteer Army will continue to rely heavily on the leadership contribution of its Civilians. Our approach to civilian leader development leverages existing capabilities that the uniformed force uses for leader development while preserving the unique characteristics of the Army Civilian Corps.

We have drawn from the mission statement in the core strategy to create the mission of Army civilian leader development.

Mission

To train, educate, and provide experiences that progressively develop leaders to lead the Army enterprise and support unified land operations in a 21st Century security environment.

This annex is essentially a strategic-level gap analysis with solutions to close the gaps; it describes the current state, the required end state, and the programs to position the Civilian Corps for success. There are four main sections to this Annex:

1. The Army Civilian Leader
2. Present State
3. Goals
4. Imperatives, Objectives, and Initiatives

THE ARMY CIVILIAN LEADER

The Department of the Army (DA) is increasingly reliant on the Army Civilian Corps to sustain the institutional Army and support the Operating Force. The civilian cohort is an integral and critical component of the Department of the Army team, vital to the Nation's security and essential to the Army's success in peace and war. Our civilian workforce is dedicated, professional, multi-skilled, and diverse. This dynamic cohort supports the warfighter, sustains the institution, and remains poised to meet the challenges of the 21st Century.

The core Army Leader Development Strategy details the challenges facing the Operating Force: The future is characterized by uncertainty, complexity, and rapid change. Leaders in the Operating Force must be prepared to anticipate change, create opportunities, and manage transitions. These leaders must be innovative and able to operate in conditions of decentralized authority. The Army Civilian Corps – now comprising the bulk of the Generating Force – must keep pace with the needs and challenges of the Operating Force in order to fully support and sustain it. To that end, our civilian cohort must have a development system that is requirements-based, deliberate, continuous, sequential, and progressive (our desired end state).

Several studies over the past decade called for a strengthening of the civilian leader development system (ways). DA studies included recommendations for an enterprise-wide system that documents leader positions, certifies the competencies needed for those positions, validates the requirements for leader development, and places qualified people in development programs. Other recommendations were to increase awareness of developmental opportunities and ensure equal access across the civilian workforce. These studies showed the benefits of a centrally managed and synchronized system of training, education, and experience for civilian leader development.

The Army Civilian Corps is large – some 300,000 strong. Leader development will require resources (means), namely, sufficient money, dedicated people, and time. Allocation of time and money to build this system will require sustained commitment and Departmental oversight. Additionally, leader equity is important. We must leverage our prior investment in current leaders and exploit their wisdom, experience, and insight to help prepare future leaders. Chain of command support for civilian development is also vital. We must capitalize on the supervisory chain's ability to identify those who are ready, willing, and able to advance. Leaders at all levels must commit to developing their employees, ensuring they have the time they need to develop the right skills through a variety of methods (on-the-job training, distance learning, resident courses, developmental assignments). The supervisory chain should also expect improved performance from employees and hold them accountable to deliver it.

PRESENT STATE

The system of leader development for DA Civilians is less mature and less robust than that of the military cohorts. Unlike the military, there is no enterprise approach to determining the missions, requirements, structure, and numbers of the civilian cohort. The lack of a cohesive, enterprise-level determination of Civilian Corps missions or the requirements needed to support those missions prevents us from effectively managing our Civilian Corps or maximizing its contributions to the Army and, specifically, the

Operational Force. In short, we lack comprehensive, DA-level policy on civilian leader development and we do not have the centralized management systems for positions and people that the uniformed cohorts enjoy. Even though supervisors may recognize their responsibility for developing others, there are no systems of accountability to ensure this occurs.

Lack of an enterprise-level understanding and a clearly defined role for the civilian cohort is very problematic. We cannot fully identify or track civilian leaders, their acquired competencies, and their needs for development. We have not fully identified leader positions, the competencies required in such positions, or who has the potential to fill these positions. For the majority of the Civilian Corps, we do not have defined career paths. DA does not synchronize civilian education, training, and experience. Many Army Civilians are unaware of developmental opportunities the Department offers, and equal access to such opportunities is far from a reality. Because less than half of the Civilian Corps uses structured career programs, the cohort cannot offer equal opportunity for leader development across the enterprise – this is detrimental to the positive climate in the workforce. There are neither clear requirements nor are there defined opportunities to obtain joint and interagency experience, or the cultural and language competencies that DA needs from select members of the workforce. A requirement-driven, fully resourced system remains a significant challenge.   [The above summarizes the Review of Education, Training, and Assignments for Leaders (RETAL) Civilian Report, May 2006]

A strengths-weaknesses-opportunities-threats (SWOT) analysis at Appendix A more fully describes the existing state of civilian leader development. The Army leader development imperatives provide the framework for addressing the shortfalls in the civilian leader development system. Beginning with overarching goals and then flowing through these imperatives, the following sections discuss ways to close gaps between our current state and our desired end state.

GOALS

a. HUMAN CAPITAL ENTERPRISE

This Annex is nested within the Army Leader Development Strategy and also responds to the Human Capital Enterprise initiatives from DoD and HQDA. Senior civilian leaders across both Departments have drafted goals for the civilian workforce.

DoD	**HQDA**
Enterprise human resources support	Access, train, develop and retain a high quality and diverse civilian

	force that serves the Nation and the Army's mission.
World class enterprise leaders	Deliberately developed Civilians ready for joint, interagency, intergovernmental, multinational (JIIM) environments.
Results-oriented performance culture	Deliberately developed Civilians ready to practice essential leadership, technical, and functional competencies.
Mission-ready workforce	Deliberately developed Civilians readied as a cadre of competitive internal candidates prepared to fill key positions.

This Annex, therefore, flows not only from the Army Leader Development Strategy but it also nests within the pending human capital strategy for the civilian workforce, as outlined by the above goals. FM 7.0 defines leader development. Specific goals for civilian leader development are below. Leader development imperatives, objectives, and programs support these goals. The intent is to provide strategic guidance that is tailored to the Civilian Corps, that is, to lay out the way ahead by using relevant imperatives to drive civilian leader development programs.

b. CIVILIAN LEADER DEVELOPMENT GOALS

　　1. For the Department of the Army (DA): The Department sustains a civilian workforce with the right technical/leadership mix to meet all DA missions and requirements.

　　2. For the Individual: Army Civilians have the opportunity to reach their full potential, limited only by their ability, aspiration, and initiative. Such opportunity includes experiences in joint and interagency environments, and potential membership in cadres designed to fill key leadership positions.

As with the uniformed cohorts, we will develop civilian leaders who are:

- Competent in their core proficiencies
- Innovative and adaptive

- Able to operate in JIIM environments, and leverage other
- Courageous enough to see and exploit opportunities in the

capabilities in achieving their objectives

- Capable of operating and providing advice at the national level

- Culturally astute with respect to agencies outside DA or DoD

- Institutionally adaptable

challenges and complexities of the environment

- Grounded in Army values and the live the Civilian Creed

- Broad enough to function in many contexts of DA

- Able to lead rapid change

Civilian leaders lead people and manage systems to achieve organizational goals. Leadership, as defined in FM 6-22, is the process of influencing by providing purpose, direction, and motivation. Leader development occurs through a career-long process of training, education, and experience. FM 6-22 provides the foundation for leadership competencies, and the DoD Leader Development Framework, in support of OPM's Executive Core Qualifications (ECQ), gives an expanded set of competencies for leadership and management. Figure 1 illustrates how the competencies of FM 6-22 crosswalk with ECQ/DoD leadership and management competencies. [Note: See also Appendix B for a listing of competency gaps.]

(Note: The annex does not supersede legislated requirements for specialized communities.)

Common Leader Competencies		
Competency Area	FM 6-22	OPM ECQs/DoD Leader Framework
INFLUENCING • Communicating • Decision Making • Motivating	Influence Others	LEADING CHANGE: external awareness, strategic thinking, vision LEADING PEOPLE: conflict management RESULTS DRIVEN: problem solving BUILDING COALITIONS: influencing/negotiating
	Communicate	OPM fundamentals: oral & written communication
	Role Model	LEADING CHANGE: flexibility, resilience, creativity & innovation
	Extend Influence Beyond Chain	BUILDING COALITIONS: political savvy, partnering ENTERPRISE-WIDE PERSPECTIVE: joint, national security
OPERATING • Planning • Executing • Assessing	Get Results	RESULTS DRIVEN: accountability, customer service, decisiveness, problem solving, entrepreneurship BUSINESS ACUMEN: financial management, human capital management, technology management
IMPROVING • Developing • Building • Learning	Prepare Self	RESULTS DRIVEN: technical credibility BUSINESS ACUMEN: computer literacy
	Develop Others	LEADING PEOPLE: developing others
	Create a High Performance Climate	LEADING PEOPLE: team building, leveraging diversity, conflict management RESULTS DRIVEN: customer service, accountability

Figure 1. Common Leader Competencies for Civilian Development

LEADER DEVELOPMENT IMPERATIVES, OBJECTIVES, AND INITIATIVES

Imperatives from the core Army Leader Development Strategy serve as mandates – in effect, requirements – that drive our civilian leader development objectives and programs. Our general approach is to institutionalize processes that validate requirements, analyze gaps, and assess how well the initiatives close those gaps.

IMPERATIVE 1. Encourage an equal commitment by the institution, leaders, and individual members of the profession to life-long learning and development. This imperative reinforces the Department's commitment to civilian leader development.   It provides for establishment of a comprehensive framework for leader development across the enterprise, reinvigorates policy on development, and strengthens a culture of continuous learning.

Objective 1a. Enterprise-wide understanding of what the Department of the Army expects from its civilian employees, the role of civilian leaders, and the conditions under which Civilians advance – in other words, a well-defined professional domain.

Identified Gap: DA-level Policy Development on the Civilian Professional Domain. We must craft policy that defines the professional domain of civilian employees, in coordination with the Human Capital Strategy that is currently under development. DA policy will specify or provide:

- Diverse sources of talent (diversity defined broadly)
- Career progression, and phase points for every career path (what is expected at each stage of leader development)
- Breadth and depth of experience
- Leadership experiences
- Career enhancing benefits for geographic and/or organizational mobility
- Education for Civilian Corps members on the Army (e.g., green suit culture)
- An environment that fosters and encourages advanced education and training
- A cross-flow of talented civilian employees between agencies and organizations
- Access to occupational and institutional development strategies
- Defined competencies for the Civilian Education System (CES)
- A coordinated system of education, training, and experience

ALDP initiative C-07-084, Communicate System Capabilities to Stakeholders, is an initiative on strategic communications to broadcast new policies and progress toward our goals. Strategic communications must reach the entire Army and Civilian Corps and keep stakeholders abreast of progress, policy, and new guidance.

