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Personnel-General

**U.S. Army
Noncommissioned
Officer
Professional
Development
Guide**

**Headquarters
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SUMMARY of CHANGE

DA PAM 600–25

U.S. Army Noncommissioned Officer Professional Development Guide

This major revision, dated 7 December 2017—

- o Restructures this pamphlet by removing specific branch and functional area information, to an official milSuite.mil page, to give immediate access to changes (para 3–8).
- o Identifies positions in cross-component units as broadening assignments (para 3–8).

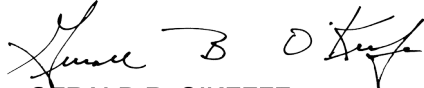
Personnel-General

U.S. Army Noncommissioned Officer Professional Development Guide

By Order of the Secretary of the Army:

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General, United States Army
Chief of Staff

Official:



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Applicability. This regulation applies to the Regular Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve, unless otherwise stated. During mobilization, the proponent may modify chapters and policies contained in this publication.

Proponent and exception authority. The proponent of this regulation is the Deputy Chief of Staff, G–1. The proponent has the authority to approve exceptions or waivers to this regulation 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 regulation 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 (DAPE–MPE), 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 Regular Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve.

History. This publication is a major revision.

Summary. This pamphlet provides guidance on noncommissioned officer professional development programs for each of the Army's military occupational specialties.

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Glossary

Chapter 1 Overview

1–1. Purpose

This guide serves as the medium to provide Soldiers and enlisted centralized selection board members professional development guidance for noncommissioned officers (NCOs) within their respective career management field (CMF). Civilian supervisors also need to understand the professional development guidance for NCOs to assist them in their career advancement. This guide serves as a framework for NCOs, warrant officers, officers, and civilians alike to offer advice and counsel NCOs on their professional growth and development. This pamphlet should not be construed as a simplified checklist for promotion selection or a guide for NCOs on how to perform their assigned duties. Rather, this guide serves to supplement the Army's various strategies on leader development, including the NCO 2020 strategy, talent management strategy, and the human dimension strategy. It provides guidance intended to develop the next generation of competent and committed NCOs of character who are capable of meeting the challenges of operational adaptability in an era of persistent conflict within an All-Volunteer Army.

1–2. References

See appendix A.

1–3. Explanation of abbreviations and terms

See the glossary.

1–4. Scope

a. NCOs are the “backbone of the Army.” Ours is a professional corps that reflects America's diversity and represents the time-honored values that built our Nation—hard work, duty, selflessness, determination, honor, and compassion. Army NCOs represent a true competitive advantage. This advantage is a result of the Army's institutional commitment to develop a professional corps of NCOs and a capacity to learn faster and adapt more quickly than its adversaries. The Army's leader development imperatives guide principles that inform policy and actions in order to develop leaders with the required qualities and enduring leader characteristics. These guiding principles remain constant from initial service affiliation through separation or retirement. They foster an environment to develop NCOs during their careers through progressive and sequential processes which incorporate training, education, and experiences across learning domains of institutional, operational, and self-development. The Army's strategies build on the Army's experiences since the end of the Cold War through the early conflicts of the 21st century.

b. Officers and noncommissioned officers are encouraged to read both DA Pam 600–25 and Smartbook DA Pam 600–25, regardless of branch, functional area (FA), military occupational specialty (MOS), or career field held. Unique and valuable lessons in Army culture and noncommissioned officer professional development are found in every section. For specific information on officer branches, the Smartbook DA Pam 600–3 is available online at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-3/overview>.

1–5. Assumptions

- a.* The Army will operate in an era of uncertainty and persistent conflict against a full spectrum of possible threats.
- b.* The Army will continue to confront unexpected challenges from an adaptive enemy and must respond rapidly in developing doctrine, training, and education.
- c.* The Army's learning model must be clear in intended outcomes that are rigorous, relevant, and measurable.
- d.* Army learners will have the opportunity to contribute their experiences to the body of knowledge throughout their careers.
- e.* Being a Soldier requires a foundation of comprehensive fitness, the Army Values, the warrior ethos, and technical and tactical proficiency.
- f.* Fundamental competencies will be reinforced by maximizing time on task.
- g.* Continually evolving, complex operational dilemmas over extended time in culturally diverse, joint, interagency, intergovernmental, and multinational (JIIM) operational environments will continue to challenge leaders.
- h.* Time, manpower, and resources available for learning will continue to be limited.
- i.* Civilian educational institutions will continue to fulfill a role in the holistic professional development and career-long learning of Soldiers within the institutional and self-development learning domains.

Chapter 2 Leader Development

2–1. Army’s Leader Development Strategy (overview)

Leader development is fundamental to our Army. Leadership underpins everything the Army does, which is why we constantly invest in our people. This investment in our profession ensures we are ready when our Nation calls. The Army Leader Development Strategy (ALDS) provides the ways, means, and ends to realize an Army of competent and committed NCOs of character with the skills and attributes necessary to meet challenges of the 21st century and beyond.

a. Leader development is a process that aligns training, education, and experience to prepare leaders who are not only prepared for their current position, but also preparing for their progressive responsibilities as well. The leader development is a deliberate, continuous, and progressive process founded in Army Values that grows Soldiers into competent, committed, professional leaders of character. Leader development is achieved through the career-long synthesis of training, education, and experiences acquired through institutional, operational, and self-development domains, supported by peer and developmental relationships.

b. Our NCOs must expect complexity and understand they must be prepared to operate independently under mission orders. The strategy challenges the Army to enrich leader training and education by leveraging technology and adapting training methodologies to replicate complexity and hybrid threats in the classroom, at home station, and while deployed. Our doctrine describes the leader qualities we seek; leaders must be:

- (1) Able to demonstrate their core attributes and competencies and able to lead change in the Army.
- (2) Capable of operating across the range of military operations.
- (3) Able to combine operational excellence, with the ability to operate in JIIM environments, to achieve unity of effort.
- (4) Able to understand the socio-economic environment and be culturally astute, in order to successfully operate in complex, uncertain environments.
- (5) Courageous enough to see and exploit opportunities in the challenging, complex operational environment.
- (6) Professionals who are grounded in Army Values and the warrior ethos.

c. Army leaders must possess and demonstrate traits such as being adaptable, agile, flexible, responsive, and resilient. Mastering these fundamentals is a professional obligation.

2–2. Army’s NCO 2020 Strategy (overview)

The roles and responsibilities for the NCO has always been to lead, train, and care for Soldiers and equipment while enforcing standards. The Army must have a cohort of competent and committed NCOs of character as trusted professionals who thrive in chaos, adapt, and win in a complex world. The Army’s NCO 2020 Strategy provides the ways, means, and ends to develop a professional, trained, and ready NCO corps that is essential to remain as the world’s premier fighting force.

a. A Noncommissioned Officer Professional Development System (NCOPDS), integrated and synchronized in the development of the next generation of competent and committed NCOs of character is essential. NCOPDS was established to operationalize the lines of effort outlined in the NCO 2020 Strategy. The system is designed to develop NCO competencies for the 21st century and to support greater flexibility with regard to when, where, and how Soldiers learn.

b. The desired end state of the NCO 2020 Strategy includes the following outcomes:

- (1) Providing the Army with a more adaptable, resilient NCO corps.
- (2) Improving professionalism, training, and education expertise.
- (3) Providing challenging, relevant, and rigorous leader development training, education, and experiences.
- (4) Articulating learning responsibilities and requirements across the three learning domains (institutional, operational, and self-development) and integrating them into a synchronized, effective, and efficient development system.
- (5) Improving professional development models and learning curricula so Soldiers and leaders can assess progress, track learning events, create goals, and certify professionals to identify and develop NCOs to serve at operational and strategic levels.
- (6) Ensuring that the Army, commanders, and NCOs are satisfied with development programs and performance policy.
- (7) Ensuring doctrine and programs fully support a lifelong learning environment and the total force.

2–3. Army’s Talent Management Strategy (overview)

Leader development is further enhanced by recognizing, developing, and maturing talents in Soldiers while simultaneously managing talent to meet the immediate and long-term goals of the ALDS strategy. Together, leader development and talent management build on the fundamentals.

a. Talent is the intersection of three dimensions—skills, knowledge, and behaviors—that create an optimal level of individual performance, provided individuals are employed within their talent set. Talent management is a way to enhance

Army readiness by maximizing the potential of the Army's greatest asset—our people. By better understanding the talent of the workforce and the talent necessary to meet capability needs by unit requirements, the Army can more effectively acquire, develop, employ, and retain the right talent at the right time. In Army talent management, “best” equals best fit for the work at hand.

b. The Army optimizes human performance by recognizing and cultivating the unique talent of every Soldier. Effective talent management:

- (1) Is an investment.
- (2) Requires a systems approach.
- (3) Balances the needs of the individuals with the needs of the organization.
- (4) Ensures job-person fit.
- (5) Empowers employees.
- (6) Requires leaders to know subordinates' goals, strengths, and weaknesses that honestly and effectively articulate these in evaluation report.
- (7) Promotes development of the Soldier's capabilities.

2–4. Army's Human Dimension Strategy (overview)

Leader development must foster the cognitive, social, and physical competencies associated with the human dimension. War fundamentally remains a human contest of wills, despite the advances in technology. Producing a professional NCO corps demands a comprehensive Human Dimension Strategy oriented on the individual, the team, and the institution. The investment in the human dimension is a fundamental component of the Army's comprehensive strategy, known as Force 2025 and Beyond. There are two key concepts underpinning this strategy. First, where the Army once prepared leaders for known battlefield conditions, it must now prepare to thrive in chaos and ambiguity. Second, the Army must optimize the performance of our diverse talent through better assessments of individual potential and more customized learning programs and career management. This requires a greater investment in our individual Soldiers to fully develop their knowledge, skills, attributes, and behavior, tapping into every Soldier, thereby expanding upon their unique potential.

2–5. Ends, ways, and means

a. Ends.

(1) The Army requires a process that aligns training, education, and experience to prepare leaders who exercise mission command to prevail in unified land operations. The Army must produce professional leaders of character that practice the mission command philosophy whether conducting unified land operation or Army generating force functions. Army leaders possess emotional intelligence and achieve credibility with external JIIM partners, allies, internal agencies, and stakeholders. The Army strives to develop leaders who are not only prepared for their current position, but also prepared for increased levels of responsibility. Doing this requires senior leaders to have an enterprise view, allowing their subordinates to leave their current organization, in order to take advantage of opportunities for further development.

(2) The leadership requirements model (fig 2–1) illustrates the expectations of Army leaders. This model aligns leader development activities and personnel practices to a common set of characteristics valued throughout the Army. The model covers the core requirements and expectations of leaders at all levels of leadership. Attributes are the desired internal characteristics of a leader—this is what the Army wants leaders to be and know. Competencies are skilled and learned behaviors the Army expects leaders to possess and employ—this is what the Army wants leaders to do.

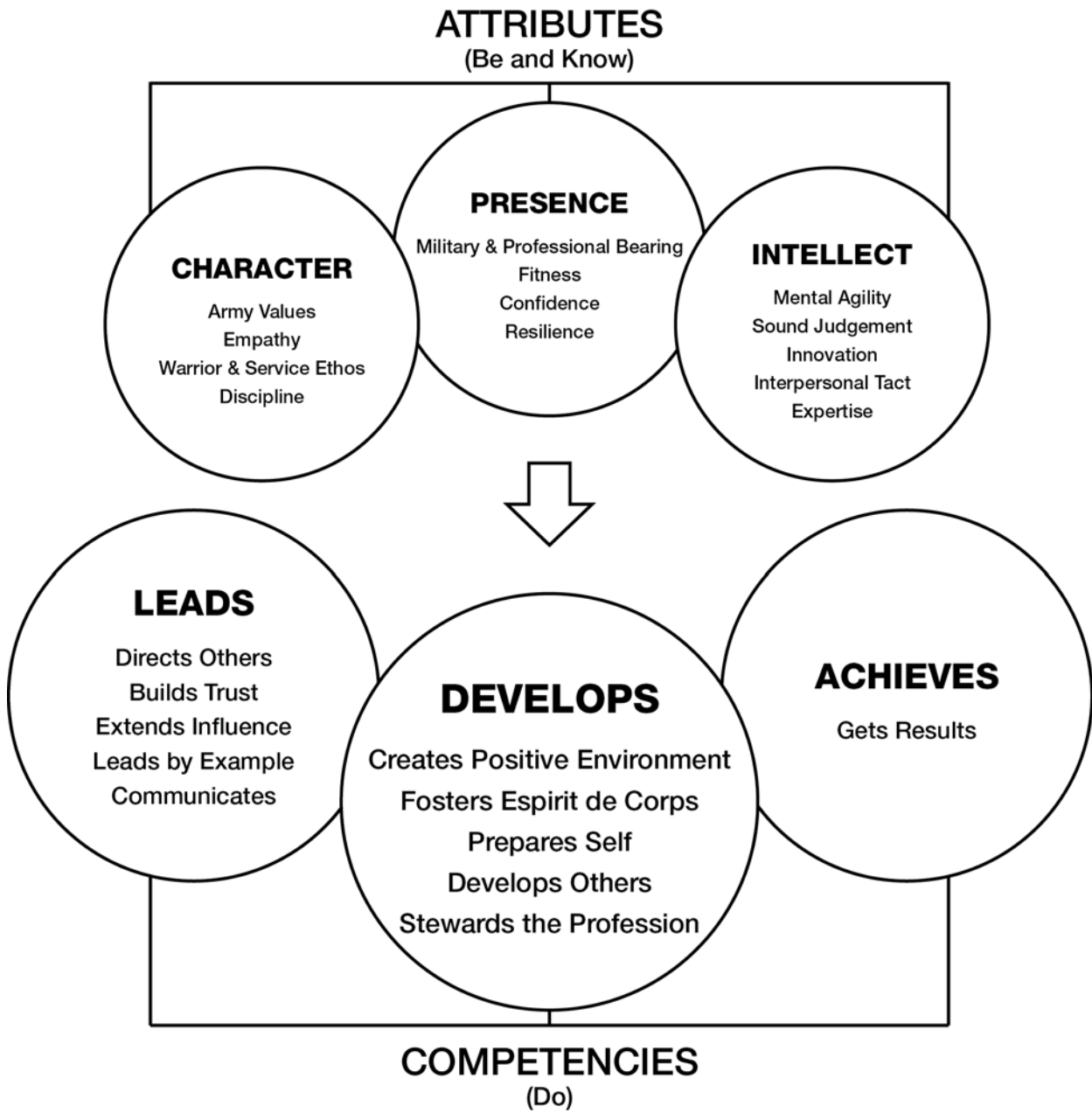


Figure 2-1. Leadership requirement model, Army Doctrine Publication 6-22

b. Ways. Central to this strategy is the ability to achieve a shared understanding across the Army in regards to the vital importance of leader development at all levels. This also includes an acknowledgment by leaders at all levels of their responsibility to continually develop leadership competencies among NCOs. Army senior leaders set conditions for the Army to develop leaders. Simultaneously, leaders at all levels create conditions in their organizations that maximize development of subordinate leaders by teaching them, training them, and providing the supporting experiences they need to grow as leaders. Additionally, leaders help individuals realize that individual commitment to career-long learning is essential to development.

(1) Soldiers gain and use their training, education, and experience to develop as leaders across the three learning domains: institutional, operational, and self-development, as illustrated in the Army leader development model (see fig 2-2).

