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Training

INSTITUTIONAL LEADER TRAINING AND EDUCATION

Summary. This regulation prescribes institutional training and education policies for officer (to include precommission), warrant officer (to include preappointment), and noncommissioned officer (NCO) leader development, and defines the U.S. Army Training and Doctrine Command's (TRADOC's) role in Army civilian leader development.

Applicability. This regulation applies to TRADOC service schools and Active Army, U.S. Army Reserve (USAR), and Army National Guard of the United States (ARNGUS) agencies responsible for officer (to include precommission), warrant officer (to include preappointment), NCO, and civilian leader training and education. Unless otherwise stated, the policies contained herein apply to members of sister and foreign services attending Army schools.

Supplementation. Supplementation of this regulation is not authorized without prior approval from Commander, TRADOC, 5 Fenwick Road, ATTN: ATTG-IL, Fort Monroe, VA 23651-1049.

Management control process. This regulation is not subject to the requirements of AR 11-2. It does not contain checklists.

Suggested improvements. The proponent of this regulation is the Deputy Chief of Staff for Operations and Training (DCSOPS&T). Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through command channels to Commander, TRADOC, 5 Fenwick Road, ATTN: ATTG-IL, Fort Monroe, VA 23651-1049, or e-mail dcstitd@monroe.army.mil. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).

Availability. This publication is available on the TRADOC Homepage at <http://www-tradoc.monroe.army.mil>.

Summary of Changes

This TRADOC regulation—

- Aligns TRADOC institutional training policies with the Department of Army (DA) policies contained in AR 350-1.

- Establishes roles and responsibilities of the Deputy Commanding General Initial Entry Training (DCG-IET)/Commanding General Army Accessions Command (AAC).
- Corrects previously incorrect guidance concerning The Modern Army Recordkeeping System (MARKS) file number to be used to maintain academic records per AR 25-400-2.
- Defines Senior Small Group Leader (SSGL) duties and ratio to Small Group Leader (SGL) requirements.
- Changes the delegation of authority to course proponent commandants/CGs or their designated representative in the rank of colonel or higher waiver authority for small group leader-to-student ratios and clarifies the minimum instructor grade levels requirements/authorizations for the conduct of leader courses.
- Establishes linkage between TRADOC-approved common core and Common Task Test (CTT) administered by units.
- Clarifies attendance and conduct criteria of new stand-alone TASS ANCOC and BNCOC Phase I, NCOES Common Cores.
- Delineates responsibilities and time line standards for administering the Army Physical Fitness Test (APFT) as a professional development course graduation requirement.
- References AR 350-1, Individual Military Education and Training (which the current AR 350-1 will be renamed when revised).

*This regulation supersedes TRADOC Regulation 351-10, 1 May 1997.

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Chapter 1 Introduction

1-1. Purpose. This regulation provides policy guidance for conducting institutional commissioned officer (to include precommission), warrant officer (to include preappointment), noncommissioned officer (NCO), and civilian leader training and education. These policies are applicable to The Army School System (TASS).

1-2. References. Appendix A lists required and related publications.

1-3. Explanation of abbreviations and terms. The glossary defines abbreviations and special terms used in this regulation.

1-4. Responsibilities.

a. Commanding General (CG), TRADOC. The CG, TRADOC, executes responsibilities prescribed in ARs 350-1, 140-1, and 10-87.

b. Deputy Commanding General (DCG), TRADOC. The DCG, TRADOC, develops and integrates concepts, requirements, and experiments for future doctrine and training development.

c. Commanding General U.S. Army Accessions Command (AAC)/Deputy Commanding General Initial Entry Training (DCG-IET). The CG AAC/DCG-IET—

(1) Provides command, control, and coordination of the Army's officer, warrant officer and enlisted accession process from initial contact through completion of initial military training.

(2) Exercises Headquarters, Department of the Army (HQDA) directed executive authority over Military Entrance Processing Command.

(3) Provides command and control of all Army recruiting (officer, warrant officer and enlisted), and all Army Reserve Officers Training Corps (ROTC) programs, both junior and senior.

(4) Provides command, control, and accreditation of Basic Combat Training (BCT), Officer Basic Course (OBC), Officer Candidate School (OCS), and Warrant Officer Candidate School (WOCS).