Objective 1b. Enterprise-wide understanding of roles and responsibilities of the major stakeholders in leader development, from the individual employee to the principal agencies of headquarters.

Identified Gap: DA-level Policy on Roles and Responsibilities. Though some leader development policy exists, there remains lack of clarity. Policy must apply to all job series and clearly describe who does what among key organizations that contribute to civilian leader development. Policy will then be implemented in DA regulations and field manuals.

Identified Gap: DA Policy on Leader Development for All Levels. We must craft policies that provide guidance for commands and proponents to manage civilian leader development at the lower levels of employee careers, that is, entry level and mid-level. Such policies will facilitate the synchronized, integrated development of functional and leadership competencies, that is, as employees gain functional competencies they also will have defined support programs at the local or command level to develop direct and organizational leadership competencies. The Department will craft policy to provide guidance for commands and proponents to manage leader development early and mid-way into civilian careers. Policies will facilitate synchronized, integrated development of functional and leadership competencies, and as employees gain functional competencies, policies will define the support programs for local/command levels to direct attainment of leadership competencies. The Civilian Education System will be an integral part of this.

Objective 1c. A robust, institutionally supported self-development system.

ALDP I-07-061, Establish Self-Development Program, provides a mechanism to strengthen lifelong learning. Through this program, HQDA will determine the objectives and end state of self development for the civilian cohort, and TRADOC will develop the procedures and systems to monitor leader development execution. The program will reemphasize the role of supervisors in establishing self-development goals and in providing individuals the time and resources needed. Additionally, the initiative will require commanders to establish and monitor self-development programs for their organizations. It will also foster distributed learning and other resources required to support self-development and make it more accessible to all.

IMPERATIVE 2. Manage the Army's military and civilian talent to benefit both the institution and the individual. This imperative establishes an enterprise approach to managing civilian talent. Through this mandate, the Department will engage in human resource lifecycle management of our civilian leaders. The objectives below meet Departmental requirements for leaders while fostering the growth desired by individuals.

Objective 2a. An accurate depiction of available vs. required civilian leaders at all levels (i.e., ability to know who we have vs. who we need). To reach this objective, DA must have an enterprise system that describes leader, functional, and technical competencies for the civilian workforce, to include duty positions (the "spaces") and individuals (the "faces"). The system must provide a common operating picture and terminology that can be used in position descriptions, job announcements, and education/training

requirements, in order to effectively match "faces" with "spaces", and it must be consistent with DoDI 1400.25 and DoDI 1430.16.

Identified Gap: Common Terminology for Competency Descriptors.
We must create a more complete competency map for the Civilian Corps and use the competencies described in FM 6-22, DoDI 1430.16, and the ECQs to do so. The end state is a set of common definitions for civilian education levels, functional proficiencies, and leadership skills. The common terms would be used in personnel records to reflect what competencies have been acquired by the individual, and also what competencies are required in position descriptions.

Identified Gap: Automated Records System for the Army Civilian Corps. We must establish an enterprise system of individual records that reflect competencies gained through functional training, leadership education, and experience. It needs to be a searchable database, to enable senior decision makers to see the available leaders at any given level, that is, who we have. We must also develop business rules to ensure the accuracy and currency of the data used to determine civilian competencies in individual records.

Identified Gap: Competency Management System (CMS) for Civilian Positions.   We must establish an enterprise-wide competency development and tracking system for civilian positions at all levels, searchable on to-be-determined master parameters. Position descriptions will be a primary source of identified competencies, and a rigorous job analysis must be conducted to ensure these competencies have been validated for use in accession and development decisions. The system must reflect OSD- and DA-mandated competencies for leaders, with special emphasis on Army Enterprise Position competencies. It must enable proponents and commands to modify competency requirements by position after consultation with supervisors. Lastly, we must develop business rules to ensure documented competencies in the enterprise-wide automated application are regularly modified, based on mission and duty changes.

Identified Gap: Civilian Records Briefs. We must design a simple summary format of the training, education, and experience of each civilian employee. This summary should use the common terminology for competencies discussed above, and it must include qualifications as specified for select communities under public law (for example, the Acquisition community).

Objective 2b. A requirement-driven system of leader development that builds breadth and depth in targeted leader competencies and meets the needs of the Department. Once we have DA-level systems in place that can

identify what DA needs vs. what is available in the workforce, we must have a system that can perform gap analysis. Identified gaps determine education, training, and experience requirements for leader development.

Identified Gap: Decision Tools for Leader Development. We must build a systematic process to forecast, plan, monitor, and track employees so that the Department can determine training, education, and experience requirements for leader development at all grade levels. Additionally, the system should inform decisions on the number of civilian leaders that DA needs to develop vs. acquire across a given time span. In other words, the system will work to balance supply and demand – faces and spaces – to meet DA competency requirements at all grade levels. Of course, all decisions must also be in harmony with public law (such as for the Acquisition community). The process will begin at the senior executive level and expand to talent pool management of enterprise positions. Expansion to other levels of the workforce will be based on the pace of success achieved at the first two levels.

Objective 2c. Leader talent is centrally managed at the appropriate level. We must create equal opportunity for leader development for 100% of the Civilian Corps, with career maps for all, central funding of functional training, and opportunity for career progression via assignments. To meet this objective, we must also supply adequate resourcing for the education, training, and assignment pillars to create the depth and breadth the Department needs from its civilian workforce.

ALDP C-09-001, Civilian Leader Development, is a program that is intended to build many aspects of a central talent management system. Among these are –
   • An enterprise-wide system to acquire, develop, and sustain technically competent Civilians who can lead
   • Career maps and development standards for the entire civilian workforce
   • Uniform standards for identifying the training and education that each employee needs to move up the career ladder
   • A method to identify and execute career development requirements for the entire civilian workforce
   • Broader civilian competencies beyond traditional functional stovepipes when it makes sense to do so

ALDP C-07-034, Identify and Centrally Manage a Pool of Senior Civilians, will guide a pool of GS-14/15 Civilians in coordination with functional chiefs and HQDA elements. The goal is to centrally manage assignments and development needs for those employees who are essential to the success of the Army's institutional mission. Once the system is

operational, this concept should be expanded to other levels, though not all employees will be managed at DA level. However, all employees must be benefit from some form of centralized oversight, guidance, and support for their development needs and career progression.

Objective 2d. Establish a feedback loop that focuses on measurable objectives and outcome metrics. Managing civilian leader development requires DA-level oversight and assessment of programs and results on workforce development. Measurement, coupled with feedback, facilitates continuous progress.

> **Identified Gap: Enterprise-level Evaluation.** Stakeholders must identify areas against which to measure performance of the development system – inputs, outputs, and outcomes. This must include establishment of metrics that can measure progress toward leader development goals and how well DA is meeting its requirements. In particular, this initiative will create metrics to assess progress in closing gaps and meeting DA requirements. Departmental reporting will drive data collection and business practices connected with tracking progress. We will monitor the execution of ALDP initiatives listed in this annex, as well as new programs that address the identified gaps, through the Prepare the Army Forum or Army Campaign Plan, as appropriate. Part of the new measurement and reporting system will be feedback to appropriate agencies on their degree of success.

> **ALDP C-07-028, Establish a Systemic Approach for Eval Programs**, supports part of this objective. This initiative focuses on whether or not designated ALDP civilian programs are accomplishing their stated goals.

> **ALDP C-07-033, Civilian Enterprise-Level Implementation Strategy – Army** Civilian University, supports a single integrating mechanism to unify programs for civilian training and education. Under the TRADOC umbrella, ACU will provide oversight of the DA schools that provide civilian education and training, to include quality assurance, standardization, curriculum coordination, synchronization of education and training, and measures of progress.

Objective 2e. Each civilian employee is where he/she should be, contributing maximally to the needs of the Department, with the correct functional/leadership mix to capably serve at their respective level in the organization.

> **ALDP I-07-005, MSAF – Multi-Source Assessment and Feedback Program**, helps with a periodic review of career progress. The career progression of civilians will occur in the context of Army's mission-based requirements and will be facilitated by career management goals that will be addressed in the updated version of AR 650-950 on Career Management.

Individuals must periodically assess their ability, aspiration, and initiative for additional depth or breadth, plus review the competencies they've already acquired. MSAF is complemented by the Civilian Leader Improvement Battery (CLIMB), an assessment tool that evaluates employee strengths and weaknesses on 27 leadership competencies and 6 personality characteristics, all validated for leader development. This initiative will increase leader self-awareness and provide employees with direction for leadership improvement and sustainment.

Objective 2f. Employees understand where they are in their careers, have a realistic appreciation of what is possible, and know what they need to do to achieve their career goals. Employees are aware of development opportunities.

ALDP I-07-060, Establish Army Career Tracker (ACT). ACT will be a tool to integrate the tracking of functional and leadership development. The Army Career Tracker will also give employees access to information on development opportunities. It will consolidate education, training, and assignment source data into an easy-to-use interface for employees. The intent is to consolidate information from disparate sources to provide better visibility on development opportunities. HQDA agencies will mesh ACT with other available tools to enhance career progression.

Lastly, we must do a better job at announcing developmental opportunities in education, training, and experience. As part of the strategic communications initiative already discussed, we must capitalize on the various methods the Department has available.

IMPERATIVE 3. Balance our commitment to the Training, Education, and Experience pillars of development. This imperative creates a well rounded leader by synchronizing functional training with leadership education and job experience. Not only will civilian leaders benefit from enhanced leadership competencies, but they will accrue additional breadth through work experiences.

