Department of the Army
Pamphlet 600–3

Personnel-General

Commissioned Officer Professional Development and Career Management

Headquarters
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SUMMARY of CHANGE

DA PAM 600-3
Commissioned Officer Professional Development and Career Management

This administrative revision, dated 11 December 2007--

- Updates the developmental models for functional areas (throughout).

- Makes administrative changes (throughout).

Headquarters
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Personnel-General

Commissioned Officer Professional Development and Career Management

By Order of the Secretary of the Army:

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General, United States Army
Chief of Staff

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History. This publication is an administrative revision. The portions affected by this administrative revision are listed in the summary of change.

Summary. This pamphlet outlines officer development and career management programs for each of the Army's career branches and functional areas. It does not prescribe the path of assignment or educational assignments that will guarantee success but rather describes the full spectrum of developmental opportunities an officer can expect throughout a career. It emphasizes the need of the future force leader to acquire a greater depth vice breadth of experience in challenging leadership positions In addition, this pamphlet provides a summary of the special branches (The Judge Advocate General's Corps, Chaplain Corps, and U.S. Army Medical Department).

Applicability. This pamphlet applies to the Active Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve, unless otherwise stated. During mobilization, procedures in this publication can be modified to support policy changes as necessary.

Proponent and exception authority. The proponent of this pamphlet is the Deputy Chief of Staff, G–1. The proponent has the authority to approve exceptions or waivers to this pamphlet that are consistent with controlling law and regulations. The proponent may delegate this approval authority, in writing, to a division chief within the proponent agency or its direct reporting unit or field operating agency, in the grade of colonel or the civilian equivalent. Activities may request a waiver to this pamphlet by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent. Refer to AR 25–30 for specific guidance.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Deputy Chief of Staff, G–1, Director, Military Personnel Management (DAPE–MPO), 300 Army Pentagon, Washington DC 20310–0300.

Distribution. This publication is available in electronic media only and is intended for command levels A, B, C, D, and E for the Active Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve.

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*This pamphlet supersedes DA Pam 600–3, dated 30 November 2007.

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Glossary

Part One
Philosophy and Management

Chapter 1
Introduction

1–1. Purpose

a. This pamphlet serves primarily as a professional development guide for all officers. It does not prescribe the path of assignments or educational requirements that will guarantee success, but rather describes the full spectrum of developmental opportunities an officer can expect for a successful career. This document also serves as a mentoring tool for leaders at all levels and is an important personnel management guide for assignment officers, proponents, and Headquarters, Department of the Army (HQDA) selection board members. Its focus is the development and career management of all officers of the United States Army. officer development for the future force should effectively balance breadth and depth of experience. All assignments are important to sustain a trained and ready Army. The out dated philosophy of "checking the block" in certain positions at every grade has encouraged officers to be more concerned about holding the "right" jobs in order to achieve "branch qualification" than about the quality of the experience gained in each job. The focus of every officer should be on bringing the Warrior Ethos to every job and every facet of their development. Officers are charged with fighting and winning America's wars. Regardless of branch or functional area (FA), they use challenging assignments at all levels to help them hone through experience what they have learned through their formal education about leading and training Soldiers. Operational factors (the constraints of time, Army requirements, positions available, and readiness) all influence the amount of time an officer will need to acquire appropriate leadership skills. Success will depend not on the number or type of positions held, but rather on the quality of duty performance in every assignment. It is tied to individual contribution, and related to the individual officer's definition of success in the profession of arms. Previously accepted conventions regarding personnel management and "branch qualification" no longer apply. Not all officers will be afforded opportunities to perform all types of duty. The types and extent of duties and assignments are articulated in the following chapters. For this publication, the term "officers" encompasses warrant officers (WOs), company grade officers and field grade officers. A warrant officer one (WO1) is commissioned upon promotion to chief warrant officer two (CW2). All officers are direct representatives of the President of the United States. Chapters relating to officer education, general promotion policies, and officer evaluation apply to all special branches as well. Specific policies applicable to the Judge Advocate General's Corps, the Chaplain Corps, and the U.S. Army Medical Department are found in chapters 39, 40, and 41, respectively. The governing regulation for this pamphlet is AR 600–3 and AR 350–1.

b. Officers are encouraged to read all branch and FA chapters, regardless of branch FA, military occupational specialty (MOS), or career field (CF) held, because unique and valuable lessons in Army culture and officer professional development are found in every chapter.

c. This pamphlet documents the second revision since the officer Personnel Management System (OPMS) XXI study of 1998 and Warrant officer Personnel Management Study (WOPMS) XXI of 2000, as well as recommendations from the Army Training and Leader Development Panel studies from 2000 to 2003. It also incorporates the changing philosophies of the Army leadership and is a continuation of the previous pamphlet rewrite. These comprehensive efforts are essential because fundamental change is required for the Army officer Corps to lead forces in the early 21st Century across the range of military operations. Current Army personnel management practices were shaped by both OPMS XXI and WOPMS XXI efforts, and are now referred to simply as OPMS. OPMS enhances the warfighting capability of the Army; provides all officers with a reasonable opportunity for success; and fulfills Army requirements with an officer corps balanced with the right grades and skills. Although a WO personnel management system has been in place since the 1970's and was further defined by the Total Warrant officer Study (TWOS) of 1986, the subsequent studies mentioned above reinforced the need for a development and career management system that provides for the career development needs of the WO segment of the officer corps. The change to better integrate WOs into the officer corps recommended in the comprehensive studies enhances the effectiveness and professionalism of the WO corps through improvements in training, development, assignment, promotion, and retention practices.

1–2. References

Required and related publications and prescribed and referenced forms are listed in appendix A.

1–3. Explanation of abbreviations and terms

Abbreviations and special terms used in this pamphlet are explained in the glossary.

1–4. Warrior Ethos and Army Values

Everything begins with the Warrior Ethos, which compels Soldiers to fight through all conditions to victory no matter how much effort is required. It is the Soldiers selfless commitment to the nation, mission, unit, and fellow Soldiers. It is the professional attitude that inspires every American Soldier. Warrior Ethos is grounded in refusal to accept failure.

It is developed and sustained through discipline, commitment to Army Values, and pride in the Army's heritage. Warrior Ethos is the foundation for our total commitment to victory in peace and war. It is the conviction that military Service is much more than just another job. It defines who officers are and what officers do. It is linked to our long standing Army Values, and the determination to do what is right and do it with pride. Soldiers enter the Army with their own values, developed in childhood and nurtured through experience. People are all shaped by what they have seen, what they have learned, and whom they have met. But once Soldiers put on the uniform and take the oath, they have opted to accept a Warrior Ethos and have promised to live by Army Values. Army Values form the very identity of the Army. They are non-negotiable and apply to everyone at all times in all situations. The trust that Soldiers have for one another and the trust the American people put in the Army demands that they live up to these values. These values are interdependent; that is, they support one another. You cannot follow one value and ignore another. The seven values that guide all leaders and the rest of the Army are loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Leaders must believe in them, model them in personal actions, and teach others to accept them. Officers require a demonstrated mastery of branch, FA, or MOS specific skills, and grounding in these seven values to successfully lead Soldiers in the 21st Century. Officer leaders who adopt a Warrior Ethos and a Joint, expeditionary mindset will be confident that they are organized, trained, and equipped to operate anywhere in the world, at any time, in any environment, against any adversary to accomplish the assigned mission.

1–5. Leader development overview

a. Leader development is the means for growing competent, confident, self-aware leaders who are prepared for the challenges of the future in combined arms Joint, interagency, inter-Governmental, and multinational (JIIM) operations. Future force leaders must be multifunctional, capable of supporting the range of military operations within the JIIM environment, comfortable with ambiguity, information systems literate, and capable of intuitive assessments of situations for rapid conceptualization of friendly courses of action. Through the leader development process, the Army develops leaders with character and competence for today and tomorrow to be trainers, role models, and standard bearers. Leader development through progressive, sequential, and continuous education and experience throughout one's career benefits the Army and the leader.

b. The Army's leader development and education system trains, educates, and grows Army leaders that are the centerpiece of a campaign quality Army with a Joint expeditionary mindset. Leader development is accomplished in three domains; operational, institutional, and self-development.

c. In the operational domain, leader development is principally gained through firsthand combat and contingency operational experience, from lessons learned, and from individual and collective training, assessment, and feedback; from superiors, peers, and subordinates. Operational experience is the linchpin component of leader development from which officers learn "what right looks like."

d. The institutional domain provides standards based training and education that develop Army leaders who are grounded in an ideal of Service to the nation, instilled with a Warrior Ethos, have a common doctrinal foundation, are self-aware, innovative, adaptive, and are capable of taking initiative and successfully operating as part of a Joint team in the range of military operations within the contemporary operational environment. This domain provides training on common Soldier tasks and selected critical tasks, and leverages education and information technologies to develop, maintain, and distribute training and educational materials for individual Soldier and unit use. Institutional leader development builds on leaders' operational experiences and enables lifelong learning through resident and non-resident schooling at Army, Joint, and civilian schools using live-virtual-constructive training as a foundation for experiential learning.

e. Self-development is the third domain of leader development and an essential component of lifelong learning. Self-development is a goals-based, feedback driven program of activities and learning that contributes to professional competence, organizational effectiveness, and professional development. Individual and organizational assessment and feedback programs in the operational and institutional domains, linked to developmental actions, grow competent and confident leaders, and result in trained and ready organizations and units. Developing Army leaders to meet the needs of the Army and the nation requires agile and innovative leader development and education systems.

f. DA Pam 350–58 describes the Army's approach to leader development. The Army G–3 is the proponent for DA Pam 350–58 and is the single DA staff proponent for Army Training and Leader Development. As such, the G–3 is responsible for approval and management of the Army Training and Leader Development Program. To accomplish this, the G–3 conducts a Training and Leader Development General officer Steering Committee (TLGOSC) semiannually to identify deficiencies and recommend improvements in training policy, strategy, and capabilities.

1–6. Mentoring, counseling, and coaching

a. Today's leaders have the critical responsibility to develop future leaders who are prepared to meet tomorrow's challenges. An essential component of this development is mentoring. The term mentorship refers to the voluntary, developmental relationship between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

b. Mentorship impacts both personal development (maturity, interpersonal and communication skills) as well as professional development (technical and tactical knowledge and career path knowledge).

c. The goal of mentorship is to assist the lesser-experienced person in reaching his/her personal and professional potential. It is critical to understand that mentorship is not any one behavior or set of behaviors, but rather includes all of the leader development behaviors (that is, counseling, teaching, coaching, and role modeling) that are displayed by a trusted advisor.

d. The strength of the mentorship relationship is the fact that it is based on mutual trust and respect. Assessment, feedback and guidance accelerate the developmental process and enhance performance. When this occurs within a mentoring relationship, even higher performance results.

e. Mentoring requires taking advantage of any opportunity to teach, counsel, or coach to build skills and confidence in the mentored. Mentoring is not limited to formal sessions but can include every event from quarterly training briefs to after-action reviews to casual, recreational activities.

f. One of the most important legacies that today's senior leaders can leave on the Army is to mentor junior leaders to fight and win future conflicts. Mentoring develops great leaders to lead great Soldiers.

1–7. Officer Personnel Management System overview

a. Historical perspective. Officer personnel management reviews and analysis have been on a continuum of constructive change for many years. The officer Personnel Management System (OPMS) was instituted in 1972 as a result of The U.S. Army War College (AWC) Study on Military Professionalism and a follow-on analysis directed by the Deputy Chief of Staff for Personnel. Numerous changes in personnel management policy were incorporated into OPMS between its implementation in 1975 and 1981. After passage of the Defense officer Personnel Management Act (DOPMA) by Congress in 1981, the Chief of Staff, Army, ordered a major review to examine the impact of the legislation on OPMS policies. As a result, OPMS II was developed in 1984 to accommodate the changes brought about by DOPMA, including the creation of FAs, dual tracking and Active Army integration. These and other mostly evolutionary proposals were implemented beginning in 1985. Two years later, the Chief of Staff, Army, directed a review of officer leader development to account for the changes in law, policy, and procedures that had occurred since the creation of OPMS II. As a result of the study, the Leader Development Action Plan was approved for implementation in 1989. Over 50 recommendations representing the latest revisions to the officer personnel system were incorporated into OPMS. The Army has undergone significant changes with widespread affect on the officer personnel system, brought about by the draw down at the end of the Cold War and by major legislative initiatives. The Goldwater-Nichols Act of 1986, also known as the Department of Defense (DOD) Reorganization Act, required the Services to improve interoperability and provided the statutory requirements for Joint duty assignments, Joint tour credit, and Joint military education. In 1986, Congress also passed Public Law 99–145, which specified the acquisition experiences and education necessary for an officer to be the project manager of a major weapons system. This law later led to the creation in 1990 of the Army Acquisition Corps. The Defense Acquisition Workforce Improvements Act (DAWIA) of 1990 placed additional requirements on Acquisition Corps officers and directed them to single track in their FA. Congressional Title XI (1993) Legislation placed additional officer requirements on the Active Army in their support of The Army National Guard and Army Reserve. The Reserve officer Personnel Management Act (ROPMA) in 1996 brought the RC officer promotion systems in synchronization with the Active Army. This legislation established a best-qualified promotion system for RC officers, thereby replacing the fully qualified system previously used and allowing full integration into OPMS. With an 8-year span since the last formal OPMS review, the Deputy Chief of Staff, G–1 (DCS, G–1) assembled a team of senior field grade officers to examine a series of OPMS-specific issues and determine whether a general review of the entire officer system was warranted. This OPMS XXI Precursor Study Group, under the direction of CG, Army Human Resource Command (AHRC) ultimately reviewed more than 60 individual issues. Based on the collective body of these issues, the DCS, G–1 recommended to the Chief of Staff, Army that a comprehensive review of the officer Personnel Management System was necessary. As a result, the OPMS XXI Task Force convened in July 1996 to review and recommend changes to the officer personnel management system. Consistent with the task of developing capabilities to meet the challenges of the next century, the Chief of Staff, Army, instructed the task force to link their work with other ongoing Army planning efforts. In designing the personnel system for the future, the Chief of Staff, Army, directed that the task force also create a conceptual framework integrating OPMS with the Leader Development System, ongoing character development initiatives, and a new officer evaluation report. The focus was to take the Army in a direction to meet its vision of the future instead of simply solving individual problems. The task force concluded that OPMS should incorporate a holistic, strategic human resource management (SHRM) approach to officer development and personnel management. In addition, the task force called for the creation of an officer CF-based management system composed of four CFs; operations, operational support, institutional support, and information operations. Under OPMS, officers are designated into a single CF after selection for major and serve and compete for promotion in their designated CF from that point on in their career. The results of these strategic recommendations, approved by the Chief of Staff, Army, in December 1997, formed the basis for the changes to the OPMS.

b. Current perspective. The Army continues to transform, this transformation process is ongoing and continuous in nature. The OPMS working group has been tasked by the Chief of Staff to continue to modernize the Army's assignment and professional management systems to meet the Army's needs, now and as the Army transforms to the future force.

c. Purpose. The purpose of OPMS is to enhance the effectiveness and professionalism of the officer corps. OPMS encompasses all policies and procedures by which Army field grade, company grade, and WOs are trained, educated, developed, assigned, evaluated, promoted, and separated from Active Duty. OPMS consists of personnel management policies and procedures that assure a deployable, professional officer corps capable of meeting the challenges of the future force as embodied in joint operations concepts.

d. Coordination. The personnel proponents provide guidelines concerning career patterns and leader development, as listed in AR 600–3. The coordinating agency for officers on the Active Duty list (ADL) is the AHRC, Officer Personnel Management Directorate (OPMD) (AHRC–OPB), 200 Stovall Street, Alexandria VA 22332–0411; for Army National Guard officers, Chief, National Guard Bureau, HQDA (NGB–ARP–PO), 111 South George Mason Drive, Arlington VA 22204–1382; and, for Army Reserve officers not on the ADL, AHRC (ARPC–OP), 1 Reserve Way St. Louis, Missouri 63132–5200.

1–8. Warrant officer personnel management overview

a. Historical perspective. Personnel management of WOs is the product of a number of dynamic yet disparate systems and events. This publication outlined utilization policies, criteria for selection of WO positions, and instructions for conversion to the current WO MOS system. However, the conception of a WOPMS can only be traced back to 1966, when a study group was formed at the Department of the Army (DA)-level. The group's mission was to develop a formal Warrant officer Career Program, which would be responsive to future Army requirements while concurrently offering sufficient career opportunities to attract high quality personnel. The study group examined all aspects of the Warrant Officer Corps and made a number of recommendations in areas such as pay, promotion, utilization, and education. As a result of these recommendations, actions were initiated to provide more attractive career opportunities for WOs. A tri-level education system was established by the end of 1972 which provided formal training at the basic or entry level for WOs in 59 occupational specialties, at the intermediate or mid-career level for 53 specialties, and at the advanced level for 27 specialties. By the close of 1975, the Army's capability for professionally developing the Warrant Officer Corps had been significantly expanded and WOs were being offered developmental opportunities not available to their predecessors. In 1974, Warrant officer division was created at AHRC to provide centralized career management for all but Judge Advocate General and U.S. Army Medical Department (AMEDD) WOs. In the 1981 DOPMA, officer career management was codified, but DOPMA specifically excluded WOs. To fill that void, the Chief of Staff, Army chartered a TWOS in 1984. TWOS introduced a number of substantial changes including a new definition of the WO. TWOS also resulted in requirements-based position coding in authorization documents and a training philosophy of "select, train, and utilize". The Warrant officer Management Act (WOMA) was introduced in Congress shortly after the publication of TWOS, signed into law in December 1991 and is the current basis for the management of WOs on the ADL. WOMA is the WO counterpart of DOPMA. It provided for management of WOs by years of WO Service rather than total Service, automatic Active Army integration at the CW3 level, created the rank of CW5, permitted selective retention and retirement, and eliminated the dual promotion system. In February 1992, the Chief of Staff of the Army approved the Warrant Officer Leader Development Action Plan (WOLDAP). WOLDAP expanded upon the foundation of TWOS and WOMA and provided a blueprint for the leader development of WOs in the Army of the future. The plan contained specific recommendations on issues dealing with training, assignments, civil education, and other subjects for both active and reserve WOs. In 2000, the Chief of Staff chartered the Army Training and Leader Development Panel (ATLDP) to conduct a series of studies to recommend changes to leader development education for all segments of The Army. The Warrant Officer Study by this panel developed a further revision of the TWOS definition of WOs for the future force as:

> "The warrant officer of the Future Force is a self aware and adaptive technical expert, combat leader, trainer, and advisor. Through progressive levels of expertise in assignments, training, and education, the WO administers, manages, maintains, operates, and integrates Army systems and equipment across the full range of Army operations. Warrant officers are innovative integrators of emerging technologies, dynamic teachers, confident warfighters, and developers of specialized teams of Soldiers. They support a wide range of Army missions throughout their careers."

This new definition is relevant today and will remain so for the future force. The WO specific component of OPMS features—

(1) A structure that optimizes WO utilization and provides sustainable inventories.

(2) An acquisition program to access quality candidates in sufficient numbers, with appropriate requisite background and skills, and at the appropriate time in the candidates' careers.

(3) A clearly defined WO personnel policies and professional development requirements.

(4) A means to maintain WOs' technical expertise on current and new systems in their units.

(5) A distribution of the right WO to the right place at the right time. Building on the long history of WO Service to the country, the WO component of OPMS provides the mechanisms for professional development and appropriate personnel management for WOs throughout their careers.

b. Current perspective. The current perspective has not changed significantly from the previous pamphlet.

c. Purpose. The purpose of the WO component of OPMS is to enhance the effectiveness and professionalism of the WO corps while thoroughly integrating management practices and leader development education within the larger field and company grade officer corps. OPMS encompasses all policies and procedures by which Army WOs are procured, trained, educated, developed, assigned, evaluated, promoted and separated from Active Duty. OPMS assures a deployable, professional WO corps capable of meeting the challenges of the future force.

d. Coordination. The personnel proponents provide guidelines concerning career patterns and leader development. The coordinating agency for the Active Army WOs is the AHRC, OPMD (AHRC–LOPW), 200 Stovall Street, Alexandria VA 22332–0411; for Army National Guard WOs, Chief, National Guard Bureau, HQDA (NGB–ARH), 1411 Jefferson Davis Highway, Arlington VA 22202–3231; and, for Reserve WOs, AHRC (ARPC–OPS–WO), 1 Reserve Way, St. Louis, Missouri 63132–5200.

1–9. Force stabilization and career development

a. General. The goal of the Army Force Stabilization System is to provide increased levels of readiness and combat effectiveness for Army units by implementing an array of turbulence-reducing staffing methods. Implementation will reduce moves, increase the period of stabilization for Soldiers and provide predictability for Soldiers and Families. Furthermore, stabilization provides the basis for synchronizing Soldier assignments to unit operational cycles. As force stabilization is implemented, it is critical that life cycle managed/cyclic managed units be staffed with Soldiers who train and remain together so that they can deploy and meet operational requirements with minimal added preparation.

b. Strategies. The force stabilization process will be based on two primary manning strategies; unit focused stability (UFS) (including life cycle and cyclic methods) and stabilization (includes individual replacement system). The individual replacement system will continue to exist, to some extent, to meet Army transformation personnel goals, and retain flexibility and sustainability for units with a constant mission requirement.

(1) *UFS.* This consists of two stabilization methods; life cycle and cyclic. Cyclic management is a combination of the advantages of the individual replacement system and life cycle management.

(2) *Life cycle management.* Units will initiate life cycle management as designated by Army G–3 implementation time line. Life cycle manning synchronizes Soldier assignments with the unit's operational cycle. Goals of this manning method are to build better-trained and cohesive units and to maximize a unit's readiness and deployability during its ready phase. Total optimal cycle length is 36 months.

(a) There are three phases in a life cycle; reset/train, ready, and available. The reset phase is the conclusion of the current life cycle and initiation of a subsequent iteration. It will last approximately 2 months. During the reset/train phase incoming and outgoing personnel simultaneously conduct transition activities (HHG, CIF, in/out process, property and equipment transfer, and so on). The ready force phase consists of units assessed as "ready" at designated capability levels (from training and readiness "gates") to conduct mission preparation and higher level collective training with other operational headquarters. They are eligible for sourcing and can be trained, equipped, resourced, and committed, if necessary, to meet operational (surge) requirements. The available phase consists of units assessed as "available" at designated capability levels (from training and readiness "gates") to conduct mission execution under any regional combatant commander (RCC). Life cycle management units pass through the available force pool window of time (one year). The unit is deployed against an operational requirement or available for immediate deployment against a contingency requirement.

1. Officers assigned to a life cycle management unit will be synchronized to arrive during the reset phase of the unit operational cycle. For the remainder of the unit's operational cycle, officers will remain in the unit, training and preparing for war, deployment, or any expeditionary requirement. The unit commander is responsible for repositioning officers to appropriate leadership positions, as required.

2. In life cycle units, most losses are replaced in an annual replacement package. Critical losses are replaced using individual replacements in a specific grade and MOS to cover the loss of personnel in unique positions limited to 10 percent of the authorizations.

3. Promotions will not automatically alter positions. For example, there is nothing inherently wrong with a captain who performs as a company executive officer (XO). If promotion causes the officer to be excess to authorized positions of the unit, the officer will remain in the assignment until the conclusion of the unit life cycle. Such action will not be considered negatively when determining the officer's future potential for promotion. The unit commander may reassign the officer anywhere inside the unit to best accomplish the unit's missions.

4. Junior officers who are branch detailed and assigned to a life cycle managed unit are not eligible to transition to their controlling branch or attend the transition course until the reset phase of that unit.

(b) Battalion/brigade command tour length will coincide with the length of assignment in life cycle managed units.

(c) Officer attendance at military leader development courses is preferred to occur during the reset phase. Commanders may send officers to these courses in a TDY and return status during the ready phase when it does not conflict with operational requirements.

c. Cyclic management. Cyclic management is focused on headquarters elements above brigade level and low density/high impact units where continuity of operations is paramount. The goals of cyclic management are to synchronize the Soldier's assignment to the operational cycle of the unit increasing unit readiness and enhancing

cohesion while retaining flexibility in personnel management. Cyclic management consists of two phases, a sustain phase and a ready phase. During the 1-2 month duration of the sustain phase, leader and Soldier assignments are organized into personnel replacement packages synchronized to arrive within this short phase. The ready phase begins at the end of one sustain phase and continues approximately 10 months to the beginning of the subsequent sustain phase. New personnel are rapidly integrated into the team as this integration only occurs once per cycle. Total cycle optimum length is 12 months.

(1) Officers assigned to a cyclic managed unit are synchronized to arrive at the beginning of the sustain phase of the unit operational cycle. Each officer assigned to this unit remains in the unit for their stabilized tour which is a multiple of the cycle lengths. Officers will depart during the sustain phase at completion of their 36 month tour but prior to the unit preparing for its next ready phase. In a cyclic managed unit, losses are replaced using individual replacements in a specific grade and MOS to replace the loss of personnel in critical positions. Promotion eligibility windows will be considered in assignments to cyclic managed units. If promotion timing causes officers to be excess to the authorized positions of the unit, the officer will remain in the unit until the next sustain phase. Officers will not be penalized for working temporarily in a position below their current rank. Movement of personnel within the cyclic managed unit is at the discretion of the unit commander.

(2) Junior officers who are branch detailed and assigned to a cyclic managed unit are not eligible to transition to their controlling branch or attend the transition course until the sustain phase of that unit.

(3) Battalion/brigade command tour length policy does not require adjustment for cyclic managed units. Changes of command will be synchronized to occur during a sustain phase.

(4) Officer attendance at military professional development courses is preferred during the sustain phase. Commanders may send officers to these courses in a TDY and return at anytime except during an operational deployment.

d. Stabilization. The stabilization strategy is a set of policy and regulatory constraints, overlaid on the existing personnel system, that provide for longer initial tours at selected major continental United States (CONUS) locations. The goal is to stabilize Soldiers and Families for as long as possible, moving them only to support requirements based upon needs of the Army, leader development, and Soldier preference. Stabilization through company level assignments would optimize cohesion within the units. For commissioned officers stabilization must be balanced with the need to broaden their developmental experience. For example, when captains complete professional development courses, such as the Captain's Career Course (CCC), they should be assigned to a brigade combat team (BCT) other than the type they previously served in. If the officer served in a heavy BCT as a lieutenant, it is important that the officer serve in either a Stryker or Light BCT or training brigade. This very often means the officer will be assigned to a different location than where the officer served at as a lieutenant.

(1) Stabilization will initially begin at CONUS installations which house table of organization and equipment (TOE) maneuver combat brigades. Expansion to other installations will be based on those installation's capabilities to sustain junior officers for a complete extended initial tour. A majority of the junior officers initially assigned to a CONUS installation will be stabilized at this first installation for an extended period of time that allows for branch development at the rank of captain. This initial extended tour may include hardship tours or attendance at leader development schools (TDY or permanent change of station (PCS)), but in each case the officer will return to their stabilization installation. Filling life cycle units may require officers to attend leader development schools and PCS to a different installation.

(2) The length of battalion/brigade command tours is under review.

(3) The commander, in consultation with AHRC, will have greater influence over procedures in selection and attendance for officer personnel at military schools. However, officers will not normally attend military schools under conditions that will permanently remove them from their stabilization unit prior to branch development assignments as a captain.

(4) Stabilization supports transition to UFS and will generally be established first. A unit designated for management under either concept of UFS will still fall under the stabilization of the parent installation.

e. Manning. The Army Force Generation (ARFORGEN) system sets conditions for commanders to teams that are ready to meet the Combatant Commander's needs, build highly cohesive combat teams for the combatant commander's use. ARFORGEN is a readiness initiative and not a personnel stabilization initiative. While it is true that Soldier will have more predictability with ARFORGEN, it is not a means to stabilize the force. It is a readiness issue to ensure the U.S. Army has trained and ready forces to provide the combatant commander.

1–10. Officer Evaluation System overview

The Officer Evaluation Reporting System (OERS) is a subsystem of officer evaluations. The primary function of OERS is to provide information from the organizational chain of command to be used by HQDA for officer personnel decisions. This critical information is documented on the DA Form 67–9 (Officer Evaluation Report) (OER)) and the DA Form 1059 (Service School Academic Evaluation Report) (AER)). The information contained on these evaluation reports is correlated with the Army's needs and individual officer qualifications to provide the basis for officer personnel actions such as promotion, CF designation, retention in grade, elimination, retention on Active Duty, reduction in force, command and project manager designation, school selection, and assignment. An equally important

function of OERS is to encourage the professional development of the officer corps through structured performance and developmental assessment and counseling. The OERS is an important tool for leaders and mentors to counsel officers on the values, attributes, skills, and actions necessary to improve performance.

Chapter 2
Officer Leader Development

2–1. Leader development process

The three domains of leader development are institutional training, operational assignments, and self-development. These domains define and engage a continuous cycle of education, training, selection, experience, assessment, feedback, reinforcement, and evaluation. Learning, experience, and feedback provide the basis for professional growth. Overall, the leader development process enhances leader capabilities so leaders can assume positions of greater responsibility. The over-arching priority of the leader development process is to develop self-aware and adaptive leaders of character and competence who act to achieve decisive results and who understand and are able to exploit the full potential of current and future Army doctrine.

2–2. Domains of leader development

a. Institutional training. The institutional Army (schools and training centers) is the foundation for lifelong learning. During institutional training, leaders learn the knowledge, skills and attributes essential to high-quality leadership while training to perform critical tasks. When these leadership dimensions are tested, reinforced, and strengthened by follow-on operational assignments and meaningful self-development programs, leaders attain and sustain true competency in the profession of arms. Institutional training provides the solid foundation upon which all future development rests. Institutional training supports the progressive, sequential education and training required to develop branch/FA technical and tactical competencies as well as the core dimensions of leadership. The bedrock of institutional training at all levels among company grade, field grade, and WOs is taught in the small group instructional (SGI) format where greater emphasis is placed on an individual student officer's contribution to and participation in the learning process.

b. Operational assignments. Operational assignments constitute the second domain of leader development. Upon completion of institutional training, leaders are ideally assigned to operational positions. This operational experience provides them the opportunity to use, hone, and build on what they learned through the formal education process. Experience gained through on-the-job training in a variety of challenging assignments and additional duties prepares officers to lead and train Soldiers, both in garrison and ultimately in combat. The commander or leader in the unit plays a significant and instrumental role in this area. Commanders and other senior leaders are particularly responsible for mentoring which is vital to the development of junior officers. They introduce the officer to their unit and establish leader development programs. They explain both unit and individual performance standards and provide periodic assessments and continual feedback to develop the officer. Beyond accomplishing the mission on a daily basis, developing subordinate leaders is a professional responsibility, which must be carried out to guarantee the quality of our future leaders.

c. Self-development. Learning is a lifelong process. Institutional training and operational assignments alone do not ensure that Army officers attain and sustain the degree of competency needed to perform their varied missions. The profession of arms requires comprehensive self-study and training. Leaders must commit to a lifetime of professional and personal growth to stay at the cutting edge of their profession. They must keep pace with changing operational requirements, new technologies, common weapons platforms, and evolving doctrines. Every officer is responsible for his or her own self-development. Self-assessment and taking appropriate remedial or reinforcing action is critical to a leader's success. Self-development programs include activities that stretch the individual beyond the demands of on-the-job or institutional training. Self-development, consisting of individual study, research, professional reading, practice, and self-assessment, is accomplished via numerous means (that is, studying, observing, and experiencing) and is consistent with an officer's personal self-development action plan and professional goals. Self-development is the key aspect of individual officer qualification that solidifies the Army leader development process.

2–3. Leader principles

a. Six principles are inherent in officer development and career management. These principles serve as a frame of reference for the individual officer, commander, mentor, and branch and FA proponents.

b. Leader development is doctrinally based with FM 1–0 providing the foundation for warfighting doctrine. It articulates the constitutional and legal basis for being, the national security objectives, the spectrum of warfare, and the beliefs concerning the profession of arms, to include the professional Army ethic and values. FM 3–0 is the keystone warfighting doctrine for subordinate and tactical level doctrine, professional education, and individual and unit training. FM 7–0 is about how to train, including the senior leader's role. FM 6–22 outlines the core dimensions of leadership and the basis for leadership excellence. Together, these references provide the foundation needed to develop competent,

confident leaders capable of assuming positions of greater responsibility, and create the conditions for sustained organizational success.

c. Leader development programs should be responsive to the environment, including such factors as law, policy, resources, force structure, world situation, technology, and professional development.

d. An officer's success should be measured in terms of contribution. An officer's professional goals are directly related to his or her own definition of success in the profession of arms.

e. High-quality Soldiers deserve high-quality leaders. This principle is the heart of leader development and breathes life into all aspects of the seven Army fundamental imperatives; training, force mix, doctrine, modern equipment, quality people, leader development, and facilities.

f. We recognize as a philosophy that leaders can be developed. While a principle in itself, it is inextricably linked to the philosophy of shared responsibilities among the individual leaders; the schoolhouses, branches, and FA proponents throughout the Army; and the commanders in the field.

g. Leader development is cooperative and holistic. The individual officer, unit commanders, mentors, and Army educational institutions all share in the responsibility for developing leaders at every level.

2–4. Leader development and the Officer Education System

a. Company and field grade officers. The Officer Education System (OES) provides the formal military educational foundation to company and field grade officers for increased responsibilities and successful performance at the next higher level. Its goal is to produce a broad-based corps of leaders who possess the necessary values, attributes, and skills to perform their duties and serve the nation. These leaders must know how the Army runs and demonstrate confidence, integrity, critical judgment, and responsibility while operating in an environment of complexity, ambiguity, and rapid change. To build effective teams capable of supporting Joint and multinational operations in this environment, they must be adaptable, creative, and bold amid continuous organizational and technological change. The evolution of OES for the future force and changes on the near horizon are discussed in chapter 4. The following paragraphs highlight key aspects of officer development:

(1) *Common core.* Common core is the consolidation of common skills training and training subjects prescribed by law, Army regulations or other higher authority. These subjects comprise the tasks all officers are expected to perform successfully, regardless of branch. Common core instruction begins at pre-commissioning and continues at each educational level. The instruction is progressive and sequential, building upon the skills and knowledge acquired through previous training and operational assignments.

(2) *Entry level officer training.* To address shortcomings identified by the ATLDP (Officer) study, the Army implemented Basic officer Leader Course (BOLC). The objective of BOLC is to develop technically competent and confident platoon leaders, regardless of branch, who are grounded in leadership and basic technical and tactical skill proficiency, are physically and mentally strong, and embody the Warrior Ethos. To achieve this objective, BOLC capitalizes on experience-based training, logically structured to build upon and reinforce previous lessons. BOLC occurs in three phases. BOLC I is pre-commissioning training conducted by the traditional pre-commissioning sources. It provides the foundation of common core skills, knowledge, and attributes desired of all newly commissioned lieutenants. BOLC II is a common block of instruction designed to further develop all new Army lieutenants into competent small unit leaders with a common warfighting focus and Warrior Ethos. BOLC III consists of branch-specific technical and tactical training conducted at branch school locations. BOLC–DCO is a course designed to give direct commission officers, who do not have the benefit of BOLC I pre-commissioning training, the necessary skills to achieve success at BOLC II. See chapter 4, paragraph 4–7*a* for further discussion on BOLC.

(3) *Captains' OES.* The branch CCC prepares company grade officers to command Soldiers at the company, troop, or battery level and to serve as staff officers at battalion and brigade levels. Active Army officers incur a one-year Active Duty Service obligation for attendance at a branch CCC upon completion or termination of the course. Officers attend CCC following selection for promotion to the grade of captain, normally before company level command. Select captains who have demonstrated superior performance in their basic branches may be selected to receive this training at other than their branch schools. (For example, a Field Artillery officer might attend the CCC for Armor officers.) This cross training benefits officers of both branches. Officers seeking accession into Special Forces will normally attend the infantry CCC. The captains Professional Military Education (PME) centers on the technical, tactical and leadership competencies needed for success in follow-on assignments. See chapter 4, paragraph 4–7*d* for further discussion on CCC.

(4) *Intermediate level education (ILE).* ILE is the Army's formal education program for majors. It is a tailored resident education program designed to prepare new field-grade officers for their next 10 years of Service. It produces field-grade officers with a Warrior Ethos and Joint, expeditionary mindset, who are grounded in warfighting doctrine, and who have the technical, tactical, and leadership competencies to be successful at more senior levels in their respective branch or FA. ILE consists of a common core phase of operational instruction offered to all officers and tailored education phase (qualification course) tied to the technical requirements of the officer's branch or FA. See chapter 4, paragraph 4–7*e* for further discussion of ILE.

(5) *Senior Service College (SSC).* The SSC provides senior level professional military education and leader development training. The Army's SSC, the AWC, prepares military, civilian, and international leaders to assume strategic leadership responsibilities in military or national security organizations. It educates students about employment of the U.S. Army as part of a unified, Joint, or multinational force in support of the national military strategy; researches operational and strategic issues; and conducts outreach programs that benefit the nation. See chapter 4, paragraph 4–7*f* for further discussion of SSC.

b. WOs.

(1) The ATLDP Warrant Officer Study recommended that the Army make a fuller integration of WOs into the larger officer corps. In recognition of expanding leadership roles for WOs in the future force, the study called for a single world-class leader development education system that would have distinct components for WO, company-grade, and field-grade officers. The study also called for combining WO, company grade and field grade officer training, as appropriate, wherever required common officer skills are taught.

(2) The goal of WO training and education within OES is to produce highly specialized expert officers, leaders, and trainers who are fully competent in technical, tactical, and leadership skills; creative problem solvers able to function in highly complex and dynamic environments and proficient operators, maintainers, administrators, and managers of the Army's equipment, support activities, and technical systems. Warrant officer leader development is a continuous lifelong learning process beginning with pre-appointment training and education. OES prepares WOs to successfully perform in increasing levels of responsibility throughout an entire career. OES provides the pre-appointment, branch MOS-specific, and leader development training needed to produce technically and tactically competent WO leaders for assignment to platoon, detachment, company, battalion, and higher-level organizations.

(3) Common core is the consolidation of common skills training and training prescribed by law, Army regulations, or other higher authority. It comprises the tasks all officers are expected to perform successfully regardless of branch. Common core instruction begins at pre-appointment and continues at each educational level. The instruction is progressive and sequential and builds upon the skills and knowledge acquired through previous training and operational assignments

(4) Pre-appointment training qualifies individuals to serve as officers. The purposes of pre-appointment training are to educate and train candidates, assess their readiness and potential for appointment to WO, and to prepare them for progressive and continuing development. All Active Army and USAR WO candidates must attend the resident Warrant officer Candidate School (WOCS) at Fort Rucker, AL. ARNG WO candidates can attend various states' two-phased WOCS at Regional Training Institutes (RTIs) in lieu of WOCS at Fort Rucker. WOCS graduates are appointed to WO1. The appointment is contingent upon certification by the MOS proponent that the WO is technically and tactically qualified to serve in the authorized WO MOS.

(5) Warrant officer Basic Course (WOBC) is a branch-specific qualification course that ensure newly appointed WOs receive the MOS-specific training and technical certification needed to perform in the MOS at the platoon through brigade levels. Training is performance oriented and focuses on technical skills, leadership, effective communication, unit training, maintenance operations, security, property accountability, tactics, and development of subordinates.

(6) Warrant officer Advanced Course (WOAC) is a combination of common core and MOS proponent training that prepares the officer to serve in senior positions at the CW3 level. The WOAC includes two phases: a non-resident common core module and a resident phase, which includes a common core module and MOS specific module. See chapter 4, paragraph 4–7*i* for further discussion of WOAC.

(7) Warrant officer Staff Course (WOSC) is a branch-immaterial resident course which focuses on staff officer and leadership skills needed to prepare them for duty in W4 grade technician and staff officer positions at battalion and higher levels. Instruction includes decisionmaking, staff roles and functions, organizational theory, structure of the Army, budget formation and execution, communication, training management, personnel management, the contemporary operational environment (COE), and special leadership issues. It is designed to produce officers with a Warrior Ethos who are grounded in warfighting doctrine and possess the technical, tactical, and leadership competencies to be successful at more senior levels. See chapter 4, paragraph 4–7*i* for further discussion of WOSC.

(8) Warrant officer Senior Staff Course (WOSSC) is currently the capstone course for WO professional military education. It is a branch-immaterial resident course which provides master-level professional WOs with a broader Army level perspective required for assignment to WO5 grade level positions as technical, functional, and branch systems integrators, trainers, and leaders at the highest organizational levels. See chapter 4, paragraph 4–7*i* for further discussion of WOSSC.

Chapter 3
Officer Personnel Management System and Career Management

3–1. Purpose

The OPMS is executed by the AHRC OPMD. The purpose of OPMS is to—

a. Acquire. Identify, recruit, select, and prepare individuals for Service as officers in our Army.

b. Develop. Maximize officer performance and potential through training, education, assignment, self-development, and certification of officers to build multi-skilled leaders.

c. Utilize. Assign officers with the appropriate skills, experience, and competencies to meet Army requirements and promote continued professional development.

d. Sustain. Retaining officers with the appropriate skills, experience, competencies, and manner of performance to meet Army requirements and promote continued professional development.

e. Promote. Identify and advance officers with the appropriate skills, experience, competencies, manner of performance, and demonstrated potential to meet Army requirements.

f. Transition. Separate officers from the Army in a manner that promotes a lifetime of support to the Service.

3–2. Factors affecting the Officer Personnel Management System

Various factors continuously influence the environment in which OPMS operates. In turn, changes in that environment necessitate continuous adjustments and alterations of policy by the DCS, G–1. Factors that influence OPMS policy are—

a. Law. Congress passes legislation that impacts on officer professional development through required changes in related Army policy.

(1) The DOPMA created Active Duty strength limits for officers in grades above chief WO, promotion flow and timing points and the integration of Active Army and other than Active Army into common patterns.

(2) The DOD Reorganization Act of 1986 (Goldwater-Nichols Act) instituted Joint officer management provisions requiring a number of officers in the Army to serve in Joint duty assignments as field grade officers.

(3) Public Law 99–145 specified the acquisition experiences and education necessary for an officer to be the project manager of major weapon systems. This law later led to the creation of the Army Acquisition Corps.

(4) WO professional development is influenced directly by laws limiting the size of the Army and budgetary concerns. The 1986 law also aligned Army WOs to those of the other services in that all appointments to chief WO (WO2 through WO5) would be by commissioning. In 1991, the WOMA created a uniform system for WO grade management and control similar to the one used to manage company and field grade officers (DOPMA).

(5) The 1995 Defense Authorization Act included the ROPMA to align reserve forces with DOPMA. It was intended to standardize personnel management for reserve officers of all services by providing flexibility in personnel management for reserve officers.

b. Policy. New laws often create changes in policy. The provisions of this document are in accordance with current law and policy. Changes to those laws and policies will affect future versions of this document.

c. Budget. The size and composition of the officer corps, accessions, strength management, promotion rates and pin-on-points, schooling, education programs, and PCS timing are but a few areas affected by budget decisions and subsequent policies.

d. Army vision. The Army vision includes the overarching concept of growing adaptive leaders, focused on the idea of the pentathlete; multi-skilled with multiple attributes. Multi-skilled leaders must be—

(1) Strategic and creative thinkers.

(2) Builders of leaders and teams.

(3) Competent full spectrum warfighters or accomplished professionals who support the Soldier and the warfighting effort.

(4) Effective in managing, leading, and changing organizations.

(5) Skilled in governance, statesmanship, and diplomacy.

(6) Knowledgeable in cultural context with the ability to work across it.

e. Proponent strategy. The duties of the proponent (as outlined in AR 600–3) are executed, in part, by the publication of this pamphlet. Each proponent has responsibility for designated branches and/or FAs and coordinating the development for its officer population. Proponents project future requirements for officer skills and sustain or modify elements of force structure and inventory to meet future needs. They define the three domains of leader development: institutional, operational, and self-development balanced between the specific requirements for their particular skill and specialty and the broader developmental requirements defined by the respective functional category proponents and the Army. Proponents articulate competencies required for specific branches, FAs or area of concentration (AOC)/MOS by grade and provide general guidance on TOE/table of distribution and allowance (TDA) positions, educational and training opportunities that enable development of those competencies. The resulting generic patterns of officer development are embodied in branch and FA officer development models. Development models provided in this pamphlet are used by OPMD assignment branches to execute the proponent professional development programs, but are not intended as prescriptions for a path to success in the Army. As proponents modify officer skill requirements or development models to meet changing conditions, OPMS, and this pamphlet will be modified.

f. Officer needs. OPMS responds to the mission and requirements of the Army and attempts to balance force structure requirements, officer professional development, and individual needs and preferences of the officer.

3–3. Officer Personnel Management System

a. The OPMS is an evolutionary system that balances the needs of the Army with the aspirations and developmental requirements of the entire officer corps; warrant, company, and field grade. Inherently flexible, the system is designed to respond to a variety of doctrinal, proponent, commander, and individual initiatives to meet emerging needs. Additionally, a biannual review process monitored by the Chief of Staff, Army ensures that OPMS continues to adapt to changing Army requirements. Flexibility is embedded in OPMS subsystems, which are interrelated and affected by each other's changes (see fig 3–1). These subsystems are—

(1) *Strength management.* The number of officers, by grade and specialty, are defined by Army requirements, law, budget, and policy. The combination of these factors results in the determination of the numbers of officers to access, promote, develop, assign, and separate. Since each of these factors is dynamic, the number, grade, and branch of officers within the inventory are also dynamic. As Army requirements for force structure change, the officer inventory will also change and be realigned to meet the needs of the resulting force structure.

(2) *Assignments.* Officers are assigned to fulfill current and future Army requirements while meeting the professional development needs of the various branches, FAs, and functional categories. This is balanced with the best interests of the officers against the Army requirements.

(3) *Professional development.* Each branch, FA, or officer skill proponent defines the appropriate mix of education, training, and assignments needed by the officer corps at each grade level within the context of the overarching requirement to develop multi-skilled leaders. The demands of each specialty balanced with broadening opportunities are reflected in subsequent branch or proponent chapters as life cycle development models. AHRC must develop each officer, both Active Army and RCs, by using these models while balancing Army requirements. To ensure the professional development of all officers, AHRC operates in concert with various responsible agents to include the individual officer; the personnel proponents; commanders in the field and the senior Army leadership. Officer professional development is a responsibility shared by all. Life cycle development models portray the full range of training, education, and experiences for the development of our future leaders.

(4) *Evaluation.* The Army officer structure is pyramidal. The apex contains very few senior grades in relation to the wider base. Advancement to increasingly responsible positions is based on relative measures of performance and potential. The mechanism to judge the value of an individual's performance and potential is the OER described in detail in chapter 6. All OPMS subsystems are affected by the evaluation report. Promotion, school selection, functional designation and command and key billet selection, retention in Service, and development opportunities are all based on the information contained in the OER.

(5) *Centralized selection.* The hub around which all the subsystems revolve is centralized selection. Strength management, professional development and evaluation of individual contribution occur in the series of centralized DA and AHRC selection boards for retention, career status, schooling, promotion, field grade command designation, and selective early retirement. These boards employ evaluation reports, competency guidance, and strength requirements to advance individuals to the next stage of professional development. Officers generally flow through the centralized selection subsystem by groupings based on date of rank (DOR). Company and field grade officer groupings are termed cohort year groups. WO groupings are called the inclusive zone of eligibility. Each board is preceded by a zone announcement that specifies the makeup of the cohort or inclusive zone. Centralized selection perpetuates the ideals, cultural values, ethics, and professional standards of the Army by advancing and retaining only those individuals best qualified to assume positions of greater responsibility. Centralized selection has evolved over time to account for the impact of law, policy, budget, Army and officer needs, and proponent vision.

(6) *Review process.* The officer personnel management system was designed to be reviewed periodically. At the discretion of the Chief of Staff of the Army, the DCS, G–1 and the Commander, AHRC, will conduct a review of OPMS to determine the health of the system and to recommend changes.

b. The OPMS model is a developmental system focused more on the quality and range of experience, rather than the specific gates or assignments required to progress.

(1) Initial entry officers gain branch technical and tactical skills to develop a Warrior Ethos and gain important leadership experience in company grade assignments.

(2) Throughout an officer's career, the model highlights the need to gain JIIM experience and exposure.

(3) Functional designation at the 4th or 7th year develops both specific and broad functional competencies.

(4) Once an officer has received his or her functional designation it is then that they should strive to get training and assignments that will give them the additional skills necessary to lead the Army of the future. These training and assignments are outside one's normal career path and are JIIM in nature.

(5) Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both Joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force - regional knowledge, cultural awareness, foreign language, diplomacy, statesmanship, and so on.

(6) Flexible time lines enable officers to serve longer in developmental assignments ensuring officers have adequate time to gain skills and experience and also support unit readiness and cohesion.

(7) The functionally aligned design is the heart of OPMS and is intended to align branches and FAs, consistent with Joint doctrine, focusing on development of multi-skilled leaders with broader, functionally relevant competencies.

(8) Officers will be managed by categories and groups with similar functions to facilitate the development of officer functional competencies required on the future battlefield. The design is not intended to reflect where officers serve on the battlefield, but to align the functions and skills required. The three functional categories and associated functional groups are—

(a) Maneuver, fires & effects (MF&E). This functional category gathers maneuver branches and FAs that have similar battlefield application or complementary roles. This grouping is comprised of the following functional groups, with the branches and FAs listed:

1. Maneuver. Armor (19), Infantry (11), and Aviation (15).

2. Fires. Field Artillery (13) and Air Defense Artillery (14).

3. Maneuver support. Engineer (21), Chemical (74), and Military police (31).

4. Special operations forces (SOF). Special Forces (18), Psychological Operations (37) and Civil Affairs (38).

5. Effects. Public Affairs (46) and Information Operations (30).

(b) Operations support. This functional category gathers two currently existing branches, Military Intelligence and Signal, with FAs that have similar battlefield applications or complementary roles. Also included in this functional category are the functions associated with force training, development, and education that design, build, and train the force. The category is comprised of the following:

1. Network & Space Operations. Signal Corps (25), Information Systems Management (53), Telecommunication Systems Engineer (24), and Space Operations (40).

2. Intelligence, Surveillance, & Reconnaissance (ISR) & Area Expertise. Military Intelligence (35), Strategic Intelligence (34), and Foreign Area Officer (FAO) (48).

3. Plans Development. Strategic Plans and Policy (59) and Nuclear and Counterproliferation (52).

4. Forces Development. Force Management (50) and Operations Research and Systems Analysis (ORSA) (49).

5. Education and Training. Permanent Academy Professor (47) and Simulation Operations (57).

(c) Force sustainment. This functional category highlights the formation of a Logistics Corps (previously approved by the CSA and in development by the U.S. Army Training and Doctrine Command (TRADOC)). This category is comprised of all the following branches and FAs associated with logistics, resource, and Soldier support functions:

1. Integrated Logistics Corps. Transportation Corps (88), Ordnance (91), and Quartermaster (92), plus Multifunctional Logisticians (90).

2. Soldier support. Adjutant General Corps (42) and Human Resources (43/AOC 42H), and Finance Corps (44) and Comptroller (45).

3. Acquisition Corps (51). Remains as currently organized.

4. Special Branches. Chaplain, Judge Advocate General (JAG), and the six AMEDD Corps (Medical, Dental, Veterinary, Nurse, Medical Specialist, and Medical Services).

Figure 3–1. Officer Developmental Model

3–4. Officer development

a. Under OPMS, company grade officers are accessed into the Army's basic branches and through a series of educational and developmental assignments are given the opportunity to hold branch developmental assignments outlined by their proponent. During their company grade years, captains are designated into one of three officer functional categories in which they continue their development either in their basic branch or in a FA. Officers in the RCs will also undergo functional designation with their Active Army counterparts, but modification to the process is necessary to accommodate personnel management considerations unique to the Army National Guard (ARNG)/U.S. Army Reserve (USAR). Accessioning policies for the Army Acquisition Corps and SOF are unique and are addressed in their respective chapters.

b. Following functional designation, officers are assigned to positions requiring expertise in the particular specialty associated with each officer's designated functional category, either branch skills or FA skills. In addition, these officers may be assigned to branch/FA developmental positions throughout the Army that require those leadership and managerial skills common to all officers. Assignments of field grade officers to branch/FA developmental positions are made with the same professional development considerations afforded branch and FA assignments. See the glossary for a discussion of branch/FA developmental assignment criteria.

c. One of the major objectives of OPMS is to professionally develop officers through the interactions of the individual, the proponent, OPMD, and the field commander. These interactions are embodied in the process of officer development—

(1) *Development in a designated specialty.* In the Army competitive category, there are 34 branch and FA specialties in OPMS. The differences between a branch and FA are—

(a) Branch. A branch is a grouping of officers that comprises an arm or Service of the Army and is the specialty in which all officers are commissioned or transferred, trained and developed. Company grade officers hold a single branch designation and may serve in repetitive and progressive assignments associated with the branch. They may not be assigned to more than one branch. See chapter 8, paragraph 8–2 for further discussion of officer branches.

(b) FA. A FA is a grouping of officers by technical specialty or skills other than an arm, Service, or branch that

usually requires unique education, training, and experience. After functional designation, FA officers may serve repetitive and progressive assignments within their FA. An officer may not be assigned to more than one FA at a time. See chapter 8 for further discussion of FAs.

(2) *Officer professional education.* This includes resident and nonresident instruction, on-the-job training, individual study and when appropriate, civilian education.

(3) *Progressive operational assignments.* Assignments made by OPMD assignment branches using the life cycle development models.

(4) *Professional development counseling and mentoring.* Conducted by commanders at all levels as well as by AHRC career managers.

(5) *Designation and election of branches, FAs, and functional categories.*

(a) Branch designation. Upon commissioning, lieutenants are designated in a basic branch for entry on Active Duty, training, and initial assignment. When required, some lieutenants are branch detailed to a combat arms branch for 2 or 4 years, or until their life cycle or cyclic units are in a reset period. Under the branch detail program, officers attend the company grade level education at the school of the branch to which they are detailed. On completing the 2-year detail, they attend a branch transition course before they return to their designated branch. Company grade officers in the 4-year detail program receive transition branch training in conjunction with their enrollment in the Captain's level education. During the early years of Service, professional development within the branch follows the proponent's life cycle model. Generally, the first 8 years of Service are devoted to branch developmental assignments and training that prepares the company grade officer for further advancement. Company grade officers may request, in writing, a voluntary branch transfer in accordance with AR 614–100, paragraph 4–2. Detailed officers must be approved for branch transfer by their detail branch, basic branch and AHRC (AHRC–OPD–C), in addition to meeting the requirements of AR 614–100. Prior to selection for promotion to captain, officers may volunteer for SOF (Special Forces, Psychological Operations, or Civil Affairs) training and, upon successful completion of training, will receive a branch transfer into their respective branch. Selection for SOF training is made by cohort year group and upon selection for promotion to captain. The USAREC Special Operations Recruiting Battalion recruits SOF officer volunteers in accordance with the force stabilization procedures outlined in AR 600–35. SOF officers are expected to have served a successful initial tour as a lieutenant in a small unit leadership position in one of the Army's other basic branches. As a result, they are expected to have knowledge of conventional Army operations and be experienced in Army leadership. Lieutenants who volunteer in the targeted year group are selected by a DA centralized SOF accession board at approximately three years of commissioned Service and then go to a designated CCC to qualify for continued special operations officer training.

(b) Functional designation. The Army competitive category groups interrelated branches and FAs into officer management categories called functional categories and functional groups. The functional designation process determines in which specialty they will continue their development; either in their branch or in their FA. Management of officer development in functional categories recognizes the need to balance specialization of the officer corps and the inherent requirement for officers to gain more breadth in an increasingly complex environment. Officers will have two opportunities for FD during their company grade years: at their 4th year of Service (YOS), and then at their 7th YOS. The four-year Functional Designation Board (FDB) will allow a small number of officers to be designated into select FAs that have critical modified table of organization and equipment (MTOE) positions to fill. It is designed to identify and target officers with critical skills early, allowing them to get trained and bring their skills to bear as quickly as possible. The seven-year FDB is designed to distribute the remainder of the force into the three functional categories. The intent of this board is to fill requirements and provide the FAs enough time to send their officers to school and training prior to utilization. The functional designation process is carried out by a HQDA centralized board. As in centralized selection, these boards consider officer education, training, and experience; evaluation reports; life cycle development models; officer preferences; and strength requirements to ensure that the needs of the Army are met for future field grade officer requirements in each functional category. Each functional category has its own unique characteristics and development model for officers, which reflects the readiness requirements of the Army today and into the 21st Century. Officers in all functional categories are assigned across the Army in TOE and TDA organizations.

(c) Joint duty assignment (JDA). The Joint duty assignment list (JDAL), and its subset, the Joint critical billets, award Joint credit to officers. Assignments are usually preceded by JPME I, completed at ILE (Command and Staff College). The Joint critical billets are typically filled by Joint specialty officers (JSO), those with a previously completed Joint tour, plus JPME II, completed at JFSC or in SSC. All of these positions, plus numerous others involve assignments/experiences in the JIIM environment, but are not subject to the control measures of the JDAL (tour length, JPME, promotion monitoring). Paragraph 3–13 goes into greater detail on this subject.

d. Some positions in the Army are independent of branch or FA coding and are designated as branch/FA generalist, combat arms generalist positions, or JIIM positions. Some company and field grade officers should expect to serve in these assignments at various times during their careers, regardless of their functional designation. Officers are selected for these and other similar positions based on overall manner of performance, previous experience, military, and civilian education and estimated potential for further Service.

e. Both branches and FAs may require more specific job skills and qualifications to further prepare their officers to

meet highly specialized position requirements. These specific skills are called AOCs. AOCs are described in the branch/FA chapters of this pamphlet.

f. Branch/FA development fosters a mastery of skills, knowledge, and attributes for an officer's grade in a specific branch or FA. Branch development enables captains to achieve mastery of common core and branch skills, knowledge, and attributes that assures the strong professional development foundation essential for success in the field grades. Generally speaking branch development for captains equates to completion of an appropriate company grade level education followed by successful performance as a company grade officer. Branch development for majors results from completion of an approved field grade intermediate level education and successful performance in a branch or FA assignment. During an officers field grade years, OPMS allows for the broadening of an officers development from mastery of branch skills to more multifunctional skills. Branch officers have the opportunity and are encouraged to expand their knowledge and skills beyond their specific branch through multiple avenues. These opportunities; advanced civil schooling (ACS), assignments in cross-branch/FA, and the use of JIIM assignments will enhance the development of officers for the increasingly demanding requirements required to lead Soldiers today and in the future. FA officers will also be provided the opportunity for broadening their development through the use of cross-branch/FA and JIIM assignments.

g. Under OPMS, majors and lieutenant colonels compete for promotion from within their respective functional categories. Selection for promotion is based on the fundamentals of performance and potential for further Service. These are measured by the officer's relative standing with his peers as indicated in the evaluation reports, assignment history and branch, FA, and JIIM development opportunities afforded. The selection boards are instructed as to the number of field grade officers to select based on Army needs, law, policy, and budget. Additionally, the boards receive guidance on the officer qualities expected for promotion. All of this information is contained in the Secretary of the Army's memorandum of instruction (MOI) issued to the board. Members of the board use this pamphlet to determine branch and FA qualifications. Congress and the Secretary of the Army approve promotion selection lists prior to publication.

3–5. Company grade development

a. Branch-specific development. This phase commences upon entry on Active Duty and generally lasts through the 10th YOS (see fig 3–1). Currently, officers begin the development process by attending the Officer Basic Course (OBC), now termed BOLC of their assigned branch. Under a transformed OES based on changes recommended by the Army Training and Leader Development Panel - Officer (ATLDP–O), officers will begin their professional development by attending the Basic officer Leader Course, Phase II (BOLC II), followed by the Basic officer Leader Course, Phase III (BOLC III). For additional information on BOLC II and III refer to chapter 4, paragraph 4–7*d*.

(1) *Basic education.* BOLC marks the beginning of a company grade officer's formal military professional development training following commissioning. The branch BOLC prepares officers for their first duty assignment and provides instruction on methods for training and leading individuals, teams, squads, and platoons. Additionally, the course provides officers with a detailed understanding of equipment, tactics, organization, and administration at the company, battery, or troop level.

(2) *Initial assignments.* After officers graduate from BOLC or BOLC III, branch assignment officers in OPMD will assign the majority of officers to a branch duty position. Included in these assignments are CONUS or overseas troop units where officers begin to develop their leadership skills. All junior officers should seek leadership positions in troop units whenever possible. Troop leadership is the best means to become educated in Army operations and builds a solid foundation for future Service.

(3) *Before promotion.* Prior to promotion to captain, officers must complete their baccalaureate degree. This requirement is from Title 10 United States Code (10 USC).

(4) *Captains OES.* Officers normally attend their branch CCC following selection for promotion to the grade of captain. This is the second major branch school officers attend before company level command. Selected captains deemed to have demonstrated superior performance in their basic branch may be selected to receive this training at schools other than their basic branch. A Field Artillery officer, for example, may attend the Armor CCC. This cross training benefits officers of both branches. Officers seeking accession into special forces will attend the Infantry CCC. Officers seeking accession into the Psychological Operations or Civil Affairs branches will attend a designated CCC. For additional information about Captains OES, refer to chapter 4, paragraph 4–7*d*.

(5) *Branch opportunities.* All company grade officers must focus their efforts during the company grade years on mastering the basic skills of their specific branch, regardless of the FA and functional category they will later enter. Much of the value an officer brings to a specialized FA is dependent on experience gained by leading Soldiers and mastering basic branch skills. Leading Soldiers is the essence of leadership development at this stage of an officer's career. Officers who have demonstrated the potential and desire to command Soldiers fill command positions. The number of company commands within a specific branch may not afford all officers the opportunity to command at the captain level. Command opportunities for captains are found in traditional TOE line units or TDA units in training, garrison and headquarters organizations. Note: (This paragraph discusses branch opportunities in general. For information unique to a particular branch, refer to that branch's chapter in part two of this pamphlet.)

b. Post-initial branch development. Between the 4th and 7th YOS and after a company grade officer has been an

afforded branch development opportunity, a number of options become available for continued professional development. At this time, career managers at OPMD assess the officer's developmental objectives for the post-branch development phase based on assignment patterns completed, relative manner of performance achieved, individual preferences and Army requirements available for the next developmental stage (see fig 3–1). The types of assignments and developmental patterns for this phase are as follows:

(1) *Branch assignments.* The range of further assignments to branch-coded positions is a function of the Army's requirements and officer availability. These assignments may include staff and faculty positions at Service schools, Combat Training Center (CTC) duty or staff positions in tactical or training units. Branch assignments further develop the basic branch skills and employ the officer's accumulated skills, knowledge, and attributes.

(2) *Branch/FA generalist assignments.* Some company grade officers may serve in positions coded 01A (officer generalist) or 02A (combat arms generalist). These branch/FA generalist positions do not require an officer from a specific branch or FA but may be performed by an officer with certain experiences, manner of performance and demonstrated potential. Such assignments include U.S. Army Recruiting Command (USAREC) staff and command positions, Reserve Officers' Training Corps (ROTC), or U.S. Military Academy (USMA) faculty and staff, and Army Command (ACOM) staff positions.

(3) *Officers designated into FAs.* Officers designated into FAs should expect training and education opportunities to focus on their areas of specialization and include progressive and repetitive assignments of increasing responsibility. Each of the FA chapters in this pamphlet outlines developmental positions.

(4) *ACOM)/Expanded Graduate School Program (EGSP).* Each year some officers will be provided the opportunity to attend civilian academic institutions to obtain graduate level degrees in designated disciplines. The final number varies based on budget, policy, and Army requirements. These positions are annually assessed to determine how many officers should be entered into each academic discipline. The criteria for selection are based on the branch or FA skill required, academic proficiency measured by undergraduate performance and scores from the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT), ability to be accepted by an accredited college and manner of performance to indicate strong potential for future Service. Proponents must forecast the education and utilization of ACS graduates to meet projected needs since the degrees typically take 12 to 22 months to complete. The specific follow-on assignment or utilization is often determined about 6 to 9 months prior to graduation. See branch and FA chapters for discussion of ACS/EGSP requirements. AR 621–1 is the governing regulation and specifies the method by which officers may apply for ACS.

(5) *JIIM training opportunities.* This program provides short-term (90 to 180 days) training for officers providing them the skills necessary to lead the Army of the future.

(6) *Training with industry (TWI).* Some branches and FAs participate in TWI, where officers are assigned to a civilian industry to observe and learn the technical and managerial aspects of that field. The total number of training quotas varies annually from 50 to 70 based on budget, policy, and requirements. Officers selected for this program must be proficient in their branch, have a manner of performance that reflects a strong potential for future Service and be able to serve a utilization tour upon completion of training. The TWI program is outlined in AR 621–1 and in the specific branch and FA chapters later in this pamphlet.

(7) *Army Acquisition Corps.* Between their 7th and 8th YOS, about 75 captains are accessed into the Army Acquisition Corps (FA 51) to be professionally developed in this FA. AHRC hosts an Acquisition Accession Board annually to select branch-qualified captains for FA 51. Army Acquisition Corps officers may receive a fully-funded master's degree (if not already at civilian education level 2), attend the Materiel Acquisition Management Course and other FA related training, and serve repetitive assignments in their acquisition specialties to prepare them for critical acquisition positions at field grade level. The Army Acquisition Corps, created in early 1990, is described in detail in chapter 42 of this pamphlet.

(8) *Selection for promotion to major.* Normally an officer within a cohort year group enters the primary zone of consideration for major around the 9th YOS. Below-the-zone (BZ) consideration occurs a year earlier.

3–6. Major development

a. This phase, which generally encompasses the 10th to 17th YOS, begins with selection for promotion to major. This is a critical period in an officer's career life cycle that demands an acute awareness of important HQDA centralized boards and the preparations they require. The junior field grade years serve to develop the officer cohort in a variety of branch or FA assignments within their functional category.

b. The general development goals are to complete military education level (MEL) l 4 (ILE), and successfully complete other branch, FA, or broadening assignments prior to consideration for promotion to lieutenant colonel. ILE will provide a quality education for all field-grade officers and prepare them for their next ten YOS. See chapter 4, paragraph 4–7*e* for further discussion of ILE.

c. Cohort year group officers are considered for promotion to lieutenant colonel in their 16th YOS as they enter the primary zone of consideration.

3–7. Lieutenant colonel development

a. This phase generally occurs between the 17th and 22d YOS. Those selected for promotion to lieutenant colonel now begin the senior field grade years, where they make the maximum contribution to the Army as commanders and senior staff officers. Attaining the grade of lieutenant colonel is often considered to be the hallmark of a successful career, although each officer defines success differently. Officers in the grade of lieutenant colonel serve as senior leaders and managers throughout the Army providing wisdom, experience, vision, and mentorship mastered over many years in uniform.

b. The professional development goals for a lieutenant colonel are to broaden their branch, FA, and skill proficiency at the senior levels through assignments and schooling. Most of these officers will serve in high visibility billets in their branch, FA or JIIM positions, and a possible assignment to a cross-branch/FA developmental position.

(1) *Branch assignments.* Lieutenant colonels can expect branch-coded assignments to both TDA and TOE positions. These billets can range from positions within a battalion through echelons above corps. However, the TDA structure requires the greater portion (almost 70 percent) of the senior field grade expertise and experience. Here, the officer's development over the years is used to fulfill the doctrinal, instructional, policy making and planning needs of the Army. Branch proponents have outlined developmental standards in their respective chapters of this pamphlet.

(2) *FA assignments.* OPMS recognizes the need for balanced specialization to meet the Army's challenges in the 21st Century. The system design allows officers to serve in repetitive assignments within a FA to gain a high degree of expertise. FA proponents have outlined developmental standards in their respective chapters of this pamphlet.

(3) *JDAs.* The JDAL contains approximately 1,350 lieutenant colonel authorizations and officers will continue to have the opportunity for assignment to Joint duty positions as an integral part of their development. See paragraph 3–13 for additional details on the Joint Officer Program.

(4) *Branch/FA generalist assignments.* Some officers will serve outside their branch or FA in billets coded as branch/FA generalist. Such assignments are found throughout the Army in troop and staff organizations from the installation to DA level.

(5) *Centralized selection.* A centralized board at HQDA selects a limited number of officers for command and key billets. The lieutenant colonel centralized selection list (CSL) command and key billet contains both TOE and TDA positions. The command board meets annually to select commanders from the eligible cohort year groups. Command opportunity varies based on force structure and the command categories for which an officer competes. On average, lieutenant colonels serve in their command tours during their 18th through 20th YOS. Once the board makes its selections and conducts a preliminary slating for category, OPMD conducts a slating process. AHRC coordinates this slating process with the ACOMs; and the Chief of Staff, Army, reviews and approves the slate. The Army Acquisition Corps conducts a similar HQDA level board to select lieutenant colonel commanders and product managers. Only certified Army Acquisition Corps officers can compete for these positions.

(6) *SSC.* The annual SSC (MEL 1) selection board reviews the files of lieutenant colonels after their 16th YOS. The SSC is the final major military educational program available to prepare officers for the positions of greatest responsibility in the DOD. There are about 350 resident seats available each academic year within the SSC network. These include attendance at the AWC, the Industrial College of the Armed Forces (ICAF), the National War College (NWC), other Service colleges and resident fellowships at governmental agencies and academic institutions. Approximately 30 to 35 percent of a cohort year group is selected to attend during their years of eligibility that runs between the 16th and 23d YOS. The SSC selection board examines the eligible population and produces an order of merit list containing 1,300 names. The top 350 officers are activated for resident attendance while the remainder are contacted by their branch or FA managers and encouraged to apply for the 150 annual Active Duty seats in the AWC Distance Education Course. Only the resident SSC courses and nonresident AWC course award MEL 1 upon completion. SSC graduates are assigned to organizations based on guidance from the Chief of Staff, Army. Tours following graduation are to the Army Staff (ARSTAF), Joint Chiefs of Staff (JCS), Secretary of Defense, ACOMs, Army Service Component Commands (ASCCs) and Direct Reporting Units (DRUs), and combatant command staffs in branch, FA, branch/FA generalist, or Joint coded positions.

c. Cohort year group officers are normally considered for promotion to colonel in the primary zone in their 21st YOS. BZ selection is possible, and officers will only be considered once prior to their primary zone consideration.

3–8. Colonel development

a. Those officers selected for promotion to colonel continue their senior field grade phase that concludes with their separation or retirement from Active Duty or selection for promotion to brigadier general. Attaining the grade of colonel is realized by a select few and truly constitutes the elite of the officer corps. As colonels, their maximum contribution to the Army is made as commanders and senior staff officers.

b. The general professional development goals for colonels are to further enhance branch or FA skill proficiency through additional senior level assignments and schooling.

(1) *Branch assignments.* Many colonels can expect to receive assignments to branch coded positions at the brigade, division, corps, and echelons above corps in the TOE environment. TDA organizations throughout the Army also need the expertise of senior field grade officers. Almost 70 percent of the colonel authorizations are in the TDA structure.

(2) *FA assignments.* Under OPMS, FA officers work predominantly in their specialties after selection for promotion to major. Having risen above their peers at the grade of major and lieutenant colonel, those promoted to colonel are truly the world-class specialists in their respective fields. These officers will serve primarily in senior managerial billets across the Army coded for their specialty.

(3) *JDA.* The JDAL contains a number of colonel billets in branch and FA positions. Officers who did not serve as majors or lieutenant colonels in a JDAL billet should continue to seek Joint development. Colonels', who completed the requirements for JSO designation, may serve second and third tours in positions coded Joint critical. (For more information, read para 3–13, which details the Joint Duty Program.)

(4) *SSC.* The annual SSC selection board reviews the files of colonels until their 23^{d} YOS. The majority of colonels will either attend the resident training or be awarded MEL 1 certification from the AWC Distance Education Course during the latter three years of their eligibility window. See paragraph 3–7*b*(6), above, for more information on the available SSC-level courses.

(5) *Centralized command selection.* Some officers are selected for command at the colonel level. Most positions are branch coded and branch officers compete within designated categories for these positions. An HQDA level board also selects Army Acquisition Corps program managers. Officers are eligible for colonel command selection until their 26th YOS. HQDA command boards meet annually to select promotable lieutenant colonels and serving colonels for assignment to command positions during the following fiscal year. The opportunity varies by branch and ranges from 16 percent to 50 percent. The command board prepares a slate to category and an initial slate to units. The final slate to unit is prepared by OPMD. Slates are approved by the Chief of Staff, Army, and are coordinated with the ACOMs, ASCCs, and DRUs. The majority of officers in a cohort year group do not command; they make their maximum contribution to the Army in other important branch or FA senior staff assignments.

(6) *Former brigade commander assignments.* Colonels completing brigade command are assigned to positions designated by the Chief of Staff, Army, as requiring the skills of former commanders. These post-command assignments may be to branch, branch/FA generalist assignments, or Joint coded positions. Emphasis is placed on Joint duty assignments for those officers without a Joint qualifying tour.

3–9. Warrant officer definitions

The Army WO is a self aware and adaptive technical expert, combat leader, trainer, and advisor. Through progressive levels of expertise in assignments, training, and education, the WO administers, manages, maintains, operates, and integrates Army systems and equipment across the full spectrum of Army operations. WOs are innovative integrators of emerging technologies, dynamic teachers, confident warfighters, and developers of specialized teams of Soldiers. They support a wide range of Army missions throughout their career. WOs in the Army are accessed with specific levels of technical ability. They refine their technical expertise and develop their leadership and management skills through tiered progressive assignment and education. The following are specific characteristics and responsibilities of the separate, successive WO grades:

a. A WO1 is an officer appointed by warrant with the requisite authority pursuant to assignment level and position given by the Secretary of the Army. CW2s and above are commissioned officers with the requisite authority pursuant to assignment level and position as given by the President of the United States. WO1's and CW2's primary focus is becoming proficient and working on those systems linked directly to their AOC/MOS. As they become experts on the systems they operate and maintain, their focus migrates to integrating their systems with other branch systems.

b. CW3s are advanced-level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, integrator, and advisor. They also perform any other branch-related duties assigned to them. As they become more senior, their focus becomes integrating branch systems into larger Army systems.

c. CW4s are senior-level technical and tactical experts who perform the duties of technical leader, manager, maintainer, sustainer, integrator, and advisor and serve in a wide variety of branch level positions. As they become more senior they focus on integrating branch and Army systems into Joint and national level systems.

d. CW5s are master-level technical and tactical experts who perform the primary duties of technical leader, manager, integrator, and advisor. They are the senior technical expert in their branch and serve at brigade and higher levels.

3–10. Warrant officer career patterns

a. The development of the professional attributes and technical capabilities of Army WOs to meet the needs of the Army is accomplished through proponent-designed professional development models for each AOC/MOS. These professional development models describe schooling, operational assignments, and self-development goals for WOs in each grade. Professional development models are based on Army requirements, indicating the numbers and types of WOs to be accessed, retained, promoted, schooled, and assigned by AOC/MOS. Proponents monitor the Army documents pertinent to their AOC/MOSs since any change to the force structure may require a change to the WO inventory.

b. The size of the WO inventory is limited by various factors. As requirements change, strength and professional development goals of each CF AOC/MOS are aligned accordingly. WOs are accessed into a specific AOC/MOS and

can normally expect to spend their entire career in that field. Branch, FA, and AOC/MOS are defined in the glossary. These terms as they pertain to WOs are further explained below.

(1) Branches are the officially designated categories within the Service that separate personnel and functions. Examples of branches are Field Artillery, Infantry, Quartermaster, Aviation, and so on. WOs are appointed in the United States Army at large but contribute directly to the success and missions of the specific branches. WOs wear the insignia of the branches they support. Branch proponents play a significant role in the management of WO CFs, development of life cycle development models, and providing proponent based training for WOs.

(2) FAs for WOs are groupings of AOCs/MOSs within branches. Examples are electronic maintenance and ammunition AOCs/MOSs that are a part of the Ordnance Branch but are grouped in a separate FA within the Ordnance Branch.

(3) An AOC/MOS is an assigned specialty that most WOs hold, with variations, for their entire career. Most WOs hold and work their AOC/MOS for their entire career. Some AOCs/MOSs, notably in Aviation, Ordnance, and Signal branches merge or capstone at the grades of CW3 thru CW5. The list of specialties, with general description of duties, by grade, is contained in DA Pam 611–21.

c. Not all assignments within an officer's career will directly relate to the WO's FA/branch or AOC/MOS. Some WO positions are AOC/MOS immaterial but FA/branch specific; that is, any qualified WO within a specific branch FA (aviation, artillery, ordnance, and so on) may be assigned to the position. Others are designated AOC/MOS as well as FA/branch immaterial (that is, any qualified WO, regardless of AOC/MOS and FA/branch, may be assigned to the position). Some positions in leader development, professional development, personnel management, training, and training development require the assignment of the best qualified WO, regardless of AOC/MOS or FA/branch.

3–11. Warrant officer development

In subsequent chapters, professional development models are detailed by FA/branch and AOC/MOS. As WO1s and CW2s, primarily focus on their primary MOS/AOC. As they gain more experience and training, their focus and expertise shifts from their primary MOS/AOC to integrating other systems within their branch/FAs to Army, Joint and national level systems. A generic professional development model, depicted in Figure 3–2, consists of the four primary levels of WO utilization:

a. Entry level. WOs are accessed according to the needs of the Army. Once accepted, the applicant must attend the Warrant Officer Candidate School (WOCS), conducted by the Warrant Officer Career Center (WOCC) at Fort Rucker, Alabama or two-phased RTIs run by state ARNG. (SF WOs, 180A, will attend their candidate school at Fort Bragg, NC.) This course that tests the mental, emotional, and physical stamina of candidates to determine their acceptability into the WO corps. The focus of the course is common material provides the skills, knowledge, and behaviors required of all WOs, regardless of specialty. Upon course completion, the candidate is eligible for appointment to the grade of WO1 but is not yet AOC/MOS-qualified.

b. WO1/CW2. After graduating from WOCS, the new WO1 must attend a WOBC conducted by his/her proponent school. WOBC provides functional training in the applicable AOC/MOS and reinforces the leadership training provided in WOCS. Upon successful completion of WOBC, the WO is awarded an AOC/MOS and given an initial operational assignment. Operational assignments continue for the next several years. Throughout this period, WOs should continue their self-development, to include the pursuit of civil education goals. The civil education goal at this career point is an associate's degree or equivalent in a discipline related to their AOC/MOS prior to eligibility for selection to CW3. After promotion to CW2, at approximately the third year of WO Service, WOs can enroll in prerequisite studies for the WOAC, an AOC/MOS immaterial course administered by the Distributive Education Section of the WOCC. Completion of this course renders the officer eligible to attend his/her resident WOAC. Officers are eligible to attend the resident portion of their proponent-controlled WOAC after serving for 1 year as a CW2 and should attend not later than 1 year after their promotion to CW3.

c. CW3/CW4. At this point, WOs should actively pursue the next civil education goal, a baccalaureate degree in a discipline related to their AOC/MOS, prior to eligibility for selection to CW4. WOs will attend the WOSC conducted at the WOCC after serving one year as a CW3 but not later than one year after their promotion to CW4. Some proponents may provide follow-on functional training at this point.

d. CW5. Upon completion of one year time in grade as a CW4 but not later than one year after promotion to CW5, WOs should attend the WOSSC at the WOCC. Again, proponent schools may provide a follow-on portion of this course. Upon completion of the WOSSC and promotion to CW5, the WO will serve the remainder of his career in positions designated for that grade.

3–12. Introduction to officer skills

A skill identifier identifies specific skills that are required to perform the duties of a particular position and are not related to any one branch, FA, or CF. There are over 250 skills in the current Army regulation, many of which require special schooling, training, and experiences in which qualification is maintained.

3–13. Joint officer professional development

a. JDAs.

(1) The provisions of 10 USC specify that officers on the active-duty list may not be appointed to the grade of

brigadier general unless they have completed a full tour of duty in a JDA. Additionally, effective 30 September 2008, officers must have the ASI of 3L (Joint specialty officer) to be considered for promotion to brigadier general. The Assistant Secretary of Defense for Force Management Policy (ASD(FMP)) may waive that JDA requirement on a case-by-case basis for scientific and/or technical qualifications for Corps of Engineers, Military Police Corps, Military Intelligence, Finance Corps, Chemical Corps, Ordnance Corps, Army Acquisition Corps and Public Affairs officers; Comptrollers; Nurses and Medical, Dental, Veterinary and Medical Service officers; Chaplains; Judge Advocate officers; officers serving in a JDA for at least 12 months that began before 1 January 1987; officers serving in a JDA at least 180 days on the date the board convenes; and lastly, for the "good of the Service." A JDA is a designated position in a multi-Service or multinational command or activity involved in the integrated employment or support of the land, sea or air forces of at least two of the three military services. The preponderance of an officer's duties involves producing or promulgating National Military Strategy, Joint doctrine and policy, strategic and contingency planning, and command and control of combat operations under a unified command. The Goldwater-Nichols Department of Defense Reorganization Act of 1986 provides statutory requirements as set forth in Title 10 USC for JDAs, Joint tour credit, and Joint military education.

(2) The JDAL is a consolidated list of JDAs approved for Joint credit by the ASD (FMP). Presently, the JDAL has approximately 3,200 billets for Army majors through colonels.

b. Joint duty credit. The statutory tour length for a JDA is three years for field grade officers and two years for general officers. After completing a full tour of duty in a JDA, they will be awarded the 3A (Joint duty qualified) skill identifier. An officer begins to accrue Joint duty credit upon assignment to a Joint Duty Assignment List (JDAL) billet and stops accruing Joint duty credit on departure. critical occupational specialty (COS) officers (major to colonel) who meet the early release criteria may receive full tour credit for serving at least 2 years in their initial JDA. Officers possessing a COS may be released early from a JDA with the approval of the Joint activity if they meet all of the criteria in paragraph 3–13*d*(4)(a), below.

(1) Must be serving in their initial JDA and must serve at least 2 years in that JDA. If eligible, up to 60 days of constructive credit may be applied toward this assignment. If maximum constructive credit is authorized, the officer may be released early after completion of 22 months in the assignment.

(2) Designated as a "Joint specialty officer nominee." (Officers with a COS who were designated as "Joint specialty officers" under the transition rules before October 1, 1989, based solely on completion of the Program for Joint Education, may be released early from a JDA.)

c. Joint specialty officers. Joint specialty officers are educated and experienced in the employment, deployment and support of unified and multinational forces to achieve national security objectives. Joint specialty officers provide continuity for Joint matters that are critical to strategic and operational planning and serve within the Joint arena and their Service. Field grade officers eligible for the JSO designation must meet the highest standards of performance, complete both Phase I and II of a Joint Professional Military Education (JPME) program and successfully complete a full tour of duty in a JDA. The Secretary of Defense may waive the education requirement provided the officer has successfully completed two full tours of duty in a JDA. Officers approved by the Secretary of Defense will be awarded the 3L (Joint specialty officer) skill identifier.

d. JPME. Professional military education (PME) is the systematic instruction of professionals in subjects that enhance their knowledge of the science and art of war. JPME is that portion of PME concentrating on instruction of Joint matters. Program for Joint Education is a Chairman of the Joint Chiefs of Staff-approved body of objectives, policies, procedures, and standards supporting JPME requirements for JSO nomination. PJE is a shared responsibility of the military Service colleges and the National Defense University (NDU). The NWC, ICAF, and the Joint Forces Staff College (JFSC) curricula encompass the entire Program for Joint Education (Phase I and Phase II). Other educational institutions approved by the Chairman of the Joint Chiefs of Staff, (for example, ILE), conduct JPME Phase I, while the JFSC conducts JPME Phase II. Field grade officers who complete both JPME Phase I and JPME Phase II satisfy the educational requirements for Joint specialty officer nomination.

(1) *JPME Phase I.* JPME Phase I is that portion of the PJE that is incorporated into the curricula of intermediate and senior-level military Service JPME schools and other appropriate educational programs that meet JPME criteria and are accredited by the Chairman of the Joint Chiefs of Staff.

(2) *JPME Phase II.* JPME Phase II is that portion of PJE that complements JPME Phase I. JPME Phase II is taught at JFSC to both intermediate and senior-level students. Field grade officers must complete JPME Phase I to be eligible to attend JPME Phase II. Under exceptional conditions, the Chairman of the Joint Chiefs of Staff may approve a direct-entry waiver to permit an officer to complete JPME II without having completed JPME Phase I. JPME Phase II is integrated, along with JPME Phase I, into the curricula at the NWC and ICAF.

(3) *Other programs.* Other programs, as approved by the Chairman of the Joint Chiefs of Staff, may satisfy the JPME Phase I requirement.

(4) *JPME Phase II graduates.* The Army must ensure that the following requirements are met by officers who graduate from each of the NDU schools (for example, the NWC, the ICAF, or the JFSC) for each fiscal year:

(a) All JSOs must be assigned to a JDA as their next duty assignment following graduation, unless waived on a case-by-case basis by the ASD (FMP).

(b) More than 50 percent (defined as 50 percent plus one) of all non-JSO graduates from each of those schools must be assigned to a JDA as their next duty assignment following graduation. One half of the officers subject to that requirement (for each school) may be assigned to a JDA as their second (rather than first) assignment following graduation, if necessary for efficient officer management. The Army will coordinate with the Chairman of the Joint Chiefs of Staff to document compliance.

3–14. Assignment process and considerations

a. The life cycle of a cohort year group spans 30 YOS. Some officers from a cohort may attain general officer status and be retained in Service beyond that point. WOs may serve up to 30 years of WO Service.

b. The assignment process throughout an officer's career is based on several factors and considerations. The environmental factors in which OPMS operates can affect the assignments an officer may receive. The assignment process has these elements—

(1) *Army requirements.* The central engine that drives OPMS and the assignment process is Army requirements. Army requirements are those positions that must be filled by officers to accomplish our wartime and peacetime missions. When an officer leaves a position, the losing agency generates a requisition for a replacement. Army requirements for officers are specified on the various TOE and TDA structures. Grade, branch, FA, skill, and special remarks are documented for each position within The Army Authorization Documents System (TAADS), which is maintained by the DCS, G–3/5/7. Annually, the Army projects positions to be filled and places officers on PCS orders to occupy the vacancies. Within OPMD, requisition cycles are opened quarterly, and the assignment branches determine which officers meet the position requirements and are available for the assignment.

(2) *Availability for assignment.* Officers are considered available for assignment when they complete the required tour length as specified in AR 614–100 for CONUS and outside the continental United States (OCONUS) locations. DOD and Army policies for tour length are changed based on a variety of external factors, to include budget limitations. Force stabilization is an important factor in future assignment decisions.

(3) *Professional development needs.* Professional development in the officer's designated branch, FA, or AOC/MOS is important to the assignment manager; however, force stabilization will be an equally important consideration. Each branch and FA has a life cycle development model. The officer's career needs are examined in light of these models to ensure the next assignment is progressive, sequential, and achieves the professional development goal for that grade.

(4) *Other assignment considerations.* Besides Army requirements, availability and professional development, the assignment managers scrutinize other considerations in arriving at an appropriate assignment.

(a) Preference. Officers should frequently update their preference statement for location, type of assignments, personal data, professional development goals, and education and training needs. Assignment managers may not be able to satisfy all preferences because of dynamic requirements, but they do attempt to satisfy as many as possible.

(b) Training and education. Whenever possible, assignment managers provide schooling en route to the officer's next assignment to meet the special requirements of the position. Civilian educational goals that are specific requirements of positions or professional development will also be considered during the assignment process.

(c) Personal and compassionate factors. Personal crises occur in every officer's career. OPMD assignment managers attempt to assist in such circumstances by adjusting the assignment. However, officers should apprise their assignment manager of such personal or compassionate considerations at the time they occur and not wait until an assignment action is pending. In some cases, formal requests for compassionate deferment from assignment or request for reassignment are needed. Officers should coordinate with local Soldier support activity for processing such documents. Officers with dependents having special needs should enroll in the Exceptional Family Member Program (EFMP).

(d) Overseas equity. Overseas equity must be a consideration when selecting officers for assignments. With the Army serving in a variety of overseas locations, the equitable distribution of OCONUS, and unaccompanied tours among all officers is a morale concern as well as a developmental experience in many branches and FAs. Overseas tours broaden the professionalism of the officer corps and assignment managers consider this element of tour equity in each assignment action.

3–15. Individual career management

The OPMS provides leader and technical training for company grade, field grade, and WOs. Negotiating through this multitude of possibilities to meet the needs of the Army and the important needs of the individual is the result of interaction among the individual officer, the commander, the proponent, and the OPMD assignment manager. Each has an important part to play in the professional development of not only individual officers, but of the officer corps as a whole.

a. The individual. In many respects, officers are ultimately their own career managers. While Army requirements dictate the final outcome of all development actions, in every case the officer must participate in such decisions. Participation in the officer development process is possible at the basic branching/career management field designation point, volunteering for training and education programs, selection of FA, preferences for functional category, application for entry into special programs, and long-range planning of career goals. The key is to be involved in professional

development by making informed and logical decisions and acting on them. One important element of an officer's involvement is the accurate reflection of capabilities in the official personnel management files maintained by HQDA. The official military personnel file (OMPF), the DA Form 4037 (Officer Record Brief) (ORB), and the career management individual file (CMIF) contain the data from which important professional development decisions are made for selection, advancement, assignment, and retention. Officers should review, update, and maintain these records throughout their careers. Officers should also request periodic advice and counseling from commanders, supervisors, senior officers, and AHRC career managers to remain informed of career opportunities and to assess progress achieving career goals.

b. The commander. Commanders play a critical part in development by understanding the roles of all their officers, their education and development needs and incorporating them into a unit officer professional development (OPD) process. All officers look to their rater, senior rater, and mentors for advice and career counseling. Some counseling is official, such as the preparation and submission of DA Form 67–9 (Officer Evaluation Report) and DA Form 67–9–1 (Officer Evaluation Report Support Form). Other forms of counseling are often unofficial and relate to career patterns, advice about assignments, and duty positions. Regardless of the type of counseling, commanders should be factually informed before rendering advice. This pamphlet contains many of the professional development facts that commanders need to give wise counsel.

c. The proponents. Proponents design life cycle development models for their branches, FAs, and AOC/MOS and monitor the overall professional development of officer populations. Logical and realistic career patterns, qualifying objectives, and an accurate understanding of attrition and promotion flows are vital ingredients in each branch or FA. Leader development action plans and life cycle development models should be constructed to meet overall Army requirements as well as branch, FA, and functional category objectives. Constant contact with the officer population and the OPMD assignment branches should be sustained to communicate goals and objectives of the branch and FA.

d. OPMD assignment managers. Assignment and career managers at AHRC OPMD are responsible for fulfilling current and future Army requirements while meeting the professional development needs of the various branches, FAs, and functional categories. Additionally, they balance the best interests of the individual officers against the Army requirements. Career managers can provide candid, realistic advice to officers about their developmental needs. As the executors of Army and proponent programs, they operate within the existing policy, budget, and legal framework to make decisions concerning assignments, schooling, manner of performance, and subjective evaluations of competitiveness for selection and retention. All officers should stay in touch with their assignment managers to receive guidance and advice on professional development.

Chapter 4
Officer Education

4–1. Scope

a. Training and education requirements. Common training requirements apply to all officers and specify the skills, knowledge, and attributes required of every officer. Other training and education requirements for branch, FA, or skill codes apply to officers in a particular specialty.

b. Training and education methods. Officer education occurs in institutional training, in operational assignments, and through self-development. Institutional training represents the resident training an officer receives in military and/or civilian institutions. Self-development encompasses nonresident schooling including individual study, advanced distributive learning, research, professional reading, practice, and self-assessment.

4–2. The officer Education System

a. Strategic objective. The strategic objective of the OES is to create an education and training system operationally relevant to the current force, but structured to support the Future Force by producing more capable, adaptable, and confident leaders through continuous investment in personal growth and professional development throughout their careers. To achieve this objective, the Army has embraced an experiential and competency-based education and training model in its education system. This model integrates current technological capabilities to rapidly advance learning in both individual and collective training requirements while providing Army leaders the right training and education in the right medium, at the right time and place for success in their next duty. This model supports the Service culture and Warrior Ethos and produce leaders who can resolve dilemmas under stress, make decisions, and lead formations. The institutional side of the Army will become a series of leadership laboratories focused on learning, growing, achieving competency, and getting better training into units.

b. OES focus. The OES is based on a documented rationale for change, including findings and recommendations from the Army Training and Leader Development Panel (ATLDP) officer studies, as well as the Review of Training, Assignments for Leaders (RETAL) Task Force, and the Secretary of the Army and Chief of Staff, Army guidance on developing well rounded, broadly educated officers who are able to operate effectively in the JIIM environment.

4–3. Current paths to officer education

Current force educational models will be followed in parallel with future force models. Currently officers enter Active Duty with diverse educational backgrounds and civilian experience. This diversity is amplified by the great variety of Service experiences among officers with different branches and FAs. The current OES permits officers to build upon achievements and experience and progress to a higher level of learning. Opportunities exist for resident and nonresident instruction. There are multiple paths to obtaining a professional education. Officers may follow different paths to achieve success, even where they share the same branch, FA, or MOS.

4–4. Guides for branch, military occupational specialty, or functional area development courses

a. Education requirements are satisfied by both the Army's military schools and by civilian institutions. The BOLC and the branch CCC includes training specific to junior officers (WO1, O1–O3). The ILE CSC and SSC provide opportunities for advanced military and leader development training. The Warrant officer Basic Course (WOBC) and WOAC include training appropriate to the officer's specialty. The WOSC and WOSSC provide opportunity to enhance functional specialty education. Specialized courses offered by military and civilian institutions provide additional opportunities for assignment oriented FA and functional category education. Other Services and elements of the Federal Government offer courses that support officer professional development. Advanced education may consist of resident and/or nonresident courses.

b. Numerous courses support both Army requirements and the professional needs of individual officers. It is difficult to anticipate and specify the many combinations of courses that apply to both Army and individual needs. However, representative courses particularly suitable for various branches, MOS, and FAs are discussed in detail in paragraphs 4–7, 4–16, and 4–17. (Also see branch and FA specific chapters in this pamphlet.)

c. FA training is discussed below.

(1) FA training develops in an officer the necessary skills and technical qualifications to perform the duties required of a FA. Courses of study leading to graduate degrees at civilian colleges and universities can meet these needs.

(2) The Army's objective is to have all officers receive instruction qualifying them in their FA. This is accomplished through either TDY and return or TDY en route during an officer's PCS.

d. The system of record for training is now the Army Training Requirements and Resources Web site at https://www.atrrs.army.mil. This system allows officers to research information regarding different schools and courses. The system is also used to track enrollment and interfaces with personnel systems to record the completion of courses. Procedures for obtaining separate logon ID and password for access are available on this site. The following references can assist officers in planning their FA development:

(1) AR 350–1.

(2) AR 611–101.

(3) AR 621–1.

(4) AR 621–7.

e. Detailed information, including enrollment procedures for correspondence courses, is found at the ATRRS Web site. In many cases, correspondence courses paralleling the numbered resident courses listed there are available. The correspondence courses represent an important alternative means of CF development to many of the resident courses because of their flexibility and convenience.

f. Joint Advanced Distributed Learning provides an interservice distance learning catalog that can be accessed at https://catalog.jointadlcolab.org/index.asp.

g. While the Army recognizes the value of all nonresidence courses, the only nonresident courses that qualify for award of an MEL designation for Active Army officers on the ADL are the AWC Distance Education Course for MEL 1, the USAR ILE nonresident course for MEL 4, and the Army Distance Learning ILE Course for MEL 4.

h. Active Army Soldiers are encouraged to attend Total Army Training Study (TATS) courses taught at Total Army School System (TASS) battalions. These courses are resident courses. These are different from RC configured courses, which are not treated as resident courses.

4–5. Nonresident schools and instruction

a. All officers are encouraged to further their branch or FA education through appropriate courses of nonresident instruction. The successful completion of a given level of nonresident instruction is considered on an equivalent level of attainment to, but does not rule out, future attendance at a resident course of instruction. An exception is enrollment in the AWC Distance Education Course, which does rule out attendance at a resident SSC.

b. Equivalent level of attainment means that an officer who has reached a specific military education level through nonresident instruction receives the same consideration in assignment, promotion, and future schooling as an officer whose military education level was reached through resident instruction. Officers who do not have the opportunity to attend a resident course should complete the level of PME appropriate to their grade through nonresident instruction. There is no equivalent level of attainment for the BOLC II, BOLC III where resident participation is required.

c. Nonresident instruction allows officers to advance their professional education and their careers, thereby enhancing their overall performance and potential. Military school courses available through correspondence, with and without a resident phase, are listed in the TRADOC online library.

4–6. Educational counseling

The numerous educational opportunities and frequent moves in the Army often make it difficult to plan educational programs. Officers frequently need professional educational counseling and should turn to their mentor, rater, and assignment officer in OPMD, their local Army Education Center or an education counselor at the appropriate Service school. The WOCC at Fort Rucker, Alabama is another excellent source for WO education counseling. Another excellent resource for all officers is their individual commanders and supervisors. In addition, many civilian institutions provide counseling services.

4–7. Military schools

a. BOLC. Upon commissioning an officer is assigned to a branch. The first training the officer attends is BOLC II. BOLC II is a rigorous, branch-immaterial course, physically and mentally challenging, with the majority of the training conducted via hands-on in a tactical or field environment. Focusing on training at the platoon level, a cadre of officers and NCOs will continuously evaluate each student's performance in a series of leadership positions, under various conditions/situations. The student officers also participate in several peer reviews and self-assessments. The curriculum includes advanced land navigation training, rifle marksmanship, weapons familiarization, practical exercises in leadership, urban operations, convoy operations, and use of night vision equipment. It culminates in squad and platoon situational-training exercises using COE scenarios. Additionally, students must negotiate confidence courses that challenge them to overcome personal fears. Junior officers depart BOLC II with a confidence in their ability to lead small units, an appreciation for the branches of the combined arms team, and a clear understanding of their personal strengths and weaknesses. There is no Active Duty Service obligation for BOLC II attendance. Direct Commission Officers may attend BOLC–DCO, a BOLC II prep course for officers who did not have the benefit of participating in BOLC I pre-commissioning training.

b. Branch detail program. Upon commissioning, selected lieutenants branched Signal, Quartermaster, Ordnance, Transportation, and Finance may be detailed to a combat arms branch for a minimum of 2 years or longer if assigned to a life cycle unit. Selected Military Intelligence and adjutant general officers are detailed for 4 years. Lieutenants under the branch detail program attend the BOLC and participate in branch specific training for the branch to which they are detailed. On completing the detail, officers attend a 4-week branch transition course, as prescribed by their branch chief, before they return to their designated branch. Officers in the 4-year program receive transition branch training in conjunction with their enrollment in the CCC. All officers continue to participate in branch specific training once they are reassigned back to their designated branches.

c. BOLC III. Branch-specific training is conducted at the branch schools, officers receive specific branch training (specialized skills, doctrine, tactics, and techniques). Upon graduation, officers attend additional assignment-oriented training (Airborne, Ranger, Language School, and so on) or proceed to their first unit assignments.

d. CCC. The branch CCC prepares company grade officers to command and train at the company, battery, or troop level and to serve as staff officers at battalion and brigade levels. There is a 1-year Active Duty Service obligation for attendance at a branch CCC. Captains learn how to think critically and creatively; they learn how to think as opposed to merely being thought what to think. Instruction focuses around combined arms operations at company, battalion, and brigade levels within the COE. Students plan and conduct a variety of operations against an array of opposing forces. Training includes planning and executing offensive and defensive operations against a conventionally trained, equipped, and structured threat as well stability and reconstructive operations against unconventional forces possessing a mixture of capabilities. The training scenarios present the student with constantly changing situations against a learning, cunning, and adaptive enemy. Instruction also includes an introduction to Joint, interagency, and multinational operations. Classes include an emphasis on urban operations and cultural awareness as an aspect of modern conflict. Captains also receive training on how to leverage learning technologies and the importance of lifelong learning and self-development. The instruction is a realistic, hands-on experience that stimulates effective recall in combat and training environments following graduation. The program of instruction (POI) aims to develop well rounded, multi-skilled officers who have the competencies and confidence to lead Soldiers in the COE. There are two ways RC captains may fulfill their PME requirements: Attend the Active Army version of CCC, or attend a CCC (RC) which consists of two, two-week ADTs spaced one year apart, plus up to 295 hours of advanced distributed learning.

e. Command and General Staff College (CGSC). ILE is the Army's formal education program for senior captains and majors. ILE consists of a common core of operational instruction offered to all officers, and additional education opportunities tied to the requirements of the officer's branch or FA. Eligibility to attend resident ILE common core and the Advanced Operations and Warfighintg Course (AOWC) is determined by the Army. Additionally, officers must have graduated from or have credit for completing a branch CCC.

(1) Select branch and FA officers will receive the common core course at Fort Leavenworth, Kansas during the first 16 weeks of ILE and follow on attendance at AOWC for 24 weeks. The remaining officers who do not attend resident ILE at Fort Leavenworth will receive the common core course from CGSC instructors at one of the satellite campuses

and as prescribed through ADL and the TASS. Following the common core FA officers attend individual qualification course ranging from two to 178 weeks in length. Qualification courses provide officers the technical preparation for assignments in their respective FAs. Completion of the ILE common core and the respective branch or FA qualification course qualifies the officers for award of MEL 4 and JPME I.

(2) Some officers may attend the Navy, Marine, or Air Command and Staff Colleges, the Western Hemisphere Institute for Security Cooperation (WHINSEC), or a foreign school that has been granted ILE equivalency. School selections result from a comparative appraisal of all eligible officers, including a careful review of these elements: the scope and variety of tasks performed and how well they were performed, the degree or level of responsibility, the trend of efficiency up or down, intelligence and independent judgment in implementing decisions, and an estimate of potential. Officers selected for attendance at other than the Army Intermediate Staff College may attend the ILE common core at a satellite site, TDY en route.

(3) The Advanced Military Studies Program (AMSP) is a yearlong resident course taught by the School of Advanced Military Studies (SAMS) at the U.S. Army Command and General Staff College. The purpose of the AMSP is to provide the Army and the other services with specially educated officers for command and general staff positions at tactical and operational echelons. The program provides its graduates an advanced education in the military arts and sciences focused at the operational level. Additionally, the program provides training in the practical skills needed to plan and conduct battles, major operations, and campaigns and in adapting doctrine and techniques to the changing realities of war. Applicants must be ILE qualified or resident students in ILE or sister Service resident programs. There are 84 (60 Army, 24 RC, other Service, and international officers) students selected for attendance each year. The Director, SAMS, accepts applications from August through October of each year.

f. SSC. The SSCs are at the apex of the military schools system and award MEL 1 credit. SSCs prepare officers for senior command and staff positions within the Army and DOD. These colleges include the AWC, the NWC, the ICAF, the Naval War College, the Air War College, the Inter-American Defense College (IADC), other accredited international senior military Service colleges, or any one of approximately 20 civilian and military fellowship programs. The SSC in accordance with National Defense Appropriation Act of 2005 teaches JPME II.

(1) Officers who have completed 16 years AFCS, have credit for ILE schooling, do not have more than 23 years AFCS as of 1 October of the year of entry into the college, and are serving as lieutenant colonels or colonels as of the board's convening date are eligible to attend an SSC. The annual Army SSC Selection Board selects officers on a best-qualified basis. Branch and FA floors, based on Army requirements, are considered during the SSC selection process. There is a 2-year Active Duty Service obligation for attendance at resident MEL 1 schooling.

(2) The AWC Distance Education Course provides an alternate means of attaining MEL 1 schooling. Eligible officers who apply are compared against the most current promotion list to colonel and most current SSC Selection Board Order of Merit List (approximately 1,300 names) to determine the final slate. AR 350–1 describes the details of the selection and application processes. The course is the only nonresident program that results in the awarding of MEL 1 upon completion. Once officers have enrolled in the correspondence course, they are no longer eligible for resident SSC attendance.

(3) Only resident attendance at SSCs or completion of the AWC Distance Education Course awards MEL 1 credit.

g. Advanced Operational Art Studies Fellowship. Each year the Army sends six or seven senior Service college selectees to the Advanced Operational Art Studies Fellowship at the Army CGSC's School for Advanced Military Studies to be trained for subsequent assignment as theater level planners. The Air Force and Navy Departments send one officer each to provide a Joint perspective to the student body. Allied officers are also enrolled to provide a multinational perspective. Army and Marine Corps officers stay at SAMS for two years; Air Force, Navy, and allied officers stay for only one year. Advanced Operational Art Studies Fellowship focuses on the skills and knowledge required for campaign planning in and between theaters of war across the entire spectrum of conflict.

(1) The focus of the first academic year is on planning and operations at the theater strategic level at unified, component, and Joint task force level headquarters. Students follow a rigorous set curriculum, with emphasis on national security strategy, military theory, strategic studies, military history, and campaign planning.

(2) Second year fellows serve as seminar leaders for the AMSP seminars, coordinate operational level Exercise Prairie Warrior planning, and perform other duties such as the revision of FM 3–13. Upon completion of the fellowship, fellows are normally assigned to multinational, Joint, and component staff positions associated with operational level planning.

h. JPME.

(1) The JPME program is a JCS) approved body of principles and conditions that prescribe, at both the Intermediate Level Colleges (ILCs) and SSC levels, the educational requirements for Joint specialty officer nomination. The ILCs incorporate JPME Phase I into their curricula. The SSCs incorporate JPME II into their curricula. JPME I is awarded on completion of ILE common core and AOWC or the appropriate credentialing course. In the National Defense Appropriations Act of 2005, the AWC now teaches JPME II

(2) The JPME program prepares field grade officers to work effectively with other members of the Armed Forces and other Federal agencies and is designed to accomplish the following objectives:

(a) Provide officers a broad base of Joint professional knowledge.

(b) Develop officers whose professional backgrounds and military education improve the operational excellence of Joint military forces throughout the spectrum of war.

(c) Improve the quality of military strategic thought.

(d) Develop officers skilled in attaining unity of effort across Service, agency, and national lines.

(3) The majority of officers attending NWC and ICAF can expect to have follow-on Joint assignments.

i. Warrant officer Schools.

(1) *WOCS.* All WO candidates (Active Army and RC) must attend the resident WOCS. WOCS graduates are conditionally appointed to WO1. Appointment is contingent upon certification by the MOS proponent that the WO is technically and tactically qualified to serve in the authorized WO MOS.

(2) *WOBC.* Upon graduation from WOCS and appointment to WO1, each officer will attend functional specialty training. The WOBC is a functional specialty development course taught at various proponent schools that prepares newly appointed officers for their assignments as WO1. Training is performance oriented and focuses on technical skills, leadership, effective communication, unit training, maintenance operations, security, property accountability, tactics, and development of subordinates. WOBC graduates are recognized of WOBC grad. Branch proponents are responsible for developing and updating WOBC training and technical certification standards.

(3) *WOAC.* The WOAC is MOS-specific and builds upon the skills, knowledge, and attributes developed through previous training and experience. The course provides officers the leader, tactical, and technical training needed to serve in company and higher-level positions. WOAC training consists of two of the following components:

(a) Prerequisite studies. A nonresident phase administered by the WOCC. This phase includes training in common skills needed by all WOs regardless of MOS. It includes instruction in staff skills and roles, communicative arts, decisionmaking, quantitative skills, personnel Service support, staff leadership and management, training management, mobilization, and tactical sustainment. The course objective is to enhance and sharpen communicative and staff skills, which help prepare the officer for the resident WOAC and subsequent CW3 assignments. Army RC WOs will be scheduled for attendance shortly after promotion to CW2.

(b) Resident course. CW2s are eligible to attend their MOS WOAC. ADL) WOs will attend the advanced course at their respective proponent school not later than one year after promotion to CW3. National Guard WOs complete this training prior to promotion to CW3. USAR WOs not on the ADL must complete this training prior to selection for CW3. The branch phase varies in length depending on the branch. Primary focus is directed toward leadership skill reinforcement, staff skills, and advanced MOS-specific training. The course consists of in-depth training in MOS-specific and branch-immaterial tasks. Graduates of the WOAC receive the designation of MEL code 6.

(4) *WOSC.* The WOSC is a resident course conducted at the WOCC. This course focuses on the staff officer and leadership skills needed to serve in the grade of CW4 at battalion and higher levels. The course which includes instruction in communication skills, staff skills, relationships, problem solving, and decisionmaking educates and trains officers in the values and attitudes of the profession of arms and in the conduct of military operations in peace and in war. CW3s are eligible to attend the WOSC. ADL WOs will complete this course not later than one year after promotion to CW4. National Guard WOs will complete this course prior to promotion to CW4. USAR WOs will complete this course prior to selection to CW4. WOSC graduates are recognized by MEL code 4.

(5) *WOSSC.* The WOSSC is the capstone for WO PME. It is a branch immaterial two-week resident course conducted at the WOCC. WOSSC provides a master level professional WO with a broader Army level perspective required for assignment to CW5 level positions as technical, functional, and branch systems integrators and trainers at the highest organizational levels. Instruction focuses on "How the Army Runs" and provides up-to-date information on Army level policy, programs, and special items of interest. CW4s are eligible to attend the WOSSC. ADL WOs will complete this course not later than one year after promotion to CW5. National Guard WOs must complete this course prior to promotion to CW5. USAR WOs will complete this course prior to promotion to CW5. Graduates are recognized by MEL code 1.

4–8. Department of Defense and Department of State schools

Based on Army requirements, OPMD may designate officers to attend courses at schools operated by the DOD, Department of State, and Foreign Service Institute.

4–9. Foreign schools

Each year, based on quotas received by the U.S. Government, approximately 30 qualified officers are selected to attend 26 foreign schools in 15 different countries as students. AR 350–1 contains a list of the foreign schools that U.S. officers attend. Foreign Area Officers receive preference for most of these schools.

4–10. Language training

More than 50 language courses are offered to meet Army requirements for officer linguists. The majority of these courses are longer than 20 weeks, requiring the officer to PCS to a Defense Language Institute in Monterey, California, or Washington, D.C. Officers are language trained only if being assigned to a language coded position. Officers trained

at Government expense test in that language every year and are expected to maintain their proficiency at a 2/2 level as measured by the Defense Language Proficiency Test (DLPT).

4–11. Aviation training

All aviation officers attend initial entry flight training in conjunction with their officer basic course (WOBC/BOLC). Company grade officers may volunteer for initial entry flight training in rotary wing aircraft under the provisions of AR 611–110. Aviation qualification and transition training is based on worldwide aviation requirements. Aviators requiring additional skills normally receive training during a PCS move. All officers may volunteer for aircraft specific or MOS specific training. Course descriptions and prerequisites are in ATRRS.

4–12. Pre-command course

The pre-command course (PCC) is the Chief of Staff, Army's program. It prepares selectees for command by providing a common understanding of current doctrine and by providing both new and refresher training in selected functions and duties. PCC attendance is mandatory for all centrally selected battalion and brigade commanders. The PCC program goal is to ingrain warfighting and combined arms thinking into commanders. Branch and specialty schools focus on tactical and technical proficiency, system proficiency, and hands-on training. The Fort Leavenworth PCC focus has a broader base that provides up-to-date information on the Army wide level of policy, programs and special items of interest. Combat arms brigade and battalion commanders and selected combat Service support commanders attend the Tactical Commanders Development Course (TCDC), designed to improve their ability to synchronize combat power on the battlefield. Combat arms brigade and battalion commanders and direct support Field Artillery and engineer battalion commanders also attend the Battle Commanders Development Course (BCDC) following TCDC. The focus of BCDC is battle command: the art of battle decisionmaking, leading, and motivating Soldiers and their organizations into action to accomplish missions at least cost to Soldiers. Army Special Operations Forces (ARSOF) officers attend the ARSOF PCC and the Joint Special Operations Forces Pre-Command Course (JSOFPCC) to train command selectees in current doctrine, organizations and capabilities, training management, leader development, and command responsibilities. Selected officers are also scheduled for language training and the Senior officer Legal Orientation (SOLO) Course. Officers are scheduled by OPMD for PCC training as dates and locations for command are determined.

4–13. Other military schooling

Many military school courses provide the knowledge or skills necessary for a specific assignment. Officers may apply for these courses or are scheduled by OPMD, AHRC for such courses to qualify for a specific assignment. Complete information on such courses is found in the ATRRS online system.

4–14. Application for military schools

Officers do not apply as students to centrally selected military schools. They receive automatic consideration for centrally selected schools when they enter the appropriate zone of eligibility (except those officers who have completed the AWC Distance Education Course). Officers may apply for training through their assignment officers if they desire training en route to the next assignment or through their command channels if TDY and return to the installation is appropriate. OPMD, AHRC may automatically schedule such training if necessary for the position.

4–15. Service obligation

a. Attendance at military courses of instruction or civilian education programs at Government expense will incur a Service obligation. AR 350–100 governs all Service obligations to include which courses of instruction result in an Active Duty Service obligation, what the policies and procedures are for computing Service obligations and how Service obligations are fulfilled. Policies in AR 350–100 take precedence over other Army publications if there is a conflict.

b. An Active Duty Service obligation differs from a requirement to be assigned to an Army Educational Requirements System (AERS) position. An Active Duty Service obligation is a specific period of Active Duty that an officer serves before eligible for voluntary separation. Assignment to an AERS position may be required in addition to the ADSO for the Army to derive the greatest benefit from Government sponsored civilian education. AR 621–108 specifies the types of education that require assignment to an AERS position.

4–16. Civilian education

a. The Army ACS program has two objectives: to meet Army requirements for advanced education and to provide selected officers the opportunity to satisfy their educational aspirations.

b. Company grade officers are required to obtain a baccalaureate degree from a qualifying educational institution prior to attending the CCC. CCC attendance is not before their 3rd year of commissioning.

c. Officers should take advantage of opportunities for advanced education and should consider their civilian education background when determining their qualifications for study in a given discipline. Officers who want to pursue advanced degrees should do so in an academic discipline that supports their designated branch, FA, or MOS. On completion of schooling, officers are assigned by grade, branch, FA, MOS, civilian education level (CEL), and,

when possible, academic discipline (or related discipline set) for initial utilization in an AERS validated position. In this manner, specific Army requirements are satisfied while simultaneously contributing to the professional development of the officer corps and the satisfaction of an officer's educational aspirations.

d. The appropriate proponent determines academic disciplines that support each branch, FA, or MOS.

4–17. Education programs

Officers may pursue full-time studies toward a master's or doctoral degree through either fully-funded or partially funded programs or a bachelor's degree through the Degree Completion Program (DCP). Officers are encouraged to pursue advanced degrees particularly when there is an opportunity to do so in coordination with resident training such as CSC and SSC. Officers with liberal arts undergraduate degrees should not be dissuaded from their pursuit of graduate education in the sciences. Available education programs are discussed in general below (AR 621–1 governs specific civil school programs).

a. Fully funded programs. Under these programs, the Army pays all tuition costs and reimburses officers up to $600 per fiscal year for textbooks and supplies. In addition, the Army provides officers with full pay and allowances and moves officers and their Families to the college or university of study. Normally, the period of schooling does not exceed 18 months. Officers may not draw veterans' benefits concurrent with fully-funded education.

(1) *Advanced degree program.* Selected officers attend graduate school to meet specific Army requirements established by the AERS. On completing graduate studies, officers are assigned to AERS positions according to branch or FA, grade, and appropriate academic skills. Utilization assignments are for 3 years. Officers can also expect future utilization assignments to capitalize on the knowledge gained through participation in this program. Primary zone of consideration to attend graduate school normally occurs on completion of the CCC, with sufficient basic branch or MOS experience, and 6 to 8 years of active Federal commissioned Service (AFCS); but no later than the 17th YOS.

(2) *Short course training.* Tuition funds allocated to organizations are available for unprogrammed training that is needed for current job performance when the training is less than 20 weeks and is in subjects for which the Army has no in-house training capability.

(3) *Fully Funded Legal Education Program.* The Judge Advocate General's (TJAG) Funded Legal Education Program provides instruction leading to a law degree at an approved civilian school at Government expense (normally 3 academic years) for up to 25 selected company grade officers each fiscal year. Upon completion, the officer accepts an appointment in the Judge Advocate General's Corps for the period of the Active Duty obligation incurred under the provisions of AR 27–1, chapter 14, and AR 350–100. The FLEP is the only approved program currently available for Army officers to study the legal profession. Program participants perform on-the-job-training duties under the supervision of a staff judge advocate or legal officer designated by TJAG when school is not in session for 5 days or longer. Program participants who do not finish school or fail to pass the bar exam after two attempts return to Service in their basic branch.

(4) *TWI.* This program provides training in industrial procedures and practices not available through military Service schools or civilian education. TWI provides officers with vital knowledge, experience and perspective in management and operational techniques to fill responsible positions in ACOMs and activities that normally interface with civilian industry. It provides the trainee an opportunity to grapple with real problems inherent to the business environment. Currently, these programs are concentrated in the areas of transportation, procurement, logistics management, research and development, public affairs, banking, communication-electronics, advertising and marketing, physical security, artificial intelligence, and automation systems. The programs are normally 10 months with a predetermined follow-on assignment focusing on the experience gained. AR 621–1 provides information on application procedures.

b. Partially funded programs. Under these programs, the officer bears the cost of all tuition, fees, and textbooks. Many officers elect to use their in-Service veterans benefits (if applicable) to help defray educational costs. The Army provides officers with full pay and allowances and moves officers and their Families to the school location if the schooling is 20 weeks or more. Participants attending schools for less than 20 weeks attend in a permissive TDY status. After their branch notifies officers that they are accepted into the program, it is their responsibility to select and be accepted by an accredited college or university.

(1) *DCP.* This program authorizes officers up to 18 months of full-time civilian education to complete undergraduate or graduate degree requirements. Officers who lack an undergraduate degree are encouraged to pursue studies on their own; however, the Army can assist by providing up to 1 year to allow completion of the degree. Company and field grade officers pursuing an advanced degree must agree to study in an academic discipline that supports their branch or FA (or, in some cases, a designated skill). The primary zone of consideration for the graduate level is the 5th through the 17th YOS.

(2) *Cooperative degree programs.* Selected students attending schools such as the CGSC, the Logistics Executive Development Course (LEDC) at the Army Logistic Management College, and certain SSCs are offered the opportunity to participate in various courses conducted by cooperating civilian institutions. Attendance at these courses is concurrent with the military schooling. After graduation, officers are authorized up to 12 months to complete graduate degree requirements as full-time resident students at the civilian institution. Those attending SSC normally pursue studies

during the summer school sessions immediately before and after the military course. In all cooperative degree programs, officers pay for educational costs.

c. Fellowships, scholarships, or grants. According to AR 621–7 eligible officers may apply for permission to accept fellowships, scholarships, or grants offered by corporations, foundations, funds, or educational institutions. Participation in such programs normally does not exceed 1 year and incurs an Active Duty Service obligation.

4–18. Tuition assistance

Eligible officers pursuing off duty undergraduate or graduate civilian education courses may apply for tuition assistance under the provisions of AR 621–5. If approved, the Army pays up to 100 percent of tuition costs. Individual officers pay all other amounts, such as fees for registration and matriculation and the cost of books and supplies. Participants agree, in writing, to remain on Active Duty for a minimum of 2 years after completing the course or courses (see AR 621–5, para 2–9*b*(1)).

4–19. Eligibility criteria and application procedures

a. Since many elements of the programs discussed in this chapter differ, officers should consult the governing Army regulations for the specific eligibility criteria and application procedures.

b. Selection for full-time civil schooling is governed by the needs of the Army; the officer's demonstrated performance, and his or her academic background. Officers pursuing a graduate degree should choose a discipline that fulfills the professional development requirements of the officer's designated branch, FA, or MOS. In addition, applicants must have completed the CCC. Since selection for full-time schooling programs is based in part on the availability of the officer, OPMD retains schooling applications until the applicant withdraws from further consideration or becomes ineligible by virtue of military performance or YOS. Officers selected for ACS should expect a utilization assignment immediately after graduation. Officers who attend fully-funded educational programs are normally subject to recoupment if, prior to completing their required Service obligation, they separate from the Army voluntarily or involuntarily.

Chapter 5
Officer Promotions

5–1. General

This chapter covers the Active Duty promotion system for officers through the grade of colonel. This system constitutes a vital aspect of military personnel management affecting each officer and, therefore, must be legally correct and logically sound. Further, it must be administered fairly and equitably; to do otherwise would jeopardize the effectiveness of the officer corps.

5–2. Promotion process objectives

Though the specific procedures for selecting officers for grade advancement have varied over time, the objectives of this process have remained constant.

a. Ensure advancement to the higher grades of the best-qualified officers.

b. Meet Army branch/MOS/FA and grade requirements.

c. Provide career incentive.

d. To promote officers based on the whole person concept and potential to serve in the next higher grade.

e. Although not an objective, identifying and eliminating ineffective officers is another result of the promotion process.

5–3. Statutory requisites

The objectives of the promotion system are consistent with statutory requisites and the realities of the Army structure and authorizations.

a. The legal basis for the officer promotion system is contained in 10 USC. This law prescribes strength and grade authorizations, promotion list components, promotion procedures, and separation procedures resulting from nonselection. The statutory requirements of 10 USC have been promulgated through regulatory, directive, and policy means in the establishment and administration of the promotion system.

b. The DOPMA became effective 15 September 1981. DOPMA was a major revision to 10 USC and is now the basis for the management of the company/field grade officer corps. In 1984, the DOPMA provisions of 10 USC were amended to overcome certain unintended consequences of the original act and to give the Service secretaries more flexibility in limiting eligibility for promotion consideration. The current law:

(1) Establishes statutory limitations on the number of officers who may serve in senior grades.

(2) Provides common law for the appointment of Active Army officers and for the ADL Service of RC officers.

(3) Provides uniform promotion procedures for officers in the separate Services.

(4) Provides common provisions governing career expectation in the various grades.

(5) Establishes common mandatory separation and retirement points for regular commissioned officers.

(6) Increases the amount of separation pay for officers separated involuntarily short of retirement.

(7) Provides related authorities to manage the officer force under the revised personnel system.

(8) Increases the flexibility of Presidential authority under mobilization in times of declared crisis.

c. The Warrant officer Management Act (WOMA) was passed into law as part of the fiscal year 1992/1993 National Defense Authorization Act and went into effect on 5 December 1991. WOMA is a major revision to 10 of the USC and has become the basis for the management of the Active Duty WO corps. The current law established—

(1) Single promotion systems for WOs.

(2) Tenure requirements based upon years of WO Service.

(3) The grade of CW5.

(4) Authorization for the Secretary of the Army to convene boards to recommend, retirement-eligible WOs, for selective mandatory retirement.

5–4. Active duty list

a. Background. DOPMA and WOMA revised the laws providing for the establishment of separate Active Army (permanent) and Army of the United States (temporary) lists and established a single, consolidated ADL. DOPMA and WOMA, as revised, provide for the following:

(1) *Establishment of an initial ADL.* No later than 6 months after 15 September 1981, all officers of the Army serving under chapter 36 of Title 10 USC as amended by DOPMA (except for those identified in 10 USC 641) will be placed on the ADL in the same relative seniority that they held on 14 September 1981. Pre-WOMA relative seniority was determined according to seniority criteria outlined in AR 600–8–29, chapter 1, and was primarily based on the Army of the United States DOR a WO held on 4 December 1991.

(2) *Adjustment to the ADL.* Adjustments to the ADL are made to maintain the relative seniority among officers of the Army as it existed on the day before the effective date of the law. Under provisions of 10 USC 741, the Secretary of the Army did establish and/or adjust the ADL DOR of any company/field grade officer who was serving on Active Duty on 14 September 1981. Any Active Army or U.S. Army Reserve (USAR) officer, who on the effective date of DOPMA (15 September 1981) was serving on Active Duty in a temporary (Army of the United States) grade that was equal to their permanent (Active Army or USAR) grade, was awarded an ADL date of rank equal to that held in their AUS grade. WOMA provided for the establishment of an initial ADL that placed all WOs of the Army serving under 10 USC in the same relative seniority, which they held on 4 December 1991.

b. Current law. As required by 10 USC, the Army maintains a single ADL on which officers are to be carried in order of seniority. They are considered for promotion, each time a selection board is convened to consider officers in an established DOR zone of consideration for their competitive category. The provisions of 10 USC 741 and 10 USC 742 relate to rank among officers of the same grade as follows:

(1) Establishes relative rank of the various officer grades.

(2) Provides that rank among officers of the same grade or equivalent grade is initially determined by date of rank. An officer with an earlier DOR is senior to an officer with a later DOR.

(3) The Secretary of Defense and the Secretary of the Army have prescribed rules for breaking DOR ties and general rules for establishing DORs when breaks in Service, Service credit, and placement on the ADL determinations must be made. DOR and rank/precedence criteria have been published in AR 600–8–29, chapter 2.

(4) To maintain the relative seniority among WOs of the Army as it existed on the day before the effective date of the law, the Secretary of the Army established/adjusted the ADL on 4 December 1991. Any Active Army or USAR WO who, on the effective date of WOMA, was serving on Active Duty was awarded an ADL DOR equal to the highest grade, temporary (Army of the United States) or permanent (USAR or Active Army), he or she had achieved.

5–5. Promotion process

a. Title 10 USC provides for a single promotion process of all officers on Active Duty and on the ADL, regardless of their component. Active duty RC officers serving on the ADL are no longer considered by RC boards.

b. The effect of the 10 USC/DOPMA/WOMA on the tenure and retirement opportunity for officers is shown in table 5–1, below.

c. The WOMA mandated a single promotion process for all WOs on Active Duty and the ADL, regardless of their component. The requirement for WOs to be recommended by two different selection boards (temporary and permanent) for promotion to the next higher grade was eliminated. On 5 December 1991, WOs serving on Active Duty assumed as their permanent grade the highest grade, temporary (Army of the United States) or permanent (USAR or Active Army), they had held. Active duty reserve officers serving on the ADL are no longer considered by a reserve board.

Table 5–1
The Promotion System

Rank	Tenure	Retirement
WO1	Promotion consideration to CW2	N/A
CW2	Promotion consideration to CW3	Maximum of 30 years WO Service
CW3	Promotion consideration to CW4	Maximum of 30 years WO Service
CW4	Promotion consideration to CW5	Maximum of 30 years WO Service
CW5	30 years of WO Service	Maximum of 30 years WO Service
second lieutenant	Promotion consideration to first lieutenant	N/A
first lieutenant	Promotion consideration to captain	N/A
captain	Promotion consideration to major	May be SELCON to maximum 20 YOS
major	Promotion consideration to lieutenant colonel	May be SELCON to 24 YOS if qualified for retention and within 6 years of retirement eligibility
lieutenant colonel	28 years of active Federal commissioned Service (AFCS) for promotion	Provision in law for early retirement by board (SERB) action if 2xNS to colonel when Early Retirement Program is in effect
colonel	Promotion consideration to AFCS	Provision in law for one-time review for SERB action when Early Retirement Program is in effect

5–6. Army grade structure

a. The distribution of grades at major and above is controlled by 10 USC and may be further constrained by Congress, the Office of the Secretary of the Army, or the Chief of Staff, Army. Although 10 USC is subject to revision and modification, the basic concept remains unchanged. In effect, the by-grade number of field grade officers allowed depends on total officer authorized strength levels, which are based on the total size of the Army and prescribed by the Secretary of the Army.

b. The distribution of grade CW5 is established and controlled by 10 USC and may be further constrained by Congress, the Office of the Secretary of the Army, or the Chief of Staff of the Army. Although 10 is subject to revision and modification, the basic concept remains unchanged. In effect, the number of CW5 positions depends on the total WO authorized strength level. The total number of WO authorizations is based on the size of the Army and is prescribed by the Secretary of the Army.

5–7. Promotion flow

a. Changes in authorizations, losses, and promotions to the next higher grade create fluctuations in both the time in Service (TIS) and time in grade (TIG) at which promotions occur. Under ideal circumstances, each qualified officer would advance through the grade structure with some degree of predictability. However, a relatively standardized promotion flow does not occur consistently due to expansion and contraction of the Army, changes in promotion policies and variations in officer losses each year.

b. Title 10 USC establishes minimum TIG requirements for promotion to the next higher grade as shown in table 5–2, below.

c. The promotion timings, as stated in Department of Defense Instruction (DODI) 1320.13 are expressed in terms of the years of AFCS at which promotion occurs. The promotion opportunity (DOPMA rate), as stated in DODI 1320.13, is the percentage of total selects over the eligible in-the-zone population. Promotion timing and opportunity objectives are shown in table 5–2, below.

d. Changes in authorizations, losses, and promotions to the next higher grade create fluctuations in the point within a WO's career at which promotions occur. Under ideal circumstances, each qualified WO should advance through the grade structure with some degree of predictability. This relatively standardized promotion flow is not consistently obtainable due to expansion and contraction of the Army, changes in promotion policies, and variations in WO losses each year.

e. Title 10 establishes minimum TIG requirements for promotion to the next higher grade. The WO promotion flow objective may be expressed in terms of years at which, WO Service promotions occur. History has consistently revealed that rapid promotions, in terms of reduced TIG, have occurred during periods of force expansion. Conversely, promotions have always slowed down when force reductions occur. The current WO promotion flow objectives are shown in table 5–2, below.

Table 5–2
Time in Service, time in grade, and promotion opportunity

Promote to:	Timing (TIS)	TIG (DODI)(10 USC)	Promotion Opportunity (DODI)
CW2	2 years WOS	18 months	fully qualified
CW3	768/7 years WOS*	3 years	best qualified (80 percent)
CW4	120/12 years WOS	3 years	best qualified (74 percent)
CW5	18520/17 years	3 years	best qualified (44 percent)
First lieutenant/02	18 months	18 months	fully qualified
Captain/03	4 years plus 1 year	2 years	best qualified (90 percent) (DA guidance)
Major/04	10 years +/- 1 year	3 years	best qualified (80 percent)
Lieutenant colonel/05	16 years +/- 1 year	3 years	best qualified (70 percent)
Colonel/06	22 years +/- 1 year	3 years	best qualified (50)

Notes:
[1] TIS is separated into years of WO Service for Tech and Aviation warrants.

5–8. Below-the-zone promotions

The BZ or secondary zone promotion capability is designed to allow the accelerated promotion of outstanding officers who have demonstrated performance and indicated potential clearly superior to those who otherwise would be promoted. BZ promotions apply only to promotion to the ranks of CW3, CW4, CW5, major, lieutenant colonel and colonel. Officers will receive only one BZ consideration per grade. By law, the number of officers recommended for promotion from below-the-zone may not exceed 10 percent of the total number recommended; except that the Secretary of Defense may authorize that percentage to be increased to not more than 15 percent. Army policy sets the ACC BZ promotion capability at 5.0 to 7.5 percent. Note that AMEDD, Chaplain Corps, and Judge Advocate General's Corps are not part of the ACC.

5–9. Competitive categories

Each officer on the ADL is grouped in a competitive category for promotion as authorized in 10 USC and prescribed in DODI 1320.12. Competitive categories are established to manage the career development and promotion of certain groups of officers whose specialized education, training, or experience, and often relatively narrow utilization, make separate career management desirable. Officers in the same competitive category (see para 8–1*b*) will compete among themselves for promotion. There are six competitive categories for company grade officers: the ACC includes all branches and FAs other than the special branches; Chaplain, and Judge Advocates are in separate categories; and the Army Medical Department has a category for the Medical and Dental Corps and a category for all other Medical Department branches. There are 8 competitive categories for field grade officers; 2 additional due to FA designation There are two competitive categories for the WO corps, Technical, and Aviation warrants.

5–10. Impact of Officer Personnel Management System evolution

With the implementation of OPMS revisions, changes have occurred in company grade, field grade, and WO personnel management. These changes affect only ACC officers and WOs.

a. Promotion plan. As part of OPMS, the Army defines primary and secondary zones of consideration for field grade promotions by basic year groups. The in-the-zone population, or primary zone, is usually established by the dates the first and last due course officer was promoted from a specific year group. A due course officer is one who has been on continuous Active Duty since commissioning as a second lieutenant and who has neither failed selection for promotion nor been selected for promotion from BZ. This primary zone is accessed into the Army, and at times shaped, to achieve a promotion opportunity (see table 5–2, above) that is relatively similar over a period of the next 5 years. This procedure has become known as the five-year Field Grade Promotion Plan. OPMS revisions have not changed this policy.

b. Decentralized selections. The officer's local commander approves promotion to first lieutenant and CW2. Normally, the battalion commander promotes with the recommendation of the company commander. Although the promotion is thought of as being automatic upon completion of a specific period of Active Duty, the promotion is

based on an officer's demonstrated performance. Officers who fail promotion to first lieutenant and CW2 are generally released from Active Duty or discharged.

c. Centralized selections. Officers promoted from captain through colonel and CW3 to CW5 are selected by HQDA centralized boards. Selection boards are asked to recommend fully or best qualified (as appropriate) officers from an inclusive zone of consideration (ZOC). The ZOC includes officers from above, in, and below the promotion zone. When the number of officers being considered exceeds the maximum number to promote, the boards operate under best-qualified criteria. Centralized boards, except captain, are provided minimum promotion requirements (floors) by branch, FA or AOC to ensure the Army's skill and grade mix balances with its needs. Recommendations are based upon branch, MOS, and FA competency, the potential to serve in the higher grade and the whole person concept. Factors considered include—

(1) Performance.
(2) Embodiment of Army Values.
(3) Professional attributes and ethics.
(4) Integrity and character.
(5) Assignment history and professional development.
(6) Military bearing and physical fitness.
(7) Attitude, dedication, and Service.
(8) Military and civilian education and training.
(9) Concern for Soldiers and Families.

d. Special branches. Promotion within Special Branches (AMEDD, Chaplain Corps, and JAG Corps). The officer promotion system reinforces all other personnel management programs to acquire and retain the right number of officers, with the proper skills, to meet the Army's needs. The objective of promotion within the special branches is to maintain an orderly promotion flow that replaces losses, meets changing requirements, and recognizes uneven attrition rates within these competitive categories. Provisions of the system include mandated floors by branch, FA, or AOC and the optional employment of selection ceilings. Selection opportunity may vary among competitive categories based upon projected requirements in the higher grades

e. Instructions to promotion boards. Each board receives a MOI from the Secretary of the Army providing guidance for the selection process. Copies of these memorandums are released to the officer corps following approval and public release of the board results. That portion pertaining to specialization has been expanded significantly to indicate that, in today's Army, the specialist has a significant role and responsibility. The instructions highlight the need for the different officer professional development patterns required for accomplishing the Army's total mission. Instead of a single traditionally accepted career pattern through various grades, multiple paths for advancement exist as the Army recognizes divergent Service needs, and individual capabilities. Further, instructions to promotion boards prescribe that promotion potential will be determined, for the most part, based on an officer's record of performance in their designated branch or FA and the officer's overall performance.

f. Promotion board membership. Personal qualifications, experience, and performance determine promotion board membership. Active Army, ASCC, and DRU commanders recommend board members (colonel and below) from lists provided by the HQDA Secretariat for Selection Boards of eligible candidates who meet qualifications in a broad spectrum of military fields. Following policy guidance from the Secretary of the Army, membership is designed to adequately reflect the skills, commands and diversity of the competitive category under consideration. The Director of Military Personnel Management, DCS, G–1 approves the final slate of members on behalf of the Secretary of the Army. The Chief of Staff, Army, approves general officer membership.

g. Special selection boards. Special selection boards are convened as required to consider officers with DOR above or in the promotion zone that were erroneously omitted from consideration or whose official records contained material errors seen by the original board. Erroneous entries or omissions on the ORB generally do not justify reconsideration by a special selection board. The officer's responsibility to review his or her ORB at least annually and the provision of AR 600–8–29 entitling officers in the ZOC to submit a letter to the president of the board are considered sufficient opportunity to overcome minor administrative deficiencies.

Chapter 6
Officer Evaluation System

6–1. Overview

a. The OES identifies those officers most qualified for advancement and assignment to positions of increased responsibility. Under this system officers are evaluated on their performance and potential through duty evaluations, school evaluations, and HQDA evaluations (both central selection boards and AHRC officer management assessments).

b. The assessment of an officer's potential is a subjective judgment of the officer's capability to perform at a specified level of responsibility, authority, or sensitivity. Potential is normally associated with the capability to perform

at a higher grade. However, the Army also assesses the officer's potential for retention and increased responsibility within a specified grade.

c. Officer qualifications provide the real link between the needs of the Army and individual officer performance. They focus on an officer's background in terms of experience and expertise and include such items as specialty qualification, successful performance in demanding positions, civil and military schooling, and physical profile. Performance is the execution of tasks in support of the organization or Army missions. While results or accomplishment of a series of tasks is the primary focus, the manner in which tasks are approached and a general adherence to officer corps professional values are also important. The performance assessment by HQDA differs significantly from that accomplished in the organizational duty environment. The organizational duty assessment involves personal knowledge of the situations surrounding a specific performance for a specified period of time. The HQDA assessment is accomplished by an after-the-fact assessment of a series of reports on performance over a variety of duty positions and covering the officer's entire career.

6–2. Officer Evaluation Reporting System

a. The Officer Evaluation Reporting System is a subsystem of the OES. It includes the methods and procedures for organizational evaluation and assessment of an officer's performance and an estimation of potential for future Service based on the manner of that performance.

b. The official documents of these assessments are the OER and the AER.

(1) The performance evaluation contained on the OER is for a specific rating period only. It focuses on comparing the officer's performance with the duty position requirements and the standards of the rating officials. Performance includes the methods or means of effort used by an officer in accomplishing tasks assigned by superiors or implied by the duty position. The results of his or her efforts or degree of task accomplishment and the degree of compliance with the professional norms or values that apply to all officers regardless of duty position, grade, or specialty.

(2) The potential evaluation contained on the OER is a projection of the performance accomplished during the rating period into future circumstances that encompass greater responsibilities. The primary focus of this assessment is the capability of the officer to meet increasing levels of responsibility in relation to his or her peers.

(3) The AER is prepared for officers who take part in resident and nonresident training at Service schools and civilian educational institutions. It explains the accomplishments, potential, and limitations of students while attending courses. Only one AER is authorized for each reporting period.

c. The OERS is directly linked to the OPMS. Raters and senior raters are required to record a FA and branch recommendation in Parts Vc and VIId respectively on each OER rendered for an ACC captain. These rating chain recommendations, given by rating officials over a series of OERs, will provide pertinent information for FDBs.

6–3. Relationship with Officer Personnel Management System, leader development, and character development process

a. The primary function of the OERS is to provide information from the organizational chain of command to be used by HQDA for officer personnel decisions. The information contained in the OER is correlated with the Army's needs and individual officer qualifications. It provides the basis for OPMS personnel actions such as promotion, branch, and FA designation, elimination, retention in grade, retention on Active Duty, reduction in force, command and project manager designation, school selection, assignment, and specialty designation.

b. An equally important function of the OERS is to encourage the professional development of the officer corps. To accomplish this, the system uses the Army's leadership doctrine to relate teaching, coaching, counseling and assessing values, attributes, skills and actions to performance, and professional development. The OER also requires rater and senior rater input regarding FAs and, unique/special qualifications and future positions (Parts Vc and VIId) that strongly support OPMS indoctrination throughout the officer corps. Particularly valuable is the developmental counseling fostered through senior officers linking the Army's evaluation system to its leader development and personnel management systems. Developmental counseling is the responsibility of senior officers to provide feedback concerning professional growth, potential, and career pathways to success. While these aspects of developmental counseling through mentorship have always been a major element of the evaluation process, they must be continually emphasized.

c. Raters will conduct periodic follow-up performance counseling with rated officer to make needed adjustments to objectives utilizing the DA Form 67–9–1 (Officer Evaluation Support Form). For lieutenants/WO1s quarterly counseling is mandatory; for captain/CW2, goal is once around midpoint (3–6 months); field grade and CW3/CW4/CW5 follow-up counseling is on an as needed basis.

d. Raters will conduct mandatory, quarterly follow-up performance/developmental counseling with their lieutenants/WO1s utilizing the DA Form 67–91A, Officer Developmental Support Form (ODSF), to adjust/update performance objectives and developmental tasks on both the support form and the ODSF. The requirement of the box check Part IVd, ODSF, is for the rater to evaluate the rated officer's compliance with the ODSF requirements if the rated officer rates lieutenants/WO1s. If the rated officer does not rate lieutenants/WO1s, the "NA" block should be checked.

e. The OERS support form process provides further impetus to continual two-way communication so that the rated officer is made aware of the specific nature of his or her duties and is provided an opportunity to participate in the

organizational planning process. The rater uses the communication to give direction and development to subordinates, to obtain information about the status and progress of the organization, and to systematically plan for accomplishing the mission. The senior/subordinate communication process also facilitates the discussion of career guidance with the rated officer, to include the decision process for his or her future OPMS branch or FA. This enables the rated officer to take advantage of the superior's experience when making FA, or assignment related decisions.

f. All access to WO1 OERS is restricted after selection to CW3. Restricted access will be accomplished by moving all WO1 OERS (DA Forms 67–8 and 67–9) and associated documents from the 'performance' ("P") section to the 'restricted' ("R") section of the OMPF. Simultaneously, the WO1 hard copy OERS and associated documents will be removed from the CMIF. This will effectively remove from a WO's performance file, information which, may simply be a reflection of an initial learning curve, and thereby preclude its use for personnel management decisions later in an officer's career. These functions will occur during the month following the release of the CW3 promotion list.

g. All access to second lieutenant OERs is restricted upon promotion to the rank of captain. All second lieutenant OERs are moved from the performance ("P") section to the restricted ("R") section of an officer's OMPF. Simultaneously, second lieutenant OERS are also removed from each officer's CMIF, the file managed by career managers at AHRC.

h. Completion of Part VIIb, of the OERS, (DA Form 67–9) is not required for CW5s being evaluated under the provisions of AR 623–3. Complete guidance for CW5 evaluation reports may be found in AR 623–3, chapter 3.

i. Part VIIb of the OER (DA Form 67–9) will not be completed for company grade officers (lieutenant and captain) and CW5, WO1, CW2. The Army's focus for company grade branch commissioned officers and junior grade WOs is on developing leadership skills, technical management competency and fostering closer unit cohesion. At the grade of CW5, developmental guidance is considered unnecessary. Commanders will employ expanded developmental plans and counseling tools for all their officers below the major and CW3 levels as part of a more flexible officer development process documented through the ODSF (DA From 67–9–1a). Senior rater profiling will still be an important tool for use in rating officers at the grades of majors and CW3 and higher.

j. For further information on the OES, see AR 623–3.

Chapter 7
Reserve Component officer Development and Career Management

7–1. Introduction

a. This chapter discusses the unique aspects of leader development, professional development and career management of ARNG and USAR officers. It also details how Army RC officers are affected by OPMS revisions.

b. The RCs of the Army include the ARNG and the USAR. When not in a Federalized status (under Federal control), the ARNG comes under control of the states, the territories of Guam and the Virgin Islands, the Commonwealth of Puerto Rico or the District of Columbia. The USAR is a Federal force within the DA.

c. The ARNG and the USAR operate under separate and distinct systems according to specific laws and regulations. However, since the purpose of the RC is to augment the Active Army in times of need, it is imperative that the implementation of these laws and regulations allow for the seamless integration of RC units and individuals into the active force.

7–2. General description of the Reserve Components

a. The RC consists of three categories; the Ready Reserve, the Standby Reserve, and the Retired Reserve. All Reserve and Guard manpower is assigned to one of these three categories. This chapter focuses on the Ready Reserve.

b. The Ready Reserve is the largest category in the RC and contains the overwhelming majority of pre-trained military manpower to augment the Active Army in time of war or national emergency. The Ready Reserve consists of the Selected Reserve, the Individual Ready Reserve (IRR) and the Inactive National Guard (ING).

(1) The Selected Reserve consists of the following:

(a) Units manned and equipped to serve and/or train either as operational or as augmentation units. Operational units train and serve as units; augmentation units train together, but when mobilized, lose their unit identity, being subsumed into an active unit or activity. Soldiers assigned to Army Reserve and ARNG units fall into this category, which is divided into two subgroups:

1. TPU reservists. Trained unit members who participate in unit training activities on part time basis. These Soldiers are required to perform (drill) 48 unit training assemblies (UTAs) per year and 14 days (15 days for ARNG) per year in annual training (AT) status. These members are in a paid status while performing these duties.

2. Active Guard Reserve (AGR). AGR status is defined as officers serving in an Active Duty status for at least 180 days, performing administrative and training duties in direct support of the ARNG and USAR. These are Guard or Reserve members of the Selected Reserve who are ordered to Active Duty or full-time National Guard duty for the

purpose of organizing, administering, recruiting, instructing, or training the RC units. The primary objective of the AGR program is to improve the readiness of the RC.

(b) The training pipeline (non-deployable account) consists of selected Reserve enlisted Soldiers who have not yet completed initial Active Duty for training (IADT), all officers who are in training for professional categories, undergraduate flying training, chaplain candidates, health profession students, early commissioning program participants, and cadets enrolled in the Simultaneous Membership Program (SMP).

(c) Individual Mobilization Augmentation (IMA) (USAR only) are trained individuals assigned to an Active Army, Selective Service System, or Federal Emergency Management Agency (FEMA) organization's billet that must be filled on or shortly after mobilization. Officers assigned to this control group perform at least 12 days of AT each year and are assigned to a specific duty position in an Active Army unit or organization.

(2) The IRR (USAR only) consists of those Army Reserve Ready Reservists who are not in the Selected Reserve. The IRR is a manpower pool comprised principally of individuals having had training, having served previously on Active Duty or in the Selected Reserve, and having some period of their military Service obligation remaining or another contractual commitment. Members voluntarily may participate in training for retirement points and promotions with or without pay. IRR members may be (but are not presently) required to meet the same training requirements as Selected Reservists. Required training (involuntary) may not exceed 30 days a year.

(a) Control group—AT. Ready Reserve officers with a training obligation, but who do not belong to an USAR unit. They must perform AT when so directed.

(b) Control group—Reinforcement. All other non-unit Ready Reserve officers not assigned to another control group.

(c) Control group—Officer Active Duty obligor. Active duty officers who are appointed in the USAR but do not enter onto Active Duty at the time of their appointment. These officers maintain their obligated status and may be ordered to Active Duty or duty with an ARNG or USAR unit.

(d) Control group—Dual component. Active Army of the United States enlisted Soldiers or WOs who hold USAR commissions or warrants.

(3) The ING (ARNG only) consists of ARNG personnel in an inactive status in the Ready Reserve, not in the Selected Reserve, attached to a specific ARNG unit. To remain ING members, they muster once a year with their assigned unit, but do not participate in training activities. ING Soldiers are considered mobilization assets of the unit. Similar to other IRR, some ING members have legal and contractual obligations. ING members muster once a year but may not participate in training activities for points or pay and are not eligible for promotion.

c. The Retired Reserve is comprised of all Reserve officers and enlisted personnel who receive retired pay on the basis of Active Duty and/or reserve Service; all Reserve officers and enlisted personnel who are otherwise eligible for retired pay, but have not reached age 60 and who have not elected discharge and are not voluntary members of the Ready or Standby Reserve; and other retired reservists. All retired members who have completed at least 20 years Active Duty (Regular or Reserve), regardless of the retired list to which assigned, may be ordered to Active Duty involuntarily whenever required as determined by the Secretary of the Army in accordance with 10 USC 688 or voluntarily under the authority of 10 USC 12301(d).

7–3. Company and field grade Officer Personnel Management System—Army National Guard and U.S. Army Reserve

a. The purpose of OPMS–ARNG and OPMS–USAR is to effectively and efficiently manage assigned company and field grade officers through the personnel proponent life cycle development models. The effective implementation of the RC OPMS increases the effectiveness and professionalism of the USAR and ARNG officer corps by producing officers who meet the same qualifications as their Active Army counterparts, and who are able to perform effectively in their branch or FA as a part of the Total Army team. All branches and FAs in the Active Army under OPMS are open to the RC and are reflected in the RC force structure. One variance from the Active Army implementation of OPMS is the FA alignment designation process which requires modification to accommodate ARNG and USAR unique personnel management considerations.

b. RC OPMS is the cornerstone of the professional development and utilization programs for all RC company and field grade officers. Its goal is to develop RC officers in the right numbers and skills to meet the functional requirements of the Army in the event of mobilization, as well as to develop officers with technical, managerial, administrative, and leader skills to serve in positions of increasing responsibility throughout the DOD. While the goals of OPMS for the RC are the same as those for the officer on the ADL, laws, and regulations specific to the ARNG and USAR affect its implementation. Accordingly, OPMS is divided into the following two subprograms for RC implementation purposes:

(1) OPMS-ARNG is a function of the state, within the guidance and policies established by HQDA and NGB.

(2) OPMS-USAR is administered by the AHRC–St. Louis in St. Louis, MO. AHRC-St. Louis manages all USAR officers not serving in the Active Army, regardless of the component or control group to which they are currently assigned. More specific guidance for OPMS-USAR is addressed in AR 135–175 and AR 140–10, and for the Active Guard Reserve Program in AR 135–18.

c. Commanders play a significant role in the development of subordinate officers. With the reduction of personnel

resources, the RCs will select only the best-qualified officers for leadership positions. The RCs will consider officers for command and high-level staff positions regardless of their component affiliation. Cross component consideration ensures that the RCs continue to select and train the best-qualified officers for these positions.

7–4. Application of Officer Personnel Management System to Army National Guard and Army reserve company and field grade officers

a. Implementation. The implementation of the ROPMA in 1996 brought the RC company and field grade officer promotion systems in synchronization with the Active Army. It established a best-qualified promotion system for RC officers, replacing the fully qualified system previously used.

b. OPMS–ARNG. This system identifies positions and officers to fill those positions. The essential element of OPMS–ARNG is to match the qualifications of the officer with the requirements of the position as found in authorization documents. Constraints in applying the OPMS system to the ARNG include the geographical location of the state force structure and the limited size of the state officer inventory. OPMS–ARNG, when properly executed, develops officers in adequate numbers, and assigns officers according to the needs of the ARNG in each state by considering mission requirements in conjunction with the individual officer's competence and desires. OPMS–ARNG provides for the most efficient utilization and maximizes the professional satisfaction of each officer.

c. OPMS–USAR. USAR career management and officer development objectives are to—

(1) Develop USAR officers in the required numbers and grades and with the right skills to satisfy the mobilization requirements of America's Army, taking maximum advantage of the inherent abilities, attributes, and skills of the individual officer.

(2) Assign officers according to the best interests of the USAR's needs and the officer's competence and desires. However, the needs of the Army are primary.

(3) Improve the motivation and professional competence of the USAR officer corps.

7–5. Professional development

a. ARNG.

(1) The significant difference between OPMS–ARNG and similar systems in the USAR and Active Army is in the decentralization of OPMS responsibility. OPMS–ARNG is a function of the state within the guidance and policies established by HQDA and the National Guard Bureau (NGB).

(a) Within those guidelines, the objective is to develop officers in adequate numbers and with the right skills to fully satisfy ARNG requirements while maximizing and taking advantage of each officer's inherent skills and abilities.

(b) Duty assignments are made at the state level based on the force structure of the state, officers available to fill vacancies, unit readiness, and geographic considerations.

(c) Appointments, promotions, branch transfers, evaluations, separations, and other similar personnel actions are administered by the state.

(2) Officers, boards, commanders, and personnel managers should be aware of the uniqueness of the RC environment and the implications of citizen Soldiering. The concepts of equivalent assignment and constructive credit must be understood. There are numerous leadership positions within the state ARNG structure that do not fall into the traditional definition of TOE/TDA command. Lieutenant level through general officer level leadership and command positions should be recognized, desired as potential assignments, and considered in promotion and selection board procedures. There are also TDA staff positions that equate with battalion and brigade staff positions. These are considered equivalent positions.

(3) Many ARNG officers are leaders in industry, the community, and in the corporate world. Many positions in corporations provide training and experience not only useful to the military, but closely related to military specialty skills officers at all levels should be sensitive to the relationship between civilian occupations and training and military skills. Being the financial officer for a corporation certainly provides evidence of qualification as a military finance officer. Leadership in a civilian occupation provides evidence of potential for military leadership positions. These are examples of constructive credit possibilities that should be considered in determining an officer's qualification for branch and FA designation, and award of areas of concentration and skills. AR 611–1, chapter 4 provides guidance for evaluating civilian education and occupation experience in the classification of ARNG officers. Officers may also apply for constructive or equivalent credit for military education courses in accordance with AR 135–155.

(4) The Officer Personnel Classification Board (OPCB) can determine an officer to be qualified in his or her duty position; however, the officer may not be considered fully qualified until meeting other related criteria in this pamphlet (for example, 12 months Service in an FA assignment or 36 months as a commander). The officer does not have to be considered fully qualified in his or her BR–AOC or FA–AOC to be considered for favorable personnel actions. Additional requirements beyond the mandatory military education for award of the AOC will not preclude the officer from being promoted or reassigned.

b. USAR.

(1) The development of the professional attributes and capabilities of USAR officers to meet the mobilization needs of the Army is known as officer professional development. While USAR officers share the same mission as their

Active Army counterparts, the unique nature of the USAR Soldier's role as a citizen Soldier poses a challenge for professional development. However, USAR officers are expected to follow Active Army officer development patterns as closely as possible, except that USAR officers, in some instances, have increased windows to complete mandatory educational requirements. To meet professional development objectives, USAR officers may need to rotate among TPUs, the IRR, and the Individual Mobilization Augmentee (IMA) program. These transfers are necessitated by geographical considerations, as well as the need to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions. Additionally, there may be occasions when officers should transfer to the IRR while they complete mandatory educational requirements. Such transfers will be temporary and should not be seen as impacting negatively on the officer's career The success of an officer is not measured by length of Service in any one component or control group, but by the officers breadth of experience, duty performance, and adherence to branch and functional requirements.

(2) Many USAR officers are leaders in industry, the community, and in the corporate world. Many positions in corporations provide training and experience not only useful to the military, but closely related to military specialty skills. Officers at all levels should be sensitive to the relationship between civilian occupations and training and military skills. Being the financial officer for a corporation certainly provides evidence of qualification as a military finance officer. Leadership in a civilian occupation provides evidence of potential for military leadership positions. These are examples of constructive credit possibilities that should be considered in determining an officer's qualification for branch and FA designation, and award of areas of concentration and skills. AR 611–1, chapter 4 provides guidance for evaluating civilian education and occupation experience in the classification of USAR officers. Officers may also apply for constructive or equivalent credit for military education courses in accordance with AR 135–155.

7–6. Professional development processes

The basic processes of officer professional development are as follows:

a. Leader development.

b. Rotation of assignments, to include planned and progressive assignments between components and control groups.

c. Continuing education (military and civilian).

d. Branch transfers and FA/skill alignment.

e. Civilian acquired skills.

f. Evaluations.

g. Promotions.

7–7. Leader development

a. The RC leader development program develops the values, attributes, skills, and knowledge of ARNG and USAR Soldiers to meet the mobilization needs of the Army. RC officers must be properly trained in order to perform effectively in the event of mobilization. The development of RC officers is a continuous, progressive, and sequential process made up of three pillars: institutional training, operational assignments, and self-development.

(1) *Institutional training.* There are varieties of schools, both resident and nonresident, that provide the RC officer with military educational opportunities. These educational programs, which are designed to increase and update the professional knowledge of each officer, have the secondary goal of satisfying promotion and assignment prerequisites. officer military education requirements are shown in table 7–1, below. (For exceptions, see AR 135–155 and NGR 600–101.) Operational experience through duty assignments augments what has been learned in the formal education process. To the maximum extent possible, RC officers receive operational assignments that allow them to apply the knowledge and leadership skills learned in institutional training. This is especially critical for company grade officers and junior WOs. Junior officers should be assigned to troop units. This phase in development is critical to developing leadership competencies and instilling the Army Values necessary in the officer corps. Careful planning and programming by agencies, commanders, and the individual officer is essential to maximize the career potential and efficient use of officer skills, knowledge, and attributes. Experience gained through challenging and varied assignments enhances officer development and provides trained officers able to meet the dynamic needs of the RCs.

(2) *The assignment and transfer of officers.* The assignment and transfer of officers is a collective effort between the career management officer, the officer, and his or her unit. The applicable TOE or TDA prescribes the grade, branch, and MOS requirements for positions to which officers may be assigned. In the RC environment, assignment options are constrained by the force structure and demographic and geographic limitations. For these reasons, RC officers may need to accept assignments throughout the Selected Reserve. RC officers must also realize the possibility of occasional and temporary transfers to the IRR, especially in conjunction with the completion of professional development education (PDE) requirements. These transfers provide the officer an opportunity to complete required studies without the distraction of a troop assignment and allow other officers the opportunity to gain troop leadership experience.

(3) *Self-development.* Each officer has a responsibility for professional development from the time of commissioning or appointment. Individual study, reading, research, and interpersonal skills development and assessment are critical

parts of leader development. AGR, Active Duty for special work (ADSW), and Key Personnel Upgrade Program (KPUP) (ARNG only) are ways to enhance that development.

b. Although it is not specifically one of the domains of leader development, mentorship is the foundation upon which these domains rest. Mentorship is the act of proactively developing each subordinate through observing, assessing, coaching, counseling, and evaluating which results in treating people as they should be treated with fairness and equal opportunity. Mentorship is a critical component of leader development since it is a force multiplier. The domains of leader development (institutional training, operational assignments, and self-development) primarily affect the officer. Mentorship affects not only the mentored officer; it sets the tone for the relationship that the mentored officer will have with those he or she will mentor in the future. The importance of mentorship is enhanced by the limited amount of time that RC officers will spend in units serving under more senior officers who can serve as mentors.

Table 7–1
Military education requirements for promotion

Grade from	To	Requirement
Second lieutenant	First Lieutenant	BOLC I, II, III
Captain*	Major	Captains Career Course
Major*	Lieutenant Colonel	50 percent of ILE
Lieutenant colonel	Colonel	ILE
WO1	CW2	WOBC
CW2	CW3	USAR - WOBC and in 2010 WOAC; ARNG - WOBC & WOAC
CW3	CW4	USAR - WOAC and in 2010 WOSC; ARNG - WOAC & WOSC
CW4	CW5	WOSSC

7–8. Company and field grade officer career management

a. ARNG.

(1) Career management for ARNG officers is conducted in accordance with HQDA and NGB policy and regulations and is administered at the state level by authority of the adjutant general. Duty assignments are made at the state level based on the force structure of the state, available officers, unit readiness requirements, and geographic considerations. Promotions, branch transfers, evaluations, separations, and other personnel actions are administered by the state within HQDA and NGB policy guidance. Appointments, branch designations, or changes and promotions require Federal recognition orders issued from NGB on the recommendation of a Federal recognition board conducted at the state.

(2) The NGB is the conduit between HQDA and the states to ensure that the objectives of OPMS III are fully incorporated in OPMS–ARNG. The personnel directorate at NGB assists the state adjutants general and their staffs in administering OPMS–ARNG by establishing policy and guidance reflecting America's Army systems. The personnel directorate is the proponent for regulations, policy, and procedures governing OPMS–ARNG.

(3) The state adjutants general oversee the direction and effectiveness of the officer career management programs in their respective states. This includes the designation of branches and FAs and the awarding of AOCs and skills, as well as the operation of personnel administration. The adjutant general appoints the state officer personnel manager (OPM), who is the primary representative of the adjutant general in implementing and administering OPMS-ARNG. The OPM ensures that all aspects of OPMS–ARNG are administered and serves as the principal advisor to the adjutant general. The OPM maintains the management records, evaluates the requirements within the state, and monitors the career development of officers available to fill those requirements. The OPM manages the officer inventory.

(4) Leader development should be emphasized as a primary command responsibility. Commanders at all levels assist in the administration of OPMS–ARNG by—

(a) Coordinating with the state OPM to develop and properly guide the career of officers in their command.

(b) Recommending assignments according to the qualifications, attributes, potential, and desires of their officers.

(c) Serving as mentors and conducting periodic evaluations and counseling.

(d) Recommending professional development schools and training.

(5) Unit personnel officers, especially at the battalion level, play a vital role in career management for ARNG officers by—

(a) Maintaining liaison with the state OPM.

(b) Assisting officers in maintaining their records.

(c) Counseling officers concerning requirements for designation of branches and FAs.

(d) Maintaining the military personnel records jacket.

(e) Making recommendations to the commander and the OPM for changes to the personnel status of officers.

(6) The OMPF for all ARNG commissioned officers are maintained at NGB. The OMPF is used by DA selection boards when considering ARNG officers for promotion under AR 135–155. The appropriate state adjutant general maintains a field military personnel records jacket for each officer.

(7) The individual officer has the final responsibility for ensuring that he or she is progressing to the maximum level within OPMS–ARNG. The officer establishes goals and evaluates progress, making the adjustments necessary to achieve personal goals and professional proficiency.

(8) The designation of special branches and the award of AOCs for AMEDD, Chaplain Corps, and Judge Advocate General's Corps officers is a function of HQDA. At the time of application for appointment, the state requests predetermination, through NGB, of qualifications in the branch in which the applicant wishes to serve. Special branch officers may be awarded skill indicators if qualified and essential to the actual or potential assignment as determined by the adjutant general (see NGR 351–1).

b. USAR.

(1) Prior to the implementation of OPMS revisions, career management in the USAR was decentralized and unfocused. Officers assigned to TPUs essentially managed their own careers by establishing relationships with the unit and command of assignment. Soldiers in the IRR and IMA programs relied upon the Army Reserve Personnel Center (AR–PERSCOM, the precursor of AHRC–St. Louis) for administrative and personnel action support; but, there was no concerted effort to actively manage the careers of officers. Under the auspices of OPMS, AHRC–St. Louis is the centralized career management agency for all USAR officers not assigned to the Active Army. The key individual in the career management cycle is the career management officer (CMO). The CMO has the duty of developing the most professionally competent USAR officers possible by consistently providing meaningful training opportunities and assignments for officers within their areas of management responsibility. Additionally, the CMO provides valuable and realistic guidance through individual counseling regarding the officer's educational requirements and prospective assignments to career enhancing positions relative to his or her professional development goals. OPM ensures that sufficient numbers of highly qualified USAR officers are available to meet mobilization requirements and to assume positions of increasing responsibility. To accomplish this, the CMO ensures that the intellectual and professional growth of all officers meets Army needs.

(2) Although the CMO is a key agent in career management, the officer is primarily responsible for his or her own career. The successful management of USAR officers requires a full and ongoing partnership between the CMO and the officers he or she manages. It is essential the lines of communication between the CMO and the officer remain open and bi-directional at all times. USAR officers must fully understand the requirements to remain highly competitive in the ROPMA environment. Further, officers must take steps to remain mobilization ready at all times. An USAR officer who is not mobilization ready is not an asset to the Army and will not have a future in America's Army.

7–9. Warrant officer career management

Career management is of critical importance to the modern RC WO. Most RC WOs have their civilian goals and projections programmed several years into the future. However, coordinated management of RC WOs' military careers is a recent innovation. The modern RC WO is a complex person with numerous skills and disciplines, both civilian and military. The need for a thorough, professionally designed leader development plan is both obvious and imperative. The career RC WO must be well trained to fill his or her mobilization role.

a. ARNG.

(1) The ARNG WO career management is the responsibility of the State Adjutants General.

(2) The NGB communicates DA policy to the State Adjutants General in all matters concerning WO career management.

(3) Leader development is a primary command responsibility. Commanders at all levels assist in the administration of WOLDAP–ARNG by coordinating with the OPM to develop and properly guide the career of each officer in their command, recommending assignments according to qualifications, aptitudes, potential and desires of their officers, serving as mentors, conducting periodic evaluations and counseling, and recommending leader development schools and training.

(4) Organization personnel officers, especially at battalion level, play a vital role in career management for ARNG WOs. The responsibilities of the personnel officer include maintaining liaison with the OPM, assisting WOs in maintaining their records, counseling WOs concerning requirements for designation of MOS and FAs, maintaining the military personnel records jacket, and making recommendations to the commander and the MPMO for changes to the personnel status of WOs.

(5) Warrant officers have the final responsibility for ensuring they are progressing satisfactorily in their professional development. They establish goals and evaluate progress, making necessary adjustments to achieve personal goals and professional proficiency.

(6) The OMPFs for all ARNG WOs are maintained at NGB. The appropriate State Adjutant General office maintains a field military personnel record jacket for each WO.

(7) The Adjutant General of the State establishes unit location and stationing.

b. USAR.

(1) Commanders and personnel management officers (PMOs) are charged with the duty of developing the most professionally competent USAR WOs possible by consistently providing meaningful training opportunities for the WOs within their area of management responsibility. The PMO has training programs available which are designed to provide a balance of military experience during each USAR WO's career.

(2) The TPU is one important training vehicle. In the TPU, WOs gain the operational assignment experience necessary for leader development. In this area, commanders must be closely involved with the developmental process of their subordinate WOs by offering progressive and sequential assignments and ensuring that appropriate skills, knowledge, and attitudes are developed.

