Platoon Trainer Guide
US Army National Guard

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TABLE OF CONTENTS

This Platoon Trainer Guide is designed to be used in conjunction with the Course Management Plan (CMP) and Army National Guard National Officer Candidate Guide (OCS SOP). Platoon Trainer Officers must be intimately familiar with the contents of both documents in order to efficiently administer the Army National Guard OCS program and effectively evaluate candidates' demonstrated leadership potential.

CHAPTER 1   INTRODUCTION

1-1. GENERAL:

The Army must have trained, tested and qualified commissioned leaders. The purpose of Officer Candidate School (OCS) is to produce graduates who have demonstrated they possess the required skills, knowledge, attitudes, and leadership abilities to serve as commissioned officers. The primary emphasis in the OCS program is on leadership development and assessment. OCS is a branch immaterial course that trains officer candidates (OCs) in Warrior Leader Tasks and core competencies required of all officers regardless of branch. Training a second lieutenant consists of two phases of the Basic Officer Leadership Course (BOLC): BOLC A is the pre-commissioning education for OCS, Reserve Officer Training Corp, or United States Military Academy students; BOLC B is the leadership and branch training section for those who are already officers. In leadership training, Soldiers train primarily in a field environment, undergoing a series of drills based on real-life scenarios and focusing on small-unit leadership and tactics. Officer Candidate School develops and evaluates leadership in Soldiers striving for a commission in the United States Army, the Army Reserve and the Army National Guard. It also teaches and tests select academic subjects that candidates demonstrate task mastery and skill application throughout the progression of the course.

1-2. **PURPOSE:**

This guide is a tool for understanding and implementing the necessary components of OCS, to ensure the end-result of the OCS program is successful. It describes policy, provides guidance in the execution of the OCS program and (in conjunction with the National Officer Candidate Guide) provides the foundation for the Platoon Trainer Qualification Course (PTQC)

1-3. APPLICABILITY:

a. This guide is intended for the exclusive use of the National Guard Component OCS staff and faculty. Personnel assigned as Platoon Trainer officers/non-commissioned officers must be familiar with its content prior to assuming their duties.

b. This guide is not for use by officer candidates.

c. This guide is applicable to all National Guard OCS programs operating under the guidance and oversight of The Army School System (TASS).

1-4. GENDER STATEMENT:

Reference to the masculine gender applies to both genders unless otherwise indicated.

1-5. PLATOON TRAINER QUALIFICATIONS:

All OCS personnel, whether assigned, attached or detailed must adhere to and exemplify the highest standards of appearance, bearing, demeanor, military discipline, and professionalism. They must conscientiously adhere to and enforce the standards of the OCS program.

a. Platoon Trainers and non-commissioned officers must:

(1) Be a graduate of Common Faculty Development-Instructor Course (CFD-IC), Army Basic Instructor Course (ABIC), Foundation Instructor Facilitator Course (FIFC) and have documented evidence of graduation with a DA Form 1059.

(2) Platoon Trainers shall have no more than eighteen months, from their date of assignment, to complete the Maneuver Tactics Foundation Course (MTFC) and have documented evidence of graduation from the course.

(3) Possess instructor additional skill identifier (ASI) of 8 (enlisted cadre and warrant officers) or identifier 5K (commissioned officer cadre). The Platoon Trainer must have orders awarding ASI.

(4) Annually (beginning 01 October 2022) pass a standard, six event (no alternate events) ACFT. The individual must have a current DA Form 705 with a passing, for record, score. Furthermore, Platoon Trainers must meet all physical requirements demanded of the officer candidates enrolled in the class. Platoon Trainers unable to meet the physical requirements required of the officer candidates due to permanent profile or other physical limitations will be removed from the duties of a Platoon Trainer until they can meet the physical requirements required of the officer candidates.

(5) Meet and maintain semi-annual height / weight standards IAW AR 600-9. Must have documented evidence showing height/weight on a current DA Form 705 and if necessary (exceeding table weight and requiring tape) DA Form 5500-R (male) or DA Form 5501-R (female). Platoon Trainers not IAW AR 600-9 will be removed from duties involving contact with officer candidates until meeting the standards of AR 600-9.

(6) OFFICERS: Hold the rank of 1LT (O-2), WO2, or above. Documented evidence is promotion orders, PQR or certified 2-1 showing appropriate rank. It is preferable and highly recommended to assign CPTs with company command and platoon leader experience and 1LTs with platoon leader experience. Officers/Warrant Officers must be a graduate of BOLC B or Warrant Officer Basic Course.

(7) NCOs: Hold the rank of SSG (E-6). NCO's must have completed current NCOES for their rank. These are the experts in platoon and company operations needed to teach/mentor our officer candidates. A waiver can be requested based on prior platoon sergeant experience and submitted by companies and routed through battalions and the SME before going to Fort Benning (refer to paragraph 2-4 I of CMP). Documented evidence is a completed DA Form 1059 showing graduation from the appropriate course

(8) Complete proponent certification by submitting all certification/qualification documentation listed above to the OCS TASS battalion certification official and conduct a 50 minute CFD-IC standard block of instruction. Must have all documented evidence and receive a 'go' on the instructor evaluation for certification. Documented evidence is a certification memorandum produced by the OCS TASS battalion documenting the findings of the certification official. The certification official will be CFD-IC/ABIC/FIFC qualified and of equal or greater rank designated by the TASS battalion commander. (See Annex F in CMP for sample memorandum.)

(9) Be a graduate of Platoon Trainer Qualification Course (PTQC), Maneuver Tactics Foundation Course (MTFC), TAC Qualification Course (TQC) or TAC Officer Training and Orientation Course (TTOC). Documented evidence is a completed DA Form 1059 showing graduation from one of the 3 courses or a DA form 87.

1-6. RESPONSIBILITIES OF OCS CADRE AND PLATOON TRAINERS:

a. The OCS TASS battalion is ultimately responsible for ensuring the companies follow and implement OCS training IAW the POI, the CMP and all other regulatory guidance. They must require the class schedule to include not only the lessons required by the POI, but also structured time that allows for the accomplishment of the OCS primary mission – thorough leadership counseling, development, and evaluation. This refers to "leadership development time" or Chain of Command Performance Counseling (CCPC).

b. The OCS company commander is responsible for the performance of the Platoon Trainer staff and the quality of instruction presented to the class. They must ensure that each candidate meets all graduation requirements before commissioning. While the direct performance of these duties is often delegated, the responsibility for their accomplishment can never be delegated.

c. The Senior Platoon Trainer officer ensures that the OCS environment is established and maintained, and that all candidates have thorough and fair evaluations. They interface between the Platoon Trainers and other support personnel to ensure that Platoon Trainers have adequate support to accomplish their mission. Their duties may include, but are not limited to, administrative training support and logistical coordination.

d. Platoon Trainers are the direct agents of the commander in the establishment and maintenance of the OCS environment. They are responsible for teaching, assessing, and counseling the officer candidates. They must thoroughly evaluate the leadership abilities of each of the candidates assigned to them. They must document their assessments of

demonstrated candidate leadership performance and provide timely feedback to each candidate. They must identify deficient candidates and recommend appropriate disposition.

e. Platoon Trainer NCOs develop the officer candidate by teaching the role of the NCO, and the responsibilities and supportive relationships between senior NCOs and the officers of a unit. Throughout the OCS program, candidates take on responsibilities that include those customarily assigned to NCOs. Platoon Trainer NCOs provide leadership assessments and counseling of officer candidates in these roles.

1-7. FRATERNIZATION:

a. Relationships between candidates and cadre, which cause the actual or perceived appearance of preferential treatment or partiality, are prejudicial to good order, discipline and unit morale. Candidates and cadre are not authorized to form such relationships.

b. Fraternization includes, but is not limited to, sexual relationship with candidates and cadre, public display of affection, to include close dancing, handholding, touching, kissing or other similar contact.

c. Cadre-cadre or candidate-candidate fraternization is unacceptable; it has the potential to undermine unit esprit and cause unnecessary tension within the class. Cadre and candidates will refrain from all actions that are, or could be, perceived as fraternization.

d. The first lieutenant colonel in the chain of command may remove any Platoon Trainer suspected of fraternization from the Platoon Trainer's duty position and will appoint a 15-6 investigating officer. Authority for disciplinary action against the Platoon Trainer because of the investigation resides with the Platoon Trainer's home state chain of command.

1-8. DISTINGUISHING PLATOON TRAINER UNIFORM ITEMS:

In order to distinguish themselves from other military personnel who may be present at the same location where the OCS battalion/company is training, Platoon Trainers wear distinctive uniform items to provide an instantly recognizable focal point for the candidates.

a. Platoon Trainers wear the black patrol cap with non-subdued insignia of rank centered on the front of the cap when conducting training within the OCS battalion/company area. During training in the field environment Platoon Trainers, wear the same field uniform as candidates excluding the Kevlar helmet. Wear the black patrol cap in Phase I and the OCP patrol cap in Phase III.

b. Company commanders may authorize distinctive Platoon Trainer physical training t-shirts to be worn during organized physical training/athletics periods. All Platoon Trainers must wear a common uniform. Commanders at consolidated training locations may designate a variation (such as wear of the long-sleeved t-shirt) of the improved physical fitness uniform (IPFU) in lieu of requiring Platoon Trainers to acquire an additional distinctive PT shirt.

CHAPTER 2   THE OCS ENVIRONMENT

2-1. GENERAL:

   This chapter provides the framework for all guidance on the conduct of the OCS program. To be effective while utilizing this environment, to produce quality OCS graduates, a thorough understanding of the environment is necessary for OCS cadre, especially Platoon Trainers.

2-2. PURPOSE:

   The purpose of this chapter is to provide the Platoon Trainer with an understanding of the OCS environment. It provides the Platoon Trainer a picture of the commander's intent within the OCS program and an overview of how the process works. A thorough understanding of this process provides the Platoon Trainer with the essential tools to teach, assess, and counsel officer candidates and to perform their training mission.

2-3. OCS MISSION

  By regulation and tradition, the primary mission of OCS is to train, educate, and commission officers in order to provide the Army with leaders of character who live by the Army ethic. TR 350-36, 1-2(3)

   a. To train selected personnel in the fundamentals of leadership and basic military skills; instill the professional and physical fitness ethic; evaluate leadership potential; and commission those who qualify as second lieutenants in the Total Force.

   b. In short, to entrust with the lives of the Soldiers placed under their authority as an officer, OCS must determine if the candidate possesses the required knowledge, attitudes, and skills required to lead. It is a candidate's responsibility to demonstrate that they meet the leadership requirements. It is the OCS cadres' responsibility to provide the candidate with the opportunity to demonstrate that they possess the required leadership skills, attitudes, and knowledge. We accomplish this mission through the skillful management and manipulation of the OCS environment.

2-4. OCS ENVIRONMENT:

   There are five characteristics of the OCS environment.

   a. **Military Mindset:** We must conduct Officer Candidate School in a controlled military mindset climate. Soldiers come to OCS expecting to find a rigid and disciplined military environment. The military mindset is an advantage of the OCS program and that must be maintained at all times.

   b. **Behavioral approach:** In OCS, we change candidate behavior by positively reinforcing the desired behavior while eliminating behavior that is not desirable using corrective action. It is important to remember that the OCS program as executed by the Platoon Trainer is to point out the positive behavior and discourage the negative behavior.

   c. **Stressful and Demanding:** The OCS environment should push the candidates by adding training requirements that they incorporate into their day-to-day routine. The added duties push them to manage their time, develop their resources and lead their Soldiers.

   d. **Realistic and Challenging:** We must not require the impossible. A candidate's failure to complete their task should be due to their inability, not being set up to fail by the Platoon Trainer officer/NCO. The tasks given to OCs should reference past training or continue to build on the knowledge they have learned.

   e. **Teach then Test:** We must ensure that we first teach the task, and then require the OC to demonstrate mastery. If we assign tasks that require skills and knowledge the OC does not possess, they have been set up to fail.

2-5. ENVIRONMENTAL REQUIREMENTS:

   There are five requirements that create the desired OCS environment. The correct OCS environment does not just automatically occur. It is dependent on the Platoon Trainer's adherence to five requirements that must govern all of

our actions to ensure the proper OCS environment. It is required that all Platoon Trainers maintain this environment at all times, and ensure that the proper environment remains constant throughout the OCS program.

a. A Platoon Trainer must be consistent in their standards. The OC must know that the Platoon Trainer expects absolutes in mission accomplishment, honesty, and integrity. While the academic, administrative, or tactical tasks may change in degree of difficulty as the OCS program progresses, the standards – the established Army standards – remain unchanged; however, the degree to which the Platoon Trainer expects the OC to achieve these standards steadily increases as the course progresses. In areas of morals and personal integrity, the Platoon Trainer must enforce an expectation of absolute adherence to OCS standards – expectations in these areas never change.

b. The OCS environment must be stressful. The Platoon Trainer must create and maintain a productive and challenging stress level. The OC must consistently feel the pressure to perform numerous tasks quickly and correctly while using all of their available resources to accomplish the mission. The word stressful is not synonymous with abusive. **Physical and/or verbal abuse serves no purpose in OCS and is prohibited.**

c. The OCS environment is demanding. Throughout most of the program, there should be no free time for the OC. The OC must always have a task to accomplish and must be constantly mindful that everything they do must result in absolute mission accomplishment.

d. The OCS environment must be professional at all times. Appearance and military bearing must be impeccable. The behavior of cadre must be professional at all times and above reproach. Everything an OCS cadre member does must support their integrity and enhance their credibility. At no time is profanity allowed around the Officer Candidates or at the Officer Candidates.

e. All of the tasks assigned to the OC must contribute to the accomplishment of the OCS mission. All tasks must contribute to the development of the candidate and the Platoon Trainer's ability to evaluate them. This tenet must be kept foremost in mind when assigning corrective training.

2-6. ENVIRONMENTAL ELEMENTS:

The OCS environment consists of three elements: the Leadership Assessment Program (LAP), the Officer Candidate (OC), and the Platoon Trainer.

a. **The Leadership Assessment Program (LAP):** The LAP is the method by which demonstrated leadership is assessed through the Platoon Trainer's observance of the officer candidate's actions (influencing, improving, operating), skills (interpersonal, conceptual, technical, tactical) and attributes (emotional, mental, physical). Throughout the assessment process, the officer candidate receives counseling and the qualities that make successful leaders are developed. This process requires the Platoon Trainer to systematically teach, assess, and counsel the officer candidate.

(1) The Platoon Trainer teaches the OC to lead Soldiers and perform their mission. They teach the actions and skills required while identifying necessary attributes that allows the officer candidate to develop into a mature, competent leader of Soldiers. This process enables the OC to know and understand required tasks and the attitudes that are required to be an officer. The Platoon Trainer assesses each candidate for successful or unsuccessful actions, skills and attributes.

(2) Following every assessment, the Platoon Trainer provides the OC with immediate feedback. LAP employs counseling as the method to correct deficient performance and strengthen acceptable performance. The OC must develop a course of action for improvement following the advice given to them in counseling.

b. **The Officer Candidate:** There is no such thing as a typical officer candidate. All candidates are different and they all have different needs, backgrounds, aspirations and expectations. People often use generalizations and stereotypes to categorize and simplify behavior. This is not acceptable in the OCS environment. Platoon Trainers must ensure that they deal with each officer candidate as an individual and not make assumptions based on gender, race, religion, socio- economic status, background, or physical build.

(1) Despite the variety of backgrounds in an OCS class, the group has common needs. Initially, they are confused, anxious, and have a fear of the unknown. They also have a fear that they are not good enough to pass the tests

that are required of them in order to obtain a commission. Initially, security and the avoidance of corrective action is a goal that they strive to attain. As the program progresses, their common needs change and the Platoon Trainer must be prepared to address them.

(2) The platoon in OCS is its own microcosm. The Platoon Trainer must effectively deal with a mini-society. The platoons create their own social order and its own group mentality. Within the platoon, various cliques, implied rules, peer leaders, scapegoats, and followers form.

(3) The Platoon Trainer must carefully manage the platoon so that it becomes a cohesive, purposeful unit. The Platoon Trainer must recognize the primary group as an entity and personality to be dealt with independent of the individual candidates. The Platoon Trainer must be aware of subgroup formations within the platoon, their norms, and their dominant members. Platoon Trainers must be careful not to project their own personal likes, dislikes, and prejudices into the platoon environment.

c. **The Platoon Trainer:** Except for the officer candidates themselves, the Platoon Trainer is the single most important element in the OCS environment. The Platoon Trainer creates and controls the OCS environment for better or worse. The power of the Platoon Trainer should be immediately evident to the officer candidates.

(1) There are two primary sources of influence, Platoon Trainers must properly exert over candidates: power and value of resources.

(a) First is simply power. Power is based on the number of resources a person has to modify the rewards and punishments of others. The Platoon Trainer is very powerful, as they control rewards and corrective training in OCS.

(b) Second is the value of resources. The value of resources is determined by the dependency of a person on them. The OC perceives that their destiny is very dependent upon the Platoon Trainer.

(2) **Platoon Trainer Power:** The properly maintained OCS environment contributes significantly to the power base of a Platoon Trainer. The Platoon Trainer's power base is rooted in four areas: legitimate power, expert power, reward and coercive power, and referent power.

(a) **Legitimate Power** held by a Platoon Trainer is based on the position they hold as a Platoon Trainer, and the fact that they are either an officer or senior non-commissioned officer. The OC must comply with the Platoon Trainer based on this legitimate status. This status diminishes if the Platoon Trainer does not act according to the character of this role. Their role as an officer or senior non-commissioned officer is clear. Primarily, they are responsible for the welfare of their Soldiers and the accomplishment of their mission. The Platoon Trainer is expected to be a stellar example without flaw.

(b) **Expert Power** bases Platoon Trainer's ability to effectively teach and provide an example of leadership. This is usually determined by their education, troop leading experiences, and time in service. The Platoon Trainer must remember that as they provide advice and instruction throughout the program, they begin to lose their advantage as an expert. The closer the candidate gets to graduation, the more equal they become in knowledge of leadership. This is of course the goal of OCS: to provide the OC with all the expert advice the Platoon Trainer has pertaining to leadership.

(c) **Reward and Coercive Power** possessed by a Platoon Trainer is their most obvious resource. The primary concern for candidates is their commissioning or elimination. Simple rewards and punishments (e.g. verbal reprimand, extra training, remedial PT, candidate status, privileges) that otherwise are relatively insignificant in a more typical military setting, take on added importance in the OCS environment. The deprivation experienced by officer candidates in basic status amplifies the value of all rewards received later in the program. With the increased impact simple rewards give, the Platoon Trainer who grants those increases their power. Reward and Coercive power is more prominent in the basic status than in intermediate status and senior status.

(d) **Referent Power** is based on identification. The OC that recognizes a Platoon Trainer as a leader of high standards and quality emulates the Platoon Trainer's behavior. The Platoon Trainer's behavior strongly influences the OC. Referent power is the most effective resource for the change of attitude, change of motivation, and commitment to excellence. The instruction of desired skills and tasks is greatly enhanced. A point of caution is important. The timing of the use of rewards and corrective action is vital. The Platoon Trainer who uses negative corrective actions too long or without the use of rewards, gains a negative referent power. The OC begins to reject the instruction of that Platoon Trainer.

(3) **Platoon Trainer Motivation:** The Platoon Trainer must use their powers to motivate the class to perform in the required manner. Motivation is what makes an OC want to do (or not to do) something. Candidates are motivated because they believe that by performing certain tasks they obtain certain outcomes that they perceive as desirable. That outcome may take the shape of a reward or it may be the avoidance of corrective action. A few things traditionally motivate all candidates. They want a commission; they want to survive OCS; they want to please the Platoon Trainer and avoid their criticism. However, each OC also comes to OCS with their own personal agenda. It is the Platoon Trainer's responsibility to identify what these are to help motivate individual candidates. This is accomplished by familiarity with the following useful tools:

(a) All candidates are given an initial counseling. The content of this counseling session is discussed in Chapter 4 (Counseling).

(b) The candidates are required to prepare an autobiography that is a valuable source for individual information.

(c) As candidates' written products (to include the candidate autobiography) provide the Platoon Trainer staff with an assessment of the candidates' written communications skills, give the candidate feedback to allow them to improve in this area.

OCS BASIC STATUS - THE CLIMATE OF DISCIPLINE

2-7. GENERAL.

a. In the Basic Status of OCS training, the Platoon Trainer must establish a climate of discipline. The Platoon Trainer's priority of effort is directed toward the fusion of assessing and communicating desired actions, skills, and attributes, as well as officer candidate attitudes and their adherence to the Army Values. Strong emphasis is placed on the qualities of moral integrity, strict discipline, physical and mental toughness, speed of reaction, assertiveness, command responsibilities, rapid response, persistence in the face of difficulties, absolute mission accomplishment, and ultimately the OC's ability to lead others to this end. These are strong dynamic leadership qualities.

b. Teaching must occur in the broadest possible context. The message transmitted by the Platoon Trainer is composed of their every word and action; every expression, inflection of voice and body posture; every rule, policy and corrective action. Every facet of a Platoon Trainer's behavior communicates a message. The Platoon Trainer's power, coupled with ability to communicate, accentuate the extent of the Platoon Trainer's power during this time. The rewards and corrective reinforcement available to them are quite potent. The OC's fear of corrective reinforcement strengthens their need for information. During this period of anxiety and insecurity, the candidates tend to take the messages of the Platoon Trainer quite literally. Therefore, it is important that the Platoon Trainer's words and behavior convey precisely what they intend. They must be constantly aware of this influence when dealing with the candidates.