Objective 3a.   A progressive, sequential development system that integrates functional training, leader education, and experience (via assignments) to produce the depth and breadth that the Department requires from its civilian leaders. HQDA G-1 will identify functional/technical competencies and HQDA G-3 will determine leadership competencies. The integrated development process must remain flexible, so that the system can grow Civilians with blended technical and leadership proficiency (TL), or with deep technical proficiency plus some leadership (TL), or with broad leadership plus some technical competence (LT). [See Figure 2, below]
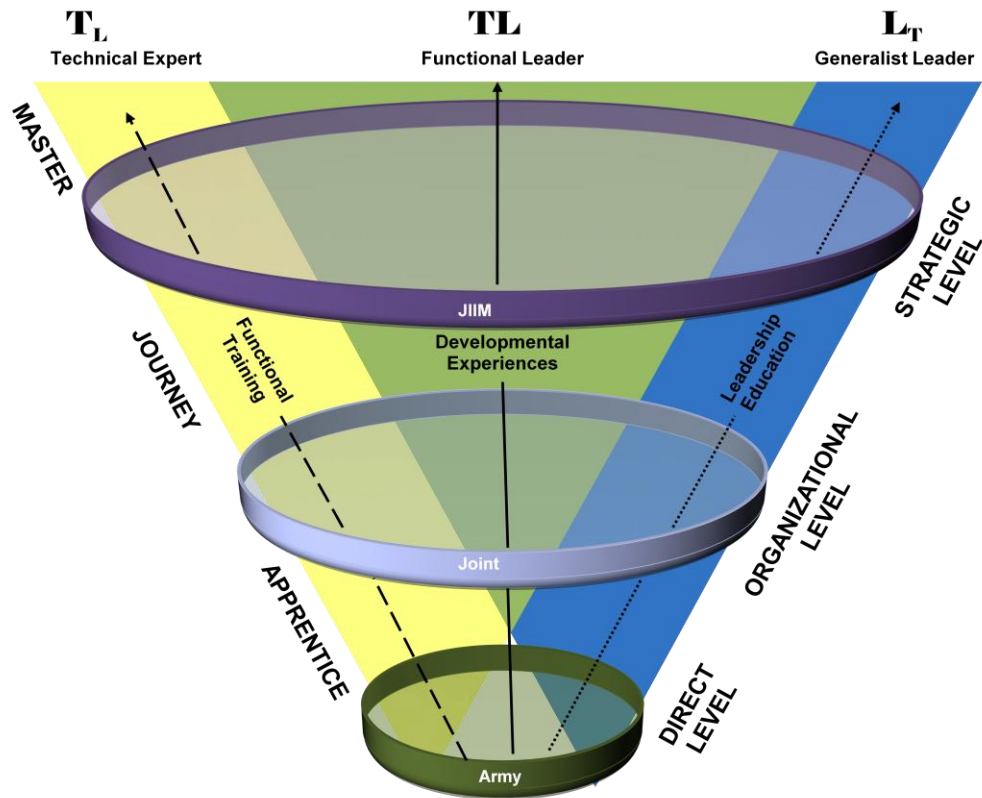
Figure 2. A Coordinated and Flexible Leader Development System.
Functional training, leadership education, and experience are progressive and
integrated. On the left is a strictly technical track, if an individual desires
great depth and little breadth or leadership responsibility (TL). The right side
depicts growth in leadership competency and responsibility. Without
functional depth, the individual is a generalist leader (LT). The bulk of talent
management is focused on a balanced leader (TL), where functional training,
leadership education, and job experiences blend. The green area at the highest
level represents depth AND breadth of competencies – the desired end state.

ALDP I-07-037, Increase Educational Opportunities Across All Cohorts,
will examine education requirements, then develop selection and
assignment policies that will allow all cohorts to fill vacant school seats,
joint assignments, fellows programs, and advanced civilian schooling
opportunities. We must take advantage of every opportunity that has
already been funded, such as by using empty seats in scheduled courses.
Senior leaders must ensure that this program affords opportunities to
Civilians as well as the uniformed cohort.

**ALDP C-07-020, Maximize Use of TRADOC Schools for Civilian
Functional** Education, is the program that will place Civilians in TRADOC

functional courses. This improves efficiency by integrating military and civilian members who are pursuing the same proficiencies, and it affords each cohort informal education on the culture, missions, and mindset of their Army counterparts.

Identified Gap: An Improved Developmental Assignment System. DA must fully support the experience pillar of development, especially to create breadth in our civilian leaders. Assignments must be deliberate and targeted to leader competencies needed by the Department and the individual. As part of this initiative, we must establish who manages developmental experiences at each phase in an employee's career, from entry level to senior executive assignments. For example, developmental assignments at entry and mid-level may continue to be managed locally or by the command, but they should target specific competencies needed by the Department, the career field, and the individual in order to successfully progress.

IMPERATIVE 4. Produce leaders who are mentors and who are committed to developing their subordinates. Leaders develop other leaders. Their one-on-one interactions and small group involvement are keys to growing the next generation of civilian leaders. Regular and constructive interactions between leader and led are vital to employee job satisfaction, employee engagement, motivation, and retention.

Objective 4a. Accountability at all levels for leader development.

Identified Gap: Accountability. There needs to be accountability by all individuals engaged in leader development – for leaders and the led. We expect leaders (supervisors, commanders, etc.) to provide development for their employees. Similarly, when the Department invests significant resources to develop an individual, we must assess our return on investment from that employee. We must have a system of standards, goals, expectations, measures, feedback, and even consequences to establish accountability across the enterprise for leader development. It is our intent that second level reviewers will be designated as responsible for the development of employees and the assessment of their progress/potential. We must create policy to that effect and also insert this responsibility in performance objectives.

IMPERATIVE 5. Prepare select leaders for responsibility at the national level. We must identify those with extraordinary ability, initiative, and aspiration – leaders who will function effectively at the highest levels – and create a pool of high potential leaders with great depth and breadth, to include JIIM experience. [See Figure 3, below].
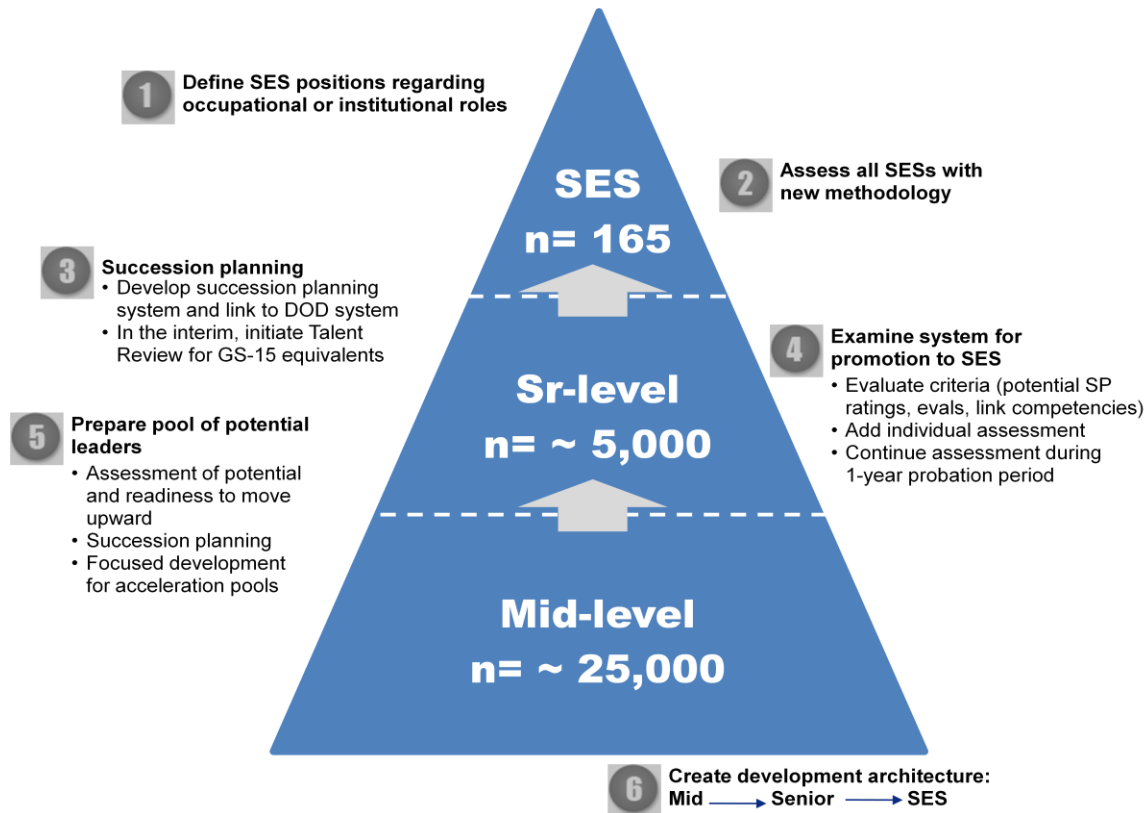
Figure 3. Preparing a Pool of Ready Leaders. Diagram depicts a top-driven approach, yet synchronized at all levels to create an integrated, well defined leader development architecture. Establishment of a leader pool lays the groundwork for effective succession planning.

Objective 5a. Identification and tracking of high potential Civilians for focused and/or accelerated development.

ALDP C-07-022, Army Civilian Fellows Program, establishes a multi-year accession and development program that seeks the "best and brightest" candidates for accelerated development in functional and leader arenas.

Identified Gap: Decision System for Accelerated Development. An employee's track record may be a good indicator of potential, but there are other assessment instruments that can validate individual potential, such as the Senior Rater Potential Evaluation tool of the Acquisition community. We need to develop a system to identify high potential individuals at all levels and provide for their development. The term "high potential" refers to an individual's greater ability to learn, adapt, and excel at the next level of competence.

Objective 5b. A pool of leaders prepared to step into senior positions when called upon.

Identified Gap: Establish a Fully Developed Bench of Leaders. We cannot wait until after the vacancies occur to develop replacements for senior leaders (GS-14, GS-15, and SES). Proper succession planning anticipates regular turnover and prepares for it. To best meet the needs of DA, we must create a well developed pool of leaders who are ready to assume senior leader positions when called upon.

Identified Gap: Senior Service School (SSS) Selection and Outplacement. There are no civilian positions for which SSS is a documented requirement. However, HQDA organizations and commands spend local funds to procure slots for senior Civilians to attend annually.   It may be assumed that the requirement for SSS qualified Civilians is at least the current number of attendees.   We must identify positions where senior service school competencies are required or desired and establish management processes to fill them. DA selection would include functional and Command representation. Processes include –
- Position review and validation
- Vacancy and school quota planning
- Identification of high potential individuals throughout DA via screening
- Assignment to senior service school
- Outplacement in positions that meet the needs of the Department and that develop the civilian employee, specifically, career broadening positions to provide deliberate post-education follow-on assignments

Identified Gap: Defense Senior Leader Development Program Selection and Outplacement. This effort will parallel that of the previous initiative to provide the same improvements.

Identified Gap: Intermediate Level Education Selection and Outplacement. This program will mirror the initiative on SSS, but for Civilians at mid-level.

Identified Gap: Advanced Civil Schooling System and Outplacement. We must establish processes to validate requirements, select the most promising candidates, and ensure completion of the best graduate school programs available. We will design the system to meet DA needs and address individual developmental goals.