(5) Provides oversight authority and accreditation for enlisted Advance Individual Training (AIT).

(6) Provides mission coordination for all U.S. Army Reserve (USAR) Institutional Training Divisions (DIV(IT)), all active Reception Battalions (REC BN), Recruiting and Retention School (RRS), and Drill Sergeant Schools (DSS).

(7) Coordinate and integrate recruitment through

completion of initial military occupational skills (MOS) training.

(8) Serves as the precommissioning common core executive agent.

d. Deputy Commanding General, Combined Arms Center (CAC). The DCG, CAC—

(1) Coordinates and integrates training and leader development from completion of initial MOS training through completion of service at all training locations.

(2) Provides oversight for doctrine, training, and leader development.

e. Deputy Commanding General, Combat Service Support (CSS). The DCG, CSS—

(1) Provides oversight for CSS doctrine development and the conduct and development of CSS training and leader development in all TRADOC CSS schools and centers.

(2) Provides oversight for CSS technical training and CSS leader development instruction at all TRADOC schools and centers.

(3) Coordinates and integrates Army Medical Command and judge advocate doctrine and training efforts.

(4) Provides functional oversight for CSS training simulations.

f. Deputy Chief of Staff for Operations and Training (DCSOPS&T). The DCSOPS&T manages commissioned officer (to include precommission), warrant officer (to include preappointment), and NCO leader training and education. The DCSOPS&T—

(1) Develops and publishes policy guidance for analyzing, designing, developing, standardizing, implementing, and evaluating leader training and education to meet the Army's current and future needs.

(2) Assesses effectiveness and efficiency of leader training and education and provides recommendations to HQDA.

(3) Provides funding and manpower resources to conduct leader training.

(4) Serves as individual task manager per TRADOC Reg 350-70 and manages Common Core to include:

(a) Adding, deleting, or modifying training requirements.

(b) Publishing tasks and subject lists.

(c) Approving requests to add, delete, and revise

existing tasks/subjects.

(5) Designates/appoints task proponents and issues training product development guidance.

(6) Ensures common core is vertically aligned within each education system and horizontally aligned between the education systems based on job and/or organizational level duties, roles and responsibilities.

(7) In coordination with executive agents, evaluates the education and training presented within their education and training systems per TRADOC Reg 350-70.

g. Commandant, U.S. Army Command and General Staff College (CGSC). The Commandant, CGSC—

(1) Serves as executive agent for Officer Education System (OES) common core, excluding the precommissioning tasks, to ensure officer training and education is vertically aligned (progressive and sequential) and meets the needs of current and future officers. Monitors compliance with common core training guidance and coordinates requirements and standards with precommissioning sources and branch schools.

(a) Budgets for perpetual maintenance of common core responsibilities.

(b) Triennially, conducts task selection board to update and revalidate the OES common core. Membership will include representatives from appropriate major Army commands (MACOMs); National Guard Bureau (NGB); U.S. Army Reserve Command (USARC); branch schools; other common core executive agents; all precommission sources; and interested agencies and activities. Recommends tasks to be added, deleted, or modified to Commander, TRADOC, ATTN: ATTG-IL.

(c) Reviews and approves content of OES common core training products developed by task proponents. Comments of all precommission sources will be considered during the content approval process of precommission training products.

(d) Develops and submits to Army Training Support Center (ATSC), common core implementation guidance to accompany each OES task.

(e) Conducts and forwards to Commander, TRADOC, ATTN: ATTG-IL, for final decision, training needs analysis of subjects, topics, and/or tasks recommended for inclusion to the common core. Analysis that validates a new training requirement will recommend task proponent, course(s) in which subject should be taught, and method(s) of training. Training needs analysis will be conducted in coordination with other common core executive agents and task/training proponents, as required.

(2) Participates in the annual Four-Gold Conference conducted by the precommission sources to review, assess, and make recommendations for the planning, standardization, and implementation of precommission training tasks.

(d) Directing training needs and job analysis by Common Core executive agents.

(3) Serves as course proponent for and develops Staff Process Phase of the Captains Career Course (CCC), Command and General Staff Officer Course (CGSOC), Pre-Command Course (PCC) (Fort Leavenworth Phase), Advanced Military Studies Program (AMSP), and Advanced Operational Arts Studies Fellowship (AOASF) courses and corresponding programs of instruction (POI).