2-8. THE IMAGE OF THE PLATOON TRAINER:

The Platoon Trainer epitomizes the tough, no nonsense Soldier. They are the embodiment of personal discipline, military bearing, moral and physical strength, professional competence, and dedication to duty. These are the qualities; the Platoon Trainer desires to see in the candidates.

a. Credibility. The Platoon Trainer should exhibit decisiveness and confidence in everything they do. The OC must not see any doubt in what the Platoon Trainer says or does. The Platoon Trainer's credibility determines if they are an object of identification or an obstacle to avoid. One unthinking word or action, one unfulfilled promise a Platoon Trainer makes, or one failure to follow through can undermine all the Platoon Trainer's efforts. The Platoon Trainer must clearly define, consistently apply and enforce all of the rules of the OCS program. While the Platoon Trainer cannot avoid hurting the feelings of some sensitive candidates, they should never be abusive and/or insulting.

b. Communication. To maintain the image of the Platoon Trainer, they must ensure that the answers to questions are correct before they give them. Platoon Trainers need to avoid answering questions without specific, definitive answers that are rooted in Army Doctrine and Army Regulations. In other words, Platoon Trainers must avoid shooting

from the hip. If the Platoon Trainer does not know the answer, admit it! Tell the OC you will find out, and be sure to follow through on that promise. It is also a good idea to refer the OC to a resource they may already have. By doing this, the Platoon Trainer encourages the OC to seek answers to their questions independently. The OC then begins to appreciate the library of reference materials they must maintain.

2-9. INFORMATION CONTROL:

The control of information in basic status is a subtle but very powerful skill. The expert power of the Platoon Trainer is most influential early in this status because they have all the answers. Because the candidates come into the program with a variety of expectations, effort needs to be made to inform them about what is going to happen and why it is going to happen very early on. However, keep in mind that this explanation means not to justify the Platoon Trainers orders because all Platoon Trainers will hold themselves to the highest ethical standards.

a. The Battalion Commander Briefing (conducted during consolidated OCS training) provides an opportunity for the commander to lay out their intent for training. It provides the opportunity for the commander to impart the value of OCS to the candidates, as well as make them aware of the seriousness of what they are undertaking.

b. The Company Commander Briefing deals with administrative requirements and command emphasis issues. The commander's comments provide the candidates with the commander's intent regarding the OCS program. Many of the tasks required of an OC may seem irrelevant to those unfamiliar with the program – when looked at individually they seem unimportant; however, when taken collectively, they bring out the essence of leadership. The tasks require the OC to plan the use of time, labor and equipment, to coordinate activities, to communicate orders, and to inspect and supervise work. Most of all, they require the OC to maintain a positive, driving, success-oriented attitude in spite of frustration and initial failure. This is what the OCS program wants: tough-minded, motivated leaders who have the knowledge and skills to lead Soldiers in the successful accomplishment of their mission. While the tasks themselves may be artificial or contrived, the skills, knowledge, and attitudes they develop are real and they transfer quite easily to more specialized leadership tasks after commissioning.

c. The Senior Platoon Trainer Briefing, given on the first day the candidates arrive for training, is a general introduction to the course with a focus on the explanation of rules and procedures. This briefing describes the basic combat orientation of OCS. OCS is a branch immaterial course with the premise that every officer must be a combat leader capable of leading ground combat troops.

d. The Platoon Trainer Briefing, which should occur prior to the end of the first day of training, should include information regarding the importance of the Candidate Guide and a brief explanation of the Leadership Assessment Program (LAP) and how it is employed. Both the candidate chain of command and the cadre chain of command are made clear. Clarification must occur regarding the perception of dignity and concepts of fairness and equality between one candidate and another. In the basic status, the OC may not be treated as they thinks he should and may feel insulted, embarrassed, disappointed, or otherwise slighted depending upon their point of view. All candidates need to understand that they must first pass all the academic and physical fitness requirements. It is up to the OC to prove to the Platoon Trainer that they have the ability to lead. The OC is not entitled to the commission based on simply completing the course; therefore, it is imperative that the OC listen attentively, obey orders, and heed the Platoon Trainer's advice.

e. The First Sergeant Briefing, given on the first day the candidates arrive for training should include explanations of daily operations. This is the time to cover family emergency procedures, mail procedures, Chain of Command, sick call procedures and location and staff responsibilities. The 1SG will cover the areas of training and areas off limits to candidates.

2-10. INFORMATION SOURCES

a. Procedural Information. The course teaches candidates to find information through appropriate sources. Most administrative or procedural information can be secured through the candidate chain of command, the cadre chain of command, the Candidate Guide, appropriate regulations, and/or from fellow, more experienced candidates. Candidates should use their own initiative in this regard. Using self-reliance and initiative to accomplish a task may seem harder, but it is more gratifying than the Platoon Trainer giving the answers to the candidates. Candidates should report to the

Platoon Trainer for information only as a last resort, and then only after having used the candidate chain of command by way of the platoon leader. The Platoon Trainer then judges how to dispense information. If the information is relatively insignificant, the Platoon Trainer can use the OC chain of command. If the information is vital or complex in nature, the Platoon Trainer directly addresses the individual or group concerned.

b. **Leadership Advice:** While the Platoon Trainer is the last resort for an OC for procedural information, the OCs rely directly on the Platoon Trainer for leadership recommendations. The skillful Platoon Trainer provides the OC with unsparing advice involving matters of leadership technique and style. Platoon Trainers administer the bulk of leadership skills in individual counseling; however, the Platoon Trainer should not refrain from frequent on-the-spot corrections with solid recommendations regarding leadership.

2-11. THE PLATOON:

The influence of the primary group is of paramount importance in the education of officer candidates.

a. **Building Platoon Cohesion:** During the basic status, the mere fact that the candidates feel threatened compels them to draw together for protection. The candidates avoid special scrutiny by the Platoon Trainer so they seek to do what the majority does. Few are willing to risk exposure and thus, for the most part, initiative is stifled. The Platoon Trainer must understand and accept this during the basic status to preserve the climate of discipline. The Platoon Trainer can further the cohesion process by emphasizing supervisory responsibility and unit integrity through positive reinforcement and corrective actions.

(1) **Supervisory Responsibility:** The Platoon Trainer must hold the candidate chain of command accountable for their subordinates. If an OC is late to formations, his squad leader, platoon sergeant, and (to a lesser degree) platoon leader are at fault and held liable. Command responsibility is emphasized in a variety of ways: proper accountability, detail completion, living area and personal appearance inspections, etc. Most individual corrections are supervisory problems. The Platoon Trainer must be careful not to forget this. When an OC does not have the power to control others, they should not be held liable for their mistakes. At times, a fine line is drawn as to what a leader could and could not do to influence a situation. This calls for fair and impartial judgment by the Platoon Trainer

(2) **Unit Integrity:** Platoon Trainers should encourage the technique of maintaining squad integrity when performing details. This is a candidate chain of command responsibility, and the Platoon Trainers should note the failure to adhere to this principle verbally and on leadership assessments (LORs and LERs).

b. **Group Sanctions:** The use of reward and corrective action on a group level can either fragment or solidify a group. Continued group failure with a loss of reward and accompanying corrective action can turn a platoon into a bickering, fighting assemblage of selfish, frustrated individuals with an "every man for himself" attitude. The converse situation (too many group rewards coming too easily) sedates the group and does not create the motivation to strive for excellence. Timing and balance is essential.

(1) **Group Reward:** The use of group reward is discretionary. Platoon "atta-boys" can and should be administered; however, they must be used with discretion and infrequency during the basic status. They should be used much more in the intermediate status and senior status, but appropriate to the particular accomplishment. Identification and support of the platoon and company goals are made immediately. Such goals could include the platoon with the highest ACFT scores, the highest academic averages, successful participation in special events (such as the LRC), and successful inspections.

(2) **Group Corrective Action:** Group corrective actions are restricted to the basic status and only the Senior Platoon Trainer or the Company Commander may approve them. Continual use of mass corrective actions diminishes the impact of the individual deficiency/retraining system; if used later in the course, it can destroy Platoon Trainer/OC rapport. Delay of privileges that candidates place great value on should be used only in the basic status. These delays should be closely monitored, and the delay should not be excessive.

c. **Influence of the Platoon:** After the first peer ratings, the Platoon Trainer gets an idea of who the most influential leaders are in the platoon. These emergent leaders are the ones who have the most to contribute to the group needs and are the ones willing to take the lead in this regard; they tend to be the ones who have a combination of military experience and motivation. Candidates gravitate into cliques based on likes and dislikes. Generally, the initial emergent leader is the leader of the clique with the most platoon status and thus most of the influence. Be aware that negative

leaders can form rival cliques that can lead the platoon in the wrong direction or totally fragment it. The Platoon Trainer must seek to influence these groups early in the program. The Platoon Trainer must seek platoon cohesion over clique formation:

(1) The Platoon Trainer identifies the cliques within the platoon by recognizing lines of influence, leaders, followers, and isolationists. He gets information from LORs/LERs, conversations with the candidates, actions during class breaks, and observations during field training and details.

(2) The Platoon Trainer changes billeting assignments to separate and isolate negative cliques and leaders. The Platoon Trainer ensures not to match negative leaders with easily influenced candidates. All candidates have a different location from their cliques.

(3) The Platoon Trainer places negative candidates in the candidate chain of command and counsels them more frequently on their attitude problems early in the basic status. This provides early assessment of candidates who may not be able to demonstrate a positive change in attitude. This can be used as evidence in the event of relief. Eliminate negative candidates, if their attitudes reflect in poor performance and they are not responsive to the counseling of the Platoon Trainer.

2-12. CANDIDATE CHAIN OF COMMAND RESPONSIBILITIES:

a. The candidate chain of command extends from Squad Leaders, Platoon Sergeants, Platoon Leaders, the First Sergeant, the Executive Officer, and to the Company Commander (depending upon the class size). All of these positions are subject to formal leadership assessments and counseling. The tenure of the candidate chain of command varies according to scheduled training. During the course, each candidate is required to assume at least one leadership position per Phase. If the Platoon Trainer staff has the time and resources to provide the candidate with multiple leadership positions, the staff should strive to provide the candidate with the maximum number of leadership positions with a combination of garrison and field training environments.

b. The Platoon Trainer's appraisal of an OC's leadership ability is based more on their performance while in a leadership position than at any other time. The candidate chain of command is given as many tasks as can possibly be handled with the resources available. It is up to the candidate chain of command to best utilize the time, Soldiers, and resources available in the accomplishment of these tasks. Platoon Trainers should relate the task requirements as closely as possible to the tasks a new lieutenant faces, although, this is not always possible. While the tasks may not be relevant, the skills that must be employed for successful completion of these tasks and the overall attitude of the OC are entirely relevant to those required of a junior officer. Accomplishing these tasks forces the OC to concentrate on their assignment and pay attention to detail while burdened with many other pressing tasks. They must plan their time, delegate what they cannot handle, supervise the work, and overcome the frustration of failure.

c. Platoon Details: Most platoon details consist of tasks in or around the company area (e.g. policing the grounds, cleaning the billets, etc.). As with most tasks, the standards the Platoon Trainer enforces, and number of other assignments the candidates have to complete regulate the difficulty of the assignment. Details test the candidate's management of time, communication of orders, supervision of subordinates, delegation of authority, attention to detail, ability to handle Soldiers, and maintenance of a positive attitude.

d. Administrative Assignments: OCS gives the candidate chain of command numerous administrative assignments involving the gathering of information, analysis of that information, and the preparation and submission of reports. Successful completion of these reports requires the OC to write clearly, logically, with good grammar and correct spelling in the appropriate military format and requires the OC to submit the report on time.

e. Platoon (Company) Communications: The Platoon Trainer should be in a position to observe the candidate's efforts as they communicate to their chain of command. This evaluation is informal and is accomplished by observing the platoon leader during platoon and/or squad briefings. The Platoon Trainer can order the platoon leader to brief their platoon or chain of command on some topic the Platoon Trainer desires. In addition to many benefits derived by observing the platoon leader, the Platoon Trainer can also assess the response of the subordinate listeners.

f. Routine Troop Control: The candidate chain of command is responsible for routine troop control (accountability, formations, troop movement, and feeding) on a daily basis.

(1) The OC leadership must maintain troop accountability, which the Platoon Trainer frequently checks, at all times. This measures a leader's control of his Soldiers and forces him to be aware of the actions of all of his Soldiers.

(2) Formations are held several times a day. In addition to accountability, the candidate chain of command is responsible for the punctuality and personal appearance of their subordinates, as well as the use of correct drill and reporting procedures. A conscientious effort on the part of the chain of command to conduct effective inspections results in improved individual performance. Individual candidate deficiencies are evidence of a lack of supervision by the candidate chain of command.

(3) Troop movement must be accomplished in an orderly and timely manner. The chain of command must ensure that this is accomplished no matter the mode of transportation. The Platoon Trainer observes a candidate's command presence, mental alertness, command voice, knowledge of correct drill procedures, and knowledge of correct route, destination, and troop control during troop movements.

(4) Feeding the platoon (company) is a planned event controlled by the candidate chain of command with the coordination of the Senior Platoon Trainer, other support cadre, and the dining facility staff. The chain of command is responsible for ensuring that all officer candidates eat a complete meal in a quick, efficient manner. Platoon Trainers observe and assess candidate organization, control, planning and communication during the messing process.

2-13. THE DECISION TO MOVE THE CLASS INTO THE INTERMEDIATE STATUS:

a. There are performance indicators that measure the class's preparedness to move into the next status. Platoon Trainers use these indicators to determine the appropriate point in the course to advance the candidates to the next status. It is important to realize that the class must continue to move forward in spite of a delay in advancement; however, unless the Platoon Trainers recognize the accomplishment of the following performance indicators, the class may reach a point where mediocrity becomes the standard. Platoon Trainers must avoid allowing this to happen by paying attention to the preparedness of the class. Platoon Trainers should use the following performance indicators to determine class readiness to advance to the next status.

(1) Is the candidate chain of command able to anticipate, plan, and execute tasks associated with day-to-day training without direction from the Platoon Trainer staff? As the course progresses, the class should be able to identify new requirements and take action without waiting for direction. The tasks increase in difficulty as the course progresses through basic status and intermediate status.

(2) Can the candidate chain of command conduct uniform and personal appearance inspections and take corrective action without direction from the Platoon Trainer staff?

(3) During spot checks by the Platoon Trainers on general military knowledge and POI instructed material, do the candidates respond with accuracy and confidence? Throughout the course the quantity and difficulty of information and knowledge changes. The candidates must be able to adapt to and acquire new information and knowledge without compromising expected standards.

(4) Are routine tasks accomplished with little effort and in a timely manner? Routine tasks should become easier; by the time the class attains the latter part of the basic status, the tasks become automatic.

(5) Is the appearance, bearing, and attitude of the class polished and to standard? Towards the end of the basic status, this becomes increasingly evident.

(6) Are the leadership evaluations reflecting higher ratings? Towards the end of the basic status, candidates in leadership positions should be demonstrating a higher standard of leadership performance than earlier in the status.

(7) Are the candidates beginning to ask questions that are more technical regarding how to make personal improvements in leadership skills? Towards the end of the basic status, candidates should begin to initiate appropriate questions and not wait to be called upon.

b. When performance indicators such as these become evident, it is time to move to the next status. The degree of protocol, tradition, or recognition used to mark the move from basic status to intermediate status is specific to each OCS program; however, candidates are aware that an adjustment of uniform is reflective of advancement into the next status. The intermediate officer candidate uniform consists OCP patrol cap with subdued "OCS" insignia, the wear of the blue ascot (NSN 8455-00-916-8398), and the wear of the pistol belt with single canteen (on the right hip). The officer candidate field uniform remains unchanged.

OCS INTERMEDIATE STATUS - PERIOD OF TRANSITION

2-14. GENERAL.

  During the basic status, Platoon Trainers emphasize desired attitudes and basic junior officer leadership skills. In the intermediate status, attitudes are not the primary focus; however, they are still paramount to performance, and Platoon Trainers continue to assess them and communicate their importance. The intermediate status concentrates on leader competence. Candidates with unacceptable attitudes in this status are recommended for relief. In the intermediate status, the course emphasizes acquiring skills and understanding tasks. This is a period of transition where the OC is allowed to move closer to the self-regulating responsibility required of them as an officer.

2-15. THE IMAGE OF THE PLATOON TRAINER:

  In the intermediate status, the Platoon Trainer portrays themselves as fair, down to business, and positive, but remains strict. The Platoon Trainer continues to show care and concern for the candidates. The candidates have learned from their mistakes and are making fewer of them. They are more likely to successfully complete some tasks to standard. The Platoon Trainer must recognize their successes. This recognition reinforces desired behaviors, while projecting the Platoon Trainer as fair and more positive.

  a. Credibility: In the intermediate status, the Platoon Trainer must be prepared to work harder. The Platoon Trainer is more discriminating in finding OC deficiencies: the mistakes are still there, but the Platoon Trainer has to look harder to find them. The candidates feel more self-sufficient, the Platoon Trainer must learn to stand back and allow the candidates to accomplish missions without interference. Leadership by example is an old maxim that must be followed. The Platoon Trainer must practice what they preach, be it personal appearance, reliability, dedication, or any other leadership quality essential to a leader. During the intermediate status, the candidate begins to scrutinize the Platoon Trainer; therefore, Platoon Trainers must remain consistent and reliable.

  b. Communication: The quality of the Platoon Trainer's advice is very important. During the basic status, correction was easy; now the Platoon Trainer must learn to address the finer points of leadership that remain for candidates to master. The Platoon Trainer must avoid simple answers to complex issues; trying harder is no longer an acceptable response. If the issue is complex enough to warrant an in-depth explanation, the Platoon Trainer must be prepared to address it when more time is available. If the Platoon Trainer has no ready advice, they should not attempt to create a response. Putting an explanation off until another time allows the Platoon Trainer an opportunity to research the issue or talk with the Senior Platoon Trainer about an appropriate response. The Platoon Trainer is not obligated to answer questions at a time that is inconvenient to them, but they do get back to the candidate with the answer in a timely manner.

2-16. THE PLATOON:

  By the time the class attains intermediate status, the typical platoon has developed a well-defined infrastructure. The platoon should now function as one unified, cohesive, primary group, but it still may consist of several cliques. The Platoon Trainer should continue to make every effort to solidify the platoon, in spite of the cliques.

  a. Influencing the Platoon: Weathering the basic status as well as accomplishing more specific and clearly defined obstacles in the intermediate status enhances platoon solidarity. During these trials and tests, the Platoon Trainer must insist that the platoon members mutually support one another. For instance, when a candidate falls out of a run, another candidate should be allowed to drop back and encourage him to catch up with the platoon. The development of a group identity is enhanced by recognition of what makes it unique: the highest PT scores, the highest academic averages, the best billet displays, etc. The platoon probably already expresses itself with a unit slogan, exemplifying its solidarity; the Platoon Trainer should encourage this.

b. The Platoon Briefing: On the first day of the intermediate status, the Platoon Trainer explains the implications of the change of class status. The Platoon Trainers use the platoon briefing more frequently in the intermediate status to relay personal insights regarding leadership techniques not found in regulatory guidance but gained through troop leading experience.

(1) The Intermediate Status is a period of transition wherein the OC is allowed more power and authority to run the platoon. The Platoon Trainer still conducts inspections and makes corrections; however, they rely on the candidate chain of command to ensure that candidates are enforcing the OCS standards. If it appears that standards have dropped, and the candidates are abusing privileges afforded them, then the Platoon Trainer must step in and may even recommend platoon-level corrective action to the Senior Platoon Trainer or Company Commander.

(2) The Platoon Trainer explains that they are now looking more at the candidate's judgment, initiative, and ability to accomplish missions without constant supervision. The Platoon Trainer is interested in the OC's ability to give a class, to think on their feet, and to articulate their thoughts in speech and in writing. The Platoon Trainer is increasingly more interested in unit proficiency as expressed by three characteristics: morale, esprit de corps and discipline. The OC's ability to keep morale and esprit de corps high while still maintaining the high standards of OCS is a difficult challenge.

(3) The Platoon Trainer explains that they are more disposed to answer candidate questions regarding OCS and the Army than in the basic status. Candidates should feel free to ask questions of this sort. The Platoon Trainer gives explanations of policy to aid the OC's appreciation and understanding; however, the Platoon Trainer does not answer petty or irrelevant questions. The Platoon Trainer should avoid getting themselves into a position where they have to dodge attacking questions of a few disgruntled candidates; the Platoon Trainer remains in firm control of any question and answer session, and the Platoon Trainer should state this at the beginning of the briefing.

(4) The Group Majority Opinion: The Platoon Trainer may run into a group majority opinion that is in direct conflict with what the Platoon Trainer wants to instruct. The Platoon Trainer must have strong, realistic arguments with several illustrating examples (preferably based in Army tactics or doctrine). If the Platoon Trainer finds themselves trapped, they must avoid telling the platoon they are wrong and the Platoon Trainer is right; they should tell the platoon that they would discuss the matter later. During the interim, the Platoon Trainer can work to build their case. In discussions of key issues, the Platoon Trainer can adopt the tactic of not revealing their position; they can ask leading questions and direct the discussion without having to personally, come into conflict with anyone. Generally, the platoon attitude supports the Platoon Trainer's arguments; those that agree with the Platoon Trainer generally overcome minority dissenters.