Identified Gap: Civilian Long-term Training Account. We must also support our Civilians who are in long-term programs like senior service schools using a parallel to the Training-Transient-Hold Status (TTHS) program. We must be prepared to fund PCS moves for Civilians engaged in

long-term development, to include developmental assignments that meet DA requirements.

Objective 5c. Senior Civilians with significant JIIM experience.

ALDP I-07-036, Increase Joint Interagency Intergovernmental Multinational (JIIM) Opportunities, will provide selected leaders of all cohorts with internships in JIIM organizations to broaden these leaders on culture, environment, and processes of agencies outside the Army.

ALDP I-07-010, Expand Culture and Foreign Language Training, will benefit select leaders who work in intergovernmental or multinational environments.

SUMMARY

The Army Civilian Corps provides immeasurable contributions to the Department's missions. Like their uniformed counterparts, civilian leaders must be versatile, innovative, and adaptive.   DA Civilians provide institutional depth, leading change across the Army enterprise to adapt to emerging requirements. This annex provides the infrastructure to sustain the three pillars of development for civilian leaders, and it is designed to meet the needs of the Army while balancing the needs of the individual.

Appendix A: SWOT Analysis of Current System

Strengths	Weaknesses
SA/CSA clarified roles by naming TRADOC as agent for civilian leader development execution	No policy on what Army expects from Civilians
Existing policy, manuals (e.g., FM 6-22), and ECQs are useful as basis for defining civilian leader competencies	No central talent management system to identify leader positions or qualified people, or to match the two
CES is operational: courses, staff, facilities	No enforcement of current CES policy
Adequate central funding exists for leadership education of Civilians (CES in residence)	Leader education grace period up to 2 years after being in such a job, not as prerequisite for the position
Career paths and central funding for functional training exists for specified career programs	No career maps/paths or central management of talent for the majority of the civilian cohort
Self-nomination for leader jobs helps ensure true desire for the position	Culture – historically, Civilians not really viewed as leaders or as a workforce benefiting from systematic development
Can "make" or "buy" leaders, i.e., don't have to do full lifecycle development on everyone because the system allows entry at any level	Civilian functional development and leadership development aren't integrated or synchronized; no master development system
Competency-based approach paves way for outcome-based evaluation of development system – metrics	300,000 civilians vs. 600,000 active military, but funding for leader development doesn't reflect this ratio
Army Civilian University (ACU) poised to integrate and standardize civilian education and training	ACU has no explicit authority to bring schools under its umbrella
Jobs are based on eligibility to hold the position (i.e., already met requirements)	Workforce competencies and leader competencies are ill defined for Civilians, nor are there specified requirements for the workforce
	"Faces" and "spaces" agencies can't work together easily due to lack of common data and language
	Lack of measurable objectives and metrics to assess progress in leader development
	Supervisor stake in developing people is low (rarely is it in supervisor job objectives); low accountability
	No assessment system to ascertain employees' needs and wants for leader development; do not assess acquired skills
	No central database to track employee or overall workforce progress on development
	Low priority given to leader development – job needs often take precedence over education and training
	Few incentives for long-term leader education (PCS not paid for, promotions not linked, no TTHS-like account, etc.)
	No requirements-based senior service school

THE CIVILIAN

Strengths	Weaknesses
	selection process or centralized graduate outplacement
	Job announcements for supervisors rarely include leader competencies as requirements
	Assignment system not conducive to supporting JIIM experiences
	Poor leveraging of existing technology to deliver nonresident development (e.g., dL courses are simplistic, systems are nonstandard and unreliable)
Opportunities	**Risks**
Army increasingly relies on Civilians in leader roles	The Department is in tough competition with the private sector for talented people
GO/SES blended system demonstrates success and sets precedent for integration at lower levels	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
Annual turnover statistics reveal need for better leadership of the workforce by supervisors	Civilian Corps has large retirement-eligible population and this segment continues to grow; higher turnover is likely
Workforce size (12,000,000 man hours per week) means a significant ROI from producing stronger leaders: employee productivity rises under good leaders	

Appendix B: Supervisor Competency Gaps
(Taken from 23 Oct 09 report to Civilian Personnel Planning Committee, Dr Engin Crosby)

Largest Competency Gaps	OPM ECQs	DOD Leader Framework
Oral Communication	NA - Cuts across all	Fundamental Competencies
Conflict Management	Leading People	Leading People
Financial Management	Business Acumen	Business Acumen
Interpersonal Skills	NA - Cuts across all	Fundamental Competencies
Customer Service	Results Driven	Results Driven
Team Building	Leading People	Leading People
Decisiveness	Results Driven	Results Driven
Written Communication	NA - Cuts across all	Fundamental Competencies
Strategic Thinking	Leading Change	Leading Change
Vision	Leading Change	Leading Change
Partnering	Building Coalitions	Building Coalitions
Influencing and Negotiating	Building Coalitions	Building Coalitions
Resilience	Leading Change	Leading Change
Accountability	Results Driven	Leading Change
Political Savvy	Building Coalitions	Building Coalitions
Leveraging Diversity	Leading People	Building Coalitions
Teamwork	Leading People	Leading People
Problem Solving	Results Driven	Results Driven
Continual Learning	NA - Cuts across all	Fundamental Competencies
Flexibility	Leading Change	Leading Change
External Awareness	Leading Change	Leading Change
Service Motivation	NA - Cuts across all	Fundamental Competencies
Creativity and Innovation	Leading Change	Leading Change
Program/Project Management	NA - Cuts across all	NA - Cuts across all
Technology Management	Business Acumen	Business Acumen
Self-Management	NA - Cuts across all	NA - Cuts across all
Integrity and Honesty	NA - Cuts across all	Fundamental Competencies
Creative Thinking	Leading Change	Leading Change
Planning and Evaluating	NA - Cuts across all	NA - Cuts across all

APPENDIX 2 TO ANNEX A TO THE ARMY LEADER DEVELOPMENT STRATEGY
THE ARMY NATIONAL GUARD TITLE 5 CIVILIAN

1. INTRODUCTION.

   a. The Army National Guard's Civilian Leader Strategy draws primarily
from the Army Leader Development Strategy in outlining the path forward for
building desired leader characteristics, qualities, and competencies into our
civilian workforce. The Guard closely follows the Department of the Army (DA)
standard and creates new unique developmental requirements only where
unique ARNG missions so demand. Accordingly, the ARNG Civilian Leader
Development Strategy is focused on Guard implementation of Army policies
and programs, as well as addresses the occasional Guard specific issue. Where
appropriate, we are pleased to step forward and serve on the Army-wide teams
charged with developing larger Department of the Army civilian strategies,
policies, priorities, and programs.

   b. There are two distinct categories of Army National Guard civilians, career
service employees in the Bureau headquarters chain of command, and
excepted service military technicians (MILTECHs) who report to the State
Adjutant Generals. MILTECHs are legally required to maintain status as
drilling Guardsmen. Their leader development needs are covered within sister
Officer, Warrant, and Enlisted Leader Development Strategies since MILTECHs
receive training and professional development through long established military
schools and career tracks. The ARNG Civilian Leader Development Strategy is
dedicated to career service civilians, where the Army and Guard have
traditionally not been as disciplined in structuring and implementing leader
development. Within this document, the term "civilian" refers to Title 5 career
service civilians often otherwise known as DACs (Department of the Army
Civilians).

   c. At the DA and ARNG levels, the strategies, policies, schools, career
tracks, and resources dedicated to civilian leader development lag substantially
behind those long fielded for military colleagues. Uniformed leader
development serves as a model for building a better DA civilian program at the
Army Guard Directorate and later the National Guard Bureau. However, it will
take considerable time and resources to narrow the gap. This ARNG strategy
document represents a major first step towards that end.

2. MISSION. To systematically mentor, train, educate, and provide
experiences that progressively develop ARNG civilian leaders to be full partners
in delivering an Army National Guard force at the ready for the wide spectrum
of State and Federal missions.

3. STRATEGY CONTENT.

   a.   This document maps out a management structure to plan and
implement civilian leader development, as well as describes the four primary

elements of an effective ARNG program. Those four elements are guidance, experience, training, and formal education. We examine management structure and the four elements today as well as in the desired future state.

    (1) The Army National Guard Civilian in the DA Environment

    (2) Present ARNG State
- Management of Civilian Leader Development
- Guidance
- Experience
- Training
- Formal Education

    (3) Future Army Environment

    (4) Future ARNG State
- Management of Civilian Leader Development
- Guidance
- Experience
- Training
- Formal Education

    (5) Summary

    (6) Conclusion

4. <u>THE ARMY NATIONAL GUARD CIVILIAN IN THE DA ENVIRONMENT</u>.

    a. Army National Guard civilians exist as part of the much larger Department of Defense (DoD) Civilian and Department of the Army Civilian (DAC) populations. In FY11, the onboard ARNG civilian workforce of 700 colleagues represents 0.2% of the 340,000 DACs employed Army-wide.

    b. The relative size of the ARNG and Army civilian cadres points to an inescapable truth about civilian career development. Advancement and career broadening opportunities are substantially limited within the confines of the Directorate. In order to become well rounded and improve their competitiveness for promotion, in many cases ARNG civilians need to gain career experience with other Department of the Army and or Department of Defense activities.

    c. Reductions to the DoD budget are driving corresponding reductions to Defense and Army civilian workforces, particular at organizations that exceed their civilian authorizations. In comparison, the ARNG civilian staff is currently under-strength. CME to DAC conversions are on hold until

completion of the Directorate manpower study. Once CME to DAC hiring at
ARNG resumes, many of the fills are likely to be directed by priority placement
of personnel from downsized or Base Realignment and Closure (BRAC)
activities. The Department of the Army is also seeking to place GS-14/15
graduates of Army Fellows Program and Senior Service College in vacant
positions on a non-competitive basis. These factors are converging to limit
civilian promotion opportunities. Competition will be increasingly keen for the
remaining DA and Guard openings that are filled by selection panel decision.
To advance in this new environment, ARNG civilians will need to be at or above
par in leadership development with their DAC peers.

     d. The Army structures civilian training along 23 career program lines. The
number will soon expand to 31. Of 340,000 Army-wide DACs, only 97,000
(29%) are currently assigned to a career program. Both the Army and Army
National Guard have much work to do in identifying civilian colleagues to
career programs and then ensuring those co-workers are fully trained to Army
standards. Allocating the necessary funding to expand civilian training will be
a challenge at the Army and Guard levels.

     e. The Army and sister Military Services have long built and funded
detailed functional and leadership training requirements for officers and
enlisted personnel. Leadership development through specified tours, schools,
and classes has been well integrated into the military's "up or out" career
framework. Failure to meet military training objectives or assignment gates
can have major consequences. While civilians are not subject to the same "up
or out" employment policies, there are many portions of the military personnel
development model readily applicable to ARNG DACs. In particular, the Army
has mandated increasing levels of civilian leader training coursework
commensurate with GS grade and supervisory responsibilities.

     f. Over the past couple of years, the Army Department has recognized the
need for improved management and development of civilians. Accordingly,
there are many ongoing projects and initiatives below related to the civilian
workforce.   In some instances, ARNG has representation on the respective
project management team. In all cases, ARNG staff monitors group progress to
ensure Directorate leadership remains well informed of ongoing DA
deliberations.