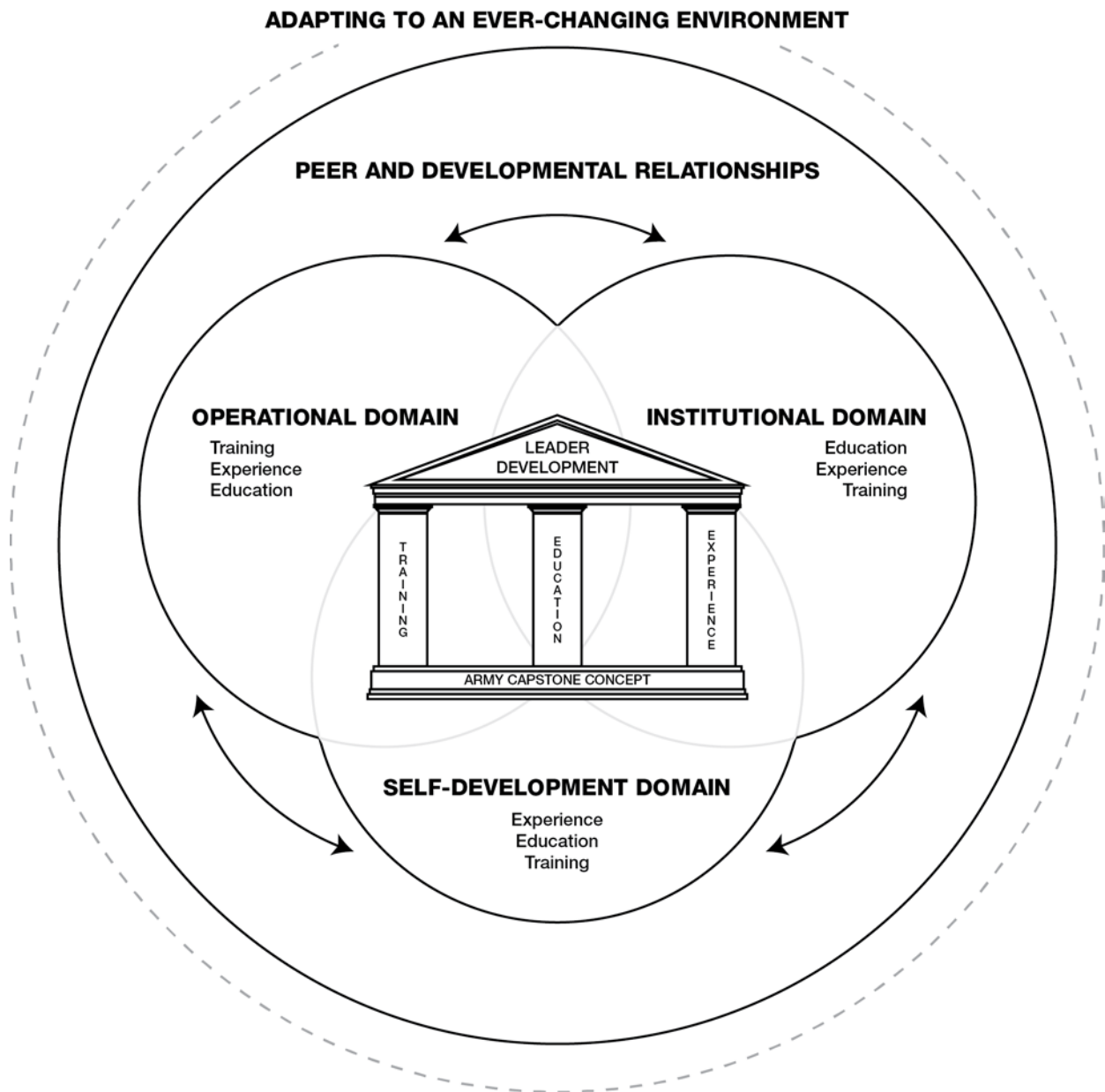


Figure 2-2. Army leader development model

(2) The Army provides, and continually improves upon, leader development processes. This is done by integrating and synchronizing Army policies and programs, and by using premier Army assets such as its Combat Training Center (CTC) and Army schools. The Army ensures its premier training centers provide opportunities for developing leaders, preparing formations to fight and win, and maximizing home station resources to do the same. This environment instills the essential characteristics of the Army profession and prepares Soldiers and Army Civilians to operate in dynamic environments. The system continually develops leaders and manages talent from every command echelon, contributing to the development of

adaptive leaders who employ and lead regionally responsive, mission-tailored land power forces to ensure strength for tomorrow.

(3) From an enlisted perspective, the Army continues refining the NCO professional military education (PME), from entry level through the United States Army Sergeants Major Academy (USASMA) and beyond. The Army expands and encourages a broad range of assignment opportunities in academia, industry, interagency, and multinational settings to prepare leaders for a complex and uncertain operational environment. The Army develops and manages the right blend of talent by identifying required leader skills and then cultivating leaders through experiential opportunities, academic, and developmental programs.

(4) The Army manages talent and provides individual growth opportunities for continued promotion or selection while providing organizations with the right leader, at the right place, and at the right time. The Army matches “headware” to hardware to ensure leaders at all echelons are competent, adaptive, innovative, and grounded in the Army Values to lead technologically advanced formations and organizations to prevent, shape, and win.

(5) Successful leaders recognize that continually developing their subordinate leaders is the key to the long-term health of the Army. Subordinates are the ones who will guide units and organizations through the challenges of tomorrow. If today’s leaders do not adequately develop their subordinates, then today’s leaders have not succeeded in accomplishing tomorrow’s mission. Senior leaders must hold subordinate leaders accountable for leader development and talent management rewarding those who take this to heart.

c. Means. Means includes the deliberate effort to employ the resources of will, time, people, and funding. The essential means for successful leader development are will and time. The Army’s Leader Development Program is the Army’s program to administer, manage, and integrate leader development initiatives. Funding for leader development initiatives continues to be supported by program evaluation groups operating within the planning, programming, budgeting, and execution (PPBE) process.

(1) Army senior leaders must emphasize leader development at all levels, from junior NCOs to the Sergeant Major of the Army (SMA). Closely connected to the will to develop leaders is providing the time to execute holistic organizational leader development programs. Finally, the strategy produces optimum results if it is adequately prioritized and properly resourced.

(2) It informs implementation plans and supports the provision of detailed guidance by commanders, supervisors, and leaders of all components in Army commands (ACOMs), Army service component commands (ASCC), direct reporting units (DRU), Headquarters, Department of the Army (HQDA), and other activities involved in the planning, programming, preparation, and execution of developing Army leaders.

2–6. Army learning concept (overview)

The Army learning concept meets the Army’s need to develop adaptive, thinking Soldiers and leaders of character capable of meeting the challenges of operational adaptability in an era of persistent conflict. It describes a learning continuum that blurs the lines between the operational Army and the generating force by meshing together self-development, institutional instruction, and operational experience. It is a learner-centric continuum that begins when an individual joins the Army and does not end until transition. The learning model enhances the rigor and relevance of individual learning, through routine assessment of 21st century Soldier competencies that enable success across the range of military operations. It is a learning model that adapts to fluctuations in learning time and maximizes opportunities to master fundamental competencies. It is open to inventiveness, input of learner knowledge, and advances in learning technologies and methods. Lastly, the learning model ensures Soldiers and leaders receive a level of preparation equal to the value of their service to this Nation.

a. The Army learning model must be adaptive on several levels if it is to support the qualities of operational adaptability in the force. First, the Army learning model must develop adaptable Soldiers and leaders who have the cognitive, interpersonal, and cultural skills necessary to make sound judgments in complex environments, from the tactical to strategic levels. Second, the Army must have an adaptive development and delivery system, not bound by brick and mortar, but one that extends knowledge to Soldiers at the operational edge, is capable of updating learning content rapidly, and is responsive to operational Army needs. Finally, the learning model must be capable of sustained adaptation. Routine feedback from the operational Army on Soldier performance will drive adjustments to curriculum content and learning products. Also key is a capacity to routinely explore and integrate advanced technologies and learning methods to remain competitive and engage learners.

b. The continuously adaptive learning model provides a comprehensive framework that transforms the current learning model into one that strengthens three areas. First, it supports the development of adaptable Soldiers and leaders. Second, it provides an adaptive development and delivery system that will meet Soldiers’ learning requirements at the point of

need. Third, the learning model can continuously adapt to persistent conflict and exponential change. It will require coordinated efforts across the Army to build a sustainable learning environment that is essential to support operational adaptability.

c. The Army Learning Concept for Training and Education (TRADOC Pam 525–8–2) lays out an educational approach to training and education that horizontally and vertically aligns training and education outcomes across personnel cohorts (officer, warrant officer, NCO, and the Army Civilian Corps) and leader development domains (operational, institutional, and self-development). This education framework consists of four Army learning areas: Army leadership and the profession, human dimension, mission command, and professional competence. The Center of Excellence and proponent cohorts in turn are developing general learning outcomes (GLOs) to link their training and education strategy's outcomes within the self-development, institutional, and operational domains. Learning content provided to Soldiers should be outcomes-based and associated with the Army learning area (ALA) and/or the GLOs individual competencies framework.

2–7. Leader development imperatives

The Army will adhere to seven leader development imperatives that will guide policy and actions, to develop leaders with the required qualities and enduring leader characteristics. These guiding principles remain constant and consistent from initial Service affiliation to retirement, creating a leader development process that is deliberate, continuous, sequential, and progressive. These obligations will drive the synchronization and implementation of the ALDS. They are to:

- a. Commit to the Army profession, lifelong learning, and development.
- b. Balance the Army's commitment to the training, education, and experience components of leader development.
- c. Manage military and civilian talent to benefit both the institution and the individual.
- d. Select and develop leaders with positive leader attributes and proficiency in core leadership competencies for responsibility at higher levels.
- e. Prepare adaptive and creative leaders capable of operating within the complexity of the operational environment and the entire range of military operations.
- f. Embed mission command principles in leader development.
- g. Value a broad range of leader experiences and developmental opportunities.

2–8. Leader development lines of effort

There are three lines of effort for implementing this strategy—these are the three components of developing leaders: training, education, and experience (see fig 2–3). Each of these has specified supporting efforts that primarily occur in the three domains (operational, institutional, and self-development) as illustrated below. These supporting efforts are not comprehensive. Additional Armywide efforts should be presented at future Army leader development forums.

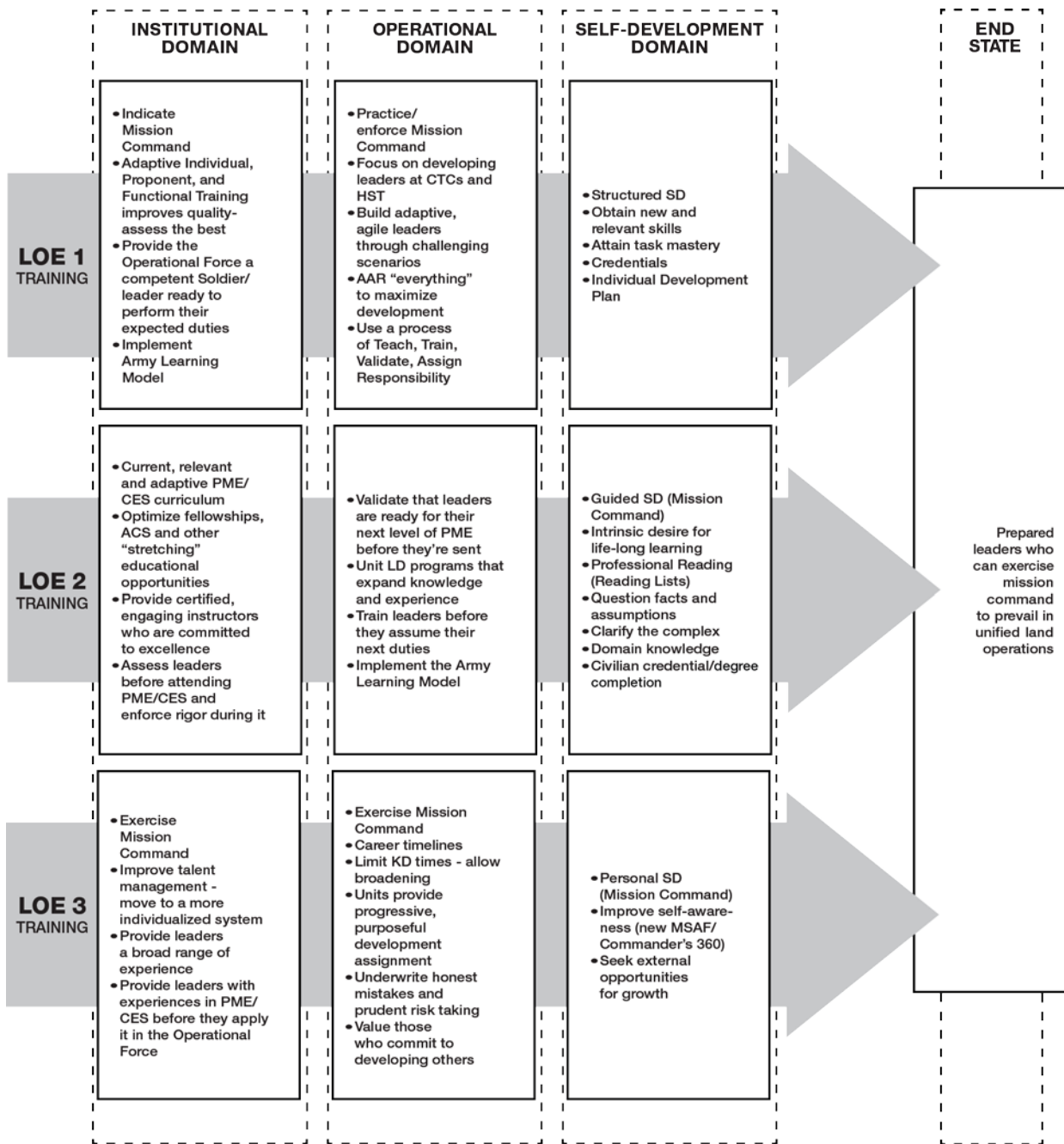


Figure 2-3. Leader development lines of effort

a. The institutional domain generally includes all of the Army—other than deployable units. This includes the Army Staff and supporting organizations, and Army centers and schools that provide initial training and subsequent functional training and professional education for Soldiers and civilians. The institutional domain includes advanced civil schooling, training with industry (TWI), and fellowships to supplement leader education. The institution uses technology that enables Army professionals to connect with resources, faculty, cohort peers, leaders, and mentors to enable lifelong learning. The institution provides the knowledge and develops the leadership attributes and competencies at the right time necessary for increased responsibility at the current and future rank or grade.

b. The operational domain is where leaders undergo the bulk of their development. It encompasses all training and experiences in deployable units. It is where junior leaders achieve technical and tactical competence; mid-grade leaders further develop their ability to lead units and organizations; and senior leaders contribute to the development and implementation of national and geopolitical strategy. All training, education, and self-development activities conducted during training, planning, preparing, executing, and assessing unified land operations are essential parts of developing leaders in the operational domain. After-action reviews, coaching, counseling, sharing, and mentoring are important parts of developing leaders in accordance with FM 6–22.

c. The self-development domain includes planned and goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base and self-awareness. Self-development bridges learning gaps between the operational and institutional domains and sets conditions for continuous learning and growth. There are three variations: structured self-development (SSD), which are mandatory learning modules to meet specific learning objectives and requirements; guided self-development (GSD), which is recommended, but optional learning which may include academic and vocational credentialing intended to enhance one's professional competence; personal self-development, which is self-initiated learning to meet personal training, education, and experiential goals (such as enrolling in off-duty college classes or earning an academic degree or technical certification). Reading books and articles by, and about, combat leaders can give good insight into improving leadership skills, as stated in TC 7–22.7.

d. Training is an organized, structured, continuous, and progressive process based on sound principles of learning, designed to increase the capability of individuals, units, and organizations to perform specified tasks or skills. The objective of training is to increase the ability of leaders to competently perform in training and operational situations. Individual task training builds individual competence and confidence to perform these tasks in support of collective training and operations.

e. Education is the process of imparting knowledge and developing the competencies and attributes Army professionals need to accomplish any mission the future may present. Education contributes to the development of Soldier and leader competencies focusing on fundamentals that are later practiced, expanded, and improved in training and experience. Education occurs in the institutional, operational, and self-development domains. As a component of leader development, education contributes to the growth of the three leader attributes of character, presence, and intellect. Education focuses on intellect and moral character of leaders to improve judgment, reasoning, and critical thinking: agility, adaptability, empathy, intellectual curiosity, and creativity. Education in the Army is primarily Professional Military Education, but may include studies within civilian academia. PME is progressive and sequential across a career continuum, to ensure that Soldiers are successful at each stage of their professional service, while continually growing in the competencies and attributes needed for higher levels of service.

f. Experience is the continuous progression of personal and professional events. It begins before an individual joins the Army and continues after separation. Experience includes war and peace; the personal and the professional; the private and the public; leading and following; training and education. Lifelong learners reflect on all experiences, develop lessons learned from those experiences, and apply those lessons in future experiences. The Army uses talent management fundamentals across all learning domains including assignment progression, development opportunities, broadening opportunities, and outside influences to provide leaders with the experiential opportunities required to reach full potential.