2-17. CANDIDATE CHAIN OF COMMAND RESPONSIBILITIES:

a. Responsibilities: The intermediate status, gives the candidate chain of command far greater authority to take care of matters than traditionally decided by the Platoon Trainer. The chain of command inspects billets, details, personal appearance, etc. The candidate leader personally counsels their subordinates on their performance. The platoon leader (company commander) gives the Platoon Trainer/SR Platoon Trainer a daily report on platoon (company) performance. The Platoon Trainer follows up on the candidate leaders and ensures that the inspections are in fact completed and that the results are realistic.

b. Chain of Command Ratings: The Platoon Trainer must look at the chain of command's ability to maintain an effective unit without Platoon Trainer intervention. However, the Platoon Trainer needs to be aware that in some instances the candidate leaders may settle for less than the standard if they feel they can get away with it without repercussions. The candidate chain of command is responsible for platoon (company) deficiencies; however, the individual candidate is held responsible for repeated infractions and the failure to make the necessary personal corrections as pointed out by the candidate leaders.

2-18. THE DECISION TO MOVE THE CLASS INTO THE SENIOR STATUS:

a. By the time the candidates arrive at the point when they attain senior status, the performance indicators are truly visible. The candidates project a confidence and a willingness to take risks to accomplish the mission.

(1) Can the candidate chain of command conduct a billets inspection, take corrective action, and counsel their peers on deficiencies without the direction from the Platoon Trainer staff?

(2) Administrative assignments accomplished in a meaningful, thorough manner. Towards the end of the intermediate status, the AARs from the chain of command should be more detail-oriented, concise, and relevant.

(3) Are the candidates beginning to formulate plans for future assignments as second lieutenants? Towards the end of the intermediate status, the candidates begin to question branch assignments, compatibility, and expectations beyond OCS.

(4) Are the leadership evaluations reflecting higher ratings? Towards the end of the intermediate status, the average overall candidate's leadership performance ratings should improve significantly over the intermediate status ratings. In addition to the improved leadership performance of the candidates, they should be quick to make self-assessments and recognize their own limitations.

b. Advancing to the senior status is a significant achievement. The Platoon Trainer staff should plan a special event to recognize the candidates' senior status. Some suggestions include a candidate planned and led dining-in/dining-out, military ball, or senior picnic. Candidates again make uniform attire adjustments. The senior officer candidate uniform retains the OCP patrol cap and pistol belt, but substitutes the blue ascot with the white scarf with OCS emblem (vendor: Ira Green; UPC# 05383206475). The ARMY Service Uniform mandates the wear of skill badges, awards, the candidate's gaining unit patch, and officer stripes and piping (except for candidates in the accelerated OCS programs).

OCS SENIOR STATUS - MOTIVATIONAL PEAK

2-19. GENERAL:

In the senior status, the OCS program turns once again to an emphasis on attitudes and leader confidence; the acquisition of skills and task knowledge is secondary. However, during this status the Platoon Trainer extensively evaluates the candidate's knowledge and skills acquired in the previous status. Effort is directed toward ending OCS on a positive, motivational high. The OC is expected to reflect the leadership skills, attitudes, and knowledge of a second lieutenant. The OC's efforts in the senior status are directly linked to their desire to finally attain their commission in the United States Army.

2-20. THE IMAGE OF THE PLATOON TRAINER:

Many feel that once the class has entered its final status, the role of the Platoon Trainer diminishes. This is not true. In the senior status, the best opportunity exists for the Platoon Trainer to shape how the OC initially behaves as a second lieutenant. The Platoon Trainer becomes a mentor and the social distance between the Platoon Trainer and the OC narrows. The Platoon Trainer becomes a trusted counselor; however, they do not become the candidate's friend – they must retain some manner of reserve. To act in an undignified or overly friendly manner causes a severe loss of respect by the candidates for the Platoon Trainer.

a. Credibility: The Platoon Trainer's increased exposure to the candidates, combined with the diminishing of the social distance between them underscores the need for the Platoon Trainer to lead by personal example. The most important example that the Platoon Trainer can show is dedication to the job and to the platoon (mission and Soldiers). The Platoon Trainer must expend as much time and energy as possible to prepare the candidates for graduation. Platoon Trainers may arrange for an athletic competition in which the Platoon Trainers participate; however, Platoon Trainers do not attend platoon parties or otherwise socialize inappropriately with the candidates.

b. Communication: The importance of the Platoon Trainer's ability to speak and advice increases dramatically in the senior status because they have more interaction with the candidates. The Platoon Trainer accompanies the OC throughout field training and continues to assess their demonstrated leadership. The rapport between the OC and the Platoon Trainer is closer; the OC should feel free to talk to the Platoon Trainer without going through the candidate chain of command. The Platoon Trainer should be available for conversation and initiate conversation on his own. The Platoon Trainer must be prepared to deal with complex OC issues, regarding the OC's concerns about his responsibilities following graduation. The OCs undoubtedly has questions regarding how they should interact with

subordinates and superiors when they arrive at their next assignment. Take care, to keep a professional distance between the Platoon Trainer and the OC.

2-21. THE PLATOON:

The OC has demonstrated that they has what it takes if they has successfully completed the intermediate status and begins to feel that they are going to complete OCS; the concern is more with individual class standing and what lies ahead after graduation. The primary group remains very cohesive; their morale is high and their energy appears endless.

a. Influencing the Primary Group: The Platoon Trainer treats the OC with much greater dignity and praises them much more frequently. The platoon progressively accomplishes more on its own. Where habits were once forced, they are now maintained through the pride of the group. During the senior status, the candidates are given individual recognition for their performance. Being selection to serve on the final chain of command is prestigious. The candidates are focusing on the final honors awarded at graduation.

b. The Platoon Briefing: The Platoon Trainer engages in discussions of topics pertinent to leadership techniques, responsibilities, and problem resolution. The Platoon Trainer directs the conversation and ensures that it does not wander. They solicit the opinion of as many candidates as possible. The Platoon Trainer should be well versed in the subject matter covered. The Platoon Trainer learns something of the breadth of education and interest of each of his candidates. They is able to assess their ability to think and to speak logically and without prejudice.

2-22. CANDIDATE CHAIN OF COMMAND RESPONSIBILITIES:

Candidate leaders are required to take care of administrative, logistical, and other requirements the Platoon Trainer deems fit for the smooth operation of the platoon. Generally, appearance standards, accountability, and troop control tasks continue. Emphasis should still be placed on the chain of command to produce and maintain unit excellence, but this should be through persuasive techniques rather than resorting to coercive measures. The Platoon Trainer conducts final leadership assessment and counseling. The Platoon Trainer prescribes the candidate's potential for successfully filling future leadership roles. They must make recommendations for the candidate to follow in continuing their personal professional development as a junior officer. This final assessment and counseling lays the groundwork for the candidate's smooth entry into his new unit of assignment.

CHAPTER 3   LEADERSHIP ASSESSMENT PROGRAM (LAP)

3-1. GENERAL:

 This chapter provides the necessary guidance for employing the Leadership Assessment Program (LAP).

a. The primary purpose of OCS is to develop and assess leadership; therefore, the primary focus of evaluation is to assess candidate performance in this area. While total objectivity can never be obtained, the use of standardized forms and definitions greatly enhances impartial leadership evaluations.

b. United States Army Infantry School (USAIS) developed the LAP for use in OCS. We must implement the program in a physically and mentally demanding environment. Its foundation is in FM 6-22. Evaluations of the candidate are from the Army Values, the Core Leader Competencies and Leader Attributes as defined and described in FM 6-22, Appendix A.

c. The Platoon Trainer evaluates the candidates on their ability to meet this established standard. The Platoon Trainer recommends those who possess the core leader competencies necessary to become successful leaders for commissioning.

d. The leadership evaluation of candidates has two principal parts: evaluation performed by Platoon Trainers and peer evaluations/ratings. The greatest weight is to the Platoon Trainer assessments.

e. Platoon Trainers come from a wide variety of backgrounds and experiences and have differing levels of skills and knowledge; however, each candidate deserves an evaluation that is as objective and uniform as possible. To achieve this, a standardized evaluation system among all Platoon Trainers is required.

3-2. THE EVALUATION TOOLS:

a. Leadership evaluation at OCS measures observed performance, not potential. OCS's structure is to afford each candidate many opportunities to perform and to demonstrate their capabilities. Performance is measured in a variety of ways, each of which provide OCS cadre with feedback regarding the strengths and weaknesses of a candidate.

(1) Physical Fitness Assessments: The candidates regularly conduct the Army Combat Fitness Test (ACFT), foot marches, release run, and the company's physical fitness program. Depending on the individual program's training facilities, candidates may also conduct the Leadership Reaction Course (LRC), confidence course.

(2) Writing Assignments: The candidate's autobiography, essays, book reports, routine correspondence, operation orders, and after action reports.

(3) Oral Presentations: The candidate's military briefings, candidate lead instruction, and combat orders.

(4) Formalized Practical Exercises (PE) and Examinations: textbook assessments conducted during and at the end of blocks of instruction.

(5) Chain of Command: candidates take on the various roles of leadership typically found in an infantry company: commander, executive officer, first sergeant, platoon leader, platoon sergeant, and squad leader. While in these positions, candidates must demonstrate the appropriate level of command presence to accomplish the duties and responsibilities of that role.

b. The OCS leadership assessment program uses five (5) forms. They record observations and form the basics for counseling:

(1) Leadership Evaluation In-Brief (light blue 5.5"x 8.5"card stock front and back) ARNGOCS Form 2

(2) Candidate Self-Assessment Report (SAR) (yellow 5.5"x 8.5"card stock front and back) ARNGOCS Form 4

(3) Leadership Observation Report (LOR) (light green 5.5"x 8.5"card stock front and back) ARNGOCS Form 3

(4) Leadership Evaluation Report (LER) (1 page, white paper 8.5" x 11" front & back) ARNGOCS Form 1

(5) Field Leadership Evaluation Report (FLER)

c. Definitions of Ratings:

Platoon Trainers evaluate the candidates on the leadership evaluation report (LER) and field leadership evaluation report (FLER) using **Excellent, Satisfactory or Not Satisfactory (E, S, N) scale**. This scale and the formal evaluation process, introduces the process of formal evaluation to the officer candidate. This process readies the officer candidates for the Officer Evaluation Reports (OER) that they receive as second lieutenants.

(1) Candidate receives an "**E**" if they did an **excellent** job and consistently exceeds the standard of a BOLC A candidate and demonstrated values, actions, skills and attributes of a newly commissioned Second Lieutenant. The candidate demonstrated the ability to operate independently outside of the company and battalion with limited guidance and supervision.

(2) Candidate receives an "**S**" if they were satisfactory at demonstrating the values, actions, skills and attributes expected of an officer candidate. The candidate demonstrated the minimum standard.

(3) Candidate receives an "**N**" if they demonstrated a not satisfactory performance and failed to meet the standard and did not demonstrate the values, actions skills and attributes expected of an officer candidate.

d. The LER assessment is purposely subjective. It relies on the Platoon Trainer's professional assessment. This subjectivity allows the Platoon Trainer to weight certain areas over others based on their experience and professional opinion of the observed behaviors. It is important to keep in mind that evaluations of an OC's demonstrated leadership performance are, against the standard of a newly commissioned second lieutenant, not in comparison to his or her peers.

LAP COUNSELING PACKET AND FORMS

3-3. GENERAL.

There are three components to this section: Part A – Forms used in LAP, Part B – Special OCS Forms and Part C – Candidate Records.

a. OCS uses standardized forms to record and evaluate candidates demonstrated leadership performance and to document progress. The Platoon Trainer is the primary evaluator and uses the Leadership Evaluation In-Brief, the Candidate Self-Assessment Report, the Leadership Observation Report (LOR), and the Leadership Evaluation Report (LER). While the Platoon Trainer is the primary instructor, other OCS cadre, are encouraged to record candidate performance in the absence of the Platoon Trainer utilizing the Leadership Observation Report (LOR). Candidates get evaluations constantly throughout the course. The candidate's performance is subject to review at all times, not just when the Platoon Trainer is present.

b. The OCS Candidate Record provides the documentation required to support confirmation of honors to the candidate, or to recommend the candidate for relief or recycle. It is imperative that you take careful consideration and vigilance in the preparation of all candidate records.

c. All forms are reproducible locally and located in ARNG OCS CMP.

FORMS USED IN LAP

3-4. LEADERSHIP EVALUATION IN BRIEF (ARNGOCS Form 2).

Platoon Trainers cannot expect candidates to perform successfully in any leadership position unless they define their expectations of them, and what defines success in that leadership position for that rating period. This explanation of expectations is the purpose of the Leadership Evaluation In-Brief. The design of the Leadership Evaluation In-Brief, coupled with the Candidate Self-Assessment Report (SAR), is to replicate the Officer Evaluation Report (OER) Support Form system. The Leadership Evaluation In-Brief is on a 5.5" x 8.5 inch light blue card stock, front and back.

a. The Platoon Trainer completes the front of the In-Brief form and informs the candidate that they are assuming the designated leadership position. The Platoon Trainer then covers all the information they has entered on the front of the form with the candidate. During this counseling session, the candidate has the opportunity to ask any questions regarding the leadership position or information contained on the Leadership Evaluation In-Brief. The Platoon Trainer then completes the Date and Summary of Counseling portion on the back, summarizing the session. The candidate then completes the Candidate Comments on Expectations section and is free to make any additional comments regarding their perceived ability to meet the expectations. This form and the counseling is completed prior to the candidate assuming the leadership position, allowing a reasonable amount of time for the candidate to prepare, after the counseling and before assuming the leadership position.

   b. Completing the Leadership Evaluation In Brief:

      (1) Part I - Administrative data.

      (2) Part II – Explanation of Rating System. This block provides an explanation to both the Platoon Trainer and the candidate of the rating system and what each letter in the rating scheme represents. There is no requirement to circle or write in this section at all. It simply provides information. It is the same information found on the LER showing the linkage to this document.

      (3) Part III – Duty Description. A preprinted definition of the duty position is in this section. This definition fully explains to the officer candidate the scope of their responsibilities and the specified tasks associated with the duty position. The Platoon Trainer must remember that the candidate may be very unfamiliar with the responsibilities of senior NCOs and officers. It is imperative the Platoon Trainer explains the duty position fully in this section.

      (4) Part IV – Critical Events / Expectations. The Platoon Trainer lists the critical events from the training scheduled that occur during the candidate's rating period in the left box of this section. They then lists their correlate with the critical event listed and be measurable.

      (5) Part V – Summary.

      (a) Date and Summary of Counseling: The Platoon Trainer writes a synopsis of the discussion during the counseling session in this section.

      (b) Candidate Comments on Expectations: In this section, the candidate comments on their perceived ability to meet or not meet the expectations listed on the front of the form.

      (c) Platoon Trainer and Candidate must sign and date the card.

3-5. CANDIDATE SELF-ASSESSMENT REPORT (ARNGOCS Form 4).

   In order to teach, assess, counsel, and develop candidates into successful leaders, we must have a clear vision of the candidate's understanding of what was expected of them and their understanding of what they accomplished and to what degree. This information is a valuable tool for the skilled Platoon Trainer. It gives the Platoon Trainer a measure between what actually happened during a candidate's leadership position and what the candidate believes happened during the same period. The Platoon Trainer can then formulate his counseling comments to bridge the gap between a candidate's understanding and reality. The Platoon Trainer issues the form to the candidate at the same time they issue the Leadership Evaluation In-Brief. The Candidate Self Assessment Report is on a 5.5 x 8.5 inch yellow card stock.

   a.   Officer Candidates maintain and complete this form. The candidate provides an assessment of their performance while in the leadership position using the Time, Event, Result (TER) format in the "Summary of Performance" section. The candidate should complete a self-assessment for their entire critical task.

   b.   The Candidates do not complete the "Actions I will take to Improve" section. They complete this on the LER Plan of Action section during the Leadership counseling with their Platoon Trainer.

   c.   The candidate will write three strengths and three weaknesses on their last card. This helps them look to ways they can improve for future leadership positions.

3-6. LEADERSHIP OBSERVATION REPORT (LOR) (ARNGOCS Form 3).

The design of the LOR is to record noted deficiencies or outstanding behavior relating to one of the seven Army Values or one of the Core Leader Competencies, or Leader Attributes listed in the center block on the front of the form. Platoon Trainers will use the Time, Event, and Result (TER) format on this card. This form is on 5.5" x 8.5 inch light green card stock, front and back, and is used in conjunction with the LER. A LOR maybe completed for an OC not in a leadership position. **PLATOON TRAINERS / CADRE COMPLETE THIS FORM NOT THE CANDIDATE.**

Platoon Trainers, in an OCs chain of command, write the candidates' LORs. Non-Platoon Trainer OCS cadre members are also critical to candidate development. Any OCS cadre member who is a graduate of PTQC/TQC/TTOC can issue LORs to candidates if they observe behavior – whether positive, or negative behavior – that warrants an LOR.

(1) Values, Core Leader Competencies, and Leader Attributes: The LOR report is completed using the Core Leader Competencies and Leader Attributes framework for categorizing observable candidate behavior. The Platoon Trainer circles the Core Leader Competency that most applies to the situation observed. A Leader Attribute or multiple Leader Attributes is circled that is complementary to the Core Leader Competency. More than one Core Leader Competency and Leaders Attribute may be circle for the observed incident.

(2) Observation and Remarks: The Platoon Trainer completes this block using the TER format to record the candidate's observable behavior or behaviors covered by the individual LOR. The Platoon Trainer relates the candidate's actions with his adherence or failure to a required Core Leader Competency and Leader Attribute listed on the LOR. Diligent completion of the LOR is paramount to evaluating, counseling, and developing candidates into successful leaders.

(3) Corrective Training/Course of Action taken: The Platoon Trainer writes "SEE LER" in this block. The LER covers corrective actions in the "Plan of Action" section.

(4) Cadre Signature, Cadre Printed Name, Date, Candidate Signature, Date. All self-explanatory.

3-7. LEADERSHIP EVALUATION REPORT (LER) (ARNGOCS Form 1).

OCS uses the LER to communicate the Platoon Trainer's assessment of the candidate's performance. It also serves as a matter of record of the candidate's performance for that rating period for anyone reviewing a candidate's performance record. OCS designed the LER to replicate the Officer Evaluation Report (OER). The LER evaluates demonstrated performance based on Army Values, Core Leader Competencies and Leader Attributes.

a. Locally, reproduce the LER, as a two-sided document on normal white printer/copier paper (bond paper). Its design is to be hand-written at the conclusion of the evaluated leadership period. It may be electronically completed and printed. Ensure to complete and sign in ink.

b. The Platoon Trainer evaluates all candidate leadership positions using the LER. The Platoon Trainer staff evaluates the candidate company commander, the company executive officer, the company first sergeant; all platoon leaders, all platoon sergeants, and all squad leaders. The OCS Company Commander/Senior Platoon Trainer evaluates the candidate company commander.

c. The Platoon Trainer uses the LER in conjunction with the Candidate Leadership In-Brief and the Candidate Self-Assessment Report together with the Platoon Trainer's written observations and LORs given to the candidate during the rated period. The Platoon Trainer files all of these forms together and combines them to make an individual LER packet. Each LER packet covers one specific rating period therefore file separately. Also, file separately any LORs the candidate receives outside of a rated leadership position from any LER packets.

d. The responsible Platoon Trainer must counsel each candidate on the LER within 24 duty hours of the completion of the rated period. The Platoon Trainer must ensure that the candidate provides him with the Candidate Self-Assessment Report and the Leadership Evaluation In-Brief at the completion of the rated period before he completes the LER. The completed LER is due to the administrative section immediately after the completion of the LER counseling.

e. Completing the LER:

(1) Part I - Administrative Data

(2) Part II – Explanation of Rating System: This block is provided to explain to both the Platoon Trainer and the candidate the rating system and what each letter in the rating scheme equates. The rating is very subjective; the Platoon Trainer must be able to defend their rating of the Candidate.

(3) Part III – Duty Description: The definition of the duty position is placed in this section. This definition needs to fully explain to the officer candidate the scope of the responsibilities and the specified tasks associated with that duty position. The duty description placed in this block should mirror the duty description placed on the Leadership Evaluation In-Brief for that rating period.

(4) Part IV – Performance Evaluation: The Performance Evaluation consists of Army Values and Attributes, Skills and Actions.

(a) Army Values: In this section, the Platoon Trainer evaluates the candidate's alignment or misalignment with the seven Army values as defined in FM 6-22. Each value is listed in a column in section IV. The candidate has a "YES" in the Army values section until proven other wise. A "NO" in this section requires a DA Form 4856.

LOYALTY	Bear true faith and allegiance to the US Constitution, the Army, your unit and other Soldiers
DUTY	Fulfill your obligations
RESPECT	Treat people as they should be treated
SELFLESS SERVICE	Put the welfare of the nation, the Army and subordinates before your own
HONOR	Live up to all the Army values
INTEGRITY	Do what's right, legally and morally
PERSONAL COURAGE	Face fear, danger or adversity (physical or moral)

(b) Core Leader Competencies: The core leader competencies emphasize the roles, functions, and activities of what leaders do. This section is broken down into three subcategories, Leads, Develops and Achieves that the Platoon Trainer individually evaluates when linked to an observable behavior. Any Core Leader Competency chosen on the LOR are reflected in this section of the LER. The Core Leader Competencies categories and subcategories are as follows:

1. LEADS: Leading is all about influencing others. Leaders and commanders set goals and establish a vision, and then must motivate or influence others to pursue the goals. Leaders influence others in one of two ways. Either the leader and followers communicate directly, or the leader provides an example through everyday actions. The key to effective communication is to come to a common or shared understanding. Leading by example is a powerful way to influence others and is the reason leadership starts with a foundation of the Army Values and the Warrior Ethos. Serving as a role model requires a leader to display character, confidence, and competence to inspire others to succeed. Influencing outside the normal chain of command is a new way to view leadership responsibilities.