(3) A balance must be maintained between assignments to TPUs and assignments within the IRR. Diversity of assignment reduces the probability of narrow, limited training and assignment experience. Stagnation in any category of assignment can be counterproductive to the development of the individual officer, as well as improperly utilizing the availability of assignments to enhance the professional capability of the entire WO corps.

(4) In the IRR, the WO is able to "update" his/her background by training with the Active Army in progressive CF assignments. This type of assignment is called "counterpart training." IMA assignments may also be available.

c. WO management considerations.

(1) *ARNG.* To properly plan for the development and assignment of WOs into positions of increasing responsibility, it is necessary to have an overview of the State force structure and an inventory of WO positions. States develop a State Master Development Plan (SMDP) as a tool for this purpose. The SMDP allows for analysis of all MOSs authorized by state force structure documents to determine career progression patterns for WOs within the state. The SMDP is used to determine how many WOs in each MOS the Adjutant General needs to develop. The proper selection, training, and utilization of WOs is dependent on each state's military occupational specialty requirements. Institutional training must be completed at the appropriate WO career point, the best-qualified WOs must receive progressive operational assignments in recognition of their demonstrated skills, and all WOs must be aware of their responsibility to achieve the highest possible goals of self-development.

(a) All WOs are assigned according to individual qualifications that are properly documented.

(b) The professional capabilities of all WOs are developed through planned and progressively responsible assignments. This ensures a sufficient number of qualified WOs at all times to accomplish assigned missions.

(c) All WOs have equal opportunity for promotion selection and for higher assignments on the basis of their demonstrated abilities.

(d) All WOs are aware of the guidelines and expectations in their career planning.

(2) *USAR.* Decisions on assignments will be made on the basis of the "whole person" concept and unit requirements. Military training priorities must be integrated with the officer's civilian job and personal/community responsibilities.

(a) The PMO will ensure that the background information on each WO is complete. Each record will be reviewed to determine the extent and quality of activity during Service. Those IRR officers without recent active participation may be programmed for counterpart training, if available, with an Active Army unit prior to consideration for assignment to a troop unit.

(b) Warrant officers serving in the IRR will be considered for reassignment to a TPU or an IMA assignment based on the following factors. The PMO must ensure that officers have the prerequisite and, when appropriate, civilian schooling required to prepare them for the reassignment.

1. Availability and type of TPUs within a reasonable commuting distance (see AR 140–1), normally within a 50-mile radius or a 90 minute travel time. Distance is based on travel by car, one way, under normal traffic, weather, and road conditions over the most direct route to the WO's home or current residence.

2. Prior experience, both Active Army and RC, and the level of this experience compared to a typical WO of the same grade, MOS/FA, and age.

3. CF and level of military schooling or potential to acquire the required skills within 3 years of assignment.

4. Amount of time the WO can make available for military activities and officer's preferences for types of assignments.

7–10. Career management life cycle

a. WO1. An officer appointed by warrant with the requisite authority pursuant to assignment level and position given by the Secretary of the Army. WO1s are basic level, technically and tactically focused officers who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. They also perform any other branch-related duties assigned to them. They also provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. WO1s have specific responsibility for accomplishing the missions and tasks assigned to them and, if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. WO1s primarily support levels of operations from team through

battalion, requiring interaction with all Soldier cohorts and primary staff. They provide leader development, mentorship, and counsel to enlisted Soldiers and NCOs. The appropriate WOBC must be completed within 2 years of appointment to be a mobilization asset and remain in the ARNG and USAR.

b. CW2. A commissioned officer with the requisite authority pursuant to assignment level and position as given by the Secretary of the Army. CW2s are intermediate level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. They also perform any other branch-related duties assigned to them. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They have specific responsibility for accomplishing the missions and tasks assigned to them and, if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. CW2s primarily support levels of operations from team through battalion, requiring interaction with all Soldier cohorts and primary staff. They provide leader development, mentorship, advice, and counsel to NCOs, other WOs and company-grade branch officers.

c. CW3. A commissioned officer with the requisite authority pursuant to assignment level and position as given by the Secretary of the Army. CW3s are advanced level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, integrator, and advisor. They also perform any other branch-related duties assigned to them. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW3s have specific responsibility for accomplishing the missions and tasks assigned to them and, if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. CW3s primarily support levels of operations from team through brigade, requiring interaction with all Soldier cohorts and primary staff. They provide leader development, mentorship, advice, and counsel to NCOs, other WOs, and branch officers. CW3s advise commanders on WO issues.

d. CW4. A commissioned officer with the requisite authority pursuant to assignment level and position as given by the Secretary of the Army. CW4s are senior level technical and tactical experts who perform the primary duties of technical leader, manager, maintainer, sustainer, integrator, and advisor. They also perform any other branch-related duties assigned to them. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW4s have specific responsibility for accomplishing the missions and tasks assigned to them and, if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. They primarily support battalion, brigade, division, corps, and echelons above corps operations. They must interact with NCOs, other officers, primary staff, and special staff. CW4s primarily provide leader development, mentorship, advice, and counsel to NCOs, other WOs, and branch officers. They have special mentorship responsibilities for other WOs and provide essential advice to commanders on WO issues.

e. CW5. A commissioned officer with the requisite authority pursuant to assignment level and position as given by the Secretary of the Army. CW5s are master level technical and tactical experts who perform the primary duties of technical leader, manager, integrator, advisor, or any other particular duty prescribed by branch. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW5s have specific responsibility for accomplishing the missions and tasks assigned to them. CW5s primarily support brigade, division, corps, echelons above corps, and major command operations. They must interact with NCOs, other officers, primary staff, and special staff. They provide leader development, mentorship, advice, and counsel to WOs and branch officers. CW5s have special WO leadership and representation responsibilities within their respective commands. They provide essential advice to commanders on WO issues.

f. Lieutenant. This period of an RC officer's career is predominantly developmental in nature. The officer is educated in branch and leadership skills and should acquire maximum practical experience through assignment to troop units. BOLC all phases must be completed within 2 years of commissioning for an officer to be a mobilization asset and remain in the USAR and ARNG. A baccalaureate degree from an accredited educational institution is required for promotion to captain.

g. Captain. RC captains gain advanced leadership experience, be afforded branch development opportunities and begin development in a FA. The CCC may be completed in residence or in a RC Configured Course (RC3). The minimum grade requirement for attendance at CCC is first lieutenant. Company command and battalion staff experience are desired during this period. Branch developmental requirements vary from proponent to proponent. Most proponents require company level command or key staff experience in branches with limited command opportunity and completion of CCC for branch development.

h. Major. As a major, the RC officer continues to develop in his or her branch and FA. Utilization in the FA may occur during this period as the officer acquires staff and leadership experience and knowledge appropriate to levels of higher responsibility. Opportunities exist for officers to serve as a company commander, XO or S3 in an Active Army unit, USAR, or ARNG unit. These opportunities warrant the same consideration regardless of whether the unit is Active Army, USAR, or ARNG. A qualified major is one who has completed at least 50 percent of ILE or has completed the Advanced Logistics Executive Development Course/Logistics Executive Development Course (ALEDC/LEDC), as appropriate, for promotion to lieutenant colonel.

i. Lieutenant colonel. At the lieutenant colonel level, the RC officer applies the skills in his or her branch or FA in management and leadership positions of greater responsibility. Senior staff and command experience are desired at this level. Effective 1 October 1993, lieutenant colonels that have not completed the ILE common core Course within 3

years of promotion are subject to removal from active status. Completion of the ILE common core Course is necessary for assignment as brigade executive officer or brigade S3 and for promotion to colonel. Completions of the ILE common core Course and branch precommand courses (PCC) are also required for assignment at battalion level or higher command positions. The Chief of Staff, Army, may waive the branch PCC requirements for command. Even with a waiver, the officer still must complete the ILE common core Course and branch PCC within the first year of command or be subject to removal from command.

j. Colonel. At the colonel level, the officer applies the skills in his or her branch or FA in management or leadership positions of greater responsibility. HQDA, DOD, and Joint staff, as well as command experience, are desired at this level. Effective 1 October 1996, SSC became a prerequisite for promotion to general officer. Officers selected for brigade command have the same branch PCC requirements as battalion commanders.

7–11. Management considerations

a. ARNG.

(1) *General.* To properly plan for the development and assignment of officers into positions of increasing responsibility, an overview of the state force structure and an inventory of officer positions is necessary. States develop an SMDP as a tool for this purpose. The SMDP allows for analysis of all branches authorized by state force structure documents to determine career progression patterns for officers within the state. The SMDP is used to determine how many officers in each branch, FA, and AOC the adjutant general needs to develop.

(2) *Career planning.* Orderly career planning provides for progressive duty assignments and military schooling to meet current needs and develop officer skills for future assignments. The success of the officer career planning and management program is dependent upon policies and plans that ensure—

(a) All officers are assigned according to individual qualifications that are properly documented.

(b) The professional capabilities of all officers are developed through planned and progressively responsible assignments. This ensures a sufficient number of qualified officers are available at all times to accomplish assigned missions.

(c) All officers have equal opportunity for promotion selection and for higher assignments based on their demonstrated abilities.

(d) All officers are aware of the guidelines and expectations concerning career planning.

b. USAR.

(1) *Previous Active Duty assignments.* When evaluating an officer's Active Duty assignments, consideration should be given to the duty positions held by the officer, as well as his or her experience level. Active duty experience should be capitalized upon by assigning these officers to positions in which they can share their experiences and expertise.

(2) *Experience.* The officer's record should be reviewed for previous assignments, the level of assignment, command and staff experience, Active Duty for training (ADT) assignments, and other RC oriented training.

(3) *Military education.* The officer's record should be reviewed for military schools that have been completed. Enrollment into resident and nonresident schools should be accomplished in a timely manner to ensure successful completion of military education requirements. Education that incurs a Service obligation must be fulfilled in either the unit that sent the officer or in a like-type unit. Although CMOs are not responsible for ensuring that managed officers complete the requirements, they play an important role in monitoring the officer's progress until the course is successfully completed.

(4) *Civilian background.* CMOs should evaluate the officer's civilian education and occupational background for potential skills, knowledge, and attributes that have military applications. Consideration may be given for designation of a skill identifier for a civilian-acquired skill.

(5) *Level of participation.* The most critical factor in an officer's development is his or her willingness to participate in leader development over an extended period of time. The successful USAR officer keeps his or her CMO informed of the type of duty, training, and education that best conforms to the officer's attributes, interests, and professional development needs. Although statutory and regulatory requirements for participation in education and training exist, the USAR remains a volunteer organization. Ideally, every officer participates in educational opportunities to the maximum extent possible within the funding constraints that exist within the USAR environment. It is also realized that USAR officers are constrained by civilian employment, Family considerations, and community responsibilities. However, USAR officers must make every attempt to participate consistently in training and education opportunities. Failure to do so may result in the officer's administrative elimination from the Service through either voluntary or involuntary means (board action).

(6) *Branch officers serving in command positions.* USAR officers must meet branch criteria for the type of unit they will command. This requirement is fundamental to our America's Army concept; therefore, requesting a waiver from this requirement is strongly discouraged. Officers can request a waiver through their chain of command and CMO to the Chief, Army Reserve. In the absence of compelling reasons, approval of the request is not likely.

(7) *Reassignment—IRR.* Officers serving in the IRR are considered for placement in a TPU position or an IMA assignment based upon current position availability and the officer's career progression needs. The CMO ensures that officers have the military and civilian schooling necessary for TPU or IMA assignments, while taking the following factors into consideration:

(a) Availability and type of TPUs within a reasonable commuting distance. Officers are assigned according to established procedures using the request vacancy system (see AR 140–1 and applicable directives).

(b) Availability and type of IMA assignments currently available.

(c) Prior experience (both Active Army and RC) and the level of this experience compared to a typical officer of the same grade, branch, FA, and TIS/TIG.

(d) CF and level of military and civilian schooling or potential to acquire the necessary skills within 3 years of assignment.

(e) Officer's AT control group affiliation. (Obligated members of the annual training control group or officer Active Duty obligor control group may be involuntarily assigned to a TPU or IMA position vacancy.)

(8) *Reassignment—TPU officers.* A thorough review of an officer's file will be completed upon transfer to the IRR and the officer should be prepared to discuss future career development needs and type of assignments desired. An officer in the IRR should continue to seek training opportunities to remain current in branch and/or FA skills.

7–12. Individual Mobilization Augmentee/Drilling Individual Mobilization Augmentee assignments (Army Reserve)

a. General. USAR officers fill a number of key positions throughout the DOD and other Governmental agencies. These positions are used to rapidly expand the agencies during the early phases of mobilization. Pre-selected, specially qualified officers are assigned to these positions and are trained during peacetime to augment the commands and agencies to enhance mission accomplishment upon mobilization. These officers are called IMAs/DIMAs and are assigned to Army Reserve Control Group—IMA in a Selected Reserve status. IMAs are given pre-mobilization orientation and qualification training for the positions to which they are attached. This is accomplished during 12-day annual training tours. Officers assigned as DIMA receive an additional 12 days of training per year in an IDT status, which are performed with their unit or organization of attachment. These tours are coordinated between the unit or organization, the CMO and the officer. (For further guidance on the IMA program, see AR 140–145.)

b. Training. IMA officers training requirements are coordinated through the gaining agency. All requests for training in lieu of, or in addition to, annual training tours are submitted on DA Form 1058–R (Application for Active Duty for Training, Active Duty for Special Work, Temporary Tour of Active Duty, and Annual Training for Soldiers of the Army National Guard and U.S. Army Reserve) through the proponent agency to Commander, AHRC–St. Louis, ATTN: ARPC–PL, 1 Reserve Way, St. Louis, MO 63132. AHRC–St. Louis publishes orders if the unit or organization concurs and funds are available. Units or organizations should provide IMA/DIMA officers the opportunity to participate by completing projects for retirement credit throughout the year.

c. Federal employees. Federal employees are declared available for mobilization by their employing command or agency. As IMA officers, DA civilian employees may not hold IMA positions with the same HQDA general or special staff element in which they are employed. USAR members should report employment conflicts to their proponent agencies and AHRC–St. Louis CMOs when they occur.

7–13. Company and field grade officer education

a. Resident courses. RC officers are authorized to attend resident Army Service schools to become qualified in their present or projected assignments as funds and allocations allow. Attendance at resident Service schools is the preferred option for all RC officers since it allows for peer-to-peer interaction and an ongoing exchange of ideas and experiences. It also allows RC officers to interact with their Active Army counterparts and provide them with information about the RC. It is understood, however, that not all RC officers will be able to attend all Service schools in residence due to budgetary, time or training seat constraints. For this reason, type of school attendance (resident or nonresident) is not a discriminator for promotion or duty assignment in the RC. Officers may also attend courses that contribute to the military proficiency of the unit or enhance their specific abilities Directives from the TRADOC and the NGB provide information concerning courses of instruction offered at Army schools and various agencies in DOD.

b. Nonresident courses. With the exception of the BOLC, military schools may be taken through nonresident courses, TASS, and through correspondence courses. CCC and ILE are available in both TASS and nonresident versions. The CMOs at AHRC–St. Louis (for USAR) and the state OPM (for ARNG) should ensure that officers are enrolled in military education courses in a timely manner to ensure that all RC officers remain fully competitive for promotion and assignment considerations. Table 7–2, below, discusses the options available for RC officers to complete their military education and the amount of time that each officer has to complete the nonresident instruction after enrollment before being dropped from the school.

c. Branch and FA educational requirements. All RC officers are designated a branch upon appointment. Branching decisions are made based upon the needs of the Army, although officer preference is considered. Branching is usually determined prior to commissioning, although RC officers can be re-branched at any time based upon the needs of the Service until they attend BOLC; at which point their branch is fixed. Once an officer has attended BOLC, he or she cannot be re-branched until they have either attended another BOLC II or completed other branch development courses (such as CCC).

(1) *BOLC.* All officers attend BOLC in his or her branch to meet branch development and mobilization requirements; no alternative training method is available. Although attendance at BOLC immediately after commissioning is preferable, RC officers must complete BOLC within two years of commissioning.

(2) *CCC.* RC officers will generally attend CCC between their 5th and 12th YOS. There are two ways RC captains may fulfill their PME requirements; attend the Active Army version of CCC or attend a CCC (RC) which consists of two, two-week ADTs spaced one year apart, plus up to 295 hours of advanced distributed learning.

(3) *FA training.* RC officers may apply for FA designation once promoted to captain. Although a FA is not a branch, it is an area of specialization requiring additional training or experience. Many courses provided through the DOD and in the civilian community support FA training and qualification, as does civilian work experience. For example, some officers are qualified as Operations Research/Systems Analysts (ORSA) in their civilian profession; yet do not possess the ORSA (FA 49) FA. Since this FA is chronically short throughout the Army, these officers will be strongly encouraged to apply for it based on their civilian experience. FA selection is therefore based on such factors as the officer's experience and abilities, geographical requirements, and the needs of the Army. FAs allow RC officers to broaden the scope of their experience and enhance both their assignment and promotion potential.

d. ILE. ILE is the Army's formal education program for majors. It is a tailored resident education program designed to prepare new field-grade officers for their next 10 YOS. It produces field-grade officers with a Warrior Ethos and a Joint, expeditionary mindset, who are grounded in war fighting doctrine, and who have the technical and leadership competencies to be successful at more senior levels in their respective CFs. ILE consists of a common core phase of operational instruction offered to all officers and tailored education phase (qualification course) tied to the technical requirements of the officer's branch or FA. This mid-level school prepares majors for assignments at the division and corps level, as well as Joint assignments. The school is branch non-specific and provides training in the military arts and sciences, as well as introductory courses in geopolitical issues and on how the Army runs. RC officers also receive credit for ILE by attending the resident WHINSEC.

e. SSC requirements. SSCs provide field grade officers with advanced professional education in both military and sociopolitical topics. The SSCs, which include the AWC and university fellowships, prepare officers for senior leadership positions throughout the DOD.

(1) *Field-grade refresher courses.* Branch refresher courses are conducted by branch proponent schools to provide current doctrine in branch matters and special subjects for field grade officers. While no credit for promotion is given for attendance at these courses, the opportunity to update professional knowledge is of great value to RC officers.

(2) *Language training.* Where a TOE or TDA position requires language proficiency, officers may apply for language acquisition or sustainment training at either the Defense Language Institute in Monterey, CA, or the ARNG Language Center. These resident courses are very lengthy, lasting from 25 to 60 weeks.

f. Civilian education. The standard for civilian education for officers in the U.S. Army is a baccalaureate degree. Most officers commissioned into the RC already have a baccalaureate degree; however, some officers commissioned through the state officer candidate school do not. Table 7–3, below, lists the educational requirements applicable to the appointment and commissioning of officers without baccalaureate degrees. Effective 1 October 1995, in accordance with the National Defense Authorization Act for fiscal year 1995, a baccalaureate degree from an accredited educational institution is required for promotion to any grade above first lieutenant. Army Nurse Corps officers appointed on or after 1 October 1986 must possess a baccalaureate degree in nursing (accredited by an agency acceptable to HQDA) prior to promotion to major.

g. Other military education.

(1) *TASS.* TASS offers CCC and ILE to RC officers. The TASS option offers an excellent opportunity for completing educational requirements because of the presence of qualified instructors and the interaction with fellow officers.

(2) *The Army Institute for Professional Development (AIPD).* The AIPD at Fort Eustis, VA administers the Army Correspondence Course Program (ACCP) (http://www.atsc.army.mil/accp/aipdnew.asp). The ACCP provides progressive educational opportunities through correspondence for a wide variety of subjects. This type of military education is particularly well suited for RC officers who cannot take advantage of resident courses. Many courses are targeted at specific assignments, such as motor officer, personnel officer, or dining facility officer.

7–14. Warrant Officer Education System

a. Purpose. The purpose of this section is to outline the methods available to WOs in completing military education requirements and civilian education goals as they progress through their military careers.

b. Military education.

(1) The DA military occupational specialty proponents conduct courses in both Active Army and RC configured versions combining correspondence and ADT phases for most occupational specialties.

(2) WO training under WOES has five levels that provide WOs with performance-based certification and qualification training. WOES trains and develops WOs for progressively more difficult and complex assignments. The new

course titles align more closely with comparable commissioned officer courses for consistency and ease of understanding by the Army at large. All WOs, supervisors, and commanders must familiarize themselves with the new WOES and understand the affect on WO leader and professional development. The five levels of WOES are—

(a) WOCS. This course provides candidates with initial WO training. Graduates are appointed to WO1. Completion of WOBC within 2 years (a 1 year extension may be granted on a case by case basis) of WO appointment is required.

(b) WOBC. This is proponent training that provides MOS specific instruction and certification following WOCS and is characterized by an increased emphasis on leadership. This course is an ARNG requirement for promotion to CW2 and a USAR requirement for promotion to CW2 and CW3.

(c) WOAC. This training provides additional training for WOs serving at the company and battalion level and is a two phase course consisting of—

1. WOAC Prerequisite Studies Phase. This is a mandatory non-resident course that must be completed prior to attending resident WOAC training. Effective 1 October 1998, the Action officer Development Course (AODC) (ST7000) was adopted as the resource for this distance learning course. It can be completed online via the Internet and provides WOs serving in CW2 or higher duty positions relevant training in topics such as management techniques, communication skills, preparing and staffing documents, meetings and interviews, problem solving, writing, coordinating, briefings, and ethics. In keeping with the WOES model, enrollment must occur after promotion to CW2 in order to qualify for WOAC Prerequisite Studies credit. The course must be completed within one year of enrollment; however, CW2s now have the flexibility to enroll at any convenient time between 24 and 48 months of total WO Service. Completion of the AODC is mandatory requirement for promotion of all ARNG WOs to CW3 including those awarded an MOS that does not have an advanced course. To enroll online, go to http://www.adtdl.army.mil/cgi-bin/atdl.dll/accp/st7000/top.htm and follow enrollment instructions.

2. The resident phase of the WOAC. This course is administered and conducted by individual proponents and is an ARNG requirement for promotion to the grade of CW3. For USAR WOs, successful completion is a requirement for promotion to CW4 and CW5 until 2010 when it will be a requirement for promotion to CW3 and CW4.

(d) WOSC. This common core 4–week resident course prepares WOs to serve in staff positions at the brigade and higher levels. WOSC is an ARNG requirement for promotion to CW4. (At this time, WOSC is not a prerequisite for the WOSSC). For USAR WOs, successful completion will be a requirement for promotion to CW4 and CW5 beginning in 2010.

(e) WOSSC. This 2–week resident course is conducted at the WOCC, Fort Rucker, AL and prepares WOs selected for promotion to CW5, to serve at the highest-level staff positions. (This course is an RC requirement for promotion to CW5).

(3) *Correspondence courses.* The AIPD at Fort Eustis, VA is responsible for the administration of the ACCP. The ACCP provides progressive education opportunities through correspondence for a wide variety of subjects. This type of military education is particularly suited for RC personnel who cannot take advantage of resident courses. Many courses are targeted at specific assignments.

(4) *Language training.* Where the MTOE or TDA position requires language proficiency, WOs may apply for language training at the Defense Language Institute in Monterey, CA or the ARNG Language Center in Puerto Rico.

c. Civilian education. There is a demand for WOs with an education beyond high school level to accommodate the changing technological environment within the Army. The RC WO corps must keep pace with these changes if it is to meet the challenges of the future. Applicants for initial appointment must meet all MOS specific additional civilian education requirements as specified for the particular WO specialty. Applicants whose native language is not English must be tested and achieve a minimum raw score of 80 on the English Comprehension Level Test (ECLT). Civilian education goals are as follows:

(1) The ARNG goal for WOs is the attainment of a specialty related associate degree or 60 college semester hours by the eighth year of WO Service.

(2) The USAR goal for WOs is the attainment of a specialty related associate degree or 60 college semester hours by the fifth year of WO Service.

Table 7–2
Non-resident military schools

Non-resident school	Method allowed	Time allotted for instruction
BOLC	Resident only	N/A
CCC	Reserve course and Active Army resident	2 years
ILE	Non residence and satellite courses	3 years
AWC	Correspondence course	2 years
WOBC	Resident only	2 years
WOAC	Phase I - AODC Phase II - Resident	1 year
WOSC	Resident	5 weeks
WOSSC	Resident	2 weeks

Table 7–3
Civilian education requirements for commissioning

Fiscal year of commissioning	College semester hours required for commission
1993	70
1994	80
1995 and later	90

7–15. Promotion

Law for promotion automatically considers commissioned officers of the RCs who are on the reserve active status list (RASL) when they have served the required years in grade. AR 135–155 requires that each USAR WO who is in an active status be considered for promotion at such time as he or she has served the required number of years in grade. Promotion consideration occurs whether officers are assigned to an ARNG unit, TPU, or a control group, except for the Standby Reserve (inactive) and the ING. RC officers assigned to an ARNG unit or USAR TPU have an additional opportunity for promotion to fill unit position vacancies at such time as they have completed the education and time-in-grade requirements. WOs in the Standby Reserve (inactive) and ING are not considered for promotion. USARe WOs assigned to TPUs have the additional opportunity to be considered for promotion to fill unit vacancies at such time as they have completed the required years in grade, without regard to total YOS. ARNG WOs are promoted by the State Adjutant General to fill vacancies in ARNG units. TIG requirements for vacancy promotions are contained in AR 135–155, table 2–1. USAR WO promotion time lines are shown in AR 135–155, table 2–1. ARNG promotion time lines are outlined in NGR 600–101, chapter 7.

7–16. Selection eligibility for company and field grade Officers

a. General. To be eligible for selection for promotion, an RC officer, other than a WO, not on extended Active Duty must—

(1) Be on the RASL.

(2) Be an active member and participating satisfactorily in RC training.

(3) Meet the prescribed military educational requirements shown in table 7–1, paragraph 7–8, above.

(4) Meet the prescribed civilian educational requirements of 10 USC 12205. The code states that no person may be appointed to a grade above the grade of lieutenant in the USAR or be Federally recognized in a grade above the grade of first lieutenant as a member of the ARNG unless that person has been awarded a baccalaureate degree by a qualifying institution. This does not apply to the following:

(a) The appointment to or recognition in a higher grade of a person who is appointed in or assigned for Service in a health profession for which a baccalaureate degree is not a condition of original appointment or assignment.

(b) The appointment to or recognition in a higher grade of any person who was appointed to, or Federally recognized in, the grade of captain before 1 October 1995.

(c) Recognition in the grade of captain or major in the Alaska Army National Guard of a person who resides permanently at a location in Alaska that is more than 50 miles from each of the cities of Anchorage, Fairbanks, and Juneau by paved road and who is serving in a scout unit or a scout supporting unit.

(5) Meet the prescribed civilian educational requirements of AR 135–155.

(a) Army Nurse Corps officers appointed on or after 1 October 1986 must possess a baccalaureate degree in nursing from an accredited educational institution prior to promotion to major.

(b) Officers other than Army nurses appointed on or after 1 October 1987 must possess a baccalaureate from an accredited educational institution prior to promotion to major.

(6) Have served the required time in grade shown in AR 135–155, table 2–1.

b. Reserve appointments. Upon release from Active Duty, officers with Reserve appointments are transferred in the grade satisfactorily held while on the ADL and, if accepted, may transfer to an ARNG unit or USAR TPU; otherwise, they are transferred to the IRR. The officer also retains his or her time in grade. Officers on the ADL selected for promotion, removed from the ADL before being promoted, and transferred to the RASL in the same competitive category, will be placed on an appropriate promotion list for Reserve of the Army promotion without the need for further consideration. Active Army officers who leave active Service must apply and be accepted for a first-time Reserve appointment to enter Reserve duty.

7–17. Promotion selection board

a. The minimum military education requirements shown in table 7–1, paragraph 7–8, are a prerequisite for promotion. Since annual selection boards consider officers for promotion far enough in advance of the date on which the required time in grade will be completed as prescribed in AR 135–155, table 2–1 educational requirements, both military and civilian, must be completed no later than the day prior to the date the board considering the officer convenes. The promotion board schedule is established annually by HQDA and is adjusted as required.

b. After the board reports its findings and the recommendations receive final approval, each officer will be sent a letter notifying him or her of either selection or non-selection. This promotion action cannot be accomplished unless the officer has been found physically qualified for retention and possesses a valid, current security clearance.

c. Selection boards consider the promotion of officers for all grades 1st lieutenant to colonel. Officers considered qualified and selected for promotion to first lieutenant will be promoted when they have completed 2 years Service in grade. Second lieutenants are not promoted unless they have completed an Army BOLC. Second lieutenants who are not obligated and not promoted upon completion of 42 months commissioned Service are separated.

d. Warrant officers of the ARNG are appointed and promoted by the states under section 8 of the U.S. Constitution. In order for an ARNG WO to be concurrently promoted and receive Reserve WO of the Army designation, the State promotion action must be Federally recognized. To accomplish this process, the promotion action requires the conduct and examination by a Federal Recognition Board (FRB). The Senior Active Army Advisor (SRAA) of the state for the numbered Army area (CONUSA) commanders appoints FRBs. Appointments to the FRB are made by authority of the Secretary of the Army. The Secretary of the Army provides administrative instructions and guidance to be used by the FRB in a memorandum of instruction to the board. FRBs consist of a total of three commissioned officers of the Active Army and the ARNG who are senior to the officer being considered. The senior member of the board will serve as president of the board. A minimum of one member (preferably two) should be in the same branch as the officer to be considered The board will consist of at least one minority member as a voting member, if possible, when minorities are being considered. Normally, at least one female officer will be appointed as a voting member whenever there are females being considered. When feasible, a commissioned aviator will be included as a member of the board when considering promotion of aviation WOs. Applicants for ARNG promotion are examined in accordance with NGR 600–101.

e. The USAR CW3 and CW4 selection board selects officers for promotion without regard to vacancies in the next higher grade using a "fully qualified" methodology. The USAR CW5 selection board selects officers for promotion utilizing a "best qualified" methodology and considers both MOS and promotion ceilings when determining who will be promoted to fill the projected vacancies in authorized CW5 positions. USAR selection boards will be composed of at least seven members; a brigadier general as board president, two colonels and four CW5s. At least one-half of all selection board members will be RC officers not on Active Duty. Each selection board will consist of at least one minority member as a voting member. Normally, at least one female officer will be appointed as a voting member whenever there are females being considered. USAR unit vacancy boards, when needed, convene on a date announced by HQDA Selection boards convene each year as announced by HQDA.

Chapter 8
Introduction to the Officer Functional Alignment

8–1. Introduction

a. Overview. The Army has structured company and field grade officers in the Army Competitive Category by grouping branches and FAs into personnel management categories called functional alignments. WOs are grouped by related MOS skills also aligned with the functional groupings associated with company and field grade officers. For further information, refer to chapter 3, paragraphs 3–10 and 3–11. From this chapter forward, WOs will refer to branch chapters to find career development and life cycle development models.

b. Branch and FA designation. Officers are designated into a branch when commissioned or in an FA by a HQDA-centralized selection board during their time as a captain. Some FAs will have officers that are functionally designated between the 4th and 7th YOS.

8–2. Career branches

a. Definition. A branch is a grouping of officers that comprises an arm or Service of the Army in which, as a minimum, officers are commissioned, assigned, developed, and promoted through their company grade years. Officers are accessed into a single basic branch and will hold that branch designation. An accession branch admits officers upon commissioning; a non-accession branch admits experienced officers from the accession branches. With the exception of Special Forces, Psychological Operations, and Civil Affairs, all other branches are accession branches. SOF branches recruit officers with three years experience for qualification and training. See the Special Forces, Psychological Operations, or Civil Affairs chapters for further information. Officers will serve their company grade time developing the leadership and tactical skills associated with their branch. They will continue to wear their branch insignia throughout their military Service

b. Assignments. Through company grade years, most officers will serve predominately in positions from within their basic branch. Some officers will serve in FA or branch/FA generalist positions (not related to a specific branch or FA) as a company grade officer.

c. Branch categories. The branches of the Army are categorized in the paragraphs below. Some branches may fall under more than one category as noted in AR 600–3, paragraph 3–2.

(1) MF&E branches are—

(a) Infantry (11).

(b) Armor (19).

(c) Field Artillery (13).

(d) Air Defense Artillery (14).

(e) Aviation (15).

(f) Special Forces (18).

(g) Corps of Engineers (21).

(h) Chemical (74).

(i) Military Police Corps (31)

(j) Psychological Operations (37).

(k) Civil Affairs (38).

(2) The Operations Support branches are—

(a) Signal Corps (25).

(b) Military Intelligence Corps (35).

(3) The Force Sustainment branches are—

(a) Adjutant General Corps (42).

(b) Finance Corps (44).

(c) Transportation Corps (88).

(d) Ordnance Corps (91).

(e) Quartermaster Corps (92).

(f) Logistics Corps (90).

(g) Judge Advocate General's Corps (55).

(h) Chaplain Corps (56).

(i) Medical Corps (60–62).

(j) Dental Corps (63)

(k) Veterinary Corps (64).

(l) Army Medical Specialists (65).

(m) Army Nurse corps (66).

(n) Medical Service Corps (67, 68).

8–3. Functional areas

a. Definition. An FA is a grouping of officers by technical specialty or skill, which usually requires significant education, training, and experience. An officer receives his or her FA while serving as a company grade officer. Individual preference, academic background, manner of performance, training and experience, and needs of the Army are all considered during the designation process.

b. Assignments. Depending on FA educational requirements, professional time lines of the individual officer and individual preference, officers may serve in a FA assignment during their company grade years after they have

completed branch development requirements. FA 39, FA 51, and FA 90 are the only FAs that afford command opportunity. (See their respective chapters for further discussion.)

(1) Human Resource Management (43).
(2) Comptroller (45).
(3) Academy Professor, United States Military Academy (47).
(4) Operations Research/Systems Analysis (49).
(5) Force Management (50).
(6) Nuclear and Counterproliferation (52).
(7) Strategic Plans and Policy (59).
(8) Telecommunications Systems Engineering (24).
(9) Information Operations (30).
(10) Strategic Intelligence (34).
(11) Space Operations (40).
(12) Public Affairs (46).
(13) Information Systems Management (53).
(14) Simulations Operations (57).
(15) Foreign Area officer (48).
(16) Army Acquisition Corps (51).

Part Two
Maneuver, Fires, and Effects

Chapter 9
Infantry Branch

9–1. Unique features of the Infantry Branch

a. Unique purpose of the Infantry Branch. Infantry Branch is the combat arms branch with the mission to close with and destroy the enemy by means of fire and movement to defeat or capture him/her, or repel hi/hers assault by fire, close combat, and counterattack.

b. The way ahead. The Army transformation and the contemporary operating environment will significantly affect how the Infantry Branch trains, assigns, and develops officers. While the focus of the Infantry Branch has always been the development of combined arms warriors, the Army's ongoing transformation institutionalizes this concept through the transition to combined arms formations. This will drive an increased focus on maneuver operations for company grade officers, transitioning to a combined and Joint operational focus for field grade officers. The development of Infantry officers will also focus on the development of agile and adaptive officers and multi-skilled leaders who collectively embody knowledge of JIIM organizations. While AHRC will make every effort to synchronize the three priorities, the needs of the Army and the professional development needs of the officer must continue to take precedence over individual preference. The assignment of Infantry officers will continue to be made based on—

(1) The needs of the Army.
(2) The professional development needs of the officer.
(3) The officer's preference.

c. Unique functions performed by the Infantry Branch. Infantry leaders are expected to synchronize all elements of combat power on the battlefield to defeat the enemy. Infantry officers are prepared to train, lead, and employ all types of Infantry and other combat arms assets on the battlefield in the full spectrum of military operations. The Infantry arrives on the battlefield by parachute assault, air assault, mechanized vehicle, wheeled vehicle, or on foot. Insertion means are dependant upon the mission, enemy, terrain and weather, and time available.

d. Unique features of work in the Infantry Branch. Infantry officers work at all levels of command and staff and can perform the following functions and tasks:

(1) Command and control Infantry and combined arms forces in combat.
(2) Provide coordination for employment of combined arms forces at all levels of Joint, Army, and coalition commands.
(3) Develop doctrine, organizations, and equipment for Infantry unique missions and formations.
(4) Instruct Infantry skills at Service schools and combat training centers.
(5) Serve in positions requiring general combat skills such as staff officers in all levels of headquarters and activities requiring combat arms expertise.
(6) Serve as Infantry instructors at pre-commissioning programs, Service schools, and colleges.
(7) Serve as Infantry advisors to foreign military, ARNG, and USAR organizations.

e. Branch detail. Infantry Branch participates in the branch detailing of officers into Infantry for development and

growth at the grade of lieutenant. Officers detailed Infantry (branch code 11) will lose their Infantry designation once they reach their branch detail expiration date and they have been reassigned into their new branch.

f. Branch eligibility. Infantry Branch is closed to female officers under the Secretary of Defense direct ground combat rule. Male officers of other branches who desire a branch transfer to Infantry should submit a request in accordance with AR 614–100, chapter 4.

9–2. Officer characteristics required

a. General. Infantry Branch requires officers who are, first and foremost, leaders of Soldiers. They should be mentally and physically disciplined and well versed in Infantry and combined arms tactics, techniques, and procedures. Infantry leaders will embody the Warrior Ethos. They will place the welfare of their Soldiers ahead of their own and they will adhere to Army Values without exception. Their example will inspire others to achieve the same level of commitment and professionalism. The Infantry must produce multi-skilled leaders who are critically reflective, comfortable with ambiguity and uncertainty, and agents of change. Infantry officers must be challenged and imbued with the confidence to be innovative and adaptive while competently performing in a JIIM environment. Infantry officers must be—

(1) Proficient in the art and science of the profession of arms.

(2) Comfortable employing both lethal and nonlethal means.

(3) Able to confront the uncertain situations of today's operational environment.

(4) Adept at using ethical decision making to solve complex, dynamic problems.

(5) Team builders, able to confidently lead Soldiers while engendering loyalty and trust. Additionally, there are several branch unique skills that require professional development. Infantry Branch has proponency for the following skills (detailed descriptions contained in DA Pam 611–21):

(a) 3X–Bradley Infantry Fighting Vehicle.

(b) 3Z–Mortar unit officer.

(c) 5P–Parachutist.

(d) 5R–Ranger.

(e) 5S–Ranger/parachutist.

(f) 5Q–Pathfinder.

(g) 6B–Reconnaissance and surveillance leader.

b. Competencies and actions common to all. Infantry officers are valued for their skills as leaders, trainers, and planners; skills which are acquired and perfected through realistic training, PME, and Service in the most demanding positions Infantry Branch offers. The Infantry Branch values both critical warfighting operational force assignments and the generating force assignments. The goal of the branch is to provide each officer with a series of leadership, staff, and functional assignments; institutional training; and self-development opportunities in order to develop combined arms warriors with well rounded backgrounds and an understanding of JIIM operations.

c. Unique skills. Infantry officers should display consistently outstanding performance across a wide variety of TOE warfighting and TDA training and staff positions. Infantry officers should demonstrate excellence in their warfighting skills; technical proficiency; a well developed understanding of Joint and combined arms warfare; and the ability to lead, train, motivate, and care for Soldiers.

9–3. Critical officer developmental assignments

Branch development.

a. Lieutenant. The professional development objective for this phase of an officer's career is to develop the requisite Infantry Branch skills, knowledge, and attributes. The focus of the officer at this stage of his career is on development of Infantry tactical and technical warfighting skills and the utilization of these skills in an operational assignment.

(1) *Education.* The BOLC must be completed during this phase. Following commissioning, Infantry lieutenants will attend BOLC II and III. Entry-level officers from all branches will attend BOLC II prior to their branch basic course in order to be imbued with the Warrior Ethos and provide a common fundamental tactical framework for leader development. Following BOLC II, Infantry officers will attend the Infantry BOLC III. BOLC III emphasizes leadership, tactics, maintenance, and technical and tactical competence with weapons and equipment common to the Infantry. Following BOLC III, Infantry Lieutenants have the opportunity to attend airborne and ranger schools. Additionally, any officer assigned to a mechanized or Stryker unit following BOLC III will attend the Mechanized Leader's Course (MLC) or Stryker Leader's Course (SLC). Some officers will be selected to attend the Infantry Mortar Leader Course. Regardless of unit of assignment and follow-on schools, the objective is for Infantry lieutenants to serve no longer than nine months at Fort Benning in order to ensure that they are able to complete the requisite assignments in their first duty station to provide them with the skills, knowledge, and experience necessary to build a successful foundation. All Infantry lieutenants are encouraged to volunteer for ranger training due to the intense tactical and leadership training it provides. Achieving the standards for graduation from ranger school is an indication that an officer possesses the skills and stamina necessary to effectively lead Soldiers in the Infantry.

(2) *Assignments.* The typical Infantry Lieutenant will be assigned to a BCT as his/her first unit of assignment. The

key developmental (KD) assignment during this phase is serving as a platoon leader in a TOE operational unit. Early experience as a TOE platoon leader is critical, as it provides Infantry lieutenants with the opportunity to gain tactical and technical expertise in their branch while developing leadership skills. In addition, a limited number of Infantry lieutenants will serve as TRADOC training company executive officers or staff officers. However, the initial assignment for all Infantry lieutenants should be to a TOE operational unit. Other typical assignments for lieutenants are battalion specialty platoon leader (recon, mortar, or weapons), company executive officer, or battalion staff officer. An Infantry officer may also serve in a staff position after promotion to captain, but prior to attendance at the Maneuver Captain's Career Course (MC^3). A limited number of Infantry lieutenants will serve at the same installation through the completion of company command as a captain. These officers will attend the MC^3 then return to the same installation to complete their initial assignment as a captain. The ability of an Infantry officer to remain at the same installation for his initial two assignments will be dependent on the Infantry grade structure at that installation and the needs of the Army.

(3) *Self-development.* Self-development during this phase should focus on Infantry tactical fundamentals, troop leading procedures, leadership skills, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills.

(4) *Desired experience.* Each Infantry lieutenant must complete all BOLC phases, successfully serve in an operational TOE platoon leader assignment, then supplement his/her technical and tactical abilities through assignment to a specialty platoon, XO, or staff position. The goal is to develop lieutenants with an understanding of combined arms maneuver tactics at the platoon level. He/she should have a working knowledge of special operations and close air support (CAS). A limited number of Infantry lieutenants will also serve in generating force assignments prior to attending MC^3.

b. Captain. The professional development objective for this phase of an officer's career is to develop Infantry combined arms maneuver officers who have exhibited leadership skills as a company commander and staff officer in an operational unit, and who have rounded out their knowledge through successfully completing one or more assignments in the generating force. Infantry captains who have served in both operational and generating force positions have honed their tactical skills and expanded their capabilities through their functional assignment. The Infantry Branch wants to develop captains with operational expertise and who are prepared to provide significant contributions to the generating force.

(1) *Education.* Completion of a branch CCC is mandatory during this period. The majority of Infantry officers will attend the MC^3 branch training, while a select few will attend other branch CCCs. Specialized training will be scheduled for officers after MC^3 on an as-needed basis. Ideally most, if not all, officers attending MC^3 will be assigned to a different type of Infantry organization (vehicular or non-vehicular) than they served in at their first duty station. Exceptions may be made based on operational needs. Officers must obtain a baccalaureate degree prior to attending the CCC. Officers not holding a degree can complete one through the DCP in accordance with AR 621–1, chapter 4. The Infantry captain should coordinate the DCP with the AHRC Infantry Branch junior captain assignments officer.

(2) *Assignments.* The KD assignment for a captain is command of a TOE Infantry company for 18 months, plus or minus 6 months. Second commands should be limited, and total command time should not exceed 26 months (2 x 12 month commands and 2 months for change of command inventories) unless operational needs dictate a different course of action. Life cycle manning will result in some officers commanding for longer periods of time, and some for less, depending on where the unit is in the life cycle when the officer takes command. Infantry captains should bear in mind that they will most likely be assigned to a type of Infantry unit they did not serve with as a Lieutenant (vehicular or non-vehicular). Officers who command TDA companies encounter significant responsibilities and are therefore, extremely well prepared for MTOE command. TDA company commanders having their first commands at the United States Army Infantry Center and School will be given the highest consideration to follow-on TOE assignments to compete for TOE company command. The Infantry encourages officers to seek company command opportunities in the Infantry training brigade and basic combat training brigade prior to attendance at MC^3. There is no time limit restriction in these commands and officers will still remain eligible for tactical company commands following MC^3. Captains should aggressively seek command and Service in battalion and brigade level staff positions in order to further their understanding of Infantry leadership and tactics. Some officers will have the opportunity to compete for selection and assignment to unique units where they may command again, such as the 75th Ranger Regiment, 3rd Infantry Regiment (Old Guard), or a special missions unit (SMU). The United States Army Infantry Center and School also has significant second command opportunities to include the Ranger Training Brigade and the 507th Parachute Infantry Regiment. Upon completion of company command, a full spectrum of assignments is possible. The purpose of these assignments is to meet critical Army requirements, further develop the officer's knowledge base and provide him/her a more well-rounded professional experience. Additionally, officers will have the opportunity serve in one of the assignments identified as follows:

(a) TDA staff.

(b) Active Army/RC training support brigade trainer and staff.

(c) CTC trainer or observer/controller.

(d) Service school instructor or small group instructor.

(e) Doctrine developer.

(f) Training developer.

(g) ACOM and higher-level DA staff.

(h) United States Military Academy (USMA) faculty and staff.

(i) U.S. Army Recruiting Company Command and Staff.

(j) ROTC Assistant Professor of Military Science.

(k) Multi-National and Coalition Trainer and Staff officer.

(l) Army Sponsored Fellowships and Scholarships.

(m) Other combat arms or branch generalist positions.

(3) *Self-development.* During this phase, Infantry officers must hone their leadership, tactical and technical skills, and concentrate on those critical tasks required to accomplish their wartime mission while winning on the battlefield. The officer should also begin to develop a more thorough understanding of combined arms operations in a Joint environment.

(4) *Army Acquisition Corps.* Small numbers of Infantry officers from each year group will be accessed into the Army Acquisition Corps. The primary look is in year 6 of a captain's career, and then the officer will be re-looked during years 7–8. The Acquisition Corps conducts a DA level selection board. All applications for transfer must be made directly to the Acquisition Manager, OPMD, AHRC. Volunteers make up most of the accession numbers, while a few officers may be re-branched based on their academic degree. Officers accessed into the Army Acquisition Corps will be transferred to acquisition corps.

(5) *Desired experience.* The key and developmental assignment for an Infantry captain is successful Service as a company commander. There is no substitute for operational company command that develops an Infantry officer's leadership and tactical skills and prepares him for future leadership assignments at successively higher levels of responsibility. The goal is to provide each Infantry captain 18 months (+/- six months) company command time; however, the key is the quality of the experience rather than time. In some cases unit requirements may require Infantry captains to serve as company commanders of other organizations in order to meet operational requirements. Infantry captains should also expand their tactical and technical capabilities through assignment as a battalion staff officer prior to reassignment away from a BCT. A limited number of Infantry captains will also serve on transition teams.

(6) *FDB.* Infantry officers will undergo a FDB at their seven year mark. This HQDA board will decide in which of the 3 functional categories each officer is best suited to serve. Decisions are based on the needs of the Army, the officer's preference, rater and senior rater's recommendations, and the officer's skills and training. A limited number of officers may choose to opt-in to a FDB after 4 YOS. This board is not mandatory and officers must choose to compete (opt-in) and the functional Categories open each year are based on the needs of the Army The three functional categories are MF&E; operations support; and force sustainment. After the FDB board convenes, each officer will be assigned a branch or FA within a functional category. Officers who are selected to serve outside of MF&E will be managed by their respective Branch or FA manager. Officers who remain in the MF&E functional category will be managed by Infantry Branch until selection for colonel, when they will be managed by the Army Senior Leader Development Office. Infantry officers who remain in the MF&E functional category will receive both branch (11Z) and branch generalist (O1A/O2A/O3A) assignments.

c. Majors. The professional development objective for this phase of an officer's career is to expand the officer's tactical and technical experience and continue to develop him/her as a combined arms warrior and leader with a comprehensive understanding of operations in a Joint and expeditionary environment. Additionally, through a series of operational staff and generating force functional assignments, the Infantry major continues to increase his/her contribution to the institutional Army and his/her understanding of how the Army operates. The key is to provide the Infantry major with the tools that prepare him/her for future battalion command and for increasingly complex generating force assignments.

(1) *Education.* Military education required during this phase is completion of ILE through completion at the U.S. Army CGSC. ILE is divided into two phases. Phase 1 is a 14-week common core training block of instruction. Phase 2 is the Advanced Operations and Warfighting Course (AOWC) which is the field grade credentialing course that is required for all Infantry officers. Officers may also compete to be selected for the SAMS, following AOWC. Those selected must serve a utilization tour as a corps or division plans or operations/assistant G3 staff officer.

(2) *Assignments.* KD assignments during this phase are—

(a) Battalion operations officer.

(b) Battalion XO.

(c) Brigade operations officer.

(d) Brigade XO.

(e) Operations officer and XO equivalent positions within an SMU.

(f) Division Chief of Plans (SAMS utilization).

(g) Division Chief of Operations (SAMS utilization).

(h) Senior ranger regimental liaison officer.

(i) Asymmetric warfare group (AWG) operations squadron troop commander.

(j) Troop Commanders within an SMU. Each officer should have sufficient experience and participate in a capstone event in these KD assignments in order to develop an understanding of Infantry and combined arms operations. There is no substitute for preparing an Infantry officer for future command and for building his Infantry maneuver and combined arms skills. The Infantry major may further expand his tactical and technical skills by serving in staff assignments at division level and higher. The Division Chief of Plans/Chief of Operations positions are only considered key and developmental for the SAMS graduate Infantry officers and when served in conjunction with a minimum of 12 months Service in a battalion or brigade S3/XO position. The development and exposure at the brigade level and below KD positions are absolutely essential for the professional growth of the Infantry officer and necessary for success at future levels of command.

(3) Infantry majors will also meet the Army's mission requirements and build on their institutional skills through varied generating force and JIIM assignments. Examples of Infantry major assignments beyond the key and developmental positions are—

(a) Active Army/RC S3/XO.

(b) Doctrine developer.

(c) Training developer.

(d) DA staff officer

(e) Joint staff officer.

(f) Brigade, division, or corps staff.

(g) CTC trainer or staff officer.

(h) ACOM staff (CONUS and OCONUS).

(i) CGSC staff and faculty.

(j) Service school instructor.

(k) USMA faculty and staff.

(l) ROTC assistant professor of military science (APMS).

(m) Multi-national and coalition trainer and staff officer.

(n) Army sponsored fellowships and scholarships.

(4) *Self-development.* Infantry majors are expected to continue self-development efforts to build intellectual capital, strategic perspective, and hone operational skills. Infantry majors will be required to develop and use a diverse set of skills as they move between combined arms leadership positions in TOE and TDA organizations as well as functional Infantry, branch generalist, and JIIM assignments.

(5) *Desired experience.* At this stage of the officer's career, the Infantry major must hone his/her skills in the planning and execution of combined arms warfare and to develop expertise in the JIIM operational environment. While 12 months is the minimum standard, an officer should serve for as long as possible in KD assignments, with the general rule being a minimum of two for a total of 24–36 months. In order to be competitive for tactical battalion command, Infantry officers should serve at least one assignment as battalion or brigade operations officer or XO. Infantry majors should bear in mind that, if they have not had experience in both vehicular and non-vehicular formations as lieutenants and captains, they will likely be assigned to a type of infantry they have not served in following ILE. The officer's operational expertise should be supplemented by further Service in positions of increasing responsibility in the generating force.

(6) *Additional factors.*

(a) The goal of the branch is to develop an inventory of field grade officers who embody a collective knowledge of JIIM experience While not every officer will receive an assignment in a qualifying Joint assignment or serve a fellowship in a JIIM agency, the goal is to provide the maximum opportunity for Infantry majors to receive JIIM experience. However, this will be dependent on Army demands and position/fellowship availability.

(b) A limited number of Infantry field grade officers may be assigned to positions currently coded as FA positions. A number of FA field grade positions will be coded as open to assignment by non-FA officers. The goal is to expand position access, especially for JIIM positions. Infantry majors may be assigned to Infantry (11Z), branch generalist (01A, 02A, 03A), or FA positions coded for access by branch officers.

(c) A limited number of Infantry majors will serve on transition teams. This experience, when combined with time spent as an S3/XO provides the Infantry major the skills to prepare him/her for future operational and generating force assignments of increasing responsibility and for command.

d. Lieutenant colonel. The professional development objective for this phase of an officer's career is demonstrated excellence in tactical skills, technical proficiency, and the ability to lead, train, motivate, and care for Soldiers in both the staff and command environments. As the Infantry officer increases in rank, his/her opportunity to serve in the operational force will decrease as the percentage of positions in the generating force increases. The officer's previous generating force assignments prepare him/her for his/her expanded role in the generating force serving in positions of increasing responsibility.

(1) *Education.* Lieutenant colonels selected for command complete a PCC and may be selected for SSC following command.

(2) *Assignments.* Officers selected for lieutenant colonel in Infantry should seek assignments of greater responsibility in branch and branch generalist positions. The objective in lieutenant colonel assignments is greater contribution to the branch and the Army. It is important in this phase of an Infantry officer's career that he/she serves in an assignment that further develops his/her Joint combined arms skill set and improves warfighting skills. The most critical assignment for Infantry lieutenant colonels in the MF&E functional category is battalion level command. Top performing Infantry officers who are already highly competitive for colonel and command selection are those most likely to be selected for lieutenant colonel command Those Infantry lieutenant colonels selected for command will normally serve two to three years in command at battalion level. Infantry officers are selected for CSL commands in four command categories; operations, strategic support, training and recruiting, and installation. Typical duty assignments for lieutenant colonels could include—

(a) Battalion command.

(b) CTC task force trainer.

(c) Brigade or regiment XO, and deputy BCT commander.

(d) Division G3 (NOTE: normally a former battalion commander).

(e) Division or corps staff.

(f) Service branch school staff and instructors.

(g) HQDA or Joint staff, NATO staff, combatant commands staff.

(h) TSB battalion commander.

(i) XO/S3 positions in an Active Army/RC training support brigade.

(j) RC support.

(k) ROTC PMS.

(l) ACOM staff.

(m) BCTP O/T. (Note that assignment opportunity for some Infantry lieutenant colonel positions will be limited to former battalion commanders.)

(3) *Self-development.* During this phase of an Infantry officer's career, self-development takes the form of self-assessment, off-duty civil schooling, and perfecting mentoring and managerial skills. The officer should also continue to hone his/her combined arms warfighting skills and his/her understanding of the Joint operational environment.

(4) *Desired experience.* The goal of the Infantry Branch development is to prepare every officer for command of a combined arms warfighting organization at the lieutenant colonel level. Command selection includes only a small percentage of the total lieutenant colonel population. Thus, many lieutenant colonels will serve for many years at that grade. This is by design, and promotion to lieutenant colonel is the mark of a successful career. While not every officer will command and Infantry lieutenant colonels will provide exceptional contributions to the Army in the generating force, the focus remains the development of officers imbued with technical and tactical knowledge of the Joint, combined arms, maneuver warfare. The critical assignment for an Infantry lieutenant colonel is command. There is no substitute for selection and successful Service as a commander for preparing the Infantry officer for Service as a colonel. While the typical command tour has historically been 24 months, due to ongoing operational deployments, unit transitions, and the implementation of life cycle managed units, command tours may range from less than 24 months to 36 months in length. Former battalion commanders (FBCs) will be assigned to specific billets coded for FBC and will be assigned based on needs of the Army. All FBC assignments are vetted through the Director, OPMD. Some examples of FBC billets include division G3, CTC task force senior O/C, Joint staff, Office of the Secretary of Defense, Army, corps, or Division staff, TRADOC duty, the Infantry Branch chief in officer or enlisted assignments, USAREC duty, or 75th Ranger Regiment CSL command.

e. Colonel. The professional development objective for this phase of an officer's career is sustainment of warfighting, training, and staff skill, along with utilization of leadership, managerial, and executive talents. The majority of strategic level leaders in the Army are colonels. Colonels are expected to be strategic and creative thinkers; builders of leaders and teams; competent full spectrum warfighters; skilled in governance, statesmanship, and diplomacy; and understand cultural context and work effectively across it.

(1) *Education.* The majority of officers selected for promotion to colonel will be selected to attend SSC.

(2) *Assignments.* Infantry colonels contribute to the Army by serving in crucial assignments in branch and combat arms branch generalist positions. The critical task during this phase is to fully develop the broad skills and competencies required of a multi-skilled leader, while maintaining branch competency (warfighting skills). Officers should make maximum use of their talents. Assignments will tend to be utilization tours rather than developmental. Infantry officers will make full use of their MF&E and JIIM experience, managerial skills, and executive talents to meet the needs of the Army. A critical assignment for an Infantry colonel in the MF&E functional category is selection for brigade or regimental command. Infantry officers selected for brigade level command will serve in the same four command CSL categories as lieutenant colonels. Garrison command tour lengths are 24 months but can be extended to 36 months. All colonel level commands are considered KD assignments. Critical assignments for colonels include—

(a) Brigade, regiment, or garrison command.

(b) CTC operations group commander/chief of staff.

(c) TRADOC systems manager/TRADOC capabilities manager.

(d) Division or corps chief of staff.

(e) Division, corps, or field Army Assistant Chief of Staff, G–3.

(f) XO to a general officer.

(g) Department Director, U.S. Army Infantry Center.

(h) HQDA or Joint staff.

(3) *Self-development.* Infantry colonels must maintain their branch skills and keep current on all changes that affect the Soldiers they command and/or manage. JIIM assignments are important during this phase.

(4) *Desired experience.* The primary goal at this stage is to fully use the experience and knowledge gained in a position where the officer can provide a significant contribution to the operational and generating force. The critical assignment for an Infantry colonel is brigade level command. No other position provides the Infantry officer the opportunity to fully use his/her depth of experience in Joint and combined arms warfare and to capitalize on his/her functional generating force assignments in Service to the Army. However, only a limited number of Infantry officers will have the opportunity to command. Those officers not selected for command will continue to provide exceptional Service in generating force and JIIM assignments of increasing responsibility. These officers also provide the critical bridge between the operational and generating force, and serve as the advocate of commanders in key staff elements.

f. Joint assignments. Infantry officers will be considered for Joint duty assignment based on the needs of the Army, professional development needs of the officer, and availability of a Joint assignment. Infantry officers and units will continue to be called on to participate in Joint operations around the world. Joint experience, developed through sequential assignments, will provide the Joint perspective on Army operations to be successful now and in the future.

9–4. Assignment preferences and precedence

a. Preferences. The professional development goal of Infantry Branch is to produce and sustain highly qualified officers who are tactically and operationally oriented to lead Soldiers and command units in combat and perform other assigned missions. Assignments in combined arms organizations will be made to develop the officer's overall ability to achieve that goal. The officer's assignments will be based on the needs of the Army, the officer's professional development needs and the officer's preference. While Infantry Branch, AHRC, makes every effort to support individual officer's assignment preferences, the needs of the Army and the officer's professional development needs must take priority.

b. Precedence. Certain assignments in Infantry Branch will occur in a precedence sequence. Other assignments to include professional military training are not constrained, but if possible should occur in sequence. Command positions will have precedence over staff positions. These positions develop an officer's ability to command at various levels throughout a career. For example, before an officer can be a battalion S3, he will have had a successful company command. The normal sequence for a major for professional development is education, battalion XO/S3 or brigade/regiment XO/S3, followed by a Joint, branch/FA generalist, or division/brigade staff officer assignment.

9–5. Duration of critical officer life cycle assignments

a. Key Infantry Branch positions. The Infantry Branch officer will serve in several key developmental positions as they progress through their career in order to develop a Joint and expeditionary mindset, tactical and technical expertise in combined arms warfare, a firm grounding in Infantry operations, and knowledge of JIIM organizations. There is no substitute in the Infantry Branch for Service with troops in key leadership positions. The goal of the Infantry officer professional development model is to provide the Infantry officer a series of leadership and operational staff positions, supplemented by opportunities to round out their knowledge in key generating force positions, in order to achieve success in positions of leadership at successively higher levels. The primary positions that develop this level of expertise, in sequence, are platoon leader, company commander, S3/XO, battalion command, and brigade/regimental command. The goal is to ensure that every Infantry officer is given the opportunity to serve in each of these key leadership assignments. While operational realities and the limited number of positions will prevent the branch from providing every officer the opportunity to command at the battalion and brigade level, the goal remains to prepare every Infantry officer for command. Those officers who do not command at the battalion level will continue to provide critical support to the Army in key generating force positions. Their role will remain to ensure that generating force organizations continue to maintain focus on their critical role in supporting the warfight. Infantry officers, schooled in combined arms warfare, will serve as the critical link between the operational and generating force.

b. Infantry Branch life cycle. Figure 9–1, below, shows how Infantry Branch time lines, military, and additional training, KD assignments, and self-development fit together to support the Infantry Branch goal of growing future combined arms warriors. The Infantry Branch developmental goals directly support the goal of the Army transformation to grow a campaign qualify Army with Joint and expeditionary capabilities.

Figure 9–1. Infantry Active Army Developmental Model

9–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for all Infantry Branch officers. To do this, the field grade inventory must be optimized in order to meet branch authorizations, to provide sufficient flexibility to support branch/FA generalist positions, and to provide majors with the opportunity to serve in the critical developmental assignment; S3/XO. The branch's goal is to provide every major a minimum of two years S3/XO time.

b. OPMS implementation. The number of authorized Infantry billets, by grade, will vary as force structure decisions are made, and actions to implement them are taken. Officers, who desire more information on Infantry Branch authorizations or inventory, by grade, are encouraged to contact their AHRC OPMD assignment officer.

9–7. Key officer life cycle initiatives for Infantry

a. Structure. Infantry officers may serve in a variety of organizations during the Army's transformation to include combined arms battalions, infantry battalions, Stryker infantry battalions, RSTA squadrons, or reconnaissance squadrons. However, after modular transformation is complete, the primary operational assignments for Infantry officers will be in brigade combat teams. Infantry officers may also serve in critical developmental assignments in TDA organizations.

b. Acquire. Infantry officers are accessed through USMA, ROTC, and OCS. Officers are accessed into Infantry based on their branch preference and the needs of the Army. Infantry is a recipient branch under the current system of branch detailing. Infantry receives officers from the combat support and Service support arms to fill lieutenant

authorizations. Branch detailed officers return to their commissioning branch upon their selection to captain and assignment to their branch transition course. The current system is meeting the needs of the force.

c. Distribute. The goal of Infantry Branch is to provide every Infantry officer a variety of leadership, staff, and functional assignments at each grade to develop and use their craft as combined arms warriors. The priority is on developing a depth of experience in Infantry operations while concurrently developing a depth of experience in JIIM organizations and combined arms warfare. They will also be provided the opportunity to serve in key generating force assignments in order to fully develop their knowledge of how the Army runs and to provide opportunities to support the warfighting Army through key staff and functional assignments. Officers may also rotate between CONUS and OCONUS assignments. Officers will have more time to gain the requisite skills in their branch and their branch/FA generalist assignments. Infantry officers are rotated between assignments to ensure they develop the full range of skills necessary to perform as senior leaders.

d. Deploy. Infantry officers remain the Army's principle warfighters. Whether assigned to TOE organizations or TDA organizations, all Infantry officers must be prepared to deploy on short notice anywhere in the world to lead Soldiers. Infantry officers may deploy tomorrow with their units to deter potential adversaries and to protect national interests; or as individuals to support Joint and multinational operations other than war such as humanitarian and peace keeping missions. Infantry Branch officers must prepare themselves and their Families for this most challenging life cycle function.

e. Sustain. Infantry combat skills are maintained through institutional training and assignments in warfighting units.

(1) *Promotion.* Infantry Branch field grade officers designated to remain in Infantry and the MF&E functional category will compete for promotion only within their functional category. If an Infantry officer is designated to one of the two other functional categories, he/she will no longer compete against Infantry officers for promotion.

(2) *Command.* Infantry Branch commanders will continue to be centrally selected for command at the battalion and brigade level. These commands are organized into four command categories: operations, strategic support, recruiting and training, and installation. Officers have the option of selecting the category or categories in which they desire to compete for command, while declining competition in other categories. The results of the command selection process are announced in the CSL.

(3) *Officer Evaluation Report (OER).* The OER (DA Form 67–9) requires the rater and senior rater to recommend a functional category for all Army competitive captains through lieutenant colonels. When recommending a functional designation for rated officers, rating officials will consider the whole person with factors such as demonstrated performance, educational background, technical or unique expertise, military experience, or training and personal preference of the officer. Functional category recommendations of raters and senior raters on the OER will be an important factor taken into consideration during the functional Designation Process.

f. Develop. Infantry officers are developed through a logical progression of TOE assignments, institutional training, and staff/TDA assignments. The focus of Infantry officer professional development is on the attainment and utilization of warfighting skills, and the utilization of those skills to support the critical doctrine, organization, training, material systems, leader development, personnel, and facility (DOTMLPF) development missions of the branch. The goal is to professionally develop officers to employ firepower and maneuver skills in support of combined arms and Joint operations. Development occurs through the Army school system; all officers selected for major should complete some form of ILE education, and all officers selected for colonel should complete SSC.

g. Separate. Infantry Branch has no unique separation processes.

9–8. Infantry Reserve Component officers

a. General career development. RC Infantry officer development objectives and qualifications parallel those planned for their Active duty counterparts, with limited exceptions. The increase in advanced technology weaponry and the lethality of modern weapon systems requires that RC officers train at the appropriate level. This is necessary in order to acquire those skills required for commanding, training, and managing RC organizations for peacetime operation, as well as mobilization. The RC officer must realize that a large portion of his/her education and training will be accomplished on his/her own time, in accordance with his/her unit duty assignments. A variety of correspondence courses are available as well as a full range of schools that he may attend as a resident student. Junior officers must develop a strong foundation of Infantry tactical and technical expertise through assignments in their branch before specializing in a specific area/skill.

(1) *Role.* The RC Infantry officer serves the same role and mission as his Active Army counterpart. The unique nature of his role as a "citizen Soldier" will pose a challenge to his professional development program. However, RC officer professional development is expected to mirror Active Army officer development patterns as closely as possible, except as noted below. The two primary exceptions are: RC officers tend to spend more time in key leadership positions and RC officers have increased windows to complete mandatory educational requirements. In order to meet professional development objectives, the RC officer may need to rotate between ARNG and USAR TPU, the IRR, and IMA assignments to reach his/her professional development objectives. Refer to chapter 7 for a detailed description of RC officer career management and development.

(2) *RC lieutenant.* Upon commissioning, each officer is assigned a career branch in which the emphasis for training and development occurs during the officers first 7 to 8 years.

(a) Education. Mandatory military education during this phase is completion of the resident BOLC, which should be completed within 12 months (no later than18 months) of commissioning and is a prerequisite for promotion to first lieutenant. Officers must obtain a baccalaureate degree from an accredited college or university to qualify for promotion to captain.

(b) Initial assignments. Officers should seek and be assigned to leadership positions in troop units whenever possible. This duty provides the officer an understanding of operations and military life that will build a solid foundation for future Service. Every attempt will be made to assign junior officers to troop units. While assigned at the company level, officers should seek a variety of assignments, which will enhance their future performance as a commander.

(3) *RC captain.*

(a) Formal training. Mandatory education during this phase is completion of the MC^3, which is a prerequisite for promotion to major. MC^3 can be completed through attendance at the resident course or the RC course (MC^3—DL) that has a distance learning phase and a 2-week resident phase. A percentage of Infantry officers elect to attend the Infantry CCC (resident or RC course) in lieu of MC^3/ MC^3—DL. Officers branch transferring are encouraged to refer to ATRRS online for military education requirements and procedures to apply for MC^3 constructive credit.

(b) Assignments. Assignments in a company, battalion, or brigade organization should follow a progressive order. The command of a unit is the essence of leadership development at this stage of an officer's career. Units fill company command positions with officers who have demonstrated the potential for and the desire to command Soldiers. Most command tours are 36 months long with the tour length set by the higher commander and should be preceded by attendance at the company level PCC. The number of company command positions may not afford every officer to have the opportunity to command at the captain level. Command can be of traditional modification tables of organization and equipment (MTOE) line units or TDA) units. Some officers may receive more than one command opportunity, but those cases are rare. Battalion staff experience is also desired during this period, but the focus should be to command a unit.

(c) Typical duty assignments. Officers should aggressively seek Infantry company command. Following successful company command, officers can be assigned to similar types of non-troop assignments as Active Army officers. In addition, they may participate in the IMA and AGR programs.

(d) FA training. RC officers are awarded a FA based upon the needs of the Army, the officer's geographic location, individual experience, education, and training. FA assignments offer the Infantry officer flexibility and the opportunity for additional assignments in both the ARNG and USAR. Officers who received an FA while on Active Duty may continue to serve in that FA or may request award of a different FA based upon the availability of such assignments and the needs of the Army. FA designators are awarded at the officer's request once all prerequisites for award of the FA have been met.

(4) *RC major.* Promotion to major normally occurs between the 12th and 14th year of commissioned Service. Promotion prior to consideration by the DA mandatory promotion board (position vacancy promotion) is possible. Selection for major is based on performance and potential for further Service in positions of greater responsibility. These qualities are measured by the officer's assignment history, branch development achieved, and the relative standing of the officer to his/her peers as indicated in the OER.

(a) Formal training. Officers should complete ILE. The RC major must complete 50 percent of ILE as a prerequisite for promotion to lieutenant colonel; however, selection for command requires 100 percent completion of ILE. Officers can complete the requirements for ILE in numerous ways: CGSC (resident or non-resident), sister Service resident CGSC or Associate Logistics Executive Development Course (ALEDC).

(b) Assignments. The critical assignment during this phase is Service as a battalion S3 or XO, or brigade S3. Also, duty on brigade/division staff and Joint Forces Headquarters (JFHQ) or ARCOM, GOCOM, MUSARC is desired. RC Infantry majors may typically serve in similar assignments as Active Army officers and should continue to gain staff experience at division level and higher. Successful assignments in positions such as battalion XO and operations officers (S3) best prepares officers for the rigors of battalion command. Officers desiring to remain competitive for battalion command should endeavor to serve in such positions. Duty in progressively challenging assignments is an essential ingredient in the career development of officers prior to promotion to lieutenant colonel. Officers may participate in the AGR program. Infantry positions in RC units are actively sought and highly competitive. An officer should seek to remain in a unit if at all possible. An officer may choose to become a member of the IRR or the IMA programs. The IRR and IMA programs for Majors offer many unique opportunities for training and development. The IMA program provides the Infantry officer an opportunity to train in the position he/she will occupy upon mobilization.

(5) *RC lieutenant colonel.* The promotion board considers the RC Major for promotion to lieutenant colonel at the 16th year of commissioned Service. Promotion prior to consideration by the DA mandatory promotion board (BZ promotion) is possible. Duty in progressively challenging assignments is an essential ingredient in the career development of officers and subsequent promotion to lieutenant colonel. Generally, these positions are in the MTOE or TDA environment as staff officers in battalions, brigades, or JFHQ. Highly qualified officers in this phase may be selected to

command a battalion or squadron. Other assignments include: brigade DCO/XO; division primary staff; various JFHQ; Army reserve commands (ARCOM); general officer commands (GOCOMS); or major USAR commands (MUSARC) staff positions. He/she may also participate in the AGR, IRR, or IMA programs.

(a) Formal training. The RC lieutenant colonel must complete ILE prior to promotion to colonel. Selectees for battalion command attend the Infantry PCC. Qualified Infantry lieutenant colonels may apply for the AWC or other SSCs (resident or correspondence).

(b) Assignments. Highly qualified RC lieutenant colonels may be selected to command a battalion, squadron or Infantry TASS battalion. Other typical assignments include the following: brigade XO; division primary staff, various JFHQ, U.S. Army Reserve Regional Support Command (RSC), GOCOM, and MUSARC staff positions; or HQDA level and Joint staff assignments. RC lieutenant colonels may participate in the AGR, IRR, or IMA programs

(6) *RC colonel.*

(a) Formal training. Although no mandatory education requirements (other than PCC for command selectees) exist during this phase, officers are encouraged to complete SSC (resident or nonresident).

(b) Assignments. Highly qualified colonels may be selected to command a heavy BCT, Stryker brigade combat team (SBCT), or infantry BCT. Other typical assignments include AGR program participation and various senior duty positions at the division, JFHQ, RSC, GOCOM, MUSARC levels, and HQDA and Joint staff assignments.

b. Branch development. Even though RC officer development is challenged by geographical considerations and time constraints, each officer should strive for Infantry assignments and educational opportunities that yield the same developmental opportunities as their Active Army counterparts.

(1) *Introduction.* RC (ARNG and USAR) officers must also meet certain standards in terms of schooling and operational assignments to be considered fully qualified in the Infantry Branch at each grade. Due to geographical, time, and civilian employment constraints, RC Infantry officers may find it difficult to serve in the required operational assignments required at each grade in order to remain fully qualified as an Infantry officer. Nevertheless, RC Infantry officers are expected to complete the educational requirements discussed below and to aggressively seek out the operational assignments to remain proficient in the branch.

(2) *Lieutenant.* The professional development objective for this phase of an officer's career is to develop the requisite Infantry Branch skills, knowledge and attributes. The focus of the officer at this stage of his/her career is on development of Infantry tactical and technical warfighting skills and the utilization of these skills in an operational assignment.

(a) Education. The BOLC must be completed during this phase. BOLC provides the Infantry lieutenant the basic skills necessary to function as an infantry platoon leader. In addition, the RC Infantry lieutenant may attend Ranger School, Infantry Mortar Platoon Officer Course, or Airborne School. Additional training following BOLC is primarily dependent on the lieutenant's unit of assignment.

(b) Assignments. The critical assignment during this phase is serving as a platoon leader in a BCT. The typical Infantry lieutenant will be assigned as a platoon leader or staff officer in an infantry battalion upon completion of the basic course. Other typical assignments for lieutenants are battalion specialty platoon leader (recon, weapons, or mortar), company XO, battalion liaison officer (LNO), S3 air or logistics officer (S4). An Infantry officer may also serve in a staff position after promotion to captain, but prior to attendance at the MC^3.

(c) Self-development. Self-development during this phase should focus on infantry tactical fundamentals, troop leading procedures, leadership skills, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills.

(d) Desired experience. Each Infantry lieutenant must complete all BOLC phases, successfully serve in an operational TOE platoon leader assignment, and then supplement his/her technical and tactical abilities through assignment to a specialty platoon or staff position. The goal is to develop lieutenants with an understanding of Infantry maneuver tactics at the platoon level.

(3) *RC captain.* The desired experience for the Infantry Branch Captain is—

(a) Completing the MC^3. (See ATRRS online for military education requirements based on the type of BOLC completed and for constructive credit application procedures.)

(b) Obtaining a baccalaureate degree to qualify for promotion to captain.

(c) Commanding an Infantry company successfully. The goal is for each RC captain to serve a minimum of 36 months company command time (plus or minus 12 months). However, the key is quality of the experience rather than time in command.

(4) *RC major.* The goals for RC Infantry major professional development are as follows:

(a) Service in a TOE or TDA battalion or as a brigade S3. The goal is for each Infantry major to serve a minimum of 24 months. There is no substitute for time spent as an S3/XO in preparing the Infantry major for battalion command and for expanding his/her knowledge of combined arms maneuver warfare.

(b) Supplement their S3/XO experience with assignments in key duty positions in Infantry units. This includes Service in primary staff positions at the battalion, brigade, or regiment levels; and continues to gain staff experience at the division and higher levels. RC majors may participate in the AGR or IMA programs.

(c) Enrollment in ILE prior to 18 years TIS. At least 50 percent of ILE must be completed for promotion to lieutenant colonel.

(5) *RC lieutenant colonel*. The desired professional development experiences for the Infantry lieutenant colonel are as follows:

(a) Completion of ILE. This must be completed within three years of promotion to lieutenant colonel.

(b) Command TOE maneuver battalion or TDA battalion for 36 months (plus or minus 12 months). While every Infantry officer will not command at the battalion level, the goal of Infantry officer professional development is to provide every Infantry officer the assignments, institutional training, and experience to prepare him/her for command at this level. The Infantry officers selected for command will remain competitive for promotion to colonel and brigade command.

(c) Service in key duty positions such as a brigade or regiment XO, or Service in division primary staff or JFHQ, RSC, GOCOM, and MUSARC staff positions; or in HQDA and Joint staff assignments. RC lieutenant colonels may participate in the AGR or IMA programs.

(d) May be selected to attend an SSC or AWC Corresponding Studies Course.

(6) *RC colonel*. The professional development goals for Infantry colonels are as follows:

(a) Command of a BCT for 36 months (plus or minus 12 months).

(b) Service in various duty positions at the division, JFHQ, RSC, GOCOM, and MUSARC levels; or in HQDA and Joint staff assignments. Colonels may participate in the AGR or IMA program.

(c) May be selected to attend an SSC or AWC Corresponding Studies Course.

c. Life cycle development model. The RC life cycle development model for Infantry officers is shown at figure 9–2, below.

Figure 9–2. Infantry RC Developmental Model

Chapter 10
Armor Branch

10–1. Unique features of the Armor Branch

a. Unique purpose of the Armor Branch. Armor Branch encompasses Armor or combined arms organizations that close with and destroy the enemy using fire, maneuver, and shock effect; and cavalry and reconnaissance organizations that perform reconnaissance, provide security, and engage in the full spectrum of combat operations.

b. The way ahead. The Army transformation and the contemporary operating environment will significantly affect how the Armor Branch trains, assigns, and develops officers. While the focus of the Armor Branch has always been the development of combined arms warriors, the Army's ongoing transformation institutionalizes this concept through the transition to combined arms formations. This will drive an increased focus on mounted maneuver operations for company grade officers, transitioning to a combined and Joint operational focus for field grade officers whose expertise includes the application of MF&E in the Joint operational battlespace. The development of Armor officers will also focus on the development of agile and adaptive officers and multi-skilled leaders who collectively embody knowledge of operations in a JIIM environment. While AHRC will make every effort to synchronize the three priorities, the needs of the Army and the professional development needs of the officer must continue to take precedence over individual preference. The assignment of Armor officers will continue to be made based on—

(1) The needs of the Army.

(2) The professional development needs of the officer.

(3) The officer's preference.

c. Unique functions performed by the Armor Branch. Armor officers fulfill their mission by commanding, directing and controlling mounted maneuver, combined arms organizations; providing expertise on the employment of combined arms forces at all staff levels; and developing the doctrine, organizations, training, materiel, and leaders necessary to support the mounted maneuver mission. The initial focus of Armor officers is the development of the core technical and tactical Armor, cavalry, and reconnaissance skills. Following the initial focus on Armor and cavalry skills development, Armor officers begin to develop a broader focus on mounted maneuver, combined arms, and Joint warfare as they progress through their careers.

d. Unique features of work in the Armor Branch. The Armor Branch currently has three AOCs and three skill identifiers. Detailed descriptions of the AOCs and skill identifiers listed below can be found in DA Pam 611–21.

(1) *Armor officer, general (19A).* These officers perform in staff positions requiring skills involving general Armor, cavalry, and reconnaissance practical experience. These officers should possess appropriate technical and tactical institutional Armor School training in both tank and cavalry/scout weapons systems and have developed tactical expertise in mounted combined arms warfare.

(2) *Armor (19B).* These officers perform in command or staff positions in mounted maneuver units with tanks or mobile gun systems.

(3) *Cavalry (19C).* These officers perform in command or staff positions in cavalry and reconnaissance organizations. Cavalry officers must complete either the Scout Leader Course or the Cavalry Leader Course to serve in a 19C coded position.

(4) Additional skill identifiers associated with Armor AOCs—

(a) M1A2 Abrams Tank (3J).

(b) M1A1 Abrams Tank (3M).

(c) M2/M3 Bradley CFV/IFV (3X).

e. Branch detail. Armor Branch participates in the branch detailing of officers into Armor for development and growth at the grade of lieutenant. Officers detailed Armor (branch code 19) will lose their Armor designation once they reach their branch detail expiration date and they have been reassigned into their new branch.

f. Branch eligibility. The Armor Branch is closed to female officers under the Secretary of Defense direct ground combat rule. Male officers of other branches who desire a branch transfer to Armor should submit a request in accordance with AR 614–100, chapter 4.

10–2. Officer characteristics required

a. Competencies and actions common to all. Armor officers are valued for their skills as leaders, trainers and planners: skills which are acquired and perfected through realistic training, PME, and Service in the most demanding positions Armor Branch offers. The Armor Branch values both critical warfighting operational force assignments and the generating force assignments. The goal of the branch is to provide each officer with a series of leadership, staff and functional assignments; institutional training; and self-development opportunities in order to develop combined arms warriors with well rounded backgrounds and an understanding of JIIM operations.

b. Unique skills. Armor officers should display consistently outstanding performance across a wide variety of MTOE warfighting and TDA training and staff positions. Armor officers should demonstrate excellence in their warfighting skills; technical proficiency; a well developed understanding of mounted Joint and combined arms warfare; and the ability to lead, train, motivate, and care for Soldiers.

10–3. Officer developmental assignments

a. Lieutenant. The professional development objective for this phase of an officer's career is to develop the requisite Armor Branch skills, knowledge and attributes. The focus of the officer at this stage of his career is on development of Armor and Cavalry tactical and technical warfighting skills and the utilization of these skills in an operational assignment.

(1) *Education.* The BOLC must be completed during this phase. BOLC provides the Armor lieutenant the basic skills necessary to function as a tank platoon leader and an overview of Cavalry tactics and techniques. Prior to assignment to a cavalry platoon, the Armor lieutenant must attend the Scout Leader Course. In addition, the Armor Lieutenant may attend Ranger School, Battalion Maintenance Officer Course (through distance learning), Infantry Mortar Platoon officer Course, or Airborne School. Additional training following BOLC is primarily dependent on the Lieutenant's unit of assignment.

(2) *Assignments.* The critical assignment during this phase is serving as a platoon leader in a TOE operational unit. Historically, all qualified Armor lieutenants have had the opportunity to serve as Armor, cavalry, or reconnaissance platoon leaders. The typical Armor lieutenant will be assigned as a platoon leader or staff officer in a reconnaissance or combined arms organization upon completion of BOLC. In addition, a limited number of Armor lieutenants will serve as TRADOC training company executive officers or staff officers. However, the initial assignment for all Armor lieutenants should be to a TOE operational unit. Other typical assignments for lieutenants are battalion or squadron

special platoon leader (scout or mortar), company or troop executive officer, or battalion/squadron staff officer. An Armor officer may also serve in a staff position after promotion to captain, but prior to attendance at the MC^3. A limited number of Armor lieutenants will serve at the same installation through the completion of company command as a captain. These officers will attend the MC^3 then return to the same installation to complete their initial assignment as a captain. The ability of an Armor officer to remain at the same installation for his initial two assignments will be dependent on the Armor grade structure at that installation and the needs of the Army.

(3) *Self-development.* Self-development during this phase should focus on tank and cavalry tactical fundamentals, troop leading procedures, leadership skills, tank gunnery, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills.

(4) *Desired experience.* Each Armor lieutenant must complete all BOLC phases, successfully serve in an operational TOE platoon leader assignment, then supplement his technical and tactical abilities through assignment to a specialty platoon or staff position. The goal is to develop lieutenants with an understanding of mounted maneuver tactics at the platoon level. A limited number of Armor lieutenants will also serve in generating force assignments prior to attending MC^3.

b. Captain. The professional development objective for this phase of an officer's career is to develop mounted maneuver officers who have exhibited leadership skills as a company commander and staff officer in an operational unit and who have rounded out their knowledge through successfully completing one or more assignments in the generating force. Armor captains who have served in both operational and generating force positions have honed their tactical skills and expanded their capabilities through their functional assignment. The Armor Branch wants to develop captains with operational expertise and who are prepared to provide significant contributions to the generating force.

(1) *Education.* Completion of a branch CCC is mandatory during this period. The majority of Armor officers will attend the MC^3 branch training, while a select few will attend other branch CCCs. Officers assigned to a cavalry organization after completion of CCC will normally attend the Cavalry Leader Course when available with respect to unit requirements. Officers must obtain a baccalaureate degree prior to attending the CCC. Officers not holding a degree can complete through the DCP in accordance with AR 621–1, chapter 4. The Armor captain should coordinate the DCP with the Armor junior captain career manager.

(2) *Assignments.* Developmental assignments during this phase are a combination of operational company/troop command and Service as a primary staff officer. Armor officers may serve on operational or generating force unit staffs at the brigade/regiment and battalion/squadron level prior to command. Most Armor officers will be assigned to a BCT/regiment for a three-year assignment immediately following completion of the CCC. (During the Army transformation to a unit focused assignment system, officers my serve varying tour lengths as three-year stabilized assignments are phased in over several years.) A few select company commanders will serve their company command and staff assignments initially or subsequently in a TRADOC TDA organization. In order to provide operational command experience to the maximum number of Armor officers, Armor Branch will assign a number of captains to TDA commands following the CCC and prior to assignment to a BCT. Additionally, a limited number of Armor captains will be assigned to a TDA command following a BCT assignment. TDA company commanders having their first commands at the Armor Center will be given the highest consideration for follow-on MTOE assignments to compete for MTOE company command. This program increases operational command opportunity and ensures the integration of officers with operational experience into the Armor Center to support the critical DOTMLPF mission. Upon completion of company command, a full spectrum of assignments is possible. The purpose of these assignments is to meet critical Army requirements, further develop the officer's knowledge base, and provide him a more well-rounded professional experience. Additionally, officers will have the opportunity serve in one of the following assignments identified below:

(a) TDA staff.

(b) Active Army/RC training support brigade trainer and staff.

(c) CTC trainer or observer/controller.

(d) Service school instructor or small group instructor.

(e) Doctrine developer.

(f) Training developer.

(g) ACOM and higher-level DA staff.

(h) USMA faculty and staff.

(i) U.S. Army Recruiting Company Command and Staff.

(j) ROTC Assistant Professor of Military Science.

(k) Multinational and Coalition Trainer and Staff officer.

(l) Army Sponsored Fellowships and Scholarships.

(m) Other combat arms or branch generalist positions.

(3) *Self-development.* During this phase, Armor officers must hone their leadership, tactical and technical skills, and concentrate on those critical tasks required to accomplish their wartime mission while winning on the battlefield. The officer should also begin to develop a more thorough understanding of combined arms operations in a Joint environment.

(4) *Army Acquisition Corps.* Small numbers of Armor officers from each year group will be accessed into the Army Acquisition Corps. The primary look is in year 6 of a captain's career, and then the officer will be re-looked during years 7–8. The Army Acquisition Corps conducts a DA level selection board. All applications for transfer must be made directly to the acquisition manager, OPMD, AHRC. Volunteers make up most of the accession numbers, while a few officers may be re- branched based on their academic degree. Officers accessed into the Army Acquisition Corps will be branch transferred to acquisition corps.

(5) *Desired experience.* The KD assignment for an Armor captain is successful Service as a company/troop commander. There is no substitute for operational company/troop command that develops an Armor officer's leadership and tactical skills and prepares him for future leadership assignments at successively higher levels of responsibility. The goal is to provide each Armor captain 18 months (+/- six months) company command time; however, the key is the quality of the experience rather than time. Armor captains should also expand their tactical and technical capabilities through assignment as a battalion/squadron staff officer prior to reassignment out of the brigade/regiment. Armor captains should strive to command in a 19Z/11Z/03A coded command if possible. In some cases, unit requirements may require Armor captains to serve as company commanders of other organizations in order to meet operational requirements. A limited number of Armor captains will also serve on transition teams in Iraq or Afghanistan. Service on a transition team, combined with 12 months of company command may provide the quality of experience to consider an officer complete with their key developmental assignment as an Armor captain.

(6) *FDB.* A limited number of officers may choose to opt-in to an FDB after 3 YOS. The 4 year FDB selects a limited number of captains to fill requirements at the grade of captain in select FAs. This board is not mandatory and officers must choose to compete. FAs open each year are based on the needs of the Army. All Armor officers will undergo a FDB at their 7 year mark. This HQDA board will decide in which of the 3 functional categories each officer is best suited to serve. Decisions are based on the needs of the Army, the officer's preference, rater and senior rater's recommendations, and the officer's skills and training. The three functional categories are MF&E; operations support; and force sustainment. After the FDB board convenes, each officer will be assigned a Branch or FA within a functional category. Officers who are selected to serve outside of Armor Branch will be managed by their respective branch or FA career manager. Officers who remain in Armor Branch will be managed by Armor Branch until selection for colonel, when they will be managed by the Army Senior Leader Development Office. Armor officers who remain in the MF&E functional category will receive both branch (19Z) and branch generalist (O1A/O2A) assignments.

c. Majors. The professional development objective for this phase of an officer's career is to expand the officer's mounted maneuver tactical and technical experience and continue to develop him as a combined arms warrior and leader with a comprehensive understanding of combined arms warfare in a Joint and expeditionary environment. Additionally, through a series of operational staff and generating force functional assignments, the Armor major continues to increase his contribution to the institutional Army and his understanding of how the Army operates. The key is to provide the Armor major with the tools that prepare him for future battalion command and for increasingly complex generating force assignments.

(1) *Education.* Military education required during this phase is completion of ILE through completion of the U.S. Army CGSC. ILE is divided into two phases. Phase 1 is a 14-week common core training block of instruction. Phase 2 is the AOWC, which is the field grade credentialing course that is required for all Armor officers. Officers may also compete to be selected for the SAMS, following AOWC. Those selected must serve a utilization tour as a corps or division plans/assistant G3 staff officer.

(2) *Assignments.* KD assignments during this phase are as follows:

(a) Battalion/squadron XO/S3,

(b) Brigade/regiment XO/S3.

(c) Division Chief of Plans. (SAMS Utilization)

1. The Division Chief of Plans position is considered a key developmental experience for the SAMS graduate Armor officer when served in conjunction with at least 12 months Service in a battalion/squadron or brigade/regimental S3/XO position. Experience at the brigade/regimental level and below is absolutely essential for the professional growth of the Armor officer and necessary for success at future levels of command.

2. Each officer should have sufficient experience and participate in a capstone event in these KD assignments in order to develop an understanding of mounted and combined arms operations. There is no substitute for preparing an Armor officer for future command and for building his mounted maneuver and combined arms skills. The Armor major may further expand his tactical and technical skills by serving in staff assignments at division level and higher.

(3) Armor majors will also meet the Army's mission requirements and build on their institutional skills through varied generating force, JIIM assignments. Examples of Armor major assignments beyond KD positions are as follows:

(a) Active Army/RC S3/XO.

(b) Doctrine developer.

(c) Training developer.

(d) DA staff officer.

(e) Joint staff officer.

(f) Brigade, division, or corps staff.

(g) CTC trainer or staff officer.

(h) Unit of Action Experimental Element (UAEE) S3/XO.

(i) ACOM staff (CONUS and OCONUS).

(j) CGSC staff and faculty.

(k) Service school instructor.

(l) USMA faculty and staff.

(m) ROTC Assistant Professor of Military Science.

(n) Multinational and Coalition Trainer and Staff officer.

(o) Army sponsored fellowships and scholarships.

(4) *Self-development.* Armor majors are expected to continue self-development efforts to build intellectual capital, strategic perspective, and hone operational skills. Armor majors will be required to develop and use a diverse set of skills as they move between combined arms leadership positions in TOE and TDA organizations as well as functional Armor, branch immaterial, and JIIM assignments.

(5) *Desired experience.* At this stage of the officer's career, the Armor major must hone his skills in the planning and execution of combined arms warfare and to develop expertise in the JIIM operational environment. While the goal is to provide every Armor major a minimum of 18–24 months combined time in the critical assignments, quality of the assignment rather than time is the critical factor. Not all Armor officers will have the opportunity for by-law Joint credit assignments but rather the goal is that the Armor officer corps builds a bench of JIIM experience. The officer's operational expertise should be supplemented by further Service in positions of increasing responsibility in the generating force.

(6) *Additional factors.*

(a) The goal of the branch is to develop an inventory of field grade officers who embody a collective knowledge of JIIM experience. While not every officer will receive an assignment in a qualifying Joint assignment or serve a fellowship in a JIIM agency, the goal is to provide the maximum opportunity for Armor majors to receive JIIM experience. However, this will be dependent on Army demands and position/fellowship availability.

(b) A limited number of Armor field grade officers may be assigned to positions currently coded as FA positions. A number of FA field grade positions will be coded as open to assignment by non-FA officers. The goal is to expand position access, especially for JIIM positions. Armor majors may be assigned to Armor Branch, branch/combat arms generalist (01A, 02A, 03A), or FA positions coded for access by branch officers.

(c) A limited number of Armor majors will serve on transition teams. This experience, when combined with time spent as an S3/XO, provides the Armor major the skills to prepare him for future operational and generating force assignments of increasing responsibility and for command. While our goal is to provide a minimum of 24 months combined time in these positions, the key is the quality of the assignment vice time in position.

d. Lieutenant colonel. The professional development objective for this phase of an officer's career is demonstrated excellence in tactical skills, technical proficiency, and the ability to lead, train, motivate, and care for Soldiers in both the staff and command environments. As the Armor officer increases in rank, his opportunity to serve in the operational force will decrease as the percentage of positions in the generating force increases. The officer's previous generating force assignments prepare him for his expanded role in the generating force serving in positions of increasing responsibility.

(1) *Education.* Lieutenant colonels selected for command complete a PCC and may be selected for SSC following command.

(2) *Assignments.* Officers selected for lieutenant colonel in Armor should seek assignments of greater responsibility in branch and branch generalist positions. The objective in lieutenant colonel assignments is greater contribution to the branch and the Army. It is important in this phase of an Armor officer's career that he serves in an assignment that further develops his Joint combined arms skill set and improves warfighting skills. The most critical assignment for Armor lieutenant colonels in the MF&E functional category is battalion level command. Top performing Armor officers who are already highly competitive for Colonel and command selection are those most likely to be selected for Lieutenant Colonel command. Armor lieutenant colonels selected for command will normally serve two to three years in command at battalion level. Armor officers are selected for CSL commands in four command categories; operations, strategic support, training and recruiting, and installation. Typical duty assignments for lieutenant colonels could include—

(a) Battalion/squadron command.

(b) CTC task force trainer.

(c) Brigade or regiment XO, and deputy BCT commander.

(d) Division G3 (Note: This may migrate to a colonel assignment).

(e) Division or corps staff.

(f) Service branch school staff and instructors.

(g) HQDA or Joint staff, NATO staff, combatant commands staff.

(h) TSB battalion commander.

(i) UAEE battalion command or staff.

(j) XO/S3 positions in an Active Army/RC training support brigade.

(k) RC support.

(l) ROTC PMS.

(m) ACOM staff.

(n) BCTP O/T. (Note that assignment opportunity for some Armor lieutenant colonel positions will be limited to former battalion commanders.)

(3) *Self-development.* During this phase of an Armor officer's career, self-development takes the form of self-assessment, off-duty civil schooling, and perfecting mentoring and managerial skills. The officer should also continue to hone his combined arms warfighting skills and his understanding of the Joint operational environment.

(4) *Desired experience.* The goal of Armor Branch development is to prepare every officer for command of a combined arms, cavalry, or reconnaissance warfighting organization at the lieutenant colonel level. While not every officer will command, and Armor lieutenant colonels will provide exceptional contributions to the Army in the generating force, the focus remains the development of officers imbued with technical and tactical knowledge of the Joint, combined arms, mounted maneuver warfare, and the application of MF&E on the battlefield. The critical assignment for an Armor lieutenant colonel is command. While the typical command tour has historically been 24 months, due to ongoing operational deployments, unit transitions, and the implementation of life cycle managed units, command tours may range from less than 24 months to 36 months in length.

e. Colonel. The professional development objective for this phase of an officer's career is sustainment of warfighting, training, and staff skill along with utilization of leadership, managerial, and executive talents. The majority of strategic level leaders in the army are colonels. Colonels are expected to be multi-skilled leaders; strategic and creative thinkers; builders of leaders and teams; competent full spectrum warfighters; skilled in governance, statesmanship, and diplomacy; and understand cultural context and work effectively across it.

(1) *Education.* Historically, the majority of officers selected for promotion to colonel are selected to attend SSC.

(2) *Assignments.* Armor colonels contribute to the Army by serving in crucial assignments in branch and generalist positions. The critical task during this phase is to fully develop the broad skills and competencies required of a multi-skilled leader, while maintaining branch competency (warfighting skills). Officers should make maximum use of their talents. Armor colonels will make full use of their broad MF&E and JIIM experience, managerial skills, and executive talents to meet the needs of the Army. A critical assignment for an Armor colonel in the MF&E functional category is selection for brigade or regimental command. Armor officers selected for brigade level command will serve in the same four command CSL categories as lieutenant colonels, garrison command tour lengths are 24 months but can be extended to 36 months. Critical assignments for colonels include—

(a) Brigade, regiment, or garrison command.

(b) CTC operations group commander/chief of staff.

(c) TRADOC systems manager/TRADOC capabilities manager.

(d) Division or corps chief of staff.

(e) Division, corps, or field Army Assistant Chief of Ataff, G–3.

(f) Executive officer to a general officer.

(g) Department Director, U.S. Army Armor Center.

(h) HQDA or Joint staff.

(3) *Self-development.* Armor colonels must maintain their branch skills and keep current on all changes that affect the Soldiers they command and/or manage. JIIM assignments are important during this phase.

(4) *Desired experience.* The primary goal at this stage is to fully use the experience and knowledge gained in a position where the officer can provide a significant contribution to the operational and generating force. The critical assignment for an Armor colonel is brigade level command. No other position provides the Armor officer the opportunity to fully use his depth of experience in Joint and combined arms warfare and to capitalize on his functional generating force assignments in Service to the Army. However, only a limited number of Armor officers will have the opportunity to command. Those officers not selected for command will continue to provide exceptional Service in generating force and JIIM assignments of increasing responsibility. These officers also provide the critical bridge between the operational and generating force, and serve as the advocate of commanders in key staff elements.

f. JIIM assignments. The development of Armor officers will also focus on the development of agile and adaptive officers and multi-skilled leaders who collectively embody knowledge of JIIM organizations. Armor officers will be considered for a billet on the JDAL based on the needs of the Army, professional development needs of the officer and availability of a Joint assignment. Armor officers and units will continue to be called on to participate in Joint operations around the world. JIIM experience, developed through sequential assignments, will provide the broad perspective necessary to be successful now and in the future.

10–4. Assignment preferences and precedence

a. Preferences. The professional development goal of the Armor Branch is to produce and sustain highly qualified

officers who are tactically and operationally oriented to lead Soldiers and command units in combat and perform other assigned missions. Assignments in combined arms organizations will be made to develop the officer's overall ability to achieve that goal. The officer's assignments will be based on the needs of the Army, the officer's professional development needs and the officer's preference. While the Armor Branch, AHRC, makes every effort to support individual officer's assignment preferences, the needs of the Army and the officer's professional development needs must take priority.

b. Precedence. Certain assignments in the Armor Branch will occur in a precedence sequence. Other assignments to include professional military training are not constrained, but if possible should occur in sequence. Command positions will have precedence over staff positions. These positions develop an officer's ability to command at various levels throughout a career. For example, before an officer can be a battalion/squadron S3, he will have had a successful company/troop command. The preferred sequence for a major for professional development is education, battalion/squadron XO/S3 or brigade/regiment XO/S3, followed by a JIIM, branch/FA generalist or division/brigade staff officer assignment, though operational requirements will require that some officers gain their battalion/squadron XO/S3 or brigade/regiment XO/S3 prior to attending ILE.

10–5. Duration of officer life cycle assignments

a. Key Armor Branch positions. The Armor Branch officer will serve in several key developmental positions as they progress through their career in order to develop a Joint and expeditionary mindset, tactical and technical expertise in combined arms warfare, a firm grounding in Armor and cavalry operations, and knowledge of JIIM organizations. There is no substitute in the Armor Branch for Service with troops in key leadership positions. The goal of the Armor officer professional development model is to provide the Armor officer a series of operational staff and leadership positions, supplemented by opportunities to round out their knowledge in key generating force positions in order to achieve success in positions of leadership at successively higher levels. The primary positions that develop this level of expertise, in sequence, are platoon leader, company/troop commander, S3/XO. The goal is to ensure that every Armor officer is given the opportunity to serve in each of these key leadership assignments. While operational realities and the limited number of positions will prevent the branch from providing every officer the opportunity to command at the battalion and brigade level, the goal remains to prepare every Armor officer for command. Those officers who do not command at the battalion level will continue to provide critical support to the Army in key generating force positions. Their role will remain to ensure that generating force organizations continue to maintain focus on their critical role in supporting the warfight. Armor officers, schooled in combined arms warfare and the application of MF&E in Joint operations, will serve as the critical link between the operational and generating force.

b. Armor Branch life cycle. Figure 10–1, below, shows how Armor Branch time lines, military, and additional training, KD assignments, and self-development fit together to support the Armor Branch goal of growing future combined arms warriors. The Armor Branch developmental goals directly support the goal of the Army transformation to grow a campaign qualify Army with Joint and expeditionary capabilities.

Figure 10–1. Armor Active Army Developmental Model

10–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for all Armor Branch officers. To do this the field grade inventory must be optimized in order to meet branch authorizations, to provide sufficient flexibility to support branch/FA generalist positions, and to provide majors with the opportunity to serve in the critical developmental assignment; S3/XO. The branch's goal is to provide every major a minimum of two years S3/XO time while stabilized for three years.

b. OPMS implementation. The number of authorized Armor billets, by grade, will vary as force structure decisions are made, and actions to implement them are taken. Officers, who desire more information on Armor Branch authorizations or inventory, by grade, are encouraged to contact their AHRC OPMD assignment officer.

10–7. Key officer life cycle initiatives for Armor

a. Structure. Armor officers may serve in a variety of organizations during the Army's transformation to include combined arms battalions, armored cavalry squadrons, or reconnaissance squadrons. However, after transformation is complete, the primary operational assignments for Armor officers will be in brigade combat teams and reconnaissance squadrons. Armor officers may also serve in critical developmental assignments in TDA organizations.

b. Acquire. Armor officers are accessed through USMA, ROTC, and OCS. Officers are accessed into Armor based on their branch preference and the needs of the Army. Armor is a recipient branch under the current system of branch detailing. Armor receives officers from the combat support and Service support arms to fill lieutenant authorizations. Branch detailed officers return to their commissioning branch upon their selection to captain and assignment to their

branch transition course. It is imperative that branch detail officers not attend follow-on schools (such as airborne or ranger) after the Armor CCC; they should report directly to their unit of assignment. This provides the officer with the required time to develop as a platoon leader in combat arms before transitioning to his commissioning branch. The current system is meeting the needs of the force.

c. Distribute. The goal of the Armor Branch is to provide every Armor officer a variety of leadership, staff, and functional assignments at each grade to develop and use their craft as combined arms warriors. The priority is on developing a depth of experience in Armor and cavalry operations while concurrently developing a depth of experience in JIIM organizations and combined arms warfare. They will also be provided the opportunity to serve in key generating force assignments in order to fully develop their knowledge of how the Army runs and to provide opportunities to support the warfighting Army through key staff and functional assignments. Officers may also rotate between CONUS and OCONUS assignments. Officers will have more time to gain the requisite skills in their branch and their branch/FA generalist assignments. Armor officers are rotated between assignments to ensure they develop the full range of skills necessary to perform as senior leaders.

d. Deploy. Armor Branch officers are warfighters who remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to mobile TOE units with high levels of readiness or fixed site TDA organizations, all Armor officers must be deployable to accomplish missions across the full spectrum of conflict. Armor officers may deploy tomorrow with their units to deter potential adversaries and to protect national interests; or as individuals to support Joint and multinational operations other than war such as humanitarian and peace keeping missions. Armor Branch officers must prepare themselves and their Families for this most challenging life cycle function.

e. Sustain. Armor combat skills are maintained through institutional training and assignments in warfighting units.

(1) *Promotion.* Armor Branch field grade officers designated to remain in Armor and the MF&E functional category will compete for promotion only within their functional category. If an Armor officer is designated to one of the two other functional categories, he will no longer compete with Armor officers for promotion.

(2) *Command.* Armor Branch commanders will continue to be centrally selected for command at the battalion and brigade level. These commands are organized into four command categories; operations, strategic support, recruiting and training, and installation. Officers have the option of selecting the category or categories in which they desire to compete for command, while declining competition in other categories. The results of the command selection process are announced in the CSL.

(3) *OER.* The OER (DA Form 67–9) requires the rater and senior rater to recommend a functional category for all Army competitive captains through lieutenant colonels. When recommending CFs for rated officers, rating officials will consider the whole person with factors such as: demonstrated performance, educational background, technical or unique expertise, military experience or training and personal preference of the officer. Functional category recommendations of raters and senior raters on the OER will be an important factor taken into consideration during the functional category designation process.

f. Develop. Armor officers are developed through a logical progression of TOE assignments, institutional training, and staff/TDA assignments. The focus of Armor officer professional development is on the attainment and utilization of warfighting skills, and the utilization of those skills to support the critical DOTMLPF development missions of the branch. The goal is to professionally develop officers to employ firepower and maneuver skills in support of combined arms and Joint operations. Development occurs through the Army school system; all officers selected for major should complete some form of ILE education, and all officers selected for colonel should complete SSC.

g. Separate. Armor Branch has no unique separation processes.

10–8. Armor Reserve Component officers

a. General career development. RC Armor officer development objectives and qualifications parallel those planned for their Active Duty counterparts, with limited exceptions. The increase in advanced technology weaponry and the lethality of modern weapon systems requires that RC officers train at the appropriate level. This is necessary in order to acquire those skills required for commanding, training, and managing RC organizations for peacetime operation, as well as mobilization. The RC officer must realize that a large portion of his education and training will be accomplished on his own time, in accordance with his unit duty assignments. A variety of correspondence courses are available as well as a full range of schools that he may attend as a resident student. Junior officers must develop a strong foundation of Armor tactical and technical expertise through assignments in their branch before specializing in a specific area/skill.

(1) *Role.* The RC Armor officer serves the same role and mission as his Active Army counterpart. The unique nature of his role as a "citizen Soldier" will pose a challenge to his professional development program. However, RC officer professional development is expected to mirror Active Army officer development patterns as closely as possible, except as noted below. The two primary exceptions are: RC officers tend to spend more time in key leadership positions and RC officers have increased windows to complete mandatory educational requirements. In order to meet professional development objectives, the RC officer may need to rotate between ARNG and USAR TPU, the IRR, and

IMA assignments to reach his professional development objectives. Refer to chapter 7 for a detailed description of RC officer career management and development.

(2) *RC lieutenant.* Upon commissioning, each officer is assigned a career branch in which the emphasis for training and development occurs during the officers first 7 to 8 years.

(a) Education. Mandatory military education during this phase is completion of the resident BOLC, which should be completed within 12 months (no later than 18 months) of commissioning and is a prerequisite for promotion to first lieutenant. Officers must obtain a baccalaureate degree from an accredited college or university to qualify for promotion to captain.

(b) Initial assignments. Officers should seek and be assigned to leadership positions in troop units whenever possible. This duty provides the officer an understanding of operations and military life that will build a solid foundation for future Service. Every attempt will be made to assign junior officers to troop units. While assigned at the company level, officers should seek a variety of assignments, which will enhance their future performance as a commander.

(3) *RC captain.*

(a) Formal training. Mandatory education during this phase is completion of the MC^3 which is a prerequisite for promotion to major. MC^3 can be completed through attendance at the resident course or the RC course (MC^3–DL) that has a distance learning phase and a two-week resident phase. A percentage of AR officers elect to attend the Infantry CCC (resident or RC course) in lieu of MC^3/MC^3–DL. Officers branch transferring are encouraged to refer to ATRRS online for military education requirements and procedures to apply for MC^3constructive credit.

(b) Assignments. Assignments in a company, battalion or brigade organization should follow a progressive order. The command of a unit is the essence of leadership development at this stage of an officer's career. Units fill company command positions with officers who have demonstrated the potential for and the desire to command Soldiers. Most command tours are 18–24 months long with the tour length set by the higher commander and should be preceded by attendance at the company level PCC. The number of company command positions may not afford every officer to have the opportunity to command at the captain level. Command can be of traditional MTO line units or TDA units. Some officers may receive more than one command opportunity, but those cases are rare. Battalion staff experience is also desired during this period, but the focus should be to command a unit.

(c) Typical duty assignments. Officers should aggressively seek Armor, cavalry, reconnaissance, or mechanized Infantry company/troop command. Following successful company/troop command, officers can be assigned to similar types of non-troop assignments as Active Army officers. In addition, they may participate in the IMA and AGR programs.

(d) FA training. RC officers are awarded an FA based upon the needs of the Army, the officer's geographic location, individual experience, education, and training. FA assignments offer the Armor officer flexibility and the opportunity for additional assignments in both the ARNG and USAR. Officers who received an FA while on Active Duty may continue to serve in that FA or may request award of a different FA based upon the availability of such assignments and the needs of the Army. FA designators are awarded at the officer's request once all prerequisites for award of the FA have been met.

(4) *RC major.* Promotion to major normally occurs at the tenth year of commissioned Service. Promotion prior to consideration by the DA mandatory promotion board (position vacancy promotion) is possible. Selection for major is based on performance and potential for further Service in positions of greater responsibility. These qualities are measured by the officer's assignment history, branch development achieved, and the relative standing of the officer to his peers as indicated in the OER.

(a) Formal training. Officers should complete ILE. The RC major must complete 50 percent of ILE as a prerequisite for promotion to lieutenant colonel. Officers can complete the requirements for ILE in numerous ways: CGSC (resident or non-resident), sister Service resident CGSC, or ALEDC.

(b) Assignments. The critical assignment during this phase is Service as a battalion/squadron S3 or XO, or brigade/regimental S3. Also, duty on brigade/division staff and JFHQ or Army Reserve commands (ARCOMs), general officer commands (GOCOMs), major USAR commands (MUSARCs) is desired. RC Armor majors may typically serve in similar assignments as Active Army officers and should continue to gain staff experience at division level and higher. Successful assignments in positions such as battalion XO and operations officers (S3) best prepares officers for the rigors of battalion/squadron command. Officers desiring to remain competitive for battalion command should endeavor to serve in such positions. Duty in progressively challenging assignments is an essential ingredient in the career development of officers prior to promotion to lieutenant colonel. Officers may participate in the AGR program. Armor positions in RC units are actively sought and highly competitive. An officer should seek to remain in a unit if at all possible. An officer may choose to become a member of the IRR or the IMA programs. The IRR and IMA programs for majors offer many unique opportunities for training and development. The IMA program provides the Armor officer an opportunity to train in the position he will occupy upon mobilization.

(5) *RC lieutenant colonel.* The promotion board considers the RC major for promotion to lieutenant colonel at the 16th year of commissioned Service. Promotion prior to consideration by the DA mandatory promotion board (BZ

promotion) is possible. Duty in progressively challenging assignments is an essential ingredient in the career development of officers and subsequent promotion to lieutenant colonel. Generally, these positions are in the MTOE or TDA environment as staff officers in battalions, brigades, or JFHQ. Highly qualified officers in this phase may be selected to command a battalion or squadron. Other assignments include brigade/regimental XO; division primary staff; various JFHQs; ARCOM; GOCOM; or MUSARC staff positions. He may also participate in the AGR, IRR, or IMA programs.

(a) Formal training. The RC lieutenant colonel must complete ILE prior to promotion to colonel. Selectees for battalion command attend the Armor PCC. Qualified Armor lieutenant colonels may apply for the AWC or other SSCs (resident or correspondence).

(b) Assignments. Highly qualified RC lieutenant colonels may be selected to command a battalion, squadron, or Armor TASS battalion. Other typical assignments include brigade or regimental XO; division primary staff, various JFHQs, USAR Regional Support Command (RSC), GOCOM, and MUSARC staff positions; or HQDA level and Joint staff assignments. RC Lieutenant Colonels may participate in the AGR, IRR, or IMA programs

(6) *RC colonel.*

(a) Formal training. Although no mandatory education requirements (other than PCC for command selectees) exist during this phase, officers are encouraged to complete SSC (resident or nonresident).

(b) Assignments. Highly qualified colonels may be selected to command a heavy BCT, SBCT, or infantry BCT. Other typical assignments include AGR program participation and various senior duty positions at the division, JFHQ, RSC, GOCOM, MUSARC levels, and HQDA and Joint staff assignments.

b. Branch development. Even though RC officer development is challenged by geographical considerations and time constraints, each officer should strive for Armor assignments and educational opportunities that yield the same developmental opportunities as their Active Army counterparts.

(1) *Introduction.* RC (ARNG and USAR) officers must also meet certain standards in terms of schooling and operational assignments to be considered fully qualified in the Armor Branch at each grade. Due to geographical, time, and civilian employment constraints, RC Armor officers may find it difficult to serve in the required operational assignments required at each grade in order to remain fully qualified as an Armor officer. Nevertheless, RC Armor officers are expected to complete the educational requirements discussed below and to aggressively seek out the operational assignments to remain proficient in the branch.

(2) *Lieutenant.* The professional development objective for this phase of an officer's career is to develop the requisite Armor Branch skills, knowledge, and attributes. The focus of the officer at this stage of his career is on development of Armor and cavalry tactical and technical warfighting skills and the utilization of these skills in an operational assignment.

(a) Education. The BOLC must be completed during this phase. BOLC provides the Armor lieutenant the basic skills necessary to function as a tank platoon leader and an overview of cavalry tactics and techniques. Prior to assignment to a cavalry platoon, the Armor lieutenant may attend the Scout Leader Course. In addition, the Armor lieutenant may attend Ranger School, Battalion Maintenance officer Course (through distance learning), Infantry Mortar Platoon Officer Course, or Airborne School. Additional training following BOLC is primarily dependent on the lieutenant's unit of assignment.

(b) Assignments. The critical assignment during this phase is serving as a platoon leader in a BCT. Historically, all qualified Armor lieutenants have had the opportunity to serve as Armor, cavalry, or reconnaissance platoon leaders. The typical Armor lieutenant will be assigned as a platoon leader or staff officer in a reconnaissance or combined arms organization upon completion of the basic course. Other typical assignments for lieutenants are battalion or squadron special platoon leader (support, scout, or mortar), company or troop XO, battalion, or squadron liaison officer (LNO), S3 air or logistics officer (S4), and battalion or squadron maintenance officer (BMO/SMO). An Armor officer may also serve in a staff position after promotion to captain, but prior to attendance at the MC^3.

(c) Self-development. Self-development during this phase should focus on tank and cavalry tactical fundamentals, troop leading procedures, leadership skills, tank gunnery, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills.

(d) Desired experience. Each Armor lieutenant must complete all BOLC phases, successfully serve in an operational TOE platoon leader assignment, then supplement his technical and tactical abilities through assignment to a specialty platoon or staff position. The goal is to develop lieutenants with an understanding of mounted maneuver tactics at the platoon level.

(3) *RC captain.* The desired experience for the Armor Branch captain is—

(a) Completing MC^3. (See ATRRS online for military education requirements based on the type of OBLC completed and for constructive credit application procedures.)

(b) Obtaining a baccalaureate degree to qualify for promotion to captain.

(c) Commanding of an Armor or mechanized infantry company or troop successfully. The goal is for each RC captain to serve a minimum of 36 months company/troop command time (plus or minus 12 months). However, the key is quality of the experience rather than time in command.

(4) *RC major.* The goals for RC Armor major professional development are—

(a) Service in a TOE or TDA battalion or squadron or as a brigade S3. The goal is for each Armor major to serve a

minimum of 24 months. There is no substitute for time spent as an S3/XO in preparing the Armor major for battalion/squadron command and for expanding his knowledge of mounted maneuver warfare.

(b) Supplement their S3/XO experience with assignments in key duty positions in Armor or mechanized units. This includes Service in primary staff positions at the battalion, brigade, or regiment levels; and continues to gain staff experience at the division and higher levels. RC majors may participate in the AGR or IMA programs.

(c) Enrollment in ILE prior to 18 years time in Service. At least 50 percent of ILE must be completed for promotion to lieutenant colonel.

(5) *RC lieutenant colonel.* The desired professional development experiences for the Armor lieutenant colonel are—

(a) Completion of ILE. This must be completed within three years of promotion to lieutenant colonel.

(b) Command combined arms battalion or squadron or TDA battalion or squadron for 36 months (plus or minus 12 months). While every Armor officer will not command at the battalion level, the goal of Armor officer professional development is to provide every Armor officer the assignments, institutional training and experience to prepare him for command at this level. The Armor officers selected for command will remain competitive for promotion to colonel and brigade command.

(c) Service in key duty positions such as a brigade or regiment XO or Service in division primary staff or JFHQ, RSC, GOCOM, and MUSARC staff positions; or in HQDA and Joint staff assignments. RC lieutenant colonels may participate in the AGR or IMA programs.

(d) May be selected to attend a SSC or AWC Corresponding Studies Course.

(6) *RC colonel.* The professional development goals for Armor colonels are—

(a) Command of a brigade combat team for 36 months (plus or minus 12 months).

(b) Service in various duty positions at the division, JFHQ, RSC, GOCOM, and MUSARC levels; or in HQDA and Joint staff assignments. Colonels may participate in the AGR or IMA program.

(c) May be selected to attend a SSC or AWC Corresponding Studies Course.

c. Life cycle development model. The RC life cycle development model for Armor officers is shown at figure 10–2, below.

Figure 10–2. Armor RC Developmental Model

Chapter 11
Aviation Branch

11–1. Unique features of the Aviation Branch

a. Unique purpose of the Aviation Branch. Army Aviation is a Combat Arms Branch that operates at theater and below echelons throughout full spectrum operations. The mission of the Aviation Branch is to find, fix, and destroy the enemy through fire and maneuver, and to provide combat support and combat Service support in coordinated operations as an integral member of the combined arms team. Aviation officers lead missions characterized as combat, combat support, and combat Service support, with assignments to attack, cavalry, air assault, special operations, general support, air traffic services, unmanned aircraft system, maintenance, and military intelligence units. As military professionals, each Aviation officer must embody the Army Values and the Warrior Ethos by being tactically and technically proficient in the doctrinal and organizational foundations of the Aviation Branch, as well as the other combat arms branches, in order to effectively plan, execute, command, and control aviation forces as a key member of the combined arms team.

b. The way ahead.

(1) Previous philosophies encouraged officers to secure the "right" jobs in order to achieve "branch qualification" instead of attaining quality experience in each job. This philosophy is no longer applicable. Every officer should endeavor to apply the Warrior Ethos to every job and every facet of their development. Success does not depend on the number or type of positions held, but rather on the skills attained and the quality of duty performance in every

assignment. Previously accepted standards regarding personnel management and branch qualification no longer apply. The officer's breadth and depth of experience are the metrics that accurately reflect an officers potential for promotion and opportunity to serve in positions of increasing responsibility. Officers should explore opportunities to serve in JIIM assignments throughout their careers as a way to expand their overall knowledge base and increase their ability to lead in the Joint environment. Officers should concentrate their efforts on attaining and honing a broad skill-set by holding KD positions that allow them to explore various aspects of their professional abilities.

(2) Force stabilization manning practices and policies are the cornerstone of a modular future force with a Joint expeditionary mindset. Army Aviation's approach to force stabilization will mirror that of the rest of the Army. Refer to paragraph 1–9 of this publication for a detailed explanation and description of force stabilization and career development.

c. Unique features of work in Army Aviation. Aviation officers employ aviation and ground units in support of land, sea, Joint, and coalition operations. Aviation officers fight in all environmental conditions anywhere in the world. They learn how to employ aviation assets through a rigorous series of schools and assignments. They must know the doctrine and organization of aviation units as well as other combat and combat support arms units to effectively serve as part of the Joint combined arms team.

d. Aviation officer tasks. The most unique feature of Aviation officers is the fact that they are all aviators and must develop technical proficiency in their aviator skills as well as function as unit leaders. They must first master the weapons platform before they master the organization. It is in the Army's best interest to retain these officers in operational flying positions as long as possible to gain experience and competency in technical and tactical skills. For this reason, Congress changed the Aviation Career Incentive Act (ACIA) in 1989 to require that aviators serve their initial utilization tours in Aviation CFs.

(1) Aviation Branch officer.

(a) AOC.

1. Aviation, general (15A). This code identifies positions for Aviation lieutenants and captains who have not yet completed a CCC. This AOC identifies aviation officers from accession through the BOLC, the Initial Entry Rotary Wing (IERW) Course, and through graduation of a CCC.

2. Aviation, combined arms operations (15B). Officers in this AOC are graduates of a branch CCC. They lead sections and platoons, command companies, battalions and brigades, and serve as staff officers in battalion and higher echelon units. As staff officers, they plan, direct, and control aviation units in concert with other members of the combined arms team. Aviation combined arms operations officers lead, command, serve as staff officers, and perform critical functions in the operating force (MTOE) units.

3. Aviation, all-source intelligence (15C/35). All-source intelligence Aviators will be qualified both as Aviation and MI Branch officers. Branch code 35 (Military Intelligence) is assigned to Aviation officers upon successful completion of the Military Intelligence Officer Tactician Course (MIOTC) and the Military Intelligence CCC. These aviators are qualified and encouraged to alternate between Aviation and Military Intelligence assignments. Officers in this AOC typically lead platoons and command companies within aerial exploitation battalions (AEB) engaged in the employment of Special Equipment Mission Aircraft (SEMA) in support of tactical and strategic intelligence information collection. Officers that serve in AEBs must have successfully completed the Fixed Wing Multi-Engine Qualification Course (FWMEQC) and SEMA course to attain the appropriate source intelligence (RC–12 Aircraft) for the unit of assignment or completed EO/RC–7 Aircraft Qualification Course. These officers also serve as staff officers in battalion or higher echelon units. They serve as S2s and All-source intelligence officers who oversee the total intelligence cycle and intelligence and electronic warfare operations for the division, corps, and echelons above corps intelligence requirements. These officers also direct and control the training, safety, administration, communication, supply, maintenance, transportation, and force protection activities of SEMA units. All-source intelligence Aviators gain critical experience by performing any of a wide variety of critical and high-risk duties at each grade for a total of at least 18 months (plus or minus 6 months). In addition to leading platoons, commanding companies, and battalions, employing SEMA in support of tactical, operational, and strategic intelligence missions, these aviators can perform duties as Staff Officers in aviation units as well as have the ability to be assigned in any 35D position. Officers selected for AOC 15C/35 (all-Source Intelligence Officer) attend the MIOTC and the Military Intelligence CCC. AOC 15C officers attend the 20-week MIOTC/Military Intelligence CCC and receive training as a 35 (all-Source Intelligence Officer). They attend the FWMEQC before or after the Military Intelligence CCC with appropriate follow-on Aircraft specific training. Officers that do not attend the FWMEQC will be designated as 15B35.

4. Aviation logistics (15D). The AOC 15D has been deleted (see para 14–3*c*(1)(C)). Officers desiring to pursue a maintenance focused career should make every effort to attend the Aviation Maintenance Leaders Course (AMLC) and the Aviation Maintenance Managers Course (AMMC) prior to taking command.

(b) Skill identifiers. Skill identifiers help to further refine the assignment process by designation of aircraft qualification or other specialty skill. When combined with an AOC, they become career management fields (CMFs), which personnel managers use in the assignment process. See DA Pam 611–21, table 4–1 for a complete list of identifiers.

(c) Other Aviation participation programs. Aviation officers may participate in the following voluntary programs, if qualified:

1. Army Special Operations Aviation (ARSOA).

2. Army Astronaut Program. (Contact Space and Missile Defense Command (SMDC–IC–T))

3. Degree Completion Program (see AR 621–1, chap 5).

4. Army Fellowships and Scholarships (see AR 621–7)

5. The Advanced Military Studies Program (AMSP), also known as SAMS (apply during ILE attendance).

6. ACS (also see AR 621–1, chap 3).

7. USMA Instructor Program (also see AR 621–1, chap 3).

8. TWI program provides officers the opportunity to train with selected civilian companies to gain knowledge of industrial procedures, policies, and technologies (see AR 621–1, chap 6).

9. Experimental Test Pilot Training Program is an intense 11-month course at the Naval Test Pilot School in Patuxent River, Maryland. Branch commissioned officers will transfer to the Army Acquisition Corps for the remainder of their career. Applicants must be Active Army rated aviators in the rank of captain and have an academic background that includes the completion of college math and hard-science courses with above average grades. (Contact DA AHRC (AHRC–OPE–V).)

(2) *Aviation WO.* Aviation WOs are adaptive technical experts, leaders, trainers, and advisors. Through progressive levels of expertise in assignments, training, and education, they plan, administer, manage, maintain, and operate in support of the full range of Army, Joint, combined, and coalition operations. Personifies the Warrior Ethos in all aspects, from warfighting, to training, maintaining, and managing combat systems. The fully qualified Aviation WO advances in different MOSs through progressively higher levels of training, rank (WO1–CW5), and by assignment levels (platoon through brigade and above).

(a) The AT/ASM technician (150A) supervises the effective utilization of ATS equipment and ATS personnel at all categories of Army ATC facilities; supervises fixed base ATS training and rating programs, combat support training and certification programs, and combat support and fixed base facility operations procedures; and supervises airspace management functions and airspace processing procedures into the National Airspace System (NAS).

(b) Tactical Unmanned Aircraft Systems (TUAS) operations technician (150U) supervise TUAS operations, to include mission planning, mission payload operation, launching, remotely piloting, and recovering unmanned aerial systems. Supervises employment of TUASs to conduct aerial reconnaissance, target detection, and target engagement.

(c) Aviation maintenance officers (151A) manage personnel, supplies, equipment, and facility assets to maintain and repair Army rotary and fixed wing aircraft. Develops and implements maintenance plans and coordinates maintenance support to achieve the mission assigned to the aviation companies, battalions, and brigades. Organizes maintenance elements to inspect service, test, disassemble, repair, reassemble, adjust, replace parts, and retest aircraft or aircraft components. Prepares, implements, and maintains standing operating procedures for management of maintenance activities. Interprets regulations, technical manuals, and orders pertaining to maintenance of Army aircraft for commanders and subordinates. Supervises aviation equipment maintenance and repair shop, section, or platoon. Directs maintenance and accountability of organizational test equipment, supplies, and recovery equipment.

(d) Scout/attack helicopter aviators (152B: OH–58A/C scout pilot, 152C: AH/MH–6 special operations pilot, 152D: OH–58D scout pilot, 152F: AH–64A pilot, or 152H: AH- 64D pilot) plan, coordinate, brief, command, control, and execute scout, attack, and special operations helicopter missions. Functions as a direct combat participant with organic armament systems while piloting and commanding scout and attack helicopters under tactical and non-tactical conditions. Operates aircraft during all types of meteorological conditions during day and night as a participant in anti-armor operations, reconnaissance missions, special operations, and security missions. Performs military aircraft operation in support of peacetime training. Responsible for coordinating, conducting, and directing scout/attack helicopter operations, Joint air attack team operations, and indirect fire missions. These officers must maintain aircrew training manual (ATM) requirements in appropriate aircraft.

(e) Assault/utility helicopter aviators (153A: rotary wing aviator, 153B: UH–1 pilot, 153D: UH–60A/L pilot, 153M: UH–60M pilot or 153E MH–60 special operations pilot) plan, coordinate, brief, command, control, and execute air assault, special operations, aeromedical evacuation, and combat support helicopter missions. Functions as a direct combat participant with organic armament systems while piloting and commanding assault, special operations, and air ambulance helicopters under tactical and non-tactical conditions. Performs military aircraft operation in support of peacetime training, disaster relief, medical evacuation, combat, and combat support missions, while operating in all types of meteorological conditions during day and night. These officers must maintain ATM requirements in appropriate aircraft.

(f) Cargo/medium lift helicopter aviators (154C: CH–47D pilot, 154F: CH–47F pilot or 154E: special operations pilot) plan, coordinate, brief, command, control, and execute assault, special operations, combat support, and combat Service support helicopter missions. Functions as a direct combat participant with organic armament systems while piloting and commanding cargo helicopters under tactical and non-tactical conditions. Performs military aircraft operation in support of peacetime training, disaster relief and combat, combat support, and combat Service support missions, while operating in all types of meteorological conditions during day and night. These officers must maintain ATM requirements in appropriate aircraft.

(g) Fixed wing aviators (155A: fixed wing pilot, 155E: C–12 pilot, 155F: jet pilot or 155G: RC–7 pilot) plan,

coordinate, brief, command, control, and execute tactical surveillance, combat Service support, and administrative transport missions. Pilots and commands fixed-wing aircraft under tactical and non-tactical conditions. Responsible for transporting passengers, mail or cargo for military purposes while operating aircraft during all types of meteorological conditions during day and night. When appropriately equipped, performs military intelligence, and aerial radio relay missions. These officers must maintain ATM requirements in appropriate aircraft.

e. Women in Army Aviation. All Aviation AOCs and most Aviation skills are open to women. Female aviators have career opportunities equal to those of their male counterparts except for positions with a direct combat probability code (DCPC) of P1. This restricts females from assignments in Special Operations Aviation (SOA). This restriction is based on the mission profile of these aircraft. Women aviators accessed into the Aviation Branch before 28 April 1993 are not required to transition into scout/attack aircraft, but may volunteer to compete for scout/attack aircraft transition training and assignments in attack units. Women accessed into the Aviation Branch after 28 April 1993 are considered eligible to fill aviation training and assignment needs.

11–2. Characteristics required of Aviation officers

a. Unique attributes. The Warrior Ethos must be at the heart of every Army Soldier. It is the Warrior Ethos that transforms an aviator into an air warrior. Aviation officers must be proactive leaders who do not hesitate to tackle any challenge and get into the fight. The Warrior Ethos embodies personal courage, commitment to duty, and loyalty to unit. Army Values also form the very identity of the Army. They are non-negotiable and apply to every aviator at all times and in all situations. The seven values that guide all leaders and the rest of the Army are loyalty, duty, respect, selfless service, honor, integrity, and personal courage (LDRSHIP). Leaders must believe in them, model them in personal actions, and teach others to accept them. Officers require a demonstrated mastery of branch, FA(s), or MOS-specific skills, and grounding in these seven values to successfully lead Soldiers in the 21st Century.

b. Unique skills. Army Aviators are immersed in an increasingly complex battlefield environment. The network-centric command, control, communications, computers, intelligence, surveillance, and reconnaissance (C4ISR) environment demands intellectually agile leaders, who can see, comprehend, make accurate decisions and clearly communicate them during the full spectrum of aviation operations in all environments.

c. Unique actions. As defined by FM 6–22, "Leadership is influencing people - by providing purpose, direction, and motivation - while operating to accomplish the mission and improving the organization." Leadership is crucially important in Aviation organizations. Due to the small size of Aviation units and the considerable lethality of their weapons systems, poor leadership can quickly result in catastrophic loss of life and equipment. Aviation leaders must be multi-skilled, creative, and imbued with the Army Values and the Warrior Ethos so that they can be more agile, adaptive, self-aware, and lifelong learners ready to provide positive leadership daily. Aviation Branch wants men and women who consider themselves leaders, are excited to continuously learn and hone their leadership skills and are prepared to operate as part of the full spectrum, JIIM team.

11–3. Aviation Branch Active Army officer

a. Officer qualification and development. (See Active Army development model fig 11–1, below). The three domains of leader development, PME (institutional training), operational assignments, and self-development, define and engage a continuous cycle of education, training, selection, experience, assessment, feedback, reinforcement, and evaluation which helps to encourage officer development throughout career progression.

(1) *PME.* The institutional Army (schools and training centers) is the foundation for lifelong learning.

(2) *Operational assignments.* Upon completion of most institutional training, leaders are ideally assigned to operational assignments. This operational experience provides them the opportunity to use, hone, and build on what they learned through the formal education process. Experience gained through on-the-job training in a variety of challenging assignments and additional duties prepares officers to lead and train Soldiers in garrison and ultimately in combat. The officer's breadth and depth of experience are the metrics that accurately reflect potential for promotion and Service in positions of increased responsibility. Assignments that increase an officers overall technical and tactical knowledge and improve their understanding of combined and JIIM operations will also help to broaden the skill sets that will make them more effective combat leaders.

(3) *Self-development.* Leaders must commit to a lifetime of professional and personal growth in order to stay at the cutting edge of their profession. Every officer is ultimately responsible for their own self-development.

b. Lieutenant. Lieutenants must meet the requirements outlined in AR 611–110 for entry into the Aviation Branch.

(1) *PME.* All newly commissioned Aviation Lieutenants attend BOLC III and IERW training at the United States Army Aviation Warfighting Center (USAAWC), Fort Rucker, Alabama. Training is conducted in three phases. Phase I is the aviation specific phase of BOLC. Phase II is Initial Entry Rotary Wing training, conducted under the Flight School XXI model. Phase III is the completion of BOLC, which combines the student's recently acquired Aviation skills with company level tactics and combined arms training. Phases I and III include training on general military subjects such as leadership, weapons, combined arms operations, physical training, and fieldcraft training. Students will also complete Survival, Evasion, Resistance, and Escape (SERE) and Dunker training during Phase I. IERW, or flight school, consists of aeromedical factors, basic flight, aerodynamics, meteorology, instrument flight, and combat skills training. Training is conducted from the preflight through the primary and instrument qualification phases in the TH–67

aircraft. Basic combat skills are then trained in an advanced aircraft, such as the AH–64D Longbow Apache, UH–60L/M Blackhawk, and CH–47D/F Chinook. When an officer completes all phases of BOLC and flight training, they are awarded the Basic Army Aviator Badge. Due to the time intensive initial training requirements of Flight School XXI and Aviation's compressed career time line, follow-on schooling enroute to their next assignment (that is, Airborne, Air Assault, Ranger, and Cavalry Leaders Course) will only be approved by exception.

(2) *Operational assignments.* Junior officers initially assigned to a CONUS installation will be stabilized at their first installation for an extended period of time that allows for branch advancement to the rank of captain. This initial extended tour may include hardship tours or attendance at leader development schools (TDY or PCS), but in each case the officer should return to their stabilization installation. Lieutenants should serve at the platoon and company level to gain troop leading and flight experience. The officer will concentrate on planning and executing the tactics, techniques, and procedures specific to their weapons platform and unit mission. The single-most important assignment consideration for personnel managers and commanders is ensuring that the new Lieutenant is assigned to a job which will allow the officer adequate opportunity to develop flight experience and troop leading skills Lieutenants should serve 18–24 months in a platoon leader position. Due to the length of flight school, this may overlap into the officer's first year as a captain. Promotions will not automatically alter positions. Promotion from lieutenant to captain while still serving in an operational assignment such as platoon leader will not be a negative consideration when determining the officer's future potential for promotion. The overall goal is for an officer to gain as much flight and leadership experience as possible prior to moving to another operational assignment.

(3) *Self-development.* All officers should be afforded every opportunity to achieve a total of 500 flight hours and qualification as a Pilot in Command (PC) prior to attendance of the Aviation CCC or equivalent. A lieutenant's focus should be to refine troop leading, aviator, tactical, logistic (maintenance and supply), force protection (risk management), and administrative skills. The key milestone in a lieutenant's development should be attaining PC status In doing so, lieutenants will acquire much needed technical and tactical experience, which will serve them well in future assignments. For example, company commanders are expected to set the standard for other pilots within their company. Being a PC allows that commander to be in-the-fight and to direct critical assets where needed. Lieutenants should also strive to obtain key training experiences that enhance normal garrison training, including but not limited to CTC rotations, Joint and combined exercise deployments, and worldwide contingency operations. To successfully compete for promotion to captain, an officer must possess a thorough knowledge of aviation tactics and principles and have obtained a baccalaureate degree. Officers may take advantage of pre-commissioning educational incentives such as incurring an additional three year Active Duty Service obligation in exchange for the opportunity to pursue a master's degree later in their careers. Officers should contact AHRC prior to branch selection for program details.

c. Captain. A captain must successfully complete a branch CCC.

(1) *PME.*

(a) CCC. Captains must earn a Baccalaureate degree prior to attending a Ccc. Additionally, in accordance with Vice Chief of Staff Army guidance, officers should have flown at least 500 hours and earned PC status for their particular airframe before they are allowed to attend a CCC. Officers will attend a branch CCC between their 5th and 8th year of commissioned Service. Aviation officers may attend other branch's CCC. The branch phase of the Aviation CCC is 21 weeks. It prepares officers to serve as combined arms experts, company commanders, battalion/brigade staff officers, and Brigade Aviation Element (BAE) officers assigned and organic to the ground BCT. Aviation CCC meets established prerequisites for total operational flying duty credit (TOFDC) assignments. Aviators earn one month of TOFDC for each month spent at Aviation CCC. Aviators attending another branch CCC do not earn TOFDC.

(b) Military Intelligence CCC. Officers selected for AOC 15C/35 (all-source intelligence officer) attend the MIOTC if they did not attend Military Intelligence BOLC. AOC 15C officers attend the 20-week Military Intelligence CCC and receive training as a 35 (all-source intelligence officer). They attend the FWMEQC before or after the Military Intelligence CCC with appropriate follow-on Aircraft specific training. Officers that do not attend the FWMEQC will be designated as 15B35.

(c) Aviation maintenance. With a battalion and or brigade commander's approval, officers may request attendance at the AMLC and the Aviation Maintenance Management Course (MMC). They can also request to continue their military education by attending the Maintenance Test Pilot (MTP) Course. Aviation maintenance officers will serve in Aviation support battalions (ASB) as production control officers or platoon leaders in maintenance or shops platoons in the Aviation Support Company (ASC). They can also work as battalion and brigade S4/logistics officers, as well as command Aviation maintenance companies. Additional opportunities exist for selected personnel at U.S. Army Material Command (AMC) depots and in Aviation Classification and Repair Activity Depots (AVCRADs). An Aviation maintenance officer can serve as a commander or staff officer at battalion or higher-level units, to include Army depots, ACOM/ASCC logistics offices, the Army Staff (ARSTAF) and Joint staffs. As staff officers, they must plan and direct aviation logistics operations in situations ranging from low to high intensity conflicts. Commissioned Aviation maintenance officers work closely with Warrant officer Aviation maintenance officer to manage the maintenance, removal, installation, modification, overhaul, and repair of aircraft equipment systems and subsystems. These subsystems range from engines to airframes, instruments, rotor systems, powertrain, armament, avionics, electrical, and fuel systems. These officers develop procedures for aircraft maintenance, and also direct the issuance and disposal of aircraft, the requisitioning, receipt, inspection, storage, distribution, and disposal of aircraft supplies, repair parts, and

equipment. They must understand both air and ground logistics systems in order to be effective. Aviation maintenance officers are excellent candidates for the Experimental Test Pilot Training Program. Officers wishing to pursue a maintenance focused career path should focus on KD jobs that will add to their overall maintenance experience and depth of knowledge.

(2) *Operational assignments.* Captains are utilized as the senior leader at the company level. Their primary goal is to successfully command a TOE/TDA company/detachment or Aviation Maintenance Company for 18–24 months. Captains can hold platoon leader positions in units authorized captains as platoon leaders. These units include the ASC and ARSOA units. Captains also fill key staff positions at the battalion and brigade level, in addition to positions within the BAE, Air Defense Airspace Management (ADAM) Cell, CTC/OC positions and SGI/Instructor positions at the proponent and USMA. Even when assigned to staff positions, captains should continue to hone their direct leadership skills, build flight experience, and achieve/maintain PC status.

(3) *Self-development.* Captains should gain an in-depth understanding of aviation brigade operations, combined arms operations, aircraft maintenance, and Army Airspace Command and Control (A2C2). Aviation captains should dedicate time to a professional reading program to gain a historical perspective on solutions to tactical and leader challenges. Captains should strive for the same qualitative leadership building experiences as during their Lieutenant years; CTC rotations, Joint and combined exercises, and deployment on real-world contingency operations. Performing the challenges at the captain/commander level will greatly enhance the officer's tactical and technical skills, as well as build critical flight experience. Captains should strive to meet the requirements for award of the Senior Aviator Badge by the time they are promoted to major. Captains should broaden their understanding of warfighting through extension courses and independent study. Commanders should maintain healthy officer professional development programs within their units.

(a) Aviation captains can request to attend the Joint Air-Ground Operations School (AGOS) at Hurlbert Field, FL, or the Cavalry Leaders Course at Fort Knox, KY. If attendance at AGOS is desired, the 3-week Joint Air Tasking Order Process Course (JATOPS) located at Hurlbert Field, FL is recommended for officers who are required to understand and apply airspace command and control and the application of the air tasking order. The 2-week Joint Firepower Control Course (JFCC) at Nellis AFB, Nevada, is more suited to an understanding of the application of Joint fire support systems.

(b) Officers may receive ACS/Expanded Graduate School Program (EGSP) participation if career time line permits or if necessary for a FA or special assignment (that is, Army Acquisition Corps, Foreign Area officer or USMA instructor). See paragraph 3–5*b*(4) for specifics.

(c) FDBs meet to consider officers in their 7th YOS for designation into other FAs or branches. Officers will submit their top three choices at the 7 year mark. Officers receive a new career manager upon selection by the FDB for a different branch or FA. Only a limited number of Aviators will be given a FA or branch outside of Aviation, usually based on specific aviation skill requirements in select FAs. Aviation officers will not participate in the Army's 4–year FDBs.

(d) An aviator migrating out of MF&E functional category will serve in their new functional category for the remainder of their career. Unless an officer has met their initial 12–year ACIP gate, migration out of MF&Es (with the exception of FA 51, Acquisition) will result in termination of ACIP, as these officers will no longer be managed or assigned against aviation operational assignments. Therefore, repetitive operational flying assignments through the grade of captain are critical in order for officers to make their first ACIP gate. If an aviator has not met their first ACIP gate, they will lose ACIP beyond the 12th year of aviation Service unless they are assigned to aviation operational positions. HQDA waivers are possible for this situation, but highly unlikely for those aviators who functionally designated out of branch 15 or FA 51 (Army Acquisition Corps). Aviators who remain in MF&E will continue to serve in operational aviation assignments. See additional sections in this pamphlet and AR 611–110 for a complete description of each functional designation and associated skills.

(e) If an officer does not receive their desired functional designation during their 7–year board, they may request a functional designation appeal within 180 days of the results being released by HQDA. AHRC conducts an appeal board every quarter. If an officer is outside of the 180 day FD appeals timeframe, then they can request a branch transfer into a functional designation. This is only after their four year and 7–year boards and after the 180 days appeals timeframe.

(4) *Army Acquisition Corps.* Between the 7th and 8th YOS select officers are accessed into the Army Acquisition Corps by a HQDA selection board. Aviators accessed into Army Acquisition Corps do not compete for Aviation battalion or brigade commands. Instead, they compete for lieutenant colonel and colonel level product, project and program manager positions. Officers accessed into the Army Acquisition Corps are redesignated with FA (FA 51). Accession into FA 51 is based on the same criteria as mentioned above (officer preference, Army needs, training and background, and officer skills). Again, Aviation Branch will only assess enough aviators into the Army Acquisition Corps to meet Army Aviation Acquisition requirements.

(5) *ASOA.* Officers who are interested in joining the Army Special Operations Aviation (ARSOA), 160th Special Operations Aviation Regiment (SOAR), should begin early in their lieutenant years to accumulate as much flight experience as possible. ARSOA recruiters focus their recruiting efforts on experienced captains with solid leadership and flight experience. Interested captains should pursue company command as soon as possible following the CCC.

d. Major. Majors will complete the ILE course, a sister Service institution (Navy, Marine Corps, or Air Force), the Joint Army Warfighting School (JAWS), or schools in other nations (SON) before they enter the primary zone of consideration for promotion to lieutenant colonel.

(1) *PME*. Following ILE, some officers are selected to attend the SAMS. Those officers selected for the SAMS must serve an initial utilization tour as a plans/assistant G3 officer on division or corps staffs.

(2) *Operational assignments.* Majors should serve in one of the following assignments for 18–24 months: BAE, ADAM cell, battalion staff (Active Army/RC and Active Duty) or major level command of a TOE/TDA aviation unit such as an Aviation Support Company (ASC) which requires completion of the AMLC and the Aviation Maintenance Managers Course (AMMC) and ARSOA units. Individuals selected and assigned as a BAE or ADAM cell staff officer will serve in positions organic to the BCTs, as the aviation subject matter expert for the BCT commander. They will provide the critical linkage with the BCT's supporting Combat Aviation Brigade (CAB) to facilitate the most efficient tactical employment of aviation assets in the BCT's maneuver battlespace. Serving in a similar position at a higher level also satisfies this intent. Aviation majors serve in TOE and TDA units and other assignments to include but not limited to: observer controller/evaluator (OC/E) at a CTC, RC advisor, USAREC staff, USMA faculty and staff, Service school instructors, ARSTAF, Joint staff, and branch/FA generalist positions. Majors should seek key developmental assignments that assist them in promotion and create the qualities of a fully multifunctional, expeditionary officer, either in the Aviation Branch or in a FA. Majors should seek a field grade Joint duty assignment once tactical and technical experiences have been attained.

(3) *Self-development.* Majors should focus self-developmental efforts on acquiring expertise in organizational leadership techniques, operations at Division level and above, and aviation logistical support operations. Their self-development must focus on JIIM and combined arms operations. This can be accomplished through correspondence courses or institutional training. Majors should devote time to a professional reading program. Officers may take advantage of the Expanded Graduate School Program and attend ACS if the follow-on assignment requires an advanced degree. Many advanced degree programs are available in order for officers to obtain a graduate degree. Aviation majors will likely serve in operational flying positions after being away from the cockpit for some time due to schooling and required staff positions. Therefore, their self-development should also be focused on refreshing themselves with new aviation technologies in the cockpit. They should set the example for the younger generation of officers by continuing to place a strong emphasis on their technical and tactical aviation proficiency. Aviation majors in BR15 should strive to attain the Master Aviator Badge by the time they are promoted to lieutenant colonel.

e. Lieutenant colonel. Lieutenant colonels should serve in an Aviation coded position for 12–24 months.

(1) *PME.* No specific military education requirements exist for lieutenant colonels. A HQDA board determines selection for resident SSC or the AWC Distance Education Course. Officers selected for CSL battalion command will attend the Army's PCC at Fort Leavenworth, KS, and the Aviation PCC at Fort Rucker, AL. Select TDA battalion command designees may also be slated for attendance at the TRADOC PCC at Fort Jackson, SC. Battalion command designees who have special courts martial convening authority will attend the Senior Officers Legal Orientation (SOLO) Course at Charlottesville, VA. A master's degree is strongly recommended, but is not required for promotion.

(2) *Operational assignments.* Lieutenant colonels who successfully complete a CSL battalion level command may remain competitive for brigade command and enjoy a higher potential for promotion to Colonel and SSC selection. Commands on the CSL are organized into four functional categories: Operations, Strategic Support, Recruiting and Training, and Installation. Officers must complete the AMLC and the AMMC to Command an ASB. Officers have the option of selecting the category or categories in which they desire to compete for command, while declining competition in other categories. The following assignments are not necessarily coded as Aviation, however they are considered KD assignments: lieutenant colonel positions at the CTCs, brigade/regiment/group XO, division primary staff, corps assistant G3/G4, deputy assistant G3/G4, G3 operations, G3 assistant plans officer, ROTC or recruiting duty, ACOM/ASCC/DRU staff, ARSTAF, Joint staffs, and selected Active Army/RC assignments. Performance in demanding assignments is a prime consideration for promotion and school selection boards. Lieutenant colonels should also seek a JDA. A field grade JDA is required for promotion to brigadier general.

(3) *Self-development.* Officers should continue to build warfighting, Joint, expeditionary, and FA expertise.

f. Colonel. The professional development objective for this phase of an officer's career is sustainment of warfighting, training and staff skill, along with utilization of leadership, managerial and executive talents. The majority of strategic level leaders in the army are colonels. Colonels are expected to be multi-skilled leaders, strategic and creative thinkers; builders of leaders and teams; competent full spectrum warfighters; skilled in governance, statesmanship, and diplomacy; and understand cultural context and work effectively across it.

(1) Aviation colonels are assigned by the Army's Senior Leader Development Office. Colonels should serve 12 -18 months in an Aviation assignment coded at the grade of colonel.

(2) Although no specific mandatory military education requirement exists for colonels, the primary professional development goal is completion of SSC. Resident or nonresident attendance at a SSC also identifies those officers with exceptional promotion potential for Service in positions of increased responsibility. A HQDA board determines who attends the resident course and participates in the AWC Distance Education Course. Officers selected for CSL brigade command will attend the Army's PCC at Fort Leavenworth, KS; and the Aviation PCC at Fort Rucker, AL. Brigade

Command selectees may also attend the SOLO at Charlottesville, VA. Officers selected as TSMs will attend the Combat Developers Course at Fort Lee, VA and the Project Manager's ACAT III Course (commonly known as the PM's Survival Course) at Fort Belvoir, VA. The ACAT III Course has several prerequisites. Officers selected for TSM billets should contact their OPMD assignment officer to discuss requirements. After PCS arrival at Fort Rucker, TSMs will also attend the Aviation PCC.

(3) The following example assignments, some not necessarily coded as Aviation are also developmentally key: Joint duty, Chief of Staff of the U.S. Army Aviation Warfighting Center (USAAWC) Chief of Staff (former brigade commander position); corps G3 or Deputy Chief of Staff; Deputy Assistant Commandant; Director of Training Development and Doctrine (DOTD); Director of Combat Developments (DCD); Director of Evaluation and Standardization (DES); Director of Simulations (DOS); Director of Aviation Proponency; colonel positions at the CTCs; Aviation Center Logistics Command; USALLS; ARSTAF, ACOM/ASCC/DRU staff, and Joint staffs; and selected Active Army/RC assignments. HQDA centralized selection boards for brigade level command select a small percentage of officers. Successful brigade level command marks officers as qualified for increased responsibility at the highest levels in the Army and DOD. Commands filled by officers on the CSL are organized into four functional categories; operations, strategic support, recruiting and training, and installation.

(4) Self-development goals should focus on perfecting organizational level leadership skills, Joint and coalition operations, and theater level operations. An advanced degree is not required but is strongly recommended.

Figure 11–1. Aviation Branch Active Army Developmental Model

11–4. Aviation warrant Active Army officer

Assignment oriented training (AOT) is the key element is the development of the Aviation WO. The goal of AOT is for WOs to receive the required specific training for the right grade, at the right time, in order to produce WOs who are capable, agile, tactical, and technical experts.

a. MOS 150A Air traffic/airspace management (AT/ASM) Technician (150A) (see career development model fig 11–2, below). Supervise the effective utilization of ATS equipment and ATS personnel at all categories of Army ATC facilities; supervises fixed base ATS training and rating programs, combat support training and certification programs, and combat support and fixed base facility operations procedures; and supervises airspace management functions and airspace processing procedures into the National Airspace System (NAS)

(1) AT/ASM W01/CW2 are basic level, tactical, and technical experts. They manage and supervise enlisted ATS personnel. They are thoroughly knowledgeable of procedures and standards for the separation and control of aircraft, airports, and airspace. They develop, revise, and review terminal instrument and instrument en route procedures (TERPS) for combat support applications and fixed based requirements. Assist in the development and revision of controlled airspace, restricted areas, transition areas, and other special use airspace. Provides tactical and technical expertise pertaining to the operation of all types of ATC fixed base and combat support equipment. Also applies the standards, time limitations, and policies for the issuance of controller qualification, certification, and facility ratings to Army ATS personnel. Applies procedures for the cancellation, suspension, or reissue and withdrawal of certificates and facility ratings

(2) AT/ASM CW3 performs the duties of paragraph 11–4*a*(1), above, and also will analyze Army ATS/aviation mishaps to assist in determining causative factors. Reviews Army and Federal training requirements. Submits recommendations pertaining to program standardization of ATS testing, Soldier's manuals, ARTEPS, and non-resident ATS courses. Provides technical expertise regarding technical and operational standards for space requirements and equipment layouts for ATS improvements.

(3) AT/ASM CW4 performs all the above duties in paragraphs 11–4*a*(1) and 11–4*a*(2), above, and also plans, monitors, and evaluates ATS operations, processes and procedures, and ATS material readiness status. Provides guidance and technical input to subordinate ATS and other staff elements. Performs duties pertaining to resource management and ATS equipment procurement activities.

b. AT/ASM CW5 performs all the above duties in paragraphs 11–4*a*(1), 11–4*a*(2), and 11–4*a*(3), above, and also provides guidance, advice, and counsel to senior commanders and other staff members. Provide guidance and technical input to subordinate ATS elements and other commanders and staffs at all levels. As a training system integrator, develops and evaluates course content and provides technical training advice and guidance pertaining to area of technical specialty.

Figure 11–2. 150A Developmental Model

c. MOS 150U (see career development model fig 11–3, below). Tactical Unmanned Aircraft System (TUAS) operations technician

(1) *WO1/CW2.* Supervise TUAS operations, to include mission planning, mission payload operation, launching, remotely piloting, and recovering aerial systems. Maintains a detailed knowledge of airspace requirements to plan flight missions within acceptable mission profiles.

(2) *CW3.* Performs all duties outlined above and develops and instructs newly appointed WOs during their entry level training. Coordinates with higher and subordinate units for employment of TUAS missions.

(3) *CW4.* Performs all duties outlined in paragraphs above and serves as senior level technical and tactical experts, develops, and implements a TUAS standardization and safety program per all applicable regulations and establishes and maintains a unit level training program.

(4) *CW5.* Performs all duties outlined in paragraphs 11–4*a*(1), 11–4*a*(2) and 11–4*a*(3), serves as master level technical and tactical experts who are expected to perform their primary duties in the brigade level and above, coordinates with higher echelons for the employment of TUASs to conduct air reconnaissance/target detection or target engagement.

Figure 11–3. 150U Developmental Model

d. MOS151A (see career development model fig 11–4, below). Aviation maintenance (non-rated).

(1) Aviation maintenance officers manage personnel, supplies, equipment, and facility assets to maintain and repair Army rotary and fixed wing aircraft. Develops and implements maintenance plans and coordinates maintenance support to achieve the missions assigned to the aviation companies, battalions, and brigades. They organize maintenance elements to inspect Service, test, disassemble, repair, reassemble, adjust, replace parts, and retest aircraft or aircraft components. They prepare, implement, and maintain standing operating procedures for management of maintenance activities. They interpret regulations, technical manuals, and orders pertaining to maintenance of Army aircraft for commanders and subordinates. They supervise aviation equipment maintenance, direct maintenance, and accountability of organizational test equipment, supplies, and recovery equipment. They are assigned at the platoon level through DOD based on experience gained through training Service.

(2) AOT is the key element in development of a fully capable senior 151A. Examples of AOT are: The Safety Officer Course (SOC), aircraft armament, and Army logistics courses (Retail Supply and Management Course, Logistics Management Development Course, Support Operations Course, Contracting officer Representative Course (COR) Logistics Assistance Representative (LAR) University at Corpus Christi Army Depot and the Army Maintenance Manager's Course). These courses should be scheduled to coincide with professional development courses and or PCS. WO1s are no longer required to attend a MTP course prior to attending the Aviation Maintenance Technicians at Fort Eustis. However, attending an appropriate MTC course can enhance a 151A WO's technical expertise and effectiveness. TWI may be an option for senior CW3s and CW4s selected for follow-on assignments to a program manager office.

(3) Aviation maintenance WO1/CW2 are basic level, tactical and technical experts who should expect to serve in platoon, company or battalion level positions. AOT will be used to prepare aviation WOs for each assignment. They manage aircraft maintenance based on a thorough knowledge of aircraft maintenance requirements for power trains, electrical systems, electronic systems, avionics, armament systems, mechanics and hydraulics. They manage and supervise removal, disassembly, inspection, repair, assembly, installation, maintenance operational checks, and adjustments of aircraft structures, components, and subsystems. These officers manage the maintenance of technical publication libraries, ensure compliance with regulations governing forms, records and reports pertaining to aircraft maintenance, manage stocks of aircraft repair parts and supply procedures, direct, and supervise fault isolation for aircraft systems and subsystems. These officers ensure quality control for aviation maintenance, and direct and supervise all facets of aviation maintenance supply management and reporting. Typical assignments include: Aviation Support Platoon (ASP) leader, Armament officer or production control officer in the Aviation Maintenance Company, or Armament officer and Component Repairer Platoon leader in the Aviation Support Company (ASC).

(4) Aviation maintenance CW3 serves as advanced level technical and tactical experts that should perform the primary duties at ASB or higher level. AOT will continue with emphasis on logistical interfaces above the brigade level. They may be scheduled to attend the Logistics Assistance Representative (LAR) University at Corpus Christi Army Depot after their attendance at the AWOAC. Career managers should assign these officers in support of a different modernized aircraft at each PCS. As a senior CW3 every effort should be made to assign them to an ASB. CW3s provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They provide leader development, mentorship, advice, and counsel to NCOs, and other officers. CW3s serve as senior technical advisors to the commander. Typical assignments include; production control officer, quality control officer in the Aviation Maintenance Company and ASC, safety officer, component repair platoon leader, aircraft repair platoon leader, and instructor/writer at the generating force.

(5) Aviation maintenance CW4s serve as senior level technical and tactical experts that should perform the primary duties in the Sustainment Base (ASB) or Generating Force (TRADOC, Aviation Maintenance Company, DLA). CW4s provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They provide leader development, mentorship, advice, and counsel to NCOs, and other officers. CW4s serve as senior technical advisors to the commander. As an ASB aviation maintenance logistician, a CW4 monitors and evaluates aircraft maintenance operations, processes and procedures, and aviation materiel readiness status. Provides guidance and technical input to subordinate aviation maintenance elements and other staff elements. Performs duties pertaining to resource management and aircraft procurement activities. Typical assignments include: production control officer in the ASC, Aviation multifunctional logistician in support operations of an ASB, aviation multifunctional logistician in the sustainment base, aviation resource management survey (ARMS) inspector, trainer/developer, project officer, aviation multifunctional logistician at AMC (AMCOM), project officer USAALS, assignment officer at AHRC, and Detachment Commander.

(6) Aviation maintenance CW5s serve as master level technical and tactical experts who are expected to perform their primary duties in the sustainment base and above. CW5s provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They provide leader development, mentorship, advice, and counsel to NCOs, and other officers. CW5s serve as master technical advisors to the commander. Typical assignments include; Aviation maintenance advisor to the Assistant Commandant USAALS, Aviation multifunctional logistician at PEO aviation, Aviation multifunctional logistician at AMC, Aviation multifunctional logistician on DA staff, Aviation multifunctional logistician at DLA, and Aviation multifunctional logistician at Joint Forces Command.

Figure 11–4. 151A Developmental Model

e. MOS 152–155 (see career development model fig 11–5, below). Army Aviator.

(1) Aviation WOs in these specialties pilot and command all army aircraft in tactical and non-tactical conditions. Aviation WOs must be agile, adaptive, and creative, as they operate both fixed and rotary wing aircraft in all meteorological conditions, both day and night, and are responsible for coordinating, conducting, and directing all types of single Service and Joint combat, combat support, and Service support operations. These officers function as direct combat participants with organic armament systems, and sustain combat proficiency for their designated aircraft as outlined in the appropriate Aircrew Training Manual (ATM). Aviation WOs fill a unique role within Army Aviation as the branches technical and tactical experts providing long-term continuity of Service within the units. As multi-skilled, lifelong learners, the focus of every officer should be on bringing the Warrior Ethos to every job and every facet of their development.

(2) MOSs 152–155 WO1s, after completing the WOCS, attend the Initial Entry Rotary Wing (IERW) and Aviation Warrant officer Basic Course (AWOBC). WO1 appointments are contingent upon successfully completing MOS certification courses and graduation from AWOBC. These are basic level, technically and tactically focused officers who perform the primary duties of leader and operators. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. WO1s have specific responsibility for accomplishing the missions and tasks assigned to them. WO1s primarily support crew operations from team through battalion, requiring interaction with all Soldier cohorts and primary staff. These are basic level tactical and technical experts who should expect to serve in platoon, or company level positions. Attaining pilot in command status and annual completion of all

Aircrew Training Program (ATP) requirements are expectations of these officers. AOT will be used to prepare these officers for each assignment.

(3) MOSs 152–155 CW2s are commissioned officers with the requisite authority pursuant to assignment level and position. CW2s will complete the TRADOC mandated common core prerequisites for the AWOAC and upon completion will be eligible to attend resident AWOAC. CW2s serve as intermediate level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. CW2s provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They primarily support levels of operations from crew level and team through battalion, requiring interaction with all Soldier cohorts and primary staff. They provide leader development, mentorship, advice, and counsel to NCOs and other officers. These officers should concentrate on attaining pilot in command status, complete career track training courses for safety officer, instructor pilot, maintenance officer, or tactical operations officer, and annual completion of all ATP) requirements towards attaining the Senior Army Aviator badge. Typical platoon/troop/company assignments include; Pilot in Command, ALSE, ASE/EW, armament, aviation safety officer, instructor pilot, maintenance test pilot, experimental test pilot, and tactical operations officer.

(4) MOSs 152–155 CW3s are commissioned Active Army officers with the requisite authority pursuant to assignment level and position. CW3s should attend the AWOAC not later than one year after promotion to CW3 and must attend it prior to promotion to CW5. CW3s serve as advanced level technical and tactical experts, and perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. CW3s provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They primarily support levels of operations from troop/company through battalion, requiring interaction with all Soldier cohorts and primary staff while serving as a senior technical and tactical advisor to the commander. They provide leader development, mentorship, advice, and counsel to NCOs and other officers. A CW3 is expected to, complete track training as a maintenance test pilot, tactical operations, aviation safety, senior instructor pilot/instrument flight examiner, master gunner, or Army special operations aviation training. Completing a Bachelor degree prior to promotion to CW4 is highly encouraged. CW3s should sustain annual completion of all ATP requirements toward the goal of award of the Master Army Aviator badge. Typical assignments include; flight leader, air mission commander, aviation safety officer, senior instructor/instrument flight examiner, tactical operations/master gunner, AMC/ASC maintenance test pilot, experimental test pilot, and small group leader.

(5) MOSs 152–155 CW4s are senior level technical and tactical experts who perform the primary duties of technical leader, manager, maintainer, sustainer, integrator and advisor. CW4s should attend the Warrant officer Staff Course not later than one year after promotion to CW4 and must complete the course prior to promotion to CW5. These officers serve at the field grade level as senior aviators and senior staff officers, as well as in some command positions. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW4s primarily support battalion, brigade, division, corps, and echelons above corps operations. They provide leader development, mentorship, advice, and counsel to NCOs and other officers. CW4s will successfully perform as squadron/battalion level aviation safety officer, standardization instructor pilot (SP), maintenance test flight examiner (ME), tactical operations officer (TACOPS), master gunner, or in Army special operations aviator (ARSOA) positions. Completing a graduate level degree prior to promotion to CW5 should be a self-development goal for these officers. CW4s serve as the senior technical advisors to the battalion/squadron level commander, and as directed CW4s may serve in non-operational staff officers positions at all levels of the Army as required otherwise, they should sustain annual completion of all ATP requirements. Typical assignments include; SP/standards officer battalion and above, TACOPs officer/brigade aviation officer, aviation safety officer battalion and above, ME/aviation material officer, experimental test pilot, engineering test pilot, commander, division and higher level assignments officer, and brigade/division/corps/DA level staff.

(6) MOSs 152–155 CW5s are master level technical and tactical experts who perform the primary duties of technical leader, manager, integrator, advisor, or any other particular duty prescribed by branch. These senior aviation officers serve as staff officers and commanders. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. These officers primarily support brigade, division, corps, echelons above corps, and major command operations. They provide leader development, mentorship, advice, and counsel to other officers. CW5s have special WO leadership and representation responsibilities within their respective commands. CW5s will complete the WOSSC not later than one year after promotion to CW5. Completion of an advanced degree is highly encouraged. These officers will serve in brigade and higher-level ASO/SP/ME/TACOPS/master gunner positions. CW5s will serve as directed in staff officer and non-operational positions at all levels of the Army. When assigned to operational positions, they should sustain annual completion of all ATP requirements. Typical assignments include; aviation safety officer brigade and above, SP/standardization officer brigade and above, TACOPs officer brigade and above, aviation material officer, brigade/division/corps/DA level staff, Chief Engineering Test Pilot, Commander, nominative positions, and Chief Warrant Officer of the Aviation Branch

Figure 11–5. WO Aviator Developmental Model

f. Aviation WO functional roles are as follows:

(1) Aviation safety officer (ASO) special qualification identifier (SQI) B are the primary advisors and assistants to the commander on all matters related to aviation and ground safety. They monitor unit FAs and operations to identify and eliminate systems defects that may cause accidents, injuries or operational failures. Active Army officers desiring to become an aviation safety officer must complete a 6-week resident course. RC officers may attend the 6-week course or a 2-week (Phase II) resident course combined with a prerequisite (Phase I) correspondence course. Course information and prerequisites are ATRRS online site. Upon successful completion of the ASO course, these safety officers are employed from the troop/company level to Army level. Senior ASOs may attend the CP12 safety course which is a graduate degree producing program leading to professional certifications.