(1) *Self-development domain.* Soldiers are ultimately responsible for developing their talents and displaying their unique knowledge, skills, and abilities (KSAs) to their leadership. Soldiers should express their interests to their leaders and seek out developmental opportunities, in order to mature their talents, making the Soldier and organization stronger. Leaders are able to better talent manage and mentor Soldiers appropriately when Soldiers express their interests and display their talents.

(2) *Institutional domain.* Through education, credentialing, and certification Soldiers will display their cognitive, physical, and technical talents. Leaders will develop Soldiers and ensure Soldiers have the requisite KSAs in order for talent management in the operational domain to be effective.

(3) *Operational domain.* Soldiers will develop their KSAs through developmental assignments and experiences. Leaders will talent manage Soldiers by placing the Soldier with the appropriate KSAs in the right position at the right time optimizing organizational performance and preparing Soldiers for more challenging assignments in the future.

2–9. The noncommissioned officer

NCOs are accomplished military professionals who are the Army's preeminent body of leadership. NCOs are known as the "backbone of the American Army" and are the standard bearers responsible for training, leading, coaching, and mentoring Soldiers, small units and teams. They are an invaluable and essential part of the Army. The NCO always leads from the front. The NCO exemplifies the warrior ethos, is a champion of continuous learning, and is capable of leading, training, and motivating diverse teams. NCOs often work in complex environments that require them to possess a variety of

knowledge and skills to lead and manage the day-to-day operations of the military. NCOs must first learn and then demonstrate that they can translate the commander's intent into actionable plans and manage the organization while those plans are executed. Executing these fundamental responsibilities is key in allowing the officer corps to perform their strategic role within the military.

2–10. Noncommissioned officer roles

Noncommissioned officers serve four core roles: trainers, mentors, advisors, and communicators. They conduct the daily operations of the Army. They are relied on to execute complex tactical operations, make intent-driven decisions and operate in joint, interagency, and multinational environments. They are responsible for maintaining and enforcing standards and a high degree of discipline. Among many other duties they process Soldiers for enlistment, teach basic Soldiers skills, are accountable for the care of Soldiers, and set the example. The ALDS focuses on a trained and educated quality NCO corps while expanding the NCO corps' role and professionalism, by improving performance today and building the force for tomorrow. The NCO must be fully capable of executing unified land operations and adapting in an era of unpredictability. The Army's vision for the NCO corps blends its past heritage with emerging future characteristics: "An innovative, competent, professional, enlisted leader grounded in heritage, values, and tradition that embodies the Warrior ethos; champions continuous learning, and is capable of leading, training, and motivating Soldiers." The NCO must be an adaptive leader proficient in the full range of joint and combined expeditionary warfare and operations.

2–11. Noncommissioned officer learning areas

a. Integrated throughout and supporting the four core roles are six vital learning areas in which NCOs must develop knowledge and skills. These outcomes broadly define the expected performance level and, when combined with critical tasks, serve as a basis for building a lifelong learning curriculum. Learning outcomes are progressive, and Soldiers should fully achieve competency at their current rank prior to promotion to the next. The supporting skills for each learning area are not an exhaustive list of all the knowledge, skills, attributes, and behaviors required to become competent; rather the skills listed represent areas of current emphasis. The six learning areas are:

(1) *The Army profession.* NCOs exemplify the professional Soldier by demonstrating competence, moral character, and commitment while fulfilling their duty to the Nation. NCOs develop, maintain, and uphold the traditions of the profession through discipline and ethical application of combat power. As professionals, NCOs continuously assess and improve the competence, moral character and commitment of themselves and their Soldiers. NCOs develop understanding and empathetic application of the seven Army Values and exemplify the characteristics of servant leadership. The warrior ethos and NCO Creed serve as the basis for their actions. They serve as role models and standard-bearers, and hold themselves, peers, and subordinates accountable for their actions. NCOs influence and sustain positive, ethical command climates and cultures that allow open discussion; they embrace new ideas and instill Soldiers' professional identities.

(2) *Professional competence.* NCOs employ appropriate technical, tactical, operational, and strategic skills in unified land operations to accomplish the mission and support the commander's intent. NCOs understand the tenets of mission command philosophy, are experts on weapons systems and train their subordinates to be tactically competent as well. They are technical experts in their occupational specialties, and continue to develop technical skills in themselves and in their subordinates. As NCOs progress in their careers, they focus less on technical and tactical skills and place more emphasis on a broader set of leader skills applied at operational and strategic levels.

(3) *Team building.* NCOs create high-performing groups by leading and motivating individuals, and by collaborating to work toward common goals. NCOs earn the trust of their superiors, peers, and subordinates and encourage trust among others. They model and reward behavior that sustains the trust of the American people. NCOs understand team dynamics and take appropriate action to foster cohesion and cooperation and to use principles of group facilitation to develop subordinates. NCOs express themselves clearly and succinctly both orally and in writing, and use social skills including interpersonal tact that allows them to work effectively with other Soldiers and civilians in varied cultural and JIIM contexts. NCOs are sensitive to social behavior patterns, and beliefs of individuals from other communities and countries.

(4) *Fitness and resiliency.* NCOs develop and maintain their physical, emotional, social, Family, and spiritual fitness and foster these attributes in their subordinates. NCOs display confidence, physical, mental, and emotional persistence as well as moral courage when faced with adverse conditions. They are resilient in recovering from difficult situations.

(5) *Learning.* Certification in the Army profession is a lifelong learning process. NCOs must maintain technical expertise within their MOS and strive to develop themselves and their subordinates. NCOs facilitate effective training and instructional environments for individuals and groups, train, and coach Soldiers in acquiring "how to" knowledge and skills, and strive to instill values associated with competence, character, and commitment while encouraging professional and personal growth. NCOs understand the fundamentals of how to help Soldiers learn and the technologies they can leverage to improve the efficiency and effectiveness of training and education. As coaches and mentors, NCOs have open and honest discussions with Soldiers that lead to setting and achieving personal and professional goals. As self-learners,

NCOs know when they need to learn and use methods that help them efficiently and effectively acquire new knowledge and skills.

(6) *Adaptability*. NCOs solve complex problems by using work and life experiences, training, and education, critical questioning, initiative, sound judgment, and collaboration. They provide opportunities for subordinates to develop problem-solving skills, especially proficiency in critical, creative, and adaptive thinking. While NCOs are trained to use problem-solving models, they are also trained in critical thinking—evaluating their thought processes as they solve problems. With respect to creative and adaptive thinking, NCOs recognize when a standard procedure is not an effective solution to a situation, and when they must innovate to solve a problem. As NCOs develop, they are comfortable operating in unexpected situations, scanning the environment, identifying unique or unexpected conditions, and adjusting plans and procedures to adapt to the conditions.

b. The four core roles and six learning areas are illustrated as the NCO 4x6 model (fig 2–4). The NCO 4x6 model ensures NCOs do not lose sight of their primary roles and is intended to serve as the foundation for developing the NCO corps.

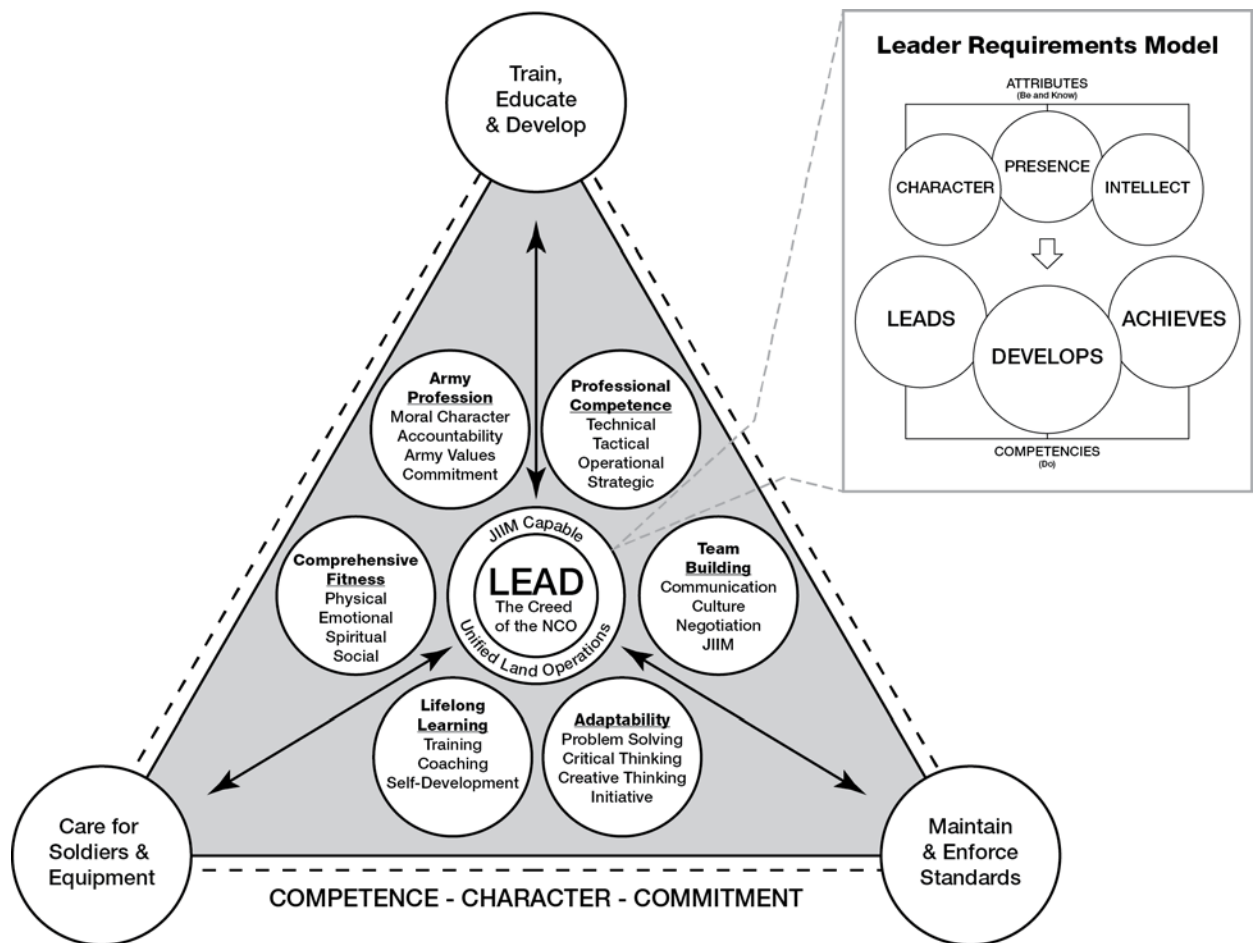


Figure 2–4. The noncommissioned officer 4X6 model

2–12. Noncommissioned officer’s scope of duties

a. The U.S. Army has a professional NCO corps that prides itself in its responsibility to train Soldiers, crews, and small teams. NCOs are responsible for conducting standards-based, performance-oriented training. The heart of what it means to be an NCO is a function of moral and professional identity. An NCO must be a values-based leader with impeccable character, professional competence, presence, and intellectual capacity, who leads, develops, and achieves results. The traditional activities of NCOs include: taking care of Soldiers, communicating, supervising, training, teaching, and mentoring. All of these remain at the core of their roles and responsibilities. This requires adapting and learning new roles; solving problems, analyzing, or synthesizing information; and managing resources. The operational context in which many

of these activities take place has evolved and adds complexity to some kinds of tasks, and also adds to the importance of others.

b. Technological advancements in equipment and weapons are designed to allow Soldiers to see, understand, and take decisive action. NCOs must train Soldiers to quickly synthesize information at hand, relate the product to the commander's intent, and take the appropriate and decisive action. Tailored situational training is repeated, until tasks are mastered, under increasingly complex conditions. Consequently, Soldiers will develop intuitive actions, exploit the full capabilities of their equipment, and accomplish the mission as intended by the unit commander.

2–13. Institutional training

a. Institutional training and education is the foundation used to develop future leaders. The NCO must be trained and educated continuously, building the expertise that requires a learn-ahead approach. The NCO Professional Development System (NCOPDS) is a combination of the educational processes and gates of leader development for the Army's largest cohort, the NCO corps. Designed to be progressive and sequential, it provides the self-development and resident roadmap for developmental success of the NCO from initial transformation from the led to a leader to the final gate of strategic management at the nominative Sergeant Major level.

b. The One Army School System (OASS) is a set of processes designed to provide relevant and realistic training to units and personnel within multicomponent training centers by utilizing existing resources. The OASS allows Army components to meet the various challenges of operating training environments by increasing technical and specialized functional development. The OASS function is to provide standardized education, optimize training capacity, improve instructional development, reduce temporary duty costs, and integrate the RA, USAR, and ARNG into a multicomponent training environment.

c. The “select train educate promote” (STEP) framework is a component of an NCOPDS that assigns and balances training and education responsibilities across learning domains while synchronizing training, education, retention, and promotion policies to provide all Soldiers an opportunity for development and advancement. STEP ensures Soldiers possess the appropriate training, education, and experience prior to promotion to the next higher grade, in order to best prepare them for the unknown and the unknowable amid constant change.

d. STEP is a framework for executing the NCOPDS, supported by three other NCOPDS components: career learning content; learning environment; and a systemic approach to self-awareness.

e. Institutional learning is the formal military training and education NCOs receive throughout a military career. Attending the PME and SSD courses are critical learning experiences that prepare NCOs to apply learned knowledge during unit training, other learning activities, and during mission execution. Army Regulation 600–8–19 identifies a progressive, sequential training path for enlisted Soldiers required to attain eligibility for promotion. Army Regulation 350–1 identifies required and desired levels of training by enlisted rank. The purpose of institutional learning is to develop the values, attributes, critical warfighting skills, and actions that are essential to quality NCO leadership. When these same values, attributes, skills, and actions are tested, reinforced, and strengthened by follow-on operational assignments and meaningful self-development programs, NCOs attain and sustain competency and confidence in their profession of arms. The NCOPDS and other functional courses (for example, the Battle Staff NCO Course (BSNCOC) form the institutional training pillar of NCO leader development). Knowledge learned in NCOPDS contributes to building the unique identity of the NCO corps that is critical to having an effective partnership among Soldiers, NCOs, and officers. Numerous courses support both Army requirements and the professional needs of individual NCOs. 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 MOS are discussed in detail in the Smartbook DA Pam 600–25 at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-25/overview>. The NCOPDS is designed to prepare NCOs to lead and train Soldiers who work and fight under their direct leadership, and to assist their assigned leaders to execute unit missions. The NCOPDS does this through progressive and sequential learning, using small group instruction throughout six levels of schooling: basic, advanced, senior, master, Sergeants Major Course and Nominative Leader courses. Functional courses are based on specific skills required for special assignments or duties. The Army uses resident and distance learning instruction to deliver institutional training.