Leads Others	
Leaders motivate, inspire, and influence others to take initiative, work toward a common purpose, accomplish critical task, and achieve organizational objectives. Influence is focused on compelling others to go beyond their individual interests and to work for the common good.	
Establishes and imparts clear intent and purpose	• Determines goals or objectives. • Determines the course of action necessary to reach objectives and fulfill mission requirements. • Restates the higher mission in terms appropriate to the organization. • Communicates instructions, orders, and directives to subordinates. • Ensures subordinates understand and accept direction. • Empowers and delegates authority to subordinates. • Focuses on the most important aspects of a situation.

Uses appropriate influence techniques to energize others	• Uses techniques ranging from compliance to commitment (pressure, legitimate requests, exchange, personal appeals, collaboration, rational persuasion, apprising, inspiration, participation, and relationship building).
Conveys the significance of the work	• Inspires, encourages, and guides others toward mission accomplishment. • When appropriate, explains how tasks support the mission and how missions support organizational objectives. • Emphasizes the importance of organizational goals.
Maintains and enforces high professional standards	• Reinforces the importance and role of standards. • Performs individual and collective task to standard. • Reorganizes and takes responsibility for poor performance and addresses it appropriately.
Balances requirements of mission with welfare of followers	• Assesses and routinely monitors the impact of mission fulfillment on mental, physical and emotional attributes of subordinates. • Monitors morale, physical condition, and safety of subordinates. • Provides appropriate relief when conditions jeopardize success of the mission or present overwhelming risk to personnel.

Extends Influence Beyond the Chain of Command Leaders need influence beyond their direct lines of authority and beyond chains of command. This influence may extend to joint, interagency, intergovernmental, multinational, and other groups. In these situation, leaders use indirect means of influence: diplomacy, negotiation, mediation, arbitration, partnering, conflict resolution, consensus building, and coordination.	
Understands sphere of influence, means of influence, and limits of influence	• Assess situations, missions and assignments to determine the parties involved in decision making, decision support, and possible interference or resistance.
Builds trust	• Is firm, fair, and respectful to gain trust. • Identifies areas of commonality. • Engages other members in activities and objectives. • Follows through on actions related to expectations of others. • Keeps people informed of actions and results.
Negotiates for understanding, builds consensus, and resolves conflict	• Leverages trust to establish agreements and courses of action. • Clarifies situation. • Identifies individual and group positions and needs. • Identifies roles and resources. • Facilitates understanding of conflicting positions. • Generates and facilitates generation of possible solutions. • Gains cooperation or support when working with others.
Builds and maintains alliances	• Establishes contact and interacts with others who share common interest such as development, reaching goals, and giving advice. • Maintains friendships, business associations, interest groups, support networks. • Influences perceptions about the organization. • Understands the value of and learns from partnerships, associations, and all other cooperative alliances.

Leads By Example Leaders constantly serve as role models for others. Leaders will always be viewed as the example, so they must maintain standards and provide examples of effectiveness through their actions. All Army leaders should model the Army Values. Modeling provides tangible evidence of desired behaviors and reinforces verbal guidance through demonstration of commitment and action.	
Displays character by modeling the Army Values consistently through actions, attitudes, and communication	• Sets the example by displaying high standards of duty performance, personal appearance, military and professional bearing, physical fitness and health, and ethics. • Fosters an ethical climate. • Shows good moral judgment and behavior. • Completes individual and unit task to standard, on time, and within the commander's intent. • Is punctual and meets deadlines. • Demonstrates determination, persistence, and patience.
Exemplifies the Warrior Ethos	• Removes or fights through obstacles, difficulties, and hardships to accomplish the mission. • Demonstrates the will to succeed. • Demonstrates physical and emotional courage. • Communicates how the Warrior Ethos is demonstrated.
Demonstrates commitment to the Nation, Army, unit, Soldiers, community, and multinational partners	• Demonstrates enthusiasm for task completion and, if necessary, methods of accomplishing assigned tasks. • Is available to assist peers and subordinates.

	• Shares hardships with subordinates. • Participates in team tasks and missions without being asked.
Leads with confidence in adverse situations	• Provides leader presence at the time and place. • Displays self-control, composure, and positive attitude, especially under adverse conditions. • Remains decisive after discovering mistake. • Acts in the absence of guidance. • Does not show discouragement when facing setbacks. • Remains positive when the situation becomes confusing or changes. • Encourages subordinates when they show signs of weakness.
Demonstrates technical and tactical knowledge and skills	• Meets mission standards, protects resources, and accomplishes the mission with available resources using technical and tactical skills. • Displays appropriate knowledge of equipment, procedures, and methods.
Understands the importance of conceptual skills and models them to others	• Displays comfort working in open systems. • Makes logical assumptions in the absence of facts. • Identifies critical issues to use as a guide in making decisions and taking advantage of opportunities. • Recognizes and generates innovative solutions. • Relates and compares information from different sources to identify possible cause-and-effect relationships. • Uses sound judgment and logical reasoning.
Seeks and is open to diverse ideas and points of view	• Encourages respectful, honest communications among staff and decision makers. • Explores alternative explanations and approaches for accomplishing tasks. • Reinforces new ideas; demonstrates willingness to consider alternative perspectives to resolve difficult problems. • Uses knowledgeable sources and subject matter experts. • Recognizes and discourages individuals seeking to gain favor from tacit agreement.

Communicates Leaders communicate effectively by clearly expressing ideas and actively listening to others. By understanding the nature and importance of communication and practicing effective communication techniques, leaders will relate better to others and be able to translate goals into actions. Communication is essential to all other leadership competencies.	
Listens actively	• Listens and watches attentively. • Makes appropriate notes. • Tunes into content, emotion, and urgency. • Uses verbal and nonverbal means to reinforce with the speaker that you are paying attention. • Reflects on new information before expressing views.
Determines information-sharing strategies	• Shares necessary information with others and subordinates. • Protects confidential information. • Coordinates plans with higher, lower, and adjacent individuals and affected organizations. • Keeps higher and lower headquarters, superiors, and subordinates informed.
Employs engaging communication techniques	• States goals to energize others to adopt and act on them. • Speaks enthusiastically and maintains listeners' interest and involvement. • Makes appropriate eye contact when speaking. • Uses gestures that are appropriate but not distracting. • Uses visual aids as needed. • Acts to determine, recognize, and resolve misunderstanding.
Conveys thoughts and ideas to ensure shared understanding	• Expresses thoughts and ideas clearly to individuals and groups. • Uses correct grammar and doctrinally correct phrases. • Recognizes potential miscommunication. • Uses appropriate means for communicating a message. • Communicates clearly and concisely up, down, across, and outside the organization. • Clarifies when there is some question about goals, tasks, plans, performance expectations, and role responsibilities.
Presents recommendations so others understand advantages	• Uses logic and relevant facts in dialogue. • Keeps conversations on track. • Expresses well-thought-out and well-organized ideas.
Is sensitive to cultural factors in communication	• Maintains awareness of communication customs, expressions, actions, or behaviors. • Demonstrates respect for others.

2. DEVELOPS: Developing the organization, the second category, involves three competencies: creating a positive environment in which the organization can flourish, preparing oneself, and developing other leaders. The environment is shaped by leaders taking actions to foster working together, encouraging initiative and personal acknowledgment of responsibility, setting and maintaining realistic expectations, and demonstrating care for people—the number one resource of leaders. Preparing self involves getting set for mission accomplishment, expanding and maintaining knowledge in such dynamic topic areas as cultural and geopolitical affairs, and being self-aware. Developing others is a directed responsibility of commanders. Leaders develop others through coaching, counseling, and mentoring—each with a different set of implied processes. Leaders also build teams and organizations through direct interaction, resource management, and providing for future capabilities.

Creates a Positive Environment	
Leaders have the responsibility to establish and maintain positive expectations and attitudes that produce the setting for healthy relationships and effective work behaviors. Leaders are charges with improving the organization while accomplishing missions. They should leave the organization better than it was when they arrived.	
Fosters teamwork, cohesion, cooperation, and loyalty	• Encourages people to work together effectively. • Promotes teamwork and team achievement to build trust. • Draws attention to the consequences of poor coordination. • Acknowledges and rewards successful team coordination. • Integrates new members into the unit quickly.
Encourages subordinates to exercise initiative, accept responsibility, and take ownership	• Involves others in decisions and keeps them informed of consequences that affect them. • Allocates responsibility for performance. • Guides subordinate leaders in thinking through problems for themselves. • Allocates decision making to the lowest level. • Acts to expand and enhance subordinate's competence and self-confidence. • Rewards initiative.
Creates a learning environment	• Uses effective assessment and training methods. • Encourages leaders and their subordinates to reach their full potential. • Motivates others to develop themselves. • Expresses the value of interacting with others and seeking counsel. • Stimulates innovative and critical thinking in others. • Seeks new approaches to problems.
Encourages open and candid communications	• Shows others how to accomplish tasks while remaining respectful, resolute and focused. • Communicates a positive attitude to encourage others and improve morale. • Reinforces the expression of contrary and minority viewpoints. • Displays appropriate reactions to new or conflicting information or opinions. • Guards against groupthink.
Encourages fairness and inclusiveness	• Provides accurate evaluations and assessments. • Supports equal opportunity. • Prevents all forms of harassment. • Encourages learning about leveraging diversity.
Expresses and demonstrates care for people and their well-being	• Encourages subordinates and peers to express candid opinions. • Ensures that subordinates and their-families are provided for, including their health, welfare and development. • Stands up for subordinates. • Routinely monitors morale and encourages honest feedback.
Sets and maintains high expectations for individuals and teams	• Clearly articulates expectations. • Creates a climate that expects good performance, recognizes superior performance, and does not accept poor performance. • Challenges others to match leader's example.
Accepts reasonable setbacks and failures	• Communicates the difference between maintaining professional standards and a zero-defects mentality. • Expresses the importance of being competent and motivated but recognizes the occurrence of failure.

Prepares Self

Leaders ensure they are prepared to execute their leadership responsibilities fully. They are aware of their limitations and strengths and seek to develop themselves. Leaders maintain physical fitness and mental well-being. They continue to improve the domain knowledge required of their leadership roles and their profession. Only through continuous preparation for missions and other challenges, being aware of self and situations and practicing lifelong learning and development can an individual fulfill the responsibilities of leadership.

Maintains mental and physical health and well-being	• Recognizes imbalance or inappropriateness of one's own actions. • Removes emotions from decision making. • Applies logic and reason to make decisions or when interacting with emotionally charged individuals. • Recognizes the sources of stress and maintains appropriate levels of challenge to motivate self. • Takes part in regular exercise, leisure activities, and time away from routine work. • Stays focused on life priorities and values.
Maintains self awareness: employs self understanding, and recognizes impact on others	• Evaluates one's strengths and weaknesses. • Learns from mistakes and makes corrections, learns from experience. • Considers feedback on performance, outcomes associated with actions, and actions taken by others to achieve similar goals. • Seeks feedback on how others view one's own actions. • Routinely determines personal goals and makes progress toward them. • Develops capabilities where possible but accepts personal limitations. • Seeks opportunities where capabilities can be used appropriately. • Understands self-motivation under various task conditions.
Evaluates and incorporates feedback from others	• Determines areas in need of development. • Judges self with help of feedback from others.
Expands knowledge of technical, technological, and tactical areas	• Keeps informed about developments and policy changes inside and outside the organization. • Seeks knowledge of systems, equipment, capabilities, and situations, particularly information technology systems.
Expands conceptual and interpersonal capabilities	• Understands the contribution of concentration, critical thinking (assimilation of information, discriminating relevant cues, question asking), imagination (decentering), and problem solving in different task conditions. • Learns new approaches to problem solving. • Applies lessons learned. • Filters unnecessary information efficiently. • Reserves time for self-development, reflection, and personal growth. • Considers possible motives behind conflicting information.
Analyzes and organizes information to create knowledge	• Reflects on what has been learned and organizes these insights for future application. • Considers source, quality or relevance, and criticality of information to improve understanding. • Identifies reliable sources of data and other resources related to acquiring knowledge. • Sets up systems or procedures to store knowledge for reuse.
Maintains relevant cultural awareness	• Learns about issues of language, values, customary behavior, ideas, beliefs, and patterns of thinking that influences others. • Learns about results of previous encounters when culture plays a role in mission success

Develops Others
Leaders encourage and support others to grow as individuals and teams. They facilitate the achievement of organizational goals through assisting others to develop. They prepare others to assume new positions elsewhere in the organization, making the organization more versatile and productive.

Assesses current developmental needs of others	• Observes and monitors subordinates under different task conditions to establish strengths and weaknesses. • Notes changes in proficiency. • Evaluates subordinates in a fair and consistent manner.
Fosters job development, job challenge, and job enrichment	• Assesses task and subordinate motivation to consider methods of improving work assignments, when job enrichment would be useful, methods of cross-training on tasks, and methods of accomplishing missions. • Designs tasks to provide practice in areas of subordinate's weaknesses. • Designs ways to challenge subordinates and improve practice. • Encourages subordinates to improve processes.
Counsels, coaches, and mentors	• Improves subordinate's understanding and proficiency. • Uses experience and knowledge to improve future performance. • Counsels, coaches, and mentors subordinates, subordinate leaders and others.
Builds team or group skills and processes	• Presents challenging assignments for team or group interaction. • Provides resources and support. • Sustains and improves the relationships among team and group members. • Provides realistic, mission-oriented training. • Provides feedback on team processes.

3. ACHIEVES: Achieving is the third competency goal. Ultimately, leaders exist to accomplish those endeavors that the Army has prescribed for them. Getting results, accomplishing the mission, and fulfilling goals and objectives are all ways to say that leaders exist at the discretion of the organization to achieve something of value. Leaders get results through the influence they provide in direction and priorities. They develop and execute plans and must consistently accomplish goals to a high ethical standard.

Gets Results A leader's ultimate purpose is to accomplish organizational results. A leader gets results by providing guidance and managing resources, as well as performing the other leader competencies. This competency is focused on consistent and ethical task accomplishment through supervising, managing, and controlling of the work.	
Prioritizes, organizes, and coordinates tasking for teams or other organizational structures/ groups	• Uses planning to ensure each course of action achieves the desired outcome. • Organizes groups and teams to accomplish work. • Plans to ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence. • Limits over specification and micromanagement.
Identifies and accounts for individual and group capabilities and commitment to task	• Considers duty positions, capabilities, and developmental needs when assigning tasks. • Conducts initial assessments when beginning a new task or assuming a new position.
Designates, clarifies, and de-conflicts roles	• Established and employs procedures for monitoring, coordinating, and regulating subordinate's actions and activities. • Mediates peer conflicts and disagreements.
Identifies, contends for, allocates, and manages resources	• Allocates adequate time for task completion. • Keeps track of people and equipment. • Allocates time to prepare and conduct rehearsals. • Continually seeks improvement in operating efficiency, resource conservation, and fiscal responsibility. • Attracts, recognizes, and retains talent.
Seeks, recognizes, and takes advantage of opportunities to improve performance	• Asks incisive questions. • Anticipates needs for action. • Analyzes activities to determine how desired end states are achieved or affected. • Acts to improve the organization's collective performance. • Envisions ways to improve. • Recommends best methods for accomplishing tasks. • Leverages information and communication technology to improve individual and group effectiveness. • Encourages staff to use creativity to solve problems.
Makes feedback part of work processes	• Gives and seeks accurate and timely feedback. • Uses feedback to modify duties, tasks, procedures, requirements, and goals when appropriate. • Uses assessment techniques and evaluation tools (such as AARs) to identify lessons learned and facilitate consistent improvement. • Determines the appropriate setting and timing for feedback.
Executes plans to accomplish the mission	• Schedules activities to meet all commitments in critical performance areas. • Notifies peers and subordinates in advance when their support is required. • Keeps track if task assignments and suspense's. • Adjusts assignments, if necessary. • Attends to details.
Identifies and adjusts to external influences on the mission of tasking and organization	• Gathers and analyzes relevant information about changing situations. • Determines causes, effects, and contributing factors of problems. • Considers contingencies and their consequences. • Makes necessary, on-the-spot adjustments.

(c) **Attributes**: The core leader competencies are complemented by attributes that distinguish high performing leaders of character. Attributes are characteristics that are an inherent part of an individual's total core, physical, and intellectual aspects. Attributes shape how an individual behaves in their environment. Attributes for

Army leaders are aligned to identity, presence, and intellectual capacity. Any Leader Attribute chosen on the LOR to complement the Core Leader Competencies is reflected in this section of the LER. The Leader Attribute categories and subcategories are as follows:

A Leader of Character (Identity)	
Factors internal and central to a leader, that which makes up an individual's core.	
Army Values	- Values are the principles, standards, or qualities considered essential for successful leaders. - Values are fundamental to help people discern right from wrong in any situation. - The Army has set seven values that must be developed in all Army individuals: loyalty, duty, respect, selfless service, honor, integrity, and personal courage.
Empathy	- The propensity to experience something from another person's point of view. - The ability to identify with and enter into another person's feelings and emotions. - The desire to care for and take care of Soldiers and others.
Warrior Ethos	The shared sentiment internal to Soldiers that represents the spirit of profession of arms.

A Leader with Presence	
How a leader is perceived by others based on the leader's outward appearance, demeanor, actions, and words.	
Military Bearing	- Possessing a commanding presence. - Projecting a professional image of authority.
Physically fit	Having sound health, strength, and endurance that support one's emotional health and conceptual abilities under prolonged stress.
Confident	- Projecting self-confidence and certainty in the unit's ability to succeed in whatever it does. - Demonstrating composure and an outward calm through steady control over one's emotions.
Resilient	Showing a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.
A Leader with intellectual Capacity	
The mental resources or tendencies that shape a leaders' conceptual abilities and impact of effectiveness.	
Agility	- Flexibility of mind. - The tendency to anticipate or adapt to uncertain or changing situations; to think through second- and third-order effects when current decisions or actions are not producing the desired effects. - The ability to break out of mental "sets" or habitual thought patterns; to improvise when faced with conceptual impasses. - The ability to quickly apply multiple perspectives and approaches to assessment conceptualization, and evaluation.
Judgment	- The capacity to assess situations or circumstances shrewdly and to draw sound conclusions. - The tendency to form sound opinions and make sensible decisions and reliable guesses. - The ability to make sound decisions when all facts are not available.
Innovative	- The tendency to introduce new ideas when the opportunity exists or in the face of challenging circumstances. - Creativity in the production of ideas and objects that are both novel and original and worthwhile or appropriate.
Interpersonal tact	- The capacity to understand interactions with others. - Being aware of how others see you and sensing how to interact with them effectively. - Consciousness of character and motives of others and how that affects interacting with them.
Domain Knowledge	- Possessing facts, beliefs, and logical assumptions in relevant areas. - Technical knowledge-specialized information associated with a particular function or system. - Tactical knowledge-understanding military tactics related to securing a designated objective through military means. - Joint knowledge-understanding joint organizations, their procedures, and their roles in national defense. - Cultural and geopolitical knowledge-understanding cultural, geographic, and political differences

(5) Part V – Performance Recommendations and Summary of Counseling. As with the OER, this is the critical section of the LER. This section provides the candidate with the Platoon Trainer's overall evaluation and summary of counseling, and the recommendation for candidate improvement. This section replicates the rater/senior rater portion of the OER.

(a) Overall Evaluation. In this section, the Platoon Trainer evaluates the candidate's overall performance during the rating period. The Platoon Trainer designates the overall rating in this section by circling 'E", "S", or "N". This rating is subjective and is solely the decision of the Platoon Trainer.

(b) Summary of Counseling and Recommendations. In this section, the Platoon Trainer must characterize the candidate's performance while in the duty position and summarize the items discussed during the counseling session. It is important to discuss both the positive aspects and the areas identified for improvement with the candidate. The Platoon Trainer completes this section in the past tense, thereby recording actual content of the session. Recommendations to the OC are made in this section to improve their shortcomings. The Platoon Trainer counsels each candidate within 24 hours of the completion of the leadership tour.

(c) Candidate's Plan for Improvement. The Officer Candidate completes this section; it is an itemized action plan the candidate will follow to improve on identified shortcomings. These items must be linked to the problem areas discuss during the counseling session.

(d) Follow Up. The Platoon Trainer completes this section when the candidate's plan for improvement is completed. The Platoon Trainer places the follow up description, date completed, initials and then summarizes the results of the candidate's efforts in this section. The Platoon Trainer also annotates in this section whether any additional follow up is required. **This is one of the most critical and most over-looked sections of the LER.**

(e) Signatures and dates - Self Explanatory.

(f) Disposition. The complete LER has an In-Brief card, LOR, 5 Self-Assessment cards and the LER all filed in the OC administrative packet together (most recent on top) IAW the CMP. (Note: attach any corrective action as well) The QA section reviews the counseling packet prior to filing.

3-8. FIELD LEADERSHIP EVALUATION REPORT (FLER) (ARNGOCS Form 5).

During field exercises only (to include events such as the leadership reaction course (LRC), field leadership reaction course (FLRC). The FLER uses the 8 Troop Leading Procedures to evaluate the OC in the field environment. The FLER holds the same administrative "weight" as the LER; that is, leadership positions evaluated on the FLER will count as one of the required leadership positions for the ATRRS Status of training. Evaluations captured on the FLERs will be included in the candidates' end of course summaries. The FLER is filed in the OCs packet after the QA section conducts their review.

a. The FLER is a locally reproduced, two-sided form on tan cardstock. It is designed to be hand-written and referred to during the duration of the field leadership position.

b. The Platoon Trainer should counsel each candidate on the FLER immediately following the leadership event. The completed FLER is due to the administrative section immediately after the completion of the FLER counseling.

c. Completing the FLER:

1. Section I - Administrative Data

2. Section II – Troop Leading Procedures (TLP). The OC is evaluated on each of the TLPs with an "E", "S", or "N".   "E" indicates overall evaluation is Excellent, exceeds requirement, "S" indicates overall evaluation is Satisfactory, meets requirements, and "N" indicates overall evaluation is Not Satisfactory, fails to meet requirements. All "E" and "N" ratings should have a comment written in the comment block.