(2) Aircraft Armament Maintenance officer (AMO) SQI E graduates of the Aircraft Armament Maintenance Technician Course are the primary supervisors of the maintenance and repair of aircraft armament systems.

(3) Instructor pilot/standardization officer SQIs C/F/H is the commander's technical and tactical advisor. They help the commander and the operations officer develop, implement, and manage the ATP. They train, evaluate, and provide technical supervision for the aviation standardization program as specified by the commander. Training is based on the unit's wartime mission; standardization officers maintain standards, evaluate proficiency of the unit's aviators, develop, and execute training plans that result in proficient individuals, leaders, and units. Instructor pilots and standardization officers assist the command in planning and preparing aviation training. Individual training is the building block for crew training, which leads to team, platoon, and collectively trained units. Instructor Pilot Courses (IPC) for all Army aircraft is taught at Fort Rucker or National Guard Training sites. Successful completion of IPC leads to award of SQI

C. The Instrument Flight Examiners Course is conducted at Fort Rucker and leads to award of SQI F. After completion of the WOSC battalion level standardization officers are awarded SQI H. Instructor Pilots are assigned to each platoon as CW2s, progressing to company level positions as CW3s. They work as senior instructor pilots, instrument flight examiners, and battalion level standardization officers as CW4s. CW5s standardization officers work at brigade or higher levels. Course information and prerequisites are ATRRS online, and AR 95–1.

(4) Maintenance test pilots (MTPs) SQIs G/L perform maintenance test flights in all Army aircraft. They advise the commander on aircraft maintenance management issues, schedule required aircraft maintenance and serve as aviation logistics managers. These officers complete the Aviation Maintenance Managers Course and appropriate aircraft Maintenance Test Flight phase of training at Fort Rucker, AL. Successful completion of both phases of training results in the awarding of an SQI of G. MTPs are assigned to each platoon as CW2s, progressing to Aviation Unit Maintenance Company level positions as CW3s, Battalion level as CW4s and brigade or higher-level maintenance officer positions as CW5s. For award of SQI L these officers must undergo a ME evaluation. MEs are responsible for conducting evaluations of MTPs to maintain standardization of maintenance flight procedures. Course information and prerequisites are found at ATRRS online, and AR 95–1.

(5) TACOPs officer SQI I is the commander's tactical advisor and a technical source. They assist the commander and the operations officer in the planning, coordination, briefing, and execution of tactical Army Aviation and warfare in a Joint/combined environment. Additionally, provides commanders technical/tactical expertise of Army airspace command and control (A2C2), personnel recovery, electronic warfare, threat analysis, digital operations, and Joint tactics, techniques and procedures. They develop, implement, and manage the Aviation Mission Planning Systems (AMPS), fratricide prevention, Threat Analysis, and Aircraft Survivability Equipment (ASE) programs and organize the planning of Personnel Recovery (PR). At the brigade aviation element (BAE) level, Tactical Operations Officers, in conjunction with their primary tasks, recommend and assist in the integration of tactical Army Aviation warfighting capabilities into the ground commander's scheme of maneuver. Tactical operations officers develop threat training, ASE, personnel recovery programs and tactics, techniques, and procedures (TTPs) to integrate aviation operations into the Joint/combined arms fight. An aircraft survivability equipment/electronic warfare officer, (ASE/EWO) course for all mission design series aircraft is taught at Fort Rucker, AL. Company level TACOPs officer position as CW3s. Battalion level TACOPs officers are assigned as CW4s and brigade or higher level TACOPs officers as CW5s.

(6) Aeromedical Evacuation Pilot (MEDEVAC) SQI D must be an aviator qualified in aircraft used for medical evacuation and successfully complete the Army Medical Service Aviator Course or have one year documented experience. Aeromedical evacuation aviators may be assigned to multiple MEDEVAC assignments or may revert to a non-MEDEVAC assignment dependant upon the utilization requirements of the Army.

(7) Experimental test pilot (XP) MOS SQI J training program is an intense eleven-month course at the United States Naval Test Pilot School (USNTPS), Patuxent River, MD. Branch commissioned officers will be transferred to the Army Acquisition Corps for the remainder of their career. Applicants must be Active Army rated aviators and have an academic background that includes the completion of college math and challenging-science courses with above average grades. Aviation WOs interested in Army Aviation Engineering test pilot training must refer to the latest AHRC MILPER Message regarding the Army Experimental Test Pilot Program selection boards. Upon successful completion of USNTPS, XPs will serve a minimum of 24 months in an XP utilization tour.

11–5. Aviation Branch Reserve Component Officer

a. General career development. RC Aviation officer development objectives and qualifications parallel those planned for their Active Army counterparts.

b. Development opportunities. The nature of the RC Soldier's role as a citizen-Soldier poses a unique challenge for professional development. RC officers are expected to follow Active Army officer development patterns as closely as possible, except that RC officers have increased time windows to complete mandatory professional educational requirements. Civilian career opportunities, military promotions and educational opportunities may force RC officers to transfer between ARNG M–Day Units, USAR TPUs, IRR, IMA program, and the Active Guard and Reserve (AGR) programs. These transfers are often hindered by geographical considerations, as well as a limited number of positions to serve with troops in leadership and staff positions. Additionally, there may be occasions when NG Officers will be transferred to the IRR or USAR officers to the trainee, transient, holdee, and student (TTHS) account while they complete mandatory educational requirements. Such transfers are usually temporary and should not be seen as impacting negatively on the officer's career. The success of the RC officer is not measured by length of Service in any one component or control group, but by the officer's breadth and depth of experience which are the metrics that accurately reflect an officers potential to serve in positions of increasing responsibility. Officers should focus on job performance, as there are many paths that define a successful career within the Aviation Branch.

(1) *Formal training.* As RC officers simultaneously advance both civilian and military careers, they have less available time than their Active Army counterparts to achieve the same military professional education levels. To minimize this problem, RC courses are specifically tailored to reduce the resident instruction time. This cannot be accomplished with graduate flight training courses.

(2) *Assignments.* The Adjutants General of the 50 states, 3 U.S. territories, and the District of Columbia (D.C.) primarily manage officers in the ARNG. The AHRC-St. Louis and the USAR command manage officers in the USAR.

(3) *Professional development through the military schooling system.* The Aviation RC officer plays an important role in the Aviation Branch mission. RC officers normally develop through one AOC and in one FA. However, a lack of suitable positions in a geographic area may lead to some RC officers becoming qualified in multiple AOCs or FAs. RC officers must attain educational levels commensurate with their grade and assignment, using resident and nonresident instruction options. RC officers have increased windows to complete military education requirements. (For further guidance on RC career progression, see chap 7.)

(4) *RC lieutenant.* Lieutenants must meet the requirements outlined in AR 611–110 for entry into the Aviation Branch.

(a) PME. RC officers commissioned into the Aviation Branch attend BOLC and IERW with their Active Army counterparts. RC officers must have completed this training by their 2d year of commissioned Service.

(b) Operational assignments. Lieutenants should serve as a section/platoon leader in an Aviation assignment. A lieutenant normally serves at company level to gain troop leading and flight experience.

(c) Self-development. Lieutenants focus on gaining and refining troop leading, aviator, Joint, and combined arms tactics, logistics, and administrative skills. Effective 1 October 1995, a baccalaureate degree from an accredited institution is required for promotion to captain or higher.

(5) *RC captain.*

(a) PME. Captains must complete a CCC. Options are CCC Active Army curriculum, CCC–RC (RC curriculum), or the four-phase CCC-USAR.

(b) Operational assignments. The officer should serve in one of the following branch developmental positions for 18 to 36 months; successful company/detachment command of a TOE/TDA unit or successful tour as a platoon leader in platoons that authorize captains as platoon leaders. These include intermediate and higher level maintenance (ASC) units. As a captain, RC Aviation officers should aggressively seek a company command. They also serve as staff officers at the battalion and group/brigade levels.

(c) Self-development. Captains should broaden their understanding of warfighting through extension courses and independent study. Captains should gain an in-depth understanding of Joint and combined arms operations.

(6) *RC major.* To achieve branch leadership developmental standards at this level, majors must have enrolled in the ILE course prior to 18 years TIS. They must have completed 50 percent of ILE to be eligible for promotion to lieutenant colonel.

(a) PME. Most RC officers will complete the ILE common core via The Army School System (TASS) or an upgraded Advanced Distributed Learning (ADL) program. Some RC Officers will continue to attend the ILE in residence at Fort Leavenworth, some will depart upon completion of the Core Course and others will remain for the Advanced Operations and Warfighting Course (AWOC).

(b) Operational assignments. RC Aviation majors serve as company commanders, and in staff assignments. These staff positions are at the battalion, group, brigade, HQDA, or Joint staff levels. Some majors also serve as instructors or staff at Reserve Forces Service Schools. Officers should serve in one of the following branch developmental positions for 18 to 36 months; battalion XO or S3, battalion support operations officer, brigade S3, successful major level (04) command of a TOE/TDA aviation unit, branch chief at an Army National Guard Aviation Training Site (AATS), Aviation Branch coded (15) or branch/FA generalist positions at the HQDA or Joint staff levels, group, or brigade primary staff (S1, S2, or S4), Aviation Branch coded (15) or branch/function in a generalist position at Joint, ARCOM, or GOCOM staff levels, Reserve Forces Service school instructor or staff, Aviation staff officer at the ACOM/ASCC/DRU level, and BAE.

(c) Self-development. Self-development efforts should focus on becoming an expert in all aspects of aviation support operations, including Joint and combined arms operations. These objectives can be accomplished through correspondence courses or institutional training. Majors should also devote time to a professional reading program to broaden their Joint and combined arms operations perspectives.

(7) *RC lieutenant colonel.* In order to qualify for promotion to colonel, RC officers must have completed ILE.

(a) Operational assignments. RC lieutenant colonels should seek a battalion level command. Upon successful completion of a command, RC Aviation lieutenant colonels serve in staff positions at group/brigade, major subordinate commands, USAR GOCOM, or Joint staff levels. Some RC officers may also serve as Reserve Forces Service School instructors or staff. Officers should serve in one of the following branch developmental positions for 18 to 36 months; successful command of a TOE/TDA aviation battalion or equivalent sized aviation unit, completion of a resident or nonresident ILE, Aviation Branch coded (15) or branch/FA generalist positions at the ACOM/ASCC/DRU, GOCOM or Joint staff levels, group, or brigade staff, division, or branch chief, USAAWC, USARC, NGB, or USAALS, AGR Title 10/Title 32 position at USAAWC or USAALS (in a lieutenant colonel level position), deputy commander of an AATS.

(b) Self-development. Self-development goals should be to continue building Joint warfighting expertise. An advanced degree is preferred but optional unless required for a specific assignment.

(8) *RC colonel.*

(a) PME. Completion of SSC by resident or correspondence course is a primary professional development goal.

(b) Operational assignments. Some, but not all, RC officers serve as group or brigade commanders. Most serve in

staff positions requiring their Aviation experience at the GOCOM or Joint staff levels. Aviation RC colonels should serve in one of the following branch developmental positions for 18 to 36 months:

1. Successful command of a TOE/TDA Aviation group or brigade.

2. Completion of a resident or nonresident SSC.

3. USAAWC; Army or Joint level staff; Aviation Branch coded (15) or branch/FA generalist positions at the major subordinate commands.

4. GOCOM or Joint staff levels, AGR Title 10/Title 32 positions at USAAWC or USAALS (in a colonel level position).

5. Command of an AATS.

6. Division chief of Aviation and Safety Division.

7. National Guard Bureau (NGB).

8. State Army aviation officer (SAAO).

(c) Self-development. Self-development goals should continue to build on war fighting expertise. An advanced degree is preferred but optional unless required for a specific assignment.

c. Life cycle development model. The RC life cycle development model is shown at figure 11–6, below.

Figure 11–6. Aviation Branch RC Developmental Model

11–6. Aviation Reserve Component Warrant Officer

a. Preferences. RC Aviation WO development objectives and qualifications basically parallel those planned for their Active Army counterparts.

b. Precedence. As with the RC commissioned officer, the RC WO's role as a citizen Soldier also poses a unique challenge for professional development. RC WOs are expected to follow Active Army WO development patterns as closely as possible. RC WOs also have increased windows to complete mandatory educational requirements.

(1) *Formal training.* As citizen Soldiers, RC Warrant Officers simultaneously advance civilian and military careers. To minimize this impact, the USAAWC, and the WOCC have developed RC courses specifically tailored to reduce the resident instructional time.

(2) *Critical life cycle assignments.* RC Aviation WOs are managed in the same manner as the RC commissioned officer.

c. Requirements, authorizations, and inventory. RC Aviation WOs must attain educational levels commensurate with their grade and assignment, using resident and nonresident instruction options. RC WOs also have increased windows to complete military education requirements. As Aviation Branch aircraft systems increase in complexity and capability, a corresponding increase occurs in tactical employment capabilities. The need for AWOs who are highly competent in operations, maintenance, safety, training and tactical employment of complex aircraft systems is critical to the success of the Aviation Branch.

(1) *MOS qualification and development.*

(a) WO1. After completing the WOCS, WO1s attend their IERW and WOBC. WO1 appointments are contingent upon successfully completing WOBC. These officers are basic level, technically and tactically focused officers who perform the primary duties of leaders and operators. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. WO1s primarily support levels of operations from team through battalion, requiring interaction with all Soldier cohorts and primary staff. They provide leader development, mentorship, and counsel to enlisted Soldiers and NCOs. WO1s should focus their efforts in becoming technically and tactically competent in the aircraft and achieving pilot in command status. Typical company level additional duties include ALSE, and Armament officers

(b) CW2. CW2s are commissioned officers with the requisite authority pursuant to assignment level and position. CW2s will complete the TRADOC mandated common core prerequisites for the AWOAC prior to becoming eligible for promotion to CW3. CW2s serve as intermediate level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. CW2s provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They primarily support levels of operations from team through battalion, requiring interaction with all Soldier cohorts and primary staff. They provide leader development, mentorship, advice, and counsel to NCOs and other officers. RC AWOs have the option of resident or distance learning (DL) training. The purpose of the AWOAC is to refresh and enhance common skills and leadership, update technical and tactical training, and provide doctrinal changes and additional training as prescribed by the branch proponent. All training is based on future needs and requirements. Upon reaching the rank of CW2, WOs should be certain of what career track they desire to enter. CW2s should concentrate on attaining Pilot in Command status, complete career track training courses for Safety officer, Instructor Pilot, Maintenance officer, or TACOPs officer, and annual completion of all ATP requirements towards attaining the Senior Army Aviator badge. Typical company level assignments include; pilot in command, ALSE, armament, aviation safety officer, instructor pilot, MTP, XP, and TACOPs officer.

(c) CW3. CW3s serve as advanced level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. CW3s provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They primarily support levels of operations from troop/company through battalion, requiring interaction with all Soldier cohorts and primary staff. They provide leader development, mentorship, advice, and counsel to NCOs and other officers. CW3s serve as senior technical advisors to the company commander.

(d) CW4. CW4s are senior level technical and tactical experts who perform the primary duties of technical leader, manager, maintainer, sustainer, integrator, and advisor. CW4s assigned to CW5 positions will attend their MOS WOSSC prior to assignment. These officers serve at the field grade level as commanders and staff. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW4s primarily support battalion, brigade, division, corps, and echelons above corps operations. They provide leader development, mentorship, advice, and counsel to NCOs and other officers. CW4s serve as the senior technical advisors to the battalion/squadron level commander. RC CW4s not selected for CW5 may continue to serve in the TPU unless otherwise prohibited by a retention board. AGR CW5s will attend the Active Army training.

(e) CW5. These most senior aviation officers serve as commanders and staff. CW5s are master-level technical and tactical experts who perform the primary duties of technical leader, manager, integrator, advisor, or any other particular

duty prescribed by branch. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. These officers primarily support brigade, division, corps, echelons above corps, and major command operations. They provide leader development, mentorship, advice, and counsel to other officers. CW5s have special WO leadership and representation responsibilities within their respective commands.

(2) *Professional development.* Aviation WOs are adaptive technical experts, leaders, trainers, and advisors. Through progressive levels of expertise in assignments, training, and education, they plan, administer, manage, maintain, and operate in support of the full range of Army, Joint, combined, and coalition operations. WOs are teachers, warfighters, and developers of specialized teams of Soldiers. Throughout their career, WOs should continue their self-development, to include the pursuit of a specialty related graduate degree and/or advanced industry certification programs. The following are the professional development goals for WOs:

(a) Complete an associate's degree in a MOS related degree program and/or an MOS related certification program by eligibility for promotion to CW3.

(b) Complete a baccalaureate degree in an MOS related degree program and/or an advanced certification program by eligibility for promotion to CW4.

(c) Complete a graduate degree in an MOS related degree program and/or a second advanced certification program by eligibility for promotion to CW5. Aviation RC WO MOS's align with the Active Army WO MOSs (see career development models figs 11–2, 11–3, 11–4, and 11–5, above).

Chapter 12
Field Artillery Branch

12–1. Unique features of the Field Artillery Branch

a. Unique purpose of the Field Artillery Branch. The Field Artillery Branch synchronizes and integrates Army fire support assets, multiple Joint assets (Air Force, Navy, and Marine), interagency, inter-Governmental, and multinational assets at the designated place and time to ensure our enemies are overwhelmed by lethal and/or non-lethal firepower. The Field Artillery combines the devastating effects of its own cannon, rocket, missile and acquisition systems with numerous fire support assets across a variety of combat arms and Joint Services to maximize the fires that are brought to bear on enemies of the United States.

b. Unique functions performed by the Field Artillery Branch.

(1) Field Artillery officers are assigned directly to Army maneuver units (Infantry, Armor, Aviation, Ranger, Special Forces) and to a variety of key positions in divisions and higher headquarters (to include Joint and Multinational elements) to perform their unique and critical fires integration mission. Field Artillery officers plan, coordinate, integrate, synchronize, and employ lethal and non-lethal firing assets and systems in support of Joint and combined arms operations. These systems include air support, naval surface fires, attack aviation, mortars, electronic warfare, information operations, space-based systems and Field Artillery target acquisition and weapon systems.

(2) Field Artillery officers plan and integrate information operations and electronic attack providing multifaceted or alternative means to accomplish stated missions sometimes eliminating the need to use lethal fires. This integration is yet another unique mission Field Artillery officers engage in using a variety of assets from organic systems to more complex national capabilities.

c. Unique capabilities. Field Artillery officers are the integrators and synchronizers of lethal and non-lethal indirect fires for the Army. Field Artillery officers advise commanders on how to obtain the effects they desire with the systems available. Field Artillery officers also command Field Artillery firing assets and systems and execute fires based on the commander's intent. The Field Artillery WO provides the Army with the necessary technical and tactical expertise to operate, maintain, and employ Field Artillery target sensors and to serve as platoon leaders, counterfire officers, targeting officers, and Field Artillery intelligence officers (FAIO) integrating lethal and non-lethal fire support from battalion levels through Joint Force headquarters levels.

d. Unique features of Service in the Field Artillery Branch. Below are brief descriptions of the nature of Service that sets Field Artillery officers in operational units apart from officers in other branches or functional categories. First and foremost, Field Artillery officers are Soldiers and combat arms leaders. They work at every level of command and staff and perform the following functions/tasks:

(1) Lead and command Field Artillery combat units and other type units at platoon, battery, battalion, and brigade levels.

(2) Coordinate the fire support and targeting process in rapidly moving JIIM operations.

(3) Create and formulate doctrine, organizations, and equipment to support the fire support mission worldwide.

(4) Teach Field Artillery and fire support skills at Service schools and Combat Training Centers (CTCs).

(5) Lead in positions requiring general combat skills such as staff officers in military headquarters and activities requiring combat arms expertise.

(6) Instruct at pre-commissioning programs, Service schools, and Service colleges.

(7) Train and advise the total Army Field Artillery force.

e. Unique features of Service in the Field Artillery Warrant Officer Program. The Field Artillery WO provides assistance and advice to the commander and staff on all matters relative to the employment of Field Artillery target acquisition, fire support assets and the Army's targeting methodology. Field Artillery WOs provide many of the same functions as the Field Artillery officers except command of tactical units. Field Artillery WOs perform the following functions/tasks:

(1) Lead Field Artillery target acquisition platoons.

(2) Assist in managing Field Artillery target acquisition and collection assets employment at the Field Artillery battalion, brigade, and division level.

(3) Develop subject matter expertise in information operations, especially electronic attack, in support of the targeting process.

(4) Provide technical and tactical expertise in the coordination of the targeting process in combined arms or JIIM operations.

(5) Teach Field Artillery target acquisition asset employment and targeting skills at Service schools and CTCs.

12–2. Officer characteristics required

a. General competencies. Army officers must be warriors who can effectively apply the four core dimensions of leadership: values, attributes, skills and actions. The four core leadership dimensions provide the basis for what a leader must be, know and do. The values and attributes set the basis for the character of the leader - what a leader must be. The skills developed by leaders establish his or her competence - what a leader must know. The actions that leaders conduct and execute constitute leadership - what a leader must do. The leadership framework describes a leader of character and competence who acts to achieve results across the spectrum of operations from total war, to stability and support operations, disaster relief, or realistic training operations.

b. Unique skills of Field Artillery officers. Field Artillery officers must be team players and strong leaders, skilled in fire support tactics, techniques, and procedures. The goal of all Field Artillery officers is to gain an in-depth understanding (as the officer's experience base broadens) of how to best employ fire support in support of combined arms and JIIM Operations. A Field Artillery officer must possess the following skills:

(1) Leader competency of Field Artillery officers must first and foremost be competent leaders as well as professional Field Artillerymen.

(2) Tactical skills referring to a clear understanding of war fighting tasks and missions.

(3) Technical skills reflecting competence with specific duty requirements and missions.

(4) Interpersonal skills and confidence in communicating with people.

(5) Decisionmaking and execution skills enabling mission accomplishment through adaptive and flexible thought processes and proactive and innovative actions.

(6) Conceptual skills enabling the understanding of new ideas and information.

(7) Mental toughness is displayed by overcoming adversity. Self-discipline, initiative, judgment, confidence, intelligence, and fairness are key attributes a Field Artillery officer must possess.

(8) Physical readiness and perseverance are required of Field Artillery officers as they may be selected to serve in a variety of physically demanding roles in Field Artillery units and in positions as fire support officers in Ranger, Special Forces, Infantry or Armor units. All Field Artillery officers lead through example and physical fitness is an integral part of overall health fitness, stamina, military bearing, and professional bearing. Physical fitness is a decisive advantage in combat. All Field Artillery officers will strive for optimum physical fitness levels.

(9) Field Artillery officers must be team players with the acute ability to work together with other branches, services and people of all nations.

c. Unique knowledge.

(1) Field Artillery officers must be subject matter experts in Field Artillery and in the integration of Joint fires to support land/maneuver commanders. This knowledge includes practical experience in tactics, combined arms operations, Joint operations, target acquisition and direct and indirect weapon systems. Officers gain this knowledge through a logical sequence of continuous education, training, and experience. Officers must possess and continually improve basic computer literacy skills as Field Artillery system digitization and automation increases. Individual officers sustain knowledge through institutional training and education, duty in operational assignments, and continuous self-development.

(2) Field Artillery WOs must possess the same attributes of an FA officer as well as a high degree of technical and tactical knowledge of Field Artillery sensors, their employment and the Army's targeting process. They are accessed from all Field Artillery enlisted MOSs as well as the infantry mortar crewmember (11C) and carry forward the competencies learned on the respective systems. Continuous education, training, experience and self-development enhance the Field Artillery WOr's technical expertise.

d. Unique attributes. The Field Artillery requires dynamic, competent, well-trained leaders at all levels who must

understand how other combat arms fight in order to effectively integrate Joint fires. Field Artillery officers must possess the following attributes:

(1) *Leader attributes.* Field Artillery officers have a dynamic and challenging mission. Successful Field Artillery officers must be mentally, physically, and emotionally tough.

(2) *Terrain sense.* The ability to quickly "visualize" terrain. This is more than viewing the terrain and knowing the range capability of weapon systems. It is the ability to visualize the battlefield and know how to optimize weapon systems and the application of fires on that terrain. This includes understanding the military ramifications of urban environments and complex terrain in regards to fire support.

(3) *A passion for precision.* Field Artillery officers must be known for their attention to detail ensuring every fire mission is on time and on target - nothing less is acceptable. Field Artillery officers control devastating firepower that can and will annihilate anyone or anything at the point of impact. It is critically important that every call for fire a Field Artillery officer initiates impacts at the exact time and exact place designated. Field Artillery officers must maintain a passion for precision to ensure every request for fire is executed to exacting standards from target location, to firing data computation, to weapon system munitions delivery. This reputation for extremely high standards of precision, demonstrated time and again by Field Artillerymen, is what gives our maneuver comrades-in-arms the confidence to request danger close artillery fires - the most important mission the Field Artillery has.

(4) *Tenacity.* An imaginative, driving intensity to complete a mission with available or procured assets. This intensity represents the warrior spirit with an attitude to continuously accomplish all missions, with the highest priority of supporting the combined arms commander and their Soldiers with relevant and responsive fires.

(5) *Audacity.* The willingness to take reasonable risks to achieve an objective or goal. Display self-confidence in word and action inspiring others to perform at high levels.

(6) *Physical confidence and health.* A sense of physical well being that enhances self-image. The ability to participate in regular, rigorous, and demanding physical activity; not just athletic ability.

(7) *Practiced and practical judgment.* The ability to distinguish the vital from the unimportant, the immediate from casual and truth from deception.

(8) *Discipline.* Artillerymen must have strong self-discipline, unit discipline and institutional discipline. This discipline leads to precision in execution, sustaining a keen attention to detail, and sustaining the highest standards of performance and accuracy with an end result of placing the right fires at the right place at the right time. This discipline promotes trust and confidence in our ability to bring fires to bear in close combat; the single most important mission of those supported in war.

(9) *Joint and expeditionary mindset.* All Field Artillery officers must possess a willingness to take the fight to the enemies of the nation at the time and place of our choosing. This means Field Artillerymen must be ready to apply fire support anywhere in the world, in either long or short duration requirements, and do so in a flexible and adaptive manner. This application of fire support will include Joint, coalition/multinational, and potentially interagency or inter-Governmental assets that will have to be synchronized and synergized to win the nation's wars. Field Artillery officers must gain in-depth knowledge in the discipline of fire support as well as learning the nuances of JIIM planning. This lifelong learning effort starts prior to commissioning and continues throughout the officer's entire career. The study of foreign cultures, language skills learned in college, numerous professional development opportunities provided throughout an Army career, and formal schooling (both military and civilian) are just a few of the opportunities that will assist an officer develop an expeditionary mindset.

e. Unique attributes fire support officers. Fire supporters must possess a combination of delivery system skills and a passion to impose their will on the enemy with the application of both lethal and non-lethal fire support. Great fire support officers are a unique blend of the best attributes of a Field Artilleryman and an infantryman. Fire supporters must be "street fighters" with a rugged determination to close with and kill the enemy with a bayonet if necessary, but also carry the ability to bring out the "big stick" for the maneuver force, which is the capability to muster more firepower, in any weather, any time, any place, than is available in any infantry or armor force; the devastating fires of the Field Artillery. The fire supporter must advise the maneuver force on what the Field Artillery can do and then do it with uncompromising exactness and determination.

f. Unique attributes Field Artillery WOs. Field Artillery WOs should have all the same attributes as Field Artillery officers as well as the following:

(1) A high degree of comprehension and technical competence in Field Artillery systems, Intelligence collection assets, and architecture specific functions.

(2) Acute systemic problem solving skills.

12–3. Active Army Field Artillery officer developmental assignments

a. Branch officer professional development. Field Artillery officer assignment patterns will vary depending on the needs of the Army, professional development requirements, the type of manning system used in the unit where the officer is assigned, and individual officer preferences. To fully understand officer career development patterns an officer must first understand the Army Stabilization Policy.

b. Field Artillery officer development.

(1) *Lieutenant.*

(a) After commissioning, officers will go to Basic officer Leader Course (BOLC) II, a six-week program focused on small-unit leadership experience, platoon leader skills and troop-leading procedures. BOLC II is required for all branch officers after commissioning and precedes BOLC III. BOLC II is taught at two locations, Fort Benning and Fort Sill. Field Artillery lieutenants will be sent to either of the two BOLC II locations.

(b) FA BOLC III is a 15.4-week course, focuses on training Field Artillery officers to become competent and professional field artillerymen with a focus on those skills required of a combat-ready company fires officer (or fire support officer), firing platoon leader and fire direction officer.

(c) While at FA BOLC III, lieutenants are encouraged to participate in the Ranger Indoctrination Program. This program prepares officers to attend Ranger School by providing additional physical training and skills training related to Ranger School. Officers who successfully complete this program will normally attend Ranger and Airborne School after BOLC III. Ranger School is particularly beneficial to those officers desiring Fire Support positions in light infantry, air assault, airborne, Ranger, or Special Forces units. However, all officers are encouraged to attend Ranger School regardless of assignment, as it provides an excellent foundation in small unit tactics as well as being a tremendous leadership experience improving competence and confidence.

(d) After BOLC III, lieutenants can expect to be assigned to a tactical firing battalion at battery level, potentially in a life cycle managed unit, to gain leadership experience and to enhance technical and tactical competence and confidence. Ideally, lieutenants will experience duty at the firing battery level as platoon leaders, XOs, or fire direction officers and then serve in company fire support officer positions. Officers initially assigned to generating force units (also known as TDA units) will have an opportunity for assignment to operating force units to gain experience and further develop tactical Field Artillery skills

(e) Typical Field Artillery developmental assignments for lieutenants are as follows:

1. Professional development as a lieutenant should focus on developing platoon level leadership skills, mastering basic Field Artillery technical and tactical competencies, and developing combined arms fire support integration skills and competencies.

2. The KD assignments as a lieutenant are platoon leader, fire direction officer and company fire support officer. Lieutenants should seek one or more of these key assignments as these are the toughest assignments and provide valuable experiences in both leadership and fire support expertise. However, success in any of the following Field Artillery Branch developmental assignments listed below (or combination of assignments) will provide excellent opportunities for career development and future consideration for promotion to the rank of captain:

a. Company fire support officer.

b. Firing platoon leader.

c. Fire direction officer.

d. Battery XO.

e. Battery operations officer.

f. Support platoon leader.

g. Other equivalent assignments as platoon leaders or key staff officers.

(f) Educational requirements. Before promotion to captain, an officer must obtain a baccalaureate degree from an accredited college or university. The officer can go before the captain's promotion board and become promotable without a degree, however, he must complete the degree before the actual captain promotion pin-on date and before attending the CCC.

(2) *Captain.*

(a) CCC.

1. Field Artillery officers normally attend the Field Artillery CCC following selection for promotion to the grade of captain. Field commanders, in coordination with the U.S Army Human Resources Command (AHRC), will determine the best time for school attendance based on the needs of the Army, the continued professional development requirements of the officer, and the officer's individual preferences.

2. Field Artillery officers in life cycle managed units (after approximately 36 months in lieutenant positions) will attend the CCC and will, most likely, return to their previous duty station for continued career development in captain level positions.

3. The CCC consists of approximately 18 weeks of branch specific technical and tactical training with integrated common core instruction. This training prepares officers to command at battery level, perform fire support coordination as a battalion level fire support officer, or work as a key staff officer on a battalion or brigade level staff. Selected captains may have an opportunity to attend one of the other Maneuver, Fires & Effects (MF& E) Career Courses. A Field Artillery officer, for example, may attend the infantry or armor CCC. This cross training option benefits officers of both branches. Selection is competitive and these slots are generally reserved for officers with KD experiences.

(b) Captain leader development. A wide variety of interesting and challenging assignments are available to Field Artillery captains after the career course. The majority of captains will be assigned to Field Artillery cannon or rocket battalions or to fire support positions within maneuver battalions (Ranger, Special Forces, Infantry, Armor, and

Aviation). A small number of officers will be assigned to generating force units (the Field Artillery Training Center as an example) to ensure the training base has quality officers to lead and command training units and new recruits. Most assignment paths offer Field Artillery experience, including battery command.

(c) Typical Field Artillery developmental assignments for captains are as follows:

1. Professional development as a captain is focused on developing strong troop leading skills, mastering technical and tactical Field Artillery competencies, learning skills in fire support coordination in support of Joint and combined arms operations, and understanding Field Artillery specific operations, logistics, and support requirements. Professional development experiences following the CCC are numerous. In many cases, officers will have an opportunity to serve in multiple assignments to assist in their career development.

2. The KD assignments for a captain include battery command and battalion level Fire Support officer. Battery command provides the single most valuable experience a captain can obtain in troop leading and small unit operations. The battalion fire support officer assignment at the maneuver battalion provides the most challenging assignments available in the discipline of fire support coordination support integration with maneuver forces. These assignments provide a very credible developmental experience in the core skill sets required of fire support coordinators, future Field Artillery battalion level commanders, and key field grade staff officers. Captains should seek these tough assignments.

3. Branch developmental assignments for captains, overall, are designed to allow commanders wide latitude in tailoring the type, number, and order of assignments based on the developmental needs of the officer, the operational needs of the unit, the availability of developmental duty positions within the command, and the overall needs of the Army. Success in the assignments listed below (or combination of assignments) will provide opportunities for career development and future consideration for promotion to the rank of major (which will be primarily based on performance in one or more of the following positions):

a. Battery command*.

b. Battalion fire support officer*.

c. Fires battalion assistant S3.

d. Fires battalion fire direction officer (FDO).

e. Fires brigade operations.

f. Primary staff officers at battalion and higher levels.

g. Special JIIM assignments.

h. Other career developing captain equivalent assignments.

Note. Asterisks indicate KD assignment (see para 12–3*b*(2)(c)2, above, and paras 12–3*b*(2)(c)4 and 12–3*b*(2)(c) 7, below).

4. The goal of the Field Artillery Branch is to provide a battery command opportunity for all captains displaying the competence required of a commander in this challenging experience. However, battery command selection will remain competitive. Commanding is a privilege, not a right. Field commanders will determine and select Field Artillery officers exhibiting the necessary skills and experience to lead Soldiers as a battery commander. Officers who do not have a command opportunity will be provided other branch developmental opportunities in other challenging positions that will satisfy the professional development requirements to continue successfully within the Field Artillery CF and potentially lead to promotion. Assignment as a battalion fire support officer, battalion fire direction officer, battalion assistant S3, or as a battalion primary staff officer are some examples of superb career developmental assignments in addition to battery command.

5. Battery command length will vary based on mission requirements and can range between 12 and 36 months. Field commanders will determine battery command length based on mission requirements. However, the goal for battery command duration is 18 months (plus or minus 6 months).

6. A small percentage of captains may have a second command opportunity. Second command opportunities are usually reserved for commands that tend to present a unique and more diverse challenge (where the unit and Soldiers would benefit significantly by having a commander with previous command experience). Additionally, commanders of generating force units who display future potential as a battalion commander will be given the highest consideration for a second command opportunity in an operating force unit. Also, training center units, due to the importance of their mission, may be offered as a second command to former tactical unit commanders. For this reason, there is an active battery command exchange program, which promotes an exchange of training unit commanders with tactical force commanders after 12–18 months in command. This exchange program is based on the availability of officers, force training requirements and the needs of the Army. Second commands remain a viable, although limited, option to provide a varied and relevant leadership experience that benefits the officer and the unit.

7. Battalion fire support officer is very difficult and demanding, but highly rewarding. Captains should aggressively prepare for and seek assignments as battalion fire support officers. Fire support officers are assigned directly to maneuver organizations, which include Ranger, Special Forces, Infantry, Armor, Aviation, and other maneuver type forces. Battalion fire support officers work directly for maneuver commanders in maneuver organizations. The battlefield insights and perspectives gained while working directly in maneuver formations benefit these Field Artillerymen throughout their entire career. The experience of integrating fire support for the maneuver force is so critically important that field commanders are encouraged to place their most experienced officers in these critical positions.

Former battery commanders make excellent choices to fill fire support assignments, as their battery command experience provides a unique perspective and understanding of the fires delivery process. Former battery commanders bring tremendous credibility to these critical fires positions by providing an experienced and knowledgeable leader to advise and support our maneuver forces; our most important mission. All Field Artillery officers should strive for fire support experience during their lieutenant and captain years.

8. Although the focus of career development for captains is to become competent in fire support operations, it remains critically important to develop officers with a Joint and expeditionary mindset and experience base. Therefore, as early in an officer's career as possible, assignments that broaden the experience base, and perspective of officers, as they relate to Joint operations and coalition warfare, will benefit both the Army and the officer. Captains that have gained the necessary branch specific experiences should seek assignments and/or schooling that provide unique JIIM perspectives and experiences. A balance of breadth of experience versus depth of understanding in a particular field must be considered and will vary based on the needs of the Army.

9. All captains should aggressively seek challenging tactical assignments that provide the best professional opportunities and experiences to develop them as Field Artillery officers. In general terms, the more challenging and tougher the assignment, the more rewarding and beneficial the experience. Seeking the tough jobs and succeeding at them will provide the best opportunities for professional growth and development. Doing well in a tough assignment is personally rewarding and will also open future career options as the officer progresses and has the opportunity to appear before competitive promotion boards that look at the future potential of competing officers. In most cases, offices will be assigned positions based on the needs of the Army at all levels, including the immediate commander. In all cases, the most important measure of an officer's success is how well he/she performs in the position he/she is assigned.

10. How well the job assigned is done remains the primary determination of your success. There is room for a wide variety of career paths and job assignments in the Field Artillery. FA designation opportunities are also avenues Field Artillery officers can pursue to provide an even broader variety of additional unique career paths. Clearly, an officer's overall "career success" is based on the goals and objectives established by each individual officer and not by Field Artillery assignment policies. There is no one set prescriptive career path that every officer must follow to be "successful".

(d) Assignments. Beyond key and branch developmental assignments, captains can expect assignments consistent with the needs of the Army. Additional developmental and career enhancing assignments include the following:

1. Training, mentoring, and guiding our future leaders, the most important asset, is of the utmost importance to the Field Artillery. Our most experienced and best leaders must become the trainers and mentors of our next generation of officers and Soldiers. Therefore, it is important to highlight the SGL and observer/controller evaluators (O/CE) assignments considered so critical to the overall success of the Field Artillery. The SGL positions are important instructor assignments at Fort Sill (mainly for instruction related to the Field Artillery CCC) and in other key billets throughout the Army. The O/CE positions are challenging subject matter expert (SME) assignments at the CTCs (NTC, JRTC, CMTC, BCTP). These superb assignments are nominative (officer files are reviewed in a competitive selection process). Officers with the right credentials and experience are nominated and offered this challenging assignment that will further improve their technical, tactical, and leadership skills. Therefore, these assignments are considered career enhancing because only the best officers are asked to fill them. Additionally, the personal satisfaction of mentoring and developing young leaders provides these select officers a very worthwhile and gratifying experience. The small group leaders (SGLs) and O/CEs truly become SMEs and their experience and opinions are shared across the Field Artillery. All officers should seek out these challenging and rewarding assignments.

2. Other critical instructor positions (USMA faculty, ROTC, other branch and Service school instructors).

3. Other branch/FA generalist positions (that is, Recruiting command staff, Active Army/RC positions, or other RC duty).

4. Other special assignments in JIIM positions.

5. Other nominative assignments (that is, aide-de-camp and internships).

6. ACS (based on Army requirements).

(e) Building professional knowledge. Captains should continue to gain an in-depth understanding of combined arms operations and become proficient in fires and fire support tasks. These tasks provide the foundation of knowledge required to effectively serve in the branch as a leader at the battery and battalion level. Captains must gain a working knowledge of command principles, battalion level staff operations, and combined arms and fire support operations. As a captain develops, they should also seek to broaden their perspectives in JIIM assignments due to the nature of the expeditionary forces and the likelihood of future coalition warfare. Captains should also dedicate time to professional reading to gain a historical perspective on tactical and leadership challenges.

(3) *Major.*

(a) At the 7th year, an officer's record goes before a FDB. This board, comprised of senior officers, will decide if the officer is best suited to serve in one of three functional categories; MF&E, operations support, or force sustainment.

1. The majority of Field Artillery captains will be designated to remain in the MF&E functional category and the fires grouping based on requirements. AHRC, Field Artillery Branch, will manage assignments for Field Artillery captains in the fires group. Field Artillery officers remaining in the fires group will be assigned to branch and branch/

FA generalist assignments. A stated goal of OPMS is to allow operations CF officers to stabilize time served in operational units for 36 months.

2. Field Artillery Captains, based on skills and experience, may request other than the MF&E functional category. Selection to assignment outside of the MF&E functional category is competitively based on the specific requirements for the desired category (number of officers required, education, experience, and so on). Qualification standards and assignments for captains designated into one of the other functional categories will be managed by the assignment officers for those categories and groupings.

3. Officers will compete for promotion to lieutenant colonel and higher within their designated functional category (MF&E for those staying within the Field Artillery).

(b) Leader development at the rank of major is designed to prepare officers for command of fires battalions and to enhance fire support coordination knowledge and skills. Majors will serve in a variety of positions in a combination of developmental positions in fires battalions, BCTs, and at other levels throughout the Army.

1. Key Field Artillery developmental assignments for majors.

a. S3, XO. To ensure future potential battalion commanders are given a strong experience base in the operation of a fires battalion, key branch leader development includes serving as a S3 or XO in a fires battalion, fires brigade, or in a comparable organization (tactical or training command).

b. Deputy fire support coordinator (DFSCOORD) at brigade level, AFSCOORD or assistant fire support coordinator (AFSCOORD) at division or higher HQ. To ensure continued mastery of critical fire support expertise, majors also need to obtain experience in fire support coordination assignments as well. Both Field Artillery operational experience and critical fire support/operations developmental assignments are important to ensure potential battalion commanders and future battlefield staff officers remain well versed across the spectrum of Field Artillery operations and in fire support coordination Support synchronization.

2. Key branch developmental assignments for majors, such as battalion S3/XO, brigade S3/XO/DCO, fires brigade S3/XO/DCO, BCT DFSCOORD. The positions of Brigade DFSCOORD at BCT/SBCT are the premier Fire Support positions in the Field Artillery. These brigade level positions are among a select few positions providing experience for future fires battalion commanders in BCTs or for key staff officers or commanders in fires brigades or at higher echelon headquarters or commands. Assignment as a BCT S3/XO/DCO increases your competitiveness to be selected to command a BCT as a colonel fire support skills are critical for future commanders who may also be D/AFSCOORDs for divisions. A strong performance as a D/AFSCOORD is a clear indicator of future potential for Service as a battalion commander.

3. Other branch developmental assignments for majors are as follows:

a. A competent, capable and knowledgeable Field Artillery officer must have a mix of career developmental opportunities and experience. Some officers will require in-depth knowledge and expertise gained through repetitive assignments in specific areas due to the complexities of their assignments and focused mission requirements. Other officers will require a broader focus in assignments to be able to execute and synchronize efforts across a multitude of organizations or agencies. In either case, it is clear that there can be no single standard career path for every officer. Most Field Artillery officers will have a mix of developmental assignments that will be different from their peers. Some officers may have multiple KD assignments (S3/XO/ or D/AFSCOORD) and some, possibly, may not have the opportunity. In either case, a hard working and dedicated officer will find career success and make a significant contribution to the success of the Field Artillery. Officers must have a diverse and flexible career path in order to create the skill sets required to maintain a very professional, dynamic and successful branch and officer corps.

b. The need for expeditionary type experiences, to include JIIM assignments, is essential to the experience base and career development of all field grade officers. Although the Field Artillery aspect of career development for majors is focused on the development of expertise in fire support coordination, it remains critically important to develop officers with a Joint and expeditionary mindset and experience base as well. Assignments will be offered to either broaden the experience base and perspective of officers in the area of JIIM or to develop more in-depth expertise required to ensure success in specific operations or areas. In either case, these assignments will significantly enhance an officer's development as well as providing the Army with more effective subject matter experts. Majors should seek assignments and schooling providing unique JIIM perspectives and experiences. JIIM staff positions or in assignments embedded with sister Services all provide superb experience.

c. There may be limited instances where a major does not have an opportunity for assignment in a KD position (S3/XO or D/AFSCOORD). This could happen based on timing, the need for specific subject matter expertise job availability, command decisions, or for numerous other legitimate reasons. In these instances, several other branch developmental jobs and experiences will support an officer's career advancement and consideration for promotion, as long as the officer's overall duty performance and his overall demonstrated potential warrant it. The goal of the Field Artillery is to provide a key developmental assignment opportunity to all qualified officers; however, selection to these positions will remain somewhat competitive. All majors should strive for assignment to at least one key branch developmental assignment. Additional branch developmental assignments for majors (fire support/operations), division, or corps DFSCOORD/AFSCOORD; operations officer of battlefield coordination detachment (BCD), specific Joint assignments, and other special assignments currently under review (which include a variety of JIIM experiences)

4. The goal of the Field Artillery Branch is to provide majors the opportunity to serve for 24–36 months in KD positions (XO, S3, BCT DFSCOORD, division, and higher HQ AFSCOORD) and/or branch developmental positions. Commanders are provided wide latitude in tailoring the order of these developmental assignments based on the developmental needs of the officer, the operational needs of the unit, and the availability of developmental jobs versus the number of officers requiring experience.

5. The particular assignments a major is selected for and his level of success in those assignments sets the conditions for promotion opportunities to lieutenant colonel and possible selection to battalion command. Field Artillery battalion commanders are selected from a DA Command Selection List (CSL) by a board of senior officers. This board selects the best-qualified officers based on performance in tough and challenging assignments that provide the experience necessary for successful command of a combat arms battalion. The board looks for demonstrated success in a very competitive selection process.

6. In many cases, the "branch developmental experience" at the major level does not necessarily equate to "battalion command selection". Majors and newly promoted lieutenant colonels desiring to command a fires battalion must fight for the tough jobs and seek additional assignments and experience in line with the type of battalion they desire to command. Those officers desiring to command a fires battalion in a BCT, for example, must fully understand how to integrate and synchronize fires in combined arms operations, and also possess a strong knowledge of Field Artillery tactics and logistics. Assignments as a BCT FSCOORD for lieutenant colonels, DFSCOORD for majors, fire support OC at a CTC, fires battalion or fires brigade S3, and/or XO, are some examples of the developmental experiences critically important to gain the necessary expertise and leadership acumen to command successfully. The assignments required for competitive selection as a battalion commander may go beyond those required for normal "branch officer development". Command selection remains very competitive and the opportunity to command is a privilege, not a right. However, success in today's Army does not require selection as a battalion commander. Many consider promotion to lieutenant colonel success. In either case, each individual officer determines career success. Raters and senior raters will discuss career progression, key assignments, and professional developments goals that are realistic and obtainable for all officers. All officers need to define what they consider success and work to meet the goals they establish. The Field Artillery Branch will assist in supporting the career of any officer that emulates the Army Values; there are many paths to success.

7. Most Field Artillery majors will continue to serve in Field Artillery positions at division and corps or in force generating units (TDA organizations) after completing tactical level developmental assignments at the battalion, brigade and higher levels. Other typical assignments include—

a. SGL O/CE. Training, mentoring and guiding our future leaders, our most important asset, is of the utmost importance to the Field Artillery Branch. Our most experienced and best leaders must become the trainers and mentors of our next generation of officers and Soldiers. Therefore, it is important to highlight the SGL and O/CE assignments considered so critical to the overall success of the Field Artillery. The SGL positions are important instructor assignments at Fort Sill (mainly for instruction related to Field Artillery CCC) and in several other key billets throughout the Army. The O/CE positions are challenging subject matter expert (SME) assignments at the CTCs (NTC, JRTC, CMTC). These superb assignments are nominative (officer files are reviewed in a competitive selection process). Officers with the right credentials and experience are nominated and offered this unique challenge that will further improve their technical, tactical, and leadership skills. Therefore, these assignments are considered career enhancing because only the best officers are asked to fill them. Also, the personal satisfaction of mentoring and developing young leaders provides a very worthwhile and gratifying experience. The SGLs and O/CEs truly become subject matter experts and their experience and opinions are shared across the Field Artillery. All officers should seek out these challenging and rewarding assignments.

b. JIIM/DOD or Army Staff positions.

c. RC support.

d. Echelons above corps staff.

e. ACOM staff.

f. General Staff College ILE faculty and staff.

g. Branch/FA generalist positions (such as Inspector General, ROTC instructor, or as other faculty and staff).

(c) Some officers are selected for the School of Advanced Military Studies (SAMS) and will serve as division and corps planners during some portion of their next assignment.

(d) Majors should continue self-development and lifelong learning efforts to become an expert in all aspects of fire support coordination to include Joint and multinational operations. Self-development should include correspondence courses, civilian education, and institutional training. Officers should also devote time to a professional reading program to broaden their warfighting perspective.

(e) Current institutional training for majors includes completion of the command and General Staff College ILE. Completing this course is considered essential for branch development and promotion to lieutenant colonel.

(f) All Army competitive category officers will have the opportunity to attend ILE.

(g) ILE is designed to provide common core and operational instruction, and additional tailored education opportunities tied to the requirements of the officer's specific branch or FA, based on OPMS guidelines. This program will

produce field grade officers with a Warrior Ethos grounded in warfighting doctrine. It will provide officers the technical, tactical, leadership competencies, and skills to be successful in their branch or FA.

(4) *Lieutenant colonel.*

(a) Officers selected for lieutenant colonel should seek assignments of greater responsibility in the branch and branch/FA generalist positions.

(b) The objective of lieutenant colonel assignments is to provide a greater contribution to the branch the Army and to other JIIM efforts. Key assignments for lieutenant colonels include the following:

1. CSL battalion level command.

2. BCT FSCOORD, division or higher HQ deputy fire support coordinators, fires brigade deputy commanders and operations officers, and a variety of other key staff officer positions.

3. Senior fire support OC.

4. BCT S–3/XO/DCO (Assignment as a BCT S3/XO/DCO increases your competitiveness to be selected to command a BCT as a colonel.

5. Corps/division staff.

6. JIIM/DOD or Army Staff positions.

7. Service school staff.

8. Active Army/RC training support team chief/commander.

(c) Self-development objectives should continue to build upon warfighting expertise and gaining perspectives on JIIM operations.

(d) Institutional training for lieutenant colonels includes resident or nonresident SSC education; with attendance dependent on centralized selection.

(5) *Colonel.* Field Artillery colonels contribute to the branch by serving in critical assignments to include the following:

(a) Colonel level command (that is, command of a fires brigade, command of a BCT, training brigade, or other brigade level commands to include operational or generating force units).

(b) Selection for a designated key billet, battlefield coordination detachment.

(c) Deputy commanders.

(d) Chief of Staff, G–3/5/7 or other key division, corps, division, or center staff position)

(e) FSCOORD at the division/corps or at other higher echelons.

(f) Selected positions in the Field Artillery School (Directors of key departments/directorates).

(g) JIIM/DOD or other Army Staff key positions.

(6) *Institutional training for colonels includes senior post-SSC fellowships.*

(7) *WO1.*

(a) Upon graduation from WOCS and appointment to WO1, each officer will attend the Fort Sill WOBC.

(b) Field Artillery WOs to be radar platoon leaders, counterfire officers, and targeting officers within the BCT.

(8) *CW2.*

(a) CW2s are normally assigned as a radar platoon leader within a target acquisition platoon or a Fires Battalion Counterfire officer.

(b) Ideally, WO1/CW2s will also experience duty as a radar platoon leader and counterfire officer prior to serving as the target analyst/targeting officer at the BCT.

(c) While a WO1/CW2, the focus should be on acquiring and refining the technical knowledge and tactical experience to effectively integrate Field Artillery sensors within the BCT's area of operations. Before promotion to CW3, WOs should possess a strong foundation of Field Artillery skills and an extensive knowledge in the employment of Field Artillery sensors, and the counterfire and targeting process. Completion of an associate's degree is a recommended goal prior to becoming eligible for promotion to CW3.

(9) *CW3.*

(a) The Field Artillery WOAC has two phases. Phase one is a TRADOC common core prerequisite and must be completed prior to attending the phase two resident course. Officers should complete the WOAC by the one year time in grade point as a CW3. WOAC must be completed for promotion to CW4. The residential course consists of 9 weeks of advanced technical and tactical training in the targeting process at the division, corps, Joint task force, or ASCC. This training prepares WOs for duty at the Fires Brigade or higher level targeting officers and Field Artillery intelligence officer (FAIO).

(b) Ideally, CW3s will have served as a BCT level targeting officer prior to serving as a fires brigade targeting officer, division, or corps targeting officer/FAIO. Assignment oriented training will be focused towards future positions that enhance the officer's duty performance. Completion of a baccalaureate degree is a recommended goal prior to becoming eligible for promotion to CW4.

(c) Select WOs in the grade of CW3 can also expect to receive assignments consistent with the needs of the Army, such as the following:

1. CTC observer controller/evaluator (OC/E).

2. BCTP observer controller.

3. Service school instructors.

4. Combat developers.

5. Training/doctrine developers.

6. Assignment to SOCOM community, ranger regiment, Special Forces groups.

(d) CW4.

1. WOSC.

2. CW4s will serve as FAIOs and targeting officers in positions at division, corps, and higher echelons or in generating force organizations. Select CW4s can also expect to receive assignments consistent with the needs of the Army, such as, the following:

a. Targeting officer in the Defense Threat Reduction Agency.

b. Service school instructor.

c. Combat developer.

d. Training/doctrine developer.

e. Test officer (TEXCOM).

f. Program manager.

g. Branch manager.

3. CW4s should continue self-development efforts to enhance expertise in all aspects of target acquisition asset employment and targeting to include Joint and combined operations utilizing assignment oriented training. Self-development should include correspondence courses, civilian education, and institutional training. CW4s should devote time to obtaining a graduate level degree. CW4s should attend WOSC by the 1 year TIG point as a CW4. Officers must attend WOSC for promotion to CW5.

(e) CW5.

1. WOSSC.

2. CW5s will serve as targeting officers in positions at corps and higher echelons or in force generating organizations. Select CW5s can also expect to receive assignments consistent with the needs of the Army, such as, the following:

a. Senior Service school instructor.

b. U.S. Army Nuclear and Chemical Command instructor and doctrine developer.

c. Chief Warrant officer of the Field Artillery/personnel proponent officer.

d. HQDA systems integrator.

e. Targeting officer in the Defense Threat Reduction Agency.

3. CW5s should continue self-development efforts to enhance expertise in all aspects of targeting to include Joint and combined operations.

c. Branch/FA generalist assignments. Officers above the rank of lieutenant can expect to serve in branch/FA generalist assignments, such as ROTC or USMA faculty and staff that are not directly related to the branch but are important to the Army.

d. JIIM/DOD or Army Staff assignments. Officers can expect consideration for a variety of duty assignments worldwide. Expeditionary assignments increase an officer's overall experience and are a critical requirement for the Army to ensure development and understanding of expeditionary warfighting skills and for advancement into senior leadership positions. The majority of JIIM/DOD or Army Staff assignments will be in branch/FA generalist jobs or in assignments on Joint staffs or a variety of unified or coalition type headquarters.

12–4. Assignment preferences and precedence

a. Preferences.

(1) The Field Artillery Branch is diverse enough to allow for numerous career development paths. Officers are encouraged to seek assignments across the spectrum of systems employed by the Field Artillery (light cannons, heavy cannons rockets). Officers should also expect to serve in overseas duty assignments during their career. The professional development goal of the Field Artillery is to produce and sustain highly qualified tactically and operationally oriented officers with both a breadth and depth of understanding of the branch that clearly have the professional ability to lead Field Artillery organizations and elements in combat and other assigned missions. Developmental leadership positions will remain the priority within assignments, but the branch will maintain flexibility on the sequence of assignments. An officer's preference is taken into consideration when assignments are made. Assignment patterns are not tightly constrained to precedence; however, the branch will attempt to assign officers within generally prescribed sequences to support the Army's unit focused stabilization initiatives and to maximize the development and competency of every Field Artillery officer as much as possible.

(2) Field Artillery WOs should seek assignments across the spectrum of Field Artillery target acquisition systems

and organizations (light, mechanized, armor). The professional development goal is to produce and sustain highly qualified technically, tactically, and operationally oriented WOs.

b. Precedence.

(1) Lieutenants should expect initial assignments of approximately 36 months in life cycle or cyclic manned units with a second follow-on cycle of 36 months in stabilized life cycle installation assignments. Lieutenants assigned to stabilized installations can expect to attend the CCC at some point during their first 36 months at the assignment. The timing is based on unit requirements. The officer will likely return to his/her unit or installation after the CCCC ready to assume command or continue career development in captain level assignments. Lieutenants assigned to life cycle or cyclic manned units can expect to attend the CCC at the commander's discretion to support the unit's life cycle. Officers initially assigned to generating force units (TDA assignments) will normally have a follow on assignment to an operating force (tactical) unit.

(2) Captains will normally not be assigned to positions outside of an operational unit until they have had the opportunity to obtain branch development goals that may include battery command and fire support officer experiences.

(3) Assignments for majors between operating and generating force assignments (branch/FA generalist, or echelons above corps positions) may vary in sequence; however, every major will be afforded the opportunity to obtain competency through branch developmental assignments.

(4) Lieutenant colonels and colonels will serve to meet the requirements of the branch, with command positions as the priority.

(5) WO1/2 Field Artillery WOs should be initially assigned for a minimum of 18 to 24 months as a target acquisition platoon leader to develop operational and functional skills on Field Artillery sensors. The officer should progress through a series of counterfire and targeting officer jobs to gain experience in the targeting process. Senior Field Artillery WOs should be assigned to field artillery brigades, or at the division, corps, or higher echelons in an ascending order if possible. The intent is to gain experience at the lower echelons prior to moving to a position at the higher echelon.

12–5. Duration of critical officer life cycle assignments

a. Field Artillery Branch developmental positions. Field Artillery lieutenants must serve at least 24–36 months in Field Artillery battalions as part of their branch development. Field Artillery captains must serve in branch developmental positions for at least 24–36 months. The branch developmental goal for captains is to have a battery command opportunity when possible. Normal duration of a battery command is 18 months (+/- 6 months) depending on unit requirements and cycles. Majors will spend between 24–36 months in Field Artillery units in branch developmental assignments. The branch developmental goal for majors is to provide an opportunity for majors in a KD assignment when possible. The current HQDA policy of assigning lieutenant colonels and colonels to 2 to 3 year battalion and brigade commands remains unchanged, although in certain units this time may flex based on Army requirements.

b. Field Artillery officer career developmental life cycle and utilization model. Figure 12–1, below, displays a Field Artillery Branch developmental life cycle model displaying KD positions for Field Artillery officers that will provide leadership opportunities and development of branch competency.

Figure 12–1. Field Artillery Active Army Developmental Model

c. Field Artillery WO career developmental life cycle and utilization model. Figure 12–2, below, displays a Field Artillery WO life cycle model with KD positions that will provide leadership opportunities and development of technical competency.

Figure 12–2. Field Artillery WO Developmental Model

12–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for branch officers remaining in the MF&E functional category. This requires developing an optimized field grade inventory in order to meet branch authorizations, to provide sufficient flexibility to support branch/FA generalist positions, and to provide majors with a minimum of two years of key branch developmental time.

b. OPMS. Officers wanting more information on branch authorizations or inventory, by grade, are encouraged to contact the branch proponency office or their AHRC assignment officer.

12–7. Key officer life cycle initiatives for Field Artillery

Branch life cycle function highlights associated with OPMS are as follows:

a. Structure. The structure of Field Artillery organizations is transforming to become more agile, lethal, and relevant based on new equipment capabilities and emerging global threats.

b. Acquire. Officers will continue to be accessed through USMA, ROTC, OCS, and WOCS. Accessions are based on officer preference and the needs of the Army. The branch will also remain a recipient of branch detail officers from other branches.

c. Distribute. Officers will be assigned to stabilized installation assignments under life cycle or cyclic manned units.

(1) *Stabilized installation assignments.* The majority of officers assigned to stabilized installations will be initial entry from Field Artillery BOLC III. These officers will be initially assigned to an installation for approximately 36

months. During this time, the officer will complete their platoon leader and lieutenant years. They will then proceed to the CCC and in most cases will return to the same installation to complete captain career development and have an opportunity to command at battery level. The officers will gain tactical and operational experience that will benefit them and the Army in future positions.

(2) *Life cycle units.* Officers at all levels may be assigned to life cycle units (generally the SBCTs and BCTs) for a minimum of 3 years. Branch detailed officers will remain in their detail branch until after completion of the assignment to a life cycle unit.

(3) *Cyclic units.* Units not assigned missions in support of BCT and SBCT will most likely be managed on a cyclic manning system. Replacements will be sent to these units and installations periodically to maintain readiness. Tour lengths and developmental position opportunities may vary. Branch detailed officers will remain on standard branch detailed time lines. Officers continue to rotate between assignments to tactical operating force units and to generating force units (TDA) in CONUS and OCONUS locations. The sequencing and timing of assignments permits officers to gain the requisite skills to assume roles as senior leaders in the Army. OPMS distribution rules: officers in the operations CF will work either in branch or FA positions; majors can expect more branch developmental time and increased unit stability.

d. Deploy. Field Artillery Branch officers are warriors who must remain personally and professionally prepared to deploy worldwide at all times. All Field Artillery officers must remain fully deployable to accomplish missions across the full spectrum of conflict whether assigned to operating force units with high levels of readiness or to a fixed site generating force unit. The War on Terrorism makes it critically important that all Field Artillery officers are ready, willing, and able to deploy on short notice to deter potential adversaries and to protect national interests. This also includes support to joint and multinational operations such as humanitarian, peacekeeping missions, stability operations, and civil support operations. Field Artillery officers must fully prepare themselves and their Families for this important challenge.

e. Sustain. OPMS programs remain effective.

(1) *Promotion.* Functional category based promotion boards remain viable. Majors and above will compete for promotion within their functional category.

(2) *Command.* Lieutenant colonel and colonel level commanders will be listed on the CSL.

(3) *OER.* The OER will reinforce the linkage between officer development and OPMS Captains, lieutenants, WO1s, and CW2s will no longer have a senior rater block check (ACOM/COM/BCOM) on their OERs. These same officers will receive counseling from their raters using DA Form 67–9–1a. Current OER early masking remains in effect.

f. Develop. Officer development will occur through a sequence of progressive assignments in operating force units and in generating force units. The goal is to professionally develop officers across a broad spectrum of operations that can expertly employ fire support skills in support of Joint and combined arms operations that validate the doctrine, training, and material development missions of the branch.

g. Separate. The officer separation process remains unchanged.

12–8. Field Artillery Reserve Component officers

a. General career development. RC units comprise the majority of the Field Artillery units in America's Army. All Field Artillery units in the RC are in the ARNG. The overwhelming majority of positions in the RC correspond to those positions in the MF&E functional category under OPMS. Field Artillery RC officer careers are spent predominantly in tactical units. RC officers should optimize their time in developmental fire support and operational Field Artillery positions.

b. Branch developmental opportunities. RC Field Artillery officers should strive to adhere, as nearly as possible, to the standards and professional development patterns in individual training, operational assignments, and self-development as their Active Duty counterparts (see fig 12–3, below). RC officers should build a solid foundation in leadership, fire support skills, and Field Artillery unit operations to successfully serve in the branch. Ideally this occurs through a variety of assignments as fire support officers at all levels, in artillery units, on staffs, and in support units where Field Artillery expertise is needed. Because of geographic location or other considerations, RC Field Artillery officers may not have the opportunity to serve in as many Field Artillery and fire support positions as Active Duty officers. However, this is offset by longevity in positions that are available in tactical units in their geographic area.

(1) *RC career development.* To meet career development requirements, a RC Field Artillery officer must have the following:

(a) Completed at least 60 hours of college credit to receive a commission.

(b) Completed the Field Artillery BOLC III; ARNG officers must complete within 18 months and USAR officers should complete by the end of the first year of commissioned Service, but not later than the third year.

(c) Completed Field Artillery CCC, either the active or RC course (resident or nonresident). BOLC II graduates of other branches transferring to the Field Artillery are encouraged to attend a pre-course or take advantage of home station training prior to enrolling in the Field Artillery CCC.

(d) Successfully commanded a battery level unit for 24 months (plus or minus 12 months) or served as one or more of the following for 24 months (plus or minus 12 months): battalion fire support officer, battalion fire control/direction

officer, or assistant operations officer at battalion or fires brigade/division artillery. Ideally, an officer will serve in a position through at least two annual training periods.

(2) *RC field grade officer standards.*

(a) RC major. Majors must have completed common core ILE to be competitive for promotion to lieutenant colonel. To be best qualified, majors should seek KD duty positions as battalion XO, operations officer, brigade deputy fire support coordinator, assistant fire support coordinator at various levels (division, Corps, BCD, and so on), or as assistant brigade level operations officer. Optimally majors should spend 24 to 36 months in one of these positions.

(b) RC lieutenant colonel. Lieutenant Colonels must have completed ILE to be competitive for promotion to colonel. To be best qualified, lieutenant colonels should seek duty positions as battalion commanders, as various FSCOORDs support (at the lieutenant colonel level), and as brigade level XOs or operations officers. Optimally, lieutenant colonels should spend 24 to 36 months in one of these positions.

(c) RC colonel. Colonels serve as brigade level commanders, commanders of battlefield coordination detachments and in a variety of important staff positions to include the deputy assistant commandant at the Field Artillery School and in a variety of branch/FA generalist positions at brigade level and above or staff positions at state or national level.

(d) RC selection board. Lieutenant colonels and colonels are selected for SSC by a RC selection board.

(3) *Battalion or brigade command.* To be ready for Field Artillery battalion or brigade command, RC officers must meet the appropriate educational requirements for the grade and position. Attendance at the Field Artillery PCC is also recommended prior to assumption of command.

(4) *Continuing development.* Officers desiring consideration for key positions in RC artillery units should aggressively pursue positions that develop essential warfighting leader skills. Officers should continue self-development efforts to become an expert in all aspects of fire support coordination to include Joint and multinational operations. Self-development should include correspondence courses, civilian education, and institutional training. Officers should devote time to a professional reading program to broaden their warfighting perspective.

(5) *Branch transfers.* RC Field Artillery officers may have to branch transfer during the course of their careers due to lack of positions in their geographic area. When an officer transfers into Field Artillery, completion of either the Field Artillery BOLC III or the CCC and minimum time in a key position is required before branch qualification is complete. Commanders will consider the officer's experience level in recommending which qualification course is required. Commanders should closely manage branch transfer officers and assign them to a qualifying position concurrent with enrollment in the Field Artillery BOLC III or the CCC or after completion of the course. Officers should not normally be assigned to a qualifying position prior to enrolling in or completing Field Artillery BOLC III or the CCC.

(6) *RC guidance.* For further guidance on RC officer development, see chapter 7 in this pamphlet.

(7) *Field Artillery RC officer career life cycle developmental and utilization model.* Figure 12–3, below, displays the RC Field Artillery officer career developmental model.

Years of	0	6	1	2	2	3
Ran	LT	CPT	MAJ	LTC	COL	
PME Professional Military	BOLC II BOLC III	CCC/CAS	ILE		SSC	
Additional Training						
Typical Field Artillery Developmental Assign-	- Firing Btry Platoon Leader - Company Fire Support Officer (FSO) - Plt/Btry Fire Direction Officer - Battery Ops Off - Battery XO - Bn Ammo Off - Bn LNO - Staff Officer	- Battery Commander - Battalion Level FSO - Battalion Fire Direction Officer - Battalion Assistant S3 - Battalion/Brigade/Division Artillery Operations Staff - Primary Staff Officer - Other Nominative Assignments - Staff HQs	- FA Battalion S3 / XO - BCT FSCOORD -Fires Brigade/BCT S3/XO/DCO - D/A FSCOORD at Division and Corps Level - Staff Officer - Brigade Primary Staff -Operations Off (BCD/FAIO) - Nominative Assignments - Joint, Interagency, MultiNatl Army Level HQs /Staff - NGB Level HQs Staff	- Battalion Commander - Fires Brigade/BCT S3/XO/DCO -D/A FSCOORD at Division or Corps Level - Joint, Interagency, MultiNat Army Level HQs /Staff - Special Assignments	-Fires Brigade or Brigade Combat Team Commander - Division FSCOORD - Deputy Cdr/CofS - Joint/ Interagency, MultiNat/Army Staff - Commander, Battlefield Coordination Detachment - Other Assignments	
Self Development	Baccalaureate Degree	Graduate Degrees – Masters & Advanced Civil Schooling Options (competitive)				

Figure 12–3. Filed Artillery RC Developmental Model

Chapter 13
Air Defense Artillery Branch

13–1. Unique features of the Air Defense Artillery Branch

a. Unique purpose of the Air Defense Artillery (ADA) Branch. ADA organizations provide the Army with an organic capability to defend against a wide array of hostile aerial and missile threats while ensuring a modular and expeditionary air defense force to meet future Army requirements. Combat-proven ADA weapons platforms (shooters) and early warning systems (sensors) provide the Army with a technologically advanced, fully digitized capability that enables air defenders to detect and engage air and missile threats much earlier, at greater distances, and with increased lethality. ADA organizations are ideally suited for, and frequently support, Joint, Interagency, Intergovernmental, and Multinational (JIIM) operations. Employment of ADA forces achieves a strategic, operational, and/or tactical advantage on the battlefield. In concert with the Army, ADA organizations are rapidly transforming to remain "Relevant and Ready." In addition to changes to ADA force structure and how to fight (battle command), the introduction of air defense airspace management (ADAM) cells embedded in brigade combat teams (BCTs) and the establishment of the Ground-Based Mid-Course Defense (GMD) Brigade not only provide growth, but also add challenging assignment opportunities. For example, national missile defense and space operations are closely aligned with ADA missions and functions. New weapon systems (shooters), such as the Medium Extended Air Defense System (MEADS), Surface-Launched Advanced Medium-Range Air-to-Air Missile (SLAMRAAM), Terminal High-Altitude Area Defense (THAAD) System, and Extended Air Defense System (EADS), will likely enter the Army inventory in the near future, as will a host of early warning/detection devices (sensors) including the Joint Land Attack Cruise Missile Defense Elevated Netted

Sensor (JLENS), MEADS sensors, Multi-Mission Radar (MMR), Forward-Based X–Band Transportable (FBXT) radar, and THAAD radar.

b. Unique functions performed by ADA today. ADA unit missions vary based on the following system capabilities:

(1) Avengers are currently assigned to air and missile defense (AMD) units supporting maneuver elements to provide a gun/missile capability. Integration with infantry, armor, artillery, aviation, and logistics elements are critical to success on the battlefield.

(2) Sentinel radars and the forward area air defense (FAAD) command, control, communications, computers, and intelligence (C^4I) digital communications architecture provide early warning, detection, and identification of enemy aircraft, helicopters, unmanned aerial vehicles (UAVs), remotely-piloted vehicles (RPVs), and cruise missiles.

(3) The Patriot missile system is designed to defeat a wide variety of air and missile threats. Normally found at corps and echelons above corps, Patriot is capable of countering the growing theater ballistic missile threat. Patriot units can, and frequently do, operate along Joint and multinational lines.

c. The way ahead. As the Army transforms, many units formerly known as brigades, divisions, and corps will develop into modular "plug and play" organizations such as Stryker brigade combat teams (SBCTs), BCTs, and combat aviation brigades. In synchronization with the Army's transformation, robust ADAM cells will form at each of these organizations to coordinate and plan for the introduction of air defense forces onto the battlefield. Targeting, airspace command and control (C^2), and early warning are common functions performed by officers assigned to these cells. Composite ADA battalions consisting of Patriot, Avenger, and Sentinel systems are generally assigned to corps units and are tasked as required to Army modular organizations. The ADA transformation includes the introduction of a host of new missile systems (shooters) and early warning systems (sensors). The intent is to make future air defense systems more lethal, mobile, tailorable, and deployable. Improvements in interoperability with JIIM forces are continuous and will serve the Army well in all expeditionary endeavors. In summary, the Army's transformation has expanded the role of air defenders on the battlefield and has led the way for increased participation in the planning and execution of air defense operations in Army and JIIM operations.

d. Unique features of work in ADA. The descriptions below provide a general overview of the nature of work specific to ADA and WOs based on organizational design. The term ADA officer(s) refers to both commissioned and WOs assigned to branch code 14 or the 140-series MOS. Although the nature of some work is similar at company-level grades, not all assignment functions and requirements are interchangeable. Specific career path information is provided throughout this document.

(1) Assignments to modified table of organization and equipment (MTOE) units provide opportunities to C^2 and direct ADA organizations at detachment, platoon, battery, battalion, and brigade levels. Staff assignments are also characteristic of MTOE assignments. These skills are essential to professional development and expansion of experience in personnel matters (S1), intelligence (S2), training and operations (S3), and supply and logistics (S4).

(2) Assignments in table of distribution and allowances (TDA) organizations provide opportunities similar to those stated above, but lend themselves more to hands-on equipment training and platform instruction for new recruits and officers.

(3) Assignments to ADAM cells across the modular force provide opportunities for officers to serve as staff planners and coordinators for a wide variety of missions at multiple echelons. By design, these organizations can and will operate along Joint lines and are expeditionary in nature. Additional schooling provided by the U.S. Army Air Defense Artillery School (USAADASCH) prepares ADA officers to serve in these critical assignments.

e. ADA officer tasks. The following information below provides a broad outline of an ADA officer's mission essential task list:

(1) Serve as Soldiers first and maintain the Warrior Ethos.

(2) Integrate (plan and employ) ADA forces into Army or JIIM organizations to defeat third-dimension threats.

(3) Plan Army airspace command and control (A^2C^2) and targeting as part of an Army or JIIM team.

(4) Provide early warning of air and missile threats to all Army and/or JIIM forces.

(5) Serve as ADA advisors to U.S., allied, and coalition forces.

f. ADA assignment opportunities other than MTOE.

(1) Develop, review, and evaluate doctrine and training for all ADA organizations.

(2) Train, develop, and evaluate ADA skills at combat training centers (CTCs).

(3) Serve in positions requiring specific as well as general technical and tactical skills, such as staff officers in organizations and activities requiring ADA expertise (includes JIIM and Army Staffs).

(4) Serve as instructors at pre-commissioning programs and Service schools.

(5) Serve as ADA advisors to ARNG andUSAR component organizations.

13–2. Characteristics required of Air Defense Artillery officers

a. Competencies and actions common to ADA officers. ADA officers are—

(1) Premier warfighters who maintain the Warrior Ethos at all times.

(2) Joint and expeditionary minded.

(3) Worldwide deployable, motivated, disciplined, and physically fit.

(4) Grounded in Army core values.

(5) Intellectually capable of understanding and operating the Army's most technical and sophisticated digitized equipment.

(6) Guided by the four dimensions of leadership: values, attributes, skills, and actions (for additional discussion of these leadership dimensions, see FM 6–22).

(7) Leaders who consistently display competencies that enables them to adapt to today's contemporary operating environment (peacetime, disaster relief, contingency operations, and war).

b. Unique attributes. All officers must be physically and mentally fit, maintain and display confidence and self-control, remain decisive under pressure, and adhere to published standards and regulations.

c. Unique skills. Competence is—

(1) *Technical and tactical.* ADA officers must be technically and tactically proficient on a wide variety of mission-unique equipment and systems. In the most generic sense, ADA officers must be capable of employing systems in a tactical environment, training Soldiers and units to perform their wartime missions, and developing plans as part of a combined arms or Joint team. Repetitive operational assignments and lifelong learning are necessary to maintain the professional knowledge, judgment, and warfighting expertise needed to accomplish all tasks and functions required during ADA operations.

(2) *Conceptual.* ADA officers must possess the ability to perform critical and creative thinking and moral reasoning while clearly communicating information across a wide spectrum of operations.

d. Unique actions. Leadership is—

(1) *Decisionmaking.* ADA officers must be capable of rapidly assessing complex situations and making split-second decisions while operating under stress and in austere field conditions. Sound judgment, logical reasoning, and wise use of resources are critical to mission success.

(2) *Planning and executing.* ADA officers must be able to conduct ADA operations with Army and JIIM forces, meet mission standards, take care of people and resources, and develop detailed and executable plans that are feasible, acceptable, and suitable.

13–3. Critical Active Army Air Defense Artillery officer developmental assignments

a. Officer qualification and development. See career development model is at figure 13–1, below.

(1) *Lieutenant.*

(a) After completing ADA Basic officer Leadership Course (BOLC) Phase III (proponent institutional training), lieutenants are assigned to platoon leader positions in either a pure Patriot, Patriot/Avenger composite, or maneuver AMD battalion (Avenger). As platoon leaders, these lieutenants will gain valuable experience and training that will be the "cornerstone" of their career development. Additional developmental duty positions for seasoned platoon leaders include battery tactical control officer (TCO), executive officer (XO), battalion staff officer, liaison officer (LNO), and aide-de-camp.

(b) The focus of effort during the lieutenant years is to acquire, reinforce, and hone troop-leading, technical, tactical, logistics, and administrative skills. Inculcation of the Warrior Ethos and Army core values are essential to the development of young officers. Prior to promotion to captain, officers must possess an in-depth knowledge of ADA and combined arms operations gained through experience in MTOE warfighting units. By law, officers must obtain a baccalaureate degree before promotion to captain. Professional reading and lifelong learning must begin at the grade of lieutenant.

(2) *Captain.*

(a) Officers generally attend the Captains' Career Course (CCC) at their fourth year of Service, which currently corresponds with promotion to captain. Select ADA officers may have an opportunity to attend the resident phase of another combat arms branch CCC or the U.S. Marine Corps Expeditionary Warfare School. These schools are extremely competitive and provide increased benefits to the Army and the officer.

(b) captains must aggressively prepare for and seek the skills and experience that will prepare them for duties at the grade of major. The following are considered key developmental (KD) assignments for ADA captains:

1. ADA battery command (exceptions may include command of another combat arms battery or company).

2. HHB commander of an Active Army ADA organization.

3. ADAM cell officer-in-charge (OIC) within a Multifunctional Brigade including Aviation, Fires, and BFSB.

4. Joint Tactical Alerting Ground Station (JTAGS)/FBX–T detachment commander.

(c) Completion of CCC and a minimum of 12 months in one of the above positions will fully qualify captains for promotion to major. The optimal time line will provide an 18–36 month experience. Battery command is not required for promotion to major. Officers who serve in Army modular units will not suffer prejudice as a result of not having commanded at the battery level. Some captains may be assigned to either branch-specific or generalist assignments, allowing them to develop a wider perspective of the Army or other services. The following are examples of branch-specific/generalist assignments for captains:

1. CTC observer/controller (O/C).

2. Small group instructor (SGI).

3. GMD brigade staff officer.

4. Battalion or brigade tactical director (TD).

5. Space and Missile Defense Command (SMDC) staff.

6. Army/Army Command (ACOM)/Army Space (ARSPACE) staff.

7. Other branch developmental positions (for example, AMD doctrine or combat developer in the Directorate of Combat Developments (DCD); Directorate of Training, Doctrine, and Leader Development (DOTD–LD); or the Army Test and Evaluation Command (ATEC). (See para 13–2*a*(2)(e), below.)

U.S. Army Recruiting Command (USAREC) staff/command positions.

9. Active Army/RC positions.

10. ACS (based on Army requirements).

11. ROTC instructor, USMA instructor, or tactical officer.

12. Foreign Service exchange officer or foreign Service school exchange officer.

13. ADA fire coordination officer (ADAFCO).

14. JIIM assignments.

15. Fellowship positions.

16. Aide-de-camp.

(d) Developmental assignments, both branch-specific and generalist, will provide ADA captains with exposure to the Army and, in some cases, JIIM organizations. The captains must master troop leading skills and fully understand operations at battery, battalion, and brigade levels. At this stage in their career development, ADA captains must recognize how the Army functions and fights (for example, how a recruit enters the training base and is inculcated with Army Values, how training and certification programs are developed, and what organizations are responsible for what training).

(e) Officers are eligible for FA designation at both their fourth and seventh years of Service. The formal designation of FAs is based on the needs of the Army, officer preference, military experience, and civilian schooling. Several FAs provide ACS, which may be granted upon selection to the FA (subject to change). The Army Acquisition Corps will assess a limited number of ADA officers between the 7th and 8th YOS.

(3) *Major.*

(a) At the 7th year, an HQDA-level board considers Army requirements and each officer's skills, experience, and preferences before assigning each officer to a branch or FA in one of three functional categories. ADA is in the Fires grouping in the MF&E functional category. Officers selected to remain in the ADA basic branch (functionally designated) should successfully complete intermediate level education (ILE) to be competitive for promotion to lieutenant colonel. ILE is critical at this point in an ADA officer's career. This quality education for all field grade officers prepares them for success for their next ten years of Service. Upon completion of ILE, ADA majors must aggressively prepare for and seek the skills and experience that will prepare them for promotion to lieutenant colonel. The following are considered key developmental assignments for ADA majors:

1. ADAM cell OIC at SBCT, HBCT, IBCT.

2. Battalion/brigade S3 or XO of an Active Army ADA organization or special troop battalion (the only exceptions are battalion/brigade S3/XO of another combat arms unit).

3. Army Air and Missile Defense Command (AAMDC) Deputy Chief of Operations.

(b) Completion of ILE and a minimum of 12 months in a KD assignment will fully qualify majors for promotion to lieutenant colonel. The optimal time line provides officers with the opportunity to serve in one or more of the above listed positions for at least 18–36 months. ADA battalion and brigade S3/XO assignments are not required for promotion to lieutenant colonel. Officers who serve in Army modular units will not suffer prejudice as a result of not having served as an XO or S3. Some ADA majors may be assigned to either branch-specific or generalist assignments allowing them to develop a wider perspective of the Army or other Services.

(c) The following are examples of branch-specific/generalist assignments for majors:

1. CTC senior O/C.

2. USAADASCH/ILE faculty and staff.

3. Brigade/division/corps staff.

4. GMD brigade/ARSPACE/SMDC staff.

5. DOD/JIIM/Army/ACOM staff.

6. Battle Command Training Program (BCTP) positions.

7. Service school instructor.

8. Active Army/RC positions.

9. Other branch or multi-functional positions.

10. Inspector General.

11. ROTC/USMA instructor.

12. DCD/DOTD–LD/ATEC/TRADOC Futures/Army Staff G–8 (Force Development Experiment (FDE)) and AHRC) positions.

(d) All majors must exercise continuous self-development to fully master all aspects of ADA operations, including JIIM operations. Self-development may include correspondence courses, civilian education, and institutional training. Officers must devote time to a professional reading program to broaden their warfighting perspective.

(e) As stated earlier, skills and experience will drive an officer's career path and future assignments (see fig 13–1, below).

(4) *Lieutenant colonel.*

(a) Officers selected for lieutenant colonel must seek assignments of greater responsibility in branch positions. The objective in lieutenant colonel assignments is to give ADA officers the opportunity to make a greater contribution to the branch and the Army.

(b) KD assignments for lieutenant colonels include the following:

1. Command Selection List (CSL) battalion-level command.

2. Brigade deputy commander/XO.

3. AAMDC Chief of Operations/Chief of Plans.

4. Divisional ADA officer.

(c) The following are examples of branch-specific/generalist assignments for lieutenant colonels:

1. GMD brigade fire direction center (FDC) director (new position within SMDC's GMD brigade).

2. SMDC staff.

3. DOD/JIIM/Army/ACOM staff.

4. Service school instructor/staff.

5. Active Army/RC positions.

6. BCTP positions.

7. Proponent deputy directors (DCD, DOTD–LD, ATEC).

8. AHRC staff.

(d) Completion of SSC and a minimum of 12 months in a key developmental assignment will fully qualify lieutenant colonels for promotion to colonel.

(5) *Colonel.*

(a) ADA colonels contribute to the branch by serving in key and developmental assignments to include the following:

1. CSL brigade-level command (for example, ADA brigade, garrison command, recruiting).

2. USAADASCH directors (DCD, DOTD–LD, OCADA, ATEC).

3. Division/installation/AAMDC DCS, G–3/5/7.

(b) The following are examples of branch-specific/generalist assignments for colonels:

1. SMDC/German Air and Missile Defense Force/GMD staff.

2. DOD/Joint/Army/ACOM staff.

3. Installation staff.

4. ROTC/USMA staff.

5. Active Army/RC positions.

Figure 13–1. ADA Active Army Developmental Model

b. WO qualification and development. 140X specialty code denotes a position that can be filled by either a 140A or 140E, currently only approved for GMD positions.

(1) *MOS 140A, Command and control systems integrator.* ADA WO development and utilization model (Active Army) for active warrants is at figure 13–2, below, and the ADA WO development and utilization model (RC) for reserve/ARNG warrants is at figure 13–4.

(a) WO1 and CW2 MOS 140A. A WO is technically qualified in MOS 140A upon successful completion of the 140A, Command and Control Systems Integrator WOBC. All WOs converting from other MOSs/branches must successfully complete the MOS 140A WOBC prior to being awarded the MOS. MOS 140As supervise and coordinate operations, data link management, maintenance, and training associated with FAAD C^4I systems; Patriot and THAAD Tactical Control Station with the automated Battery Command Post; Air and Missile Defense Planning and Control System; SBCTs ADAM Cells; and theater missile warning detachment (formerly the JTAGS. They act as instructors for Soldiers and officers, teaching the necessary tasks of employing assets and adapting the software that best supports Army ADA C^2doctrine. They analyze and interpret data employed in the communications architecture for a Joint theater to support immature or sustained operations with the C^2 assets on hand and could act as the sector interface control officer. When necessary, they can serve as the detachment commander for the theater missile warning detachment. Completion of at least an associate's degree with a concentration on writing and critical thinking is strongly recommended prior to promotion board eligibility to CW3. They should also complete the Multi-Tactical Digital Information Link Joint Interoperability Course and Joint Tactical Information Distribution System Course. If assigned to the SBCT ADAM cell, in addition to the courses listed above, they should attend the Joint Firepower

Course, the Link-16 Planners Course, and the Joint Interface Control officer (JICO) Course. All CW2s must complete the prerequisite first phase of 131–F41, Action Officer Development Course, and the first phase of the support operations courses through distance/distributive learning prior to attending the ADA Warrant Officer Advanced Course (WOAC).

(b) CW3. MOS 140A CW3s should attend ADA WOAC not later than one year after promotion to CW3 and must have attended WOAC prior to promotion to CW4. They should also attend both the Force Integration and JICO Courses. Recommend completion of these courses prior to promotion eligibility to CW4. MOS 140A CW3s are assigned to air defense brigades; ARSPACE company/battalion/brigade headquarters; AAMDC; USAADASCH; and can serve as the Army track-data coordinators for the regional area air defense coordinator; and the regional interface control officer. Daily duties include configuration management for the Air and Missile Defense Planning and Control System (including ancillary equipment). These CW3s advise and coordinate the activities of enhanced operators for the maintenance of commercial off the shelf and common hardware systems (including ancillary equipment). These WOs also estimate repair priorities based on fix or fight criteria and availability of required assets, as well as, provide advice to the commander on system employment option capabilities for Army ADA C^2 systems involved with a BCT. These CWs also serve as data-link managers providing prioritization and standing operating procedures for Joint interoperability. CW3s should complete directed self-development studies and prerequisite distance/distributive learning modules prior to promotion and prior to attendance of the Warrant officer Senior Course (WOSC) at the 12- to 14-year mark. Completion of a baccalaureate degree is highly recommended prior to promotion board eligibility.

(c) CW4. MOS 140A CW4s should attend and successfully complete the WOSC not later than one year after promotion to CW4, but must complete WOSC prior to promotion to CW5, and should also complete the Joint course on logistics. MOS 140A CW4s are usually assigned to USAADASCH, Joint commands, Army/ACOM staffs, ARSPACE, or SMDC positions. These CW4s can serve as Army JICOs for the area air defense coordinator or in other nominative positions Armywide, with duties as instructors or career managers. The CW4 should complete directed self-development studies prior to attendance to the Warrant officer Senior Staff Course (WOSSC) at the 17- to 20-year mark. At this juncture, CW4s should begin, continue, or complete graduate-level studies.

(d) CW5. MOS 140A CW5s will attend and successfully complete the WOSSC not later than one year after promotion to CW5, and should complete the Joint Officers Course. Usual assignments for MOS 140A CW5s are to USAADASCH as Chief Warrant Officer of the Branch (CWOB), AAMDCs, or in nominative positions Armywide. These CW5s provide leadership to the branch and act as a subject matter expert (SME) on all matters pertaining to air defense WOs. Recommend continuation/completion of a graduate degree.

(2) *MOS 140E, Air and missile defense systems tactician/technician.* ADA WO development and utilization model (Active Army) for active warrants is at figure 13–2 and the ADA WO development and utilization model (RC) for reserve/ARNG warrants is at figure 13–4.

(a) WO1 and CW2 MOS 140E. A WO is technically certified in MOS 140E upon successful completion of the Patriot System WOBC. WOs converting from other MOSs or branches must successfully complete WOBC prior to the awarding of the 140E MOS. These MOS 140E WOs are normally assigned to battery level positions such as systems maintenance officers and TCOs, evolving into the continuity for tactical control operations training at the unit level. They are also the senior maintenance trainers that plan, organize, implement, monitor, evaluate, and supervise operations and unit maintenance of air defense weapons systems including The Army Maintenance Management System and prescribed load list. An assignment to these positions allows the WOs to gain leadership experience, and enhance their technical and tactical competence. All CW2s must complete the prerequisite first phase of 131–F41 (Action officer Development Course) through distance/distributive learning and the first phase of the Support Operations Courses prior to attending the ADA WOAC at the seven- to eight-year marks. Individual proponents administer their own WOAC. Completion of at least an associate's degree with a concentration on writing and critical thinking is highly recommended prior to promotion board eligibility for CW3.

(b) CW3. MOS 140E CW3s should attend and successfully complete the ADA WOAC not later than one year after promotion to CW3. The WOAC must be completed prior to promotion to CW4. Usual assignments for MOS 140E CW3s are to battalion-level positions with duty in the S3 section, FDC as TDs, battalion AMD Planner T5, or within USAADASCH as an instructor, training developer, or writer. As the senior maintenance officer in the battalion, the CW3 provides leadership, technical guidance, and direction to the commander and subordinate elements. Additionally, the CW3 evaluates, trains, and validates unit readiness for the commander and provides advice on system capabilities and limitations. The CW3 should complete directed self-development studies and prerequisite distance/distributive learning modules prior to promotion eligibility and before attendance to WOSC at the 13- to 14-year mark. Completion of a baccalaureate degree is highly recommended prior to promotion board eligibility for CW4.

(c) CW4. MOS 140E CW4s should attend and successfully complete the WOSC not later than one year after promotion to CW4. The WOSC must be completed prior to promotion to CW5. Usual assignments for MOS 140E CW4s are to brigade support operations sections or FDC, brigade AMD Planner T5 or ADAFCO, as well as within USAADASCH as an instructor/directorate action officer or as a career manager at AHRC. These WOs provide leadership, guidance, technical input, and direction to subordinate elements, staff agencies, and field commanders up to and including theater level. The CW4 should complete directed self-development studies and prerequisite distance/

distributive learning modules prior to promotion eligibility to CW5 and before attendance to the WOSSC at the 17- to 20-year mark. At this juncture, CW4s should begin, continue, or complete graduate level studies.

(d) CW5. MOS 140E CW5s will attend and successfully complete the WOSSC not later than one year after promotion to CW5. Usual assignments for MOS 140E CW5s are to air defense brigades, USAADASCH as CWOB, DCD, DOTD–LD, OCADA, AAMDCs, SMDC, ARSPACE, Joint headquarters, other major commands, and serving as directorate action officers or in other nominative positions Armywide. These CW5s provide leadership experience to the branch and are the SME on all matters pertaining to air defense WOs. Recommend continuation/completion of a graduate degree.

Figure 13–2. ADA Army WO Developmental Model

c. Generalist and multi-functional assignments. These assignments normally apply to the grades of captain through colonel and are offered to those who possess the skills and experience necessary to successfully enhance the Army's mission. Branch generalist positions are available on a limited basis and are filled in accordance with Army priorities. Assignments to organizations such as ROTC, USMA, and USAREC can provide extremely challenging and rewarding work for those who desire Service outside of the branch. Multi-functional positions are those positions accessible to officers beyond a particular branch or FA.

d. Joint assignments. Field grade officers are targeted for Service in JIIM assignments. All officers must fully understand Joint and multinational/coalition operations, and seek experiences that will enhance learning. They should also gain understanding of and experience in interagency operations (for example, working with the Department of

State) and inter-Governmental operations (Federal/state/local). Since ADA officers frequently work along Joint lines, migration to theater missile defense/JIIM assignments is natural. Attendance to sister Service schools is highly encouraged and provides invaluable training for ADA officers. Although highly competitive, ADA captains can apply for selection to the Joint Intern Program. The Joint experience at an early stage in an officer's career will yield long-term positive benefits.

e. Nominative assignments. ADA officers may be selected for assignments outside of branch-specific duties based on the needs of the Army. These assignments encompass a wide variety of Service and can be characterized as positions requiring responsible, mature, exceptionally skilled, well-grounded officers. Generally, these positions are filled by handpicked officers and may require an extensive interview process. These positions include but are not limited to special fellowships, senior-level aides, XO positions, and highly visible staff positions.

13–4. Assignment preferences and precedence

a. Preferences. The ADA branch provides diverse assignment opportunities that allow for numerous career developmental paths. The branch's professional development goal is to produce and sustain highly qualified tactically and operationally oriented officers to lead ADA forces in combat and to accomplish a host of other mission-essential tasks.

b. Precedence. Although there is flexibility, the assignments mostly occur in a logical sequence. Officers seek training and education assignments to assist in developing the ADA officer knowledge base.

(1) Typically, ADA officers desiring a career focused on "troop leading" may seek assignments along the following glide path: (as a lieutenant) platoon leader, TCO, battery XO; (as a captain) CCC, battalion staff (S1, S4, assistant S3), battery command, ADAM cell OIC, battalion/brigade TD, ADA C^2 Operations officer, air defense staff officer assignment, division/corps staff; (as a major) ILE, battalion/brigade XO or S3, ADAM cell OIC staff officer, DOD/JIIM/Army/ACOM staff, branch or multi-functional assignments; (as a lieutenant colonel) brigade XO/S3, corps ADA officer; Joint/Army/ACOM staff, lieutenant colonel-level command, senior Service college (SSC); and (as a colonel) Joint/Army/ACOM staff, brigade-level command.

(2) Typically, ADA officers pursuing a career focused on Joint and space opportunities may seek assignments such as the following: (as a lieutenant) platoon leader/battery XO; (as a captain) CCC; battalion staff (S1/S4, or assistant S3); battery command; ACS; SMDC positions; FDE; internships; ADAM cell OIC; battalion/brigade TD; ADA C^2 operations officer; (as a major) ADAM cell OIC staff officer; training, doctrine, and combat development staff officers; ILE; (as a lieutenant colonel) AAMDC staff, GMD brigade or 1st Space Brigade Operations Chief/XO; Joint theater AMD officer, German Air and Missile Defense Force planner, DOD/JIIM/Army/ACOM staff, command Service college staff positions; and (as a colonel) Joint theater missile defense officer for an ACOM or ASCC such as U.S. Army Central, U.S. Army North, U.S. Army Europe, and so on.

(3) Typically, ADA officers aspiring to serve in ADA staff assignments, such as force development, may seek assignments provided in the following guidelines. To gain the skill set required to serve as the proponent's DCD director, upon completion of company grade key developmental assignments, officers may be assigned to DCD, DOTD- LD, or ATEC. These assignments provide the basic skills and experience required for future Service at DCD. Additional Service outside the ADA Branch in positions shared with FA 49 (operations research systems analyst) or FA 59 (strategic plans) strengthen the officer's skill sets in support of ADA. Assignments with DCD, TRADOC futures, or FDE following KD assignments will further groom officers for Service as the DCD director.

13–5. Duration of officer assignments

The typical duration of ADA captain and major command and KD assignments is a minimum of 12 months, but optimally is 18–36 months. Currently lieutenant colonel and colonel battalion and brigade command tours are two years. Garrison commands are three years, but may be reduced to two years with proper and approved documentation. Figure 13–1 displays the ADA KD positions and identifies other branch developmental positions for officers.

13–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for ADA branch officers remaining in the MF&E functional category. This requires optimizing the company and field grade inventory to meet branch authorizations, providing sufficient flexibility to support branch or multi-functional positions and providing optimal time in key developmental assignments while stabilizing the force.

b. Transformation. Army transformation has led to an increase in air defense authorizations for captains through colonels. For more information contact ADA assignments officers at AHRC.

c. Troop leadership. Typically, ADA officers pursuing the Fires track for the purpose of "troop leading" throughout their career may seek assignments provided in the following guideline: Platoon leader/battery XO, CCC, battalion staff (S1/S4, or assistant S3), battery command, ADAM/AMD cell OIC/ADA C2 operations officer with BCTs , air defense staff officer, nominative assignment, division/corps staff, ILE, battalion/brigade XO/S3, battalion command, ACOM/Joint staff, O/C, instructor, Active Army/RC positions, SSC, TSM, Director DCD, Director DOTD–LD, AMD planner at staff, brigade commander.

13–7. Key Active Army officer life cycle initiatives

The following section provides branch life cycle functions and highlights changes associated with implementing force stabilization and transformation initiatives:

a. Structure. Inactivation of select divisional ADA battalions has forced changes in the manner in which ADA will fight and support maneuver elements. ADA officers will man robust ADAM cells across the modular force to plan and support maneuver unit operations. Although ADA divisional battalions are no longer in the division structure, ADA composite battalions remain at corps and ADA brigade organizations. The Army's push to modularity will drive ADA's future structure. In addition, growth in the branch will occur with the introduction of multiple AAMDCs, RC to Active Army conversion, and the establishment of the GMD. WOs will have new opportunities to serve in tactical controller positions normally held by lieutenants and as TDs, positions normally held by captains. This is not a shift in responsibilities, lieutenant and captain will also continue in these positions. This will enable lieutenants to focus on honing/developing troop-leading skills while adding continuity and experience to the TCO and TD positions.

b. Acquisition. Officers will continue to be accessed through USMA, ROTC, and the Officer Candidate School (OCS). Warrants will continue to be recruited from the noncommissioned officer (NCO) Corps. Both officer and WO accessions are based on preference, qualifications, and needs of the Army. The branch will also remain a donor branch for detailed officers from other combat support/combat Service support branches.

c. Officer distribution. Officers will be provided assignment opportunities to develop the skills and experience base necessary for Service at the next higher grade. The sequencing and timing of assignments is driven by Army priorities. The Global War on Terrorism (GWOT) and Army transformation are currently the driving forces behind the distribution of officers Force stabilization will also continue to influence officer distribution.

d. Deployment. ADA officers are warfighters who must remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to warfighter-centric units or training organizations, readiness is imperative to the success of the mission. ADA officers must prepare themselves and their Families for planned and no-notice deployments. In today's fast-paced and uncertain operating environment, Families must be ready for multiple deployments of unknown duration.

e. Sustainment of OPMS.

(1) *Promotion.* Skills, experience, duty performance, and adherence to branch requirements are all factors that influence promotion. Promotion rates will be determined by Army needs/Defense Officer Personnel Management Act goals.

(2) *Command.* Commands at battalion and brigade level are organized into four functional categories: operations, strategic support, recruiting and training, and installation. Officers do have the option to compete for selection to the desired command category and can decline others without prejudice. Officers who are selected for command may submit operational and personal deferment requests. Since the command CSL process may change, officers should contact ADA assignments officers at AHRC to receive the latest information. The results of the command selection process are announced in the CSL. (Note: This subparagraph is not applicable to WOs.)

(3) *OER.* The OER will reinforce the link between officer development and the OPMS. At the captain level, the rater together with the senior rater will make a recommendation concerning the officer's functional category. The WO evaluation report remains unchanged.

(4) *Development.* officer development will occur through a methodical sequence of progressive assignments in tactical, training, and staff assignments. The goal is to professionally develop officers to expertly perform ADA mission essential task list-related functions during Joint and combined arms operations. These tasks include, but are not limited to, development and validation of doctrine, training, and equipment.

(5) *Separation.* The officer separation process remains unchanged.

13–8. Reserve Component Air Missile Defense officers and warrant officers

a. General career development. The RC career development model for ADA will essentially mirror that of Active Army officers/WOs, except that assignments will not be limited to one component or control group within a component. Figures 13–3 (officers) and 13–4 (WOs) delineate the mandatory time line for promotion to the next higher grade. In certain cases, an RC officer can be promoted to the next higher grade after meeting minimum time in grade (TIG) requirements. The ADA officer should count on being dual branched to facilitate career progression. In addition, an ADA officer will most likely be required to branch transfer to another basic branch due to limited geographical and upward mobility positions; however, these officers should remain proficient.

b. Role. ADA RC officers/WOs serve in most of the same roles and missions as their Active Army counterparts. The unique nature of the RC Soldier's role as a citizen Soldier poses a challenge for professional development; however, RC officers/WOs are expected to follow Active Army development patterns as closely as possible. RC officers/WOs have increased windows to complete mandatory educational requirements. To meet professional development objectives, RC officers/WOs must be willing to rotate between ARNG and USAR TPUs, IRRs, the IMA program, and other Active Army and RC programs. Geographical considerations necessitate these transfers, as well as the need to provide as many officers/WOs as possible, the opportunity to serve with troops in leadership and staff positions. Additionally, there may be occasions when RC officers/WOs will be transferred to the Individual Ready

Reserves while they complete mandatory education requirements. Such transfers will be temporary and should not be seen as impacting negatively on the officer's/WO's career. The success of an RC officer/WO is not measured by the length of Service in any one component or control group, but by the officer's/WO's breadth of experience, duty performance, and adherence to branch requirements. (Note: Figs 13–1, 13–2, 13–3, and 13–4 illustrate the typical Active Army and RC officer and WO careers from accession to separation.)

c. WO assignments. WOs, as the branch's technical experts, are considered certified upon successful completion of the WOBC and remain so throughout their WO career (140X specialty code denotes a position that can be filled by either a 140A or 140E, currently only approved for GMD positions).

d. RC officer qualification and development. Career development model is at figure 13–3.

(1) *Lieutenant (years one through six).* RC officers must complete a minimum of 90 hours of college/university credits to receive a commission. ADA BOLC III is the starting point for newly accessed RC ADA officers. RC ADA officers should complete the resident initial leadership instruction by the eighteenth month for ARNG officers (the second year for USAR officers), or prior to the end of the third year for OCS graduates and direct appointees. Officers should seek to serve in more than one unit position during this phase, allowing for maximum exposure to the diversified functions within an ADA unit. Typical ADA lieutenant assignments include TCO, platoon leader, battery XO, battery maintenance officer, and battalion staff officer. Officers are encouraged to actively participate in professional reading programs and continue correspondence studies. Officers must earn a baccalaureate degree from an accredited college/university to qualify for promotion to captain.

(2) *Captain (years seven through thirteen).* ADA officers must complete the resident CCC in the Active Army or RC curriculum. The RC CCC includes nonresident instruction and one Active Duty for training phase at USAADASCH. During this phase, all officers are highly encouraged to pursue a specialty related undergraduate or graduate degree. RC ADA officers should aggressively seek opportunities to command an ADA battery for a minimum tour of two years (optimally three years). RC ADA command opportunities are only available in ARNG units. Typical assignments for captains include battery command; The Army School System (TASS)/Regional Training Institute (RTI) tactical officer; battalion, brigade, division, state area command, or USAR Regional Support Command (RSC) staff officer; battalion liaison officer; CTC O/C; and multi-functional billets. Officers may select a FA designation between the seventh and 10th YOS. The designation of FAs should be based upon the needs of the Army, geographical considerations, and officer preference. FA assignments are useful for bypassing temporary roadblocks to career progression in the ADA branch due to geographical constraints or position availability; however, RC ADA officers should endeavor to return to an ADA assignment as soon as practicable. A limited number of qualified officers will be accessed into the Army Acquisition Corps.

(3) *Major (years 14 through 21).* During this phase, officers should enroll in, and complete common core ILE and pursue a specialty-related graduate degree. ADA officers should seek further development in ADA assignments during this phase. Branch standard assignments include (but are not limited to) battalion/brigade/division Continental United States Army (CONUSA) staff officer, battalion/brigade XO/S3, ADAM cell OIC, CTC O/C, TASS/RTI battalion tactical officers, and ROTC instructor duty.

(4) *Lieutenant colonel (years 21 through 26).* During this phase, officers should seek professional military education at the SSC level. Officers may seek assignments to senior command and staff positions. Additionally, many assignments in both HQDA and Joint staffs are available in the IMA program for RC officers. lieutenant colonels with three years time in grade must complete ILE to qualify for assignment to any principal staff position at brigade or higher levels of command. If transferring from another branch and designated to command at the battalion level, RC officers must have attended a transition course and pre-command course under the auspices of USAADASCH. (Note: Exceptional officers selected to command an ADA battalion (minimum two-year, optimum three-year tour) may also be selected for resident SSC or the Army War College (AWC) Distance/Distributive Education Course.) Branch standard assignments include (but are not limited to) battalion commander, TASS/RTI commanders, brigade XO, brigade XO/S3/operations officer, division staff officer; and CONUSA/JIIM/HQDA-level staff assignment. RC ADA command opportunities are only available in ARNG units.

(5) *Colonel (years 26 through 30).* Assignments during this phase should provide for maximum utilization skills in ADA or FA. Assignment standards include RTI/garrison commander, brigade deputy commander, division/corps staff officer, and training support/combat division chiefs of staff. Senior staff assignments include (but are not limited to) positions at National Guard Bureau Headquarters, USAR Command, and on CONUSA/JIIM/HQDA staffs. If transferring from another branch and designated to a colonel-level command, officers must have attended a transition course and pre-command course (PCC) under the auspices of USAADASCH. (Note: Exceptional officers selected to command an ADA brigade (minimum two years, optimum three years) may also be selected for resident SSC or the AWC Distance/Distributive Education Course.)

Figure 13–3. Air Defense RC Developmental Model

e. RC WO qualification and development.

(1) *MOS 140A, Command and Control systems integrator.* ADA WO development and utilization model (RC) is at figure 13–4. The 140X specialty code allows GMD positions to be filled by 140A or 140E.

(a) WO1 and CW2. Same as Active Army MOS 140A description at paragraph 13–3*b*(1)(a), above. (References to THAAD do not apply and reference to Theater Missile Warning Detachment is replaced by GMD.) ARNG CW2s are required to successfully complete WOAC to meet eligibility requirements for promotion to CW3.

(b) CW3. Same as Active Army MOS 140A description at paragraph 13–3*b*(1)(b), above. (References to USAADASCH do not apply.) Additionally, successful completion of WOSC is required for both ARNG and USAR warrants prior to being eligible for promotion to CW4.

(c) CW4. Same as Active Army MOS 140A description at paragraph 13–3*b*(1)(c), above. (References to THAAD, TRADOC, Joint commands, Army/ACOM staffs, and career managers do not apply.) These CW4s also serve in directorate staff positions at the Joint forces headquarters. Both ARNG and USAR warrants are required to successfully complete WOSSC prior to eligibility for promotion to CW5.

(d) CW5. Same as Active Army MOS 140A description at paragraph 13–3*b*(1)(d), above. (Reference to USAADASCH does not apply.)

(2) *MOS 140E, ADA systems tactician/technician.* ADA WO development and utilization model (RC) is at figure 13–4, below. The 140X specialty code allows GMD positions to be filled by 140A or 140E.

Figure 13–4. ADA RC WO Developmental Model

(a) WO1 and CW2. Same as Active Army MOS 140E description at paragraph 13–3*b*(2)(a), above, except for THAAD and GMD. ARNG CW2s are required to successfully complete WOAC to meet eligibility requirements for promotion to CW3.

(b) CW3. Same as Active Army MOS 140E description at paragraph 13–3*b*(2)(b), above, except for THAAD, GMD, and USAADASCH. USAR CW3s are required to successfully complete WOAC to meet eligibility requirements for promotion to CW4/CW5. Additionally, successful completion of WOSC is required for both ARNG and USAR warrants prior to eligibility for promotion to CW4.

(c) CW4. Same as Active Army MOS 140E description at paragraph 13–3*b*(2)(c), above, except for THAAD, GMD, and USAADASCH. Both ARNG and USAR warrants are required to successfully complete WOSSC prior to being eligible for promotion to CW5. At this juncture, CW4s should begin, continue, or complete graduate-level studies.

(d) CW5. Same as Active Army MOS 140E description at paragraph 13–3*b*(2)(d), above, except for GMD and USAADASCH.

Chapter 14
Engineer Branch

14–1. Unique features of the Engineer Branch

a. Unique purpose of the Engineer Branch. The Corps of Engineers provides the Army and the nation with officers trained and experienced in providing essential engineer support in many different forms. Engineer officers perform missions that span the entire military and civil engineering spectrum while serving our Army and nation in war and peace. Engineer officers should strive to obtain and excel in professionally balanced assignments; this is the fundamental tenet of successful career progression in the transforming engineer regiment of the 21st Century.

b. Unique functions performed by the Engineer Branch. Engineers provide support to maneuver commanders, ACOM staffs, installations, and the nation. As combat engineers, they execute mobility, countermobility, survivability, general engineering and topographic missions, Joint duty, Combatant Command staff positions, and possibly the emergency management role in support of Federal Emergency Management Agency (FEMA) under the Civil Works Program. As construction engineers, they manage and control military construction programs for the Army and other DOD agencies as well as directing complex water, flood control, and natural resource development and restoration civil works programs throughout the nation. As a WO they provide the Army the necessary technical and tactical expertise to plan organize and supervise the maintenance and repair of utilities equipment, maintenance support to medical hospitals, and the installation of fixed or mobile power plants. They also supervise the interior and exterior repair of facilities to include carpentry, masonry, plumbing, electrical equipment, and interface between the engineering and intelligence communities for geospatial engineering issues. They manage geospatial operations and provide geospatial data production/generation, data management, analysis and geospatial services (topographic survey, hardcopy map replication and printing, electronic media storage/replication) support to combat and combat support elements at all echelons.

c. Unique features of work in the Engineer Branch.

(1) The AOC for the Corps of Engineers is 21Z which encompasses—

(a) Providing engineer support on the battlefield as a member of the combined arms team.

(b) Staff positions that do not require another specific AOC.

(c) Planning, executing, and managing construction projects on installations and in the Civil Works Program.

(2) Engineer officers perform many functions that are common throughout the branches, especially as lieutenants and junior captains. Examples include engineer troop leading and staff positions (for example, platoon leader, company commander, battalion staff officer, and so on). Additionally, engineers serve as the engineer advisor/staff officer to the supported command. As officers gain experience and are promoted, they may serve in senior engineer positions as the primary staff officer for all engineer functions. In addition to the combat engineer command and staff positions, the United States Army Corps of Engineers (USACE) districts include engineer positions, which require a unique blend of tactical and technical proficiency.

(3) Unique features of work in the Engineer WO Program are as follows:

(a) Utilities operation and maintenance technician (210A). The engineer utilities operation and maintenance technician provides assistance and advice to the commander and staff on matters relative to the following functions/tasks:

1. Provide technical, administrative, and budgetary recommendations to the commander regarding the repair and maintenance of power generation equipment.

2. Coordinate and supervise the organizational maintenance of environmental control units, heaters, water distribution equipment, wheeled vehicles, mobile medical equipment, for Deployable Medical System (DEPMEDS) equipped hospitals.

3. Coordinate and supervise the operation, repair, and maintenance of station hospital facilities and utilities.

4. Repair, modify, and rehabilitate utility systems and subsystems, facilities, structures, and power plants in station and mobile hospitals.

5. Coordinate and supervise the repair of water supply systems, plumbing, sewage, and heating and air conditioning systems.

6. Read and interpret blueprints, engineering drawings, electrical wiring schematics, or diagrams and specifications.

7. Estimate construction material and equipment and personnel requirements for maintenance and repair of facilities, plants, and utilities.

8. Command and manage separate teams performing theater prime power missions.

9. Coordinate and supervise the construction and rapid rehabilitation of structures, facilities, and utilities.

10. Manage, direct, and supervise public works (PW) activities and real property activities (RPMA).

11. Instruct engineer skills at Service schools.

12. Develop doctrine, organizations, and equipment for engineer unique missions.

(b) Geospatial information technician (215D). The engineer geospatial information technician provides assistance and advice to the commander and staff on matters relative to the following functions/tasks:

1. Acquire, coordinate, interpret, and analyze geospatial information, to include the effects of weather on terrain related capabilities and limitations of both enemy and friendly forces.

2. Supervise the preparation of tactical decision aids and special purpose graphics.

3. Provide geospatial analysis, a synthesis of geospatial information and recommendations pertinent to the intelligence preparation of the battlefield (IPB) to theater, corps, division, and brigade commanders.

4. Integrate geospatial information into the military decisionmaking process (MDMP) in support of army and Joint operations.

5. Determine mobility (on-road/off-road) based on intelligence information of the capabilities or limitations of friendly and enemy ground forces and ascertain how this mobility is affected by weather factors.

6. Serve as the technical advisor to the commander and staff providing guidance and management of geospatial engineering activities.

7. Manages the geospatial data for the common topographic operational environment (CTOE) for C4I systems.

14–2. Officer characteristics

All officers must be physically and mentally fit, maintain and display self-control, remain calm under pressure, and adhere to published standards and regulations. The Engineer Branch requires officers who are well grounded in engineer doctrine; who possess strong Army Values, leader attributes, and leader skills. Additionally, there are branch unique skills, knowledge, and attributes that require professional development.

a. Competencies and actions common to all. Army officers must be premier warfighters and possess the Warrior Ethos and must effectively apply the four core dimensions of leadership: values, attributes, skills, and actions. (For additional discussion of these leadership dimensions, see FM 6–22.) The four core leadership dimensions provide the basis for what a leader must be, know, and do. The Army Values and attributes set the basis for the character of the leader - what a leader must be. The Soldier's Creed and skills developed by leaders establish his or her competence - what a leader must know. The actions that leaders conduct and execute constitute leadership - what a leader must do. The leadership framework describes a leader of character and competence who acts to achieve excellence across the spectrum of operations from total war, to operations other than war, to disaster relief, and in times of peace.

b. Unique skills. Engineer officers are able to—

(1) Visualize the battlefield and know how to optimize the resources at the commander's disposal.

(2) Plan and execute engineer missions, both combat and construction, in support of the maneuver commander at all levels.

c. Unique knowledge. As a branch that is both tactically and technically oriented, USACE officers gain knowledge through a continuous cycle of education, training, and experience. In general, engineer officers—

(1) Understand tactical decisionmaking and the engineer's role as a platoon leader, commander, and staff officer in a combined arms or Joint environment.

(2) Understand terrain analysis and how it can increase the effectiveness of the combined arms team.

(3) Understand the design of and are able to manage large construction projects and facilities in support of the Army and the nation.

(4) Possess a high degree of technical knowledge of Engineer missions, maintenance and construction operations, prime power operations, and geospatial information support to missions and operations. They are assessed from specific engineer enlisted MOSs and bring with them proven learned systems and significant management attributes. Engineer WOs technical expertise is enhanced through continuous education, training, experience, and self-development.

d. Unique attributes. Engineer officers display the following personal attributes:

(1) *Interpersonal competence.* Engineer officers must be skilled in building teamwork within their organization and recognize they often simultaneously belong to many teams. They must possess the ability to express themselves to their team members clearly, concisely and accurately, both orally and in writing.

(2) *Tactical competence.* Engineers are part of a combined arms team. Engineer officers must show proficiency in required professional knowledge, judgment, and warfighting. They must apply their doctrinal knowledge and understanding to the solution of tactical and engineering problems, and formulate and defend solutions to tactical problems using current Army and Joint doctrine. These skills are gained and developed through repetitive operational assignments, continuous professional study, self-development, and mentoring.

(3) *Technical competence.* Engineer officers and WOs must understand the capabilities of engineer organizations, equipment, and systems. Engineer officers must prepare and present clear and informative briefings relating to their technical areas of expertise to peers, subordinates, and superiors. Additionally, engineer officers are accountable stewards of people, time and, in many instances, financial resources and the environment.

14–3. Officer developmental assignments

a. Engineer Branch officer development assignments.

(1) *General.* This paragraph represents a career guide by defining those professional development opportunities available at each grade, which prepare the engineer officer for further Service at the next higher rank. Engineer officers

possess the skills, knowledge, experience, and attributes required to perform the basic duties at their current grade and have the potential for further Service at the next higher rank. This will drive an increased focus on tactical maneuver support operations for company grade officers, transitioning to a combined and Joint operational focus for field grade officers whose expertise includes the application of MF&E in the Joint operational battlespace (see career development model at fig 14–1, below.

(2) *Leader development and command preparation.* Professional and leader development broadens an officer's skills and prepares the engineer officer to lead complex organizations and/or command an engineer platoon, company, battalion or USACE district, and ultimately a colonel-level engineer group, brigade, or USACE district command. Command opportunities for the engineer officer cover a wide variety of units. These include heavy mechanized and light divisional combat engineer units; corps combat engineer and special engineer units such as bridge, port construction and airborne combat engineer organizations; combat heavy and topographic engineer units; brigade troops battalions; and Engineer Training Center units. Leaders of these organizations must be well-versed in basic Engineer Branch and combat engineer skills.

(3) *Assignments.* At the completion of a company grade officer's assignment, engineer officers will serve in a wide variety of positions throughout the military, to include branch/combat arms generalist (01A/02A) and FA positions. Broad experience is important to the development of agile, adaptive, and multi-skilled leaders who collectively embody knowledge of operations in a JIIM environment. Engineer captains are encouraged to seek assignments in their preferred area of concentration to prepare for assignments as field grade officers. Assignment considerations (in priority) are the needs of the Army, required professional development, and officer preference.

(4) *Lieutenant.*

(a) Education. All Engineer lieutenants must successfully complete the Basic Officer Leader Course (BOLC), Phase III (proponent institutional training). Special training (for example, Sapper Leader, Airborne, Ranger, and so on) to support an officer's initial assignment may follow this course. All engineer lieutenants should have a minimum of 90 credit hours towards a bachelor's degree from an accredited university and, if required, be able to complete a bachelor's degree in a year or less. Officers should devote time to a career long professional reading program to broaden their professional perspective.

(b) Leader development and command preparation. The focus of effort during the lieutenant years is to acquire, reinforce, and hone troop leading, technical, tactical, logistics, and administrative skills. Inculcation of the Warrior Ethos and Army core values is essential in the development of young officers. Prior to promotion to captain, officers must possess an in-depth knowledge of and combined arms operations gained through on the job training. By law, officers must obtain a baccalaureate degree before promotion to captain. The goal of Service beginning as a lieutenant is to lead and train Soldiers to be able to win in combat. To properly prepare for future assignments, lieutenants should seek positions where they are responsible for leading Soldiers and should focus on acquiring and refining troop leading and Engineer Branch-specific skills. Lieutenants should gain a thorough knowledge of platoon-level operations and combined arms principles, coordination, logistical operations, and company administration

(c) Assignments. Engineer lieutenants will serve in company level positions to gain leadership experience, enhance technical and tactical competence, and, when appropriate, complement this Service with staff experience at the battalion level. Typical duty positions include engineer platoon leader, company XO or training officer in training center units, and battalion staff officer.

(5) *Captain.*

(a) Military education. Engineer captains will attend the engineer CCC, at about the 4th YOS, which currently corresponds with promotion to captain. Attendance at the CCC will be either PCS or PCS and return as fits the needs of the Army and follow-on assignment. This will prepare the officer for company-level command and duties at battalion or higher levels. Some engineer officers may attend another branch's CCC. The credit earned from attendance at another branch's course is the same as having attended the engineer course. Special training (for example, Sapper Leader Course, Airborne, Ranger, and so on) to support an officer's next assignment, may follow the completion of the CCC. Captains must aggressively prepare for and seek the skills and experience that will qualify them for promotion to major. The following are considered desired branch experience for engineer captains:

1. Company command.

2. Commander of a captain-coded detachment command.

(b) Civil education. All officers are required to obtain a baccalaureate degree from an accredited educational institution prior to being promoted above the grade of first lieutenant and attending the CCC, in accordance with 10 USC 12205. The Army has many programs that provide officers the opportunity to earn baccalaureate and advanced degrees fully-funded, full-time, or off duty. The ACS is a fully-funded program that supports advanced degree requirements for certain branches and FAs. Many universities award constructive credits for military courses, which can facilitate earning an advance degree at an accelerated pace. Additionally, an officer can obtain an advanced degree at his/her own expense off duty. A full explanation and eligibility requirements for these programs are contained in AR 621–1.

(c) Leader development and command preparation. Captains should prepare for and seek company-level or certain

types of detachment commands. Engineer officers who successfully serve with troops as lieutenants and have completed the CCC are basically considered ready for assignments as company or certain types of detachment commanders. The goal is to allow engineer officers to serve in company command 18 ± 6 months for continued professional development and to enhance unit cohesion. Typically, engineer officers will have the opportunity to serve in an Engineer position on a battalion or brigade staff to further prepare for command. Officers should possess a thorough knowledge of company-level operations and thorough knowledge of combined arms principles, coordination, logistical operations, and battalion administrative requirements.

1. Following company command, captains can expect to serve in a wide variety of assignments, consistent with the needs of the Army. These include: O/C at one of the CTCs; small group instructor at one of the TRADOC schools; Active Army/ RC positions; project officer in a USACE district; FA positions; branch generalist assignments (for example, ROTC instructor, USAREC, and so on); other nominative assignments (for example, allied Service school exchange officer, and so on); or ACS (based on FA or overall Army requirements). Captains are encouraged to seek those assignments, which best meet, their personal and professional desires for future Service as field grade officers. Specific training tailored to many of these assignments is available via distance learning and resident experiential training at the Engineer School.

2. Developmental assignments, both branch-specific and generalist will provide captains with exposure to the Army, and in some cases, JIIM environments.

3. The Army Acquisition Corps will assess a limited number of engineer officers between their 7th and 8th YOS.

4. A limited number of officers may choose to opt-in to a Functional Designation Board (FDB) after 3 YOS. The 4 year FDB selects a limited number of captains to fill requirements at the grade of captain in select FAs. This board is not mandatory and officers must choose to compete. FAs open each year are based on the needs of the Army.

5. All engineer officers will undergo a FDB at the 7th YOS. The formal designation of FAs or branch is based upon the needs of the Army, officer preference, military experience and, in some cases, ACS. Some FAs have extensive educational requirements. Officers will be designated into a branch or FA in one of the three functional categories: MF&E (with the Engineer Branch in the maneuver support grouping), operational support, or force sustainment. After functional designation, officers will serve and compete for promotion only in their functional category and will be managed by their branch or FA assignment officers at OPMD. Engineer officers who are designated into the Engineer Branch in the MF&E functional category should seek assignments in the engineer regiment to increase diversity and gain a greater understanding of the entire spectrum of the Engineer Branch.

(6) *Major*. Officers retained in the Engineer Branch will attend the resident Intermediate Level Education (ILE) Course. Upon completion of ILE majors must aggressively prepare for and seek the skills and experience that will prepare them for duties as a lieutenant colonel.

(a) Education. All majors should complete ILE schooling prior to promotion to lieutenant colonel. All Engineer majors should continue self-development efforts to become experts in all aspects of engineering to include Joint and multinational operations. Self-development should include correspondence courses, civilian education, and institutional training.

1. Completion of ILE and serving successfully in positions of responsibility in branch positions will prepare officers for lieutenant colonel. The optimum time for an engineer officer to attend is their last year in the rank of captain or the first year as a major. This will facilitate their follow-on assignment to a professionally-developing job as well as a possible appointment to a 3-year life cycled unit, which maximizes their branch developmental potential.

2. Current challenges with operational requirements and school scheduling will require a limited number of officers to complete ILE after their Engineer Branch developmental assignment.

a. Assignments. Engineer majors in MF&E can expect to serve in engineer and/or branch generalist positions. Engineer positions include assignment to Army/ACOM/Joint staff, O/C or Active Army/RC. Branch generalist assignments can include Army or Joint staff, Active Army/RC, ROTC, USMA faculty and staff, USAREC, or Inspector General billets. The officer must maximize his/her skills and experience in order to be placed in the right assignment and could be returned to the same duty location to enhance cohesion and stability.

b. Professional developmental positions. Positions identified as essential for engineer majors to ensure required professional development in MF&E is attained prior to consideration for promotion include the following:

3. Positions coded for engineer majors in a BCTs which include brigade engineer (BCT); brigade engineer planner; TAC CP engineer; and division engineer plans.

4. Positions in engineer battalions and brigades coded for engineer majors. Brigade S3; battalion XO; geospatial planning cell operations officer; and battalion S3.

5. Positions in separate brigades or units coded for engineer majors such as special forces group engineer; ranger regiment engineer; cavalry regimental engineer; and SBCT engineer.

6. Battalion S3 or battalion XO in units coded branch generalist (such as the BTB or STB)

7. The number of positions available for officers to serve in a MTOE unit enables a greater number of engineer officers to serve in positions with operational experience. While the seven deputy district engineer positions in USACE are challenging, rewarding, and excellent developmental positions for future USACE commanders, these TDA positions should be filled by officers who have successfully served in one of the positions listed above.

(b) JIIM experience. The goal of the branch is to develop an inventory of field grade officers who embody a collective knowledge of JIIM experience. While not every officer will receive an assignment in a qualifying Joint assignment or serve a fellowship in a JIIM agency, the goal is to provide the maximum opportunity for engineer majors to receive JIIM experience. However, this will be dependent on Army demands and position/fellowship availability. A limited number of Engineer field grade officers may be assigned to positions currently coded as FA positions. FA number of FA field grade positions will be coded as open to assignment by non-FA officers. The goal is to expand position access, especially for JIIM positions.

(c) Self-development. Majors must exercise continuous self-development to fully master all aspects of operations including Joint and multinational operations. Self-development may include correspondence courses, civilian education, and institutional training. Officers must devote time to a professional reading program to broaden their warfighting perspective. As stated earlier, skills and experience will drive an officer's career path and future assignments (see fig 14–1).

(7) *Lieutenant colonel.*

(a) Education. Officers should continue their self-development in all facets of combat, construction, geospatial, and facilities engineering particularly in Joint and multinational operations. If selected by a HQDA board, engineer lieutenant colonels should complete resident Senior Service College (SSC) instruction or the nonresident AWC Distance Education Course.

(b) Leader development and command preparation. Leader development for lieutenant colonels is accomplished through the assignment process and self-development. Engineer lieutenant colonels should continue to pursue opportunities for self-development through professional, technical leadership programs. Selection for lieutenant colonel level command is extremely competitive. All Engineer promotable majors and lieutenant colonels are eligible to compete for lieutenant colonel level command during the Command Selection Board. Selection is based primarily on the officer's experience, qualifications, and overall performance. A centralized selection board will select officers in a given category based on HQDA guidance. AHRC will slate officers to specific units within the categories. Officers being considered for command are allowed to select the categories in which they desire to compete. The HQDA CSL designates commands into four functional categories:

1. Operations. This includes TOE engineer battalions throughout the Army as well as brigade troops battalions within transformed BCTs. The majority of engineer lieutenant colonel commands are in this category.

2. Strategic support. Lieutenant colonel USACE engineer districts are in this category.

3. Recruiting & training. TRADOC engineer battalions are in this category as well as USAREC battalion command.

4. Installation. Garrison commands are in this category. Engineer officers compete with all officers considered in this category.

(c) Assignments. Officers selected for lieutenant colonel must seek assignments of greater responsibility in the branch and serve in branch generalist positions throughout the Army. The objective of lieutenant colonel assignments is for officers to continue to provide a valuable contribution to the branch, Army, and our nation based on their unique experiences and qualifications. Officers desiring to contribute in the tactical arena should focus on positions such as brigade executive officers, CTC trainers, brigade troops battalions in the BCTs and staff officers at corps/division/ACOM level and on the Army/DOD/Joint staffs. Likewise, those officers desiring to contribute in the facilities/construction management arena should focus on positions as deputy district commander, deputy director of civil works or military programs at HQ USACE, or as a primary staff engineer on the ACOM/HQDA/Joint staff. Officers with geospatial engineering training or experience are encouraged to serve as the Commander of a Geospatial Planning Cell at Theater Army level. Although not designated as a CSL command, this is considered a critical assignment. Additionally, officers will have the opportunity to continue to contribute by serving in any of a myriad of key branch generalist positions at Service schools, as ROTC professors of military science, in Active Army/RC support positions, and at senior level staff engineer positions throughout the Army and DOD. Completion of a 2-year assignment in a specific assignment is preferred.

(d) JIIM experience. The goal of the branch is to develop an inventory of field grade officers who embody a collective knowledge of JIIM experience. While not every officer will receive an assignment in a qualifying Joint assignment or serve a fellowship in a JIIM agency, the goal is to provide the maximum opportunity for engineer lieutenant colonels to receive JIIM experience. However, this will be dependent on Army demands and position/fellowship availability.

(e) FA. A limited number of engineer field grade officers may be assigned to positions currently coded as FA positions. A number of FA field grade positions will be coded as open to assignment by non-FA officers. The goal is to expand position access, especially for JIIM positions.

(8) *Colonel.* The professional development objective for this phase of an officer's career is sustainment of warfighting, training, and staff skill, along with utilization of leadership, managerial and executive talents. The majority of strategic level leaders in the army are colonels. Colonels are expected to be multi-skilled leaders; strategic and creative thinkers; builders of leaders and teams; competent full spectrum warfighters; skilled in governance, statesmanship, and diplomacy; and understand cultural context and work effectively across it.

(a) Education. Officers should complete SSC, either resident or nonresident.

(b) Leader development and command preparation. Selection for colonel level command is extremely competitive. Engineer promotable lieutenant colonels and colonels with less than 27 years of active Federal commissioned Service are eligible to compete for colonel-level command during the Command Selection Board. The HQDA CSL designates commands into four functional categories: operations, strategic support, recruiting & training and installation. Selection is based primarily on the officer's experience, qualifications, and overall performance. Officers being considered for command are allowed to select to compete or decline consideration in each category. Officers should continue to pursue self-development through professional, technical, managerial and leadership programs, and assignment opportunities.

(c) Assignments. Engineer colonels are assigned by the Army's Senior Leader Development Office. The engineer colonel is the architect of the future. Engineer colonels contribute to the branch by serving in critical assignments to include the following: Directors at the Engineer School or USACE, and executive level positions on corps, division, ACOM, Joint, DOD, and Army staffs. Engineer colonels can also expect to serve in key branch or branch generalist positions throughout the Army. The range of possible assignments is vast.

1. Branch generalist assignments. Engineer colonels can expect to serve in branch generalist assignments, such as inspector generals and instructors that may or may not be directly related to the Engineer Branch, but are important to the Army.

2. JIIM assignments. Engineer officers are considered for Joint duty assignments worldwide. JIIM experience is important to the Army and is essential to officers for advancement to senior leadership positions.

3. Other assignments. Engineer officers may be assigned to organizations and duties beyond those discussed previously. These assignments include the White House Fellow Program and duty with the National Security Council or the United Nations, as well as Engineer Branch representatives at allied Service schools. The spectrum of possible assignments is broad and is characterized as highly responsible, important and requiring mature, skilled, and well-rounded officers.

Figure 14–1. Engineer Branch Active Army Developmental Model

b. WO MOS qualifications, professional development, and assignments.

(1) *MOS qualifications and development.* Engineer WOs are considered certified upon completion of their technical certification course, WOBC, and their developmental assignments. WOs will spend the majority of their junior WO career, serving in TOE operational assignments. Senior WOs can expect to alternate assignments between TOE and TDA based on the needs of the Army.

(a) A utilities operation and maintenance technician junior WO's first assignments will likely be in key development positions at TOE, construction units, and survey and design teams. Developing a strong technical understanding of the engineer's capabilities in support of the force is essential in becoming a subject matter expert. The expectation is that these junior WOs will occasionally serve as leaders and continually develop their skills prior to assignments at ACOMs. Advanced WOs should be utilized as prime power systems technicians or engineer utilities maintenance technicians assigned to hospitals. Senior WOs should be utilized as brigade engineer technicians, Service school instructors, training developers, combat developers for systems, and engineer branch assignment officers. CW5s should be utilized as the chief warrant of the branch, personnel proponency WO, and engineer maintenance control officer. Figure 14–2, below, provides a chart of the TOE/TDA positions.

Figure 14–2. 210A Developmental Model

(b) A geospatial information technician junior WO's first assignment will likely be in KD positions at division/corps (including BCTs) level terrain teams and topographic engineer companies. Developing a solid technical understanding of engineer capabilities and MDMP to provide geospatial information and accurate analysis of the terrain in support of the force is essential in becoming an SME. The expectation again is that these junior warrants will serve as leaders and continually develop their skills prior to assignments at higher echelons and ACOMs. Senior WOs should be utilized at corps topographic companies, battalions, echelons above corps units, and proponent Service schools. Figure 14–3, below, provides a chart of the TOE/TDA positions.

Figure 14–3. 215A Developmental Model

(2) *Professional development*

(a) Utilities operation and maintenance technician (210A).

1. WO1 and CW2.

a. After completing the utilities operation and maintenance technician WOBC, WOs are normally assigned as an Engineer officer with duties as a construction technical supervisor in a vertical construction platoon or engineer technician/leader in a survey and design team.

b. Ideally, WO1/CW2s will serve as the construction operations technician in charge of a vertical construction platoon, or manage, direct, and supervise PWs activities and real property maintenance activities.

c. A WO1/CW2 should focus on acquiring and refining the technical knowledge and experience in effective management principles in support of the USACE. Before promotion to CW3, WOs should possess a strong background of engineer skills and an extensive knowledge of hospital maintenance procedures, construction techniques, and PWs management. CW2s are eligible to attend the utilities operations and maintenance technician WOAC upon completion of the TRADOC WOAC prerequisite course. WOAC should be completed before the officer achieves 1 year TIG as a CW3 and must be completed prior to promotion to CW4. Completion of an associate's degree in a discipline related to MOS 210A is a recommended goal prior to becoming eligible for promotion to CW3.

2. CW3.

a. WOs will attend utilities operation and maintenance technician WOAC no later that one-year after promotion to CW3. The WOAC has two phases. Phase I is a TRADOC common core prerequisite and must be completed prior to

attending the phase two residential course. The resident course consists of 9 weeks of advanced technical training in tactical engineering management, environmental engineering management, prime power operations, and TOE construction engineering techniques. This training prepares WOs for duty as power system technician or facilities maintenance officers at an ACOM headquarters.

b. Ideally CW3s will serve as prime power system technician with follow-on assignment as a heavy maintenance technician or serve as a hospital engineer maintenance technician prior to PWs maintenance officer. CW3s are eligible to attend the Warrant Officer Senior Staff Course (WOSC). Completion of a baccalaureate degree in a discipline related to MOS 210A is a recommended goal prior to becoming eligible for promotion to CW4.

c. Select WOs in the grade of CW3 can also expect to receive assignments consistent with the needs of the Army, such as a Service school instructor, combat developer or training/doctrine developer.

3. CW4.

a. WOs should attend WOSC not later than 1 year after promotion to CW4. This course must be completed prior to promotion to CW5.

b. CW4s will serve as a brigade engineer technician in an engineer brigade or combat support brigade (maneuver enhancement) or a power systems maintenance technician in a heavy maintenance section (mtoe) of a prime power battalion. Select CW4s can also expect to receive assignments consistent with the needs of the Army, such as, Engineer Branch assignments officer, Service school instructor, combat developer or training/doctrine developer.

c. CW4s can attend the WOSSC. CW4s should continue self-development efforts to enhance expertise in all aspects of engineering management and maintenance operations. Self-development should include correspondence courses, civilian education, and institutional training. CW4s should devote time to obtaining a graduate level degree.

4. CW5.

a. WOs will attend WOSSC not later than one year after promotion to CW5.

b. CW5 will serve as the WO coordinator in the Engineer personnel proponent office with an additional duty as chief warrant officer of the branch (CWOB), superintendent of the prime power school, or engineer maintenance control officer of a NATO installation. Select CW5s can also expect to receive assignments consistent with the needs of the Army, such as, senior Service school instructor, combat developer or HQDA integrator

c. CW5s should continue self-development efforts to enhance expertise in all aspects of engineering missions and support.

(b) Geospatial information technician (215D).

1. WO1 and CW2.

a. After completing the geospatial information technician WOBC, WOs are normally assigned to a division geospatial engineer or a corps geospatial engineer team, or a theater topographic company, or an ASCC geospatial planning cell (GPC).

b. Ideally, WO1/CW2s will experience duty as a detachment commander or OIC of a division geospatial engineer team. An assignment also may include being assigned to the terrain platoon, data generation platoon, or print platoon within the theater topographic company.

c. The focus for WO1s/CW2s should be on acquiring and refining technical knowledge and experience in providing geospatial engineering support to the commander, battlestaff, engineer staff officer, and in supporting the G–2's intelligence preparation of the battlespace process. A thorough knowledge of the MDMP is essential for warrants at this level and the WO should be a member of the battlestaff. Before promotion to CW3, WOs should possess a strong background in management of geospatial information systems and geospatial engineering procedures. CW2s can attend the geospatial information technician WOAC upon completion of the TRADOC WOAC prerequisite course. Completion of an associate's degree in a discipline related to MOS 215D is a recommended goal prior to becoming eligible for promotion to CW3.

2. CW3.

a. WOs will attend WOAC not later than one year after promotion to CW3. The WOAC has two phases. Phase one is a TRADOC common core prerequisite and must be completed prior to attending the Phase II resident course. The residential course consists of five weeks of advanced technical training in management skills required to plan and direct the five disciplines of Geospatial Engineering, data generation/management, data dissemination, terrain analysis, geospatial services (including survey and printing), and visual support. This training prepares WOs for duties at GPCs and EAC assignments.

b. Ideally, CW3s will serve in technical and management positions at SBCTs, as the geospatial technical expert in GPC, and the geospatial technical experts at echelons above corps units. Completion of a baccalaureate degree in a discipline related to MOS 215D is a recommended goal prior to becoming eligible for promotion to CW4.

c. CW3s can attend the WOSC. Select WOs in the grade of CW3 can also expect to receive assignments consistent with the needs of the Army, such as, Service school instructor, combat developer or training/doctrine developer.

3. CW4.

a. WOs will attend WOSC not later than one year after promotion to CW4.

b. CW4s will be assigned as course administrators and instructors at the School of Geospatial- Intelligence (SGI),

College for DOD agencies and Joint services or as the geospatial technical expert for Joint commands. Select CW4s can also expect to receive assignments consistent with the needs of the Army, such as, combat developer, or training/doctrine developer

c. CW3s can attend the WOSSC. CW4s should continue self-development efforts to enhance expertise in all aspects of geospatial engineering. Self-development should include correspondence courses, civilian education and institutional training. CW4s should devote time to obtaining a graduate level degree. Assignment to one of the above duty positions should be considered essential for selection to CW5.

4. CW5.

a. WOs will attend WOSSC not later than one year after promotion to CW5.

b. CW5s will serve as the geospatial engineer technical advisor for the Engineer Research and Development Center (ERDC) at the Topographic Engineer Center (TEC), or the Senior Geospatial Engineering Technician for DOTLMPF integration at the United States Army Engineer School (USAES). Select CW5s can also expect to receive assignments consistent with the needs of the Army, such as Service school instructor or HQDA integrator.

c. CW5s should continue self-development efforts to enhance expertise in all aspects of engineering missions and support.

14–4. Assignment preferences and precedence

a. Engineer Branch officer.

(1) *Preference.* Engineer Branch has diverse assignment opportunities. Officers should submit preferences that enable them to achieve their career goals. Officer assignments will be influenced by Army requirements, professional development and officer preference (for example, Exceptional Family Member Program (EFMP), Joint domicile, and so on).

(2) *Precedence.* Assignment to developmental leadership positions will have precedence, but there is flexibility on the sequence of assignments. Typically, Engineer officers should seek assignments in the following order:

(a) Engineer BOLC.

(b) Platoon leader.

(c) Company XO or training officer in training units.

(d) Battalion staff.

(e) CCC.

(f) Company command.

(g) Nominative assignment/USACE, (ILE).

(h) Brigade or division staff.

(i) Battalion level command.

(j) SSC.

(k) Brigade level command.

b. Engineer Branch WO.

(1) *Preference.* Engineer WOs should seek progressive assignments at all echelons of command within their respective CF. The professional development goal is to produce and sustain highly qualified technically and functionally proficient WOs.

(2) *Precedence.* Junior engineer WOs should be initially assigned to a minimum of 24 to 36 months in junior positions as annotated in figures 14–2 and 14–3. The WO should progress through a series of engineering support missions to gain experience at those levels. Senior WOs should be assigned at higher levels (battalion, brigade, division, and echelons above corps) to mentor the junior warrants below them. The intent is for all WOs to gain experience at the lower level prior to assuming the higher position.

14–5. Duration of critical officer life cycle assignments

Key engineer positions. Engineer captains serve as company commanders for a minimum of 12 months, while the goal is to allow them to serve 18 ± 6 months for continued professional development and to enhance unit cohesion lieutenant colonels and colonels will serve two years in battalions and brigades. Colonel level district commands have a 36-month length tour unless DOD directive limit the duration as on the Korean Peninsula. Officers selected for garrison command may have command tours extended up to three years.

a. Engineer Branch life cycle. Figure 14–1 depicts the Engineer Branch time line with positions and developmental assignments.

b. Engineer WO life cycle. Figures 14–2 and 14–3, displays the engineer WO life cycle model with KD positions that will provide leadership opportunities and development of technical competency of each MOS.

14–6. Key Active Army officer life cycle initiatives

The following section provides branch life cycle function and highlights changes associated with implementing force stabilization initiatives and transformation.

a. Structure. There will be changes to the authorizations of engineer units based on the restructuring and re-coding initiatives associated with the implementation of OPMS and force stabilization. Other minor changes are possible due to the iterative nature of the restructuring and re-coding process.

b. Acquire. Officers will continue to be accessed through USMA, ROTC, and the Officer Candidate School. Warrants will continue to be recruited from the NCO Corps. Both officer and WO accessions are based on preference, qualifications and needs of the Army. Because of the lack of branch specific civil schooling and opportunities for relevant experience, there will be few opportunities for direct commissioning into the Engineer Branch.

c. Distribute. Officers will be provided assignment opportunities to develop the skills and experience base necessary for Service at the next higher grade. The sequencing and timing of assignments is driven by Army priorities. The GWOT and Army transformation are currently the driving forces behind the distribution of officers. Force stabilization will also continue to influence officer distribution. Under force stabilization, tour lengths of assignments will be longer, and officers will have more time to gain the requisite skills in their branch and their branch generalist assignments. Engineer Branch officers designated in another branch or FA will no longer serve in Engineer Branch billets.

(1) *Stabilized installation assignments.* Officers assigned to stabilized installations will be initial entry officers from BOLC. A limited number of these officers may be assigned to an installation for approximately 7 years. During this time, the officer will complete their platoon leader and lieutenant years. They will then proceed to the CCC and may return to the same installation to complete company command. The officers will gain tactical and operational experience that will benefit them and the Army in their development in future positions.

(2) *Life cycle units.* Officers at all levels may be assigned to life cycled units (generally the SBCTs and BCTs) and will remain in the unit for a minimum of 3 years.

(3) *Cyclic units.* The majority of the installations and EAD combat and combat support engineer units will be managed on a cyclic manning system. Replacements will be sent to these units and installations periodically to maintain readiness of the units. Tour lengths and developmental positions opportunities can vary.

d. Deploy. Officers are warfighters who must remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to warfighter centric units or training organizations, readiness is imperative to success of the mission. Officers must prepare themselves and their Families for planned and no notice deployments. In today's fast-paced and uncertain operating environment, Families must be ready for multiple deployments of unknown duration. Engineer Branch officers are warfighters who remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to mobile TOE units with high levels of readiness or fixed site TDA organizations, all engineer officers must be deployable to accomplish missions across the full spectrum of conflict. Engineer officers may deploy tomorrow with their units to deter potential adversaries and to protect national interests; or as individuals to support Joint and multinational operations other than war such as humanitarian and peace keeping missions. Engineer Branch officers must prepare themselves and their Families for this most challenging life cycle function.

e. Sustain. OPMS changes the manner of execution of four major actions that affect officer career development.

(1) *Functional designation.* Officers will be designated into one of three functional categories at the 7th YOS; MF&E, operational support, or force sustainment.

(2) *Promotion.* Skills and experience, duty performance, and adherence to branch requirements are all factors that influence promotion. Promotion rates will be determined by Army needs/DOPMA goals.

(3) *Command.* Commands at battalion and brigade level are organized into four categories; operations, strategic support, recruiting and training, and installation. Officers do have the option to compete for selection to the desired command category and can decline others without prejudice. Officers who are selected for command no longer have the option to decline without prejudice 30 days after the publication of board results. Since the CSL process continues to change, officers should contact branch to receive the latest information. The results of the command selection process are announced in the CSL. (Note: This subpara is not applicable to WOs.)

(4) *OER.* The OER will reinforce the link between officer development and OPMS. At captain, the immediate rater and senior rater will make a recommendation concerning the officer's functional designation. The warrant evaluation report remains unchanged.

(5) *Development.* Officer development will occur through a methodical sequence of progressive assignments in tactical, training, and staff assignments. The goal is to professionally develop officers to expertly perform METL related function during Joint and combined arms operations. These tasks include, but are not limited to development and validation of doctrine, training, and equipment.

(6) *Separation.* The officer separation process for Engineer officers remains unchanged. The most current separation information can be found on the AHRC Web page at: https://www.perscomonline.army.mil/tagd/retire/retire.htm.

14–7. Engineer Reserve Component officers

a. General career development. The Engineer RC officer plays an important role in the USACE and the Engineer Regiment at large. The wartime effectiveness of the engineers is dependent upon the quality of the engineer officers in USAR and ARNG units, as well as the IRR. Additionally, the quantity and quality of training that RC engineer officers receive prior to mobilization dictates to a large extent their wartime effectiveness. RC engineer officer development

objectives and qualifications basically parallel those planned for their Active Army counterparts. Junior officers must develop a strong foundation through assignments in their branch before specialization begins. RC life cycle development model for engineer officers shown at figure 14–4, below.

(1) Even though RC engineer officers and WOs are limited by geographical considerations, they should strive for engineer assignments that yield the same developmental opportunities as their Active Army counterparts. RC career progression is often constrained by the geographic dispersion of units. There may not be sufficient positions in a geographic area to continue in engineer assignments. Therefore, planned rotation into progressively challenging engineer positions by RC commands is essential to producing the best-qualified Engineer officer. To meet professional development objectives in the USAR, Engineer officers must be willing to rotate between TPUs, the IRR, and the IMA, Joint Reserve Unit (JRU), IRR–Augmentee (IRR–A), and Active Guard Reserve (AGR) programs. ARNG engineer officers should contact their state personnel officer to ensure they can meet their professional development objectives. These transfers are necessitated by geographical considerations, as well as the need to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions, or to complete professional military education (PME) requirements. Transfers within a component will normally be temporary, and should not be seen as impacting negatively on an officer's career. The success of an RC engineer officer is not measured by length of Service in any one component or control group, but by the officer's breadth of experience, duty performance, and adherence to branch requirements. Officers may elect to apply for a FA beginning at the rank of captain. For additional guidance on RC officer development, see chapter 7.

(2) Engineer officers and WOs in the IRR may find assignments in reinforcement units (RTU); IMA positions in Active Army organizations, installations or HQDA agencies; and tours of Active Duty for special work (ADSW), annual training (AT) or temporary tour on Active Duty (TTAD). Assignment in the IRR can also be used for completing PME requirements.

(3) Typical assignments could include—

(a) Engineer TPUs or engineer positions in other than engineer units.

(b) IMA program which provides officers the opportunity to train in the positions they will occupy upon mobilization.

(c) Counterpart Training Program.

(d) Positions in JRUs.

(e) IRR–A program.

(f) AGR tours where officers serve full-time in support of either the USAR or ARNG. They receive the same benefits as Active Army officers, including the opportunity for retirement after 20 years of active Federal Service.

b. Life cycle development model. Professional development requirements are normally satisfied by attendance at military schools combined with planned, progressive assignments in engineer units or positions. To be considered a branch qualified engineer officer at each grade, the length of Service in a given position is not the focus; the key is assignment diversity and sufficient time served during each assignment to develop branch competence. The following standards should be met:

(1) *RC development.*

(a) Lieutenant.

1. Successfully complete engineer BOLC by the end of the second year (USAR) or 18 months (ARNG) of commissioned Service.

2. Obtain a baccalaureate degree from an accredited college or university. This is required for promotion to captain.

3. Serve in leadership and other Engineer assignments, such as staff positions at company and battalion level, for a minimum of 18–24 months.

4. Actively participate in professional reading programs and continued corresponding studies.

(b) Captain.

1. Successfully complete CCC.

2. Serve in at least one Engineer staff position for a minimum of 24 months.

3. Successfully command a company (highly desirable, but not mandatory).

4. Captains should continue to broaden their understanding of warfighting through CONUS and OCONUS exercises, enrollment in correspondence courses, and other independent study.

5. Currently, RC officers also attend the Combined Armed Services Staff School (CAS3) through a combination of advanced distributed learning and a two-week residency piece at Fort Leavenworth, KS. The transformation of CAS3 is now implemented in TASS battalions as the combined arms exercise (CAX). CAX is now the educational requirement before entering into the ILE.

(c) Major.

1. Successfully complete at least 50 percent of ILE.

2. Serve a minimum of 24 months in at least one engineer staff position.

3. Even though not a requirement for promotion to lieutenant colonel, officers are encouraged to obtain a master's degree from an accredited college or university.

(d) Lieutenant colonel.

1. Successfully complete ILE within three years after promotion to lieutenant colonel.

2. Serve a minimum of 24 months in at least one engineer staff position.

3. Be selected to attend resident or nonresident SSC (highly desirable, but not mandatory).

4. Successfully commands a battalion (highly desirable, but not mandatory).

(e) Colonel. Serve in at least one engineer staff officer position for a minimum of 12 months.

Figure 14–4. Engineer Branch RC Developmental Model

(2) *RC Warrant officer MOS qualification and development.*

(a) MOS qualification.

1. Basic level qualifications. Warrants, as the branch technical experts, are considered certified upon completion of the Warrant officer Basic Course (WOBC), and remain so throughout their WO career.

2. Professional development. Focus on acquiring and refining the technical knowledge and experience in effective management principles in support of the USACE. Completion of an associate's degree in a discipline related to the engineer WO's MOS is a recommended goal.

(b) Qualification and assignment. Qualifications and assignments are similar to the Active Duty WO. See the life cycle chart for time lines of progression for the RC WO (figs 14–2 and 14–3).

(c) Education. For further guidance on training participation and credit, see chapter 7.

Chapter 15
Chemical Branch

15–1. Unique features of the Chemical Branch

a. Unique purpose of the Chemical Branch. The Chemical Branch is a combat support branch aligned under the MF&E functional category and is focused primarily on warfighting operations and training that supports all aspects of combating weapons of mass destruction (WMD): nonproliferation, counter proliferation, and consequence management. The Chemical Corps is focused on operations and training in support of chemical, biological, radiological, and nuclear (CBRN) defense; obscurants, and flame employment; CBRN vulnerability assessment; biological and chemical arms control verification; smoke and flame munitions technology and management; chemical weapons storage and demilitarization; WMD force protection programs; CBRN foreign and domestic consequence management; and CBRN military support to civil authorities. Additional functions include scientific, developmental, and material management activities for these programs. The branch provides the Army with a highly trained corps of CBRN experts to advise commanders and staffs at all levels in the DOD. Officers assigned to the Chemical Branch carry branch code 74.

b. Unique functions performed by the Chemical Branch. CBRN officers plan, employ, and coordinate CBRN defense systems from platoon level through corps and Joint task forces in support of Joint and combined arms operations. These systems include CBRN agent reconnaissance systems, biological agent detection systems, smoke and obscurants systems, flame weapons, thermobaric devices and munitions, CBRN decontamination systems, and other CBRN hazard detection and warning systems. CBRN officers coordinate assets and efforts for WMD force protection programs, consequence management, and CBRN military support to civil authorities. Officers also conduct technical escort, CBRN hazard characterization, monitoring, disablement, and elimination support operations; provide WMD and CBRN incident emergency response; contingency support operations to combatant commanders and lead Federal agencies; and provide site remediation and restoration support operations for DOD.

c. Unique features of work in the Chemical Branch. CBRN officers work at all levels of command to advise and provide protection from the full range of toxic hazards. CBRN officers are generally the sole subject matter experts on CBRN defense operations within their organization. CBRN Soldiers and units are recognized for their unique mission capabilities that include expertise in: CBRN vulnerability analysis; multi-spectral obscuration; sensitive site exploitation; CBRN reconnaissance; CBRN decontamination; WMD force protection; and combating WMD, which includes nonproliferation, counter proliferation, and consequence management. These traits make CBRN units invaluable in supporting both foreign and domestic contingency operations. Additionally, CBRN officers perform the following functions and tasks:

(1) Command and lead CBRN defense and obscuration units from platoon to brigade, to include the Special Forces Chemical Reconnaissance Detachments (CRDs).

(2) Command chemical weapons storage and demilitarization activities/installations and ammunition manufacturing and storage activities/installations.

(3) Command and supervise environmental activities.

(4) Serve as CBRN staff officers in tactical through strategic national level organizations including Army staffs from battalion through Army level and in OSD, Joint, other Federal departments, and combatant command staffs. As staff officers, CBRN officers will conduct CBRN vulnerability assessments; plan, conduct, and supervise CBRN defense training and operations; evaluate CBRN technical and tactical intelligence data; develop plans for employing and conducting obscurant operations, flame field expedient and thermobaric operations; plan CBRN reconnaissance, detection, and decontamination operations, and plan and coordinate WMD elimination/sensitive site exploitation operations.

(5) Develop requirements, organizational structure, doctrine, tactics, techniques, and procedures for CBRN, obscuration, flame, and thermobaric capabilities.

(6) Serve as CBRN advisors to USAR and ARNG organizations.

(7) Support WMD force protection and CBRN military support to civil authorities. Advise civil, Federal, state, and international agencies in WMD force protection and response to incidents involving CBRN materials.

15–2. Officer characteristics required

a. The Chemical Branch requires officers skilled in leadership at all levels, who emulate the Warrior Ethos, possess strong Army Values; are technically and tactically proficient in CBRN operational tactics, techniques, and procedures; and are educated in the CBRN sciences and technologies required for the 21st Century. They must be dynamic, competent warfighters who can effectively apply the character attributes and core leader competencies required of contemporary leaders. (For additional discussion of these attributes and competencies, see FM 6–22.) The core leader competencies emphasize the role, functions, and activities of what leaders do. The values and attributes set the basis for the character of the leader - what a leader must be. The skills developed and knowledge gained by leaders establishes

his or her competence - what a leader must know. Leaders are not effective until they apply this knowledge; the actions that leaders conduct and execute constitute leadership - what a leader must do. The leadership framework describes a leader of character and competence who acts to achieve excellence across the range of military operations. One who personifies the Warrior Ethos in all aspects, from warfighting to statesmanship to business management as a way of life.

b. Unique skills are as follows:

(1) *Decisionmaking skills.* CBRN officers often work in an environment where time available for problem analysis is limited but where sound and timely decisions are urgent. Information gained in this environment will vary in its completeness and ambiguity. An ability to operate under stress, make decisions, and act under a variety of conditions is critical to success.

(2) *Tactical and technical skills.* CBRN officers must be technically proficient with branch and mission-unique equipment, tools, and systems. CBRN mission success requires the proper balance between technical skills and the ability to understand and apply the appropriate tactical skills at the right moment. These skills must be gained and developed through repetitive operational and institutional assignments and continuous professional study and self-development. CBRN officers must not only know their own unique branch skills, tactics, techniques, procedures, and specialized equipment; but they must also know the uniqueness of the units to which they are assigned or are supporting.

c. Unique knowledge is as follows:

(1) Officers must possess expert knowledge of Chemical Branch requirements, combined arms, CBRN unit support, and coordination principles. This knowledge includes practical experience in tactics, combined arms operations, and the employment of all assets available to the Chemical Branch, as well as general knowledge of JIIM operations and how the Chemical Corps supports each of them. Officers gain this knowledge through a logical sequence of continuous education, training, and experience sustained through mentoring. Individual officers sustain knowledge through institutional training and education, experience gained in operational assignments, and continuous self-development.

(2) Serving as staff and faculty at the Chemical School allows officers with recent troop and CBRN staff assignments to share their field experience with the school and students. In turn, officers from the school return to the field with an updated knowledge of doctrinal, training, organizational, and materiel developments. With such an exchange of knowledge and experience between the field and the Chemical School, these officers ensure that the Chemical Corps, sister Services, and the Army are fully prepared to fight and win on the increasingly complex battlefields associated with the contemporary operational environment (COE).

d. Unique attributes are as follows:

(1) *Personal attributes.* CBRN officers must know and routinely execute drills and operate within established SOPs. Officers must be physically fit, flexible, agile, adaptable, and values-based if they, as warfighters, are to lead CBRN Soldiers effectively across the full range of military operations.

(2) *Multi-functionality.* CBRN officers initially will perform duties that are branch oriented; however, as the officer becomes more familiar with systems and their specialty, they can expect to be called upon for a wide range of duties including those providing JIIM exposure. Officers must develop and use a diverse set of skills as they move between branch TOE and TDA leadership positions and as they serve in branch/generalist assignments. CBRN officers must be able to design and lead CBRN organizations and personnel that enable the warfighter to retain the highest levels of combat power.

(3) *Situational awareness of the battlespace.* The ability to quickly judge terrain, weather effects, friendly capabilities, and threat capabilities is vital. This transcends viewing the terrain, analyzing the weather, and knowing the range capability of threat weapon systems and our weapon systems. It is the ability to visualize the battlespace and know how terrain and weather impact threat employment of CBRN weapons and how to optimize CBRN defense systems in a multidimensional battlespace.

15–3. Critical officer developmental assignments

a. CBRN officer career development. CBRN officers develop in the Maneuver, Fire and Effects functional category. A CBRN officer should expect, over the span of a 20 to 30 year career, to be assigned to a variety of units and organizations and developmental assignments. An officer will serve in several troop assignments in CBRN and other units from platoon to Army level; CTCs; TRADOC Service schools; chemical weapons storage and demilitarization; DA, DOD, field operating agency, Office of the Secretary of Defense (OSD), interagency, Joint and combatant command staff positions; and Active Army assistance to the RC (Active Army/RC) positions. KD assignments for each grade are listed below. Some assignments by their very nature offer greater opportunity to gain knowledge and experience. These positions impact the Army and the CBRN mission over the longer term and are especially challenging. Officers should seek one or more of these assignments at each level of their career. (See fig 15–1, below, for an Active Army career development model. See para 23–8*c* and fig 15–2 for a RC career development model.) Regardless of the assignment, individual success is ultimately tied to performance.

Figure 15–1. Chemical Active Army Developmental Model

(1) *Lieutenant.*

(a) Newly commissioned officers will attend the CBRN BOLC Phase III at the U.S. Army Chemical School (USACMLS) at Fort Leonard Wood, Missouri. CBRN BOLC emphasizes leadership, tactics, combined arms operations, maintenance, supply, and physical fitness. Additional areas of concentration include CBRN decontamination, obscuration operations, hazardous materials (HAZMAT), radiological operations, chemical and biological warfare agents, and CBRN reconnaissance operations. CBRN lieutenants also undergo training with actual toxic chemical agents, biological stimulants, and radioactive sources in the Chemical Defense Training Facility. Upon graduation lieutenants are prepared to lead platoons and serve as battalion CBRN officers.

(b) Lieutenants have the opportunity after BOLC to attend airborne and other schools if their follow-on duty assignment requires that specific training. Ranger training is authorized for officers with a projected assignment to the 75th Ranger Regiment.

(c) BOLC graduates should expect to serve in a variety of positions ranging from battalion level assistant S3/CBRN officer to CBRN company positions that will develop critical leadership and Chemical Branch skills. Typical duty positions include battalion/squadron staff officer, platoon leader (obscuration, decontamination, CBRN reconnaissance, or Biological Integrated and Detection System (BIDS)), and company XO. These positions build a solid foundation that is the bedrock for the remainder of the officer's career. Officers who are assigned to battalions in life cycle BCTs will be assigned for 36 months. Lieutenants entering life cycle units will stay for the unit's entire life cycle.

(d) The focus during the lieutenant years is to acquire and refine leadership and branch related coordination, logistics, and administrative skills. Inculcation of the Warrior Ethos and Army core values is essential in the

development of young officers. CBRN lieutenants should also become proficient in both common core and branch tasks. Before promotion to captain, officers should possess an in-depth knowledge of combined arms operations as well as knowledge of CBRN defense operations in combined arms organizations. Experiences on a contingency deployment or other real-world operational mission are invaluable in preparing lieutenants for detachment/company level command in an expeditionary Army.

(e) Officers who have not completed an undergraduate degree must do so during this point in their careers. The Degree Completion Program (DCP) enables selected commissioned officers to complete degree requirements at accredited civilian colleges and universities as a resident full-time student. Officers interested in the DCP must submit applications through their chain of command to the CDR, AHRC–Alexandria, Chemical Branch, OPMD, AHRC–OPB–CM, 200 Stovall St., Alexandria, VA 22332–0414 not later than five months prior to the requested DCP start date.

(2) *Captain.*

(a) Officers will attend the CBRN CCC at about the 3d YOS to prepare for detachment/company level command and duties in brigade or higher-level staff positions. Officers have another opportunity to attend airborne and other military schools en route from the career course to their next assignment, providing their next duty assignment requires the training. Officers are strongly encouraged to participate in a master's degree program offering enrollment while attending the career course.

(b) Following attendance at the CCC, captains should expect to serve as a CBRN officer in a BCT. In this position, the officer has a major impact on the CBRN preparedness of that unit.

(c) Command is highly desirable for professional development in the Chemical Corps. CBRN company command opportunities are few and, as a result, are highly competitive. Therefore, many CBRN officers strive for branch generalist company commands, such as, battalion and brigade HHCs. Captains should aggressively prepare for and seek detachment/company level command.

(d) Following detachment/company command, officers should expect to be assigned to other positions that round out leadership and technical proficiency, such as battalion level primary staff officers, Service school instructors, CTC observer controller/evaluators (OC/Es), Active Army/RC program trainers, U.S. Army Recruiting Command (USAREC) company commanders, or technical escort battalion company commanders or team leaders. Qualified officers may be selected to participate in additional professional development opportunities, such as ACS, the Joint staff Intern Program, or the USMA Instructor Program.

(e) Officers who have served at least 24 months in a branch coded position, preferably to include company command, can be assigned to the following positions listed below:

1. CBRN BOLC/CCC small group instructor at the Chemical School.

2. OC/Es at one of the Army's CTCs.

3. Branch/generalist positions (for example, USAREC, Reserve Officers Training Course (ROTC) instructor, USMA faculty and staff, or Active Army/RC duty). (For more detail, see para 23–3*d*.)

4. Other nominative assignments (for example, JCS/DOD interns).

5. FA positions.

6. ACS. (Based on FA, the Chemical Branch, or overall Army requirements.)

(f) Officers will declare a functional category and go through a FDB)at either their 4th or 7th YOS. This board will decide the FA and which of the 3 functional categories each officer is best suited to serve. The 3 functional categories are MF&E, operations support, and force sustainment. The formal designation of FAs is based upon the needs of the Army, officer preference, military experience, and civilian schooling. A limited number of officers will be accessed into the Army Acquisition Corps upon completion of detachment/company command. For more information about the Army Acquisition Corps accession process, see chapter 42.

(g) Captains should continue to gain an in-depth understanding of combined arms operations and become proficient in all captain level common core and branch tasks for CBRN officers. These tasks provide the foundation of CBRN operations and leadership required to effectively serve in the branch at increasing levels of responsibility. Captains require a working knowledge of command principles, battalion and brigade level staff operations, and combined arms and CBRN operations at the battalion to brigade levels. An officer should also dedicate time to complete the Chemical Corps Professional Reading Program to gain a historical perspective on tactical, strategic, and leadership challenges of interest to Chemical Corps Soldiers.

(h) Desirable developmental assignments for CBRN captains include—

1. Detachment/company commander.

2. Brigade CBRN officer.

3. Primary battalion staff officer.

4. USACMLS CBRN BOLC/CCC SGI.

5. CTC OC.

6. Technical escort team leader.

(i) Other developmental assignments include instructor for USMA, ROTC, or USACMLS and JCS/OSD intern.