- DA Civilian Training Council of Colonels (DA G3)
- Centrally Managed DAC Workforce Project (SICE Board)
- DAC Workforce Transformation (ACP Annex K, DA G1)
- DA Human Capital Enterprise Executive Board (M&RA / TRADOC)
- Competency Based and Life Cycle Management of the Civilian Corps
(M&RA)

g. The ARNG presently lacks a Directorate wide team dedicated to planning and managing civilian development. One of the biggest challenges facing the Guard will be to establish the organizational structure, policies, and enforcement mechanisms necessary to ensure prompt implementation of the many DA directives anticipated from the above task forces.

5. <u>PRESENT ARNG STATE</u>.

a. Army National Guard mission has changed substantially over the past ten years. Following extensive Guard combat deployment in Iraq and Afghanistan, as well as rollout of the ARFORGEN concept, there's now an expectation of cyclic active duty periods. The demands of war and transitioning from reserve to steady operational roles also drove substantial modernization of Guard forces. To meet the above missions and provide greater continuity as military colleagues frequently deployed overseas, the ARNG civilian workforce expanded 156% from FY02 to FY12. During the latter part of this period, the Department of the Army directed ARNG to convert contractor support to federal civilian positions, which also helped drive the civilian growth trend.

b. Attention to ARNG civilian leader development has not kept pace with the increasing workforce numbers. We are not alone in this predicament. The current first draft of the Department of the Army Civilian Leader Development Strategy notes the overall DA system of leader development for civilians is less mature and less robust than that of military cohorts.

(1) Current Management of Civilian Leader Development.

(a) Since phase out of the Directorate's Civilian Steering Committee many years ago, there has been no comprehensive effort to develop civilian leaders in the Army National Guard. Initial Army requirements and options for civilian leadership training have been distributed, but there's been no organized ARNG follow-up in tracking or enforcing employee compliance. In terms of creating tailored local programs and policies below the DA level, ARNG has had no venue for leaders to propose initiatives, shape management consensus, set objectives, and generally plan paths forward for ARNG civilian development. We currently have no feedback loop for colleagues to report what's broken or compliment what works. Regarding civilian development planning and resourcing, the Directorate has conducted minimal analysis of the future requirements that at some point must be entered into the PPBES process.

(b) ARNG leadership recognizes the current shortfall in developing the civilian workforce. Most importantly, the Directorate is in the process of re-establishing its Civilian Steering Committee to spearhead the effort.   A diverse

group of twelve senior civilians and military officers have been identified as committee members. The Deputy Chief of Staff will serve as the committee chair. The ARNG Deputy Director announced re-establishment of the Civilian Steering Committee in his memorandum to the Army Guard workforce dated May 31, 2011.

      (c) The ARNG G1 also recognized the local shortfall in civilian training. She responded with an ARNG Civilian Leader Development Initiative. Once the Civilian Steering Committee is stood up, the intent is to transfer oversight of the project to the new organization.

    (2) Current Guidance.

      (a) Written guidance and personal mentoring are critical for informing civilian employees of the experiences, training, and formal education considered important by DoD, DA, and ARNG for mission accomplishment and career advancement. Without the defined roadmap provided by effective guidance and mentoring, civilians are at greater risk of taking career missteps that diminish their mission impact and on-the-job satisfaction.

      (b) Consistent with Department of Defense guidelines and programs, the Department of the Army has long provided guidance on as well as implemented a series of leadership development opportunities for DA civilians. Most of this original curriculum was optional and required competitive selection, such as the Defense Leadership and Management Program (DLAMP), Senior Service College, etc.. More recently, DA guidance has required civilian completion of online leadership courses tied to employee grade levels. The Army's Career Program Offices have also provided civilians with valuable career advice.   However, there's been no overarching DA civilian leadership development policy, which the Department is moving to correct with the building of a new and first DA Civilian Leader Development Strategy. At the ARNG level, our Civilian Leadership Development Strategy is the Directorate's pioneering effort to establishing an organized approach to comprehensively building civilian leaders.

      (c) Within the ARNG, Human Capital Management Division has hosted prior town hall DA presentations on civilian development opportunities. News of the various programs and application deadlines is also distributed via ARNG email announcements. Aside from one recent GS-14 enrollee in the Harvard Senior Executive Fellows Program, there has been very little interest among ARNG employees in these external courses and colleges. Then again, without a regular Directorate forum for discussing the opportunities and identifying top ARNG talent for recruitment, we have not done all we could in encouraging supervisors and managers to persuade their best and brightest to participate.

(d) As part of the Chief of Staff's Professional Development Program, Human Capital Management Division is now hosting monthly briefings on major systems, functions, and topics related to civilian management and development.

(3) Current Experience.   While there is currently no systematic ARNG-wide effort to expand our civilian colleagues' experience, progress is occurring on a somewhat unorganized basis. In many cases, supervisors are cross-training employees to accomplish teammate responsibilities so they may serve in a back-up capacity. To cover supervisory vacancies short term, ARNG managers have also provided temporary promotion to an individual staff member, or rotated temporary promotion assignments across the local team. As new tasks arrive from DoD and DA, many civilians are also regularly expanding their on-the-job responsibilities. All these efforts however are largely dependent on individual employee initiative and smart independent managers. At the very least, we need to start adding ongoing OJT assignments into employee Individual Development Plans (IDPs) and on completion giving our colleagues due credit in performance appraisals.

(4) Current Training.

(a) Current leadership and functional training for civilians is largely dependent on employee and supervisory initiative. The Directorate has not actively tracked workforce compliance with DA requirements for developmental classes. As a first step towards that end, Human Capital Management Division (HCM) now reviews all incoming training requests for employee completion of Army leadership training mandates. Where an individual has not met relevant Army guidelines, HCM holds the request in abeyance until the employee registers for the additional DA required leadership course.

(b) Functional managers are regularly nominating ARNG civilian employees for functional training courses. Some civilians also benefit from attending unique Guard focused training provided by the National Guard Professional Education Center (PEC) in Little Rock, Arkansas. However, there has been no systematic assessment of Directorate workforce compliance with functional training standards mandated by DA Functional Proponency Offices.

(c) Of the several competitive leadership training opportunities offered at the DoD and DA levels, an ARNG GS-14 graduated in March 2011 from the Harvard Senior Executive Fellows Program.

(5) Current Formal Education.

(a) While academic degrees are required in relatively few federal civilian positions, relevant formal education can be of benefit towards Guard mission. Degrees are also seen as a sign of workforce professionalization, as in the legislative mandate levied about ten years ago for new DoD Contracting Specialists (GS-1102) to hold business related bachelor's degrees.

(b) Engineering positions (GS-08XX), Counsel positions (GS-0905), and Critical Acquisition Positions (GS-14/15 members of the Defense Acquisition Workforce) also have their own unique degree requirements.

(c) There has been no comprehensive evaluation within the Directorate on the wisdom of actively encouraging and recruiting the civilian workforce to pursue academic degrees available through Senior Service College, the Army's Syracuse Comptrollership Program, the Defense Senior Leader Development Program (DSLDP), the Army Syracuse University Comptrollership Program, and the Army Academic Degree Training Program. In the meantime, very few ARNG civilian employees have expressed interest in earning degrees through those venues.

(d) Particularly in the absence of a DA directed path forward, the subject of academic degrees seems well suited for further discussion at the new ARNG Civilian Steering Committee.

6. FUTURE ARMY ENVIRONMENT.

    a. Several civilian development trends and challenges at the DA level are apparent from recent Army Campaign Plan briefings.

    b. DA focus is growing on automated systems that can project and manage civilian development requirements Army-wide. For example, Army Career Tracker (ACT) will be deployed across the Department to enable employees and supervisors to identify appropriate training and plan civilian career development. Full operational capability, to include the Army National Guard, is planned for October 1, 2012.

    c. Less than one third of the Army civilian workforce is currently assigned to a career program. As more civilians are assigned to career programs, and the number of career programs expands from 23 to 31, the demand for training resources is expected to skyrocket. The total bill has yet to be estimated or submitted into the PPBES process for eventual funding.

    d. Between the increasing demand for civilian training and the decreasing Army budget, future competition for training resources will be extremely stiff. The Department is taking initial first steps in looking at metrics and return on investment (ROI) for training. Until if and when training ROI matures, it's

unclear what methodology the new Army Civilian Training Council of Colonels and DA leadership will use to allocate scarce training resources.

    e. To ensure accountability of increasingly limited resources, we can expect greater DA tracking and enforcement of civilian developmental requirements at each of the Major Commands. To support ROI, DA may also ask for greater feedback from supervisors on the relative value of the training provided to their employees.

    f. The expansion of Human Capital Planning (G1 function) and Civilian Training (G3 function) at the DA level will require greater partnership than ever before between G1 and G3 staffs.

7. PATH FORWARD AND FUTURE ARNG STATE.

    a. Restarting the new Civilian Steering Committee marks perhaps the one major civilian development task ARNG leadership will pursue on a separate basis from future activities at the DA level. Most of the above DA environmental factors, such as constrained resources and automated systems, do translate directly to ARNG impacts.

    b. The ARNG Civilian Steering Committee and supporting ARNG staff face a substantial backlog of civilian development planning and implementation to work through. Without some form of prioritization, the team risks tackling too many projects at once. The strategy separates Committee objectives across four major elements, and in summary, recommends their accomplishment in short, mid, and long-term phases.

        (1) Future Management of Civilian Leadership Development.

            (a) The ARNG Civilian Steering Committee will manage civilian development within the Army Guard. The Deputy Director of the Human Capital Management Division (HCM) will serve as the team's Executive Secretary. Among the Executive Secretary's roles will be to plan a long-term agenda for Committee meetings, gather and forward read-ahead agendas and briefings for each meeting, maintain meeting minutes that document Committee decisions and action items, as well as track action item progress.