3. Section III – Observations and Remarks: List 3 sustains and 3 improves that were observed during the OC leadership position. Summary should contain overall performance of OC and improvements for their shortcomings.

4. Section IV – Leadership Performance Rating: The Platoon Trainer circles the rating that applies to the OC's overall performance in that leadership position.

5. Section V – Rater name/signature, candidate name/signature and date:

6. Submit to the QA staff for review and filing. OC must receive a Satisfactory score to graduate Phase III on the FLX II operations.

PART B   SPECIAL OCS FORMS

3-9. END OF COURSE SUMMARY (FB (USAIS) Form 268-R).

   a.   PURPOSE: The End of Course Summary provides an in depth summary of the Soldier's performance while enrolled in the Officer Candidate School. It serves the same purpose as a Service School Academic Evaluation Report.
   b.   ROUTINE USE: The End of Course Summary is maintained by the OCS Company cadre while the Soldier is enrolled in OCS. The End of Course Summary Company Commander signature block for each Phase will be signed by the Company Commander of that phase.
     1. Overall Comments Block and Part V Final disposition will be filled out as follows:
       (a) Traditional Program Students: Will be completed by Home State OCS Company cadre
       (b) Accelerated: Will be completed by ADT Site as determined ADT Site Commander.
     2. Part VI Authentication:
       (a) Traditional Program Students:
           (1). The Reviewed by blocks will be completed by the Home State OCS Company Commander
           (2). The Approved by blocks will be completed by the Home State Battalion Commander
       (b) Accelerated Program Students:
           (1) The Reviewed by blocks will be completed as determined by site Commander, preferably the Company Commander, QA or S-3.
           (2) The Approved by blocks will be completed by the Site Battalion Commander.
           (3) The original is kept on file with the Soldier's official military record and a copy is provided to the Soldier.

3-10. DEVELOPMENTAL COUNSELING FORM (DA Form 4856):

        This form is used to record the conduct of a formal counseling session for other than leadership position evaluations or with the LER if warranted by an "N" entry within the Army Values Section. This form is also used to record the conduct of the initial and mid-cycle counseling's. Additionally, it is used to counsel a candidate for academic deficiencies and exam failures. Other uses include candidate counseling in the event of relief or recycle, and special circumstances warranting one-on-one counseling that are not training related (e.g., requirements to obtain additional candidate record's documentation i.e. waivers, etc.).

3-11. COUNSELING CHECKLIST (ARNGOCS Form 8).

        This worksheet is used as a cover sheet for the Chronological Report of Counseling section of the candidate record. This checklist is a quick reference to the type and frequency of both counseling sessions and candidate assessments accomplished since the first day of training. It provides the reviewing official with a sequential list of specific actions taken to identify both strengths and weaknesses in the overall candidate performance and the type of documentation filed in the candidate record.

3-12. PEER EVALUATION LEADERSHIP ASSESSMENT FORM (ARNG OCS Form 6).

   Peer Evaluations. Part of OCS training is to prepare candidates to rate subordinates. In the OCS environment, the vehicle used to accomplish this is the peer rating process. The candidates conduct peer evaluations three times during OCS. Peer evaluations are an invaluable tool for the Platoon Trainer. Results of a Peer Evaluation are useful in periodic counseling sessions and provide the candidate with another point of view concerning their leadership skills.

   a. Peer evaluations are conducted three times in OCS.
     (1) Peer evaluation # 1 is conducted towards the end of Phase I using the Peer Evaluation Leadership Form.

> **Note:** Prior to the conduct of peer evaluation # 1, the OCS battalion must conduct the lesson on Peer Performance Evaluations for all candidates.

(2) Peer evaluation # 2 is conducted towards the middle of Phase II Traditional and in the second week in Accelerated using the Peer Evaluation Leadership Form.

(3) Peer evaluation # 3 is conducted towards the end of Phase II Traditional, prior to departure for Phase III, and the last week in Accelerated using Peer Evaluation Leadership Form.

b. The Platoon Trainer must brief the classroom/platoon with the following instructions prior to them completing the peer evaluation form. Ensure to print rated candidates name at the top along with their own name printed and signed at the bottom of the page. Rate the candidate according to what their actions reflect on the 1 to 4 scale. Add all numbers for a total at the bottom right corner of the form. On the back, they are to give three areas the candidate needs to sustain and three to improve upon. In addition, on the back, for any 1s (strongly agree) or 4s (strongly disagree) the rater needs to write an explanation as to why they rated this way. It is important to stress to the candidates that they take these evaluations seriously because they are used as a tool for all candidates to improve their leadership development/skills.

c. When conducting peer evaluations, the Platoon Trainer must provide the candidate with the data collected to include: their overall ranking within their classroom/platoon as well as the top three most frequently written sustain and improve areas according to their peer's comments (anonymously) that the Platoon Trainer feels would be beneficial to the candidate's leadership skill development.

3-13. FINAL DISPOSITION OF THE PEER EVALUATIONS.

a. Individual Counseling Session. Platoon, Platoon Trainers schedule counseling sessions for each candidate assigned to their platoons. This should occur as soon as possible following the completion of the peer evaluations. This preserves individual candidate confidentiality and the anonymity of the rater. Platoon Trainers remove the identity of the rater before allowing the rated candidate access to the comments. A brief discussion follows to allow the rated candidate an opportunity to discuss the content of their peer ratings. If the candidate has been ranked either in the top three or bottom three of his platoon (class), they are informed of the comments, but not of the identity of the candidate who made them.

b. Posting of Platoon (Class) Ranking. The Senior Platoon Trainer develops a composite platoon (class) ranking by averaging together the individual platoon (class) rankings accomplished by each candidate. This ranking is then posted to the End of Course Summary. The Platoon Trainer informs each candidate of their platoon (class) peer evaluation ranking during the **_individual_** counseling session.

c. The Peer Evaluation Leadership Assessment Forms are filed in the Candidate's Record to serve as a matter of record and for future review. The final platoon (class) ranking is annotated on the End of Course Summary.

PART C   CANDIDATE RECORDS

3-14. CANDIDATE RECORD ORGANIZATION.

a. The candidate record is initiated by the state OCS company prior to arrival at Phase I training. This record contains documentation confirming that an individual officer candidate meets all OCS enrollment criteria (with appropriate waivers, if applicable) and has conducted all required training. It contains evidence of examination scores; leadership evaluations and leadership counseling; and numerous other academic, administrative, and commissioning requirements. When complete, this record communicates the level of excellence achieved by the officer candidate and may serve as the foundation for a candidate graduating with honors. The information may also be used to relieve officer candidates that cannot reach the level of performance required to graduate. It is therefore imperative that the candidate record be complete and organized at all times. Ultimately, the documents contained in the candidate record are used to build the candidate's federal recognition and commissioning packet. The nationwide scope of ARNG OCS training requires these records to travel across state and TASS battalion boundaries.

b. Companies are responsible to maintain the candidate records and keep current with up-to-date administrative documentation, counseling and all leadership assessment documentation, IAW with chapter 5 of the CMP.

c. Command Ratings Section. File all LAP counseling forms together in chronological order.

- ❑ End of course summary (filed *on top of* this page). (Form in Annex F.)
- ❑ Summary of candidate's performance.
- ❑ LAP documentation.
- ❑ Chronological order with most recent on top.
    - ❑ Complete Leadership Evaluation Report (LER) packet consists of;
        - ❑ LER in-brief (light blue card).
        - ❑ Officer Candidate self-assessment (yellow card).
        - ❑ All Leadership Observation Reports (LORs) for the period (green card).
        - ❑ Completed LER (white bond).
        - ❑ FLER (used for FLX's and *LRC. In-brief, self-assessment LOR and LER not needed with the FLER documentation).
          * LRCR used for LRC.

CHAPTER 4   COUNSELING

4-1. GENERAL.

       The Platoon Trainer is responsible for molding a candidate's behavior so that it is consistent with the behavior expected of a second lieutenant. To do this, the Platoon Trainer provides the OC with frequent feedback accomplished through counseling. Platoon Trainers continually provide candidates timely, accurate and insightful counseling that in turn provides the candidate with information needed to develop courses of action to improve leadership skills, attitudes and knowledge. Counseling is the single most important (and the most difficult) duty for the Platoon Trainer to perform effectively.

4-2. COUNSELING DEFINED.

    a. Counseling is any communication by the Platoon Trainer, which imparts advice or guidance to the OC. This guidance is based on an assessment of past performance, and a comparison of that past performance with that expected of a second lieutenant. Counseling is designed to advance the OC from their present performance to performance worthy of a commission as a second lieutenant. Counseling identifies what has been observed, what is expected, and how the OC can progress to where they must be by graduation. Counseling may be formal or informal.

    b. Counseling is simple in the early Phase of OCS. The candidate's mistakes are obvious and generally reflect a lack of skills. The advice the Platoon Trainer provides is basic; however, as the course progresses and the OC acquires the rudimentary skills necessary to be successful, the difficulty of the counseling increases. The Platoon Trainer must work harder at facilitating change in the candidate. The Platoon Trainer's goal is quite literally to mold the OC into a second lieutenant.

4-3. TYPES OF COUNSELING.

    The Platoon Trainer employs five types of counseling. The Platoon Trainer must blend the use of these types to develop an effective counseling program. The five types of counseling used in OCS are:

    a. On-the-Spot Correction

    b. Reprimand

    c. Platoon / Company Address

    d. Quick Assessment

    e. Formal Individual Counseling

INFORMAL COUNSELING TECHNIQUES

4-4. ON THE SPOT CORRECTION.

    a. The On-the-Spot Correction is the most commonly used informal counseling technique in the basic status. It is the primary tool in the creation of a disciplined climate. When an OC is observed performing in an improper manner, they are corrected immediately. This provides the OC with instant feedback so that they can correct the problem immediately. The more the Platoon Trainer makes on-the-spot corrections, the more they contribute to the development of the candidates. The effective use of this technique requires the Platoon Trainer's presence. The Platoon Trainer must appear to be everywhere at all times in the basic status.

    b. In the intermediate status, on-the-spot corrections are more positive in nature. Candidates are corrected through the candidate chain of command; thus, deficiencies are not corrected automatically. After the Platoon Trainer identifies platoon deficiencies, they provide time for correction. When the Platoon Trainer returns for a re-check, they should not find the same problem. As a rule, in the intermediate status, deficiency gigs are saved for second corrections.

    c. To be effective, on-the-spot corrections should:

(1) Identify the mistake.

(2) Explain the correct procedures and standard (if they are not obvious).

(3) Indicate the relevance to later needs as an officer (if it is not obvious).

(4) Indicate the corrective action required.

d. Benefits of on-the-spot corrections.

(1) Provides immediate feedback about specific deficiencies and the means to correct them.

(2) Are time efficient and impart a sense of urgency and importance.

(3) Provides a simple means of demonstrating proper procedure to an entire group.

e. Repeat offenders. Some candidates continually make the same mistakes in spite of receiving on-the-spot corrections. This is a common occurrence during the basic status. The OC who demonstrates an unwillingness or inability to learn from their mistakes after multiple on-the-spot corrections receives formal counseling and is informed that they may be recommended for relief.

4-5. THE REPRIMAND.

a. This is a tool used when a Platoon Trainer needs to emphasize a point. It is not for the purpose of problem solving and should not be confused with formal individual performance counseling or on-the-spot corrections. It is conducted privately, usually in the Platoon Trainer's office. It is used to admonish a candidate who has not responded to prior correction and shows a lack of motivation rather than a lack of understanding. The session should not last more than ten (10) minutes and Platoon Trainers do not abuse the candidate. Under no circumstances does the Platoon Trainer resort to name calling, use profanity, or allow himself to lose emotional control.

b. Reprimands are administered less frequently in the intermediate status. They are generally reserved for flagrant violations. Reprimands are effective when dealing with an OC who abuses earned privileges or begins to backslide. In the intermediate status, reprimands should only be used after the candidate chain of command has been unsuccessful in effecting the desired change.

4-6. THE PLATOON (COMPANY) ADDRESS.

This technique is used on those occasions when the Platoon Trainer wishes to talk to the entire platoon (company). It is very effective in explaining problems, policies, and procedures that affect all or a majority of the platoon (company). Typically it best supports the conduct of an after action review following a specific training event. During Phase II, the Platoon Trainer should use the platoon (company) address at the end of a training weekend to discuss the platoon's (company's) performance and future Platoon Trainer expectations of them.

4-7. THE QUICK ASSESSMENT.

This is an abbreviated individual performance-oriented counseling session. It is very directive in nature and is essentially used for the purpose of dispensing specific instructions in a timely, efficient manner. It is not a reprimand and should not be conducted as a formal, in-depth counseling session. This technique is used to share an assessment of a candidate who is not in the candidate chain of command. It is also commonly used as a follow-up to a candidate's request for action on matters that are not training related (i.e. early release).

FORMAL COUNSELING

4-8. GENERAL

a. Formal counseling is used primarily to provide a timely feedback to candidates who have just completed a tour in the candidate chain of command. It is not spontaneous; it should be carefully planned and deliberately executed.

b. Formal counseling is preceded by a careful assessment of a candidate's demonstrated leadership performance. The Platoon Trainer assesses the OC's performance of duty while in a leadership position and records this assessment using detailed notes and/or LORs. They then develop an overall evaluation of the candidate's demonstrated leadership using the LER. It serves as the basis for the counseling session. In preparing the evaluation, the Platoon Trainer must remain objective and avoid personal biases, rash judgments, and stereotyping.

c. To ensure maximum effectiveness, it is essential that the counseling session be conducted as soon as possible following the completion of a leadership tour. Leadership Performance Counseling must occur within twenty-four (24) duty hours of the completion of the leadership tour of duty during all ATRRS Phases (six (6) hours for the FLER). The designation of twenty-four (24) duty hours allows the Platoon Trainer staff to counsel candidates in leadership positions for an entire IDT period during the first day of the next IDT period. To delay beyond this time reduces the candidate's ability to reflect on his immediate past actions and reduces the effectiveness of the counseling.

4-9. CHARACTERISTICS OF COUNSELING IN THE OCS ENVIRONMENT.

a. In the basic status, formal counseling is somewhat rigid:

(1) The candidate is expected to present an absolute military bearing: their appearance, demeanor, and attitude are "purely" military. They are highly disciplined and follows a strict protocol throughout the session.

(2) The Platoon Trainer must support this expectation of the basic officer candidate. The Platoon Trainer remains firm, direct, and formal throughout the entire session. As a result, while the Platoon Trainer may wish to utilize some of the candidate's ideas for improvement, they do not do so in consultation with the OC. Rather, the Platoon Trainer simply directs the candidate as to their plan for improvement.

b. In the intermediate status, formal counseling is less rigid but still reflects a specific intent:

(1) The candidate still reports formally.

(2) The Platoon Trainer remains somewhat formal but relaxes their tone of voice. The Platoon Trainer may begin to ask the candidate for input during the session as to their plan for improvement.

c. In the senior status, formal counseling is relaxed:

(1) The candidate is asked to take a seat after they report and is allowed to do most of the talking.

(2) The Platoon Trainer usually removes themselves from behind the desk and sits beside the candidate. The Platoon Trainer may ask leading questions, but they primarily take on the role of an active listener. The candidate is allowed to summarize their performance, ask for suggestions to improve a noted weakness, and discuss how their leadership style will fit in their next assignment.

d. In OCS, the Platoon Trainer always directs the intent of the counseling session. Formal counseling is always planned and the Platoon Trainer and the candidate must understand the intent before the session begins. The session should never last more than twenty (20) minutes, especially in the basic status.

4-10. APPROACHES TO COUNSELING.

In the military, three different approaches to counseling are employed: directive, nondirective and combined. These approaches are defined in detail in FM 6-22, B-4, Army Leadership. For the purpose of employing these approaches in OCS, the Platoon Trainer needs to first consider the intent of the counseling session before determining the approach to be used.

a. Directive. This approach is used most often in the basic status. It is Platoon Trainer-centered; they do most of the talking. The Platoon Trainer states the problem, identifies the causes, offers explanations and tells the candidate what they must do.

(1) Best used during performance counseling in the basic status because the candidate is still learning what is expected of them.

(2) Used in subsequent status during disciplinary counseling sessions, where the intent is for the Platoon Trainer to inform (direct) and the candidate to listen.

b. Nondirective. This approach is candidate-centered and most frequently used in the senior status. The Platoon Trainer still structures the session. They must schedule the session, inform the candidate of the counseling intent, and establish the amount of time available for the conduct of the session. This approach is typically used to support personal counseling in any status.

c. Combined. This approach is Platoon Trainer-directed but allows the candidate to take responsibility for problem solving. This approach is most frequently used in the intermediate status.

(1) The Platoon Trainer begins the session with a directive approach, where they states the purpose of the counseling and describes the problem. The candidate is then provided an opportunity to analyze their performance and come up with suggested methods for improvement.

(2) If the candidate shows evidence of having difficulty in this analysis, the Platoon Trainer can suggest possible courses of action. The goal is to teach the candidate how to recognize and solve their own problems.

4-11. THE COUNSELING SESSION.

The counseling session conducted in OCS is divided into five parts:

a. Preliminaries. This consists of the OC reporting to the Platoon Trainer's office. It is essential that the OC be required to report as prescribed in the Candidate Guide. If the OC reports improperly, or has appearance deficiencies, they should receive an on-the-spot correction and be directed to report again.

b. Setting the Tone.

(1) In the basic status, once the OC is finished reporting, the Platoon Trainer directs the OC to stand at ease in front of his desk. The OC is told that the purpose of the counseling session is to help improve his performance. The Platoon Trainer's demeanor is relaxed, yet formal. Their posture is erect in the chair and their facial expressions and tone of voice are firm and sincere. It is expected that the personal appearance of the Platoon Trainer and that of the office is neat and presentable.

(2) In the intermediate status, social distance is reduced by allowing the OC to be more relaxed; for example, allowing them to sit while being counseled. The Platoon Trainer relaxes their tone of voice, and should focus more on the positive aspects of the OC's performance, giving encouragement and seeking to motivate the OC more.

(3) In the senior status, the Platoon Trainer, if they feel comfortable, should move from behind the desk, sit next to the OC and counsel in a relaxed manner. The Platoon Trainer should ask leading questions and become an active listener. They should allow the OC to almost counsel themselves.

c. General Conduct of Session.

(1) After the counseling preliminaries, threat avoidance is the rule if the purpose of the counseling session is to get the OC to open up. The more the OC feels threatened, the less they communicates in other than a defensive manner, and the less willing they is to listen. The counseling then becomes less a vehicle for influence and more a reprimand. The Platoon Trainer should avoid using exploratory questions framed with words such as "why" or "how come" as they tend to induce anxiety.

(2) In the intermediate status, the Platoon Trainer may use the session to discuss issues not necessarily related to the OC's performance. They may want to discuss a point made in a group discussion, in the OC's professional reading, or possibly something the OC feels is important.

(3) Throughout the course, the OC runs into human relations issues. Answers to these issues are situation-specific and no universal answer can be given. In some instances, referring the OC to the Senior Platoon Trainer, Company First Sergeant, Company Commander, or the Chaplain may be necessary. The Platoon Trainer is not expected to have the required skills to resolve issues of this type; however, they must know how to make recommendations or assist the OC in making contact with someone who can.

d. Observations / Recommendations.

(1) Directive Style. The Platoon Trainer can read directly from the LER to the OC. The Platoon Trainer should point out an observation (backed with examples) and then follow with recommendations. The Platoon Trainer should then pause to check the candidate's understanding of his point; just a glance should be sufficient to determine if further questioning is required. When they feel that the OC understands, the Platoon Trainer can move on to the next point.

(2) Support of Observation. It is very important to support leadership evaluations with pertinent examples of candidate behavior and relevant results. This puts the OC in a position where they must confront facts rather than the Platoon Trainer's opinion. The OC is much less inclined to oppose the Platoon Trainer's opinion, either openly or in their mind, if presented facts and not opinions. The use of several relevant comparisons based on the facts furthers the argument.

(3) Counseling is not a Debate. The Platoon Trainer examines the candidate's performance closely enough that they can make an evaluation of the candidate's statements (their perceptions) about their performance during counseling. The Platoon Trainer may observe symptoms of an underlying problem in the candidate's performance, but the problem may not be fully revealed until the Platoon Trainer questions the OC. If the OC believes that some of the LER is unsubstantiated, they may try to argue for a better rating. This should be avoided; however, if the choice facing the Platoon Trainer is being fair or standing firm, the Platoon Trainer should yield to being fair. To do otherwise would seriously damage the Platoon Trainer's credibility and would obviously not be in the best interest of the OC.

(4) Strengths and Weaknesses. The Platoon Trainer should cover all areas of the candidate's performance. They should not discuss only the OC's weaknesses without reinforcing their strengths. They should also make recommendations on how to improve. The OC should also understand that one or two glaring deficiencies could make their total performance unsatisfactory in spite of several strengths. The Platoon Trainer should avoid the OC's efforts to compensate for weaknesses by emphasizing strengths. The OC needs to know the importance of correcting deficiencies.

e. Summarize. Upon completion of the detailed discussion of the Platoon Trainer's observations and recommendations, the Platoon Trainer recaps all the major recommendations to the OC. The Platoon Trainer does this by reading directly from the LER or having the OC summarize the Platoon Trainer's main suggestions. In either case, the Platoon Trainer directs the OC to take notes to avoid missing anything. After the summary is completed, the Platoon Trainer hands the LER to the OC for their signature.