(1) The Basic Leaders Course (BLC) is a non-MOS specific, field-oriented leadership course built around basic leader tasks. The BLC trains eligible Soldiers. The training focuses on values, attributes, skills, and actions needed for team and squad leadership responsibilities at the rank of SGT.

(2) The Advance Leaders Course (ALC) consists of technical training. Technical training is “hands-on,” performance-oriented, and specific to the MOS. The level of training received at ALC progressively and sequentially improves on the previous instruction received in the BLC and operational assignments.

(3) The Senior Leaders Course (SLC) is structured similar to ALC and prepares NCOs to assume duties and responsibilities needed to lead a platoon or company-sized element. The SLC has proponent phases that include hands-on and performance-oriented training, emphasizing war-fighting skills.

(4) The Master Leader Course (MLC) is designed to challenge and educate selected Sergeants First Class in the areas of professional writing, communication skills, public speaking, critical thinking, organizational and command leadership, management skills, joint and operational level of war fighting, discipline, readiness, health, and administrative requirements. In addition, students will be exposed to topics like national security, JIIM environments, and strategic thinking.

(5) The Sergeants Major Course (SMC) prepares selected MSGs to perform duties of a SGM and a command sergeant major (CSM) in staff and troop assignments. This course provides training to senior noncommissioned officers (SNCOs) in the range of military operations, the contemporary operational environment, and the JIIM environment.

(6) The Nominative Leader Course (NLC), executed by the Center for Strategic Leadership and Development of the U.S. Army War College, directly supports the Army Leader Development Strategy (ALDS). The course addresses an institutional development void for Army executive level CSM and SGMs at the one- and two-star nominative level. NLC provides a unique opportunity for the senior Army NCO leadership to engage these NCOs, ensuring they understand the Army's current strategic message(s), goals, and objectives and enlisting their efforts to promote or accomplish them. NLC presents material that encourages personal and professional reflection, critical assessment, and consideration of the volatile, uncertain, complex, and ambiguous issues that currently dominate the JIIM environment.

f. Each NCOPDS course is a blend of training and education activities. Early courses in the NCOPDS are comprised primarily of activities designed to train individual tasks, while courses for SNCOs will be comprised primarily of educational topics designed to broaden NCOs' management and leadership knowledge. Functional courses such as drill sergeant, recruiter, instructor/facilitator, and attaché training are required for special assignments. Other functional courses, such as the BSNCO and the Company Commander (CC)/ISG Pre-Command Course, provide specific skills required for duties in operations and leadership areas of responsibility. CSMs attend the Pre-Command CSM Course to prepare them for their initial duty as a CSM.

g. Army warrior training maintains Soldier proficiency performing warrior tasks and battle drills (WTBD). All Soldiers must be ready to fight and complete the mission by applying the warrior skills learned through the fundamentals of WTBD. Proficiency in WTBD is enhanced through the execution of tasks in the following categories; shoot, move, communicate, first aid, chemical, biological, radiological, and nuclear (CBRN), and battle drills.

2-14. Assignments

Assignments facilitate the accumulation of experiences over time; providing opportunities to employ and further develop those skills and knowledge attained through the process of institutional training. Experience gained through a variety of challenging operational assignments prepares NCOs to lead Soldiers in combat.

a. *Operational assignments.* Primarily a modified table of organization and equipment (MTOE) assignment with duties in your MOS or CMF to numbered armies, corps, divisions, brigades, and battalions that conduct decisive action as part of unified land operations; expeditionary in nature and deployable worldwide.

b. *Institutional assignments.* Primarily a table of distribution and allowances (TDA) assignment, with duties in your MOS or CMF focused on supporting the operational Army. Institutional organizations provide the infrastructure necessary to raise, train, equip, deploy, and ensure the readiness of all Army forces, as well as provide installation and area support.

c. *Key and developmental billets and assignments.* Operational or institutional MOS and CMF positions, identified by a respective proponent as required to develop critical technical and leadership skills and experience that provide the greatest potential for advancement.

d. *Broadening billets and assignments.* Operational or institutional positions in a command or agency where duties are outside of one's MOS or CMF, or duties are at the operational or strategic levels. These assignments offer a purposeful expansion of an NCO's core MOS proficiency and leadership, resulting in agile and adaptive leaders capable of operating in complex environments. Broadening opportunities are crucial in developing leaders with a wider range of experiences and skills who can operate in ever-changing global environments. The intent is to allow NCOs to explore and learn through broadening experiences (depth and breadth) as leaders, through more challenging assignments, over time. The end-state is to support development of leaders who are broad enough to operate with a global mindset and across the range of military operations. Broadening assignment guidance for NCO ranks:

(1) *Broadening developmental opportunities.* Examples of broadening through developmental assignments are Joint, NATO, drill sergeant, recruiter, AIT platoon sergeant, instructor, ROTC, inspector general (IG) NCO, brigade level sexual assault response coordinator or sexual harassment/assault response and prevention coordinator, and EOA assignments. Mostly, these assignments are MOS-immaterial and challenge the NCO to increase their knowledge of Army policy and programs, increase skills beyond their CMF by performing the required duties of the assignment, and encourage growth as well as mentorship of these key attributes: character, presence, and intellect.

(2) *Broadening education opportunities.* Examples of broadening through education are fellowships with degree completion, attending other DOD leadership academies, professional reading, and completing college courses leading to a degree. Education beyond the required professional military education for promotion increases the potential for leaders to serve in diverse assignments while enhancing growth in both leadership attributes and competencies.

(3) *Broadening training opportunities.* Examples of broadening through training opportunities are TWI, credentialed functional training within and outside the CMF, strategic broadening seminars, and training in Joint and multinational environments. Continuous pursuit of training enhances lifelong learning and increases broader development of the key leader competencies *leads, develops, and achieves.*

(4) *Other broadening opportunities (experiences).* Examples of other broadening experiences are working in JIIM environments, congressional fellowship, working as a defense attaché, the White House Transportation Agency, selection—or working with—Special Operations forces, and future opportunities requiring a broader understanding not currently defined. Other opportunities and experiences enables the NCO cohort to remain adaptive and flexible in recognizing broadening opportunities that develop leadership competencies.

2–15. Self-development

a. NCOs follow self-development, which is a planned, progressive, and sequential program. This program is comprised of individual study, education, research, and a professional reading list. Self-development also includes practice, self-assessment, and ideally, is synchronized with institutional training and operational assignments. Self-development programs should complement and expand on advancements and accomplishments gained during institutional training and operational assignments, and they require a lifelong commitment to learning. Self-development is a personal responsibility and focuses on maximizing leader strengths, minimizing weaknesses, and achieving individual leader development goals. Self-development requires a joint effort between the individual Soldier and his or her leadership to be effective. The use of the individual development plan (IDP) helps to facilitate this process and provides leaders and Soldiers a means to document, track, and monitor self-development.

b. Initially, self-development is narrow in focus, but broadens as NCOs become more familiar with their own strengths and weaknesses, determine their specific needs, and become more independent. An NCO's knowledge and perspective increases with maturity, experience, institutional training, and operational assignments. Unit leadership is responsible for building a functional self-development program tailored to NCO and unit needs.

c. Self-development focuses on maximizing strengths, improving weaknesses, and achieving individual development goals. All Soldiers must accept their personal responsibility to develop, grow, and commit to professional excellence. The Soldier must commit to a lifetime of professional and personal growth focused on staying at the cutting edge of their profession.

d. The success of self-development is tied to regular self-assessment and performance feedback. Individuals must regularly conduct honest assessments of their strengths and weaknesses. First-line leaders must regularly provide feedback on performance and help individuals develop and refine a developmental action plan to guide performance improvement. A second critical component of success is ensuring uniform access to current learning materials and programs, regardless of assignment or Army component. The self-development domain must be a robust component of the professional development model (PDM), providing every Soldier a clear understanding of career enhancing recommendations throughout their career.

e. The NCO uses self-development to complement and enhance the knowledge and experience gained through institutional training and education and operational assignments. The NCO self-development program is comprised of a guided, structured component.

(1) *Structured self-development.* SSD is required learning that continues throughout a career and that is closely linked to, and synchronized with, classroom and on-the-job learning. SSD is a prerequisite for corresponding levels of NCOPDS (below) which sets the conditions for continuous growth both as a warrior and a warrior leader. Each level of SSD is a centrally managed set of specified content that must be completed within 3 years at specified career points as a prerequisite for continued advancement. SSD builds knowledge and skills through a defined sequence of learning approaches to strengthen formal education and experiential learning. SSD focuses on a set of common cognitive skills that prepare and enhance the individual's ability to lead Soldiers and competence as a warrior.

(a) SSD 1 prepares Soldiers for the BLC. Soldiers are automatically enrolled upon completing BCT and one station unit training (OSUT). SSD 1 tasks are focused primarily at the team and squad levels. SSD focuses on the common leader and tactical skill sets. Completion of SSD 1 is an eligibility requirement for board recommendation to SGT and a prerequisite for attendance to the Basic Leaders Course.

(b) SSD 2 (formerly the Advanced Leader Course Common Core (ALC–CC)) is designed to asynchronously educate all SGT, SGT(P), and SSG in leadership attributes, competencies, NCO duties, responsibilities, and authorities while reinforcing how to conduct performance-oriented training in accordance with the Army's most current doctrine. The course

enhances battle competent NCOs who are qualified squad or section SGTs, team or section leaders, evaluators, counselors, and participants in individual and collective training, while reinforcing the importance of coaching and mentoring Army values, attributes, skills, and actions. Soldiers are automatically enrolled in SSD 2 upon completing the BLC and promotion to SGT. Completion of SSD 2 is an eligibility requirement for board recommendation to SSG and a prerequisite for attendance to the Advanced Leaders Course.

(c) SSD 3 focuses on tasks at the platoon level and prepares ALC graduates (SGT–SSG) for the SLC. Soldiers are automatically enrolled in SSD 3 after they have completed ALC and promotion to SSG. Completion of SSD 3 is an eligibility requirement for consideration by the SFC Board and a prerequisite for attendance to the Senior Leaders Course.

(d) SSD 4 focuses on tasks at the battalion (BN) level and prepares SLC graduates (SFC–MSG/1SG) for attendance at the MLC. Soldiers are automatically enrolled in SSD 4 after they have graduated SLC. Completion of SSD 4 is an eligibility requirement for consideration by the MSG Board and a prerequisite for attendance to the Sergeants Major Academy.

(e) SSD 5 focuses on nominative and joint staff level tasks and prepares sergeants major for the strategic levels of Army leadership. SSD 5 is a prerequisite for nominative and joint assignments.

(2) *Guided self-development.* GSD is a defined set of recommended, optional content and topics as set forth by a proponent. They are progressively sequenced across the career, influencing and encouraging the continuous growth of the individual, but not specifically linked to the other two learning domains. The GSD, while encouraged, is not required for continued advancement. The GSD focuses on a recommended set of common individual development goals that challenge the individual to continue to expand their competence across a wide spectrum of topics related to, but not limited to, the military profession. The GSD includes academic and vocational pursuits, licensure and certification, an expanded understanding of world languages and culture, governance, the history and evolution of conflict, Army- and unit-level reading lists, and participation in relevant communities of practice. The GSD provides guidance to participants while reinforcing their persistence and commitment to lifelong learning. The appropriate proponent determines academic disciplines that support each MOS. See specific information in the Smartbook DA Pam 600–25, located at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-25/overview>.

f. NCO self-development is a meaningful, competency-based program that supports a lifelong learning approach to individual development and encourages individual initiative; results in an improved Soldier focus on the profession of arms; links the operational, institutional, and self-development domains of development into a cohesive strategy; and enables a train-ahead approach to development. This allows high performers to shape their speed of advancement. Self-development must—

- (1) Meet the needs of all components.
- (2) Support a lifelong learning strategy.
- (3) Leverage all existing programs (military and civilian).
- (4) Provide individual assessment and feedback.
- (5) Support the needs of both the Soldier and the Army, by balancing personal and professional goals.

2–16. Educational activities in support of self-development

The Army’s goal is for every Soldier to become an “adaptive learner” who is continuously learning and growing in their tactical, technical, and educational competencies and skills. Civilian education and military professionalism are not mutually exclusive, they are mutually supporting. Many self-development activities recommended in a PDM come from programs and services offered through the Army Continuing Education Systems, which operates education and learning centers throughout the Army. The Army Continuing Education Systems assists Soldiers with self-development as described below:

a. Army education counselors provide academic and vocational counseling to help Soldiers establish professional and educational goals. Counselors help Soldiers select appropriate courses and find alternate methods to achieve goals, when operational assignments prevent regular course enrollment.

b. Functional academic skills training (FAST) offers instruction in reading, mathematics, and communication skills to help Soldiers function on the job, prepare for advanced training, and meet prerequisites for continued education. Through the Basic Skills Education Program (BSEP), selected Soldiers achieve the current recommended reading grade levels and the Army’s recommended writing standard. This is an on-duty commander’s program to ensure Soldiers possess the necessary reading and writing skills to succeed in their occupational specialty.

c. College level courses are available through installation education centers that partner with participating colleges to provide on-post and on line programs that lead to a degree or certificate. Most institutions operating on-post are part of the Servicemembers Opportunity Colleges (SOC) Degree Network System (DNS) program, which guarantees Soldiers’ transfer of credits and acceptance of nontraditional credits such as military experience and College Level Examination Program

(CLEP) tests. Additionally, College of the American Soldier offers two degree programs, the Career NCO Degrees Program and the Enlisted Education Program, to expand existing civilian higher education degree choices. They provide Soldiers and NCOs in CMFs 11, 13, 14, and 19 with college credit for specific NCOPDS courses taken throughout their careers. The Career NCO Degrees Program offers associate and bachelor degrees, whereas the Enlisted Education Program offers associate's degrees to first-term Soldiers. The programs are open to Soldiers in all MOSs. Degrees selected for the program are offered both through distance learning and in traditional classroom settings on, or near, military installations. Degrees will be identified as part of this program within the SOC Degree Network System Handbook and in TRADOC PD materials. All Soldiers across all components apply for tuition assistance and may also enroll in college courses through GoArmyEducation (GoArmyEd), (www.goarmyed.com) a virtual gateway for requesting tuition assistance online, any-time for both classroom and distance learning college courses. Tuition assistance is authorized to pay for voluntary off-duty education programs that support Army educational objectives and Soldiers' self-development goals. These programs help Soldiers earn undergraduate degrees that are recommended on various PDMs. Education counselors help Soldiers apply for tuition assistance. Army Reserve Soldiers should contact their servicing Reserve Component Education Center for assistance.

d. Education centers offer testing for a wide range of academic and vocational tests. These tests include the Test of Adult Basic Education—a reading comprehension test for NCOPDS, the Scholastic Aptitude Test, and American College Test for college entrance, and the College Level Examination Program/DSST standardized test for college credit.

e. The Army Continuing Education System (ACES) provides language training for nonlinguists through host-nation orientation and instruction in basic language skills. Soldiers assigned to an overseas location are eligible for host-nation training. These courses enhance language skills of Soldiers whose primary duties require frequent contact with host-nation counterparts. Materials are also available for maintaining language skills.

f. Soldiers competing for promotion may receive promotion points for college courses. Promotion points for technical certifications must be listed on the approved Army U credentialing strategy. Contact ArmyU for final language in credentialing strategy.