            (b) The Committee will serve as the ARNG authority for planning the future civilian workforce, setting civilian development objectives, sponsoring civilian development resources through the PPBES process, assigning civilian development roles, as well as holding assigned managers and employees accountable for appropriate developmental objectives.

(c) By improving civilian development, over time the Committee is expected to...

• Give the ARNG a competitive advantage in civilian recruiting and retention

• Prepare civilians to successfully compete for positions of greater responsibility

• Improve workforce morale, and

• Most importantly, provide greater employee ability to accomplish ARNG mission

(2) Future Guidance.

(a) The ARNG Steering Committee will have the task of ensuring Army civilian career guidance is well communicated across the workforce, unique National Guard guidance is crafted where necessary, and personal mentoring of employees is expanded.

(b) Committee members themselves will likely be expected to serve as the first role models in mentoring colleagues. Much of the necessary message may prove unpopular. ARNG career maps and mentoring must address ARNG civilians as a small subset of the larger DoD and DA civilian communities. The limited number of GS-14s and GS-15s within the Directorate are insufficient to support many employees' career ambitions. External experience is important for advancement within and beyond the Guard. New DA policies that non-competitively place Army Civilian Fellows and Senior Service College graduates in GS-14/15 vacancies will shrink future promotion opportunities. Priority placements resulting from BRAC and budget reductions also preempt competition for vacancies. Military retirees and contractors seeking stable government employment bring diverse experience and advanced degrees to the competition for those openings that are advertised. The critical mentoring message to convey is that ARNG civilian employees who don't take a deep variety of relevant experience and education to the table will find it difficult to gain promotion.

(c) The military model time and again produces officer and enlisted personnel with progressive experience, consistent training, and often advanced degrees. Where possible, ARNG civilian development guidance should emulate military standards.

(d) Compared to elsewhere in DoD, the ARNG has a large proportion of military officers supervising civilian employees. To support better mentoring

of those civilians, the Committee may seek to investigate providing military supervisors with training on civil service appraisals, career paths, mentoring, and selection procedures. Human Capital Management Division has already begun adapting the Chief of Staff's Professional Development Program for the ARNG civilian community. Military supervisors could be encouraged to attend those sessions to learn more about civilian development.

(e) Once the Committee identifies ARNG Program Managers for the Army's 31 Career Program Offices, the Managers will partner with their respective workforce members on training, mentoring, and development. The managers will develop and broadcast ARNG career maps for their fields. Where gaps occur in civilian position structures that impede a clear advancement path, Career Program Managers should consult chain of command on altering TDA position structure as possible to permit upward career movement.

(3) Future Experience.

(a) The Committee will have several options to consider for expanding the experience base among ARNG civilian employees.

(b) They may consider a Centralized Development Program (CDP), where opportunities for all major ARNG civilian development programs would be assembled into one annual competition held on a predictable timetable. This would allow more systematic recruitment for DoD and DA development programs that provide experiences outside the ARNG environment. The CDP could also include competing opportunities for short shadowing assignments with ARNG leaders, choice 180 day civilian rotations within the ARNG, or rotations with sister Army Commands in Northern Virginia (i.e. no TDY expense). ARNG senior leaders might also consult their counterparts in local sister Commands about arranging temporary employee exchanges.

(c) Establishing a small and highly competitive ARNG Mid-level Development Program (GS-12/13) would open the possibility of rotating the select participants as part of their program developmental plan.

(d) Supervisory training should encourage supervisors to include special assignments or internal team rotations on civilian Individual Development Plans (IDPs). Internal team rotations are a smart management practice that builds back-up capability between employees.

(e) We cannot normally require civilians to make a lateral move between positions as routinely occurs in the military. In the DAC environment, management has to be more creative in both structuring and incentivizing civilian rotations.

(4) Future Training.

(a) Defense and Army training are typically divided into leadership and functional categories, and from there into mandatory and optional segments.

(b) On behalf of the Committee, Human Capital Management (HCM) Division staff will be identifying mandatory leadership training requirements, determining current compliance of the ARNG civilian workforce, as well as proposing a timetable and plan to achieve full compliance. The Committee will review the recommendations, make desired changes, and then regularly track completion across the Directorate to ensure success.

(c) The path forward on optional leadership training is somewhat more complicated. HCM colleagues will identify the various DoD and DA opportunities and their respective costs, restrictions, and eligibilities.   HCM will present the detailed slate of opportunities along with the eligible ARNG population for the Committee to consider in setting participation objectives. Since the courses and programs are strictly voluntary, over time the Committee may need to establish appropriate measures and incentives to motivate employee interest.

(d) Functional training is sponsored by Army Career Program Proponency Offices. The Committee will need to appoint ARNG Program Managers for each of the DA civilian career fields. The Program Managers in turn will identify their respective ARNG workforce, obtain functional training requirements from the appropriate Proponency Office, partner with HCM in measuring workforce achievement, and then put together a plan to achieve full compliance. The Program Managers will also sponsor ARNG internal mentoring networks for their professional fields. The task at hand is huge. With the number of DA Career Program Offices growing from 23 to 31, it will take months to brief full ARNG results to the Steering Committee.

(5) Future Formal Education.

(a) In charting a path forward, the Civilian Steering Committee will need to weigh the cost vice benefits of ARNG civilians participating in the Senior Service College, DSLDP, Syracuse Comptrollership, and Army Academic Training Programs.

(b) Employees also get to vote with their interest, or lack of interest, in these opportunities. A workforce survey might be advisable to determine if and how many ARNG employees aspire to earn degrees to advance their careers in contracting, engineering, counsel, and critical acquisition positions.

APPENDIX 2 TO ANNEX A TO THE ARMY LEADER DEVELOPMENT STRATEGY
THE ARMY NATIONAL GUARD TITLE 5 CIVILIAN

8. <u>SUMMARY</u>.

    a. Both the Army and Army National Guard face similar challenges in developing our respective civilian workforces. As a DA component and beneficiary of DA resources, the ARNG will closely follow Army civilian leader development policy, participate in Army programs, and monitor ongoing Army project teams for emerging changes. In relatively few instances, the Guard will offer unique civilian training to meet our unique mission requirements.

    b. The key step towards building future local civilian leaders is stand-up of the Army National Guard Civilian Steering Committee. The Committee will focus on expanding written developmental guidance and workforce mentoring, as well as on ensuring a wide range of experiential, training, and educational opportunities are provided across the ARNG civilian community. Some of the development opportunities will be mandatory, others strictly voluntary.

    c. To avoid being overwhelmed, the Committee must set priorities and spread its workload out over time. Until the group meets and eventually refines its planning, the following objective structure provides a starting point…

      (1) <u>Near-Term Tasks</u>.

        • Establish milestones for completing DA mandatory leadership training and track progress

        • Establish objectives for DA optional leadership training and track progress

        • Provide a feedback loop for the ARNG workforce on civilian development matters

        • Begin a tradition of reaching civilian development decisions on G-staff consensus basis

      (2) <u>Mid-Term Objectives</u>.

        • Define roles and accountability for civilian development

        • Identify ARNG program managers for the 31 Army civilian career programs (as applicable)

        • Establish milestones for completing DA mandatory functional training and track progress

　　　　• Design a new ARNG civilian workforce planning and resourcing process

　　　　• Monitor ongoing DA Civilian Development Project Teams and promptly incorporate emerging final results into ARNG plans and processes

　　　　• Take steps within the ARNG appraisal, awards, internal board, and new hiring processes to institutionalize and incentivize civilian development

　　(3) Longer Term Goals.

　　　　• Identify unique ARNG civilian training needs and deploy solutions

　　　　• Write ARNG unique civilian development policies in support of leader development strategy

　　　　• Add DA Civilians on the Joint Guard Staff into the scope of Civilian Steering Committee plans

　　　　• Methodically plan, resource, and execute civilian development through the PPBES process

　　d. The overall plan and strategy can only improve once the ARNG Civilian Steering Committee is stood up and twelve senior leaders focus their talents on refining this first roadmap forward.

9. CONCLUSION. Army Major Commands have been independently responsible for developing and managing their civilian workforces. With less than one third of Army civilians in career programs, it's clear the subject has deserved greater leadership attention Army wide. The challenge is now in focus at DA, and judging from Army Campaign Plan activity dedicated to civilian development, new relevant DA policies are forthcoming. The Army Guard too has its share of work to accomplish. The ARNG Civilian Steering Committee will give us the local management venue to wisely implement current DA requirements, respond promptly to near term DA policy changes, and address civilian development for Guard unique missions.

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TAB A TO APPENDIX 2 TO THE ANNEX A TO ARNY LEADER DEVELOPMENT STRATEGY
CIVILIAN STEERING COMMITTEE

1. ORGANIZATIONAL PURPOSE. The Committee exists to guide the development of DARNG civilian human capital plans, activities, metrics, communications, and resource allocations. It serves as the primary forum for ARNG leadership to collectively brainstorm new civilian human capital ideas. The meetings are also structured to enable the Directorate-wide workforce to offer their constructive feedback on current civilian workforce programs, processes, and policies. The Chief of Staff, Deputy Director, and Director rely on the Committee to prescreen civilian related matters prior to senior leader consideration.

2. ORGANIZATIONAL AUTHORITY.

    a. At the discretion of the Chair, the Civilian Steering Committee is empowered to approve civilian workforce processes, policies, metrics, and training funds allocations, so long as the decisions are compatible with approved budget targets.

    b. Multi-year plans, projects requiring resources beyond current budget targets, as well as any proposals impacting NGB, State, and Territory operations will be referred to the Chief of Staff for senior leadership review and decision.