4-12. FOLLOW-UP.

a. At the end of the counseling session, the Platoon Trainer gives the candidate an assignment designed to address the OC's noted deficiencies: e.g. another position on the candidate chain of command, a written report, a room inspection, the conduct of PT or drills. The Platoon Trainer makes this assignment and annotates the suspense on their calendar to ensure that it is carried out.

b. The Platoon Trainer then files the LER, Candidate Self-Assessment Report, Leadership Evaluation In-Brief, and any LORs associated with the leadership position tour of duty in the Candidate's Training Record folder.

4-13. COUNSELING PREPARATION TIPS.

Proper preparation for formal counseling can enhance counseling success and is outlined in FM 6-22, Appendix B "Army Leadership."

a. Select a Suitable Place. Conduct the counseling session at a location that helps preclude distractions and maintains confidentiality.

b. Schedule the Time. Ensure that sufficient time is available for the counseling session.

c. Notify in Advance. Prepare the OC by informing them of the intent, time, and place of the counseling session. The intent should be simple and concise (e.g. "performance review, 1500 hours, Sunday, in the first floor day room").

d. Organize Information. Gather and organize all the completed forms applicable to the counseling session. Ensure that they are placed in chronological order or in an order that facilitates the Platoon Trainer's outline of the counseling.

e. Outline the Counseling Session Components. Outline a general plan for the conduct of the session and gain as much background information as possible on the individual though information available in the Candidate's Training Record.

f. Plan Your Counseling Strategy. There are as many approaches to counseling (such as the directive, nondirective and combined approaches to counseling discussed earlier) as there are leaders. Use a strategy that that suits your subordinates and the situation.

g. Establish the Right Atmosphere. High levels of formality are not usually conducive to learning; attempt to maintain an informal atmosphere, as appropriate. This is not always the case in the basic status.

4-14. TYPES OF COUNSELING CONDUCTED IN OCS.

The three types of counseling used in OCS are performance-oriented, disciplinary, and personal.

a. Performance-Oriented. OCS prescribes this type of counseling each time the candidate completes a tour as a member of the candidate chain of command. The Platoon Trainer may also initiate it after identifying a candidate whose behavior and attitude is not improving. This type of counseling is used to inform the candidate about their actual performance and to tell them what the expected performance standards are. Performance counseling is not designed to assign fault or blame. Praise and positive recognition must also be a part of the counseling session. This is particularly true in the intermediate status.

b. Disciplinary. Disciplinary counseling is used when the Platoon Trainer takes corrective steps that do not result in formal punitive action under local laws and/or military regulations. If the commander will possibly take disciplinary action, the Platoon Trainer must ensure that the accused Soldier is advised of their right to remain silent before discussing the incident.

(1) Disciplinary counseling stresses the candidate's failure to meet the standards of conduct expected in the OCS environment. It is intended to be corrective, not punitive. It details specific deficiencies that must improve to maintain candidate status. It employs the directive approach; therefore, there is little need for the candidate to speak except to acknowledge that they understand the message.

(2) Corrective training, not punishment, is levied as a result of disciplinary counseling. The corrective training employed must be focused on actions that reinforce the candidate's plan to correct noted deficiency and improve performance. Candidates are typically assigned additional writing assignments, performance tasks, or remedial physical conditioning as corrective training.

c. Personal Counseling. Personal counseling involves helping a candidate resolve a personal problem. Problems in OCS may vary from financial matters to family difficulties. The emphasis in personal counseling is to help the candidate resolve their own problems. The Platoon Trainer's role in personal counseling is to help the candidate take the initiative, recognize the scope of his problem, and solve his own difficulties. Platoon Trainers must never take ownership of the candidate's personal problems, nor should the Platoon Trainer minimize the scope of the problem. What may appear simple or minor to the Platoon Trainer may be overwhelming to the candidate.

4-15. REQUIRED PERIODIC COUNSELING

a. Individual, In-processing Counseling

(1) No later than the first day of ADT Phase I training, the Quality Assurance (QA) staff must conduct a thorough review of the candidates' records and counsel the candidates on any enrollment criteria missing. The candidate has 72 hours to turn in the missing documentation to the QA office.

(2) The focus of this counseling should be directed towards commissioning requirements the candidate must still fulfill prior to being appointed as a second lieutenant.

b. Initial, Individual Counseling.

(1) Initial counseling will be done within 72 hours of the start of phase I to include the expectations of the officer candidate, the Honor Code, review of the Individual Student Assessment Plan (ISAP), academic, and non-academic events.

(a) Does the OC have an assertive or passive personality?

(b) Did they discuss any personal problems? If so, what?

(c) How prepared is the OC for OCS?

(d) Can they effectively communicate orally? Note their military bearing.

(2) End the session on a positive note. The course is challenging but there is no reason why it cannot be completed if the OC is dedicated and works hard.

(3) The following items are suggestions for conducting the counseling session:

(a) The Platoon Trainer should have the OC tell them a little about themselves. This allows the Platoon Trainer to observe the OC and see how the OC presents themselves orally and in gesture. They should ask the OC general questions such as why they entered OCS, what branch they hope to serve in, etc.

(b) Inform the OC that the OCS program sets high standards, which are designed to challenge them. It is designed to separate those who cannot make it from those who can.

(c) Tell the OC that the basic status builds a foundation by requiring the OC to learn to react under pressure. The pressure and requirements continue to increase as the course progresses.

(d) Explain the role of the Platoon Trainer in OCS.

(e) Ensure the OC understands the meaning of honor. This is very important. The OC should leave the session firmly convinced that his word – both written and oral – is his bond.

(f) Discuss fraternization as it relates to the OC-to-OC relationship and from the OC-to-Platoon Trainer standpoint.

(g) Ensure the OC knows that the Platoon Trainer is available to discuss his personal problems if the OC does not wish to use the candidate chain of command (but that every effort should be made to utilize the candidate chain of command).

(h) Ensure the candidate reviews the OC Individual Student Assessment Plan (ISAP) and is aware it is posted on the bulletin board in the common areas.

c. END OF PHASE II COUNSELING. At the end of Phase II, an End of Phase Counseling will be done addressing the officer candidate's progress, to include leadership, academics, peer evaluation ratings and physical fitness.

CHAPTER 5   HONOR CODE / ETHICS

5-1. GENERAL.

Integrity is woven through the fabric of the professional Army ethic. Integrity means being honest and upright, avoiding deception and living the values you suggest for your subordinates. Ethics are principles or standards that guide professionals to do the moral and right thing. A Platoon Trainer has three general ethical responsibilities:

a. The Platoon Trainer is a role model they are on display at all times. The actions of a Platoon Trainer say much more than their words. The candidates watch the Platoon Trainer carefully and desire to imitate their behavior. The Platoon Trainer must accept the obligation of being a worthy role model and being aware of the effect his behavior has on others. The Platoon Trainer must be able to do anything that they require of the candidates and never place them in unnecessary danger or subject them to unrealistic hardships.

b. The Platoon Trainer must develop the candidates ethically. The Platoon Trainer must shape the values and beliefs of the candidates to support the values of the nation, the Army, and OCS. They develop them through personal contact and by teaching them how to reason clearly about ethical matters. The Platoon Trainer must be honest with them and talk through possible solutions to difficult problems. Being sensitive to the ethical elements of Soldiering is a big part of developing the OC. The Platoon Trainer's goal is to develop a leader who acts properly in the confusion and uncertainty of combat. Unless the candidates have learned how to think clearly through ethical situations, they may not have the moral strength to do what is right.

c. The Platoon Trainer must lead in such a way that they avoid creating ethical dilemmas for the OCs. Since the OC wants to please the Platoon Trainer, the Platoon Trainer must not ask them to do things that would cause them to behave unethically. Platoon Trainers must avoid creating the following situations (or those like them):

> • "I don't care how you get it done, just do it!"
>
> • "There is no excuse for failure!"
>
> • Setting goals that are impossible to reach (missions without resources).
>
> • Covering up errors to look good.
>
> • Telling superiors what they want to hear.
>
> • Having the candidates engage in activities that the Platoon Trainer recognizes as unethical or unsafe.

5-2. HONOR CODE.

a. The Honor Code is based on the principle that integrity is an essential attribute for all officers. OCS continually emphasizes this code. Candidates must understand its scope and intent. They must commit to personal integrity that is unwavering and employ it in everything they do.

b. "An officer candidate does not lie, cheat, or steal, nor tolerate those who do." This is the officer candidate Honor Code.

(1) Lying. Candidates violate the honor code by lying if they make oral or written statements, or gestures of communication in the presence of, or to, another intending to deceive or mislead. Quibbling is the creation of a false impression through evasive wording, the omission of relevant facts, or the telling of a partial truth and is a form of lying.

(2) Cheating. Candidates violate the honor code by cheating if they willingly take information that does not belong to them, or present material that is not an example of their own work to gain unfair advantage.

(3) Stealing. Candidates violate the honor code by stealing if they wrongfully take, obtain, or withhold (by any means) from the possession of the owner (or any other person), any money, personal property, or article of value of any kind, with the intent to deprive or defraud another person of the use and benefit of the property. Candidates are

considered to be stealing when they take, obtain, or withhold any item without the expressed permission or knowledge of the owner.

(4) Toleration. Candidates violate the honor code by toleration if they fail to report an unresolved incident with honor implications to the proper authority within a reasonable time period. The proper authority is the platoon, Platoon Trainer or an honor council representative. Incidents may also be reported to instructors or members of the OCS support staff. A reasonable length of time is the time it takes to confront the suspected violator and determine whether the incident was a misunderstanding or actually a violation of the honor code.

5-3. HONOR CODE VIOLATION POLICY.

A candidate who has violated the honor code is subject to relief from the OCS program.

5-4. THE HONOR COUNCIL.

The honor council investigates and makes recommendations to the OCS Battalion Commander with regard to any alleged or actual violations of the honor code. The honor council consists of four elements: the Senior Platoon Trainer Officer, at a minimum of two Officer Candidates (usually the president and vice president), at least two other cadre or staff members and a recorder.

a. Senior Platoon Trainer. The duties of the Senior Platoon Trainer will include providing direction and advice to the honor council. The Senior Platoon Trainer will not vote unless there is a tie among the other council members. He will notify the OCS Battalion Commander of the results of all hearing and recommend retention or relief of the candidate(s) involved.

b. Investigations. A preliminary investigation of alleged violations is conducted by the SR Platoon Trainer during Phase I, Phase II and Phase III. Every fact of the alleged violation is explored. Written statements must be obtained from the principle witnesses.

(1). An example of an investigation is as follows. OC Doe is seen apparently cheating during an exam. The instructor informs the Senior Platoon Trainer that this occurs. The Senior Platoon Trainer conducts the investigation, by speaking with the individual, and other classmates. If there is sufficient evidence, the Senior Platoon Trainer then convenes an Honor Council.

(2) Prior to the hearing, the SR Platoon Trainer council informs the alleged violator of the following:

a. They are bound by the honor code to tell the truth.

b. The charges relating to the violation and the identity of the accuser.

c. They have twenty-four duty hours to prepare their case

d. They may bring in any evidence, or call on any witness, on his behalf.

e. They may make an oral or written statement.

f. They have the right to be represented by another candidate.

c. Conduct of the Hearing. Normally, the hearing is conducted within 24 hours. (no later than the Sunday of the IDT period following the alleged incident). The Senior Platoon Trainer will determine if all procedural items have been accomplished and the accused is prepared to plead their case. The following are the rules and procedures for the hearing:

(1) The SR Platoon Trainer presents the case to the committee. There must be at least three committee members present at the hearing.

(2) The violator and accuser will not be present in the hearing at the same time.

(3) The Senior Platoon Trainer is present throughout the entire hearing. Alleged violators are considered not guilty until proven otherwise. A majority of votes cast in secret ballot, will be required to find a candidate guilty of an honor code violation.

(4) Staff or Candidates who have been part of the investigation or who are biased in any way will not sit on the council and the Senior Platoon Trainer will select another member.

(5) A candidate found guilty of an honor code violation is recommended by the council for dismissal from the OCS program. The verdict and written recommendation of an Honor Board will be forwarded to the OCS / GS Battalion Commander. If the OC is found not guilty, the verdict is forwarded through the OCS / GS Battalion Commander as part of the minutes of the meeting. The OCS / GS Battalion Commander will make final decision for candidate disposition after looking at the facts and the Honor Councils recommendation.

CHAPTER 6   THE PLATOON TRAINER AS A TRAINER

6-1. GENERAL.

a. The Platoon Trainer is the primary trainer for the OCS program. They have duties as both a formal and informal trainer. Their behavior must be consistent with the role they hold. The Platoon Trainer must be versatile at adapting their attitudes and behavior to the climate of the training event. There are no absolute right ways to perform these roles, only suggestions and guidelines to follow.

b. OCS programs across the nation use a standardized program designed to ensure that all graduates receive the training required to make them eligible for commissioning. A Program of Instruction (POI) and a Course Management Plan (CMP) govern this training. Training Support Packages (TSPs) contain detailed instructional content. It is important that the Platoon Trainer knows how to use these references. Knowing how to use them will reduce the amount of time, it takes the Platoon Trainer to prepare for, conduct, reinforce, and evaluate the outcome of training.

(1) OCS Program of Instruction. The POI is a formal course document that describes the training content, hours required, type of instruction, and resources required to conduct the training. The POI content ensures that all OCS graduates meet the military training criteria for commissioning. It also ensures that all graduates have a uniform starting point for the Basic Officer Leader's Course (BOLC). Currently, the OCS POI is a component of the Course Management Plan (CMP).

(2) The Course Management Plan. The CMP is the document that provides the "how-to" information necessary to conduct OCS. To implement the training program with success, it specifies the administrative actions and logistical requirements the OCS support staff and faculty must fulfill.

(3) Training Support Packages. Each formal lesson taught at OCS has a training support package that provides details about the class. The USAIS or the specific proponent school prepares these packages for a specific pre-commissioning common core task. There are three types of TSPs: the instructor set, the student set, and the examination set.

6-2. FORMAL TRAINING.

The training schedule drives all formal training. The OCS Company Commander publishes the training schedule at least 90 days prior to the scheduled training date. The intent of this schedule, acts as a guide for cadre and candidates in the planning and execution of training. It is important to remember that we train to standard not to time. You can adjust the schedule in situations where more time is required.

a. Formal training consists of instruction required by the POI that has a standardized training support package, and a specific, required learning outcome. The Platoon Trainer gives formal instruction on subjects that include drill & ceremonies; customs, courtesies, and traditions of the U.S. Army; conduct of physical training; troop leading procedures; and peer evaluations. Remember, formal instruction follows a specified format and is delivered to all candidates; it may be initial or remedial. Remedial instruction has a much less rigid format and focuses on correcting a candidate's demonstrated weaknesses.

b. When a Platoon Trainer presents formal instruction, they must ensure that they are properly prepared and has rehearsed the instruction. They must be sure that the training aids and associated support equipment are in good repair and readily available. The Platoon Trainer instructor needs to plan the instruction so that they frequently ask the candidates questions, using the ASK-PAUSE-CALL techniques as specified in CFD-IC to ensure that they understand the subject matter. This helps break down candidate reservations about generating and asking their own questions. Candidates are typically fearful of asking questions, particularly of Platoon Trainers, and especially in the basic status.

6-3. CONDUCT OF TRAINING (INSTRUCTOR LED).

a. Instructors must know that classrooms are not off-limits to Platoon Trainers. The Platoon Trainer's monitoring of the classroom is essential. This allows the Platoon Trainer to observe candidates, keep abreast of what they are being taught, and subsequently prepare to reinforce the lesson later on.

b. Platoon Trainers must not disrupt instruction or turn breaks into physical training periods. The activities between classes must not cause the candidates to be late for class, or to be less attentive than they were at the end of the last class. Candidates cannot be taken out of POI training to be counseled for their leadership ratings.

c. The OCS environment operates twenty-four hours each day. It demands that the teaching, testing, assessing, and evaluation of candidates be on going. This requires thorough planning and careful management.

6-4. CONDUCT OF TRAINING (PLATOON TRAINER LED).

a. In addition to being expected to teach formal blocks of instruction, Platoon Trainers are required to present instruction on an informal basis. Much of this training is during Chain of Command and Performance Counseling (CCPC). This time provides for the accomplishment of a variety of tasks:

(1) Conducting formal counseling sessions.

(2) Providing candidates additional time to accomplish assignments.

(3) Providing opportunities for candidates to brief special, individual assignments.

(4) Conducting remedial training for candidates deficient in those areas previously taught through formal POI instruction.

(5) Providing time for the Platoon Trainer to teach the candidates specific tasks not covered by the POI but which are deemed essential to the candidates' preparedness for scheduled training.

Tasks of this nature include, but are not limited to:

(a) Physical training events

(b) Drill and ceremony

(c) Uniform and equipment care

(d) Squad and platoon tactical movement format

(e) Tactics and techniques for living in the field

b. All training opportunities to which the Platoon Trainer is assigned require them to be competent in the subject matter. A Platoon Trainer must be knowledgeable in all areas the candidates are expected to be proficient. If a Platoon Trainer feels inadequately prepared to teach the subject, they need to share this with the Senior Platoon Trainer

c. Informal training may be presented by the platoon (company) briefing. This is a way to share information that the candidates need to learn and know, but is not formally taught anywhere else in the program (e.g. how to pack a ruck or how to prepare for a road march). The Platoon Trainer can provide in-depth knowledge regarding skills of the trade they learned by doing and sharing (through experience, trial, and error) in a regular line unit.

d. Informal training is also accomplished when the Platoon Trainer questions the candidates about things they should have initially learned in the classroom. Through this method, the Platoon Trainer reinforces the formal instruction. Repeatedly asking questions of this type helps the OCs grasp new knowledge more quickly.

6-5. PLATOON TRAINER AS A TRAINER.

The Platoon Trainer's mission of testing the OC's ability to lead Soldiers to accomplish a mission is accentuated in the basic status more than in either the intermediate or senior status. The entire atmosphere of the basic status is one of trial. Anything that can be used as a vehicle to evaluate the candidate's performance is employed. A secondary purpose of the basic status is to measure the effectiveness of the OCS program in the accomplishment of its mission.

Diagnostic Tests. The following tests serve as an initial screen for candidate strengths and weaknesses. They primarily serve a diagnostic purpose and yield pertinent information as a basis for counseling.

a. ACFT. Although the candidate must pass a record (standard) ACFT to graduate, this test of physical fitness may be administered periodically throughout the course. In doing so, the candidates must continue to demonstrate high levels of physical fitness standards as prescribed in ATP 7-22.01

b. Physical Training (PT). The OC is frequently assigned the task of leading the platoon in PT. This task provides the Platoon Trainer with an opportunity to assess the candidate's ability to stand before a group, lead with confidence, and demonstrate oral presentation skills.

c. Drill and Ceremony. In addition to routine daily formations and movement, the OC is given a test of their ability to conduct both platoon and squad drill. This tests the candidate's ability to keep poise and presence of mind in front of troops, and secondarily, tests their knowledge of correct drill.

d. Field Training. Field training is used to enhance the cadre's ability to evaluate candidate leadership in a more challenging environment. The primary purpose of these exercises is leadership assessment, not tactical proficiency.

1. Phase I - Land Navigation/Warrior Training Battle Drills (WTBD-I). WTBD-I includes the medical, weapons, and NBC tasks. Additional tasks can be added as needed. WTBD-I is conducted during Phase I and is conducted concurrently with the land navigation field training to accomplish three goals:
(a) First, it develops the candidate's leadership abilities by increasing their competence in team and individual skills. The field environment provides an opportunity for immediate feedback on leadership and follower ship.
(b) Second, training and communicating effectively in a field environment increases confidence and endurance.
(c) Third, it provides an opportunity to evaluate each candidate's ability to prepare and present instruction to their peers on Warrior Tasks and Battle Drills. Although all of these tasks were previously taught and tested in basic training, candidates must be able to apply these skills during OCS training events. It is therefore necessary for candidates to receive refresher training on these tasks. Each candidate is assigned one or more tasks to teach. The candidate instructor must validate the proficiency of his peers on the task by conducting a performance-oriented test. Candidates failing to demonstrate task mastery must receive remedial training prior to retesting.
2. Phase II - Warrior Tasks Battle Drills II (WTBD-II). This exercise is conducted during Phase II IDT/accelerated. They can be conducted in a garrison or field environment. Field environment is recommended.
3. Phase II - Field Leadership Exercise I (FLX I). This exercise is conducted in a field environment (48-hour continuous operation) during Phase II IDT/accelerated.
4. Phase III - Field Leadership Exercise II (FLX-II). FLX-II Operations are conducted during Phase III ADT. FLX-II is a tactical exercise designed to provide the candidates with an opportunity to apply skills learned in Phase II, Basic Infantry Tactics, while employing leadership at squad and platoon level. Although tactical proficiency is not the focus, the ability to successfully employ these skills becomes part of the candidate's demonstrated leadership performance evaluation.

6-6. Warrior Tasks and Battle Drills (WTBDs).

WTBD are tasks that were previously taught and tested in basic combat training. There is no requirement to re-teach these tasks in OCS. Candidates are expected to demonstrate task mastery through skill application. Documentation must exist to support the candidate's task mastery in each of the tasks in this module. Candidates receive "GO" or "NO GO" as a result of participating in the squad level every effort must be made to ensure adequate time is scheduled for this instruction.

CHAPTER 7   PHYSICAL TRAINING

7-1. Physical Training Requirements.