(3) *Major.*

(a) CBRN officers who remain in the MF&E functional category will serve in branch, functional group (maneuver support), or branch/FA generalist assignments. Their primary professional development objective is to continue to strengthen Chemical Corps tactical skills and leadership; however, at this level officers begin to at attain JIIM experience and exposure. Majors will attend the resident ILE common core and Advanced Operations and Warfighting Course (AOWC); successful completion qualifies for the award of Joint Professional Military Education I (JPME I).

(b) CBRN majors should aggressively seek assignments as a battalion/brigade XO or S3, major level unit commander, brigade primary staff officer, tactical CBRN operations officer, special forces group or separate brigade or regiment CBRN officer, DA or Joint staff officer, or CTC OC/Es. Many CBRN officers seek XO/S3 positions in other than CBRN battalions. Other developmental assignments include: branch chief at the USACMLS; Army, corps or ACOM/ASCC/DRU/combatant command staff; Command and Staff College faculty and staff; Service school instructor; duty with chemical/biological arms control/verification activities, or Active Army/RC support. Majors will also serve in other branch/generalist positions such as ROTC or USMA faculty and staff and inspector general positions. Those officers selected for the School of Advanced Military Studies (SAMS) at Fort Leavenworth will serve at a corps headquarters or the 20th Support Command (CBRNE) headquarters as planners.

(c) Majors should continue self-development efforts to become experts in all aspects of the Chemical Corps and Joint and multinational operations. Self-development should include correspondence courses (such as the Defense Strategy Course) and civilian education. Officers should devote time to a professional reading program to broaden their warfighting perspective. Officers should strive to complete a master's degree or equivalent at this point in their career. For requirements at this grade, majors should have completed multiple developmental assignments as a captain, assignments as a major in the Chemical Branch coded positions for at least 24 months, and ILE.

(d) Desirable developmental assignments for CBRN majors include—

1. Battalion/brigade level XO or S3.

2. Major level commander.

3. Tactical CBRN operations officer.

4. Major level CBRN officer.

5. Brigade primary staff officer.

6. ACOM/ASCC/DRU, DA, or Joint staff officer.

7. CTC OC.

(4) *Lieutenant colonel.*

(a) Officers selected for lieutenant colonel in the MF&E functional category should seek assignments of greater responsibility in the branch, functional group, and branch/FA generalist positions. The objective for lieutenant colonel assignments is to seek positions that provide greater contributions to the branch and the Army that continue to develop overall JIIM skills. The two pinnacle assignments for CBRN lieutenant colonels are battalion commander and division CBRN officer.

(b) CBRN lieutenant colonels are centrally selected by a DA board to serve as commanders of CBRN battalions, brigade special troops battalions, training battalions, ammunition plants, chemical facilities, depots, base support battalions, garrisons, and recruiting battalions. Commands are typically 24 months in length.

(c) CBRN lieutenant colonels are chosen to serve as Division CBRN Officers by the Chief of Chemical at the USACMLS. Division CBRN officer assignments are typically 24 months for CONUS and Korea and 36 months for Germany.

(d) Desirable developmental assignments for CBRN lieutenant colonels include—

1. Lieutenant colonel level command.

2. Division CBRN officer.

3. Brigade XO/S3.

4. Corps, ACOM/ASCC/DRU, HQDA, OSD, or Joint staff officer.

5. ROTC professor of military science.

6. Duty with chemical/biological arms control/verification activities.

(e) Other challenging positions include duty at field operating agencies, and division chief at the USACMLS.

(f) Selection for SSC is extremely competitive. Officers are selected to either attend SSC in residency or to complete SSC through the AWC Distance Education Course. A HQDA board centrally selects both of these courses. Self-development objectives should continue to build warfighting and branch technical expertise as well as support the officer's FA when applicable.

(g) For requirements at this rank, lieutenant colonels should have successfully completed requirements as a major as well as assignments as a lieutenant colonel in Chemical Branch coded positions for at least 24 months.

(5) *Colonel.*

(a) The primary objective for this grade is optimal application of a colonel's tactical and technical capabilities and executive and leadership skills in those positions that best support the OSD, unified combatant command, and multinational force requirements.

(b) CBRN colonels are assigned to command and senior staff positions in a wide variety of branch and branch/FA generalist positions.

(c) The following developmental assignments are considered key for CBRN colonels:

1. Colonel level command.

2. Assistant Commandant, USACMLS.

3. Corps or Army CBRN officer.

4. ACOM/ASCC/DRU, HQDA, OSD, or Joint staff (division chief level).

5. Army, ACOM/ASCC/DRU or combatant command CBRN officer.

6. Director, USACMLS.

(d) For requirements at this rank, colonels should have successfully completed requirements as a lieutenant colonel as well as assignments for colonels in Chemical Branch positions for at least 12 months.

b. Branch/FA generalist assignments. Officers above the rank of lieutenant can expect to serve in branch/FA generalist assignments that may or may not be directly related to the Chemical Branch. In the past, CBRN officers have rarely filled these positions based on the availability of CBRN officers. As the inventory of CBRN officers dictates, the opportunity to serve in positions such as ROTC instructor, recruiting command, and inspector general may be available.

c. Joint assignments. Field grade CBRN officers can expect to be considered for Joint duty assignments worldwide. After assignment to KD positions, majors and lieutenant colonels should aggressively seek opportunities for Joint qualification. Joint experience is important to the Army and professionally develops officers for advancement into senior leadership positions. At this point in their career, officers should be working toward JPME II qualification.

d. Other assignments. Chemical Branch officers may be assigned to organizations and duties beyond those indicated above. These other assignments may include White House/Congressional fellowships, National Security Council duty, United Nations duty, and Chemical Branch representative at allied Service schools. The spectrum of possible assignments is large. These assignments can be characterized as highly responsible and important, requiring mature, skilled, and well-grounded officers. Officers should continue to broaden their experiences by also serving in JIIM assignments as well as functional group assignments (maneuver support).

e. Army Acquisition Corps. Qualified CBRN officers may request accession into the Army Acquisition Corps. An annual Army Acquisition Corps accession board selects a small number of CBRN officers following successful completion of command. These officers are managed as Army Acquisition Corps (FA 51) officers and work strictly within the acquisition arena in the force sustainment functional category for the rest of their careers. An Army Acquisition Corps officer's career development is focused toward serving as a program manager or as a commander of an acquisition command. Throughout their acquisition career, they continue as members of the Chemical Corps Regiment. This link between the Chemical Corps and Army Acquisition Corps should be strong so that the best possible CBRN-related equipment and systems are developed and procured. (Additional information on the Army Acquisition Corps can be found in chap 42.)

f. ACS. Some Chemical Corps positions require advanced degrees. An advanced degree can provide additional opportunities for select assignments. The Corps annually sends officers to graduate school to obtain advanced science degrees in disciplines, such as chemistry, biochemistry, microbiology, and environmental engineering. Selection is strongly tied to the manner of performance, undergraduate GPA, GRE scores, and the individual officer's career time line. Officers incur a Service obligation of 3 years for each year of school in accordance with AR 350–100. Upon graduation, officers will serve a follow-on utilization tour in a validated position for 2 or 3 years. (Further details on ACS can be found in AR 621–1.)

g. Additional military schooling. Officers have additional opportunities to become proficient in several areas that provide additional skill identifiers. Some of these programs and courses are Explosive Ordnance Disposal, CBRN Reconnaissance and Surveillance Unit Leaders Course/L1, Technical Escort/L3, BIDS, Fox Reconnaissance Vehicle/L5, Stryker NBC Reconnaissance Vehicle/L6, and CBRN Responder/R1.

h. Branch detail officers. The following applies to branch officers who are detailed:

(1) Under the branch detail program, some Adjutant General Signal, Finance, Military Police, Transportation, Military Intelligence, Ordnance, and Quartermaster Corps officers are detailed to recipient branches for 4 years. As a recipient branch, the Chemical Corps receives officers each year from donor branches to fill its lieutenant authorizations. See AR 614–100, chapter 3 for specific details on the Branch Detail Program.

(2) Lieutenants detailed to the Chemical Corps follow the same career development path as basic branch CBRN lieutenants. They can expect opportunities to serve at the battalion level as an assistant S3/CBRN officer and in platoon leader and executive officer positions at the company level. These officer development opportunities are the foundation for successful careers in every branch of the Army. At the end of the detail period, officers revert to their basic branch. These officers normally attend a transition course sponsored by their basic branch before serving subsequent assignments. (See chap 3 for additional information concerning the branch detail program.)

15–4. Assignment preferences and precedence

a. Preferences. The Chemical Branch has diverse assignment opportunities that allow for numerous career development paths. The professional development goal of Chemical Branch officers is to produce and sustain highly qualified technically, tactically, and operationally oriented officers to lead the Chemical Branch in combat, and on other assigned missions. Assignments in the Chemical Branch that provide experiences on a contingency deployment or other real-world operational mission are particularly important in developing leaders in an expeditionary Army. Requirements for individuals in the Joint Domicile Program are listed in AR 614–100 and requirements for the Exceptional Family Member Program are listed in AR 608–75. All Family concerns for individuals in these programs will be considered by assignment officers to support these individuals.

b. Precedence. Assignment to developmental leadership positions will have precedence, although there is flexibility on the sequence of assignments. Typically, Chemical Branch officers should seek assignments in the following order: CBRN BOLC, battalion staff (as an assistant S3/CBRN officer), platoon leader, CCC, BCT staff, detachment/company command, post-command assignment, battalion S3 or XO or brigade S3 (as a major), ILE, JIIM assignments, HQDA staff assignment, troop assignment (as a lieutenant colonel) such as battalion level command, division CBRN officer, SSC, JIIM assignments, HQDA staff assignment and troop assignment (as a colonel) such as brigade level command, and corps or Army CBRN officer.

15–5. Duration of critical officer life cycle assignments

a. Key CBRN positions. At the company grade level, because of the wide variety of assignments, no one quantitative standard will define success. The most important objective for the CBRN officer is to become versatile and proficient in the full range of CBRN operations. Captains should strive to serve as a company or detachment commander for a minimum of 12 months, with a goal of 18 months. Majors should seek to serve in an S3 and/or XO position for 12 to 24 months. Selected lieutenant colonels and colonels will serve 2 years in battalion and brigade commands. Colonels selected for garrison command have command tours of 2 years in length, with an option of a third year.

b. Chemical Branch life cycle. Figure 15–1, above, displays a Chemical Branch life cycle with typical developmental assignments.

15–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for CBRN officers. To do this the field grade inventory must be optimized in order to meet branch authorizations, to provide sufficient flexibility to support branch/generalist positions, and to provide majors the opportunity to serve as a battalion S3/XO while attempting to stabilize for 3 years.

b. OPMS implementation. The numbers of authorized CBRN billets, by grade, will vary as force structure decisions are made and actions to implement them are taken. Officers desiring additional information on Chemical Branch authorizations or inventory are encouraged to contact the personnel proponency office at the USACMLS or the AHRC Alexandria Chemical Branch assignment officer.

15–7. Key officer life cycle initiatives for the Chemical Corps

a. Structure. The Army will make changes to the structure of CBRN organizations through the Total Army Analysis (TAA) process. Other minor changes are possible due to the iterative nature of the restructuring and re-coding process.

b. Acquire. Officers will continue to be accessed into the Chemical Branch through the USMA, ROTC, and Officer Candidate School. Accessions are based on the needs of the Army and officer preference. Because of the lack of branch-specific civil schooling and opportunities for relevant experience, there will be few opportunities for direct commissioning in the Chemical Branch.

c. Distribute. Chemical Branch officers will continue to rotate between TOE and TDA units in CONUS and OCONUS with a goal of longer assignments at one station.

(1) *Stabilized installation assignments.* Officers assigned to installations with ample professional development opportunities may be stabilized for extended periods. Some company grade officers may be offered the opportunity to attend CCC, and return to their initial installation.

(2) *Life cycle units.* Officers at all levels assigned to life cycled units (generally the SBCTs and BCTs) will remain in the unit for a minimum of 3 years Branch detailed officers will remain in their detail branch until after completion of the assignment to the BCT.

(3) *Cyclic units.* The majority of the installations will be managed on a cyclic manning system. Replacements will be sent to these units and installations periodically to maintain readiness of the units. Tour lengths and developmental positions opportunities can vary. Branch detail officers will remain on standard branch detail time lines.

d. Deploy. Chemical Corps officers are warfighters who remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to deployable TOE units with high levels of readiness or fixed site TDA organizations, all Chemical Corps officers must be deployable to accomplish missions across the range of military operations. CBRN officers may deploy at any time with their units to deter potential adversaries and to protect national interests or as individuals to support Joint and multinational operations other than war, such as humanitarian and peace

keeping missions. Chemical Corps officers must prepare themselves and their Families for this most challenging life cycle function.

e. Sustain.

(1) *Promotion.* Chemical Branch officers will compete for promotion only within the MF&E functional category. Knowledge, skills, experience, duty performance, and adherence to branch requirements are all factors that influence promotion. Promotion rates will be determined by Army needs/The Defense Officer Personnel Management Act (DOPMA) goals.

(2) *Command.* Chemical Branch commanders will continue to be centrally selected for battalion and brigade level command. All CBRN officer command opportunities are in the MF&E category. Commands are located in four functional categories: operations, strategic support, recruiting and training, and installation. Officers have the option of selecting the category or categories in which they desire to compete for command, while declining competition in other categories. The results of the command selection process are announced in the CSL.

(3) *OER.* The OER will reinforce the linkage between officer development and OPMS. Starting with captain, the rater will recommend the rated officer for the functional category which best suits their abilities and interests.

f. Develop. Officer development will continue to occur through a methodical sequence of progressive assignments in TOE units with troops, staff/TDA assignments, and institutional training assignments. Self-development continues to be an essential component of officer development The goal is to professionally develop officers to expertly employ CBRN and obscuration assets and have knowledge of maneuver skills in support of combined, Joint, and multinational/ coalition operations. Development occurs through the Army and Joint school systems as well. Other officer development areas include ACS to support the needs of the Army and individual preferences.

g. Separate. The officer separation process remains unchanged.

15–8. Chemical Reserve Component officers

a. General career development. RC CBRN officer development objectives basically parallel those planned for their Active Army counterparts. Junior officers must develop a strong foundation through assignments in their branch before specialization begins. The U.S. Army RC CBRN officer plays a vital role in the Chemical Corps combat support mission. The RC comprises the majority of all CBRN units and more than half of the personnel associated with the Chemical Corps force structure. Therefore, interaction and interoperability between the Active Army and RCs are essential. Reserve officers commissioned into the Chemical Corps are designated branch code 74 (Chemical) by the Commander, AHRC-St. Louis. See chapter 7 for guidance on RC officer development.

b. Branch developmental opportunities.

(1) Even though RC CBRN officers are limited by geographical considerations, they should strive for CBRN assignments that yield the same developmental opportunities as their Active Army counterparts. RC career progression is often constrained by the geographic dispersion of units. There may not be sufficient positions in a geographic area to continue in CBRN assignments. Therefore, planned rotation into progressively challenging CBRN positions by RC commands is essential to producing the best-qualified CBRN officer.

(a) To meet professional development objectives in the USAR, CBRN officers must be willing to rotate between TPU, the IRR, and the IMA, Army Reserve Element (ARE), and Active Guard Reserve (AGR) programs.

(b) Professional development objectives in the ARNG differ from the USAR in that ARNG officers rotate between TPUs normally within their own states. ARNG officers also have an opportunity to apply for and serve in Military Technician Programs (MilTec) and the Title 32 or Title 10 AGR programs.

(c) These transfers are necessitated by geographical considerations, the need to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions, or to complete PME requirements. Such transfers will normally be temporary, and should not be seen as impacting negatively on the officer's career. The success of an RC CBRN officer is not measured by length of Service in any one component or control group, but the officer's breadth of experience, duty performance, and adherence to branch development goals. Officers may elect to apply for a FA beginning at the rank of captain. AGR officers will be boarded and assigned a CF designation as a senior captain or junior major. For additional guidance on RC officer development, see chapter 7.

(2) CBRN officers in the IRR may find assignments in RTU, IMA positions in Active Army organizations, installations, or HQDA agencies, as well as tours of ADSW, AT, or TTAD. Assignment in the IRR can also be used for completing PME requirements.

(3) Typical assignments could include the following:

(a) Positions in CBRN TPUs or CBRN positions in non-CBRN units.

(b) IMA program which provides officers the opportunity to train in the positions they will occupy upon mobilization.

(c) Counterpart Training Program.

(d) Positions in AREs.

(e) AGR tours where AGR officers serve full-time in support of either the ARNG or USAR. They receive the same benefits as Active Army officers, including the opportunity for retirement after 20 years of AFS.

c. Life cycle development model. Professional development requirements are normally satisfied by attendance at

military schools combined with planned, progressive assignments in CBRN units or positions. The RC life cycle development model for CBRN officers is shown in figure 15–2, below. In order for a CBRN officer to achieve the desired branch experience at each grade, the length of Service in a given position is not the focus; the key is assignment diversity and sufficient time served during each assignment to develop branch competence. The following paragraphs describe how company and field grade RC officers may gain and maintain Chemical Branch experience throughout a career. The desired goal for CBRN officer assignments is at least one assignment in a Chemical Branch coded position for a total of 24 months at the company grade level and at least two assignments in a Chemical Branch coded position for a total of 48 months at the field grade level. Officers should pursue the following experiences:

(1) *Lieutenant.*

(a) Newly commissioned officers branched Chemical will attend the CBRN BOLC Phase III at the USACMLS, Fort Leonard Wood, Missouri. CBRN BOLC prepares lieutenants to lead platoons and serve as battalion Chemical officers. During CBRN BOLC, Chemical lieutenants also undergo instruction with actual toxic Chemical agents, biological simulants, and radioactive sources in the Chemical Defense Training Facility. USAR lieutenants must complete CBRN BOLC by the end of their second year of commissioned Service. ARNG officers must complete CBRN BOLC by the end of 18 months commissioned Service.

(b) A baccalaureate degree from an accredited college or university is required for promotion to captain.

(c) Officers should seek assignments as platoon leaders, company XOs, or battalion assistant S3s/CBRN officers. These positions build a strong foundation for subsequent development as a CBRN officer.

(d) Lieutenants should also become proficient in common core tasks.

(2) *Captains.*

(a) All officers should complete a CCC, preferably the resident CBRN CCC at Fort Leonard Wood, MO.

(b) Officers who have completed the CBRN BOLC or other branch basic BOLC III and are unable to attend the resident CBRN CCC may receive credit by attending the RC CBRN CCC that consists of a combination of distance learning course work and resident training at the USACMLS.

(c) Officers should seek assignments or experience equivalent to brigade/group level CBRN officer or other brigade level staff positions. Company command is highly desirable for continued professional development. The survey team leader on a weapons of mass destruct - civil support team (WMD–CST) is a very desirable developmental assignment in the National Guard.

(d) CBRN captains should continue to become proficient in common core tasks. An officer should also dedicate time to complete the Chemical Corps Professional Reading Program to gain a historical perspective on tactical, technical, strategic, and leadership challenges of interest to Chemical Corps Soldiers.

(e) The desired goal for CBRN officer assignments at the company grade level is at least one assignment in a Chemical Branch coded position for a total of 24 months.

(3) *Major.*

(a) The key requirement for development and progression at this grade is enrollment in and completion of ILE common core.

(b) Field grade officer development paths reflect a greater variety of assignment possibilities. Developmental positions for majors include COSCOM, separate brigade, armored cavalry regiment, or group CBRN officer; battalion XO and S3; and division or other major command level staff positions.

(c) CBRN majors should continue self-development efforts to become experts in all aspects of the Chemical Corps, Joint, and multinational operations, as well as in a FA when applicable. Time should be devoted to a professional reading program to broaden the warfighting perspective.

(d) Majors should strive to obtain a master's degree from an accredited college or university, but it is not a requirement for promotion to lieutenant colonel.

(4) *Lieutenant Colonel.*

(a) ILE common core is mandatory for promotion to lieutenant colonel. ILE must be completed within 3 years after promotion to lieutenant colonel.

(b) Lieutenant colonels that have not developed a breadth of experience as a CBRN officer at this point in their career may do so through completion of the Senior Leader Qualification Course, sponsored by the USACMLS. This course is designed to fill in CBRN professional development gaps and refresh skills diminished by the passage of time.

(c) Developmental positions include lieutenant colonel level staff positions, CBRN or other battalion level commands, and selection for resident/nonresident SSC. In the National Guard, state Joint Force Headquarters staff positions and division CBRN officer positions are available and desirable. Self-development objectives should continue to build warfighting and technical expertise and support the officer's FA when applicable.

(d) Assumption of CBRN position duties at the lieutenant colonel level with no prior CBRN training or experience is discouraged. Fully successful performance generally requires the skills and instincts developed over time by practice of the CBRN segment of the military art. (Refer to chap 7 for a detailed description of RC career management and development.)

(5) *Colonel.*

(a) Colonels who have not developed a breadth of experience as a CBRN officer at this point in their careers may do so by completing the Senior Leader Qualification Course, sponsored by the USACMLS.

(b) CBRN positions available at this grade include CBRN brigade commander, deputy CBRN brigade commander, and high level staff.

(c) Assumption of CBRN position duties at the colonel level with no prior CBRN training or experience is discouraged. Successful performance generally requires the skills and instincts developed over time by practice of the CBRN segment of the military art. (Refer to chap 7 for a detailed description of RC career management and development.)

Figure 15–2. Chemical RC Developmental Model

Chapter 16
Military Police Branch

16–1. Unique features of the Military Police Branch

a. Unique purpose of the Military Police (MP) Branch. MP Corps officers contribute to battlefield success by performing combat and combat support operations. Combat operations consist of direct and indirect engagement against threat forces in contiguous and non-contiguous areas of operation. The MP Corps diverse requirements are overarching in ensuring full-spectrum dominance in an operational environment. MP officers are developed to meet challenges of full-spectrum dominance; major combat operations (MCO) through operational stability. MP officers

must understand: campaign plan execution; cultural, ethnic, political, tribal, religious and ideological factors; and the dimensions of war, measured in maturity, timing, infrastructure, and civil authority that cross through all military police functions in an unrestricted environment. The MP Corps has five main functions: maneuver and mobility support operations (MMSO), internment and resettlement (I/R) operations, area security (AS) operations, law enforcement (LE) operations, and police intelligence operations (PIO). These functions are further defined in paragraph 16–1*b*, below, but introduced as follows:

(1) MMSO assist in expediting the battlefield movement of combat forces and resources.

(2) I/R operations involve the evacuation and internment of enemy prisoners of war, high-risk detainees, U.S. military prisoners, and dislocated civilians.

(3) AS operations help protect the force and local populace by providing security for critical sites, assets, high-risk personnel, and through execution of aggressive anti-terrorism measures.

(4) LE operations provide for the stability and order within a given area of operation through the conduct of law enforcement, criminal investigations, customs support, and assisting with dislocated civilian operations and host nation (HN) policing. Additionally, LE operations form the core branch competency of every MP officer, these skills are used extensively in training and professionalizing indigenous security/police forces.

(5) PIO supports, enhances, and contributes to the common operational picture and situational understanding of the combatant commander. Criminal activity is always inextricably linked to the capabilities of enemy forces. PIO ensures that intelligence developed during the conduct of the other MP functions is provided to the overall intelligence effort. In peace, PIO provides the criminal intelligence analysis of local crimes and local terrorist threat posture for the provost marshal (PM), garrison commander, and senior mission commander. PIO provides situational awareness and visualization across the operating environment and is essential to the success of Army protection programs. During peacetime, the MP provide security to critical Army facilities and resources by providing law enforcement and confinement services. This develops and enhances skill sets needed to support our wartime mission. MP officer experiences and competencies at each progressive level of operations (tactical, operational, and strategic) are inherent in developing leaders within the MP Corps.

b. Unique functions performed by the Military Police Branch. Military police perform five critical functions, which support the full spectrum of military operations in all environments. These functions and supporting actions are performed during JIIM operations as well as during operations exclusive to the Army:

(1) *MMSO.* The MMSO function involves numerous measures and actions necessary to support the commander's freedom of movement in their area of responsibility (AOR). MP expedite the forward and lateral movement of combat resources and ensure commanders get forces, supplies, and equipment when and where they are needed. MP forces maintain the security and viability of the strategic and tactical lines of communication (LOC) to ensure the commander can deploy and employ his/her forces to ensure mission success. MP also support the commander and help expedite tactical movements by operating traffic control points (TCP), defiles, or mobile patrols; erecting temporary route signs on main supply routes (MSRs) or alternate supply routes (ASRs), or conducting a reconnaissance for bypassed or additional routes. As part of the MMSO function, the MP support river-crossing operations, breaching operations, and passage of lines. They provide straggler control, dislocated-civilian operations, MSR regulation and enforcement In both military combat and stability operations, MP coordinate HN support to the extent necessary or available in order to keep convoys secure and moving unimpeded.

(2) *AS operations.* MP perform the AS function to protect the force and enhance the freedom of units to conduct their assigned missions. Providing critical area security, military police play a key role in supporting forces in contiguous and non-contiguous operations. MP also are a vital force that locates delays and defeats enemy attempts to disrupt or demoralize military operations throughout the battlespace. MP mobility and communication makes it possible to detect threats with aggressive and quickly coordinated/synchronized patrolling in the area of operation (AO), MSRs, key terrain, and other critical assets. Organic communication enables military police to advise the appropriate headquarters, bases, base clusters, and moving units of impending enemy activity. With organic firepower, MP are capable of engaging in decisive combat operations against a Level II threat and delaying Level III forces either alone or augmented by other forces. Augmented by combat forces, military police are capable of delaying a Level III threat until the commitment of the tactical combat force (TCF). MP countermeasures may include implementing vulnerability assessments, developing procedures to detect terrorist actions before they occur, hardening likely targets, and conducting offensive operations to destroy the enemy. MP use checkpoints and roadblocks to control the movement of vehicles, personnel, materiel, and prevent actions that may aid the enemy. MP provide combat power to protect the C2 headquarters, other critical sites and equipment, and services essential for mission success. They provide the maneuver commander with a light, mobile fighting force that can shoot, move, and communicate against any threat. Major subtasks associated with AS are air-base defense, response force operations, critical site, and asset security. The United States Army Criminal Investigation Command (USACIDC) conducts personal vulnerability assessments on designated high-risk personnel (HRP) and, as required by regulations, provides personal security for designated DOD executives and other key officials. Further, in conjunction with AS operations, USACIDC performs logistical security analyses and vulnerability assessments on key areas. The analysis is provided to the commander to assist in minimizing and reducing exposure to criminal threat entities.

(3) *LE operations.* LE operations consist of those measures necessary to enforce laws, restore order, reconstitute

indigenous police forces, conduct investigations, and control populations. LE operations include performing LE, conducting criminal investigations, collecting and analyzing police information, and developing and disseminating criminal intelligence. MP LE capabilities support military operations across the full spectrum by enabling freedom of action and protection of the force. The focus of LE operations during defensive operations is on physical security, access control, and antiterrorism. Stability operations lead to an environment which, in cooperation with a legitimate government, the other instruments of national power can predominate. A criminal threat impacts military operations and requires the commander to minimize that threat to forces, resources, and operations. The activities of LE operations provide a lawful and orderly environment for the commander. The MP Corps has created specialized skill sets such as CID special agents, MP investigators (MPI), I/R specialists, and other specialists that enhance the success of military LE operations. Because of the broad scope of capabilities, jurisdiction, and authority, uniformed enforcement of military and Federal laws and regulations can be applied in both tactical and non-tactical environments. MP and USACIDC LE functional capabilities are force multipliers that enhance protection of the force across the full range of military operations through timely, thorough and unbiased investigations. During full-spectrum operations, MP constantly adapt to support efforts of forces engaged in offense, defense, and stability operations. Skills developed in patrol operations and working with the populace in peace contribute directly to mission success when operating in major combat or stability operations.

(4) *I/R operations.* MP shelter, sustain, guard, protect and account for enemy prisoners of war/civilian internees (EPW/CI), U.S. military prisoners, dislocated civilians (DC) and HRD. MP provide trained and equipped forces to support I/R missions during Army and JIIM operations. Working in conjunction with HN assets, MP assist and direct civilians away from ongoing military operations and ensure the rapid and safe evacuation of EPW/CIs, DCs, and HRD to designated holding areas. In stability operations, MP work closely with JIIM and indigenous assets to reestablish and train police infrastructure.

(5) Police intelligence operations (PIO). PIO provide situational understanding and visualization across the operating environment and greatly enhance the success of Army protection programs. PIO provides relevant intelligence to deter, detect, detain, or defeat threats against U.S. or protected persons, materiel, and information. PIO occurs in both tactical and non-tactical environments through a network of LE, security, and intelligence organizations. PIO collects, analyzes, fuses, and reports intelligence regarding threat/criminal groups for evaluation, assessment, targeting, and interdiction. PIO involves the evaluation of all available elements of intelligence including human imagery, signal, measurements and signal and criminal intelligence, and so on. PIO can act as a stand-alone function for the direct purpose of developing intelligence to meet specific requirements or it can be conducted in conjunction with other MP functions.

c. Unique features of work in the MP Branch. MP officers work at all levels of command and staff, providing daily interaction with JIIM law enforcement organizations during transition to participating in Joint tasks forces (JTFs) and multinational force missions. Additionally, they participate in a broad spectrum of force protection and contingency operations ranging from security assistance missions to combat operations. MP Soldiers frequently deploy as the contingency force in support of U.S. policy objectives. MP Soldiers and units are recognized for their unique mission capabilities. These capabilities include, but are not limited to, expertise in dealing with the demands of cross-cultural operations; universal acceptability as a force focused on security and safety; and skills in conflict resolution using minimum force techniques enhanced through practical experience gained at post, camp, and station LE mission execution. These traits make military police units invaluable in supporting contingency and nation-building assistance operations. Additionally, MP officers will—

(1) Command and control MP and USACIDC units and organizations.

(2) Provide MP coordination and liaison at all Army, Joint, and allied levels as appropriate.

(3) Develop doctrine, organizations, and equipment for future MP missions.

(4) Serve as instructors at various pre-commissioning programs, Service schools, and Service colleges.

(5) Serve as MP advisors to USAR and ARNG organizations.

16–2. Officer characteristics required

The MP Branch requires officers who are skilled in leadership at all levels; who are knowledgeable in MP tactics, techniques, and procedures; who possess strong Army Values, leader attributes, and leader skills; who can quickly adapt to changing dynamics when dealing with people and encountering complex situations; and who fully understand the key leadership actions that must be taken to ensure success. Additionally, there are branch-unique skills, knowledge, and attributes that require professional development.

a. Unique skills. MP officers must possess skill proficiency related to the individual and associated collective tasks that are part of the five MP functions. This includes not only knowledge of the tasks, but the ability to execute them under a variety of conditions and at progressive levels of command responsibility. MP officers embody the traits looked for in a pentathlete as they deal with complexity in both peace and war where decisions are always critical from saving lives, conducting combat operations or enforcing laws in a manner that will be upheld under court scrutiny.

(1) *Decisionmaking skills.* MP officers often work in an environment where time available for problem analysis is seriously constrained; sound, timely decisions are urgent. Available information in this environment will vary in its

completeness and ambiguity. An ability to operate under stress, develop viable courses of action, make decisions, and accomplish a mission regardless of constraints is critical to an MP officer's success.

(2) *Human dimension skills.* MP officers must develop skills that allow them to deal effectively with various cross-cultural, ethnic, and human dimensional attitudes encountered in the majority of MP-related activities. A thorough understanding of these attitudes and emotions is critical to MP success. MP officers deal with a broad range of domestic and international issues that require application of the core human values of fairness, patience, compassion, and caring. Therefore, an effective grasp of the human dimension is pivotal in effectively managing situations of stress or conflict and in the proper use of conflict resolution or deterrence.

(3) *Leadership skills.* Leadership is the overarching trait required of all MP officers. It summarizes the Army's seven core values of loyalty, duty, respect, selfless Service, honor, integrity, and personal courage. Leaders inspire Soldiers with the will to win and provide purpose, direction, and motivation in all operational environments. MP officers are expected to study the profession, becoming both tactically and technically proficient. Equally important, however, they must continually demonstrate strong character and high ethical standards in order to infuse these traits into their units and Soldiers. Lastly, MP leadership must focus on taking responsibility for decisions, being loyal to superiors and subordinates, inspiring and directing assigned resources toward a purposeful end, and providing the vision that focuses and anticipates the future. The MP officer must constantly refine these skills, if he or she is to successfully lead the outstanding Soldiers in the corps.

b. Unique knowledge. Army and MP professional development programs produce versatile, competent Soldiers and leaders. The unique aspects of MP knowledge include the development of special qualifications needed to perform such duties as provost marshal, security officer, physical security officer, corrections, and criminal investigations. To be successful, MP officers must possess a high degree of knowledge about how the Army, as well as the MP Corps, functions, and laws and regulations at local, state, Federal, and international level. Knowledge of the Army should include general knowledge of combined arms, JIIM operations, and how the MP Corps supports each of them. Branch officers must, therefore, maintain a proper balance between technical skills and the ability to understand and apply the appropriate tactics, techniques, and procedures at the right time and place. These abilities can only be gained and developed through repetitive operational assignments and continuous professional study and self-development. MP officers must have the ability to operate independently and articulate the capabilities of MP Soldiers to others across the full spectrum of military operations.

c. Unique attributes. The skills and knowledge needed to function as an MP officer supplement core attributes required of all Army officers. Army officers are expected to maintain the necessary technical proficiency and flexibility necessary to perform any branch related mission. However, the nature of the five MP functions often demands that MP officers possess certain attributes unique to the MP Corps. The most critical of these unique requirements are—

(1) *Personal attributes.* MP officers must possess exceptionally high moral and ethical values. The MP mission is to enforce laws, directives and punitive regulations, and demands that the standards of the MP officer be above reproach. The diversity of MP functions, particularly those associated with collecting, analyzing, and disseminating information also require MP officers to continually seek self-improvement across a wide range of skills, from computer applications to interpersonal communications. Finally, MP officers must also recognize the critical importance of physical fitness and personal bearing if they as warfighters are to lead MP Soldiers effectively across the full range of MP functions.

(2) *Professional attributes.* MP officers must demonstrate professional attributes that reinforce MP Corps values and traditions. Skill proficiency, dedication, teamwork, and flexibility, coupled with fairness and respect for others, highlight the essential traits demanded of every MP Soldier, regardless of rank. These professional attributes form the basis for the trusts that the Army has placed in the MP Corps and is reflected in the mission to impartially enforce the law upon fellow Soldiers.

(3) *Multi-functionality.* As MP Branch officers progress in their careers, they can expect their assignments to become increasingly diverse. Initially, officers will perform duties related to their branch. Eventually, as the officer becomes more familiar with his or her specialty and the Army, he or she can expect to be called upon to perform a wide range of military duties. This may include serving in various leadership positions, as well as serving in branch/functionally aligned generalist assignments. MP officers may perform duty outside the branch working JIIM opportunities utilizing their unique skills. Some MP officers may perform in a Joint billet as an expert in maneuver support or force protection, inter-Governmental or interagency working at the Drug Enforcement Administration (DEA) or Federal Bureau of Investigation (FBI) in countering terrorism (Joint terrorism task forces) or multifunctional such as Secretary of General Staff, Office Chief of Legislative Liaison, and so on.

16–3. Officer developmental assignments

a. Branch officer KD. MP officers develop in the MF&E functional category. This is an environment which places great emphasis on leading Soldiers. For company grade officers, the focus is on the platoon leader and company or detachment command experience, BCT staffs, and PM operations officers as KD assignments. In the field grade ranks, the focus is on critical troop-related duty positions such as battalion S3, XO or brigade S3, Division Deputy PM, I/R staff, installation PM or MP-coded division staff positions in the command posts, PM or deputy PM of an installation, SBCT planner, and battalion and brigade command. Other professional development assignments include instructor duty at the MP School or one of the senior leadership institutions (for example, CGSC, USMA, and so on) and Service

on Joint/DOD/Army/ACOM, ASCC, or DRU staffs. Additionally, assignment to a transition team within the operational theater to assist in indigenous HN police training is recognized as KD. Regardless of the duty position, individual success is ultimately and inseparably tied to performance.

(1) *Lieutenant.*

(a) The MP lieutenant's first objective is to complete the BOLC (Phases I–III). BOLC emphasizes leadership, tactics, training operations, maintenance, supply, and physical training. Additional areas of concentration include MP LE operations, communication skills, personnel administration, drivers training, and weapons training. Graduates of BOLC possess the technical and tactical skills, physical fitness, and leadership qualities required to successfully lead a platoon. They are familiar with the five functions of the MP Corps and are trained on the most critical tasks required of a platoon leader. These officers demonstrate a thorough understanding of and willingness to live by the Army Values and a firm grasp of the attributes, skills, and actions that form the foundation of a competent and confident leader. Platoon leaders should seek to observe/intern with a local police agency (minimum 8 hours) and jail/corrections operations. Following the basic course, selected officers may attend specialized courses, such as Non-lethal Weapons Instructor, Special Reaction Team (SRT), Anti-terrorism/Force Protection (AT/FP) Program Manager (designed for those engaged in AT/FP at brigade level organizations or higher), Airborne or Air Assault School, to support follow-on assignment requirements and to complement professional development. Key MP Schools include Physical Security, Criminal Antiterrorism and Police Intelligence Management (CAPIM) and SRT.

(b) The second objective is a branch assignment with troops. Consistent with Army requirements, lieutenants can expect an initial assignment as a platoon leader in an MP company. While serving as a platoon leader, lieutenants should develop a comprehensive understanding of Army operations and military life that will provide a solid foundation for assuming the challenge of company command. Beyond a platoon leader assignment, lieutenants should take advantage of opportunities to broaden their technical, tactical, and leadership skills in company XO or staff officer positions at battalion or brigade level (MP or BCT) or within an installation PM's office. Experiences on a contingency deployment or other real-world operational mission are especially valuable in preparing lieutenants for company or detachment command in an expeditionary Army.

(c) Additionally, officers who have not completed an undergraduate degree must do so at this point in their careers. The DCP allows selected officers to complete baccalaureate degrees at their own expense while still drawing full pay and allowances at their current rank as full-time students at accredited colleges or universities. Officers are required to have a baccalaureate degree from an accredited university prior to attending a branch CCC. Time allotted for degree completion is normally limited to 12 months. Officers interested in the DCP must submit applications through their chain of command to the MF&E Division, officer Personnel Management Directorate, ATTN: AHRC–OPB–L, 200 Stovall St., Alexandria, VA, 22332–0414, not later than five months prior to the requested DCP start date.

(2) *Captain.*

(a) Officers are eligible to attend the MP CCC between their third and eighth year of commissioned Service. This course prepares officers to command at the company or detachment level and to serve in MP staff positions. The MP CCC trains officers to successfully function as staff officers and ensures that officers possess the technical, tactical, leadership, and physical fitness skills required to successfully lead companies. Graduates of the MP CCC will have a firm grasp of the attributes, skills, and actions that form the foundation of competent and confident leaders.

(b) Command of an MP unit (company or detachment) provides invaluable leadership experience for an MP captain. Captains who have not commanded an MP unit will be assigned, if possible, to locations that provide an opportunity for command. Command of a modification table of organization and equipment (MTOE) or selected table of distribution and allowance (TDA) units are considered equivalent assignments. Because of current and projected strengths and the number of available companies, MP company grade officers should not expect more than one assignment to a command or other KD position. Some captains may be offered a second command at the MP School, USACIDC Protective Services Unit, HHC of BSTB or BCT, or Recruiting Command.

(c) MP captains should continue developing their technical and tactical skills. Maximum hands-on experience in a variety of MP leadership positions should be sought during this phase (CID, I/R, PM, division staff, CS units). Other valuable assignments for MP officers includes staff officer positions at the battalion or brigade level, small group leader (SGL) or staff officer at the MP School, PM operations at the installation or Army Command (ACOM), Army Service Component Command (ASCC), or Direct Reporting Unit (DRU) level. Captains should seek out PM operations officer. Attendance at branch-specific functional training courses is recommended, depending on timing and opportunity. MP schools to attend include Law Enforcement Senior Leaders (LESL) Course, AT Level II Program Manager Course, CAPIM, and Physical Security.

(d) Captains are also eligible for nominative or generalist jobs, such as USMA faculty and staff, Cadet Command, Recruiting Command or RC. Assignment to one of these career opportunities is discussed between the Soldier and the AHRC branch assignment manager, and will be confirmed based on the professional development needs of the officer and Army requirements.

(e) Officers will declare a functional designation at either their 4th or 7th YOS. (Officers may request consideration for select FAs at the 4th YOS; the 7-year FDB considers all officer files for all FAs.) Officers should solicit counseling from their raters and senior raters as well as their branch assignment managers on the functional designation processes.

Part of the OER includes rater and senior rater recommendations indicating a potential functional designation for the rated officer. Captains should be aware of this rater and senior rater responsibility, and this important part of the OER should be discussed during support form counseling. Captains should intern (usually one to three months) at mid-sized police departments and seek corrections experience.

(f) A small number of Captains may participate in Project Warrior, a program designed to spread the expertise developed by combat training center (CTC) observer/controllers (O/C) to the rest of the MP Corps. After 12 to 24 months at a CTC, Project Warrior officers are assigned to the MP School as SGLs to provide additional combined arms tactical experience to MP instruction and allow CTC lessons learned to be incorporated into the training base.

(g) Though not a requirement for promotion to Major, officers are encouraged to obtain a master's degree from an accredited college or university. A number of opportunities exist for highly qualified MP officers to participate in fully-funded and partially-funded graduate civilian education. Two fully-funded programs exist, the MP Branch Advanced Civil Schooling (ACS) program and the Army's Expanded Graduate School Program (EGSP). These programs are generally focused for officers in their eighth to twelfth year. MP Branch focuses ACS allocations in disciplines such as corrections or security management. The goal of the EGSP, offered post-commissioning to officers with high potential, is development of broader skills such as language, regional knowledge, diplomacy, governance, and so on. Officers selected to participate in a fully-funded civilian training or education program will be assigned to a follow-on utilization tour within an MP unit that best utilizes their degree (that is, Corrections Master to the United States Disciplinary Barracks or a like unit). MP officers may attend a partially funded cooperative degree program while attending the MP CCC.

(h) Attendance at the FBI National Academy (FBINA) is offered to high potential, Active Duty MP captains and majors who have completed a baccalaureate degree and the MP CCC, and have successfully commanded. Subjects taught during the nine-week course include: forensic science, criminal law, behavioral science, and management applications. Upon graduation officers will be assigned to a follow-on utilization tour that best utilizes the skills learned at the FBINA.

(3) *Major.*

(a) Developmental assignments include MP battalion S3 or XO, brigade S3/XO, CID group S3, deputy division PM, brigade/division MP planner, or Regional Corrections Facility (RCF)/CID field office commander (when authorized a major). MP majors should perform duty in strategic staff positions (that is, HQDA, USAMPS, ACOM, ASCC or DRU staff, modularity staff (corps, division, BCT)), and acquire institutional experience to include I/R/CID experience. Other typical assignments include corps staff, ACOM, ASCC, DRU/Joint/DOD/Army Staff, ILE faculty and staff, USMA faculty and staff, USACIDC, inspector general, Service school instructor, or RC support. Majors can also serve in other branch/generalist positions. A very small number of officers are selected for the School of Advanced Military Studies (SAMS) and must serve an initial utilization tour as a plans officer on division or corps staff.

(b) ILE for majors is essential for their professional development and it is Army policy that all officers will be given the opportunity to attend in a resident status. In addition, officers should continue to pursue other professional development goals to include completing a graduate level degree if their job requirements permit. The three-month ILE common core Course will be delivered in residence at Fort Leavenworth for most basic branch officers and RC officers, and a complement of sister Service and international officers. Immediately following the Common Core Course, Active Army basic branch officers attend a seven-month Advanced Operations and Warfighting Course (AOWC) at Fort Leavenworth, focused on planning and executing full spectrum operations at the tactical and operational levels. RC officers may attend The Army School System (TASS) classrooms located in Continental United States (CONUS) and overseas, or can take the common core via an Advanced Distributed Learning Course. Officers completing the ILE common core Course and AOWC are JPME I qualified. History, leadership, and Joint instruction receive heavy emphasis throughout the curriculum. Simulations are used extensively to drive the learning and officers have multiple opportunities to practice their warfighting competencies and skills. Other valuable qualifications include language skills and proficiency.

(c) Assignments after promotion to major will be managed at AHRC, MP Branch for branch assignments and generalist assignments.

(4) *Lieutenant colonel.*

(a) MP lieutenant colonels can expect assignment to senior staff positions where they will be employed in a wide variety of operational or key branch/generalist positions or maneuver support functionally aligned positions. KD assignments include division PM, installation PM (when authorized a lieutenant colonel), battalion commander, brigade S3 or XO, deputy brigade commander, or MP school staff. MP lieutenant colonels can also be assigned to JIIM/DOD/Army/ACOM, ASCC, DRU staff assignments, ROTC, or RC support and should seek JIIM assignments and internships with appropriate local, state, and Federal LE/corrections agencies.

(b) An HQDA central selection board will select a limited number of officers for battalion command or its equivalent. Selection rates for command vary because of the number of commands available and the size of the officer's year group.

(c) Lieutenant colonels are encouraged to continue their individual professional development by completing the SSC program. Selection for the resident phase and the AWC Distance Education Course continue to be done by a HQDA

central selection board. Lieutenant colonels should consider attending the LESL course early for added value to PM duties.

(5) *Colonel.*

(a) The primary objective during this phase of an officer's career is to maximize use of his or her technical and tactical capabilities, leader and management skills, and other executive skills in positions of high responsibility. A wide variety of critical positions are available, to include ACOM, ASCC, or DRU PM, Service school director, and JIIM/DOD/Army staff assignments.

(b) An HQDA centralized board will select a limited number of officers for brigade command or its equivalent. Selection rates for command vary because of the number of commands available and year group size.

(c) Branch, functionally aligned (Maneuver support) and area generalist assignments. Officers above the rank of lieutenant can expect to serve in generalist assignments, such as ROTC, RC, recruiting, USMA faculty and staff and inspector general, which may or may not be directly related to the MP Branch but are important to the Army.

(d) MP officers can expect to be considered for Joint duty assignments worldwide. After assignment to KD positions, majors and lieutenant colonels should aggressively seek opportunities for Joint qualification. Joint experience is important to the Army and is essential to individual officers for their advancement into senior leadership positions. An officer on the Active Duty list may not be appointed to the grade of O–7 unless the officer has completed a full tour of duty (36 months) in a Joint duty assignment (JDA). Although the Assistant Secretary of Defense (FMP) may waive that JDA requirement on a case-by-case basis for scientific and technical qualifications for MP officers, officers receiving scientific and technical waivers must serve continuously in the specialized field or serve in a JDA before reassignment to a nonscientific and technical position.

(e) MP Branch officers may be assigned to organizations and duties beyond those indicated above. These other assignments may include White House Fellowships, duty with the National Security Council, Joint Chiefs of Staff Internship, or the United Nations, as well as MP Branch representatives at allied Service schools. The spectrum of possible assignments is large and these assignments can be characterized as highly responsible and important, requiring mature, skilled officers. MP officers should broaden their assignments by serving in positions at JIIM opportunities and seeking functionally aligned assignments within maneuver support; MP, CM, and EN.

b. Warrant officer MOS qualification, professional development and assignments. The only WO military occupational specialty (MOS) in the MP Corps is MOS 311A, CID Special Agent. The USACIDC is a DRU to the DA Provost Marshal General. USACIDC provides a full range of criminal investigative services and support to commanders and directors at all levels, in tactical and garrison environments, worldwide. USACIDC plans, coordinates, and directs criminal investigations, crime prevention surveys, personal security operations and collects, analyzes, and disseminates criminal intelligence in support of criminal investigation, crime prevention, and force protection.

(1) *CID special agents.*

(a) Investigate felony and other significant crimes of interest to the Army as defined by military regulations and Federal law.

(b) Plan, organize, conduct, and supervise overt and covert investigations.

(c) Examine and process crime scenes.

(d) Collect, preserve, and evaluate physical evidence for scientific examination by laboratories and use in judicial proceedings.

(e) Obtain and execute arrest warrants, search warrants, and DOD inspector general subpoenas.

(f) Conduct raids and task force operations.

(g) Interview victims and witnesses, interrogate suspects and subjects, and obtain written statements under oath.

(h) Develop, coordinate, and control the activities of informants.

(i) Represent the Army's interest in Joint investigations conducted with the DOD, the Department of Justice, and various Federal, state, local, and foreign investigative agencies.

(j) Testify before an assortment of disciplinary and administrative boards, at courts martial, in Federal District Courts, and before other judiciary tribunals.

(k) Write, review, and approve technical investigative reports.

(l) Recommend crime prevention measures to commanders.

(m) Conduct personal security vulnerability assessments for designated senior Army officials.

(n) Provide personal security for designated DOD executives, visiting foreign officials, and other key officials.

(o) Conduct hostage negotiations as members of crisis management teams.

(p) Supervise investigative case management and overall investigative operations.

(q) Provide technical guidance and direction to subordinate investigative units.

(r) Collect, analyze, and disseminate criminal intelligence to commanders in support of their force protection efforts.

(s) Develop, conduct, and supervise student instruction in criminal investigative methods and techniques.

(t) Professional military education includes but not limited to hostage negotiations, advanced crime scenes, WMD investigator, CAPIM, and fraud and computer crime courses.

(2) *MOS qualification and development.*

(a) MOS qualification. At all WO grades, CID special agents must be U.S. citizens and qualify for a security clearance of TOP SECRET. The qualifications outlined in AR 195–3, paragraph 2–2*b* must be met and the Commander, USACIDC, must accredit CID special agents.

1. Basic level MOS qualification (WO1). In addition to the general MOS qualifications, CID special agents must complete the Warrant officer Candidate School (WOCS) and the MP Warrant Officer Basic Course (WOBC). This course emphasizes the necessary skills to become a team chief that include leadership, investigative and technical skills, and physical training.

2. Advanced level MOS qualification (CW2/CW3). Continuation of the CID special agent career path provides for completion of the MP Warrant Officer Advance Course (WOAC). This course emphasizes the necessary skills to be a special agent in charge, battalion or brigade staff officer, and the ability to serve as USAMPS instructor. This course provides specific technical and tactical training.

3. Senior level MOS qualification (CW4). Each selection to higher grade provides for additional training requirements. CID special agents are required to complete the Warrant Officer Staff Course (WOSC). This course emphasizes the necessary skills to be a CID detachment commander, battalion operations officer, battalion/brigade/HQ, USACIDC investigative staff officer, and the ability to serve as USAMPS instructor. This course provides specific training that focuses on the ability to work in senior advisory or supervisory positions.

4. Master level MOS qualification (CW5). CID special agents, who acquire the master level for WOs, must complete the Warrant officer Senior Staff Course (WOSSC). This course emphasizes the necessary skills to be a brigade operations officer, Regimental Chief Warrant officer of the Branch, WO Advisor to the CG or Chief, Current Investigative Operations officer at USACIDC, Senior Special Agent to IG, Chief Intelligence Division, and AHRC assignment manager. WOs at this skill level receive specific training that focuses on senior level leadership, mentorship and organizational operations.

(b) Professional development.

1. WO1.

a. The primary performance objective for the new MP WO1 special agent is a leadership role within a CID unit. Consistent with Army requirements, WO1 special agent can expect an initial assignment as an assistant CID team chief at a large installation or as a team chief at a small installation. Each WO can also expect to be the senior member of a two-person tactical, deployable investigative team. Each WO1 should continue to develop a comprehensive understanding of investigative techniques, tactics, and procedures. WO1 should develop an understanding of CID and Army operations that will provide a solid foundation for assuming duties as a detachment commander/special agent in charge.

b. The WO1 will have experience as an enlisted CID special agent (MOS 31D) and have graduated from the WOCS. The new WO's first objective is to complete the WOBC. Following WOBC, selected WO may attend specialized courses, such as Airborne or Air Assault School, Hostage Negotiation School, or Protective Services Training to support follow-on assignment requirements and to complement professional development.

c. WOs who have not completed an undergraduate degree should continue to work towards that goal. Qualification for selection as a WO candidate in MOS 311A requires a waiver for any applicant who has not already earned a baccalaureate degree from an accredited college or university.

2. CW2.

a. CW2 special agents will continue to fill junior leadership roles within a CID unit. The primary performance objective as a CW2 will be a successful tour as a team chief or section leader. CW2 SA can expect to continue to be the senior member of a two-person tactical, deployable investigative team. Senior CW2 SA may also be the section leader of an eight special agent, deployable investigative section.

b. CW2 should continue developing as leaders and investigators. They should seek functional training and operational assignments that enhance specific leadership and investigative skills. Examples of training opportunities include the FBINA, Canadian Police Academy, and advanced training in specific investigative skills that focus on advanced investigative techniques, such as drug suppression, economic crime, protective services, and criminal intelligence management. Assignments such as personal security officer (PSO) and operations staff officer at a CID battalion or brigade are available. A limited number of opportunities exist for highly qualified CW2 to participate in fully-funded advanced civilian schooling as forensic science officers (FSO), or for training and utilization as a polygraph examiner. Staff and specialty training and assignments should normally only be considered after a successful tour as a team chief. CW2 special agent must complete the Action Officers Development Course prior to attending the WOAC. Every CW2 eligible for selection to CW3 is expected to have completed undergraduate studies and have earned a baccalaureate degree.

3. CW3.

a. The primary performance objective for the CW3 is a successful tour as a special agent in charge (SAC). Any CW3 who has not served as a SAC should be selected for a SAC position, based on the availability of that position and the needs of the Army. Other duties include staff and specialty positions, such as personal security officer, battalion, brigade, or USACIDC staff officer, MP school instructor, and polygraph examiner.

b. Not later than one year after promotion to CW3, the WO special agent should complete WOAC. This course must be completed prior to promotion to CW4. CW3 special agent should continue to seek functional training and

operational assignments that enhance specific leadership and investigative skills. They remain eligible for training opportunities like the FBINA, Canadian Police Academy, and advanced training in specific investigative skills, such as FSO. Those selected for duties as a SAC will be eligible to attend the annual SAC training course. A limited number of opportunities remain for highly qualified CW3 special agent to participate in fully-funded ACS as FSOs, training and utilization as a polygraph examiner or as a computer crimes investigator. In addition, CW3 special agent should continue to pursue other professional development goals to include work towards a graduate level degree. Regardless of the duty position, individual success is ultimately and inseparably tied to performance.

4. CW4.

a. The primary performance objective for the CW4 is a successful tour as a CID battalion operations officer or a large detachment commander. Field Investigative Unit operations officer and Protective Service Unit operations officer are additional critical CW4 assignments. CW4 special agent can expect assignment to senior staff or supervisory positions where they will be employed in a variety of operational positions.

b. Not later than one year after promotion to CW4, he or she should complete WOSC. This course must be completed prior to promotion to CW5. In addition, CW4 should continue to pursue other professional development goals to include completing a graduate level degree. CW4s should be given consideration for technical operational assignments in environments for exposure and experience.

5. CW5.

a. The primary objective in utilizing the CW5 is to maximize his or her technical and tactical capabilities, leader and management skills, and other executive skills in positions of the highest responsibility in the WO ranks. Critical positions include battalion operations officer, brigade operations officer, senior special agent on the inspector general team, and USACIDC Chief of Investigative Operations and Policy & Command Chief WO Advisor to the CG, CID and, Regimental Chief WO of the MP Branch/Chief, MP Investigations Division at the U.S. Army MP School.

b. CID special agent selected for promotion to CW5 will be scheduled to attend the WOSSC and the Army Force Management Course. CW5 special agent should complete a graduate level degree if they have not already done so. CW5s must be given consideration for technical operational assignments in JIIM environments for exposure and experience for a minimum of six months.

c. The FBINA is offered to high potential, Active Duty criminal investigators (MOS 311A) WOs, and CW2–CW4. Subjects taught during the nine week course include; forensic science, criminal law, behavioral science, and management applications. Upon graduation they will be assigned to a follow-on utilization tour that best utilizes the skills learned at the FBINA.

16–4. Assignment preferences and precedence

a. MP Corps Branch officer preferences and precedence.

(1) *Preferences.* The MP Branch has diverse assignment opportunities that allow for numerous career development paths. The goal of the professional development of MP Branch officers is to produce and sustain highly qualified, tactically, and operationally oriented officers to lead MP Soldiers during wartime and on other assigned missions. Assignments in the MP Corps will develop the officer's ability to achieve that goal. Requests from officers for assignments that do not contribute to achieving that goal will likely be rejected. MP field grade officers should look at opportunities to perform as a strategic leader as part of maneuver support on a Joint staff.

(2) *Precedence.* Assignment to developmental leadership positions will have precedence, although there is flexibility on the sequence of assignments. Typically, MP Branch officers should seek the following assignments: MP BOLC, platoon leader, staff officer in a battalion or brigade, installation PM office; MP CCC, company or detachment command, battalion, brigade or division staff, nominative assignment, JIIM opportunities, ILE, battalion S3 or XO or brigade S3 (as a major), battalion command, division PM, Installation PM, SSC, brigade command, and ACOM, ASCC, or DRU PM.

b. MP WO CID special agent preferences and precedence.

(1) *Preferences.* The MP WO has diverse assignment opportunities, which allow for numerous career development paths. The goal of the professional development of MP WOs is to produce and sustain highly qualified, tactically, and operationally oriented WOs to lead MP Soldiers/special agents during wartime and on other assigned investigative missions in tactical and garrison environments for the Joint and expeditionary Army force. Assignment within the MP Corps and the USACIDC will develop the WO's ability to achieve that goal. Requests from WOs for assignments which do not contribute to achieving that goal will likely be rejected.

(2) *Precedence.* Assignment to developmental leadership positions will have precedence, although there is flexibility on the sequence of assignments. Typically, MP WOs should seek assignments and training in the following order: WO Candidate Course, MP WOBC, CID Team Chief, SAC of a small CID office, MP WOAC, SAC of a large CID office or detachment commander, MP school instructor, battalion/brigade investigative staff officer, MP WOSC, battalion operations officer, USACIDC investigative staff officer, MP School Division Chief, WOSSC, U.S. Army Force Management Course (CWOB only), brigade or USACIDC level investigative operations officer, Command Chief WO Advisor to the CG of USACIDC, Regimental Chief of the MP Branch.

c. MP Branch officer assignments. MP officers should use the chart at figure 16–1, below, to determine KD positions throughout their career.

Figure 16–1. MP Active Army Developmental Model

d. Requirements. Officers should meet certain standards in terms of schooling, operational assignments, and manner of performance within the MP Corps at each rank. Meeting these standards ensures that the officer has acquired the skills, knowledge, and attributes to remain proficient in the MP Corps at that rank. With this proficiency, the officer is qualified for promotion/retention in the branch. These standards for schooling and operational assignments best prepare an officer for command or positions of greater responsibility in the branch. All MP Branch officers should seek the opportunity to perform in KD assignments at each rank.

(1) *Company grade KD assignments.* Because of the wide variety of MP missions and units, no one quantitative standard will define success. The most important objective for the MP Corps officer is to have served in leadership positions (preferably platoon leader and company commander) at company grade level. Platoon leaders and company command are important in that it ensures the MP officer is able to lead, train, and care for Soldiers. Additionally, the MP officer must be well rounded in the basic techniques needed to execute wartime missions. Company grade officers should complete the following requirements within the MP Corps.

(a) Lieutenant. As an MP lieutenant, the officer must complete MP BOLC and one assignment as a platoon leader. Lieutenants should serve as platoon leaders for a minimum of 12 months with a goal of 18–24 months.

(b) Captain. As an MP Corps captain, the officer must meet the following requirements:

1. Complete the CCC. Officers who are branch transferred after successful completion of any branch CCC will be considered to have met this educational prerequisite.

2. Captains should serve as a company or detachment commander for 12 months with a goal of 18–24 months.

3. Field grade KD assignments. MP Branch field grade standards are:

(c) Major. As an MP major, the officer should meet the following goals:

1. Complete ILE.

2. Serve 12 months, with a goal of 18–24 months, as a battalion or brigade S3 or XO, deputy division PM/planner, SBCT MP PM, RCF/CID field office commander (when authorized a major), installation deputy PM, branch-related position on Joint/DOD/Army ACOM, ASCC, or DRU or multinational staffs, instructor at a branch Service school, or in any MP Branch position that is coded at the rank of major or above.

(d) Lieutenant colonel. As an MP lieutenant colonel, the officer should serve 12 months with a goal of 18–24 months as a battalion commander, division provost marshal, installation PM (when authorized a lieutenant colonel), brigade S3 or XO, deputy brigade commander, branch related position on Joint/DOD/Army/ACOM, ASCC, or DRU or multinational staffs, or in any MP Branch position which is coded at the rank of lieutenant colonel or above. If selected by a HQDA board, MP officers should complete resident or nonresident SSC.

(e) Colonel. As an MP Corps colonel, the officer should serve 12 months with a goal of 18–24 months in any one of the positions listed below that is coded at the rank of colonel.

1. MP-coded positions such as brigade commander; branch-related positions on Joint/DOD/Army/ACOM, ASCC, or DRU or multinational staffs; ACOM, ASCC, or DRU or corps PM; or senior director at USAMPS or other Service schools.

2. Staff or faculty position at an ILE-producing Service school or USMA.

3. Division chief or higher position on Joint/DOD/Army/ACOM, ASCC, DRU, or interagency, inter-Governmental staff.

4. Garrison commander or installation chief of staff.

5. Nominative or specialized position outside DOD.

(2) *MP WO CID special agent assignments.* Figure 16–2 displays an MP Branch time line with KD positions. Additionally, it identifies those positions that serve as developmental jobs for MP WOs.

Figure 16–2. MP WO Developmental Model

16–5. Requirements, authorizations, and inventory

The number of authorized MP billets, by grade, will vary as force structure decisions are made and actions to implement them are taken. The goal of the MP Corps is to maintain a healthy, viable career path for MP officers. To do this, the field grade inventory must be optimized in order to meet branch authorizations, to provide sufficient flexibility to support branch/FA generalist positions, and to provide Majors with up to two years of KD time. Officers desiring more information on MP Branch authorizations or inventory, by grade, are encouraged to contact the MP Corps personnel proponency office or MP Branch assignment officer.

16–6. Key officer life cycle initiatives for Military Police Corps

a. Structure. Any changes to the authorizations of MP units will be based on the restructuring and re-coding. Additional changes may result due to the iterative nature of the restructuring and re-coding process.

b. Acquire. The majority of commissioned officers in the MP Corps are accessed directly from ROTC and USMA and, to a lesser extent, OCS. All officers should meet the physical and aptitude requirements specified in AR 40–501. Designation of the MP Corps as an initial branch is regulated by HQDA through the various commissioning sources. The remainder of commissioned officers in the MP Corps is acquired through in-Service branch transfers. Accession via branch transfer is directed by HQDA and may be voluntary or involuntary based upon the needs of the Army. Officers of other branches who desire a transfer to the MP Corps may submit a written request for branch transfer in accordance with AR 614–100.

c. Distribute. MP Branch officers will continue to rotate between operating force and generating force units in

CONUS and OCONUS with a goal of longer assignments at one station (consistent with Army Force Stabilization policies; see AR 600–35). Officers should have more time to gain the requisite skills in their branch and their branch/FA generalist assignments. In particular, majors should receive more key developmental time and increased stability. MF&E functional category MP officers will work either in branch or branch/FA generalist positions.

(1) Officers assigned to installations with ample professional opportunities may be stabilized at that installation for extended periods. Additionally, some company grade officers may be offered the opportunity to attend the MP CCC and return to their initial unit of assignment. Individual time lines are affected by Army and MP requirements.

(2) Consistent with Army focus on force stabilization (see AR 600–35), officers at all levels assigned to life cycle managed units (generally the SBCTs and BCTs) will remain in the unit for a minimum of three years.

(3) The majority of installations will be managed on a cyclic manning system. Replacements will be sent to these units and installations periodically to maintain readiness of the units. Tour lengths and developmental position opportunities can vary.

d. Develop. Today's MP officer is confronted by two diverse and complex challenges. First, the officer should lead and train Soldiers who can achieve tactical success; protect and expedite the movement of critical resources; evacuate, process, and intern enemy prisoners of war; and support law enforcement operations. Second, in the garrison environment the officer manages technical planning and supervision in the areas of LE, crime prevention, criminal investigations, anti-terrorism, physical security, and corrections. To master the skills required to meet these challenges, MP officers selected for major must complete ILE. All 1994 year group and later officers must attend resident ILE; 1993 and earlier year groups selected for resident will attend that course and others will complete the non-resident course. Officers selected for colonel should complete SSC training if selected by a HQDA board. Professional development can also occur through The Army School System (TASS) via select self-development courses.

e. Deploy. MP Branch officers are warfighters who remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to operating force (MTOE) units or generating force (fixed site TDA) organizations, all MP officers must be deployable to accomplish missions across the full spectrum of conflict. MP officers may deploy tomorrow with their units to deter potential adversaries and to protect national interests or as individuals to support Joint and multinational operations other than war such as humanitarian and peace keeping missions. MP Branch officers must prepare themselves and their Families for this most challenging experience.

f. Sustain.

(1) *Promotion.* MP Branch officers will compete for promotion only within the MF&E functional category.

(2) *Command.* Senior MP Branch commanders will continue to be centrally selected for command. All MP officer command opportunities are in the MF&E group. Officers have the option of selecting the category or categories in which they desire to compete for command, while declining competition in other categories. The results of the command selection process are announced in the CSL.

(3) *OER.* The OER will reinforce the linkage between officer development and OPMS starting with captain, the rater and senior rater will recommend the rated officer for the functional category which best suits their abilities and interests.

g. Separate. The separation process for MP officers remains unchanged.

16–7. Military Police Reserve Component officers

a. General career development. MP officers in the RCs play a vital role in the total force structure during peace as well as mobilization. More than 61 percent of requirements in the MP Corps are in the RC and certain specialized organizations such as internment/resettlement units exist almost entirely within the USAR and ARNG. To fulfill its wartime mission, the MP Corps must rely on extensive interaction with the RC. Wartime effectiveness will depend to a large extent on the quality and level of training RC MP officers receive. RC MP officers serve the same roles and missions as their Active Army counterparts.

b. RC officer qualifications and development. To meet professional development objectives, RC officers should rotate among TPUs (USAR) or M–Day units (ARNG), IRR, and IMA assignments. Those interested in serving the National Guard or Army Reserve on a full-time basis may apply for entry into the AGR program. Officers selected for the AGR program may elect to complete an Active Duty career in support of either the ARNG or USAR. RC officers are assigned to positions in MTOE and TDA organizations; however, the vast majority of positions are in MTOE units. Their duties and responsibilities will be fundamentally the same as their Active Army counterparts, with the exception of those personnel management, administrative, and operational requirements unique to the ARNG and USAR. All RC MP assignments are open to both male and female officers.

(1) The RC MP officer has a challenging and complex mission. The officer should lead and train Soldiers who can achieve tactical success. They must be tactically and technically proficient and capable of executing the five MP functions of area security, maneuver and mobility support, LE, internment and resettlement operations, and police intelligence operations. Additionally, the ARNG MP officer plays a major role in preparing for and providing assistance to their state during natural disasters, sensitive public activities, and civil disturbances. A requirement for proficiency in both battlefield operations and peacetime MP skills usually means a wide variety of educational opportunities and challenging assignments for the MP officer.

(2) The majority of RC officers appointed for assignment in the MP Corps come from ROTC, Federal, and state OCS programs. All officers meet the prerequisites specified in AR 135–100 for appointment in the RC of the Army. HQDA and area commanders regulate appointment to the MP Corps as an initial branch. Additional requirements for appointment of ARNG officers are listed in NGR 600–100.

(3) Positions in all MP skills are available to RC officers. ARNG WOs Federal recognition and related personnel actions are found in NGR 600–101. The qualifications and professional development for RC CID special agents is in paragraph 18–3.

c. Development model. There are five phases of professional development for RC MP Corps officers (see fig 16–3, below). These phases are related to military rank and depict broadly based goals and career opportunities at each rank so that an officer may expand capabilities and optimize performance. These objectives are flexible since the actual course of an officer's professional development and utilization will be influenced by RC requirements and the officer's strengths, experiences, performance, and desires.

d. Professional development objective. The professional development objectives for RC officers by grade are as follows:

(1) *Lieutenant.*

(a) The MP lieutenant's first objective is to complete the MP BOLC. Lieutenants appointed without concurrent Active Duty should complete the MP BOLC within 24 months of the date of appointment. This course emphasizes leadership, tactics, training operations, maintenance, supply, and physical training. Additional areas of study include MP operations, law, communicative skills, personnel administration, drivers training, and weapons training. Graduates of the MP BOLC possess the technical and tactical skills, physical fitness, and leadership qualities of the MP Corps and are trained on the most critical tasks required of a platoon leader. These officers demonstrate a thorough understanding of and willingness to live by the Army Values and a firm grasp of the attributes, skills, and actions that form the foundation of a competent and confident leader. Following BOLC, selected officers may attend such specialized courses as Airborne and Air Assault, to support their follow-on assignment.

(b) The second objective is a branch material assignment with troops. Consistent with Army requirements, RC MP lieutenants can expect an initial assignment as a platoon leader for 12 months with a goal of 18–24 months. This will ensure lieutenants develop a comprehensive understanding of Army operations and military life that will provide a solid foundation for assuming the challenge of company or detachment command. Lieutenants should seek leadership positions and every opportunity to broaden technical, tactical, and leadership skills in support of the MP combat and peacetime missions. Some assignments may also be with a battalion or brigade headquarters staff. Nearly all are with MTOE organizations.

(c) RC MP lieutenants are eligible for promotion to captain when they meet the Service and educational requirements contained in chapter 7.

(2) *Captain.*

(a) RC officers of the MP Corps in the rank of first lieutenant or higher who have completed an officer BOLC are eligible to attend the MP CCC. The MP CCC is a five-phase course of instruction where phases 1, 2, and 4 are distance learning and phase 3 and 5 are two-week resident experiences at the MP school. The MP CCC prepares officers to command at the company or detachment level and to serve in MP staff positions.

(b) The most critical leadership position for an MP captain to hold is commander of a company or detachment for 12 months with a goal of 18–24 months. Officers should seek maximum hands-on experience in a variety of MP leadership positions as captains. RC captains should actively pursue assignments in both TPU/M-day units and as IMAs to broaden their professional experience and enhance opportunities for training and education. Captains can expect to serve in a broad range of command and staff assignments, including a variety of generalist opportunities. MP captains should continuously strive at developing their technical and tactical skills in preparation of a field grade assignment.

(c) RC captains are required to complete CCC to be considered for promotion to major. RC captains who are serving in an active status and meet educational, performance and Service requirements may be selected for promotion by a centralized mandatory board or by a unit board convened to fill vacancies.

(3) *Major.*

(a) The primary professional development objective of an RC MP Corps major is to continue to strengthen MP skills. Key assignments at this rank are battalion or brigade S3 or XO or deputy division/RRC PM for 12 months with a goal of 18–24 months.

(b) The needs of the Service increasingly dictate that an officer serve in positions away from troops. KD positions at this rank include observer controller in an exercise division in support of unit training and readiness; instructor/staff officer in an institutional training division in support of the TASS; and staff officer at a Continental U.S. Army (CONUSA) or Regional Readiness Command (RRC) headquarters.

(c) Regardless of their career track, MP majors should ensure they attend ILE. RC officers not on Active Duty should apply to attend an ILE course. Since RC officers are required to complete 50 percent of ILE to be considered for promotion to lieutenant colonel, timely completion is key to remaining competitive.

(d) RC majors who are serving in an active status and meet educational and Service requirements may be selected

for promotion by a centralized mandatory board or by a unit board convened to fill position vacancies, based on status. Majors not selected for promotion after consideration by two consecutive mandatory boards are not retained beyond 20 years of commissioned Service unless selectively continued.

(4) *Lieutenant colonel.*

(a) Lieutenant colonels can expect assignments to senior staff positions where they will be employed in a variety of branch and generalist positions in units, training centers and headquarters elements. Brigade S3 or XO or deputy brigade commander are key assignments during this phase.

(b) At this phase, officers may be selected for battalion command or its equivalent, as identified by their JFHQ or RRC–designated positions list. Only a very small percentage of eligible officers will actually have an opportunity for battalion command because of the limited number of command positions available.

(c) Lieutenant colonels are required to complete ILE (100 percent) to be considered for promotion to the grade of colonel. RC lieutenant colonels are encouraged to complete SSC, if selected by the ARNG and the USAR boards. Standards for the selection process can be found in AR 350–1, paragraph 3–8*c*.

(d) RC lieutenant colonels are eligible for selection to colonel upon completion of the requisite Service requirements listed in chapter 7. Lieutenant colonels remain eligible for promotion to colonel as long as they continue to serve in an active status and meet the selection criteria.

(5) *Colonel.*

(a) The primary objective for this phase is maximum use of the officer's technical and tactical capabilities and his or her managerial and executive skills in positions of senior responsibility.

(b) Colonels are encouraged to complete SSC. Both the ARNG and USAR conduct SSC selection boards and standards for the process can be found in AR 350–1, paragraph 3–8*c*(b).

Figure 16–3. MP RC Developmental Model

Chapter 17
Special Forces Branch

17–1. Unique features of the Special Forces Branch

a. Unique purpose of the Special Forces (SF) Branch. Their mission is to conduct special operations across the full range of military operations in any operational environment in war, peace, or contingencies. SF teams expand the range of available options in a variety of scenarios where the commitment of conventional military forces is not feasible or appropriate. They provide military capabilities not available elsewhere in the armed forces. They are the only force specially selected, trained, and equipped to conduct unconventional warfare. SF operations are inherently Joint, often multinational or interagency in nature and are focused at the operational and strategic levels. SF are language trained, culturally astute and regionally oriented, their operations are frequently conducted through, with, or by surrogate forces.

b. Unique functions performed by the SF Branch. SF Branch is a MF&E branch. As representatives of the United States in a foreign country, SF often serve as trainers as well as warriors. In war, SF provides unique combined, Joint, or unilateral capabilities to the combatant commander. They interact closely with and live under the same conditions as the indigenous people. They conduct peacetime operations and promote regional stability in areas where conventional forces normally do not operate. Their continuous forward presence assists in creating the conditions for stable development, thereby reducing the risk of armed conflict.

c. Unique features of work in the SF Branch. The U.S. Army organizes, trains, and equips SF to perform its core tasks of unconventional warfare (UW), foreign internal defense (FID), direct action, special reconnaissance (SR),

counterterrorism (CT), counter-proliferation (CP), and support to information operations (IO). Through the conduct of these seven core tasks, SF supports the accomplishment of United States Special Operations Command's (USSOCOM's) specified Joint SOF core tasks. SF missions are dynamic and constantly evolving in response to political-military considerations, technology, and other considerations.

d. SFs seven core tasks.

(1) *UW.* SF defines UW a broad range of military and/or paramilitary operations and activities, normally of long duration, conducted through, with, or by indigenous or other surrogate forces that are organized, trained, equipped, supported, and otherwise directed in varying degrees by an external source. UW operations can be conducted across the range of conflict against regular and irregular forces. These forces may or may not be state-sponsored. FM 3–05.201 has more detailed information on UW.

(2) *FID.* FID is participation by civilian and military agencies of the Government in any of the action programs taken by another Government or other designated organization to free and protect its society from subversion, lawlessness, and insurgency. FM 31–20–3 has more detailed information on FID.

(3) *Direct action.* Direct action operations are short-duration strikes and other small-scale offensive actions conducted as a special operation in hostile, denied, or politically sensitive environments and that employ specialized military capabilities to seize, destroy, capture, exploit, recover, or damage designated targets. Direct action differs from conventional offensive actions in the level of physical and political risk, operational techniques, and the degree of discriminate and precise use of force to achieve specific objectives. FM 3–05.203 has more detailed information on Direct action.

(4) *SR.* SR operations are reconnaissance and surveillance actions conducted as a special operation in hostile, denied, or politically sensitive environments to collect or verify information of strategic or operational significance, employing military capabilities not normally found in conventional forces. These actions provide an added capability for commanders and supplement other conventional reconnaissance and surveillance actions. FM 3–05.204 has more detailed information on SR.

(5) *CT.* CT is the full range of operations that include the offensive measures taken to prevent, deter, preempt, and respond to terrorism. There are three categories of CT operations: hostage rescue, recovery of sensitive material from terrorist organizations, and attacks against terrorist infrastructure.

(6) *CP.* CP of mass destruction (WMD) is a specialized mission assigned to designated SOF. SF participation in CP is through the conduct of UW, SR, and direct action. Special Forces operational detachments (SFODs) designated in national and theater contingency plans to participate in CP may be specially task-organized, trained, and equipped.

(7) *Support to IO.* SF supports the IO core capabilities of electronic warfare, computer network operations, psychological operations, military deception, and operations security, in concert with specified supporting and related capabilities, to affect or defend information and information systems, and to influence decisionmaking (see FM 3–13).

e. SF officer roles.

(1) SF officers plan, coordinate, direct, and participate in SF units performing the above core tasks in all operational environments. An SF captain commands a SFOD–A. The SFOD–A is a flexible and highly trained unit, which includes (in addition to the commander) one Special Forces WO and ten Special Forces noncommissioned officers (NCOs). the NCOs hold one or more of the following specialties: operations, intelligence, weapons, communications, engineering, or medical. The successful SFOD–A must be adept at accomplishing a wide range of requirements including training management, logistical planning, resource management, training plan development for foreign forces, and negotiating and working with foreign and U.S. Government agencies and country teams. SF officers who successfully command an SFOD–A may later command larger Special Forces units. They serve on upper echelon SF, Army and Joint Special Operations Forces (SOF) staffs, as SOF observer-controllers at combat training centers, in Special Mission Units (SMUs), and in interagency assignments. They also serve as special operations staff officers at various higher level conventional Army and Joint Staffs as well as serving on the staff and faculty of the U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS).

(2) SF WOs (180A) are combat leaders and staff officers. They are experienced SMEs in unconventional warfare and operations/intelligence fusion for planning and execution at all levels across the operational continuum. They are responsible for the integration of emerging technologies. They advise commanders on all aspects of special operations. The WO1, CW2, and select CW3 WO serves on the SFOD–A as the assistant detachment commander or commander in his absence. The CW3–CW5 SF WO serves as a staff operations WO within the SF group, as well as at higher commands within SF, Army SOF and Joint SOF staffs. They may lead task organized SOF elements as directed. They serve as the senior warrant officer advisor (SWOA) to the commander for all WO matters and other interests as directed. Select CW5's serve as the SWOA to the SF group and United States Army Special Forces Command (Airborne) commanders as an integral part of the commander's personal staff.

17–2. Officer and warrant officer characteristics required

a. Unique skills.

(1) SF officers must—

(a) Be proficient infantry tactical commanders and experts in unconventional warfare and SF operations.

(b) Be tactically and technically proficient in skills required of an SFOD–A.

(c) Have an aptitude for learning a foreign language and must sustain foreign language proficiency throughout their careers. This is an essential skill to gain and sustain, and is critical for all SF officers. During the 18A Special Forces Detachment officer Qualification Course (SFDOQC), officers who do not already meet language requirements receive extensive foreign language and cultural training. All officers must successfully meet language course requirements before graduating and joining an SF group.

(d) Be qualified military parachutists, with a goal of attaining a senior parachutist rating by promotion to major.

(2) SF WOs must—

(a) Be proficient in unconventional warfare and special operations and intelligence as well as tactical skills.

(b) Be familiar with all the technical skills represented on an SFOD–A.

(c) Have an aptitude for learning a foreign language and must sustain foreign language proficiency throughout their careers. This is one of the most important and difficult skills to gain and sustain and is a critical skill for all SF officers.

(d) Be qualified military parachutists, with a goal of attaining a senior parachutist rating by promotion to CW3.

b. Unique knowledge.

(1) SF officers and WOs require an in-depth knowledge of at least one region of the world and proficiency in at least one of the region's languages.

(2) Completion of the SFDOQC provides officers with entry-level knowledge of SF operations. As they develop, officers gain a broader understanding of SF tactics, techniques, and procedures, the special operations targeting and mission planning process, the special operations support and sustainment process, and the Joint, multinational, and interagency aspects of special operations.

(3) SF officers and WOs have unique knowledge of specialized infiltration and exfiltration techniques, for many of which the SF Branch is the proponent.

c. Unique attributes. SF officers and WOs must—

(1) Be physically fit.

(2) Possess unquestioned personal integrity and moral courage.

(3) Be self-reliant team players that can function as leaders in tightly knit small groups or independently.

(4) Possess the cognitive resilience and mental dexterity to act autonomously while under great stress and be able to inspire others to perform effectively in a highly stressful environment.

(5) Be an adaptive thinker, able to thrive in complex and ambiguous situations.

(6) Be mentally flexible and willing to experiment and innovate in a decentralized and unstructured environment.

(7) Have the ability to solve complex political-military problems and develop and employ conventional or unconventional solutions. Develop and employ non-doctrinal methods and techniques when applicable. Be capable of decisive action for missions in which no current doctrine exists.

(8) Be able to learn new skills, accept new ideas, and teach others.

(9) Possess good interpersonal and cross-cultural communications skills as well as political acumen and cultural sensitivity. Mission success will often depend on an ability to establish rapport and influence the attitudes and behaviors of people from foreign cultures.

17–3. Professional development overview

a. SF Branch is one of three branches that make up the ARSOF group within the MF&E category. SF Branch consists of officers in the grade of WO1 through colonel. SF Branch is a volunteer non-accession branch that draws its officers from other branches of the Army, or in the case of WOs, from within enlisted career management field 18 (CMF18). The U.S. Army Recruiting Command recruits SF officer volunteers. Promotable first lieutenants who volunteer in the targeted year group are selected by a DA centralized accession board and undergo a rigorous and demanding assessment and selection program to qualify as SF officers. SF officers are expected to have served a successful initial tour as a lieutenant in a small unit leadership position in one of the Army's other basic branches. As a result they are expected to have knowledge of conventional Army operations and be experienced in Army leadership. All SF officers are airborne qualified and maintain that proficiency throughout their careers. They attend the resident Maneuver Captain's Career Course (MCCC) including staff process training. Based on operational requirements, some SF officers undergo training in advanced special operations skills such as military free-fall parachuting, combat diving, close-quarter battle, and military mountaineering. Throughout their careers, SF officers enhance that knowledge by increasing their understanding of the Joint and interagency aspects of special operations while they command SF units at levels of increasing responsibility beginning with detachment as a captain, company as a major, battalion as a lieutenant colonel, and group as a colonel.

b. The SF WO is a volunteer accessed from CMF18. All candidates attend the Special Forces Warrant Officer Technical and Tactical Certification Course (WOTTC) at USAJFKSWCS, Fort Bragg, NC. The WOTTC is comprised of select officer leadership tasks and WOBC tasks. Based on operational requirements, some SF WOs undergo training

in advanced special operations skills such as military free-fall parachuting, combat diving, close-quarter battle, and military mountaineering.

c. SF officers and WOs continuously undergo intensive preparation for assignment in their unit's designated geographic areas. Whether the mission profile calls for clandestine employment in a denied area or a low visibility FID mission in a developing nation, the overall requirement for regional orientation, language proficiency and cross-cultural interpersonal skills remains the same. SF officers and WOs gain and maintain area orientation through military and civilian schooling, language study, area study, mission preparation, and repetitive operational experience during their careers. While initial language qualification is most often achieved through formalized instruction, it must be maintained through practice and self-study. Defense Language Proficiency Test (DLPT) scores reflect language proficiency and must be updated through formalized testing annually. Although the SF groups are organized by AOC, the management of regional expertise is subject to modification as the needs of the Army change.

17–4. Officer development assignments

An SF officer must have successfully served in his basic branch in order to be eligible for SF, and subsequently serves in a KD position as an SF captain upon graduation from the SFDOQC. The latter is described below; the former is addressed in paragraph 17–8*b*.

a. Captain.

(1) SF Branch is a non-accession branch. In order to meet Army military education level requirements, every SF officer must complete MCCC prior to their attending the SFQC.

(2) Special Forces captains should successfully command an SFOD–A, optimally for 24 months. This is the KD position for all SF captains. This duty equates to company, battery, or troop command in the other MF&E branches formerly known as combat arms.

(3) Upon graduation from the SFDOQC, all SF captains should optimally serve a minimum of 36 months in an 18A coded position within an SF group. A DA Form 4187 signed by the battalion and group commanders will be required in order for a captains to be reassigned from an SF group prior to 36 months utilization within the group. A captain serves two years as an ODA commander followed by a 3d year as a company XO or S3 within an SF group. Additionally, select captain may remain assigned for a total of up to four years in an SF group.

(4) The primary preferred developmental assignment for an SF captain is in an 18A coded position as a staff officer in an SF operational battalion or group headquarters. Other preferred developmental assignments include—

(a) A second command following SFOD–A command. Selection to a second command is appropriate for an officer with high potential. This command time is in addition to the officer's initial tenure as an SFOD–A commander.

(b) Service as a small group instructor (SGI) at the SFDOQC.

(c) Service as a Joint staff officer or DOD staff intern.

(5) In addition to professional development through operational assignments, SF captains should begin an intensive self-development program. Their efforts should focus on gaining an in-depth understanding of combined arms operations, gaining and maintaining regional and linguistic expertise, and increasing proficiency in SF and infantry officer common core and branch tasks.

(6) Captains may attend advanced special operations skill courses such as combat diver, combat diving supervisor, military free fall, military free fall jumpmaster, advanced special operations techniques (ASOT), and SF Advanced Reconnaissance, Target Analysis, & Exploitation Course (SFARTAETC) to meet mission requirements.

(7) SF officers, as commanders of airborne units, are expected to successfully complete static line jumpmaster training as a captain.

(8) Due to the extensive training involved in SF officer accessions, officers volunteering for SF who do not already have a baccalaureate degree will be required to complete their degree before attending the SFDOQC.

b. Major. SF majors should successfully serve for approximately 24 months in any of the KD positions listed below or a combination of these positions.

(1) Majors command SF companies. Each SF line company commander is responsible for his company headquarters (SFOD–B) and six subordinate SFOD–As.

(2) The SF S3 performs duties as the battalion operations officer, similar to other MF&E S3s.

(3) The SF battalion XO performs duties similar to other MF&E battalion/brigade XOs.

(4) The SF group S3 plans officer performs duties relating to planning for future operations.

(5) The SF group support company (GSC) commander is responsible for intelligence, training, and operations support to SF groups.

(6) The SF group operations detachment commander is responsible for training support and oversight of designated special or advanced skills within the SF groups.

(a) Positions corresponding to 1 through 5 above in the USAJFKSWCS, 1st Special Warfare Training Group (Airborne), (1st SWTG(A)), Special Operations Recruiting Battalion, or an SMU.

(b) Designated positions corresponding to 1 through 5 above in a Joint Special Operations Task Force in contingency operations.

(7) Commander, SFOD-39 in Korea.

(8) Designated operations or plans staff officer positions at United States Special Operations Command, in a Theater Special Operations Command (TSOC), or equivalent Joint Special Operations unit.

(9) Designated operations or plans staff officer positions in the Western Hemisphere Institute for Security Cooperation (WHINSEC) or Defense Language Institute Foreign Language Center (DLIFLC).

(10) Preferred developmental assignments for SF majors include—

(a) Service as a Joint or combined staff officer. Special operations are inherently Joint operations and SF majors should seek Joint or combined duty after their branch qualifying assignment.

(b) Service as a Special Forces assignment officer at AHRC.

(c) Attendance at the highly competitive Advanced Military Studies Program (AMSP) at the School of Advanced Military Studies (SAMS). The AMSP is a year of advanced study for selected officers that have completed ILE. It provides a broad, deep education in the art and science of war at the tactical, operational, and strategic levels, followed by a tour (normally after serving in a KD position) as an operational planner at USSOCOM, USASOC, a TSOC, or in designated JSOTFs in contingency operations. When not in KD positions, SF officers who have completed AMSP will serve repetitively in operational and strategic planning positions on the Joint/OSD staff, interagency staff, USSOCOM, USASOC, and the TSOCs and can be expected to serve as J5s on JSOTFs during contingency operations.

(d) Attendance at the highly competitive Special Operations/Low Intensity Conflict (SO/LIC) Program at the Naval Postgraduate School. The SO/LIC program is 18 months of advanced study for selected officers. It provides a broad, deep education in the art and science of unconventional warfare at the tactical, operational, and strategic levels, followed by a tour (normally after serving in a KD position) as an operational planner at USSOCOM, USASOC, a TSOC, or in designated JSOTFs in contingency operations. When not in command, SF officers who have completed SO/LIC may serve repetitively in operational and strategic planning positions on the Joint/OSD staff, USSOCOM, USASOC, and the TSOCs and can be expected to serve as J5s on JSOTFs during contingency operations.

(11) There is much greater emphasis on self-development at the field grade levels, with the focus on more general areas of knowledge rather than specific tasks. Officers without a masters degree are encouraged to enroll in a civilian college or university to earn an advanced degree either off-duty or, if applicable, through a fully-funded program in conjunction with ILE. However, completion of a master's degree should not take precedence over completion of ILE or successful execution of any assignment. SF majors should also maintain and enhance their foreign language and cultural proficiency and continue their self-development program aimed at the mastery of UW doctrine, tactics, techniques, and procedures.

c. Lieutenant colonel.

(1) KD for a SF lieutenant colonel is successful Service in any SF-coded lieutenant colonel position or combination of positions. The most critical of these assignments is Service as a tactical, training, institutional, or recruiting battalion commander (CSL billet at the battalion level), which develops the lieutenant colonel for future responsibilities. For the majority of lieutenant colonels, promotion to lieutenant colonel constitutes success and assignments will be aimed at developing the officer for broader contributions to the branch, the U.S. Army, and special operations in general.

(2) Preferred developmental assignments for SF lieutenant colonels include—

(a) Serve in a USSOCOM or TSOC designated JSOTF in a contingency operation.

(b) Service as DCO or XO of a SF group, within the 1st SWTG(A), or in an equivalent position at a SMU.

(c) Service as a DA, DOD, or JCS staff officer or in interagency positions requiring SF experience and expertise.

(d) Service as a staff officer or commander in a Joint or combined headquarters and earning a Joint Service skill identifier.

(e) Service in U.S. Army Special Forces Command (USASFC) as the G–3, Chief of Operations, Chief of Training, or G–7.

(f) Service in USAJFKSWCS as the G–3, Directorate of Training and Doctrine XO, Special Forces Proponent Chief

(g) Service in USASOC as the assistant G–3, Command Group XO, or Deputy Chief of Staff.

(h) Service at AHRC as the SF officer Branch Chief or Enlisted Branch Chief.

(i) Service on the staff and faculty of the Command and General Staff College (CGSC).

(3) For self-development, SF lieutenant colonels focus on general areas of knowledge. They should enhance their regional knowledge and improve their language proficiency as well as continue their mastery of UW.

d. Colonel.

(1) SF colonels continue to serve the branch, special operations, and the Army through Service in any SF-coded colonel position or combination of positions within USSOCOM, USASOC, USAJFKSWCS, U.S. Army SF Command, HQDA, Joint staffs, Service schools, and other key organizations.

(2) KD for a SF colonel is successful Service in any SF-coded colonel position or combination of positions. The most critical of these assignments is Service as a tactical, training, institutional or recruiting commander (CSL billet at the group or brigade level), or command of a designated JSOTF in a contingency operation, which develops the colonel for continued responsibilities. SF colonel assignments will be aimed at developing the officer for broader contributions to the branch, the U.S. Army, and special operations in general.

(3) Other developmental assignments include—

(a) Deputy command of a SMU.

(b) SOC command, deputy command, chief of staff, or J–3.

(c) Service as a Joint staff officer at USSOCOM.

(d) Service as a Joint staff officer or commander in a Joint critical position requiring SF expertise.

(e) Service as chief of staff or deputy chief of staff for operations, USASOC.

(f) Service as deputy commander or chief of staff, USASFC.

(g) Service as assistant commandant, chief of staff, director of SOF proponency, or director of training and doctrine at USAJFKSWCS.

(h) Service with the Army Staff or with another government agency.

(i) Service on the staff and faculty of the CGSC or AWC.

(j) Service on a combined staff.

(4) For self-development SF colonels focus on general areas of knowledge. Colonels should further enhance their regional orientation and language proficiency and continue to follow an extensive professional self-development regimen (see fig 17–1, below, for SF Active Army developmental model).

Figure 17–1. SF Active Army Developmental Model

e. WOs. (Active duty and RC) SF WOs serve in KD positions at the ODA level. Like his officer counterpart, the WO also serves in primary developmental assignments. SF WOs should begin an intensive self-development program. Their efforts should focus on gaining an in-depth understanding of UW, Joint operations, gaining, and maintaining regional and linguistic expertise and maintaining proficiency in SF common core tasks.

(1) *WO1/CW2 SF WOs (Active duty and RC).*

(a) The SF WO1 must successfully complete the SF WOTTC.

(b) The SF WO1/CW2 must successfully serve as either the assistant detachment commander or commander of a SFOD–A. This is the primary and preferred KD position for all SF WOs. The WO1/CW2 must successfully serve for an absolute minimum of three years at the SFOD–A level, with a preferred minimum of five years at the SFOD–A level. Assignment as an SFOD–A assistant detachment commander will normally be a WO's initial assignment following completion of his SF WOTTC. His primary SFOD–A level staff responsibilities are serving as the chief of staff and focusing on operations and intelligence fusion during mission planning and execution.

(c) The SF WO1/CW2 should begin an intensive self-development program. Their efforts should focus on gaining in-depth understanding of unconventional warfare and combined arms operations. He should gain and maintain advanced regional and linguistic expertise. He should maintain a current foreign language proficiency that corresponds to his regional affiliation.

(d) As a goal, the SF WO1/CW2 should complete an associate degree prior to eligibility for selection to CW3.

(e) As an integral member of the SF leadership team in an airborne unit, SF WOs are expected to successfully complete static line jumpmaster training by promotion to CW3.

(f) Although not required, advanced special operations skill courses such as combat diver, combat diving supervisor, military free fall, military free fall jumpmaster, ASOT, and SFARTAETC provide valuable professional development.

(2) *CW3 SF WO.*

(a) The SF CW3 should complete the WOAC not later than one year after promotion to CW3 and must complete before promotion to CW4. ARNG SF CW2 must complete WOAC in order to be eligible for promotion to CW3.

(b) Primary preferred developmental assignments as an SF CW3 are—

1. SF company operations WO focusing primarily on operations and intelligence fusion during mission planning and execution. He will serve as the senior WO advisor to the commander for all WO related professional development.

2. SF battalion assistant operations WO.

3. Company operations WO within 1st SWTG(A).

4. Other preferred developmental assignments as an SF CW3 includes—

a. Instructor or doctrine writer at USAJFKSWCS ideally not to exceed 36 months.

b. Staff officer at USASFC(A), USASOC, USSOCOM, JSOC, TSOC, USAJFKSWCS, ideally not to exceed 36 months.

c. Designated positions within SF group operations section.

d. SFOD–A assistant detachment commander.

5. As a goal, complete a baccalaureate degree prior to eligibility for selection to CW4.

6. Should maintain a current foreign language proficiency that corresponds to his regional affiliation.

7. Select CW3s who demonstrate exceptional academic capability, and meet established criteria, may pursue a funded advanced civilian degree in order to meet the needs of the Army and SF. Initial utilization assignment for graduates will normally be within general officer level SF, ARSOF, or Joint SOF staffs.

8. RC CW3 SF WOs, when serving on Active Duty orders, may serve as operations WO, or staff officer/instructor/writer at USAJFKSWCS, USASFC(A), USASOC, or a Joint assignment.

(c) CW4 SF WOs.

1. The SF CW4 should complete the WOSC not later than one year after promotion to CW4 but must complete it before promotion to CW5. ARNG SF CW3 must complete WOSC in order to be eligible for promotion to CW4.

2. Primary preferred developmental assignments as an SF CW4 are—

a. SF battalion operations WO within a SFG(A) focusing primarily on operations and intelligence fusion during mission planning and execution. He will serve as the senior WO advisor to the commander for all WO related professional development.

b. SF group assistant operations WO.

c. Battalion operations WO within 1st SWTG(A).

d. Staff officer at USASFC(A), USASOC, USSOCOM, JSOC, TSOC, or HQDA.

e. Acquisition manager, DSOP, USAJFKSWCS.

3. Other preferred developmental assignments as an SF CW4 include—

a. Instructor, doctrine writer, or staff officer at USAJFKSWCS ideally not to exceed 36 months.

b. Operations staff officer at NORTHCOM.

4. As a goal, progress towards a masters degree.

5. Should maintain a current foreign language proficiency that corresponds to his regional affiliation.

6. RC CW4 SF WOs, when serving on Active Duty orders, may serve as operations WO, or staff officer/instructor/writer at USAJFKSWCS, USASFC(A), USASOC, or a Joint assignment.

(d) CW5 SF WOs.

1. Must complete the WOSSC not later than one year after promotion to CW5. ARNG SF CW4 must complete WOSSC in order to be eligible for promotion to CW5.

2. The primary preferred developmental assignments as an SF CW5 are—

a. Senior WO advisor to the SF group commander for all WO related professional development and other interests as directed.

b. SF group operations WO focusing primarily on operations and intelligence fusion during mission planning and execution

c. Group operations WO/senior WO advisor at 1st SWTG(A).

d. Deputy operations officer, DCS, G–3/5/7, USASOC.

e. WO strength manager, DCS, G–1, USASOC.

f. TSOC operations WO/senior WO advisor to the CG, TSOC for all WO related professional development and other interests as directed.

g. USSOCOM operations WO/senior WO advisor to the CG, USSOCOM for all WO related professional development and other interests as directed.

3. Temporary force needs requiring an SF CW5 will be considered developmental; however, once the requirement no longer exists the CW5 should be assigned into a preferred developmental assignment.

4. An SF CW5 should have successfully served in a CW5 preferred developmental assignment prior to selection and assignment as the chief WO of the SF Branch/MOS 180A Proponent, or as the command chief WO of USASFC(A).

5. As a goal, should complete a masters degree.

6. Should maintain a current foreign language proficiency that corresponds to his regional affiliation.

7. RC CW5 SF WOs, when serving on Active Duty orders, may serve as operations WO, or staff officer at USAJFKSWCS, USASFC(A), USASOC, or a Joint assignment. A RC SF CW5 should have successfully served in a CW5 preferred developmental assignment prior to consideration for selection and assignment as the chief WO of the SF Branch/MOS 180A Proponent, or as the command chief WO of USASFC(A) (see fig 17–2, below).

Figure 17–2. SF WO Developmental Model

f. Branch and generalist assignments. SF Branch officers who remain in the MF&E functional category above the rank of captain will have increasing opportunities to serve in branch and generalist assignments.

g. Joint and interagency assignments. SF officers can expect to be considered for Joint as well as interagency duty assignments and should strive to serve in these critical positions. Due to the inherent Joint nature of SF operations, SF Branch has the highest density of JDAL within the MF&E functional category. SF officers are utilized in Joint organizations worldwide. Joint experience is important to the Army and essential to individual officers for their advancement into senior leadership positions.

h. Combined assignments. SF officers/WOs can expect to be considered for duty as commanders or staff officers of combined commands at a rate that equals or exceeds that of the other MF&E officers/WOs. Experience in combined commands provides serious professional development to individual officers for their advancement into senior leadership positions.

i. Command selection criteria. The main criterion for SF command selection is a demonstrated manner of performance that is exceptional. To remain competitive for command selection in both SMUs and SF groups, officers should balance key assignments in both types of units. SF officers are strongly encouraged to volunteer for recruiting and garrison command consideration, as well as critical command and staff billets in Joint and Joint Special Operations Task Forces (JTFs/JSOTFs).

17–5. Assignment preferences and precedence

a. Preferences. Regional expertise results from language training and the initial SF group assignment. The goal of

SF officer professional development is to produce and sustain highly qualified, regionally oriented officers, and AHRC will assign officers to further this goal.

b. Precedence.

(1) SF officers' assignments to developmental leadership positions have precedence. Typically, SF Branch officers should seek assignments in the following order:

(a) Command of an SFOD–A. This command will be the officer's first assignment after completion of SF training.

(b) Battalion or group staff, SFOD–B XO, or designated specialty ODA.

(c) Service at the USAJFKSWCS, USASFC, or USASOC.

(d) The AMSP (preceded by ILE) or the SO/LIC Course.

(e) Command and General Staff Officer Course ILE or equivalent program.

(f) Command of a SF company, Service as an SF battalion S3 or XO, plans officer, operations detachment commander or GSC commander, an SF group S3, or designated KD position.

(g) Joint assignment.

(h) Battalion level (CSL) command.

(i) SSC.

(j) Group level command.

(2) Active duty and RC SF WO assignments to positions of leadership and technical expertise have precedence. Typically, SF WOs should seek assignments in the following order:

(a) SFOD–A assistant detachment commander.

(b) Company (SFOD–B) operations WO.

(c) Battalion (SFOD–C) operations WO.

(d) SF group operations WO and/or senior WO advisor to the commander.

(e) Operations WO, or staff officer/instructor/writer at USAJFKSWCS, USASFC(A), USASOC, or a Joint assignment may be sought after promotion to CW3. (Applicable to RC when serving on Active Duty orders).

17–6. Duration of developmental officer life cycle assignments

a. SF Branch KD positions. All SF captains will optimally serve 24 months in their KD position at an SF Group as a SFOD–A commander. The goal is for all SF majors to serve for 24 months in a KD position. Majors will serve in an operational, training group, or other 18A coded position designated as KD.

b. SF Branch life cycle. Figure 17–1, above, displays an Active Army SF Branch life cycle with key and preferred developmental positions.

c. Special Forces Warrant officer life cycle. Figure 17–2, above, displays an Active Army SF Branch life cycle with key and preferred developmental positions.

17–7. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for SF Branch officers who remain in the MF&E functional category. To accomplish this, the field grade inventory must be structured to meet branch authorizations, to provide sufficient flexibility in supporting branch and generalist participation, and to allow all SF officers to serve in KD assignments for the period needed to achieve requisite professional development.

b. Captain accessions. The goal for all captains is to graduate SFDOQC between 5 to 6 years in Service in order to serve in SF assignments and obtain professional development in SF prior to consideration for promotion to major. Captain accessions requirements are validated in an annual mission requirement letter from CG, USAJFKSWCS to DCS, G–1.

17–8. Key officer life cycle initiatives for Special Forces

a. Structure. SF structure is somewhat different from that of the other maneuver, fires and effects because of its high officer content and absence of lieutenants. Its structure will continue to reflect those characteristics for the foreseeable future.

b. Acquire. SF is a non-accession branch.

(1) The U.S. Army Recruiting Command recruits officers as SF volunteers. Officers are accessed upon selection for promotion to captain and normally complete all training and reach their first operational assignment two years later. Over 400 officers typically apply each year, of these approximately 155 successfully graduate SFDOQC and branch transfer into SF. The accessions window for applicants is the ARSOF Officer Accessions Board, which is conducted following completion of the Captain's Promotion Board.

(2) SF WOs are accessed from all CMF 18 MOSs. The Directorate of Special Operations Proponency (DSOP), USAJFKSWCS will publish recruitment guidance each fiscal year. The primary recruiters for new accessions are SF WOs. Individuals meeting MOS 180A prerequisites will submit an application packet through their respective chain of command to DSOP, USAJFKSWCS for proponency validation. Once validated, Active Duty applications will be forwarded to the United States Army Recruiting Command where a centralized WO selection board will select best

qualified applicants based on the needs of the Army. ARNG applications will be returned to The Adjutant Generals' office of the relative state where a Federal Recognition Board will be conducted to select best qualified applicants. Board selected individuals will be scheduled to attend the SF WOTTC Course at USAJFKSWCS, Fort Bragg, NC.

c. SF officer training prerequisites.

(1) Officers applying for selection for SF training must meet the following prerequisites:

(a) Be a male volunteer for SF training in accordance with course information found at ATRRS online.

(b) Be in their third year of active Federal commissioned Service (AFCS) when the SF accession board meets (Active Army only).

(c) Be a captain or selected for promotion to captain.

(d) Have enough time remaining as a captain to complete SF training and serve a minimum of three years in a SF unit before DA centralized selection board consideration in the primary zone for promotion to major. This is in order to permit completion of KD assignments and gain sufficient SF experience prior to selection for major.

(e) Be airborne qualified or volunteer for airborne training.

(f) Have passed the Army Physical Fitness Test (APFT), in the 17– to 21–year–old age category, with a minimum of 240 points overall and passing in each event.

(g) Be able to swim 50 meters unassisted while wearing the full Army combat uniform (ACU) with boots.

(h) Have scored at least 85 on the Defense Language Aptitude Battery (DLAB) or meet USAJFKSWCS language school graduation standards on the Defense Language Proficiency Test (DLPT) in a Special Forces required language (other than English).

(i) Have met the medical standards for SF training per AR 40–501.

(j) Possess a Secret security clearance and be eligible for a Top Secret security clearance.

(k) Be a resident MCCC graduate by the time of enrollment in the SFDOQC. Normally, officers will attend the SF Assessment and Selection (SFAS) Course prior to resident MCCC attendance.

(2) Branch transfer policies.

(a) Although SF Branch controls volunteers throughout their SF training, they remain members of their basic branches of assignment during training. The training pipeline begins with TDY attendance to SFAS, which must be successfully completed in order to continue on to subsequent phases of SF qualification training. Upon successful completion of SFDOQC, the officer is assigned to his first SF operational unit. AHRC branch transfers officers to SF upon successful completion of the SFDOQC. Officers failing to be selected at SFAS or failing to achieve SFDOQC course standards will be returned to their initial branches of assignment.

(b) Officers who completed SF training as enlisted Soldiers must still successfully complete SFDOQC prior to branch transfer to SF, but will normally not attend SFAS or SUT training. SERE training will not be required for those who have already completed the SERE Level C (High Risk) Course.

(c) Active and RC SF qualification training requirements are identical. Officers who successfully complete the Active Army 18A SFDOQC as reservists do not have to repeat SFDOQC training if accessed into the Active Army.

(d) The CG, USAJFKSWCS, is the final waiver authority for course prerequisites as well as SF qualification and branch transfer requirements. All requests for waivers should be addressed to the CG, USAJFKSWCS, ATTN: AOJK–SP, Fort Bragg, NC 28310–5200.

(3) Active and RC SF WO training requirements are identical. SF NCOs applying for selection for SF WO (MOS 180A) training must meet the following prerequisites:

(a) U.S. Citizenship (no waivers).

(b) General technical (GT) score of 110 or higher (no waivers).

(c) High school graduate or have a GED (no waivers).

(d) Secret security clearance.

(e) Pass the standard 3-event APFT in accordance with FM 21–20 and meet height/weight standards in accordance with AR 600–9.

(f) Pass the appointment physical for technicians as verified by appropriate medical authority on USAREC Form 1932.

(g) All Applicants must have 12 months remaining on their enlistment contract.

(h) Be less than 46 years of age.

(i) Be serving as a SSG (E–6) or above.

(j) Hold at least one CMF18 MOS.

(k) Have a minimum of three years experience at the SFOD–A level.

(l) Current DLPT with at least a 1/1 foreign language proficiency score; or a DLAB minimum score of 85.

(m) Meet the medical fitness standards for SF duty. NOTE: Verification statement by appropriate medical authority to be included on USAREC Form 1932.

(n) Letters of recommendation from the chain of command through the first SF colonel/O6, as well as a senior SF WO, as well as the group senior WO.

(o) The CG, USAJFKSWCS, is the final waiver authority for MOS prerequisites.

d. Distribute. Careful management is required to balance the need to retain sufficient experienced officers in the branch with the need to keep the inventory small enough to provide them adequate opportunity for sufficient KD assignments to achieve requisite professional development. Every effort will be made to provide professional development opportunities for SF officers to ensure they are able to compete for advancement.

e. Deploy. SF officers must remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to deployable TOE units with high levels of readiness or fixed site TDA organizations, all SF officers must be deployable and able to accomplish missions across the full spectrum of conflict. SF officers may deploy on short notice with their units to conduct combat operations, deter potential adversaries, and to protect national interests, or as individuals to support Joint and multinational combat operations or sustainment and support operations. SF officers must prepare themselves and their Families for this most challenging life cycle function.

f. Sustain. Recent OPMS updates change the manner of execution in some areas affecting officer career development.

(1) *Promotion.* Following functional category designation, SF Branch officers will compete for promotion only within the MF&E functional category.

(2) *Command.* SF Branch lieutenant colonel and colonel commanders will continue to be centrally selected for command in four functional categories: operations, strategic support, recruiting and training, and installation. The results of the command selection process are announced in the CSL. The SF personnel proponent at the USAJFKSWCS closely monitors the number of commands available to SF officers in order to achieve branch professional development on par with that of the other MF&E functional category branches. A special DA board fills selected SMU commands. Officers are selected to command SMUs generally in lieu of CSL commands, not as a second command. Selected SMU positions are designated as second commands.

(3) *OER.* The OER will reinforce the linkage between officer development and officer personnel management. Starting with captain, the rater and senior rater will recommend the rated officer for the functional category which best suits his abilities and interests. SF raters and senior raters thus perform a critical function that helps ensure quality officers are designated into both the MF&E functional category and other functional categories.

g. Develop. Officer development will continue to occur through a methodical sequence of progressive assignments in TOE units with troops, staff/TDA billets, Joint and coalition assignments, and institutional training positions. Self-development continues to be an essential component of officer development. The goal is to professionally develop officers to expertly conduct SF operations in support of the combatant commanders. Development occurs through the Army school system as well, with all officers selected for promotion completing some form of resident PME training, in accordance with OPMS and functional category CF guidelines.

h. Separate. The branch separation process remains the same as for the rest of the Army.

17–9. Special Forces Reserve Component officers

a. General career development. RC captain, major, lieutenant colonel, and colonel branch transfer and developmental requirements are the same as for Active Army officers. Due to geographical and recruiting realities of the ARNG system, lieutenants may be assigned to SF companies.

b. Developmental opportunities. RC captain, major, lieutenant colonel and colonel key and primary developmental assignments as well as branch transfer requirements are the same as for Active Army officers. ARNG officers may not find a SF unit with openings at their grade or may be ineligible for promotion until finding a troop unit position at the proper grade. RC officers' civilian careers and other considerations may limit them to serving in geographically available units. Other options for such officers include duty in the IRR with possible IMA program positions or short-tour positions, AGR program positions, or positions in non-SF units. Some officers may have to branch transfer. A RC officer may branch transfer several times during his career and may not be able to follow the normal SF career model.

c. Life cycle development model. The RC life cycle development model for SF officers is shown at figure 17–3, below.

Figure 17–3. SF RC Developmental Model

Chapter 18
Psychological Operations Branch

18–1. Unique features of the Psychological Operations Branch

a. Unique purpose of the Psychological Operations (PO) Branch. PO are special purpose forces capable of providing a deliberate response of extended duration or rapid response to contingencies throughout the world. Their mission is to conduct PO across the full range of military operations in any operational environment in war, peace, or contingencies. PO forces expand the range of available options in a variety of scenarios. They provide capabilities not available elsewhere in the armed forces or other Governmental agencies. PO are inherently Joint, usually bilateral and interagency in nature and are focused at the operational and strategic levels. PO are frequently conducted by, with or through platforms key communicators and media of other forces, organizations, agencies or nations, and are typically not attributed to U.S. Army PO personnel or units.

b. Unique functions performed by the PO Branch. PO branch is a SOF branch in the MF&E functional category, consisting of officers in the grade of captain through colonel. As representatives of the United States in a foreign country, PO personnel serve as diplomats as well as warriors. In war, PO provides unique combined and unilateral capabilities to the combatant commander. They may interact closely with and live under the same conditions as the indigenous people, or they may work in highly restricted U.S. only facilities for particularly sensitive PO, activities, and programs. They conduct peacetime operations and promote regional stability in areas where other U.S. military forces normally do not operate. Their continuous forward presence assists in the operational preparation of the

battlespace that involves the disruption, degradation, and ultimate elimination of terrorist networks; influencing information and ideas consistent with political and military objectives creating the conditions for stable development. The mission of PO is to influence the behavior of foreign target audiences (TAs) to support U.S. national objectives. PO accomplishes this by conveying selected information, indicators, and/or advising on actions that influence the emotions, motives, objective reasoning, and ultimately the behavior of foreign audiences. Behavioral change is at the root of the PO mission. Although concerned with the mental processes of the TA, it is the observable modification of TA behavior that determines the mission success of PO. It is this link between influence and behavior that distinguishes PO from other capabilities and activities of information operations (IO) and sets it apart as a unique core capability; force multiplier, and peacetime contributor.

c. Unique features of work in the PO Branch. PO personnel perform the following 5 core roles:

(1) Influence foreign populations by expressing information subjectively to influence attitudes and behavior, and to obtain compliance, noninterference, or other desired behavioral changes. These actions facilitate military operations, minimize needless loss of life and collateral damage, and further the objectives of the supported commander, the United States, and its allies.

(2) Advise the commander on psychological acts (PSYACTs), PO enabling actions, and targeting restrictions that the military force may execute. These actions and restrictions minimize adverse impacts and unintended consequences, attack the enemy's will to resist, and enhance successful mission accomplishment. PO Soldiers also advise the commander on the psychological effects and consequences of other planned military actions and operations

(3) Provide public information to foreign populations to support humanitarian activities, restore or reinforce legitimacy, ease suffering, reduce confusion, and maintain or restore civil order. Providing public information supports and amplifies the effects of other capabilities and activities such as civil-military operations (CMO).

(4) Serve as the supported commander's voice to foreign populations to convey intent and establish credibility. This ability allows the commander to reach more audiences with less expenditure in resources and time.

(5) Counter enemy propaganda, misinformation, disinformation, and opposing information to portray friendly intent and actions correctly and positively for foreign TAs, thus denying others the ability to polarize public opinion and political will against the United States and its allies.

d. Officer roles. PO officers (Branch 37A) plan, coordinate, direct, and participate in PO units performing the above core roles in all operational environments. A POs captain commands a tactical PO detachment or an operational detachment. The tactical PO detachment is a highly trained dissemination unit, which includes (in addition to the commander) fifteen PO NCOs, and enlisted personnel. The PO operational detachment is a highly flexible organization that consists of eight NCOs who hold the one of the specialties of PO, HUMINT collection or multimedia graphics illustration. The successful OPDET must be adept at accomplishing a wide range of requirements including PO planning, TA analysis, PO product development, and PO product testing and evaluation. Dissemination of OPDET PO products is typically by, with or through platforms and media owned by other forces, agencies or nations, and is not typically attributed to U.S. Army PO. Because of this, OPDET personnel must be adept at negotiating and working with foreign and U.S. Government agencies and country teams. PO officers who successfully command a detachment may later command larger PO units, at a larger detachment and at company level as a major, battalion as an lieutenant colonel, and group as a colonel. They serve on upper echelon PO, Army and Joint Special Operations Forces (SOF) staffs and in interagency assignments. They also serve as staff officers in division, corps, ASCC/Theater Armies and in Joint Task Forces. There are a very high number of JIIM assignment possibilities and opportunities within the PO Branch.

e. Assignment opportunities other than MTOE. In addition to operational positions, PO officers may serve on Joint, interagency, USASOC, and the DA staffs, as staff and faculty of the USAJFKSWCS, CGSC/AWC and in a wide variety of other SOF or branch immaterial positions worldwide. Due to the wide-ranging demands and opportunities resident in the special operations community, the PO Branch remains a flexible, diverse force, with many individual paths to professional success and promotion.

18–2. Characteristics required of Psychological Operations officers

a. Unique attributes. PO officers must—

(1) Be physically fit.

(2) Possess unquestioned integrity.

(3) Be self-reliant team players that can function as leaders in tightly knit small groups.

(4) Possess the cognitive resilience and mental dexterity to act autonomously while under great stress.

(5) Thrive in complex and ambiguous situations.

(6) Be mentally flexible and willing to experiment and innovate in a decentralized and unstructured environment.

(7) Have the ability to solve complex political-military problems and develop and employ conventional or unconventional solutions. Develop and employ non-doctrinal methods and techniques when applicable. Be capable of decisive action for missions in which no current doctrine exists.

(8) Be able to inspire others to perform effectively under stress.

(9) Possess good interpersonal skills and display political acumen and cultural sensitivity. Mission success will often depend on an ability to establish rapport and influence the attitudes and behaviors of people from foreign cultures.

b. Unique skills. PO officers must—

(1) Be proficient in tactical level operations in their basic branches and experts in PO.

(2) Be tactically and technically expert in all capabilities required of a tactical PO detachment or an operational PO detachment.

(3) Be capable of planning and conducting PO at the tactical and the operational levels interchangeably.

(4) Be subject matter experts and recognized authority in the Psychological aspects of warfare, Joint and interagency operations, planning, operations, and intelligence as well as technical and tactical skills.

(5) Have an aptitude for learning a foreign language and must sustain foreign language proficiency throughout their careers (Active Army only). This is one of the most important and difficult skills to gain and sustain and is critical for all PO officers. Immediately after completing the 37A Psychological Operations Qualification Course (POQC), officers who do not already meet the language requirements receive extensive foreign language training and cultural training taught at the USAJFKSWCS and elsewhere, and must successfully meet all language course requirements (a score of 1/1/1 on the DLPT) before joining a PO group.

(6) Be qualified military parachutists (Active Army only).

c. Unique knowledge.

(1) Completion of the POQC provides officers with entry-level knowledge of PO. As they develop, officers gain a broader understanding of PO tactics, techniques, and procedures, the PO targeting and mission planning process, the support and sustainment process for PO unique equipment and requirements, and the Joint, multinational, and interagency aspects of PO.

(2) Active Army PO officers continuously undergo intensive preparation for assignment in their unit's designated geographic area. Whether the mission profile calls for employment in support of SOF in a denied area or a low visibility military support to public diplomacy mission in support of a country team, the overall requirement for regional orientation, language proficiency, and cross-cultural interpersonal skills remains the same. PO officers gain and maintain area orientation through military and civilian schooling, language study, area study, mission preparation, and repetitive operational experience during their careers. While initial language qualification is most often achieved through formalized instruction, it must be maintained through practice and self-study. DLPT scores reflect language proficiency and must be updated through formalized testing annually. Although only the Active Army PO units are currently organized by AOC, the management of regional expertise is subject to modification as the needs of the Army change.

18–3. Officer developmental assignments

Career development model is at figure 18–1, below.

a. Lieutenant. The PO Branch is a volunteer non-accession branch that draws its officers from other branches of the Army. The USAREC Special Operations Recruiting Battalion (SORB) recruits PO, SF, and CA volunteers, in accordance with the force stabilization procedures outlined in AR 600–35. PO officers are expected to have served a successful initial tour as a lieutenant in a small unit leadership position in one of the Army's other basic branches. As a result they are expected to have knowledge of conventional Army operations and be experienced in Army leadership. Lieutenants who volunteer in the targeted year group are selected by a DA centralized ARSOF accession board and then go to a designated CCC to qualify for continued PO officer training.

b. Captain. PO candidates will be selected by a consolidated ARSOF board and scheduled for attendance to a select CCC. Upon completion of CCC, the officer will then attend the PO training pipeline, consisting of POQC/language/Advanced Regional Analysis Course (ARAC) prior to receiving an operational assignment.

(1) PO captains must successfully command a detachment.

(2) Captains will serve optimally for two years in a detachment command. This duty equates to company, battery, or troop command in the other branches and is considered critical branch experience for a captain. Assignment as a detachment commander will normally be an officer's initial assignment following completion of their PO qualification training.

(3) The branch objective at the detachment command level is to provide the operational force with the highest possible quality leadership in order to execute missions in support of combatant command operational objectives and requirements. Detachment command also provides a common base of experience, professional development, and opportunities by which to develop and evaluate PO captains.

(4) The goal for a captain is 36 months assigned to CF 37 coded positions within a PO group. A captain serves 2 years as a detachment commander followed by company XO, a headquarters company commander at battalion, group, or flag-level HQs, or staff officer at battalion or group level. Selection to a second command is appropriate for an officer with high potential. This command time is in addition to the officer's initial tenure as a detachment commander.

(5) Other preferred developmental assignments include—

(a) Service as an instructor at the POQC.

(b) Completion of the Naval Post Graduate School SO/LIC program. This program entails 18 months of graduate

study to include authorship of a thesis on a topic of current interest to the SOF community. It provides a broad, deep education in the art and science of unconventional warfare at the tactical, operational, and strategic levels, and the curriculum is accredited as an ILE course. Attendance entails a utilization tour as an operational planner at a division or a corps HQ, or at USSOCOM, USASOC, TSOCs, a PO group, or in designated JSOTF/JOPTFs in contingency operations.

(6) In addition to professional development through operational assignments, PO captains should begin an intensive self-development program. Their efforts should focus on gaining an in-depth understanding of mass communications, marketing, behavioral science, and advertising, gaining and maintaining regional and linguistic expertise and becoming proficient in PO and common core and branch tasks.

(7) Active Army PO officers, as commanders of airborne units, are expected to successfully complete static line jumpmaster training early in their careers.

c. Major.

(1) PO majors should successfully serve for approximately 24 months in any of the positions listed below or a combination of these positions in order to meet critical branch experience requirements. The branch objective at the major level is to provide the Army and the SOF) community with the highest possible quality leadership and mid-level management in support of accessing, training, employing, and commanding PO forces worldwide. Additionally, individual officers will be provided with demanding experiential and professional development opportunities focused toward the individual's abilities, attributes, skills, and desires, vice the commonality of experience at the captain detachment level.

(a) Majors command PO line companies and PO detachments. Each PO detachment commander is responsible for operational and strategic level planning for his/her geographical region and specified TAs, and two regionally oriented operational PO detachments. Each PO development company commander is responsible for their company headquarters and four subordinate PO detachments. Each tactical PO company commander is responsible for four tactical PO detachments.

(b) The PO battalion S3 performs duties as the battalion operations, training, and plans officer, similar to other MF&E S3s.

(c) The PO XO performs duties similar to other combat arms battalion/brigade XOs.

(d) Positions corresponding to the above in the 1st Special Warfare Training Group (Airborne) (1st SWTG(A)), or an SMU.

(e) Designated positions corresponding to the above in a Joint Special Operations Task Force or JOPTF in contingency operations.

(f) Designated operations/plans staff officer positions in USSOCOM, a TSOC, or equivalent Joint Special Operations unit.

(g) Other critical designated PO-coded positions.

(2) Preferred developmental assignments for PO majors include duty as a staff officer in a PO position at division and corps, DA, major ASCC, Theater Army or major subordinate command (MSC) level, or as a SF group PO staff officer.

(3) Other developmental assignments for PO majors include—

(a) Service as a Joint or combined staff officer. Psychological operations are inherently JIIM operations and PO majors should seek Joint or combined duty after their key and developmental assignments.

(b) Attendance at the highly competitive AMS) at the SAMS. The AMSP is a year of advanced study for selected officers completing ILE at the CGSC at Fort Leavenworth. It provides a broad, deep education in the art and science of war at the tactical, operational, and strategic levels, followed by a tour after key and developmental assignment as an operational planner at division or corps, USSOCOM, USASOC, a TSOC or in designated JSOTF/JOPTFs in contingency operations. When not in command, PO officers who have completed AMSP will serve repetitively in operational and strategic planning positions on the Joint/OSD staff, interagency staff, USSOCOM, USASOC, and the TSOCs and can be expected to serve as J39s on JSOTF/JPOTFs during contingency operations.

(c) Attendance at the Naval Post Graduate School SO/LIC program. This program entails 18 months of graduate study to include authorship of a thesis on a topic of current interest to the SOF community. It provides a broad, deep education in the art and science of UW at the tactical, operational, and strategic levels, and the curriculum is accredited as an ILE course. Attendance entails a utilization tour as an operational planner at Division or Corps, USSOCOM, USASOC, a TSOC, a PO group, or in designated JSOTF/JPOTFs in contingency at the highly competitive SO/LIC program at the Naval Postgraduate School.

(4) There is much greater emphasis on self-development at the field grade levels, with the focus on more general areas of knowledge rather than specific tasks. Officers without a master's degree are encouraged to enroll in a civilian college or university to earn an advanced degree either off-duty or, if applicable, through a fully-funded program in conjunction with ILE. However, completion of a master's degree should not take precedence over completion of ILE or successful execution of any assignment. PO majors should also maintain and enhance their foreign language and cultural proficiency and continue their self-development program aimed at the mastery of Psychological aspects of warfare, (doctrine, tactics, techniques, and procedures) and mass communications and political theory.

d. Lieutenant colonel.

(1) Developmental requirements for a PO lieutenant colonel involve successful Service in any PO-coded lieutenant colonel position or combination of positions. The most critical of these assignments is Service as a PO TOE or TDA battalion commander (CSL billet), which develops the lieutenant colonel for future responsibilities as a senior commander or staff officer. The main criterion for PO command selection is outstanding performance of duty. PO officers are strongly encouraged to volunteer for all command consideration whether in operations, strategic support, recruiting and training, and installation categories, as well as critical command and staff billets in Joint and Joint PO Task Forces (JTFs/JSOTF/JOPTFs).

(2) The branch objective at the lieutenant colonel level is to provide the Army and the SOF community with the highest possible quality leadership and senior management in support of accessing, training, employing, and commanding PO forces world-wide. For the majority of lieutenant colonels, promotion to lieutenant colonel constitutes success and assignments will be aimed at developing the officer for broader contributions to the branch, the U.S. Army, and special operations in general. However, since the PO structure provides relatively fewer lieutenant colonel command positions than other branches, CSL-designated command is not the sole route to colonel. Officers should be promoted based on their pattern of Service to the Army and potential for Service at the next higher grade.

(3) lieutenant colonel developmental assignments include—

(a) Service in a USASOC, USSOCOM, or TSOC designated JSOTF or JPOTF in a contingency operation.

(b) Service as DCO, XO, or S3 of a PO group.

(c) Service as a division, corps, or ASCC/Theater Army PO officer.

(d) Service as a DA, DOD, or JCS staff officer or in interagency positions requiring PO experience and expertise.

(e) Service as a staff officer or commander in a Joint or combined headquarters and earning a Joint Service skill identifier.

(f) Service as Deputy G–3 or Deputy G–8, U.S. Army Special Operations Command or G–3, USAJFKSWCS.

(g) Service on the staff and faculty of the CGSC.

(4) For self-development, PO lieutenant colonels focus on general areas of knowledge. They should enhance their regional knowledge and improve their language proficiency as well as continue their mastery of the Psychological aspects of warfare, (doctrine, tactics, techniques, and procedures) and mass communications and political theory.

e. Colonel.

(1) PO colonels continue to serve the branch, special operations, and the Army through senior executive Service in any PO-coded colonel position or combination of positions within USSOCOM, USASOC, USAJFKSWCS, HQDA, Joint staffs, ASCC/Theater Army, combatant commands, Service schools, and other key organizations.

(2) Critical assignments include Joint staff (Deputy Director for Global Operations (DDGO)) J39 PO, command of a PO group, USSOCOM Joint PO Support Element, command of a USSOCOM or TSOC designated JPOTF or JSOTF/JPOTF in a contingency operation. The main criterion for PO command selection is outstanding performance of duty in command at the lieutenant colonel level. PO officers are strongly encouraged to volunteer for command consideration outside the PO branch in branch immaterial commands, as well as critical command and staff billets in Army, JTFs/JSOTFs/JPOTFs.

(3) Primary developmental assignments include—

(a) Service as an ASCC/Theater Army or Joint staff officer or commander in a Joint critical position requiring PO expertise.

(b) Service as Chief of Staff or DCS, G–3/5/7, USASOC.

(c) Service in the USSOCOM Joint PO Support Element.

(d) Service as assistant commandant, chief of staff, or directorate chief, USAJFKSWCS.

(e) Service with the Army Staff or with another Government agency.

(f) Service on the staff and faculty of the CGSC or AWC.

(g) Service on a combined staff.

(4) For self-development PO colonels focus on general areas of knowledge. Colonels should further enhance their regional orientation and language proficiency and continue to follow an extensive professional self-development regimen.

(5) Functional sharing-coded and immaterial "generalist" assignments. PO Branch officers who remain in the PO Branch above the grade of captain will have increasing opportunities to serve in branch/functional generalist assignments, such as IGs and instructors. Officers are provided opportunities to work in FAs, in the same manner as do other basic branches, but must volunteer for selection to do so.

(6) PO officers should expect to be considered for Joint duty assignments, and should strive to serve in these critical positions. Due to the inherent Joint nature of PO, PO Branch has a very high density of JDAL positions. PO officers are utilized in Joint organizations worldwide. Joint experience is important to the Army and essential to individual officers for their advancement into senior leadership positions.

(7) PO officers can expect to be considered for duty as commanders or staff officers of combined commands at a

rate that equals or exceeds that of the other combat arms. Experience in the JIIM environment provides significant professional development to individual officers for their advancement into senior leadership positions.

18–4. Assignment preferences and precedence

a. Preferences. Regional expertise results from language training and the initial PO group assignment. The goal of PO officer professional development is to produce and sustain highly qualified, regionally oriented officers to lead our forces in combat, and AHRC will assign officers to further this goal.

b. Precedence. PO officers' assignments to developmental leadership positions have precedence. Typically, PO Branch officers should seek assignments in the following order:

(1) Command of a detachment. This command will be the officer's first assignment after completion of POQC training.

(2) Company XO

(3) Battalion staff (as an assistant S3 at battalion or group level), company command in a captain company command billet, or PO company XO.

(4) Service at the USAJFKSWCS, USASOC, or in a generalist/branch immaterial billet.

(5) The AMSP (preceded by ILE) or the SO/LIC Course.

(6) ILE or equivalent program.

(7) Command of a PO company, battalion S3 or XO, group S3 or PSYDET commander, and/or other designated branch critical assignment.

(8) Joint assignment.

(9) Battalion level (CSL) command or senior level SOF or Army developmental position.

(10) SSC.

(11) Group level (CSL) command or senior executive level SOF, Joint, or Army position.

18–5. Duration of developmental officer life cycle assignments

a. PO desired branch experience. The goal is for all PO captains and majors to serve for 24 months in KD branch positions. All captains will serve in a PO group. Majors will serve in an operational group, training battalion, or other specifically designated position.

b. PO Branch life cycle. Figure 18–1, below, displays an Active Army PO branch life cycle.

Figure 18–1. PO Developmental Model

18–6. Key officer life cycle initiatives for Psychological Operations

a. Structure. PO structure is somewhat different from that of the other combat arms because of its high officer content and absence of lieutenants. Its structure will continue to reflect those characteristics for the foreseeable future.

b. Acquisition. PO is a non-accession branch. The USAREC recruits PO volunteers through the special operations recruiting battalion. Officers are accessed upon selection for promotion to captain and normally complete all training and reach their 1st operational assignment 1–2 years later. Over 100 officers typically apply each year, of these approximately 35 successfully graduate POQC and branch transfer into PO. The accessions window for applicants is the ARSOF Officer Accessions Board, which is conducted following completion of the Captain's Promotion Board. The goal for all captains is to graduate POQC between 4 to 6 years in Service in order to serve in PO assignments and obtain professional development in branch 37 prior to consideration for promotion to major. Captain requirements are validated in an annual mission requirement letter from CG, USAJFKSWCS to DCS, G–1.

(1) PO training prerequisites. Officers applying for selection for PO training must meet the following prerequisites:

(a) Be a volunteer for PO training in accordance with course information in ATRRS online.

(b) Be in their third year of AFC when the ARSOF accession board meets (Active Army only).

(c) Be selected for promotion to captain (Active Army only).

(d) Have enough time remaining as a captain to complete PO training and serve 3 years in a PO unit before DA centralized selection board consideration in the primary zone for promotion to major. This is in order to permit completion of the key leader development assignments prior to selection for major.

(e) Be airborne qualified or volunteer for airborne training.

(f) Have passed the APFT.

(g) Have scored at least 85 on the DLAB or met USAJFKSWCS language school graduation standards of a 1/1/1 on the DLPT in a PO required language (other than English).

(h) Have met the medical standards for PO training per AR 40–501.

(i) Be eligible for a Top Secret security clearance.

(j) Be a CCC graduate by the time of enrollment in the POQC.

(2) Branch transfer policies.

(a) Although PO Branch controls volunteers throughout their PO training, they remain members of their basic branches of assignment during training. The training pipeline begins with attendance at the POQC. The training pipeline ends with the assignment of an officer to his/her first operational unit. AHRC branch transfers Active Army officers to PO upon successful completion of the POQC (which includes the Advanced Regional Analysis Course and language training). PO officer training is a multiple part entity with a single Active Duty Service obligation. Officers failing to achieve POQC course standards will not be PO qualified and will be returned to their initial branches of assignment. USAR officers will complete the Advanced Regional Analysis Course within three years of graduating POQC.

(b) Officers who completed PO training as enlisted Soldiers must still successfully complete POQC prior to branch transfer to PO.

(c) Active Army and RC PO qualification training requirements with the exception of language are identical, but they occur at different points in the officer's time line. Officers who successfully complete the Active Army 37A POQC as reservists do not have to repeat POQC training if accessed into the Active Army.

(d) The CG, USAJFKSWCS, is the final waiver authority for course prerequisites as well as PO qualification and branch transfer requirements. All requests for waivers should be addressed to the CG, USAJFKSWCS, ATTN: AOJK–SP, Fort Bragg, NC 28310–5200.

c. Deployment. PsO officers must remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to mobile TOE units with high levels of readiness or fixed site TDA organizations, all PO officers must be deployable to accomplish missions across the full spectrum of conflict. PO officers may deploy on short notice with their units to conduct combat operations, deter potential adversaries, and to protect national interests, or as individuals to support Joint and multinational combat operations or operations other than war such as humanitarian and peace keeping missions. PO officers must prepare themselves and their Families for this most challenging life cycle function.

d. Sustainment. OPMS changes the manner of execution of 3 major areas affecting officer career development.

(1) *Promotion.* PO Branch officers will compete for promotion as a basic Branch within the MF&E functional category. This eliminates the double counting which occurred previously when officers competed in both their branch and their FA.

(2) *Command.* The PO branch lieutenant colonel and colonel commanders will continue to be centrally selected for command. All PO officer command opportunities are in the operations command and key billet category. Armywide these commands are organized into 5 functional categories: operational, strategic support, recruiting and training, installation, and key billet. The results of the command selection process are announced in the CSL. The PO personnel proponent at the USAJFKSWCS closely monitors the number of commands available to PO officers in order to achieve branch professional development on par with that of the other branches.

(3) *OER.* The OER will reinforce the linkage between officer development and officer personnel management. Starting with captain, the rater and senior rater will recommend the rated officer for the functional category which best suits his abilities and interests. PO raters and senior raters thus perform a critical function that helps ensure quality officers are designated into both MF&E and into other functional categories.

e. Development. Officer development will continue to occur through a methodical sequence of progressive assignments in TOE units with troops, staff/TDA billets, Joint and coalition assignments, and institutional training positions. Self-development continues to be an essential component of officer development. The goal is to professionally develop officers to expertly conduct PsO in support of the combatant commanders. Development occurs through the Army school system as well, with all officers selected for major completing some form of ILE training, in accordance with OPMS and MF&E functional category guidelines.

f. Separation. The branch separation process remains the same as for the rest of the Army.

18–7. Psychological Operations Reserve Component officers

a. General career development. RC captain, major, lieutenant colonel, and colonel branch transfer and developmental requirements are the same as for Active Army officers.

b. Developmental opportunities. RC captain, major, lieutenant colonel, and colonel branch critical and developmental assignments as well as branch transfer requirements are the same as for Active Army officers, with fewer SOF assignments. RC officers may not find a PO unit with openings at their grade or may be ineligible for promotion until finding a troop unit position at the proper grade. RC officers' civilian careers and other considerations may limit them

to serving in geographically available units. Other options for such officers include duty in the IRR with possible IMA program positions or short-tour positions, AGR program positions, ARNG PO positions or positions in non-PO units. Some officers may have to branch transfer. An RC officer may branch transfer several times during his/her career and may not be able to follow the normal PO career model.

c. Life cycle development model. The RC life cycle development model for PO officers is consistent with the Active Army model, with fewer assignments available in special operations.

Chapter 19
Civil Affairs Branch

19–1. Unique features of Civil Affairs Branch

a. Unique purpose of the Civil Affairs (CA) Branch. CA (38A) is a non-accession branch that is aligned with the maneuver fires and effects functional category. The branch identifies Soldiers and units organized, trained, and equipped to command and conduct CA operations, and support of civil-military operations. The mission of CA forces is to engage and influence the civil populace by planning, executing, and transitioning CA operations in Army, Joint, interagency, and multinational operations to support commanders in engaging the civil component of their operational environment, in order to enhance civil-military operations or other stated U.S. objectives before, during, or after other military operations. These operations are conducted through, with or by indigenous populations and institutions, inter-Governmental organizations, non-Governmental organizations, or other Governmental agencies applying all instruments of national power. CA forms the nucleus of the Army's civil-military operations expertise for U.S. Special Operations Command (USSOCOM), Army SOF, Forces Command (FORSCOM) and conventional forces. CA forces provide military capabilities not available elsewhere in the armed forces such as regional orientation, language, cross-cultural communication, and civilian acquired skills. CA Soldiers and units operate independently or in support of assigned forces. They interact closely with indigenous populations and institutions, inter-Governmental, non-Governmental organizations, or other Governmental agencies.

b. Unique functions performed by the CA Branch. The focus of CA is the civil component of the operational environment. CA forces enhance a commander's ability to plan and conduct civil-military operations. The CA officer is an expert in the command and employment of Civil Affairs individuals, teams, and units in support of these missions. Employment of civilian core competencies by the CA Functional Specialist, found exclusively in the USAR, enables the force to assess, monitor, protect, reinforce, establish, and transition political, economic, social, and cultural institutions, and capabilities to achieve U.S. national goals and objectives at the strategic, operational, and tactical levels of operation. Application of civilian core competencies found within the USAR CA functional specialties make the CA Branch unique. These functional specialties fall in the systems or organizations of: public health and welfare, public safety/rule of law, public administration/governance, public works/infrastructure, business administration/economic stability, and public education and information. Knowledge of these areas, coupled with detailed study of a country's people, culture, history, politics, economy, language, institutions, and its involvement with inter-Governmental and non-Governmental organizations are developed in military and civilian education programs, regularly scheduled unit training, and in the civilian workplace. CA forces support missions across the full range of military operations. CA units are oriented toward a specific region of the world and assigned areas of responsibility to regional combatant commanders, but retain the capability of worldwide deployment and operations. They provide support to conventional forces, SOF units, and interagency organizations. CA officers integrate the diplomatic, information, military, and economic principles into the operations of the combatant commander they are supporting and units they command.

c. Unique features of work in the CA Branch.

(1) *CA core tasks.* CA core tasks include—

(a) Populace and resources control (PRC).

(b) Foreign humanitarian assistance (FHA).

(c) Civil information management (CIM).

(d) Support to civil administration (SCA).

(e) Nation assistance (NA).

(2) *CA officer roles.* The CA officer develops, plans, coordinates, commands, controls, evaluates, and transitions strategic, operational, and tactical CA operations/civil-military operations policies, procedures, doctrine, and activities for Army and JJIIM environments and commands. The CA officer serves in CA units or as the civil-military operations staff officer (S9 or G9) on a commander's staff. These positions require—

(a) General military expertise and knowledge to interface with other special, general, combined arms JIIM staffs.

(b) Ability to plan, direct, execute, and transition CA operations and synchronize CA operations with the Information Operations Campaign Plan.

(c) Integration with the supported staff to facilitate maneuver operations, provide foreign humanitarian assistance, and/or promote legitimacy of U.S. objectives.

(d) Preparing a civil-military operations estimate, CA annex, and conducting CA assessments.

(e) Planning, establishing, and operating a Civil-Military Operations Center.

(f) Establishing and evaluating civil-military measures of effectiveness.

(g) Identifying, conducting, and transferring civil-military transition tasks to non-Governmental organizations, inter-Governmental organizations, indigenous populations, and institutions or interagency organizations.

(3) *Regional expertise.* Regional expertise is a distinguishing characteristic of CA officers. CA officers maintain individual and unit readiness to conduct CA operations in support of civil-military operations in their assigned region of orientation. This is accomplished through continuing education, maintaining language proficiency, country studies, and numerous operational and training deployments. This regional focus, coupled with specific cultural awareness, ensures relevant CA support to theater operational plans, contingency plans, functional plans, combatant commanders, and ambassadorial initiatives.

(4) *Opportunities to lead and command.* The CA officer may be selected to lead a variety of traditional and non-traditional formations. On deployment operations, forces routinely include individuals and teams from other branches, Services, and other countries supporting the full spectrum of CA operations and civil-military operations.

19–2. Officer characteristics required

a. Unique skills. The core competencies for CA officers are cross-cultural communications, regional expertise, language ability, interpersonal skills, personal lethality (Warrior Ethos), adaptive thinking and/or leadership, and technical proficiency. The CA officer is an expert in the command and employment of functional specialists, CA individuals, teams, and units in execution of these missions. CA officers are unique within CA forces because they provide special or unique civilian core competency skills listed in paragraph 19–1*b*, above. Foreign language skills are acquired through institutional training, self-development, or unit training. The CA officer must achieve a DLPT score of 1/1/1 in their target language. They must have the ability to solve complex political-military problems and develop and employ conventional and unconventional solutions. They also must be able to devise and execute non-standard and non-doctrinal methods and techniques when applicable to remedy unforeseen circumstances, and capable of decisive action for missions for which no doctrine exists.

b. Unique knowledge. The CA officer applies their civilian knowledge and cultural expertise to support or enhance the military operation. The CA officer understands how to interact effectively with civilian representatives of foreign and indigenous populace and institutions located in the operational area. He/she is trained to assess how civil areas, structures, capabilities, organizations, people, and events will help, hinder, or affect U.S. and coalition military operations.

c. Unique attributes.

(1) The human dimension is the differentiating factor that separates CA forces from all other military organizations. CA forces are people-centric. Though fully comfortable and capable in high technology oriented operations, their unique strength is their ability to accomplish the goals and objectives of the nation by operating through, with, or by indigenous or surrogate populations and institutions. CA forces do not operate in an environment of black and white with clearly delineated boundaries. Their operational ethos is not defined by mathematical equations, force ratios, platforms, or equipment. The CA forces unique operational area is people; the human dimension, the human sensor, force multiplication, and ground truth. The CA forces Joint battlefield framework is space, air, land, sea, and the mind.

(2) CA officers must have capacity for independent action. CA officers must be warfighters able to work in remote, austere, and often hostile environments. They must be able to make important decisions with little or no immediate supervision. They must be self-reliant team players that can function as leaders in tightly knit small groups.

(3) Due to the nature of work, CA officers must be extremely mature professionals. Even at junior grades, they are required to work at the highest levels of command organizations on sensitive issues, often briefing and advising general officers, media representatives, and senior U.S. and foreign government officials. Through their actions and words they often represent U.S. policy.

(4) CA officers must be adaptable, flexible, and capable of independent operations in unstructured environments. They must be able to thrive in complex and ambiguous situations and work in, and understand, the complexities associated with JIIM operations.

(5) CA officers must be diplomatic in their approach and be able to influence and persuade persons from other cultures. They must possess good interpersonal skills and display political awareness and cultural sensitivity.

(6) CA officers must possess unquestioned integrity.

(7) CA officers must be physically fit.

19–3. Officer developmental assignments

a. Development overview. CA officer development will continue throughout their career life cycle with progressive assignments in troop units, staff, and institutional training assignments. In addition, officers complete their PME requirements in order to remain competitive for HQDA selection boards and professional growth. All officers selected for major must complete some form of ILE training or its equivalent. All officers selected for colonel should complete SSC. In addition, self-development is key to all CA officers. The uniqueness of the branch requires officers to develop

regional expertise and a foreign language capability through self-development. The development goal is to access CA officers at the tactical level and grow them to be CA campaign planners at the strategic level in support of combatant commanders.

b. Career life cycle development. The Civil Affairs Branch is a non-accession branch that draws its officers from all other U.S. Army branches. The USAREC special operations recruiting battalion (SORB) recruits Active Army PO, SF, and CA volunteers, in accordance with the force stabilization procedures outlined in AR 600–35. CA officers are expected to serve a successful initial tour as a small unit leader in one of the other U.S. Army branches as an lieutenant in order to gain a working knowledge of conventional Army operations and tactics. Officers are accessed into CA as senior first lieutenants, and captains. Upon completion of their CCC, they will attend the CA Qualification Course, Language Training, and the Advanced Regional Analysis Course prior to receiving an operational assignment. majors, lieutenant colonels and colonels with specific civilian acquired skills compatible with the functional specialty teams in CA units may request award of the appropriate Skill Identifier in accordance with DA Pam 611–21, chapter 4. CA officers will command CA units at levels of increasing responsibility beginning with company as a major, battalion as an lieutenant colonel, brigade as a colonel, and command as a brigadier general.

c. Accession. The CA Branch is a non-accession branch. Officers selected for branch transfer must meet the following criteria (requirements 19–3*c*(1) through (9), below, will not be waived):

(1) Completion of a resident BOLC.

(2) Completion of a basic branch officer CCC.

(3) Completion of CA Qualification Course.

(4) Completion of Advanced Regional Analysis Course (ARAC). Active Army will complete during pipeline training, RC must complete within three years of graduating CA Qualification Course.

(5) Be assigned to a valid entry level CA, 38A position.

(6) Possession of a bachelor's degree.

(7) Possession of a valid security clearance of Secret. Active Army officers must be eligible for a Top Secret clearance in accordance with AR 600–4.

(8) Have attained a minimum score of 85 on the DLAB or have a foreign language ability as demonstrated by a DLPT score of 1/1/1 or higher (Active Duty only).

(9) Be airborne qualified or medically and physically capable and willing to volunteer for airborne training (Active Duty only).

(10) A physical profile of 111221 (exception to policy outlined in para 19–3*b*, above).

(11) In the grade of O–2 through O–3 (exception to policy outlined in para 19–3*b*, above).

d. Desired qualifications. Due to the regional orientation of U.S. Army CA units, a foreign language skill and regional/cultural expertise is highly desirable. Officers must have an aptitude for learning a foreign language and must sustain foreign language proficiency throughout their careers. In addition, advanced civilian education and a strong background in one of the civilian acquired functional specialties are desired.

e. Opportunities for female Soldiers. All branch 38 coded positions are open to women, including all positions in CA units and command positions, except for direct combat probability code (DCPC) 1 positions in SF groups (A) and the Ranger Regiment.

f. Application procedures. Commissioned officers who meet the minimum criteria outlined above and desire a branch transfer to the CA Branch may apply as applicable—

(1) Active Army officers may apply through the United States Army SORB, Bldg. 2–1120 Fort Bragg, NC 28310, Fax: (910) 396–4994, http://www.bragg.army.mil/CAPSYOP/, between their 2nd and 3rd year of commissioned Service. The application packet will be considered at the Army Special Operations Forces (ARSOF) board held in the 2nd quarter of each fiscal year.

(2) USAR TPU members, who meet all of the requirements of 19–3*c*, above, may apply through their chain of command to Headquarters, USAJFKSWCS, ATTN: AOJK–SP, Fort Bragg, NC 28310.

(3) Drilling Individual Mobilization Augmentee (DIMA) and IRR members may apply through their respective personnel management officer (PMO), USA AHRC–St. Louis, 1 Reserve Way, St. Louis MO 63132–9610 to Headquarters, USAJFKSWCS, ATTN: AOJK–SP, Fort Bragg, NC 28310.

g. Waiver authority. The CG, USAJFKSWCS, is the proponent for all CA forces and the final authority for course prerequisites as well as CA qualification and branch transfer requirements. All requests for exception to policy should be routed through the chain of command and addressed to the CG, USAJFKSWCS, ATTN: AOJK–SP, Fort Bragg, NC 28310.

19–4. Officer management

a. Active Army officers. Upon acceptance for branch transfer, officers are managed as CA officers by AHRC–Alexandria. The CA Branch assignments officer at AHRC–Alexandria will schedule the selected officer for CCC, Airborne (if needed), CA Qualification Course, ARAC and language (if needed) prior to assignment to an entry level CA assignment. The CA Branch is awarded once all of the requirements of 19–3*c*, above, are met. For Active

Army officers, this means completion of CCC, Airborne (if not already qualified), CA Qualification Course, Language (1/1/1), and ARAC in order to branch transfer.

b. USAR TPU members. Upon acceptance for branch transfer, officers are managed as CA officers by AHRC–St. Louis. The CA Branch assignments officer at AHRC–St. Louis will advise the officer on career progression, assignments, and will schedule the CA officer for PME as needed.

c. DIMA and IRR members. Upon acceptance for branch transfer, officers are managed as CA officers by AHRC–St. Louis. The A Branch Assignments officer at AHRC–St. Louis will assign the officer to a CA position in a TPU or to a CA DIMA position. The assignments officer will continue to advise the officer on career progression, assignments, and will schedule the CA officer for PME as needed.

d. Assignment and schooling requirements. CA officers must complete their operational assignments and schooling to be considered best qualified in the branch at each grade. By meeting these requirements the officer has acquired the skills and knowledge to remain proficient in the CA Branch at that grade and is best qualified for promotion in the branch. Officers are strongly encouraged, however, to attain exceptional qualification requirements in the CA Branch at each grade. Meeting exceptionally qualified requirements will increase the officer's probability of being selected for promotion. Meeting exceptionally qualified requirements will also improve the possibility of command selection for lieutenant colonel and colonel grades. Officers at all grades must recognize, however, the importance of performance in all assignments.

e. KD assignments. The following list of assignments for first lieutenant/captains through colonel are recommendations to make the CA officer the best qualified in the CA Branch at each grade and exceptionally qualified for future promotion.

(1) First lieutenant and/or captain.

(a) PME. Completion of CCC, CA Qualification Course, and ARAC (ARAC must be completed within three years of graduate CA Qualification Course for USAR officers).

(b) Key assignments. CA captains should successfully serve 24 months in any combination of the positions listed below.

1. CA team leader. CA teams are lead by captains. These teams are the basic maneuver element of CA forces. During assignment as a CA team leader the CA captain can expect to successfully accomplish many of these tasks: lead and train CA NCOs and Soldiers assigned to the team; employ civil-military operations staff augmentation and CA planning and assessment support to maneuver commanders; provide trained linguistic, regional, and cultural expertise to supported commanders; plan, execute, and transition CA operations and civil-military operations tasks in support of both conventional and SOF forces in a JIIM environment; and employ a CA team to conduct CA operations and civil-military operations.

2. Company commander, HHC, CA battalion (Active Army). Commands the headquarters company of an Active Army CA battalion. Responsible for the training and readiness of a multi-faceted unit charged with ensuring the mission readiness of the battalion.

3. Chief, Civil Information Management Section, CA battalion (Active Army and USAR). Responsible for the collection of civil information, and then fusing it with the supported headquarters, other USG/DOD agencies, inter-Governmental organizations and non-Governmental organizations to ensure timely availability of information for analysis and dissemination. Facilitates the combatant commander's situational awareness and understanding regarding civil information and a common operating picture in order to support effects based operations.

4. S5, SF battalion (Active Army). There are limited captains positions in SF battalions to serve as the S5. It is preferred that officers serve first in a CA unit in one of the positions listed above before assignment as an SF battalion S5.

(c) Other preferred developmental assignments.

1. CA company, deputy CMOC officer, assistant battalion operations officer (A/S3), CA company operations officer (Active Army), assistant plans officer, CA planning team (CA battalion) and civilian liaison team chief (USAR CA battalion). All of these positions continue officer development while assigned to CA units and compliment the time spent in key captain's positions.

2. Battalion or brigade level staff or assistant staff officer. Staff officer responsibilities are similar to other U.S. Army branches. A detailed listing of duties and responsibilities can be found in FM 6–0.

(d) Self-development goals. In addition to professional development through operational assignments, CA captains should begin an intensive military self-development program. Their efforts should focus on gaining an in-depth understanding of combined arms JIIM operations; gaining and maintaining regional and linguistic expertise; and becoming proficient in CA common core and branch tasks and in their civilian acquired expertise. All CA officers must be physically fit. Active Army officers must meet the special operations forces validation requirements, including language proficiency. Suggested officer development courses: Naval Post Graduate School, SOF courses at Joint Special Operations University, CIMIC NATO courses, and FEMA courses.

(2) *Major.*

(a) PME. Officers must complete 100 percent of ILE OES requirements. Additionally USAR CA officers must

complete the ARAC within three years of graduating CA Qualification Course in order to remain competitive for promotion (Active Duty CA officers complete ARAC as captains).

(b) Key assignments. CA major assignments include planning, executing, and transitioning CA and civil-military tasks, employing CA and other Soldiers and leading and developing subordinates. majors should successfully serve 12 months with a goal of 24 months in any of the positions listed below or a combination of these positions.

1. CA company commander. majors command CA companies. During assignment as a CA company commander, majors can expect to successfully accomplish many of these tasks; command and lead CA officers, NCOs, and Soldiers assigned to a CA company; direct collective training of a CA company; direct the planning, coordination, and conduct of CA operations in support of civil-military operations, provide a supported command with advice, coordination, and staff assistance on the employment of CA capabilities and issues relating to inter-Governmental organizations, non-Governmental organizations, and other Governmental agencies; establish and operate a CMOC as well as employ CA teams, CA planning teams, and functional teams to conduct CA operations in support of civil-military operations.

2. Battalion S3. The CA battalion S3 performs duties as the battalion operations, training and plans officer similar to S3s of other MF&E category units.

3. Battalion XO. The CA battalion XO performs duties similar to other MF&E category units.

4. BCT S5/SF group S5/Ranger Regiment S5. CA majors serve as the primary staff officer (S5) for CA in the BCT, SF group, or Ranger Regiment. Officers can expect to advise the commander on civil-military matters and the employment of CA forces apportioned to the formation. They will participate in the mission planning process and are expected to be the subject matter expert (SME) on civil-military operations.

5. Commander, HHC, CA battalion (USAR). Majors command the HHC of USAR CA battalions. Responsible for the training and readiness of a multi-faceted unit charged with ensuring the mission readiness of the battalion.

6. Functional specialty team (USAR only). Majors lead the functional specialty teams in a tactical CA battalion. During assignment on a functional specialty team, CA majors can expect to employ the team to provide technical expertise, advice, and assistance in identifying and assessing the CA functional specialties.

7. The 1st special warfare training group. Positions corresponding to 19–4e(2)(b)1 through 3, above, but within this specialized training unit.

(c) Other preferred developmental assignments.

1. CA majors. Complimentary to key assignments, CA majors can expect to serve as CA planning team chief, (CA battalion), civil liaison team chief (USAR), functional specialty team member, (USAR) and other staff positions in CA units.

2. General staff officer. Provides professional development at one of the staff sections at the command, division, corps, ASCC, and Joint duty positions.

3. Senior staff. Service as an HQDA, DOD, JCS, SOC, and Joint or combined headquarters staff officer or in interagency positions requiring CA experience and expertise.

(d) Self-development goals. There is much greater emphasis on self-development at the field grade level, with the focus on more general areas of knowledge rather than on specific tasks. Officers without a master's degree should consider enrolling in a civil college or university and earning an advanced degree. CA majors should maintain and enhance their regional and cultural expertise, develop their civilian acquired expertise and continue their military self-development reading program. Officers should consider membership in professional organizations within 1 of the 6 functional specialty areas and complete the requirements to be awarded one of the CA skill identifiers described in AR 611–21, chapter 4. Officers must remain physically fit and Active Army officers must meet special operations forces validation requirements. Suggested officer development courses-SOF courses at Joint Special Operations University, NATO courses, and Joint Professional Military Education (JPME) Level II.

(3) *Lieutenant colonel.*

(a) PME. Lieutenant colonels wanting to remain competitive for subsequent promotion should be selected to a SSC. Officers selected to command BNs will attend the Army Pre-Command Course (PCC). Active Army officers will also attend the ARSOF PCC and the Joint Special operations PCC.

(b) Assignments. KD assignments for lieutenant colonels include—

1. Command of a Civil Affairs TOE or TDA battalion (CSL) is the most critical assignment for a CA lieutenant colonel. Service as a CA battalion commander develops the lieutenant colonel for future responsibilities as a CA brigade commander.

2. Primary Staff, division CMO officer.

3. Service as primary staff officer at a CA brigade.

(c) Other developmental positions.

1. Service as a staff officer at CA brigade or command.

2. Service on a CA planning team.

3. Service on one of the 6 specialty teams (USAR only).

4. CA Proponent officer, USAJFKSWCS.

5. Service as an HQDA, DOD, JCS, ASCC, or ACOM and Joint or combined headquarters staff officer or in

interagency positions requiring CA experience and expertise. (For USAR: These positions are not normally USAR TPU positions but can become available during TTAD and ADSW).

(d) Self-development goals. CA lieutenant colonels should enhance their regional knowledge and continue their military self-development professional readings and mastery of branch skills and civilian acquired skills. Complete a master's degree in one of the CA disciplines; complete continuing education programs in acquired civilian skills, if applicable; and complete the requirements to be awarded one of the CA skill identifiers described in AR 611–21, chapter 4. Officers should consider membership in professional organizations within one of the 6 functional specialties. Officers must remain physically fit and meet special operations forces validation requirements.

(4) *Colonel.*

(a) PME. Completion of SSC.

(b) Assignments. CA colonels continue to serve the branch, special operations, and the Army through Service in any CA-coded colonel position or combination of positions within USSOCOM, USASOC, USACAPOC, USAJFKSWCS, HQDA, Joint staff, Service schools, and other key organizations. KD assignments include—

1. Command of a CA brigade.

2. Primary staff officer in the Corps G9.

3. Deputy command of a CA brigade or command.

4. Assistant chief of staff for one of the primary staff positions at brigade and command level.

5. Team chief of specialty team.

6. Team chief of CA planning team.

7. Service as an HQDA, DOD, JCS, and Joint or combined headquarters staff officer or in interagency positions requiring CA experience and expertise.

(c) Self-development goals. Colonels should further enhance their regional orientation and continue their professional readings and mastery of branch skills. Complete a master's degree in one of the CA disciplines; complete continuing education programs in acquired civilian skills, if applicable; and meet special operations forces validation requirements.

19–5. Assignment preferences and precedence

a. Preferences. The assignment of CA officers is based upon the needs of the Army, the regional alignment of the officer and the desires of the individual officer. Worldwide assignments are available. The goal of CA officer development is to produce officers that can assimilate into Army and JIIM staffs and immediately integrate CA plans and principles into the deliberate planning process.

b. Precedence. Assignment to developmental leadership positions has precedence, although there is flexibility on the sequence of assignments. Ideally, CA branch officers should seek assignments in the following order: CA team, CA company, and/or functional specialty team leader; staff officer at the battalion, brigade, CACOM, DRU, ASCC, or ACOM level; executive officer, and command at the company, battalion, brigade, command level. In addition, assignments at the Joint, SOCs, Joint theater staffs, HQDA, and OSD are important to Army and essential to individuals officers for their advancement into senior leadership positions.

19–6. Duration of developmental officer life cycle assignments

a. CA KD assignments. Officers in the CA branch should serve ideally for a minimum of 12 months with a goal of 24 months in the following types of assignments:

(1) Commanders of CA commands, brigades, battalions, and companies.

(2) Primary CMO staff officer (S5/G9) in BCTs, SF groups, Ranger Regiment, or division HQs

(3) Staff officers, at all levels, in CA units.

(4) CA functional team and section leaders, at all levels, in CA units.

(5) CA instructors in Service schools, including Joint Service schools.

(6) Unified and specified command staff positions that plan civil-military operations and civil affairs operations.

(7) Members of CA support teams, for example, theater, operational, tactical in a theater of operations.

b. CA branch life cycle. Figure 19–1, below, displays the CA branch life cycle with KD positions.

Figure 19–1. CA Developmental Model

19–7. Requirements, authorizations, and inventory

The goal is to maintain a healthy, viable career path for CA branch officers. The numbers of CA authorized billets allow adequate career progression for CA officers.

19–8. Key officer life cycle initiatives for Civil Affairs

a. Structure. Structure changes to CA MTOEs will be implemented in fiscal year (FY) 2007 through FY2009.

b. Acquire. Officers recruited into the branch should be in the grade of O–2 and O–3, have troop leading experience, and as a minimum be a CCC graduate from a U.S. Army basic branch.

c. Distribute. Under OPMS, CA officers will only serve in CA and branch immaterial positions. Only Civil Affairs officers are authorized to fill Civil Affairs positions and command Civil Affairs units. The CA Assignments Branch, MF&E Division at AHRC-Alexandria, officer Personnel Management Directorate (OPMD) manages Active Duty CA officer assignments. Team four, officer Management Division at AHRC-St. Louis manages USAR CA officer assignments.

d. Development. The CA Qualification Course is the branch-producing course for all CA officers. ARAC further prepares the officer to work in a specific area of the world with enhanced understanding of the diplomatic, political military, and economic considerations for that region. ARAC is required for all officers (Active Army will complete as captains, USAR will complete within three years of their graduating CA Qualification Course). Active Army officers will be required to attain and maintain language proficiency at the 1/1/1 level. Officer development will continue to occur through a methodical sequence of progressive assignments in TOE units with troops, staff/TDA assignments,

JIIM, and institutional training assignments. Self-development continues to be an essential component of officer development. The goal is to professionally develop officers to expertly conduct CA operations in support of the war fighting combatant commanders. Development starts in the Army school system. All officers selected for major should complete ILE and should work to obtain a master's degree as discussed earlier. All lieutenant colonels should strive to complete JPME II. All colonels should complete SSC.

e. Deployment. CA officers are warfighters who remain personally and professionally prepared to deploy worldwide on short notice. All CA officers must be deployable to accomplish missions across the full spectrum of operations. CA officers may deploy with their units to deter potential adversaries and to protect national interests. CA officers and enlisted Soldiers may be deployed as individuals to support operations in all JIIM environments. CA branch officers must prepare themselves and their Families for this most challenging career development function.

f. Transition. The separation process is the same as for all Army officers.

Chapter 20
Information Operations Functional Area

20–1. Unique features of Information Operations functional area

a. Unique purpose of Information Operations FA.

(1) Information operations (IO) are the integrated employment of the core capabilities of electronic warfare, computer network operations, PO, military deception, and operations security, in concert with specified supporting and related capabilities, to influence, disrupt, corrupt, or usurp adversarial human and automated decisionmaking while protecting our own. IO engage enemy, adversary, neutrals, and others in the information environment to influence perceptions, affect actions, and generate a range of effects in the information environment. IO includes the use of capabilities to influence perceptions of foreign and friendly audiences. FM 3–13, when revised and published, will contain detailed information about Army IO.

(a) The ultimate objective of IO is to achieve an operational advantage that contributes to mission accomplishment. Military operations are undertaken to achieve national objectives. Army commanders understand they will plan, prepare, and execute full spectrum operations as part of a JIIM team. Hence, their IO must be nested with and reinforce the strategic communication themes and messages, to include performing tasks that may be assigned in support of defense support to public diplomacy or military diplomacy.

(b) The success of Army full spectrum operations in general, and stability operations in particular, depends largely on promoting positive perceptions and attitudes of a host population. This shapes the land AO for political, social, and economic normalization. Commanders use IO and related activities to build trust and confidence, communicate information, promote support, and counter effects from enemy IO propaganda, misinformation, rumors, confusion, fear, and apprehension. Where the use of force is restricted or is not a viable option, IO can influence attitudes, reduce commitment to a hostile cause, and convey the willingness to use force without actually employing it. Information used in this manner allows friendly forces to accomplish missions faster, with fewer casualties and enduring effects.

(c) IO on land differs fundamentally from IO in the air and sea. Ground forces are immersed in the sociocultural mosaic of native populations. Populations typically comprise diverse social groups, often with diametrically opposed interests, objectives, cultures, and norms. Hence, in additional to employing the traditional capabilities of IO against adversaries, land component commanders confront the challenge of orchestrating information engagement activities among the disparate social groups in their AO. Army commanders think of IO in terms of effects they must generate to achieve an operational advantage that leads to mission accomplishment rather than as a set of information-related tools.

(2) Army doctrine retains the definition, intent, and essence of Joint IO doctrine. Due to the nature and scope of land operations, however, the Army discharges the IO capabilities a bit differently while still nesting them in the context of JIIM operations. The responsibility, authority, and accountability for coordinating and synchronizing the disparate IO capabilities is assigned to the staff principals. These principals have the capability, capacity, and expertise to optimize the IO capabilities.

(3) Army IO tasks include military deception, operations security, command and control engagement, information protection, and information engagement.

(a) Military deception. The G–5 has responsibility for military deception. It is coordinated and synchronized in the plans cell. The responsibility for preparing, executing, assessing, and adapting military deception passes to the G–3 current operations cell in accordance with unit standing operating procedure or upon direction from the commander or chief of staff.

(b) Operations security. The G–3 has responsibility for operations security and physical security. Operations security is coordinated and synchronized in the protection cell. The G–2 has responsibility for counterintelligence. The G–2 coordinates and synchronizes counterintelligence in the protection cell.