3. FORMATIVE STEPS TAKEN THRU JUNE 2011.

    a. Concept briefed to DCoS, CoS, and DDARNG

    b. Draft Committee Charter completed May 2011

    c. Initial membership determined by DCoS in May 2011

        • Mr. Winters, Chair, DCoS
        • Ms. Wetherill, G3
        • Mr. Haertel, Training
        • Mr. Morales, G1
        • Ms. Erickson, G4
        • Colonel Gay, G4
        • Ms. Charles, G8
        • Mr. Dmuchowski, G6
        • Colonel Kenkel, G1
        • Mr. Zachary, GSD
        • Colonel Etzel, HCM
        • Mr. Godwin, G3
        • Mr. Uehling, Executive Secretary, HCM

    d. Committee formally approved by DDARNG memo dated 31 May 2011

e. First Committee meeting held June 1, 2011

    (1) Agenda

- Committee Charter

- ARNG Leadership Development Strategy

- Mandatory DA Training

- Open Competitive Development Programs

- DA Training Systems and Databases

- Review of Committee Future Agendas

f. Committee article for CoS Newsletter completed June 2011

4. PATH FORWARD FROM JULY 2011.

a. Second Committee meeting scheduled for July 26, 2011

    (1) Draft Agenda

- Centralized Development Program

- FY11 Performance Rating, Annual Award, Special Act, and QSI Policy

- FY11 Training Budget Wrap Up

- Individual Development Plans (IDPs)

- Functional Career Programs Stand Up

b. Identify ARNG Functional Career Program Managers

c. Conduct the first ARNG Centralized Development Program (CDP)

d. Lead the Civilian Development Marketing Campaign

e. Arrange DA and DoD Civilian Development Briefings at AHS

f. Establish Civilian Hiring Process Metrics in concert with CPAC

    g. Enforce DA mandatory civilian training requirements

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CENTRALIZED DEVELOPMENT PROGRAM (CDP)

1. The Centralized Development Program (CDP) is an initiative to bundle all major competitive civilian leadership developmental opportunities into one annual announcement. The concept has been practiced for years at the Defense Logistics Agency (DLA) and the Defense Contract Management Agency (DCMA).

2. There are several advantages in implementing a CDP. Most importantly, delivering one announcement at the same time each year will provide predictability for ARNG managers and DAC employees alike. While DA and DoD civilian program application dates vary across the year, the Army Guard will advance select candidates at the start of the fiscal year. This pre-positions the individuals to compete for Army Civilian Fellows, DoD Executive Leadership Program, Senior Service College etc. once those FY12 deadlines and final application formats are announced.

3. Establishing one slate of civilian development opportunities allows senior leadership to comprehensively assess the breadth of organizational initiatives and identify gaps in developmental coverage. For example, at DCMA the first CDP cycles suffered from a shortage of offerings for junior level colleagues as well as for experiential growth. Accordingly, the Agency added courses for GS-5 thru GS-11 employees and short-term rotational assignments.

4. Combining a substantial number of formerly separate opportunities strung across the year, the CDP also enables senior leadership to more easily determine which organizational components actively support civilian development and which do not. Lastly, the CDP promotes close control of high dollar training investments. At DLA and DCMA the selectee lists were signed off by the Agency Director or Deputy Director.

5. n CY11, the Army Guard will adapt DCMA's CDP for local deployment. This includes a draft slate of opportunities, standardized application, application review criteria, and selection panel processes. The Army already mandates a baseline level of civilian leadership training which will preempt some DCMA CDP elements. All CDP content will be reviewed, and modified as necessary, by the ARNG Civilian Steering Committee.

6. Initial Steps Taken Thru June 2011

    a. CDP concept briefed to DCoS, CoS, and DDARNG

    b. Contacted DCMA staff to obtain their CDP announcement, application format, and review criteria

7. Path Forward From July 2011

    a. Present proposed CY11 ARNG CDP to the Civilian Steering Committee (July 26)

    b. Modify CDP content per Committee direction

    c. Hold Civilian Town Hall(s) to share CDP details with the workforce

    d. Release the CDP Announcement (August-September)

    e. Gather applications for GS15/O6 Selection Panel Review (early November)

    f. Coordinate Selection Panel Recommendations for DDARNG approval

    g. Broadcast selection decisions

TAB C TO APPENDIX 2 TO THE ANNEX A TO ARNY LEADER DEVELOPMENT STRATEGY
MARKETING CAMPAIGN

1. A consistent marketing campaign is necessary to expand civilian awareness of developmental opportunities as well as encourage employee participation. ARNG Civilian Management Branch staff members, and the HCM Deputy Director, have developed some preliminary plans below. We will take full advantage of the fact that the vast majority of ARNG DAC employees located at Arlington Hall Station and hold regular Civilian Town Halls on a variety of development topics.

2. We expect to develop a more detailed marketing campaign once a new Civilian Management Branch Chief arrives onboard and more extensive brainstorming discussions can be held with the Civilian Steering Committee.

3. Initial Steps Taken Thru June 2011

    a. Civilian Steering Committee article drafted for the CoS Newsletter

    b. Supervisory Town Hall scheduled June 28 to address civilian Individual Development Plans (IDPs) among other topics

4. Path Forward From July 2011

    a. Civilian Town Hall(s) to broadcast the Centralized Development Program (CPD)

    b. Civilian Town Hall featuring DA review of DA sponsored developmental programs

    c. Civilian Town Hall featuring OSD review of OSD sponsored programs

    d. Additional CoS newsletter articles covering Civilian Steering Committee activities

    e. ARNG email announcements of civilian development opportunities

    f. Functional Civilian All Hands Meetings convened by ARNG Career Program Managers and featuring representatives from DA Functional Proponency Offices

    g. Leverage supervisory-employee discussions on FY12 civilian performance objectives to convey DA mandatory leadership training requirements and encourage optional leadership training

    h. GKO Bulletin Board Announcements

MARKETING CAMPAIGN

    i. *Announcements on internal AHS electronic screens*

    j. *Establish quarterly Civilian Training Newsletter*

    k. *HCM staff guest speak on civilian development topics at ARNG Division Meetings*

INTRODUCTION

As stated in the introduction to this strategic guidance document, the purpose of Army Leader Development is to "Provide the Army the leaders the Nation needs when the Nation needs them." And what the nation needs always is for the Army to be a military profession that is effective and ethical in the design, generation, support, and application of land combat power when and where civilian authority directs. That is the Army's Duty to the Nation.

To fulfill that Duty, it has become a fact of history that Army leaders - both uniformed and civilian, at all levels - must lead the institution and the units within it to be a military profession rather than allowing the Army to operate simply as another government occupation. Thus, the exemplary leadership provided by Army leaders, who are themselves highly professional in their craft, is the vital difference in making the Army a profession - they are the sine qua non of Army professionalism, without which there simply is no military profession.

The purpose of this Annex is to explain the vital roles and relationships between the Army Profession and its individual Professional members, and how both inform the Army Leader Development Program (ALDP) in order to guide the development of future Army leaders.

THE TWO COMPONENTS OF THE ARMY PROFESSION

There are the two components of The Army Profession - the Army Profession of Arms (APOA) and the Army Civilian Corps (ACC). The former is composed of the uniformed Army, those skilled in arts of warfare and serving under unlimited liability to be in some cases called upon to kill and or die in their service. The latter is composed of all non-uniformed, civilian members of the Department of the Army who serve essential roles in the design, generation, support, and application of such land combat power by the Army.

THE ARMY PROFESSION AND THE DEVELOPMENT OF ARMY LEADERS
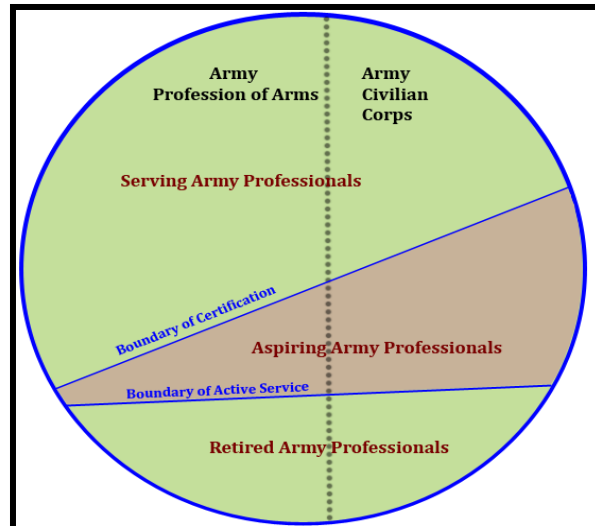
Because of the mutually dependent relationship between the two components (the APOA can neither prepare for nor execute its missions without the vital support of the ACC; and, in turn, the ACC exists only for the purpose of supporting the APOA), the development of leaders of both components must be guided by right understandings of what it means for the Army of 2020 to be a military profession and for its members to be professionals (next two sections).

WHAT IT MEANS FOR THE ARMY TO BE A PROFESSION

The Army cannot simply declare itself to be a profession and its Soldiers or civilians to be professionals. In fact, it is a military profession, as opposed to a government occupation, only if and when leaders match its culture and practices to that of an effective and ethical institution and maintains earned trust from the American people. The trust of the American people is the life-blood of the Army; the American people determine if the Army is a profession.

The Army will only behave as a profession if its leaders at all levels, both uniformed and civilian, conform its culture and practices daily to be those, uniquely, of a military profession. The responsibility to develop Army professionals, both leaders and followers, both uniformed and civilian, is mutually shared between the institution and the individual. **That is the purpose of this Strategic Guidance for Leader Development Strategy, to guide and facilitate a mutual developmental process between institution (profession) and individual (professional)**.

(1) The Army as a profession is responsible to create and maintain its own expert knowledge and its Ethic of practice that infuses Army culture for both the institution and individual professionals. Further, it must specify and facilitate the developmental tracks and certifications necessary for the aspiring

individual, Soldier or civilian, to advance in professional knowledge and practice to achieve the status of an institutionally certified "Army professional."

(2) Aspiring Army professionals, in turn, are responsible individually to develop and maintain the necessary military competence and moral character, while following a resolute commitment to a work that is far more than a job – their moral calling of privileged duty to service in the defense of the Republic. They do this by completing a progressive developmental trajectory of education, training and experience within the ALDP necessary to be certified, and often recertified throughout the career, by the institution as a professional.