(1) Soldiers interested in a certification that is not included on the ArmyU credentialing strategy should contact their proponent SGM.

(2) The certification must be current as required by the certifying authority.

(3) Soldiers must ensure certification documents are submitted to their unit for permanent entry into their records in order to be awarded promotion points.

g. Technical certifications and licenses promote Soldiers' professionalism, competence, and readiness while in uniform, and prepares Soldiers for civilian post-service.

(1) Army Credentialing Opportunities On-line (COOL) (www.cool.army.mil) provides information about civilian certifications and licenses, to include credential description, relatedness to MOS and ASIs, agency contact information, eligibility requirements, exam requirements, and exam preparation resources.

(2) Soldiers who earn a certification or license listed on Army COOL may submit certification documentation to their unit to be added to their military records.

(3) Soldiers competing for promotion to SGT and SSG receive additional promotion points for completing approved technical certifications and licenses (refer to AR 600–8–19).

2–17. Professional development model and career maps

Each proponent defines the appropriate mix of education, training, and experience needed by noncommissioned officers at each grade level within the context of the overarching requirement to develop adaptive leaders. The demands of each specialty balanced with broadening opportunities are reflected in the proponent sections in Smartbook DA Pam 600–25, at [https://www.milsuite.mil/book/groups/smartbook-da-pam-600–25/overview](https://www.milsuite.mil/book/groups/smartbook-da-pam-600-25/overview). While HRCs primary role is to sustain Army readiness at the unit level, a secondary role is to foster development of NCOs by using these models. HRC distributes Soldiers in accordance with the Army manning guidance; matching a specific NCOs talent to meet an Army requirement at the brigade level while considering professional development needs and Soldier Family concerns and preferences. Ultimately, commanders in the field assign Soldiers to specific positions, evaluate performance and potential, and provide counseling and training to further develop talents and manner of performance. A Soldier's shared responsibility is to seek self-improvement and opportunities for their own professional development. To facilitate the professional development of NCOs, HRC operates in concert with various responsible agents to include: the individual; the Army and branch proponents; the DCS, G–3/5/7; commanders in the field and the senior Army leadership. NCO 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. The PDM/career maps serves as the professional reference for a successful military career while providing information and guidance on assignments, education, and training. PDMs are created by the Army proponents in ACT at <https://actnow.army.mil>. The PDM is web-based, interactive and supports the three core

domains that shape critical learning experience throughout the Soldier's career: operational, institutional, and self-development domains. PDM capabilities include some of the following:

a. Outline institutional training and operational assignments in relation to CMF recommended self-development activities. NCO self-development is an individual responsibility and the only leader development phase over which NCO have direct control. It may not be feasible for a Soldier to complete all recommended activities as some duty assignments may preclude off-duty education; however, alternate methods of achieving recommendations (for example, examinations, distance learning, and learning center activities) are available.

b. Provide Soldiers greater control over their careers while affording leaders the opportunity to educate and train the right Soldier, for the right task, at the right time.

c. Emphasize self-development; however, Soldiers should not emphasize PDM activities to the point where self-development takes precedence over duty performance. Any self-development activities undertaken will require personal sacrifice of off-duty time if the Soldier is to achieve the desired goal.

d. List operational assignments as examples of career development. Soldiers should consult with their first line leader/supervisor and career advisors for their particular CMF progression.

e. Guide Soldiers through CMF proponent recommended activities to become more proficient at current and next higher level duty positions.

f. Identify courses and training that complement and supplement institutional training and operational assignment experiences.

g. Focus on broad recommendations that address the values, attributes, skills, and actions successful NCOs have found to be beneficial to their career progression. Each PDM lists recommended self-development activities to complete prior to attending NCOPDS and specific MOS skill levels. Activities include Army Correspondence Course Programs (ACCPs), computer-based instructions, post-secondary courses, professional readings, and learning center activities. In addition, assignments to broaden a Soldier's scope and perspective of the Army from a strategic mindset are incorporated to enable resiliency.

h. Recommend goals to include professional certification, credentialing, and degrees related to the Soldier's CMF.

i. Offer a series of planned, progressive, and sequential broadening assignments and activities that leaders can follow to enhance and sustain military leadership competencies, and develop Soldiers throughout their careers.

2-18. Individual development plan

The Army continually challenges Soldiers to set goals and progress from the initial phase through transition. Army experience. The development of a culture of lifelong learning coupled with professional and personal goal setting is mutually beneficial to the Army and its Soldiers. Under the Army's lifecycle approach all Soldiers will receive counseling within 30 days of arrival to their first permanent duty station. As part of this counseling process, Soldiers will create an individual development plan (IDP) in the ACT with the assistance of the first line leader. The IDP will identify the Soldier's career (military and civilian), education, and training goals as well as milestones for each. The IDP will be reviewed annually by leaders and/or counselors as needed. Progress on the Soldier's goals will be documented in writing and these will be revised and/or referrals will be made to service providers (for example, education or financial assistance counselor), as appropriate.

a. Identify courses and training that complement and supplement institutional training and operational assignment experiences.

b. Focus on broad recommendations that address the values, attributes, skills, and actions successful NCOs have found to be beneficial to their career progression. Each PDM lists recommended self-development activities to complete prior to attending NCOPDS and specific MOS skill levels. Activities include ACCPs, computer-based instructions, post-secondary courses, professional readings, and learning center activities.

c. Recommend goals, to include professional certification, credentialing, and degrees related to the Soldier's CMF.

d. Contain recommendations for self-development. It may not be feasible for a Soldier to complete all recommended activities, as some duty assignments may preclude off-duty education; however, alternate methods of achieving recommendations (for example, examinations, distance learning, and learning center activities) are available.

e. Offer a series of planned, progressive, and sequential developmental activities that leaders can follow to enhance and sustain military leadership competencies throughout their careers. Any self-development activities undertaken will require personal sacrifice of off-duty time if the Soldier is to achieve the desired goal.

f. Provide the recommended activities Soldiers can take to better prepare themselves for each phase of the NCOPDS and to perform in each duty assignment.

g. Provide Soldiers greater control over their careers while affording leaders the opportunity to better manage talent educating and training the right Soldier, for the right task, at the right time.

2–19. Army career tracker

a. General. The Army career tracker (ACT) tool serves as a single point-of-entry for career and leadership development that provides an integrated approach to supporting military and civilian personnel's personal and PD which capitalizes on the mutual (personnel and Army) need for lifelong learning. ACT allows users to manage career objectives and monitor progress towards career requirements and goals. ACT will provide the capability to organize, collect, collate, plan (or schedule), and arrange individual developmental opportunities into a plan that enables soldiers to satisfy individual goals and objectives over time. ACT assists users with their career development and planning through all phases of the Soldier life cycle.

b. Soldier role. As ACT users, Soldiers access a single site that consolidates career information and data from various Army data sources. Users must designate a leader in ACT and have the opportunity to select as many mentors as they want. Soldiers can read the latest news profiled for their CMF and evaluate their comparative career metrics on graphical career dashboards from the ACT home page. The dashboard highlights progress through the PME, civilian education, and professional goals. Additionally, ACT brings the Soldier's PDM to life by associating their accomplishments with PDM recommendations, and presenting those items not yet accomplished as potential goals to enhance the Soldier's PD and provide a basis to establish short and long term goals for their IDPs. ACT also provides an unofficial transcript that represents the accumulation of all assignment, training, and education accomplishments by the Soldier.

c. Leader/mentor role. Leaders and mentors can see their Soldiers' information, including complete assignment history, completed and pending training, earned certifications, and MOS related career recommendations. Visibility into this data helps leaders and mentors to track their Soldiers' career progress toward goals and empowers leaders and mentors to send targeted career and training notices to their Soldiers through ACT. These notices might reference specific training courses or serve to remind Soldiers of upcoming milestones. Notices can be sent individually or to multiple Soldiers at once. The added advantage is the system gives leaders a way to create relevant recommendations to select as part of their IDP strategy. Mentors can see their mentees ACT profile, but are restricted from the IDP workflow that occurs between the first line leader and Soldier.

d. Professional development model administrators and community owners. The PDM administrator and community owner are two roles, designated by the proponent office, who are responsible to populate career information in the ACT. The performance of these roles requires special privileges. References and guidelines pertaining to these specific roles are located at the following link: <https://actnow.army.mil>.

(1) ACT PDM administrators populate and maintain PDM recommendations for the career maps. Using these recommendations, Soldiers can create professional and personal goals for a short or long term basis which guide them throughout their careers. These administrators ensure that Soldiers have accurate PDM recommendations relevant to their CMFs and skill levels to aid exploration and discovery of career possibilities.

(2) Community owners create CMF-specific news articles, blogs, and bookmarks to provide important communication and identify regulatory and functional resources for their personnel. Their role is essentially to keep their respective career fields abreast of the timely and relevant information pertaining to their field.

Chapter 3 Enlisted Personnel Management System

3–1. Purpose

The Enlisted Personnel Management System (EPMS) within the Regular Army (RA), the Army Reserve Active Guard Reserve (AGR) Program, the Individual Ready Reserve (IRR), and the Individual Mobilization Augmentee (IMA) Program is the Enlisted Personnel Management Directorate (EPMD), within the U.S. Army Human Resources Command (HRC). The Chief, National Guard Bureau (CNGB) and the State Adjutants General have the same responsibility for personnel management of Army National Guard (ARNG) Soldiers. The Chief, Army Reserve has the same responsibility for EPMS regarding Army Reserve troop program unit (TPU) Soldiers. Regardless of component, Soldiers, commanders, personnel proponents, and leaders all play key roles in executing the EPMS. While the applications may vary by component, the missions of these executive managers are as follows:

- a.* Shape the enlisted force through developing and managing the inventory in accordance with Army needs.
- b.* Distribute enlisted Soldiers worldwide based on available inventory, Army requirements, and priorities established by HQDA to meet the unit readiness needs of field commanders.
- c.* Develop a professional enlisted force through programs that govern the training, career development, assignment, and utilization of Soldiers.
- d.* Support the Army's personnel life cycle functions of acquisition, distribution, and development (individual training and education).
- e.* Retain quality Soldiers to maintain proper strength levels throughout all Army components.

3–2. Concept

The EPMS is an evolutionary system that balances the needs of the Army with the developmental requirements of the enlisted force. Modified by the external factors of the environment, as well as the dynamics of force structure and leader development principles, the EPMS remains inherently flexible and responds to a variety of proponents, commanders, and individual initiatives to meet emerging needs. This flexibility is embedded in interrelated subsystems that compose EPMS, including—

a. Strength management. This involves accessing, promoting, distributing, retaining, and moving Soldiers through their transition, to meet force structure requirements. These activities are very dynamic, with Soldiers in all MOSs continually moving through the personnel life cycle. Army force structure continues to fluctuate as the Army's needs change, and the enlisted inventory requires active management to meet future force structure needs.

b. Career development. This necessitates that personnel proponents determine the appropriate mix of institutional training, self-development, and operational assignments needed for sustained development by Soldiers at all grade levels in each MOS.

c. Evaluations. These are necessary for developmental feedback and are important tools for selection boards to identify NCOs with the most promising potential. The Army enlisted structure is similar to a pyramid, where the top contains fewer NCOs in relation to the wider base. Advancement to more responsible positions is based on assessments of performance and potential. The tools used to evaluate the performance and potential of Soldiers are the DA Form 2166–9 series (NCO Evaluation Report), also known as an NCOER, and the DA Form 1059 (Service School Academic Evaluation Report (AER)). Promotion, selection for school, retention in service, career development opportunities, and assignments are strongly influenced by the information contained in NCOERs and AERs.

3–3. Factors affecting the Enlisted Personnel Management System

Many factors influence the environment in which EPMS operates. Changes in the environment necessitate continuous adjustments and changes in policies by the Deputy Chief of Staff, G–1; the CNGB; and the CAR. Some factors that influence EPMS policy are—

a. Policy is the purview of the Executive Branch, which acts through the Department of Defense (DOD) and the Department of the Army (DA). Policies are published in DOD directives and translated into Army regulations for implementation. Policies are the guidelines used to access, train, professionally develop, promote, assign, and complete transitions in the enlisted force.

b. The annual defense budget has a major impact on the career development of enlisted Soldiers. Funding limitations and allocations imposed by Congress affect the entire spectrum of enlisted personnel management, which includes the force structure allowance of the enlisted force, accessions, strength management, promotion rates, schooling, education programs, and permanent change of station (PCS) timing. The defense budget reflects the will of Congress to meet any perceived military threats as well as global and national economic challenges.

c. Personnel proponents, generally school commandants, have designed a CMF based on Army requirements and supervise the development of the enlisted force within that CMF. Personnel proponents project future requirements for their CMFs and sustain or modify elements of force structure and inventory to meet future needs. Personnel proponents prescribe the requirements under the three pillars of leader development (for example, institutional training, operational assignments, and self-development) to attain qualification standards in each grade required by the enlisted force. These patterns of leader development are embodied in leader development templates, diagrams, or PDMs used by the assignment branches of EPMD, to execute the proponents' career programs.

d. The Army and EPMS must be responsive to the individual needs of Soldiers, as well as to the mission and requirements of the force. This force represents a reflection of the society from which it comes and spans five decades of age groups. Career expectations, job satisfaction, discipline, leader abilities, educational abilities, importance of Family, and cultural values vary widely among enlisted Soldiers.

e. In addition to the obvious advancements science and technology have made in the Army's war fighting equipment, the quantum increase in information and decision-making demands of modern doctrine and warfare call for broader technological competencies within most enlisted career fields. Complex and lethal weapons, Joint and combined organizations, and global political and economic connectivity require the utmost competence from the enlisted force. NCOs receive progressive and sequential education, training, and experience through institutional training, operational assignments, and self-development to meet these requirements.

3–4. Personnel life-cycle functions

The management of enlisted Soldiers, who represent the preponderance of the military force, drives personnel readiness throughout all components of the Army.

a. The EPMS is a comprehensive process that supports personnel readiness and the Soldier's PD and personal welfare. An eight-step life cycle process (fig 3-1), EPMS includes personnel structure, acquisition, distribution, development, deployment, compensation, sustainment, and transition. The following definitions describe the processes of the personnel life cycle:

(1) *Personnel structure.* The human resources (HR) portion of the Army's force development function, in which personnel requirements and authorizations are determined and documented.

(2) *Acquisition.* This function ensures the Army is staffed with the correct grades and skills in numbers sufficient to satisfy force requirements, and has three components:

(a) *Manpower management.* The process of linking accession, retention, and promotion targets to Army requirements as measured against the military manning program in the PPBE system.