(c) Command and control engagement. Command and control engagement are actions involving the use of computer networks, electromagnetic and directed energy, and physical attack to degrade or destroy adversarial command and

control or neutralize adversarial attack capabilities; and, actions to search for, intercept, identify, and locate or localize sources of radiated electromagnetic energy for the purpose of threat recognition, targeting, planning, and conduct of future operations. Command and control engagement comprises electronic attack, electronic warfare support, computer network attack, computer network exploitation, and physical attack capabilities. The G–3 has overall responsibility for command and control engagement. Command and control engagement is coordinated and synchronized in the fires cell. The DCS, G–2 has responsibility for computer network exploitation and electronic warfare support; the DCS, G–2 coordinates and synchronizes computer network exploitation and electronic warfare support in the fires cell.

(d) Information protection. Information protection are active or passive measures to protect and defend friendly information and information systems to ensure friendly access to timely, accurate, and relevant information while denying adversaries the opportunity to exploit friendly information and information systems for their own purposes. Information protection comprises information assurance, computer network defense, and electronic protect capabilities. The CIO/G–6 is responsible for all three IO capabilities under information protection. The CIO/G–6 coordinates and synchronizes information protection in the command, control, communications, and computer operations (C4OPS) cell.

(e) Information engagement. Information engagement is the integrated employment of public affairs, psychological operations, combat camera, civil-military operations, counterpropaganda, and other means necessary to inform and engage key audiences in the land force commander's operational environment in order to create, strengthen, or preserve a tactical or operational advantage that contributes to the accomplishment of the mission, which may include military diplomacy or defense support to public diplomacy. By intent and in its effects, information engagement is the operational and tactical application of strategic communication in the land force commander's operational environment.

(4) The G–7 chairs the information engagement working group and is directly responsible for three primary functions; coordinating, synchronizing, orchestrating, assessing, and adapting the information engagement activities of public affairs, psychological operations, counterpropaganda, combat camera, military diplomacy, and defense support to public diplomacy in accordance with the commander's intent and guidance; harmonizing information engagement activities with all other lethal and nonlethal means; and integrating information engagement activities into plans and orders.

(a) The three functions serve to inform and engage the disparate audiences in the unit's AO. All three functions aim to achieve an operational advantage that contributes to mission accomplishment. By intent and in its effects, information engagement is the operational and tactical application of strategic communication within a land AO.

(b) The G–7 responsibilities include producing materials to participate effectively in the operations process. These include the information engagement working group synchronization matrix, information engagement working group targeting and intelligence requirements, and the command engagement plan. The plan includes face-to-face engagements by the command group, staff, and subordinate commanders. Ever cognizant of the civil, cultural, and political environment in the AO, the G–7 ensures the operations process considers how actions proposed by the staff may impact disparate audiences and information engagement plans. The proposed actions may have unintended as well as intended consequences.

(c) To achieve the full benefit of information engagement operations, the G–7 must understand all the capabilities available to the Joint force, including other IO capabilities. The coordination, synchronization, orchestration, and integration of other unit capabilities, however, rest with the staff principals who have the capacity, capability, and expertise to discharge them. Hence, all staff principals must achieve the full potential of their own IO capabilities. They share the responsibility for producing synergistic effects from all the IO capabilities via the operations process.

(5) The CGl, Combined Arms Center (CAC) is the Army proponent for IO and the FA 30 FA.

b. Unique functions performed by the IO FA. The FA 30 officer as the G–7 (S–7) has staff responsibility for information engagement. Unique functions performed by the FA 30 officer include:

(1) Coordinating information engagement capabilities for the corps, division, or brigade through the Chief of Staff or G–3.

(2) Integrating and synchronizing information engagement actions into the overall operation.

(3) Assessing the effects of information engagement throughout the operations process and recommending adjustments as required.

(4) Integrating and synchronizing information engagement with operational and theater strategic-level communications.

(5) Monitoring the effects of IO tasks on information engagement.

(6) Preparing the information engagement portions of plans and orders and recommending priorities for accomplishing information engagement tasks.

(7) Recommending information engagement means to achieve desired effects.

(8) Staff planning and supervisory responsibilities for establishing and supervising a G–7 (S–7) section.

(9) Integrating intelligence from the G–2 (S–2) into information engagement.

(10) Exercising staff coordination over the conduct of the overall information engagement effort.

(11) Recommending priorities for accomplishing information engagement tasks identified during planning.

(12) Leveraging the capabilities of higher echelon agencies and units providing connectivity with national- and theater-level information engagement agencies.

(13) Participating in targeting meetings.

(14) Recommending information engagement effects to influence adversary perceptions, decisions, and actions.

(15) Coordinating information engagement with other agencies (such as the U.S. Information Agency, U.S. Agency for International Development, and U.S. Embassies and missions).

c. Unique features of work in the IO FA. Unique features of work include—

(1) Understanding cultural implications and use of information as a means to influence target audiences and events across full spectrum operations.

(2) Integrating and synchronizing strategic communications efforts into operational requirements.

(3) Possessing Intellectual flexibility and an operational focus.

(4) Possessing interpersonal skills to integrate both military and nonmilitary resources.

20–2. Officer characteristics required

The FA 30 officers must have a secret clearance with eligibility for Top-Secret Sensitive Compartmented Information (TS/SCI) access based on assignment requirements. FA 30 officers must immediately initiate procedures to obtain the proper level of clearance upon notification of the FA 30 functional designation. Additionally, there are FA unique skills, knowledge, and attributes.

a. Unique skills. FA 30 officers must comprehend the organization, structure, and doctrine of the warfighting Army as it evolves. In addition, they must—

(1) Have experience in operational assignments (command, G–3 (S3) staff, fire support, plans preferred).

(2) Exhibit capacity and capability to understand, articulate, and solve complex concepts.

b. Unique knowledge. FA 30 officers must remain up-to-date on Army organization, structure, and doctrine. They must also—

(1) Possess the necessary tactical and operational expertise in order to advise the commander and staff on the benefits of information engagement.

(2) Possess an undergraduate degree. A undergraduate degree in the following is preferred:

(a) Marketing.

(b) Advertising.

(c) Anthropology.

(d) Psychology.

(e) Sociology.

(f) Political science.

(g) International relations.

(h) Communications.

(i) History (non-American).

(j) Area studies.

(3) Possess the potential for advanced civil schooling (ACS), training with industry (TWI), and training with government agencies in the areas of international studies, Government, or marketing. Indicators of potential may include Distinguished Military Graduate from commissioning source, undergraduate grade point average above 3.25, military academic reports in the top 20 percent, or qualifying graduate record examination scores.

(4) Understand cultural anthropology, cross-cultural communications, and cultural awareness. Officers that have lived "on the economy" in other countries (college junior year abroad, church mission, or Family situation) may possess the potential for information engagement.

c. Unique attributes. FA 30 officers must be warfighters who possess the highest standards of discretion, integrity, and professional ethics. In addition, they must—

(1) Write effectively.

(2) Apply decisionmaking theory in military organizations to optimize the decision making process.

(3) Think creatively and apply critical reasoning skills.

(4) Use face-to-face negotiation, mediation, and arbitration skills using translators.

20–3. Critical officer developmental assignments

Captains interested in becoming FA 30 officers submit their FA preference through AHRC Web-based preference system in their 4th or 7th year of commissioned officer military Service. Captains are FA designated into IO through an Army FA designation board or by submitting a request to transfer into FA 30 through AHRC. The U.S. Army Information Operations Proponent (USAIOP) reviews FA preference requests in order to identify, recruit, select, and assess officers who meet the criteria and possess the required skills and experience to serve as FA 30 officer Officers interested in FA 30 after their 7th YOS are encouraged to contact USAIOP through the Army Knowledge Online TRADOC IO Web site for additional information on IO opportunities. Officers may serve in an FA 30 assignment

prior to FA designation by filling a position on an IO staff. However, the FA 30 Career Manager at AHRC manages only FA designated officers.

a. Information Operations FA qualification and development. Generally, FA 30 officers will receive initial IO training before they begin a FA 30 assignment. After selection into FA 30, officers will attend the USAIOP FA 30 Qualification Course (QC) at Fort Leavenworth, Kansas. The FA 30 QC is the sole credentialing course for FA 30 designated officers. The FA 30 QC develops FA 30 officers with the requisite competencies to serve successfully on staffs at a BCT through corps. FA 30 officer participation in other Army educational opportunities is based on duty performance and Army needs. A limited number of officers will be selected for fully-funded ACS or TWI programs. Although it is not required for promotion consideration, a graduate degree should be a goal of every FA 30 officer.

(1) *Captain.* After selection to captain, officers FA designate at the 4th or 7th YOS. Captains designated as FA 30 officer and successfully complete the FA 30 QC are fully qualified at the rank of captain and competitive for promotion to major. FA 30 captains serve as a member of a BCT S–7 or division staff. To meet the operational needs of the Army and required time for institutional development, FA 30 assignment experience as a captain is not required for promotion to major. Captains not selected for FA 30 through the FA designation board may receive fully-funded ACS programs with a follow-on FA 30 assignment. These officers are candidates for FA designation into FA 30 upon their selection to major.

(2) *Major.* FA 30 majors serve as BCT S–7 officer or in staff organizations at division or corps. These assignments ensure that FA 30 officers sustain their knowledge and understanding of the operational force. All FA 30 officers will attend an ILE common core course at a course location determined by USAIOP and AHRC career counselor. FA 30 officers that successfully complete the ILE common core course are JPME 1 qualified. A limited number of FA 30 officers will attend the SAMS, TWI, or an ACS program. Majors that successful complete the FA 30 QC and ILE common core course, and have served 24 months cumulative Service in an FA 30 assignment, are fully qualified and competitive for promotion to lieutenant colonel.

(3) *Lieutenant colonel.* FA 30 lieutenant colonels serve as G–7 primary staff officers at Army division headquarters or at Army corps headquarters on a G–7 staff. Additionally, FA 30 lieutenant colonel serve on a Joint staff, combatant command staff, Army staff, ACOM staff, ASCC staff, or Direct Reporting Unit (DRU) staff. Lieutenant colonels that successful complete the FA 30 QC and ILE common core course, and have served 48 months cumulative Service in an FA 30 assignment are fully qualified and competitive for promotion to colonel.

(4) *Colonel.* FA 30 colonels serve as G–7 primary staff officers at Army corps headquarters. Additionally, FA 30 colonel serve as FA senior practitioners on a Joint staff, combatant command staff, ACOM staff, ASCC staff, or DRU staff. If not selected for resident SSC, FA 30 colonels should apply for the non-resident AWC Distance Education Course.

b. Branch/FA generalist assignments. Captains and above can serve in branch/FA generalist assignments such as ROTC, USMA faculty and staff, and Inspector General. Although not associated with a specific branch or FA, these assignments are important to the Army.

c. Joint assignments. Joint FA 30 positions are on the JDAL. Officers assigned to those billets will receive the Joint officer specialty skill identifier upon successful Joint tour completion. FA 30 officers are generally not considered for Joint duty assignments until selection to major. Although Joint experience is important to the Army, not all FA 30 officers will receive Joint assignments. This will not adversely affect their selection to the rank of colonel.

20–4. Assignment preferences and precedence

The assignment sequencing in a FA is not as rigid as that of a branch. FA assignments should professionally develop FA 30 officers in a variety of IO environments. After receiving initial IO training, FA 30 officers should seek different types of responsibilities within the FA 30 structure to provide breadth to their IO experiences.

a. Preferences. The IO FA has diverse opportunities allowing numerous career development paths. Officers will attend the USAIOP FA 30 QC course prior to initial assignment to a FA 30 position. By exception, officers may be given an assignment prior to completion the FA 30 QC to meet operational mission requirements.

b. Precedence. Assignments to FA 30 positions deployed in support of the GWOT will have precedence, although there is flexibility on the sequence of assignments. Some FA 30 assignments will require ACS, such as a master's degree program in IO from the Naval Postgraduate School in Monterey, California. FA 30 officers will complete an Army FA 30 assignment before assignment to a Joint command.

20–5. Duration of critical officer life cycle assignments

Most assignments for FA 30 officers will be 24 to 36 months in length. Tours may be longer in areas with a high concentration of billets, such as the National Capital Region. Locations outside the continental United States will continue to require specific tour lengths. There is no single position that fully qualifies an FA 30 officer. Figure 40–2 depicts an IO FA life cycle development model for an Active Army (Active Army) officer.

20–6. Requirements, authorizations, and inventory

The FA 30 career progression goal is to maintain a viable career path for FA 30 officers. To meet these requirements,

the field grade inventory is prioritized to fill FA 30 authorizations for the current and future force requirements. FA 30 officers are provided sufficient time in assignments to fully qualify them before consideration for promotion.

a. Acquire. The criteria for selecting an officer into FA 30 include needs of the Army, type of civilian degree, and grade point average, foreign language aptitude, duty performance, and personal preference. Personnel preference will be determined by using AHRC's FA Assignment Interactive Module Web page. The FA designation board occurs each year in September.

b. Distribute. After functional designation into the FA 30 at the rank of captain, the FA 30 career manager at AHRC manages FA 30 officers. Assignment to FA 30 positions, ACS, or to branch/FA generalist positions will depend upon needs of the Army, professional development considerations, officer preference, and officer qualifications at the time of assignment.

c. Deploy. FA 30 officers are warfighters, personally and professionally prepared to deploy worldwide at all times. Whether assigned to TOE or TDA organizations, all FA 30 officers must be deployable to accomplish missions across the full spectrum of operations. FA 30 officers may deploy with their units or as individual support to various worldwide operations.

d. Sustain. FA 30 officers will compete within the functional category of MF&E for promotion to major, lieutenant colonel, and colonel. The FA 30 career manager will monitor and manage all FA 30 assignments.

e. Develop. FA 30 incorporates a professional officer development plan offering maximum diversity for assignment and schooling. FA 30 officers apply and develop IO skills through a series of progressively challenging assignments. As IO officers progress through their careers, FA 30s become eligible for additional educational training, preparing them for positions of increased responsibility.

f. Train. FA 30 officers attend the ILE common core course in resident at a course location site determined USAIOP and the AHRC career counselor. FA 30 officers are JPME 1 qualified after successfully completing the ILE common core course. Additionally, FA 30 officers are fully credentialed after successfully completing the USAIOP FA 30 QC.

g. Separate. FA 30 officers will separate from the Army in the same manner as all other officers.

20–7. Information Operations Reserve Component officers

a. General career development. RC IO officer development objectives and qualifications parallel those planned for their Active Duty counterparts. Junior officers must develop a strong foundation through assignments in their basic branches before specializing in FA 30 assignments.

b. FA qualification and development opportunities. RC officers should strive for IO assignments that yield the same development opportunities as their Active Army counterparts. RC officers retain their basic branch with a skill identifier for IO, since they do not FA designate into FA 30 through an AHRC FA designation board.

(1) The qualification standards at each rank, PME, and length of Service in FA 30 assignments are the same as for Active Army officers.

(2) RC officers with IO skill identifiers can expect to serve in a theater IO group, TPU, as an IMA, or in an IRR assignment. These varying assignments bolster total Army IO capabilities, develop officer's leadership skills, and increase the individual's knowledge of the RC roles and mission.

(3) RC officers with civilian acquired skills in communications, marketing, organizational behavior, or other IO-related fields are a valuable Army resource. Officers with skills in these areas through employment or civilian education will be competitive for promotion and selection to IO positions of increased responsibility.

(4) RC officers should attend the same residence education courses as their Active Army counterparts.

c. Life cycle development model. The RC life cycle development model for IO officers is the same as Active Army (see fig 20–1, below).

Figure 20–1. FA 30 Developmental Model

Chapter 21
Public Affairs Functional Area

21–1. Unique features of the Public Affairs functional area

a. Unique purpose of the Public Affairs (PA) FA. PA is a FA aligned under the MF&E functional category. PA is an element of command policy and decisionmaking that provides trusted advice and counsel on the public implications of organizational operations. Army public affairs programs play a vital role in the ability of a command to meet its military objectives. PA officers develop strategies, lead, and supervise the conduct of community relations, command information, and media relations in support of this role. The PA officer's principle role is to advise and counsel the commander on how the unit's operations will be comprehended by the affected publics both internal and external. The officer then develops and executes effective public affairs operations designed to articulate and explain the commander's actions to those affected in such a manner that they are informed in peacetime, conflict, and war. PA officers provide commanders with the expertise and guidance to conduct public affairs operations and enhance the command's ability to collect, process, and act on information. Because mass media and information technologies reach audiences immediately, PA officers assist the commander to anticipate and address the media impact on internal (command information) and external (public information) audiences. PA has a complementary role to CA, SOF, and associated roles with PO and IO. Trained and experienced A officers operate in a rapidly evolving and adapting information environment and their activities enhance the capabilities of the other MFE branches. The DA Chief of PA is the proponent for FA 46.

b. Unique functions performed by PA FA. PA fulfills the Army's obligation to keep the American people and the Army informed and helps to establish the conditions that lead to confidence in America's Army and its readiness to conduct operations in peacetime, conflict, and war. This mission includes planning for and providing information to Soldiers and government and contract employees on their roles, keeping Family members informed, explaining to the American public what the Army is doing, maintaining effective relationships with communities and stakeholder groups, anticipating and responding to issues that arise from media coverage or community interaction.

c. Unique features of work in Public Affairs FA. Effective Army PA requires the application of professional and technical skills from the military and civilian sectors. PA officers are personal staff officers or principals who supervise PA staffs, advise senior commanders and leaders, lead PA units, or serve on higher command PA staffs. They serve on the personal staff at brigade and higher. They serve as instructors at the Defense Information School (DINFOS), Fort Meade, Maryland and other institutions. They provide PA coordination at all levels of command and are responsible for effective execution of the PA core processes.

(1) *Advisor to commander and staff.* PA officers provide the advice and counsel regarding the public (internal and external) implications of all major decisions and actions. This role includes—

(a) Counseling commander and staff as to strategies to achieve information dominance and reduce misinformation, rumors, uncertainty, fear, and enemy disinformation efforts.

(b) Participating in boards, working groups, cells, and advisory groups.

(c) Contributing to the preservation of public support.

(d) Advising the commander on military support to public diplomacy activities and strategies.

(2) *Public affairs planning.* The process of continuously assessing operational situations for PA implications, developing strategies, and solutions and monitoring the effects of PA operations. Planning includes—

(a) Strategic communication planning

(b) Participating in the Military Decision Making Process through the preparation of PA estimates; participation in the various planning cells; and the coordination of information and information needs with other staffs and agencies.

(c) Advising commanders and staff members on information environment and battlespace issues likely to impact operations and how military operations may be perceived globally.

(d) Developing public affairs courses of action, risk assessments, PA annexes and plans, information strategies, and preparation of PA guidance. Conducting research on audience attitudes and perceptions of policies, programs, and information needs.

(e) Monitoring ongoing PA campaigns and the PA aspects of military operations, assessing their effectiveness, and making adjustments as required.

(f) Supervising and executing the public affairs planning, policy, research, and resource management functions. This role involves anticipating PA issues, developing solutions, and conducting follow-up analyses and following up to adjust strategies.

(3) *Execute information strategies.* The development and execution of synchronized campaigns using all available and appropriate methods of communicating messages to inform internal and external audiences and maintain two-way communication with those audiences. This role includes—

(a) Acquisition of information to support message development.

(b) Production of stories, news releases, digital and Web-based media products, or other information products from acquisition source material, which includes all aspects of editing and producing a final product.

(c) Distribution of products to target audiences through an appropriate medium; leveraging all appropriate components of the information environment to achieve maximum desired audience penetration.

(d) Protection of classified and operational information from inadvertent public release, enforcing security procedures at the source and monitoring the operational security of PA operations.

(4) *Conduct media facilitation.* The process of assisting media representatives in covering Army and Joint operations; maximizing their access to Soldiers while also maximizing the commander's access to the media. This process includes—

(a) Assisting media entry into the area of operations.

(b) Registering media representatives.

(c) Orienting media on coverage ground rules and ensuring they understand security policies.

(d) Arranging interviews and briefings; coordinating unit visits and unit escorts.

(e) Analyzing and providing thorough and timely responses to media queries.

(f) Embedding media in operational units.

(g) Establishing and maintaining liaison with media representatives.

(h) Advising the commander on DOD/Army regulatory requirements and policies regarding the timely release of information.

(i) Serving as a spokesman for the commander to the media.

(5) *Conduct public affairs training.* This process provides or coordinates PA training for Soldiers, government civilians, contract employees and Family members, as well as specialty training for PA professionals, which includes—

(a) Training conducted at the installation or home station.

(b) Integration of PA training into scenario development, staff exercises, field exercises, and CTC rotations.

(c) Management and support of professional development programs and training to support lifetime career progression of PA Soldiers and civilians.

(6) *Community relations and outreach.* This process maintains effective community relations that contribute to the morale of Soldiers and their Families, directly supports public understanding of America's Army, enhances the projection and sustainment capabilities of Army installations, and garners hometown support for Soldiers and their Families. Specific community relations efforts include—

(a) Evaluating community relations programs and public attitudes through formal, developed feedback mechanisms.

(b) Developing and managing of community relations programs such as commander's councils and speakers' bureaus.

(c) Planning and arranging special events, open houses, tours, speaking engagements, exhibits, and demonstrations.

21–2. Public Affairs officer characteristics required

a. General. PA officers are tactically proficient because of their basic branch training and assignments. This grounding in the tactical and operational Army is vital to success and credibility as PA officers. Because their roles and duties require them to explain the Army and its operations to a wide range of external and internal audiences, PA officers participate in ongoing operational professional military education and maintain a sound grasp of Army doctrine and warfighting knowledge throughout their careers. All PA officers require security clearances and access to programs to perform their duties at the level to which they are assigned.

b. Unique skills. FA 46 officers form a pool of highly qualified officers capable of supporting tactical, operational, and strategic level requirements in peace and war. FA 46 officers are required to display a wide range of skills, knowledge, and attributes.

(1) *Interpersonal skills.* PA officers are part of the combined arms and Joint and expeditionary teams. They must be confident, informed, and skilled in building teamwork within their staff organization and recognize they often simultaneously belong to many teams; facilitating development of those teams. In addition, they must—

(a) Be effective, exemplary communicators with highly developed speaking and listening skills.

(b) Demonstrate outstanding leadership skills in tactical and institutional environments; apply those skills in dealing with military and civilian personnel.

(c) Have highly developed coaching, mentoring, and facilitation skills.

(2) *Conceptual and decisionmaking skills.* A officers must have sound judgment and be both critical and creative in their thinking. They routinely operate in high-level staff assignments where guidance may be minimal and close interaction with senior level decisionmakers is frequent. They work in a dynamic, high tempo environment and must be tactically and technically skilled, effective staff officers with the ability to synthesize data, and to communicate information clearly. PA officers work independently and make decisions with little or no immediate supervision. The ability to work under pressure and deal positively with stress is essential.

(3) *Tactical and technical skills.* PA officers must exhibit proficiency in professional knowledge, judgment, and warfighting. They apply skills from the military and private sectors and must—

(a) Master and apply a comprehensive set of communication, counseling and advising skills to accomplish PA and military support to public diplomacy missions.

(b) Incorporate and apply advanced automation and information management skills to the Public Affairs FA.

(c) Be the Army's experts in all forms of internal, external, interpersonal, organizational, intercultural, and mass communications, to include training others in communications skills.

(d) Be innovative, adaptive, and at ease when operating in JIIM operations.

c. Unique knowledge. PA officers are well versed in current Army organization, structure, and doctrine. In addition, they—

(1) Possess a comprehensive knowledge of public relations, organizational communications, and issue management.

(2) Remain current on developments in the civilian community for possible application to their area of expertise.

(3) Understand the implications of operating in the real-time and near real-time information battlespace and advising commanders and staff in that aspect of operations.

(4) Observe, understand, assess, and operate in the greater geo-military political realm.

(5) Understand the impact of their actions and information strategies on the local, regional, theater-strategic, and strategic battlespace.

d. Unique attributes. PA officers must exhibit intellectual honesty with superiors and be unafraid to state and defend their convictions. PA officers must often deliver unpleasant news and persuade superiors to approve or accomplish difficult or unattractive courses of action. They must—

(1) Possess a deep respect for the principles of Constitutional democracy. No one can effectively perform as an Army PA officer without a thorough knowledge of the Bill of Rights and the conviction that the American people have a right to know.

(2) Realize they represent the Army and the commander first and have a specific mandate to help Army leaders gain and keep public support for Army leadership goals.

(3) Understand a fundamental tenet of Army PA philosophy is that the best way to gain and maintain public support is always tell the truth. Integrity is paramount.

(4) Be warfighters capable of leading change and accommodating ambiguity in the conduct of operations in the global information environment.

(5) Be comfortable and confident in working in the Joint, combined, and interagency aspects of public information.

21–3. Critical officer developmental assignments

a. General. The goal of FA 46 development is to provide the Army a qualified, credentialed Public Affairs professional and advisor to the commander and provide the individual officer a successful career within the MF&E functional category. All FA 46 officers begin their careers in one of the Army's accession branches and attend branch basic and advanced courses. Officers who have served successfully in company grade positions are highly desired for designation to the PA FA in their 8th YOS. A small number of officers will be provided the opportunity for early functional designation at their 4th year of commissioned Service following the CCC. Designation is based upon the needs of the Army, officer preference, military experience, and, in some cases, civil schooling. Most officers will not receive a FA 46 assignment until selection to major and functional designation into the MF&E functional category as a PA officer. The most competitive officers are those who have served successfully as the PA officer in operational units.

b. FA qualification and development. Attendance at the Defense Information School's Public Affairs officer Qualification Course (PAOQC) is mandatory for all FA 46 officers prior to their first FA 46 assignment. FA 46 officers, whose first Public Affairs assignment is with the American Forces Radio and Television Service (AFRTS) or a Broadcast Operations Detachment (BOD) for RC officers, attend specialized training in the management and administration of AFRTS networks after attending PAOQC. FA 46 officers assigned to AFRTS or BOD positions later in their career will attend this training en route to the assignment.

(1) *Captain.* Experience in the PA FA at the rank of captain is not a requirement for promotion to major, but could enhance selection to PA during the functional Designation Board (FDB) process. FA 46 captain positions are key developmental billets, but in the current OPMS system are not crucial to career progression in the FA. At this level, officers can serve as PA detachment commanders, mobile PA detachment team leaders, or division or higher PA staff officers.

(2) *Major.* After selection to major, officers will be designated into one of the three OPMS CFs by an FDB. PA officers in the MF&E functional category serve primarily in operational PA assignments. FA 46 majors should aggressively seek key assignments in which they are the principal spokesperson for operational units or mobile PA detachment commanders. Other qualifying jobs include nominative assignments on headquarters, DOD, and Joint staffs. Majors who complete required developmental training and have served successfully for at least 24 months in a PA assignment are considered qualified for promotion in the FA. They compete against other officers in the MF&E functional category for promotion to lieutenant colonel. Completion of the ILE common core curriculum is essential for all majors to be competitive for promotion to lieutenant colonel.

(3) *Lieutenant colonel.* Officers selected for lieutenant colonel should seek assignments of greater responsibility as the primary PA officer in operational units. FA 46 lieutenant colonels are generally assigned to senior staff positions, where they can fully use their knowledge of the Army and their FA. PA officers who have demonstrated high potential will be assigned to flag-officer level commands and nominative positions on headquarters, DOD and Joint staffs, and AFRTS network command positions. Lieutenant colonels are encouraged to seek PA assignments within Joint commands to gain the Joint and combined command exposure and experience.

(a) Professional development. A graduate degree in a public affairs related discipline is highly desired, but not required, for FA 46 lieutenant colonels prior to primary zone consideration for promotion to colonel. Additionally, PA officers are encouraged to seek professional accreditation through organizations such as the Public Relations Society of America or the International Association of Business Communicators.

(b) FA qualification. FA 46 officers are considered FA qualified and eligible to compete in the MF&E functional category for promotion to colonel if they have 48 months cumulative public affairs experience. They also must have served in one of the following positions:

1. Principal PA officer. Principal PA officer for a 2-star or 3-star level commander for at least 18 months.

2. AFRTS lieutenant colonel level network commander. AFRTS lieutenant colonel level network commander for 24 months.

3. Director of an office of the Chief of PA field operating activity. All FA 46 officers should have served a minimum of 18 months time in field grade operational or equivalent assignments, preferably as a primary PA officer, prior to consideration for promotion to colonel.

4. Colonel. All FA 46 colonels should complete resident or nonresident SSC. As the senior practitioners in their FA, they serve primarily on Joint, ACOM, ASCC or HQDA staffs. Key assignments include combatant commands and ACOM or ASCC Public Affairs officer positions, director of Army Broadcasting Service, director of Army PA Center, director of the Defense Information School, or division chief billets on the HQDA and DOD Public Affairs staffs.

c. Defense Media Center Assignments. The DMC was instituted by the 2005 Quadrennial Review Report to consolidate the Services' internal information efforts under one organization. The Soldiers Media Center, established in 2004 to consolidate the DA's internal information effort, is the DMC Army element. The SMC includes—

(1) U.S. Army News Service.

(2) U.S. Army Soldiers Magazine.

(3) U.S. Army Soldiers Radio and Television.

(4) U.S. Army Element Army/Air Force Hometown News Service.

(5) Air Force Network (AFN)–Europe.

(6) AFN–South.

(7) AFN–Korea.

d. Office, Chief of Public Affairs (OCPA) field operating activities assignments.

(1) U.S. Army Office of the Chief of Public Affairs, Los Angeles.

(2) U.S. Army Office of the Chief of Public Affairs, New York.

(3) U.S. Army Office of the Chief of Public Affairs, Mid-West.

(4) Army Public Affairs Center.

e. Joint assignments. FA 46 officers will serve in Joint commands whether they are formally assigned to a JDAL position. Officers assigned to JDAL positions will meet all JPME requirements. Pa units and officers routinely support Joint operations. Pa officers should seek to attend all available Joint courses taught by DINFOS. Only officers who first graduate the Joint and Combined Warfighting School prior to a follow-on Joint assignment will be designated as Joint Specialty Officers (skill identifier 3L). FA 46 officers normally will not be considered for assignment to JDAL positions until they have served an initial Army FA 46 assignment and been selected for promotion to major. Because not all FA 46 officers will serve in JDAL assignments, the absence of a Joint assignment will not preclude their selection to colonel.

f. Assignment preference and precedence.

(1) *Assignment sequencing.* Prior to their first FA 46 assignment, all officers will receive their initial FA training at DINFOS. All PA officer assignments require graduation from the PAOQC. In addition to the PAOQC requirement, an AFRTS assignment requires successful completion of the DINFOS Broadcast Management Course (BMC). It is extremely important that an officer's first FA 46 assignment be a position where the officer is personally supervised or mentored by a senior PA officer and works with PA NCOs.

(2) *Precedence.* Some FA 46 billets will be designated as requiring ACS or TWI. Officers assigned to those jobs must complete the required courses prior to reporting to their duty assignments. Officers selected for ACS should seek degrees supporting strategic or mass communication and public diplomacy. Officers who have successfully completed ACS and TWI programs will be assigned to jobs that provide the Army maximum benefit from this valuable training. In some cases officers selected for ACS and TWI incur an additional Service obligation and designated assignment to capitalize on that experience.

21–4. Duration of critical officer life cycle assignments

a. General. Most PA assignments are 36 months and will be synchronized with unit life cycle management to the maximum extent possible. Tours could be longer in areas with a high concentration of PA positions. OCONUS locations will continue to require tour lengths specific to those regions. This strategy will allow officers to attend public affairs FA training en route to their PA assignments as required.

b. Key PA FA qualification assignments. PA detachment commanders should serve for 18 to 24 months. Mobile PA detachment commanders should serve for 24 months. Unless assigned to a short tour area, PA assignments should be a minimum of 24 months; however, the goal is to serve at least 36 months. AFRTS network commanders serve for 24 to 36 months per theater assignment policies.

c. PA FA life cycle. Figure 21–1, below, depicts the PA life cycle model.

Figure 21–1. PA Officer Active Army Developmental Model

21–5. Requirements, authorizations, and inventory

a. Goal. The goal is sustain a cadre of highly qualified PA officers while providing a viable career path to colonel for high-potential FA 46 officers. FA 46 officer inventory must be optimized to fulfill PA requirements while providing sufficient time for FA qualification prior to consideration for promotion to lieutenant colonel and colonel.

b. OPMS implementation. The number of authorized FA 46 authorizations, by grade, will vary as force structure decisions are made and actions to implement them are taken. Officers desiring more information on current authorizations or inventory should contact the AHRC FA 46 assignments officer. Figure 21–1, above, provides a good overview of assignment opportunities. PA maintains a professional forum and collaboration site within Army Knowledge Online with additional information.

21–6. Key officer life cycle initiatives for Public Affairs

a. Structure. PA officers serve in all echelons worldwide. FA 46 positions exist in Army operational units, headquarters staffs, Joint commands, and national agencies.

b. Acquire. FA 46 officers comprising a particular year group are designated into the FA at their 4th year, for a select few, and 8th YOS. The criteria for selecting an officer to the PA FA include manner of performance, civilian degree concentration, grade point average, and personal preference.

c. Distribute. After designation into the MF&E functional category and FA designation as PA the AHRC Career Management Division will manage FA 46 officer assignments. FA 46 officers will be assigned in accordance with force stabilization strategies.

d. Deploy. PA is a high demand, low density CF. FA 46 officers are warfighters who remain personally and professionally prepared to deploy worldwide. The majority of FA 46 officers are assigned to TOE units with high levels of readiness. All FA 46 officers must be worldwide deployable to accomplish missions across the full spectrum

of peace and conflict. FA 46 officers may deploy tomorrow with their expeditionary units to deter potential adversaries and to protect national interests or as individuals to support Joint and multinational operations other than war, such as humanitarian and peacekeeping missions. PA officers must prepare themselves and their Families for this challenging life cycle function.

e. Sustain. Officers designated into the MF&E functional category will compete within their functional category for promotion to lieutenant colonel and colonel.

f. Develop. PA officer development is based upon institutional training, operational assignments, cultural awareness, and self-development. Effective development and sustainment of FA 46 skills and knowledge occurs throughout the FA 46 life cycle.

(1) *Training.* FA 46 institutional training includes the following elements:

(a) Initial specialty training. This training is conducted at DINFOS. All FA 46 officers attend the eight-week PAOQC prior to their initial PA assignment. PAOQC provides the basic knowledge and skills required to perform entry-level PA officer duties. Officers selected for their first broadcast assignment will attend the BMC at DINFOS.

(b) Graduate level ACS. Some FA 46 officers attend Army-funded graduate school in a PA-related discipline. Selection is competitive and normally occurs after the 8th YOS. Following graduation, officers are assigned to Army Educational Requirements System (AERS) designated utilization positions such as OCPA staff, Army Accessions Command staff, and OCPA field operating agencies, unless Army needs dictate otherwise.

(c) TWI program. High-potential officers spend from 10 to 12 months training with leading print, broadcast or public relations companies. Following graduation, they are assigned to AERS designated positions. The nomination process for TWI is similar to the ACS program process, but officers should have completed ILE, have 24 months public affairs experience and be highly competitive for promotion. Utilization tours are OCPA–NY, OCPA–MW, OCPA–LA, AFN–Europe, AFN–South, AFN–Korea, and Army Accessions Command.

(d) Combined ACS/TWI program. This highly competitive program places an officer in a program that combines graduate level schooling with a TWI assignment. At the completion of an 18-month program, the officer receives a graduate degree in public communication along with TWI experience at a leading international Washington D.C. based public relations firm. The officer then serves a utilization tour in the OCPA or as the PA assistant to a senior Army leader.

(e) Joint Communications Course. Sponsored by DINFOS, this graduate-level course is taught at a major university and is geared toward communication theory, research and evaluation. Credit earned can be applied toward a graduate communication degree.

(f) ILE common core curriculum. Presently, FA 46 majors will attend the 12-week common core course in residence at a course location (CL) site. After graduation at a CL site, officers are Intermediate Staff College (ISC) graduates and credentialed JPME I qualification. Full ILE credit is awarded when the officer has completed the common core course. Full ILE credit is not yet required prior to promotion to lieutenant colonel. RC officers can attend The Army School System (TASS) classrooms located in CONUS and OCONUS CL sites.

(g) BMC. Taught at DINFOS for officers who are en route to an AFRTS or a BOD assignment. The course familiarizes officers with AFRTS broadcast management principles, station management and broadcast policies.

(h) Senior PA Officer Seminar. The seminar is available for senior lieutenant colonels and colonels selected by the Chief of Public Affairs to attend. The seminar provides a capstone experience for seasoned practitioners who will occupy senior PA billets at the highest levels of military Service. Using a blend of top-flight outside speakers and classroom discussion, this course will better prepare senior PA officers to become effective strategic communications counselors to combatant commanders (for example, CJCS, Unified Commands, Service Chiefs, and so on).

(2) *Operational assignments.* PA officers should serve in operational and generating force assignments. PA officers should have at least 48 months cumulative field grade PA experience prior to primary zone consideration for promotion to colonel.

(3) *Self-development.* PA officers must pursue an aggressive self-development program. Membership and accreditation by a relevant professional organization is strongly encouraged. Professional reading and research is key to maintaining strategic and tactical skills and knowledge. PA officers must maintain currency with doctrinal developments, Joint PA policies and procedures, and overall U.S. political, economic, and military strategies. All PA officers must be familiar with HQDA level strategic communications programs and goals.

g. Separate. PA officers will separate from the Army in the same manner as all other officers.

21–7. Public Affairs Reserve Component officers

a. General career development. RC FA 46 officer development objectives and qualifications parallel those of their Active Army colleagues. Because the majority of tactical PA assets are in the RC, RC PA officers can expect Active Duty deployments in support of Army and Joint missions. This mandates an equivalent development program for RC FA 46 officers. RC officers do not necessarily single track within CFD 46 due to the locations of various public affairs units. However, recurring assignments and supporting education and deployments within PA are essential for qualified and experienced RC leadership.

b. PA RC FA qualification and development. Development and qualification will be equivalent to the Active Army.

Greater use of distance learning approaches will be used to ensure delivery of required training and education to RC officers. RC PA officers should seek the same developmental opportunities as their Active Army counterparts or equivalent opportunities available in the ARNG or USAR. RC officers will not be awarded FA 46 until successful completion of the PAOQC-distance learning (PAOQC–ADL) (Phase II) or the resident PAOQC. RC officers enrolled in PAOQC–ADL may serve in a PA billet prior to completion. PAOQC–ADL must be completed within three years of enrollment. Successful completion of PAOQC–ADL or PAOQC is required prior to assumption of PA TOE unit command. Officers assigned to BODs should attend BMC following PAOQC–ADL or PAOQC completion. Qualification requirements may be waived only with the concurrence of the Chief, Army PA. FA 46 exception to policy requests should be forwarded through the appropriate RC PA headquarters for review before reaching the Army PA Center for a final decision. Contact the appropriate RC PA headquarters or the Army PA Center for current procedures.

c. PA RC assignments. RC FA 46 officer assignments parallel those of their Active Army colleagues with some inherent component unique differences. These component unique positions include State Area Command PAO, BOD commander/operations officer and unified command staff IMA. Because the majority of tactical PA assets are in the RC, RC PAs officers can expect Active Duty deployments in positions of Coalition Press Information Center staff officer/Director in support of ongoing Army and Joint missions. Many positions parallel the Active Army, to include PA Operations Center commander, MPAD commander, BOD commander, PA detachment commander, BCT PAO, division PAO, TSC PAO.

d. Life cycle development model. The RC life cycle development model is shown at figure 21–2, below.

Figure 21–2. PA Officer RC Developmental Model

Part Three
Operations Support

Chapter 22
Signal Corps Branch

22–1. Unique features of Signal Corps Branch

a. Unique purpose of the Signal Corps Branch. The primary mission of the Signal Corps (Branch 25) is to provide seamless, secure, continuous, and robust communication and information systems support at all levels from sustaining military bases to forward-deployed fighting forces in support of Army, Joint, combined, and coalition operations worldwide. Signal officers lead and manage Signal organizations, forces, and operations that enable globally-dispersed, network-centric warfare. Signal WOs provide technical leadership and advice in planning and directing Signal operations. The Chief of Signal is the personnel proponent for two interrelated officer FAs; Telecommunications Systems Engineering (FA 24) and Information Systems Management (FA 53). Both are vital to the Signal Regiment. The Signal Regiment led by this team of branch, FA and WOs is the linchpin for the Army's ability to achieve knowledge dominance in the 21st Century.

b. The way ahead. From tactical to operational to strategic levels, the ability to process, store, and transport information securely is one of the most critical elements in the effectiveness of today's modern military force. Every weapon, command and control, and Service support system is increasingly dependent on communications and information systems to function properly and securely. Modern warfare is immensely complex and requires interoperability and synchronization of all systems across the full spectrum of operations. To accomplish these goals, the Signal Regiment is leading the Army in transformation to better support the force in Joint and expeditionary operations. The regiment is undergoing major transformations in personnel, doctrine, and equipment. The modularization of signal elements and changes in doctrine and equipment will create a force that is tailorable to a Regional Combatant Commander's (RCC) requirements and operates in an autonomous, nonlinear, noncontiguous battle space that is no longer division based.

c. Unique features of work in the Signal Corps Branch. Signal branch and WOs are responsible for the Army's communication and information systems and serve as Joint command, control, communications and computers (C4) systems integrators. It is the Signal Corps' responsibility to provide and manage the communications and information systems support that network the force across a multitude of battlefield platforms and mission areas. Signal support encompasses all aspects of planning, designing, installing, maintaining, managing and protecting information networks to include communications links, computers, and other components of local and wide area networks, and it includes the integration of user owned and operated systems into the networks. Signal forces plan, install, operate, maintain, and protect voice and data communications networks that employ single and multi-channel satellite (space-based), tropospheric scatter, terrestrial microwave, switching, messaging, video-teleconferencing, visual information, and other related systems. Signal officers integrate tactical, strategic, and sustaining base communications, information processing, and management systems into a seamless Global Information Grid (GIG) that enables Network-Centric warfare for Army, Joint and Coalition operations. In support of tactical operations, the Signal Corps provides a myriad of state-of-the-art, real time voice and data tactical information systems to provide information services to all elements on the battlefield and reach-back to the sustaining military base. At the strategic level, the Signal Corps is responsible for the Army's portion of the Defense Information System Network (DISN) and its interface with tactical signal elements at theater and corps. Together with its Air Force and Navy counterparts, the Signal Corps manages and directs the Joint operation of the GIG serving the DOD and the National Command Authority. At all levels, the Signal Corps provides communications and information systems and networks to support the nation's forces across the entire operational spectrum.

d. Officer Tasks within the Signal Corps Branch. Signal Corps Branch and WOs encounter unprecedented challenges that test their tactical and technical abilities. Commensurate with these challenges are tremendous opportunities for advancement and personal satisfaction. Roles inherent within the Signal Corps at the MTOE level are command, supervisory, managerial, and technical leadership for the planning, installation, administration, management, maintenance, operation, integration, and securing of communications and information systems to support the aforementioned task, the Signal Corps Branch officer works at all levels of command and staff to perform the following functions.

(1) Commands, directs, and controls Signal units.

(2) Within Signal units, serves as platoon leaders, company commanders, supply and maintenance officers, operations officers, XOs, other staff officers, and battalion/brigade commanders.

(3) Within maneuver units, such as BCTs, serves with their combat arms counterparts as Signal platoon leaders, Signal company commanders and as principle coordinating staff (S6), and technical advisors to the commander.

(4) Plans, coordinates, and supervises the training, administration, management, operation, supply, maintenance,

transportation, information assurance activities, and allocation of resources for units and facilities in support of Army, Joint, combined, and coalition operations worldwide.

(5) Provides detailed technical direction and advice to commanders, staffs, and other C4 users at all echelons.

e. Assignment opportunities other than MTOE within the Signal Corps Branch. To support the aforementioned task, the Signal Corps officer works at all levels of command and staff to perform the following functions:

(1) At Army Command (ACOM), DA, and DOD levels, serves as staff and as Joint duty officers in support of Army, Joint, and combined, and coalition tactical, theater, strategic, or sustaining base operations.

(2) Develops doctrine, organizations, and equipment for the signal mission area. Serve as instructors, combat developers, and training developers at the Signal Center, other branch schools, and combat training centers.

(3) Serves as instructors at pre-commissioning programs, military academies, Service Signal schools, and Service colleges.

(4) Performs duties as Signal Corps advisors to both the USAR and ARNG organizations.

(5) Plans, coordinates, and supervises the training, administration, management, operation, supply, maintenance, transportation, information assurance activities, and allocation of resources for units and facilities in support of Army, Joint, combined, and coalition operations worldwide.

22–2. Officer characteristics required

a. Unique skills.

(1) *Decisionmaking skills.* Signal officers are grounded in troop leading skills as well as managerial and technical skills.

(2) *Tactical, technical, and systems integration skills.* Signal officers must also have an understanding of Army, Joint, combined, and coalition information system networks and how to provide connectivity between different information systems (other services) securely. To help in this understanding, Signal officers are encouraged to obtain additional degrees in some type of information related discipline. Signal officers are technically proficient with branch and mission unique equipment, tools, and systems. Signal mission success requires the proper balance between technical skills and the ability to understand and apply the appropriate tactical skills. These skills are gained and developed through repetitive operational assignments and continuous professional study and self-development.

b. Unique knowledge. The components of network operations (NETOPS) consist of enterprise systems management/ network management, computer network defense/information assurance, and content staging/information dissemination management). These components comprise the core competencies of the Signal Regiment and all Signal Regiment officers must possess knowledge of all three.

(1) Signal officers must aggressively pursue knowledge about existing and future information systems and technology. Additionally, all Signal officers should strive both on and off duty to learn as much as possible about technology management, telecommunications, automation, and the Global Information Infrastructure.

(2) Signal officers must possess expert knowledge of Army, Joint, combined, and coalition signal support and coordination principles. This knowledge includes practical experience in tactics, combined arms operations, and the employment of direct and indirect fire weapon systems.

(3) Signal officers gain this knowledge through a logical sequence of continuous education, training, and experience, sustained by mentoring.

(4) Individual officers sustain knowledge through institutional training and education, duty in operational assignments, TWI, and continuous self-development.

22–3. Signal branch officer developmental assignments

a. Branch development. Developmental assignments will develop and hone leadership skills and enhance the Signal officer's capability to plan, install, integrate, operate, maintain and defend the Army's strategic, operational, tactical, and sustaining base voice, video, and data communications networks, information systems, services, and resources for peace, conflict, and wartime operations.

(1) *Lieutenant.*

(a) After completing the Signal Basic Officer Leader Course (BOLC), lieutenants are normally assigned at company level to gain troop-leading experience and to enhance technical and tactical competence. Inculcation of the Warrior Ethos and Army core values is essential in the development of young officers. Second lieutenants entering life cycle units will remain with the unit for the duration of the life cycle and will in some cases serve as a newly promoted captain in a lieutenant position. Signal Corps lieutenants are fully developed after serving a minimum of 12 months as a platoon leader or direct Signal support team (DSST) officer in charge (OIC) and after serving an additional 12 months as a company XO, or battalion primary staff officer.

(b) Lieutenants should expect to serve in company level positions to develop leadership and signal technical skills and, when required gain additional skills by serving in staff positions at the battalion level or higher. Typical duty positions include platoon leader, DSST OIC, company executive officer, or signal battalion staff officer. Assignments are based on—

1. Needs of the Army.

2. Professional development requirements.

3. Officer's preferences.

(c) Lieutenants should focus on acquiring and refining troop leading procedures, coordination, logistics, technica,l and administrative skills, as well as Signal unique technical skills required to plan, install, operate, and maintain signal equipment and systems. In addition to branch unique tasks, Signal lieutenants should also become proficient in common core tasks. Before promotion to captain, officers should possess in-depth knowledge of the Signal operations and its integration into combined arms operations. This includes practical experience in signal activities and missions and in tactics and combined arms operations.

(d) The Signal Corps Branch Detail Program is an important part of officer accession process. This critical program assigns newly commissioned Signal officers to branches with large lieutenant requirements. In accordance with AR 614–100, paragraph 3–1*g*, the branch detail period is 48 months including time spent in initial entry training (IET). Upon return to the Signal Corps, branch detailed officers must attend the Signal Captains Career Course-Leveler (SCCC–L), followed by the Signal Captains Career Course (SCCC). After completing both courses, detailed officers are developed in the same manner as their non-detailed counterparts.

(e) By law, officers must obtain a baccalaureate degree before promotion to captain.

(2) *Captain.*

(a) Officers generally attend the SCCC between the 4th and 7th YOS. SCCC is a permanent change of station (PCS) course. Captains must aggressively prepare for and seek the skills and experience for promotion to and success in the rank of major.

(b) In preparation for the duties of a major, captains should have as a goal to serve at least 24 months in one or a combination of the following KD assignments:

1. Company command.

2. Non-Signal battalion S6.

3. Transition team (TT) Signal mentor/advisor previous experience in these positions as a lieutenant is considered developmental, but is not credited as key developmental as a captain. AHRC Network and Space Operations Branch will make the final determination as to when an officer is determined to be a senior captain based off of experience, timing, and acquired competencies.

(c) Upon completion of KD assignments as a captain, officers can be assigned in other developmental assignments that are consistent with current Army requirements. These assignments include—

1. Combat training centers (CTC) observer controller (OC).

2. USAREC command or staff.

3. Active Army/RC Active Army/RC duty.

4. Signal battalion/brigade principal staff.

5. USMA staff.

6. ROTC instructor.

7. Service school instructor.

8. Education opportunity (ACS, TWI, Joint Chief of Staff Internship (JCS), and so on).

9. FA positions.

10. Other generalist positions.

(d) Captains must aggressively prepare for and seek the skills for success in the rank of major. Captains should continue to gain an in-depth understanding of combined arms operations and be proficient in both Signal operations and common core competencies. These competencies provide the foundation of knowledge required to serve in the branch with tactical and technical proficiency, in addition to being a leader of Soldiers. Captains gain a working knowledge of command principles, battalion-level staff operations, combined arms operations and signal operations at the battalion at the battalion level and above.

(e) Functional designation is conducted at the 7th YOS and all officers will be functionally designated into one of three functional categories. Signal Corps officers who stay in the Signal Corps will be functionally designated into the operations support functional category. In addition, in the 3d YOS, officers may voluntarily submit a preference to functionally designate into one of four FAs (FA 24, 30, 46, 53). The formal functional designation is based upon the needs of the Army, officer skills and experience, and preference. The Chief of Signal is the proponent manager for FA24 (telecommunications system engineer) and FA 53 (information systems management). For more information on FA 24 and FA 53, see chapters 23 and 24, respectively.

(3) *Major.*

(a) Signal majors are encouraged to serve in KD assignments and other developmental assignments that will refine their leader attributes, skills, and actions. Officers should strive to complete an aggregate of 24 months in KD assignments before they will be considered for more senior majors' assignments. Officers that have successfully completed ILE and completed an assignment (goal of 24 months) in a KD assignment time will have built the right competencies and knowledge required to prepare them to be successful in future Army, combined, and JIIM leadership and staff positions.

(b) The following assignments are key developmental assignments for Signal Corps Majors:

1. Brigade, group, DIVARTY, Regimental, and DISCOM S6.

2. Brigade/battalion XO (25Z / 01A).

3. Brigade/battalion S3 (25Z / 01A).

4. Major (04) command (25A / 01A).

5. Deputy G6.

6. J6 / Deputy J6.

7. NETOPS officer.

8. CTC OC.

9. TT (25Z / 01A).

(c) The following assignments are developmental assignments for Signal Corps Majors:

1. Active Army/RC support.

2. Signal school instructor.

3. DA IG.

4. USMA staff.

5. ROTC (PMS/APMS).

6. ILE staff.

7. NATO, Joint, and DA Army general staff positions and support AHRC Network and Space Operations Branch will make the final determination as to when an officer is determined to be senior major based off of experience, timing, and acquired competencies.

(d) Majors must complete an intermediate level education (ILE) that is considered Military Education Level four (MEL–4) in accordance with AR 350–1 to remain competitive for lieutenant colonel. SC Majors can also request to attend the Advanced Military Studies Program (AMSP) The AMSP prepares officers to plan and conduct future operations across the wide range of military operations. Officers that complete this course will be granted a Masters of Military Arts and Sciences Degree. All AMSP graduates will be required complete an internship as a division or corps staff officer.

(e) Officers should expect to remain on station for a period of two to three years. Time on station is driven sequentially by Army needs, career developmental needs, and officer preferences. All officers must continue to seek jobs, experiences, and educational opportunities that will help them become multi-skilled leaders. Some officers will also be given additional opportunities within the JIIM arena in a effort to further broaden their experiences and skills.

(4) *Lieutenant colonel.*

(a) Officers selected for lieutenant colonel must seek assignments of greater responsibility in the branch and in generalist positions. KD assignments include:

1. Division G–6.

2. Signal battalion commander.

3. BTB/STB commander.

4. Recruiting battalion commander.

5. Training battalion commander.

(b) Installation commander.

(c) Additionally, lieutenant colonels should continue to broaden their experiences and seek assignments that provide growth opportunities. The objective is to allow officers to contribute throughout the Army and Joint, interagency, inter-Governmental, and multinational organizations. Developmental assignments include but are not limited to—

1. Deputy/Assistant Corps G–6.

2. Deputy brigade commander.

3. JIIM staff officer.

4. Theater Signal staff officer.

5. Army Staff.

6. RC support.

7. ROTC battalion command.

(5) *Colonel.* Colonels contribute to the branch by serving in critical assignments to include the following:

(a) Corps G–6.

(b) Brigade command (signal brigade, training brigade).

(c) TRADOC capabilities manager (TCM).

(d) Garrison command.

(e) Chief of staff/deputy chief of staff, theater signal command/installation.

(f) Signal coordinators at echelons above corps.

(g) Joint/multinational/DOD/Army/Active Army staff.

(h) Chief Information Officer/G-6 (CIO/G-6), O&M Active Army (G–6)

b. Branch/FA generalist assignments. Signal officers can expect to serve in assignments that are possibly related to the Signal branch but which are important to the Army. These positions are used to fill Army requirements as well as integrate officers into the total Army concept. The following are examples of such positions:

(1) Inspector General.

(2) ROTC assistant professor of military science (APMS).

(3) Aide-de-camp.

(4) USMA faculty and staff.

(5) Active Army/RC.

c. Joint assignments. Signal officers can expect consideration for Joint duty assignments worldwide. Joint experience is important to the Army and is essential to individual officers for their advancement into senior leadership positions.

d. Other assignments. Signal officers are also assigned to organizations and duties beyond those indicated above. These assignments may include White House Fellows, TTs, and other GWOT related assignments, duty with the National Security Council, the United Nations, as well as Signal branch representatives at allied Service Signal schools. The spectrum of possible assignments is large and these assignments are characterized as highly responsible and important, and requiring mature, skilled officers.

22–4. Signal warrant officer military occupational specialty qualification, professional development, and assignments

a. MOS qualification and development.

(1) *Basic level MOS qualification.* After completing the Warrant Officer Candidate School (WOCS), WO1s attend their MOS Warrant Officer Basic Course (WOBC). WO1 appointments are contingent upon successful graduation from WOBC.

(2) *Advanced level MOS qualification.* CW2s with one-year time-in-grade (TIG) are eligible to attend their MOS Warrant Officer Advanced Course (WOAC). WOs should attend their MOS WOAC not later than one year after promotion to CW3. WOAC must be completed prior to promotion to CW4. CW2s assigned to CW3 positions will attend their MOS WOAC prior to assignment.

(3) *Senior level MOS qualification.* CW3s with one-year TIG are eligible to attend their MOS Warrant Officer Staff Course (WOSC). WOs should attend their MOS WOSC not later than one year after promotion to CW4. WOSC must be completed prior to promotion to CW5. CW3s assigned to CW4 positions will attend their MOS WOSC prior to assignment.

(4) *Master level MOS qualification.* CW4s with one-year TIG are eligible to attend their MOS Warrant Officer Senior Staff Course (WOSSC). WOs will attend their WOSSC not later than one year after promotion to CW5. CW4s assigned to CW5 positions will attend their MOS WOSSC prior to assignment.

b. Professional development. Signal Corps WOs are adaptive technical experts, leaders, trainers, and advisors. Through progressive levels of expertise in assignments, training, and education, they plan, administer, manage, maintain, operate, integrate, and secure a myriad of voice and data tactical information systems to provide secure information services to all echelons in support of the full range of Army, Joint, combined, and coalition operations. Signal Corps WOs are integrators of emerging technologies, dynamic teachers, warfighters, and leaders of specialized teams of Soldiers. Throughout their career Signal Corps WOs should continue their self-development, to include the pursuit of a specialty related graduate degree and/or advanced industry certification programs. The following are the professional development goals for Signal WOs:

(1) Complete a minimum of 80 hours of MOS related continuing education credits a year. Continuing education credit means one contact hour of training.

(2) Complete an associate's degree in a MOS related degree program and/or a MOS related certification program to be eligible for promotion to CW3.

(3) Complete a baccalaureate degree in a MOS related degree program and/or an advanced certification program to be eligible for promotion to CW4.

(4) Complete a graduate degree in a MOS related degree program and/or a second advanced certification program to be eligible for promotion to CW5.

c. 250N, network management technician. Network management technicians supervise and manage the operation of tactical communication networks and personnel at the node level. Supervises and manages electronic keying equipment and information at the node level. They plan, install, administer, manage, maintain, operate, secure, and troubleshoot tactical networks. Manages electronic keys required to support signal networks. They develop policy recommendations and provide technical guidance for the planning, administration, managing, maintenance, operation, and troubleshooting of Army, Joint, combined, and coalition networks. They advise commanders and staffs on planning, administering, managing, maintaining, operating, integrating, and securing tactical communication networks.

(1) *WO1/CW2.*

(a) WO1/CW2s are basic level, tactical and technical experts who should expect to serve in brigade level positions.

(b) The focus during this phase is on acquiring and refining technical and administrative skills, as well as the MOS unique technical skills required to plan, install, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical networks and the supervision of personnel at the brigade level. In addition to MOS unique tasks, network management technicians should also become proficient in common core tasks.

(c) Typical assignments include—

1. Network management technician.

2. Telecommunications center technician.

3. Staff Signal analyst.

(2) *CW3.*

(a) CW3s are advanced level, tactical, and technical experts who should expect to serve in division level positions.

(b) The focus during this phase is on providing leader development, mentorship, advice, and counsel to NCOs, WOs, branch officers, and advising commanders on Signal technical and WO issues. CW3s should continue to acquire and refine advanced technical and administrative skills, as well as MOS unique technical skills required to plan, install, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical networks and the supervision of personnel at the division level. In addition to MOS unique tasks, network management technicians should also become proficient in common core tasks.

(c) Typical assignments include—

1. Network management technician.

2. SATCOM engineering technician/OIC.

3. Tactical operations team chief.

4. TRADOC systems development engineering analysis.

5. Joint communications support element.

6. Instructor/writer.

(3) *CW4.*

(a) CW4s are senior level, tactical and technical experts who should expect to serve in corps/echelons above corps level positions.

(b) The focus during this phase is providing leader development, mentorship, advice, and counsel to NCOs, WOs, and branch officers. CW4s have special mentorship responsibilities for other WOs and providing essential advice to commanders on Signal technical and WO issues. CW4s should continue acquiring and refining advanced technical and administrative skills, as well as the MOS unique technical skills required to plan, install, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical networks and supervise personnel at the corps/echelons above corps level. In addition to MOS unique tasks, network management technicians should also become familiar with Army organizational roles, function and missions, especially at the ACOM staff levels; and with the force management processes.

(c) Typical assignments include—

1. ACOM force integration officer.

2. Theater high frequency manager.

3. Staff network management technician.

4. Instructor/writer.

d. 251A, information systems technician.

(1) Information systems technicians manage personnel and information system assets associated with Army Battle Command System (ABCS), Automated Information Systems (AIS), and Internet Protocol (IP) Local Area Networks (LANs). They perform system integration; develop software installation plans; and plan and develop Information Systems Life Cycle Management. These officers conduct systems analysis, design, development, implementation, and acceptance testing on a myriad of state-of-the-art, real time voice and data tactical information systems. They create and implement Information Assurance Plans; design and implement ABCS/AIS LANs into tactical environments; perform systems administration and LAN administration on tactical ABCS/AIS; and manage the training of personnel on the installation, administration, management, maintenance, operation, integration, securing, and troubleshooting of tactical ABCS/AIS, Intranets, and video teleconferencing systems. They provide tactical and technical guidance and direction to subordinate operating elements, and develop policy and guidance for the management of all LANs and information systems at all echelons.

(2) WO1/CW2.

(a) WO1/CW2s are basic level, tactical, and technical experts who should expect to serve in brigade level positions.

(b) The focus during this phase is on acquiring and refining technical and administrative skills, as well as the MOS unique technical skills required to plan, install, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical networks and information systems and the supervision and training of personnel at the brigade level. In addition to MOS unique tasks, information systems technicians should also become proficient in common core tasks.

(c) Typical assignments include—

1. Chief, Combat Service Support Automation Management Office.

2. Information systems administrator.

3. Information systems network manager.

4. Information systems project officer.

5. Information systems technician.

6. Information assurance technician.

7. Network security technician.

(3) CW3.

(a) CW3s are advanced level, tactical and technical experts who should expect to serve in division level positions.

(b) The focus during this phase is on providing leader development, mentorship, advice, and counsel to NCOs, WOs, branch officers, and advising commanders on Signal technical and WO issues. CW3s should continue to acquire and refine advanced technical and administrative skills, as well as MOS unique technical skills required to plan, install, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical networks and information systems and to supervise personnel at the division level. In addition to MOS unique tasks, information systems technicians should also become proficient in common core tasks.

(c) Typical assignments include—

1. Chief, Combat Service Support Automation Management Office.

2. Information systems support officer.

3. Information systems technician.

4. Information systems security intelligence technician.

5. Information assurance officer.

6. Systems integration officer.

7. Systems administrator.

8. Network administrator.

9. Tactical operations network technician.

10. Web administrator.

11. Web master.

(4) CW4.

(a) CW4s are senior level, tactical and technical experts who should expect to serve in corps/echelons above corps level positions.

(b) The focus during this phase is providing leader development, mentorship, advice, and counsel to NCOs, WOs, and branch officers. CW4s have special mentorship responsibilities for other WOs and providing essential advice to commanders on Signal technical and WO issues. CW4s should continue acquiring and refining advanced technical and administrative skills, as well as the MOS unique technical skills required to plan, install, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical networks and information systems, and to supervise personnel at the corps/echelons above corps level. In addition to MOS unique tasks, information systems technicians should also become familiar with Army organizational roles, function and missions (especially at the ACOM Staff levels), and with the force management processes.

(c) Typical assignments include—

1. Chief, Combat Service Support Automation Management Office.

2. Chief, Computer Systems Branch.

3. Chief, Network Operations Branch.

4. Information systems technician.

5. Engineering operations technician.

6. Network administrator.

7. Systems administrator.

8. Information management security officer.

9. Information systems officer, plans & programs.

10. Information systems assurance officer.

11. Web administrator.

12. Web master.

13. Instructor/writer.

e. 254A, Signal systems support technician.

(1) The Signal systems support technician supervises plans, administers, manages, maintains, operates, integrates, secures, and troubleshoots ABCS, LANs, and radio systems in tactical non- signal units; and manages COMSEC facilities. These officers plan, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical data distribution and radio systems. They provide technical assistance to user owned and operated information and

communications systems. They manage the tactical Internet and administer the LAN in tactical operation centers (TOC). They manage the training of personnel on the installation, administration, management, maintenance, operation, integration, securing, and troubleshooting of tactical ABCS/AIS, Intranets, and video teleconferencing systems. They implement information assurance plans.

(2) WO1/CW2.

(a) WO1/CW2s are basic level, tactical, and technical experts who should expect to serve in brigade level positions.

(b) The focus during this phase is on acquiring and refining technical and administrative skills, as well as the MOS unique technical skills required to plan, install, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical communications systems, networks, and information systems and to supervise personnel at the brigade level. In addition to MOS unique tasks, Signal systems support technicians should also become proficient in common core tasks.

(c) Typical assignments include—

1. Assistant S–6.

2. Chief, Tactical Operations Section.

(3) CW3.

(a) CW3s are advanced level, tactical, and technical experts who should expect to serve in division level positions.

(b) The focus during this phase is on providing leader development, mentorship, advice, and counsel to NCOs, WOs, branch officers, and advising commanders on Signal technical and WO issues. CW3s should continue to acquire and refine advanced technical and administrative skills, as well as MOS unique technical skills required to plan, install, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical communications systems, networks and information systems and the supervision of personnel at the division level. In addition to MOS unique tasks, Signal systems support technicians should also become proficient in common core tasks.

(c) Typical assignments include—

1. Ranger Regiment HQ Assistant S6.

2. Chief, Tactical Operations Center.

3. Joint communications support element.

4. Instructor/writer.

(4) CW4.

(a) CW4s are senior level, tactical, and technical experts who should expect to serve in corps/echelons above corps level positions.

(b) The focus during this phase is providing leader development, mentorship, advice, and counsel to NCOs, WOs, and branch officers. CW4s have special mentorship responsibilities for other WOs and providing essential advice to commanders on Signal technical and WO issues. CW4s should continue acquiring and refining advanced technical and administrative skills, as well as the MOS unique technical skills required to plan, install, administer, manage, maintain, operate, integrate, secure, and troubleshoot tactical communications systems, networks and information systems and supervise personnel at the corps/echelons above corps level. In addition to MOS unique tasks, Signal systems support technicians should also become familiar with Army organizational roles, functions, and missions (especially at the ACOM, ASCC, and DRU staff levels), and with the force management processes.

(c) Typical assignments include—

1. Chief, Communications Security Branch.

2. Chief, Network Maintenance.

3. Instructor/writer.

f. 255Z, Senior Signal systems technician.

(1) Senior Signal systems technicians serve exclusively at the grade of CW5 as technical and tactical advisors for signal systems at any echelon of command or support activity of the U.S. Army or Joint staff sections assigned to Theater Combatant Commanders or allied armies. These officers provide leadership, guidance, technical input, and direction to subordinate elements, staff agencies, and field commanders up to and including theater Army level. They administer personnel management matters pertaining to Branch 25; integrate information management functions across ACOM/ASCC/DRU or DA levels; oversee the MOS life cycle management for all personnel proponent functions for all Signal Regiment WO MOSs; and serve as the personnel integrator at ACOM/ASCC/DRU or personnel proponent level. They coordinate contracting, procurement, and material acquisition programs and manage the development of training packages to ensure Army personnel are prepared to operate and maintain new systems prior to fielding. 255Zs manage the assignment of Signal Regiment WOs worldwide. They provide coordination between military and industry during the development, testing, and fielding of new communications, network, or information technology and equipment. They develop policy and provide guidance for the management of theater communications and information systems and networks.

(2) These CW5 master level tactical and technical experts should expect to serve in echelons above corps/theatre level positions.

(3) The focus during this phase is providing leader development, mentorship, advice, and counsel to NCOs, WOs

and branch officers. CW5s have special mentorship responsibilities for other WOs at all levels and providing essential advice to commanders on Signal technical and WO issues. CW5s should sharpen their knowledge of personnel force-integration functions for doctrine, training, and personnel as pertains to Signal Corps. In addition, CW5s should become familiar with the constitutional, statutory, and regulatory basis for the force projection Army and the capabilities that are sustained through management of doctrinal, organizational, and materiel change; become familiar with Army organizational roles, functions, and missions, especially at the ACOM/ASCC/DRU and Army Secretariat/Staff levels; and with the force management processes, from the determination of force requirements through the resourcing of requirements and the assessment of their utilization in order to accomplish Army functions and missions in a Joint/combined environment.

(4) Typical assignments include—

(a) Personal proponent manager.

(b) Regimental chief warrant officer.

(c) Tactical operations network technician.

(d) Theater operations network advisor.

(e) Theater information systems advisor.

22–5. Signal Branch officer preferences and precedence

a. Preferences. Preferably, a Signal major should strive to serve in Joint assignments such as the Joint staff, Unified Command staff, Defense Information Systems Agency (DISA), and Defense Intelligence Agency (DIA). Selected majors are required to serve in a Joint position or branch/FA generalist assignment. Lieutenant colonels and colonels should expect to alternate between command and ACOM/ASCC/DRU/Joint/DOD/multinational staff assignments. Under OPMS, some technically qualified lieutenant colonels not selected for command are allowed to crossover to another functional designation if the transfer fills a valid Army need. Crossovers to other functional designations are minimal. Preferably, a Signal WO1 should serve a minimum of 24 months in a basic level MOS assignment. Under OPMS, WOs are assigned by grade. WOs assigned to senior positions should receive training commensurate with the duties and responsibilities of that position prior to arriving at the assignment

b. Precedence. It is crucial that officers receive an opportunity for company grade development with troops. Typically, this is platoon leader time followed by battalion staff and/or battalion Signal officer (S6) for a tactical combat/combat support/combat Service support battalion. At the field grade level, these positions are command, battalion/brigade S3, XO, brigade S6, and deputy/assistant division G–6 before battalion command, and battalion command and/or G–6 before brigade command. It is crucial that WO assignment oriented training (AOT) requirements are evaluated once selected for assignment. The rapidly increasing complexity of networks, communications, and data systems coupled with the dynamic changes to the Army present a unique challenge to Signal Corps WOs. Providing Signal Corps WOs the ability to update their network, communications, and information systems skills, knowledge, and abilities through timely AOT opportunities based on the requirements of their next assignment is crucial in this environment.

22–6. Signal Branch officer critical life cycle assignments

a. Key Signal Corps positions. Company level command, battalion S6, battalion and brigade XO and S3, special operations forces/regimental S6, separate and maneuver brigade S6, field grade command, and deputy/assistant G–6 are the preferred positions. What is new under OPMS is the greater amount of time officers will spend in these jobs. It is expected that these officers will remain on station for 3 years.

b. Signal branch life cycle. Figure 22–1, below, displays a Signal Branch life cycle with and other developmental positions.

Figure 22–1. Signal Active Army Developmental Model

22–7. Signal warrant officer critical life cycle assignments

Figure 22–2, below, displays a Signal MOS life cycle with Institutional training, operational assignments, and self-development goals.

Figure 22–2. Signal WO Developmental Model

22–8. Signal officer requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for Signal officers.

(1) *Signal Branch officers.* To do this, the field grade inventory is optimized in order to meet branch authorizations, to provide sufficient flexibility to support branch/FA generalist positions, and to provide majors with stabilization for about 3 years as determined by the needs of the Army, developmental requirements, and officer preference.

(2) *Signal WO.* To do this the inventory is optimized in order to meet branch authorizations to provide sufficient flexibility to support warrant positions and provide AOT opportunities with each new assignment.

b. Structure. The numbers of authorized Signal billets, by grade, will vary as force structure decisions are made and actions to implement them are taken. Officers desiring more information on the Signal Corps Branch authorizations or inventory are encouraged to contact the personnel proponent office at Fort Gordon (Office Chief of Signal) or their assignment officer at AHRC.

22–9. Key officer life cycle initiatives for Signal Corps

a. Structure. The regiment is undergoing major transformations in personnel, doctrine and equipment. The modularization of signal elements and changes in doctrine and equipment will create a force that is tailored to a RCC requirements and fight in an autonomous, nonlinear, non-contiguous battle space that is no longer tied to a divisional base.

b. Acquire.

(1) Signal Branch officers are acquired as accessions from the USMA, ROTC, or Officer Candidate School. ROTC is the primary commissioning source for Signal officers. While the Signal Corps remains open to all disciplines, the increasing demand of information technology requires more officers with technical degrees. Additionally, the Signal Corps is a donor branch to the branch detail program. This results in some Signal lieutenants working in another branch (primarily combat arms) for a 4-year detail, depending on duty location, before returning to Signal Branch for training and assignment.

(2) Signal WOs are accessed from the Enlisted Corps. Outstanding NCOs who meet the minimum prerequisites are prime candidates for accession into Signal WO specialties.

c. Distribute.

(1) Stabilized installation assignments are as follows:

(a) Officers assigned to stabilized installations are initial entry officers from BOLC/WOBC. These officers are assigned to an installation for approximately 3 years.

1. The branch officers will complete their platoon leader and lieutenant years during this time. The majority of these officers will then proceed to the CCC unless they are a part of a current life cycle or considered stop loss/stop move (SL/SM). Some of these officers will serve on an additional one year assignment so that they can come back to the SCCC and do not become a part of a second life cycle.

2. The WO will complete their basic level MOS qualification during this time. They are eligible to attend the WOAC after their first assignment as a CW2.

(b) Officers at all levels are assigned to life cycled units (generally the SBCTs and BCTs) will remain in the unit for a minimum of 3 years. Branch detail officers will remain in their detail branch until after completion of the assignment to the BCT.

(c) The majority of the installations and echelon above division (EAD) combat Service support (CSS) units are managed on a cyclic manning system. Replacements are sent to these units and installations periodically to maintain readiness of the units. Tour lengths and developmental positions opportunities can vary. Branch detail officers will remain on standard branch detail time lines.

(2) WOs who are assigned to assignments at a higher grade band will attend the appropriate assignment oriented training in route to the assignment (for example, a CW2 assigned to a position coded CW3 will attend the appropriate WOAC). WOs assignments are by grade as follows:

(a) WO1/CW2 WOs are assigned to positions coded W2.

(b) CW3 WOs are assigned to positions coded W3.

(c) CW4 warrant Officers are assigned to positions coded W4.

(d) CW5 WOs are assigned to positions coded CW5.

d. Deploy. Signal officers are warfighters who remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to TOE units or TDA organizations, all Signal Corps officers are deployable to accomplish missions across the full spectrum of conflict. Signal officers may deploy tomorrow with their units to deter potential adversaries and to protect national interests or as individuals to support Joint and multinational operations other than war such as humanitarian and peacekeeping missions. Signal officers must prepare themselves and their Families for this most challenging life cycle function.

e. Sustain.

(1) OPMS changes the manner of execution of the following three major actions which affect branch officer career development:

(a) Promotion. Signal Branch officers will compete for promotion only within the operations support functional category.

(b) Command. Signal Corps commanders (battalion and higher) are centrally selected for command. All field grade command opportunities are in the operations support functional category. Commands are organized into four categories: operations, strategic support, recruiting and training, and installation. Officers may still choose which category and/or categories to compete, but once selected, officers can no longer decline without prejudice after selection.

(c) OER. The OER will reinforce the linkage between officer development and OPMS. Starting with captain, the rater and senior rater will recommend the rated officer for the functional category which best suits his or her abilities and interests.

(2) WO1s are promoted to CW2 after 2 years in grade on the recommendation of the first lieutenant colonel (O–5) in the chain of command. All other WOs, CW2 through CW5, are normally considered for promotion to the next higher grade by a DA promotion board, first below the zone (BZ) after two years in grade and then in the zone (IZ) after three years in grade. DA publishes zones of consideration prior to each promotion board.

f. Develop.

(1) The development of Signal Corps officers will continue as it is today. The development through the company grade years is expected to focus on the core signal corps competencies. Officers will undergo a functional designation board at their seven year mark in their career. This HQDA board will decide in which of the three functional categories each officer is best suited to serve. Decisions are based on needs of the Army, the officer's preference, rater and senior

rater recommendations, and the officer's skills and training. The three functional categories are: MF&E; operations support; and force sustainment . In addition, a limited number of officers may electively choose to participate in a four year functional designation (done in the 3d YOS). This board is not mandatory nor is it open to all FAs. After the board convenes, each officer will be assigned a branch or FA within one of the three functional categories listed above. Officers who are selected to serve outside of the Signal Branch will be then managed by their respective branch or FA career manager. Promotions to the next higher grade for the major, lieutenant colonel, and colonel board will be done according to the functional category to which the officer belongs.

(2) Prior to assignment, WOs assigned to CW3 positions will attend their MOS WOAC; WOs assigned to CW4 positions will attend their MOS WOSC; and WOs assigned to CW5 positions will attend their MOS WOSSC. WOs must complete their formal military education upon selection for promotion, but not later than 1 year after promotion, to the next higher grade at CW2(P)/CW3 (WOAC), CW3(P)/CW4 (WOSC and CW4(P)/CW5 (WOSSC).

g. Separate. The officer separation process remains unchanged under OPMS.

22–10. Signal Corps Reserve Component officers

a. General career development. The Army National Guard (ARNG) and U.S. Army Reserve (USAR) Signal Corps officers serve the same role and mission as their Active Army (Active Army) counterparts. The unique nature of the RC Soldier's role as a citizen Soldier poses a significant challenge for professional development. To fulfill its wartime mission of planning, installing, administering, managing, maintaining, operating, integrating, and securing the Army's strategic, operational and tactical communications infrastructure, and voice and data information systems, services, and resources in support of wartime and peacetime operations, the Signal Corps is dependent upon extensive interaction between the Active Army and the RC. The quality of the Signal Corps officers in the ARNG and USAR Signal Corps units, as well as the IRR, is crucial in supporting this mission. For guidance on RC officer development, see chapter 7.

b. RC officer MOS or branch development.

(1) The Signal Corps officers in the RC have a challenging and complex mission. Inherent with the Signal Corps mission is command, supervisory, managerial, and technical leadership for the planning, installation, administration, management, maintenance, operation, integration, and securing of communications and information systems in both fixed and mobile configurations. RC Signal Corps officers are tactically and technically proficient and capable of understanding the scope of a Signal officer's duties. A requirement for proficiency in both peacetime and wartime skills is a wide variety of educational opportunities and challenging assignments. Planned rotation into progressively challenging Signal Corps related positions is essential to producing the best-qualified Signal Corps officers.

(2) Geographic dispersion of unit may constrain RC career progression within a specific MOS or branch. To meet professional development objectives, RC Signal officers must possess a willingness to rotate between assignments with TPUs, ARNG organizations, the IRR, and IMA positions. Often there are insufficient numbers of positions in a geographic area to continue in Signal assignments. If geographic constraints are such that the assignment to a Signal position is not possible, officers should seek qualification and assignment in another MOS, branch, or FA required in the geographic region.

(3) Both TOE and TDA organizations host RC Signal officer assignments, with the vast majority of positions in TOE organizations. Their duties and responsibilities are fundamentally the same as their Active Army counterparts except for those personnel management, administrative, and operational requirements unique to the ARNG and USAR. All RC Signal assignments are open to male and female officers.

(4) Officers are also assigned to IRR when unable to accept a TPU or ARNG unit assignment. Officers in the IRR may request assignments in reinforcement training units (RTU), IMA positions in Active Army organizations, installations, or DA agencies, as well as tours of Active Duty for special work (ADSW), annual training (AT), or Active Duty for training (ADT). They may also request ADT assignment to complete their professional military education (PME) requirements. All RC officers, major and below and CW4 and below with less than 13 years of active Federal Service (AFS), may request Active Guard Reserve (AGR) assignment.

c. Life cycle development model. There are five phases of professional development for RC Signal officers. (See fig 22–3, below, for branch officers and fig 22–4, below, for WOs). The phases relate to military rank and depict broadly based goals and career opportunities at each rank so that an officer may expand capabilities and optimize performance. The Signal Corps life cycle development objectives, RC requirements, and an officer's own strengths, priorities, civilian experience, private, and Service provided educational attainment and performance influence their professional development

(1) *RC Branch officer development.* Company grade officers must continue to focus on developmental assignments related to their basic branch. Field grade officers must seek jobs, experiences, and educational opportunities that will help them become multi-skilled leaders. Some officers will also be given additional opportunities within the JIIM arena in an effort to further broaden their experiences and skills.

(a) Lieutenant. Newly accessed officers will attend the BOLC by their 3rd year USAR or ARNG point of Service. Upon graduation, selected officers will proceed to functional training as required by their first assignment. Assignments for the majority of Signal officers are made to divisional, and echelons above corps level signal positions. All officers are encouraged to actively participate in professional reading programs and continued corresponding studies.

(b) Captain. For consideration for promotion to major, a Signal captain must successfully complete all five (5) phases of the Signal Captains Career Course-RC (SCCC–RC). Officers must complete SCCC–RC for competitive career progression (see chap 7). Officers are encouraged to pursue a specialty related graduate degree or specialty related industry certification program. Captains should serve a minimum of 24 months in a signal operations position.

(c) Major. The primary professional development objective of a Signal Corps major in the RC is to continue to strengthen Signal skills. During this phase, officers must enroll in ILE. Officers must complete ILE common core for consideration for promotion to lieutenant colonel. Officers are highly encouraged to pursue a specialty related graduate degree or specialty related industry certification program during these years. Majors should serve a minimum of 24 months in a signal operations or operational support major position.

(d) Lieutenant colonel. Lieutenant Colonels can expect assignments to senior staff positions in a variety of both branch related and branch/FA generalist positions in units, training centers and headquarters elements. State Area Command (STARC) or Regional Readiness Command (RRC) designated position lists identify selected officers for battalion command or their equivalents during this phase. Due to the limited number of command positions available, STARC and RRC commands select very few eligible officers. Officers should seek professional military education at the Senior Service College (SSC) level. Lieutenant colonels are eligible for selection to the rank of colonel upon completion of the requisite Service requirements listed in chapter 7 of this pamphlet. Officers remain eligible for promotion as long as they continue to serve in an active status and meet selection criteria. Lieutenant colonels should strive to complete an aggregate of 24 months in a signal operations or operations support position.

Figure 22–3. Signal RC Developmental Model

(2) *RC WO qualification and development.*

(a) MOS qualification.

1. Basic level MOS qualification.

a. Newly accessed WOs who have not successfully completed a pre-commissioning course will attend an accredited Warrant Officer Candidate School (WOCS), or an accredited Regional Training Institute (RTI). Upon course completion, the candidate is eligible for appointment to the grade of WO1, but is not yet MOS-qualified.

b. Upon completion of an accredited pre-commissioning course newly appointed WOs must complete an accredited proponent MOS WOBC to continue serving in the Army as a WO. WO1 appointments are contingent upon successfully completing WOBC. WOBC requires completion within two years of appointment or an exception to policy is requested and approved, otherwise, the WO will be discharged from the Service. This course is a requirement for promotion to CW2. Upon successful completion of WOBC, the WO is awarded a Signal MOS and given an initial operational assignment.

2. Advanced level MOS qualification. WOs must attend and complete a proponent accredited WOAC. USAR WOs must successful complete WOAC for promotion to CW3.

3. Senior level MOS qualification. WOs must attend and complete a proponent accredited WOSC. USAR WOs must successful complete WOSC for promotion to CW4.

4. Master level MOS qualification. Following selection for promotion to CW5, WOs must attend and complete the Warrant Officer Senior Staff Course (WOSSC). USAR WOs must successful complete WOSSC for promotion to CW4.

(b) Professional development. RC WOs professional development goals are outlined in paragraph 22–3*b*(1)(b).

(c) Qualification and assignment.

1. WO1/CW2. Basic level, tactical, and technical experts who should expect to serve in brigade level positions, see paragraph 22–4*b*(2)(b) for MOS 250N network management technician; paragraph 22–4*b*(3)(b) for MOS 251A information systems technician, and paragraph 22–4*b*(4)(b) for MOS 254A Signal systems support technicians.

2. CW3. Advanced level, tactical, and technical experts who should expect to serve in division level positions, see paragraph 22–4*b*(2)(c) for MOS 250N network management technician; paragraph 22–4*b*(3)(c) for MOS 251A information systems technician, and paragraph 22–4*b*(4)(c) for MOS 254A Signal systems support technicians.

3. CW4. Senior level, tactical and technical experts who should expect to serve in corps/echelons above corps level positions, see paragraph 22–4*b*(2)(d) for MOS 250N network management technician; paragraph 22–4*b*(3)(d) for MOS 251A information systems technician, and paragraph 22–4*b*(4)(d) for MOS 254A Signal systems support technicians.

4. CW5. Master level, tactical, and technical experts who should expect to serve in echelon above corps/theatre level positions, see paragraph 22–4*b*(5)(b) for MOS 255Z Senior signal systems technicians. RC Soldiers should not rotate into NGB positions and visa versa. They are constrained by TPU/retirement requirements, and must spend a certain number of years in the component for retirement eligibility. Soldiers must remain aware of regulations pertaining to transfers and their retirement requirements.

Figure 22–4. Signal RC WO Developmental Model

Chapter 23
Telecommunication Systems Engineering Functional Area

23–1. Unique features of the Telecommunication Systems Engineering functional area

a. Unique purpose of the Telecommunication Systems Engineering FA. Telecommunications Systems Engineering (FA 24) is a FA within the network and space operations group of the operations support functional category. FA 24 provides the Army with a core of professional telecommunications systems engineers, who engineer, design, develop, install, implement, integrate, test, accept, and upgrade tactical, strategic, and sustaining base wired and wireless telecommunications systems and networks enterprise-wide at all levels of the GIG (terrestrial, air, and satellite) in support of Army, Joint, interagency, and multinational operations worldwide. The FA 24 proponent office is located at the U.S. Army Signal Center, Fort Gordon, Georgia.

b. Unique functions performed by the Telecommunication Systems Engineering FA. FA 24 officers perform the following critical tasks in Army and JIIM units and environments:

(1) Engineer telecommunications systems into an integrated network.
(2) Engineer network security architectures.
(3) Assess a telecommunications network or network design plan.
(4) Validate a telecommunications network or network design plan.
(5) Conduct current network operations.

(6) Plan future network operations.

(7) Manage a network and services design project.

(8) Prepare technical specifications documentation.

(9) Manage information technology contracts.

(10) Evaluate telecommunications technologies.

c. Unique features of work in the Telecommunication Systems Engineering FA. Work within FA 24 requires the application of technical skills to plan, design, and install telecommunications systems and networks using existing and future military and commercial off-the-shelf (COTS) telecommunications systems and equipment. FA 24 officers operate enterprise-wide, interfacing with and understanding the roles of Signal (Branch 25) and information systems management (FA 53) officers in order to provide seamless, robust, and reliable communications and information services to the warfighter.

d. Areas of concentration (AOC) in the Telecommunication Systems Engineering. There is one AOC 24A, Telecommunication Systems Engineering.

23–2. Officer characteristics required

Telecommunications Systems Engineering officers must have a Top Secret clearance with special compartmented information access. FA 24 officers should initiate procedures to obtain the proper level of clearance immediately upon notification of the FA 24 functional designation. Additionally, there are FA unique skills, knowledge, and abilities.

a. Desired officer background. Officers should possess an undergraduate or graduate degree in one of the following disciplines:

(1) Electrical engineering.

(2) Telecommunication systems engineering.

(3) Telecommunication engineering.

(4) Telecommunications management.

(5) Information systems engineering.

(6) Computer systems engineering.

(7) Engineering.

(8) Computer science.

(9) Math.

(10) Physics.

b. Unique skills.

(1) *Conceptual competence.* FA 24 officers must possess the ability to synthesize information and to clearly communicate information required to make timely decisions. The uncertain conditions of military operations will demand mental endurance and agility, often under severe conditions and time constraints. FA 24 officers must effectively develop and communicate their vision, purpose, and direction.

(2) *Interpersonal competence.* FA 24 officers are part of a network operations team. They are skilled in building teamwork within their organization and recognize that they often simultaneously belong to many teams. They must possess the ability to express themselves to their senior leaders and subordinate clearly, concisely, and accurately, both orally and in writing.

(3) *Technical competence.* FA 24 officers must possess the necessary expertise to provide a seamless, secure, global network that enables information superiority for the warfighter. FA 24 officers must leverage their system engineering experience to assist in the development of the LandWarNet. They prepare and present clear and informative briefings relating to their technical areas of expertise to their peers, subordinates and superiors.

(4) *Tactical competence.* FA 24 officers must show proficiency in required professional knowledge, judgment, and warfighting. They must apply their doctrinal knowledge and understanding to the solution of tactical problems and formulate and defend solutions to problems using current Army and Joint doctrine. These skills are gained and developed through operational assignments and continuous professional study and self-development.

(5) *Decisionmaking skills.* FA 24 officers often work in an environment where sound and timely decisions are made while time available for problem analysis is seriously constrained. Information gained in this environment will vary in its completeness and ambiguity. An ability to operate under stress and make decisions is critical to success.

c. Unique knowledge. The components of network operations (NETOPS) consist of enterprise systems management/network management, computer network defense/information assurance, and content staging/information dissemination management). These components comprise the core competencies of the Signal Regiment and all Signal Regiment officers must possess knowledge of all three. Additionally, FA 24 officers are responsible for maintaining specific proficiency in the following:

(1) Know the underlying theory and concepts of telecommunications transmission technologies.

(2) Know current commercial, JIIM telecommunications systems, their employment, capabilities, interoperability, and limitations.

(3) Know current telecommunications regulations, policies and procedures as implemented by international agreement, Federal law, national policy, and DOD and Army regulations.

(4) Know integrated life cycle support plans for fielded telecommunications systems.

(5) Know and implement national, DOD, and Army policy for the protection and security of command and control (C2) telecommunications.

(6) Know and apply the fault, configuration, accounting, performance and, security (FCAPS) management model of telecommunications network management

(7) Know end-to-end analysis and engineering of telecommunications systems.

(8) Know technical frameworks for the test, evaluation, implementation, and validation of interoperable-telecommunications systems.

23–3. Officer development and assignments

a. FA development. Officers are functionally designated into FA 24 at their 7th YOS to reset the future field grade officer inventory by anticipating future branch and functional officer requirements. Limited functional designation at the 4th YOS will occur to fill operational requirements for specific FAs at the rank of captain. Officers interested in functional designation as an FA 24 should visit the AHRC Web site via AKO and follow the FA 24 link. The FA 24 personnel proponent, in conjunction with the FA 24 assignments officer, will actively recruit quality captains to fill FA 24 requirements.

b. FA assignments. All FA 24 positions are considered FA developmental positions. As officers progress through their careers, they are afforded a variety of FA assignments and Army unique training and educational opportunities based on their performance of duties, educational background, and the needs of the Army. Captain.

(1) *Captain.*

(a) Officers generally attend the CCC at about their 4th year of commissioned Service in preparation for company grade duties and responsibilities. Captains who are functionally designated at their 4th YOS will more than likely attend the Signal CCC in conjunction with the Telecommunications Systems Engineering Course (TSEC). Those captains who are functionally designated at their 7th YOS more than likely have already attended a CCC and thus, will only attend TSEC. Special training necessary to support an officer's follow-on assignment is scheduled after completing CCC.

(b) After completion of TSEC, captains are normally assigned to positions that will enable them to gain experience and develop technical and tactical competence. Captains should aggressively prepare for and seek assignments that will develop competencies as a network or system engineer. Officers should expect to serve in progressive positions to develop leadership, FA skills, and complement this with experience at a level of division or higher.

(c) At the rank of captain, it is expected that assignments will give an FA 24 competencies in network engineering, assessment, managing, and planning, as well as experience in conducting current network operations. Moreover, assignments will allow captains to gain knowledge, skills, and abilities in accurately evaluating technologies and preparing technical specification documents based on those evaluations. Typical developmental assignments include—

1. Network engineer in division G–6

2. Systems engineer in a Signal battalion/brigade/command.

3. Systems engineer at JIIM staff level.

4. Project manager at JIIM staff level.

5. Telecommunications test, evaluation, and integration officer.

(2) *Major.*

(a) Telecommunication Systems Engineering officers will attend the 14–week resident ILE common core course not later than the completion of their 12th year of commissioned Service. ILE education for all FA 24 officers is essential to their professional development. Officers completing the ILE curriculum and TSEC are ILE and Joint professional military education (JPME 1) qualified. The TSEC is the second phase of ILE, although an FA 24 more than likely will have already graduated from TSEC prior to attending ILE.

(b) Majors must exercise continuous self-development efforts to fully master all aspects of telecommunications systems engineering to include Joint and multinational operations. Self-development may include correspondence courses, civilian education, and institutional training. Officers must devote time to a professional reading program in order to broaden their tactical and technical perspective; they should also conduct research and write articles for professional, military publications. Skills and experience will drive an officer's career path and future assignments. Completion of ILE and successful Service in desirable positions of responsibility will best prepare majors for promotion to lieutenant colonel. The optimal time line to provide officers with the opportunity to successfully serve in positions that will develop the competencies gained at the rank of major is 18–36 months.

(c) At the rank of major, it is expected that assignments will give a Telecommunications Systems Engineer competencies in validating telecommunication networks and network design plans. Assignments will additionally enable majors to enhance competencies in planning, engineering, and assessing a network in support of future operations. Moreover, majors will gain knowledge, skills, and abilities in managing network and services design projects. Typical developmental assignments include—

1. Network engineer in division G–6.
2. Systems engineer in a Signal battalion/brigade/command.
3. Systems engineer/plans officer in JIIM staff-level.
4. Telecommunications Systems Engineer, TNOSC Network Management Division.
5. Project manager in JIIM staff-level.
6. Deputy Director, Theater Network Operations & Security Center (TNOSC).
7. Telecommunications test, evaluation, and integration officer.
8. Information assurance officer at JIIM staff-level.
9. Radio frequency engineer officer at JIIM staff-level.

(3) *Lieutenant colonel.*

(a) Officers selected for lieutenant colonel should seek assignments of greater responsibility in FA positions. The objective in lieutenant colonel assignments is to give officers the opportunity to enhance competencies and make a greater contribution to the telecommunications systems engineering community for the Army.

(b) The majority of FA 24 lieutenant colonels should concentrate on seeking out and performing well in critical staff positions at the Army level as well as in different JIIM environments. Lieutenant colonels benefit by having an advanced degree and also gain an advantage by being selected for and attending a SSC or completing the AWC Distance Education Course.

(c) At the rank of lieutenant colonel, developmental assignments will enable individuals to enhance competencies in planning, engineering, assessing, and validating Army, JIIM strategic networks in support of current and future operations. Additionally, lieutenant colonels will enhance their competencies of testing, evaluation, and documenting of technical specifications. Moreover, lieutenant colonels will acquire competencies of managing information technology (IT) contracts in support of IT projects. Typical developmental assignments include—

1. Director, TNOSC.
2. Deputy Director at Battle Command Battle Lab.
3. Chief, ACERT.
4. Systems engineer at JIIM staff-level.
5. Integration/interoperability officer at JIIM staff-level.
6. C4I staff officer/plans officer at JIIM staff-level.
7. Chief, Materiel Requirements Division, Combat Developments Directorate, SIGCEN.
8. Chief information officer/chief technology officer at JIIM staff-level.
9. Chief, Spectrum Management IT Division, Joint Spectrum Center (JSC).

(4) *Colonel.*

(a) Attendance at a SSC or completion of AWC Distance Education Course is advantageous and selective. Except through an established resident program such as the AWC, the Industrial College of the Armed Forces (ICAF), and similar senior Service courses, completion of the nonresident course is the only other means by which an Army officer can receive credit for SSC training. However, once selected and enrolled in the nonresident course, an officer is no longer eligible to attend a resident SSC. Therefore, it is recommended that the officer discuss this with his or her assignment manager prior to applying for the correspondence course. The SSC selection board is responsible for selection of all Active Duty officers for participation in the AWC Distance Education Course.

(b) Colonels should strive to hold leadership positions at the Army and Joint levels as well as in different JIIM environments. Colonels may also serve in branch/FA generalist positions that contribute to their professional development, but are not specifically related to their AOC. Criteria for selection include overall manner of performance, military experience, military and civilian education, and demonstrated potential to serve in positions of increased responsibility. FA 24 officers are encouraged to seek Joint duty assignments and multinational forces assignments. These assignments are viewed as key for career enhancement.

(c) Developmental assignments at the rank of colonel will enable a senior FA 24 to continue to enhance competencies in planning, engineering, assessing, and validating Army, JIIM strategic networks in support of current and future operations. Additionally, colonels will continue to enhance their competencies of testing, evaluation, and documenting of technical specifications. Lastly, colonels will continue to enhance competencies of managing IT contracts in support of IT projects. Typical developmental assignments include—

1. Director/deputy director/chief at HQDA, JIIM level.
2. Director, JSC.
3. Director, ANOSC.
4. Director, Battle Command Battle Lab, Fort Gordon, Georgia.
5. Technical advisor for an acquisition program executive office.

c. Joint assignments. Many FA 24 field grade positions are on the DOD Joint duty assignment list (JDAL). Officers assigned to JDAL billets may attend JPME II and are designated as a Joint specialty officer (skill identifier 3L) upon successful tour completion. Telecommunications Systems Engineers are not generally considered for Joint duty assignments until selected for major. Even though Joint experience is important to the Army and to individual officers

for advancement into senior leadership positions, not all FA 24s will receive Joint assignments. This will not preclude their selection to the grade of colonel.

23–4. Assignment preferences and precedence

The assignment sequencing in a FA is not as rigid as that of a branch. An objective of professional development for FA 24 officers is to expose them to a variety of environments in which telecommunication systems engineering is performed. After receiving initial training, FA 24 officers should seek different types of jobs within the FA 24 structure to provide breadth to their experiences.

a. Preferences. FA 24s have diverse opportunities, which allow for numerous career development paths. Individuals should base their preferences on ensuring a variety of full spectrum operations at all levels of Army and Joint organizations and in different JIIM environments. The goal of FA 24 professional development is to produce officers skilled in planning, engineering, validating, and assessing telecommunication systems. Officers will attend the TSEC prior to initial assignment to an FA 24 position. By exception, officers are also assigned to an assignment prior to completion of TSEC to meet real-world mission requirements.

b. Precedence. Assignment to developmental FA positions will have precedence, although there is flexibility on the sequence of assignments. Some FA 24 billets are designated as requiring advanced civilian education, such as a master's degree. Officers assigned into those jobs must have completed the necessary courses of instruction. If possible, FA 24 officers should complete an Army FA 24 assignment before an FA 24 assignment to a Joint command.

23–5. Duration of critical officer life cycle assignments

The objective under force stabilization rules for most FA 24 assignments is 36 months. Tours are possibly longer in areas with a high concentration of billets such as the National Capital Region. OCONUS locations will continue to require specific tour lengths. Because there are no positions that specifically qualify an FA 24 officer, completion of ILE, the TSEC, and FA 24 assignment experience fully develops an officer in this FA. Figure 23–1, below, depicts FA24 developmental assignments by grade.

Figure 23–1. FA 24 Active Army Developmental Model

23–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for FA 24 officers. To do this, the inventory is optimized in order to fill FA authorization requirements and to provide FA 24 officers sufficient time for development prior to consideration for promotion to lieutenant colonel and colonel. In order to enhance specialization and development, FA 24 officer participation in generalist (01A) assignments are minimized.

b. Officer Personnel Management System (OPMS) implementation. The number of FA 24 authorizations, by grade, will vary as force structure decisions are made and actions to implement them are taken. Officers desiring more information on current authorizations or inventory should contact either the FA 24 personnel proponent office or the FA 24 assignments officer at AHRC.

23–7. Key officer life cycle initiatives for Telecommunication Systems Engineering

a. Structure. FA 24 officers serve at division echelons and above, to include JIIM environments. The chief of the Signal Corps is the proponent for FA 24 and guides its development.

b. Acquire. FA 24 officers are accessed in the following ways:

(1) DA G–1 has approved changing functional designation from a single point at the 10th YOS to multiple functional designation points: a limited designation at the 4th YOS and full designation at the 7th YOS. Officers interested in being designated FA 24 can learn more by visiting the AHRC Web site via AKO.

(2) The FA 24 personnel proponent will actively recruit quality captains to fill FA 24 requirements. Officers

accessed in this manner are managed by both their basic branch and the FA, if given an assignment, and until the FDB at the 4 or 7 year point in an officer's career. Officers who serve in a FA24 position prior to functional designation are not guaranteed functional designation as an FA 24. The pools of available officers identified in this manner are used to select those officers who will receive training and an assignment in FA 24. This process replaces the Functional Area Designation Board (FADB) that we utilized under OPMS 3. Officers will undergo a functional designation board at their seven year mark in their career. This HQDA board will decide in which of the three functional categories each officer is best suited to serve. Decisions are based on needs of the Army, the officer's preference, rater and senior rater recommendations, and the officer's skills and training. The three functional categories are: maneuver, fires, and effects (MF&E); operations support; and force sustainment. In addition, a limited number of officers may electively choose to participate in a four year functional designation (done in the 3^{d} YOS). This board is not mandatory nor is it open to all FAs. After the board convenes, each officer will be assigned a branch or FA within one of the three functional categories listed above. Officers who are selected to serve inside of FA24 will be then managed by their FA career manager. Promotions to the next higher grade for the major, lieutenant colonel, and colonel board will be done according to the functional category to which the officer belongs.

c. Distribute. The Operations Support Division, Officer Personnel Management Directorate (OPMD) at AHRC, manages all officers serving in FA 24 assignments. Officers who complete an FA 24 assignment and are not functionally designated as an FA 24 will return to the control of their basic branch manager at AHRC. All functionally designated FA 24s (captain - lieutenant colonel) remain under the control of operations support. FA 24 colonels are managed by the senior leaders development office (SLD).

d. Compensate. FA 24 officers receive the same pay, entitlements, and benefits as all other officers.

e. Deploy. Telecommunication Systems Engineering officers are warfighters who remain personally and professionally prepared to deploy worldwide at all times. Whether to TOE units with high levels of readiness or fixed site TDA organizations, all FA 24 officers are deployable to accomplish missions across the full spectrum of operations. Telecommunication Systems Engineers may deploy tomorrow with their units to deter potential adversaries and to protect national interests; or as individuals to support Joint and multinational operations. FA 24 officers must prepare themselves and their Families for the most challenging functional designation.

f. Sustain. All officers designated FA 24 will compete within their functional designation for promotion to major, lieutenant colonel, and colonel. Officers who functionally designate into the operations support functional category as FA 24s are eligible to change their regimental affiliation to the Signal Regiment. This can be accomplished through the officer's local military records officer or by contacting the FA 24 personnel proponent office.

g. Develop. FA 24 incorporates a professional officer development career plan offering significant opportunity for schooling and assignments. As FA 24 officers progress through their careers, they should seek advanced military schooling and education opportunities to stay abreast of the rapidly changing telecommunication technology field. FA 24 officers should diversify their assignments to broaden their operational experiences and increase their skills, knowledge, and abilities in information technology. FA 24 officers are encouraged to complete professional training and technical certification programs or obtain a license as a professional engineer related to telecommunication systems engineering technology.

h. Training. FA 24 institutional training includes the following elements:

(1) Information Systems Operations Leveler Course (ISOL), Fort Gordon, GA.

(2) Telecommunications Systems Engineering Course (TSEC), Fort Gordon, GA.

(3) FA 24 senior captains and majors will attend the ILE common core in residence at a course location (CL) site. Normally, the CL site for FA 24 is at Fort Gordon, GA. Upon completion of the common core course, FA 24 officers are Intermediate Staff College (ISC) graduates. Full ILE credit is awarded an FA24 officer upon completion of the ILE common core, the ISOL, and the TSEC and credentialed JPME I. The ILE common core can be taken before, after, or in conjunction with the ISOL/TSEC course sequence. In select cases, an appropriate graduate degree program may take the place of ISOL/TSEC for ILE credit. RC officers can attend The Army School System (TASS) classes located in CONUS and OCONUS as well as CL sites.

(4) National Defense University (NDU) offers several professional development programs which apply to FA 24. These include the Chief Information Officer (CIO) Certificate Program and the Information Assurance Certificate Program.

(5) Civilian training and education programs below are available for FA 24 officers to enhance their skills within their functional designation.

(6) Training with industry (TWI) is a work-experience program to provide an extensive exposure to managerial techniques and industrial procedures within corporate America to competitively selected officers and NCOs. Training received is normally not available either through the military school system or civilian university system. An officer is assigned to a one-year tour with an approved industry partner, followed by a two year utilization assignment. FA 24 officers can apply for TWI by contacting their assignments officer at AHRC.

(7) Signal Regiment Graduate Education Program (SRGEP) and the U.S. Army Signal Center partners with civilian universities to provide information technology related graduate degree programs for FA 24 officers. These programs

are available worldwide online. Selected graduate classes are also available in residence at Fort Gordon, GA. Interested officers should contact the FA 24 proponent for more information.

(8) Information Assurance Scholarship Program (IASP) is a competitive, fully-funded scholarship program open to officers and civilians throughout the DOD. Selected officers attend graduate school full-time and earn a master's or doctorate degree in the field of information assurance. Officers interested in this program should contact their assignments officer at AHRC.

(9) FA 24 officers should pursue an aggressive self-development program throughout their careers that includes such elements as industry certifications, academic certificates, professional licenses, and memberships in professional organizations. Self-development information is obtained by visiting LandWarNet eUniversity via the AKO portal.

i. Separate. FA 24 officers separate from the Army in the same manner as all other officers.

23–8. Telecommunication Systems Engineering Reserve Component officers

a. General career development. Army National Guard (ARNG) and U.S. Army Reserve (USAR) Telecommunication Systems Engineering officers serve the same role and mission as their Active Army counterparts. The unique nature of the RC Soldier's role as a citizen Soldier poses a significant professional development challenge. To fulfill their wartime mission of planning, engineering, and managing the integration of diverse telecommunication equipment into interoperable systems and enterprise networks, Telecommunication Systems Engineering officers are dependent upon extensive interaction between the Active Army and the RC. The quality of the Telecommunications Systems Engineering officers in the RC is important to support this mission. For guidance on RC officer development, see chapter 7. FA 24 has one AOC, 24A Telecommunications Systems Engineer.

b. FA qualification and development opportunities.

(1) FA 24 officers in the RC have challenging and complex missions. Inherent with these missions are specific managerial and technical attributes for developing and employing telecommunications systems in both fixed and mobile configurations. FA 24 officers are tactically and technically proficient and capable of understanding the scope of a Telecommunications Systems Engineering officer's duties. A requirement for proficiency in both peacetime and wartime skills will provide significant educational and experiential challenges. Planned rotation into progressively challenging FA 24 related positions, while considered essential to producing the best-qualified Telecommunications Systems Engineering officer, are limited to geographical considerations.

(2) Geographic dispersion of Telecommunications Systems Engineer positions constrains RC career progression in FA 24. Few RC FA 24 officers are afforded an opportunity to meet minimum career progression goals of the Active Army. To meet professional development objectives, RC Telecommunication Systems Engineering officers are willing to rotate between assignments with USAR TPU organizations, ARNG units and IMA positions. Usually there are insufficient numbers of positions within a geographic area to continue in Telecommunication Systems Engineering FA assignments. If geographic constraints are such that assignment to a Telecommunication Systems Engineering position is not possible, officers should seek assignment in their basic branch or in a related FA required in the geographic region.

(3) Telecommunication Systems Engineering officer assignments in the RC are almost split evenly between TOE and TDA organizations. Their duties and responsibilities are fundamentally the same as their Active Army counterparts except for those personnel management, administrative, and operational requirements unique to the ARNG and USAR.

(4) Officers are assigned to the IRR when unable to accept a TPU or ARNG unit assignment. Officers in the IRR may request assignment to a RTU, IMA position, a tour of ADSW, AT, or ADT. Officers in the IRR may meet professional military education (PME) requirements by requesting ADT. All RC officers, major and below with less than 15 years of active Federal Service (AFS), may request AGR assignment.

(5) RC FA 24 authorizations will vary as force structure decisions are made and actions to implement them are taken. USAR officers desiring more information on current authorizations or positions may contact the Combined FA Management Office (CFAMO) at the AHRC–St. Louis, Missouri. ARNG officers desiring more information on current authorizations or positions may contact the ARNG personnel office of the state or territory in which they reside.

(6) RC officers (captain and above) who acquire telecommunication systems engineering skills, knowledge, and attributes in a civilian workplace or through education and training may apply for constructive credit to award FA 24. Awarding constructive credit is based on documented experience in telecommunications systems engineering; professional certifications, advanced degrees, and civilian workplace experience. Candidates should submit requests for constructive credit with supporting documents through their USAR or ARNG component chain of command to Commander, USASC&FG, Office Chief of Signal, ATTN: ATZH–POO, Fort Gordon, Georgia 30905. Supporting documents include (as applicable)—

(a) Cover letter outlining qualifications.

(b) Resume.

(c) DA Form 2–1/officer record brief (ORB) or biographical record brief (BRB).

(d) Transcripts (graduate and/or undergraduate).

(e) OERs/civilian job evaluations.

(f) Civilian training certificates.

(g) Industry certification certificates (MCSE, MCP, CCNA, and so on).

(h) Letter(s) of recommendation.

c. Professional development. There are four phases of professional development for RC Telecommunication Systems Engineering officers. The phases relate to military rank and include broadly based goals and career objectives at each rank so that an officer may expand capabilities and optimize performance. Telecommunication Systems Engineering life cycle development objectives, RC requirements, and an officer's own strengths, priorities, civilian experience, private and Service provided education, and performance influence their professional development. FA qualification standards by grade, along with typical RC duty positions are as follows:

(1) *Captain.*

(a) For 24A qualification as well as consideration for promotion to major, Telecommunications Systems Engineer officers should have a hard skill undergraduate degree in one of the following:

1. Electrical engineering (communications).

2. Telecommunication systems engineering.

3. Telecommunication engineering.

4. Telecommunications management.

5. Information systems engineering.

6. Computer systems engineering.

7. Engineering.

8. Computer science.

9. Math.

(b) Officers must complete the ISOL (ATRRS Course Number 7E–F70) followed by the TSEC (ATRRS Course Number 4C–24A) for initial qualification as a FA 24. Attendance at the ISOL is waived based on prior equivalent education/experience. Typical TOE positions include communications-electronics engineer, systems engineer, and communications-electronics staff officer. Typical TDA positions include Signal support officer, systems engineer, and communications-electronics staff officer.

(2) *Major.* The primary professional development objective of a Telecommunication Systems Engineering major in the RC is to continue to strengthen telecommunication systems engineering skills. During this phase, officers must enroll in and complete ILE common core or its equivalent (50 percent completion required for promotion to lieutenant colonel). Selected RC officers may attend the ILE common core course at a CL site such as Fort Gordon, GA. FA 24 majors are highly encouraged to pursue a specialty related graduate degree and obtain a professional engineering license. Telecommunication systems engineering majors should serve a minimum of 24 months cumulative Service in a Telecommunication Systems Engineering operations or operational support major position.

(3) *Lieutenant colonel.* Lieutenant colonels can expect assignments to senior staff positions employing them in a variety of diverse and challenging FA related positions. FA 24 officers should seek PME at the SSC level. Telecommunication Systems Engineering RC lieutenant colonels are eligible for selection to the rank of colonel upon completion of the requisite Service requirements listed in chapter 7 of this pamphlet. Lieutenant colonels remain eligible for promotion as long as they continue to serve in an active status and meet selection criteria. FA 24 lieutenant colonels should serve a minimum of 48 months cumulative Service in a Telecommunication Systems Engineering support position.

(4) *Colonel.* The primary objective for officers during this phase is maximum use of the officer's technical and tactical capabilities, managerial skills, and executive skills in positions of higher responsibility. RC Telecommunication Systems Engineering colonels should serve a minimum 72 months cumulative Service in an FA 24 operations or operational support position.

Figure 23–2. FA 24 RC Developmental Model

Chapter 24
Information Systems Management Functional Area

24–1. Unique features of the Information Systems Management functional area

a. Unique purpose of the Information Systems Management FA. Information Systems Management (FA 53) is a FA is in the network and space operations grouping of the operations support functional category. Information System Managers integrate diverse forms of enterprise services such as configuration management, active directory, database management, e-mail, and Web portals that must operate seamlessly in support of the Army and JIIM operations worldwide. FA 53 officers supply their expertise of all enterprise systems technologies, along with their knowledge of highly technical concepts, in order to provide the warfighter with the information required to make timely decisions on the battlefield. The FA 53 proponent office is located at the U.S. Army Signal Center, Fort Gordon, Georgia.

b. Unique functions performed by the Information Systems Management FA. FA 53 officers perform the following critical tasks for Army and Joint units as well as in units in the other JIIM environments:

(1) *Information dissemination management.*

(a) Write the IT portion of an operations plan (OPLAN), an operations order (OPORD), or a fragmentary order (FRAGO)

(b) Perform system analysis with user.

(c) Implement IT training plan.

(d) Develop incident response procedures.
(e) Develop IT training plan.
(f) Develop Web-based applications.
(g) Manage Web-based applications.
(h) Manage a database management system (DBMS).
(i) Assist in the Configuration Information Management Board (CIMB).
(j) Maintain an IT training plan.
(k) Assist in the integration of knowledge management systems.
(l) Develop security in a local area network (LAN) Architecture.
(m) Manage the implementation of an automated information system (AIS).
(2) *Information assurance.*
(a) Implement security in local area network (LAN) architecture.
(b) Maintain security in local area network (LAN) architecture.
(c) Develop a continuity of operations plan (COOP).
(d) Direct the installation and configuration of firewalls and other network security systems.
(e) Maintain firewalls and other network security systems.
(f) Perform DOD IT security certification and accreditation process (DITSCAP).
(g) Develop incident response procedures.
(h) Develop IT standing operating procedures (SOPs).
(i) Integrate IT system with allied, host nation (HN), Joint, and non-Governmental agencies.
(j) Develop security in local area network (LAN) architecture.
(3) *NETOPS.*
(a) Conduct a site survey.
(b) Maintain a local area network (LAN).
(c) Develop life cycle management plan for IT assets.
(d) Implement life cycle management plan for IT assets.
(e) Manage life cycle management plan for IT assets.
(f) Manage standard army management information systems (STAMIS).
(g) Obtain IT services.
(h) Manage IT services.
(i) Implement a local area network (LAN).
(j) Develop a local area network (LAN).
(k) Integrate a local area network (LAN) with a wide area network (WAN).
(l) Maintain a local area network (LAN) with a wide area network (WAN).
(m) Develop the Server Configuration Plan.
(n) Implement the Server Configuration Plan.
(o) Maintain the configuration of servers.

c. Unique features of work in the Information Systems Management FA. Work within FA 53 requires the application of technical skills to plan, design, and install information systems and services using existing and future military and COTS information systems and equipment. FA 53 officers operate enterprise-wide within an information systems team, to include interfacing with and understanding the roles of the Signal officer (Branch 25) and Telecommunication Systems Engineering (FA 24) officer to provide seamless, enterprise-wide information systems in support of the warfighter.

d. AOC in the Information Systems Management. There is one AOC 53A, Information Systems Management.

24–2. Officer characteristics required

a. Desired officer background. It is recommended that officers possess an undergraduate or graduate degree in one of the following disciplines:
(1) Information systems management.
(2) Computer systems management.
(3) Computer science.
(4) Computer engineering.
(5) Computer systems engineering.
(6) Information technology.
(7) Computer information systems.
(8) Computer resource and information management.
(9) Technology management.

b. Unique skills.

(1) *Conceptual competence.* FA 53 officers must possess the ability to synthesize information and to clearly communicate information required to make timely decisions. The uncertain conditions of military operations will demand mental endurance and agility, often under severe conditions and time constraints. FA 53 officers must effectively develop and communicate their vision, purpose, and direction.

(2) *Interpersonal competence.* FA 53 officers are part of a network operations team. They are skilled in building teamwork within their organization and recognize that they often simultaneously belong to many teams. They must possess the ability to express themselves to their team members clearly, concisely, and accurately, both orally and in writing.

(3) *Technical competence.* FA 53 officers must possess the necessary expertise to accomplish all tasks and functions of the FA. They are able to apply their technical knowledge and skills to solve problems associated with network. They are able to prepare and present clear and informative briefings relating to their technical areas of expertise to their peers, subordinates, and superiors.

(4) *Tactical competence.* FA 53 officers must show proficiency in required professional knowledge, judgment, and warfighting. They must apply their doctrinal knowledge and understanding to the solution of tactical problems and formulate and defend solutions to problems using current Army and Joint doctrine.

(5) *Decisionmaking skills.* FA 53 officers often work in an environment where sound and timely decisions are made while time available for problem analysis is seriously constrained. Information gained in this environment will vary in its completeness and ambiguity. An ability to operate under stress and make decisions is critical to success.

(6) *Tactical and technical skills.* FA 53 officers are warfighters who are technically proficient with information systems and network management tools. FA 53 mission success requires that officers understand the capabilities the network offers and can leverage their capabilities to enhance unit proficiency. FA 53 officers must leverage their network experience to assist in the development of the LandWarNet. These skills are gained and developed through operational assignments and continuous professional study and self-development.

c. Unique knowledge. FA 53 officers are responsible for maintaining proficiency in the information system management discipline due to the rapid change of technology and operational concepts. They also understand—

(1) The tenets of enterprise system management/network management, information assurance/computer network defense, and information dissemination management/content staging.

(2) Emerging COTS technologies and design methodologies for possible adaptation to military purposes.

(3) The capabilities and limitations of full spectrum operations tactical, theater, and strategic information systems.

(4) The interfaces of JIIM information systems.

(5) Information management responsibilities, policies, procedures, and regulations as detailed in Federal law, DOD, and Army regulations.

(6) How to manage information systems facilities.

(7) The requirements for documenting support for information management.

(8) How to implement information assurance requirements to include defense-in-depth strategies.

(9) Fault management, configuration management, accounting/administration, performance management, and security management (FCAPS) concepts and principles.

(10) Total cost of ownership.

(11) Quality of service and assurance.

24–3. Officer development and assignments

a. Officers are functionally designated into FA 53 at their 7th YOS to reset the field grade inventory by anticipating future branch and functional officer requirements. Limited FD at the 4th YOS will occur to fill operational requirements for specific FAs at the rank of captain. Officers interested in functional designation as an FA 53 should visit the AHRC Web site via Army Knowledge On-line and follow the FA 53 link. The FA 53 personnel proponent in conjunction with the FA 53 assignments officer will actively recruit quality captains to fill FA 53 requirements.

b. All FA 53 positions are considered FA KD positions. As officers progress through their careers, they are afforded a variety of FA assignments and Army unique training and educational opportunities based on their performance of duties, educational background, and the needs of the Army. FA 53 officers receive training in any of the following methods:

(1) *Primary means of FA 53 training.* Officers are trained as an FA 53 by completing the Information Systems Operations Leveler (ISOL) Course followed by the Information Systems Management (ISM) Course.

(2) *Alternate means of FA training.* Officers who complete a graduate or Ph.D. degree either through the fully-funded advanced civil schooling (ACS) program or through other means are considered initially qualified in FA 53. Non-branch 25 officers are required to attend the ISOL upon graduation from an FA 53 directed ACS assignment. The graduate degree must align with computer science, information technology, information systems management, or related disciplines.

(3) *FA 53 officers.* Selected FA 53 officers may complete graduate school or other civilian training opportunities to

prepare them for FA 53 assignments requiring additional skills. All officers are encouraged to pursue a specialty related graduate degree or specialty related industry certification program.

c. Once an officer is FD FA 53, development and training by rank is designed to increase officer's technical and tactical competencies through the officer education system (OES) and through breadth and depth of assignment.

(1) *Captain.* Developmental assignments will enable captains to acquire network management, information assurance, and information dissemination management competencies in support of an immediate headquarters. After acceptance and approval for FA 53, captains are assigned to developmental and utilization tours in an FA 53 coded position after completing KD jobs in their basic branch. FA 53 captains are encouraged to pursue development and utilization in Information Systems Management to gain training and experience prior to functional designation at 7th YOS. Captains accessed and who are released by their basic branch will receive their FA 53 training primarily by attending the ISOL Course followed by the ISM Course. Some captains are selected for fully-funded ACS or TWI with a follow-on utilization assignment in an Army Education Requirements Systems (AERS) coded position. Typical developmental assignments include:

(a) Information Systems Management officer in a brigade/BCT/SBCT S–6.

(b) Information Systems Management officer in Signal brigade/command.

(c) Information Systems Management officer in a division G–6.

(d) Information Systems Management officer in a support battalion.

(e) Information Systems Management officer in NETCOM.

(f) Information Systems Management officer in organizational staffs in all JIIM environments.

(g) Information Systems Management officer at Army or Joint staffs.

(h) Information assurance officer at Army or JIIM staffs or in organizational staffs in all JIIM environments.

(2) *Major.* Developmental assignments will allow majors to enhance competencies to implement and maintain local area networks, develop and plan information technology architectures, and implement information assurance concepts and principles. Additionally, majors will acquire competency in performing system analysis, developing response procedures, performing accreditation processes, and integrating IT systems in all JIIM environments. Typical developmental assignments include—

(a) Information Systems Management officer in division G–6.

(b) Information Systems Management officer in Signal brigade/command.

(c) Information Systems Management officer in support brigade.

(d) Information assurance manager, division G–6.

(e) Information Systems Management officer in NETCOM.

(f) Information Systems Management officer/C4I systems officer at Army or Joint staffs or in organizational staffs in all JIIM environments.

(g) Computer systems analyst at Army or JIIM staffs or in organizational staffs in all JIIM environments.

(h) Network plans officer/security officer/manager in organizational staffs in all JIIM environments.

(3) *Lieutenant colonel.* Lieutenant colonels are generally assigned to senior staff positions of increased responsibility where they can fully use their knowledge of the Army and their information systems management experience. At this grade, developmental assignments will enable lieutenant colonels to enhance competencies in developing and planning information technology architectures, and implementing information assurance concepts and principles. Lieutenant colonels will enhance competencies in performing system analysis, developing response procedures, performing accreditation processes, and integrating IT systems with JIIM organizations. Typical developmental assignments at lieutenant colonel include—

(a) Information Systems Management officer at Army or Joint staffs or in organizational staffs in all JIIM environments.

(b) Information Systems Management officer in support command.

(c) Director/Chief in Signal brigade/command.

(d) Director/Chief at Army or Joint staffs, or in organizational staffs in all JIIM environments.

(e) Deputy, CIO/chief technical officer (CTO).

(f) Network plans officer/security officer/manager at Army or Joint staffs or in organizational staffs in all JIIM environments.

(g) Information assurance officer at Army or Joint staffs or in organizational staffs in all JIIM environments.

(h) System analyst at Army or Joint staffs or in organizational staffs in all JIIM environments.

(4) *Colonel.* Colonels are generally assigned to senior staff positions of increased responsibility where they can fully use their knowledge of the Army and their information systems management experience. At this grade, developmental assignments will enable colonels to enhance competencies in developing and planning information technology architectures, and implementing information assurance concepts and principles. Colonels will enhance competencies in performing system analysis, developing response procedures, performing accreditation processes, and integrating IT systems with organizations operating in the different JIIM environments. Typical developmental assignments at colonel include—

(a) Deputy Chief of Staff for Information Management (DCSIM), sustaining base Active Army

(b) Director/Deputy/Chief at Army, JIIM staff level.

(c) Director, Leader College of Information Technology, SIGCEN.

(d) CIO/CTO at Army and Joint staffs or in organizational staffs in all JIIM environments.

(e) Plans/program developer at Army and Joint staffs or in organizational staffs in all JIIM environments.

d. Many FA 53 field grade positions are on the DOD JDAL. Officers assigned to JDAL billets may attend JPME II and are designated as a Joint specialty officer (skill identifier 3L) upon successful tour completion. Information systems managers are not generally considered for Joint duty assignments until selected for major. Even though Joint experience is important to the Army and to individual officers for advancement into senior leadership positions, not all FA 53s will receive Joint assignments. This will not preclude their selection to the grade of colonel.

24–4. Assignment preferences and precedence

The assignment sequencing in a FA is not as rigid as that of a branch. An objective of professional development for FA 53 officers is to expose them to a variety of environments in which information systems management is performed. After receiving initial training, FA 53 officers should seek different types of jobs within the FA 53 structure to provide breadth to their experiences.

a. Preferences. FA 53 has diverse opportunities, which allow for numerous career development paths. The goal of FA 53 professional development is to produce officers skilled in leading Soldiers both tactically and technically and managing the integration of diverse forms of enterprise services. Officers will attend the ISM Course prior to initial assignment to an FA 53 position. By exception, officers are assigned to an assignment prior to completion of ISM to meet real-world mission requirements.

b. Precedence. Assignment to developmental FA positions will have precedence, although there is flexibility on the sequence of assignments. Some FA 53 billets are designated as requiring advanced civilian education, such as a master's degree. Officers assigned into those jobs require completion of the necessary courses of instruction. If possible, FA 53 officers should complete an Army FA 53 assignment before an FA 53 assignment to a Joint command.

24–5. Duration of developmental officer life cycle assignments

The goal under force stabilization rules for most FA 53 assignments is 36 months. Tours are longer in areas with a high concentration of FA 53 billets such as the National Capital Region. OCONUS locations will continue to require specific tour lengths. Figure 24–1, below, depicts the FA qualification requirements and developmental assignments by grade.

Figure 24–1. FA 53 Active Army Developmental Model

24–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for FA 53 officers. To do this, the inventory is optimized in order to fill FA authorization requirements and to provide FA 53 officers sufficient time for development prior to consideration for promotion to lieutenant colonel and colonel. In order to enhance specialization and development, FA 53 officer participation in generalist (01A) assignments are minimized.

b. OPMS implementation. The number of FA 53 authorizations, by grade, will vary as force structure decisions are made and actions to implement them are taken. Officers desiring more information on current authorizations or inventory should contact either the FA 53 personnel proponent office or the FA 24 assignments officer at AHRC.

24–7. Key officer life cycle initiatives for Information Systems Management

a. Structure. FA 53 officers serve at division echelons and above, to include organizations in most JIIM environments. The chief of the Signal Corps is the proponent for FA 53 and guides its development

b. Acquire. FA 53 officers are accessed in the following ways:

(1) Officers are functionally designated into FA 53 at their 7th YOS. The full functional designation will occur at the 7th YOS and is used to reset the future field grade officer inventory by anticipating future branch and functional officer requirements. Limited functional designation at the 4th YOS will occur when required to fill operational requirements for specific FAs at the rank of captain. Officers interested in designation as an FA 53 should visit AHRC via the AKO

portal and follow the FA 53 link. The FA 53 personnel proponent in conjunction with the FA 53 assignments officer will actively recruit quality captains to fill FA 53 requirements.

(2) The FA 53 Personnel Proponent will actively recruit quality captains to fill FA 53 requirements. Officers accessed in this manner are dual tracked and are not guaranteed an assignment nor functional designation as an FA 53. The officers identified in this manner are used to select officers who will receive training and an assignment in FA 53. This process replaces the FADB.

c. Distribute. The Operations Support Division, Officer Personnel Management Directorate (OPMD) at AHRC, manages all officers serving in FA 53 assignments. Officers who complete an FA 53 assignment and are not functionally designated as an FA 53 will return to the control of their basic branch manager at AHRC. All FD FA 53s (captain - lieutenant colonel) remain under the control of OS. FA 53 colonels are managed by the SLD office.

d. Compensate. FA 53 officers receive the same pay, entitlements, and benefits as all other officers.

e. Deploy. Information Systems Management officers are warfighters who remain personally and professionally prepared to deploy worldwide at all times. Whether to TOE units with high levels of readiness or fixed site TDA organizations, all FA 53 officers are deployable to accomplish missions across the full spectrum of operations. Information systems managers may deploy tomorrow with their units to deter potential adversaries and to protect national interests or as individuals to support Joint and multinational operations. FA 53 officers must prepare themselves and their Families for the most challenging functional designation.

f. Sustain. All officers designated FA 53 will compete within their functional designation for promotion to major, lieutenant colonel, and colonel. Officers who functionally designate as FA 53 are eligible to change their regimental affiliation to the Signal Regiment. This is accomplished through the officer's local military records officer or by contacting the FA 53 personnel proponent office.

g. Develop. FA 53 incorporates a professional officer development career plan offering significant opportunity for schooling and assignments. As FA 53 officers progress through their careers, they should seek advanced military schooling and education opportunities to stay abreast of the rapidly changing information technology field. FA 53 officers should diversify their assignments to broaden their operational experiences and increase their skills, knowledge, and abilities in information technology. FA 53 officers are encouraged to complete professional training and technical certification programs or obtain a license as a professional information systems manager or related information technology disciplines.

h. Training. FA 53 institutional training includes the following elements:

(1) ISOL Course, Fort Gordon, GA

(2) ISM Course, Fort Gordon, GA

(3) FA 53 senior captains and majors will attend the ILE common core at a CL site. Normally, the CL site for FA 53 is at Fort Gordon, GA. Upon completion of the common core course, FA 53 officers are Intermediate Staff College (ISC) graduates. Full ILE credit is awarded an FA 53 officer upon completion of the ILE common core, the ISOL Course, and the ISM Course, and credentialed JPME I. The ILE common core is taken before, after, or in conjunction with the ISOL/ISM Course sequence. In select cases, an appropriate graduate degree program may take the place of ISOL/ISM Course for ILE credit. RC officers can attend The Army School System (TASS) classes located in CONUS and OCONUS as well as CL sites.

(4) NDU offers several professional development programs which apply to FA 53. These include the CIO Certificate Program and the Information Assurance Certificate Program.

(5) Civilian and training education described in the programs below are available for FA 53 officers to enhance their skills within their functional designation.

(6) TWI is a work-experience program to provide an extensive exposure to managerial techniques and industrial procedures within corporate America to competitively selected officers and noncommissioned officers. Training received is normally not available either through the military school system or civilian university system. An officer is assigned to a one-year tour with an approved industry partner, followed by a two year utilization assignment. FA 53 officers can apply for TWI by contacting their assignments officer at AHRC.

(7) The U.S. Army Signal Center partners with civilian universities to provide IT related graduate degree programs for FA 53 officers. These programs are available worldwide online. Selected graduate classes are also available in residence at Fort Gordon, GA. Interested officers should contact the FA 53 proponent for more information about the Signal Regiment Graduate Education Program (SRGEP).

(8) The Information Assurance Scholarship Program (IASP) is a competitive, fully-funded scholarship program open to officers and civilians throughout the DOD. Selected officers attend graduate school full-time and earn a master's or doctorate degree in the field of information assurance. Officers interested in this program should contact their assignments officer at AHRC.

(9) FA 53 officers should pursue an aggressive self-development program throughout their careers that includes such elements as industry certifications, academic certificates, professional licenses, and memberships in professional organizations.

i. Separate. FA 53 officers separate from the Army in the same manner as all other officers.

24–8. Information Systems Management Reserve Component officers

a. General career development. ARNG and USAR Information Systems Management officers serve the same role and mission as their Active Army counterparts. The unique nature of the RC Soldier's role as a citizen Soldier poses a significant challenge for professional development. To fulfill the wartime mission of managing information systems and providing information systems expertise at all levels of command including multinational and Joint Service, the Information Systems Management officer is dependent upon extensive interaction between the Active Army and the RC. The quality of the Information Systems Management officers in the ARNG, USAR, and in the individual ready reserve (IRR) is vital to support this mission. For guidance on RC officer development, see chapter 7.

b. FA qualification and development opportunities.

(1) Information Systems Management officers in the RC have challenging and complex missions. Inherent with these missions are specific managerial and technical attributes for supervising information management activities, translating mission needs to computer systems requirements, budgeting for information systems requirements, and developing/managing information systems. FA 53 officers are tactically and technically proficient and capable of understanding the scope of an Information Systems Management officer's duties. A requirement for proficiency in both peacetime and wartime skills will provide significant educational and experiential challenges. Planned rotation into progressively challenging FA 53 related positions, while considered essential to producing the best qualified Information Systems Management officer, are limited due to geographical considerations.

(2) Geographic dispersion of Information Systems Management positions constrains RC career progression. To meet professional development objectives, RC Information Systems Management officers may require rotating between assignments with USAR TPU, ARNG units, and IMA positions. Often there are insufficient numbers of positions in a geographic area to continue in Information Systems Management FA assignments. If geographic constraints are such that the assignment to an Information Systems Management position is not possible, officers should seek assignment in their basic branch or a related FA required in the geographic region.

(3) TDA organizations host most RC Information Systems Management officer assignments and all Active Guard Reserve (AGR) FA 53 positions. Their duties and responsibilities are fundamentally the same as their Active Army counterparts except for those personnel management, administrative, and operational requirements unique to the ARNG and USAR.

(4) Officers are assigned to the IRR when unable to accept a TPU or ARNG unit assignment. Officers in the IRR may request assignment to a RTU, IMA position, a tour of ADSW, AT, or ADT. Officers in the IRR may meet PME requirements by requesting ADT. All RC officers, major and below with less than 15 years of AFS, may request AGR assignment.

(5) RC FA 53 authorizations will vary as force structure decisions are made and actions to implement them are taken. USAR officers desiring more information on current authorizations or positions may contact the CFAMO at the AHRC–St. Louis, Missouri. ARNG officers desiring more information on current authorizations or positions may contact the ARNG personnel office of the state or territory in which they reside.

(6) RC Officers (captain and above) who acquire information systems management skills, knowledge and attributes in a civilian workplace or through education and training may apply for constructive credit to award FA 53. Awarding constructive credit is based on documented experience in information systems management; professional certifications, advanced degrees, and civilian workplace experience. Candidates should submit requests for constructive credit with supporting documents through their ARNG or U.S. Army RC chain of command to Commander, USASC&FG, Office Chief of Signal, ATTN: ATZH–POO, Fort Gordon, Georgia 30905. Supporting documents include (as applicable)—

(a) Cover letter outlining qualifications.

(b) Resume.

(c) DA Form 2–1/officer record brief (ORB) or biographical record brief (BRB).

(d) Transcripts (graduate and/or undergraduate).

(e) OERs/civilian job evaluations.

(f) Civilian training certificates.

(g) Industry certification certificates (MCSE, MCP, CNA, and so on).

(h) Letter(s) of recommendation.

c. Professional development. There are four phases of professional development for RC Information Systems Management officers. The phases relate to military rank and depict broadly based goals and career opportunities at each rank so that an officer may expand capabilities and optimize performance. Information Systems Management life cycle development objectives, RC requirements and an officer's own strengths, priorities, civilian experience, private and Service provided educational level, and performance influence his or her professional development. In addition to the typical duty assignments found in paragraph 24–8*b*, RC officers are also assigned to other developmental positions, some of which are listed within the FA qualification standards by grade, as follows:

(1) *Captain.* Initial entry qualification in Information Systems Management requires officers to complete the ISM Course at Fort Gordon or obtain a graduate degree as outlined in paragraph 24–8*a*, above. During this phase, officers are encouraged to pursue a specialty-related graduate degree. Officers should seek an FA 53 assignment at captain but

it is not required. Additional typical RC captain positions include systems automation officer, automation management officer, software engineer officer, and systems operations officer.

(2) *Major*. The primary professional development objective of Information Systems Management majors in the RC is to continue to strengthen information systems management skills. During this phase, officers must enroll in and complete ILE, or its equivalent (50 percent completion required for promotion to lieutenant colonel). Selected RC officers may attend the ILE common core course at a CL site such as Fort Gordon, GA. FA 53 majors are highly encouraged to pursue a specialty related graduate degree. Information Systems Management majors should serve a minimum of 24 months cumulative Service in an Information Systems Management operations or operational support major position for consideration for FA qualification. Additional typical RC major positions include Information Management officer and systems analyst.

(3) *Lieutenant colonel.* Lieutenant colonels can expect assignments to senior staff positions employing them in a variety of diverse and challenging FA related positions. FA 53 officers should seek PME at the SSC level. Information Systems Management RC lieutenant colonels are eligible for selection to the rank of colonel upon completion of the requisite Service requirements listed in chapter 7 of this pamphlet. Lieutenant colonels remain eligible for promotion as long as they continue to serve in an active status and meet selection criteria. Information Systems Management lieutenant colonels should serve a minimum of 48 months cumulative Service in FA 53 positions for FA qualification. Additional typical RC lieutenant colonel positions include assistant DCSIM, automation support officer, and information management plans officer.

(4) *Colonel.* RC FA 53 colonel positions are limited and reserved for qualified FA 53 officers. The primary objective for officers during this phase is to use previously developed technical and tactical capabilities, as well as managerial and executive skills and experience to accomplish the RC information management mission at the Regional Support Command, State Adjutant General, National Guard Bureau, and DA levels.

d. The RC life cycle development model for FA 53 officers is shown in figure 24–2, below.

Figure 24–2. FA 53 RC Developmental Model

Chapter 25
Space Operations

25–1. Unique features of the Space Operations functional area

a. Unique purpose of the Space Operations FA. Space Operations (FA 40) is a FA within the newly aligned OPMS functional category, operations support. This FA provides two distinct career paths or AOC: Space Operations officer (AOC 40A) and Astronaut (AOC 40C). AOC 40A is for officers to serve in operational and JIIM assignments that focus on integrating space capabilities to support the warfighter. AOC 40C provides the opportunity for officers specially selected by the National Aeronautics and Space Administration (NASA) to serve as astronauts for human exploration of space. FA 40 officers are the core element of the Army and a key element the DOD Space Cadre. The Commanding General, U.S. Army Space and Missile Defense Command/U.S. Army Forces Strategic Command (SMDC/ARSTRAT) is the Army specified proponent for space and the personnel proponent for FA 40. The FA 40 personnel proponent office will maintain oversight of the stages of the career life cycle.

(1) Space Operations Officers in AOC 40A provide commanders with expertise and advice on integrating and utilizing space capabilities to enable military operations across the full spectrum of conflict. Per Joint Publication 3–14, space capabilities are based on complex systems that include the following: ground stations; launch facilities; satellite production, checkout, and storage facilities; communications links; user terminals; and spacecraft (both manned and unmanned). The Army requires officers that are technically trained and tactically experienced in the integration and defense of all space capabilities to support Joint land component operations. FA 40 application areas include—

(a) Utilization and integration of space capabilities with terrestrial, air, and high-altitude based systems owned and operated by the DOD, intelligence community, civil agencies and commercial partners to provide integrated and timely support to the warfighter. Space capabilities within the four space mission areas (see FM 3–14 for further information) include:

1. Space Force Enhancement. Combat support operations to improve the effectiveness of military forces as well as support other intelligence, civil, and commercial users. The mission area includes—

a. Integrated tactical warning and attack assessment.

b. Intelligence, surveillance, and reconnaissance (ISR).

c. Position, velocity, navigation, and timing.

d. Command, control, and communications.

e. Environmental monitoring.

2. Space control. Combat, combat support, and combat Service support operations to ensure freedom of action in space for the United States and its allies and, when directed, deny an adversary freedom of action in space. It includes the following FAs:

a. Surveillance.

b. Protection.

c. Prevention.

d. Negation.

3. Space support. Combat Service support operations to deploy and sustain military and intelligence systems in space.

4. Space force application. Combat operations in, through, and from space to influence the course and outcome of conflict.

(b) Space analysis and planning to support Army, combined arms, and JIIM plans and operations.

(c) Expertise in orbital mechanics, new and emerging space-based capabilities, and applicable space effects.

(d) Integrating and coordinating with information operations (IO) cells. Specifically, some IO tools may be used to facilitate space control functions. Similarly, some space-based capabilities may be used to support IO requirements.

(e) Space support procedures and infrastructure for tasking, posting, processing, and utilization (TPPU), formally known as tasking, posting, exploitation, and dissemination (TPED) of space products and telemetry, tracking, and command of space systems.

(f) Limitations and vulnerabilities of space systems to weather (space and terrestrial), interference, infrastructure failures, and attack (kinetic and non-kinetic).

(g) International law and treaties and U.S. policy concerning—

1. Use of space-based capabilities.

2. Use or application of systems which affect or specifically target space systems.

(h) Familiarity with United States civil and military space programs as well as those of other nations.

(i) Commercial space operations, activities, and capabilities.

(j) Procedures for development and integration of policy, concepts, requirements, and acquisition for space capabilities.

(k) Use of modeling, simulation, analysis, and other tools to support development and use of space capabilities.

(2) Astronauts, AOC 40C, are detailed to NASA to support the nation's manned space programs in accordance with the "Memorandum of Understanding (MOU) between the Department of Defense, the Army, the Navy, the Air Force, and NASA concerning the detailing of military personnel for Service as shuttle crew members," dated December 1976 and the MOU between NASA and the DA "Assignment of Army Personnel to NASA," dated June 17, 1987. Astronauts' areas of training and application are determined by the Director of Flight Crew Operations at NASA's Johnson Space Center and include the Space Shuttle and International Space Station Programs.

(3) Unique functions performed by Space Operations FA (40A &40C).

(a) 40A officers plan and conduct space operations in support of Army and JIIM plans and operations.

(b) 40A officers advise commanders and their staffs concerning—

1. The availability, use, and interface of space capabilities (civil, military, and commercial) with those that are terrestrial, air, and high-altitude capabilities to provide seamless, integrated support to all phases of operations. Space operations officers assist in planning the use and integration of space capabilities to support the organization and ensure that necessary requests for space support are properly submitted.

2. The vulnerability of space systems to adverse effects and on measures to prevent or mitigate those adverse effects.

3. The capabilities of non-friendly space systems and the resulting threat to friendly operations.

4. Space control capabilities.

(4) 40A officers plan, coordinate, and/or execute space control operations as fielded and directed.

(5) 40A officers advise and assist in the development of space policy, concept of operations, characteristics and capabilities, and acquisition decisions as required.

(6) 40A officers translate future Army transformation concepts to ensure Army space needs are addressed appropriately in the Joint and Intelligence communities.

(7) 40C officers perform space flight related duties as directed by NASA: space shuttle mission specialist; international space station commander, flight engineer, or science officer; ground support of space shuttle and ISS crews - capsule communicator (CAPCOM), crew support astronaut, Kennedy Space Center support astronaut.

b. Unique features of work in the Space Operations FA.

(1) Space Operations officers in AOC 40A are assigned throughout the operational community to optimize the employment of space-based capabilities in support of JIIM and Army operational mission accomplishment. AOC 40A officers, as the nucleus of the Army Space Cadre, will—

(a) Serve as Space Operations staff officers to coordinate, plan, and advise at all levels of command to include the Joint staff, combatant commands, HQDA staffs, and DOD agencies such as the National Reconnaissance Office (NRO) and the National Security Space Office (NSSO).

(b) Serve in the 1st Space Battalion, the 1st Space Brigade, and Battlefield Coordination Detachments.

(c) Serve within TRADOC or Joint schools or U.S. Service Academies to ensure early and relevant education of the future Army Space Cadre.

(d) Serve as the principal Space Operations staff officer at brigade, division, corps, Army and higher levels, to include Joint services.

(e) Serve in a broad spectrum of research, planning, and operational assignments in the Space and Missile Defense Command, Missile Defense Agency, and Joint Program offices.

(f) Serve in combined organizations such as North American Aerospace Defense Command (NORAD).

(g) Serve as the Space Operations career manager at AHRC.

(h) Serve in expanded JIIM environments and positions.

(2) Serve as NASA astronauts in AOC 40C. Duties require detailed knowledge of manned space flight systems, development, operations, integration and programs to include the integration of elements from international partners. Additionally, astronauts develop technical skills required to support research and experimentation in the unique environment of space as well as foreign language skills required to support international crew requirements. Astronauts are assigned duties by the Chief, Astronaut Office, NASA Johnson Space Center to support requirements in manned space flight programs. They serve as—

(a) Space Shuttle or International Space Station crewmembers.

(b) Extra-vehicular activity (EVA) space walk crewmember and/or robotics operator.

(c) Space shuttle payload commander.

(d) International Space Station Commander.

(e) Engineering and operational support to planned or in-progress manned space missions throughout the U.S. and internationally as required.

(f) NASA management in positions such as Project Manager or officer within the Space Shuttle or ISS programs, Branch Chief within the Astronaut Office, Deputy Shuttle, or ISS program manager, Johnson Space Center staff, and so on.

(g) Liaison to other NASA centers, NASA headquarters, and international partner activities, as assigned.

(h) Commander, NASA Army Detachment.

(i) Director of Operations, Cosmonaut Training Center, Star City, Russia.

(j) Representative for public relations at local, state, national, international, and organizational levels.

(k) Aircraft crewmember, to include pilot/copilot duties in T–38N supersonic jet trainers.

(l) AOC 40A officer when available outside 40C assignment.

25–2. Officer characteristics required

To be designated into the FA 40 FA officers already should have attained some of the following characteristics. These characteristics will be enhanced and expanded during Service as Space Operations Officers. All FA 40 officers must be able to obtain and maintain a Top Secret/Sensitive Compartmented Information clearance. Failure to do so will result in removal from the FA.

a. Unique knowledge. Space Operations officers must possess knowledge of military, civil, and commercial space systems to include equipment, software programs and tools, and services. An officer serving as an FA 40 is required to understand how space systems can contribute to military operations, and must know how to apply space capabilities to support achieving full spectrum dominance. Possession of technical and tactical skills and the understanding of tactical and operational concepts, to include the threat, are extremely important for success.

(1) Space Operations officers must remain up-to-date on Army organization, structure, and space doctrine as well as civil, military, and commercial space activities as they relate to military operations. Space Operations officers must

understand how Army systems use space and be knowledgeable on how to restore access to required information derived from space capabilities. They also—

(a) Are well versed in combined arms and Joint space operations as well as interagency space operations.

(b) Are technically and tactically proficient in the unique aspects of space operations.

(c) Are knowledgeable and proficient in space control operations to include the areas of space surveillance, protection, prevention, and negation in support of space control.

(d) Understand and apply the interrelationship between the space capabilities and their operational utility to the modern battlefield. (This is critical in providing timely and accurate advice to commanders and staffs on the implications of space operational events).

(e) Possess an understanding of automation technology relative to the space operations field.

(f) Have a basic understanding of orbital mechanics, mathematics, and physics as well as an aptitude for automation technology, engineering, and communications.

(g) Remain current on commercial and civil space capabilities for possible application in support of military operations.

(h) Possess knowledge of other nations' space capabilities; the space structure in the DOD; international treaties related to space; and U.S. and DOD policies and strategies related to space.

(2) Astronauts are well-versed and trained in human space exploration and development in accordance with requirements specified by NASA. They must—

(a) Possess an understanding of automation technology relative to NASA space operations and scientific activities.

(b) Have a basic understanding of orbital mechanics, mathematics, and physics as well as an aptitude for automation technology, engineering, and communications.

(c) Remain current on commercial space product developments and procedures for possible application to their area of expertise.

(d) Possess knowledge of other nations' space capabilities and international space treaties.

b. Unique skills. All FA 40 officers must have the ability to translate complex space concepts and systems into terms which have meaning to the combat commander.

(1) Space Operations officers must—

(a) Possess the expertise in both space systems and military operations in order to serve in high-level positions (Army and JIIM) with minimal guidance and close interaction with senior-level decisionmakers.

(b) Understand highly technical space concepts used to support military operations. These include, but are not limited to—

1. Remote sensing across the entire electromagnetic spectrum to include, but not limited to radio frequency, electro-optical, infrared, hyper-spectral, radar, change detection, and moving target indicator (MTI).

2. Geospatial sensing.

3. Communications architecture and networks.

4. Missile warning

5. Information operations that support or require the support of Space Operations.

(c) Conduct force and crisis intervention planning and operations as related to space.

(d) Leverage current and future space-based technologies in non-traditional ways to solve new and emerging military problems.

(2) Astronauts must understand, acquire, and apply the highly complex, technical skills specified and required by NASA.

(3) In addition to the skills outlined above, all Space Operations officers will be called upon to—

(a) Write and present in-depth briefings at all levels; therefore, be capable of clearly and accurately communicating technical information and concepts.

(b) Educate and train others about space.

(c) Systematically analyze problems and develop alternative solutions.

(d) Implement plans and orders.

(e) Be adept at organizing workload, assigning tasks, and mentoring civilian and military subordinates.

c. Unique attributes. Space Operations officers are imbued with the Army Values and the Warrior Ethos as warfighters who will—

(1) Understand abstract issues and employ unique techniques to solve complex problems.

(2) Possess the ability to apply decisionmaking theory to optimize the decision making process.

(3) Think creatively and reason critically.

(4) Be able to translate complex technical information into operational applications.

(5) Be able to operate and interact within Army and JIIM organizations and environments.

25–3. Officer developmental assignments

Officers desiring designation into Space Operations are encouraged to seek space-related assignments and educational opportunities (FA 40 or requiring the skill identifier (SI), 3Y, space activities) at the earliest opportunity. When captains are given the option to indicate a FA preference, those who indicate Space Operations as a FA of interest can be identified by the FA 40 personnel proponent office and FA 40 CF manager for further assistance.

a. Space Operations, 40A, FA qualification and development. Officers who successfully complete the educational requirements below and successfully perform in a Space Operations FA assignment are qualified in the FA. Officers are then afforded other Army, Joint, and civilian space-related educational opportunities based on their performance of duties and the needs of the Army.

(1) *Qualifying education.* Space Operations officers have certain requirements to ensure they are developed and well grounded in Army and Joint operations.

(a) All officers must complete the basic functional qualification training, the Space Operations officer Qualification Course (SOOQC), which is the FA 40 phase of ILE (FA 40 ILE). Officers serving in select areas (for example, NASA) may submit a request for waiver identifying comparable training and/or experience and by completing space training specified by the FA 40 personnel proponent office. "SPACE OPNS OFF QUAL CR" will be entered into Section VI, Military Education, of the ORB.

(b) Completion of SOOQC is highly desired prior to the initial FA 40 assignment and must be completed prior to consideration for promotion to lieutenant colonel.

(c) Completion of National Security Space Institute Space 300 course is highly desired for senior officers and required prior to consideration for promotion to colonel beginning with year group 1998.

(2) *Professional development.* Officers are encouraged to pursue educational opportunities as part of lifelong learning and to enhance their professional competence and personal development.

(a) Select Space Operations officers will have the opportunity to attend an advanced military studies program (for example, SAMS, SASS), participate in ACS or TWI.

(b) All officers are encouraged to pursue graduate-level degrees in a space-related or other proponent-approved field to improve performance and contributions in the highly technical field of space-based operations. Specifically—

1. In order to ensure optimized support to warfighting commanders, Space Operations officers must possess an in-depth understanding of all aspects of space-based capabilities. Warfighting commanders and their staff will rely on the FA 40 to be the expert in all space-related technologies.

2. Experienced Space Operations officers may be called on to serve in the research and development field for future space capabilities during assignments at such places as the NRO or battle labs. The nature of these assignments requires advanced academic training to ensure Army space needs are adequately addressed.

3. Space officers will be called on to develop the curriculum, educate, and train the next generation of Army Space Cadre beginning at the Service academies and continuing through the FA 40 training process.

(c) To stay highly knowledgeable of up-to-date developments in space, all Space Operations officers are encouraged to attend the periodic space operations training conference and to complete training updates as announced by the FA 40 personnel proponent office.

(3) *KD experiences.* To be fully considered fully developed in the FA, officers optimally will serve for 24 months in a FA 40 or space-related position (to include space-related schooling or training) at each rank, beginning at major. 12 months experience is desired for captains. Success will depend not on the number or type of positions held, but rather on the quality of duty performance in every assignment.

(4) *Officer generalist (01A) assignments.* Space Operations officers can expect to serve in officer generalist (formerly branch immaterial) assignments. These duty positions require a broad understanding of Army leadership, doctrine, policy, force structure, and management and are not identified with or limited to one specific branch or FA. These billets ensure Space Operations officers sustain the knowledge and understanding of the operational force and include but are not limited to Joint, ROTC, USMA, Army Staff, and Inspector General.

(5) *Joint assignments.* Space Operations FA positions may be on the JDAL. Officers assigned to those billets may attend JPME and will be designated as a Joint specialty officer (SI 3L) upon successful tour completion. Space operations are inherently Joint. As members of the Army and DOD Space Cadre, FA 40 captains and above can expect to serve in JIIM environments. Even though Joint experience is important to the Army and to individual officers for advancement into senior leadership positions, lack of such assignment will not preclude their selection to the rank of colonel.

b. FA 40C FA qualification, development, and assignment. After nomination by the U.S. Army Human Resources Command (AHRC) and upon selection by NASA, Army astronaut candidates are assigned to NASA Johnson Space Center per the DOD and Army MOU with NASA referenced in paragraph 25–1*b*(1). Astronaut candidates complete 12–18 months of technical NASA-specified training and education. After completion of the candidate course of instruction, they are automatically functionally designated 40C and are eligible for assignment to space shuttle or ISS missions. As astronauts, they will perform duties as assigned by the Chief, Astronaut Office, and NASA Johnson Space Center. Duties will include flight assignments, training, and collateral technical assignments. lthough most astronaut candidates will enter the program at the grade of major or lieutenant colonel, NASA's selection process is irrespective

of military rank. Levels of responsibility in assignments generally increase with space flight experience and demonstrated performance. Some astronaut colonels will serve in the advanced capacities listed in paragraph 25–1*b*(1).

25–4. Assignment preferences and precedence

a. Preferences. The Space Operations FA has diverse opportunities that enhance the development of multi-skilled officers. Officers should balance assignments in order to gain a breadth and depth of operational and staff experience across all echelons of command and types of units. Assignments in the Space Operations FA are made to develop the officer's ability to achieve that goal and include both operational and staff positions. Since space and space operations are inherently Joint, officers are encouraged to pursue assignments which develop expertise in support of JIIM environments. Astronauts will serve in functions as dictated by NASA's needs.

b. Precedence. Officers will serve primarily in the FA, but may serve at least one assignment outside the FA as part of their professional development. Assignment to FA positions will have precedence. The design of assignments should develop the multi-skilled and creative senior leader highly desired in today's Army, capable of operating across the full spectrum of operations. FA assignments are all equally important and one does not take precedence over another.

25–5. Duration of developmental officer life cycle assignments

Most assignments for Space Operations officers will be 24 to 36 months. Tours could be longer in areas with a high concentration of space billets such as the National Capital Region or Colorado Springs, Colorado, but not for excessive rotations. OCONUS locations will continue to require specific tour lengths. Astronauts, FA 40C, will be assigned to the NASA Army detachment at the Johnson Space Center in Houston, Texas, per the DOD/Army/Navy/Air Force, NASA MOU referenced in paragraph 25–1*b*(1).

a. Key space operations FA positions. Assignments are all equally important and one assignment does not take precedence over another. An officer is expected to design his/her career path to include a variety of assignments as discussed in paragraph 25–4, above. Space Operations officers typically complete an Army FA assignment before being assigned to a Joint command. As key members of the Army Space Cadre, FA 40s can expect to serve either in support of or assigned to various space organizations within the Army and JIIM environments and organizations.

b. Space operations FA life cycle. Figure 25-1, below, depicts a Space Operations FA life cycle with examples of some FA assignments.

Figure 25–1. FA 40 Active Army Developmental Model

25–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for Space Operations officers. The inventory must be optimized in order to fulfill FA and officer generalist (01A) authorization requirements and provide officers sufficient time to be fully qualified in the FA.

b. Fluctuation of structure. The number of Space Operations authorizations, by grade, will vary as force structure decisions are made and actions to implement them are taken. As noted in 25–3, during OPMS implementation, Space Operations officers may serve in space-related organizations and in positions where duties qualify them as Space Operations positions, but had not been coded as an FA 40 position. Officers desiring more information on current authorizations or inventory should contact either the SMDC/ARSTRAT FA 40 personnel proponent office or the FA 40 CF manager at the AHRC Operations Support Division.

25–7. Key officer life cycle initiatives for Space Operations

a. The sustainment of FA 40s is largely achieved through routine communication within the FA on all space and professional development issues. To facilitate this, officers are encouraged to subscribe to professional development periodicals such as the Army Space Journal. Additionally, Web-based knowledge centers have been established as a repository for space-related documents and as a Web-based, collaborative medium to interface within the space community. Officers are encouraged to contribute articles, briefings, and information papers to these initiatives to exchange space related information and ideas.

b. FA 40s are authorized to wear a distinctive Air Force skills badge per agreement with U.S. Air Force Space

Command and the Army, after completing specified criteria. The FA 40 personnel proponent office approves awarding of the badge and coordinates changes to badge wear policies.

c. FA 40s are the core of the Army's Space Cadre and a key element of DOD's Space Cadre. The Space Cadre was created per the 2001 DOD Commission to assess U.S. National Security Space Management and Organization. The Army Space Cadre, as part of the DOD Cadre, must be managed, trained, and professionally developed to meet criteria established by the Executive Agent for Space to ensure space professionals across the Services are trained, experienced, and qualified to meet Service obligations. The Army participates as part of the Space Human Capital Resource Working Group and the Space Professional Oversight Board to ensure FA 40s are integrated as part of the Space Cadre.

d. Select FA 40s are afforded opportunities for full-time ACS programs for space related masters degrees at the Naval Post Graduate School, Air Force Institute of Technology, and other civilian institutions. Selection for these programs is accomplished by AHRC in coordination with the FA 40 personnel proponent office on an annual basis. Additionally, officers may receive graduate level credit hours for completing SOOQC. Information about additional ACS opportunities is available through the FA 40 personnel proponent office or the AHRC FA 40 Career Manager.

e. FA 40s also have the opportunity for experiences in the TWI program. Upon selection through a centralized process at AHRC, officers spend a year working at a civilian company in order to gain knowledge and experience in management and development of space capabilities. Officers then serve in a designated follow-on assignment related to the experience they gained during that year.

25–8. Space Operations Reserve Component officers

a. General career development. RC Space Operations officers serve in the same role as their Active Army (Active Army) counterparts. Therefore, the development objectives and qualifications for the RC Space Operations officer basically parallel those planned for their Active Army counterparts. Junior officers must develop a strong foundation through assignments in their basic branches before specializing in FA 40. They may also establish credentials relevant to Space operations in their civilian careers and should keep their career managers apprised of specific competencies with potential application to their future as Army Space professionals. The quality and quantity of training that RC Space Operations officers receive prior to mobilization dictates, to a large extent, their wartime effectiveness. For more guidance on RC officer development, see chapter 7.

b. FA qualification and development opportunities. RC officers should strive for Space Operations assignments that yield the same developmental opportunities as their Active Army counterparts even though they are limited by geographical considerations. The Citizen-Soldier's dual role presents a unique challenge in pursuing such an ambitious development program. To meet professional development objectives, RC Space Operations officers may be required to rotate among ARNG and USAR TPUs, the IRR, the IMA, IRR–Augmentee, the Army Joint Reserve Element (ARE), or AGR programs.

c. Intent. The intent is to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions due to the limitations imposed by geographical considerations, which necessitates these transfers. Additionally, there may be occasions when RC officers will be transferred to the trainee, transient, holdee, student (TTHS) account while they complete mandatory educational requirements. Such transfers should not be seen as impacting negatively on the officer's career. The success of an RC officer is not measured by the length of Service in any one component or control group, but by the officer's breadth of experience, duty performance, and adherence to the requirements described herein. Every attempt will be made to assign RC officers to FA 40 or a branch space-related position. Unlike their Active Army counterparts, geographic constraints limit the ability of RC officers to stay in FA 40 positions throughout their career. When barriers such as this deny the opportunity to successfully participate in the USAR, officers are encouraged to seek qualification and utilization in related FAs (FA 24, FA 30, or FA 34). RC FA 40 qualification standards are as follows:

(1) *Lieutenant. N/A.*

(2) *Captain.*

(a) Become fully qualified in their basic branch.

(b) Complete the CCC.

(3) *Major.*

(a) Successfully complete ILE common core.

(b) Successfully complete either the resident or Reserve Version of the Space Operations officer portion of ILE.

(c) Serve in a FA 40 position for a minimum of 24 months (may include some space-related schooling or training with on-the-job experience preferred).

(d) Officers are encouraged to obtain a master's degree from an accredited college or university in a space-related discipline to reinforce additional skills required for certain Space Operations assignments.

(4) *Lieutenant Colonel.* Serve in a FA 40 position for a minimum of 24 cumulative months (may include some space-related schooling or training with at least 12 months of job experience) as a field-grade officer.

(5) *Colonel.* All Space Operations officers selected for colonel should be enrolled or have applied for the AWC

(Distance Education Course, nonresident, if not selected for the resident course). They will primarily serve as Space Operations officers on ACOM or HQDA staffs as senior practitioners in their FA or may be assigned to an officer generalist (01A) position.

d. Life cycle development model. The RC life cycle development model for FA 40 officers is shown at figure 25–2. below.

RAN		2LT/1LT		CPT	MAJ	LTC	COL
Authorized Positions		N/A		2	25	3	0
MTOE Positions Available					Space Operations Officer	XO, Space BDE	
TDA Positions Available				Space Operations Off Joint Assessments Off	Space Operations Off Joint Assessments Off Plans Ex Coord Theater Exercise Off Shift Off	CH, Joint Assessments RC Liaison Officer	
		- LT and CPT assignments focus on branch specific assignments; Field Grade Officers are single tracked in FA 40 to the extent possible. - Civilian career development and credentialing should be leveraged to the maximum extent possible as Continuum of Service evolves.					
Civilian Education Goals		OBC	CCC (Residence) / Bachelors		ILE Pursuing Masters	Senior Service Masters	
Promotion Time in Grade	Min	2	2	4	4	3	1
	Max	42	5	7	7	5 years (Subject to	N/
MRD (Years Commissioned Service or age 60)		Two time non-select will be administratively separated				28 yrs commissioned	30 yrs commissioned

Figure 25–2. FA 40 RC Developmental Model

Chapter 26
MI Branch

26–1. Unique features of the Military Intelligence Branch

a. Unique purpose of the Military Intelligence (MI) Branch. The principal focus of MI is to provide timely, relevant, accurate, predictive, and actionable intelligence and electronic warfare (IEW) support to commanders. MI reduces uncertainty and risk to U.S. and Allied forces and permits effective application of combat power. MI officers lead Soldiers and civilians in directing, collecting, processing, producing, and disseminating intelligence across the entire operational spectrum. The intelligence requirements of a predominantly CONUS-based, force projection Army dictate that all echelons focus on the needs of contingency forces during any crisis, deployment, or actual military operation. This eliminates the traditional distinction between tactical, operational and strategic intelligence. The entire Army intelligence effort must focus on support to the warfighter.

b. Unique features performed by MI Branch. All MI officers must know, understand, and be able to function in all intelligence disciplines; human intelligence (HUMINT), imagery intelligence (IMINT), measurement and signature intelligence (MASINT), signals intelligence (SIGINT), and open source intelligence (OSINT). Additionally MI officers must understand the counterintelligence (CI) function and how it provides multidiscipline support to force protection through operations security, deception, and rear area operations. It is crucial for the MI officer to be able to communicate with and integrate products from each of the disciplines into their own intelligence products, so a more accurate picture of ground truth can be painted for commanders and decisionmakers. Officers within the MI Branch are assigned throughout the force from maneuver battalion level to Joint, unified and specified commands. MI officers perform numerous tasks ranging from intelligence preparation of the battlespace (IPB) in a tactical battlefield situation, to strategic intelligence collection management and analysis. The processes involved are refined through continuous improvement, often in a high volume production environment. Intelligence work requires the ability to interpret patterns associated with complex situations, as well as the ability to synthesize and interpret such activities. Intelligence production requires the transformation of data into applicable and usable information. Analytical proficiency at the tactical level requires an understanding of the tactical concepts of both friendly and threat operations. Some other unique features performed by MI officers and WOs include—

(1) Command or lead, direct, and control intelligence, surveillance, and reconnaissance (ISR) operations.

(2) Provide MI coordination at all levels of command.

(3) Synchronize the MI collection management process with targeting in JIIM operations.

(4) Develop doctrine, organization and equipment for the MI mission.

(5) Instruct and evaluate MI skills at Service schools and combat training centers.

(6) Serve in positions requiring general combat skills such as staff officers in military headquarters and activities requiring combat expertise.

(7) Serve in ACOM, ASCC, DRU, HQDA, and/or JIIM levels of command.

c. Levels of intelligence. The levels of intelligence correspond to the established levels of war: strategic, operational, and tactical. Like the levels of war, the levels of intelligence serve as a framework in which commanders and MI personnel visualize the logical flow of operations, allocation of resources, and assignment of tasks. The levels of intelligence are not tied to specific echelons but rather to the intended outcome of the operations which they support. Echelons and levels of intelligence vary. The relationship is based upon the political and military objectives of the operation and the commander's needs. At all levels, MI officers and WOs direct, supervise, coordinate, and participate in the planning and performance of collection and analysis of raw information. They use that information to produce actionable intelligence and disseminate intelligence products for commanders and intelligence consumers.

(1) Tactical intelligence supports the execution of battles and engagements. It provides the tactical commander with the intelligence he needs to employ combat elements against enemy forces and achieve the objectives of the operational commander.

(2) Operational intelligence supports the planning and execution of campaigns and major operations and reflects the nature of the theater of war itself. Intelligence at this level serves as a bridge between strategic and tactical levels. Intelligence at this level supports friendly campaigns and operations by predicting the enemy's campaign plans, identifying their military centers of gravity, lines of communication, decisive points, pivots of maneuver, and other components necessary for campaign design. It focuses primarily on the intelligence needs of commanders from theater through corps and task force.

(3) Strategic intelligence supports the formation of strategy, policy, and military plans and operations at the national and theater levels. Strategic intelligence concentrates on the national political, economic, and military considerations of states or nations. It identifies a nation's ability to support U.S. forces and operations (for example, ports and the transportation infrastructure). It also predicts other nations' responses to U.S. theater operations.