Being a professional Army officer is a physically demanding endeavor. Moreover, officers request physically demanding performance from their subordinates. To lead from the front, the officer must first be able to accomplish physically demanding tasks ourselves. The goal of the OCS physical training program is to improve the physical fitness of the officer candidate, instill a fitness philosophy in the candidate, and teach the candidate the proper method for conducting a unit-level physical fitness program. Physical fitness training includes confidence and obstacle courses, foot marches, and unit runs. Frequently challenging an officer candidate's physical fitness keeps them mindful of their pursuit of physical fitness excellence and the need to conduct regular physical training between drill weekends. The following are Phase completion and graduation requirements for all officer candidates.

a. Army Combat Fitness Test (ACFT). ACFT becomes test of record for OCS on 01 October 2022.

(1) Before reporting to OCS Phase I training, officer candidates must take and pass the standard six-event ACFT (NO ALTERNATE EVENTS) as prescribed in ATP 7-22.01 within 60 days prior to the start of Phase I training. The state OCS company commander, or his / her designated representative within the state OCS company, administers the ACFT to potential officer candidates. If the candidate fails to meet the minimum ACFT standards, he / she is removed from Pre-OCS and is not eligible for Phase I training. DA Form 705 must be completed IAW ATP 7-22.01 indicating a passing score for record.

(2) Officer candidates must also pass a second standard, six-event ACFT (NO ALTERNATE EVENTS) during Phase II to complete Phase II training and go on to Phase III and subsequently graduate OCS. This second ACFT is administered by the OCS company commander or his/ her designated representative within the OCS company. This second ACFT must be completed within 60 days prior to the start of Phase III training during traditional (IDT) Phase II training. During Phase II Accelerated OCS training, the second ACFT is conducted within 20 days prior to the start of Phase III training.

b. 4 mile run. You must complete a four mile company run without assistance in 36 minutes (9 minute pace). A candidate who fails to meet the standard will be given one retest prior to the end of phase II. Uniform will be the IPFU.

7-2. FOOT MARCHES.

The CMP requires candidates to complete three foot marches in order to graduate from OCS. Commanders are encouraged to conduct other foot marches to build endurance and conditioning for the final foot march.

a. Cadre will participate in the foot marches, ensuring the candidates adhere to the conduct of the foot march as specified in FM 21-18. The Platoon Trainer staff ensures the candidates maintain the prescribed rate of march.

b. The uniform for the Platoon Trainer staff is the Platoon Trainer field uniform OCPs, black patrol cap, LBE/LBV, and rucksack packed in accordance with the packing list.

c. **Six Mile Foot March.** The march is conducted in Phase I along a suitable, six mile route. The uniform is the (OCP), boots, helmet, LCE/LBV (with two full canteens at the start), weapon, and rucksack. Rucksack must weigh from 35-40 pounds at the beginning **and completion** of the foot march. Officer candidates must complete the six mile foot march without assistance in 105 minutes. Successful completion of the six mile foot march is a Phase I requirement. A six mile foot march retest must be completed by the candidate within 105 minutes without assistance in Phase I before the candidate is credited with completing Phase I. A six mile foot march shall be conducted toward the beginning of training to allow enough time for at least seven days recovery time before being retested. The failure of a six mile foot march must be annotated on a DA Form 4856.

d. **Nine Mile Foot March.** The march is conducted in Phase II along a suitable, nine mile route. Uniform is the OCP, boots, helmet, LCE/LBV (with two full canteens at the start), weapon, and rucksack. Rucksack must weigh between 35-40 pounds at the beginning **and completion** of the foot march. Officer candidates must complete the nine mile foot march **without assistance** within 157.5 minutes. Successful completion of the nine mile foot march is required before officer candidates complete Phase II training. Candidates who do not successfully complete the nine mile road march in Phase II are not allowed to move on to Phase III training. Retesting is authorized and must replicate the uniform, distance, weight, and time requirements listed above, and must be completed in Phase II. This retest cannot be in conjunction with the twelve mile foot march.

   e. **Twelve Mile Foot March.** The march is conducted in Phase II along a suitable, twelve mile route. Uniform is the OCP, boots, helmet, LCE/LBV (with two full canteens at the start), weapon, and rucksack. Rucksack must weigh between 35-40 pounds at the beginning **and completion** of the foot march. Officer candidates must complete the twelve mile foot march **without assistance** within 210 minutes. Successful completion of the twelve mile foot march is required before officer candidates complete Phase II training. Candidates who do not successfully complete the twelve mile road march in Phase II are not allowed to move on to Phase III training. Retesting is authorized and must replicate the uniform, distance, weight, and time requirements listed above, and must be completed in Phase II.

CHAPTER 8   INSPECTIONS

8-1. GENERAL.

a. Everything a candidate does while at OCS is subject to assessment. The OC is required to have a working knowledge and understanding of the Candidate Guide, thus making his failure to comply subject to admonishment. Consequently, the Platoon Trainer must also have a working knowledge and understanding of the Candidate Guide. Without it, the Platoon Trainer is not able to adequately evaluate the OC's performance, nor is he able to enforce the OCS standard.

b. The candidate must keep themselves, equipment, and billets prepared for inspection at all times. The inspection is another means by which the Platoon Trainer evaluates an OC's ability to prioritize, plan, and maintain their equipment, clothing, personal appearance, professional improvement, and the area in which they live.

8-2. TYPES OF INSPECTIONS.

a. Inspection in Ranks. OCS requires an in-ranks inspection (IAW FM 3-21.5) daily, normally at the beginning of each day. The Platoon Trainer pays particular attention to the OC's military bearing, personal appearance, "must know" information, and preparedness for the scheduled training events. The candidate chain of command executes this inspection, while the Platoon Trainer assesses their performance.

b. Barracks Inspection. This is a quick but thorough inspection. The staff should conduct this daily as it reflects the effectiveness of the candidate chain of command. Common Areas should be included during this walk through. The common areas are the responsibility of the candidate chain of command. The standard of these areas reflects heavily on their effectiveness, teamwork, and organization. Platoon Trainers document their observations on LORs, which are then used to support future leadership assessments, which are in turn reflected on the LER.

c. Unscheduled Stand-by Inspections. During the conduct of a stand-by inspection, the candidates post at their bunks. The staff announces these inspections in advance, but rarely schedule them formally on the training schedule. Besides evaluating a candidate's military bearing and appearance, the Platoon Trainer tests the OC on his military knowledge, OCS rules and procedures, and knowledge of the Candidate Guide. The candidate company commander or platoon leader notes discrepancies for corrective action following the conclusion of the inspection.

d. Personal Inspections. These can be done anytime: during formations, during breaks, prior to meals, during leadership development time, etc. This inspection usually involves a single candidate. The inspector records his observations on a LOR (if warranted) and corrects simple infractions using on-the-spot corrections and/or corrective action. This type of inspection is vital to the learning experience and helps create stress in the OCS environment. It tends to keep the candidates focused on attention to detail.

e. Formal Inspections.

(1) Command Inspection, Phase II. Candidates will plan, prepare and participate in a comprehensive inspection conducted by the battalion commander and sergeant major. The inspection will include in-ranks or in-barracks class A inspection (or designated uniform), barracks/common areas, field equipment and weapons. The commander will conduct the inspection prior to entering Phase 3.

Convey the importance of conducting proper recovery and inspections. This is also the gateway exercise to entering Phase 3.

(2) Requirements.

(a) The formal inspections are a whole-person evaluation. Candidates are expected to apply every skill and leadership trait developed and evaluated during all training preceding the inspection.

(b) Uniform. Established by local SOP

(c) Room Layout. Candidates must prepare their billets in accordance with locally developed SOPs.

(d) TA-50 Layout. Candidates lay out their issued TA-50 in accordance with locally produced SOP. All equipment is expected to be spotless and serviceable. Any equipment that is not being displayed due to loss or supply turn-in must have a missing item card in its place.

(3) For each inspection, candidates are expected to be prepared for inspection and standing at parade rest in their designated location (by SOP) five minutes prior to the scheduled inspection time. When the inspection team enters the platoon area, the platoon leader calls the platoon to attention and reports to the senior member of the inspection team. The platoon leader will be inspected first, and then accompanies the team throughout the inspection serving as a recorder to capture all noted deficiencies.

CHAPTER 9   SAFETIES, RISK MANAGEMENT and ENVIRONMENTAL AWARENESS

9-1. Purpose.

   Composite risk management (CRM) is the Army's primary decision-making process for identifying hazards and controlling risks across the full spectrum of Army missions, functions, operations, and activities.

      a. The goal of risk management is to mitigate risks associated with all hazards that have the potential to injure or kill personnel, damage or destroy equipment, or otherwise impact mission effectiveness.

      b. Army Policy on risk management. FM 5-19, Composite Risk Management (August 2006) directs leaders at all levels to effectively integrate into all Army plans, programs, decision processes, operations and activities the following principles.

            (1) Integrate Composite Risk Management into all phases of missions and operations.

            (2) Make risk decisions at the appropriate level.

            (3) Accept no unnecessary risk.

            (4) Apply the process cyclically and continuously.

            (5) Do not be risk adverse.

      c. Risk management is a systematic 5 step decision-making process by which leaders at all levels make military operations safer and more effective. The process is used to balance the mission needs against the potential losses. The goal of any leader is not to put training first or safety first, but to train safely. The key terms used in the risk management process are listed below.

            (1) Hazard. A condition with the potential to cause injury, illness, or death of personnel; damage to or loss of equipment or property; or mission degradation.

            (2) Risk. Probability and severity of loss linked to hazards.

            (3) Controls. Actions taken to eliminate hazards or to reduce their risk

            (4) Risk Assessment. The identification and assessment of hazards (the first two steps of the CRM process).
            (5) Risk Management. The process of identifying, assessing, and controlling risks arising from operational factors and making decisions that balance risk cost with mission benefits.

9-2. The Three Tiers of Safety.

      a. Tier 1 – Command Level
            (1) Provide a command climate that ties safety into force protection.
            (2) Plan and resource for safety.
            (3) Establish safety standards.
            (4) Keep training consistent with abilities.
            (5) Make risk acceptance decisions.
      b. Tier 2 – Leader Level
            (1) Reinforce command climate on safety.
            (2) Identify and eliminate or control safety hazards.
            (3) Train/emphasize/enforce performance to standard.
            (4) Assess hazards/risks.
            (5) Make risk decisions; supervise and follow-up.
      c. Tier 3 – Individual Level
            (1) Take personal responsibility for safety/risk management.
            (2) Take immediate action for unsafe acts.
            (3) Modify your own risk behavior.
            (4) Perform to standards.

(5) Be part of the "buddy" system.

9-3. The Risk Management Process.

a. Identify the hazards. Leaders identify potential sources of hazard or risk soldiers could encounter. The factors of mission, enemy, terrain and weather, troops and support available, time available, and civil considerations (METT-TC) serve as a standard format for identification of hazards.

b. Assess the hazards. Leaders assess hazards and risk is assigned in terms of probability and severity of adverse impact of an event/occurrence. The end result of this assessment is an initial estimate of risk for each indentified hazard expressed in terms of extremely high, high, moderate, or low as determined from the standardized risk assessment matrix.

c. Develop controls and make risk decisions.

(1) Develop Controls. Leaders develop one or more controls that either eliminate the hazard or reduce the risk of a hazardous incident occurring. Controls generally fall into three basic categories: educational, physical, or avoidance/elimination. To be effective they must by suitable, feasible, and acceptable.

(2) Reassess risk. With controls applied, risk must be reassessed to determine the residual risk associated with each hazard and the overall residual risk for the mission.

(3) Make risk decision. Leaders balance the risk or potential loss against expectations or expected gains.

d. Implement controls. Leaders ensure that controls are integrated into SOPs, written and verbal orders, mission briefings, and staff estimates.

e. Supervise and evaluate.

(1) Supervise. Supervision provides commanders and leaders with the situational awareness necessary to anticipate, identify, and assess any new hazards and to develop or modify controls as necessary.

(2) Evaluate. The evaluation process occurs during all phases of the operation, and as part of the AAR and assessment following completion of the operation or activity. Evaluation process identifies any new hazards; assesses effectiveness in supporting objectives; assesses the implementation, execution, and communication of the controls; accuracy of residual risk; and ensures compliance with the guiding principles of CRM.

9-4. Forms.

The DA Form 7566, Composite Risk Management Worksheet (APR2005) will be used by candidates for the analysis of training events and to identify and reduce or implement risk mitigating measures. All candidate developed risk assessments will be approved by the Platoon Trainer prior to every training event. Risk Management Worksheets will be completed daily during leadership tours, additional worksheets will be completed for significant training events, such as PT sessions and foot marches.

RISK ASSESSMENT MATRIX						
		Probability				
Severity		Frequent A	Likely B	Occasional C	Seldom D	Unlikely E
Catastrophic	I	E	E	H	H	M
Critical	II	E	H	H	M	L
Marginal	III	H	M	M	L	L
Negligible	IV	M	L	L	L	L
E – Extremely High		H – High		M – Moderate		L – Low

COMPOSITE RISK MANAGEMENT WORKSHEET
For use of this form, see FM 5-19; the proponent agency is TRADOC.

DA FORM 7566, APR 2005

9-5. ENVIRONMENTAL AWARENESS.

Platoon Trainers must ensure that training is conducted in a manner that complies with federal, state, and local environmental laws and regulations. Platoon Trainers must ensure that candidates have a thorough understanding of the same prior to their participation in any training event. The installation commander and/or environmental awareness officer can provide specific guidance concerning this issue.

CHAPTER 10   GRADUATION REQUIREMENTS

10-1. GENERAL.

It is important to once again restate the mission of OCS. The mission of OCS is to develop and assess leadership. Only the best-qualified candidates graduate from OCS. A candidate who cannot meet the required standards must not be allowed to graduate with their class. The staff may recommend an alternative course of action when an OC does not meet academic or behavioral standards. This course of action may be relief or recycle, but in either case, board action is required.

10-2. GRADUATION REQUIREMENTS.

The NGR 600-100 and OCS CMP prescribe graduation requirements. To graduate from OCS, a candidate must meet the following criteria:

a. Academics. Candidates must pass all written examinations or re-tests. Candidates may retest once. Under exceptional circumstances, the Battalion or RTI Commander may authorize one additional retest if the candidate demonstrates outstanding leadership potential.

(1) **Candidates cannot fail more than three written exams. A third written exam failure will result in the Candidate being put on academic probation. A fourth failure will result in a recommendation to the Battalion Commander for possible relief from the course. The candidate must be counseled on a DA 4856 of the consequences of the academic probation.**

(2) Candidates must pass the night into day land navigation course. Candidates may retest once. The Battalion Commander may authorize one additional retest if the candidate demonstrates outstanding leadership potential. This is a Phase I completion requirement.

b. Physical Fitness. Candidates are required to demonstrate physical fitness, stamina and endurance throughout the course. After 01 October 2022, Candidates are required to pass the standard, for record, ACFT before Phase I and during Phase II.

(1) Foot Marches. Candidates must complete all foot marches within prescribed standards. During Phase I, candidates complete one 6 mile foot march within 105 minutes. During Phase II, candidates will complete a 9 mile foot march within 157.5 minutes and a 12 mile foot march within 210 minutes.

(2) 4 mile run. You must complete a four mile formation run without assistance in 36 minutes (9 minute pace). A candidate who fails to meet the standard will be given one retest prior to the end of phase II. Uniform will be the IPFU.

c. Leadership. Candidates must demonstrate, based on the assessment of the cadre chain of command, an improvement in leadership performance throughout the course.

(1) Candidates will be evaluated a minimum of once per Phase I and Phase II. **The candidate must attain an "E" or an "S" to graduate Phase II.** OCS company commanders should review the candidate's packet to ensure they meet the requirements to graduate from this phase.

(2) Phase III, the candidate will have a minimum of two evaluations, the LRC and FLX II Operations. **The candidates must attain an "E or an "S" during FLX II Operations to graduate phase III**.

d.   Training. Candidates who miss or cannot actively participate in 12 or more hours of scheduled training may be recommended for recycle. Only the Battalion Commander can make exceptions to this policy.

CHAPTER 11   OFFICER CANDIDATE RELIEF, RECYCLE, AND RESIGNATION

11-1. **Purpose:**

This chapter prescribes the policies and procedures for the relief or recycle of an officer candidate in the OCS program and provisions for the relief/dismissal of officer candidates from training.

11-2. Scope:

These policies and procedures apply to all officer candidates in the ARNG OCS program during all phases of training, both traditional and accelerated.

11-3. Definitions:

The ARNG OCS program provides two official remedies for soldiers who do not meet course requirements, require disciplinary action, or cannot successfully continue OCS training. Commanders at all levels are not restricted to these remedies and may provide remedies as the situation dictates with the means available; however, these remedies are provided. Candidates relieved/dismissed, and resignations from the OCS program will be administratively reduced to the rank held prior to enrollment in OCS within one month. Date of Rank (DOR) will be the DOR held prior to enrollment to OCS.

a. **Relie**f **from current phase of training:** This is the relief/dismissal of an officer candidate from the current phase of training they are in for one of the reasons outlined in chapter 6 of OCS CMP. The candidate is returned to their home state/unit of assignment for further action on relief from the OCS program or to be recycled.

b. **Relief from OCS Program:** This occurs when a candidate is relieved/dismissed from the current phase of training and returns to their home state. The OCS company commander at their home state recommends relief from the OCS program to the GS/OCS Battalion Commander for approval.

c**. Recycle:** Recycle occurs when an officer candidate is relieved/dismissed from the current phase of training and returns to their home state/unit. The <u>home state</u> is responsible for determining if the candidate is to be recycled. If the candidate is recycled, he/she must start at the beginning of the phase in which they were relieved/dismissed. If the candidate is not recycled, he/she will be administratively reduced IAW the provisions specified in paragraph 11-3 above.

d. Resignation. Resignation occurs when an officer candidate resolves to leave OCS training, submits this request in writing, and is granted this request by the commander.

11-4. **Approval Authority.**

OCS Battalion and OCS Companies in each State will develop and implement a detailed local SOP for relief and recycle IAW AR 350-1 and provisions of the OCS CMP.

a. Accelerated and Consolidated Phase I and III. The OCS battalion commander at an Accelerated (all phases) or Consolidate phase I and III has the authority to relieve soldiers from the current phase of training for which they supervise if the soldier fails to meet any of the reasons listed in chapter 6 of OCS CMP.

b. The authority to relieve or recycle a soldier from the ARNG OCS program resides in the soldier's <u>home state only</u>. Soldiers may only be relieved from or recycled in the OCS program by the authority of the first O5 in the candidate's chain of command (OCS battalion commander or GS battalion/RTI commander) in the officer candidate's home state. If the decision to relieve a candidate is made, the commander must determine if the soldier is to be relieved with prejudice or without prejudice.

(1) Relief without prejudice. IAW AR 350-1, disenrollment for illness, injury, or other reasons beyond the control of the individual will be made without prejudice. This type of relief allows the soldier the option of reapplying for a future class enrollment.

(2) Relief with prejudice. Occurs when in the opinion of the approval authority (described in Paragraph 11-4, b. above), the soldier should be removed from the ARNG OCS program without the option to reapply for a future class enrollment. This is normally reserved for serious, involuntary reasons for relief.

11-5. Removing Soldiers from POI Training.

The only person authorized to remove an officer candidate from training is the approval authority. Officer candidates continue to attend all POI training until final disposition on relief or recycle is determined.   The approval authority may remove officer candidates from POI training before final disposition if they determine that the officer candidate's presence constitutes a significant training distracter for other candidates or constitutes a safety hazard to other candidates or cadre. However, if an OC appeals and appeal is favored to the OC and they are allowed to continue in the OCS program, the responsible OCS commander must provide OC with all missed/make-up training.

11-6. **Recommendations/Procedures for Relief or Recycle.**

a. Responsibilities.
(1) Platoon Trainer. The candidate must first be counseled in writing (DA Form 4856) that he/she is in jeopardy of being relieved or recycled. The counseling must contain the areas in which the candidate must improve, or actions that the candidate must discontinue in order to maintain enrollment in the current class, along with a specified amount of time they have to complete the corrective action. If the candidate does not improve or does not discontinue actions as directed, the Platoon Trainer must counsel the candidate a second time in writing (DA Form 4856) recommending them for relief or recycle. At this second counseling session, the Platoon Trainer informs the candidate of their appeal rights. This evidence is included in the candidate's record along with counseling forms concerning the recycle or relief. The Platoon Trainer then presents the OCS company commander with complete documentation and evidence concerning all efforts made on the candidate's behalf.
(2) Company Commander. The company commander reviews the training packet, interviews the candidate, and concurs or non-concurs with the recommendation. Record of interview will be in writing (using DA Form 4856). If the OCS company commander decides that the candidate's actions do not warrant relief, the documents are maintained in the candidate record and the candidate continues in the OCS course. If the OCS company commander concurs with the recommendation, the packet is forwarded to the OCS battalion commander, the GS battalion/RTI commander, or the regimental / battalion commander, as appropriate.
(3) Commander (OCS battalion, GS battalion or regimental). The commander reviews the packet along with the candidate's records, receives input from the candidate's chain of command, and interviews the candidate. The commander can concur or non-concur with the recommendation or take other action as appropriate. The Commander will record their recommendation in Part IV of the Company Commander's DA Form 4856.
b. Dismissal for misconduct, lack of motivation, academic deficiency or failure to maintain physical fitness or height and weight standards will be recorded on the OCs End of Course Summary, if applicable, in accordance with the provisions of the CMP. In accordance with AR 600-8-2, soldiers disenrolled for disciplinary reasons may be flagged. Soldiers disenrolled for misconduct may be barred from reenlistment in accordance with AR 601-280, AR 140-111 and NGR 600-100.
c. Disenrollment for illness, injury, compassionate transfer or other reasons beyond the control of the individual will be made without prejudice. The O5 commander will prepare a DD Form 785 (Record of Disenrollment for Officer Candidate – Type Training) to the OC's State OCS company/RTI commander stating the reason for termination and that the student will be eligible to re-enroll as soon as conditions that led to disenrollment no longer exist.
d. The Federal UCMJ and/or UCMJ from one State do not apply to ARNG soldiers under Title 32, U.S. Code from another State. Accordingly, school commanders will forward an ARNG soldier's case to Soldier's respective State Adjutant General for appropriate disposition.
e. School Commanders will ensure student records are complete and audit trails are maintained for all personnel actions.
f. Final Disposition. The candidate packet and recommendation for recycle or relief is then forwarded to the candidate's home state OCS or GS battalion/RTI commander for disposition.
g. Records. Records for a candidate being relieved are maintained for 2 years with a DD Form 785, (Record of Disenrollment from Officer Candidate Type Training) at the school relieving the candidate and then destroyed (AR 25-400-2). These records must include a completed "End of Course Summary". Recycled candidate's records are maintained on file until the candidate resumes training at the start of the phase which previously dropped. The

candidate record then again becomes the candidate's active record. All documents concerning the recycle are maintained in the candidate's record.

h. Reasons for Recycle. The State Company Commander with approval from the first 05/GS Battalion Commander determines the grounds for recycle. They may include, but are not limited to the following:

(1) Compassionate or hardship reasons. Health, welfare or financial problems of immediate family members that substantially interfere with successful continuation in the course or causes candidates to miss 12 or more hours of scheduled training.