(b) *Accession and retention management.* The process that converts manpower targets to missions and oversees execution.

(c) *Training integration.* The establishment of a demand for training programs, and a system to control input and tracking of trainees and students.

(3) *Distribution.* The function of assigning available Soldiers to units, based on Army requirements and priorities.

(4) *Development.* This function begins with accession training and continues throughout a Soldier's entire period of service. Leader development includes institutional training, operational assignments, and self-development. Programs such as the counseling, evaluation, promotion, and command selection systems also support leader development.

(5) *Deployment.* This function enables the Army to make the transition from the "prepare" mode to the "conduct of military operations" mode. Deployment includes mobilization, deployment, redeployment, demobilization, reset, noncombatant evacuation, and repatriation.

(6) *Compensation.* This function manages all pay, allowances, benefits, and financial entitlements for Soldiers and retirees. The dollars involved typically exceed one third of the RA's total obligation authority.

(7) *Sustainment.* This function manages programs to maintain and advance the well-being of Soldiers, Civilians, retirees, and Family members.

(8) *Transition.* As individuals leave the RA for either the Reserve Component (RC) or civilian life, this function provides assistance to Soldiers, Civilians, and Family members.

b. The life cycle model remains dynamic, since there are Soldiers in each stage at all times. Thus, each function influences others throughout the budget, execution, and program objective memorandum years. For instance, retention goals are established based on force structure, accessions, and transition.

c. The ultimate goal of the personnel life cycle is to ensure that all units are combat-ready and capable of accomplishing their assigned missions.

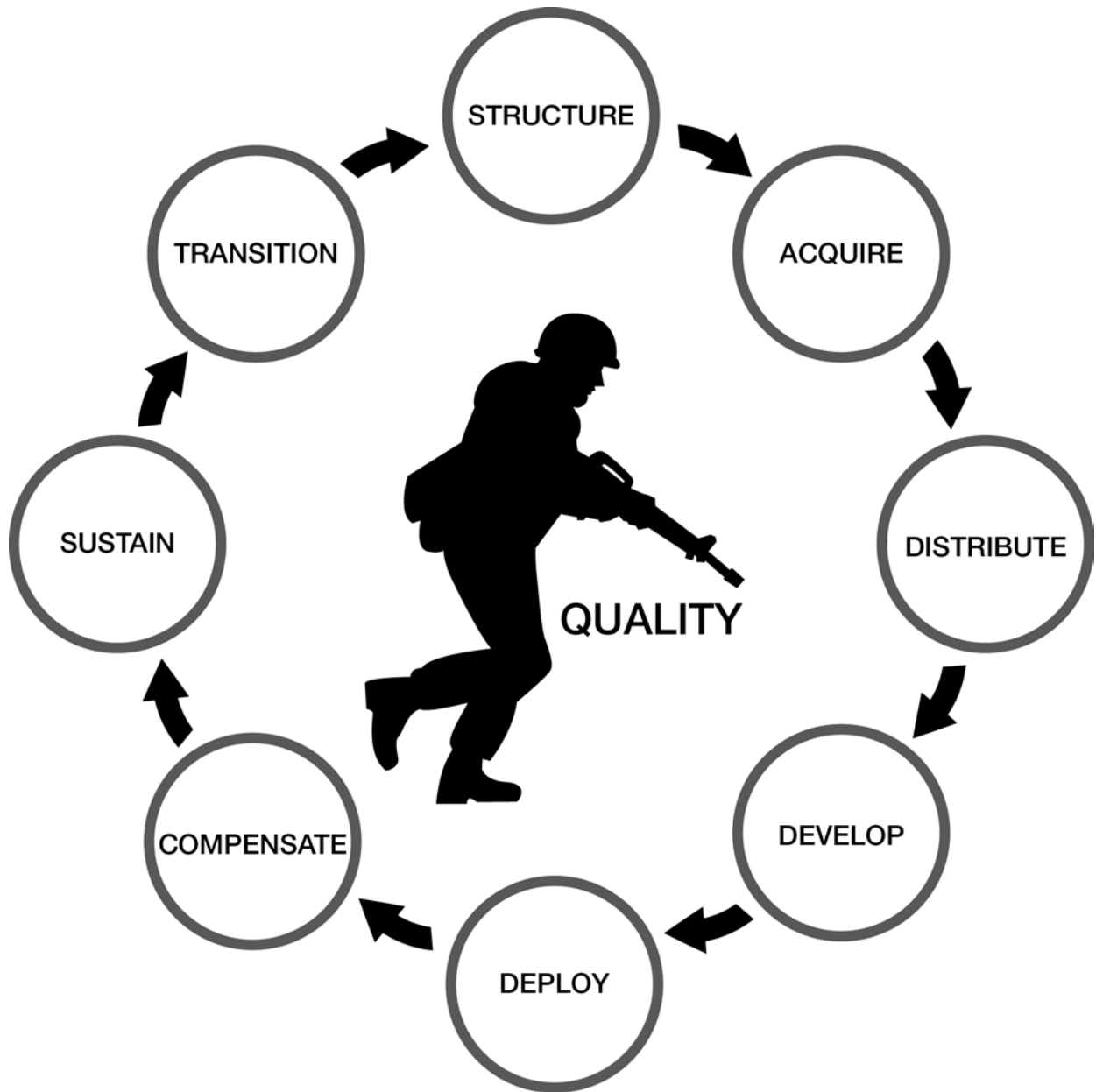
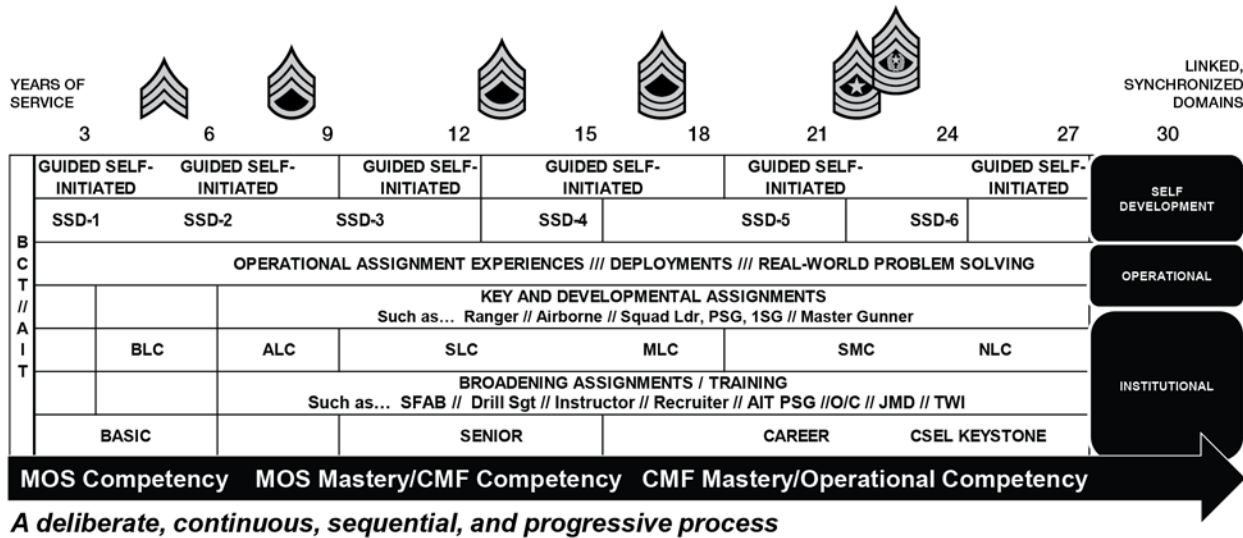


Figure 3-1. Eight life cycle functions

3-5. Army transition Soldier life cycle

a. The initial concept for the military life cycle transition model centers on paralleling career readiness with career progression. Soldiers must be engaged throughout their military careers in mapping and refining their IDP to achieve their military goals and their post-military goals for employment, education, career technical training, entrepreneurship. The Army experience is a repetitive process of deciding particular paths to pursue personally and professionally. Through the use of the military life cycle model, Soldiers will be made aware of the career readiness standards they must meet long before their separation. Development programs—with timetables in ACT framework and the tools needed to develop personal goals, and reach milestones throughout their careers—will be formally instituted as soon as a Soldier enters the military, to ensure that in addition to being “military ready,” they are “career ready.”

b. The Army NCO career developmental timeline identifies a typical Army career. Some individual CMFs vary based on structure design. The intent is to show a correlation between training, education, and experiences over time—synchronized to foster development of a professional corps of NCOs. The typical NCO’s career developmental timeline is presented in figure 3–2.



Select Train Educate Promote

Structured Self Development (SSD-1)	Basic Leader Course (BLC)	Structured Self Development (SSD-2)	Advanced Leaders Course (ALC)	Structured Self Development (SSD-3)	Senior Leaders Course (SLC)	Structured Self Development (SSD-4)	Master Leaders Course (MLC)	Structured Self Development (SSD-5)	Sergeants Major Course (SMC)	Structured Self Development (SSD-6)	Nominative Leader Course (NLC)
On-Line (80 hours)		On-Line (80 hours)		On-Line (80 hours)		On-Line (80 hours)		On-Line (80 hours)		On-Line (80 hours)	
Mandatory before SGT Board	Mandatory for promotion pin-on to SGT	Mandatory before SSG Board	Mandatory for promotion pin-on to SSG	Mandatory before SFC Board	Mandatory for promotion pin-on to SFC	Mandatory before MSG Board	Mandatory for promotion pin-on to MSG	Mandatory before SGM Board	Mandatory for promotion pin-on to SGM	Mandatory before Nominative Board	Mandatory for assignment as a Nominative CSM / SGM
1 JAN 14	1 JAN 16	1 JAN 14	1 JAN 16	1 JAN 14	FY16 SFC list	1 JAN 14	FY18 MSG list	TBD (linkage)	FY08 SGM list	1 OCT 17	TBD

Figure 3–2. Typical Regular Army NCO developmental timeline

3–6. Individual career development

a. *General.* The development of the professional attributes and technical capabilities of enlisted Soldiers to meet the needs of the Army is accomplished through activities identified on proponent-designed PDMs. These PDMs combine operational assignments, institutional training, and proponent recommended self-development goals that define branch-qualified Soldiers in each grade by MOS. Career models are based on Army requirements, indicating the numbers and types of enlisted Soldiers to be accessed, retained, promoted, trained, and assigned. Proponents monitor the Army documents pertaining to their CMFs, since any change to the force structure requires a change to the enlisted force inventory. Career branches within EPMD develop Soldiers’ careers by using these templates, while balancing Army requirements with policies for enlisted management. To ensure the career development of all enlisted Soldiers, EPMD shares responsibility, and operates in concert with, various stakeholders (for example, individual Soldiers, the personnel proponents, and commanders in the field).

b. *Career management field structure.* The size of the enlisted force inventory is limited by the factors affecting the EPMS. As requirements change over time, EPMS realigns the strength and PD goals of each CMF to meet new challenges. As the strength and professional goals of the CMF change, Soldiers may require additional training, or retraining, to qualify in the realigned CMF.

c. *Philosophy.* The CMF is the center of EPMS and is necessary to meet changing requirements within the enlisted force. The basic philosophy is that enlisted Soldiers can complete their careers in a variety of assignments centered on their CMF developmental goal, such as TDA units, versus table of organization and equipment (TOE) units. A major objective of EPMS is to professionally develop enlisted Soldiers in their PMOSs and CMFs through the combined efforts of the

Soldier, the proponent, the field commander, and the EPMD career branch managers. These combined efforts help the Army execute a total enlisted Soldier development program, which includes:

(1) Development of skills and knowledge in Soldiers' MOSs through training and experiences as they advance in rank and time in service (TIS). At each level, Soldiers learn the necessary skills and demonstrate the potential for advancement to the next higher rank. The culmination of this progression provides Soldiers the opportunity to serve at the SNCO grades of the Army.

(2) Resident and nonresident instruction, on the job training, and self-development.

(3) Career development counseling and mentoring provided by the unit commander, SNCO, career counselors, State area commands, or regional support commands.

(4) Assignment managers using the proponent-designed leader development templates and PDMs in determining potential assignments to enhance a Soldier's career development. These assignments may vary between troop and staff assignments.

(5) The MOS reclassification is a major career decision and should be discussed thoroughly with unit leaders and assignment managers of both MOS career branches involved so Soldiers may make informed decisions. As the Army progresses towards implementing a modular force design, it is increasingly apparent that reclassification of our enlisted force, predominantly within the NCO ranks, will serve as a necessary bridge to shape the force for immediate structure requirements. Soldiers who change their MOS (either through voluntary or involuntary means) later in their careers may find it more difficult to compete for promotions and duty assignments. However, in the long run, promotion opportunities should be better, in that the MOS Soldiers are reclassified into are generally not already filled to authorized levels. Army Reserve and Army National Guard of the United States Soldiers may consider changing their PMOS, based on the availability of positions within their unit or geographical area, or based on changes in their unit's mission. All Soldiers should fully understand all consequences of making this major career decision.

d. Individual career management. Soldiers, commanders, TRADOC, and HRC all play an important part in the career development of enlisted Soldiers and the enlisted force as a whole; however, Soldiers are the true stewards of their careers.

(1) Ultimately, Soldiers manage their own careers. While Army requirements dictate the final outcome of all career development actions, including assignments, enlisted Soldiers can participate in such decisions in most cases. Participation in the career development process is possible when enlisted Soldiers reenlist or volunteer for training and education programs, complete assignment preferences, apply for entry into broadening opportunities such as drill sergeant and/or recruiter, and plan long-range career goals. The key to being involved in career development is to make informed and logical decisions, and act on them. One important element of an enlisted Soldier's involvement is the accurate reflection of capabilities in the enlisted records brief (ERB) or automated record brief for United States Army Reserve (USAR) Soldiers maintained by the responsible activity. The ERB contains data from which important career development decisions are made. These decisions include selection, advancement, assignment, and retention. Enlisted Soldiers must review, update, and maintain their ERB throughout their careers. To remain informed and focused on career goals, Soldiers should request periodic advice and counseling from their NCO support channel, chain of command, CMF proponent, and career management branch.

(2) Commanders and SNCOs play key roles in personal and PD by ensuring that Soldiers are provided opportunities for PD in their units and receive the necessary training to increase their tactical and technical competence. Enlisted Soldiers look to their SNCO and commanders for advice and career counseling. Some counseling is formal, and required by regulation, to prepare and submit DA Forms 2166-9 series, also known as NCOERs, and to create and maintain IDPs. Other counseling is less formal and relates to career patterns, advice about assignments, and duty positions. Enlisted Soldiers have a great career counseling asset available to them: Their unit's career counselors (CMF 79), who are trained on a variety of Army programs that benefit the PD of Soldiers.

(3) Personnel proponents also play a key role in Soldier development by designing CMFs, monitoring the career development of enlisted Soldiers within those CMFs, and establishing the proficiency requirement at each grade level. Through training and education, proponents ensure that Soldiers understand logical and realistic career patterns, qualifying objectives, and have a thorough understanding of attrition and promotion flows that are vital ingredients in each career field. Proponents are responsible for PDMs needed to meet overall requirements, as well as CMF objectives. Communication between enlisted Soldiers in a CMF and the career branch managers of EPMD assignment branches are necessary to communicate goals and objectives for the career field. This communication helps to ensure Soldiers develop professionally as designed by the proponents for each CMF. The CMF proponent guidance is reflected in the PDM located in subsequent chapters of this pamphlet.