26–2. Military Intelligence officer areas of concentration

All MI officers begin their career as 35D (all-source intelligence officer) and may acquire additional AOC training upon completion of the MI CCC (MI CCC). This provides the Army with a corps of intelligence generalists possessing a common skill set that can succeed at all echelons. All AOCs accomplish their mission through six primary tasks which generate intelligence synchronized to support the commander's mission and intelligence requirements. These six tasks; Indications and warnings, intelligence preparation of the battlespace, situation development, target development, force protection, and battle damage assessment can be thought of as the mission essential task list for intelligence.

a. All-source intelligence officer (35D). All MI officers receive initial and advanced training as a 35D. Duties include directing, supervising and coordinating the planning, collection, processing, production, and dissemination of all-source intelligence (HUMINT, IMINT, MASINT, SIGINT, OSINT, and CI) at all echelons (to include JIIM). They perform multidiscipline collection management, coordination of surveillance, and reconnaissance activities and provide advice on the use of intelligence resources at all echelons. They supervise and perform IPB using automated intelligence data processing systems and advise the commander and subordinate units on the enemy, weather, and terrain.

b. IMINT officer (35C). Duties include planning, directing, managing, coordinating and participating in the collection, production, analysis, exploitation, and dissemination of optical, infrared, and radar IMINT from national, operational, and tactical sensors to support reconnaissance and surveillance operations at all echelons (to include JIIM).

c. CI officer (35E). Duties include planning, directing, managing, coordinating and participating in the collection, production and dissemination of CI information and conducting CI investigations and operations at all levels. Provide CI input and assistance to force protection planning and execution by limiting the effectiveness of foreign multidiscipline collection directed against Army operations, activities, technology, and personnel at all echelons (to include JIIM).

d. HUMINT officer (35F). Duties include directing, coordinating and participating in controlled collection operations to obtain intelligence information in support of Army and DOD requirements. Senior captains may apply and must have 35D experience prior to selection.

e. SIGINT/electronic warfare officer (35G). Duties include planning, directing, managing, coordinating, and participating in the collection, production, and dissemination of SIGINT and conducting electronic warfare at tactical, operational, and strategic levels (to include JIIM).

f. All-source intelligence aviator (15/35). These officers serve in both Aviator and MI officer positions. As aviators, they command platoons, companies, and battalions employing Special Electronic Mission Aircraft (SEMA) in support of tactical, operational, and strategic intelligence missions. They perform duties as the aviation battalion and brigade S2. They may also perform in any 35D position. As staff officers in MI aviation units, they plan for, direct, and control SEMA units to accomplish assigned intelligence and electronic warfare missions. These officers also direct and control the training, safety, administration, communication, supply, maintenance, transportation, and force protection activities of SEMA units. As MI officers, they are responsible for IEW planning and operations at all levels.

g. MI WO MOSs. MI WOs are technical experts whose technical and tactical expertise and experience provide valuable leadership throughout the MI community at all levels of command. The following are MOSs for MI WOs:

(1) *All-source intelligence technicians (350F).* Duties include planning, supervising, and conducting the analysis, fusion, production, dissemination, and evaluation of all-source intelligence. All-source intelligence technicians leverage information from all sources to include HUMINT, IMINT, MASINT, SIGINT, OSINT, and CI and leverage automation to conduct trend, pattern, and comparative analysis at all echelons. Their key function is to provide commanders with predictive analysis regarding an enemy's most probable course of action or reaction.

(2) *Imagery intelligence technicians (350G).* Duties include planning, supervising, and conducting the collection and exploitation of IMINT from various sources. IMINT technicians participate in planning and coordinating analysis and exploitation of tactical level imagery from unmanned aerial vehicles to leveraging national level imagery intelligence products that support reconnaissance and surveillance operations at all echelons. Their key function is to provide imagery-related evidence in graphic or report format to support the intelligence process.

(3) *Attaché operations technicians (350Z).* Duties include coordinating operations and providing operational support in a defense attaché office. Their key function is to ensure the effective management of defense attaché operations worldwide.

(4) *CI technicians (351L).* Duties include planning, supervising, and conducting security-sensitive and CI investigations operations and analysis in support of both the force protection mission and the predictive intelligence process. Their key function is to protect the force.

(5) *HUMINT collection technicians (351M).* Duties include planning, supervising, and conducting HUMINT collection through interrogations, de-briefings liaison, sensitive operations, and document exploitation (DOCEX). Their key function is to collect HUMINT information in support of the predictive intelligence process.

(6) *Area intelligence technicians (351Y).* Classified duty description (see AR 614–115).

(7) *SIGINT analysis technicians (352N).* Duties include planning, supervising, and analyzing SIGINT data in support of the predictive intelligence process. SIGINT technicians actively participate in planning the placement and determining the effectiveness of tactical SIGINT collection assets in support of the combat commanders. Their key function is to provide the SIGINT portion of the all-source intelligence product.

(8) *Voice intercept technicians (352P).* Duties include planning, supervising, and collecting voice communications in support of the predictive intelligence process. Their key function is to provide data on current or planned activity based on communications interceptions.

(9) *Non-morse intercept technicians (352S).* Duties include planning, supervising, and conducting non-morse collection operations in support of the strategic SIGINT mission. Their key function is to provide identification and analysis of unknown signals in support of the strategic SIGINT mission.

(10) *IEW systems maintenance technicians (353T).* Duties include supervising and performing IEW maintenance operations at all echelons. Their key function is to ensure that intelligence equipment and systems are operational.

26–3. Characteristics required of officers and warrant officers

a. Unique attributes. All officers must be physically and mentally fit, maintain and display self-control, remain calm under pressure and adhere to published standards and regulations. Officers and WOs commit to gaining experience at

all levels of command and to the lifelong pursuit of professional and civilian education. There is general agreement on the attributes required of MI leaders:

(1) Decisive, with integrity, and character.

(2) Confident and competent decision-maker in uncertain situations.

(3) Prudent risk taker.

(4) Innovative.

(5) Adaptive thinker.

(6) Empathetic.

(7) Professionally educated, lifelong learner.

(8) Effective communicator.

b. Unique skills. The following are a core set of skills, common to all MI officers and taught at varying levels throughout the MI education system. These skill sets have applicability to all officers, regardless of AOC—

(1) *ISR synchronization.* An action that integrates the planning and operation of sensors, assets, processing, exploitation, and dissemination systems in direct support of current and future operations.

(2) *Collection.* The acquisition of information and the dissemination of this information to processing elements.

(3) *Analysis/assessment.* The conversion of processed information into intelligence through the integration, evaluation, and interpretation of all source data and the preparation of intelligence products in support of known or anticipated user requirements. Must understand military doctrine, capabilities, and order of battle of foreign states or non-state entities

(4) *Presentation.* The method used to present intelligence data to the commander for decisionmaking purposes.

(5) *Cultural awareness.* Developing sensitivity and understanding of another ethnic group or peoples.

c. Generic skills. The MI officer and WO must also maintain expertise of the following generic Army officer skills:

(1) Understand the organization, structure, and doctrine of the warfighting Army.

(2) Retain competency in basic warfighting skills.

d. Active Army MI officer KD assignments.

(1) *Defining career path success.* All MI officers regardless of echelon or AOC must seek out a series of KD assignments at each grade. KD assignments are defined as a series of assignments which, when added to institutional training and personal development prepare an officer for promotion to the next grade. The preferred amount of time spent in a KD assignment is 12–24 months. officer careers are driven by past skills and experiences, but officers should strive for positions at the tactical, operational and strategic levels. Joint experience is important as the Joint expeditionary mindset becomes embedded across the Army. MI Branch does not require command for a successful career, but officers should seek both command and key staff positions.

(2) *Lieutenant.*

(a) Directly accessed into MI Branch. After completing the MI Basic Officer Leader Course (BOLC), Phase III (proponent institutional training) MI lieutenants are usually assigned to serve with troops in leadership developmental positions (that is, platoon leader, executive officer (XO), or in other assignments such as assistant S2, combat support battalion S2, assistant brigade S2, or staff officer in an MI battalion. MI lieutenants should serve as an intelligence officer at echelons corps and below.

(b) Branch detail lieutenant. MI Branch details approximately 60 percent of their lieutenants to the Infantry, Armor, Artillery, Air Defense, and Chemical Branches under the Branch Detail Program. After completing their detail branch BOLC III, officers should serve initially with troops in leadership positions (that is, platoon leader or XO).

(c) Focus. The focus of effort during the lieutenant years is to acquire, reinforce and hone troop leading, technical, tactical, logistical, and administrative skills. Inculcation of the Warrior Ethos and Army core values is essential in the development of young officers. Prior to promotion to captain, officers must possess an in-depth knowledge of combined arms and intelligence operations gained through on the job training. By law, officers must obtain a baccalaureate degree before promotion to captain.

(3) *Captain.* Officers generally attend the combined MI officer's Tactician Course (MIOTC) and the MI CCC at their 4th YOS. All Officers will attend the MIOTC and the MI CCC. Captains must then aggressively prepare for and seek the skills and experience that will qualify them for promotion. Optimally an officer should serve for an aggregate of 12–24 months in a KD assignment. The following are considered KD assignments for MI captains:

(a) Battalion S2.

(b) BCT A/S2 S2X/electronic attack officer.

(c) Analysis and control element.

(d) Collection manager/targeting officer/watch officer.

(e) Company or detachment command.

(f) CTC observer/controller (OC).

(g) MI advisor-combat (foreign nation TT).

(h) Developmental branch specific assignments will provide captains with exposure to the Army and in some cases,

to JIIM organizations: MI officers should get maximum exposure by serving in multiple MI assignments. Officers can submit, via AHRC Web site, their preference for FA and be recruited by that FA for possible change of functional designation during their 7th year of commissioned Service.

(4) *Major.*

(a) Upon completion of ILE, majors must aggressively prepare for and seek the skills and experience that will prepare them for duties as a lieutenant colonel. The following are considered desired KD assignments for MI majors:

(b) S2 of a BCT/Regiment/SF/group.

(c) Brigade S2.

(d) Division Analysis and Control Element (ACE) Chief.

(e) Deputy G2/G2 planner.

(f) G2X division/BCT S2X.

(g) XO or S3 of any battalion/brigade/goup.

(h) Joint staff (35 coded positions).

(i) Army Staff (35 coded positions).

(j) Training teams (TTs); division MTT, brigade MTT, regional MTT, and Joint MTT.

(k) Majors must actively pursue self-development opportunities to fully master all aspects of operations including JIIM operations. Self-development includes correspondence courses, civilian education, institutional training, and completion of ILE or equivalent.

(l) Skills and experience will drive an officer's career path and future assignments at this level.

(5) *Lieutenant colonel.* Officers selected for lieutenant colonel and CSL positions must seek assignments within the branch and with JIIM positions that directly contribute to, and develop the Army intelligence profession. While the opportunities for continuing Service and success broaden for the branch's senior intelligence officers, continued performances at multiple echelons (corps, Army Joint, and national) in the following KD assignments is essential for future select for promotion and senior Service college selection:

(a) Key billet division G2.

(b) CSL battalion level command.

(c) G2X (corps and above).

(d) ACE Chief (corps and above).

(e) CTC senior intelligence officer.

(f) Deputy brigade commander.

(g) Deputy corps G2.

(h) Joint staff (35 coded or branch generalist).

(i) Army Staff (35 coded or branch generalist).

(j) Completion of a 2 year assignment in a specific position is preferred. Ideally, MI lieutenant colonels will serve at multiple echelons and types of positions throughout their tenure. MI lieutenant colonels should seek the opportunity for Joint qualification, as well as Intelligence broadening assignments and Intelligence focused civilian and institutional training, as well as professional development through progressive assignments.

(6) *Colonel.* Colonels contribute to the branch by serving in critical assignments to include the following:

(a) Corps G2.

(b) Army G2.

(c) J2 (JSOC, JTFs, and so on).

(d) MI Brigade Commander.

(e) TRADOC capabilities manager.

(f) Joint staff (35 coded or branch generalist).

(g) Army Staff (35 coded or branch generalist).

e. Branch and branch generalist assignments. The goal for assigning MI officers is to assign them to both tactical and strategic units in order to give them expertise in both. MI officers (captain and above) can also expect to serve in branch generalist assignments. These assignments may consist of recruiting or IG positions allowing officers to develop wider perspectives of the Army or other Services.

f. Joint assignments. MI officers can expect to be assigned to Joint duty beginning at the rank of major. Joint experience is important to the Army and is essential to individual officers for their advancement into senior leadership positions.

g. Active Army MI WO development. A generic career development model consists of the four primary levels of WO utilization:

(1) *Entry level.* WOs are accessed according to the needs of the Army, previous MOS, education, and experience. Once accepted, the applicant must attend Warrant Officer Candidate School (WOCS) conducted by the Warrant Officer Career Center at Fort Rucker, Alabama. This is a course which tests the mental, emotional, and physical stamina of candidates to determine their acceptability into the WO corps. The focus of the course is common material that

provides the skills, knowledge, and behaviors required of all warrant officers, regardless of specialty. Upon course completion, the candidate is eligible for appointment to the grade of WO1 but is not yet MOS-qualified.

(2) *Basic level (WO1/CW2).* After graduating from WOCS, the new WO1 must attend the MI WOBC conducted by the U.S. Army Military Intelligence Center at Fort Huachuca, AZ. WOBC provides functional training in the applicable MI MOS and reinforces the leadership training provided in WOBC. Upon successful completion of WOBC, the WO is awarded an MI MOS and given an initial operational assignment. Operational assignments continue for the next several years. Throughout this period, warrant officers should continue their self-development, to include the pursuit of civil education goals. At approximately the 4th year of WO Service, warrant officers will be enrolled in prerequisite studies for the WOAC, an MOS-immaterial course administered by the Distributive Education Section of the Warrant Officer Career Center. Completion of this course renders the officer eligible to attend the resident MI WOAC upon selection to the grade of CW3.

(3) *Advance level (CW3/CW4).* Warrant officers should attend the resident portion of the MI WOAC not later than one year after promotion to CW3. WOAC must be completed prior to promotion to CW4. Upon completion, warrant officers are normally assigned to positions established for the grade of CW3. At this point, warrant officers should actively pursue the next civil education goal. WOs should attend the Warrant Officer Staff Course (WOSC) conducted at the Warrant Officer Career Center not later than one year after promotion to CW4. WOSC must be completed prior to promotion to CW5. Upon graduation from WOSC, the WO will serve in positions designated for the grade of CW4.

(4) *Senior level (CW5).* WOs will attend the Warrant Officer Senior Staff Course (WOSSC) at the Warrant Officer Career Center not later than one year after promotion to CW5. Upon promotion to CW5 and completion of the WOSSC, the WO will serve the remainder of their career in positions designated for the grade of CW5.

(5) *Branch generalist assignments.* WOs can expect to serve in branch generalist or staff assignments that may or may not relate directly to their MOS, but which are important to the Army.

(6) *Joint assignments.* Given the increased emphasis for Joint duty experience, advanced level, and master level WOs can expect consideration for assignment to Joint organizations. Joint experience is important to the Army and is essential in the professional development of individual officers for their advancement into senior leadership positions.

(7) *Other assignments.* MI WOs may be assigned to organizations and duties beyond those indicated above. Such assignments may include White House, duty with the United Nations, and support to the RC. The spectrum of possible assignments is vast, and these assignments are highly important, requiring mature, skilled, and well-grounded officers.

26–4. Military Intelligence officer assignment preferences and skill producing programs

a. Officer preferences. MI officers follow multiple career patterns to meet the needs of the Army. There is no single ideal career pattern for MI officers as they may choose skills and experiences that drive towards commanding units or skills and experiences that develop them to be G2s or senior intelligence officers for their organizations. MI requirements and resulting officer career patterns reflect a wide range of training and duty assignment responsibilities.

b. Additional skill producing programs. MI officers, and in certain instances warrant officers, may apply for a number of skill producing programs that award a skill identifier (SI). As a rule, selected MI officers may participate in only one of the following programs:

(1) *National Systems Development Program (NSDP) (SI 3F).* The NSDP is a one year intensive academic program comprised of various courses offered throughout the intelligence community. This program is designed to develop a cadre of space smart collection managers who understand and have the ability to harness national intelligence systems and capabilities and incorporate national level support into tactical intelligence collection plans. Graduates serve an initial 12–24 month utilization tour applying their newly acquired skills as a division or corps intelligence collection manager in an Army priority unit upon completion. Selectees PCS to Fort Meade, Maryland, and are positioned to serve as future ACE Chiefs, battalion S3/XOs and deputy G2s.

(2) *Junior officer Cryptologic Career Program (JOCCP) (SI 3W).* The JOCCP is a 3 year program conducted at the National Security Agency at Fort Meade, Maryland. Graduates serve six-month operational tours in up to six National Security Agency work centers and 1,000 hours of formal instruction at the National Cryptologic School The three-year program develops each officer's cryptologic and management skills to prepare them for future leadership roles as battalion S3/XOs in essential cryptologic assignments. Selectees PCS to Fort Meade, Maryland, and follow-on assignments are to operational priority units throughout the Army.

(3) *ACS programs.* Some MI officers may receive the opportunity to participate in fully-funded ACS programs that support MI requirements. Officers demonstrating superior performance and potential can be awarded fully-funded master's degrees by their ACOM/ASCC/DRU during their 8th - 12th YOS. Officers obtaining Army funded graduate degrees incur three days Service obligation for each day enrolled in schooling.

(4) *Postgraduate Intelligence Program (PGIP).* PGIP is a 12-month graduate degree producing program earning officers and warrant officers a Master of Science in Strategic Intelligence. The curriculum consists of nine core courses, five electives, and a thesis covering subjects over the National Intelligence Architecture. The MSSI curriculum emphasizes developing the student's understanding of intelligence at the national level, military strategy, national security policy, and the planning and execution of Joint and combined operations. Officer and WO selectees PCS to Fort Belvoir, Virginia for attendance at the Joint Military Intelligence College at Bolling AFB, and will have follow-on

assignments to serve as brigade S2s, ACE Chiefs, battalion S3/XOs, and deputy G2s throughout the Army. WOs will have follow-on assignments usually to Corps and above units to leverage knowledge and skills gained while attending PGIP.

(5) *Naval Postgraduate School (NPS).* NPS is an 18-month graduate degree producing program with several curriculums geared towards MI/SFs specialties. The Regional Studies curricula, Security Studies curriculum, Defense Analysis curriculum, and the already approved ILE-equivalent SOLIC model for current 18 series and FA 39 officers based on the Defense Analysis Course are recommended for MI officers. Selectees PCS to Monterrey, California for attendance at the NPS, and will have a follow-on assignment to serve as a group or regimental S2 within USASOC.

26–5. Duration of developmental officer life cycle assignments

a. MI Branch officer KD positions. Officers should strive for a vast array of experience gained through varied assignments at all echelons. This ensures the officer has acquired the skills to remain proficient in MI Branch at each grade, and is qualified for promotion and retention in the branch. The preferred amount of time spent in individual key developmental assignments and CSL positions is 12 to 24 months.

b. MI WO KD positions. Once they have completed MI WOBC, MI WOs normally begin their career serving in tactical positions at division or below as WO1s or CW2s. Not later than one year after promotion to CW3, warrant officers attend the WOAC. Upon completion, CW3s spend about 5–6 years serving in positions at corps and echelons above corps. Not later than one year after promotion to CW4, WOs attend the WOSC, and upon completion, CW4s are often assigned to EAC or staff positions. Not later than one year after promotion to CW5, warrant officers attend the WOSSC and spend the rest of their career in key staff, national, or Joint positions.

c. MI Branch officer life cycle. Figure 26–1, below, depicts the Active Army MI career life cycle with KD assignments.

Figure 26–1. MI Active Army Developmental Model

d. MI WO life cycle. Figure 26–2, below, displays MI WO life cycle with key operational assignments as well as institutional and self-development training.

Figure 26–2. Military Intelligence WO Developmental Model

e. Key Active Army officer life cycle initiatives.

(1) *Structure.* Based on Army transformation (modularity) there will be a growth in requirements at all levels. However, the number of and type of assignments available will fluctuate as force structure decisions are made. During this time of realignment, MI officers and warrant officers should focus on gaining experience at all levels.

(2) *Acquisition.*

(a) Officers will continue to be accessed into the MI Branch through the United States Military Academy (USMA), Reserve Officers' Training Corps (ROTC), and Officer Candidate School (OCS). MI officer accessions are based on preference, qualifications, and needs of the Army. MI Branch will also continue to provide lieutenants to the branch detail program.

(b) WOs will continue to enter into the MI through NCO accessions, both in traditional and non-traditional feeder MOSs. Accessions are based on the needs of the Army.

f. Officer distribution.

(1) *Officer.* MI Branch officers will be provided assignment opportunities to develop the skills and experience necessary for Service at the next higher grade. The sequencing and timing of assignments is driven by Army priorities. The Global War on Terror (GWOT) and Army transformation are currently the driving forces behind the distribution of officers. Officers must be ready to go on any contingency as it arises. Force stabilization will also continue to influence officer distribution.

(2) *WO.* The distribution pattern for MI WOs continues to be a combination of assignments between TOE and TDA

units in CONUS and OCONUS. This will ensure that MI WOs gain the requisite technical skills across a broad spectrum of assignments.

g. Deployment.

(1) *Officer.* MI Branch officers are warfighters who must remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to warfighter centric units or training organizations, readiness is imperative to success of the mission. Officers must prepare themselves and their Families for planned and no notice deployments. In today's fast-paced and uncertain operating environment, Families must be ready for multiple deployments of unknown duration.

(2) *WO.* MI WOs are technicians and leaders who remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to TOE units with high levels of readiness or fixed site TDA organizations, all MI WOs must be deployable to accomplish missions across the full spectrum of conflict. MI WOs may deploy with their units or as individuals to support Joint and multinational operations other than war such as humanitarian and peace keeping missions.

26–6. Sustainment Office Personnel Management System

a. Officer.

(1) *Promotion.* Skills and experience, duty performance, and adherence to branch requirements are all factors that influence promotion. MI officers are granted options in pursuing a career that benefits the Army yet allows them the option of pursuing either the command track or the intelligence practitioner track. Officers should strive for a series of KD assignments at each rank that prepares them for success at the next level while maintaining grounding in both the tactical and strategic Army. MI officers compete for promotion in the operations support functional category. Promotion rates will be determined by Army needs/Defense Officer Personnel Management Act (DOPMA) goals.

(2) *CSL.* The CSL identifies MI lieutenant colonels for the most critical leadership and analytical positions throughout the Army. The board selects officers in four MI functional categories, as well as four branch immaterial categories. In addition to the MI positions, MI lieutenant colonels unique skills, attributes, and experience provide an exceptionally qualified officer for the diverse branch immaterial commands, specifically special troops battalions. MI categories include:

(a) MI key billets, division G2.

(b) MI operational command.

(c) MI strategic support command.

(d) MI training command.

b. WO.

(1) *Promotion.* WOs will compete for promotion based on the needs of the Army, branch requirements and the fully and best-qualified methods. Active and RC WOs will maintain their respective systems.

(2) *Assignments.* MI WOs should strive to develop a career pattern to maximize their technical expertise and leadership growth. This would include assignments at the tactical, operational, and strategic level as well as Joint, national, and in the training base. Solid performance at various levels of assignment is highly desirable strategic level as well as Joint, national, and in the training base. Solid performance at various levels of assignment is highly desirable.

26–7. Military Intelligence Reserve Component officers

a. The MI total force includes officers within the ARNG and the USAR. There are significant opportunities for RC officers in troop units and as selected reserve in the IMA program. The opportunities range from lieutenant to general officer positions.

Figure 26–3. MI RC Developmental Model

c. Required training and recommended branch developmental assignments by grade are as follows:

(1) *Lieutenant.*

(a) Complete resident MI BOLC III (within 24 months for USAR, 18 months for ARNG).

(b) Complete a tour in an MI officer position.

(2) *Captain.*

(a) Complete the MIOTC.

(b) Complete the MI CCC.

(c) Complete a tour in an MI officer position graded for captain or higher.

(3) *Major.*

(a) Complete nonresident ILE common core. (ARNG officer refer to NGR 600–100.)

(b) Complete a tour in an MI officer position graded for major or higher.

(4) *Lieutenant colonel.*

(a) Complete ILE. (ARNG officers refer to NGR 600–100.)

(b) Complete a tour in an MI officer position graded for lieutenant colonel or higher.

(5) *Colonel.* Complete a tour in an MI officer positions graded for colonel or higher.

d. Emphasis is on serving in MI positions regardless of unit. RC commands are encouraged to assign MI company grade officers to S2 positions in artillery, engineer, or similar RC troop units.

e. RC officers (major and below) who are not MI, but are selected to hold MI positions because there are no MI officers available, must commit to branch transfer and must attend MIOTC and MI CCC. RC officers who branch transfer to MI must pass a special background investigation (SBI) with eligibility for access to sensitive compartmented information (SCI) as this is a requirement for commissioning in MI Branch.

f. There are RC configured versions of MIOTC and MI CCC that permit RC officers to complete the courses while maintaining their civilian jobs. All AGR MI officers will attend the Active Army resident MI CCC.

26–8. Military Intelligence Reserve Component warrant officers

a. General career development. RC WO development objectives and qualifications basically parallel those planned for their Active Army counterparts. Junior WOs must develop a strong foundation through assignments in their branch.

b. Branch development opportunities. Even though geographical considerations limit some RC WOs, all should strive for MI assignments that yield the same developmental opportunities as their Active Army counterparts.

c. Life cycle development model. The RC life cycle development model for MI WOs is at figure 26–2. See chapter 7 for a detailed discussion of RC WO professional development issues.

Chapter 27
Strategic Intelligence Functional Area

27–1. Unique features of the Strategic Intelligence functional area

a. Unique purpose of the Strategic Intelligence FA. The Strategic Intelligence FA (FA 34) provides focused, trained corps of strategic intelligence professionals to Army organizations, combatant commands, DOD, the Joint staff, and interagency communities with tailored intelligence required for the development of national security policy and theater strategic plans and operations. The Strategic Intelligence officer acts as the premier expert on strategic and global intelligence activities that accomplish U.S. Strategic objectives developed through unique training, education, and recurring assignments at theater, national, Joint, DOD, and interagency communities. The Strategic Intelligence officer translates national security strategy into intelligence strategies. Providing premier intelligence in a strategic context, the Strategic Intelligence officer enables decisionmakers and warfighters to dominate the battlespace. The Strategic Intelligence officer represents Army interests at the Joint and interagency communities. The Commanding General, U.S. Army Intelligence Center is the proponent for FA 34.

b. Unique functions performed by the Strategic Intelligence FA. Strategic Intelligence officers work primarily at echelons above corps worldwide. FA 34 positions exist in intelligence units, headquarters, national agencies and unified commands. FA 34 officers will participate in all phases of the intelligence cycle. The Strategic Intelligence officer is an agile, national and theater level and interagency expert - who leads, plans and directs all-source analysis, intelligence systems, and intelligence policy and programs - supporting key decisionmakers, policymakers and warfighters in an interagency, Joint, coalition, and combined environment. Exercising broad responsibility and authority, the Strategic Intelligence officer is capable of integrating interagency activities and interacting with the foreign intelligence services to produce predictive strategic intelligence to advise policymakers and combatant commanders to deliver overwhelming advantage to our warfighters, defense planners, and national security policymakers.

c. Unique features of work in the Strategic Intelligence FA. Work within FA 34 requires the transformation of raw data into processed intelligence and the application or integration of that intelligence into plans, operations, or situational awareness. A team effort (Army, DOD, interagency) is often required to solve long-term or technical problems. The work requires the ability to interpret patterns in complex situations as well as the ability to synthesize and analyze both concrete and abstract activities and intentions. An understanding of tactical skills and concepts applied to both friendly and enemy capabilities is critical for success. FA 34 officers could have a moderate to long time to conduct analysis and make good decisions resulting from in-depth knowledge, analysis, and study; however, they could also be required to react rapidly in providing intelligence to support a crisis action situation.

27–2. Officer characteristics required

a. Possess highly specialized knowledge pertaining to one or all phases of the intelligence cycle; intelligence law and management; Joint and Army intelligence and communications architectures; Army, Joint and national intelligence systems; information security principles; national agency functions; and aspects of intelligence planning which have been gained through attendance at specialized academic training or over a significant period of time.

b. Understand the organization, structure, and doctrine of the warfighting Army.

c. Understand the organization, structure, and doctrine of the Joint force. Know how to integrate Army and Joint intelligence and systems.

d. Understand domestic political context in which the Army seeks to fulfill its Title 10 responsibilities and the DOD seeks to provide for national security.

e. Understand issues related to the international geopolitical arena and their implications for developing the national security policy and the national military strategy.

f. Understand the organization of the Army, its Title 10 responsibilities and the missions, roles and functions of its ACOMs, ASCCs, and DRUs.

g. Understand the organization of the DOD and the national intelligence community; the defense intelligence programs; developing the national military strategy; and the missions, roles, and functions of its warfighting commands and various agencies.

27–3. Officer developmental assignments

a. General. FA 34 officers are not considered for FA 34 assignment until they have completed the required FA 34 training. Upon selection for FA 34, officers will be scheduled for training at the earliest possible time.

b. FA development. All FA 34 positions are considered key and essential to professional development. There are no specific FA 34 assignments to qualify an officer as a Strategic Intelligence officer, rather in addition to the required training, a good mix of Strategic Intelligence positions at different echelons and manner of performance will demonstrate the officer's ability to perform at the next rank. All FA 34 officers should pursue Joint qualification (SI 3A) as a professional development goal. Strategic Intelligence officers will be considered developed at each grade based on their manner of performance in their assigned FA 34 positions and appropriate schooling detailed as follows:

(1) *Major.* Officers selected for FA 34 will receive the necessary training and will be either captains or promotable captains when they arrive at their first FA 34 assignment. Additional specialized training may be needed for specific assignments. FA 34 training and assignment requirements are—

(a) Successful completion of the FA 34 Strategic Intelligence Officer Course (SIOC) conducted at the U.S. Army Intelligence Center, Fort Huachuca, AZ (required for non-MI Branch officers only).

(b) Successful completion of the Post Graduate Intelligence Program (PGIP), or equivalent, with a Master of Science in Strategic Intelligence (MSSI), conducted by the Joint Military Intelligence College, Bolling Air Force Base (AFB), Washington, DC.

(c) Attend the ILE common core (ISC and JPME 1 qualification).

(d) Will optimally serve at least 24 months in any FA 34 coded position.

(e) Successful completion of JPME II is desirable (see para 3–13*d*).

(2) *Lieutenant colonel.*

(a) Will optimally serve at least 36 months in any FA 34 coded lieutenant colonel or colonel position.

(b) Successful completion of JPME II is desirable (see para 3–13*d*).

(3) *Colonel.*

(a) Will optimally serve at least 24 months in any FA 34 coded colonel position.

(b) Successful completion of SSC (resident or nonresident).

(c) Successful completion of JPME II (see para 3–13*d*).

c. Joint assignments. The vast majority of FA 34 positions are Joint. Many of these Joint positions are on the JDAL. Officers assigned to JDAL positions may attend the JPME II course and could qualify for Joint specialty officer (JSO) designation (SI 3L).

27–4. Assignment preferences and precedence

a. The goal of professional development of FA 34 officers is to provide the intelligence community with an officer who is technically competent in many aspects of strategic intelligence. Therefore, FA 34 assignments are aimed at increasing the officer's specialization in one or several fields. These assignments coupled with selected additional schooling will provide the Army world-class Strategic Intelligence officers.

b. The preferred assignment pattern is to assign officers to an FA 34 position after they have completed the FA 34 training; however, Army requirements may dictate an officer's assignment prior to completing training.

27–5. Duration of critical officer life cycle assignments

a. Key Strategic Intelligence FA positions. Ideally, FA 34 officers should serve at least 36 months in each FA 34 assignment, however, the FA 34 officer may be assigned to different positions during a tour to give him/her better all around strategic intelligence experience and expertise. Given the density of assignments in the National Capital Region, officers could serve back-to-back tours there. OCONUS locations will continue to require specific tour lengths. Examples of FA 34 positions are—

(1) Strategic Intelligence officer.

(2) Intelligence staff officer.

(3) Deputy director for intelligence.

(4) Watch officer.

(5) Warning officer.

(6) Intelligence plans officer.

b. Strategic Intelligence FA life cycle. Figure 27–1, below, depicts the FA 34 career life cycle with key positions.

Figure 27–1. FA 34 Active Army Developmental Model

27–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for FA 34 officers. To do this, the field grade inventory must be optimized in order to fulfill FA requirements and provide junior FA 34 officers sufficient time for FA training and experience prior to promotion.

b. OPMS implementation. The number of FA 34 authorizations, by grade, will fluctuate as force structure decisions are made. Officers desiring information on current FA 34 authorizations and inventory should contact the FA 34 proponency office or the AHRC OPMD FA 34 assignments officer.

27–7. Key officer life cycle initiatives for Strategic Intelligence

a. Structure. FA 34 derives its structure from former Military Intelligence billets at echelons above corps, with a large majority of the positions at Joint commands and national agencies. The Chief of the Military Intelligence Corps is the proponent for FA 34 and guides its development.

b. Acquire. Officers who have completed or are attending the PGIP and/or the Strategic Intelligence Officer Course (SIOC) will be likely candidates for functional designation to FA 34. Additionally, officers with a background in geography, political science, government and social studies should also be considered likely candidates. Officers must possess the demonstrated aptitude to obtain an advanced degree, therefore they must have a minimum GPA of 3.0 or a GRE of 500/500/4.0. All FA 34 personnel must qualify for a top-secret security clearance based on a single scope background investigation (SSBI) and for access to sensitive compartmented information (SCI). Some FA 34 officers may be selected for special training later in their careers based on the needs of their specific positions.

c. Distribute. The MI Branch, Operations Support Division in Human Resources Command, OPMD will manage all FA 34 assignments. All FA 34 positions are at echelons above corps. Many FA 34 positions are included on the JDAL, and many others are on headquarters staffs or within defense agencies. Consequently, many FA 34 positions are high priority either by law or by policy, have prescribed tour lengths, and will receive personnel replacements when required.

d. Deploy. FA 34 officers are warfighters who remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to deployable TOE units with high levels of readiness or fixed site TDA organizations, all FA 34 officers must be deployable to accomplish missions across the full spectrum of conflict. FA 34 officers may deploy tomorrow with their units/commands to deter potential adversaries and to protect national interests or as individuals to support Joint and multinational operations. FA 34 officers must prepare themselves and their Families for this most challenging life cycle function.

e. Sustain. FA 34 officers will compete for promotions within the operations support functional category. Promotion numbers and percentages will be consistent with both FA 34 requirements and other branches and FAs within the operations support functional category.

f. Develop.

(1) All non-MI officers designated into FA 34 will complete the SIOC at the U.S. Army Intelligence Center and Fort Huachuca, Fort Huachuca, Arizona. All FA 34 officers will attend the PGIP, conducted by the Joint Military Intelligence College, Bolling Air Force Base, Washington, DC and be awarded the MSSI. FA 34 officers will receive additional training qualifying them for ILE and JPME 1. Some FA 34 officers will receive further specialized training and professional development opportunities, depending on the specific requirements of their duty position. Many FA 34 officers serving in Joint positions will attend JPME II training and could subsequently qualify for JSO designation.

(2) FA 34 majors will attend the 14 week common core course at a CL site. At a CL site, officers are intermediate staff college (ISC) graduates. Full ILE credit is awarded when the officer has completed the common core and the PGIP and is than credentialed JPME I qualified. Full ILE credit should be completed prior to promotion to lieutenant colonel. RC officers can attend the Army Schools System (TASS) classrooms located in CONUS and OCONUS CL sites.

27–8. Strategic Intelligence Reserve Component officers

a. General career development. The FA 34 officer is a world class strategic intelligence specialist. The majority of the FA 34 positions are found in TDA echelons above corps units. FA 34 officer duties and responsibilities are fundamentally the same for the Active and RCs. The RC Strategic Intelligence officer serves the same role and missions as his or her counterpart. The unique nature of the RC Soldier's role as a citizen Soldier poses a significant challenge in the combat support mission of FA 34. A RC officer is expected to follow Active Army officer development patterns as closely as possible, except in some cases where an RC officer has increased windows to complete mandatory education requirements. For more guidance on RC officer development, see chapter 7.

b. FA qualification and development. RC development and qualification will be equivalent to the Active Army. RC officers (non-MI) must successfully complete the SIOC and the PGIP for award of FA 34 and assignment to FA 34 coded positions.

c. FA 34 RC assignments. There are three phases of professional development for RC FA 34 officers. The following phases relate to military rank and depict broadly based goals and career opportunities at each rank so that an officer may expand capabilities and optimize performance. FA 34 life cycle development objectives, RC requirements, and an officer's own strengths, priorities, and performance influence his or her professional development. FA professional development standards by grade are as follows:

(1) *Major.*

(a) For award of FA 34, officers must successfully complete the PGIP and the MSSI conducted at the Joint Military Intelligence College at Bolling AFB. Non-MI officers must attend the SIOC prior to PGIP.

(b) They must successfully complete at least 50 percent of the ILE common core or its equivalent.

(c) They must complete a tour in any FA 34 coded position.

(2) *Lieutenant colonel.*

(a) They must successfully complete ILE common core or its equivalent within 3 years after promotion to lieutenant colonel.

(b) They must complete a tour in a lieutenant colonel or higher FA 34 coded position.

(3) *Colonel.* FA 34 colonels serve in both FA 34 and selected MI (35D) positions.

d. Life cycle development model. The RC life cycle development model for FA 34 officers is shown at figure 27–2, below.

Figure 27–2. FA 34 RC Developmental Model

Chapter 28
Foreign Area Officer Functional Area

28–1. Unique features of Foreign Area Officer functional area

a. Unique purpose of the Foreign Area officer FA. Foreign Area Officers (FAOs) are commissioned officers deliberately accessed, trained, educated, and developed to meet worldwide Army requirements for officers possessing a unique combination of strategic focus, regional expertise, foreign language proficiency, and professional military skills and experience. FAOs can best be described as the Army's Soldier-statesmen. FA 48 provides the Army with—

(1) Expert military knowledge of a designated region combined with a cultural and political understanding, enabling leaders to increase success and reduce risk across the full spectrum of operations from stability operations to major combat.

(2) The capability to foster understanding and interface with foreign militaries and governments at all levels. Enhanced capability to operate decisively, and often independently, in uncertain environments.

(3) A cadre able to function across the Army and the JIIM), within combatant commands, with foreign armies and armed forces, with foreign governments, with non-Governmental organizations (NGOs), and with non-state representatives of indigenous populations.

(4) Officers capable of effectively representing the Secretary of Defense, Chairman of the Joint Chiefs of Staff, Secretary of the Army, CSA, combatant commanders, ASCCs, and the United States in foreign settings.

(5) Senior officers with a broad understanding of the global security environment able to apply their skills in any region and at the highest levels of the Army, the DOD, and other USG agencies.

b. Unique functions performed by the FAOs. Work within the FAO FA requires the application of learned skills and specialized knowledge in critical positions worldwide. FAOs are often the sole Army and/or DOD representatives in foreign countries, executing national security policies, or serving as key advisors to senior level commanders and chiefs of mission. They—

(1) Serve at embassies worldwide as Defense and Army attachés.

(2) Serve in critical positions, both CONUS and OCONUS, as security assistance officers.

(3) Provide critical advice to senior commanders while serving as political-military advisers in corps HQs and ASCCs; political-military officers in combatant commands (COCOMs), ACOMs, and Joint staffs; as well as to senior civilian leaders within the Office of the Secretary of Defense, Defense Agencies, the State Department, and the White House.

(4) Serve around the world as arms control specialists.

(5) Represent DOD and Army interests and policies as liaison officers to foreign armies and armed forces.

(6) Serve as Planners on the Joint staff, in Defense agencies, combatant commands, corps HQ, the ASCCs, and on the Army Staff.

(7) Serve as analysts at Defense Agencies and on Joint staffs.

(8) Train the leaders of the future while serving as instructors at the USMA, CGSC, NDU, AWC, and other U.S. and international military schools.

c. Unique features of work in the FAO FA.

(1) FAOs serve worldwide in critical and sensitive positions requiring extensive regional expertise and experience. The FAO FA provides the Army with a cadre of officers with in-depth experience and knowledge in political-military affairs focused on specific regions of the world.

(2) FAOs provide specialized expertise concerning political-military considerations in support of senior Army, Joint force, and national decisionmakers. The FAO's role combines professional military knowledge, regional and political-military expertise, and language competency.

(3) FAOs use their regional expertise and cultural awareness to advance United States interests in their regional areas of concentration. A FAO's knowledge and skills amplify and build on the foundation of professional military knowledge, experience, and values that an officer gains through basic soldiering. The FAO program provides officers with opportunities to develop skills required for conducting and analyzing the interrelation between military activities and economic, social, cultural, or political realities within a region or country.

(4) FAOs are trained as regional experts in one of the following nine AOCs. In some cases, officers trained in one AOC may be assigned to work in another, based on their language, experience, and/or the needs of the Army.

(a) Latin America (AOC 48B). Mexico, Guatemala, Belize, Honduras, Nicaragua, El Salvador, Costa Rica, Panama, Venezuela, Colombia, Bolivia, Brazil, Ecuador, Peru, Chile, Argentina, Paraguay, Uruguay, Guyana, French Guiana, Suriname, Haiti, the Dominican Republic, Jamaica, Cuba, and the Caribbean.

(b) Europe (AOC 48C). United Kingdom, Ireland, France, Norway, Netherlands, Belgium, Sweden, Denmark, Luxembourg, Germany, Austria, Switzerland, Italy, Spain, Portugal, Hungary, Bulgaria, Czech Republic, Slovak Republic, Poland, Albania, Croatia, Bosnia-Herzegovina, Serbia and Montenegro (including Kosovo), Macedonia, Finland, Romania, Greece, Liechtenstein, Malta, Monaco, Andorra, San Marino, Liechtenstein, Slovenia, Cyprus, Turkey, and Iceland.

(c) South Asia (AOC 48D). India, Bangladesh, Pakistan, Afghanistan, Sri Lanka, Nepal, Bhutan Burma, and the Maldives.

(d) Eurasia (AOC 48E). Russia, Belarus, Ukraine, Moldova, Armenia, Georgia, Kazakhstan, Uzbekistan, Kyrgyzstan, Turkmenistan, Tajikistan, Azerbaijan, Estonia, Latvia, and Lithuania.

(e) China (AOC 48F). China, Taiwan, and Mongolia.

(f) Middle East/North Africa (AOC 48G). Morocco, Algeria, Tunisia, Libya, Egypt, Sudan, Syria, Jordan, Israel, Lebanon, Saudi Arabia, Iraq, Kuwait, Oman, Bahrain, Yemen, Qatar, Iran, and the United Arab Emirates.

(g) Northeast Asia (AOC 48H). Japan, North Korea, and South Korea.

(h) Southeast Asia (AOC 48I). Indonesia, Malaysia, Thailand, Philippines, Vietnam, Laos, Cambodia, Brunei, Singapore, Papua New Guinea, Australia, New Zealand, East Timor, and Oceania (Tonga, Fiji, Kiribati, Marshall Islands, Federated States of Micronesia, Nauru, Palau, New Caledonia, Solomon Islands, Vanuatu, French Polynesia, Tuvalu, and Western Samoa).

(i) Sub-Saharan Africa (AOC 48J). Republic of Congo, Malawi, Botswana, Ivory Coast, Somalia, Namibia, Niger, South Africa, Mauritania, Chad, Ethiopia, Kenya, Tanzania, Uganda, Democratic Republic of Congo, Zimbabwe, Cameroon, Nigeria, Benin, Ghana, Guinea, Liberia, Sierra Leone, Senegal, Guinea Bissau, Burundi, Mali, Rwanda, Angola, Swaziland, Lesotho, Mozambique, Central African Republic, Gabon, Madagascar, Equatorial Guinea, Togo, Sao Tome and Principe, Seychelles, The Gambia, Burkina Faso, Cape Verde, Comoros, Mauritius, and Djibouti.

d. Unique relationships. The Undersecretary of Defense for Personnel and Readiness (USD(P&R)) is the proponent

for FAO programs at DOD. DOD Directive 1315.17, dated 28 April 2005, directs all Services to establish FAO programs and sets minimal standards to which FAOs are trained, managed, and utilized. While the Army's FAO program is established to support the needs of the Army, it must be recognized that currently most FAO positions worldwide exist in organizations other than the Army. The Defense Language Office (DLO), specifically, established policy on FAO programs for the USD (P&R) while recognizing that the FAO programs belong to the Services and that each must maintain its Service ethos.

28–2. Officer characteristics required

a. The FAO FA requires officers who are multi-skilled leaders. These leaders should possess a solid grounding in Army doctrine and branch tactics, techniques, and procedures. They embody strong Army Values, leader and warrior attributes, and fully understand the key leadership actions that must be taken to assure mission success. FAOs are expected to remain well-rounded in Army skills while operating for extended periods of time outside of Army organizations.

b. FAOs possess the following unique skills:

(1) Language proficiency at an Interagency Language Roundtable level 3 Listening/3 Reading, and have a goal of attaining a 3 Speaking, per DOD Directive 1315.17.

(2) Regional Expertise at a level 3 (professional), 4 (advanced professional), or 5 (expert), per Chairman of the Joint Chiefs Instruction 3126.01.

(3) Advanced degrees with a regional focus.

(4) Exceptional English verbal and written communication skills.

(5) Ability to operate across the JIIM environment.

c. FAOs possess the following unique knowledge:

(1) In-depth understanding of culture gained from experience living, traveling, and working in a region.

(2) Expert knowledge of regional military forces.

(3) Well-versed in U.S. foreign policy and regional security cooperation initiatives.

(4) Politico-military, economic, and social issues relevant to their regional AOC.

d. FAOs typically conduct and analyze military activities that have an economic, social, cultural, and political impact. FAOs combine regional expertise, language competency, politico-military awareness and professional military skills to advance U.S. interests. FA 48 officers are able to apply learned skills and specialized knowledge in critical positions worldwide, and are able to operate in foreign settings and cultures, often as the sole Army, DOD, or USG representative.

28–3. Officer developmental assignments

a. FA qualification and development. The life cycle of the FA 48 FA is based on the three domains of leader development; institutional training, operational assignments and self-development. These three leader development concepts focus and shape FAO management in terms of accession, training, utilization and professional development. FAO careers begin with a lengthy, five-phased education and training period that includes the FAO Orientation Course (FAOOC), basic language training, in-country training (ICT), ACS, and ILE. These phases may occur in any order, though FAO proponent prefers that language training come before ICT and ACS. Only the Chief of the FAO proponent may waive completion of any phase except ILE. The Army makes a considerable investment in training FAOs. It will take an officer 3 to 4 ½ years to complete FAO training. Once trained, the officer gains experience through multiple and varied FAO assignments, both in region and in CONUS. Paragraph 28–4, below, provides more detail on this topic. Lastly, FAO skills, once obtained, must be continually maintained and improved throughout the FAO's career. Self-study and attendance at sustainment and refresher courses/conferences for both language and regional expertise are vital to keeping FAOs current in their region of expertise and broadening their knowledge to gain a global perspective.

b. Training requirements. All FAOs must complete the following unless granted a waiver or constructive credit by the FAO proponent (ILE is non-waiverable by the FAO proponent). Officers selected for FAO training who do not satisfactorily complete or receive constructive credit for the FAOOC, language training, ICT and/or ACS, may be returned to their basic branch or redesignated into another FA.

(1) *Language training.* FAOs are provided with basic language training in at least one of the predominant languages in their assigned AOC. The language assigned in training and subsequent ICT site will be designated by the FAO proponent based on National Security Strategy, the unique abilities of the accessed FAO, and the needs of the Army. This training will be conducted at the Defense Language Institute Foreign Language Center (DLIFLC) or the Defense Language Institute Washington (DLI–W). The duration of these courses range between 6 and 18 months, depending upon the level of difficulty of the targeted language. The FAO must achieve minimum language proficiency during this entry-level training in order to continue in the program. Minimum language proficiency at the end of basic language training for FAOs will be 2/2/1+.

(2) *ACS.* A fully-funded graduate education is a privilege made available only to officers with demonstrated potential for continued Service. ACS may be denied or deferred if an officer cannot meet requirements of AR 621–1 (or gain a waiver from those requirements), or if an officer is deemed to have limited potential.

(a) FAOs attend graduate schools approved by the FAO proponent as published in the annual list of approved graduate degree programs. Requests to attend graduate programs not on the approved list must be submitted to the FAO proponent with appropriate supporting documentation well in advance of the ACS application process. It is the prospective FAO student's responsibility to demonstrate that the program is accredited and will provide at least 60 percent of its required credits in the appropriate regional focus. Exceptions to this standard must be approved by the Chief of the Proponent.

(b) To ensure a robust and high quality graduate education base for the FAO corps, proponent supports the goal that at least one third of Army FAOs will attend medium cost graduate programs while the remainder attends low cost institutions. In some years this is not feasible due to Armywide resource limitations. If an officer can demonstrate that the institution to which he/she aspires will meet medium or low cost thresholds, the chief of the FAO proponent may grant an exception to policy. Often, this means that the institution has agreed in writing to offset the cost of tuition to the lower threshold by way of a scholarship or other agreement.

(c) Those officers entering the FAO program who have already completed a graduate degree in a FAO-related discipline may apply for constructive credit from the chief of the FAO proponent, and if approved, will not attend further graduate schooling at Army expense as part of the formal FAO training process.

(d) FAOs attending graduate schooling via the Army's ACS program will obtain a master's degree in an appropriate FAO-related discipline with a strong regional focus. Appropriate FAO-related disciplines include: international relations/affairs, area studies, international economics, international security studies, geography, geopolitics, government, regional history, Master of Military Arts and Science (MMAS) (with a FAO related concentration), national security studies, political science, social science, and strategic intelligence (from the Joint Military Intelligence College (JMIC)). Any exceptions to this list of disciplines must be coordinated with the FAO proponent prior to declaration at the ACS location.

(e) FAOs in ACS are required to maintain or improve their language skills. The officers must meet the language requirement for degree completion for their institution. If there is no language requirement for degree completion, the officer must maintain language proficiency through elective course work or independent study with a member of the faculty. Language training will be conducted at no cost to the Army.

(f) FAOs in ACS are required to maintain contact with their respective regional managers in the FAO proponent throughout their attendance at the institution. Regional managers will review curricula prior to every quarter or semester to ensure that these instructions are followed. FAOs will provide copies of all grade reports, receipts, and so on per established procedures.

(3) *ICT.*

(a) ICT is designed to immerse the officer in the local language and culture through attendance at a host nation PME course and living on the economy where possible. It is designed to also provide advanced language studies and develop in-depth knowledge of the region through a program of travel, research, and study. FAOs are expected to conduct extensive familiarization travel throughout the region and attain first-hand knowledge of national and regional cultures, geography, political-military environments, economies, and societal differences. In many cases, ICT includes FAO attendance at a foreign military or civilian course of instruction. Officers who attend foreign military schools are recognized as performing an Army mission as well as training for future assignments. Relationships developed during ICT at a foreign military school or via other contact with host nation military professionals are frequently maintained for years and enhance capability and effectiveness in future assignments. The duration of ICT varies, but is generally no longer than one year. During ICT, a FAO must continue to improve language capability with the goal of attaining general professional level (level 3) proficiency.

(b) Eurasia FAOs (48E) attend either a traditional one-year ICT or a 12 or 18-month course of instruction at the George C. Marshall Center for Security Studies in Garmisch, Germany, focusing on advanced language skills, in-depth military representative assignments and representing the U.S. in the international security studies courses held at the Center. FAO internships in the 48E region are key elements of the curriculum of the Marshall Center. During these internships, officers will have the opportunity to work and travel throughout Eurasia while serving in operational military representative positions.

(4) *Foreign Area Officer Orientation Course (FAOOC).* The FAOOC is a mandatory, one-week course designed to provide new FAOs-in-training with an introduction to the FAO FA. Topics generally include FAO roles and responsibilities, subsequent FAO developmental phases, Family issues, the JIIM–E environment, the FAO life cycle, personal security, and an orientation to each regional AOC. This course also affords an opportunity for FAOs to establish their personal training path, develop working relationships with their proponent managers and assignment officers, and understand the varied roles played by FAOs around the world. The FAOOC is conducted semi-annually at the DLIFLC. It is the FAO proponent's responsibility to organize and conduct a similar, local FAOOC for officers conducting their language studies in the Washington, DC area. Because FAOs often serve in remote locations and Families are placed in very difficult cultural situations, spouses are encouraged to attend the FAOOC to better understand the lifestyle/career choice into which the FAO is entering. Spouse attendance is not mandatory.

c. MEL–4 PME. FAOs will have several options to choose from to attain MEL–4 or their ILE. A FAO may be able to attend the 10-month Advanced Operations Warfighting Course (AOWC) at Fort Leavenworth once this initiative is

approved. Select Latin American FAOs (48B) may have the opportunity to attend the WHINSEC. The above two options would follow completion of basic language, in-country training and advanced civil schooling. These courses will reorient the FAO to Army operations after being away for an extended period of time and prepare the FAO for potential Service at a numbered Army while completing JPME I. FAOs should identify their preference for this course at the beginning of their training tours. Other FAOs not selected to attend AOWC or WHINSEC could attend a 14-week ILE common core course conducted at any of the approved ILE course locations. The course is designed to provide the officer a JPME I education. A FAO can attend ILE at any point in the training cycle after completion of basic language training. Schools of other nations (SON) programs, as outlined in AR 350–1, may provide additional training; however, current policy requires that all officers still must attend ILE common core prior to the SON.

28–4. Assignment preferences and precedence

a. The new security environment requires a different type of leader, the multi-skilled leader, and an Army that is culturally aware, language enhanced, and regionally knowledgeable. FAO is transforming to better support the Army's mission and the changed security environment. FAO majors and lieutenant colonels focus mainly on their technical competencies through breadth and depth of FAO assignments. These skills are refined as the officer moves into the senior leader level at the rank of colonel. Sequencing of the type and location of assignments is not critical. FAOs should avoid "homesteading," and alternate between overseas and CONUS tours as much as possible. Repetitive assignments to any one type of work or in any one location typically reduce an officer's utility as a FAO. Therefore, a FAO should ideally complete at least one assignment from three of the following four categories before promotion to colonel:

(1) *Overseas U.S. country team.* Assignments include Defense attaché, Army attaché, assistant Army attaché, and security cooperation positions in a Security Assistance Office, Office of Defense Cooperation, or military group.

(2) *Army operational.* Assignments include positions at the ASCC, corps, and Army Staff.

(3) *Political-military.* Assignments include OSD Staff, Joint staff, National Security Council, Department of State, Defense Threat Reduction Agency, DIA, and combatant commands.

(4) *Institutional.* Assignments include AHRC, Defense Language Institute, USMA, TRADOC, Fort Leavenworth, Carlisle Barracks, and WHINSEC.

b. FAO assignments Branch at AHRC will primarily consider skills and experience, and, most importantly, the needs of the Army when assigning officers. FAO Assignments will also consider timing, geographic rotation, job rotation, language, strength of performance file, officer's preference, and special considerations (exceptional Family members, retirement, and so on).

c. FAO assignments will be made with the goal of developing the officer's professional competence while meeting the Army's officer personnel requirements. Requests from officers for assignments that do not contribute to achieving these goals will not be formally considered.

d. Positions outside of FA 48 will be rare, but may be available as a means of developing multi-functional FA 48 officers via an AHRC initiative titled "position sharing." AHRC position sharing opportunities will be limited to 10–15 percent of all FAs billets and are opened when a particular branch cannot fill its own requirements. These positions are open to officers with similar skill and experiences from basic branches or FAs. Officers should not anticipate receiving additional training to prepare them for these assignments.

28–5. Duration of critical officer life cycle assignments

Most assignments for FAOs will be 24 to 36 months in length. OCONUS locations will continue to require specific tour lengths. Officers desiring to become FAOs must recognize that a large portion of FA 48 positions are located OCONUS.

a. Key FAO FA qualification positions. Completion of training as listed in paragraph 28–3, current language proficiency, and successful completion of, or assignment in, a FA 48 tour for at least 12 months are the prerequisites for FA qualification at each grade.

b. FAO FA life cycle. Figure 28–1, below, depicts a FA 48 life cycle. Additionally, it identifies development assignments within the FA.

Figure 28–1. FAO Active Army Developmental Model

28–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for FAOs. To do this, the field grade inventory must be optimized in order to fulfill FA and generalist requirements and to provide field grade officers sufficient time for FA qualification prior to promotion to the next grade.

b. OPMS implementation. The number of FAO authorizations, by grade, will vary as force structure decisions are made and actions to implement them are taken. Officers desiring more information on current authorizations or inventory should contact either the FA 48 proponent at DAMO–SSF, G–35 or the FA 48 assignment officers at AHRC OPMD.

28–7. Key officer life cycle initiatives for Foreign Area Officer

a. Structure. FAOs serve at all echelons worldwide. FAO positions exist in ASCC, Joint commands, national agencies, and the institutional army. The Active Army life cycle development model for FAOs is shown at figure 28–1, above. It depicts FA qualification requirements and key developmental assignments.

b. Acquire. Officers are accessed into the FAO program as part of their cohort year group's (YG) 7-year FDB. FAO proponent establishes the minimum criteria the DA-level FDB will use in selecting officers for FA 48. Minimum criteria for FA48 are—

(1) Demonstrated aptitude for learning foreign languages by attaining an acceptable score on the Defense Language Aptitude Battery (DLAB). The minimum DLAB score for designation as a FAO is 95. The minimum scores for officers designated to study in different categories (CAT) of language are as follows: CAT I languages - 95, CAT II

languages - 100, CAT III languages - 105, and CAT IV languages - 110. These requirements may be waived by the FAO proponent for those officers who have a current (less than one year old) Defense Language Proficiency Test (DLPT) score of 2/2 or higher.

(2) FAOs are required to obtain an advanced degree, and must be able to meet ACS eligibility requirements prescribed in AR 621–1.

(3) Officers must have a time in Service (TIS) of less than 17 years AFCS by the start of ACS in accordance with AR 621–1.

(4) No officer is selected for FAO training without having first successfully completed company grade leader development and having obtained quality experience in basic branch assignments.

(5) All officers must be eligible for a Top Secret security clearance based upon an SBI under AR 380–67.

(6) If the officer's spouse and other dependent Family members are not U.S. citizens, they must begin the naturalization process when the officer begins the FAO accessions process.

(7) The officer's spouse and other dependent Family members must be free of serious or chronic medical problems that would preclude worldwide assignment. If a Family member is enrolled in the Exceptional Family Member Program (EFMP) with a condition that prevents them from living overseas, the officer must be prepared to serve repetitive unaccompanied overseas tours.

(8) Given the nature of FAO assignments, Joint domicile needs can be extremely difficult to accommodate. Officers with military spouses should carefully consider the potential personal costs in terms of Family hardship prior to choosing a FAO career.

c. Distribute. FAO assignments, operations support functional category division at AHRC OPMD manages FAO assignments. Distribution of FAO-coded billets throughout the Army, the Joint force, and the interagency is the responsibility of FAO proponent.

d. Deploy. FAOs are warfighters who remain personally and professionally prepared to deploy worldwide at all times to support combatant commanders and in support of other requirements. All FAOs must be deployable to accomplish missions across the full spectrum of conflict. FAOs may deploy with their units or as individuals as the mission demands. FAOs must prepare themselves and their Families for this reality.

e. Sustain. Officers designated into the operations support functional category will compete within their functional category for promotion to lieutenant colonel and colonel.

f. Develop. Throughout their FAO career, officers will have the opportunity for training and further professional development. This starts with a FAO's initial training, followed by continued development through assignments and required courses, and lastly by the officer's self-development efforts.

(1) *Initial training.* All FAOs will generally conduct the five phases of training as addressed above.

(2) *Continued development.* Officers may receive further education through training required for positions they may fill. Some examples include language training, JPME II, Defense Institute for Security Assistance Management (DISAM), Individual Terrorism Awareness Course (INTAC), and so on. In addition, officers will be assigned to positions that will further their professional development.

(3) *Self-development.* All FAOs will carry the burden of self-development as they serve in positions of increased responsibility. This includes the fact that a FAO is expected to remain a resident expert in subjects regarding U.S. Army, JIIM topics of relevance.

g. Separate. FAOs will separate from the Army in the same manner as all other officers.

28–8. Foreign Area Officer Reserve Component officers

a. General career development. RC FAO development objectives and qualifications essentially parallel those of the Active Army. Junior officers must develop a strong foundation through assignments in their basic branches before specializing in the FA. For specific information about the process and pre-requisites for designation as a RC FAO, refer to AR 135–11.

b. FA qualification and developmental opportunities. Even though RC officers are limited by geographical considerations, they should strive for FA 48 assignments that yield the same developmental opportunities as their Active Army counterparts.

c. Life cycle development model. The RC life cycle development model for FAOs is shown at figure 28–2, below. It depicts FA qualification requirements and KD assignments.

Figure 28–2. FAO RC Developmental Model

28–9. Future Foreign Area Officer initiatives

a. FAO proponent is committed to continuing the development of current and future generations of multi-skilled leaders and Army statesmen. FAOs are strategic thinkers and multi-skilled leaders working at the most senior levels of the Army, Joint, and DOD positions.

b. Current and future FAOs will continue to serve the nation with their unique skills. Extensive regional expertise gained from Army units, on the ground experience, and advanced academic achievement forms a foundation for success. Senior leaders must master a broad understanding of the global environment and apply their skills at the highest levels of the Army and the DOD.

c. Future FAOs will develop key multi-skilled attributes through increased "Greening" opportunities at the International Military Affairs Division in ASCCs. These new organizations will allow our colonel and lieutenant colonel multi-skilled leaders to provide regional expertise at division and corps headquarters. majors will have the opportunity to support BCT commanders and ground operations. These critical jobs will better support our ongoing operations, enhance FAO skills, and help prepare these officers for future high-level positions of increased responsibility.

d. The need to conduct operations across non-traditional boundaries is a reality that the current and future Army must face. To prepare for these challenges, FAOs will increasingly participate in JIIM assignments, exposure, and experiences. JIIM opportunities will broaden the FAO experience and further develop senior multi-skilled leaders for high-level positions of increased responsibility.

e. The above initiatives will ensure that FAOs remain critical assets which support success on the battlefield and

provide high quality advice to the nation's senior leadership. These initiatives support the Chief of Staff's broad-based multi-skilled leader development objectives and prepare FAOs for challenging assignments throughout their careers. FAO proponent envisions coding several critical O–6 positions as key billets in the near future. These positions will require colonels who possess exceptional qualities and who have clearly excelled throughout their careers. Colonels will compete for these positions through a CSL. Key billets will be designed to indicate that officers selected for these billets are fully qualified to serve in positions of increased responsibility and provide a metric by which the Army can measure potential performance at grades above colonel.

Chapter 29
Strategic Plans and Policy Functional Area 59

29–1. Purpose

a. Unique purpose of the Strategic Plans and Policy FA. FA 59 officers provide combatant commands, Army organizations, the Joint staff, and other Government agencies (OGA) with strategists who specialize in the development, translation, and implementation of national strategic plans and policies. FA 59 officers conduct strategic assessment, campaign planning, Joint/interagency integration, and strategic education. They leverage extensive training and experience to integrate economic, political, and social considerations into planning and execution. They also provide continuity and long-term perspective to facilitate effective decisionmaking for senior leaders.

b. Unique functions performed by the Strategic Plans and Policy FA. FA 59 officers execute critical institutional and operational assessment and planning vital to the formulation and implementation of effective strategy, concepts, and policies. Key functions performed by FA 59 officers include—

(1) Conducting strategic appraisals of complex problems.

(2) Development of operational and institutional campaign plans, with emphasis in later stages of a career on the formulation of national security policies and strategies in support of senior military and civilian decisionmakers.

(3) Integrate inter-Service and interagency capabilities and contributions to exploit interdisciplinary approaches.

(4) Teaching and curriculum development to support education in military theory, the strategic arts, and national security strategies and policies.

c. Unique features of work in the Strategic Plans and Policy FA.

(1) *Scope of work.* Army strategists develop and execute policies and plans that enable U.S. military forces to fight and win wars. To effectively accomplish this, they must work across the full spectrum of military operations and in multiple professional disciplines as advisors, integrators, planners, and policy developers. FA 59 officers ensure that Army capabilities are fully integrated with other military services and government agencies to enable effective decisionmaking for commanders and civilian leaders. Strategists strive to maximize the effectiveness of military power in conjunction with other instruments of national power. Therefore, officers in FA 59 specialize in the development and implementation of national level strategic plans and policies, theater strategy and planning, and concepts for deploying and employing military forces at the strategic, operational and tactical (this recognizes that tactical actions and outcomes have strategic implications) levels of warfare. In addition, FA 59 officers are experts regarding the political implications of military actions. They possess a deep understanding of how national defense issues can influence both domestic politics and the international security environment.

(2) *Typical assignments.* Strategists serve primarily at the ACOM level and above. However, many newly accessed FA 59 majors will serve in assignments at division and corps. Mid-career and senior strategists serve on the Joint staff, OSD, Regional Combatant Commander Staffs, multinational staffs, and various staffs and interagency working groups in the Government, where they support the formulation and implementation of national security strategy and national military strategy. Officers in FA 59 also support development of future concepts and doctrine for employing military forces at both the operational and strategic levels of warfare. FA 59 officers may also serve as instructors across the Army, Joint, and interagency communities.

(3) *Duties and responsibilities.* FA 59 officers diagnose complex problems, develop initial and ongoing strategic assessments, shape and develop commander's intent, and author plans and strategies at operational and strategic levels of command. They regularly work within fluid environments of high volatility and uncertainty, immature organizational responsibilities, and incomplete senior leader guidance. Under such conditions they are expected to coherently communicate and articulate alternative points of view that may run counter to prevailing beliefs or conventional wisdom FA 59 officers provide decisionmakers with additional and credible options to enhance chances of success. To achieve credibility in this environment, FA 59 officers must develop themselves in three broad areas. First, they should be grounded in the Soldier arts at the tactical unit level to give them a solid foundation of military experience. Second, they should pursue advanced civilian education (MA, Ph.D.) to sharpen their literary and analytic skills and broaden their scope of knowledge Third, strategists are expected to progressively serve in organizations and agencies that will advance their experience and proficiency in the strategic arts within the JIIM environment. Developing skills within these three broad areas will give FA 59 officers the skills and credibility to effectively organize and conduct planning and coordination within and between Army and Joint commands and headquarters, U.S. government agencies, non-

Governmental agencies, other national governments, and academic institutions. Much of the work performed by the FA 59 officer requires a broad outlook and strategic vision: the ability to think several steps beyond short-term or immediate results. Therefore, when diagnosing complex problems that require strategic re-evaluation, the duty of the Army strategist is to evaluate the utility of short-term goals of one particular command in relation to longer and more lasting objectives of other commands and the broader national effort in order to achieve both operational victory and strategic triumph.

29–2. Officer characteristics required

a. Competencies and actions common to all. As framed by the 2005 Secretary of the Army (SA) and Chief of Staff (CSA) vision, all Army officers should develop as multi-skilled leaders with capabilities that may have only previously existed outside of their current branch and FA designation. FA 59 officers demonstrate mastery of the attributes and leader competencies common to all Army officers.

b. Unique skills. With these skills, FA 59 officers have the capability to—

(1) Operate effectively in high-pressure senior-level staff assignments where guidance may be minimal and close interaction with senior-level decisionmakers is frequent.

(2) Communicate clearly, concisely, accurately, and persuasively (both orally and in writing) highly technical, complex, or conceptual subjects to support senior leader strategic decisionmaking.

(3) Apply analytically rigorous methods to develop feasible, suitable, acceptable, and innovative solutions to complicated strategic challenges across the spectrum of conflict.

(4) Establish and sustain an effective collaborative network of personal contacts within large military staff organizations and with other Governmental departments and agencies and NGOs.

(5) Lead staff/working groups consisting of U.S. and coalition partners, DOD civilians, other interagency government employees, and civilian NGOs.

c. Unique knowledge. Strategic Plans and Policy officers require specialized knowledge in strategic matters that include the following:

(1) Dynamics of organization, structure, doctrine, and the operating environment of the institutional and operational Army and that of the other Services, to include the geographic combatant commands and the Joint staff.

(2) Inter-disciplinary problem solving and assessment techniques that complement senior leader decisionmaking and appraisal.

(3) Understand how the Army's capabilities can be integrated with other services and government agencies to enable the prosecution of effective Joint, combined arms, and interagency operations by use of Joint and inter-Governmental planning, resourcing and war fighting systems at the strategic, theater strategic, and operational levels of war.

(4) Understand the domestic political and constitutional context in which DOD provides for national security and in which the Army must fulfill its Title 10 USC and Title 32 USC responsibilities; particularly the formal and informal systems which operate the USG, emphasis on Army force generation capabilities.

(5) Broad understanding of the formal and informal procedures and processes for resourcing DOD and for developing the national security strategy and national military strategy to include the Joint Strategic Planning System (JSPS), and the Planning, Programming and Budgeting System (PPBS).

d. Unique attributes. FA 59 strategists must display the following personal attributes and abilities:

(1) Highly developed analytical and problem solving skills to enable rapid conceptualization and development of creative, feasible, and suitable solutions to complex strategic challenges.

(2) Ability to clearly and concisely convey complicated conceptual or analytical material in a manner that is easily understood by senior military and civilian leaders.

(3) Intellectually inquisitive; taking initiative to understand rapidly evolving international situations, and mastering topics across the spectrum of strategy-related fields through continuous learning and self-development.

(4) Poised, confident, and unflinchingly honest in dealing with senior leaders. Able to operate effectively in sensitive high-pressure situations: to retain a strategic perspective, objectively analyze and assess complex issues, while demonstrating the moral courage to articulate and defend positions.

29–3. FA 59 developmental life cycle (education and utilization)

Experience gained by lieutenants and captains during basic branch assignments serve as the foundation for future effectiveness for FA 59 officers. All officers will attend a branch CCC and are strongly encouraged to seek a key developmental experience prior to functional category designation (FD) at the 7th year of commissioned Service.

a. FA experience and development overview. FA 59 officers will serve in positions of increasing responsibility throughout their careers. In order to execute this, the Officer Education System (OES) outlines that ILE is a critical aspect of field grade officer development. For YG 2000 and beyond, FA 59 senior captains and junior majors will attend either the ILE common core, or the Advanced Operational Warfighting Course (AOWC). Attendance is based upon projected FA 59 requirements, previous civilian education, background, skill-sets, and officer preference. In addition, all FA 59's (YG 1997 and younger) will complete the Defense Strategy Course (DSC) within two years of FD.

b. Core military education (FD captains through lieutenant colonels). In accordance with the CSA's vision for OPMS, there are no prescriptive developmental paths for the future Army officer corps. FA 59 officers may complete any combination of MEL–4 producing opportunities and the Basic Strategic Arts Program to become educationally qualified as an Army Strategic Plans and Policy officer. The FA 59 career manager will work with individual officers to enhance their professional development and meet Army requirements. FA 59 majors who have not completed ILE will not be considered for additional developmental opportunities until this requirement is met.

(1) *DSC.* The DSC is a six-month distance education program provided by the AWC. The course improves student understanding of the role of the DOD in the development of national security strategy. The DSC addresses the national security policymaking process and the relationship of the national elements of power to defense strategy. Enrollment for FA 59s is open to FD captains and above. FA 59 officers transferring into the CF after 2006 are required to complete the DSC within two years of FD. Completion of DSC will confer SI 6Z (Army strategist).

(2) *ILE:* ILE is a 16-week common course taught by Command and General Staff officer College (CGSOC) at selected distance education (DE) locations ILE inculcates all field grade officers with a Warrior Ethos and warfighting focus and prepares them for positions in the Army and JIIM environments executing full spectrum operations. Currently, all FA officers attend the 16 week ILE common core. Dependent on officer development time lines and Army requirements, FA 59 officers will attend either the 16 week ILE common core at a CGSOC satellite campus or they will attend the nine month resident program at CGSC.

(3) *AOWC.* The nine month resident AOWC program includes the 16 week ILE common core and improves field grade officers' abilities to conduct full spectrum operations in JIIM environments. The course also provides the requisite competencies to serve successfully on staffs at division level and above. FA 59 officers who attend AOWC take the 6Z (Army strategist) and 3H (Joint operations planner) electives and any available University of Foreign Military and Cultural Studies (UFMCS) courses that may be offered in the elective phase of study. Officers who attend AOWC are also expected to attain a master's degree while assigned to the CGSC.

(4) *Service command and staff colleges.* Due to extensive FA 59 Joint requirements, FA 59 officers are encouraged to attend MEL–4 producing programs and to enroll in Service-unique electives while attending those programs. Due to its unique content, FA 59 will send qualified officers to Naval Command and Staff College each year. Officers attending this program will receive a master's degree in strategy and policy.

(5) *Basic Strategic Arts Program (BSAP):* All FA 59 officers YG 94 to present and those who FD to FA 59 after 2006 will attend BSAP. FA 59s YGs 93 and older are strongly encouraged to attend BSAP. However, due to competing requirements for student seats, not all FA 59 officers will attend. BSAP is an intensive 14-week program, conducted at the graduate level by designated faculty members of the AWC in Carlisle, PA. The course educates newly designated FA 59s in the fundamentals of national strategy and fills a critical educational requirement which provides the tools for junior majors to bridge the gap between their tactical/operational background and the challenges of operating at the grand-strategic and theater-strategic levels of war and policy. It also introduces the officers to the unique skills, knowledge, and attributes needed as a foundation for their progressive development as Army strategists.

c. Elective military education (FD captains through lieutenant colonels).

(1) *Advanced Military Studies Program (AMSP).* Usually following AOWC or later in their careers, some FA 59s may attend AMSP. AMSP is a graduate-level program of the School of Advanced Military Studies (SAMS) emphasizing military art and science of planning, preparing and executing full spectrum operations in JIIM contexts. Curriculum combines integrated study of military history, military theory, and execution-based practical exercises. It also enhances officers' cognitive problem-solving skills regarding operational challenges at the tactical and operational levels of war. The course emphasizes both command and staff perspectives on military decision making, doctrine, and force employment. Graduates earn a master's degree in Military Arts and Sciences (MMAS). In addition, FA 59s who choose to attend the SAMS will have the opportunity to obtain a Masters of Arts in Security Studies from a civilian institution partnered with the CGSC. Upon graduation, FA 59 officers at the grade of major will serve 12-to-36 month utilization tours in critical battle staff positions within division or corps headquarters. These positions are traditionally known as Tier 1 assignments. Distribution of these FA 59 officers will be managed within AHRC based upon HQDA guidance for utilization. Officers who are major (promotable) and higher may expect to serve in utilization tours at Joint task forces, army Service component commands, or regional combatant command staffs. These tours are known as Tier II and are also in accordance with HQDA guidance to AHRC. Officers completing AMSP are still required to complete BSAP later in their careers. Attendance at AMSP may preclude other ACS (MA) opportunities, but attendance does not preclude future fellowship participation and other developmental opportunities.

(2) *Service and Joint equivalents to AMSP.* Because of extensive FA 59 Joint requirements, FA 59 officers are encouraged to attend MEL–4 producing programs and to enroll in Service-unique electives while attending those programs. FA 59 officers who meet stringent selection criteria are encouraged to apply for the Joint Advanced Warfighting School (JAWS) at the Joint Forces Staff College (JFSC). Attendance at these schools may preclude other ACS opportunities, but attendance does not preclude future fellowships and other developmental opportunities.

(3) *University of Foreign Military and Cultural Studies Red Team University (UFMCS RTU):* Often offered as an elective at CGSOC, UFMCS RTU attendance is not mandatory; however, officers who wish to attend UFMCS TDY en

route should contact the FA 59 career manager and request attendance to the 8 week introductory course. Graduation will award them an appropriate SI and enable them to work as red team members at the division/corps/ASCC level.

d. Senior military education (senior lieutenant colonels through colonels).

(1) *SSC:* An HQDA board determines selection for resident or nonresident SSC for eligible lieutenant colonels and colonels. SSC selected officers should consider competing for fellowships that would further develop their skills, experience base, and FA 59 qualifications. FA 59 officers who attend AWC are required to apply for the Advanced Strategic Arts Program (ASAP). Officers attending other SSCs are encouraged to enroll in similar programs or electives. Any FA 59 attending SSC or MEL–1 fellowship that has not completed a Master's degree must complete an advanced degree program in conjunction with SSC or their fellowship experience.

(2) *National Security Management Course (NSMC):* NSMC is reserved for FA 59 colonels. This six-week resident course explores the range of management challenges in the field of national security and assists leaders in devising strategies to carry out policy. In addition, FA 59 colonels improve their management skills regarding allocation of scarce defense resources and complex institutional relationships, both internal and external to DOD. These responsibilities have profound implications in determining national security strategy and are the primary focus in the National Security Management Course. Interested FA 59 colonels should contact the FA 59 proponent manager.

e. Civilian education (ACE). Army strategists combine excellence in military planning and policy development with broad, liberal education backgrounds. Most Army strategists embrace lifelong learning and possess graduate degrees in strategy-related fields (history, international relations, economics, national security, public affairs, foreign policy, and regional studies). Their unique skills and operational experiences enable strategists to diagnose complex issues, develop viable strategies, lead execution, and assess effectiveness. To prepare FA 59 officers for this challenge, the CF offers a diverse and rich variety of civilian education opportunities and educational paths to complement its robust military education requirements.

(1) *Civil schooling.* Beginning with YG 2000, all FA 59 captains will have the opportunity to receive some form of fully-funded ACS. These programs include the Army G–35 Harvard Strategist Program (JFK School of Government), Johns Hopkins University (School of Advanced International Studies), and other public and private institutions which provide masters level degrees in public policy, history, political science, and international relations FA 59 officers wishing to attend other institutions should contact the AHRC career manager for guidance on school selection. The AHRC career manager will guide officers during the application process.

(2) *Instructors.* Prior to the FD board (6th year), some officers will be selected as instructors at the USMA and will attend ACS programs at the purview of USMA. The proponent for this process is USMA and any instructors who wish to become Army Strategists should coordinate through the FA 59 career manager. Officers who are assigned to USMA and FD FA 59 are strongly encouraged to attain PhDs and complete non-resident ILE and DSC while at West Point. In certain cases, the AHRC career manager will work with officers to facilitate completion of Ph.D. programs and in matching Ph.D. complementary disciplines with follow-on assignments.

(3) *Harvard Strategist Program.* Captains who apply for the HQDA G–35 Army Harvard Strategist Program will be selected by an HQDA panel. Upon graduation from the JFK School of Government, they serve a two-year utilization tour on the Army Staff within HQDA G–35. Upon graduation, officers will FD into FA 59.

(4) *Seminar XXI.* Strategic Plans and Policy Officers may also compete for two fully-funded educational opportunities hosted by the Massachusetts Institute of Technology (MIT) and Syracuse University. Seminar XXI (MIT) is a fully-funded educational program for senior military officers, Government and NGO officials, and executives in the national security policy community. The program provides leaders with enhanced analytic skills for understanding foreign countries and the relations among them. Seminar XXI explores key policy issues by examining countries and problems critical to American interests through a variety of paradigmatic lenses. At each session, eminent speakers present alternative perspectives from which the given country or problem can be understood. The seminar provides concrete frameworks for examining how different paradigms suggest fundamentally different, even conflicting, answers to the questions American policymakers must resolve. Senior FA 59 majors through colonels are invited to contact the FA 59 proponent manager for further information.

f. Civilian education (fellowships). Upon completion of FA 59 education requirements, FA 59's can pursue several unique training/fellowship opportunities designed to enhance previous educational experiences. In addition to the centrally-selected Army fellowships, FA 59s may request assignment to one of four OSD-approved fellowships designed exclusively for FA 59. These Non MEL–1 assignments (1 year) are located within the National Capitol Region and are designed to provide broadening opportunities and expose FA 59's to policy development at the national strategic level. FA 59's selected to attend are designated as U.S. Army Fellows and act as ambassadors for the CSA. Senior FA 59 majors and lieutenant colonels are encouraged to apply and will be selected by a panel of HQDA G–35 FA 59s at the beginning of each academic year. Officers interested in applying should contact the FA 59 career manager. In accordance with appropriate regulations, a three to one Active Duty Service obligation (ADSO) is incurred.

g. Utilization.

(1) *Captain.* As of publication, there are no FA 59 authorizations for captains. However, the OPMS now FD's Active Army officers during their 7th year of commissioned Service. Upon designation, follow-on assignments and

developmental opportunities are managed by the gaining AHRC career manager. Officers within life cycle manning units will remain on station until released by their command. Captains accessed into FA 59 should understand that there is not one best "track" or preferred path, but rather a menu of choices which the FA5 9 career manager uses to synchronize education with future Army requirements. Regardless of current assignment at FD, captains are strongly encouraged to enroll in the on line DSC and initiate a rigorous self-development program. The FA 59 career manager will help to set newly designated FA 59s on immediate education and assignment paths that prepare them for future assignments as Army strategists.

(2) *Major.* Most FA 59 majors will serve in assignments in plans or policy positions on staffs within divisions, corps, theater armies, ACOMs, HQDA, regional combatant commands, and allied headquarters. Majors that complete AMSP should anticipate assignments as strategic planners within the division/corps HQ, ASCofS, and G–5 future plans. All FA 59 billets are KD billets where manner of performance is the key to success at all phases of an officer's career. Positions outside FA 59 will be rare, but may be available as a means of developing multi-functional FA 59 officers. Position sharing opportunities will be limited to 10–15 percent of all FAs billets and are opened when a particular branch can not fill its own requirements. These positions are then opened to officers with similar skills and experiences from basic branches or FAs.

(3) *Lieutenant colonel.* FA 59 lieutenant colonels serve on higher level staffs in Army, Joint, and nominative assignments. FA 59 lieutenant colonels will progress via a variety of planning, strategy, and policy-related staff assignments (throughout DOD) to develop as multi-skilled officers. FA 59 lieutenant colonel positions are also available for limited position sharing based on needs of the Army. As with the previous paragraph, assignment outside FA 59 will be rare and officers may receive training to prepare for billet sharing.

(4) *Colonel.* With the exception of select transfers, FA 59 colonels must have successfully completed at least two previous Strategic Plans and Policy assignments before being assigned into a FA 59 position. Only those FA 59 Colonels with ASCC, or higher, and Joint experience will be recommended for anticipated assignments within other Governmental agencies. In addition, the FA 59 proponent manager anticipates that by 2009, FA 59 colonels will be able to voluntarily compete for key billet selection programs (Army Centralized Selection System). As defined by AHRC and approved by the VCSA, a key billet is a job that requires specific, highly developed skills and experience that are deemed so critical to a unit's mission that an officer is selected for assignment by HQDA. These positions will be limited to between 10–15 percent of all FA 59 colonel authorizations and are considered to be our most rigorous and demanding assignments. They will span the full spectrum of available authorizations including Army, Joint, and any future interagency authorizations. Key billets will be designed to indicate that officers selected for these billets are fully qualified to serve in positions of increased responsibility. The intent is to provide a metric by which the Army can measure potential performance at grades above colonel.

h. Officer developmental assignments. With the exception of key billets at the colonel level, all FA 59-coded positions are KD billets. Manner of performance and fulfillment of military education requirements determine officer promotion and selection. All officers are highly encouraged to seek assignments across the operating and generating forces, Joint, and combined to maximize professional development. Officers should also balance planning and policy assignments in order to fully develop as strategists. Breadth of experience enables strategists to effectively plan at the national strategic level.

i. Branch/FA generalist assignments. As previously noted, a very limited number of FA 59 officers (major and lieutenant colonel only) may serve outside of the FA depending on needs of the Army or for developmental purposes. Branch immaterial assignments such as ROTC and USMA staff and faculty, and Inspector General, will always be by exception only and is not supported by the proponent.

j. Joint assignments. All assignment rules concerning Joint positions apply to FA 59 officers. Joint qualification is not a prerequisite for promotion to any field grade rank. Nonetheless, due to the developmental benefits of such assignments, all FA 59 officers should seek JIIM assignments.

k. Select planning assignments. A few assignments, particularly those regarding director of plans billets at regional combatant commands, may require a unique mix of previous operational experience and military education backgrounds. The AHRC FA 59 career manager maintains descriptions of those requirements.

29–4. Assignment preferences and precedence

a. Preferences. As discussed in paragraph 29–3, the Strategic Plans and Policy FA has diverse opportunities that allow for numerous viable career development paths. Specific assignments in the FA are made to develop well-rounded highly qualified strategists that can effectively serve anywhere within DOD, OGA, or with coalition partners.

b. Precedence. Assignments to Strategic Plans and Policy positions begin after FA 59 designation and upon release from units. FA 59 officers receive repetitive assignments within the FA. Job sequencing is not critical, however, strategists should seek a variety of assignments at various levels in both planning and policy development to broaden their experience and knowledge base.

29–5. Duration of developmental officer life cycle assignments

a. Strategic Plans and Policy FA experience. Non-hardship assignments within Strategic Plans and Policy will

normally be 36 months in length. FA 59 officers provide continuity to their commands and they are discouraged from leaving before the end of their assignment cycle. Examples of these assignments are shown in figure 29–1, below.

b. Strategic Plans and Policy FA life cycle. Figure 29–1, below, displays the FA 59 life cycle with FA developmental positions.

Figure 29–1. FA 59 Active Army Developmental Model

29–6. Requirements, authorizations, and Inventory

a. Goal. To maintain a sustainable, viable career path for FA 59 officers, the field grade inventory adjusts through constant accessions (captains FD boards/appeals and limited field grade transfers) to fulfill Army requirements while providing sufficient educational opportunities. The experience gained through such a variety of assignments strengthens their files prior to consideration for promotion to lieutenant colonel and colonel.

b. OPMS implementation. The number of Strategic Plans and Policy authorizations, by grade, will vary as force structure decisions are made and implemented. Officers desiring more information on current authorizations or inventory should contact either the FA 59 proponent manager or the FA 59 career manager. Current authorizations and requirements are posted to the FA 59 proponent manager Web page http://www.fa-59.army.pentagon.mil/.

29–7. Key officer life cycle initiatives for Strategic Plans and Policy

a. Structure. As with other FA based CFs, FA 59 reflects the field grade structure of the OPMS CF based management system. All FA 59 authorizations are in the field grades.

b. Acquire. The principal method of accessing FA 59 officers will be the functional category FD process. FA 59 accessed captains will have successfully completed critical basic branch experiences, attained educational backgrounds in policy-related fields, and, where applicable, acquired language skills. Although not required for accession into FA 59, company level command is an important developmental assignment that provides indicators of an officer's aptitude for successful Service as a strategist. Officers already accessed into other FAs who may be considering a FA transfer into Strategic Plans and Policy should contact the FA 59 Proponent Manager and the FA 59 career manager at AHRC. Senior majors and junior lieutenant colonels with strong files and relevant experience (planning and policy) will be favorably considered. For Strategic Plans and Policy officers, undergraduate or graduate degrees in political science, international relations, history, government, economics, regional studies, and other social sciences are desirable. Because of the need for a very broad grounding in the Army, direct commissioning into FA 59 is currently not an option. FA 59 also encourages officers to gain language skills that support operations in long-standing allied headquarters: German, French, Italian, Spanish, Dutch, Japanese, Korean, and Arabic.

c. Distribute. The Operations Support Division (OSD), OPMD, at AHRC will manage all Strategist FA officer assignments after designation into FA 59.

d. Deploy. Regardless of current assignment, Strategic Plans and Policy officers must remain personally and professionally prepared to deploy worldwide.

e. Sustain. Promotions are based upon Army requirements and FA 59 promotions are projected to be at or near DOPMA rates. FA 59 officers are eligible for below-the-zone promotions and selection if they clearly exhibit superior long-term performance. FA 59 officers are not currently eligible for field grade level command selection.

f. Develop. All FA 59 officers (YG 1994 to YG 1999) will complete the ILE common core course and the BSAP after FD. Limited ACS authorizations are available for these year groups and they are encouraged to achieve graduate degrees on their own initiative. All FA 59 officers (YG 2000 to present) will have the opportunity to attend fully-funded ACS and attend ILE/AOWC, BSAP and or AMSP. All FA 59 YGs are encouraged to consider fellowships, professional seminars, and continuing personal development to strengthen their professional backgrounds and prepare them to serve as multi-skilled officers.

g. Separate. FA 59 officers will separate from the Army in the same manner as all other officers.

29–8. Strategic Plans and Policy Reserve Component officers

a. Career development. RC FA 59 Strategic Plans and Policy officer development objectives and desired experiences will generally parallel Active Army FA 59 officers. The challenge for the Army is to match the unique skills and expertise of civilian professionals with mission needs and requirements. RC FA 59 officers must be afforded military education and assignment opportunities so that senior military and civilian leaders can leverage the unique capabilities that exist among RC FA 59 officers. The goal is to build a talented and fully integrated FA 59 community within the Total Army, the Joint force, and the U.S. Government.

b. Assignment opportunities. RC Strategic Plans and Policy officers can expect assignment opportunities similar to those of Active Army officers (RC Strategic Plans and Policy officers include National Guard officers). In addition, there are positions exclusive to the Reserves and National Guard that exist in response to the changing geo-strategic environment. Whether through mobilization of TPUs, mobilization tours for IMAs, extended Active Duty assignments, or the limited call to Active Duty program (see below), RC FA 59 officers will serve at all levels within the Army, Joint community, and the Department of Defense. The success of an RC strategist is not measured by length of Service in any one component or control group, but by the officer's experience, abilities, and performance. FA 59 assignments are made based upon the USAR, AGR, and IMA officers available and qualified coupled with military necessity and requirements. Civilian acquired skills, advanced military and civilian education, and demonstrated abilities to function in a strategic environment exist among a diverse pool of RC strategists.

c. Limited call to Active Duty (LCAD). Interested RC strategists are encouraged to pursue the LCAD program. This enables RC strategists to re-enter the Active Army while maintaining continuity of Service. Once accessed into the Active Army, LCAD officers are assigned, promoted, and educated in the active Army. Those officers who are interested should contact the Active Duty FA 59 career manager.

d. FA 59 development opportunities.

(1) *A diverse and fluid career.* The competing demands of civilian and military life pose a challenge for the professional development of the FA 59 RC strategist. RC strategists should follow Active Army officer development patterns as closely as possible. However, a FA 59 RC officer's development and assignment progression can be characterized by its ability to adapt to changes. Civilian professional development can benefit the Total Army, and should be leveraged. To meet military career development objectives, RC officers must be willing to rotate between ARNG and USAR TPU, IRR, IMA program, and the AGR programs. These transfers are necessitated by individual career paths, military requirements, geographical considerations, and the need to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions. The RC strategist should expect numerous and rewarding transitions from civilian to military life. It is important to be flexible and weigh various options as assignments and schools come available. FA 59s should seek TDY assignments and/or mobilization as an IMA. Mobilized TPUs will present opportunities. Transferring to the IRR may be necessary while completing mandatory

military educational requirements necessary to build a career and advance as a FA 59 RC officer. RC strategists should contact the FA 59 RC career manager to review options and opportunities.

(2) *Education and training.* Due to the complexity and diversity of assignments in the FA 59 field, RC officers must continually develop their knowledge and analytical skills. RC strategists will be offered opportunities to pursue continuing education and training (civilian and military) and government internship programs to improve skills. Strategists in the grade of major should attend resident BSAP and complete the DSC. RC officers will have increased time windows to complete requirements.

e. Life cycle development model. The RC life cycle development model for FA 59 RC Strategic Plans and Policy officers mirrors that for Active Army officers, except that assignments are not limited to one component or control group. Figure 29–2, below, illustrates a typical RC FA 59 career.

Figure 29–2. FA 59 RC Developmental Model

Chapter 30
Nuclear and Counterproliferation Functional Area

30–1. Unique features of the Nuclear and Counterproliferation functional area

a. Purpose of the Nuclear and Counterproliferation FA. The Nuclear and Counterproliferation FA within the plans development group of the operations support functional category provides trained, educated and experienced officers who apply knowledge and expertise in nuclear related combating weapons of mass destruction (WMD) mission areas to support the development of national and military strategy, plans and policy; conducting nuclear weapons effects research and analysis; analysis of nuclear weapons consequences of execution; nuclear consequence management; international treaty formulation and verification; characterization and elimination of nuclear-related facilities and infrastructure; and planning the employment of nuclear weapons to support theater and strategic operations.

b. Unique functions performed by the Nuclear and Counterproliferation FA. The mission of FA 52 is to provide technical advice and support in developing national and military strategy, plans, and policy recommendations to Army, combatant command, DOD, and interagency leadership in nuclear related combating WMD mission areas. To accomplish this mission, the Nuclear and Counterproliferation officer performs the following FA 52 functions:

(1) Conducts research and analysis of nuclear and related weapons effects.

(2) Assists in forming national and military nuclear weapons strategy, plans, and policies.

(3) Assists in identifying requirements for the development, operation, and sustainment of nuclear weapons systems.

(4) Serves as a staff officer in support of warfighting forces in nuclear weapons employment and nuclear related combating weapons of mass destruction.

(5) Provides technical expertise to assure the operational effectiveness, survivability, and endurance of our forces based upon nuclear and other threats.

(6) Provides technical assistance in target analysis and employment planning of nuclear and advanced conventional weapons.

(7) Assists in international arms control treaty formulation and verification.

(8) Assists in coordinating the interagency (that is, Department of Energy, Department of Homeland Security, and Intelligence Community) and DOD nuclear-related research and operational activities.

(9) Assists in the formulation of multinational nuclear standardization agreements.

(10) Educates USMA cadets and other Government personnel in nuclear weapons, nuclear weapons effects, and the nuclear sciences.

(11) Conducts analysis of personnel, equipment, and mission vulnerability to nuclear effects.

(12) Conducts technical analysis to support nuclear weapon stockpile surety.

(13) Supports the preparation, coordination, and maintenance of nuclear accident incident response and assistance (NAIRA) policies, procedures, and plans.

(14) Provides technical oversight and management in support of national nonproliferation and counterproliferation programs (for example, cooperative threat reduction (CTR) and proliferation security initiative (PSI)).

(15) Operates, oversees, and regulates research or testing nuclear reactors and weapons effects simulators.

(16) Provides technical oversight and management of nuclear modeling and simulation efforts.

(17) Participates in the characterization and elimination of nuclear-related facilities and infrastructure.

c. Unique features of work in the FA. Work within the Nuclear and Counterproliferation FA requires the application of technical skills in their military applications. Nuclear and Counterproliferation officers are frequently the sole subject matter experts within their command or organization. They will—

(1) Serve as staff or liaison officers in Army, Joint, Defense, and interagency organizations.

(2) Serve as instructors in the Department of Physics and Department of Chemistry and Life Sciences at the USMA, the Department of Engineering Physics at the Air Force Institute of Technology, the NATO School, and the Defense Nuclear Weapons School.

(3) Serve as Military Research Associates at Department of Energy National Laboratories.

(4) Serve in fellowship positions within interagency organizations and through the TWI program.

30–2. Officer characteristics required

The Nuclear and Counterproliferation FA requires officers who are skilled in leadership at all levels; who are proficient in branch tactics, techniques, and procedures; who possess strong Army Values, leader attributes, and skills; and who fully understand the key leadership actions that must be taken to assure success. There are skills, knowledge, and attributes unique to this FA that require professional development and FA 52 candidates must acquire or possess them to ensure success.

a. Values, attributes, skills, and actions common to all.

(1) *Army Values.* Consistent with the new OER.

(2) *Leader attributes.* Fundamental qualities and characteristics.

(3) *Leader skills.* Skill development is part of self-development; prerequisite to action.

(4) *Leadership actions.* Major activities leaders perform: influencing, operating, and improving.

b. Required skills. FA 52 officers must fully comprehend the organization, structure and doctrine of the warfighting Army as it evolves into the 21st Century. In addition, they must—

(1) Possess an undergraduate degree in any mathematics, science or engineering discipline and/or operational experience with weapons of mass destruction at the company grade level.

(2) Possess the ability to obtain a master's degree in a nuclear related field.

(3) Routinely serve in staff positions where guidance is minimal and close interaction with senior-level decision-makers is common.

(4) Apply highly technical scientific concepts to more military-specific issues and applications.

(5) Be capable of communicating this technical expertise in either written or oral communications.

(6) Be extremely adept at organizing workload, assigning tasks, and mentoring civilian and military subordinates.

c. Specialized knowledge. Nuclear and Counterproliferation officers must maintain current knowledge on Army organization, structure, and doctrine. They also must—

(1) Possess the technical expertise and operational understanding of nuclear and related weapons effects relative to their FA.

(2) Remain current on developments in research and applications in both the civilian and military environments for possible application to their area of expertise.

(3) Remain current on the national and military strategies for combating weapons of mass destruction.

d. Unique attributes. Nuclear and Counterproliferation officers must possess the highest standards of discretion, integrity and professional ethic. In addition, they will—

(1) Be both technologically and operationally-oriented.

(2) Think in the abstract and be able to apply the engineering approach to problem-solving.

(3) Be able to obtain a Top Secret clearance with access to Sensitive Compartmented Information (SCI).

30–3. Critical Nuclear and Counterproliferation Functional Area Officer development and assignments

a. General. Officers are functionally designated into the Nuclear and Counterproliferation FA by a FDB during their 7th YOS based upon the needs of the Army, officer preference, military experience, and, in some cases, civil schooling. However, they are not generally considered for a Nuclear and Counterproliferation assignment until they have served in a captain-level basic branch developmental assignment. Most officers will not receive a Nuclear and Counterproliferation assignment until undergoing the FDB and attendance of ILE and advanced civil schooling, as required.

b. FA Qqualification and development. Officers who are functionally designated into FA 52 should complete the FA 52 qualification course, the Nuclear and Counterproliferation Officer (FA 52) Course (NCP52), taught at the Defense Nuclear Weapons School of the Defense Threat Reduction University, to gain the basic skills necessary for success in the FA. NCP52 provides FA 52 officers with an introduction to the planning skills related to combating WMD, an overview of the U.S. nuclear weapons program, an introduction to current WMD issues, and an orientation on the nuclear weapons and combating WMD communities. As officers progress through their careers, they will be afforded other FA-related and Army-unique educational opportunities based upon their performance of duties and the needs of the Army.

(1) *Captain.* There are only limited FA 52 requirements for captains, therefore, a FA 52 assignment as a captain is not a requirement for promotion to major, but could enhance selection into FA 52 at FD. The years following successful completion of a branch developmental assignment are an opportunity for an officer to attend advanced civil school or begin a FA assignment prior to functional designation. FD normally occurs in an officer's 7th YOS. Officers who are functionally designated into FA 52 can expect to serve primarily in Nuclear and Counterproliferation assignments for the remainder of their careers.

(2) *Major.* After selection for major, Nuclear and Counterproliferation officers will then serve primarily in their FA, with an occasional opportunity for assignment to a branch immaterial position. These billets ensure that FA 52 officers continue to sustain the knowledge and understanding of the operational force. All Nuclear and Counterproliferation officers must complete the requirements of ILE. ILE, for FA 52 officers consists of the completion of the command and general staff officer's course common core curriculum (ILE Phase 1) and the FA 52 Qualification Course (NCP52) (ILE Phase 2). There is no required sequence for the completion of the two phases of ILE. Some will complete graduate school to prepare for Nuclear and Counterproliferation officer assignments requiring additional skills. FA 52 majors serve primarily in entry-level positions in Defense agencies and ACOMs, where they work in staff positions across all of the mission areas of combating WMD. Typical FA 52 developmental positions at the grade of Major include—

(a) Combating WMD planner, Defense Threat Reduction Agency.

(b) Nuclear research officer, Defense Threat Reduction Agency.

(c) Proliferation policy analyst, Defense Threat Reduction Agency.

(d) Operations officer, at Joint staff J3.

(e) Combating WMD Planner, at U.S. Strategic Command.

(f) Nuclear policy analyst, at Combatant Command Headquarters.

(g) Nuclear research officer, Defense Intelligence Agency.

(h) Plans and operations officer, Joint Task Force Civil Support.

(i) Plans and operations officer, 20th Support Command (CBRNE).

(3) *Lieutenant colonel.* Lieutenant colonels are generally assigned to senior staff positions, where they can fully use their knowledge of the Army and their FA. A limited number of opportunities exist for FA 52 officers to attend graduate school, at both the master's and Ph.D. levels, to prepare them for FA 52 assignments requiring additional skills. Officers who serve successfully in a FA 52 lieutenant colonel developmental positions and have the required time in grade are qualified to compete for promotion to colonel. Typical FA 52 developmental positions at the grade of lieutenant colonel include:

(a) Branch Chief, Defense Threat Reduction Agency.

(b) Defense Threat Reduction Agency LNO to combatant command.

(c) Combating WMD planner, Defense Threat Reduction Agency.

(d) Branch Chief, Defense Intelligence Agency.

(e) Combating WMD plans and policy officer, DCS, G–3/5/7.

(f) WMD operations officer, Joint staff, J3.

(g) Nuclear weapons staff officer, Army Nuclear & Chemical Agency.

(h) WMD plans and policy officer, combatant command J3 or J5.

(i) Nuclear planner, U.S. Strategic Command.

(4) *Colonel.* As senior practitioners in their FA, they will primarily serve as Nuclear and Counterproliferation officers on Army, Joint, or Defense staffs or may be assigned to branch immaterial positions.

c. Branch immaterial and FA generalist assignments. Captains and above can expect to serve in branch immaterial assignments and be afforded the opportunity to broaden their experience by serving in positions outside of FA 52 and their functional category. As a minimum, officers can expect to complete one assignment outside of FA 52 prior to selection for colonel.

d. Joint assignments. During their careers, most FA 52 will be afforded the opportunity for an assignment that provides them a JIIM experience. A majority of Nuclear and Counterproliferation FA positions are on the Joint Duty Assignment List (JDAL). Officers assigned to those billets may attend JPME and may be designated as a JSO (SI 3L) upon successful tour completion. Additionally, a number of FA 52 positions are found in Joint and Defense agencies, even though those positions may not be listed on the JDAL. Nuclear and Counterproliferation officers are not generally considered for Joint duty assignments until selected for major. Even though Joint experience is important to the Army and individual officers for advancement into senior leadership positions, not all FA 52 officers will receive Joint assignments. This will not preclude their selection to the rank of colonel.

30–4. Assignment preferences and precedence

The assignment sequencing in a FA is not as rigid as that of a branch. However, the professional development of Nuclear and Counterproliferation FA officers has certain requirements to ensure all of the Army's FA 52 officers are well grounded in operations. Officers will receive their initial FA training through attendance of the Nuclear and Counterproliferation Officer (FA 52) Course at the Defense Nuclear Weapons School, Kirtland, AFB, NM. FA 52 officers, less those assigned as instructors at USMA, can anticipate that their first assignment will be with the Defense Threat Reduction Agency (DTRA). As the organization with the largest number of assigned FA 52 officers, an entry-level assignment at DTRA will serve as a foundation for future assignments within the nuclear weapons and combating WMD communities. As part of their continued development, they may also serve at least one assignment in a position outside of FA 52.

a. Preferences. The Nuclear and Counterproliferation FA has multiple opportunities that allow for numerous career development paths. The goal of the professional development of FA 52 officers is to produce officers with a broad base of skills in multiple areas of nuclear research, nuclear operations, and combating WMD and to apply those skills across the full spectrum of WMD operations. Assignments in the Nuclear and Counterproliferation FA will be made to develop the officer's ability to achieve that goal. Requests from officers for assignments that do not contribute to achieving this goal will likely be rejected.

b. Precedence. Assignment to developmental FA positions will have a precedence, although there is flexibility on the sequence of assignments. Most Nuclear and Counter-proliferation FA billets will be designated as requiring advanced education, either military or civilian. Officers assigned to those jobs must complete the required courses prior to reporting to their duty assignments.

30–5. Duration of critical officer life cycle assignments

Most assignments of Nuclear and Counterproliferation officers will be 24–36 months in length. Officers serving their initial, entry-level assignment at DTRA can anticipate that it will be 48 months in length, with the goal for the officer to serve 24 months in two different directorates in DTRA. Tours could be longer in areas of high concentration of billets such as the National Capital Region. OCONUS locations will continue to require specific tour lengths.

a. Key Nuclear and Counterproliferation FA Qualification Positions. There are no specific Nuclear and Counterproliferation FA assignments required for FA qualification. Completion of the applicable-level courses as outlined in paragraph 30–3, and successful completion of a Nuclear and Counterproliferation FA tour are the only requirements for continued FA development at the field grade level. Officers are encouraged to broaden their individual and professional skills by seeking alternating assignments in positions that vary both in type and echelon of organization. This variation will provide a balance between the technical and operational aspects of FA 52 and provide the officer with a perspective than spans from the operational to strategic levels. Though preferred, there is no requirement for a Nuclear and Counterproliferation officer to have completed a previous FA assignment prior to assignment to a Joint command or agency.

b. Nuclear and Counterproliferation FA life cycle. Figure 30–1, below, depicts a Nuclear and Counterproliferation FA life cycle and the range of developmental assignments within the FA.

Figure 30–1. FA 52 Active Army Developmental Model

30–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for Nuclear and Counterproliferation officers. To do this, the field grade inventory must be optimized in order to fulfill FA, branch immaterial, and multi-functional authorization requirements and to provide field grade officers sufficient time for FA development prior to promotion to lieutenant colonel and colonel. Sufficient inventory must be available to meet authorization requirements, while allowing sufficient FA 52 officers to attend professional military education, functional training, and advanced civilian education required for the positions in which they will later serve.

b. Implementation. The number of FA 52 authorizations, by grade, will vary as force structure decisions are made and actions to implement them are taken. Officers desiring more information on current authorizations or inventory, by grade, should contact either the FA 52 personnel proponent or the FA 52 assignments officer at AHRC.

30–7. Key officer life cycle initiatives/alternatives for the Nuclear and Counterproliferation functional area

a. Structure. FA 52 positions exist in Army agencies, headquarters staffs, Joint commands, and defense and national agencies. The majority of Nuclear and Counterproliferation-related billets will be in Joint and defense agencies.

b. Acquire. Nuclear and Counterproliferation officers comprising a particular year group are functionally designated into FA 52 in their 7th YOS. The criteria for selecting an officer to the Nuclear and Counterproliferation FA include: type of civilian degree, grade point average, personal preference, WMD operational experience, and manner of performance.

c. Distribute. After functional designation into FA 52 at the 7th YOS, all Nuclear and Counterproliferation officer assignments will be managed by the OSD, OPMD, at AHRC.

d. Develop. FA 52 incorporates a professional officer development career plan offering maximum diversity for schooling and assignment. As Nuclear and Counterproliferation officers progress through their careers, in addition to advanced military schooling opportunities, they become eligible for ACS in nuclear-related fields. These are available at a wide variety of academic institutions, and prepare them for positions of increased responsibility and augment their technical expertise.

e. Sustain. Officers in the Operations support functional category will compete within that functional category for promotions to major, lieutenant colonel, and colonel.

f. Compensate. Nuclear and Counterproliferation officers will be financially compensated in the same manner as all other officers. A majority of Nuclear and Counterproliferation FA billets requires officers with specialized degrees. Therefore, fully-funded ACE opportunities exist for FA 52 officers at both the Master's and Ph.D. levels.

g. Separate. FA 52 officers will separate from the Army in the same manner as all other officers.

30–8. Nuclear and Counterproliferation (FA 52) Reserve Component officers

a. General career development. RC describes both the USAR and ARNG and, unless otherwise indicated, references to the RC are applicable to both. RC Officers serve the same roles as their Active Army counterparts. The unique circumstances within the RC pose a challenge for professional development. RC officers are expected to follow Active Army officer development patterns as closely as possible, except that RC officers have, in some cases, increased windows to complete mandatory education requirements. To meet professional development objectives, RC FA 52 officers must be willing to rotate among ARNG and the USAR TPU, IMA program, and the AGR program. For more guidance on RC officer development, see chapter 7.

b. RC officer qualification and development. RC Nuclear and Counterproliferation (FA 52) officers can expect assignments that are similar to their Active Army counterparts. The exception is that these assignments will also include those separate RC FA 52, administrative, and operational reporting requirements unique to the ARNG and USAR. The success of an RC officer is not measured by the length of Service in any one component or control group, but by the officer's breadth of experience, duty performance, and adherence to the requirements described herein. Every attempt will be made to assign RC Nuclear and Counterproliferation officers to FA 52 or branch immaterial positions. Unlike their Active Army counterparts, geographic constraints limit the ability of RC officers to stay in FA 52 positions throughout their career. When barriers such as this deny the opportunity to successfully participate in the USAR, officers are encouraged to seek qualification and utilization in another FA. RC qualification standards will mirror those of the Active Army whenever possible. They are as follows:

(1) *Lieutenant.* N/A.

(2) *Captain.* There are limited requirements for RC FA 52 captains and these are considered entry level. Nuclear and Counterproliferation FA experience as a captain is not a requirement for promotion to major, but would enhance selection to the operations support functional group. RC officer do not currently undergo FD and are designated into FA 52 after successful completion of the FA 52 qualification course.

(3) *Major.* Currently, RC Majors are not functional designated, but may serve in any specialty for which they have

the requisite background and/or experience. FA 52 major positions can be found in TPU, IMA, and AGR programs. All RC FA 52 officers should complete 50 percent of CGSC. RC FA 52 officers should attend the Nuclear and Counterproliferation Officer (FA 52) Course (NCP52) during their first year of assignment to a FA 52 entry level position.

(4) *Lieutenant colonel.* RC FA 52 lieutenant colonels should complete CGSC within 3 years of promotion to lieutenant colonel. FA 52 positions can be found in TPU and IMA programs, with positions in the AGR program anticipated.

(5) *Colonel.* All Nuclear and Counterproliferation officers selected for colonel should apply for SSC (non-resident) Corresponding Studies Course if not selected for the resident course. Currently, because there are only RC FA 52 colonel positions in the IMA program, officers selected for colonel can expect to serve primarily in branch immaterial positions.

(6) *Life cycle development model.* The RC life cycle development model for FA 52 officers is shown at figure 30–2, below, for USAR AGR officers, ANG M–Day officers, and USAR TPU/IMA officers.

(7) *Civilian acquired skills.* Many RC officers are qualified to serve in FA 52 based upon their civilian education and civilian job experience. RC individuals with educational backgrounds in physics or nuclear engineering or work experience in the nuclear weapons, nuclear power, emergency response, or related areas are strongly encouraged to apply for FA 52.

Figure 30–2. FA 52 RC Developmental Model

Chapter 31
Force Management Functional Area

31–1. Unique features of the Force Management functional area

a. Purpose of the the Force Management FA. Force Management is a critical operating function for the Army. The Force Management FA provides distinctively skilled officers who are primarily integrators for requirements determination, combat development, organizational development and documentation, program development and funding, and materiel solutions development and fielding at operational and strategic levels of the Army and Joint forces. Force Management officers are trained, educated, and qualified in critical aspects of the force management process to ensure that forces are shaped and provided with the capabilities necessary to support the missions of geographic combatant commands.

b. Unique functions. Force Management officers (FA 50s) are experienced in managing the organizational and materiel changes that are fundamental to an evolving modular Army. These officers are critical to accomplishing the Army's Title 10 responsibilities of organizing, manning, training, equipping, and supporting land combat forces. FA 50s are highly educated, trusted advisors at all levels who serve as the SMEs on the technical processes of force management. Force Management officers are experts at force development; the process which involves determining warfighting requirements, designing operational and institutional force structure, identifying, and allocating authorized resources, and analyzing second and third order effects of changes to requirements, structure, and resources. FA 50s at division, corps, ACOMs, and ASCCs provide the warfighting command the flexibility to adapt to unforeseen organizational and materiel challenges. The Force Management officer is also an expert at force integration; the process that manages the integration and synchronization of Army requirements across most of the Doctrine, organizations, training, materiel, leader development and education, personnel, and facilities (DOTMLPF) domains. FA 50 proponency falls within the operations support functional category within OPMS.

c. Work in the Force Management FA. Force management is demanding, challenging, and rewarding, providing officers the opportunity to directly affect development of the Army of the future. A Force Management officer is involved in—

(1) Designing organizations to support Army and Joint warfighting concepts and doctrine.

(2) Supporting the development of tables of organization and equipment (TOE), Basis-of-Issue Plans (BOIP), and Manpower Requirements Criteria (MARC).

(3) Determining the structure and composition of Army operating and generating forces through the Total Army Analysis (TAA) Process.

(4) Determining manpower and equipment allocations for the planned, programmed and budgeted forces and related organizations and equipment within the Planning, Programming, Budgeting, and Execution (PPBE) System.

(5) Developing, allocating, synchronizing documentation and executing organizational authorizations (Modified TOEs, (MTOEs)) and tables of distribution and allowances (TDAs)); conducting affordability, supportability, and executability assessments; and monitoring and adjusting execution of programs through concept plan and command plan processes.

(6) Coordinating activation/inactivation/reorganization of units, processing and analysis of operational needs statements (ONS), and fielding of new equipment and systems.

(7) Analyzing cost effectiveness of personnel and materiel solutions.

(8) Analyzing and developing requirements for training programs, training devices, and simulations in support of new systems.

(9) Determining cost effectiveness and risk mitigation factors associated with establishing the Army's program objective memorandum (POM).

31–2. Officer characteristics required

The Force Management FA requires officers who are skilled in leadership at all levels; who understand military operations; who possess strong Army Values, leader attributes and skills; and who fully understand the key leadership actions that must be taken to adapt the Army as change occurs. Force Management officers also have the technical aptitude necessary to grasp complex, abstract ideas.

a. Required skills. Force Management officers at all levels must be able to—

(1) Operate routinely in high level staff assignments where guidance may be minimal and close interaction with senior level decisionmakers is frequent.

(2) Express their ideas clearly, concisely, and accurately in both oral and written communication.

(3) Thoroughly develop issues and clearly articulate recommendations and their potential second and third order effects to senior level decisionmakers.

(4) Reduce raw data for effective use by senior level decisionmakers.

(5) Organize, integrate, and lead work groups of military and civilian specialists to solve specific force management problems.

(6) Conduct innovative research on evolving force management processes or developmental Army systems or capabilities.

b. Specialized knowledge. Force Management officers require specialized detailed knowledge of Army organization, structure, and doctrine to be SMEs in managing organizational and materiel change. Force Management officers must:

(1) Possess a thorough understanding of Army force management processes, gained through specialized education and training courses and through repeated duty assignments at operational and strategic levels of command.

(2) Understand the organization of the Army, ARNG and USAR, their Title 10 USC (Armed Forces) and Title 32 USC (Army National Guard) responsibilities, and the missions, roles, and functions of their major commands.

(3) Understand, in broad terms, the organization of the DOD; the principal strategic planning documents (National Military Strategy (NMS), National Defense Strategy (NDS), National Security Strategy (NSS), Defense Planning Guidance (DPG), and the formal and informal procedures and processes for resourcing the DOD and the Services.

(4) Understand Joint warfighting concepts and the integration of Joint and Service systems (planning and resourcing) at the strategic, operational, and tactical levels.

(5) Understand both formal and informal systems of the U.S. Government, interagency processes, Joint Strategic Planning System (JSPS), and PPBE.

(6) Understand how national issues, including political, military, economic, social, inter-Governmental, and international/multinational challenges affect Army and Joint force management.

31–3. Critical officer development and assignments

a. General. Force Management officers possess significant skills in organizing, equipping, and resourcing the Army and are the creative managers of change for the Army and within DOD. Officers at the grade of O3 or higher who are interested in the Force Management FA or who will be required to serve in positions coded for SI 3R should complete initial force management training prior to performing duties in any position coded for SI 3R. This training is open to any officer and can be completed regardless of the officer's rank. Attending the 4-week Advanced Force Management Course (AFMC) at the Army Force Management School (AFMS) at Fort Belvoir, VA, results in award of the SI 3R (Force Management) indicating familiarity with force management processes. Officers selected for Functional Designation into FA 50 will attend this AFMC training together with the follow-on FA 50 Qualification Course (QC) to designate them as FA 50 officers. Ideally, the Force Management officer will begin his/her FA career at HQDA level to ensure a solid grounding in DA force management processes and to enhance future utility when assigned to units at operational Army level. Following initial assignment, the Force Management officer must seek to broaden and hone his/her skills, knowledge, and experiences at every grade. Force Management officers will increase their expertise and broaden their skill sets by seeking subsequent assignments that alternate between organizational and materiel orientation and cross echelons between ARSTAF, ACOM, operational units (ASCC, corps, division), and Joint levels as they progress through their careers.

b. FA qualification and development. All officers functionally designated into FA 50 attend the 4-week AFMC. Officers in YG 92 and earlier are considered qualified if they have completed the 4-week AFMC. Officers in later year YGs must complete the follow-on FA 50 QC (implemented in 2005) to complete their qualification in the FA. The FA 50 QC provides an understanding of the logical flow of operational concepts, requirements determination, capabilities-based assessments, organizational design and documentation, equipment and manpower resourcing, and materiel acquisition and fielding. The QC blends the principles of Army force management with liberal practical exercises on the component systems of force management as it builds on the AFMC foundation throughout the 10 week curriculum. Taken together, the ILE core course, the AFMC, and the FA 50 QC will provide the officer the required training and education for intermediate career education requirements and JPME 1 qualification. Following this qualification, officers may complete a brief but focused assignment oriented curriculum to prepare them with the skills specific to their first assignment in force management. Additionally, opportunities outside the typical FA professional development path do exist for some officers. Pursuing an advanced degree (see table 31–3, below) is highly recommended and very desirable anytime in a Force Management officer's career. Officers may apply for the SAMS at Fort Leavenworth, KS. Interested officers should submit requests for attendance and exception to policy to their branch manager and the FA 50 proponency office. Force Managers at the lieutenant colonel rank that are competitive for selection for SSC should consider ranking the Industrial College of the Armed Forces (ICAF) the top consideration for slating. Force managers should actively pursue TDY opportunities in order to increase their operational exposure in major theaters and JIIM experience as well. JIIM is an evolving set of opportunities. Officers should ensure that experiences outside traditional branch or FA positions, even for short periods, should be documented by supervisors in performance evaluations. Future revisions to this manual will contain more specific guidance on tracking and crediting JIIM type exposure or experience.

(1) *Captain.*

(a) Qualification. There are currently no FA requirements for captains; however, captains have the opportunity to

attend the initial SI 3R producing force management training (AFMC) and serve in 3R-coded positions once they have completed any basic branch requirements and required schooling.

(b) Development. Officers indicate their preferences for FD at their 7th YOS or prior to the Major Selection Board. Generally, officers who are designated FA 50 will be eligible for a force management assignment after they have met all the basic branch requirements as a captain and completed the ILE and JPME 1 qualification training. Captains desiring to serve in a force management assignment should work directly with the AHRC FA 50 assignment officer concerning options for their last company grade assignment prior to consideration for promotion to major. This will allow sufficient time to coordinate the scheduling of initial force management training and a follow-on force management assignment to an authorized billet. Although no requirements for FA qualification exist at the rank of captain, training and experience in operational assignments provide the officer with a solid foundation for force management work. Additionally, a 3R-coded assignment as a captain may enhance the officer's chances of functional designation into the Force Management FA. FD occurs normally at the 7th YOS, but not later than selection for promotion to major. Officers who are designated to come to FA 50 in the FD process may serve in Force Management assignments for the remainder of their careers.

Table 31–1
Undergraduate disciplines that support FA 50 designation

Degree code	Degree
BAL	ORSA (Business)
BAN	Computer Science Management Business
BAX	Business Administration
BBK	Industrial Management
BBR	Systems Management
BBQ	Procurement/Acquisition Management
BDH	Business Management
BCX	Business Economics
BXX	Business
CHE	Communications
CUE	Computer Science
CUX	Systems Engineering
CYA	Human Factors Engineering
EDX	Economics
YYY	No Major (USMA)

(2) *Major.*

(a) Qualification. In order to be well qualified at the rank of major an officer must complete the following requirements:

1. Complete ILE curriculum.

2. Complete the FA 50 QC.

3. Serve successfully in a FA 50 major authorized KD or developmental position. The above criteria combined with time in grade make the officer eligible for consideration for promotion to lieutenant colonel. FA 50 majors serve primarily as a force management specialist or as individual action officers with specific focus in force management areas of responsibility. Officers should seek force management assignments that provide additional breadth to their experiences and skill sets, and should strive to serve in positions that exercise force development or force integration processes at several levels. Majors, as a minimum, should successfully serve in one or more of the following 6 KD positions:

a. Requirements synchronization officer, at the Army G3.

b. Force management officer, at ACOM / ASCC or the Army G3.

c. Force modernization officer, at Division, Corps, or ACOM/ASCC.

d. System synchronization officer, at the Army G8.

e. Joint force manager, at Joint staff J8 or at the Army G8.

f. Force Management Program analyst, at the Army G8.

4. Serve successfully in one of these 4 developmental positions:

a. Force structure officer, at ACOM / ASCC, or Army G3.

b. Force structure analyst at ACOM or Army G8.

c. Force design officer at ACOM.

d. Combat developer at ACOM.

(b) Utilization. Force Management majors can expect utilization at either HQDA or at the operational level (division, corps, and ASCC). Some majors could be utilized as force managers at ACOM level headquarters. Majors should work toward the completion of a master's degree in a primary or associated discipline (see tables 31–2 and 31–3, below) either through fully-funded programs or on their own initiative.

(3) *Lieutenant colonel.*

(a) Qualification. In order to be well qualified at the rank of lieutenant colonel, an officer should complete the following requirements:

1. Complete the FA qualifications for major.

2. Serve successfully in a FA 50 lieutenant colonel authorized key developmental or developmental position. The above criteria combined with time in grade qualify the officer for consideration for promotion to colonel. FA 50 lieutenant colonels are generally assigned to supervisory positions or to positions on senior level staffs. Lieutenant colonels are expected to understand the programmatic underpinnings of requirement determination, materiel solutions, force design, and resource programming and funding. They guide and review the force management work of subordinates and apply analytical assessment techniques to a wide range of military force management and managerial issues. Force Management lieutenant colonels should successfully serve in one or more of the following 6 KD positions:

a. Deputy division chief at the Army G3.

b. Branch or team chief at ACOM, the Army G3 or G8.

c. Force integration officer at corps, ACOM or the Army G3.

d. Force developer at corps or ACOM.

e. Requirement synchronization officer/system synchronization officer at the Army G3 and G8.

f. Joint force manager at Joint staff or the Army G8.

3. Serve successfully in one of these 3 developmental positions:

a. Force manager at ACOM or the Army G3.

b. Force analysis manager at ACOM, Army G3 or G8.

c. Command manager at the Army G3.

(b) Utilization. Force Management lieutenant colonels can expect utilization at either HQDA, ACOM, or at the operational level (division, corps, ASCC) and should aggressively seek different types of jobs within Force Management authorizations and structure to broaden their force management experience. Additionally, it is in the best interest of the officer to work in FA 50 authorized positions that increase their experiences in leadership. It is highly recommended that lieutenant colonels complete a master's degree program in a primary or associated discipline (refer to tables 31–2 and 31–3, below). Assignments outside of the FA do exist and the opportunities to compete for nominative assignments are available to the Force Management officer.

Table 31–2
Primary Force Management graduate degree disciplines

Degree code	Degree
BAN	Automated Data Processing Systems (Business)
BAX	Business Administration
BBR	Systems Management
BCC	Administration
CYX	Industrial Engineering
ENW	Public Policy Administration

Table 31–3
Associated Force Management graduate degree program

Degree code	Degree
BBP	Procurement and Contract Management
BCX	Business Economics
BMS	Masters of Advanced Military Studies
BPT	Manpower Personnel and Training Analysis
CHJ	Command, Control, and Communications

(4) *Colonel.* As senior force managers, colonels serve in assignments that require both technical force management and managerial skills. They should be able to oversee and direct diverse force management efforts and analytical studies in order to determine the best feasible force management solution. All FA 50 coded colonel billets are critical assignments and will require a trained force management officer to fill the authorization. Colonels should have a broad background in analytical processes, and possess the following qualifications:

(a) Joint qualified (3A or 3L).

(b) SSC graduate.

(c) Serve successfully in a FA 50 colonel FA authorized position. These required educational and duty assignment milestones qualify the officer for consideration for promotion to brigadier general.

c. FA generalist assignments. Assignments outside of the functional category do exist and the opportunities to compete for nominative assignments are available to the Force Management officer. However, the intent of the Army is to utilize its senior level force managers in positions that make the best use of their force management experience.

d. Joint assignments. FA 50 FA positions exist on the JDAL for major and above. Joint experience, while highly encouraged, is not required for an FA 50 officer to be promoted to colonel. Officers seeking assignment opportunities within the JCS or OSD should first successfully complete at least one Army Force Management assignment, preferably at the DA or ACOM staff level.

e. ACS. FA 50 majors and lieutenant colonels can compete for a fully-funded Masters in Business Administration or System Engineering with a concentration in Force Management once they are FA qualified. FA 50 sends selected officers to attend a 16 month curriculum at George Mason University in Fairfax, Virginia or the Naval Postgraduate School at Monterey, California. The curriculum year begins in August and ends in December of the following year. Officers assessed into the ACS program will incur a three-year commitment upon completion of the degree studies. To compete for the ACS program, the officer must meet the minimum standards outlined in AR 621–1. Interested officers are asked to contact the FA 50 branch manager at AHRC no later than 31 May of the current year to ensure timely preparation of their ACS packets.

f. Fellowships. FA 50 majors and lieutenant colonels can compete for a RAND Arroyo Center Fellowship. RAND is a Federally Funded Research and Development Center (FFRDC) with its headquarters in Santa Monica, California. FA 50 sends one officer a year to serve a 12-month tour with RAND Arroyo Center in Alexandria, Virginia. The fellowship offers the officer the opportunity to conduct in-depth research and analysis on critical force management issues at the DA and DOD levels, as well as to become a published author as a part of this fellowship. Interested officers undergo a rigorous interview and selection process to ensure that the best qualified officer represents the force management community. Upon successful completion of the one-year tour, the officer incurs a three-year commitment. Officers interested in competing for this Fellowship must meet the requirements outlined in AR 621–7. Interested officers and should contact the FA 50 branch manager at AHRC no later than 31 May of the current year to ensure timely preparation of their fellowship packets. It will be advantageous for officers to complete a master's degree in a primary or associate discipline (see tables 31–2 and 31–3, above) prior to competing for the RAND Fellowship. Further information on fellowships may be obtained by contacting the FA 50 personnel proponency office.

31–4. Assignment preferences and precedence

The professional development of a Force Management officer requires that the officer be exposed to a variety of force management related work. The fundamentals of force management procedures and processes do not change rapidly over time, but their application varies to meet the needs of contemporary operating environments. After receiving their initial training, FA 50 officers should seek various types of force management assignments in different types of organizations to foster their professional development and to broaden and hone the critical skills necessary for success at senior levels.

a. Preferences. Force Management officers manage and lead change; they become an invaluable tool for the commander from requirements determination to organizational and materiel solutions. The goal of the FA is to produce officers skilled in the technical processes of force management, but retaining their broad understanding of the operational Army. The Force Management officer is capable of managing the processes of requirements determination,

organizational development and documentation, fielding and integration of new equipment and systems, and integrating these processes to facilitate Army evolution. Officers should also develop skill at quantitative and qualitative analysis throughout their careers. Assignments in the FA provide the officer exposure to a number of organizations that require force management skills and attributes so that the officer develops a fuller understanding of the application of force management techniques throughout the military.

b. Precedence. The sequencing of assignments within the FA is flexible; although, in some instances, precedence for assignments exists. Officers who have not yet met KD or developmental requirements at their respective rank may be given the precedence for assignment to FA 50 authorized positions. An officer's first field grade assignment is in a FA 50 authorized coded developmental position, and officers can expect subsequent FA 50 assignments throughout the Army and Joint staffs.

31–5. Duration of critical officer life cycle assignments

Officers assigned to the FA 50 FA will normally spend 24 to 36 months in a specific position. An officer may spend a longer period assigned to a geographical area where there is a high concentration of billets such as the National Capital Region. Force Management officers should seek to diversify the types of jobs they fill if the tour length in a particular area exceeds three years in order to broaden the scope, skill set, and experiences obtained through repetitive assignments. OCONUS locations will continue to require specific tour lengths.

a. Key Force Management developmental positions. A field grade officer is expected to perform successfully in a specific FA 50 position to be considered properly experienced in a particular facet of force management. Officers are encouraged to broaden their individual and professional skills by seeking alternating assignments in positions that vary both in type and echelon of major headquarters and achieve a balance between strategic and operational levels. However, it's important to understand that the value of an assignment is tied more closely to the skills and experience gained at each rank versus the specific position an officer holds.

b. Force Management FA life cycle. Figure 31–1, below, depicts a Force Management FA life cycle and the range of developmental assignments within the FA.

Figure 31–1. FA 50 Active Army Developmental Model

31–6. Requirements, authorizations, and inventory

a. Goal. The FA 50 goal is to have a field grade officer mix of Force Management authorizations that provide challenging assignments for professional development while maintaining an inventory of officers that enables each Force Management officer to be competitive for promotion at rates that meet or exceed Army averages.

b. OPMS re-design and evolution. The number of FA 50 authorizations, by grade, will vary as force structure decisions are made and actions to implement them are taken. Officers desiring more information on current authorizations or inventory should contact either the FA 50 proponency office or the FA 50 assignments officer at AHRC.

31–7. Key officer life cycle initiatives for Force Management officers

a. Structure. Officers serve primarily on Army, Joint, or DOD staffs and in their field operating activities, in dedicated organizations (for example, Force Design Directorate, TRADOC combat developments, and so on). Force Management officers have an equally important role as part of the warfighting team within the ASCC, corps, and division levels serving as the primary advisor to the commander on issues relating to force management, structure, and synchronizing requirements with solutions.

b. Acquire. There are two points in an officer's career when the officer may acquire the FA 50 designation. The first is a result of the FDB that may come as late as the officer's selection for promotion to major. The second is later in the officer's career pattern depending on their performance of duty. The criteria for selecting an officer during the FD process includes needs of the Army, officer preference, commander's input (OER), undergraduate degree, and graduate

degree. Prior training and experience in force management as a captain does not guarantee selection to the FA 50 FA at the time of FD, but may enhance the officer's chances of being designated into the CF.

c. Distribute. The FA 50 assignments officer within AHRC OPMD, and the FA 50 assignments officer at the Colonels Management Office (CMO), SLD Office, HQDA, both manage FA 50 officer assignments. Assignment to FA 50 authorized positions, to ACS, fellowships, or to branch/FA developmental positions depends upon the needs of the Army, officer preference, and officer competencies at the time of assignment.

d. Deploy. FA 50 officers can be deployed worldwide at any time. FA 50 officers may deploy with their units in the course of normal operations, or as individuals to support Joint and multinational operations when their special expertise is called for across the range of military operations.

e. Sustain. Officers designated into the operations support functional category compete for promotions with other operations support officers for lieutenant colonel and colonel promotions. The FA 50 assignments officers in CMD and CMO monitor the officers' careers, and the FA 50 proponency office provides the directive policies for the FA.

f. Develop. Officers develop their force management skills through a series of progressively more difficult assignments and supporting assignment oriented training that provides the officer an opportunity to apply his or her skills to a wide range of Army and DOD problems. Additional development of the officer occurs through Service in branch and FA developmental positions. In these developmental positions, officers are exposed to varied Army organizations and functions while allowing FA 50 officers the ability to hone their skills. Development also includes ACS for completion of a master's level degree and a Fellowship with RAND Arroyo Center. Officers should complete a master's degree in a primary or associate discipline (refer to tables 31–2 and 31–3) prior to consideration for the RAND Fellowship.

g. Separate. FA 50 officers separate from the Army in accordance with applicable regulatory guidance.

31–8. Reserve Component Force Management officers

a. General. RC Force Management officers in the AGR) program in an active status may serve the same role and mission as their Active Army) counterparts. Officers in a reserve status perform similar but not identical roles dependent upon the type and level of the organizations they support. The unique nature of the reserve status RC officers' roles as citizen Soldiers poses challenges for professional development. Despite these challenges, RC officers are expected to follow Active Army officer development patterns as closely as possible, with the exception that RC officers have increased windows to complete mandatory educational requirements. To meet professional development objectives, RC officers in a reserve status (ARNG and USAR) must be willing to, whenever feasible, rotate among TPUs, IRR, and IMA programs both within and outside of their respective components. AGR professional development assignments are managed separately by each component's full-time support branch. Geographical considerations, as well as the need to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions necessitate these transfers. Every attempt will be made to assign RC Force Management officers in developmental positions, but opportunities are limited. Unlike their Active Army counterparts, RC Force Management officers may have to revert to basic branch assignments to continue their reserve participation and career development. For guidance on RC officer development, see chapter 7.

b. Assignment opportunities. RC Force Management officers can expect assignment opportunities that mirror those of Active Army officers, as well as positions applicable exclusively to the RC. RC FA 50 officers serve at all levels within the DOD, and consequently must fully understand and be conversant with the roles, missions and composition of the RC as an integral component of the total Army. The success of a RC Force Management officer is not measured by length of Service in any one component or control group, but by the officer's breadth of experience, duty performance, and adherence to FA requirements. Assignments in FA 50 are available throughout the RC (AGR, TPU, and IMA).

c. Qualification and professional development. RC Force Management officers satisfy FA qualification requirements and become competitive for promotion when they attend military schools and then seek assignments in positions of increased responsibility.

(1) *Qualification.* Requirements for qualification depend upon component and status. For RC officers of the USAR in the AGR program, qualification requirements are the same as for Active Army FA 50 officers and are outlined above in paragraph 31–3*b*. For ARNG officers in a reserve status, constructive credit may be used to award the FA 50 AOC. Constructive credit consideration requirements are—

(a) Have completed the Advanced Force Management Course (4 week).

(b) Have completed the Army National Guard Force Management Course (2 week).

(c) Have accumulated two of the past five years of Force Development/Force Integration experience.

(d) Receive endorsement from the Director, Force Management (NGB–ARF) Requests for constructive credit award of FA 50 AOC can be made through NGB–ARF to the FA 50 proponent office.

(2) *Professional development.* The following standards listed below must be met in order to prepare RC officers to be considered qualified for promotion to the next higher rank unless otherwise noted (length of Service in a given position should not be narrowly construed; key is assignment diversity, level of participation, diverse experiences, and skill set and sufficient time within each assignment to develop competence; USAR AGR officers will be single tracked to the extent possible)—

(a) Captain. There are no FA requirements for captains; however, captains have the opportunity to attend the initial SI 3R producing force management training AFMC and serve in 3R-coded positions once they have completed any basic branch requirements and schooling.

(b) Major.

1. Majors will successfully complete the CCC and common core ILE course,

2. Serve successfully in a 50A coded position, with optimally qualified officers serving for 24 or more months in such a position.

3. Complete the four-week AFMC. Further professional development opportunities include the 14-week FA 50 QC and ACS/TWI fellowships.

4. FA 50 coded positions at the U.S. Army Reserve Command are considered equivalent to battalion executive officer or battalion S3 positions within a basic branch.

(c) Lieutenant colonel.

1. Successfully complete common core ILE course and the AFMC.

2. Serve a successfully in a lieutenant colonel grade level Force Management position. Optimally qualified officers will have 36 months in a coded 50A position of which 12 months should be in an O5 position. KD positions are those at HQDA, OCAR, Joint staff, or USARC Staff. Civilian Force Management Service such as time spent as a career program (CP) 26 series, Manpower and Force Management, employee will be taken into consideration. Civilian Force Management Service must be annotated on the biography submitted to promotion boards.

(d) Colonel.

1. Successfully complete ILE and the AFMC.

2. Serve successfully in at least one 50A coded position. Optimally qualified officers will have served 48 months in 50A positions of which they should serve 12 months in an O5 50A position and 12 months in an O6 50A position. As senior force managers, colonels serve in assignments that require both technical Force Management and managerial skills. They should be able to oversee and direct diverse force management efforts. They should pursue an advanced civilian degree, completion of resident SSC, and potential senior level fellowships.

3. Certain jobs in for Army Reserve AGR officers are critical for career progression. At the O4 level, OCAR organizational integrator is considered the equivalent of battalion XO or battalion S3 positions. At the O5 level, division chief, branch chief, or deputy director of force programs are considered battalion command equivalent positions. At the O6 level, the director of force programs is considered a brigade command equivalent position.

d. Life cycle development model. The RC life cycle development model for FA 50 officers is shown at figure 31–2, below.

e. Civilian acquired skills. Many RC officers are qualified force management officers in their civilian profession, yet they don't possess FA 50 qualifications. These officers are strongly encouraged to apply for FA 50. The FA 50 proponency office through AHRC–St. Louis will be the approval authority for all requests. Civilian Force Management assignments will be considered as developmental equivalents when qualifying these officers for positions of increased responsibility.

f. RC training participation and credit. See chapter 7.

Figure 31–2. FA 50 RC Developmental Model

Chapter 32
Operations Research/Systems Analysis Functional Area 49

32–1. Unique features of the Operations Research/Systems Analysis functional area

a. Purpose. The Operations Reserach/Systems Analysis (ORSA) FA provides uniquely skilled officers-problem solvers-who produce the analysis and logical reasoning necessary to inform and underpin critical decisions by leaders and managers at all levels of the DOD. These officers recommend potential solutions for complex strategic, operational, tactical, and business issues. ORSAs are an integral part of the Army and Joint leaderships' decisionmaking processes to organize, man, train, equip, sustain, and resource transformation from the current to the future force and conduct analysis in support of the GWOT and other war fighting operations.

b. FA 49 is managed within the operations support functional category. The FA 49 proponent office resides in the Program Analysis and Evaluation Directorate, Office of the Deputy Chief of Staff, G–8, HQDA.

c. Functions. The FA 49 officer uses analytic methods and mathematically based procedures to enable leadership decisions in a constantly changing global environment. ORSAs introduce quantitative and qualitative analysis to the military's decisionmaking processes by developing and applying probability models, statistical inference, simulations, optimization, and economic models. The ORSA FA encompasses diverse disciplines that include personnel management, doctrine and force development, training management, system testing, system acquisition, decision analysis, and resource management, as well as tactical, operational, and strategic planning from division through combatant command and from ACOM/ASCC/DRU through the highest levels of the DOD.

d. Unique features of ORSA work. The FA 49 officer integrates military knowledge and experience with the scientific and managerial fields. They serve as SMEs in designing forces, allocating resources, analyzing effects, performing course of action and trade-off analysis, and they effectively communicate potential solutions to complex problems to decisionmakers. The ORSA officer will typically serve in one of several general assignments as—

(1) An analyst on an Army, Joint, or Defense agency staff.

(2) An analyst in an organization whose principal mission is to provide analysis that supports the organizing, equipping, manning, training and operations of military forces. Such organizations include Center for Army Analysis (CAA), TRADOC Analysis Center (TRAC), the Army Test and Evaluation Command (ATEC), branch battle labs and combat development organizations.

(3) An instructor teaching ORSA and/or mathematics courses at the U.S. Military Academy (USMA), Army Logistics Management College (ALMC), Naval Postgraduate School (NPS), or Air Force Institute of Technology (AFIT).

(4) A combat analyst on a division, corps, ASCCs, or equivalent Joint headquarters staff.

32–2. Officer characteristics required

The ORSA FA requires officers with the potential to lead at all levels, who understand military operations, and who possess strong Army Values, a Warrior Ethos, and leader attributes and skills described in FM 6–22. The ORSA FA also requires officers who have the technical aptitude necessary to grasp complex, abstract ideas.

a. Unique skills. An FA 49 officer must be able to—

(1) Formulate solutions to complex problems and design research and study approaches whose conclusions affect positive change.

(2) Apply technical analytic skills to military issues.

(3) Infer causal relationships from observed events.

(4) Conduct and supervise quantitative and qualitative analyses.

(5) Communicate complex ideas, analysis, and recommendations to decisionmakers at all levels in terms appropriate to the audience.

(6) Organize workload, assign tasks, and lead and mentor civilian and military subordinates.

(7) Plan, evaluate, coordinate, and integrate actions with other staff elements and functions.

(8) Conduct research to acquire sufficient knowledge of new or unfamiliar processes or systems requiring assessment.

(9) Develop tools and processes that focus on planning, executing, and assessing military operations for the effects produced to achieve objectives.

(10) Assist staff and commands at all levels in the development of metrics and in conducting assessments to ensure they are "effectiveness" and "performance" based.

b. Unique knowledge. The ORSA field requires the application of quantitative and qualitative methods to a wide variety of military problems. Therefore, an ORSA officer should strive to—

(1) Understand military strategy and operations, program costing, force structure, combat developments, requirements analysis, human resource management, system testing evaluation, modeling, simulation, economics, political military integration, and wargaming.

(2) Understand the applications of the principles of scientific inquiry, mathematical models, and analytical software programs.

(3) Keep pace with technology and methodology developments in the operations research field.

c. Unique attributes. FA 49 officers bring scientific approaches to solving complex military problems. An FA 49 officer should strive to—

(1) Attain operational experience to complement analytical skills in order to understand the military context of the analysis.

(2) Work and excel at quick-turn analyses in dynamic high-tempo environments, as well as thorough long-term studies.

(3) Communicate and defend analytic work and results in technical and non-technical terms at all levels of interest, from peers to senior officers and officials.

(4) Identify, understand, and solve complex problems.

(5) Work as part of a team with other members who may or may not be analysts.

(6) Be mathematically oriented and possess an inquiring mind.

(7) Assist decisionmakers to validate assumptions.

(8) Filter and present data in intuitive and meaningful forms.

d. Officer developmental assignments.

(1) *FA qualification.* Generally, ORSA officers complete initial FA 49 qualification training prior to performing duties in a FA 49-coded position. This training is completed regardless of the officer's rank. Credit for initial FA 49 qualification training can be obtained by one of the following two means:

(2) *ORSA Military Applications Course (ORSA–MAC).* This two-phase course is a 14-week intense immersion into the basics of Operations Research and Management Science offered at Fort Lee, Virginia through the Army Logistic Management College (ALMC). Officers will generally attend this course while PCS in route to an initial FA 49 assignment.

(3) *ACS.* Officers may also receive credit for initial FA 49 qualification training via ACS by completing a master's-level graduate degree in a primary or associated discipline listed in tables 32–2 and 32–3, below. Since advanced education is a hallmark or the ORSA CF, all FA 49 officers may compete to attend ACS. Those who have completed ORSA–MAC are not restricted from applying.

e. Additional FA development. ORSAs are expected to continue their education beyond the initial ORSA–MAC and/or ACS qualification. This can be done through participation in additional advanced civilian education, Army funded programs, professional societies and fellowships. Some examples of Army funded programs are the ORSA Technologies and Applications Course and other continuing education programs, offered by the ALMC Systems Engineering Department. Professional societies include, but are not limited to, the Military Operations Research Society (MORS), Army Operations Research Society (AORS), and the Institute for Operations Research and the Management Sciences (INFORMS). Each of these societies holds recurring symposia that provide opportunities to share studies and analyses within the ORSA community. Fellowships such as the RAND Arroyo Center Fellowship offer unique opportunities for continued education.

f. Development by rank. The qualification criteria listed below are the minimum requirements for an FA 49 officer to qualify for promotion to the next higher rank.

(1) *Captain.*

(a) Key development (KD). There are no FA qualification requirements for captains; however, captains have the opportunity to attend initial FA 49 qualification training and serve in FA 49-coded positions.

(b) Other development. At their 7th year of Service (YOS), officers are offered the opportunity to select a preference to a FDB. AHRC selects officers to serve in FA 49 assignments based on individual preference, needs of the Army, and undergraduate degree discipline (see table 32–1, below). Generally, captains will be eligible for an ORSA assignment after they successfully complete assignments designed to gain the requisite skills and experiences required by their basic branch. Captains desiring to serve in an ORSA assignment should contact the AHRC FA 49 assignment officer as soon as possible after establishing their preference to allow sufficient time to coordinate initial FA 49 FA qualification training and a follow-on FA 49 assignment. ORSA captains normally serve as members of analytical study teams or as ORSA staff officers, where they apply the skills gained through initial training. Officers functionally designated FA 49 will serve primarily as ORSAs in subsequent assignments.

(2) *Major.*

(a) KD. An officer must complete ILE requirements to be qualified at the rank of major. Additionally, the officer must successfully serve in a FA 49-coded position optimally for two years. As an exception, an officer who completes a master's level graduate degree in a primary or associated discipline as listed in tables 32–2 and 32–3, below, must serve at least one year in a FA 49-coded position to be qualified as a major. Officers in cohort year groups affected by full implementation of universal ILE (1994 and later) are required to complete the FA 49 QC and the ILE common core course to successfully complete ILE requirements. The FA 49 QC is designed to prepare field grade officers to serve successfully in FA 49 positions through the rank of lieutenant colonel as senior analysts on Army and Joint staffs.

(b) Other development. All FA 49-coded positions are considered FA qualifying. Officers should seek assignments that provide additional breadth to their FA 49 experience. FA 49 majors serve primarily as ORSA analysts on study teams or as individual action officers with specific analytical areas of responsibility. Assignments to combatant commands, Joint task forces, division, corps, or Army Headquarters, other operational-level staff positions and JIIM environments are encouraged. Majors should continue their professional development through continuing education and self-development with the ultimate goal of completing a master's level graduate degree in a primary or associated discipline (see tables 32–2 and 32–3, below). Officers are encouraged to apply for the School of Advanced Military Studies (SAMS).

(3) *Lieutenant colonel.*

(a) KD. An officer who has a total of 5 years field grade experience in FA 49-coded positions is considered fully developed at the rank of lieutenant colonel.

(b) Other development. All FA 49-coded lieutenant colonel positions are FA qualifying. FA 49 lieutenant colonels are generally assigned to supervisory positions or to positions on senior level staffs. Lieutenant colonels are expected to develop analytic requirements, design studies and establish appropriate methodologies, guide and review the analytic work of subordinates, and apply ORSA techniques to a wide range of military and managerial issues. Some ORSA lieutenant colonels fill branch/FA generalist authorizations. FA 49 lieutenant colonels should seek a broad range of experiences to provide breadth to their professional competence, including department-level, Joint staff, corps, or ASCC, other operational level staff positions, and JIIM environments. It is highly recommended that lieutenant colonels complete a master's degree program in a primary or associated discipline (see tables 32–2 and 32–3, below).

(4) *Colonel.* As senior analysts, colonels serve in assignments that require both technical ORSA and senior

leadership skills. They must be able to oversee and direct diverse studies and analytical efforts. To be developed at the grade of colonel an officer must—

(a) Have completed all requirements for FA qualification at the Lieutenant Colonel level.

(b) Have been trained as an ORSA via ORSA–MAC or ACS and earned a master's level degree in an OR discipline listed in tables 32–2 and 32–3, below.

(c) Will optimally serve for 24 months in an FA 49 colonel position. Colonels should have a broad background in analysis throughout the Army, having served in a variety of previous FA 49 field grade assignments. Their military education goal should be completion of resident SSC, the AWC Distance Education Course, or a fellowship.

g. Branch/FA generalist assignments. These billets, such as ROTC professor of military science and certain faculty and staff positions, while not identified with a specific branch or FA are important to the Army. The frequency that FA 49 officers fill branch/FA generalist positions depends on FA 49 inventory and the needs of the Army.

h. Joint assignments. ORSA FA positions exist on the Joint Duty Assignment List (JDAL) for majors and above. Joint experience, while highly encouraged and desirable, is not required for FA 49 field grade promotions. Completion of a Joint assignment and JPME (Phases I and II) is mandated by law for selection to O–7. Officers seeking assignment opportunities within the Office of the Secretary of Defense or the Joint staff should first successfully complete at least one FA 49 assignment, preferably at DA or ACOM level.

i. ACS. FA 49 offers several opportunities for fully-funded ACS as described in AR 621–1. These are typically opportunities for fully-funded master's degrees. Some FA 49 officers may be selected for additional ACS to earn a doctoral degree. Those officers that do not complete a master's degree through the fully-funded ACS program are highly encouraged to seek advanced degrees through the Army's tuition assistance program or cooperative degree programs offered by some analytical organizations. Interested officers should visit the AHRC FA 49 assignment officers' Web page at https://www.hrc.army.mil/site/protect/Active/opfamis/49/current/education.htm for more information. (Note: An AKO username and password are required to access this site.)

j. Fellowships. FA 49 majors and lieutenant colonels may compete for a RAND Arroyo Center Fellowship. RAND is a Federally Funded Research and Development Corporation (FFRDC) headquartered in Santa Monica, California. The RAND fellowship is 12 months long and, upon completion, officers are usually assigned to HQDA, the Joint staff, or OSD. The RAND fellowship invokes a 3-year ADSO. Interested officers should contact the FA 49 AHRC assignment officer for more information. All applicants must meet the minimum requirements specified in AR 621–7.

Table 32–1
Undergraduate disciplines which support FA 49 designation

Degree code	Degree[2]
BAL	ORSA (Business)
BAN[1]	Computer Science Management
BAX[1]	Business Administration
BBK[1]	Industrial Management
BBR[1]	Systems Management
BCX[1]	Business Economics
BXX[1]	Business, General
CCF	Engineering, Structural
CCG	Civil Engineering (Structural Dynamics)
CCN	Engineering, Space Facilities
CCX	Civil Engineering
CFA	Aerospace Engineering (Space Travel)
CFB	Physics, Space
CFC	Space Systems Engineering
CFD	Space Systems Operations
CFX	Engineering, Aeronautical
CGA	Production Design Engineering
CGX	Engineering Administration
CHA	Engineering, Electronic

Table 32–1
Undergraduate disciplines which support FA 49 designation—Continued

Degree code	Degree[2]
CHB	Engineering, Radio
CHE	Communications (Engineering)
CHJ	Joint Command, Control, and Communications (Engineering)
CHX	Engineering, Electrical
CKB	Engineering, Ordnance
CKH	Engineering, Mechanics
CKX	Mechanical Engineering
CLD	Civil Engineering (Construction)
CLF	Engineering, Nuclear
CLX	Civil Engineering, Nuclear
CSX	Engineering, Physics
CUA	Computer Science (Engineering)
CUC	ORSA (Engineering)
CUD	Computer Engineering (Artificial Intelligence)
CUE	Computer Science
CUG	Software Engineering
CUX	Systems Engineering
CXX	Engineering, General
CYA	Human Factors Engineering
CYX	Engineering, Industrial
CYY	Robotics Engineering
DBC	Astrophysics
DDE	Chemistry, Physical, General
DDX	Chemistry, General
DHA	Statistics
DHB	Mathematics, Cryptanalysis
DHC	Mathematics, Ballistics
DHD	Mathematics, Applied
DHX	Mathematics, General
DLB	Physics, Electricity/Magnetism/Electronics
DLD	Physics, Nuclear
DLE	Physics, Optics/Light
DLK	Applied Science
DLP	Aerodynamics
DLX	Physics, General
EDX	Economics
YYY	No major (USMA) (Historical reference — USMA now grants specific degrees)

Notes:
[1] May require additional mathematics before FA 49 training period.
[2] Degrees in other engineering disciplines, information systems, and IT, oceanography, geophysics, and other subjects may also support FA 49 designation. The critical factor is a curriculum that provided education in college-level mathematics or other quantitative problem solving courses that will facilitate successful FA 49 training and application.

Table 32–2
Primary ORSA graduate degree disciplines

Degree code	Degree
BAL	ORSA (Business)
CUC	ORSA (Engineering)
CYX	Engineering, Industrial
CUX	Systems Engineering
DHD	Mathematics, Applied

Table 32–3
Associated ORSA graduate degree program

Degree code	Degree
BAN	Computer Science Management
BAX	Business Administration
BBR	Systems Management
BCX	Business Economics
CCF	Engineering, Structural
CCG	Civil Engineering (Structural Dynamics)
CFX	Engineering, Aeronautical
CGA	Production Design Engineering
CHJ	Command, Control, and Communications (Engineering)
CHX	Engineering, Electrical
CKB	Engineering, Ordnance
CKH	Engineering, Mechanics
CKX	Mechanical Engineering
CLF	Engineering, Nuclear
CSX	Engineering, Physics
CUA	Computer Science (Engineering)
CUD	Computer Engineering (Artificial Intelligence)
CUE	Computer Science
DHA	Statistics
DHB	Mathematics, Cryptanalysis
DHC	Mathematics, Ballistics
DHX	Mathematics, General
DLB	Physics, Electricity/Magnetism/Electronics
DLD	Physics, Nuclear
DLP	Aerodynamics
DLX	Physics, General

Notes:
[1] Not all school degrees match these descriptions. Contact the FA 49 personnel proponent office with questions about an educational program's applicability to FA 49.

32–3. Assignment preferences and precedence

The professional development of an ORSA officer requires that the officer be exposed to a variety of ORSA-related work, preferably in a number of challenging assignments. The fundamental theories behind ORSA techniques do not change rapidly over time, but the environments and problems to which the tools are applied may vary greatly, as well as the implementation of software tools available. After initial FA 49 training, officers should seek a variety of ORSA assignments in diverse organizations to support their professional development and broaden their experience. ORSA assignments are filled to meet the critical needs of the Army. Assignment outside the FA is rare and will be addressed in a case by case basis.

a. Preferences. FA 49 has diverse opportunities that allow for numerous career development paths. The goal of FA 49 professional development is to produce operationally competent officers skilled in conducting quantitative and qualitative analysis on a wide variety of military issues. Assignments in the FA should provide the officer exposure to a number of organizations that require FA 49 skills so the officer develops a broader understanding of the application of ORSA techniques throughout the military.

b. Precedence. The sequencing of assignments within the FA is flexible, although in some instances there is assignment precedence. Officers who have not met qualifying requirements at their respective rank are given precedence for assignment to FA 49 authorized positions. An officer's first field grade assignment is generally to an FA 49 authorized position or to initial FA 49 graduate education rather than to a branch/FA generalist position. Additionally, an officer's initial assignment should be to a location with multiple ORSA positions and mentors to facilitate growth and development. Some FA 49 authorizations require advanced education. Officers assigned to these positions must complete the required education prior to their assignment. Prior to serving on the Joint staff or in OSD, officers should plan to serve in at least one FA 49 assignment, preferably at Army Staff level, on a corps or equivalent staff, or on a COCOM or JTF staff.

32–4. Duration of critical officer life cycle assignments

Most FA 49 tour lengths are 24 to 36 months. An officer may be assigned longer to a location with a large FA 49 concentration, such as the National Capital Region ORSA officers should seek assignment diversity if their tour length in a particular area exceeds 3 years. OCONUS assignments will continue to require specific tour lengths.

a. Key ORSA qualification positions. There are no specific assignments required for FA 49 qualification at any rank. The only FA qualification requirements are outlined in paragraph 32–3, above.

b. Branch/FA generalist positions. Branch/FA generalists positions within analytic or resource management organizations offer "hard skill" development. Positions in non-analytical organizations may offer more leadership development. Duty in one of these positions should augment or develop skills missing from previous assignments leading to a more broadly skilled officer.

c. ORSA FA life cycle. Figures 32–1 and 32–2, below, depict the ORSA FA life cycle with FA qualifying requirements for both active and RCs. They also identify developmental assignment examples within the FA.

Figure 32–1. FA 49 Active Army Developmental Model

32–5. Requirements, authorizations, and inventory

a. Goal. Provide a sufficient variety and number of FA 49 authorizations that provide challenging assignments and multiple career paths for professional development while maintaining an inventory that enable officers to be competitive for promotion at rates consistent with Army averages.

b. OPMS and personnel transformation. The number of FA 49 authorizations, by grade, will vary as force structure changes. Officers desiring more information on current authorizations or inventory should contact either the FA 49 personnel proponent or the FA 49 assignments officer at AHRC.

32–6. Key officer life cycle initiatives for Operations Research/Systems Analysis

a. Structure. FA 49 officers serve primarily on Army, Joint or DOD staffs and in their field operating activities, in dedicated analytical organizations, such as the Center for Army Analysis or TRADOC Analysis Center, or as instructors. Approximately 90 percent of FA 49 authorizations are in the Army generating force. The remaining FA 49 structure is in the operating force from combatant command and ACOM/ASCC/DRU-level down to division. FA 49s may deploy forward from the generating force to support employed forces or support their commanders' analysis requirements through reach-back to CONUS.

b. Acquire. There is one programmed point in an officer's career at which they may enter FA 49. Permanent entry into FA 49 is made in conjunction with a FDB held at the 7th year mark. In addition to the programmed point in a career, an officer may request a transfer to FA 49 at any time. The request for transfer is adjudicated by AHRC's internal review mechanisms and approval is based on Army needs. The criteria for selecting an officer during the FDB

process include officer preference, Army requirements, rater and senior rater OER recommendations, undergraduate degree, and graduate degree, if applicable.

c. Distribute. The Operations Support Management Division (CMD), OPMD, AHRC manages FA 49 officer assignments after functional designation. Assignments to FA 49 authorized positions or other assignments depend on the needs of the Army, officer preference, and officer qualifications at the time of assignment.

d. Deploy. ORSAs are operationally proficient officers who remain personally and professionally ready to deploy worldwide at all times. Whether assigned to the operating force or generating force, all FA 49 officers must be prepared to deploy to support missions across the full range of military operations.

e. Sustain. FA 49 officers designated into the operations support functional category compete for major, lieutenant colonel, and colonel promotions with other operations support officers. AHRC FA 49 assignment officers monitor officers' careers, and the personnel proponent provides FA policies.

f. Develop. Officers develop FA 49 skills through a series of progressively more challenging assignments and education that provide officer opportunities to apply their skills to a wide range of Army and DOD problems. Additional officer development accrues through Service in branch/FA generalist positions. In generalist positions, FA 49 officers are exposed to varied Army organizations and functions, allowing officers opportunities to apply their skills outside normal areas of application. Schools include the standard Army education opportunities, ILE, SAMS, and SSC, as well as ORSA–MAC and ACS to complete a master's or doctoral degree. Officers should complete a master's degree in either a primary or associated discipline (see tables 32–2 and 32–3, above). FA 49 majors will generally attend ILE through the 14-week common core course in residence at a CL site. After successful course completion at a CL site, officers are Intermediate Staff College (ISC) graduates. Full ILE credit is awarded when the officer has completed the FA 49 QC and ILE common core which awards ILE and JPME I. Officers in all year groups are required to complete ILE. Officers in YG 94 and later must also attend the FA 49 QC. Officers should have all phases of ILE complete prior to the lieutenant colonel board. Failure to do so will exclude them from consideration for SSC. An alternative is attendance at TASS classrooms located in CONUS and OCONUS CL sites

g. Separate. FA 49 officers separate from the Army in the same manner as other officers.

32–7. Operations Research/Systems Analysis Reserve Component officers

a. General. RC ORSA officers fulfill similar roles and missions as their Active Army counterparts. The range and scope of possible RC assignments is somewhat more limited than those found within the Active Army, due, in part, to differences in force structure and partly because there are no RC organizations comparable to the TRADOC Analysis Center or the Center for Army Analysis. Nevertheless, every attempt will be made to assign RC ORSA officers either in FA 49 or branch/FA generalist positions, given available opportunity. Unlike their Active Army counterparts, RC ORSA officers may be expected to revert to basic branch assignments to continue reserve participation and career development. For additional guidance on RC officer development, see chapter 7.

b. Assignment opportunities. RC ORSA assignments are similar to Active Army assignments with a few exceptions. Generally, USAR entry-level positions are in the accessions system area. USAR analysts have two other areas of activity in which to gain experience toward becoming a well-rounded senior analyst. The first is in resourcing and represents all assignments relevant to the PPBE process. The second is in the operations, plans, and doctrine area, which include operational deployments, COCOM and ARCOM assignments, and basic branch/branch generalist assignments relevant to strategy and doctrine development. ARNG analysts are primarily assigned to organizations in the National Capital Region and to ARNG staffs.

(1) *Captain.* USAR entry-level positions include several captain billets, most managed under the AGR program. Almost all USAR captains serve as marketing officers at USAREC brigade headquarters. They are supervised and mentored by senior civilian analysts, work alongside their Active Army peers, and complete their tours prepared for personnel, strength management, or accessions system policy assignments at USARC, USAREC, OCAR, RTD, AHRC–St. Louis, and HQDA.

(2) *Major and lieutenant colonel.* Most RC ORSA positions are field grade and are governed by the IMA and AGR programs, and most authorizations for senior majors and above are in the National Capital Region. Two ARNG ORSA majors are authorized for the division, corps, and Army Headquarters Staff.

(3) *Colonel.* There are few colonel positions and senior analysts should seek branch/FA generalist positions. Colonels should maintain broad perspectives and should seek experience throughout the analytical community.

c. Significant numbers of mobilization requirements exist for FA 49 qualified officers. AHRC–St. Louis manages pre-trained individual manpower to fill shortfalls in Active Army, USAR, and ARNG units using officers assigned to the IRR.

d. Qualification and professional development. RC ORSA officers satisfy FA qualification requirements and become competitive for promotion when they attend military schools and serve in positions of increased responsibility. The following standards must be met to be considered qualified for promotion to the next higher rank unless otherwise noted (length of Service in a given position should not be narrowly construed; key is assignment diversity, level of participation, and sufficient time within each assignment to develop competence):

(1) *Captain.*

(a) Successfully complete basic branch captain's Officer Education System (OES) courses (either Active Army or RC curriculum).

(b) Serve in at least one basic branch position for a minimum of 24 months to gain the requisite skills and experiences required by their basic branch.

(c) Complete ORSA–MAC or obtain a master's degree in a primary or associated ORSA discipline listed in tables 32–2 or 32–3, above.

(d) Serve in at least one entry level ORSA position for a minimum of 24 months.

(e) ACS is available to both captains and majors, but the Naval Postgraduate School is the only fully-funded ACS opportunity and these opportunities are limited. Officers should develop a plan to obtain a relevant master's degree.

(2) *Major.*

(a) Successfully complete at least ILE common core. Attendance of the FA 49 qualification course is highly encouraged.

(b) Serve a minimum of 24 months in at least one ORSA position. Best-qualified officers will serve 36 or more months in ORSA positions.

(c) Continue development through CEP or various civilian education venues with the ultimate goal of obtaining a master's degree in a primary or associated ORSA discipline listed in tables 32–2 or 32–3, above. A master's degree is not a requirement for promotion to lieutenant colonel, but is highly encouraged. Some assignments, including HQDA staff and OSD, may require a master's degree in an ORSA discipline.

(d) If a second ORSA assignment is not available, serve a minimum of 36 months in a branch/FA generalist or basic branch position. AGR officers will be single tracked FA 49 to the maximum extent possible.

(3) *Lieutenant colonel.*

(a) Successfully complete ILE within 3 years after promotion to lieutenant colonel.

(b) Serve a minimum of 6 years at the field grade level in an ORSA position Time spent obtaining a master's degree listed in tables 32–2 or 32–3, above, as a full time duty may be included as part of the 6-year minimum. Civilian ORSA Service such as time spent as a GS 1515 series employee will be considered towards meeting the 6-year minimum as well. Civilian ORSA Service must be annotated on the biography submitted to promotion boards.

(c) Be selected for SSC.

(4) *Colonel.*

(a) Serve in at least one ORSA position for a minimum of 24 months.

(b) As senior analysts, colonels serve in assignments that require both technical and managerial skills. They should be able to oversee and direct diverse studies and analytical efforts. Colonels should have a broad background in analysis throughout the Army, having served in a variety of different FA 49 authorizations in previous field grade assignments.

e. Life cycle development model. The RC life cycle development model for FA 49 officers is shown at figure 32–2, below.

f. Civilian acquired skills. Many RC officers possess education and/or work experience through their civilian profession comparable to that of ORSA officers but are not designated FA 49. These officers are strongly encouraged to seek FA 49 designation through AHRC–St. Louis. Civilian ORSA-related work experience will be considered for developmental equivalency when qualifying these officers for positions of increased responsibility.

g. RC training participation and credit. See chapter 7.

(1) CCC required for promotion to major.

(2) Must complete ILE common core for promotion to lieutenant colonel. LEDC counts as 50 percent completion of CGSC.

(3) ILE must be completed within 3 years after promotion to lieutenant colonel (see fig 32–2, below).

Figure 32–2. FA 49 RC Developmental Model

Chapter 33
Academy Professor, United States Military Academy

33–1. Unique features of the Academy Professor functional area

a. Unique purpose of the Academy Professor FA. The Academy Professor, United States Military Academy, FA (FA 47) is a dual FA: Professor, USMA, area of concentration (AOC) 47A and Academy Professor AOC 47* (asterisk denotes all Academy Professor AOCs). FA 47 includes committee recommended officers appointed for the purpose of leading and administering the academic programs at the United States Military Academy (USMA).