THE ESSENTIAL CHARACTERISTICS OF THE ARMY PROFESSION

As depicted in the figure below, to earn the trust of the American people, Army leaders must lead, at all levels of the organization, such that the Army manifests in its culture and actions the following six essential characteristics. There are other characteristics that the Army desires, but these six are essential, and without which we cannot claim status as a profession:
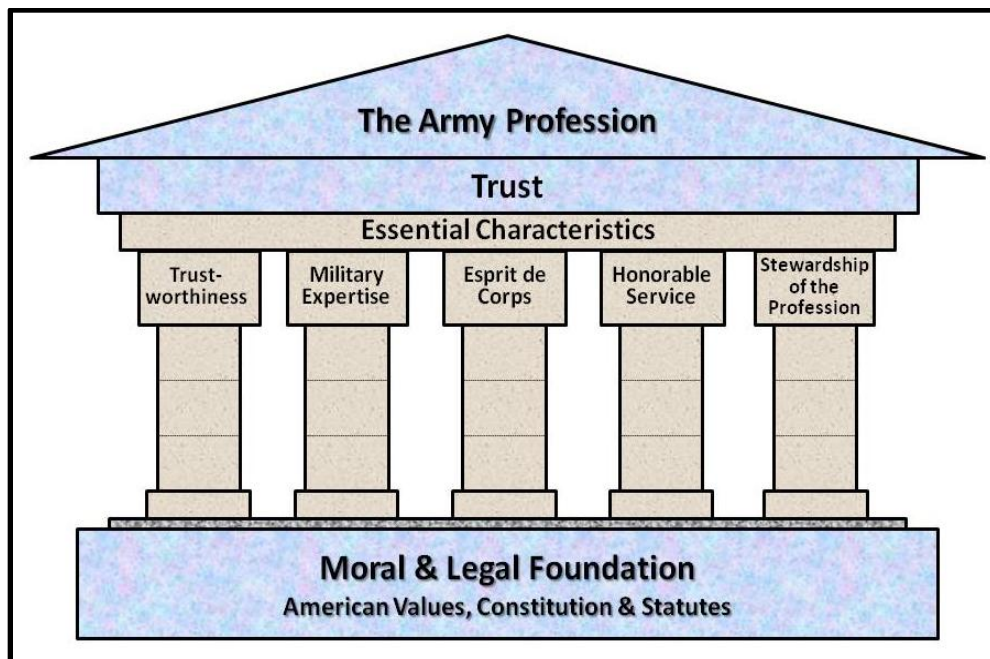
a. **Trust:** A positive relationship with the American people based on mutual trust and respect is the life-blood of the Army profession. The Army builds and sustains such trust through the active and continuous presence of the essential characteristics of the profession. Only by military effectiveness, performed through honorable service, by an Army with high levels of trustworthiness and esprit de corps, and with members who steward the profession's future and self-regulate the profession to maintain its integrity –

can the Army be a military profession that the American people trust to support and defend the Constitution and their rights and national interests.

b. **Trustworthiness:** Internal to the Army, trust serves as a vital organizing principle that establishes conditions necessary for an effective and ethical profession. Trustworthiness is the positive belief and faith in the competence, moral character, and calling of comrades and fellow professionals that permits the exercise of discretionary judgment - the core function of the Army professional's work. Such trustworthiness must be shared among comrades both civilian and military, between leaders and followers in the chains of command, between the Army and each of its individual professionals, between units and organizations, and between the Army and its JIIM and coalition partners.

c. **Military Expertise:** The Army creates its own expert knowledge, both theoretical and practical, for the defense of the nation and the design, generation, support, and application of land combat power. This land power is normally applied in Joint Operations through the full spectrum of conflict and the subsequent establishment of a better peace. Such knowledge is unique and is not generally held outside the Army profession. The Army's expertise, then, is the ethical and effective design, generation, support, and application of expert land combat power by certified individuals and units in the support and defense of the American people.

d. **Esprit de Corps:** To prevail in arduous and chaotic warfare, the Army Profession must have spirited, self-aware professionals who compose cohesive and effective units embedded in a culture that sustains traditions, respects customs, and creates a sense of belonging by inspiring martial excellence and the fortitude to never quit. Winning in combat is the only acceptable outcome; the Army cannot fail the American people. Thus the obligation to create and maintain a dominant, winning spirit within the Army Ethic rests with leaders at all levels.

e. **Honorable Service:** Without an effective and ethical Army Profession, the Nation is vulnerable to aggression. Thus the Army Profession exists not for itself but for the noble and honorable purpose of preserving peace, supporting and defending the Constitution, and protecting the American people and way of life. The Army is called to perform that duty virtuously, with integrity and respect for human dignity as the American people expect, in accordance with the Army's Values. Army Professionals are therefore fully committed to more than a job - they are called to the deep moral obligations of the Army's Duty. Under that deep commitment they willingly maintain the Army as subordinate to civilian authorities and they subordinate their own interests to those of the mission, being ready, if need be, to sacrifice in the defense of the Republic.

f. **Stewardship of the Profession:** All true professions must self-regulate - they create their own expertise and Ethic which they continually regenerate, reinforce, and enforce. The Army has existed for well over two centuries, but it has been a military profession for only half of that period. It will maintain its status as a profession with the American people if its leaders at all levels, both military and civilian, serve daily as stewards investing in the Army's future – in its evolving expert knowledge, the development of Army professionals and units to use that expertise, and in self-policing the institution to maintain the Army Ethic. Because of this unique responsibility, Army leaders are the sine qua non of the Army as a military profession.

WHAT IT MEANS FOR A SOLDIER OR CIVILIAN TO BE A PROFESSIONAL

The Army has established three criteria for the certification of all Army professionals, uniformed and civilian:
        a. <u>COMPETENCE</u> in Expert Work: The Professional's work is expert work related to the design, generation, support, and application of land combat power.

        b. Moral <u>CHARACTER</u> requisite to being an Army professional: The Army's expert work creates a moral responsibility to act on behalf of the client, the American People, rather than self and thus demands a moral character of sacrifice and service to one's own and the Army's Duty to the Nation.

        c. Resolute <u>COMMITMENT</u> to the Army Profession: By observation and evaluation it is clear that the professional has developed a personal calling requisite to an abiding commitment to effective, ethical, and honorable service in the Army and to the nation.

STRATEGIC DEVELOPMENTAL GOALS: THE ATTRIBUTES AND COMPETENCIES REQUIRED OF ALL ARMY LEADERS AND PROFESSIONALS

The Leader Requirements Model (LRM) in ADP 6-22 shown below has been revised to reflect input from the Profession of Arms Campaign and other sources. All Army Leaders are required to be professionals – that is a necessity. Further, all Army professionals are expected to provide an example of professionalism and excellence for others, whether they serve in a formal leadership position or not. Therefore, the Army has revised the LRM to comprise one aspirational model that specifies a single list of attributes and competencies to guide the development of both formal and informal leaders/professionals.

The LRM thus helps to make Competence, Character, and Commitment concrete, as the LRM will be assessed in OERs, NCOERs, and other methods. Yet we must continue as an Army to find additional ways to develop and assess

our leaders' Competence, Character, and Commitment; as well as ways to develop and assess Army and unit cultures to ensure that these three criteria are continuously reinforced in Army professionals.
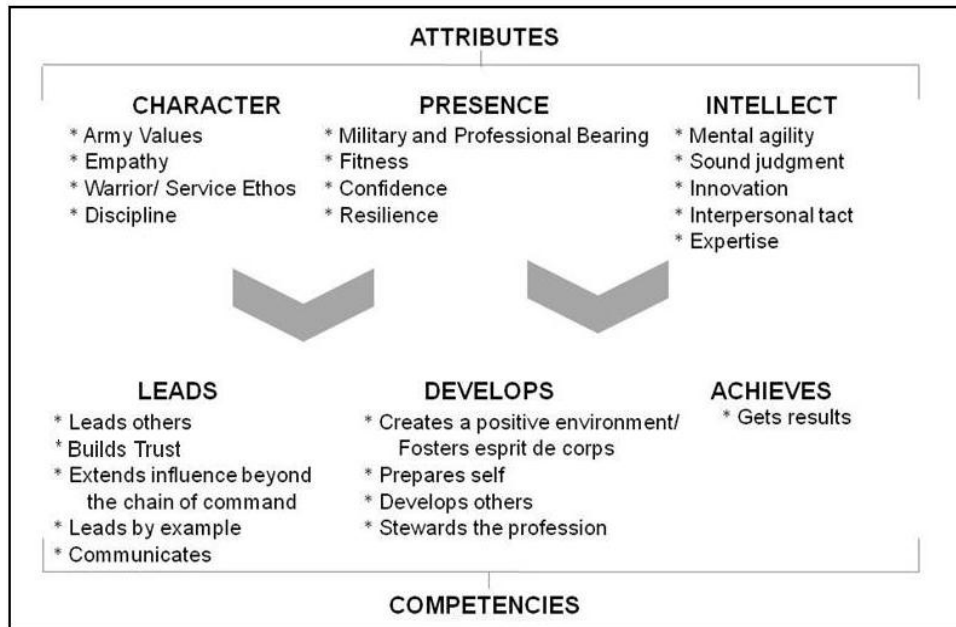
SUMMARY: STRATEGIC SUCCESS WILL BE AN ALDP WITH ARMY CERTIFICATIONS THAT EARN THE TRUST OF ARMY PROFESSIONALS AND THE AMERICAN PEOPLE

History has shown that the state of the Army and its effectiveness as a profession have ebbed and flowed across cycles of conflict and post-conflict transitions. Coming out of a decade of war, it is vital now that the Army – through developing leaders, and the subsequent actions of those leaders – reinforce professional standards; reinforce the six essential characteristics of the profession at the institutional level; and reinforce the Competence, Character, and Commitment of professionals, both military and civilian, at the individual level.

There are many strengths and some weaknesses in our profession and in our professionals as noted in the Profession of Arms Campaign interim report, and forthcoming end of year report. As we manage this transition, senior leaders must ensure that all policy and resource decisions that we make related to leader development serve to reinforce our profession.

Some immediate concerns are to readdress how we certify leaders and how we vet and cull from our ranks any leaders who do not exhibit or maintain the standards of our profession and who do not steward our profession through

selfless investments into things like counseling, coaching and mentoring and the building of positive cultures and esprit de corps in our formations.

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ENCLOSURE F

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ENCLOSURE G

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 Warfighting 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

ENCLOSURE G

PART II--TERMS AND DEFINITIONS

<u>54, the</u>. Refers to the 50 States, three Territories, and the District of Columbia.

<u>allocated forces</u>. The forces and resources provided to the commander of a unified command by the President and Secretary of Defense for execution planning or operations.

<u>apportioned forces</u>. The chairman of the joint chiefs of staff apportions forces and capabilities to combatant commands to develop contingency plans.

<u>army force generation</u>. 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.

<u>army force generation force pools</u>. 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.

<u>army resource priority list.</u> 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.

<u>assigned forces</u>. Those forces and resources placed under the COCOM of a unified commander by the direction of the Secretary of Defense.

<u>bog/dwell ratio</u>. The ratio of time spent on the ground (deployed) to the time spent at home station.

<u>contingency expeditionary force.</u> 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.

<u>deployment expeditionary force.</u> Army general purpose force units assigned or allocated during the ARFORGEN synchronization process and given a LAD in order to execute assigned missions.

<u>directed mission.</u> A mission a unit is formally tasked to execute or prepare to execute.

<u>dynamic army resource priority list.</u> 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

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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 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

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.

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 throughput." 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

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

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.

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 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: **P**rovide 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.