(4) Career management branches have talent managers and talent management NCOs at EPMD who are responsible for meeting current and future Army requirements and career development needs of Soldiers within the various CMFs. Additionally, NCOPDs must balance the best interests of the Soldier against Army requirements. NCOPDs provide candid,

realistic advice to enlisted Soldiers about their developmental needs. Enlisted Soldiers should establish a dialogue with NCOPDs to receive this guidance and advice on their PD.

3–7. Assignment-making decision process

The assignment decision process should take the following guidance into consideration to develop NCOs with leadership and technical expertise, both generating and operating forces experiences, and ultimately, an ability to manage the Army enterprise:

- a.* The contemporary operational environments and proponents establish CMF leader development guidance.
- b.* Smartbook DA Pam 600–25 serves as the medium to provide guidance to the talent manager and talent management NCO in EPMD and the commander in the field. Proponents have outlined developmental standards in their respective sections of the Smartbook DA Pam 600–25 at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-25/overview>.
- c.* A more appropriate and necessary balance of time spent between operational and institutional assignments.
- d.* Manage unique capabilities and talent of individuals to develop a pool of broadened and deepened strategic warfighters, enterprise leaders, and advisers to the leaders of our Nation.
- e.* Manage leaders' training and education and provide them qualitative experiences while in the operating and generating forces that prepare them for positions of increased responsibility.
- f.* Predictability in assignment timelines for key developmental assignments is a requirement.
- g.* Tour lengths must contribute to the effort to win the fight, develop leaders, and allow Soldiers to balance personal and professional obligations.
- h.* The ability to link training and education experiences with the right follow-on assignment (developmental experience) creates a synergy of all three Army leader development pillars (training, education, and experience) components, facilitates depth in an NCO, and best serves the needs of the Army.
- i.* NCOs gain experience through a multitude of assignments in different units, different job conditions, rotations, and deployment.
- j.* Select NCOs with demonstrated potential to gain experience as drill sergeants, recruiters, instructors, Joint staff, and as trainers for multinational partners.
- k.* The assignment decision process must contribute to the accrual of skills, at each level, over time.
- l.* Broadening assignments should not generally exceed one tour per NCO rank through SFC.
- m.* Leaders must identify high performing NCOs to facilitate their broadening experiences for potential future service as senior leaders. The DA Form 2166–9 series, also known as an NCOER, must be one avenue for leaders to convey input, with the assignment decision process taking leaders' recommendations into consideration.

3–8. Cross-component elements

Active Component (AC) NCO assignments in USAR and ARNG units, and USAR and ARNG NCO assignments in AC units, are career-enhancing, broadening opportunities that expand an NCO's knowledge of the total Army's capabilities, training, and manning. NCOs from the AC serving in RC units and RC NCOs serving in AC units synchronizes cross-component understanding, career development, and future operations for both components. The Smartbook DA Pam 600–25 is located at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-25/overview/>.

Appendix A

References

Section I

Required Publications

This section contains no entries.

Section II

Related Publications

A related publication is a source of additional information. The user does not have to read it to understand this publication. All publications are available at www.apd.army.mil, unless otherwise indicated.

ADP 1

The Army

ADP 1–02

Operational Terms and Military Symbols

ADP 2–0

Intelligence

ADP 3–0

Unified Land Operations

ADP 3–05

Special Operations

ADP 4–0

Sustainment

ADP 5–0

The Operations Process

ADP 6–0

Mission Command

ADP 6–22

Army Leadership

ADP 7–0

Training Units and Developing Leaders

ADRP 1

The Army

ADRP 1–02

Operational Terms and Military Symbols

ADRP 2–0

Intelligence

ADRP 3–0

Unified Land Operations

ADRP 3–90

Offense and Defense

ADRP 4–04551259

Sustainment

ADRP 5–0

The Operations Process

ADRP 6-0

Mission Command

ADRP 6-22

Army Leadership

ADRP 7-0

Training Units and Developing Leaders

AR 15-6

Procedures for Administrative Investigations and Boards of Officers

AR 25-22

The Army Privacy Program

AR 25-30

Army Publishing Program

AR 25-50

Preparing and Managing Correspondence

AR 25-55

The Department of the Army Freedom of Information Act Program

AR 27-1

Legal Services, Judge Advocate Legal Services

AR 27-10

Military Justice

AR 27-26

Legal Services: Rules of Professional Conduct for Lawyers

AR 56-9

Watercraft

AR 135-18

The Active Guard Reserve (AGR) Program

AR 135-200

Active Duty for Missions, Projects, and Training for Reserve Component Soldiers

AR 135-210

Order To Active Duty as Individuals for Other Than a Presidential Selected Reserve Call-up, Partial or Full Mobilization

AR 140-1

Mission, Organization, and Training

AR 140-145

Individual Mobilization Augmentation (IMA) Program

AR 165-1

Army Chaplain Corps Activities

AR 195-3

Acceptance, Accreditation, and Release of U.S. Army Criminal Investigation Command Personnel

AR 220-1

Unit Status Reporting

AR 220-45

Duty Rosters

AR 350-1

Army Training and Leader Development

AR 381-10

U.S. Army Intelligence Activities

AR 385–10
The Army Safety Program

AR 570–9
Host Nation Support

AR 600–8
Military Human Resources Management

AR 600–8–2
Suspension of Favorable Personnel Actions (FLAG)

AR 600–8–19
Enlisted Promotions and Reductions

AR 600–8–22
Military Awards

AR 600–9
The Army Body Composition Program

AR 600–20
Army Command Policy

AR 600–25
Salutes, Honors, and Visits of Courtesy

AR 600–55
The Army Driver and Operator Standardization Program (Selection, Training, Testing, and Licensing)

AR 600–81
Soldier for Life – Transition Assistance Program

AR 600–100
Army Leadership

AR 601–1
Assignment of Enlisted Personnel to the U.S. Army Recruiting Command

AR 601–280
Army Retention Program

AR 614–115
Military Intelligence Officer Excepted Career Program (Great Skill) (U)

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 623–3
Evaluation Reporting System

AR 635–200
Active Duty Enlisted Administrative Separations

AR 640–30
Photographs for Military Human Resources Records

AR 670–1
Wear and Appearance of Army Uniform and Insignia

AR 750–1
Army Materiel Maintenance Policy

AR 840–10

Flags, Guidons, Streamers, Tabards, and Automobiles, and Aircraft Plates

ATP 3–11.23

Multi-Service Tactics, Techniques, and Procedures for Weapons of Mass Destruction Elimination Operations

ATP 3–11.36

Multi-Service Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Aspects of Command and Control

ATP 3–11.37

Multi-Service Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Reconnaissance and Surveillance

ATP 3–57.10

Civil Affairs Support to Populace and Resources Control

ATP 3–57.20

Multi-Service Techniques for Civil Affairs Support to Foreign Humanitarian Assistance

ATP 3–57.30

Civil Affairs Support to Nation Assistance

ATP 3–57.50

Civil Affairs Civil Information Management

ATP 3–57.60

Civil Affairs Planning

ATP 3–57.70

Civil-Military Operations Center

ATP 3–57.80

Civil-Military Engagement

ATTP 3–18.04

Special Forces Special Reconnaissance Tactics, Techniques, and Procedure

ATTP 3–18.11

Special Forces Military Free-Fall Operations

DA Pam 611–21

Military Occupational Classification and Structure (Available at <https://www.milsuite.mil/book/groups/smart-bookdapam611-21/>. Requires CAC logon.)

DA Pam 623–3

Evaluation Reporting System

DA Pam 750–3

Soldiers` Guide for Field Maintenance Operations

FM 1–0

Human Resources Support

FM 1–02

Operational Terms and Graphics

FM 1–04

Legal Support to the Operational Army

FM 1–05

Religious Support

FM 1–06

Financial Management Operations

FM 2–0

Intelligence Operations

FM 2–01.3
Intelligence Preparation of the Battlefield/Battlespace

FM 2–22.3
Human Intelligence Collector Operations

FM 3–05
Army Special Operations

FM 3–05.2
Foreign Internal Defense

FM 3–05.70
Survival

FM 3–05.131
Army Special Operation Forces Noncombatant Evacuation Operations

FM 3–05.160
Army Special Operations Forces Communications Systems

FM 3–05.210
Special Forces Air Operations

FM 3–05.212
Special Forces Waterborne Operations

FM 3–05.213
Special Forces use of Pack Animals

FM 3–05.231
Special Forces Personnel Recovery

FM 3–05.301
Psychological Operations Process Tactics, Techniques, and Procedures

FM 3–05.302
Tactical Psychological Operations Tactics, Techniques, and Procedures

FM 3–06
Urban Operations

FM 3–07
Stability

FM 3–11
Multiservice Doctrine for Chemical, Biological, Radiological, and Nuclear Operations

FM 3–11.3
Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Contamination Avoidance

FM 3–11.4
Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical (NBC) Protection

FM 3–11.5
Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, and Nuclear Decontamination

FM 3–11.21
Multiservice Tactics, Techniques, and Procedures for Chemical, Biological, Radiological and Nuclear Consequence Management Operations

FM 3–13
Inform and Influence Activities

FM 3–16
The Army in Multinational Operations

FM 3–18
Special Forces Operations

FM 3–21.8
The Infantry Platoon and Squad

FM 3–21.20
The Infantry Battalion

FM 3–22
Army Support to Security Cooperation

FM 3–22.3
Stryker Gunnery

FM 3–22.9
Rifle Marksmanship M16-/M4–Series Weapons

FM 3–22.32
Improved Target Acquisition System, M41

FM 3–22.90
Mortars

FM 3–22.91
Mortar Gunnery

FM 3–24
Counterinsurgency

FM 3–24.2
Tactics in Counterinsurgency

FM 3–36
Electronic Warfare

FM 3–38
Cyber Electromagnetic Activities

FM 3–53
Military Information Support Operations

FM 3–55.93
Long-Range Surveillance Unit Operations

FM 3–57
Civil Affairs Operations

FM 3–76
Special Operations Aviation

FM 3–90.61
Brigade Troops Battalion Operations

FM 3–97.6
Mountain Operations

FM 4–02.43
Force Health Protection Support for Army Special Operations Forces

FM 4–25.11
First Aid

FM 4–25.12
Unit Field Sanitation Team

FM 4–30.31
Recovery and Battle Damage Assessment and Repair

FM 4-92
Contracting Support Brigade

FM 6-02
Signal Support to Operations

FM 6-02.70
Army Electromagnetic Spectrum Operations

FM 6-22
Army Leadership

FM 6-22.5
Combat and Operational Stress Control Manual for Leaders and Soldiers

FM 7-15
The Army Universal Task List

FM 7-21.13
The Soldier's Guide

FM 7-22
Army Physical Readiness Training

FM 21-10
Field Hygiene and Sanitation

FM 21-18
Foot Marches

FM 27-10
The Law of Land Warfare

FM 90-3
Desert Operations

FM 90-5
Jungle Operations

FM 90-26
Airborne Operations

GTA 31-01-003
DET Mission Planning Guide (<https://atiam.train.army.mil/catalog-ws/view/100.atsc/403046b9-f36f-4e83-afc1-e2531f2e7b41-1275089747328/gta31-01-003.pdf>)

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JP 3-0
Joint Operations (Available at <http://www.dtic.mil/doctrine/index.html>.)

JP 3-05
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JP 3-07.3
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JP 3-12
Cyberspace Operations (Available at http://www.dtic.mil/doctrine/new_pubs/jp3_12r.pdf)

JP 3-13.1
Electronic Warfare (Available at <http://www.dtic.mil/doctrine/index.html>.)

JP 3–28

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JP 6–01

Joint Electromagnetic Spectrum Management Operations (Available at <http://www.dtic.mil/doctrine/index.html>.)

NGR 600–200

Enlisted Personnel Management (Available at <http://www.ngbpdc.ngb.army.mil/publications.htm>.)

Smartbook DA Pam 600–3

U.S. Army Noncommissioned Officer Professional Development Guide (Available at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-3/>.)

STP 17–19D1–SM

Soldier's Manual, Calvary Scout, MOS 19D, Skill Level 1

STP 17–19D2–SM

Soldier Manual for MOS 19D, Cavalry Scout, Skill Level 2

STP 17–19D3–SM–TG

Soldier's Manual and Trainer's Guide, MOS 19D, Cavalry Scout, Skill Level 3

STP 17–19D4–SM

Soldier's Manual, MOS 19D, Cavalry Scout, Skill Level 4

STP 17–19K1–SM

Soldier's Manual M1A1 and M1A2 SEP Armor Crewman MOS 19K Skill Level 1

STP 17–19K2–SM

Soldier's Manual M1A1 and M1A2 SEP Armor Crewman MOS 19K Skill Level 2

STP 17–19K3–SM–TG

Soldier's Manual and Trainer's Guide M1A1 and M1A2 SEP Armor Crewman MOS 19K Skill Level 3

STP 17–19K4–SM

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STP 17–19Z–SM

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STP 21–1–SMCT

Soldier's Manual of Common Tasks Warrior Skills Level 1

STP 21–24–SMCT

Soldier's Manual of Common Tasks, Warrior Leader, Skill Levels 2, 3, and 4

STP 31–18–SM–TG

Soldier's Manual and Trainer's Guide MOS 18 Special Forces Common Skills Skill Levels 3 and 4

STP 31–18B34–SM–TG

Soldier's Manual and Trainer's Guide MOS 18B Special Forces Weapons Sergeant Skill Levels 3 and 4

STP 31–18C34–SM–TG

Soldier's Manual and Trainer's Guide MOS 18C Special Forces Engineer Sergeant Skill Levels 3 and 4

STP 31–18D34–SM–TG

Soldier's Manual and Training Guide MOS 18D Special Forces Medical Sergeant Skill Levels 3 and 4

STP 31–18E34–SM–TG

Soldier's Manual and Trainer's Guide MOS 18E Special Forces Communications Sergeant Skill Levels 3 and 4

STP 31–18F4–SM–TG

Soldier's Manual and Trainer's Guide, MOS 18F, Special Forces Assistant Operations and Intelligence Sergeant, Skill Level 4

STP 33–37F14–SM–TG

Soldier's Manual and Trainer's Guide, MOS 37F, Psychological Operations Specialist, Skill Levels 1 through 4

TC 3–21.5

Drill and Ceremonies

TC 3–21.75

The Warrior Ethos and Soldier Combat Skills

TC 7–22.7

Noncommissioned Officer Guide

TC 18–01

Special Forces Unconventional Warfare

TC 18–06

Special Forces Guide to Information Operations

TC 21–7

Personal Financial Readiness and Deployability Handbook

Section III**Prescribed Forms**

This section contains no entries.

Section IV**Referenced Forms**

Unless otherwise indicated, DA forms are available on the Army Publishing Directorate (APD) web site (<http://www.apd.army.mil>).

DA Form 1059

Service School Academic Evaluation Report

DA Form 2028

Recommended Changes to Publications and Blank Forms

DA Form 2166–8

NCO Evaluation Report



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MOS 11B



The Infantryman serves, leads, or supervises as a member of an Infantry organization that employs individual small arms weapons or heavy anti-armor crew-served weapons, ~~either mounted or~~ dismounted, in support of offensive and defensive combat operations

One sentence –
comprehensive
definition of MOS

LEADERSHIP POSITIONS

Most Qualified looks like:

SSG: e.g., xx months Infantry Squad leader

SFC:

MSG:

CSM/SGM:

Highly Qualified looks like:

SSG:

SFC:

MSG:

CSM/SGM:

Leader-specific
positions the
Proponent feels
makes Soldiers best-
qualified candidates
(timeframes are
acceptable)

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Figure B-2. Leadership: board guidance



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MOS 11B



PHYSICAL FITNESS Most Qualified looks like:

SSG:
SFC:
MSG:
CSM/SGM:

Highly Qualified looks like:

APFT scores,
PT Badge, extended
scale scores, best-
Ranger competition,
etc.