(1) *Professor, USMA (AOC 47A).* These officers serve as the senior military and academic leaders of the academic organization. They directly supervise Academy Professors (AOC 47*) and civilian professors. Title 10, United States Code (USC), governs the selection and establishment of Professors, USMA, including the Dean of the Academic Board, the Vice Dean for Education, and 22 department and deputy department heads. Professors, USMA, who are heads of departments, command (less UCMJ authority) their respective departments. The Professors, USMA, perform all duties stated in paragraph 33–1*b*, below. In addition, they provide long-term stability to the education programs at USMA to insure accreditation standards and continuity are maintained. As members of the Academic Board they advise the Superintendent on major policy changes, recommend separation of cadets, and authorize the awarding of diplomas. A 47A at the United States Military Academy who has over 36 years of Service is entitled to receive additional compensation in accordance with 10 USC. This additional pay may not be used in the computation of retired pay.

(2) *Academy Professors, (AOC 47*).* Academy Professors serve as military and academic leaders of the West Point faculty and the United States Army Preparatory School (Commandant/Dean position). Academy Professors are a critical link between the senior academic leaders and the civilian and rotating faculty and staff. Academy Professors directly lead and supervise the junior faculty and perform the general duties identified in paragraphs 33–1*b* and 33–1*c*, below.

(3) *The Superintendent, USMA.* The Superintendent, U.S. Army Military Academy, is the proponent for FA 47.

b. Unique functions performed by Academy Professor FA. USMA stabilized military faculty provides military and academic leadership to USMA's academic departments composed of stabilized military faculty, Army ,and other Service officers on a two or three year USMA assignment, and civilian faculty hired in accordance with 10 USC, and professional staff. They are highly successful and experienced military officers and are outstanding educators with doctorates (ACS) in one of the academic areas offered at USMA. Stabilized military faculty members contribute to formulation of USMA's curriculum, methods of instruction, and academic standards required for graduation; establish standards within academic departments for classroom instruction; guide and mentor faculty development, professionalism, and academic accomplishment; educate, train and inspire cadets within areas of academic expertise; provide continuity to the academic program; serve as a source of experience and academic depth to the rotating and civilian faculty; participate in USMA governance by serving on bodies such as the Academic Board, Installation Planning Board, Admissions Committee, and accreditation committees; select officers to be sponsored for graduate schooling prior to a teaching assignment at USMA; maintain academic currency by research, writing, and involvement with professional education or academic specialty organizations; maintain military professional currency in a variety of ways, including operational deployments with Army troop units and conducting outreach activities in support of the Army; contribute to cadet development by supporting athletic and extracurricular activities at USMA; and contribute to officer development by counseling and mentoring.

c. Unique features of work in the Academy Professor FA. HQDA defined the Academy Professor program to recognize the unique requirements by academic discipline. Academy Professor (AOC 47*) includes—

(1) *Academy Professor of English, USMA (AOC 47C).* Duties, functions, positions and personnel associated with English and philosophy disciplines.

(2) *Academy Professor of Electrical Engineering and Computer Science, USMA (AOC 47D).* Duties, functions, positions, and personnel associated with electrical engineering, computer engineering, computer science, computer information systems, information science, information engineering, information assurance, artificial intelligence, photonics, and related disciplines.

(3) *Academy Professor of Law USMA (AOC 47E).* Duties, functions, positions, and personnel associated with law disciplines.

(4) *Academy Professor of Systems Engineering, USMA (AOC 47F).* Duties, functions, positions, and personnel associated with systems engineering, engineering management, operations research, industrial engineering, computer sciences, and business administration disciplines.

(5) *Academy Professor of Foreign Languages, USMA (AOC 47G).* Duties, functions, positions, and personnel associated with linguistics and foreign language disciplines.

(6) *Academy Professor of Physics, USMA (AOC 47H).* Duties, functions, positions, and personnel associated with physics, nuclear engineering, and photonics disciplines.

(7) *Academy Professor of Social Sciences, USMA (AOC 47J).* Duties, functions, positions, and personnel associated with economics, business administration, public administration, political science, comparative politics, and international relations disciplines.

(8) *Academy Professor of History, USMA (AOC 47K).* Duties, functions, positions, and personnel associated with military, American, European, and international history disciplines.

(9) *Academy Professor of Behavioral Sciences and Leadership, USMA (AOC 47L).* Duties, functions, and personnel associated with sociology, psychology, human factors psychology, and education disciplines, as well as counseling, leadership, and management.

(10) *Academy Professor of Chemistry, USMA (AOC 47M).* Duties, functions, positions, and personnel associated with chemistry, chemical engineering, and the life sciences disciplines.

(11) *Academy Professor of Mathematical Sciences, USMA (AOC 47N).* Duties, functions, positions, and personnel associated with mathematics, applied mathematics, operations research, and statistics disciplines.

(12) *Academy Professor of Geography and Environmental Engineering, USMA (AOC 47P).* Duties, functions, positions, and personnel associated with environmental science and engineering; geo-spatial information systems; and geography disciplines.

(13) *Academy Professor and Associate Dean, USMA; and the Commandant/Dean of the United States Army Preparatory School (AOC 47Q).* Duties, functions, positions, and personnel associated with business, personnel administration, resource management, psychology, and computer science disciplines; and the responsibilities of the Commandant/Dean of the United States Army Preparatory School.

(14) *Academy Professor of Civil and Mechanical Engineering, USMA (AOC 47R).* Duties, functions, positions, and personnel associated with civil engineering, mechanical engineering, and aerospace engineering disciplines.

(15) *Academy Professor of Physical Education, USMA (AOC 47S).* Duties, functions, positions, and personnel associated with physical education and physical science disciplines.

(16) *Academy Professor of Leader Development and Organizational Learning (AOC 47T).* Responsible for the development and deployment of information technology systems to support the Center for Company Level Leaders (CCL) and the development of structured professional forums. This includes the planning and deployment of dynamic content Web sites and the development and implementation of a long-term CCL technology strategy. Responsible for planning, coordinating, and conducting research and development activities on organizational leadership and learning, with an emphasis on managing organizational change in dynamic, complex, and global contexts.

33–2. Officer characteristics required

Service in FA 47 requires extensive experience and sustained exemplary manner of performance; an outstanding record of academic achievement; high potential for further growth and development within the field of scholarship; successful completion of ILE (MEL 4); academic achievement including a master's degree; and potential for completion of an earned Ph.D. in an appropriate field.

a. Competencies and actions common to all. Army officers must be premier warfighters who can effectively apply the four core dimensions of leadership: values, attributes, skills, and actions. (For additional discussion of these leadership dimensions, see FM 6–22.)

b. Unique skills. FA 47 officers are required to have outstanding records of military performance and solid academic credentials. In addition, they must show evidence of, or demonstrated potential for—

(1) Superior teaching ability at the college level.

(2) Active engagement, participation, and growth in an academic discipline.

(3) Contributions to the academic growth of junior faculty.

(4) Contributions to the growth and development of cadets outside formal academic courses.

c. Unique knowledge. FA 47 officers are required to have a Ph.D. in their designated academic discipline, or to have a master's degree and be able to obtain a Ph.D. within 3 years of appointment.

d. Unique attributes. FA 47 officers must—

(1) Possess the highest standards of integrity and professional ethics.

(2) Show evidence of, or demonstrate potential for, Service to the Military Academy, Government agencies, and/or the academic discipline through participation in professional organizations and societies.

33–3. Critical officer developmental assignments

Officers must have extensive experience and sustained exemplary performance with the Army, typically reflected by basic branch or FA professional development and assignments, as well as the successful completion of ILE (MEL 4). They must also complete a Ph.D. in an appropriate discipline and have the appropriate professional experience to engage in teaching activities at the undergraduate level.

a. FA professional development.

(1) *Captain.* There are no FA 47 authorizations at the grade of captain.

(2) *Major.* There are no authorized FA 47 positions at the grade of major. However, officers selected for Academy Professor positions while in the grade of major must focus on earning a Ph.D..

(3) *Lieutenant colonel.* Lieutenant colonels are generally assigned within their respective organizations to significant academic, administrative, and leadership positions such as program directors, division chiefs, and directors of centers of excellence. Lieutenant colonels with a Ph.D. are considered eligible to compete for promotion to colonel.

(4) *Colonel.* Colonels are generally assigned within their respective organizations to significant academic, administrative, and leadership positions such as program directors, division chiefs, directors of centers of excellence, and deputy heads (in academic departments not authorized 47A deputy head positions).

b. Branch/FA generalist assignments. FA 47 officers do not serve in branch/FA generalist assignments.

c. Joint assignments. FA 47 officers do not serve in Joint assignments.

33–4. Assignment preferences and precedence

a. Preferences. FA 47 assignments are at the USMA and USMA Preparatory School.

b. Precedence. Developmental assignments will have precedence within an academic hierarchy.

33–5. Duration of critical officer life cycle assignments

Duration of stabilized faculty assignment is through mandatory retirement for Academy Professors (28 years for lieutenant colonels and 30 years for colonels) and for Professors, USMA (age 64).

33–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a faculty, sensitive to both Army needs and academic standards, which support the USMA mission to provide the Army with commissioned leaders of character.

b. OPMS implementation. Officers desiring more information on current authorizations or inventory, by grade, should contact either the FA 47 personnel proponent or the FA 47 assignment officer at AHRC.

33–7. Key officer life cycle initiatives for Academy Professor

a. Structure. FA 47 positions exist only at the United States Military Academy and United States Military Academy Preparatory School.

b. Acquire. USMA-stabilized faculty positions are normally filled through a USMA faculty search committee process. FA 47 vacancies are advertised in the Army Times newspaper (worldwide), on various computer bulletin boards, and computer Web sites to include the USMA Adjutant General homepage (http://www.usma.edu/adjutantgeneral). The advertisement will include specific criteria that an officer must meet to be considered for appointment. Applications are forwarded to a selection committee composed of both stabilized and rotating faculty members, civilian faculty and, in some cases, representatives appointed by HQDA. The committee considers all applicants; evaluating the breadth of the applicant's military experience, depth achieved in military specialties and evidence of leadership. A list of the top qualified applicants is forwarded to the Dean of the Academic Board, to the Superintendent, and to the Academic Board. The Academic Board will make a final recommendation. Professor, USMA (AOC 47A) appointments require presidential nomination and congressional approval. HQDA has approval authority for Academy Professors (AOC 47*).

c. Distribute. After designation into FA 47, officers are managed by the operations support Division, officer Personnel Management Directorate, at AHRC.

d. Deploy. FA 47 officers are stabilized and normally not considered for worldwide deployment.

e. Sustain. FA 47 officers will compete within operations support functional category for promotion to lieutenant colonel and colonel.

f. Develop. Orderly progression for USMA stabilized faculty includes completing military schooling; training with military units; completing a Ph.D. not later than 3 years following assignment to USMA faculty as an Academy Professor; teaching; developing and implementing courses, programs, and curricula; assessment; conducting research and participating in scholarly activities; and conducting outreach activities in support of the Army. Conducting research and participating in scholarly activities provide continued growth and development opportunities within the officer's selected academic discipline. Outreach activities in support of the Army provide continued military growth and professional development opportunities within the officer's selected academic discipline. FA 47 officers are not considered for selection by Army competitive boards for attendance at SSC. The Dean of the Academic Board has developed a military schooling program that provides SSC opportunities for USMA stabilized faculty. USMA stabilized faculty perform outreach Service, to include Service with Army laboratories and consultation with HQDA and DOD agencies, related to their academic and military expertise and special duty with units in the Army. USMA stabilized faculty members normally remain on the USMA faculty until retirement and follow a career pattern that is necessarily directed toward academics, teaching, and research. These activities are necessary to ensure that the stabilized faculty continues to develop mastery of their academic disciplines and possesses the latest, as well as emerging techniques and information.

g. Separate. Upon retirement, any Professor, USMA (47A) of the USMA whose grade is below brigadier general, and whose Service has been long and distinguished, may, at the discretion of the President, be retired in the grade of brigadier general. Academy Professors (FA 47*) officers will separate from the Army in the same manner as all other officers.

33–8. Academy Professor Reserve Component Officers

Academy Professor, USMA, is an Active Army FA.

Chapter 34
Simulation Operations Functional Area

34–1. Unique features of the Simulation Operations functional area

a. Unique purpose of the Simulation Operations FA. High operational tempo (OPTEMPO), Army transformation, GWOT, operational requirements, digitization, new weapon systems, and emerging threats have increased our reliance on simulations for force readiness. The Army requires a group of officers who understand the application of Battle Command, and can exploit its capability for training and military operations. Simulation Operations (FA 57) proponency falls within the operations support functional category within OPMS. The Director, Battle Command Directorate is the personnel proponent for Simulation Operations (FA 57).

b. Unique functions performed by Simulation Operations FA. Simulation Operations (FA 57) FA officers apply models and simulations to create the training environments that prepare Soldiers, leaders, and battle staffs for current and future battles. FA 57 officers plan and employ a mix of live, virtual, and constructive simulations in support of

training and military operations. FA 57 officers integrate modeling and simulation with battle command systems. Additionally, FA 57 officers assist in the development of current and future simulations and battle command systems.

c. Unique features of work in Simulation Operations FA. FA 57 officers work at all levels, and perform the following functions and tasks:

(1) Provide simulation operations support to Soldiers, leaders and battle staffs at all levels of command; Army (Active Army/RC), JIIM team.

(2) Develop doctrine, organizations, and equipment for the FA 57 mission area.

(3) Provide simulation operations support at Service schools and Combat Training Centers (CTCs).

(4) Provide subject matter expertise in the acquisition and development of models and simulations.

(5) Experts who develop, plan, coordinate, and execute exercises at all levels of command; Army, JIIM organizations.

(6) Experts in Battle Command and the integration of simulations for both training and military operations.

(7) Serve in a wide range of activities to include management of training simulation systems, simulation operations management and the application of simulation within the training exercises and military operations (TEMO).

(8) Serve as advisors to assist research, development, and acquisition (RDA), advanced concepts, and requirements (ACR) domains.

34–2. Officer characteristics required

a. General. The Simulation Operations FA requires officers with Warrior Ethos that understand Battle Command systems, military operations, and training. An FA 57 is steeped in tactics, techniques and procedures; a dynamic, competent, and multi-skilled leader who is effective in managing, leading, and changing the future training environments.

b. Competencies and actions common to all. Army officers must be warfighters who can effectively apply the four core dimensions of leadership: values, attributes, skills, and actions. (for additional discussion of these leadership dimensions, see FM 6–22) The four core leadership dimensions provide the basis for what a leader must be, know, and do. The values and attributes set the basis for the character of the leader - what a leader must be. The skills developed by leaders establish his or her competence - what a leader must know. The actions that leaders conduct and execute constitute leadership - what a leader must do. The leadership framework describes a leader of character and competence who acts to achieve excellence across the spectrum of operations from total war, to operations other than war, to disaster relief and in times of peace.

(1) *Leader values.* Values are at the core of everything the Army is and does. The Army is an institution of people with unique and enduring values. These values must be a part of the men and women (officer, enlisted, and civilian personnel) who are the Army. These values provide the sense of purpose necessary to sustain Soldiers in combat and help resolve ambiguities in operations other than war. Officers must establish and maintain an environment in the Army where Soldiers and civilians do what is right; where we treat each other as they should be treated; and, where everyone can be all they can be. There are seven Army Values of loyalty, duty, respect, selfless Service, honor, integrity, and personal courage (LDRSHIP).

(a) Loyalty. Bear true faith and allegiance to the U.S. Constitution, the Army, their unit and other Soldiers.

(b) Duty. Fulfill their obligations.

(c) Respect. Treat people as they should be treated.

(d) Selfless Service. Put the welfare of the nation, the Army, and their subordinates before their own.

(e) Honor. Live up to all the Army Values.

(f) Integrity. Do what's right, legally and morally.

(g) Personal courage. Face fear, danger, or adversity (physical or moral) with the spirit and determination of a warfighter.

(2) *Leader attributes.* Attributes are fundamental qualities and characteristics. Attributes assist in defining what an officer should be and contribute to leader actions. Army leader attributes are described in three categories; mental, physical, and emotional.

(a) Mental attributes describe aptitudes and capacities for learning that leaders should possess and develop. Included in this category are will, self-discipline, initiative, judgment, confidence, intelligence, and cultural awareness.

(b) Physical attributes specify physical dispositions or aptitudes that can be nurtured and developed. Included in this category are health fitness, physical fitness, stamina, military bearing, and professional bearing.

(c) Emotional attributes are those affective aptitudes or capacities that contribute to how one feels and substantially contribute to leadership. Included in this category are self-control, balance, and stability.

(3) *Leader skills.* Skills are synonymous with competencies. They are abilities or competencies that one develops and uses with people, with ideas and with things. Competence is of primary importance for all Army officers. The Army recognizes that officers must develop four types of skills.

(a) Interpersonal skills reflect competence in communicating with people.

(b) Conceptual skills refer to competence in handling ideas.

(c) Technical skills reflect competence with things.

(d) Tactical skills refer to the ability to put together technical, interpersonal, and conceptual skills and apply them to warfighting tasks.

(4) *Leader actions.* Officers provide purpose, direction, and motivation as they influence their subordinates, operate to accomplish their mission, and strive to improve their unit or organization. Leader actions are how Army officers act to achieve excellence and get the job done. These actions are applicable across all levels of leadership.

(a) Influencing refers to the use of appropriate people skills to guide subordinates or teams toward mission accomplishment. Influencing subdivides into communicating, decisionmaking, and motivating.

(b) Operating or accomplishing the mission refers to the relative short-term actions of getting the job done. Operating subdivides into planning, executing, and assessing.

(c) Improving refers to the long-term investment-type actions essential to improving everything the leader influences. Improving subdivides into developing (people), building (teams), and learning.

c. Unique skills.

(1) *Tactical and technical skills.* FA 57 officers must be warfighters who are technically proficient with modeling and simulation tools, command and control systems, collaborative planning, and mission rehearsal systems. Possess expert knowledge on Battle Command concepts and procedures. Understand how to leverage mission planning and rehearsal collaborative systems in an operational environment. FA 57 mission success requires that officers understand the capabilities simulations offer and can leverage their capabilities to enhance unit proficiency. FA 57 officers must leverage their simulation experience to assist in the development of the Army's future simulations environments. These skills must be gained and developed through operational assignments and continuous professional study and self-development.

(2) *Tactical competence.* FA 57 officers must show proficiency in required professional knowledge, judgment, and warfighting. They must apply their doctrinal knowledge and understanding to the solution of tactical problems and formulate and defend solutions to problems using current Army and Joint doctrine.

(3) *Conceptual competence.* FA 57 officers must possess the ability to synthesize information and to clearly communicate information required to make timely decisions. The uncertain conditions of military operations will demand mental endurance and agility, often under severe conditions and time constraints. FA 57 officers must effectively develop and communicate their vision, purpose, and direction.

(4) *Interpersonal competence.* FA 57 officers are part of a combined arms team. They must be skilled in building teamwork within their organization and recognize that they often simultaneously belong to many teams. They must possess the ability to express themselves to their team members clearly, concisely, and accurately, both orally and in writing.

(5) *Technical competence.* FA 57 officers must possess the necessary expertise to accomplish all tasks and functions of the FA. They must be able to apply their technical knowledge and skills to solve problems within the TEMO domain and assist in both the ACR and RDA domains. They must be able to prepare and present clear and informative briefings relating to their technical areas of expertise to their peers, subordinates, and superiors.

(6) *Decisionmaking skills.* FA 57 officers often work in an environment where sound and timely decisions must be made while time available for problem analysis is seriously constrained. Information gained in this environment will vary in its completeness and ambiguity. An ability to operate under stress and make decisions is critical to success.

d. Unique knowledge. FA 57 officers must—

(1) Retain competency in the basic warfighting skills of their basic branch.

(2) Understand the organization, structure and doctrine of the warfighting Army, other DOD simulation organizations, as well as other national, civil commercial, and allied simulation activities.

(3) Possess expertise and knowledge to support military units and staffs at all levels in planning and executing realistic simulation training in dynamic, synthetic environments.

(4) Create a synthetic training environment for commanders, battle staffs, and Soldiers to conduct structured, interactive training sessions linked through technology.

(5) Design and implement unique simulation/C4I system federations to support training, exercises, and military operations.

(6) Possess expert knowledge of Army Battle Command Systems (ABCS) and their employment.

(7) Possess expert knowledge of various simulation systems and their employment.

(8) Understand how to design and support experimental efforts to test Battle Command configurations, C3I design concepts, doctrinal techniques, and so on, through well-designed and properly controlled experiments.

(9) Understand how to integrate technology with training and combat developments.

(10) Understand DOD and Army policies that govern the development and use of simulations.

e. Unique attributes. FA 57 officers must—

(1) Display systems management skills and the ability to understand, monitor, and improve systems.

(2) Work and excel in a dynamic, complex, and high-tempo environment performing functions that are typically not intuitive to the majority of their contemporaries.

(3) Integrate technology and training principles to accomplish the mission/task.

(4) Be familiar with the overall requirements for comprehensive integration of software, hardware, networks, and communications to support simulation training activities.

(5) Be multi-skilled and creative thinker and have a well-developed ability to reason both critically and intuitively.

(6) Analyze and solve complex technical problems.

(7) Demonstrate intellectual honesty with superiors and be unafraid to state and defend convictions. Translates complex technical concepts and terms into language that the tactical warfighting commander/operator understands.

34–3. Critical officer developmental assignments

a. General. FA qualification and development.

(1) *Captain.* The professional development objective for this phase of an officer's career is to develop proficiency as a company commander and staff officer prior to selection as a FA 57. Captains will undergo a FDB during their 7th YOS. This board of senior officers will decide in which CF each officer is best suited to serve. Captains selected for the Simulation Operations FA will be designated into the functional category of operations support, and functional group of forces development. Many FA 57 officers will complete training during this period of their career and then begin serving in FA assignments. An officer selected for FA 57 is eligible for a FA 57 assignment after completing their branch experience assignment (usually successful command) or successful completion of ACS, and developmental training. Captains designated FA 57 will receive developmental training prior to any FA 57 assignment. FA 57 experience as a captain is not a requirement for promotion to major.

(2) *Major.*

(a) Officers requesting functional designation to FA 57 after their selection to major should have completed an operations assignment as an S3, S3 air, assistant S3, assistant G–3, FSO, support operations officer, CTC observer/controller or some other equivalent branch experience assignment. Some FA 57 officers will complete training during this period of their career and then begin serving in FA assignments. All majors must complete a resident or nonresident ILE course. YG 94 and younger officers will attend residence ILE/AOWC or equivalent ILE school. FA 57 majors are eligible to compete for and attend sister Service/foreign CGSCs and SAMS.

(b) FA 57 majors will attend the Simulation Operations QC prior to a FA 57 assignment. Most FA 57 majors will attend ILE schooling prior to initial major FA 57 assignments.

(c) FA Qualification for FA 57 majors is completion of the Simulation Operations QC, ILE/AOWC schooling, and one or more of the following FA 57 assignments:

1. Two years as a brigade, BCT, regiment, division, or corps S3/G3, Simulation Operations/Battle Command officer.

2. Two years as a echelons above division/echelons above corps Simulation Operations officer, or FA 57 position.

3. Tour completion in a Joint duty FA 57 position.

4. Two years in any other FA 57 position.

5. Successful completion of ACS plus one year in any FA 57 position.

(d) Numerous FA 57 billets (predominately lieutenant colonel) are located within Joint commands. FA 57 officers will be assigned within the Joint community as they progress through increasing levels of responsibility and gain FA 57 experience.

(e) FA 57 assignments for majors may include: Brigade/BCT/Regimental FA 57 staff officers, division, echelons above division/echelons above corps, Joint, HQDA Battle Command Directorate, ACS, and proponent FA 57 representative at branch schools.

(f) Majors should continue their professional development to become an expert in all aspects of simulation operations. Self-development may include correspondence courses, civilian education, and institutional training. Officers should devote time to a professional reading program to broaden their technical and warfighting skills and knowledge.

(3) *Lieutenant colonel.*

(a) Officers selected for lieutenant colonel FA 57 are generally assigned to more senior level positions where they can fully use their knowledge of the Army and FA. The objective of lieutenant colonel professional development is greater contribution to the FA and the Army.

(b) FA 57 FA qualifying assignments for Lieutenant Colonels consists of two years in a FA 57 coded lieutenant colonel billet. Typical assignments may include—

1. CTC Simulation Operations officer or Deputy Director of Simulation.

2. Chief, Battle Simulation Center/Battle Command Training Center/Mission Support and Training Facility.

3. Joint duty position FA 57 staff officers.

4. Branch Chiefs at the National Simulation Center.

5. Director of Operations at the Warrior Preparation Center or Deputy Director of Simulations USAREUR Battle Command Training Center (UBCTC).

(c) Lieutenant colonels who have not previously attended the FA qualification course will attend the course at the earliest opportunity after FA designation. Those selected to attend SSC must complete the Simulation Operations QC prior to SSC attendance.

(4) *Colonels.*

(a) The professional development objective for colonels is greater contribution to the FA and the Army.

(b) FA 57 qualification assignments for colonels consists of two years in a FA 57 coded colonel billet. Typical assignments may include—

1. Corps Chief Exercises and Training.

2. Director, National Simulation Center.

3. Director, Joint Multinational Command Training Center.

4. Senior Military Fellow, NDU.

5. Deputy Director, Aviation Battle Lab.

6. Deputy Director or Technical Advisor, Battle Command Directorate.

(c) Colonels who have not previously attended the FA qualification course will attend the course at the earliest opportunity after FA designation. Those selected to attend SSC must complete the Simulation Operations QC prior to SSC attendance.

b. Joint assignments. FA 57 officers can expect to be considered for nominative Joint duty assignments worldwide. Even though Joint experience is important to the Army and to individual officers for advancement into senior leadership positions, not all FA 57 officers will receive Joint assignments. This will not preclude their selection to the rank of colonel.

c. Other assignments. FA 57 FA officers may be assigned to organizations and duties beyond those indicated above. These other assignments may include White House Fellows, duty with the National Security Council, the United Nations, as well as FA 57 FA representatives at Allied Service schools. The spectrum of possible assignments is large and these assignments require mature, skilled, and well-grounded officers.

d. Multi-functional positions. In accordance with the Chief of Staff, Army's vision for an officer corps with greater depth and breath of assignments and creating multi-skilled leaders, the Simulation Operation proponent has identified a limited number of FA 57 positions accessible by branches or FAs other than FA 57. These positions will be managed by AHRC and the AHRC FA 57 assignments officers to ensure officers have the requisite knowledge, skills, and can attain the scheduled training opportunities to ensure success for a single assignment.

34–4. Assignment preferences and precedence

a. Preferences. The Simulation Operations FA has diverse career development path opportunities. The goal of the professional development of FA 57 officers is to produce a talented group of officers who have developed operationally and as simulation and battle command specialists. Assignments in the FA will be made to develop the FA 57 officer's ability to achieve that goal. Requests from FA 57 officers for assignments that do not contribute directly to this goal must be fully justified and approved.

b. Precedence. All officers will attend the Simulation Operations QC prior to their initial FA 57 assignments. Some FA 57 billets are designated as requiring advanced education. Generally, officers assigned to those assignments will have completed the necessary education requirements.

34–5. Duration of critical officer life cycle assignments

a. Key Simulation Operations FA qualification positions. FA qualification for FA 57 officers is defined by grade as stated above.

b. Simulation Operations FA life cycle model. Figure 34–1, below, displays a FA 57 FA time line with qualifying developmental and utilization assignments.

Figure 34–1. FA 57 Active Army Developmental Model

34–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for FA 57 FA officers. To do this the field grade inventory must be optimized in order to meet FA authorizations.

b. OPMS implementation. The numbers of authorized FA 57 billets, by grade, will vary as force structure decisions are made and implemented. Officers desiring more information on FA 57 authorizations and inventory are encouraged to contact the Simulation Operations proponent division or the AHRC, FA 57 career manager/assignments officer.

34–7. Key life cycle initiatives for Simulation Operations

a. Structure. The FA 57 force structure has gone through significant changes in the last several years, and will see modest growth through FY 09, primarily in the ranks of lieutenant colonel and colonel.

b. Acquire. Captains will be functionally designated into the Simulation Operations FA at their 7th YOS. Majors and lieutenant colonels may opt to become FA 57 officers through transfer requests in accordance with AHRC procedures and guidelines (see AHRC Web site).

c. Distribute. The FA 57 (Simulation Operations) career manager/assignments officer within AHRC, and the FA Assignments officer at the Colonels Management Office (CMO), manage FA 57 assignments. FA 57 assignments to ACS, TWI, fellowships, and branch/FA developmental positions depend upon the needs of the Army, officer skills and experience, and officer preferences at the time of assignment.

d. Deploy. Simulation Operations officers are warfighters who remain personally and professionally prepared to

deploy worldwide at all times. Whether assigned to MTOE units with high levels of readiness or TDA organizations, all FA 57 officers must be deployable to accomplish missions across the full spectrum of military operations. FA 57 officers may deploy with their units in the course of normal operations, or as individuals to support Joint and multinational operations other than war such as humanitarian and peace keeping missions.

e. Sustain. Continuous OPMS evolution will determine future FA 57 officer career development and structure.

(1) *Promotion.* FA 57 FA officers compete for promotion within the operations support functional category. Promotion numbers and percentages will reflect Army and FA requirements which advance the best qualified multi-skilled leaders able to meet the future requirements.

(2) *OER.* The OER will reinforce the linkage between officer development and OPMS. Starting with captain, the rater and senior rater will recommend on the officer's OER the CF which best suits his or her abilities and interests.

f. Develop. FA 57 will offer some diversity for assignment and professional development. The increasing complexity of the technical skills required will mandate that some officers attend ACS or TWI. officer development will continue to occur through a methodical sequence of progressive assignments. Self-development continues to be an essential component of officer development.

g. Separate. FA 57 officers separate from the Army in accordance with applicable regulatory guidance.

34–8. Simulation Operations Reserve Component officers

a. General career development. RC describes both the ARNG and USAR and, unless otherwise indicated, references to the RC are applicable to both. RC Simulation Operations officer development objectives are to follow the Active Army officer development pattern as closely as possible. However, the unique nature of the RC Soldier's role as a citizen-Soldier poses a significant challenge for professional development. Due to the complexity and detailed understanding of Army systems and functions required to serve effectively in this FA, junior officers must develop a strong foundation through assignments in their basic branch before FA specialization begins (see chap 7 for more guidance on RC officer development).

b. Assignment opportunities. RC Simulation Operations officers can expect assignment opportunities that mirror those of Active Army officers as well as those positions applicable exclusively to the RC. The success of an RC Simulation Operations officer is not measured by length of Service in any one component or control group, but by the officer's breadth of experience, duty performance, and adherence to FA requirements. Simulation Operations assignments for the ARNG are MTOE while USAR are primarily TDA or TPU within Battle Command training divisions; there are limited amount of positions for AGR and Drilling Individual Mobilization Augmentee (DIMA) personnel. Civilian acquired skills, advanced military and civilian education, and demonstrated abilities to function in a simulation environment are highly desirable for assignment to any RC FA 57 position.

c. FA qualification and development opportunities.

(1) The unique nature of the RC Soldier's role as a citizen Soldier poses a challenge for professional development. RC officers are expected to follow Active Army officers development patterns as closely as possible, except that RC officers have increased windows to complete mandatory educational requirements. To meet professional development objectives, RC officers must be willing to rotate between ARNG and USAR TPU, IRR, IMA program, and the AGR programs. These transfers are necessitated by geographical considerations, as well as the need to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions. Additionally, there may be occasions when RC officers will be transferred to the IRR while they complete mandatory educations requirements. Such transfers will be temporary and should not be seen as impacting negatively on the officer's career.

(2) RC FA 57 officers assigned to these positions must continually develop their knowledge and analytical skills. RC officers awarded FA 57 will be offered the opportunity to pursue continuing education opportunities (civilian and military), and Government internship programs.

(a) Lieutenant. NA

(b) Captain. NA

(c) Major. Successfully complete the CCC and not less than 50 percent common core ILE course. Assignments could include Simulation Training officer and Operations officer positions within Battle Projection groups. Upon assignments to a FA 57 position, the Simulation Operations QC must be completed, if not previously completed and serve in a FA 57 position for twelve months. In addition, officers should strive to obtain ACS compatible with FA 57 position requirements.

(d) Lieutenant colonel. Successfully complete Command and General Staff College and common core ILE course. Must complete the Simulation Operations QC if not previously complete and serve in a FA 57 position for twenty-four months. Should strive to complete the SSC and obtain ACS compatible with FA 57 position requirements.

(e) Colonel. All FA 57 officers selected for colonel should be enrolled or apply for the SSC non-resident course if not selected for the resident course. Colonels should attend the Simulation Operations QC. The professional development objective for colonels is greater contribution to the FA and the Army

d. Simulation Operations FA life cycle development model. The RC life cycle development model for FA 57 is shown in figure 34–2, below.

Figure 34–2. FA 57 RC Developmental Model

Part Four
Force Sustainment

Chapter 35
Logistics Corps Officer Branches

35–1. Introduction to the Logistics Corps

The Logistics Corps consists of Soldiers (officers, WOs, and enlisted) in four logistics branches: Ordnance, Quartermaster, Transportation, and Logistics (LG). This chapter explains how logistics officers are accessed, assigned, and professionally developed, as well as describes the skills, knowledge, and attributes needed for all four logistics officer branches to succeed in today's Army as logistics pentathletes. Previous versions of DA Pam 600–3 listed the Ordnance, Quartermaster, and Transportation branches and FA 90 (multifunctional logistician) as separate chapters.

a. History and background. In 1993, FA 90 was created within the operations CF in order to support the development of multifunctional logisticians. Since then, FA 90 designation has been used to signify officers skilled across the functional branches. In 2005, as part of an OPMS review, an effort was undertaken to examine how to further advance the notion of multi-skilled logistics leaders. The result was the creation of a LG Branch for officers in the grade of captain through colonel and the formal recognition of a "Logistics Officer Corps" as approved by the Army Chief of Staff in May 2006.

b. Logistics Officer Corps concept. "Logistics Officer Corps" is the term used to describe all officers (commissioned and warrant) who hold a branch or military occupational specialty (MOS) within the Logistics Corps. Commissioned officers accessed as lieutenants into one of the three Logistics Corps functional branches (Ordnance, Quartermaster, Transportation) will develop functional logistics skills in their assigned functional branch for the first 3–4 years of their careers. Upon promotion to captain and successful completion of the Combined Logistics Captains Career Course (CLC3), these officers will be inducted into the Logistics Branch (LG). Their original functional branch (Ordnance, Quartermaster, Transportation) will, unless they indicate preference otherwise, become the secondary area of concentration (AOC) and will qualify them for functional assignments into positions calling for that specific functional expertise. Officers will continue to be associated with the Ordnance, Quartermaster, or Transportation regiments based on their secondary AOC. Each officer will maintain proficiency in their secondary AOC through periodic developmental assignments, continued military education, and self-development. In general, officers in the grades of captain through colonel will be multifunctionally focused as opposed to functionally focused. Having primacy as a multifunctional logistician and at the same time holding a particular FA of expertise will allow logisticians to operate successfully at all levels. As the Logistics Corps technical experts, WOs will only have functional specialties. All four Logistics Corps officer branches are in the force sustainment functional category.

Table 35–1
Logistics Corps

	Logistics	Ordnance	Quartermaster	Transportation
Officer AOCs	90A. This is the primary AOC; all others are secondary for captain–colonel	89E, 91A	92A, 92D, 92F	88A, 88B, 88C, 88D
Warrant officer MOSs		890A, 913A, 914A, 915A/E, 948B/D/E, 919A	920A, 920B, 921A, 922A, 923A	880A, 881A, 882A

c. End state. The Army expects its logistics officers in the grades of captain through colonel to be, first and foremost, multifunctionally educated, skilled, and experienced. Logistics officers will be able to pursue any FA of expertise regardless of the basic branch into which they were accessed, based on the needs of the Army. Command opportunity will be greatest in multifunctional units.

d. Chapter organization. This chapter is organized into an introductory section and four branch sections. The Commanding General, U.S. Army Combined Arms Support Command (CASCOM) is the proponent for this chapter and the LG Branch section. The Ordnance, Quartermaster, and Transportation Branch proponents are responsible for their particular sections within this chapter. Functional branch officer training and development will be covered in sections II, III and IV. LG Branch training and development for captains through colonels will be covered in section V. Logistics Corps officer requirements, assignments, and life cycle initiatives will be covered in section VI. RC development will be covered in all four sections.

35–2. The Ordnance Branch

a. Unique purpose of the Ordnance Branch. If the Army drives it, shoots it, loads it, speaks into it, picks it up, recovers it, welds it, arms it, and renders it safe, there is an Ordnance Soldier involved. The Ordnance Branch consists of 119,000 Soldiers with 36 enlisted MOSs, 9 WO specialties and 2 officer AOCs. Ordnance Soldiers are found in every Army unit, whether infantry, armor, aviation, and so on that arms and fixes Army weapons and equipment.

b. Unique functions performed by the Ordnance Branch. Ordnance officer functionalities exist at all levels of the Army from platoon and detachment to DA staff to sustain the life cycle of the Army's materiel from cradle to grave and protect the Army's forces through the following explosive ordnance disposal (EOD) operations:

(1) Maintenance manager at company, battalion, squadron, group, regiment, brigade, division, corps HQ, or theater sustainment command.

(2) Course developer, Service school instructor, and/or action officer in combat developments involved in planning and development of doctrine, organizations, and equipment required to support Army weapon systems and EOD operations.

(3) Commander, staff officer, XO, materiel officer, ammunition officer, EOD officer, maintenance officer, support operations officer, or platoon leader of a unit or activity in support of tank/automotive, missile/electronics, or munitions materiel.

(4) Observer/controller at a combat training center (NTC, JRTC, CATC, or BCTP) and advisors to USAR and ARNG organizations.

(5) Army or Joint staff maintenance, ammunition, and EOD staff officer.

(6) Ammunition depot commanders.

c. Unique features of work in the Ordnance Branch. Life cycle management offers a unique perspective to the Ordnance officer. Responsibilities include developing, testing, fielding, maintaining, and disposing Army's materiel. When sustaining the life cycle of the Army's materiel or protecting the Army's forces through EOD operations, officers will serve with a variety of personnel from Soldiers to civilians and from other Services and nations. Required officer characteristics (skills, knowledge, and attributes).

d. Competencies and actions. Ordnance Branch maintains three core competencies; maintenance, ammunition, and EOD. All AOCs and the skill identifiers are open to male and female officers.

e. Unique skills. Officers work in one of two AOCs that cover the three core competencies. The 91A officer works in maintenance and ammunition; the 89E officer works in EOD. WOs work in one of nine MOSs.

(1) *Materiel maintenance and munitions management (AOC 91A).* Officers working in this AOC manage Ordnance Soldiers and the Army maintenance process that ensures weapon systems are operational, ready, and available. Officers are responsible for integrated maintenance and repair parts supply support of Army conventional weapon systems, small arms, artillery, fire control equipment, missile systems, and their associated ground support equipment; electronics; track and wheel vehicles; and engineer and power generation equipment. Maintenance functions include metalworking, fabrication, welding, inspection, test, Service, calibration, repair, overhaul, and reclamation. They will also be involved in the Army's test, measurement, and diagnostic equipment (TMDE) program. Duty positions require a comprehensive knowledge of maintenance management techniques and integrated logistics support. Officers must be technically competent in production control and quality assurance techniques. The technical sophistication of today's Army weapon systems; the high dollar cost of production, fielding, and maintaining; and their tactical importance require officers with the highest managerial and leadership skills. Officers also participate in the management of the Army's munitions inventory. These officers lead, manage, plan, and direct ammunition supply, storage, transportation, maintenance, surveillance, inspection, stock control, safety, and security, including maintenance of associated test and handling equipment. The increasing technical sophistication of the various munitions in the Army's inventory, along with the rapid expenditures of ammunition across the force, requires officers to be closely involved in managing the precious ammunition commodity that the Army uses and trusts these officers to provide for the fight.

(2) *EOD (AOC 89E).*

(a) Officers must volunteer to become qualified for EOD. All Logistics officers are eligible to apply for EOD. There are two opportunities to enter into the EOD field; after completion of Ordnance Basic Officer Leader Course III (BOLC III) or CLC3. Procedures for volunteering are located at ATRRS online and in AR 611–105. Officers must complete an intense two-phased EOD course prior to being awarded this designation. EOD Phase I is conducted at Redstone Arsenal, AL, and EOD Phase II is at the Joint EOD course, at Eglin Air Force Base, FL. Upon completion of EOD training, the officer will be affiliated with the Ordnance Regiment.

(b) EOD officers provide a unique and critical Service to the Army, U.S. Federal agencies, and local law enforcement and inherently operate within the full spectrum of JIIM operations. EOD officers plan, develop, and integrate EOD operations for all types of contingency operations. These officers advise, integrate, and execute the render safe operations of chemical, biological, radiological, nuclear, and explosive ordnance disposal (CBRNE) functions stemming from threats posed by unexploded ordnance (UXO), improvised explosive devices (IED), and WMD. These officers lead, manage, plan, and direct activities and organizations concerned with identification, location, rendering safe, handling, removal, and disposal of U.S. and foreign unexploded conventional, nuclear, and chemical munitions and IEDs. Additionally, EOD officers provide support/protection to the President of the United States, senior American officials, military and foreign dignitaries, and support intelligence activities through analysis of foreign munitions, technical and biometric exploitation of IEDs, and perform the forensic analysis of post-blast explosive materials.

(3) *Ammunition WOr (MOS 890A).* Manage, supervise, and coordinate the receipt, storage, issue, surveillance testing, maintenance, modification, destruction, and demilitarization of conventional ammunition, to include missile, missile explosive components, and non-nuclear explosive items. They investigate and analyze conventional ammunition accidents, failures, and malfunctions.

(4) *Armament systems maintenance WO (MOS 913A).* Manage, supervise, and coordinate the maintenance and repair of small arms, forward Field Artillery pieces, and armor weapon systems to include tank turret, electronic, electrical, hydraulic, fire control, and instrument systems repair. This MOS is merged with 915E at the CW5 level.

(5) *Allied trades WO (MOS 914A).* Manage, supervise, and coordinate allied trades repair shop maintenance activities. They direct the fabrication and repair of parts, auto body, frame and hull repairs, vehicle painting, radiator repairs, auto glass replacement, canvas repairs, and welding, machining, and woodworking shop operations. They also direct ground vehicle recovery operations and are responsible for the employment and maintenance of tracked and wheeled vehicle recovery equipment. This MOS is merged with 915E at the CW5 level.

(6) *Automotive maintenance WO (MOS 915A).* Manage, supervise, and coordinate the maintenance of wheeled and tracked vehicles (less the M1 tank and Bradley Fighting Vehicle) to include towed and self-propelled artillery systems. Upon promotion to CW3, automotive maintenance WOs are reclassified into MOS 915E (Senior Automotive Maintenance officer), and are trained and able to manage, supervise, and maintain the M1 tank and Bradley Fighting Vehicle.

(7) *Senior automotive maintenance officer/senior Ordnance logistics officer (CW5 Only) (MOS 915E).* Manage,

supervise, and coordinate the maintenance and repair of weapons systems and subsystems at heavy maneuver battalions and support units at field and sustainment level. WOs with this MOS are accessed at the grade of CW3 from MOS 915A or at the grade of CW5 from MOS 913A, 914A, and 919A.

(8) *Electronic systems maintenance WO (MOS 948B).* Manage, supervise, and coordinate the installation, operation, repair, maintenance, modification, and calibration of radio, radar, computer, electronic data processing, television, navigation, avionics, communications, test measurement equipment, instruments, gauges, cryptographic equipment, night vision devices, chemical agent detectors, and monitors. This MOS is merged with 948E at the CW5 level.

(9) *Electronic missile maintenance WO (MOS 948D).* Manage, supervise, and coordinate MLRS, TOW, TOW2, Dragon, Javelin, HIMAD, and MFAD, HIMARS, rocket and missile guidance and targeting systems maintenance activities by applying the principles of digital switching theory, logic, computer, and infrared technology. This MOS is merged with 948E at the CW5 level.

(10) *Senior electronics maintenance officer (MOS 948E).* Manage, supervise, and coordinate the maintenance and repair of weapons systems and subsystems at field and sustainment level. WOs with this MOS are accessed at the grade of CW5 from MOS 948B and MOS 948D.

(11) *Engineer equipment maintenance WOr (MOS 919A).* Manage, supervise, repair, and coordinate the field and sustainment maintenance activities for engineer equipment. They oversee the repair of power generation, earthmoving, earth-shaping, earth-compacting, earth-lifting, earth-loading, quarrying, rock crushing, road surfacing, water purification, water distribution, refrigeration, air conditioning, water gap crossing, and petroleum transfer pumps. This MOS is merged with 915E at the CW5 level.

f. Unique knowledge. Ordnance officers are first and always warfighters, technically proficient with Ordnance competencies and mission-unique equipment, tools, and systems. Mission success requires the proper balance between technical skills and the ability to apply appropriate tactical skills at the right moment. These skills must be gained and developed through multiple operational assignments and continuous professional study and self-development. Ordnance skills and competencies are required everywhere on a nonlinear, noncontiguous battlefield. While operating in this environment, Ordnance officers must negotiate asymmetric threats to accomplish the ongoing mission.

g. Unique attributes. Ordnance officers work in environments where time or problem analysis is seriously constrained and sound decisions are urgent. Knowledge and skills gained in this environment will vary in its completeness and ambiguity. Logistics and the sustainment of forces under duress of combat require the ability to operate under stress, make decisions, and act in austere field conditions to generate mission success. Ordnance officers need to set the foundation of understanding the science and doctrine of Ordnance competencies of full spectrum maintenance, ammunition, and EOD operations and develop the skills and experience to artfully apply the competencies in the fight. Also, in the application of Ordnance competencies, officers must conduct and lead organizations based on Army Values. These values appear as Army doctrine and most are familiar with the words; however, these values must be internalized and part of the officer's consciousness. A strong sense of Army Values helps Soldiers adapt to changing environments. Critical officer developmental assignments The goal of professional development of Ordnance officers is to produce and sustain technical experts in the Ordnance field, who will use this knowledge later on as officers make the transition to the LG Branch after CLC3. Officers may use the Ordnance Branch training and development model (see fig 35–1, below) as a guideline for maintaining functional expertise throughout their career.

Figure 35–1. Active Army Ordnance Developmental Model

(1) *Lieutenant.* At the grade of lieutenant, officers commonly lead and manage platoons and sections with 40–80 Soldiers in semi-autonomous activities in the fight or in support of the fight. Officers must rapidly set the foundations for leadership, communicative, management, technical, and tactical skills. Upon graduation from Ordnance BOLC III, officers should expect to serve at the company level in order to execute Ordnance competencies, such as field and sustainment maintenance operations, workload management, use of Standard Army Management Information Systems (STAMIS), requisition, stock control, and flow of repair parts and ammunition, and to dispose of and render safe unexploded ordnance. lieutenants will serve in one or more of the following positions; platoon leader, XO, ammunition operations officer, or maintenance control officer. The focus is acquiring and refining troop leading skills, logistics principles/operations, tactics and administrative skills. Also, when appropriate, complement these competencies with staff experience at battalion level. Because all initial assignments are important, an officer should be primarily concerned with manner of performance, development of professional attributes, enthusiasm for the job, and demonstration of potential.

(2) *Captain.* At this level the privilege is extended to command troops. Along with command, captains continue to gain an in-depth understanding of the multiple aspects of logistical operations and are more involved with battalion- and brigade-level staff operations. Ordnance competencies are resident in the following positions:

(a) Company commander; field maintenance, ammunition, EOD, support maintenance, and component repair.

(b) Multifunctional battalion/brigade staff requiring an ammunition or maintenance officer.

(c) Staff positions in functional ammunition or EOD battalions.

(d) Combat training center maintenance, ammunition, and EOD trainer.

(e) Ordnance or Service school instructors/writers. In order to effectively serve in these positions officers require a solid foundation of Ordnance functional knowledge. All Ordnance officers should seek opportunities available to them within the Ordnance competencies. For example, officers who have worked ammunition should seek opportunities in maintenance positions.

h. Major. majors continue their self-development efforts to become an expert in all aspects of logistics and the application of Ordnance competencies to include application within the context of JIIM operations. The goal for officers is to increase their span of Ordnance knowledge as well as how to support combined arms and Joint logistics operations. Self-development should include correspondence courses, civilian education, and institutional training. Officers should devote time to a professional reading program to broaden their warfighting perspective. Ordnance competencies are embodied in the experience of the following positions:

(1) Primary staff in an ammunition battalion or EOD battalion/group.

(2) Corps and theater ammunition officer, support operations officer/materiel officer (MATO), sustainment command materiel readiness branch, ammunition materiel management officer.

(3) Senior observer/controller, maintenance, ammunition, or EOD positions, or major-level commands.

(4) Staff requiring ammunition or maintenance officer; division, corps, Joint-level commands.

(5) Command and General Staff College (CGSC) faculty and staff, Ordnance or Service school instructor, or RC maintenance and ammunition support evaluators.

i. Lieutenant colonel. The spectrum of possible assignments at this level and above is large, and these assignments can be characterized as highly responsible and important and require mature, skilled, and well-grounded officers. Critical Ordnance competencies are found in the following assignments:

(1) Commander of a functional ammunition or EOD battalion.

(2) Staff requiring ammunition, maintenance, EOD expertise; theater sustainment, HQDA/DOD/Joint.

(3) Commander of ammunition plant/depot.

(4) Ordnance schools battalion commander or training director.

j. Colonel. Critical Ordnance competencies are found in the following assignments:

(1) Commander of an EOD group, depot, Ordnance training brigade.

(2) Maintenance, ammunition, EOD coordinators at echelons above corps, such as the Joint/DOD/ Army Staff.

(3) Selected positions in the Ordnance school or combined arms support command.

(4) Selected positions within the U.S Army Materiel Command (AMC).

k. Critical WO developmental assignments. Ordnance WOs must meet certain standards in terms of professional development and operational assignments to evolve as a well-rounded senior WO within their specialty. Meeting these standards ensures the WO has acquired the skills, knowledge, and attributes to remain proficient in their specialty and serve at all levels within the Army. The Warrant Officer Education System (WOES) requires specific training designed to prepare WOs for competitive positions of greater responsibility to serve at all levels in the Army. Ordnance Branch requires WOs who are skilled technicians in their specialty. Every WO learns and trains to be a well-rounded logistician while gaining expertise in their specialty through progressive levels of assignments. The WO developmental model is shown at figure 35–2, below, for MOSs 913A, 914A, 919A, 915A, and 915E and figure 35–3, below, for MOSs 890A, 948B, 948D, and 948E.

Figure 35–2. Ordnance WO MOS 913, 914, 919, and 915 Developmental Model

Figure 35–3. WO MOS 890, 984, and 948 Developmental Model

(1) *WO1 and CW2.* After completing the Warrant Officer Candidate Course (WOCC), WO1s attend their MOS Warrant Officer Basic Course (WOBC). Appointment to WO1 is contingent upon successfully completing the WOBC for the officer's respective MOS. WO1 and CW2s are junior-level tactical and technical experts who should expect to serve at the TOE platoon, company, and battalion level, with some brigade and higher level support positions in the following type units; forward support company, maintenance section/company (brigade troops battalion, brigade support battalion, engineer company/battalion, CSSB), Patriot/Avenger support teams, ammunition transfer holding detachment, modular ammunition company (heavy or light), Ordnance company ammunition/maintenance and/or Signal company/battalion. The type of assignment is MOS dependant and gives the junior Ordnance WO a solid base of experience, depth, and breadth on systems and processes that ultimately prepares them for assignments at the higher levels. The junior WO should focus on acquiring and refining tactical and administrative skills as well as MOS-unique technical skills. WOs should devote time to self-development, which should include correspondence courses, institutional training, and civilian education. Junior WOs should utilize a professional reading program to broaden both their warfighting perspective and technical comprehension. Upon promotion to CW2, the WO will be eligible to attend the Warrant Officer Advanced Course (WOAC) and must attend their MOS WOAC not later than 1 year after promotion to CW3. CW2s can expect assignment to CW3 positions, but attend their MOS WOAC prior to assignment. Although not a requirement for promotion, all officers in the grade of WO1 and CW2 should set as a goal the completion of an associate's degree. Successful completion of every duty assignment is important and will determine promotion potential.

(2) *CW3.* Upon promotion to CW3, the WO will be eligible to attend the Warrant Officer Staff Course (WOSC) and

must attend the WOSC not later than 1 year after promotion to CW4. All officers in the grade of CW3 are advanced level tactical and technical experts who normally serve as the senior WO in TOE platoon-, company-, battalion-, and brigade-level positions in the following type units; ammunition transfer holding detachment, sustainment brigade/sustainment command distribution management center, forward support company, maintenance section/company (brigade support battalion, engineer company/battalion/brigade, CSSB), Ordnance company missile and/or Signal company/battalion, component repair platoon. The type of assignment is MOS dependant. CW3s at this level should provide leader development, mentorship, advice, and counsel to NCOs, WOs, and officers and advice to commanders on Ordnance technical and WO issues. In addition, WOs may serve in TDA units in supervisory, advisory, and training positions that are MOS-specific. CW3s can expect assignment to CW4 positions, but attend the WOSC prior to assignment. CW3s should continue to acquire and refine advanced technical and administrative skills as well as MOS-unique technical skills. Although not a requirement for promotion, all officers in the grade of CW3 should set as a goal the completion of a baccalaureate degree.

(3) *CW4.* Upon promotion to CW4, the WO will be eligible to attend the Warrant Officer Senior Staff Course (WOSSC) and must attend the WOSSC not later than 1 year after promotion to CW5. CW4s are senior-level tactical and technical experts who should expect to serve in the sustainment brigade/sustainment command Distribution Management Center; logistics support test, measurement, diagnostic evaluation (branch, detachment, company, activity); maintenance control section or maintenance section (Ordnance, maintenance, support, supply company); brigade support battalion; Ordnance battalion; Service school; branch proponency; or CASCOM. CW4s may serve in supervisory, advisory, staff, and logistics positions in the theater army, AMC, Army Staff or separate operating agency, and MOS non-specific positions. CW4s should continue acquiring and refining advanced technical and administrative skills as well as MOS-unique technical skills. CW4s at this level should provide leader development, mentorship, advice, and counsel to NCOs, WOs, and branch officers. CW4s have special mentorship responsibilities for other WOs and provide essential advice to commanders on Ordnance technical and WO issues.

(4) *CW5.* Ordnance CW5s should complete the Warrant Officer Senior Staff Course (WOSSC) not later than 1 year after promotion to CW5. CW5s are master-level tactical and technical experts who serve in senior supervisory, advisory, staff, and logistics positions in brigade and higher level units, AMC, NGB, USARC, ARNG Joint staffs, USAR RRCs, or Army Staff or separate operating agency. CW5s may serve in positions that are MOS non-specific. CW5s at this level should provide leader development, mentorship, advice, and counsel to NCOs, WOs, and branch officers. CW5s have special mentorship responsibilities for other WOs at all levels and are responsible for providing essential advice to commanders on Ordnance technical and WO issues. CW5s should sharpen their knowledge of personnel force integration functions for doctrine, training, and personnel as pertains to the Ordnance Branch. CW5s should become familiar with the constitutional, statutory, and regulatory basis for the force projection Army and the capabilities that must be sustained through management of doctrinal, organizational, and materiel change. CW5s must become familiar with Army organizational roles, functions, and missions, especially at the ACOM and Army staff level and with the force management processes, from the determination of force requirements through to the resourcing of requirements and the assessment of their utilization in order to accomplish Army functions and missions in a Joint/combined environment.

35–3. Ordnance Reserve Component officers

a. General career development. RC Ordnance officer development objectives and qualifications basically parallel those planned for their Active Army counterparts, with the difference being the RC TIS/TIG requirements. Junior officers must develop a strong foundation through assignments in their branch before specialization begins.

b. KD opportunities. Even though RC officers are limited by geographical considerations, they should strive for an initial assignment within the Ordnance competencies of ammunition, maintenance, and, when possible, EOD. The RC Ordnance officer training and development model is shown at figure 35–4, below.

Figure 35–4. RC Ordnance Developmental Model

(1) *Lieutenant.* At the grade of lieutenant, the officer should concentrate on developing leadership abilities and communicative, management, technical, and tactical skills. This is the stage where officers develop their basic foundation for the rest of their careers. If there is a limited leadership opportunity available within the Ordnance competencies in an officer's initial assignment, the officer should strive to seek to increase logistics knowledge within the Transportation or Quartermaster competencies and pursue an Ordnance-related position when available as a follow-on assignment. In all assignments, lieutenants should concentrate on learning the basics of how the Army works, how to lead Soldiers, and how to maintain a motivated and positive outlook.

(a) During the second lieutenant years, RC officers are required to complete Ordnance BOLC III and complete a bachelor's degree. Second lieutenants should strive to become technical and tactical experts by training with the WOs and senior enlisted Soldiers in their units. Second lieutenants must learn the intricacies of how to best lead and take care of troops to support their commands and manage the maintenance process, such as manage work order flow, common equipment failures and repair, repair parts management, and tracking work orders and parts status through automated systems.

(b) During the first lieutenant years, the focus is on acquiring and refining troop-leading skills, Ordnance competencies, coordination abilities, and increasing logistics and administrative skills. Typical positions may include, but are not limited to, platoon leader, maintenance control officer, company XO or detachment commander. Within 2 years of consideration for promotion to captain, RC officers should enroll and begin the RC CCC (Ordnance) and continue to hone troop leading procedures. Because all initial assignments are important, an officer should be primarily concerned with manner of performance, development of professional attributes, enthusiasm for the job, and demonstration of

potential. Before promotion to captain, officers should possess an excellent knowledge of the Ordnance competencies and have basic knowledge of other logistics competencies.

(c) Branch Transfer. lieutenants that have completed other than Ordnance BOLC III must take the Ordnance Officer Branch Qualification Course, available on line on the Army distributed learning Web site. Student assistance; students need to go to the Army Training Support Center (ATSC)/TRADOC Educational Data System-Redesign (TREDS–R) Web site at Fort Eustis, VA, URL, https://www.aimsrdl.atsc.army.mil/secured/accp_top.htm, which gives them the ability to access their active and history data and update their personal data, thus, ensuring they receive all materials for the course.

(2) *Captain.* Emphasis begins at the grade of captain on achieving KD assignments, such as the privilege of commanding troops. Throughout this period, the officer continues to develop leadership, tactical, technical, and management skills. This foundation of knowledge is required to effectively serve as a leader at the company and battalion level. Captains gain a working knowledge of command principles, battalion-level staff operations, and logistical operations at the battalion to brigade levels.

(a) For promotion to the rank of captain, a bachelor's degree is required. Officers will complete the RC CCC (Ordnance). Additionally, it is recommended they complete the Support Operations Course (SOC) to prepare captains for the transition into the Logistics (LG) Branch. Prior to enrolling in ILE, officers must complete the combined arms exercise (CAX). CAX prepares officers for staff duties at the battalion or higher levels.

(b) Captains should seek the responsibility of commanding troops. When not in command, typically captains will occupy assignments as battalion staff officers, battalion-level primary staff officers, training division staff officers, JFHQ staff officers, or school instructors.

(c) Captains should continue to gain an in-depth understanding of logistics operations and become proficient in other Ordnance competencies, if they have not the opportunity to do so. The Associate Logistics Executive Development Course (ALEDC), advanced maintenance or supply courses, Support Operations Course Phase I and II, or an advanced degree in engineering, physical science, business, or logistics management all contribute to the Ordnance officer's professional development. However, job performance, completion of KD assignment requirements, and logistics experience are required to prepare the officer for advancement to the next grade.

(3) *Major.* At the grade of major, an officer is focused on developing upper level staff skills, completing KD assignments, and successfully completing the ILE course. Majors must complete at least 50 percent of ILE before they will be considered eligible for promotion to lieutenant colonel. Majors should seek multifunctional logistics battalion XO, S3, materiel management officer, support operations officer, materiel officer, and brigade S4 positions. Majors should continue self-development efforts to become expert in Ordnance competencies and other logistics competencies and understanding of Joint and combined operations. Self-development should include correspondence courses, civilian education, and institutional training. Officers should devote time to a professional reading program to broaden their warfighting perspective.

(4) *Lieutenant colonel.* At the grade of lieutenant colonel, an officer's career reaches the full utilization stage. Emphasis is placed on an officer successfully completing lieutenant colonel-level command and/or serving in key multifunctional logistics headquarters staff positions. Lieutenant colonel career objectives:

(a) Complete a pre-command course (PCC) when selected for battalion command.

(b) Key assignments include battalion commander of a multifunctional logistics, ammunition, or EOD battalion; key staff in sustainment brigades; maintenance division chief at USAR command headquarters; Joint staff in a state command; director for maintenance at area readiness support groups; deputy assistant chief of staff materiel; materiel maintenance officer; plans officer at a materiel management center; or maintenance evaluation team leader at a training division.

(c) Officers should complete resident RC or advanced distributed learning (ADL) ILE. Officers should further their military education by enrolling in courses like the RC National Security Course.

(5) *Colonel.* At the grade of colonel, officers reach the maximum utilization period of their career. Such officers should have a broad background in Ordnance and logistics with highly developed skills in materiel management. Colonel career objectives include the following: complete a PCC for group/brigade if selected for command, successfully complete colonel-level command of a group or activity, serve on general staff, serve as assistant chief of staff for materiel or operations at a support command, and attend Senior Service College (SSC) or enroll in the Army War College (AWC) Distance Education Course. Completion of ILE is a requirement for promotion to colonel.

c. Branch transfer. Officers who wish to branch transfer at the rank of captain–colonel who have already completed a non-logistics CCC must transfer into the LG Branch (see para 35–10, below). Officers who wish to hold an Ordnance AOC within the LG Branch must take the Ordnance Officer Branch Qualification Course, available on line on the Army distributed learning Web site. Student assistance; students need to go to the ATSC/TREDS–R Web site at Fort Eustis, VA, URL, https://www.aimsrdl.atsc.army.mil/secured/accp_top.htm, which gives them the ability to access their active and history data and update their personal data, thus, ensuring they receive all materials for the course.

d. RC WOs.

(1) *General career development.* RC WO development objectives and qualifications basically parallel those of the Active Army, with the difference being the RC TIS and TIG requirements.

(2) *Developmental assignments.* RC WOs, like their Active Army counterparts, are assigned to positions requiring their unique military occupational skills and grade. Refer to the previous paragraphs concerning WO development for information on appropriate assignments for each WO grade and figures 35–5 and 35–6, below.

Figure 35–5. RC WO MOS 913, 914, 919, and 915 Developmental Model

Figure 35–6. RC WO MOS 890, 984, and 948 Developmental Model

35–4. The Quartermaster Branch

a. Unique purpose of the Quartermaster Branch. Quartermaster Soldiers have a proud legacy of sustaining Soldiers since 1775 and Quartermasters are the Army's logistics warriors who provide supply and Service support to America's forces anywhere in the world at anytime. Quartermasters are key to generating combat ready units. Combat readiness is achieved with logistical readiness; the timely delivery of serviceable materiel and sufficient resources with the systems to sustain operations on a fluid battlefield is critical to generating the capabilities to fight and win the Joint fight. The officers, WOs, and enlisted Soldiers of the Quartermaster Branch sustain military operations by providing timely supply support, field services, aerial delivery support, materiel, and distribution management. They are responsible for doctrine, training, and professional development of Active Army, RC, civilian personnel, other Services and allies in U.S. Army Quartermaster skill areas. Quartermasters, combined with logistics warriors from Ordnance and Transportation, are the key to sustaining Soldiers, directing logistics plans, and operations across the entire operational spectrum of conflict.

b. Unique functions performed by the Quartermaster Branch. The primary functions of the Quartermaster Branch is to provide general supply support, field services, mortuary affairs, petroleum and water support, supply distribution management, subsistence, and logistics sustainment at the right time, place, and quantity to support Soldiers, their units, and systems across the entire spectrum of conflict. Functions include the following tasks:

(1) Command and control, manage, estimate, and supervise activities of Army and Joint logistics units and organizations engaged in the requisition, receipt, storage, preservation, distribution and issue of equipment, repair parts,

maps, fortification and construction materiel, subsistence, petroleum products, water, and other general supplies (excluding procurement of ammunition, medical, and the management of cryptographic material).

(2) Command and control, manage, supervise airdrop and airdrop equipment maintenance activities that store, repair, maintain, distribute, and dispose of air items, pack parachutes, and prepare supplies for sling load or aerial delivery. Instruct and train personnel in airdrop procedures and equipment support techniques.

(3) Command and control, manage, and supervise the collection of salvage and/or abandoned property, unserviceable supplies and equipment, and dispose of such items through proper channels.

(4) Command and control, manage, and supervise field Service support in the areas of laundry and shower, bakery, and mortuary affairs.

(5) Command and control, manage, and supervise subsistence operations including determination of requirements, procurement, distribution, storage, issue, nutrition, food preparation, Service, sanitation, and accountability.

(6) Command and control, manage, and supervise petroleum operations including procurement and determination of bulk and packaged petroleum requirements, as well as the storage, distribution, and quality assurance of all petroleum products to include the inland distribution of petroleum products for all services in a theater of operations.

(7) Command and control, manage, and supervise water operations including purification, storage and distribution of bulk and packaged water, plan consumption requirements, and establish water supply points.

(8) Command and control, manage, and supervise supply Service support and other logistical matters.

(9) Command and control, manage, and supervise procedures to maintain necessary supply discipline to ensure maximum use of available assets.

(10) Command and control, manage, and supervise the coordinating and executing host nation support (HNS) for supplies, services, and facilities.

(11) Command and control, manage, and supervise the development of DOTMLPF for the Quartermaster mission area.

(12) Command and control, manage, supervise, and instruct Quartermaster skills at Service schools, Service colleges, pre-commissioning programs, and combat training centers.

(13) Command and control, manage, and supervise as Quartermaster advisors to USAR and ARNG organizations. USAR/ARNG officers also serve as liaisons to ARCOMs Active Army organizations.

c. Unique features of work in Quartermaster Branch. Quartermaster officers find themselves serving in both operational and generating force structures. They also serve in command/staff positions in multifunctional logistics units. Quartermaster Branch functions are performed by company and field-grade officers at all levels of command and staff positions. Required officer characteristics (skills, knowledge, and attributes).

d. Competencies and actions.

(1) Quartermaster officers must be highly qualified, tactically and operationally oriented professionals who provide seamless logistical support in combat and other missions. Quartermaster officers must be warrior logisticians skilled in warfighting tactics, techniques, and procedures; possess strong Army Values; and be technically competent in Quartermaster functions. They must be strong leaders with the skills and attributes necessary to assure success in a dynamic, complex, and often hostile environment. Quartermaster officers are builders of leaders and teams focused on the profession of military logistics. A Quartermaster officer is a lifelong learner dedicated to obtaining and building throughout a career on the unique skills and knowledge of supply distribution, fuel, water, subsistence, aerial delivery, field services, and mortuary affairs. These functions set the foundation for the Quartermaster officer to build upon as they move from functional assignments to multifunctional assignments. Every officer learns and trains to be a well-rounded logistician, gaining expertise and experience in diverse specialties and skills. This section describes the skills, knowledge, and attributes required by the Quartermaster officer in order to successfully transition the Quartermaster officer to the LG Branch after CLC3.

(2) Quartermaster WOs are expert technicians who manage and maintain the Army's property accounting systems, supply accounting systems, airdrop support systems, food Service programs, petroleum, and water systems. They are self-aware and adaptive Quartermaster technical experts, leaders, trainers, and advisors. Through progressive levels of expertise in assignments, training, and education, Quartermaster WOs administer, manage, maintain, operate, and integrate Quartermaster systems and equipment across the Army at all levels. Quartermaster WOs are innovative integrators of emerging logistical technologies, dynamic teachers, confident warfighters, and developers of specialized teams of Soldiers. All AOCs and the skill identifiers are open to male and female officers.

e. Unique skills. Officers serve in one of three AOCs and one SI. WOs serve in one of five MOSs. Officers gain and develop these skills through multiple operational assignments and continuous professional study and self-development.

(1) *Quartermaster, supply and materiel management (AOC 92A).* The officer commands, directs, plans, and/or manages units engaged in the production, acquisition, receipt, storage, issue, and distribution of equipment, repair parts, fortifications, and construction material, to include tactical distribution of fuel, water, and general supplies. The officer serves as the focal point for property management and accountability procedures.

(2) *Aerial delivery and materiel (AOC 92D).* The officer commands, directs, plans, and/or manages units engaged in storage, packing, preparation, and delivery of materiel by air drop means. The officer determines requirements for and plans the employment of aerial delivery systems in support of tactical and special operations.

(3) *Petroleum and water (AOC 92F).* The officer commands, directs, plans, and/or manages units or activities engaged in petroleum and water operations. The officer directs acquisition, storage, inspection, testing, issue, and distribution of petroleum products and purification, storage, testing, and distribution of water.

(4) *Mortuary affairs (SI 4V).* The officer commands, directs, plans, and or manages mortuary affairs support including search, recovery, tentative identification, and evacuation of deceased personnel, collection, and disposition of personal effects of decedents.

(5) *Logistics management officer (MOS 920A).* The WO supervises and manages the Army's organizational property accounting systems at all levels. The officer monitors and evaluates subordinate supply operations while performing financial inventory accounting and advice to commanders on proper property accounting procedures.

(6) *Materiel management officer (MOS 920B).* The WO manages the requisition, receipt, storage, and distribution of supplies and equipment at direct, general, or installation supply support activities (SSA). The WO plans stockage levels and controls the management of operational float stocks.

(7) *Airdrop systems technician (MOS 921A).* The WO manages the Army's airdrop and airdrop equipment maintenance activities. The WO supervises the inspection and packing of parachutes and ensures that unserviceable, non-repairable, and overage parachutes are retired from the inventory.

(8) *Food service technician (MOS 922A).* The WO manages the Army Food Service Program, advises the commander on all matters relating to nutrition, food preparation, service, accountability, and sanitation.

(9) *Petroleum systems technician (MOS 923A).* The WO supervises the acquisition, storage, inspection, testing, issue, and distribution of petroleum products and/or water and petroleum and water storage and distribution equipment.

f. Unique knowledge. Quartermaster officers must be warfighters who are technically proficient with Quartermaster equipment and tools, and certain STAMIS systems, such as property book-unit supply enhanced (PBUSE). Quartermaster mission success requires the proper balance between these technical skills and the ability to understand and apply the appropriate tactical skills at the right moment.

g. Unique attributes. Quartermaster officers often work in an environment where time available for problem analysis is seriously constrained but where sound timely decisions are urgent. Information gained in this environment will vary in its completeness and ambiguity. An ability to operate under stress, make decisions, and act in austere field conditions is critical to mission success. Quartermaster officers are functional, supply-oriented logisticians capable of developing their skills and experiences in the diverse profession of multifunctional military logistics. They support victory by living the Army Values and enforcing high standards of training, physical fitness, and discipline. They are warfighters extremely well versed in doctrine. However, they are also adaptable to changing environments and can update logistics estimates and apply non-text book solutions to unique situations during full-spectrum operations. The dynamics associated with training and operational missions require a sense of ingenuity, foresight, stamina, and sustained physical endurance. These standards require officers to know and routinely execute drills and operate within established SOPs. Critical officer developmental assignments Officers must meet certain requirements in terms of schooling and operational assignments to be proficient at each grade. These requirements are met through developmental assignments demonstrating the officer has the required skills, knowledge, and attributes in order to remain competitive for promotion. Each officer, with support from mentors, should develop career goals and clearly articulate those goals to their assignments officer at AHRC. Always remember that an officer is his or her own best career manager. By actively participating in the management of career decisions, officers will improve the likelihood of a successful career. Officers may use the Quartermaster Branch training and development model (see fig 35–7, below) as a guideline for maintaining functional expertise throughout their career.

Figure 35–7. Active Army Quartermaster Developmental Chart

(1) *Lieutenant.* Newly accessed officers into the Quartermaster Branch are designated AOC 92A, supply and materiel management. Quartermaster BOLC III is a functional course designed to train lieutenants on the unique functions performed by Quartermaster Soldiers. Training focus is on technical supply, materiel management, petroleum, and water functions of Quartermaster platoons and an introduction to the general functions of logistics. This focus develops graduates as Quartermaster generalists, capable of filling any Quartermaster lieutenant position (except aerial delivery positions). Some officers will receive additional entry level training in aerial delivery and materiel (AOC 92D) and are, by regulation, the only officers who may fill parachute rigger positions. A lieutenant is normally assigned as a platoon leader, gaining troop leading skills, and developing their functional Quartermaster skills, building a solid leadership and technical foundation. In addition to platoon leader experience, a lieutenant will compliment their development as an accountable officer, company executive officer (XO) or battalion level staff officer. These assignments prepare the officer for increased responsibility. In all assignments, lieutenants should concentrate on learning the basics of how the Army works, how to lead Soldiers, and how to maintain a motivated and positive outlook.

(2) *Captain.* Company command is considered preferred branch experience. Officers will be eligible for functional Quartermaster assignments either on staff (as mortuary affairs or petroleum officers) or in command (parachute rigger or petroleum pipeline company). Officers assigned to these positions will normally have had operational or previous experience in addition to institutional training in their chosen function. This allows the officer to be most competitive for future commands in their career.

(3) *Major.* Majors continue self-development efforts to become experts in all aspects of logistics as well as honing their chosen functional quartermaster skill. Officers desiring to command Quartermaster functional battalion-level troop

units should have previous Quartermaster Branch or functional assignments, but it is not required. Quartermaster competencies are evident in the following positions:

(a) Quartermaster battalion XO.

(b) Quartermaster battalion S3.

(c) Quartermaster group/brigade XO.

(d) Quartermaster group S3.

(e) Quartermaster group S4.

(f) Division and corps parachute officer (92D).

(g) POL operations officer (92F).

(h) Joint area petroleum officer (92F). (Completion of a previously preferred assignment is required prior to assignment to this position.)

(4) *Lieutenant colonel.* The vast majority of lieutenant colonel positions are multifunctional. However, officers whose secondary AOC is 92 series may be assigned to functional Quartermaster command and staff positions. Lieutenant colonels enhance their consideration for future command by having a successful assignment in a battalion-level command.

(a) Quartermaster battalion commander.

(b) Quartermaster group eXO.

(c) Corps-level functional staff officer (mortuary affairs officer, petroleum officer, and aerial delivery officer).

(d) Service school assignment.

(5) *Colonel.* Colonels with a secondary 92 series AOC are eligible for Quartermaster functional command and staff positions.

(a) Commander of the 49th POL group, Fort Lee, VA.

(b) Service school assignment.

(c) Selected positions in the Combined Arms Support Command or AMC.

h. WO development. WOs must meet certain professional developmental standards in terms of schooling and operational assignments to evolve as a well-rounded senior WO within their specialty. Meeting these standards ensures the WO has acquired the skills, knowledge, and attributes to remain proficient in their specialty and serve at all levels within the Army. For a WO to be considered fully trained in the Quartermaster Branch, the WO should be tactically and technically proficient, be physically fit, and be of the highest moral and ethical character. Recognizing that various assignments require different strengths, techniques, and backgrounds, an officer's most important assignment is the current one and the officer should focus on an outstanding performance in that job assignment. The Quartermaster Branch requires WOs who are skilled technicians in their specialty. Every WO learns and trains to be a well-rounded logistician while gaining expertise in their specialty through progressive levels of assignments. The Quartermaster Branch consists of five MOSs for WOs. All MOSs are open to male and females. Quartermaster WO life cycle development and utilization is at figure 35–8, below, for MOSs 920A, 920B, 921A, and 922A and figure 35–9, below, for MOS 923A.

Figure 35–8. Quartermaster WO MOS 920, 921, and 922 Developmental Model

Figure 35–9. Quartermaster WO MOS 923 Developmental Model

i. MOS qualification.

(1) *Basic-level MOS qualification.*

(a) Military education. Quartermaster WO1s must continue their professional development and remain competitive for promotion to CW2. WO1s must successfully complete the Quartermaster WOBC. WOBC provides functional training in Quartermaster MOSs 920A, 920B, 921A, 922A, and 923A. WOBC also reinforces leadership training while further developing officership skills. Upon successful completion of WOBC, the WO is certified in their MOS and given an initial operational assignment commensurate with their rank. WO1s should begin work on the prerequisite studies for the WOAC. This is an MOS immaterial course administered by the Distributive Education Section of the Warrant Officer Career Center. Successful completion of this course is a requirement prior to attendance to the resident Quartermaster WOAC.

(b) Professional development. WO1s can expect assignments at the company and battalion level. These assignments give the junior Quartermaster WO a solid base of experience, depth, and breadth on systems and processes that ultimately prepares them for assignments at the brigade and higher levels.

(c) Self-development. Self-development should include correspondence courses, institutional training, and civilian education. WO1s should devote time to a professional reading program to broaden both their warfighting perspective and technical comprehension. Civilian education objectives should include working towards obtaining an associates degree. WO1s who do not possess an associate degree are strongly encouraged to pursue this educational goal.

(2) *Advanced-level MOS qualification.*

(a) Military education. Quartermaster CW2s must continue their professional development and remain competitive for promotion to CW3. Upon promotion to CW2, the WO will be eligible to attend the resident Quartermaster WOAC. Completion of WOAC is required not later than one year after promotion to CW3. The WO must complete the prerequisite studies for the WOAC. This is an MOS immaterial course administered by the Distributive Education Section of the Warrant Officer Career Center. Completion of this course is a requirement prior to attendance to the Quartermaster WOAC.

(b) Professional development. CW2s can generally expect assignments at the company, battalion, and brigade level. These assignments give the junior Quartermaster WO a solid base of experience, depth, and breadth on systems and processes that ultimately prepares them for assignments at the sustainment and higher levels.

(c) Self-development. Self-development opportunities include completing logistics-related courses offered by the U.S. Army Logistics Management College (ALMC) or functional courses offered by the U.S. Army Quartermaster Center and School. CW2s should devote time to a professional reading program to broaden both their warfighting perspective and technical comprehension. Civilian education objectives should include work towards obtaining a baccalaureate degree in a logistics-related field (such as Logistics or Business Management). CW2s who do not possess a baccalaureate degree are strongly encouraged to pursue this educational goal.

(3) *Senior-level MOS qualification.*

(a) Military education. Quartermaster CW3s must continue their professional development and remain competitive for promotion to CW4. Upon selection to or promotion to CW3, the WO will be eligible to attend the Warrant Officer Staff Course (WOSC). The WOSC is an MOS immaterial course conducted by the United States Army Warrant Officer Career Center. Completion of the WOSC is a professional development requirement not later than one year after promotion to CW4.

(b) Professional development. CW3s should begin to pursue assignments at Army field operating agencies, instructor positions, and specified assignments OCONUS.

(c) Self-development. Self-development opportunities include completing logistics-related courses offered by the ALMC or functional courses offered by the U.S. Army Quartermaster Center and School. CW3s should devote time to a professional reading program to broaden both their warfighting perspective and technical comprehension. Civilian education objectives should include working towards completing a baccalaureate degree in a logistics-related field (such as logistics or business management). CW3s who have not completed a baccalaureate degree are strongly encouraged to complete this educational goal. CW3s who have a sound educational background and a proven record of outstanding duty performance in their MOS may apply for a fully-funded advance degree in a discipline directly related to their specialty. The degree completion program is highly competitive and selection is based upon demonstrated performance and potential for promotion. Many Quartermaster WOs are also selected to attend the Logistics Executive Development Course (LEDC) at ALMC, where advanced degrees in procurement and logistics management can be obtained through ALMC's Cooperative Degree Program with the Florida Institute of Technology (FIT). Quartermaster WOs also have the opportunity to participate in the training with industry (TWI) program. The TWI program provides a WO an opportunity to spend up to 12 months with a civilian industry that provides training in industrial procedures and practices. The training is designed to enhance knowledge, experience, and perspectives in management and operational techniques. The TWI program is very competitive and requires the WO to coordinate with the Quartermaster WO career manager at the AHRC.

(4) *Master-level MOS qualification.*

(a) Military education. Quartermaster CW4s must continue their professional development and remain competitive for promotion to CW5. Upon selection to or promotion to CW4, the WO will be eligible to attend the Warrant Officer Senior Staff Course (WOSSC). The WOSSC is an MOS immaterial course conducted by the United States Army Warrant Officer Career Center. Completion of the WOSSC is a professional development requirement not later than one year after promotion to CW5.

(b) Professional development. CW4s will serve as the senior Quartermaster WO in staff and logistics positions at the ACOM and separate operating agency levels.

(c) Self-development. Self-development opportunities include completing logistics-related courses offered by the ALMC or functional courses offered by the U.S. Army Quartermaster Center and School. CW4s should devote time to a professional reading program to broaden both their warfighting perspective and technical comprehension. Civilian education objectives should include working towards completing a master's degree in a logistics-related field (such as logistics or business management). CW4s who have not completed a master's degree are strongly encouraged to complete this educational goal. CW4s who have a sound educational background and a proven record of outstanding duty performance in their MOS may apply for a fully-funded advance degree in a discipline directly related to their specialty. The degree completion program is highly competitive and selection is based on demonstrated performance and potential for promotion. Many Quartermaster WOs are also selected to attend the LEDC at ALMC, where advanced degrees in procurement and logistics management can be obtained through ALMC's Cooperative Degree Program with the FIT. Quartermaster WOs also have the opportunity to participate in the TWI program. The TWI program provides a WO an opportunity to spend up to 12 months with a civilian industry that provides training in industrial procedures and practices. The training is designed to enhance knowledge, experience, and perspectives in

management and operational techniques. The TWI program is very competitive and requires the WO to coordinate with the Quartermaster WO career manager at the AHRC.

(5) *CW5.* WOs at this level should continue self-development. They will increasingly be called upon to advise, mentor, counsel, and train subordinates throughout the command. CW5s will serve as the senior Quartermaster technical advisor and accordingly, the officer must be able to communicate effectively on each of the five Quartermaster WO specialties.

j. Professional development.

(1) *Logistics management officer (MOS 920A).* The WO serves as the logistics management officer in both operational and generating force units. Ensures 100 percent property accountability is maintained, all authorized equipment is on hand, on valid requisition, or redistribution order. Locates and acquires standard and nonstandard equipment and supplies through military and non-military supply sources to meet unit readiness and operational requirements. Oversees/validates the small purchase program to prevent fraud, waste, and abuse. Determines equipment funding requirements and coordinates for funds availability with supported units and resource management activities. Develops, executes, monitors, and provides input to the annual supply budget. Coordinates acquisition and priority distribution of new equipment fielding with the Force Modernization Activity. Redistributes excess equipment throughout the command. Processes excess equipment for disposal after all redistribution efforts are met. Monitors unit and/or Government contractor supply operations to ensure compliance with policy and/or contractual requirements. Administers the Command Supply Discipline Program. Trains, develops, and mentors supply and non-supply personnel on supply policies, processes, and procedures. The logistics management officer is the primary advisor to the command and supported units on all property accountability and organizational level supply matters.

(a) WO1/CW2s are basic-level tactical and technical WOs who should expect to serve in company-, battalion-, or brigade-level positions. Typical assignments include—

1. Logistics management officer.

2. Asset management officer.

3. Tactical advisor and counselor (TAC) officer.

(b) CW3s serve as advanced level technical and tactical experts who should expect to perform their primary duties at the brigade level. CW3s can consider authorized WO MOS generalist positions and serve as staff officers in operational and generating force assignments. Typical assignments include—

1. Logistics management officer.

2. Joint logistics management staff officer.

3. Senior TAC officer.

4. Instructor/writer.

5. Combat developer/writer.

6. Nominative MOS generalist positions.

(c) CW4s serve as senior-level technical and tactical experts who should expect to perform their primary duties at brigade or higher levels. CW4s may also serve as staff officers at various levels of the Army as well as serving in nominative assignments. Typical assignments include—

1. Senior logistics management officer.

2. Senior Joint logistics staff officer.

3. Supply and services officer.

4. Senior instructor/writer.

5. Senior combat developer/writer.

6. Assignments officer, AHRC.

7. Nominative MOS generalist positions.

(2) *Materiel management officer (MOS 920B).* Instructs, manages, and supervises personnel within a supply support activity (SSA) concerning supply systems policy and functional procedures. Responsible for managing the receipt, storage, and issuance of supplies and equipment at the technical supply or DSU level in accordance with established policies and regulations. Plans requirements for stockage and control based on accumulation of demand data. Controls management of operational float stocks to ensure compliance with Army policy. Inspects supported units to ensure supply performance standards are being achieved. Provides technical guidance to personnel of supported units/activities in order to assist, establish, and maintain adequate stockage levels for mission accomplishment. Conducts periodic inventories of stockage supply items, initiates action for disposition of excesses, and makes recommendations for changes to the authorized stockage list (ASL). Develops standard operating procedures and performs administrative duties related to the supply activity.

(a) WO1/CW2s are basic-level tactical and technical WOs who should expect to serve in company- or battalion-level positions. Typical assignments include—

1. Accountable officer.

2. Distribution management officer.

3. TAC officer.

(b) CW3s serve as advanced level technical and tactical experts who should expect to perform their primary duties at the brigade level. CW3s can consider authorized WO MOS generalist positions and serve as staff officers in operational and generating force assignments. Typical assignments include—

1. Accountable officer.

2. Distribution management officer.

3. Materiel management officer.

4. Logistics systems analyst.

5. Support operations technical officer.

6. Material/maintenance readiness manager.

7. Logistics automation management technical officer

8. Senior TAC officer.

9. Instructor/writer.

10. Combat developer/writer.

11. Nominative MOS generalist positions.

(c) CW4s serve as senior-level technical and tactical experts who should expect to perform their primary duties at brigade or higher levels. CW4s may also serve as staff officers at various levels of the Army as well as serving in nominative assignments. Typical assignments include—

1. Senior materiel management officer.

2. Senior logistics systems analyst.

3. Senior logistics advisor.

4. Senior combat developer/writer.

5. Senior instructor/writer.

6. Assignments officer, AHRC.

7. Nominative MOS generalist positions.

(3) *Airdrop systems technician (MOS 921A).* Provides technical guidance to commanders and staff of activities with the mission of conducting/receiving airborne and/or airdrop operations. Supervises inspection of parachutes and parachute components to detect flaws in materials and workmanship. Supervises packing of parachutes. Ensures that unserviceable, non-repairable, and overage parachutes are retired from inventory. Supervises airdrop rigging activities and airdrop equipment maintenance activities. Maintains compliance standards and criteria for life support systems and other airdrop equipment.

(a) WO1/CW2s are basic-level tactical and technical WOs who should expect to serve in a Quartermaster airdrop company, Quartermaster airdrop equipment and support company, airdrop support detachment, or a heavy airdrop support company. Typical assignments include—

1. Airdrop systems technician.

2. TAC officer.

(b) CW3s serve as advanced level technical and tactical experts who should expect to serve in a Quartermaster airdrop company, Quartermaster airdrop equipment and support company, airdrop support detachment, SF group, or a heavy airdrop support company. CW3s can consider authorized WO MOS generalist positions and serve as staff officers in operational and generating force assignments. Typical assignments include—

1. Senior airdrop systems technician.

2. Senior TAC officer.

3. Instructor/writer.

4. Combat developer/writer.

5. Nominative MOS generalist positions.

(c) CW4s serve as senior-level technical and tactical experts who should expect to serve as staff officers at brigade or higher airdrop positions. Typical assignments include—

1. Senior airdrop systems technician.

2. Army command senior airdrop systems technician.

3. Assignments officer, AHRC.

4. Nominative MOS generalist positions.

5. Senior instructor/writer.

6. Senior combat developer/writer.

(4) *Food service technician (MOS 922A).* Coordinates and supervises the Army's Food Service Program for installations, commands, or organizations. Determines technical training requirements, develops, and conducts training for officer, enlisted, and civilian personnel. Develops management plans for food service. Develops, coordinates, and monitors budget requirements for food service equipment and expendable supplies for both garrison and field requirements. Plans, trains, and implements changes in nutritional awareness programs, modification of menus, and implementation of low calorie menus. Coordinates with troop issue subsistence activities and class I points to ensure availability

of appropriate subsistence for both garrison and field feeding operations. Ensures adequate and timely re-supply and reconfiguration of non-unitized field rations into nutritionally acceptable menus. Evaluates field feeding requirements and develops milestone plans to support major field exercises. Reviews and monitors requisitions for class I, III, and IX supplies to support food service operations, and coordinates all planning for food Service support for field training. Trains and oversees class I supply distribution operations and ration break personnel in the acquisition, receipt, storage, shipment, and accountability for subsistence, water, ice, religious operational rations, and health and comfort packs. Evaluates garrison and field feeding operations to ensure food Service personnel are complying with food Service regulation relative to food preparation, service, accountability, and sanitation. As a contracting officer representative (COR) and/or the contracting officer technical representative (COTR), inspects full food service contract dining facilities to ensure they are in compliance with the terms of the contract.

(a) WO1/CW2s are basic-level tactical and technical WOs who should expect to serve at brigade-level positions. Typical assignments include—

1. Brigade food advisor/food program manager.

2. Class I management officer.

3. TAC officer.

(b) CW3s serve as advanced level technical and tactical experts who should expect to perform their primary duties at brigade or higher level. CW3s can consider authorized WO MOS generalist positions and serve as staff officers in operational and generating force assignments. Typical assignments include—

1. Food advisor/food program manager.

2. Subsistence officer.

3. Senior TAC officer.

4. Instructor/writer.

5. Combat developer/writer.

6. Nominative MOS generalist positions.

(c) CW4s serve as senior-level technical and tactical experts who should expect to perform their primary duties at brigade or higher levels. CW4s may also serve as staff officers at various levels of the Army as well as serving in nominative assignments. Typical assignments include—

1. G4 food advisor/food program manager.

2. Chief management assistance division, ACES.

3. Senior instructor/writer.

4. Senior combat developer/writer.

5. Assignments officer, AHRC.

6. Nominative MOS generalist positions.

(5) *Petroleum systems technician (MOS 923A).* Petroleum system technician serves in staff positions requiring petroleum experience. Determines requirements for bulk fuel and packaged petroleum products requirements, storage space, distribution system, and water products. Monitors quality surveillance procedures for petroleum or water. Develops, supervises, and coordinates unit procedures and programs on environmentally sound handling of petroleum products and water chemicals. Directs the preparation of accounting reports and maintenance records for petroleum distribution operations. Monitors and advises the following operations; units engaged in petroleum operations; the acquisition, storage, inspection, testing, issue, and distribution of petroleum products and/or water; unit spill containment and clean-up operations; and disposal procedures for waste produced by unit petroleum and water operations, petroleum operations and user maintenance of pipelines, hose lines, terminals, dispensing systems, petroleum laboratory testing procedures, loading and discharge of ocean-going tankers and other petroleum vessels, water production, storage and distribution equipment, the operation and maintenance of water production, storage and distribution equipment, performance of standard physical and chemical tests. Evaluates test results and recommends disposition of off-specification or captured petroleum products. Performs and supervises quality surveillance throughout the petroleum distribution system. Recommends location of petroleum pipeline routes, terminals, supply points, and depots; advises on bulk petroleum distribution system design. Reports unit petroleum spills per applicable laws, regulations, and policies.

(a) WO1/CW2s are basic-level tactical and technical WOs who should expect to serve at battalion- or brigade-level positions. W01/CW2 may serve in junior-level positions in organizations where there is no other senior petroleum technicians assigned. Typical assignments include—

1. Petroleum technician.

2. Petroleum supply technician.

3. Petroleum management technician.

4. Contracting officer representative.

5. TAC officer.

(b) CW3s serve advanced level of technical and tactical experts and should expect to perform as the senior petroleum technician brigade level. Typical assignments include—

1. Plans/requirements/distribution WO.
2. Petroleum liaison WO.
3. Petroleum surveillance WO.
4. Petroleum management WO.
5. Instructor/writer.
6. Combat developer/writer.
7. Nominative MOS generalist positions.

(c) CW4s serve as advanced level of technical and tactical experts and should expect to perform as the senior petroleum technical officer at the brigade level or higher. Typical assignments include—

1. Senior petroleum WO.
2. Senior petroleum supply WO.
3. Senior instructor/writer.
4. Senior combat developer/writer.
5. Assignments officer, AHRC.
6. Nominative MOS generalist positions.

(6) *CW5.* Quartermaster CW5s are master-level, tactical and technical experts who should expect to serve in ACOM or higher level positions. CW5s provide leader development, mentorship, advice, and counsel to NCOs, WOs, and branch officers. CW5s have special mentorship responsibilities for other WOs at all levels and specialties and provide essential advice to commanders on Quartermaster technical and WO issues. CW5s should sharpen their knowledge of personnel force-integration functions for doctrine, training, and personnel as pertains to Quartermaster functions. In addition, CW5s should become familiar with the constitutional, statutory, and regulatory basis for the force projection Army and the capabilities that must be sustained through management of doctrinal, organizational, and materiel change; become familiar with Army organizational roles, functions, and missions, especially at the ACOM and Army Secretariat/staff levels; and with the force management processes, from the determination of force requirements through researching of requirements and the assessment of their utilization in order to accomplish Army functions and missions in a Joint/combined environment. Typical assignments include—

(a) Logistics management officer (MOS 920A)—

1. Army staff technical advisor/project officer.
2. Theater senior logistics technical advisor.
3. Army command senior logistics technical advisor.
4. Logistics assistance officer-AMC.
5. Logistics staff officer Army Inspector General.
6. Joint/combined logistics staff officer.
7. Senior combat developer/writer.
8. Chief, WO training division.
9. Personnel proponent WO.
10. MOS generalist CW5 positions.

(b) Materiel management officer (MOS 920B)—

1. Army Staff technical advisor/project officer.
2. Theater senior logistics advisor/analyst.
3. ACOM senior logistics advisor/analyst.
4. Senior logistics advisor/analyst.
5. Logistics assistance officer.
6. Logistics staff officer Army inspector general.
7. Joint/combined logistics staff officer.
8. Senior combat developer/writer.
9. Chief, WO training division.
10. Personnel proponent WO.
11. MOS generalist CW5 positions.

(c) Airdrop systems technician (MOS 921A)—

1. Master airdrop systems technician/trainer.
2. Command master airdrop systems technician.
3. Joint/combined logistics staff officer.
4. Senior combat developer/writer.
5. Chief, WO training division.
6. Personnel proponent WO.
7. MOS generalist CW5 positions.

(d) Food service technician (MOS 922A)—

1. The Army's food advisor.

2. Army command food advisor.

3. Joint/combined logistics staff officer.

4. Senior combat developer/writer.

5. Chief, WO training division.

6. Personnel proponent WO.

7. MOS generalist CW5 positions.

(e) Petroleum system technician (MOS 923A)—

1. Master petroleum system technician/trainer.

2. ACOM petroleum systems advisor.

3. Joint/combined logistics staff officer.

4. Senior combat developer/writer.

5. Chief, WO training division.

6. Personnel proponent WO.

7. MOS generalist CW5 positions.

35–5. Quartermaster Branch Reserve Component officers

a. General career development. The Quartermaster RC officer plays an important role in the Quartermaster combat Service support mission. RC comprises the majority of units and personnel in the Quartermaster Branch. RC Quartermaster officer development objectives and qualifications basically parallel those planned for their Active Army counterparts.

b. Branch preferred assignments and development opportunities. Even though RC officers are limited by geographical considerations, they should strive for Quartermaster assignments that yield the same developmental opportunities as their Active Army counterparts. Reserve officers commissioned into the Quartermaster Branch are designated AOC 92A, Quartermaster, supply and materiel management, by the Commander, AHRC–St. Louis or The Adjutant General (TAG) of the state to which assigned for ARNG officers. RC Quartermaster officers may attend specialized courses relating to various Quartermaster AOCs, such as the Air Delivery and Materiel Officer Course AOC 92D, advanced petroleum/water management AOC 92F, or the Mortuary Affairs Course for S) 4V. Upon promotion to captain, some RC Quartermaster officers may be given a 92D or 92F AOC, respectively, by the Commander, AHRC–St. Louis, or by being assigned to a TPU position in one of these AOCs upon completing the Supply and Service Management Officers Course (SSMO), Combined Logistics Captains Career Course (CLC3) or the RC CCC (Quartermaster). However, the vast majority of RC Quartermaster officers are awarded AOC 92A.

c. Professional development. Professional development for RC officers is divided into phases from the grade of lieutenant to colonel (see fig 35–10, below). These phases are described below.

Figure 35–10. RC Quartermaster Developmental Model

(1) *Lieutenant.* The initial development of a Quartermaster officer includes the establishment of basic leadership skills in the areas of communication, management, technical and tactical knowledge, and troop-leading experience. Officers must complete Quartermaster BOLC within 2 years of initial appointment or completion of college if commissioned early. Typical assignment positions may include, but are not limited to, platoon leader, supply and Service officer, company XO, or petroleum officer. If there is a limited leadership opportunity available within the Quartermaster competencies in an officer's initial assignment, the officer should strive to seek to increase logistics knowledge within the Transportation or Ordnance competencies and pursue a Quartermaster-related position when available as a follow-on assignment. Lieutenants should strive to become technical and tactical experts by training with the WOs and senior enlisted Soldiers in their units. Within 2 years of consideration for promotion to captain, RC officers should enroll and begin the RC CCC (Quartermaster) and continue to hone troop leading procedures. Because all initial assignments are important, an officer should be primarily concerned with manner of performance, development of professional attributes, enthusiasm for the job and demonstration of potential. Before promotion to captain, officers should possess an excellent knowledge of Quartermaster competencies and have basic knowledge of other logistics competencies.

(2) *Captain.* During this phase, an officer requires completion of educational requirements as well as successful command or time in troop leadership positions. Throughout this phase, the officer continues to develop leadership, tactical, technical, communication, and management skills. RC officers must attend CLC3 or the RC CCC (Quartermaster) prior to consideration for promotion to the grade of major. Additionally, it is recommended to complete the

SOC to prepare captains for the transition into the LG Branch. Prior to enrolling in ILE, officers must complete the CAX. CAX prepares officers for staff duties at the battalion or higher levels.

(3) *Major*. At the grade of major, focus is on the development of upper-level staff skills and branch competencies. Majors must complete at least 50 percent of ILE before they will be considered eligible for promotion to lieutenant colonel. Quartermaster Branch training should be continued through developmental assignments, such as battalion/brigade/group XO/S3, support operations officer, or Quartermaster staff officer at a sustainment brigade or sustainment command. In addition to these objectives, officers should further develop their Quartermaster education. The ALEDC, other ALMC courses, and an advanced degree all contribute to the professional development of a RC Quartermaster officer.

(4) *Lieutenant colonel and colonel.* This is the utilization stage in a RC officer's career. Emphasis is placed on an officer successfully completing lieutenant colonel- and colonel-level commands as well as serving in key Quartermaster or multifunctional/logistical staff positions at the division, corps, HQDA, DOD, or Joint staff levels. Officers should complete a pre-command course when selected for lieutenant colonel or colonel command. In addition, all officers should strive to complete their military education-level requirements. For lieutenant colonels, completion of ILE is required for promotion to colonel. Upon promotion to lieutenant colonel, the Chief, Army Reserve, and the Chief, National Guard Bureau, select RC officers for participation in the AWC Distance Education program. Except through an established resident program, completion of the AWC Distance Education Course is the only other means by which an Army officer can receive credit for SSC training.

(5) *Branch transfer*. Officers who wish to branch transfer at the rank of captain–colonel who have already completed a non-logistics CCC must transfer into the LG Branch (see para 35–10). Officers who wish to hold a Quartermaster AOC within the LG Branch must take the SSMO.

(6) *RC WOs.* RC WO development objectives and qualifications basically parallel those planned for their Active Army counterparts. Junior WOs must develop a strong foundation through assignment in their branch. Even though geographical considerations limit some RC WOs, all should strive for Quartermaster assignments that yield the same developmental opportunities as their Active Army counterparts. The RC life cycle development model for Quartermaster WOs is at figure 35–11, below.

Figure 35–11. RC Quartermaster WO Developmental Model

35–6. The Transportation Branch

a. Unique purpose of the Transportation Branch. The Transportation Branch provides the transportation capabilities that are essential for a CONUS-based power projection Army in support of the National Military Strategy and the physical capabilities necessary to affect agile maneuver and movement of forces and materiel at the tactical, operational, and strategic levels of warfighting. The Transportation Branch consists of officers, WOs, enlisted, and civilian personnel responsible for the worldwide movement of units, personnel, equipment, and supplies in peace and war. The Transportation Branch moves critical supplies rapidly, under positive control, through an integrated, transportation-based global distribution system, bypassing routine warehouse/storage functions from the source to the combatant. The Transportation Branch leverages emerging technologies and thrives on the digitized battlefield. It provides movement control, in-transit visibility, and directs delivery to deployed forces in a dynamically fluid, nonlinear battlefield. In terms of logistics support, the current operating environment demands focused logistics that is responsive, flexible, and precise. Focused logistics will be the fusion of information, logistics, and transportation technologies that provide rapid crisis response, capable of tracking and shifting assets even while en route, and delivering tailored logistics packages and sustainment at the tactical, operational, and strategic levels of operations. The Transportation Branch is the "Spearhead of Logistics" because nothing happens until something moves.

b. Unique functions of the Transportation Branch. Functions performed by the Transportation Branch include—

(1) Planning, operating, scheduling, coordinating, supervising, and evaluating all methods of transportation for the effective movement of units, personnel, equipment, and supplies in a transportation-based, Joint-global defense, and commercial deployment and distribution systems.

(2) Providing the operational process of synchronizing all elements of the logistics system to deliver the "right things" to the "right place" at the "right time" to support the geographic combatant commander.

(3) Commanding all types of transportation, movement control, and logistical organizations tasked with controlling and carrying out personnel, cargo/supply, movement control, or logistical requirements within a geographic area.

(4) Recommending priorities, coordinate tasks, document cargo and/or personnel to be transported, allocate resources, and determine the mode(s) necessary for the optimum utilization of assets and timely mission accomplishment.

(5) Planning, executing, tracking, and controling movements of units, supplies, and sustainment from the source to the combatant.

(6) Providing theater port opening terminal services for all modes of transportation and stevedoring services at fixed ports, unimproved beach sites, and during logistics-over-the-shore (LOTS) operations.

(7) Providing highway, rail, marine, and terminal support for Army and JIIM operations.

(8) Providing DOD worldwide, single agency management for military traffic, land transportation, and common-user ocean terminals.

(9) Developing transportation concepts and doctrine and develop unit organizations and the requirements to support acquisition of transportation systems for the Army.

(10) Providing training and professional development for DOD, Active Army and RC, and civilian personnel in transportation and deployment methods.

(11) Providing direct and general maintenance support and supply support for marine and rail equipment.

(12) Providing transportation engineering services.

(13) Playing a key role in the development, procurement, and life cycle management of transportation-related equipment, systems, and personnel.

c. Unique features of work in the Transportation Branch. The Transportation Branch features work that is not common to many branches. Transportation Branch officers and WOs may routinely work at any of the three levels of war; tactical, operational, and strategic. This is not limited to a specific grade; for example, a lieutenant may operate an Arrival/Departure Airfield Control Group (A/DACG), which can be a Joint operation at both operational and strategic levels. Transportation officers will find themselves working in Joint environments or participating in Joint operations far more frequently than other branches. Required officer characteristics (skills, knowledge, and attributes).

d. Competencies and actions. The six core competencies of the Transportation Branch are strategic deployment, movement control, terminal operations, water transport, highway transport and rail transport. Transportation officers must be technically proficient with employment of transportation and mission-unique equipment, personnel, and systems. Transportation officers must understand transportation, supply, and maintenance automated systems. In addition to working independently, Transportation officers often work in an environment where there is little time available for problem analysis, but sound and timely decisions are crucial. Transportation Branch mission success requires the proper balance between technical know-how and the ability to understand and apply the appropriate tactical expertise at the right moment. Hence, the ability to operate under stress, make decisions, and act under primitive field conditions is critical to success.

e. Unique skills. Transportation officer skills are found in four AOCs. The Transportation Branch has three different MOSs within the WO technical fields; marine operations, marine maintenance, and movement control operations.

(1) *Transportation general (AOC 88A).* Officers command, direct, control, coordinate, manage, or serve in positions requiring general knowledge of transportation organizations, equipment, and doctrine as well as organizations engaged in transportation-related services. They develop doctrine, organizations, and equipment for the Transportation Branch. Officers also serve in positions requiring specialized knowledge of transportation organizations, equipment, and doctrine as well as branch/functional experience at higher levels of operations and organizations engaged in transportation-related services with the unique capability to plan, coordinate and synchronize the rapid deployment, reception, staging, onward movement, and integration (RSO&I), sustainment/distribution management and redeployment of forces in any area of operations. They serve in Joint assignments, manage transportation personnel life cycle functions, and instruct transportation skills at Service schools, Service colleges, pre-commissioning and commissioning programs, and CTCs. Transportation officers assist USAR and ARNG transportation organizations. Examples of Transportation general duty positions are—

(a) Headquarters staff officer.

(b) Instructor.

(c) Proponency officer.

(d) Division transportation officer.

(2) *Traffic management (AOC 88B).* Officers command, plan, procure, coordinate, and control the movement of personnel, personal property, and military freight worldwide by military or commercial transport. Examples of Transportation traffic management duty positions include—

(a) Installation transportation officer (ITO).

(b) Surface Deployment and Distribution Command (SDDC) commander/staff officer.

(c) Movement control officer (MCO).

(d) Division/Corps transportation officer.

(3) *Marine and terminal operations (AOC 88C).* Officers command, direct, control, coordinate, manage, or serve in positions in water transport, marine maintenance, marine terminal, or inland terminal units or organizations. Their duties encompass the command, control, or management of fixed ports, unimproved ports, and bare-beach facilities; air, rail, motor, and inland waterway terminal operations; Joint-logistics-over-the-shore (JLOTS) operations; and marine maintenance and salvage operations. Examples of Transportation marine and terminal operations duty positions are—

(a) Terminal unit commander/XO/staff officer.

(b) Cargo transfer company commander/platoon leader/XO.

(c) Watercraft and causeway unit commander/platoon leader/XO.

(d) Port operations crane company commander/platoon leader/XO.

(e) Floating craft/direct and general maintenance support company commander.

(4) *Motor/rail transportation (AOC 88D).* All rail units are in the RC. Officers command, direct, control, coordinate, manage, or serve in positions in motor (truck), rail, truck terminal, or trailer transfer units or organizations. Duties encompass command, control, management, and utilization of motor assets in support of terminal clearance, inter-, and intra-zonal motor transport services and operational mobility, truck terminal/trailer transfer points, area support, drive-away, retrograde, container and intermodal operations. Examples of Transportation motor/rail transport duty positions include—

(a) Motor (truck) transport commander/staff officer/platoon leader/XO.

(b) Rail operations commander/staff officer/platoon leader/XO.

(5) *Marine operations (MOS 880A).* This MOS has two distinct skill levels of technical training and professional credentialing; MOS 880A1 and 880A2, marine deck officer. Officers within this MOS command and operate Army watercraft and watercraft detachments; serve aboard Army watercraft as the commanding officer, master, navigator, cargo officer or deck watch officer; serve as an Army harbormaster or port operations officer; serve on a battalion-level staff or higher as an operations officer; or as a Service school instructor.

(6) *Marine maintenance (MOS 881A).* This MOS has two distinct skill levels of technical training and professional credentials; MOS 881A1 and 881A2, marine engineering officer. Officers in this MOS command watercraft maintenance detachments and maintain Army watercraft, serve as chief engineer, assistant engineer, or engineering watch officer; or may serve on a battalion-level staff or higher as a maintenance officer or as a Service school instructor.

(7) *Movement control operations (MOS 882A).* There is one WO specialty within this MOS; MOS 882A, mobility officer. The skills and knowledge necessary to qualify for this specialty requires technical expertise to plan, organize, and supervise the movement, deployment, and redeployment of Army personnel and equipment. They must also be able to coordinate deployment and redeployment issues with Joint, Army, and commercial agencies as well as provide technical expertise and guidance on the implementation and use of transportation automation systems. Mobility officers coordinate and conduct training of unit deployment and redeployment operations. They advise and assist commanders and staffs on deployment movement, sustainment, maneuver, and redeployment operations. Officers in this MOS may serve on a battalion-level staff or higher, or as a Service school instructor.

(8) *Other key officer skills.*

(a) Junior leadership (company grade). Junior Transportation officers work in an extremely fluid and dynamic environment with a wide variety of personnel and equipment. Since they often work independently with minimum guidance, supervision or support, creative thinking, and problem solving are critical skills. Officers will encounter information that varies in completeness and ambiguity. Therefore, it is imperative that Transportation officers can communicate effectively in both written and verbal forms. Officers should also develop excellent supervisory skills to ensure proper execution of all assigned tasks and missions. Transportation officers must be tactically proficient and must attain a mastery of troop leading procedures, unit defense operations, and tactical convoy operations.

(b) Senior leadership (field grade). Even though envisioning may be considered a conceptual skill, it is essentially a group process and is a talent that all senior Transportation officers need for professional development. Envisioning and innovation contribute to the operational success of missions and assigned tasks by a process that includes establishing purpose, vision, values, goals, and objectives. Senior Transportation officers should focus on other conceptual skills, such as critical and moral reasoning, systems understanding, and analysis. The senior Transportation officer's job becomes much more difficult because they must not only have a mastery of technical skills, they must also be able to mentor junior leaders in these skills. Their technical skills become more complex because they are involved in resourcing, allocating, integrating, and synchronizing transportation equipment, personnel, and technologies, which culminate in expert managerial abilities.

(9) *Unique knowledge.* Transportation Branch officers must possess an expert knowledge of transportation and multifunctional logistical support systems, personnel, equipment, and operations. This knowledge includes practical experience in transportation and multifunctional logistic operations and the employment of those systems. Specifically, Transportation officers must strive to possess and maintain a comprehensive understanding of the following:

(a) Power projection of forces and sustainment.

(b) RSO&I.

(c) Battlefield distribution.

(d) Movement control.
(e) JLOTS operations.
(f) Inter- and intra-theater transportation operations.
(g) Deliberate and crisis action planning.
(h) Emerging transportation technologies.
(i) Transportation automated systems:
(j) Automated Air Loading Planning System (AALPS).
(k) Automated Movement Flow Tracking System (AMFT).
(l) Cargo Movement Operation System (CMOS).
(m) Computerized Movements Planning and Status System (COMPASS).
(n) Deployment Sustainment and Support Tool (DS2T).
(o) Enhanced Logistics Intra-theater Support Tool (ELIST).
(p) Global Transportation Network (GTN).
(q) Global Command and Control System-Army (GCCS–A).
(r) Department of the Army Movements Management System-Redesigned (DAMMS–R).
(s) Integrated Booking System (IBS).
(t) Integrated Computerized Deployment System (ICODES).
(u) Battle Command Sustainment Support System (BCS3)
(v) Joint Flow and Analysis System for Transportation (JFAST).
(w) Joint Force Requirements Generator II (JFRG II).
(x) Joint Operation Planning and Execution System (JOPES).
(y) Mobilization Movement Control System (MOBCON).
(z) Transportation Coordinators' Automated Information for Movement System II (Transportation–AIMS II) and Worldwide Port System (WPS).
(aa) Movement Tracking System (MTS).
(ab) Roles and functions of the SDDC.
(ac) Roles and functions of the U.S. Transportation Command (USTRANSCOM).
(ad) Roles and functions of the Defense Logistics Agency (DLA).
(ae) Army maintenance and supply systems and automation.
(af) Distribution management.

(10) *Unique attributes.* Everything begins with the Warrior Ethos. Warrior Ethos is the foundation for our total commitment to victory in peace and war. It is the conviction that military Service is much more than just another job. It defines who officers are and what officers do. Officers require a demonstrated mastery of branch-specific skills, and grounding in the seven Army Values in order to successfully lead Soldiers as the Army transforms. All officers must be physically and mentally fit, maintain and display self-control, remain calm under pressure, and adhere to published standards and regulations. Critical officer developmental assignments Officers may use the Transportation Branch training and development model (see fig 35–12, below) as a guideline for maintaining functional expertise throughout their career. All Transportation Branch-coded (88) positions are open to male and female officers with the exception of the ranger regiment movement control officer, which is specific to male officers. They can expect and should be prepared to work in any of the four transportation AOCs. The purpose of leader development is to ensure that the officer has acquired the necessary skills and experience, the breadth and depth of knowledge, and attributes that are required to grow officers who are the centerpiece of a campaign quality Army with a Joint expeditionary mindset.

Figure 35–12. Active Army Transportation Developmental Model

(a) Lieutenant. After completing the Transportation BOLC III, officers are normally assigned at the company level to gain leadership experience and to enhance technical and tactical competence. The focus of lieutenants should be on acquiring and refining the following skills; troop leading procedures; Transportation Branch-related skills; and coordinating, planning, training, logistical, and administrative skills. Prior to promotion to captain, lieutenants should possess an excellent knowledge of the Transportation Branch's purpose, mission, and core competencies. This includes practical experience in Transportation operations, activities, and missions. Special training necessary to support an officer's follow-on assignment may be scheduled after BOLC III. Lieutenants should expect to serve as a platoon leader, detachment commander, or as an XO at the company level for a period of time that allows the officer to gain breadth and depth of skills and experience. In all assignments, lieutenants should concentrate on learning the basics of how the Army works, how to lead Soldiers, and how to maintain a motivated and positive outlook. Officers should expect to serve in progressive positions to develop leadership, Transportation Branch skills and, when appropriate, to complement this with staff experience at the battalion and brigade level. Typical Transportation lieutenant duty positions include—

1. Transportation unit platoon leader.
2. Transportation unit XO.
3. Detachment commander.
4. Battalion/brigade transportation staff officer.

(b) Captain. captains must be proficient in both common core and transportation competencies to gain the transportation knowledge required to be an effective leader at the company and battalion level. Captains should aggressively prepare for and seek company-level command. captains should continue to gain an in-depth understanding of all aspects of transportation operations as well as multifunctional logistics operations in order to serve in various staff positions at all levels such as—

1. Transportation staff officer.

2. Mobility officer.

3. MCO.

4. Terminal operations officer.

5. Service school instructor.

6. Combat training center observer controller/trainers (OC/T).

(c) Major. Majors should aggressively seek the skills and experience that will best prepare them for the duties at the lieutenant colonel level. Majors must exercise continuous self-development efforts to fully master all aspects of transportation operations and multifunctional logistics to include Joint and multinational operations. This includes honing transportation skills already gained at the company-grade level. Transportation competencies reside in the following assignments:

1. Transportation general. Division transportation officer, battalion/group/brigade XO, battalion/group/brigade S3.

2. Movement control. Division MCO, movement control team commander, battalion/Theater Movement Control Agency (TMCA) XO, battalion/TMCA S3.

3. Marine and terminal operations. Battalion/group/brigade XO, battalion/group S3, SDDC company commander.

4. Highway/rail transportation. Battalion/group/brigade XO, battalion/group/brigade S3.

(d) Lieutenant colonel. The objective in lieutenant colonel assignments is to give officers the opportunity to make a greater contribution to the branch and the Army. While the majority of positions at this level are multifunctional, officers will be called upon to fill transportation staff or command assignments, such as the following:

1. Corps transportation officer.

2. SDDC transportation staff officer.

3. Movement Control Agency (MCA) division chief.

4. HQDA/ACOM/installation transportation staff officer.

5. Army General Staff (AGS).

6. Sustainment Command transportation staff officer.

7. U.S. Transportation Command (USTRANSCOM) staff officer.

(e) Colonel. Critical Transportation competencies are found in the following assignments.

1. Commander of a transportation brigade.

2. Assistant chief of staff, transportation.

3. Assistant chief of staff, movements.

4. SDDC transportation staff officer.

5. USTRANSCOM staff officer.

(11) *Critical WO developmental assignments.* Transportation Branch WOs manage the operation and maintenance of U.S. Army watercraft and movement control measures in both tactical and peacetime environments. The WO developmental model is at figure 35–13, below. These operations technicians support Army missions by planning, coordinating, and directing Army units during ocean, LOTS, coastal, and harbor and inland water (CHI) missions as well as strategic, operational, and tactical movement control missions worldwide. Mastery of the following skills relative to each officer's leadership stage is critical for successful performance by all Transportation officers Specific schooling and operational assignments will best educate and prepare WOs for competitive positions of greater responsibility and promotion. Figure 35–13, below, shows the career development models of the marine deck officer (880A) and the marine engineering officer (881A).

Figure 35–13. Transportation WO Developmental Model

(12) *WO1 and CW2.*

(a) Must successfully complete the Marine Deck WOBC, Marine Engineering WOBC, or Mobility Officer Basic Course. Completion of prerequisite studies for the WOAC is recommended.

(b) Should complete an associate's degree before eligibility for selection to CW3.

1. Marine Deck officer Specialty (MOS 880A).

a. Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5.

b. Serving as a marine deck officer on board a class A1 or A2 vessel is preferred.

2. Marine engineering officer specialty (MOS 881A).

a. Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5.

b. Serving as a marine engineering officer on board a class A1 or A2 vessel is preferred.

3. Mobility officer specialty (MOS 882A). Serving as a mobility officer at the detachment, battalion, or brigade/group level is preferred.

(13) *CW3.*

(a) Must complete the WOAC as soon as possible, but not longer than 1 year after promotion to CW3.

(b) Should complete a baccalaureate degree before eligibility for selection to CW4.

1. Marine deck officer specialty (MOS 880A). :

a. Must maintain A2 certification as outlined in AR 56–9, chapter 5.

b. Serving as a ship's master on board a class A2 vessel or a first mate on board a logistics support vessel (LSV) or theater support vessel (TSV) is a preferred assignment.

2. Marine engineering officer specialty (MOS 881A).

a. Must maintain A2 certification as outlined in AR 56–9, chapter 5.

b. Serving as a chief engineer on board a class A2 vessel or an assistant engineer on board an LSV or TSV is a preferred assignment.

3. Mobility officer specialty (MOS 882A). Serving as a mobility officer at the port movement control detachment, battalion, brigade/group, or division level is a preferred assignment.

(14) *CW4.* Must complete the WOSC as soon as possible, but not later than 1 year after promotion to CW4.

(a) Marine deck officer specialty (MOS 880A).

1. Must maintain A2 certification as outlined in AR 56–9, chapter 5.

2. Serving as a commander of a vessel detachment is a preferred assignment.

(b) Marine engineering officer specialty (MOS 881A).

1. Must maintain A2 certification as outlined in AR 56–9, chapter 5.

2. Serving as chief engineer on board an LSV or TSV, as commander of a watercraft maintenance detachment, or as an engineering maintenance officer at battalion or higher levels are preferred assignments.

(c) Mobility officer Specialty (MOS 882A). Serving as a mobility officer at the movement control battalion, corps, echelons above corps, or in a senior supervisory, advisory, or staff position are preferred assignments.

(15) *CW5.*

(a) Must complete the WOSSC as soon as possible, but not later than 1 year after promotion to CW5.

(b) Serving in the most senior supervisory, advisory, and staff positions is preferred.

(c) Marine officer specialty (MOSs 880A and 881A) must maintain A2 certification as outlined in AR 56–9, chapter 5.

35–7. Transportation Branch Reserve Component officers

a. General career development. A significant portion of Transportation assets resides in the RC. Transportation Branch RC officers serve in the same roles and missions as their Active Army counterparts. The unique nature of the RC Soldier's role as a citizen-Soldier poses a challenge for their professional development. However, RC Transportation officers are expected to follow Active Army officer developmental patterns as closely as possible.

b. Branch development opportunities. Officers are professionally developed through a succession of schooling and assignments. Generally, education and self-development requirements parallel those identified for Active Duty Transportation officers. See figure 35–14, below, for the RC Transportation life cycle model. Recommended RC Transportation officer professional development by grade is as follows:

Figure 35–14. RC Transportation Developmental Model

(1) *Lieutenant.* The Transportation BOLC III is the starting point for newly accessed RC Transportation officers. RC officers should complete BOLC III by their third year (USAR) or 18 months (ARNG) of Service. Officers should obtain assignments to troop units at the company level as a platoon leader or XO for a period of time that allows the officer to gain breadth and depth of skills and expertise. If there is a limited leadership opportunity available within the Transportation competencies in an officer's initial assignment, the officer should strive to seek to increase logistics knowledge within the Quartermaster or Ordnance competencies and pursue a Transportation-related position when available as a follow-on assignment. For self-development, lieutenants should master common core and branch tasks, expand their professional readings, and support the Transportation Regimental Association and other military and civilian transportation professional organizations.

(2) *Captain.*

(a) Complete the RC CCC (Transportation). Additionally, it is recommended to complete the SOC to prepare captains for the transition into the LG Branch. Prior to enrolling in ILE, officers must complete the CAX. CAX prepares officers for staff duties at the battalion or higher levels. In order to be best prepared for the duties of a major, RC captains should successfully serve in one of the following branch-preferred positions for a period of time that allows the officer to gain breadth and depth of skills and experience:

1. Company commander.

2. Battalion/brigade staff officer.

(b) RC captains should continue to gain an in-depth understanding of transportation operations as well as multifunctional logistic operations. They also must become proficient in both common core and transportation captain tasks to gain the knowledge required to effectively serve in the branch as a leader at the company and battalion level, in all aspects of transportation operations and in leading Transportation Soldiers. For self-development the Transportation captain should expand their knowledge through professional readings, support the Transportation Regimental Association and other military and civilian transportation professional and social organizations, attend seminars and conferences, and participate in community activities.

(3) *Major.* Officers may attend the Active Army ILE. For self-development, officers should obtain a master's degree and devote time to a professional reading program to broaden their warfighting and logistical perspective. Additionally, they should conduct research and write articles for professional military publications, and support the Transportation Regimental Association and other military and civilian transportation professional organizations. In order to be best prepared for transportation duties at the lieutenant colonel level, it is recommended that RC majors serve in one of the following positions:

(a) Transportation general. Including division transportation officer, battalion/group/brigade XO, battalion/group/brigade S3.

(b) Movement control. Including division movement control officer, movement control team commander, battalion/TMCA XO, and battalion/TMCA S3.

(c) Marine and terminal operations. Including battalion/group/brigade XO, battalion/group/S–3, and SDDC company commander.

(d) Highway/Rail Transportation. including battalion/group/brigade XO, battalion/group/brigade S3.

(4) *Lieutenant colonel.* RC lieutenant colonels should complete ILE and be assigned to a battalion/brigade-level command and/or senior staff. For self-development, officers should obtain a master's degree and devote time to a professional reading program to broaden their warfighting and logistical perspective. Additionally, they should conduct research and write articles for professional, military publications, and support the Transportation Regimental Association and other military and civilian transportation professional organizations. In order to be best prepared for the duties of colonel, RC lieutenant colonels should serve in one of the following senior-level assignments:

(a) Corps transportation officer.

(b) SDDC transportation staff officer.

(c) MCA division chief.

(d) HQDA/ACOM/installation transportation staff officer.

(e) AGS.

(f) Sustainment brigade transportation staff officer.

(g) Service school staff/faculty.

(h) USTRANSCOM, transportation staff officer.

(i) Theater Sustainment Command (TSC) staff officer.

(j) Expeditionary Sustainment Command (ESC) staff officer.

(5) *Colonel.* RC officers selected for colonel are advised to seek assignments of greater responsibility in the branch. Officers selected for promotion to colonel should apply for the SSC-level AWC Distance Education Course, if not selected for the resident course. RC Transportation colonels contribute to the branch by serving in critical assignments to include the following:

(a) Colonel-level command; commander of a transportation brigade-level unit, training brigade, or garrison command chief of staff.

(b) Chief of staff.

(c) Deputy chief of staff, logistics.

(d) Assistant chief of staff, General Staff (GS) (corps).

(e) Assistant chief of staff, transportation.

(f) Assistant chief of staff, movements.

(g) Assistant chief of staff, materiel (sustainment brigade).

(h) HQDA/ACOM/installation staff officer.

(i) SDDC transportation staff officer.

(j) USTRANSCOM transportation staff officer.

(k) Service school staff/faculty.

c. Branch transfer officers. Officers who wish to branch transfer at the rank of captain–colonel who have already completed a non-logistics CCC must transfer into the LG Branch (see para 35–10, below). Officers who wish to hold a Transportation AOC within the LG Branch must take the Senior Transportation Officer Qualification Correspondence Course (STOQCC).

d. WO professional development. There are specific schooling and operational assignments (outlined below) which will best prepare an RC WO and make them more competitive for positions of greater responsibility and promotion. RC WO developmental models are at figure 35–15, below.

Figure 35–15. RC Transportation WO Developmental Model

(1) *WO1 and CW2.*

(a) Must successfully complete the Marine Deck Warrant Officer Basic Course, Marine Engineering WOBC, or Mobility Officer Basic Course.

(b) Completion of prerequisite studies for the WOAC is recommended.

(c) Completion of an associate's degree before eligibility for selection to CW3 is also advised.

(d) Marine deck officer specialty (MOS 880A)—

1. Must complete A2 certification as outlined in AR 56–9, chapter 5.

2. Serving as a marine deck officer on board a class A1 or A2 vessel is preferred.

(e) Marine engineering officer specialty (MOS 881A)—

1. Must complete A2 certification as outlined in AR 56–9, chapter 5.

2. Serving as a marine engineering officer on board a class A1 or A2 vessel is preferred.

(f) Mobility officer specialty (MOS 882A) should serve as a mobility officer at the detachment, battalion, or brigade/group levels.

(2) *CW3.*

(a) Completion of the WOAC upon selection to CW3 is preferred.

(b) Completion of a baccalaureate degree before eligibility for selection to CW4 is recommended.

(c) Marine deck officer specialty (MOS 880A)—

1. Must maintain A2 certification as outlined in AR 56–9, chapter 5.

2. Serving as a ship's master on board a class A2 vessel or as first mate on board an LSV or TSV are preferred assignments.

(d) Marine engineering officer specialty (MOS 881A)—

1. Must maintain A2 certification as outlined in AR 56–9, chapter 5.

2. Serving as a chief engineer on board a class A2 vessel or as an assistant engineer on board an LSV or TSV are preferred assignments.

(e) Mobility officer specialty (MOS 882A); serving as a mobility officer at the port movement control detachment, battalion, brigade/group, or division levels are preferred.

(3) *CW4.*

(a) Completion of the WOSC upon selection for promotion to CW4 is recommended.

(b) Marine deck officer specialty (MOS 880A)—

1. Must maintain A2 certification as outlined in AR 56–9, chapter 5.

2. Serving as commander of a vessel detachment is a preferred assignment.

(c) Marine engineering officer specialty (MOS 881A)—

1. Must maintain A2 certification as outlined in AR 56–9, chapter 5.

2. Serving as chief engineer on board an LSV or TSV, as commander of a watercraft maintenance detachment, or as an engineering maintenance officer at battalion or higher levels are preferred assignments.

(d) Mobility officer specialty (MOS 882A); serving as a mobility officer at the movement control battalion, corps, echelons above corps, or in a senior supervisory, advisory, or staff position are recommended assignments.

(4) *CW5.*

(a) Completion of the WOSSC upon selection for promotion to CW5 is recommended.

(b) Serving in the most senior supervisory, advisory, and staff positions is recommended.

(c) Marine officer specialty (MOSs 880A and 881A); must maintain A2 certification as outlined in AR 56–9, chapter 5.

35–8. The Logistics Branch

LG Branch officers are examples of Army pentathletes. They are builders of leaders and teams. They are competent, full-spectrum professionals who support the Soldier. LG officers are effective in managing, leading, and changing large organizations. They are skilled in governance, statesmanship, and diplomacy. A logistician understands cultural context and works effectively across it. They are part of a Joint team, have an expeditionary outlook, and can think for themselves in unpredictable situations. They are adaptive, trained and ready, physically fit, and are comfortable working in JIIM environments. LG officers are self-reliant, proactive leaders who work in asymmetric and unpredictable environments where time available for problem analysis is likely constrained, but where sound, timely decisions are urgent.

a. Unique purpose of the LG Branch. The purpose of the LG Branch is to merge all logistics basic branch officers (Ordnance, Quartermaster, Transportation) upon completion of the combined LG CCC into one unified branch in order to create logistics pentathletes, focused on being, primarily, multifunctional logisticians, capable of planning, integrating, and directing sustainment activities that will enable Army forces to initiate and sustain full spectrum operations.

b. Unique functions of the LG Branch. LG Branch officers serve in both operating and generating force structures and require extensive experience in integrating 6 out of 12 sustainment functions (see FM 3–0); supply, field services, transportation, maintenance, explosive ordnance disposal, and force health protection. LG officers should also be familiar with the other six functions; human resources support, financial management, legal support, general engineering, religious support, and band support. LG officers may be called upon to handle more functions as further changes are made to the Army modular force and generate additional JIIM requirements.

c. Unique features of work in the LG Branch. At the company-grade level, logistics officer assignments will be fairly evenly split between multifunctional and functional. As officers progress from company grade to field grade, assignments grow increasingly multifunctional. Officers must develop and use a diverse set of skills as they move between functional and multifunctional assignments in the operating and generating force. LG Branch officers work at all levels of command and staff and perform the following functions and tasks:

(1) Command, direct, and control multifunctional and functional logistics units.

(2) Provide for coordination of logistics activities at all levels of command.

(3) Coordinate logistics for JIIM operations.

(4) Develop logistics doctrine, organizations, and equipment.

(5) Instruct both multifunctional and functional logistics skills at Service schools and colleges.

(6) Serve in positions, such as staff officers in brigade support battalions (BSB), sustainment brigades, combat sustainment support battalion (CSSB), expeditionary sustainment commands (ESC), theater sustainment commands (TSC), Joint task force headquarters (JTFHQ), division/corps/ASCC headquarters, and combatant commander (COCOM) headquarters.

(7) Active Army officers may serve as logistics advisors to ARNG and USAR organizations. Required officer characteristics (skills, knowledge, and attributes).

d. Competencies and actions. Mission success ultimately requires the proper balance between technical skills and the ability to understand and apply the appropriate tactical skills at the right moment. Success also requires honed conceptual skills, enabling officers to handle changing situations and ideas. Officers must be trained *how* to think, not *what* to think. The constantly changing nature of modern warfare requires agile logistics forces and logistics officers. Responsiveness, flexibility, and economy are key logistics principles that enable officers to lead units to support an agile combat force and execute operations more swiftly than their opponents.

(1) *Responsiveness.* Responsiveness is providing the right support in the right place, at the right time, and it includes the ability to foresee operational requirements. Responsiveness involves identifying, accumulating, and maintaining the minimum assets, capabilities, and information necessary to meet support requirements. Responsiveness involves the ability to meet changing requirements on short notice. Anticipating those requirements is critical to providing responsive logistics.

(2) *Flexibility.* Flexibility is the ability to adapt logistics structures and procedures to changing situations, missions, and concepts of operations. LG plans, operations, and organizations must be flexible enough to achieve both responsiveness and economy. LG organizations provide support in any environment throughout the spectrum of conflict and adapts as operations evolve. Flexibility may require improvisation (inventing, arranging, or fabricating what is needed from what is on hand). When established procedures do not provide the required support, logistics personnel seek innovative solutions, rapidly devise new procedures, or take extraordinary measures to adapt to the situation.

(3) *Economy.* Economy means providing the most efficient support to accomplish the mission. Resources are always limited. The commander achieves economy by prioritizing and allocating resources. Many logistics developments focus on the ability of the logistics commander to provide required support with the minimum expenditure of resources.

e. Unique skills. The Logistics officer Corps contains ten AOCs and one skill identifier. Training for these AOCs and skills is open to all male and female LG Branch officers. The numerical designation of some of the secondary AOCs coincides with the other LG corps branches/regiments. LG Branch officers all have a common, primary AOC, 90A. Refer to the other branch sections of this chapter for a more detailed description of the types of functional units and staff jobs as well as the criteria for obtaining each of the other AOCs. These skills are gained and developed through multiple operational assignments and continuous professional study and self-development.

(1) *Logistician (AOC 90A).* This is the primary AOC for the LG Branch. Officers holding this AOC will command and control multifunctional logistics units as well as serve in various multifunctional logistics staff positions. All officers will receive this designation as their primary AOC once they graduate from CLC3. Medical Service Corps officers who attend CLC3 will receive the 90A designation as a secondary AOC, and with that AOC will have opportunities to serve in multifunctional logistics units on staff, as well as be eligible to compete for command of multifunctional logistics units.

(2) *Transportation general (AOC 88A).* This is one of nine secondary AOCs for the LG Branch. Officers holding this AOC will command and control transportation units as well as serve in varied levels of transportation staff positions.

(3) *Traffic management (AOC 88B).* This is one of nine secondary AOCs for the LG Branch. Officers holding this skill serve on division or higher staffs/commands at the operational or strategic level in order to provide specialized knowledge of transportation organizations, equipment, and doctrine. Officers will plan, coordinate, and synchronize the rapid deployment, RSO&I, sustainment/distribution management and redeployment of forces in any area of operations.

(4) *Marine and terminal operations (AOC 88C).* This is one of nine secondary AOCs for the LG Branch. Officers holding this AOC will command and control marine and terminal transportation units as well as serve in varied levels of transportation staff positions.

(5) *Motor/rail transportation (AOC 88D).* This is one of nine secondary AOCs for the LG Branch. Officers holding this AOC will command and control motor and rail transportation units as well as serve in varied levels of transportation staff positions.

(6) *EOD (AOC 89E).* This is one of nine secondary AOCs for the LG Branch. Officers holding this AOC will command and control EOD units as well as serve in varied levels of EOD staff positions.

(7) *Materiel maintenance and munitions management (AOC 91A).* This is one of nine secondary AOCs for the LG Branch. Officers holding this AOC will command and control maintenance or ammunition units as well as serve in varied levels of ordnance staff positions.

(8) *Supply and materiel management (AOC 92A).* This is one of nine secondary AOCs for the LG Branch. Officers holding this AOC will command and control quartermaster units as well as serve in varied levels of quartermaster staff positions.

(9) *Aerial delivery and materiel (AOC 92D).* This is one of nine secondary AOCs for the LG Branch. Officers holding this AOC will command and control aerial delivery and materiel units as well as serve in varied levels of aerial delivery staff positions.

(10) *Petroleum and water (AOC 92F).* This is one of nine secondary AOCs for the LG Branch. Officers holding this

AOC will command and control petroleum and water units as well as serve in varied levels of petroleum staff positions.

(11) *Mortuary affairs (SI 4V).* This is the only skill identifier for the LG Branch. Officers holding this skill manage mortuary affairs support, both on staff and as commanders.

f. Unique knowledge. LG officers must know how to exploit the following aspects of the agile logistics force when planning and executing operations; modular unit designs, force tailoring, and split based operations. LG officers must know sustainment unit capabilities and how units are employed in order to provide relevant sustainment information to the commander in terms he/she can rapidly apply to the situation, enabling him to visualize, describe, and direct operations. LG officers must be able to translate information on status and location of resources into the impact on combat effectiveness in the present and near future using emerging information technology. LG officers should be grounded in all sustainment Standard Army Management Information Systems (STAMIS) and C2 Systems, such as the Battle Command Sustainment and Support System (BCS3), Movement Tracking System (MTS), and Global Combat Support System-Army (GCSS–A). This knowledge includes practical experience in tactics and combined arms operations at the tactical, operational, and strategic levels as well as deployment operations. Logisticians must be comfortable working in fluid, nonlinear, noncontiguous environments with highly distributed forces functioning continually, at various tempos, and in various phases of military operations. Additionally, logisticians must understand the concepts and employment of Joint logistics in order to provide support to the combatant commander wherever the force is located.

g. Unique attributes. LG officers require sound judgment as well as the ability to think creatively and reason analytically, critically, and ethically. The dynamics associated with training logistics units and supporting operational missions across the full spectrum require a sense of ingenuity and foresight. LG officers must fully embrace the Warrior Ethos, be confident in their abilities and training, competent in their area of expertise, ready and adaptable to change, levelheaded under pressure, and have a Joint and expeditionary mindset. They must be innovative and comfortable working with complex, information technologies.

35–9. Logistics Branch qualification and development

The goal of the professional development of multifunctional logistics officers is to produce and sustain highly qualified tactically and operationally oriented individuals to provide seamless logistical support in combat and other missions. LG officers should expect to be assigned to a wide variety of units and organizations. LG Branch positions (coded 90A on authorization documents) provide the required experience and development in order to gain proficiency as a LG Branch officer. They are only found at the captain and above experience level. Officers may use the LG Branch life cycle development and utilization model (see fig 35–16, below) as a guideline for monitoring their career paths. The LG Branch model provides progressive career development through challenging command and staff assignments in logistics management and leader development. Assignment patterns will vary depending on the needs of the Army, professional development requirements, manning guidance, and individual officer preferences. Logisticians can expect to fill key positions in JIIM organizations. Officers should also expect to serve in functional logistics assignments based on their secondary AOC qualifications or their skill identifiers as stated in paragraph 35–8*b*, above. See other branch sections in this chapter for details on those types of assignments.

Figure 35–16. Active Army LG Corps Developmental Model

a. Captain.

(1) *Education.* Officers generally attend the CLC3 at their 3rd-4th YOS. Attendance to CLC3 will be TDY and return or PCS as fits the needs of the Army and follow-on assignments. Officers receive initial instruction in multifunctional logistics, instruction on commanding at the company level, and advanced technical instruction in their original accessions branch. The original accessions branch will become the officer's secondary AOC and will dictate functional assignments unless the officer elects to change his/her designated AOC. Logisticians may change their AOC by attending qualification courses following completion of CLC3. For example, an officer of the Transportation or Ordnance regiment could attend the Petroleum Officer's Course after CLC3, and thus gain the 92F AOC, and thereafter be affiliated with the Quartermaster regiment. LG Branch officers will only have one designated secondary AOC. Though not mandatory for promotion, there are additional educational opportunities captains normally pursue during their 4th-10th YOS that enhance and broaden an officer's understanding of multifunctional logistics, which are as follows:

(a) SOC.

(b) TWI

(c) Complete an advanced degree in a logistics discipline.

(d) The LEDC helps to prepare officers for multifunctional duties across the spectrum of operations. For a select number of officers, attendance to LEDC may be coupled with a cooperative degree program pursuing an advanced degree in logistics from the FIT.

(e) Additional courses to obtain other LG Branch AOCs or SIs.

(2) *FA process.* Between their 4th-7th YOS, officers have the option of pursuing one of many different FAs required by the Army For example, many logistics officers apply to the Acquisition Corps (FA 51). If accepted into this program, officers attend numerous qualification courses and have specific developmental paths for future assignments. However, once officers are accepted into another FA designation, such as FA 51, they will not return to the LG Branch nor will they be eligible to command logistics units.

(3) *Key developmental experiences.* After graduation from CLC3, captains can expect functional and multifunctional logistics assignments as company commanders and battalion and brigade staff officers as well as other staff positions in the operating and generating force. Company command is not required for promotion to major, but is a key developmental (KD) experience that will enhance an officer's chance for command of a logistics unit at higher levels. Officers who desire to be competitive for logistics battalion command should strive to serve as logistics company commanders. The type of logistics company commanded may or may not dictate the type of battalion they could command.

b. Major.

(1) *Education.* majors must complete ILE which includes the core course and the Advanced Operations and Warfighting Course at Fort Leavenworth, as well as specified logistics electives. Completion of ILE will make officers ILE and JPME I qualified. Attendance at ILE will be an assignment process, not by board selection, and will normally occur between the 8th and 12th year of commissioned Service.

(2) *KD experiences.* Majors are primarily staff officers, serving in positions at all levels. They must demonstrate their abilities to manage multifunctional organizations and various logistics missions. They build on their skills and experiences from their captain years, have assignments of greater complexity, and prepare themselves to be battalion commanders. An officer's performance during these assignments demonstrates a mastery of skills, knowledge, and attributes. Majors should focus on gaining experiences at the tactical level by serving as battalion support operations officers, battalion XOs, or battalion operations officers (S2/3) of support battalions and brigade S4s of brigade combat teams. Although no particular one of the above staff jobs are mandatory to hold for promotion to lieutenant colonel, they are key experiences that will make majors competitive for battalion command once they have made lieutenant colonel.

c. Lieutenant colonel. This grade requires a higher level of supervisory and managerial skills. LG Branch officers are responsible for integrating and synchronizing logistics operations and influencing and developing policy as it relates to logistics management. In addition, LG Branch lieutenant colonels are responsible for providing more comprehensive supervisory control of subordinate LG Corps officers.

(1) *Education.* Lieutenant colonels wanting to remain competitive for subsequent promotion should be selected to a SSC, either resident or non-resident. All officers are also encouraged to obtain a graduate-level education in an appropriate discipline.

(2) *KD experiences.* Developmental experience gained as a lieutenant colonel provides the Army with officers in senior grades who have developed the expertise needed both multi-functionally and functionally. Lieutenant colonels serve primarily in key staff and/or Joint positions in sustainment brigade headquarters, sustainment commands (expeditionary), sustainment commands (theater), division, corps, and higher staffs. Selected lieutenant colonels will have the opportunity to command battalions. Successful battalion command, while not mandatory for promotion to colonel, will enhance the officer's potential for brigade command.

d. Colonel. LG Branch colonels command at the brigade level and hold the senior logistics positions on division, corps, sustainment commands, and many HQDA, JCS, and DOD staffs.

(1) *Education.* Although no specific mandatory military education requirement exists for colonels, attendance at a SSC or completion of the AWC Distance Education Course identifies those officers with exceptional promotion potential for Service in positions of increased responsibility at the next higher grade. All officers are also encouraged to obtain a graduate-level education in an appropriate discipline.

(2) *KD experiences.* Experiences at the colonel level are primarily operational and strategic-level staff assignments. Currently, commands make up only 21 percent of colonel-level positions. Joint assignments are viewed as key for career enhancement, as well as important to the Army.

e. Self-development. Self-development is the responsibility of every officer and ranges from professional reading during off-duty time to aggressively seeking out positions of increased responsibility. Each officer, with support from mentors, should develop career goals and clearly articulate those goals to the commander and assignments officer at the AHRC. Always remember that an officer is his or her own best career manager. By actively participating in the management of career decisions, officers will improve the likelihood of a successful career. Officers are encouraged to continue to broaden their logistics experience by doing the following:

(1) Establish a professional reading program.

(2) Participate in their regimental association.

(3) Participate in civilian professional logistics organizations.

(4) Become a certified professional logistician (CPL).

(5) Obtain a civilian degree in logistics-related fields.

(6) Complete logistics-related correspondence courses.

(7) Complete courses in Joint logistics at ALMC.

(8) Conduct research and write articles for professional logistics publications.

35–10. Logistics Branch Reserve Component officers

a. General. RC LG Branch officer development and qualifications parallel those of their Active Duty counterparts as described in paragraphs 35–8 and 35–9., above. Life cycle development and utilization also parallel the Active Army as shown in figure 35–16, below. Training and development of RC LG Branch officers may be more challenging than for their Active Army counterparts, due to several constraints, such as time to train, state and Federal missions, geographical location, decentralized officer management, and ongoing transformation of units. With the incorporation of the LG Branch, RC officers must recognize these challenges in order to overcome them, and become equally qualified as their Active Army counterparts.

b. LG Branch qualification and development. RC officer will be inducted into the LG Branch upon completion of a logistics (Ordnance, Quartermaster, Transportation) RC CCC* (see interim implementation guidance at the end of this para). Officers will hold 90A as their primary AOC and a secondary AOC out of table 35–1, above. This policy applies to the following officers; AGR, TPU, M–Day, IMA, and IRR. As is the case with Active Army officers, there will be no lieutenants (nor non-CCC graduates) in the LG Branch. RC Medical Service Corps (MFA70) may obtain 90A as a secondary AOC.

(1) *Captain.* captains are either company commanders or staff officers. Officers will have LG Branch assignments according to organizational structures within their geographical location/state boundaries. Officers should take full advantage of the Battle Command Knowledge System–LOGNet and the CASCOM sustainment portal to keep skills current in the LG Branch. Officers are encouraged to take additional multifunctional logistics courses when resources permit.

(2) *Major.* majors are primarily staff officers, serving in positions at all levels. They must demonstrate their abilities to manage assets in multifunctional organizations and organize various logistics missions. They build on their skills and experiences from their captain years, have assignments of greater complexity, and prepare themselves to be battalion commanders. Accordingly, it is highly encouraged that majors attend additional training courses to further their proficiency in multifunctional logistics. Available training courses include SOC, RCMCSS, LEDC, or ALEDC.

(3) *Lieutenant colonel and colonel.* lieutenant colonels and colonels are the refinement stages of an RC officer's career. Officers will be expected to mentor junior officers on the importance of maintaining LG Branch proficiency through multiple experiences and encourage officers to obtain additional multifunctional training when appropriate. Focus is also placed on an officer successfully completing lieutenant colonel- or colonel-level command as well as serving in senior logistics officer staff positions. Officers are to complete the PCC at Fort Lee, VA, when selected for lieutenant colonel- or colonel-level command. Officers are encouraged to complete SSC, the same as their Active Army counterparts.

c. Branch transfer. Officers may branch transfer into the LG Branch at any rank from captain through colonel. The following rules apply:

(1) Captains who have not yet attended a RC CCC. Officers who choose to transfer into the LG Branch prior to attending a RC CCC need only attend a logistics (Ordnance, Quartermaster, Transportation) RC CCC*. This course provides the requisite functional and multifunctional training for LG Branch officers.

(2) Captains and above who have already completed a RC CCC other than logistics. Officers who branch transfer after attendance at a non-logistics RC CCC must complete the following requirements in any order.

(a) Hold a functional logistics area of concentration from the Ordnance, Quartermaster, or Transportation Branches, by completion of appropriate online or resident branch transition courses.

(b) Attend one of the following courses; SOC, RCMCSS, LEDC, ALEDC Phase I, or CLC3 (or CLOAC).

(3) It is not the intent to have branch transfer officers change branches twice; they must simply complete the appropriate transition course that awards a logistics area of concentration as one of the prerequisites to transferring into the LG Branch. There is no branch transfer into the Ordnance, Quartermaster or Transportation branches at captain or above, as the only branch available to LG officers at captain or above is the LG Branch.

(4) To apply for the designation of LG Branch, USAR and ARNG officers should forward applications in accordance with published command guidance to their state Adjutant General, AHRC-St. Louis, Army Reserve Active Duty Management Directorate (ARADMD) or the USAR Command, as appropriate.

35–11. Logistics Corps officer requirements, assignments, and life cycle initiatives

a. Requirements, authorizations, and inventory. The goal is to maintain a healthy, viable career path for all LG Corps officers. To do this, the field-grade inventory must be optimized in order to meet branch authorizations, provide sufficient flexibility to support branch generalist positions, and provide officers with a sufficient amount of functional experience in order to fill functional logistics positions.

b. Preferences. Assignments are based on needs of the Army, professional development requirements, and officer preference. Officers assigned to life cycle units can expect 3-year tours. LG Corps officers can expect to serve in

branch generalist (01A coded) assignments and/or commands. Assignments are managed by the Force Sustainment Division of AHRC Officer Personnel Management Directorate.

c. Precedence. Assignment to KD positions will have precedence, although there is flexibility on the sequence of assignments Stabilization policies and local commanders may influence assignment precedence. Assignments will be either to a LG Branch position or to the officers chosen secondary AOC with no precedence of one over the other.

d. Joint assignments. LG Corps officers can expect to be considered for Joint duty assignments worldwide. Joint experience is important to the Army and is essential to individual officers for their advancement into senior leadership positions. Joint is the way to fight and Joint assignments and education are interwoven into the fabric of Army officer development.

e. Branch generalist assignments. LG Corps officers should expect to be assigned at least once to a branch generalist assignment. These positions may or may not relate directly to their technical expertise, but are important to the Army. Criteria for selection include overall manner of performance, military experience, military and civilian education, and demonstrated potential to serve in positions of increased responsibility. These positions include, but are not limited to, the following:

(1) Multifunctional staff positions at the grade of major and above.

(2) Advisory groups in foreign countries.

(3) Inspector general (IG) office.

(4) U.S. Army Recruiting Command (USAREC) staff.

(5) Reserve Officers' Training Corps (ROTC).

(6) USAR and ARNG liaison.

(7) USMA faculty and staff.

(8) Other executive staff positions.

(9) Service school instructors.

f. Other assignments. LG Corps officers may be assigned to organizations and duties beyond those indicated above. These other assignments may include White House Fellows, duty with the National Security Council, United Nations, and other international staffs as well as allied Service schools. The spectrum of possible assignments is large and these assignments can be characterized as highly responsible and important and require mature, skilled, and well-grounded officers. Normally officers must be nominated for these types of positions.

g. Duration of critical officer life cycle assignments. At each grade, the amount of time spent in KD assignments must be monitored to ensure that officer professional development is optimized. Twelve to 24 months in each position is preferred although not required due to the unpredictability of life cycle manning and stabilization policies. The important factor is that each selected officer performs to a high standard and is successful in manner of performance. The new Army force stabilization manning policies will influence LG Corps officers' developmental experiences.

h. Structure. LG Corps officers serve at all echelons worldwide. Transformation of logistics units into modular structures is nearly complete. Positions for the three basic branches (Ordnance, Quartermaster, Transportation) are found at the grade of lieutenant through colonel. Currently, LG branch authorizations are only found at the grade of captain and above.

i. Acquire. Officers will be accessed into the Ordnance, Quartermaster or Transportation branches through the USMA, ROTC, or Officer Candidate School. Accessions are based on the needs of the Army and officer preference. Officers will be inducted from these three branches into the LG Branch upon graduation from CLC3. Currently, LG Corps officers are not able to participate in the Branch Detail Program. The LG Branch will accept officers transferring from other branches or services on a case-by-case basis, based on the needs of the Army. These officers must attend CLC3 in order to qualify them as LG Branch officers and a functional branch course in order to gain their secondary AOC.

j. Distribute. Officers will continue to rotate between operating and generating force assignments. Sequencing and timing of assignments will be driven by Army requirements and the force stabilization system. Officers should expect to serve primarily in LG Branch assignments. Secondary AOC developmental assignments will be made as required meeting the needs of the Army and maintaining the officer's expertise in that area; however, officers should not expect back-to-back functional assignments. Officers who select a FA in another functional category will no longer serve in Logistics Corps assignments.

k. Deploy. LG Branch officers are warfighters who remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to deployable TOE units or generating force organizations, readiness is imperative to success of the mission. Officers must prepare themselves and their Families for planned and no notice deployments throughout an officers' career.

l. Sustain. There are three major factors that affect officer career development life cycle.

(1) *Promotion.* LG Branch officers will compete for promotion within the force sustainment functional category. Promotion rates will be determined by Army needs/DOPMA goals.

(2) *Command.* LG Branch officers will continue to be centrally selected for command positions at the lieutenant colonel and colonel level. Command categories include; operations, strategic support, recruiting and training, and

installation. LG commands are further organized into multifunctional and functional sub-categories. Officers have the option of selecting the category or categories in which they desire to compete for command while declining competition in other categories. The results of the command selection process are published in the CSL.

(3) *OER.* The OER will reinforce the linkage between officer development and promotion potential. Starting with captain reports, the rater and senior rater will recommend the rated officer for the functional category which best suits the officer's abilities and interests.

m. Develop. Officer development will continue to occur through a methodical sequence of progressive assignments in troop units, staff assignments, and institutional training assignments. Self-development continues to be an essential component of officer development. The goal is to develop and sustain logistics officers fully versed in multifunctional logistics and experts in one secondary area of expertise (secondary AOC).

n. Separate. Army separation procedures remain in accordance with AR 600–8–24, with exceptions for stop loss/stop move.

35–12. Life cycle initiatives for Logistics Corps warrant officers

a. Structure. LG Corps WOs serve at all echelons worldwide. Transformation of logistics units into modular structures is nearly complete. There will be changes to the authorizations of those units based on the restructuring and re-coding initiatives associated with new missions.

b. Acquire. Accessions are based on needs of the Army. WOs will continue to enter into the LG Corps branches through accessions from Ordnance, Quartermaster, and Transportation enlisted feeder MOSs. Outstanding LG Corps NCOs who have demonstrated exceptional leadership, tactical, and technical skills are ideal candidates for accession into the WO specialties. Army policy prohibits enlisted direct appointments to WO.

c. Distribute. WOs will continue to rotate between operating force and generating force units both in CONUS and OCONUS.

d. Deploy. LG Corps WOs are technicians and leaders who remain personally and professionally prepared to deploy worldwide at any time. Whether assigned to force structure units with high levels of readiness or force generation organizations, all WOs must be fully deployable to accomplish the mission across the full spectrum of conflict. WOs must prepare themselves and their Families for this most challenging life cycle function.

e. Sustain. There are three major factors that affect the WO career development life cycle.

(1) *Promotions.* WOs will compete for promotion based on needs of the Army.

(2) *Assignment.* WOs should adhere to their recommended career development pattern to maximize their technical and tactical expertise and leadership development. This includes assignments at tactical, operational, and strategic level as well as Joint, national, and in the training base. Solid performance at various levels of assignment is highly desirable for future advancement.

(3) *OER.* The OER will reinforce the linkage between officer development and personnel management. Starting with WO1, the rater and senior rater will recommend the rated officer for the career development which best suits the Army's needs and the WO's abilities and interests.

f. Develop. WOs develop their knowledge through institutional training and improve their knowledge through progressive levels of assignments within their specialty at all levels from tactical to national. Self-development continues to be an essential component of WO development as well as resident training in TASS. The goal is to professionally develop LG Corps WOs to support Army missions across the full spectrum of operations.

g. Separate. Army separation procedures remain in accordance with AR 600–8–24, with exceptions for stop loss/stop move.

Chapter 36
Human Resources Area of Concentration

36–1. History

The Army G–1 approved merging AG Branch, personnel systems management, and FA 43A, Human Resources (HR) management populations into a single officer area of concentration (AOC) HR officer, 42B/42H. Even though the official consolidation does not take place until Oct 08 (fiscal year 09), the assignment process and interchangeable use of both branch 42 and FA 43 officers is happening today. The primary goal of the merger is to provide the most effective professional HR support to the modular Army possible, while ensuring that the majority of officers in both specialties are not disadvantaged. Significant time, coordination, and effort led to this G–1 directed merger to encompass successful accessions, training, reclassification, assignments, promotions, and schooling opportunities. G–1 has established a plan to ensure that the Army's HR officer corps provides the best trained HR professional leadership possible to serve in the expeditionary and modular Army.

36–2. Unique features of the Human Resources area of concentration

a. Unique purpose of HR AOC. The purpose of the HR AOC is to provide activities and functions to sustain human resource functions of manning the force, providing HR services, and personnel support to Soldiers, DA civilians, Families, contractors, retirees, veterans, and organizations providing support to operations within the commander's intent. HR officers manage functions from the HR life cycle that include personnel procurement, training, professional development, distribution, sustainment, retirement or separation, and help ensure a quality force. These functions are performed under the human resource umbrella of the Army G–1 and are described in Field Manual 1–0.

(1) Man the Force—

(a) Personnel readiness management.

(b) Reception, replacement, return to duty, rest & recuperation (R&R), redeployment (R5) operations.

(c) Personnel information management.

(d) Personnel accounting/strength reporting.

(2) Provide personnel services—

(a) Essential personnel services (EPS).

(b) Casualty operations management.

(3) Provide personnel support—

(a) Postal operations.

(b) MWR & community support activities.

(c) Band support.

(4) HR planning and operations.

b. The way ahead. The HR AOC continues to transform to meet the Army's Campaign Plans and Army G–1 Personnel Transformation Plan. HR officers of the future will be well versed and cross-trained in multiple technical systems supporting the Soldier throughout full spectrum operations. Officers must be computer literate and able to quickly grasp information, analyze data, and provide immediate output of data to Commanders for use within the operational setting. The development of Human Resource Officers will also focus on the development of agile and adaptive officers and multi-skilled leaders who collectively embody knowledge of JIIM organizations. While Human Resources Command will make every effort to synchronize the three priorities, the needs of the Army and the professional development needs of the officer must continue to take precedence over individual preference. The assignment of HR officers will continue to be made based on—

(1) The needs of the Army.

(2) The professional development needs of the officer.

(3) The officer's preference.

c. Unique functions performed by the HR AOC. The HR AOC provides manpower, HR services, and personnel support to commanders at all echelons in order to enhance the readiness and operational capabilities of the total force and ensure success across the full spectrum of military operations, and formulates policy and directs the Army's military personnel system at strategic, operational, and tactical levels. This includes the critical operational/tactical personnel systems/functions outlined in FMs 1–0, 3–0, and 4–0. HR AOC officers serve at all levels of the Army and throughout the Joint community. The HR AOC is a staff-centric AOC where HR officers (BR 42B lieutenants and captains) serve as battalion S–1s and brigade strength managers and senior HR officers (AOC 42H majors, lieutenant colonels, colonels) serve as brigade/BCT S–1s, division, corps, ASCC/Army G–1s, serving as the primary advisors to commanders on all matters related to human resources. Senior HR officers serve as the HR support operations officer in sustainment structures and serve as operations officers, team leaders, and division chiefs in the Human Resource Sustainment Center (HRSC). Senior HR officers also serve in Joint positions providing human resource expertise and guidance for Joint commanders. Senior HR officers serve as equal opportunity officers and command HR Companies, reception battalions, brigade special troops battalions, combat sustainment support battalions, military entrance processing stations, recruiting companies and battalions, garrisons, and Army Bands commands. They train military and civilian personnel in personnel administration and military human resource management and develop HR doctrine to support the full spectrum of operations. HR WOs serve at all levels of the Army. They serve in Army bands, brigade/BCT S–1s and division, corps, ASCC/Army, ACOM G–1s, the DA staff, SRC12 HR structures, the Adjutant General's School, and the U.S. Army School of Music. They train military and civilian personnel in organizational management and HR Service support. They develop policy, procedures, and doctrine to support these operations during peace and war.

d. Unique features of work in the HR AOC. Duty positions associated in the HR AOC require thoroughly trained and properly developed officers to provide the knowledge of military HR operations, its systems, relationships, and interfaces. The HR officer may serve in one of the AOC or skills described below.

(1) *HR officer (AOC 42B) and senior HR officer (42H).* Officers who serve in this branch manage HR core competencies and functions that support military HR management including policy formulation, interpretation, and implementation at the brigade/BCT, division/corps, ASCC/Army, HQDA, and within JIIM operations. Example tasks which are part of the core competencies include R5 operations management, strength management, reassignment,

sponsorship, and procurement of officer and enlisted personnel; unit manning, leaves and passes, awards and decorations, officer and enlisted transfers, and discharges, casualty operations management, postal operations, and the planning and tracking of HR operations to support deployed forces. Senior HR and HR officers manage military HR functions that support military personnel information management, military HR services, and military personnel automation. Examples are personnel database management, personnel automation, personnel records management, personnel accounting and strength reporting, casualty operations, officer and NCO evaluation systems, and officer and enlisted promotion systems, identification documents, reassignment systems, and systems updates.

(2) *Army band (AOC 42C).* Officers who serve in this AOC plan, develop, and direct activities of military bands and musical training of Army band members; coordinate all band activities of the command; and conduct technical inspections and evaluate operational status, technical capability, and proficiency of Army bands.

(3) *Postal operations (SI 4J).* Officers who hold this SI formulate policies for and direct the activities of units engaged in postal operations. Individuals must complete the Joint Service Postal Operations Course and/or the Postal Supervisor's Course. This SI is only awarded to HR officers.

e. Army HR focus. The Army G–1 provides HR oversight in the HR AOC performance. The Army G–1 is responsible for all HR management policy, programs, goals, standards, structure, and resources. Included under the Army G–1 HR umbrella is personnel readiness management. Personnel readiness management is the responsibility of the HR AOC officer. HR AOC officers serve at all levels in MTOE and TDA organizations. HR AOC officers manage the distribution, assignment, and personnel strength accounting systems that assure personnel readiness of the force and they provide HR Service to Soldiers, DOD civilians, contractors, retirees, and Family members. HR AOC officers supervise postal Service for Soldiers in deployed environments. HR AOC officers are vital members of the commander's staff, working for the good of the organization.

f. Officer tasks. The information below provides a broad outline of an officer's mission essential task list. HR AOC officers must—

(1) Know the organization, structure, and doctrine of the warfighting Army.

(2) Know battlefield concepts of operation and interoperability and dependency of TOE units.

(3) Understand force structure analysis and approval process; manpower and equipment requirements, budget, authorizations, and organization/mission change policy and programs.

(4) Understand the roles and missions of other services and Joint and multinational human resource and manpower operations.

(5) Retain competency in the operation and management of existing and emerging military and civilian personnel/HR systems and doctrine that are critical to success on the battlefield.

(6) Understand and use automation and other new technology that can improve timeliness and efficiency. Army band officers (42C) must have advanced knowledge of musical performance and conducting techniques, and extensive training in music history and theory.

g. Assignment opportunities other than MTOE.

(1) Army G–1 staff officer, Division Chief, Deputy Director.

(2) Commander MEPS, AIT company/battalion, recruiting company/battalion or Army School of Music (420C).

(3) S–1, G–1, or J–1.

(4) EO officer.

(5) Branch Chief, AHRC.

(6) Personnel management officer, AHRC.

(7) Operations officer, bandmaster, or staff band officer (420C).

(8) Instructor (USMA or AG School).

36–3. Characteristics required of officers

a. Unique attributes. All officers must be physically and mentally fit, maintain deployability preparedness, maintain and display self-control, remain calm under pressure, and adhere to published standards and regulations. The Adjutant General Corps must produce multi-skilled leaders who are critically reflective, comfortable with ambiguity and uncertainty, and agents of change. HR officers must be challenged and imbued with the confidence to be innovative and adaptive while competently performing in a JIIM environment.

b. Unique skills.

(1) *Tactical and operational.* Both technical and operational skills are necessary for success as an HR AOC. The systems and processes that are used to accomplish HR functions make HR technical skills essential. The understanding of tactical requirements and the contemporary operating environment is critical in the performance of duty in the full spectrum operational environment within the standards described by the Warrior Ethos by each officer in the AOC.

(2) *Conceptual.* HR officers must have conceptual skills that are necessary for strategic vision, critical reasoning, and problem solving. These officers must be able to move from the abstract concept to concrete solutions in everyday problems. As principally staff officers, HR AOC officers must be able to conceptualize HR support within the sustainment construct in support of full spectrum operations.

(3) *Interpersonal.* Interpersonal skills are necessary because HR officers must effectively communicate with supported commanders, peers, and other personnel who provide support and Service. These officers must be able to listen, read, learn, and coordinate actions at all levels. Communications skills, both verbal and written, are critical for HR officers, especially those serving in S–1 and G–1 positions or on S–1 and G–1 staffs. HR officers must be able to function effectively as a member of a large coordinating staff.

c. Unique actions.

(1) *Decisionmaking.* Must be able to demonstrate the ability and willingness to work with others as a team to achieve operational success. Must be able to frame requirements, analyze data through the decisionmaking process, and present clear definable options/courses of action to senior leaders

(2) *Planning and executing.* HR Officers must develop and use a diverse set of skills within the HR planning and operations core competency to prepare the HR portion of plans and orders and the personnel estimate to ensure HR providers understand required support to maintain the personnel element of combat power. HR officers must provide clear and concise directives to Soldiers during the execution of HR mission requirements.

(3) *Goal.* The goal of the AG branch is to provide each officer with a series of opportunities in order to develop HR professionals with well rounded backgrounds and an understanding of JIIM operations.

36–4. Critical Active Army officer developmental assignments

a. Officer qualification and development. (Career development model is at fig 36–1, below).

Figure 36–1. HR Active Army Developmental Model

(1) *Lieutenant.*

(a) After completing the (BOLC, Phase III (proponent institutional training), officers are assigned to a duty position that will allow maximum exposure to a wide range of HR functions.

(b) The focus of effort during the lieutenant years is to acquire, reinforce, and hone troop leading, technical, tactical, logistics, and administrative skills. Inculcation of the Warrior Ethos and Army core values is essential in the development of young officers. Prior to promotion to captain, officers must possess an in-depth knowledge of combined arms operations gained through on-the-job training. By law, officers must obtain a baccalaureate degree before promotion to captain. Officers may face initial assignments at installations where they may be a part of a life cycle brigade combat team (BCT) 36-month assignment and other emerging assignments. Second lieutenants entering life cycle manned (LCM) units will stay for the unit's life cycle and fill a number of developing HR, staff-centric positions. Lieutenants that enter LCM BCTs will most likely serve as a captain battalion S–1, but may serve in a lieutenant position as a captain. Assignments will be based on—

1. Needs of the Army.

2. Professional development requirements.

3. Officer's preferences.

(2) *Captain.*

(a) Officers generally attend the CCC at their 4th YOS that currently corresponds with promotion to captain. CCC will be TDY and return, TCS, or PCS as determined by the needs of the Army, unit force stabilization or life cycle stabilization and follow-on assignment. Captains must aggressively prepare for and seek the skills and experience that will prepare them for duties at the rank of major. Assignments will be based on the needs of the Army, professional development requirements, and officer's preferences. Officers can expect operating and generating force assignments and become fully developed HR captains after the following:

1. Possess bachelor's degree.

2. Complete CCC.

3. Serve a minimum of 24 months in at least one HR technical/operational assignment.

4. Band officers must complete a minimum of 24 months in any 42C position.

(b) Completion of the CCC and an assignment in any of the positions below is critical in providing the skill base and experience required of a captain before obtaining the rank of major.