(2) Disqualifying physical conditions (medical). Inability to complete the course because of poor health or missing training through hospitalization, appointments or duty limitations directed by a medical officer. Physical profiles are administered to prevent soldiers from exercising personal zeal beyond their physical limitations. The Company Commander considers a possible recycle for profiles that:

(a) Cause a candidate to limit participation in physical activities, routine duty, or miss excessive amount of scheduled physical training periods.

(b) Require confinement to quarters for a contagious sickness or illness causing the OC to miss 12 or more hours of scheduled training.

(c) Prevent a candidate from participating in mandatory course requirements or miss a portion of critical training. Examples are: Leaders' Reaction Course, ACFT, FLX I, II, road marches, physical training runs, and so forth.

(3) Disciplinary reasons. Failure to cooperate in routine requirements or adhere to course standards of obedience. Candidates who receive repeated disciplinary actions are recommended for recycle or relief. Candidates committing any offense punishable by applicable laws and / or military regulations are considered for relief under this provision.

(4) Failed leadership evaluations. Candidates who fail to display improvement in leadership, and who continue to receive sub par leadership evaluations must be considered for relief or recycle. Candidate's who fail to achieve a leadership evaluation of an "E" or "S" during phase II or phase III will not graduate this phase and will be relieved for potential recycle. OCS company commanders should review the candidate's packet to ensure they meet the requirements to graduate from each phase.

(5) Failure to progress. Defines a candidate who shows marginal progress in performance, physical fitness, leadership evaluations, demonstrated motivation, attitude, aptitude, and conduct when compared to candidate's peers.

(6) Failure to meet graduation requirements.

i. Reasons for Relief. The OCS Battalion Commander at Consolidated Phase Training or the State OCS BN/GS Battalion Commander determines the grounds for relief. They may include, but are not limited to the following.

(1) Honor Code violations. A candidate will not lie, cheat, steal, nor tolerate those who do. A violation of this code may result in a recommendation for relief. See chapter 11 or chapter 5 of the OCS CMP.

(2) Academic failure. Academic failure is defined as a failure to attain 70% on any academic evaluations or the scheduled retest.

(3) Failure to progress. This is a candidate who fails to show progress in performance, physical fitness, subjective evaluations, motivation, attitude, aptitude, or conduct. Such progress is less than acceptable and is detrimental to the interest of the other students in the class.

(4) Disciplinary reasons. Failure to cooperate in routine requirements or adhere to course standards of obedience. Candidates who receive repeated disciplinary actions are recommended for recycle or relief. Candidates committing any offense punishable under applicable laws and / or military regulations are considered for relief under this provision.

(5) Failed leadership evaluations. Candidates who fail to display improvement in leadership, and who continue to receive sub-par leadership evaluations must be considered for relief or recycle. Candidates who fail to achieve a leadership evaluation of an "E" or "S" during phase II or phase III will not graduate this phase and will be relieved for potential recycle. OCS company commanders should review the candidate's packet to ensure they meet the requirements to graduate from each phase.

(6) Lack of adaptability. A candidate who fails to adapt to the stringent environmental conditions of discipline, soldierly habits, teamwork, and mental and physical stress can be considered for relief. A candidate who exhibits behavior contradictory to normally expected behavior can be referred to the OCS Company Commander for further evaluation prior to a relief recommendation.

(7) Lack of motivation. Lack of motivation is characterized by a candidate's failure to exert reasonable effort to succeed, constant malingering, or a personal attitude, which demonstrates little or no desire to complete a course of action or mission.

(8) Falsifying or omitting facts or information. Knowingly falsifying or omitting facts concerning enrollment or commissioning requirements or documents.

(9) Misconduct. Misconduct includes but is not limited to:

     (a) Candidate / Candidate or Candidate / Cadre fraternization. OCS is a gender-integrated environment and is an intense 24-hour a day course of instruction. Candidate teamwork and loyalty is paramount in the development of leaders. A candidate's actions must be embedded in the Army's core values: loyalty, duty, respect, selfless service, honor, integrity and personal courage. Therefore, candidates do not engage in fraternization. Failure to follow these guidelines may result in relief from the course. Male and female candidates and cadre interact closely with one another and must exercise self-discipline and good judgment to prevent compromising situations. Male and female candidates are not authorized to engage in any real or perceived conduct with one another that is conduct unbecoming of an officer and contrary to accepted Army standards for values, ethics, and the current Code of Conduct. For detailed information on what constitutes fraternization see chapter 1.

     (b) Unauthorized alcohol use.

     (c) Integrity issues.

     (d) Possession, use, sale, or transfer of any narcotic, hallucinogen, controlled substance or narcotics paraphernalia.

     (e) Conduct that would constitute a violation of applicable laws and / or military regulations and / or the Honor Code.

11-7. Candidate Resignations.

     Every effort must be made by the ARNG OCS cadre to counsel and advise an individual toward the successful completion of OCS. In cases where these efforts do not prevent an officer candidate from requesting resignation, the following procedures are followed.

  a. Responsibilities.

     (1) Officer candidate. The officer candidate must submit their request for resignation from the ARNG OCS program in writing to the cadre chain of command.

     (2) Cadre. The Platoon Trainer counsels the candidate on a DA Form 4856 detailing the procedure for and the consequences of resignation. The Platoon Trainer also submits written comments on the candidate's potential to the company commander, along with the candidate's written resignation and complete candidate record.

     (3) Company commander. The company commander interviews the candidate and counsels the candidate on a DA Form 4856 on the consequences of their resignation. They may add their own comments to the Platoon Trainer's written comments on the candidate's potential before forwarding the entire packet to the OCS/GS Battalion or Regimental Commander.

     (4) OCS or GS battalion commander (approval authority). The battalion commander interviews the candidate, counsels the candidate on the consequences of his / her resignation, and accepts the candidates resignation if the candidate is determined to resign from the ARNG OCS program. The final decision of the Battalion Commander is recorded on a DA Form 4856 Part IV initiated by the OCS Company Commander.

  b. Final Disposition. After the battalion commander accepts the officer candidate's resignation, the candidate is removed from training. The Platoon Trainer and the OCS company commander complete the end of course summary and place it in the candidate record.

  c. Records. Records are maintained on file at the home state IAW AR 25-400-5 on all officer candidates who resign. These records include the completed end of course summary on the officer candidate.

  d. Withdrawing a resignation. If the candidate elects to withdraw the resignation before it is forwarded to the OCS or GS battalion commander, the documents are retained in the candidate record with the DA Form 4856 Part IV completed by the Company Commander explaining the candidate's decision. A resignation in lieu of relief is processed as a relief.

11-8. Candidate Rights.

  The following procedures apply in cases where relief/dismissal is considered for motivational, disciplinary, or academic reasons:

  a. IAW TR 350-18, paragraph 3-30 and AR 350-1, paragraph 3-14e, (ADT/IDT), the platoon trainer will notify the student in writing using a DA Form 4856 of the proposed action, the basis for the action, the consequences of disenrollment and explain the candidate's right to appeal. The platoon trainer will advise the student that they will acknowledge by written endorsement within two duty days upon receipt of the written notification of dismissal action.

The endorsement must indicate whether or not the student intends to appeal the dismissal action. The platoon trainer will advise the student that any appeal must be submitted within seven duty days after receipt of the written notification of the dismissal action by the battalion commander. Appeals will be submitted to the school commandant or commander.

      (1) Appeals will be forwarded to the school commandant or commander who will refer the proposed action and the appeal to the OSJA to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants and commanders will make their final decision on dismissals after considering the supporting OSJA recommendation. In cases where an OSJA is not available, the commandant or commander will forward appeals to the commander who has GCMCA for review and final decision.

      (2) Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals. IAW TRADOC Reg 350-18, para 3-30.

  b. Resign in lieu of relief. Candidates are counseled that resignation is an option but it voids any appellate rights and that it may not necessarily better their chances of returning to OCS. This option does not apply to an academic relief/removal from training.

  c. Appeal Packets consist of the appeal consideration memorandum and at a minimum, the following attachments, if applicable. Local OSJA offices may require more documentation.

      (1) Third party statements

      (2) statements from the chain of command

      (3) other official documents or evidence

  d. Upon receipt of the appeal packet, the RTI Commander ensures the packet is complete and coordinates for OSJA review.

  e. The OSJA reviews the appeal packet for legal sufficiency and provides the RTI Commander with their recommendation.

  f. The RTI Commander will make the final decision after considering the OSJA's recommendation.

  g. The RTI Commander will notify the Approval Authority of the final decision and counsel the candidate of the decision.

  h. The decision of the RTI Commander is final.

  i. If the candidate loses the appeal, they will be relieved from training, out processed per the local SOP and returned to their home state for further disposition.

  j. All paperwork regarding any relief procedure will be maintained by the OCS Battalion and a copy sent to the candidate's home state. Relief/disenrollment paperwork is maintained for 2 years IAW TRADOC Regulation 350-18 para 3-25b, and then destroyed IAW 25-400-2.

CHAPTER 12   OCS GRADUATION HONORS

12-1. General.

Officer candidates who excel during OCS deserve to be recognized for their efforts. This chapter explains in detail the process of selecting the honor graduates for each state OCS Awards other than the ones discussed are authorized and determined by each individual battalion or state.

12-2. Determining Class Honors/Awards.

Any system that awards honors must be devoid of any impropriety or any appearance of impropriety. To avoid this, the ARNG OCS program uses an objective system to determine each state OCS Honor graduate and the next two candidates will graduate with honors. While the leadership evaluations are subjective and comprise a portion of an officer candidate's score, collectively they are numbered evaluations, and when considered together create an objective opinion of that officer candidate's leadership abilities as compared to his or her peers. There are three different awards given individually: the Distinguished Honor Graduate (who is the Erickson trophy recipient), the second Honor Graduate, and the third Honor Graduate. There are three other awards: the Academic award, the Physical Fitness award, and the Leadership award.

12-3. Components of the Honor Awards System.

Officer candidates receive awards based on their performance in four major areas of the course. These include academics, ACFT #2, leadership evaluations, and peer evaluations. Any candidate that failed any of the three major areas and had to retest, excluding leadership evaluations, <u>will not</u> be in the running for an honor award. A 'not satisfactory' on a leadership evaluation does not disqualify a candidate from being considered for honor awards.

a.   **Academic.** There are 10 end-of-module exams given in Phase I and II of OCS. These exams are averaged for a total academic average (Note: Only the land navigation overall score is counted for honors). It is important to note that if a candidate failed any of the tests and had to retest, that retest will only count for a 70%. The average of all 10 exams will be 25% of the total average for the Honor Awards System.

> Example: OC Smith receives the following exam scores:

Land Navigation Score	94%
Training Management	88%
Supervise Supply Activities	92%
Call for Fire	80%
Leadership	100%
Military Justice	96%
Military History	84%
Tactics/Operations	92%
Overall Average	91.8%

b.   **ACFT # 2.** A candidate can score a possible 600 points on the ACFT # 2 (no extended scale allowed). If an officer candidate fails ACFT # 2, requires a retest and passes the retest; they are not eligible for the honors award. The actual score is still entered on the end of course summary but is not used to compute honors. ACFT #2 will be 25% of the total average for the Honor Awards System. In order to compute the ACFT for the Honors award, the ACFT must be divided by six for a percentage.

> Example: An ACFT score of 596 will be computed as follows:

$$596 / 6 = 99.3\%$$

   c. Leadership **evaluations**. Officer candidates must receive at least one leadership position per Phase. Some receive more positions (in a smaller class) and some receive fewer (in the case of a large class). Since a candidate receives an average on their leadership positions, how many they received is not a discriminating factor when computing for the honor awards. With the new rating system using E for Excellent, S for Satisfactory and N for Not Satisfactory, each rating must also count for a percentage. E is 100%; S is 85% and N is 69%. All rated leadership evaluations will be added be their percentage and then averaged according to how many evaluations there were. Leadership evaluations are 30% of the total average for the Honor Awards System.

Example: OC Smith has the following evaluations: N, S, S, S, E, S, E

$$N = 69\%$$
$$S = 85\%$$
$$S = 85\%$$
$$S = 85\%$$
$$E = 100\%$$
$$S = 85\%$$
$$E = \underline{100\%}$$

Total   609

For the average, divide 609 by 7 (for total number of evaluations), which would equal an average of 87%.

   d. **Peer Evaluations.** Peer Evaluations are the last 20% of the Honors award system. Peer Evaluations can either be done as a classroom (usually two squads per classroom) or as an entire platoon. The evaluations are based on the ranking within their group. The candidates' percentages (for their 20% peer evaluation portion of the honor awards system) will be computed by using two percentage point increments.

   Example:

NAME	RANKING	PERCENTAGE
OC Randolph	1	100%
OC Jones	2	98%
OC Williams	3	96%
OC Smith	4	94%
OC Goodwin	5	92%
OC O'Brian	6	90%
OC Delta	7	88%
OC Jack	8	86%
OC Charlie	9	84%

12-4. The Honor Graduate and those Graduating with Honors.
   Once the four areas of the honors awards system have been compiled, those four percentages will then be multiplied by their specific percentage and those numbers will be added together for an overall percentage.

Example: OC Smith percentages for the four areas:

Academic average	91.8%	x 25%
ACFT #2	99.3%	x 25%
Leadership Evaluations	87%	x 30%
Peer Evaluations	94%	x 20%
Overall Average		92.675%

Once the overall averages are computed and the class is rank ordered, the state OCS company commander's task in determining class honors is effortless. The first ranking receives the distinguished honor graduate, and the second and third ranking receive second honor graduate and third honor graduate accordingly. The following awards are awarded at the graduation / commissioning ceremony. Awards other than these are authorized and determined by each individual battalion or state.

12-5. Determining Class Awards other than Honor.

As listed in paragraph 11-2 above, there are three awards other than the honor awards. These are the academic, physical fitness, and leadership awards.

a. **Academic.** There are ten end-of-module exams given in Phases I and II of OCS. These exams are averaged for a total academic average (Note: Only the land navigation <u>overall</u> score is counted for the academic award. If a candidate failed any of the tests and had to retest, then that candidate will not be considered for the academic award.) The average of all ten exams will be the determination for the academic award. Failure in any other event (ACFT, foot march, leadership evaluation) does not disqualify a candidate from being eligible for consideration for the academic award.

Example: OC Smith receives the following exam scores:

Land Navigation Score	94%
Training Management	88%
Supervise Supply Activities	92%
Call for Fire	80%
Leadership	100%
Military Justice	96%
Military History	84%
Tactics/Operations	92%
Overall Average	91.8%

b. **Physical Fitness Award**. In determining the physical fitness award winner, the overall average of ACFTs taken throughout the course will be considered. A candidate who fails an ACFT, and has to re-test in any of the three foot marches or the four mile run will not be considered for the physical fitness award.

c. **Leadership Award.** Officer candidates must receive at least one leadership position per phase. Since a candidate receives an average on their leadership positions, how many they received is not a discriminating factor when computing for the leadership award. With the new rating system using E for Excellent, S for Satisfactory and N for Not Satisfactory, each rating must also count for a percentage. E is 100%; S is 85% and N is 69%. All rated leadership evaluations will be added to their percentage and then averaged according to how many evaluations there were. The candidate with the highest average is the leadership award winner.

Example: OC Smith has the following evaluations: N, S, S, S, E, S, and E

N =	69%
S =	85%
S =	85%
S =	85%
E =	100%
S =	85%
E =	<u>100%</u>
Total	609

For the average, divide 609 by 7 (for total number of evaluations), which would equal an average of **87%.**

d. **Other Awards Determined by Each Battalion or State:** The following space is provided for each battalion or state to place additional awards or recognition for officer candidates.

12-6 Erickson Trophy Recipient / Distinguished Honor Graduate.
        This award is given to the top candidate in each state OCS class. Top candidate status is determined using the honors awards system described in paragraph 12-3 above. This award is presented by the authority of the Department of the Army and the Air Force, National Guard Bureau and signifies distinguished leadership and academic ability.

The award is named for MG Edgar C. Erickson, who enlisted in the Massachusetts National Guard in April 1914 and served on the Mexican Border in 1916. He was commissioned a second lieutenant in 1917, served with the 26th Division in France, 1917-18, and subsequently served as the Adjutant General of Massachusetts (1939-1942). He was called into Federal service from 1940-1942 as the State Director, Selective Service, Massachusetts. He accepted a demotion to the rank of Colonel in 1942 to go on active service in the infantry. General Erickson was later assigned as a liaison officer with the Chinese Nationalist Army for the remainder of the Second World War. His career culminated with his assignment as Chief, NGB from 23 June 1953 - 31 May 1959.

The following verbiage accompanies the presentation of this award:

Department of the Army and the Air Force
National Guard Bureau

The Erickson Trophy is Presented to

(Name of Officer Candidate)

For Distinguished Leadership and Academic Ability

The Erickson Trophy is a replica of the "Sons of Liberty" Bowl, which was designed and executed by Paul Revere. The original bowl is a symbol of our National freedom inasmuch as it commemorates the determined stand for liberty made by the colonists of this country, years before the Declaration of Independence. Fifteen members of an organization of patriots in Massachusetts, called the "Sons of Liberty", commissioned Paul Revere to design and make this bowl in tribute to the members of the Massachusetts Bay House of Representatives who defied the King's order to rescind their resolution which authorized a circular letter to be sent all the other colonies, calling upon them to unite in protest against taxation without representation. This was in the year 1768, seven years before the Revolution. It was during a time of peace that these men staked their lives for a principle. Their courageous stand was a definite first step toward independence of the colonies and subsequent formation of the United States of America.

Since the National Guard traces its history back through this period of time, it was felt that the "Sons of Liberty" Bowl would be most appropriate and would also most suitably honor the man who did so much for the National Guard and the establishment of the State Officer Candidate Schools. Major General Edgar D. Erickson, Chief of the National Guard from 23 June 1953 to 31 May 1959, himself a former Adjutant General of Massachusetts.

APPENDIX A

ACRONYMS

ABIC	Army Basic Instructor Course
ADT	Active Duty Training
ACFT	Army Combat Fitness Test
ARNGR	Army / National Guard Regulation
BOLC	Basic Officer Leader Course
CCC	Captains' Career Course
CFD-IC	Common Faculty Development-Instructor Course
CWST	Combat Water Survival Test
CMP	Course Management Plan
FLER	Field Leadership Evaluation Report
FLRC	Field Leadership Reaction Course
FLX	Field Leadership Exercise
GS	General Studies
IDT	Inactive Duty Training
LAP	Leadership Assessment Program
LER	Leadership Evaluation Report
LOR	Leadership Observation Report
LRC	Leadership Reaction Course
MTFC	Maneuver Tactics Foundation Course
OC	Officer Candidate
OCS	Officer Candidate School
POI	Program of Instruction
PTQC	Platoon Trainer Qualification Course replaced TQC TAC Qualification Course
RTI	Regional Training Institute
SEP	Student Evaluation Plan

STX   Situational Training Exercise

TCC   Tactics Certification Course

TR   TRADOC Regulation

TRADOC   Training and Doctrine Command

TSP   Training Support Package

USAIS   United States Army Infantry School

WTBD   Warrior Tasks and Battle Drills

APPENDIX B

REFERENCES

B-1. GENERAL. This Appendix provides a list of references used in this guide. Platoon Trainers should have a working knowledge of these references. By citing and enforcing the standards found in these references, Platoon Trainers increase their expert power and are better able to answer questions referred by the candidates.

ARMY REGULATION

25-50   Preparing and Managing Correspondence

385-10   The Army Safety Program

600-9   The Army Weight Control Program

670-1   Wear and Appearance of Army Uniforms and Insignia

TRADOC REGULATION

351-10   Institutional Leader Education and Training

350-18   The Army School System

385-2   Training Safety Program

FIELD MANUALS

1   The Army

21-18   Foot Marches

3-21.5   Drill & Ceremonies

3-21.8   The Infantry Rifle Platoon and Squad

3-21.10   The Infantry Company

3-25.26   Map Reading and Land Navigation

5-19   Composite Risk Management

6-22   Army Leadership

ATP

7-22.01   Holistic Health and Fitness Testing

Army National Guard Officer Candidate School Course Management Plan (CMP) US Army Infantry School (USAIS) (1 JAN 2020)

OCS SOP (RC) (5 MAY 2022)