SSG:
SFC:
MSG:
CSM/SGM:

MILITARY/CIVILIAN EDUCATION

Most Qualified looks like:

SSG:
SFC:
MSG:
CSM/SGM:

Highly Qualified looks like:

MILITARY:
Distinguished Honor
Graduates,
Leadership
Graduates, etc.
CIVILIAN:
level of college
achieved

SSG:
SFC:
MSG:
CSM/SGM:

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Figure B-3. Fitness, education: board guidance



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MOS 11B



ASSIGNMENTS (Broadening and Key Developmental)
PROPONENT SPECIFIC CHALLENGING / HIGH RISK

SSG:

SFC:

MSG:

CSM/SGM:

When successfully done, the Proponent feels these broadening and developmental jobs makes the Soldiers best-qualified candidates

Armywide Special Duty Assignments are specific, defined, and provided in the Annex to the Board MOI

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Figure B-4. Assignments: board guidance



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MOS 11B



TRAINING

Most Qualified looks like:

SSG:
SFC:
MSG:
CSM/SGM:

Highly Qualified looks like:

SSG:
SFC:
MSG:
CSM/SGM:

Master Gunner,
Ranger, Airborne,
etc.
(as appropriate for
the MOS)

OTHER INDICATORS

Most Qualified looks like:

SSG:
SFC:
MSG:
CSM/SGM:

Jane Doe, SGT
Lastname, NCO
Quarter/Year,
Special
Recognitions, etc.

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Figure B-5. Training, other indicators: board guidance



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MOS 11B



FULLY-QUALIFIED (MANDATORY)

Established requirements from Federal/ DOD/Legislative Authorities

SSG:

SFC:

MSG:

CSM/SGM:

Only authorized when formal mandatory requirements exist such as Federal certifications, advanced degree completion, etc. that are tied to the next higher grade.

When used in this limited capacity, the specific authority must be fully identified for verification/authentication.

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Figure B-6. Fully-qualified (mandatory): board guidance

Glossary

Section I

Abbreviations

AA

associate of arts

AAR

after action review

AAS

associate of applied arts

AC

Active Component

ACCP

Army Correspondence Course Program

ACE

analytical control element

ACES

Army Continuing Education System

ACOM

Army command

ACS

advanced civilian schooling

ACT

Army Career Tracker

AD

air defense

ADA

Air Defense Artillery (Branch)

ADAFCO

Air Defense Artillery Fire Control Officer

ADAM

Air Defense Airspace Management

ADP

Army Doctrine Publication

ADSW

active duty for special work

ADT

active duty for training

AEC

Army Education Center

AEJC

Advanced Electronic Journalism Course

AER

academic evaluation report

AFCT

Armed Forces Classification Test

AG
adjutant general

AGR
Active Guard and Reserve

AIT
advanced individual training

AKO
Army Knowledge Online

ALA
Army learning area

ALC
Advanced Leader Course

ALC-CC
Advanced Leader Course Common Core

ALDS
Army's Leader Development Strategy

ALMC
Army Logistics Management College

ALSE
aviation life support equipment

AMD
air and missile defense

AMEDD
Army Medical Department

AOT
assignment oriented training

APD
Army Publishing Directorate

APFT
Army Physical Fitness Test

ARCC
Army Reserve career counselors

ARNG
Army National Guard

AS
associate of science

ASCC
Army service component command

ASE
automotive service excellence

ASI
additional skill identifier

ASOF
Army Special Operations Forces

ASOT
Advanced Special Operations Techniques

ASVAB

Armed Services Vocational Aptitude Battery

ATC

air traffic control

ATRRS

Army Training Requirements and Resources System

AWG

asymmetric warfare group

AWS

American Welding Society

BA

bachelor of arts

BCT

Brigade Combat Team; Basic Combat Training

BDAR

battle damage assessment repair

BDE

brigade

BDNA

basic digital network analyst

BLC

Basic Leaders Course

BN

battalion

BNCOC

Basic Noncommissioned Officer Course

BS

bachelor of science

BSEP

Basic Skills Education Program

BSI

bachelor of science in intelligence

BSNCOC

Battle Staff Noncommissioned Officer Course

C4I

command, control, computers, communications, and intelligence

CA

civil affairs

CAO

Civil Affairs Operations

CAPIT

child abuse prevention and investigation techniques

CBRN

chemical, biological, radiological, and nuclear

CBRNE

chemical, biological, radiological, nuclear, and explosive

CBWTU
Community Based Warrior Transition Unit

CC
company commander

CCI
controlled cryptographic item

CES
Civilian Education System

CFI
certified forensic interviewer

CG
commanding general

CGS
common ground station

CI
counterintelligence

CID
Criminal Investigation Division

CISSP
Certified Information Systems Security Professional

CJA
command judge advocate

CLEP
College Level Examination Program

CMF
career management field

CMO
Civil-Military Operations

CMS
centralized materiel service

CMTC
Combat Maneuver Training Center

CND
Computer Network Defense

CNGB
Chief, National Guard Bureau

COL
colonel

COMSEC
communications security

CONUS
continental United States

COOL
Credentialing Opportunities On-Line

CPL
corporal

CPT

captain

CRAM

counter rockets, artillery, and mortars

CS

combat support

CSA

Chief of Staff, Army

CSH

combat support hospital

CSM

command sergeant major

CSS

combat service support

CTC

Combat Training Center

DA

Department of the Army

DAIG

Department of the Army Inspector General

DANTES

Defense Activity for Non-traditional Education Support

DASE

defense against sound equipment

DAU

Defense Acquisition University

DEOMI

Defense Equal Opportunity Management Institute

DET

detachment

DINFOS

Defense Information School

DIST SP

distribution specialist

DIV

division

DLIFLC

Defense Language Institute Foreign Language Center

DNS

Degree Network System

DOD

Department of Defense

DRU

direct reporting unit

DS/GS

direct support and general support

DTRA

Defense Threat Reduction Agency

DVIT

Domestic Violence Intervention Training

EAC

echelon above corps

EC

Editors Course

ECM

electronic countermeasures

EFMB

Expert Field Medical Badge

EIA

Excellence in Armor

EIB

Expert Infantry Badge

ELINT

electronic intelligence

EO

equal opportunity

EOA

equal opportunity advisor

EOD

explosive ordnance disposal

EOB

equal opportunity representative

EPLRS

Enhanced Position Location and Reporting System

EPMD

Enlisted Personnel Management Directorate

EPMS

Enlisted Personnel Management System

ERB

enlisted records brief

ETA

Electronics Technician Association

ETT

embedded training team

EW

electronic warfare

EWO

electronic warfare officer

EWS

early warning system

FA

field artillery

FAA
Federal Aviation Administration

FAST
Functional Academic Skills Training

FEMA
Federal Emergency Management Agency

FOB
forward operations base

FORSCOM
Forces Command

FSC
First Sergeant Course

GCM
General Courts-Martial

GED
general education diploma

GLOs
general learning outcomes

GMD
ground-based midcourse defense

GOARMYED
Go Army Education

GP
group

GSD
guided self-development

GT
general technical

GWOT
Global War on Terrorism

HAZMAT
hazardous materials

HBCT
Heavy Brigade Combat Team

HET
heavy equipment transporter

HIMARS
High Mobility Artillery Rocket System

HQ
headquarters

HQDA
Headquarters, Department of the Army

HR
human resources

HRC
Human Resources Command

HROB

Human Resources Operations Branch

HRSC

Human Resources Sustainment Center

HST

home station training

HTRP

Home Town Recruiter Program

HUMINT

human intelligence

I/O

instructor/operator

IA

information assurance

IADT

initial active duty for training

IAP

Initial Accessions Program

IBCT

Infantry Brigade Combat Team

ICODES

Integrated Computerized Deployment System

IDP

individual development plan

IED

improvised explosive device

IET

initial entry training

IFTE

integrated family of test equipment

IFV

infantry fighting vehicle

IG

inspector general

IMA

individual mobilization augmentee

INSCOM

Intelligence and Security Command

IO

information operations

IPC

Intermediate Photojournalism Course

IRR

Individual Ready Reserve

ITC

Instructor Training Course

JAGC
Judge Advocate General's Corps

JALS
Judge Advocate Legal Service

JJIM
Joint, inter-agency, inter-governmental and multinational

JLENS
Joint Land Attack Cruise Missile Defense Elevated Netted Sensor System

JMD
Joint management document

JMTC
Joint Multinational Training Command

JNN
Joint Network Node

JOPEs
Joint Operations Planning and Execution System

JPME
Joint professional military education

JRTC
Joint Readiness Training Center

JSOU
Joint Special Operations University

JSTARS
Joint Surveillance Target Attack Radar System

JTAGS
Joint tactical ground station

KD
key developmental

KPUP
Key Personnel Upgrade Program

KSAs
knowledge, skills and abilities

LAN
local area network

LD
leader development

LLM
launcher loader module

LRU
line replaceable units

MASINT
measurement and signature intelligence

MDMP
military decision making process

MECCAP
Middle Enlisted Cryptologic Career Advancement Program

MEPS
military entrance processing station

METL
mission essential task list

MHE
material handling equipment

MI
military intelligence

MILSTAMP
Military Standard Transportation and Movement Procedures

MiTT
military transition team

MLC
Master Leader Course

MLI
military linguist instructor

MLRS
Multiple Launch Rocket System

MMT
military mail terminal

MOI
memorandum of instruction

MOS
military occupational specialty

MPAD
Mobile Public Affairs Detachments

MPD
Military Personnel Division

MPI
military police investigator

MROC
Maritime Radar Observers Course

MSAF
multi-source assessment and feedback

MSE
mobile subscriber equipment

MSG
master sergeant

MSSI
master of science in strategic intelligence

MTF
medical treatment facility

MTOE
modified table of organization and equipment

MWD
military working dog

N/A

not applicable

NATO

North Atlantic Treaty Organization

NBC

nuclear, biological, and chemical

NCO

noncommissioned officer

NCOA

Noncommissioned Officer Academy

NCOER

noncommissioned officer evaluation report

NCOIC

noncommissioned officer in charge

NCOPD

noncommissioned officer professional development

NCOPDS

Noncommissioned Officer Education System

NDU

National Defense University

NGB

National Guard Bureau

NLC

Nominative Leader Course

NTC

National Training Center

O/C

observer/controller

OASS

One Army School System

OCADA

Office of the Chief of Air Defense Artillery

OCO

Oversea Contingency Operation

OCONUS

Outside the Continental United States

OC-T

observer controller trainer

ODCS

Office Deputy Chief of Staff

OEF

Operation Enduring Freedom

OIF

Operation Iraqi Freedom

OJT

on-the-job training

OMPF
official military personnel file

OPSEC
operational security

OPTEMPO
operational tempo

OSUT
one station unit training

OTC
Operator's Training Course

PA
public affairs

PAC-3
Patriot Advanced Capability-3

PAD
Patient Administration Division

PCS
permanent change of station

PD
professional development

PDM
professional development model

PDPC
professional development proficiency code

PFC
private first class

PGIP
Post Graduate Intelligence Program

PMCS
preventive maintenance checks and services

PME
professional military education

PMOS
primary military occupational specialty

PPBE
planning, programming, budgeting, and execution

PSG
platoon sergeant

PSYOP
psychological operations

PV1
private e-1

PVT
private

QA
quality assurance

QC
quality control

RA
Regular Army

RC
Reserve Component(s)

RCCC
Reserve Component career counselor

RF
radio frequency

RM
resource management

ROTC
Reserve Officers' Training Corps

RRNCO
recruiting and retention noncommissioned officer

S2
intelligence officer

S3
operations and training officer

SAAS
Standard Army Ammunition System

SARSS
Standard Army Retail Supply System

SATBC
Systems Approach to Training Basic Course

SATCOM
satellite communications

SBCT
Stryker brigade combat team

SD
self development

SERE
survival, evasion, resistance and escape

SF
special forces

SFAB
security forces assistance brigade

SFAS
special forces assessment and selection

SFC
sergeant first class

SFISC
Special Forces Intelligence Sergeant Course

SFL-TAP
Soldier for Life – Transition Assistance Program

SFQC
Special Forces Qualification Course

SGITC
Small Group Instructor Training Course

SGL
small group leader

SGM
sergeant major

SGT
sergeant

SIGINT
signals intelligence

SJA
staff judge advocate

SLC
Senior Leader Course

SMA
Sergeant Major of the Army

SMC
Sergeants Major Course

SME
subject matter expert

SMU
special mission unit

SNCO
senior non-commissioned officer

SO
special operations

SOA
special operations aviation

SOC
Support Operations Course

SOC
Servicemembers Opportunity Colleges

SOCM
special operations combat medic

SOF
special operations forces

SOLT
special operations language training

SORB
special operations recruiter battalion

SOT
special operations team

SOTACC
Special Operations Terminal Attack Controller Course

SOTIC
Special Operations Target Interdiction Course

SPC
specialist

SQI
skill qualification identifier

SR
special reconnaissance

SRC
special reporting code

SRT
special reaction team

SSD
structured self-development

SSG
staff sergeant

STB
special troops battalion

STEP
select train educate promote

TAC
training, advising, and counseling

TASOSC
Theater Army Special Operations Support Command

TASS
Total Army School System

TATS
Total Army Training System

TC
transportation corps

TDA
table of distribution and allowances

TES
Tactical Exploitation System

TIG
time in grade

TIS
time in service

TJAGLCS
The Judge Advocate General's Legal Center and School

TMDE
test, measurement, and diagnostic equipment

TOC
Tactical Operations Center

TOE
table of organization and equipment

TPU
troop program unit

TRADOC
Training and Doctrine Command

TRANS
transportation

TRI-TAC
Tri-Service Tactical

TSC
theater sustainment command

TSCM
technical surveillance countermeasure

TSP
training support package

TT
transition team

TTP
tactics, techniques, and procedures

TWI
training with industry

UAV
unmanned aerial vehicle

UMO
unit movement officer

UMT
unit ministry team

USACHCS
United States Army Chaplain Center and School

USAES
United States Army Engineer School

USAJFKSWCS
U.S. Army John F. Kennedy Special Warfare Center and School

USAMPS
United States Army Military Police School

USAR
United States Army Reserve

USAREC
United States Army Recruiting Command

USASFC
United States Army Special Forces Command

USASMA
United States Army Sergeants Major Academy

USASMC
U.S. Army Sergeants Major Course

USASMDC
United States Army Space and Missile Defense Command

USASOC

United States Army Special Operations Command

USSOCOM

United States Special Operations Command

UW

unconventional warfare

UWO

underwater operations

VI

visual information

WAN

wide area network

WHCA

White House Communications Agency

WHMO

White House Military Office

WHTA

White House Transportation Agency

WLC

Warrior Leader Course

WMD

weapons of mass destruction

WTBD

warrior tasks and battle drills

WTU

warrior transition unit

1SG

first sergeant

Section II**Terms**

This section contains no entries.

Section III**Special Abbreviations and Terms**

This section contains no entries.

UNCLASSIFIED

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