1. Battalion S–1/adjutant.

2. HR plans and operations officer.

3. Assistant HR support operations officer.

4. Brigade/BCT S–1/adjutant.

5. Administrative officer.

6. Division/corps G–1 HR officer.

7. Division/corps G–1 PASR/PRM officer.

8. Postal officer.

9. 42 coded company/detachment commander.

10. 42 coded operations officer.

11. Staff bands officer, associate bandmaster, and band commander (42C) or company commander at the U.S. Army School of Music.

(c) Experienced captains will receive developmental assignments that will provide them with exposure to the Army, and in some cases, Joint organizations. The following are examples of branch generalist professional development assignments for captains:

1. U.S. Army Recruiting Command/Branch Immaterial Command.

2. ROTC instructor.

3. USMA instructor/staff.

4. Active Army/RC duty.

5. MEPCOM duty.

6. AG school staff/faculty.

7. ACOM/Army/Joint staff assignments.

(d) Other nominative assignments are as follows:

1. DA, AHRC/Army Staff.

2. Observer/controller.

3. During the 7th YOS, an officer will submit to AHRC via AKO online their preference for FA designation.

(e) Certain FAs may assess a limited number of AG officers during the 4th YOS. The Army Acquisition Corps and

the Foreign Area officer program may assess a limited number of AG officers during the 4th YOS. Designation is based upon an officer's desires, qualifications, and needs of the Army. HR officers are encouraged to gain experience in a variety of assignments within the functionally aligned force sustainment functional category within OPMS. During functional designation, HR officers may request to remain within AOC 42H or may seek other opportunities within other FAs. Recommended FAs for HR officers moving outside the force sustainment functional category are public affairs (FA 46), operations research/systems analysis (FA 49), force management (FA 50), and information systems management (FA 53). Non-HR officers will enter the HR AOC in the 7th year during the FDB process, and will be rapidly transitioned into the HR AOC. Military schooling in support of the FA will be scheduled when applicable to give HR officers every opportunity to become qualified in their FA (HR AOC for newly arriving officers and others for departing officers).

(3) *Major.*

(a) All Majors in the HR AOC, BR42B officers promoted to major and other branch officers who entered the HR AOC at the 7th year through FDB become AOC 42H and serve within the force sustainment functionally-aligned grouping of officers. Majors will compete for promotion and schooling based on the functionally aligned categories of: MF&E, operations support, and force sustainment. AOC 42H officers will compete in the force sustainment category. Majors must complete ILE requirements and become JPME I certified. Majors (except 42C) should complete at least one technical assignment as a Major to enhance their competitiveness for promotion to lieutenant colonel and to prepare for potential Service as a CSL-selected division G–1 or battalion commander.

(b) The following are considered desired key developmental positions for majors:

1. Brigade/BCT S–1.

2. Sustainment brigade HR support operations officer.

3. Deputy division G–1.

4. HR company commander.

5. Division/corps G–1 plans and operations officer.

6. HRSC team chief.

7. ASCC/ARMY, ACOM G–1 staff officer.

8. J–1 staff officer.

9. DA G–1 staff officer.

10. EO officer.

11. Personnel officer.

12. Personnel readiness officer.

13. Battalion XO.

14. Service school instructor/staff/faculty/AHRC staff officer.

15. Army Staff or Joint staff officer

16. MEPS commander.

17. Band commander, XO, associate bandmaster, or staff bands officer majors may also serve in the following branch immaterial developmental assignments: USAREC battalion XO, ROTC Assistant Professor of Military Science, USMA faculty/staff, CGSC/CAC faculty/staff, Inspector General, or multinational/coalition trainer or staff officer. Majors must exercise continuous self-development to master fully all aspects of operations to include functional HR, branch generalist, and Joint and multinational operations. Self-development may include correspondence courses, civilian education, and institutional training. Officers must devote time to a professional reading program to broaden their multi-functional, full spectrum operational perspective. As stated earlier, skills and experience will drive an officer's career path and future assignments. The goal of the branch is to develop an inventory of field grade officers who embody a collective knowledge of JIIM experience. While not every officer will receive an assignment in a qualifying Joint assignment or serve a fellowship in a JIIM agency, the goal is to provide the maximum opportunity for HR majors to receive JIIM experience. However, this will be dependent on Army demands and position/fellowship availability.

(4) *Lieutenant colonel.*

(a) Officers selected for lieutenant colonel in the force sustainment category should seek assignments of greater responsibility in the HR AOC and branch/FA generalist positions. The HR AOC lieutenant colonel can expect assignments in senior level staff positions and limited commands. The key education requirement for lieutenant colonels is completion of a SSC. Officers should seek to become Joint duty qualified to enhance their competitiveness for promotion to colonel.

(b) Lieutenant colonels should complete at least 24 months in any HR-coded position and/or complete an assignment as one of the following key and developmental positions:

(c) Division G–1.

(d) Deputy Director, HRSC.

(e) Division Chief, HRSC.

(f) MMT, Director.

(g) Theater Gateway, Director.

(h) Deputy corps G–1.

(i) Expeditionary Sustainment Command HR support operations officer.

(j) HR proponency officer.

(k) AHRC HR branch chief.

(l) ASCC/Army G–1 division chief.

(m) J–1 staff officer/division chief.

(n) FORSCOM PPET team leader.

(o) New organizational training team leader.

(p) HQDA/AHRC branch chief.

(q) Army G–1 staff officer.

(r) Division EO officer.

(s) Army G–1 HR OI officer.

(t) AG school staff and faculty.

(u) Commander or deputy commander of a band or Commandant, U.S. Army School of Music for a total of 24 months or longer (42C).

(5) *Colonel phase.*

(a) HR AOC colonels in the force sustainment category can expect to be assigned to senior staff positions where they serve in a variety of AOC, branch/FA generalist and Joint positions. The vast majority of colonel level assignments are in table of distribution and allowance (TDA) organizations.

(b) Colonels should serve 24 months in any AOC 42H coded position. Recommended KD assignments are—

1. HRSC, Director.

2. Corps G–1.

3. ASCC G–1.

4. ACOM G–1.

5. DA G–1 Division Chief, Deputy Director.

6. Executive officer, DA G–1.

7. Commandant, AG school.

8. Army/Joint staff principal.

9. AHRC Chief of Staff.

10. AHRC Directorate Chief.

11. Band officers will serve as the Commander, The U.S. Army Band or Commander, The U.S. Army Field Band (time in position to be determined by AG Branch).

b. HR WO qualification and development. HR technicians provide expertise in human resource/military personnel management systems and human resource/military personnel information management systems from company to HQDA level. Adjutant General's Corps WO bandmasters (420C) are commanders and primary trainers of direct support bands at the installation, division, corps, and ACOM level. WO bandmasters also serve in key staff positions and as associate bandmasters of the Special bands (see fig 36–2, below).

Figure 36–2. HR Active Army WO Developmental Model

(1) HR technicians (420A) perform the following functions/tasks:
(a) Manage human resource/military personnel systems from company to HQDA level.
(b) Perform supervisory duties in units and military personnel divisions supporting installations.
(c) Manage personnel readiness programs.
(d) Manage personnel information management systems.
(e) Manage personnel replacement systems.
(f) Manage casualty management systems.
(g) Manage awards and decorations programs.
(h) Manage military personnel evaluations systems.
(i) Manage the officer and enlisted promotion systems.
(j) Manage identification documents control and issuance function.
(k) Monitor and serve as the functional proponent for leaves and passes.
(l) Manage line of duty investigations.
(m) Manage the officer procurement program.
(n) Manage the officer and enlisted transfer and separation program.
(o) Manage the personnel aspects of the Soldier readiness program.
(p) Process all Soldier-generated personnel actions.

(q) Manage postal operations and policies.

(r) Perform HRe technician staff officer duties at all echelons.

(2) Adjutant General's Corps WO bandmasters (420C) perform the following functions/tasks:

(a) Command bands at division, corps, and ASCC/Army level.

(b) Conduct or lead music support teams in support of official military or civilian ceremonies and functions.

(c) Select music that both accommodates the abilities of the musicians and is appropriate for the scheduled performance.

(d) Supervise music support teams at rehearsals and performances.

(e) Transcribe and adapt musical compositions for Army band or music support teams.

(f) Provide subject matter expertise on military traditions, ceremonies, and music.

(g) Serve in key staff positions overseeing Army band activities and/or in training, proponency, and doctrine and combat development functions.

(3) The HR WO career path for HR technicians (420A) is divided into four phases illustrated at Figure 36–2 420A/C WO life cycle development model (Active Army), and they are as follows:

(a) WO1 and CW2 phase should—

1. Successfully complete the Human Resource Technician WOBC.

2. Complete an associate's degree before eligibility for selection to CW3.

3. Complete prerequisite studies for the WOAC.

4. Serve as a HR technician at the TOE level and as indicated in career development model at figure 36–2.

5. Should completed assignment oriented training as required by duty position.

(b) CW3 phase should—

1. Complete the WOAC not later than one year after promotion to CW3 and must complete the course prior to promotion to CW4.

2. Complete a baccalaureate degree before eligibility for selection to CW4.

3. Serve as a HR technician at the TOE and TDA level assignments as indicated in career development model at figure 36–2.

4. Complete assignment oriented training as required by duty position.

(c) CW4 phase should—

1. Complete the WOSC not later than one year after promotion to CW4 and must complete the course prior to promotion to CW5.

2. Start work on graduate studies or professional certification before selection to CW5.

3. Serve as a senior HR technician staff officer in TOE or TDA level assignments as indicated in career development model at figure 36-2.

4. Complete assignment oriented training as required by duty position

(d) CW5 phase should—

1. Complete the WOSSC not later than one year after promotion to CW5.

2. Serve as senior HR technician staff officer in TOE or TDA level assignments as indicated in career development model at figure 36–2.

3. Complete assignment-oriented training as required by duty position.

4. Complete graduate studies and professional certification.

(4) The Adjutant General's Corps WO bandmaster (420C) career path is divided into four phases:

(a) WO1 and CW2 phase should—

1. Successfully complete the Bandmaster WOBC.

2. Complete an associate's degree before eligibility for selection to CW3.

3. Complete prerequisite studies for the WOAC.

4. Serve approximately 2 years as an executive officer (WO1) in a medium Army band (corps or ASCC level), as commander of a small Army band (division or training center level), or as a staff officer at The U.S. Army School of Music.

(b) CW3 phase should—

1. Complete the WOAC not later than one year after promotion to CW3.

2. Complete a baccalaureate degree before eligibility for selection to CW4.

3. Serve as commander of a small Army band (Large Training Center level) or as associate bandmaster of a special band.

(c) CW4 phase should—

1. Complete the WOSC not later than one year after promotion to CW4.

2. Serve as commander of a medium Army band (Corps or ASCC level) or as commander, The Old Guard Fife and Drum Corps.

(d) CW5 phase should—

1. Complete the WOSSC not later than one year after promotion to CW5.

2. Serve as course director for the bandmaster WOBC and WOAC at the U.S. Army School of Music, or the CWO of Army bands/proponency officer at the Adjutant General School.

c. Branch/FA generalist assignments. All HR officers will serve branch/FA generalist positions, such as instructors and IGs, during various stages in their career. Moreover, officer branch/FA generalist assignments allow the Army the flexibility to fill important positions from any one of the functionally aligned groupings of officers. Whenever possible, HR officers should seek branch/FA generalist positions which fill an Army requirement while professionally developing the officer, while balancing the requirement to serve in an HR AOC-coded position for a specified period at each grade.

d. Joint assignments. HR officers can expect to be considered for Joint duty assignments. There are Joint authorizations and Joint branch/FA generalist positions for HR officers to fill worldwide. JIIM experience is critical to the Army and is essential to fully develop individual officers for their ability to train and equip Soldiers and grow leaders and to provide relevant and ready land power to combatant commanders and the Joint team.

e. Nominative assignments. HR officers may be assigned to organizations and duties beyond those indicated above. Those assignments may include; duty with special operations forces, White House Fellows, duty with the National Security Council, the United Nations, and other international staffs, as well as HR representatives at allied Service schools. The spectrum of possible assignments is large and these assignments can be characterized as highly responsible and important, and requiring mature, skilled, and well-grounded officers.

36–5. Assignment preferences and precedence

a. Preferences. The HR AOC has diverse assignment opportunities that allow for different career development paths. The goal of the professional development of HR officers is to produce and sustain highly qualified, tactically and operationally oriented officers to represent the HR community in combat and other assigned missions. Assignments in the HR AOC will be made to develop the officer's ability to achieve that goal. Requests from officers for assignments that do not contribute to achieving that goal will likely be disapproved.

b. Precedence. Assignment to developmental leadership positions will have precedence, although there is flexibility on the sequence of assignments. Typically, HR officers (except 42C) should seek assignments in the following order: BOLC, brigade/BCT strength manager, company XO, battalion S–1/adjutant, postal platoon leader, R5 platoon leader, casualty platoon leader, band XO (42C), CCC, battalion S–1, HR plans and operations officer/team leader, brigade, division, corps, or ASCC/Army Staff, company/detachment command, associate bandmaster (42C), nominative assignment, ILE, brigade/BCT S–1, Sustainment brigade HR support operations officer, HR company commander, command of a large Army band (42C) (as a major), Division G–1, MMT or TG R5 team leader, HRSC division chief, battalion level command, SSC, Corps G–1, ASCC/Army G–1, HRSC Director, brigade-equivalent command or commanders of a special band (42C).

36–6. Duration of critical officer life cycle assignments

a. Key HR positions. At each grade, the amount of time spent in key or critical assignments must be monitored to ensure that officer professional development is optimized. At the rank of captain, HR officers should serve at least 24 months in any HR assignment, which may be longer in LCM BCTs. The OPMS goal for majors is to spend 3 years in an operational assignment with 2 years spent in either a traditional or technical AOC 42H coded position. Lieutenant colonels and colonels selected for CSL command or key billet assignment will serve 2–3 years in the selected position. Officers selected for garrison command may have command tours up to 3 years in length.

b. HR AOC life cycle. Figure 36–1 displays the HR AOC life cycle. Additionally, it identifies branch standards and developmental assignments that increase promotion potential.

c. HR WO life cycle. Figure 36–2 displays an HR WO life cycle model with key developmental positions that will provide leadership opportunities and development of technical competency.

36–7. Key Active Army officer life cycle initiatives

The following section provides branch life cycle function and highlights changes associated with implementing force stabilization initiatives and transformation.

a. Structure. HR positions are found at all echelons in TOE and TDA organizations. The Total Army Analysis 08–13 and Force Design Update 05–02 resulted in the creation of a number of new theater HR structures that include the HRSC, the military mail terminal team (MMT), the R5 theater gateway team, HR company headquarters and R5, Postal plans and operations teams and platoons, and casualty platoons and liaison teams. HR officers will serve in these newly formed organizations and will be very involved in their development of supporting DOTLMPF of these organizations. The greatest single cause of growth for HR officers is the re-coding of TOE battalion S–1 positions from predominant MOS (of the unit) to BR42B, HR officer. This structural change is the direct result of the Army senior leadership's support for HR transformation and the recognition of the criticality of placing trained HR officers at the battalion-level in support of the transformed modular Army.

b. Acquisition. Officers will continue to be accessed through USMA, ROTC, and Officer Candidate School. Warrants will continue to be recruited form the NCO Corps. Both officer and WO accessions are based on preference, qualifications, and needs of the Army. The branch will also remain a recipient of branch detailed officers from combat arms branches. The near-term accession rate for BR42B lieutenants will increase to fill newly coded S–1 and brigade/ BCT strength manager positions.

c. Officer distribution. Officers will be provided assignment opportunities to develop the skills and experience base necessary for Service at the next higher grade. The sequencing and timing of assignments are driven by Army priorities. The GWOT, imminent contingency operations and Army transformation are currently driving forces behind the distribution of officers. LCM of BCTs will also continue to influence officer distribution. Generally, officers assigned to stabilized installations will be initial entry officers from BOLC. These officers will be assigned to an installation for approximately 7 years. During this time, the officer will complete their platoon leader and lieutenant years. Many of these officers will then proceed to the captains' career course and return to the same installation to complete assignments in other KD positions. The remaining officers will be reassigned to other installations for positions in accordance with the needs of the Army. Field grade officers will be assigned to stabilized installations for a period of time to complete a minimum of 2 years time on station with a goal of 3 years. The officers will gain tactical and operational experience that will benefit them and the Army in their development in future positions.

(1) *Life cycle units.* Officers at all levels may be assigned to life cycled units (generally BCTs) and will remain in the unit for a minimum of 3 years. The officer will complete lieutenant developmental, captain developmental, or major developmental assignments during this time. Officers in these units have the possibility of greater than average time in platoon leader, S–1, or major positions. Branch detail officers will remain in their detail branch until after completion of the assignment to the BCT.

(2) *Cyclic units.* The majority of the installations and EAD CSS units will be managed on a cyclic manning system. Replacements will be sent to these units and installations periodically to maintain readiness of the units. Tour lengths and developmental positions opportunities can vary. Branch detail officers will remain on standard branch detail time lines.

d. Deployment. Officers are expected to be well rounded, multi-skilled leaders who must remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to operational and deployable units or training organizations, readiness is imperative to success of the mission. Officers must prepare themselves and their Families for planned and no-notice deployments. In today's fast-paced and uncertain operating environment, Families must be ready for multiple deployments of unknown duration.

e. Sustainment.

(1) *Promotion.* Skills and experience, duty performance, and adherence to HR AOC requirements are all factors that influence promotion. Promotion rates will be determined by Army needs/DOPMA goals.

(2) *OER.* The OER (DA Form 67–9) requires the rater and senior rater to recommend a functional category for all Army competitive captains thru lieutenant colonels. When recommending a functional designation for rated officers, rating officials will consider the whole person factors such asdemonstrated performance, educational background, technical or unique expertise, military experience or training and personal preference of the officer. Functional category recommendations by rater and senior raters on the OER will be an important factor taken into consideration during the functional designation process.

(3) *Evaluations.* Lieutenant and captain evaluations will continue to be developmental in focus and will not include a distribution evaluation by the senior rater (ACOM, COM, BCOM). The wording of senior rater comments is significant in the identification of the best officers for future CSL boards.

(4) *Development.* Officer development will occur through a methodical sequence of progressive assignments in operational, training and staff assignments. The goal is to professionally develop officers to expertly perform METL related function during Joint and combined arms operations. These tasks include, but are not limited to development and validation of doctrine, training, and equipment.

f. Separation. The officer separation process remains unchanged. The most current separation information can be found on the AHRC Web page at https://www.hrc.army.mil/tagd/retire/retire.htm.

36–8. Human Resources area of concentration Reserve Component officers

a. General career development. RC (ARNG and USAR) officers play an important role in the mission of HR Corps. The wartime effectiveness of HR is highly dependent upon the quality of HR AOC officers in ARNG and USAR units, as well as the IRR. For guidance on RC officer development see chapter 7 (see fig 36–3, below).

(1) RC HR AOC officers are assigned to HR AOC positions in TOE units or TDA organizations at ARNG or USAR commands where they perform the same functions as Active Army HR AOC officers. Their peacetime duties will be similar to their wartime duties. However, they will also include those separate RC personnel management, administrative, and operational reporting requirements unique to the ARNG and the USAR.

(2) RC career progression is often constrained by the geographic dispersion of units. Often there are not sufficient positions in a geographic area to continue in HR AOC assignments. Planned rotation into progressively challenging

HR-related positions by RC commands is essential to producing the best-qualified HR officers. This includes assignments between the TPU organizations, IRR, and IMA positions. If geographic constraints are such that assignments to HR AOC positions are not possible, officers are encouraged to seek qualification and assignments in another AOC with requirements in the geographic region.

(3) Officers in the IRR may find assignments in RTU, IMA positions in active Army organizations, installations or HQDA agencies, as well as tours of ADSW or annual training. Assignment in the IRR can also be used for completing professional military education (PME).

(4) Job opportunities and assignments are the same for both male and female officers.

Figure 36–3. HR RC Developmental Model

b. Branch development opportunities. RC HR AOC development standards for commissioned officers are as follows:

(1) *Lieutenant phase (years 1 to 6).* The BOLC II and III is the starting point for newly accessed HR officers. RC officers should complete the resident BOLC by the 2d YOS. Officers should seek to serve in more than one unit position during this phase allowing for maximum exposure to the diversified functions within an HR organization. Officers are encouraged to actively participate in professional reading programs and continued corresponding studies.

(2) *Captain phase (years 7 to 13).* HR officers must complete either the resident CCC or the Adjutant General Officers Advanced Course (AGOAC-RC). AGOAC-RC includes nonresident instruction and an ADT phase at the U.S. Army Adjutant General School. Officers who have completed an OAC in a different branch may complete the

AGOAC-RC to satisfy branch requirements. During this phase, all officers are highly encouraged to pursue a specialty related undergraduate or graduate degree.

(3) *Major phase (years 14 to 21).* During this phase, officers should enroll in and complete ILE education (50 percent completion of the common core curriculum required for promotion to lieutenant colonel) and pursue a specialty related graduate degree. HR officers should seek further development in HR AOC assignments during this phase.

(4) *Lieutenant colonel phase (years 21 to 26).* During this phase, officers must complete ILE and should seek PME at the SSC level. Officers may seek assignment to senior command and staff positions.

(5) *Colonel phase (years 26 to 30).* Assignments during this phase should provide for maximum utilization skills in the HR AOC.

(6) *RC branch development.* RC branch development standards for warrant officers are as follows (see fig 36–4, below):

(a) WO1 and CW2 phase should—

1. Successfully complete the military education requirements outlined in chapter 4

2. Complete an associate degree before eligibility for selection/promotion to CW3.

3. Serve as a branch chief in a personnel detachment (420A); or should serve as commander of a small USAR/ARNG Army band (420C).

(b) CW3 phase should—

1. Successfully complete the military education requirements outlined in chapter 4.

2. Complete a baccalaureate degree before eligibility for selection to CW4.

3. Serve as a branch chief or personnel staff officer in a state area command or as a branch chief in the military personnel division of a brigade, USAR regional command or training division (420A); or as commander of a small USAR/ARNG Army band (420C).

(c) CW4 phase should—

1. Successfully complete the military education requirements outlined in chapter 4.

2. Serve as a branch chief or personnel staff officer in a State Area

3. Command or as a branch chief in the military personnel division of a USAR regional command or training division (420A); or serve as commander of a small USAR/ARNG band, or as band coordinator in JFHQ (ARNG) or RRSC (USAR) (420C).

(d) CW5 phase should—

1. Successfully complete the military education requirements outlined in Chapter 4.

2. Serve as branch chief or military personnel technician in a personnel group, as branch chief or personnel staff officer in a theater personnel command, as chief, officer management division, state area command, USAR regional command, Army G–1 policy integrator or as a personnel staff officer in either the National Guard Bureau or the Office of the Chief, Army Reserve (420A); or as commander of a small USAR/ARNG Army band, (420C) with additional duties as staff bands officer.

c. Life cycle development and utilization model. The RC life cycle development and utilization model for HR commissioned officers is shown at figure 36–3. The RC life cycle development model for HR WOs is shown at figure 36–4, below.

Figure 36–4. HR RC WO Developmental Model

Chapter 37
Finance Corps Branch

37–1. Unique features of the Finance Corps Branch

a. Unique purpose of the Finance Corps Branch. Sustain Army, Joint, and combined operations in order to maintain battle flexibility for combat units to engage enemy forces and follow policies and guidelines established by the national Financial Management (FM) providers.

b. Unique functions performed by the Finance Corps Branch. Analyze the commander's financial management tasks and priorities; develop finance estimates; provide finance advice to the commander and staff; develop policy and guidance; prepare, justify, and manage budgets; disburse funds; maintain accounting records and capture costs; procure goods and services (contracting and commercial vendor services); provide limited U.S., non-U.S. and civilian internee pay support; provide travel support; and provide banking support.

c. Unique features of work in the Finance Corps Branch. Finance Corps officers perform in a number of financial management areas at the tactical, operational, and strategic levels of war.

(1) Support the procurement process.
(2) Provide banking and currency support.
(3) Provide multinational support.
(4) Administer the savings deposit program.

(5) Administer the stored value card.
(6) Train and fund paying agents.
(7) Provide limited pay support.
(8) Provide travel support.
(9) Support rewards programs.
(10) Make claims and solatium payments.
(11) Provide FM advice to commanders.
(12) Provide accounting support.
(13) Stability and reconstruction operations.

37–2. Officer characteristics required

a. General. For entry into the Finance Corps, an officer should have a baccalaureate degree with a minimum of six academic (semester) hours of accounting or finance. Degrees specializing in finance, accounting, business, economics, mathematics, computer sciences, or information systems are most beneficial in supporting the Finance Corps mission.

b. Unique skills.

(1) Fundamental skills in automated accounting systems enable a finance officer to rapidly learn and understand the many interrelated systems used for financial management.

(2) Finance officers must have a basic proficiency on stand alone and networked computers and practical experience with current business office software.

c. Unique knowledge.

(1) General accounting principles.

(2) Comfortable with mathematical functions and evolving financial management information systems.

d. Unique attributes.

(1) *Analytical.* Finance officers at all levels will analyze financial and management reports, operational flow, performance management indicators, or consumer satisfaction indexes to determine quality of mission support. Systematic and scientific thought processes are the underpinning to successful financial management planning.

(2) *Integrity and responsibility.* Finance officers have pecuniary liability for all cash and cash like documents transactions processed in their unit.

37–3. Critical officer developmental assignments

a. Branch enhancing skills, knowledge, attributes, experience, and development are as follows:

(1) *Lieutenant.*

(a) After completing the Finance Basic Officer Leader Course (FBOLC), officers can expect an assignment at the FM detachment, FM company, or developmental assignments to expand leadership experience and technical competence in various financial management core competencies. Typically, officers are assigned duties as detachment or company XO, operations officer, or disbursing officer in the FM detachment or FM company.

(b) During the lieutenant phase, officers should acquire and expand troop leading, working staff actions, logistics, administrative skills, and becoming proficient in finance specific tasks.

(c) Finance officers who participate in the branch detail program normally attend the Finance Captains' Career Course (FCCC) end of their detail assignment in preparation for a developmental assignment.

(d) Typical duty assignments for Finance lieutenants are—

1. Detachment disbursing officer.

2. FM company disbursing officer.

(2) *Captain.*

(a) Officers will attend the FCCC after their initial branch experience assignment(s). FCCC prepares the officer for FM detachment command, FM company executive officer, or staff duties. Completion of FCCC, FM detachment command (typically 12 to 24 months), and FM company XO (typically 12 to 24 months) are considered KD assignments that provide the requisite skills, knowledge, attributes, and experience required for future branch assignments.

(b) Typical duty assignments for Finance captains but not limited to are—

1. FM detachment commander.

2. FM company XO.

3. Battalion/brigade staff officer.

4. Training/combat developer and doctrine.

5. Instructor, Service school.

(c) Finance captains should gain an in-depth understanding of finance operations and become proficient in both common core and finance skills. They should build the foundation of knowledge required to serve in the branch as a leader at the FM detachment and FM company level in all aspects of financial management operations and in leading

Soldiers. Captains gain a working knowledge of command principles; staff operations; combined arms operations; JIIM operations; and finance operations from company to brigade levels.

(d) Active duty captains who have successfully acquired finance skills, knowledge, attributes, and experience can expect other assignments consistent with the needs of the Army These assignments may or may not be directly related to the Finance Branch, but they are important to the Army. These include but are not limited to—

(e) Branch/FA generalist (branch generalist) positions (for example, USAREC, ROTC, USMA faculty and staff, or Active Army/RC duty).

(f) Other nominative assignments include TWI, Joint Chiefs of Staff (JCS) intern, or Office of the Secretary of Defense (OSD) Fellow, or aide-de-camp.

(g) ACS is based on overall Army requirements. Officers may compete for these limited allocations as a captain during years 5 through 10 in the Finance Branch career life cycle (see fig 37–1, below).

(h) ILE is available to officers between their 8th and 12th year of commissioned Service. Finance officers will work with their assignments officer for ILE attendance that meets with their career plan and the needs of the Army.

(3) *Major.*

(a) Officers should complete ILE prior to their 13th year of commissioned Service. ILE is critical to officer professional development and is the foundational education for developmental assignments such as Financial Management Center (FMC) commander or brigade support, plans, and operations officer (SPO). Completion of ILE and a TOE assignment (typically 12 to 24 months) fulfills the minimum skills, knowledge, attributes, and experience required for future branch assignments.

(b) Typical duty assignments for Finance majors but not limited to are—

1. FM company commander.

2. Brigade SPO.

3. Battalion XO.

4. FMC Finance officer.

5. FMC disbursing officer.

6. Service school instructor/staff.

(c) Majors can expect assignments consistent with the needs of the Army. Assignments include but are not limited to Joint, DA, or other Headquarters staff officer; Command and General Staff College (CGSC) faculty and staff; Active Army/RC support, White House Fellow; or ROTC/USMA faculty and staff.

(d) Majors should continue institutional, operational, and self-development efforts to expand expertise in all aspects of financial management to include JIIM operations. Self-development includes but not limited to distributed learning courses, or civilian education leading to a graduate or higher degree.

(4) *Lieutenant colonel.*

(a) Developmental assignments for lieutenant colonels include TOE staff positions at the Finance Corps and branch generalist battalion command. Completion of a TOE staff assignment (typically 24 months) fulfills the minimum skills, knowledge, attributes and experience required for future branch assignments.

(b) Branch positions that enhance an officer's experience, skills, knowledge, and attributes but not limited to are—

1. Finance Corps finance officer.

2. Training or branch generalist battalion command.

3. Division comptroller.

4. Joint, HQDA, or ACOM staff officer.

5. Chief, RM division.

(c) Other typical assignments include Joint HQDA, other headquarters staff, White House, or Congressional Fellowships. Lieutenant colonels can expect assignments consistent with the needs of the Army. Assignments include but not limited to branch generalist positions (for example, USAREC, ROTC Professor of Military Science, or Active Army/RC duty).

(d) Lieutenant colonels should continue professional military education and complete resident SSC or apply for the AWC Distance Education Course non-resident training.

(5) *Colonel.*

(a) Finance colonels contribute to the branch by serving in critical assignments at the operational, strategic, or Joint levels. Completion of a TOE assignment (typically 24 months) fulfills the minimum skills, knowledge, attributes, and experience required for future branch assignments.

(b) Branch positions that enhance an officer's experience, skills, knowledge, and attributes but not limited to are—

1. Chief, Finance Corps.

2. Commandant, Finance School.

3. Branch generalist brigade or group command.

4. Commander, United States Army Finance Command (USAFINCOM).

(c) Other assignments include selected positions in the U.S. Army Soldier Support Institute; Joint, HQDA, or other headquarters staff; garrison, or USAREC commands.

(d) Colonels should continue PME and attend SSC or complete SSC by correspondence.

b. Other assignments. Finance branch officers may experience assignments to organizations and duties beyond those indicated above. Finance officers can expect consideration for JIIM assignments. This experience is essential to individual officers for their advancement into senior leadership positions. Other assignments may include but are not limited to White House Fellows, Army Staff, United Nations, and other international staffs, as well as Finance Branch representatives at allied and other services schools. The spectrum of possible assignments is extensive and officers fulfilling these assignments are characterized as highly responsible, mature, skilled, and well-grounded.

37–4. Assignment preferences and precedence

a. Preferences. The Finance Branch has diverse assignment opportunities that allow numerous career development paths. The goal of professional development is to produce and sustain highly tactical and technical proficient officers who can lead, think, conceptualize, and leverage existing and future information technology.

b. Precedence. Assignments to developmental leadership positions and unit stabilization stages take precedence, although there is flexibility on the sequence of assignments. Typically, Finance officers should seek assignments and PME in the following order FBOLC; disbursing officer; battalion staff; FCCC; FM detachment command; FM company executive officer; brigade or division staff; nominative assignments; ILE; Finance Corps command; battalion/brigade operations officer (as a major); branch generalist battalion level command; Finance Corps staff officer; SSC; branch generalist brigade level command, or Finance Corps chief.

37–5. Duration of critical officer life cycle assignments

a. Key Finance Corps positions. Finance officers serving in command and KD positions typically serve 24 to 36 months based on stabilization stages/deployments.

b. Finance Corps Branch life cycle. Figure 37–1 displays the Finance Corps life cycle with KD assignments.

Figure 37–1. Finance Active Army Developmental Model

37–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a career developmental path for finance officers to meet the Army's needs by providing the required number of trained, competent, and experienced finance officers who are multi-skilled leaders. To do this, the Finance Corps must maintain an inventory of officers to provide 24 to 36 months in KD positions to captains and majors while supporting branch generalist positions to build multifunctional officers.

b. OPMS and finance transformation. As force structure decisions emerge and actions to implement them proceed, the number of authorized Finance Corps billets, by grade, will vary. Officers who desire more information on finance authorizations or inventory should contact the Finance proponency office or their AHRC assignment officer.

37–7. Key officer life cycle initiatives for Finance Corps

HR transformation will bring change to traditional processes and procedures within the officer life cycle management functions.

a. Structure. Finance officers will serve at diverse echelons worldwide. Branch code (BC) 44A positions exist at various levels from FM detachments to Finance Corps, branch generalist battalions, sustainment brigades, HQDA, Joint, and DOD agencies. The implementation of modular Army construct, unit authorizations, and position grades will adjust to the needs and capabilities required to support the future force. Other changes are possible due to the iterative nature of the force structure and resourcing processes as well as on-going guidance defining our transforming Army.

b. Acquire. The Finance Branch will continue to access officers from the USMA, ROTC, and Officer Candidate

School. Both the Army's needs and branch requirements determine the amount of accessions. There are few opportunities for direct commissioning.

c. Distribute. Finance officers will continue to rotate between TOE and TDA units in CONUS and OCONUS based on stabilization guidelines and cyclic rotations. Tour lengths of 36 months CONUS are typical.

d. Deploy. Whether assigned to TOE units with high levels of readiness or TDA organizations, all finance officers must be trained and ready to accomplish missions across the contemporary operating environment (COE). Finance officers may deploy with their units or as individuals to support JIIM operations.

e. Sustain. OPMS changes the manner of execution of three major actions that affect officer career development.

(1) *Promotion.* Once officers are designated into a functional category and associated functional groups, they will compete for promotion within the force sustainment category.

(2) *Command.* Centralized selection will continue to determine who will command. Officers will compete in their functional category and associated functional groups. The result of the command selection process is announced in the CSL.

(3) *OER.* Beginning with captain evaluations, the rater and senior rater will recommend the functional category and associated functional groups for the rated officer that best suits his or her abilities.

f. Develop. Officer development will continue to occur through a methodical sequence of progressive assignments in troop units, operational assignments, and institutional training assignments. Lifelong learning continues to be an essential component of officer development. The goal is to broaden the professional development of officers to expertly apply financial management skills in support of Army, combined arms, JIIM operations. All officers selected for major must complete ILE, and all officers selected for colonel should complete senior Service college (resident or by correspondence).

g. Separate. The officer separation process remains unchanged.

37–8. Finance Corps Reserve Component officers

a. General career development. ARNG and USAR officers play an important role in the Finance Corps. The wartime effectiveness of the Finance Corps depends upon the quality of the finance officers in the ARNG and USAR finance units as well as the IRR. For overall guidance on RC officer development, see chapter 7.

(1) RC finance officers are assigned to Finance Branch coded positions in TOE units or TDA organizations at ARNG or USAR commands. They perform the same functions as Active Army finance officers. Their peacetime duties are similar to wartime duties, except they also include personnel management, administrative and operational reporting requirements unique to the ARNG and the USAR.

(2) Geographical dispersion of units may constrain RC career progression. Some geographical areas lack sufficient positions to provide continued career progression in finance assignments. Planned rotation into progressively challenging finance related positions by RC commands is essential to produce the best qualified finance officers. This includes assignment between TPU organizations, IRR, and IMA positions. If geographic constraints make assignment to finance positions impractical, officers should consider qualification and assignment in another branch or FA required within the geographic region they are assigned.

(3) Officers in the IRR may obtain assignments in TPU organizations, RTU, and IMA positions in Active Army organizations, installations or HQDA agencies; as well as tours of ADSW or annual training. Assignment in the IRR also qualifies for completing PME.

b. Branch enhancing and development opportunities. RC branch developmental standards are as follows:

(1) *Lieutenant (years 1–6).*

(a) The FBOLC is the starting point for newly accessed finance officers. RC officers should complete the resident FBOLC by the end of their second year (USAR) or 18 months (ARNG) of commissioned Service. Officers should seek to serve in more than one unit position during this phase, allowing for maximum exposure to the diversified functions within a finance unit. Typical finance lieutenant assignments include FM detachment or FM company disbursing officer. Officers should actively participate in professional reading programs and continue corresponding studies.

(b) RC officers who have completed a basic officer leadership course other than finance and the Finance Officer Branch Qualification Course (FOBQC) in residence or by distributed learning will satisfy the FBOLC requirement.

(2) *Captain (years 7–13).*

(a) Finance officers must complete the FCCC–RC in residence or through the Total Army School System (TASS). TASS includes nonresident instruction through distributed learning, Inactive duty for training (IDT) and ADT. FCCC provides officers' training that enhances their performance as staff officers and commanders. It is required for consideration for promotion to major. All officers are highly encouraged to pursue a specialty related undergraduate or graduate degree. Typical assignments include, but are not limited to, FM detachment command, FM company eXO, Service school instructor, or aide-de-camp.

(b) Officers who complete a CCC in a different branch should complete the FOBQ course and FCCC–RC in residence or by distributed learning to satisfy FCCC requirements.

(3) *Major (years 14–21).*

(a) During this phase, officers should enroll in and complete ILE (50 percent completion required for promotion to

lieutenant colonel) and pursue a specialty related graduate degree. Finance officers should seek further development in finance assignments during this phase. Typical developmental assignments include but are not limited to FM company command, FM command staff officer, Joint/ARNG/USAR headquarters staff officer; ACOM staff officer, Joint Forces HQ staff officer; and training/combat developer (Finance School).

(b) If not previously qualified, all majors must complete the FOBQC and FCCC–RC in residence or by distributed learning prior to being awarded BC 44A.

(4) *Lieutenant colonel (years 22–26).*

(a) During this phase, officers should complete ILE, if not completed, and seek professional military education at the SSC level or developmental assignments on senior command and staff positions. Branch assignments include but are not limited to FM command staff officer, Joint/ARNG/USAR staff officer, or total force integrator.

(b) All lieutenant colonels must complete the FOBQC and FCCC–RC in residence of by distributed learning prior to being awarded BC 44A.

(5) *Colonel (years 26–30).*

(a) Assignments during this phase should provide for maximum utilization skills in finance or a functionally aligned category. Typical developmental assignments include but are not limited to Chief, FM command, USARC, AHRC, NGB, OCAR, or HQDA staff officers.

(b) Completion of Senior Service College is desirable.

c. Life cycle development model. The RC life cycle development model for Finance Corps officers is shown at figure 37–2, below.

Figure 37–2. Finance RC Developmental Model

Chapter 38
Comptroller Functional Area

38–1. Unique features of the Comptroller functional area

a. Unique purpose of the Comptroller FA. Analyzes the commander's tasks and priorities and to identify the resource requirements that will enable the commanders to accomplish the mission.

b. Unique functions performed by the Comptroller FA. The financial manager provides recommendations to the commander on policy that is in accordance with current statutory and regulatory guidance, as well as with the guidance/policies issued by the higher headquarters. The financial manager performs a myriad of tasks such as developing command resource requirements (for example, determining costs or developing phasing and supporting schedules), identifying sources of funding (for example, fund control and distribution, tracking costs and obligations, cost capturing procedures), establishing a management control process, performing other managerial requirements (for example, Government travel card, Government purchase card, or activity-based costing), reimbursement procedures, contingency operations, monitoring the execution of logistics civil augmentation program, and act as lead agency when appointed for common financial management support in a JIIM operation.

c. Unique features of work in the Comptroller FA. The financial manager is a critical enabler at all levels of the Army's chain of command and across the entire spectrum of operations to properly ensure the stewardship and allocation of resources.

38–2. Officer characteristics required

The Comptroller FA requires officers who are skilled in leadership, experienced in the Army's organization structure, and knowledgeable of our transforming Army's doctrine.

a. Unique skills.

(1) FA 45 officers must perform well in frequent staff assignments where guidance is minimal and close interaction with senior-level decisionmakers is routine. They must be able to apply highly technical resource management concepts to more generalized military-unique issues.

(2) Well versed in information technology and automated financial management systems.

(3) Are adept at organizing workload, directing, leading, and mentoring civilian and military subordinates.

(4) Possess the ability to translate technical data into useable information in order to develop and staff recommendations that is sensitive to political and legislative considerations to senior leaders.

b. Unique knowledge. Comptroller FA officers must maintain a knowledge base of the DOD military resource management process, including manpower management. They must understand the laws, regulations, and other guidance governing resource management.

(1) Possess the technical expertise and understanding of automation technology and related financial management systems.

(2) Remain current on developments in the civilian community in general and comptroller civilian career program (CP 11) specifically.

(3) Understand how to influence the funding cycle from Congress to local Program Budget Advisory Council (PBAC) at installations.

c. Unique attributes. FA 45 officers maintain the highest standards of discretion, judgment, integrity, professional ethics, think in the abstract, solve problems through visioning, and creating solutions to surmount complex financial management impasses.

38–3. Officer developmental assignments

a. Functional Designation Board (FDB). Officers desiring entry into FA 45 must request FA 45 when their file appears before the FDB. The FDB board reviews an officer's file in the officers 7th year of commissioned Service.

b. FA development.

(1) *Lieutenant.* N/A.

(2) *Captain.* Obtaining comptroller skills, knowledge, and experience as a captain is critical to the personal and professional growth of the officer as a comptroller. Attending additional military training such U.S. Planning, Programming, Budgeting, Execution System (PPBES); fiscal law; and the Resource Management Tactical Course (RMTC) enhances FA 45 professional development. Captains have the opportunity to compete for ACS through the Defense Comptrollership Program and other qualifying programs. There are a variety of FA 45 captain positions at various levels to include but not limited to—

(a) Budget officer.

(b) Budget analyst.

(c) Program analyst.

(d) Management analyst.

(e) Resource management systems officer.

(f) Separate brigade comptroller.

(g) Deputy comptroller.

(h) Service school instructor.

(3) *Major*. All Comptroller officers will complete the common core course ILE and FA 45 ILE. Majors also have the opportunity to compete for ACS through the Defense Comptrollership Program and other qualifying programs. FA 45 majors are encouraged to complete graduate level education. In addition, FA 45 majors will have the opportunity to compete for TWI and various fellowship programs. To meet the FA 45 skills, knowledge, attributes, and experience required for major, a FA 45 officer must successfully meet the following criteria:

(a) Complete common core ILE and FA 45 ILE.

(b) Successfully serve as a major in FA 45 assignments (typically 24 months).

(c) Examples of FA 45 positions at the major level are listed below:

1. Budget officer.

2. Budget analyst.

3. Management analyst

4. Program analyst.

5. Deputy comptroller.

6. Deputy division G8.

7. Resource management officer.

8. Sustainment brigade support operations officer.

9. Separate brigade/special forces group comptroller.

10. Program budget officer.

11. State financial manager.

12. HQDA/DOD/Joint/NATO staff officer.

13. Comptroller instructor.

14. Comptroller proponency officer.

(4) *Lieutenant colonel*. Lieutenant colonels are generally assigned to senior staff positions where their knowledge of the Army and comptroller expertise is best utilized. In addition, FA 45 lieutenant colonels will have the opportunity to compete for TWI and various fellowship programs. To meet the FA 45 skills, knowledge, attributes, and experience required for lieutenant colonel, a FA 45 officer must successfully meet the following criteria:

(a) Serve as a field grade officer in FA 45 assignments (typically 48 cumulative months).

(b) A master's degree from an accredited university or college, in a field relevant to FA 45 is desired but not required for promotion.

(c) Examples of FA 45 positions at the lieutenant colonel level are listed as follows:

1. Division G8/comptroller.

2. Chief, Budget Operations.

3. Chief, Resource Management Division.

4. Military assistant/XO.

5. Director of Resource Management (DRM).

6. Deputy, DRM.

7. Deputy corps G8.

8. Budget officer.

9. Comptroller.

10. Resource management officer.

11. Assistant Chief of Staff Resource Management.

12. State financial manager.

13. Deputy United States Property and Fiscal Officer (USPFO).

14. HQDA/DOD/Joint/NATO staff officer.

15. Chief, Budget Analysis.

16. Chief, Budget Formulation.

17. Chief, Budget Execution.

18. Chief, Operations Budget.

19. Chief, Program and Budget.

20. Comptroller proponency officer.

21. Comptroller assignments officer.

22. Comptroller senior instructor.

(5) *Colonel.* Colonels will primarily serve as FA 45 officers on Joint, DOD, HQDA, staffs, or may be assigned to branch/FA generalist positions. In addition to SSC, colonels should seek the opportunity to attend the National Security Management Course held at Syracuse University. To meet the FA 45 skills, knowledge, attributes, and experience required at the Colonel level, a FA 45 officer must successfully meet the following criteria:

(a) Complete SSC (resident or non-resident).

(b) Complete 60 months cumulative Service as a field grade officer in FA 45 assignments.

(c) Examples of FA 45 positions at the colonel level are listed below:

1. Army comptroller.
2. Deputy Chief of Staff, Resource Management.
3. Assistant, Deputy Chief of Staff Resource Management.
4. Chief, Program and Budget.
5. Chief, Management.
6. Chief, Execution.
7. DRM.
8. Corps G8.
9. Comptroller.
10. Deputy Director, Resource Management.
11. Chief, Budget Analysis.
12. Chief, Military Personnel Appropriation.
13. Chief, Comptroller Division.
14. Deputy assistant director.
15. Deputy director investment.
16. Deputy USPFO.
17. USPFO.
18. Joint/DOD/HQDA staff officer.
19. Military assistant/XO.
20. Deputy Director for Cost Analysis.
21. Budget officer

c. Functionally aligned/branch generalist assignments. Captains and above can serve in functionally aligned/branch generalist assignments. These are important to the Army and are within the U.S. Army Recruiting Command, U.S. Army Cadet Command (ROTC), USMA faculty and staff, Inspector General, or RCs.

d. Joint assignments. FA 45 positions are on the JDAL. In order to be considered for selection to JSO, an officer must have completed JPME II and a full JDA, or with a waiver, must have completed two full JDAs. Officers will be considered for the JSO (SI 3L), in accordance with the guidelines of the HQDA Selection Designation Board. FA 45 officers are not generally considered for JDAs until selected for major. Even though Joint experience is important to the Army and to individual officers for advancement into senior leadership positions, not all FA 45 officers will receive Joint assignments. The goal of the branch is to develop an inventory of field grade officers who embody a collective knowledge of JIIM experience. While not every officer will receive an assignment in a qualifying Joint assignment or serve in a fellowship in a JIIM agency, the goal is to provide the maximum opportunity for FA 45 majors to receive JIIM experience. This will be dependent on Army demands and position/fellowship availability.

e. Other assignments. Some FA 45 officers will have opportunities to serve in assignments in the business sector and state governments. TWI is a unique opportunity for the FA 45 officers to work in the financial management of robust businesses to learn the best business practices for possible implementation within the Army. Additionally, some FA 45 officers will have the opportunity to serve in assignments outside of the FA including but not limited to White House Fellowships, Congressional Fellowships, Office of Management and Budget (OMB) developmental assignment, and RAND Arroyo Fellowships.

38–4. Assignment preferences and precedence

The assignment sequencing in the Comptroller FA is not as rigid as that of a basic branch. However, the professional development of FA 45 officers has certain requirements to ensure all of the Army's Comptroller officers are well grounded in operations. Officers will receive their initial training through designated Comptroller training programs.

a. Preferences. The Comptroller FA has diverse opportunities that allow for numerous career development paths. The goal of the professional development of FA 45 officers is to produce and to sustain highly qualified tactically and technically proficient officers who are able to lead, to think, and to leverage existing and future technology in performing resource management functions.

b. Precedence. Assignment to qualifying FAs will have precedence, although there is flexibility on the sequence of assignments. Some comptroller FA billets will be designated as requiring advanced education; military, civilian, or

both. Officers assigned to these positions must complete the required courses prior to reporting to their duty assignments.

38–5. Duration of officer life cycle assignments

Most CONUS assignments for comptroller FA officers are typically 24 to 36 months in length. Overseas locations and Joint assignments will continue to require specific tour lengths. Officers desiring additional information on assignments should contact the AHRC comptroller assignments officer, the FA 45 Proponency officer in the U.S. Army Finance School, or the Comptroller proponency officer at the Assistance Secretary of the Army (Financial Management and Comptroller) (ASA (FM&C)).

a. Key Comptroller career enhancing positions. Successful completion of comptroller assignments as well as applicable level courses and education as outlined in paragraph 38–3, above, enable the officer to obtain the proper level of required skills, knowledge, and attributes. Before consideration for assignment to a Joint command or at DOD, FA 45 officers will have successfully completed a previous comptroller FA assignment and attended requisite training.

b. Comptroller FA life cycle. Figure 38–1, below, depicts a Comptroller FA life cycle with FA positions. Additionally, it identifies developmental assignments within the FA.

Figure 38–1. FA 45 Active Army Developmental Model

38–6. Requirements, authorizations and inventory

The Comptroller FA goal is to maintain a healthy, viable career path for FA 45 officers and meet the Army's needs by providing the required number of trained, competent, and experienced FA 45 officers with the right skills, knowledge, and attributes. In order to accomplish this, FA 45 officers must complete FA 45 ILE and successfully perform duties as comptrollers, DCSRMs, and other key HQDA and Army level command staff positions.

38–7. Key officer life cycle initiatives for Comptroller

a. Structure. FA 45 officers serve at all echelons worldwide. FA 45 positions exist in Army divisional and corps units, headquarters staffs, Joint commands, DOD, multinational, and national agencies. The majority of comptroller related billets will be on ACOM, HQDA, and Joint staffs.

b. Acquire. Commissioned officers comprising a particular year group are functionally designated at their 7th YOS. The criteria for selecting an officer into FA 45 include type of civilian undergraduate degree, grade point average, personal preference, and needs of the Army.

c. Distribute. After designation into FA 45, the career manager at OPMD, AHRC will manage all FA 45 officer assignments.

d. Deploy. FA 45 officers must remain personally and professionally prepared to serve in operational assignments worldwide at all times. Whether assigned to TOE units or TDA organizations, all FA 45 officers must be deployable to accomplish missions across the full spectrum of conflict. Comptrollers may deploy with their units or as individuals to support tasking for Joint and multinational operations.

e. Sustain. Officers will compete only within their force sustainment functional category for promotion to major, lieutenant colonel, and colonel. FA 45 majors, lieutenant colonels, and colonels will compete for qualifying and developmental assignments as well as military and civil schooling opportunities.

f. Develop. FA 45 incorporates a professional officer development career plan offering maximum diversity for schooling and assignment. There are many developmental opportunities for FA 45 officers as they progress through their careers. In addition to advanced military schooling opportunities, they are eligible for ACS through the Defense Comptrollership Program or other accredited universities that confer a MBA. They are also eligible to compete for TWI and various fellowship programs. For ILE credentialing, FA 45 officers will complete both the 14-week common core course in residence at a CL site and the FA 45 ILE course in residence at Fort Jackson, SC. RC officers can attend TASS classrooms located in CONUS and OCONUS CL sites.

g. Separate. FA 45 officers will transition from the Army to civilian status in the same manner as all other officers.

38–8. Comptroller Reserve Component officers

a. General career development. The effectiveness of RC FA 45 officers is dependent upon their assignments, quality of training, and education. For AGR FA 45 officers, their development objectives and qualifications parallel those of the Active Army. Other RC officers' (TPU, IRR, IMA) career progression is often constrained by the geographical dispersion of units. Often there are insufficient comptroller FA positions in a geographic area to accommodate all FA 45 officers. If geographic constraints are such that assignment to FA 45 positions are not possible, RC officers are encouraged to seek qualification and development opportunities in another branch or FA required in the region. Officers in the IRR may find assignments in RTU, IMA positions in Active Army organizations, installations or DA agencies, tours of ADSW, or AT. Assignments in the IRR can also be used for completing PME. Junior officers must develop a strong foundation through assignments in their basic branches before specializing in their FA. For further guidance on RC officer development, see chapter 7.

b. FA qualification and development opportunities. RC FA 45 officers perform the same general functions as their Active Duty counterparts and most provisions of paragraphs 38–1 to 38–7, above, apply to the RC FA 45 officers.

c. Award of FA 45 designation for ARNG RC officers. ARNG officers, regardless of status (mobilization day, Title 32, or Title 10), seeking award of the FA 45 designation must apply to the human resources organization of their affiliated state, in coordination with the State Comptroller and/or USPFO. Each individual state, territory, and the District of Columbia holds final authority for the FA designation of affiliated commissioned officers, dependent on the needs of the state and the organization to which the officer is currently assigned. Exceptions to policy will be handled by each state on a case-by-case basis, in coordination with the ARNG G8. Documents substantiating successful completion of education and experience should be included with the designation request (usually DA Form 4187). Award of the FA 45 designation to ARNG officers will be based on one of the following combinations of educational instruction and experience in qualified positions. Courses approved to meet educational requirements are listed below in subparagraph 38–8*c*(2).

(1) Successful completion of 148.5 hours of instruction and serve 12 consecutive months in a FA 45 position listed by rank in paragraph 38–3.

(2) Successful completion of 75 hours of instruction and serve 24 consecutive months in a FA 45 position listed by rank in paragraph 38–3.

(3) Successful completion of 40 hours of instruction and serve 48 consecutive months in a FA 45 position listed by rank in paragraph 38–3.

(4) Selected by a designation board to attend the Defense Comptrollership Program.

d. Educational opportunities. The following are resident or distributed learning courses that satisfy FA 45 education requirements referenced in subparagraph 38–8*c*(1), above:

(1) PPBES, Finance School, Fort Jackson, SC (75 hours).

(2) Resource Management Budget Course, Finance School, Fort Jackson, SC (73.5 hours).

(3) Resource Management Tactical Course, Finance School, Fort Jackson, SC (34.5 hours).

(4) Army Comptrollership Course (ACC), Syracuse University (160 hours)

(5) Defense Comptrollership Program, Syracuse University (14 months).

(6) For board selected FA 45s only—

(a) Professional Resource Management Course (PRMC) at Syracuse University (160 hours).

(b) Professional Military Comptroller School at Maxwell, AFB (240 hours).

(c) Budget Management Course, Finance School, Fort Jackson, SC (USAR, 80 hours).

(d) Fiscal Law Course (40 hours, JAG School).

(e) U.S. Department of Agriculture Graduate School Courses USDA Budget Execution Course (32 hours).

(f) USDA Budget Formulation Course (32 hours).

(g) Introduction to Federal Budgeting (24 hours).

(h) Controlling a Budget (24 hours).

(i) Budget Formulation (32 hours).

(j) Budget Justification and Presentation (24 hours).

(k) Federal Budget Process (16 hours).

(l) Budget Analysis Workshop (32 hours).

(m) Performance Measurement and Budgeting (24 hours).

(n) Budget Analysis Workshop Advanced (32 hours)..

e. Life cycle development model. The RC life cycle development model for AGR FA 45 officers closely mirrors that of the Active Army as shown at figure 38–1, above. The life cycle development model for all other categories of RC officers is shown at figure 38–2, below. All documented FA 45 positions are considered developmental assignments and serve as building blocks for successful performance at the next higher grade. Some examples, but not limited to, are listed below:

(1) *Captain.* Program/budget officer.

(2) *Major.* Program/budget officer (ACOM, HQDA, or Joint staff).

(3) *Lieutenant colonel.* Program/budget officer (DA, ACOM, Joint staff, or OSD).

(4) *Colonel.* Chief, Financial Management officer; DRM Comptroller.

Figure 38–2. FA 45 RC Developmental Model

Chapter 39
Judge Advocate General's Corps

39–1. Unique features of The Judge Advocate General's Corps

a. Mission. The mission of The Judge Advocate General's Corps (JAGC) is to provide commanders and their staffs with accurate, proactive legal advice on all issues affecting the Army and the Joint force, while continuing to deliver quality legal services to Soldiers, retirees, and their Families. This legal support encompasses the six core legal disciplines: administrative law, civil law (including contract, fiscal, and environmental law), claims, international law, legal assistance, and military justice that, collectively, are referred to as operational law.

b. Unique functions performed by JAGC. The JAGC is a special branch of the Army (10 USC 3064) whose duties and functions are discussed in AR 27–1 and FM 27–100.

c. Unique features of work in JAGC.

(1) The JAGC consists of the following:

(a) General officers serving as The Judge Advocate General (TJAG); The Assistant Judge Advocate General (TAJAG); Assistant Judge Advocate General for Military Law and Operations (AJAG/MLO); the Commander, U.S. Army Legal Services Agency (USALSA); and the Commander, The Judge Advocate General's Legal Center and School (TJAGLCS).

(b) Commissioned officers appointed in the JAGC

(c) WOs who are assigned to the JAGC and certified as legal administrators.

(d) Other members of the Army assigned to the JAGC.

(2) TJAG is the military legal advisor to the Secretary of the Army and all officers and agencies of the DA. Under TJAG's authority to direct members of the JAGC in the performance of their duties (10 USC 3037 and AR 27–1) and to assign Judge Advocates (Article 6, Uniform Code of Military Justice (UCMJ), codified at 10 USC 806; AR 614–100), TJAG recruits, selects, determines qualifications, assigns and provides legal education for members of the JAGC. In the Office of The Judge Advocate General (OTJAG), the Personnel, Plans, and Training Office (HQDA (DAJA–PT)) manages the JAGC under the supervision of TJAG, and represents TJAG in all Judge Advocate personnel proponent matters in coordination with TJAGLCS. The WO of the corps represents TJAG in all WO personnel proponent matters in coordination with TJAGLCS. Personnel policies are published annually by TJAG in publication JAG Pub 1–1.

(3) Judge Advocates are attorneys who perform their duties under commanders of their assigned or attached commands or under other supervisory judge advocates, such as the Staff Judge Advocate (SJA); Chief, Trial Judiciary; or the Chief, Trial Defense Service.

(a) JAGC officers include both judge advocates and WO legal administrators. All JAGC officers receive technical legal supervision from TJAG and from the SJAs of their higher headquarters.

(b) Only judge advocates assigned to the U.S. Army Trial Defense Service authorized to perform the functions of defense counsel, or made available as an individual defense counsel, may provide advice and assistance to Soldiers suspected, accused or convicted of violations of the UCMJ on matters relating to those violations or suspected violations.

(4) As much as possible, JAGC officers perform only professional legal duties for which they are trained. They should not perform any non-legal duties, such as officer of the day, inventory officer, range officer, casualty notification officer, casualty assistance officer, or any other duties that would interfere with or pose a conflict of interest with their primary assigned legal duties. For RC Judge Advocates assigned to legal support organizations, there are circumstances where they must perform non-legal duties in supporting the unit's mission.

(5) The JAGC branch consists of two areas of concentration with four JAGC specific skill identifiers and one WO MOS. Judge Advocates are classified as either 27A (Judge Advocate) or 27B (Military Judge). The four JAGC specific skill identifiers are as follows: 3D (Government Contract Law Specialist), 3F (Patent Law Specialist), 3G (Claims/ Litigation Specialist), and 3N (International Law Specialist). Warrant officers in the JAGC are officers classified as 270A (legal administrators). These officers may hold skill identifiers as follows: 3R (Force Management), 6M (Mobilization/Demobilization Operations), 6P (Master Fitness Trainer), and 7Q (Training Development).

(6) In support of the SI 3D (Government Contract Law Specialist), the JAGC has established the Acquisition Law Specialty Program. This program formally recognizes officers who are qualified acquisition attorneys, although they may not meet the criteria for the SI. These officers support the acquisition process but are not members of the Army Acquisition Corps or the acquisition work force.

39–2. Officer characteristics required

a. Competencies and actions common to all. The Army must have officers who can effectively apply the four core dimensions of leadership: values, attributes, skills, and actions. (For additional discussion of these leadership dimensions, see FM 22–100.) The four core leadership dimensions provide the basis for what a leader must be, know, and do. The values and attributes set the basis for the character of the leader - what a leader must be. The skills developed by leaders establish his or her competence - what a leader must know. The actions that leaders conduct and execute constitute leadership - what a leader must do. The leadership framework describes a leader of character and competence who acts to achieve excellence across the spectrum of operations from total war, to operations other than war, to disaster relief and in times of peace.

(1) *Leadership.* All JAGC officers must be focused on leadership, not only within the legal offices, but also the impact of legal operations on the command. Leadership training is required to be integrated into courses of instruction at TJAGLCS (AR 600–100).

(2) *Values.* All Army officers are expected to live by the Army core values. JAGC officers are held to an even higher standard because of their legal duty to advise commanders on violations of legal and ethical rules. All judge advocates are bound by the Professional Rules of Conduct for Lawyers (AR 27–26). Attorney conduct is further bound by the state rules of conduct in the state in which the attorney is licensed to practice law.

b. Unique Skills.

(1) Judge Advocates must have the education, training, and experience equal or similar to that required of other members of the legal profession (10 USC 3065(e)). Under the provisions of AR 27–1, Judge Advocates must be admitted to practice and have membership in good standing (as defined by the pertinent bar) of the bar of the highest court of a state of the U.S., the District of Columbia, Commonwealth of Puerto Rico, or a Federal court located in the districts of Guam, the U.S. Virgin Islands, or the Northern Mariana Islands.

(2) Legal administrators are WOs and must have military education and experience in military legal and operational procedures, and demonstrate expertise in legal technology. Legal administrators must be highly motivated, possessing

tact, initiative, integrity, and mature judgment. In both garrison and tactical environments, legal administrators are leaders, mentors, trainers, and technical and war fighting experts within their organizations. Legal administrators are a SJA's operational law technologist. Legal administrators play a key role in assisting the SJA and the Chief of Military Justice with managing and executing pre-trial processing, case management, production of expert witnesses, post-trial processing and budgets of courts-martial. Legal administrators assist the SJA and chief of operational law with planning, organizing, and executing office participation in contingency operations, including training all attorneys, paralegal specialists and NCOs in the execution of operational law missions. At legal offices within headquarters exercising general court-martial jurisdiction, or at an ACOM, ASCC, or DRU, a legal administrator serves as the Chief of the Administration Division. In this capacity, they supervise office personnel and manage office budgets, facilities, and equipment required to support legal services in both garrison and deployed environments. As strategic and tactical planners, legal administrators anticipate changes in the military climate, instituting changes to ensure the JAGC can support the Army's continually evolving missions. Within information management systems, legal administrators are responsible for the protection of attorney-client information. Legal administrators must have extensive training in military justice and the other core legal disciplines (administrative law, claims, civil law, and legal assistance) and apply their knowledge in any environment. Legal administrators are also responsible for the upkeep and maintenance of the Judge Advocate Warfighter System (JAWS) and provide the primary training for judge advocates and paralegals in hardware and software applications necessary for remote operations or deployment.

c. Unique knowledge and attributes. Officers in the JAGC develop themselves through progressively challenging assignments and by continuing their military and professional education. Judge advocates are individually responsible for their professional competence.

39–3. Critical officer developmental assignments

a. Judge Advocate assignments and development. See figure 39–1, below, for judge advocate Active Army developmental model.

(1) *Pre-graduate course assignments.* The first JAGC assignment is not normally in the state in which a judge advocate is licensed, attended law school or performed on-the-job training (if a Funded Legal Education Program (FLEP) officer). New judge advocates are rotated through a variety of duties in many of the legal specialties in which judge advocates are expected to practice. These may include, but are not limited to, legal assistance officer, claims judge advocate, administrative law attorney, labor counselor, contract/fiscal law attorney, operational law judge advocate, environmental law attorney, appellate attorney, instructor, JTF judge advocate, SF battalion judge advocate, operational law (OPLAW) judge advocate/trial counsel at a BCT or support brigade, and trial or defense counsel. This broad base of experience produces a flexible judge advocate who can deploy in support of combat operations and provides the judge advocate with a foundation for the Judge Advocate Graduate Course. In these early assignments, some officers will have the opportunity to supervise other attorneys, Soldiers, and civilians. Many officers serve as defense counsel before the graduate course, although first assignment judge advocates are not normally assigned to the U.S. Army Trial Defense Service directly from the Judge Advocate Officer Basic Course.

(2) *Postgraduate course assignments.* Judge advocates are usually selected to attend the Judge Advocate Graduate Course upon selection for promotion to major. Following the graduate course, officers are assigned to field grade positions. The JAGC provides opportunities for specialization at this point. Some judge advocates partially specialize but continue to be generalists. Some, like many acquisition law specialty officers, focus on their specialties. Judge Advocates also get significant opportunities for leadership and management. Judge Advocate majors can expect to serve as brigade judge advocates at a BCT or support brigade, senior defense counsel, branch and division chiefs in large legal offices, Deputy Staff Judge Advocates, OICs of branch offices, CJAs of non-GCMCA commands, instructors at TJAGLCS, Command and General Staff College or at West Point, or as staff and trial attorneys in the litigating divisions in Washington D.C., other defense and Government agencies, or in the OTJAG.

(3) *Senior field grade assignments.* Lieutenant colonels have the opportunity to serve in more specialized assignments and in senior leadership positions. Judge Advocate lieutenant colonels have their first opportunity to serve as military judges, regional defense counsel, or SJAs at divisions or installations. They also serve as branch and division chiefs in the largest offices; the Office of the Judge Advocate, U.S. Army Europe; or the National Capital Region. Judge Advocate colonels are senior trial and appellate military judges; SJAs at major installations, divisions, corps, ASCCs, ACOMs, DRUs, or combatant commands; and division chiefs in the OTJAG and the U.S. Army Legal Services Agency.

(4) *Branch/FA generalist assignments.* Judge advocates do not serve in branch/FA generalist assignments.

(5) *Joint assignments.* After selection for promotion to major, judge advocates may be considered for JDAs in Joint organizations worldwide, including the Office of the Chairman of the Joint Chiefs, the Joint staff and the combatant commands. Joint experience is important to the Army. Due to the limited number of Joint assignments available, judge advocates are not precluded from advancing into senior leadership positions because they lack Joint experience (see 10 USC 619a(b)(3)(C)).

(6) *Other assignments.* Judge advocates may be assigned to organizations and duties beyond those indicated above. These assignments may include duty with the Department of Justice, the Department of State, and the White House.

The spectrum of possible assignments is large, and these assignments can be characterized as highly responsible and important, requiring mature, skilled and well-grounded officers. Assignments contained in subparagraphs 39–3*a*(5), above, and this paragraph are collectively known as JIIM assignments.

Figure 39–1. Judge Advocate Active Army Developmental Model

b. Legal administrator qualification and development (Active Army and RC).

(1) WO1 legal administrators—

(a) Will be assigned in the Mentor Training and Experience Program (MTEP) at the current unit of assignment, or first legal administrator assignment, after successful completion of the Warrant Officer Candidate School and before attendance at the legal administrator Warrant Officer Basic Course (WOBC) (currently only available to Active Army WOs). This program pairs a newly appointed WO with an experienced legal administrator preparing the individual for the WOBC and future duty as a legal administrator.

(b) Must successfully complete the legal administrator WOBC. USAR and ARNG WO1s must complete within 2 years of appointment.

(c) See figures 39–2 and 39–3, below, for legal administrator development and utilization.

(2) CW2 legal administrators—

(a) Must meet the qualifications above in paragraph 39–3*b*(1).

(b) All legal administrators (Active Army, USAR, and ARNG) must complete the prerequisite studies (Action Officer Development Course (ST7000)) and prerequisite MOS related DL courses prior to attendance at the WOAC.

(c) Attend the WOAC.

(d) See figures 39–2 and 39–3, below, for legal administrator development and utilization.

(3) CW3 legal administrators—

(a) Must meet the qualifications above in paragraphs 39–3*b*(1) and (2), above.

(b) Should complete a baccalaureate degree prior to selection to CW4.

(c) Attend Warrant Officer Staff Course (WOSC).

(d) See figures 39–2 and 39–3, below, for legal administrator development and utilization.

(4) CW4 legal administrators—

(a) Attend WOSC.

(b) See figures 39–2 and 39–3, below, for legal administrator development and utilization.

Figure 39–2. Judge Advocate Active Army WO Developmental Model

Figure 39–3. Judge Advocate RC WO Developmental Model

(5) CW5 legal administrators will be assigned to the most senior supervisory, advisory and staff positions in the TJAG, the U.S. Army Legal Services Agency, or TJAGLCS, and USAR and ARNG senior WO positions.

(6) See figures 39–2 and 39–3, above, for legal administrator development and utilization. In addition, legal administrators may be assigned to organizations and duties beyond those indicated above. These assignments include duties in Joint organizations, Army Staff or Secretariat positions, the Warrant Officer Career Center, and recruiting positions. The assignments can be characterized as highly responsible and important, requiring mature, well-grounded, and multi-skilled officers.

(7) Normally, USAR and ARNG legal administrators must complete all prerequisite levels of military education applicable to legal administrators prior to selection to the next higher grade. For USAR WO promotions see AR 135–55. Also, for USAR WOs (CW2–CW4) with a DOR earlier than 1 January 2005, see Reference Memorandum, HQ, DAAR–HR, dtd, 8 October 03, subject: Army Reserve Warrant Officer Professional Development Education (PDE) Management Improvements. For ARNG WO promotions see NGR 600–101.

39–4. Assignment preferences and precedence

a. Judge advocate preferences and precedence.

(1) *Preferences.* Under the statutory authority of TJAG to assign judge advocates (10 USC 806) and direct them in their duties (10 USC 3037(c)(2)), TJAG closely monitors judge advocate professional development. TJAG's frequent inspection of military legal offices in accordance with Article 6, UCMJ (10 USC 806), offers a unique opportunity to mentor JAGC leaders directly and to monitor how junior officers are developed.

(a) All assignments are made in the best interests of the Army. The objective of the JAGC assignment policy is to build an expert, flexible force by balancing the needs of the Army, professional development, personal and Family needs, and personal preferences in every assignment. While personal preferences are considered, circumstances often require that individual desires or needs be subordinated to the needs of the Army.

(b) Professional development of the judge advocate is accomplished by progressively more challenging assignments to organizations in the field and at higher headquarters, along with opportunities for schooling. Proven performance and potential as reflected in officer evaluation reports are the key factors in selecting the best qualified officer for an assignment. The JAGC's goal is to develop every officer professionally, ensure diversity of assignments, and provide opportunities for management, leadership, and education. To ensure a diverse assignment pattern for Judge Advocates, TJAG has been delegated waiver authority to the force stabilization requirements set forth in chapter one, section 9 of this regulation (see also AR 600–35).

(2) *Precedence.* Assignment to developmental leadership positions has precedence, although flexibility exists in the sequence of assignments. While judge advocates participate in other military and legal training, in accordance with the provisions of AR 27–1, TJAG has prescribed the following educational requirements that judge advocates should use as a guide when seeking assignments:

(a) Judge advocate positions authorized the grade of captain require credit for IET as prescribed by TJAG for active Army and RC Officers (See JAG PUB 1–1 for specific Officer Basic Course, BOLC II, and BOLC–DCO requirements).

(b) Judge advocate positions authorized the grade of major or higher require credit for the Judge Advocate Officer Graduate Course or the Judge Advocate Officer Advanced Course.

(c) Military judge positions require completion of the Military Judge Course at TJAGLCS in addition to the Judge Advocate Officer Graduate or Advanced Course. Officers selected for military judge positions will be scheduled to attend the next scheduled Military Judge Course, unless already certified as a military judge.

(d) Acquisition law specialty judge advocate positions normally require completion of the Contract Attorneys Course, the Fiscal Law Course, and one additional contract law-related course within 36 months of first assignment to a contract law position (whether contract law is a primary or part-time duty). The Contract Attorneys Course should be completed first and within the first 12 months of assignment to a contract law position.

(e) Staff Judge Advocate positions require military education level (MEL) 4 and attendance at the Staff Judge Advocate Course at TJAGLCS. MEL 4 is obtained by completing an Army ILE course or equivalent.

b. Legal administrator preferences and precedence.

(1) Legal administrators should serve in positions commensurate with their grade, though all legal administrators should be prepared to serve in positions of greater responsibility at all times. See figures 39–2 and 39–3, above, for legal administrator utilization.

(2) Key positions at the OTJAG, TJAGLCS, and the U.S. Army Legal Services Agency provide opportunity for acquiring and developing additional skills in legal automation, force management, and training development.

39–5. Duration of critical officer life cycle assignments

a. Judge advocate positions. Assignments in CONUS are normally a maximum of 3 years; however, the need to staff all legal offices properly and to develop the careers of all judge advocates effectively can require shorter or longer tours. Tour lengths for overseas assignments are outlined in AR 614–30.

(1) Trial defense counsels (TDS) will normally be assigned to TDS positions for 18 months. A senior defense counsel will normally be assigned for a 2-year tour.

(2) A regional defense counsel will normally serve a 2-year tour.

(3) Lieutenant colonel SJAs and colonels serving as division and corps, SJAs will normally be assigned for a 2-year tour. Colonels otherwise serving as SJAs will normally be assigned for a 2 or 3-year tour. Judge advocates serving in nominative positions as either legal advisors or SJAs will normally be assigned for 3-year tours.

(4) Figures 39–1, above, and 39–4, below, display the Active Army and RC judge advocate life cycle models respectively.

b. Legal administrator positions.

(1) WOs will ordinarily complete the minimum months assigned on station as prescribed in AR 614–30 before being reassigned; however mission requirements may require earlier departure from an assignment. Reassignments are based on the need to maintain an overseas rotational base, satisfy requirements for special qualifications, and provide for career progression.

(2) RC legal administrator WOs will be assigned according to TOE and TDA units as proscribed by pertinent Army regulations. Senior RC legal administrators (CW4 and CW5) will be managed by senior commands appointed in the USAR and ARNG.

(3) Figures 39–2 and 39–3, below, display the Active Army and RC legal administrator life cycle models respectively.

39–6. Requirements, authorization, and inventory

a. The goal is to maintain a healthy, upwardly mobile career path for JAGC officers. Fair, candid, and open personnel management is critical to meeting the JAGC's mission. Personnel management will be effective only when interest in professional development is shared among the JAGC leadership, supervisors, and individual members of the corps.

b. TJAG ensures that the numbers of authorized JAGC billets, by grade, will be sufficient to meet TJAG's statutory responsibility to provide quality legal services to the Army. Officers desiring more information on the JAGC authorizations or inventory should contact the Personnel, Plans and Training Office, OTJAG, 2200 Army Pentagon, Washington, DC 20310–2200.

39–7. Key officer life cycle initiatives for The Judge Advocate General's Corps

a. Structure. Judge Advocates serve at all echelons worldwide.

b. Acquire.

(1) Judge Advocates will continue to be accessed into the branch primarily by direct commissioning.

(a) Applications for appointment as a judge advocate come primarily from law school students, ROTC officers attending law school on an educational delay, active members of the civilian bar, and Active Duty commissioned officers seeking participation in the FLEP. On occasion officers transfer to the JAGC from other branches in the Army. To be appointed, a person must have earned a law degree from a law school accredited by the American Bar Association (ABA) and must be admitted to practice and have membership in good standing (as defined by the pertinent bar) of the bar of the highest court of a state of the U.S., the District of Columbia, Commonwealth of Puerto Rico, or a Federal court located in the districts of Guam, the U.S. Virgin Islands, or the Northern Mariana Islands.

(b) Judge advocates commissioned directly from civilian life enter Active Duty as Active Army officers. They are awarded constructive credit for promotion for the time spent in law school. Officers who do not qualify for appointment as captains are appointed as first lieutenants and are usually eligible for promotion to the grade of captain within 7 months after entry on Active Duty.

(c) The FLEP, authorized by 10 USC 2004 and AR 27-1, allows a small number of Active Duty officers to attend law school at Government expense. The program is available to officers with not less than two years nor more than six years of total AFS at the time law school begins. Officers are detailed to the JAGC but remain in their basic branch until later appointed in or assigned to the JAGC in the grade in which they are serving.

(2) Legal administrators are accessed from the JAGC enlisted corps (27D) through a board process. Soldiers serving in MOS 27D with between 5 and 12 YOS that have excelled in a variety of JAGC positions are candidates for accession. The Army's goal is to access these Soldiers between five and eight years of Service in order to maximize the amount of time they can serve prior to retirement. A waiver from the Army G–1 is required for Soldiers with a date of rank over twelve years.

c. Distribute. TJAG (Personnel, Plans, and Training Office) manages assignments for judge advocates. The WO of the Corps manages the assignments of Active Army legal administrators. The USAR manages the assignments of RC legal administrators. The ARNG manages the assignments of ARNG legal administrators.

d. Deploy. JAGC officers must remain personally and professionally prepared to deploy worldwide at all times. Regardless of assignment, all JAGC officers must be deployable, with their units or as individuals, to accomplish missions across the full spectrum of operations, from kinetic to counterinsurgency, to stability and reconstruction. JAGC officers must prepare themselves and their Families for this challenging life cycle function.

e. Sustain. Judge advocates will compete within their CF for promotion to all grades. Active Army WO1 will be promoted to CW2 after 2 years in grade on the recommendation of the first lieutenant colonel (lieutenant colonel/O–5) in the chain of command. All other WOs, CW2 through CW5, will normally be considered for promotion to the next higher grade by a DA promotion board, first below-the-zone after 3 years in grade and then in-the-zone after 4 years in grade. DA publishes zones of consideration prior to each promotion board. WOs upon promotion to CW2 are commissioned and appointed into the Active Army. For USAR WO promotions see AR 135–55. Also, for USAR WOs (CW2–CW4) with a DOR earlier than 1 January 2005, see Reference Memorandum, HQ, DAAR–HR, dtd, 8 October 03, subject: Army Reserve Warrant Officer Professional Development Education (PDE) Management Improvements. For ARNG WO promotions see NGR 600–101.

f. Develop. JAGC officer development is as follows:

(1) *Development objective.* The JAGC's objective is to build an expert, flexible force through a comprehensive professional development system that links challenging developmental assignments with institutional training and self-development (see figs 39–1 through 39–4, above). The JAGC expects each officer to seek and have diversity in assignments and opportunities for specialization, management, leadership and education. Balanced professional development yields an officer who can deploy in support of combat forces and provide comprehensive legal service in the field.

(2) *Institutional training.* Institutional training is comprised of both military training and legal education.

(a) TJAGCLS. TJAGLCS is the home of the regiment and is the cornerstone of the JAGC's training and education. Because the health of the JAGC is contingent on an intellectually vibrant educational institution that is in touch with

the field's needs, the assignment of quality, experienced officers and noncommissioned officers to the TJAGLCS faculty and staff is a high priority.

1. Judge Advocates. Initial Entry Training and the Judge Advocate Graduate Course. New judge advocates attend the 12.5 week Judge Advocate Officer Basic Course (BOLC III), the Direct Commissioned officer Pre-Basic officer Leader Course (BOLC–DCO), and the BOLC II en route to their first duty stations, although a few are assigned in a delayed schooling status to installations before the basic course (see JAG PUB 1–1 and paragraph 39–8*c*, below, of this pamphlet for more information on BOLC III, BOLC–DCO, and BOLC II). The centerpiece of junior officer professional development is attendance at the 10-month Judge Advocate Graduate Course. The Judge Advocate Graduate Course fulfills the role of the CCC and the Branch Specific ILE Qualification Course required of basic branch officers. The Judge Advocate Graduate Course educates career judge advocates in all areas of military law, legal communications, and management. The course prepares officers for middle and senior grade positions and also provides an opportunity to develop specialized knowledge and skills. The Judge Advocate Graduate Course is accredited by the ABA as a graduate legal education program and is statutorily empowered to award the only graduate law degree in military law in the U.S. Officers incur a 2-year Active Duty Service obligation upon completion of the Graduate Course and normally serve a 2-year utilization tour.

2. Legal administrators.

a. WOBC. The WOBC is a 4 week resident course conducted at TJAGCLS for all newly appointed WO1s (Active Army, USAR, and ARNG). All newly appointed WO1s must attend and complete this 4–week course which prepares the judge advocate WO for assignments as a legal administrator. Upon completion, WOs are certified and awarded the MOS 270A, legal administrator.

b. WOAC. The WOAC is a 4-week resident course conducted at TJAGCLS which provides officers continued leadership, tactical, and technical training needed to serve in company and higher-level positions. CW2s are authorized to attend WOAC and attendance will be managed through the Active Army or RC branch managers. All legal administrators prior to attending the resident phase of WOAC must complete the pre-requisite studies. The Action officer Development Course (ST7000) is a pre-requisite prior to attending WOAC resident training. Graduates of the WOAC receive the designation of MEL 6.

c. WOSC. The WOSC is a 4-week resident course conducted at the Warrant Officer Career Center which focuses on the staff officer and leadership skills needed to serve in the grade of CW4 at battalion and higher levels. CW3s are authorized to attend WOSC and legal administrators are encouraged to attend prior to promotion to CW4. Graduates of the WOSC receive the designation of MEL 4.

d. WOSSC. The WOSSC is a 2-week resident course conducted at the Warrant Officer Career Center which focuses on a broader Army level perspective required for assignment to CW5 level positions. CW4s are authorized to attend and legal administrators are encouraged to attend prior to promotion to CW5. Graduates of the WOSSC receive the designation of MEL 1.

e. Legal Administrators Course. All legal administrators (Active Army, USAR, and ARNG), should attend the annual Legal Administrators Course which focuses on new developments in technical management and mid-level management of Army Staff Judge Advocate Office administration, operations, and support services. Once every 3 years, USAR and ARNG legal administrators should attend the 2-week Warrant Officer Judge Advocate Triennial Training (WOJATT) to better prepare them for their roles when back-filling Active Army legal administrators or deploying with their units overseas.

(b) ACS. TJAG selects a limited number of Judge Advocates annually to attend civilian institutions for one year at Government expense to obtain advanced legal education in specialized areas. This schooling supplements TJAGLCS graduate course training. ADL legal administrators may be selected by TJAG for degree completion programs.

(c) Continuing professional education for judge advocates. All judge advocates participate in continuing legal education throughout their careers. This training is required by many licensing states; it also keeps officers abreast of current legal developments. Continuing legal education consists of training conducted by SJAs, military judges, and regional and senior defense counsel; civilian training; and training provided at TJAGLCS. As judge advocates develop professionally and become eligible for more senior assignments as military judges, SJAs, and Deputy SJAs, they attend specialized training, which is part of their overall development. Senior judge advocates may also be offered the opportunity for specialized management training.

(d) Other Army training for judge advocates. Judge Advocates are both officers and lawyers. Therefore, they participate in officer training programs including the BOLC, ILE, the Advanced Operations and Warfighting Course (AOWC), and Senior Service College (SSC). JAGC officers often attend other specialized military training such as airborne and air assault training.

g. Separate. JAGC officers will separate from the Army in the same manner as all other officers.

39–8. Reserve Component Judge Advocates

a. General. Judge Advocates serve in both RCs,the USAR and the ARNG. The Judge Advocate General exercises technical supervision of USAR JAGC officers not on the Active Duty list. The Personnel, Plans, and Training Office assists TJAG by developing policy and providing technical assistance in the career management of USAR judge

advocate officers. TJAG, with the assistance of the National Guard Special Advisor to TJAG, through the Chief, National Guard Bureau, also provides technical assistance to the respective State Adjutants General for the career management of ARNG judge advocates. In general, qualifications and professional development are similar to Active Army judge advocates. All judge advocate assignments are made upon the recommendation of TJAG (Article 6, UCMJ, and 10 USC 806).

b. RC judge advocate career development.

(1) *Professional development objectives are as follows:*

(a) Development of officers with the professional attributes and capabilities to meet the mobilization and warfighting needs of the Army, and in the case of ARNG judge advocates, to meet the additional civil and defense needs of the states and territories.

(b) Development of officers in the numbers and skills to meet the functional requirements of the Army in partial or total mobilization, and in the case of ARNG judge advocates, to meet the additional requirements of the states and territories.

(c) Development of officers with technical, managerial and administrative skills to serve in positions of increasing responsibility in the JAGC.

(2) *Company grade assignments.* Company grade JAGC assignments should allow the officer an opportunity to learn to be both a military lawyer and an officer. An officer at this stage of his or her career should be exposed to a wide variety of experiences. The Army understands that at the same time the judge advocate is learning his or her military craft, he or she is engaged in a full-time civilian career; however, high standards of participation and performance are still required.

(a) Company grade judge advocates assigned to units should be assigned to junior positions, including OPLAW judge advocate/trial counsel for a BCT/support brigade, legal support organization (LSO) team member or assistant team chief, defense counsel, and various junior positions (legal assistance, administrative and civil law, trial counsel, OPLAW) within staff and command judge advocate offices and sections. Assignment of judge advocates with less than 4 years of experience to positions where they are the sole or senior judge advocate is not advised.

(b) On rare occasions, company grade judge advocates are assigned to Drilling Individual Mobilization Augmentee (DIMA) positions. DIMA assignments are with Active Duty divisions or installation legal offices. DIMA judge advocate supervisors should not only provide training in military legal requirements of the position, but they should also ensure that junior officers are exposed to Soldier experiences. When possible, supervisory judge advocates should arrange to pair up new judge advocates with a platoon leader of a local line unit for a 1 or 2 day orientation on life as a Soldier. Supervisors should counsel junior officers on both their legal abilities and their Soldier abilities. Junior judge advocates in DIMA positions should be encouraged to drill, at least part of the year with a troop program unit in their home area.

(c) Non-JAGC assignments are discouraged for all JAGC officers, but exceptions will be approved on rare occasions. In some cases, non-JAGC assignments can be beneficial to both the JAGC and the Soldier. These assignments may broaden the individual's perspective concerning the mission of the Army and enhance an officer's ability to perform at a higher level position later in his or her career. TJAG approves request for assignment to non-JAGC positions. Such assignments are for a period not to exceed 3 years.

(d) Company grade officers should not be assigned to the IRR except in unusual circumstances. Appointment of new judge advocates should be tied to an authorization in a unit or a DIMA position. It is generally unacceptable for company grade judge advocates to spend 2 or more years in the IRR.

(3) *Major assignments.* judge advocates usually have at least 7 years commissioned Service when promoted to major. This is a mid-level grade with opportunities to supervise other judge advocates. judge advocate majors should serve as role models and mentors for junior officers, assisting them in developing their skills. This is also a time to develop more specific skills and experiences to qualify for senior JAGC positions. RC JAGC majors should seek assignments as division-level deputy SJAs, LSO team chiefs, brigade-level command judge advocates, senior defense counsel, and general officer command (GOCOM) staff or command judge advocates or section chiefs. These assignments should follow developmental unit or DIMA experiences relating to the type of law practiced by the unit.

(4) *Lieutenant colonel assignments.* judge advocates usually have at least 14 years of commissioned Service when promoted to lieutenant colonel. This is the beginning of senior level assignment and performance expectations. Officers at this level should have the legal expertise, Soldier skills, and confidence to deal effectively with senior Army commanders. Lieutenant colonels should serve as role models and mentors for junior officers, counseling and assisting them in developing their skills and careers. JAGC officers should be competing for principal tenured JAGC positions, such as division SJA, GOCOM SJA (lieutenant colonel), regional defense counsel, or military judge (lieutenant colonel). The degree to which a judge advocate is competitive for these assignments is a function of prior developmental assignments. Developmental assignments for division SJA and GOCOM SJA (lieutenant colonel) may include the following:

(a) Unit officers. Deputy or section chief within an SJA office, LSO team chief, brigade-level command judge advocate, regional defense counsel, and military judge (lieutenant colonel).

(b) DIMA. SJA or deputy SJA and TJAGLCS professor or staff.

(5) *Colonel assignments.* judge advocates usually have at least 18 years of commissioned Service when promoted to colonel. For all but a handful of JAGC officers, this is their most senior level of Service to the Army. Development of the officer is no longer a major professional objective. This is a period of full utilization of the officer's talents, experience, and training. At this level, officers should perform effectively with senior Army commanders. Colonels lead, discipline, teach, and develop the field grade JAGC officers under their technical and command supervision. At this level, JAGC officers, through training and experience, have prepared themselves for maximum use of their skills, abilities and talents as Regional Readiness Command (RRC) and Regional Readiness Sustainment Command (RRSC) staff judge advocates, legal service organization/mobilization support organization (LSO/MSO) commanders, state judge advocates, and senior military judges. TJAG approves all colonel assignments. Prior assignments that offer the experience necessary to succeed at some of these assignments are listed below.

(a) To succeed as an RRC/RRSC SJA or state judge advocate, officers should serve in the following:

1. Unit officers. Division SJA, GOCOM SJA, LSO commander, or military judge.

2. DIMA. Major command SJA (lieutenant colonel or colonel) or deputy SJA (lieutenant colonel), or TJAGLCS professor or staff (lieutenant colonel).

(b) To succeed as an LSO/MSO commander, officers should serve in the following:

1. Unit officers. Division SJA, GOCOM SJA, RRC/RRSC SJA, LSO section chief, or military judge.

2. DIMA. SJA or deputy SJA of a major command.

(c) To succeed as a senior military judge, officers should serve in the following:

1. Unit officers. Military judge (lieutenant colonel), LSO commander, regional defense counsel, or RRC/RRSC SJA.

2. DIMA. USACCA (lieutenant colonel or colonel), TDS (lieutenant colonel or colonel), or TJAGLCS instructor in criminal law (lieutenant colonel or colonel).

c. Professional development education for RC Judge Advocates. The following describes the various professional courses available:

(1) *The Judge Advocate Officer Basic Course (also known as the BOLC III).* Part of the judge advocate officer IET, this course provides an introduction to the military, JAGC orientation, and training in military law. BOLC III is a twelve and one-half week course consisting of two phases. Phase 1 is two weeks long and is conducted at Fort Lee, Virginia. It provides an introduction to the military, customs, and courtesies of the Service, a few basic military skills, and an introduction to military leadership. Phase 2 is ten and one-half weeks long and is conducted at TJAGLCS in Charlottesville, Virginia. This phase concentrates on providing new officers a foundation in military law. Officers must complete BOLC III to become certified to practice as a judge advocate and to qualify for promotion to captain.

(2) *BOLC Direct Commissioned Officers Course (BOLC–DCO).* Part of the judge advocate officer IET, this course provides a basic foundation in leadership and military skills necessary to succeed in today's operational Army. BOLC–DCO is a four week course taught by the Army's Training and Doctrine Command at two installations, Fort Sill, OK, and Fort Benning, GA, immediately upon completion of BOLC III.

(3) *BOLC II.* Currently optional for RC judge advocates, BOLC II is part of the Active Army judge advocate officer IET. In FY 09, BOLC II becomes a part of the RC judge advocate's IET. It is a rigorous, branch-immaterial course, physically and mentally challenging, intended to build on the leadership and military skills acquired in the DCO, ROTC, the USMA, or Officer Candidate School.

(4) *JAGC Officer Advanced Course (JAOAC).*

(a) This course is designed to provide a working knowledge of the duties and responsibilities of field grade JAGC officers. This course is the non-resident version of the JAGC. This course serves as branch qualification for officers to serve in field grade JAGC positions. Completion of the course is a prerequisite for promotion to major.

(b) The JAOAC consists of 2 legal subject phases. Phase I is a correspondence phase. Phase II is a 2-week resident phase taught at TJAGLCS. This course should be taken between the 2^{d} and 5th years of commissioned Service.

(5) *ILE (formerly Command and General Staff College).* ILE is the means by which the Army ensures universal MEL 4/JPME 1 among majors in the active Army and RCs. The purpose of this qualification is to develop familiarity with employment of multiservice and multinational forces used in Joint and combined arms operations; to develop basic knowledge of the Joint operations planning process; and to create awareness of DOD requirements as well as individual Service capabilities, problems and needs. While some RC judge advocates may be selected to attend ILE in residence at Fort Leavenworth, Kansas, most will complete the requirement through a combination of distance education and two-week tours of Active Duty for training through TASS.

(6) *Senior Service College (SSC).*

(a) The AWC is a SSC designed to prepare officers for duty as commanders and staff officers at the highest levels of the Army. The course is not a prerequisite for promotion, but enhances any officer's ability to perform at the highest level.

(b) The AWC Distance Education Course is a 2-year distance education program consisting of home study and two 2-week resident phases at Carlisle Barracks, Pennsylvania. Selection for this course is by a centralized board convened by AHRC. This is the only distance education course that the Army recognizes as MEL 1 producing. Completion of the course should occur between the 21st and 26th YOS.

(7) *Continuing legal education (CLE).*

(a) Each year TJAGLCS offers specialized continuing legal education courses at Charlottesville, Virginia, and at over 35 locations around the world. Taught by TJAGLCS faculty, these courses provide an essential update in a particular field of law. RC judge advocates are required to attend this training to maintain their basic professional competence as military lawyers.

(b) Individuals may apply for TJAGLCS resident CLE training that varies in length from 3 days to 3 weeks. These courses provide practice oriented continuing legal education for military attorneys. TJAGLCS also provides weekend, on-site CLE training at 20 CONUS Army locations and at selected OCONUS Army sites. Judge advocates should plan for attendance at one CLE course each year.

(8) *The Military Judge Course.*

(a) The purpose of the Military Judge Course is to provide military attorneys with advanced schooling to qualify them to perform duties as military judges at courts-martial.

(b) This is a 3-week course taught at TJAGLCS. The Chief Trial Judge, U.S. Army Trial Judiciary, selects Army officers for attendance.

(9) The Action officer Development Course (ST7000) is a leader development, online course. It is a requirement for all USAR WOs (regardless of MOS) that must be completed prior to enrollment in WOAC.

d. Life cycle development model. The RC judge advocate life cycle development model is shown at figure 39–4, below.

Figure 39–4. Judge Advocate RC Developmental Model

Chapter 40
Chaplain Corps

40–1. Unique features of the Chaplain Corps

a. Unique purpose of the Chaplain Corps. The Chaplain Corps is a special branch of the Army whose mission is to provide for the comprehensive religious support to the Army across the spectrum of operations.

b. Unique functions performed by the Chaplain Corps. Chaplains provide the religious, spiritual, moral, and ethical support to the Army in any contingency. As religious leaders, they provide the Army community the opportunity to participate in worship and religious educational opportunities and to receive the pastoral care and spiritual enrichment it seeks. Chaplains preserve and perpetuate the faith-based values that often serve as the bedrock of our units and communities. As special staff officers, they coordinate religious support activities to support the commander's operational plans and objectives in war and peace. Similarly, they provide commanders with professional advice on the impact of religion on military operations.

c. Unique features of work in the Chaplain Corps. Chaplains serve on the personal and special staff of the commander and assist in ensuring that the policies and leadership practices of the command are in keeping with strict moral, ethical, and humanitarian standards. The Chaplain advises the commander and staff on matters pertaining to religion, morals, and morale. The senior Chaplain assigned to a unit or headquarters is normally designated the staff Chaplain. The Chaplain is responsible to the commander for all chaplain related activities within the command. The Chaplain exercises staff and technical supervision of the activities of the other Chaplains assigned to the headquarters. He or she provides staff supervision for the activities of Chaplains in subordinate commands and provides commanders and staff with advice, information, recommendations, programming, funding data, and plans concerning religious activities, morale, chaplain, and chaplain assistant personnel matters.

(1) The Chaplain branch encompasses two AOCs; command and unit chaplain (56A) and clinical ministries supervisor (56D).

(a) The command and unit chaplain (56A) serves as a religious leader with staff functions for unit of assignment and to units requiring area religious coverage. The duties of Chaplains are those, which normally pertain to the clergy profession and those, which are prescribed by law, regulations, and distinctive conditions and circumstances of the DA.

(b) The clinical ministries supervisor (56D) applies to two types of supervisors who offer specialized supervision in the areas of clinical pastoral education (CPE) and approved supervisors for family life chaplaincy.

(2) The Chaplain Branch incorporates 7 SIs and they are as follows:

(a) Chaplaincy resources manager (corps and installation) (7F).

(b) Marriage and family specialist (7K).

(c) Chaplaincy resource manager (HQDA, HQ IMA, region, ACOM, DRU, ASCC, USACHCS) (7M).

(d) Chaplain service school instructor (7N).

(e) Hospital ministries chaplain (7R).

(f) Combat medical ministry (7S)

(g) Force management (3R).

40–2. Officer characteristics required

Chaplain officers are fully qualified members of the clergy of a religious faith group. Entry-level requirements are established by public law, DODDs and Army regulations. Chaplains are required to possess a baccalaureate degree of not less than 120 semester hours; have completed a master's degree consisting of 72 semester hours (minimum) of graduate professional study from an accredited institution in theology or approved subjects (normally validated by the possession of a master of divinity degree, an equivalent degree or 72 semester hours); and be certified by a qualified religious organization which has met all the administrative requirements established by the Armed Forces Chaplains Board.

a. Competencies and actions common to all. The Army must have officers who can effectively apply the four core dimensions of leadership: values, attributes, skills, and actions. (For additional discussion of these leadership dimensions, see FM 6–22) The four core leadership dimensions provide the basis for what a leader must be, know, and do. The values and attributes set the basis for the character of the leader - what a leader must be. The skills developed by leaders establish his or her competence - what a leader must know. The actions that leaders conduct and execute constitute leadership - what a leader must do. The leadership framework describes a leader of character and competence who acts to achieve excellence across the spectrum of operations from total war, to operations other than war, to disaster relief, and in times of peace.

(1) Values are at the core of everything the Army is and does. The Army is an institution of people with unique and enduring values. These values must be a part of the men and women (officers, enlisted personnel, and civilians) who are the Army. These values provide the sense of purpose necessary to sustain our Soldiers in combat and help resolve

ambiguities in operations other than war. Officers must establish and maintain an environment in the Army where Soldiers and civilians do what is right; where individuals treat each other as they should be treated; and, where everyone can be all they can be. There are seven Army Values (LDRSHIP).

(a) Loyalty. Bear true faith and allegiance to the U.S. Constitution, the Army, their unit and other Soldiers.

(b) Duty . Fulfill their obligations.

(c) Respect. Treat people as they should be treated.

(d) Selfless-service. Put the welfare of the nation, the Army, and their subordinates before their own.

(e) Honor. Live up to all the Army Values.

(f) Integrity. Do what's right, legally, and morally.

(g) Personal courage. Face fear, danger, or adversity (physical or moral).

(2) There are six chaplaincy values; spirituality, accountability, compassion, religious leadership, excellence, and diversity (SACRED).

(a) Spirituality. Seek to know God and yourself at the deepest level.

(b) Accountability. Hold one's self and others to the moral and spiritual high ground in every area of life.

(c) Compassion. Love in word and deed.

(d) Religious leadership. Model spiritual truths wisely and courageously.

(e) Excellence. Do the best for God's glory.

(f) Diversity. Respect the differences of others.

(3) Leader attributes are fundamental qualities and characteristics. Attributes assist in defining what an officer should be and contribute to leader actions. Army leader attributes are described in three categories; mental, physical, and emotional.

(a) Mental attributes describe aptitudes and capacities for learning that leaders should possess and develop. Included in this category are will, self-discipline, initiative, judgment, confidence, intelligence, and cultural awareness.

(b) Physical attributes specify physical dispositions or aptitudes that can be nurtured and developed. Included in this category are health fitness, physical fitness, stamina, military bearing, and professional bearing.

(c) Emotional attributes are those affective aptitudes or capacities that contribute to how one feels and substantially contribute to leadership. Included in this category are self-control, balance, and stability.

(4) Leader skills are synonymous with competencies. They are abilities or competencies that one develops and uses with people, with ideas, and with things. Competence is of primary importance for all Army officers. The Army recognizes that officers must develop four types of skills.

(a) Interpersonal skills reflect competence in communicating with people.

(b) Conceptual skills refer to competence in handling ideas.

(c) Technical skills reflect competence with things.

(d) Tactical skills refer to the ability to put together technical, interpersonal, and conceptual skills and apply them to warfighting tasks.

(5) Officers provide purpose, direction, and motivation as they influence their subordinates, operate to accomplish their mission, and strive to improve their unit or organization. Leader actions are how Army officers act to achieve excellence and get the job done. These actions are applicable across all levels of leadership.

(a) Influencing refers to the use of appropriate people skills to guide subordinates or teams toward mission accomplishment. Influencing subdivides into communicating, decisionmaking, and motivating.

(b) Operating or accomplishing the mission refers to the relative short-term actions of getting the job done. Operating divides into planning, executing, and assessing.

(c) Improving refers to the long-term investment-type actions essential to improving everything the leader influences. Improving subdivides into developing (people), building (teams), and learning.

b. Unique skills. Chaplains must fully comprehend the organization, structure and doctrine of the warfighting Army as it evolves in the 21st Century. In addition, they—

(1) Plan and execute the commander's master religious plan/commander's religious program in support of the unit's mission.

(2) Assess the impact of indigenous religious beliefs and practices on the unit's mission.

(3) Provide religious services of worship, including funerals, and memorial services that occur in field and garrison.

(4) Provide specific essential elements of religious services that normally take place apart from formal religious services.

(5) Provide ministry to marriages and Families.

(6) Offer pastoral care through counseling and advising.

(7) Teach classes on moral leadership, suicide awareness, and religious education.

(8) Render pastoral care in a hospital setting.

(9) Render pastoral care in a confinement facility.

(10) Design and implement unit ministry team training.

c. Unique knowledge. Chaplains must remain up-to-date on Army organization, structure and doctrine. They also—

(1) Possess expert knowledge of distinctive faith groups in order to perform and provide for the religious needs of the Army's Soldiers and Families.

(2) Remain current on developments in the civilian religious community for possible application to their area of expertise.

(3) Understand the elements of suicide awareness and prevention.

(4) Know the characteristics of healthily marriage and Family relationships.

(5) Possess the knowledge of the dynamics of ethical decisionmaking.

(6) Assess the religious needs, prepare the commander's master religious plan and implement and evaluate the commander's religious program

d. Unique attributes. Chaplains must possess the highest standards of discretion, integrity, and professional ethics. In addition, they will—

(1) Provide religious support in a religiously pluralistic setting.

(2) Ensure the free exercise of religion.

40–3. Critical officer developmental assignments

Chaplain professional development provides skills, knowledge and experience enabling them to provide religious, spiritual, and moral leadership and to perform staff officer functions in the Army. This is a comprehensive system that assigns Chaplains according to the needs of the Army, and identifies and provides the training required to prepare and sustain Chaplains for serving in these assignments.

a. Branch qualification. Upon completion of Chaplain Basic officer Leader Course (CHBOLC), Chaplain officers are eligible for worldwide deployment in their specialty. There are no by-grade standards for Active Army Chaplains.

b. Chaplain officer Education System (OES) and branch development.

(1) *Newly commissioned Chaplain.* The CHBOLC provides initial entry military training for newly commissioned Chaplains. CHBOLC consists of twelve weeks of military training divided into four modules: Chaplain's Initial Military Training (CIMT), Phase I (Staff officer Introduction), Phase II (Pastoral Care Training), and Phase III (Ministry in a Combat Environment). Designed for first lieutenants, CHBOLC builds on the professional ministerial knowledge and skills acquired in civilian institutions prior to commissioning as a Chaplain. CHBOLC equips Chaplains with the knowledge and skills about the military necessary to perform their duties as staff officers and to provide religious support at the battalion level. A non-combatant course, CHBOLC trains Chaplains how to conduct or provide religious support in today's multi-ethnic, multi-cultural, and pluralistic Army, across the full spectrum of military operations.

(2) *Captain.* Chaplain captains are normally assigned to battalions. They may also serve as hospital Chaplains, confinement facility Chaplains and installation Chaplain resource managers. Chaplains attend their branch CCC to acquire professional development in the OES. Captains selected for promotion are eligible to enroll in the ILE course, which further prepares them to serve as staff officers at the brigade and division level of competency. A select number of chaplain officers will be selected annually to attend CPE in order to prepare for ministry in the hospital setting. Chaplains become eligible once they are selected for Conditional Voluntary Indefinite (CVI) status. A select number of Chaplain captains may be offered to participate in the DCP to prepare for specialized assignments.

(3) *Major.*

(a) Chaplain majors generally serve as brigade or group Chaplains, assistant division Chaplains, depot Chaplains, Service school instructors (or staff), Family life directors, hospital Chaplains, installation and region Chaplain resource managers, installation Chaplain training managers, and corps staff action officers.

(b) All Chaplain majors attend ILE and complete the course within their first two years in grade. Completion of ILE qualifies Chaplain officers to serve in ILE coded positions.

(c) Some Chaplain majors will attend fully-funded civilian schooling and CPE to prepare them for Chaplain assignments requiring additional skills.

(4) *Lieutenant colonel.*

(a) Chaplain lieutenant colonels serve as division staff Chaplains, HQDA, ACOM, DRU, ASCC, and region staff action officers, installation staff Chaplains, CPE and Family life supervisors, and hospital Chaplains.

(b) A select number of Chaplain lieutenant colonels and colonels will either attend SSC in residence, or complete it through the AWC Distance Education Program.

(5) *Colonel.* Chaplain colonels serve primarily as corps, ACOM, DRU, and ASCC staff Chaplains, CONUS Army Staff Chaplains, Joint or unified command staff Chaplains, installation staff Chaplains, HQDA directors, region, and medical center staff Chaplains. USAR chaplain colonels serve at the division and RRC levels. ARNG Chaplain colonels serve as Joint Force HQ (formerly known as STARC) chaplains. RC Chaplains of all ranks (first lieutenant through colonel) may serve in positions similar to Active Army.

c. Branch/FA generalist assignments. Chaplain officers do not normally serve in branch/FA generalist (formerly branch immaterial) assignments. These assignments will be made only as an exception to policy.

d. Joint assignments. Joint experience is important to the Army and valuable to the officers who serve in those billets. Few Chaplains will have the opportunity to serve in Joint billets, and it is not a requirement for advancement to senior leadership.

40–4. Assignment preferences and precedence

a. Preferences. The Chaplain Branch has diverse assignment opportunities, which allow for varied career development paths. The goal of the professional development of Chaplain Branch officers is to produce and sustain highly qualified clergy and staff officers. Assignments in the Chaplain Branch, which meet the needs of the Army, will be made to develop the Chaplain's ability to achieve that goal. Requests from officers for assignments that do not contribute to achieving that goal will likely be rejected.

b. Precedence. Assignment to developmental positions will have precedence, although there is flexibility on the sequence of assignments. Some Chaplain officer billets will be designated as requiring advanced education, either military or civilian. Officers assigned to those jobs must complete the required courses prior to reporting to their duty assignments.

c. RC. RC assignments are managed on a volunteer and position vacancy basis under the guidance of senior supervisory Chaplains at all echelons.

40–5. Duration of critical officer life cycle assignments

Most assignments for Chaplain officers will be 24 to 36 months in length. OCONUS locations will continue to require specific tour lengths.

40–6. Requirements, authorizations, and inventory

a. Goal. The goal is to maintain a healthy, viable career path for Chaplain officers.

b. OPMS III implementation. The number of authorized Chaplain billets, by grade, will vary as force structure decisions are made and actions to implement them are taken. Officers desiring more information on Chaplain Branch authorizations or inventory are encouraged to contact the branch office.

40–7. Key officer life cycle initiatives for Chaplain Corps

a. Structure. Chaplain officers serve at all echelons worldwide.

b. Acquire. Direct commissioning is the primary means of accessioning Chaplain officers.

c. Distribute. The Chief of Chaplains manages all Chaplain officer personnel assignments.

d. Deploy. Chaplain branch officers must remain personally and professionally prepared to deploy worldwide at all times. Whether assigned to mobile TOE units with high levels of readiness or fixed site TDA organizations, all Chaplain Corps officers must be deployable to accomplish missions across the full spectrum of conflict. Chaplains may deploy tomorrow with their units to deter potential adversaries and to protect national interests; or as individuals to support Joint and multinational operations other than war such as humanitarian and peace keeping missions. Chaplain Corps officers must prepare themselves and their Families for this most challenging life cycle function.

e. Sustain. Chaplain officers will compete within the Chaplain Corps for promotion to all grades.

f. Develop. Chaplain Branch incorporates a professional officer development career plan offering diversity for schooling and assignment. As Chaplain officers progress through their careers, in addition to advanced military schooling opportunities, they become eligible for additional civilian training, which prepares them for specialty positions.

g. Separate. Chaplain officers will separate from the Army in the same manner as all other officers.

40–8. Chaplain Corps Reserve Component officers

The Chaplain RC officer is an integral part of the Army chaplaincy. The RC, the ARNG, and the USAR, provide one half of the uniformed force structure in the Total Army Chaplaincy. Branch qualifications and standards are the same for the ARNG and USAR Chaplains as they are for the Active Army Chaplains.

a. General career development. Developmental patterns and objectives are the same for the RCs with the following exceptions:

(1) Chaplain candidates are RC officers of the Staff Specialist Branch with the 00A56 (Chaplain Candidate Program) designation. Chaplain candidates are seminary students who are working to establish their academic and ecclesiastical credentials, in order to seek an appointment as an Army Chaplain. Their training parallels much of the CHBOLC, while providing ministry practicum experiences and unit training. These ministry practicum include ministry at various installations, in Army medical centers, and in the disciplinary barracks. Candidates can enter RC or Active Army Chaplain assignments upon completing their academic and ecclesiastical credentials and receiving an endorsement from their church bodies.

(2) The CHBOLC for Reserve Chaplains is the same as the course provided Active Army Chaplains, except CHBOLC Phase II instruction may be taken through a correspondence method for RC officers. RC promotion to captain requires completion of all phases of CHBOLC.

(3) The Chaplain OES for RC Chaplains following CHBOLC is discussed in 40–3*b*, above.

b. Branch qualification and development opportunities. Even though RC officers are limited by geographical considerations, they should strive for Chaplain assignments that yield the same developmental opportunities as their Active Army counterparts.

Chapter 41
Army Medical Department

41–1. The Army Medical Department description

The Army Medical Department (AMEDD) is a special branch of the Army whose mission is to provide health services for the Army and, as directed, for other agencies, organizations, and military Services. Six separate officer Corps or branches provide the leadership and professional expertise necessary to accomplish the broad Soldier support functions implicit to the mission. Specific information on AMEDD officer professional and career development may be found in detail in DA Pam 600–4.

41–2. Personnel management

The key to the distinctive personnel management system of the AMEDD is the six individual corps, each with a defined mission; some with missions provided for by statute. The separate nature of the many disciplines that combine to make the total health care delivery system dictates some diversity in approach to the management of the personnel within that system. The AMEDD capitalizes upon the diversity of its Corps and is committed to developing and selecting the very best qualified officers from its entire corps for key leadership positions. The Surgeon General is responsible for AMEDD officer career management within the general policies established by the Deputy Chief of Staff, G–1. The Director of Personnel, Office of The Surgeon General, and the Commander, AHRC manage AMEDD officers with the advice and assistance of the six AMEDD corps chiefs and professional consultants.

Chapter 42
Army Acquisition Corps

42–1. Unique features of Army Acquisition Corps

a. Unique purpose of Army Acquisition Corps, FA 51. Effectively and efficiently develop, acquire, field, and sustain materiel by leveraging domestic, organic, commercial and foreign technologies, and capabilities to meet the Army's current and future mission requirements. Army Acquisition Corps officers, in conjunction with the civilian acquisition workforce, are primarily responsible for "materiel development", the "M" domain in doctrine, organizations, training, leadership, materiel, and education, personnel and facilities (DOTLM–PF). The primary purpose of the Army Acquisition Corps based on a 1989 briefing to the CSA is to "ensure excellence in product and project management." The Army Acquisition Corps ensures that the U.S. Army remains the best equipped Army in the world, with technological overmatch against any opponent. FA 51, the military component of the Army Acquisition Corps, provides the following capabilities to the Army acquisition process:

(1) Military operational experience, training, and education in one of the Army's basic branches at the ranks of lieutenant and captain help to ensure that military considerations are represented throughout the acquisition process.

(2) Ability to communicate and integrate effectively with warfighters.

(3) Deploys worldwide providing acquisition support in operational environments.

(4) Military leadership and planning skills.

b. Unique functions performed by the Army Acquisition Corps FA. The Army Acquisition Corps partners with warfighters to provide materiel solutions, life cycle logistics support, and contracting support throughout the materiel life cycle from basic research through development, fielding, and sustainment to divestment. The Army Acquisition Corps provides acquisition support to warfighters throughout the spectrum of operations to include counterterrorism and Homeland Security. Unique functions performed by the Army Acquisition Corps are based in statute and cannot be performed by non-Acquisition Corps members. Applicable statute is contained in the Defense Acquisition Workforce Improvement Act (DAWIA), consisting of 10 USC Sections 1701-1764. Unique functions performed by Acquisition Corps officers include—

(1) Program, project and product management, and program oversight of acquisition programs of record. Title 10 USC Section 1735 contains specific requirements for program management positions.

(2) Contracting, contract management, and program integration. Title 10 USC Section 1724 contains specific requirements for contracting positions.

(3) Assignment to critical acquisition positions (CAPs) in accordance with 10 USC Section 1733, only an Acquisition Corps Member may fill a CAP. Section 1732 contains Acquisition Corps Membership criteria. Note that any acquisition position required to be filled by a lieutenant colonel or above is automatically a CAP.

c. Unique features of work in the Army Acquisition FA. Some of the work performed by FA 51 officers can not be duplicated by other branch or FAs. Acquisition officers oversee and manage contracts worth billions of dollars, manage programs worth billions of dollars, and oversee technical development efforts that build the future Army. Acquisition officers manage limited resources to satisfy warfighter requirements. Acquisition officers of all grades operate at the tactical, operational, and strategic levels. For example, an acquisition captain or major may serve as an assistant product manager or a systems contracting officer working with the defense industrial base on a Joint program of strategic importance such as space and missile defense, while an acquisition major or lieutenant colonel might be leading a deployed contracting organization providing contracting support to tactical forces engaged in combat operations. Furthermore, acquisition officers must comply with 10 USC acquisition-specific laws, regulations, and instructions as well as Army regulations and instructions regarding both discharge of acquisition duties and acquisition career management that apply to no other branch or FA. It is also important to understand the difference between being a member of the Army Acquisition Corps and being a member of the Federal Acquisition workforce, as well as some of the terminology associated with this FA.

d. Acquisition workforce. The personnel component of the acquisition system. The acquisition workforce includes permanent civilian employees and military members who occupy acquisition positions, who are members of an Acquisition Corps, or who are in acquisition development programs.

e. Acquisition Corps. A subset of the acquisition workforce, composed of selected military and civilian personnel (meeting qualification requirements) in grades of major or general schedule 13, or broadband (BB) equivalent and above, who are acquisition professionals. There is one Acquisition Corps for each military department and one for all the other DOD components. Just because an officer is accessed into FA 51 and the officer's control branch is "Active Army" does not mean the officer is a member of the Acquisition Corps. The officer must also meet the requirements established by law to become an Acquisition Corps member. Membership in the acquisition workforce is determined by the position an incumbent holds. Acquisition Corps membership is determined by meeting statutory requirements for grade, experience, education, and training; not by the position an individual encumbers.

f. Acquisition CFs. There are 12 CFs within the acquisition technology and logistics (AT&L) workforce: business, cost estimating, and financial management; contracting; facilities engineering; industrial/contract property management; information technology; life cycle logistics; production, quality and manufacturing; program management; purchasing; systems planning, research, development and engineering-science and technology manager; systems planning, research, development and engineering-systems engineering; and test and evaluation.

g. AOC. An Army officer's Acquisition career will be focused in several groupings of the CFs mentioned above. These groupings are commonly referred to as AOC and are designated as 51A; 51C; 51L; 51S, and 51 Z. A description of these AOCs is described in paragraph 42–3, below.

h. Certification. A required certification level is assigned to each AT&L position, and there are up to three certification levels for each acquisition CF: Level I (basic or entry level); Level II (intermediate level); or Level III (advanced level). In order to become certified in one of the 12 CFs, individuals will complete a process through which it will be determined if they meet all education, training and experience standards established for a given acquisition CF or position or for membership in the Army Acquisition Corps. (*Note: Non-acquisition officers can be certified in an acquisition CF if they meet the certification requirements, and this certification can be annotated in section X of the officer's ORB.*) Information on certification levels may be found at the Defense Acquisition University's Web site http://www.dau.mil/catalog.

i. Critical acquisition positions (CAPs). CAPs are a subset of AT&L positions which are based on the criticality of that position to the acquisition program, effort or function it supports. The FY 04 and FY 05 National Defense Authorization Acts (NDAA) eliminated the grade requirement for civilian personnel for CAPs; however, currently the DA only permits GS–14 or BB equivalents to occupy designated CAPs. No similar change was made for military billet designations; all military billets at the grade of O–5 and above are required to be designated as CAPs. CAPs may only be filled by Acquisition Corps members.

42–2. Officer characteristics required

FA 51 requires officers who are diversified, well-rounded leaders; who are experienced in the operational Army and its doctrine, tactics, techniques, and procedures; who are grounded in the Army Values and display the Warrior Ethos; who understand the challenges that face warfighters; who possess superb conceptual abilities, critical thinking, written, and verbal communication abilities, management skills, an understanding of industrial capabilities, and financial acumen; who possess the ability to anticipate requirements and react quickly to a rapidly changing operational and political environment; who are cognizant of the constraints and capabilities of diverse stakeholders; who can maximize return for the warfighter for each dollar spent; and who are committed to providing our warfighters with the best materiel and services of any military force in the world. Additionally, there are FA unique skills, knowledge, and attributes that require professional development and they are as follows:

a. Unique skills. FA 51 officers must strive to seek education, training, and experience to support Acquisition

Certification in two or more Acquisition CFs. Goals and requirements for officers to achieve certifications will be discussed in detail in paragraph 42–3, below. Certification standards are set in Department of Defense Instruction (DODI) 5000.66 and the current standards are kept in appendix B of the Defense Acquisition University catalog, available at the following URL http://www.dau.mil/catalog/default.aspx.

b. Unique knowledge. FA 51 officers must maintain knowledge of applicable statutes, and DOD and Army regulations and policy guidance pertaining to acquisition. Additionally, Acquisition officers need to understand current technological developments in industry, academia, and government; implications of funding cycles and trends on acquisition programs; earned value management, lean manufacturing, and six sigma statistical process control; systems engineering principles; configuration management; requirements generation process; materiel fielding process; management and testing of system of systems; integration of life cycle acquisition; lead systems integration (LSI); and the system sustainment processes.

42–3. Officer developmental assignments

a. Accession. Officers are normally accessed into the Army Acquisition Corps at the 7th YOS immediately prior to their cohort year-group's respective FDB. A prerequisite for accession is having held the appropriate KD positions as outlined in the corresponding chapter of this DA Pam for their basic branch. Officers in the zone of consideration for accession are notified by AHRC via all military personnel offices (MILPER) message, which contains the requirements, procedures, and time lines for accession. Additionally, officers may apply for an FD transfer to the Army Acquisition Corps after being selected by the FDB, on a case-by-case basis, if they possess unique skills required by the Army Acquisition Corps. The current strength of the gaining and losing branch/FA will also be a consideration. Due to statutory requirements to fill CAPs, officers accessed at the ranks of major (P) and higher are required to meet all training, education, and experience requirements to become Acquisition Corps members prior to a FD transfer being approved.

b. Following accession. Newly accessed officers' files transition to Acquisition Management Branch (AMB) at AHRC; AMB handles all future assignments for FA 51 officers regardless of basic branch. Newly accessed officers will normally complete their current tour in their basic branch prior to being trained and assigned to their first acquisition assignment. Officers are generally expected to attend the FA 51 Basic Qualification Course (BQC) en route to their first acquisition assignment. All Army Acquisition Corps officers in YG 94 and subsequent year groups should complete the common core ILE and FA-specific follow on course within a 4-year window that spans their 9th, 10th, 11th, and 12th year of commissioned Service.

c. First assignment. The goal for an officer's first assignment is to an acquisition region, in which the officer will rotate through several jobs usually in different AOCs in order to gain diversity of experience and support certification in multiple AOCs. Army requirements may dictate that some officers are not assigned to a region on their first assignment.

d. Acquisition AOC. FA 51 currently manages officers in the following acquisition AOCs which are groupings of the Acquisition CFs:

(1) 51A - Program management.

(2) 51C - Contracting, quality, and production management.

(3) 51S - Systems, planning, research, development, and engineering (SPRD&E).

(4) 51L - Life cycle logistics.

(5) 51Z - Multifunctional acquisition leader in the grades of lieutenant colonel and colonel certified in two or more of the above AOCs (51Z is an Army Acquisition leaders' personnel distribution tool. It is not a formal Army AOC.)

Note. ** Officers are not single-tracked into one of the above AOCs, but are expected and encouraged to seek experience in several. Beginning with YG 99, most Acquisition officers can expect to have ample opportunities to serve in diverse assignments and most will be expected to attain certification in both contracting and program management. Officers in YGs 99 and younger are expected to become level II certified in at least two Acquisition CFs prior to their lieutenant colonel CSL - key billet (CSL–KB) Board in order to be optimally prepared for lieutenant colonel CSL–KBs. Officers in year group 1999 and beyond who wish to be selected for CSL–KB position at the lieutenant colonel and colonel level are encouraged to pursue level III certification in either program management or contracting and level II in the other; this does not supersede the position certification requirements.

e. The AOCs are described as follows:

(1) *Program management (51A).* This area encompasses program management, some information technology duties, and test and evaluation. 51A positions involve the following acquisition leadership opportunities and duties:

(a) Within specific program management assignments, officers will focus on reviewing requirements and development of system solutions; life cycle cost analysis, force structure implications, battlefield systems integration; and associated doctrine, training, logistics, organizational and materiel implications of materiel requirements; partnering with the warfighter during the entire acquisition process and during actual implementation of materiel solutions. Assignments include; Army field support brigade (AFSB) staff officer, combat developer (requirements), and assistant product manager and other program management positions.

(b) Assignments with an information technology focus will center on the research, engineering, and systems integration of information technology; participation in mission analysis and concept development; evaluation of competing technological approaches to battlefield systems integration; and post-deployment software support. Officers

provide leadership and management in the acquisition of software engineering solutions, simulations and modeling, information network projects, computer systems, technical and systems architectures, and systems integration projects. Officers are expected to maintain awareness of advances in emerging information technologies, evaluate and assess competing technological approaches, and manage cost, schedule, and performance.

(c) Assignments with a test and evaluation focus will center on leading test teams, the design, documentation, and execution of experiments and tests under conditions ranging from highly controlled to realistic free-play exercises in an operational environment. Officers will coordinate with the warfighter and program offices, schedule all resources for the test, design automated data processing support plans and instrumentation, and conduct or control the test to achieve the objectives. They produce the test report, evaluate test data and assess the performance, utility, military suitability and effectiveness of systems under test. Officers can expect to perform these duties CONUS and OCONUS, at installations, test centers, program offices, and during deployments while providing acquisition support across the entire spectrum of military operations.

(d) Typical Assignments within the 51A area include, but are not limited to the following:

1. Assistant TRADOC systems manager (ATSM).
2. Assistant project/product manager (APM).
3. AFSB plans officer.
4. AFSB systems plans/operations officer.
5. Software systems staff officer.
6. Acquisition staff/project officer.
7. Product/project manager (CSL–KB).
8. Test and evaluation director.
9. Engineering or experimental test pilot.
10. HQDA, OSD, and Joint staff.

(2) *Contracting and production management (51C).* Assignments with a contracting and production management focus will center on officers leading teams that provide contracting support worldwide to contingency and non-contingency operations throughout the entire spectrum of military operations. These officers will lead contingency contracting teams, contracting efforts for installations, and weapon systems procurement offices. They execute contract management and production management oversight at contractor facilities worldwide. Officers coordinate with warfighters and program managers for requirements determination. These officers are responsible making determinations on contracts awards. Contracting officers are responsible for developing contracting support plans.

(a) Assignments with a contracting focus may include contracting support to the warfighter; contract support planning at all levels of Army operations or AFSB staff; systems and Service contracting in major buying commands, PEOs, and Life Cycle Management Commands (LCMCs). Assignments with a production management focus may include; full spectrum contract surveillance CONUS and OCONUS and executive plant manager liaison to contractor LSIs. Duties may include working these specific developmental duties or leading teams that execute them (Acquisition strategic planning; advising warfighters, program managers, and industry; determining best agreement or contract type; performing risk analysis; forming contractual instruments; negotiating terms and conditions; obligating funds; awarding contracts; leading contractual action post award; monitoring performance and production; and program management front-line support in plant).

(b) Officers can expect to perform these duties, CONUS and OCONUS, at installations, system directorates, contracting organizations; at Defense Contract Management Agency regional offices, plants and Headquarters; and during deployments while providing full spectrum acquisition support across the entire spectrum of military operations. Typical assignments include—

1. Contracting staff officer.
2. Contingency contracting team chief.
3. Branch Chief for Contracting.
4. Production and industrial manager.
5. AFSB Contingency Contracting Battalion Commander.
6. DCMA Plant Director.
7. DCMA Regional Director.
8. Contract Organization Director.
9. Division Chief for Contracting.

(3) *Systems, planning, research, development, and engineering (51S).* 51S equates to any of the Acquisition CFs of SPRDE, to include SPRDE–STM (science and technology manager), SPRDE–SE (systems engineering), and a new CF being considered for institution designated as SPRDE–GE (general engineering). The Army Acquisition Corps manages 51S in order to generate members of the Uniformed Army Scientist and Engineer (UAS&E) Program. UAS&E officers possess the operational experience necessary to understand the unique environment, operational characteristics, and technological needs of the Army. The UAS&E officer's operational experience and quick deployability to combat zones gives the officer different skills and duties from the civilians who make up approximately 99 percent of the

acquisition science and engineering workforce. UAS&E officers have the goal of attaining an advanced degree (masters or Ph.D.) in a technical science or engineering field. Due to the length of schooling some UAS&E officers attend, their career paths, and opportunities for acquisition diversity may vary from the career paths of other AOCs. UAS&E officers should strive to rotate through program management (51A) jobs and attain program management certification in addition to SPRDE certification.

(a) Assignments in the UAS&E program focus on linking the laboratories, the field Army, and Soldiers together to find technological or technology based solutions for the challenges faced by warfighters. UAS&E officers spiral technologies into existing platforms to provide real-time solutions to current operational challenges, and work on long-term technology development programs to develop the future force to ensure technological overmatch in the future. UAS&E officers maintain awareness of advances in emerging technologies from Army and Joint labs, academia, and the worldwide industrial base; evaluate such technologies for applicability to solving warfighting problems; and inform combatant commanders of technological issues in operational terms. UAS&E officers translate the operational requirements of warfighters into the technical language of the scientists and engineers working in the labs and vice-versa. UAS&E officers prepare technology support plans and integrate into all aspects of the warfighting planning process as necessary. UAS&E officers may, on occasion, directly participate in tactical combat operations down to the squad/fire-team level in order to gain first-hand knowledge of warfighter technology requirements. UAS&E officers may field new and/or experimental technologies directly from laboratories to units in combat to meet short-term needs, or may conduct technology transfer/hand-off from laboratories to traditional acquisition programs.

(b) Officers can expect to perform these duties CONUS and OCONUS, at installations, CTCs; Army laboratories, combatant command and numbered Army headquarters; international technology centers around the globe; and during deployments while providing technical acquisition support across the entire spectrum of military operations. The majority of UAS&E positions are currently in the AMC Research Development and Engineering Command (RDECOM). Other UAS&E positions may be in the AFSBs, The USMA, Space and Missile Defense Command, or the Missile Defense Agency. AS&E officers working in any AMC/RDECOM UAS&E position may be periodically tasked to deploy as supplemental field assistance in science and technology (FAST) team members. Selected UAS&E officers may be afforded the opportunity to attend a fully-funded Ph.D. program in two phases (refer to AR 621–1); Phase 1 is the full-time academic phase and Phase 2 is the dissertation phase. During Phase 2, officers may be assigned to an RDECOM laboratory to complete their dissertation while working on a topic of Army interest. Refer to paragraph 42–7, below, for more information on FA 51 science and engineering degrees. Typical assignments include—

1. Research, Development, and Engineering Center (RDEC) systems manager.

2. FAST) team member.

3. Science advisor or technology staff officer to combatant commander.

4. Technology staff officer in AFSB.

5. Advanced technology demonstration (ATD)/advanced concept technology demonstration (ACTD) assistant product manager.

6. Science or technology instructor at USMA.

7. DA/ASA(ALT) staff.

8. RDEC branch or division chief.

9. ATD/ACTD program manager or director.

10. International technology center sub-regional director.

11. RDEC systems center military deputy.

12. International technology center regional director.

13. RDEC system center director.

(4) *Acquisition life cycle logistics (FA 51L).* This is a new AOC for Army Acquisition Corps military members, although it has long been a civilian Acquisition CF. The 51L AOC is being initiated to meet Army requirements for life cycle logistics. The 51L AOC is designed primarily as a means to prepare FA 51 acquisition officers to compete for Critical Acquisition Positions in the new LCMCs. Non-FA 51 Corps officers in the ranks of lieutenant colonel and above who meet the requirements for life cycle logistics and wish to compete for LCMC leadership positions that are designated as acquisition positions must seek certification in Acquisition life cycle logistics and membership with the Acquisition Corps per DAWIA and DODI 5000.66 requirements. Leadership duties and opportunities in the 51L AOC may include—

(a) Assistant program manager for logistics.

(b) Acquisition staff officer in an LCMC.

(c) AFSB systems plans/operations officer.

(d) Logistics division chief within a product/program management office.

42–4. Assignment preferences and precedence

a. Preferences. FA 51 has many diverse opportunities. The goal of professional development of FA 51 is to prepare Army Acquisition Corps officers to fill CAPs; DODI 5000.66 contains specific requirements by type of CAP position. Additionally, an officer is best prepared to fill a CAP if the officer has diverse experience and is certified in more than

one Acquisition CF; these officers are more flexible and are more capable, by skill set and statute, to fill a wider range of critical acquisition positions. Therefore, officers should strive to achieve a variety of experiences within each assignment, consistent with certification requirements, experience requirements, and the pursuit of multidisciplinary development. To facilitate diversification, the Army Acquisition Corps offers regional assignments for captains and junior majors in order to more efficiently manage developmental assignments below the AHRC central management level, but within oversight of AHRC. These regional assignments allow officers the opportunity to rotate to two or more regionally managed positions within one tour of duty. Officers should ensure that their experiences are properly recorded on their Officer Record Brief (ORB).

b. Precedence. The assignment experience required to attain the goal of certification in multiple Acquisition CFs prior to promotion to lieutenant colonel requires careful planning and attention to an officer's qualifications and expertise. FA 51 officers' career and assignment planning should include the use of the Army Acquisition Corps life cycle model (see fig 42–1, below); direct coordination with their rater and senior rater, and coordination with their AMB assignments officer at AHRC. Officers will be assigned to critical acquisition positions in which they have achieved the prerequisite certifications and qualifications. Some FA 51 billets are designated as requiring advanced education, either military or civilian. Officers assigned to those positions must possess the requisite skills or education.

c. Assignment to UAS&E positions. Available officers that are members of the UAS&E program will be the first considered for assignment to UAS&E positions. If no UAS&E member is available, then AMB will seek the best qualified available officer.

42–5. Duration of critical officer life cycle assignments

a. Regionalization of Army Acquisition Corps assignments. Regionalization applies to captains and majors. (Majors within 1 year of their primary zone of consideration for lieutenant colonel will not be considered for regionalization). Under this concept the military Deputy to the Assistant Secretary of the Army (Acquisition, Logistics and Technology) appoints a senior regional acquisition official (SRAO) to each established region. The SRAO will have the opportunity to standardize professional development and increase the diversification of the officers within that region by allowing the officer the ability and time to grow into positions of increased responsibility and positively support the GWOT, America's Homeland Security, and the Army's Campaign Plan. Most assignments for Active Army, USAR, and ARNG Army Acquisition Corps officers will be between 24-48 months in length. OCONUS locations will continue to require specific tour lengths. Although many acquisition officers will find themselves assigned to regional assignments, many acquisition experiences may result from non-regional tours, which are typically 24 months. It is important to ensure that the OER and the ORB are properly annotated with all education, certification, and assignment information.

b. Army Acquisition Corps life cycle model. Figures 42–1 and 42–2, below, display an FA 51 life cycle with standard education experiences and number and type of developmental and CAPs.

Figure 42–1. FA 51 Active Army Developmental Model

42–6. Requirements, authorizations, and inventory

The Army Acquisition Corps goal is to prepare a sufficient inventory of officers certified and developed to fill CAPs; therefore, we must maintain a healthy, viable career path for FA 51 officers.

42–7. Key officer life cycle initiatives for Army Acquisition Corps

a. Structure. Army Acquisition Corps officers serve within all acquisition, combat development, and research facilities worldwide.FA 51 positions exist in TRADOC, AMC, the PEO structure, DOD, HQDA, Joint commands, and national agencies projecting a JIIM footprint.

b. Acquire. FA 51 officers are accessed based on requirements for YG and grade, with specific targets by branch. Accession processes are covered in paragraph 42–3, above.

c. Distribute. Following accession into FA 51, all FA 51 officer assignments will be managed by AMB and AHRC.

d. Deploy. Army Acquisition Corps officers are warfighters who may deploy worldwide at any time. Whether assigned to Army Acquisition Corps positions in CONUS or OCONUS in Army or Joint services organizations, all Army Acquisition Corps officers must be able to deploy to accomplish missions across the full range of military operations. Army Acquisition Corps officers may deploy tomorrow as a member of an Army Acquisition Corps team; or more likely they may deploy as individuals to support Joint and multinational operations other than war such as humanitarian and peace keeping missions. FA 51 officers must prepare themselves and their Families for this most challenging life cycle function.

e. Sustain. Officers accessed into the Army Acquisition Corps will compete for promotion to lieutenant colonel and colonel per the OPMS.

f. Develop. Diversification is the key feature of an Army Acquisition Corps officer's development. The goal is to expose officers to all support functions and phases of acquisition to grow well-rounded and aware leaders prepared to lead highly complex, multifunctional organizations, and provide acquisition support throughout the full range of military operations to the current and future force. An additional goal for Army Acquisition Corps officers is a master's degree in an appropriate scientific, technical, engineering, business or management field. All Army Acquisition Corps officers may apply for the opportunity to attend fully-funded ACS. Selection to ACS is contingent upon the needs of the Army, the officer's promotion potential, their potential for academic success, and their career time line Approximately 10 percent of all Army Acquisition Corps officer positions are in scientific, technical, or engineering fields. Therefore, opportunities for scientific, technical or engineering master's degrees are offered to those with appropriate undergraduate backgrounds.

(1) Masters level science and engineering degrees may require 18 to 24 months to complete. All non-technical advanced degree programs attended by Army Acquisition Corps officers will normally be 12 to 18 months in length.

(2) Officers selected to pursue master's degrees must attend regionally accredited universities. The Army Acquisition Corps has facilitated a relationship between the Defense Acquisition University (DAU) and several universities to grant DAU equivalency credit for selected coursework at the school as well as the university accepting DAU courses toward degree requirements. The Army Acquisition Corps has also established a partnership with the University of Texas, Arlington, which combines an MBA academic portion with a nine-month TWI phase; known as the Industry Graduate (IGRAD) Program. Upon completion of this 24-month program, the candidate is awarded an MBA by the university.

(3) Officers selected to pursue science and engineering degrees are directed to attend only accredited institutions that offer full-time programs. Masters level science and engineering courses of study normally require up to 24 months to complete, depending upon undergraduate background. AR 621–1, paragraph 2–11*f* states that Ph.D. candidates may complete PhDs in two phases; Phase 1 is up to 36 months in a fully-funded schooling earning Academic Evaluation Reports (AERs) to complete all requirements but dissertation ("ABD") and Phase 2 is up to an additional 24 months to complete the dissertation phase in addition to normal duties such as instructing or other Academic Education Requirement System validated position; the officer may earn both an AER and an OER during Phase 2. The officer should be aware that spending 36 months in a full-time school environment may put the officer at a disadvantage for promotion boards. Officers seeking a Ph.D. must work with their academic advisor to earn their Ph.D. in as little time as possible; the recommended time to complete Phase I is 18–24 months if possible. For more information on the Army Acquisition Corps ACS application process and a sample listing of previously attend institutions and degrees pursued, refer to the AMB homepage.

(4) Table 42–1, below, shows the preferred advanced degrees for Army Acquisition Corps officers.

Table 42–1
Preferred advanced degrees for Army competitive category officers

Discipline	Degree
Business and Management	Business Administration Research Program Management Industrial Management Systems Management Procurement and Contract Management Management (General) Business (General) Information Systems Management (MS) Automated Data Processing System Management
Engineering	Aeronautical Engineering Chemical Engineering Mechanical Engineering Operations Research Analyst (Engineering) Systems Engineering Engineering (General) Industrial Engineering Computer Science Engineering Software Engineering Computer Engineering (Artificial Intelligence) Simulations

Table 42–1
Preferred advanced degrees for Army competitive category officers—Continued

Sciences (specific sciences determined by the Army Educational Requirements System)	Biological Science (General-Chemical officers only) Chemistry (General) Statistics Mathematics (General) Applied Science Physical Science (General) Computer Science Simulations

(5) FA 51 Leader Development Plan for captains and majors. Newly accessed acquisition officers in YGs 94 and younger will generally attend the FA 51 BQC en route to their first assignment. Exceptions may be made for officers who have attended equivalent training provided as part of a tailored acquisition master's degree program, such as the Systems Acquisition Management or Acquisition and Contract Management MBA curriculums at the Naval Post Graduate School. The FA 51 BQC provides acquisition doctrine, lessons learned, leadership, and DAU-equivalent training in support of level II certification in multiple Acquisition CFs. Officers in YGs 94 and younger are also expected to adhere to the DA G–3 ILE implementation plan, which states that officers should attend ILE and an FA-specific follow-on course between their 8th and 12th year of commissioned Service. The FA 51 Intermediate Qualification Course on Acquisition Leadership (FA 51 IQC) is the Army Acquisition Corps's FA-specific follow-on course to ILE. FA 51 IQC is required for Army Acquisition Corps Active Duty officers who have not completed ILE by January 2006 or made sufficient progress in the legacy non-resident Command General Staff Officer's Course (CGSOC) by January 2006 to continue the course. As of January 2006, ILE for Army Acquisition Corps officers will consist of the core ILE plus the FA 51 IQC. Details on the FA 51 Leader Development Plan, to include FA 51 BQC and FA 51 IQC can be found at http://asc.army.mil/programs/LDP/default.cfm.

(6) Army Acquisition Corps officers are strongly encouraged to establish and maintain dialogue with the Acquisition Support Center (ACS) for professional development advice and information as well as for opportunities that impact the Army Acquisition Corps through the ASC's proponent mission. Officers are also encouraged to maintain a dialogue with their assignment officers at AMB, AHRC or their RC career manager. Each officer is his or her own best career manager. Maintaining an open dialogue optimizes the opportunities for enhanced professional development training, education, and experience.

g. Separate. FA 51 officers will separate from the Army in the same manner as all other officers.

42–8. Army Acquisition Corps Reserve Component officers

a. The ARNG and the USAR provide a variety of assignment opportunities for FA 51 officers. Upon mobilization and during peacetime training assignments, officers assigned to acquisition positions must be qualified to perform as Army Acquisition officers. Accordingly, they must meet at least the minimum education, training and experience requirements of the Army technology and logistics workforce (AT&L WF) at their respective grade levels. The AT&L WF represents the total Army of both the Active and RC. The ARNG and USAR contribute much to our AT&L WF in day-to-day peacetime operations, during contingencies, and in times of mobilization. These personnel must be certified acquisition professionals. The RC will receive education, training and acquisition work experience opportunities comparable to that provided Active Army personnel. Differences in Active Army officers and RC officers will exist. Acquisition RC officers are authorized to dual track rather than single track. This allows RC Acquisition officers to acquire and maintain professional certification and provide a valuable pool of deployable assets for contingency operations. Much of the extensive and detailed career management guidance, such as progressive and exclusive acquisition assignments, minimum tour length, advanced schooling and command opportunities, cannot reasonably be applied to RC officer careers. Except for Army Acquisition Corps officers who leave the Active Army and join the RC, it is normally not possible for RC officers to acquire four full years of acquisition experience in uniform. Reserve officers ordinarily acquire their acquisition expertise in their civilian careers, either in Government or industry. Granting equivalent credit based on civilian experience, coupled with recurring education under the DOD financed DAU consortium of schools/courses, will allow the RC to maintain the professional acquisition workforce needed to support the total Army and meet the legal requirements of DAWIA (see fig 42–2, below).

b. Eligible RC officers may compete for CSL–KB positions at the lieutenant colonel and colonel level along with Active Army officers and Army Acquisition Corps civilians. These RC officers will be slated to programs that support the RC.

c. The ultimate goal is to create an integrated Army Acquisition Corps, ensuring the standardization of education, training, and experiences to better integrate all components across the full spectrum of military operations.

Figure 42–2. FA 51 RC Developmental Model

Appendix A
References

Section I
Required Publications

AR 600–3
The Army Personnel Proponent System. (Cited in paras 1–1*a*, 1–7*d*, 8–2*c*, 20–3*j*.)

Section II
Related Publications
A related publication is a source of information. The user does not have to read it in order to understand this pamphlet.

AR 25–52
Authorized Abbreviations, Brevity Codes, and Acronyms

AR 27–1
Legal Services, Judge Advocate Legal Services

AR 27–26
Rules of Professional Conduct for Lawyers

AR 40–501
Standards of Medical Fitness

AR 56–9
Watercraft

AR 95–1
Flight Regulations

AR 135–18
The Active Guard Reserve (AGR) Program

AR 135–100
Appointment of Commissioned and Warrant Officers of the Army

AR 135–111
The Enhanced Reserve Component Foreign Area officer Program

AR 135–155
Promotion of Commissioned Officers and Warrant Officers other than General Officers

AR 135–175
Separation of Officers

AR 140–1
Mission, Organization, and Training

AR 140–10
Assignments, Attachments, Details, and Transfers

AR 140–145
Individual Mobilization Augmentation (IMA) Program

AR 220–1
Unit Status Reporting

AR 350–1
Army Training and Leader Development

AR 350–100
Officer Active Duty Service Obligations

AR 380–67
The Department of the Army Personnel Security Program

AR 600–8
Military Personnel Management

AR 600–8–24
Officer Transfers and Discharges

AR 600–8–29
Officer Promotions

AR 600–35
Army Force Stabilization System

AR 600–105
Aviation Service of Rated Army officer

AR 608–75
Exceptional Family Member Program

AR 600–9
The Army Weight Control Program

AR 611–1
Military Occupational Classification Structure Development and Implementation

AR 611–105
Selection, Processing, and Training of officer Volunteers for Explosive Ordnance Disposal Duty

AR 611–110
Selection and Training of Army Aviation Officers

AR 614–30
Overseas Service

AR 614–100
Officer Assignment Policies, Details, and Transfers

AR 614–115
Military Intelligence Officer Excepted Career Program (Great Skill)

AR 614–200
Enlisted Assignments and Utilization Management

AR 621–1
Training of Military Personnel at Civilian Institutions

AR 621–5
Army Continuing Education System

AR 621–7
Army Fellowships and Scholarships

AR 621–108
Military Personnel Requirements for Civilian Education

AR 623–3
Evaluation Reporting System

AR 623–105
Officer Evaluation Reporting System

AR 680–27
Military Personnel–Organization and Type of Transaction Codes

AR 690–950
Career Management

DA Pam 350–58
Leader Development for America's Army

DA Pam 600–4
Army Medical Department officer Development and Career Management

DA Pam 611–21
Military Occupational Classification and Structure

Article 6, Uniform Code of Military Justice
Judge Advocates and Legal Officers. (Available at http://www.au.af.mil/au/awc/awcgate/ucmj.htm.)

Chairman of the Joint Chiefs Instruction 3126.01
Language and Regional Expertise Planning. (Available at http://www.dtic.mil/cjcs_directives/.)

DODD 1315.17
Military Department Foreign Area officer (FAO) Programs. (Available at http://www.dtic.mil/whs/directives/.)

DODD 5000.52
Defense Acquisition, Technology, and Logistics Workforce Education, Training, and Career Development Program. (Available at http://www.dtic.mil/whs/directives/.)

DODI 1300.20
DOD Joint officer Management Program Procedures. (Available at http://www.dtic.mil/whs/directives/.)

DODI 1320.12
Commissioned officer Promotion Program. (Available at http://www.dtic.mil/whs/directives/.)

DODI 1320.13
Commissioned officer Promotion reports (COPRs) and Procedures. (Available at http://www.dtic.mil/whs/directives/.)

DODI 5000.66
Operation of the Defense Acquisition, Technology and Logistics Workforce Education, Training, and Career Development Program. (Available at http://www.dtic.mil/whs/directives/.)

FM 1–0
Human Resources Support

FM 3–0
Operations

FM 3–05.201
Special Forces Unconventional Warfare Operations

FM 3–05.202
Special Forces Foreign Internal Defense Operations

FM 3–05.302
Tactical Psychological Operations Tactics, Techniques, and Procedures

FM 3–11.14/MCRP 3–37.1A/NTTP 3–11.28/ATTP 3–2.54
Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical Vulnerability Assessment

FM 3–13
Information Operations: Doctrine, Tactics, Techniques, and Procedures

FM 3–14
Space Support to Army Operations

FM 4–0
Combat Service Support

FM 7–0
Train the Force

FM 6–22
Army Leadership

FM 27–100
Legal Operations

JAG Pub 1–1
JAGC Personnel and Activity Directory and Personnel Policies. (Available at https://www.jagcnet.army.mil/.)

JP 3–14
Joint Doctrine for Space Operations. (Available at http://www.dtic.mil/doctrine/s_index.html.)

NGR 351–1
Individual Military Education and Training. (Available at http://www.ngbpdc.ngb.army.mil/.)

NGR 600–10
Tour Program (NGB-controlled Title 10, USC Tours). (Available at http://www.ngbpdc.ngb.army.mil/.)

NGR 600–11
Tour Program. (Available at http://www.ngbpdc.ngb.army.mil/.)

NGR 600–100
Commissioned Officers- Federal Recognition and Related Personnel Actions. (Available at http://www.ngbpdc.ngb.army.mil/.)

NGR 600–101
Warrant Officers, Federal Recognition and Related Actions. (Available at http://www.ngbpdc.ngb.army.mil/.)

Public Law 99–145
The 1986 Department of Defense Appropriations Act. (Available at http://thomas.loc.gov/.)

USASOC Regulation 350–1
Training. (Available at http://www.soc.mil/FOIA/Regulations.htm.)

10 USC
Armed Forces. (Available at http://uscode.house.gov/.)

10 USC Chapter 36
Promotion, Separation, and Involuntary Retirement of Officers on the Active-Duty List. (Available at http://www.gpoaccess.gov/uscode/browse.html.)

10 USC Chapter 87
Defense Acquisition Workforce. (Available at http://uscode.house.gov/.)

10 USC 619a(b)(3)(C)
Eligibility for consideration for promotion: time-in-grade and other requirements. (Available at http://uscode.house.gov/.)

10 USC 641
Applicability of chapter. (Available at http://uscode.house.gov/.)

10 USC 688
Retired members: authority to order to Active Duty; duties. (Available at http://uscode.house.gov/.)

10 USC 741
Rank, commissioned officers of the armed forces. (Available at http://uscode.house.gov/.)

10 USC 742
Rank, warrant officers. (Available at http://uscode.house.gov/.)

10 USC 806
Judge advocates and legal officers. (Available at http://uscode.house.gov/.)

10 USC 2004
Detail of commissioned officers as students at law schools. (Available at http://uscode.house.gov/.)

10 USC 3037
Judge Advocate General, Assistant Judge Advocate General, and general officers of Judge Advocate General's Corps: appointment; duties. (Available at http://uscode.house.gov/.)

10 USC 3064
Special branches. (Available at http://uscode.house.gov/.)

10 USC 3065(e)
Assignment and detail: officers assigned or detailed to basic and special branches. (Available at http://uscode.house.gov/.)

10 USC 12205
Commissioned officers: appointment; educational requirement. (Available at http://uscode.house.gov/.)

Section III
Prescribed Forms
This section contains no entries.

Section IV
Referenced Forms

DA Form 67–9
Officer Evaluation Report

DA Form 67–9–1
Officer Evaluation Report Support Form

DA Form 67–9–1a
Junior officer Developmental Support Form

DA Form 1058–R
Application for Active Duty for Training, Active Duty for Special Work, Temporary Tour of Active Duty, and Annual Training for Soldiers of the Army National Guard and the U.S. Army Reserve

DA Form 1059
Service School Academic Evaluation Report

DA Form 1618
Application for Detail as Student officer at a Civilian Educational Institution or at Training with Industry

DA Form 4037
Officer Record Brief

Glossary

Section I
Abbreviations

AAMDC
Army Air and Missile Defense Command

ABA
American Bar Association

ACC
Army Competitive Category

ACE
Army Corps of Engineers

ACES
Army Continuing Education System

ACOM
Army command

ACS
advanced civil schooling

ADA
air defense artillery

ADL
Active Duty list

ADSO
Active Duty Service obligation

ADSW
Active Duty for special work

ADT
Active Duty for training

AER
Academic Evaluation Report

AERS
Army Educational Requirements System

AFB
Air Force Base

AFCS
Active Federal Commissioned Service; Armed Forces Staff College

AFRTS
Armed Forces Radio and Television Service

AFSCOORD
assistant fire support coordinator

AG
Adjutant General

AGR
Active Guard Reserve

AIT
advanced individual training; Automated Identification Technology

ALEDC
Associated Logistics Executive Development Course

ALMC
U.S. Army Logistics Management College

AMC
U.S. Army Materiel Command

AMEDD
Army Medical Department

AMO
automation management officer

AOC
area of concentration

APMS
Assistant Professor of Military Science

ARCOM
U.S. Army Reserve Command

ARNG
Army National Guard

ARSST
Army Space Support Team

ARSTAF
Army Staff

ASA(FM&C)
Assistant Secretary of the Army (Financial Management and Comptroller)

ASCC
Army Service Component Command

AT
annual training

ATRRS
Army Training Requirements Resource System

ATS
air traffic services

AUS
Army of the United States

AVCCC
Aviation Captains Career Course

AVIM
aviation intermediate maintenance

AWC
Army War College

BCTP
Battle Command Training Program

BSB
base support battalion

BZ
below-the-zone

C2
command and control

C4/C4I
command, control, communications, and computers

C4ISR
command, control, communications, computers, surveillance and reconnaissance

CA
Civil Affairs

CAS3
Combined Arms and Services Staff School

CCC
Captains Career Course

CDR
commander

CEL
civilian education level

CF
Career Field

CFD
Career Field Designation

CFDB
Career Field Designation Board

CGSC
Command and General Staff College

CHOBC
Chaplain officer Basic Course

CID
Criminal Investigation Division

CJCS
Chairman Joint Chiefs of Staff

CLOAC
Combined Logistics officer Advanced Course

CMFs
career management fields

CMIF
career management individual file

CMO
Career management officer

CONUS
continental United States

CONUSA
continental United States Army

CPE
Clinical Pastoral Education

CSA
Chief of Staff Army

CSC
Command and Staff College

CSL
command selection list

CTC
Combat Training Center

CVI
conditional voluntary indefinite

DA
Department of the Army

DAU
Defense Acquisition University

DAWIA
Defense Acquisition Workforce Improvement Act

DCP
Degree Completion Program

DCPC
Direct Combat Probability Code

DCS
Defense Communications System

DFAS
Defense Finance and Accounting Service

DFSCOORD
deputy fire support coordinator

DIA
Defense Intelligence Agency

DIMA
Drilling Individual Mobilization Augmentee

DISA
Defense Information Systems Agency

DISC4
Director of Information Systems, Command, Control, Communications and Computers

DIVARTY
division artillery

DLA
Defense Logistics Agency

DLAB
Defense Language Aptitude Battery

DLI
Defense Language Institute

DLIFLC
Defense Language Institute Foreign Language Center

DLPT
Defense Language Proficiency Test

DMMC
division materiel management center

DOD
Department of Defense

DODI
Department of Defense instruction

DOIM
Director of Information Management

DOPMA
Defense officer Personnel Management Act

DOR
date of rank

DTO
division transportation officer

EFMP
Exceptional Family Member Program

EOD
explosive ordnance disposal

EW
electronic warfare

FA
functional area

FAO
Foreign Area officer

FCCC
Finance Captains Career Course

FIT
Florida Institute of Technology

FLEP
Funded Legal Education Program

FOBQ
Finance officer branch qualification

FSCOORD
fire support coordinator

FSO
fire support officer

G1
Assistant Chief of Staff, G1 (Personnel)

G2
Assistant Chief of Staff, G2 (Intelligence)

G3
Assistant Chief of Staff, G3 (Operations and Plans)

G4
Assistant Chief of Staff, G4 (Logistics)

G5
Assistant Chief of Staff, G5 (Civil Affairs)

G6
Assistant Chief of Staff, G6 (Signal)

GMAT
Graduate Management Admission Test

GOCOM
U.S. Army Reserve General officer Command

GPA
grade point average

GRE
Graduate Record Examination

GS
general staff

HNS
host nation support

HQDA
Headquarters, Department of the Army

HRMC
Human Resource Management Course

HUMINT
Human Intelligence

ICAF
Industrial College of the Armed Forces

ICT
in-country training

IDT
inactive duty training

IERW
Initial Entry Rotary Wing Course

IEW
intelligence and electronic warfare

IG
Inspector General

IMA
individual mobilization augmentee

IRR
Individual Ready Reserve

IRR–A
IRR Augmentee

IT
information technology

J3
Operations Directorate

JAGC
Judge Advocate General's Corps

JCS
Joint Chiefs of Staff

JDA
Joint duty assignment

JDAL
Joint Duty Assignment List

JIIM
Joint interagency intergovernmental multinational

JLOTS
Joint-Logistics-Over-The-Shore

JPME
Joint professional military education

JSO
Joint specialty officer

LDRSHIP
loyalty, duty, respect, selfless-service, honor, integrity, personal courage

LEDC
Logistics Executive Development Course

LOTS
Logistics-Over-The-Shore

LNO
liaison officer

LSO/MSO
legal services organization/mobilization support organization

MAC
Military Applications Course

MBA
Masters in Business Administration

MCO
Movement Control officer

MCT
Movement Control Team

MEL
military education level

MEL1
military education level 1

MEL4
military education level 4

MEPS
Military Entrance Processing Station

METL
Mission Essential Task List

MI
Military Intelligence

MI CCC
Military Intelligence Captains Career Course

MIOBC
Military Intelligence Officer Basic Course

MIOTC
Military Intelligence Officer Transition Course

MP
military police

MPAD
Mobile Public Affairs Detachment

MP CCC
Military Police Captains Career Course

MSSI
Master of Science in Strategic Intelligence

MTC
Maneuver Training Command

MTOE
modification table of organization and equipment

MTP
Maintenance Test Pilot

MUSARC
Major U.S. Army Reserve Command

NASA
National Aeronautics and Space Administration

NBC
nuclear, biological, and chemical

NCO
noncommissioned officer

NDU
National Defense University

NGB
National Guard Bureau

NGO
non-Government organizations

NMS
national military strategy

NPS
Naval Postgraduate School

OADO
Officer Active Duty Obligor

OBC
Officer Basic Course

OCAR
Office of the Chief, Army Reserve

O/C
observer/Ccontroller

OCONUS
outside continental United States

OER
Officer Evaluation Report

OERS
Officer Evaluation Reporting System

OES
Officer Education System/Officer Evaluation System

OPM
Officer Personnel Manager

OPMD
Officer Personnel Management Directorate

OPMS
Officer Personnel Management System

OPSEC
operations security

OPTEMPO
Operational Tempo

ORB
Officer Record Brief

ORSA
Operations Research/Systems Analysis

OSD
Office of the Secretary of Defense

OTJAG
Office of The Judge Advocate General

PA
public affairs

PAO
Public Affairs officer

PCC
pre-command course

PCS
permanent change of station

PGIP
Post Graduate Intelligence Program

PJE
Program for Joint Education

PME
professional military education

PMO
Provost Marshal's office

PPBES
Planning, Programming, Budgeting, and Execution System

PPBS
Planning, Programming, Budgeting System

PO
psychological operations

PVOs
private organizations

QMC&S
Quartermaster Center and School

RASL
reserve active status list

RC3
Reserve Component Configured Course

RC
Reserve Component

RDA
research, development, and acquisition

RDC
regional defense council

ROPMA
Reserve officer Personnel Management Act

ROTC
Reserve Officers' Training Corps

RSC
Regional Support Command

RSO&I
reception, staging, onward movement, and integration

RTU
reinforcement training unit

S1
Adjutant (U.S. Army)

S2
Intelligence officer (U.S. Army)

S3
Operations and Training officer (U.S. Army)

S4
Supply officer (U.S. Army)

S5
Civil Affairs officer (U.S. Army)

S6
Signal officer (U.S. Army)

SAAO
State Army Aviation officer

SAMS
School of Advanced Military Studies

SARDA
Secretary of the Army for Research, Development and Acquisition

SCCC
Signal Captains Career Course

SCI
sensitive compartmented information

SELCON
selectively continued

SEMA
Special Electronic Mission Aircraft

SERB
Selective Early Retirement Board

SERE
Survival, Evasion, Resistance, and Escape

SF
Special Forces

SFAS
Special Forces Assessment and Selection

SFDOQC
Special Forces Detachment officer Qualification Course

SFOD
Special Forces Operational Detachment

SFOD–A
Special Forces Operational Detachment-A

SFOD–B
Special Forces Operational Detachment-B

SGI
small group instructor

SGL
small group leader

SGS
Secretary of the General Staff

SHRM
strategic human resource management

SI
skill identifier

SIGINT
signal intelligence

SJA
Staff Judge Advocate

SMDC
Space and Missile Defense Command

SMU
special mission units

SOA
special operations aviation

SOAR
Special Operations Aviation Regiment

SO/LIC (SOLIC)
special operations/low-intensity conflict

SOLO
Senior Officer Legal Orientation Course

SRAA
senior Army advisor

SSB
special selection board

SSBI
single scope background investigation

SSC
Senior Service College

STARC
State Area Command

TAA
total Army analysis

TAACOM
Theater Army Area Command

TAADS
The Army Authorization Documents System

TAG
The Adjutant General

TASS
Total Army School System

TDA
tables of distribution and allowances

TDY
temporary duty

TEMO
Training Exercises and Military Operations

THAAD
theater high altitude area defense

TIG
time in grade

TIS
time in Service

TJAG
The Judge Advocate General

TOE
tables of organization and equipment

TPU
troop program unit

TRADOC
U.S. Army Training and Doctrine Command

TRANSCOM
U.S. Transportation Command

TSM
TRADOC System Manager

TTAD
temporary tour of Active Duty

TWI
Training With Industry

UAV
unmanned aerial vehicle

UCMJ
Uniform Code of Military Justice

USAALS
United States Army Aviation Logistics School

USACAPOC
United States Army Civil Affairs and Psychological Operations Command

USACCA
U.S. Army Court of Criminal Appeals

USACE
U.S. Army Corps of Engineers

USACIDC
U.S. Army Criminal Investigation Command

USACMLS
U.S. Army Chemical School

USAES
United States Army Engineer School

USAFINCOM
United States Army Finance Command

USAJFKSWCS
U.S. Army John F. Kennedy Special Warfare Center and School

USALSA
U.S. Army Legal Services Agency

USAR
U.S. Army Reserve

USAREC
U.S. Army Recruiting Command

USASOC
U.S. Army Special Operations Command

USC
United States Code

USMA
U.S. Military Academy

USSOCOM
United States Special Operations Command

UTA
Unit Training Assembly

VCSA
Vice Chief of Staff Army

WMD
weapons of mass destruction

WO
warrant officer

XO
executive officer

ZOC
zone of consideration

Section II
Terms

Area of concentration
Identifies a requirement and an officer possessing a requisite area of expertise (subdivision) within a branch or functional area. An officer may possess and serve in more than one area of concentration.

Branch
A branch is a grouping of officers that comprises an arm or Service of the Army in which, as a minimum, officers are commissioned, assigned, developed and promoted through their company grade years. Officers are accessed into a single basic branch and will hold that branch designation, which is later augmented between the 5th and 6th YOS with a functional area. An accession branch admits officers upon commissioning; a non-accession branch admits experienced officers from the accession branches. With the exception of Special Forces, all other branches are accession branches. Special Forces recruits officers with a minimum of 3 years experience. (See chap 15 for further discussion.) Officers will serve their first 8 to 12 years developing the leadership and tactical skills associated with their branch. They will continue to wear their branch insignia throughout their military Service. All career branches are in the operations CF.

Branch/functional area generalist position
An 01A or 02A-coded position that may be filled by any officer, regardless of branch or functional area designation. This is an umbrella term used to collectively describe two subset categories defined as officer generalist and combat arms generalist positions. (Note: Previously termed immaterial positions.)

Captains Career Course
This course is the second major branch school officers attend before company-level command. It combines the instruction formerly taught in the branch Officer Advanced Course and the Combined Arms and Services Staff School (CAS3). The branch phase consists of 18-weeks of branch specific technical and tactical training with integrated common core instruction. The 6-week TDY staff process phase at Fort Leavenworth prepares officers to function as staff officers at battalion, brigade and division level.

Career field
A specific grouping of functionally related officer, WO, enlisted and civilian positions into management categories having a common mission area. CFs consist of officer branches and FAs, WO and enlisted military occupational specialties and civilian occupational series. There are four CFs: operations, information operations, institutional support and operational support. (The term CF in lower case is also a generic term commonly used by military and civilian personnel when referring to their branch, FA, military occupational specialty or civilian occupational series.)

Career field coordinators
The senior Army leaders responsible for the oversight of the branch and FA proponents who collectively comprise their CFs. CF coordinators are responsible to integrate, consolidate, and report professional development, force structure, and personnel policy issues to HQDA.

Career field designation
The process whereby officers are assigned a CF. Immediately after selection for promotion to major, an officer's file is reviewed by a formal Career Field Designation Board. Designation is based on factors including officer preference, rater and senior rater recommendations, education, training, and unique skills or attributes.

Combat arms generalist position
A duty position requiring a broad understanding of combined arms doctrine, training and force structure. A combat arms generalist position is not identified with one specific branch or FA, but is limited to officers whose branches are Infantry, Armor, Field Artillery, Air Defense Artillery, Aviation, Special Forces, and Corps of Engineers; and who are currently managed in the operations CF. These positions are documented in TAADS with code 02A. (Note: Previously termed combat arms immaterial positions.)

Functional area
A FA is a grouping of officers by technical specialty or skill, which usually requires significant education, training and experience. An officer receives his or her FA between the 5th and 6th YOS. Individual preference, academic background, manner of performance, training and experience, and needs of the Army are all considered during the designation process.

Officer generalist position
A duty position requiring a broad understanding of Army leadership, doctrine, policy, force structure and management. An officer generalist position is not identified with or limited to one specific branch or FA, but indicates that any officer may be assigned to the position. For example, both Armor Branch officers in the operations CF and FA 45 Comptrollers in the institutional support CF are eligible to serve in officer generalist positions. These positions are documented in The Army Authorization Document System with code 01A. (Note: Previously termed branch immaterial positions.)

Skill
Identifies a requirement and an officer possessing specialized skills to perform duties of a specific position that may require significant education, training, and experience. A skill can be related to more than one branch or FA. An officer may have more than one skill.

Special branches
A grouping of branches and officers primarily concerned with providing combat Service support and/or administration to the Army as a whole but managed separately from combat Service support branches. Special branches include Army Medical Department, Chaplain Corps, and Judge Advocate General's Corps.

Strategic human resource management
A broader, more holistic perspective on personnel management that extends beyond the fundamental life cycle functions. Strategic human resource management (SHRM) focuses on the long term vision of OPMS and links fundamental personnel management decisions to the desired end state. SHRM links character and leader development, the new officer Evaluation Reporting System (DA Form 67–9) and the personnel life cycle management functions addressed in OPMS XXI. While the initial focus of SHRM is on officer personnel, SHRM will encompass the total force of officers, warrant officers, enlisted and civilian personnel.

Section III
Special Abbreviations and Terms
This section contains no entries.

USAPD

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