(4) Analyzes, designs, develops, conducts, and evaluates education and training per AR 350-1, TRADOC Reg 350-70, and this regulation.

(5) Analyzes, designs, develops, and conducts leadership training for Army civilians.

h. Commander, U.S. Army Combined Arms Support Command (CASCOM). The Commander, CASCOM—

(1) Analyzes, designs, develops, conducts, and evaluates CSS officer, warrant officer, and NCO training per AR 350-1, TRADOC Reg 350-70, and this regulation.

(2) Develops and publishes CSS branch OES, Warrant Officer Education System (WOES), and career management field (CMF)/MOS-specific Noncommissioned Officer Education System (NCOES) training products, soldier training publications (STP), and individual training plans (ITP) per TRADOC Reg 350-70, as required.

(3) Produces training strategies to optimize training productivity and effectiveness.

(4) Develops training that incorporates modernization efforts.

(5) Vertically and horizontally aligns CSS branch tasks in officer, warrant officer, and NCO courses.

(6) Assesses the training evaluation process at associated schools, ensures branch-specific training is not redundant with common core, and ensures common core training is not redundant at each level of training.

i. Commander, U.S. Army Maneuver Support Center (MANSCEN). The Commander, MANSCEN—

(1) Analyzes, designs, develops, conducts, and evaluates maneuver support officer, warrant officer, and NCO training per AR 350-1, TRADOC Reg 350-70, and this regulation.

(2) Develops and publishes maneuver support

branch OES, WOES, and CMF/MOS-specific NCOES training products, STPs, and ITPs per TRADOC Reg 350-70, as required.

(3) Produces training strategies to optimize training productivity and effectiveness.

(4) Develops training that incorporates modernization efforts.

(5) Vertically and horizontally aligns maneuver support branch tasks in officer, warrant officer, and NCO courses.

(6) Assesses the training evaluation process at associated schools, ensures branch-specific training is not redundant with common core, and ensures common core training is not redundant at each level of training.

j. Commanding General, U.S. Army Cadet Command. CG, Cadet Command—

(1) Coordinates, integrates with other precommission sources, and assesses precommission common core training effectiveness and efficiency, and recommends improvements and changes that support common tasks required as part of precommission training.

(2) Along with other precommission sources, participates in precommission common core task review, selection, and training development process.

(3) Assesses the degree of training standardization by ROTC, U.S. Military Academy (USMA), Federal OCS, State OCS and WOCS.

(4) Coordinates and implements the Precommission Training Visitation Program with USMA, Federal OCS, and Army National Guard of the United States (ARNGUS) OCS.

(5) Participates in an annual Four-Gold Conference with other precommission sources to review, assess, and make recommendations for the planning, standardization, and implementation of precommission training.

(6) Coordinates with HQ TRADOC for quotas and support for airborne, air assault, ranger, and master fitness training courses and the Cadet Foreign Exchange Program.

(7) Participates in precommission Doctrinal Review and Advisory Group meetings, as required.

(8) Reviews, coordinates, analyzes, and provides impact statements regarding the Training Literature Program issues affecting precommission training.

(9) Participates in the annual Tri-Service Reserve Officer Training Corps (ROTC) Conference.

k. Commandant, U.S. Army Warrant Officer Career Center (WOCC). The Commandant, WOCC—

(1) Serves as executive agent for WOES common tasks, to include preappointment tasks, to ensure warrant officer training and education is vertically aligned (progressive and sequential) and meets the needs of current and future warrant officers. Monitors compliance with common core training guidance and validates its training by branch schools.

(a) Budgets for perpetual maintenance of common core responsibilities.

(b) Triennially, conducts task selection board to update and revalidate the WOES common tasks. Membership will include representatives from appropriate MACOM, NGB, USARC, branch schools, other common core executive agents, and interested agencies and activities. Recommends tasks to be added, deleted, or modified to Commander, TRADOC, ATTN: ATTG-IL.

(c) Reviews and approves content of WOES common task training products developed by task proponents.

(d) Develops and submits to ATSC, common task implementation guidance to accompany each WOES task.

(e) In coordination with task proponents, monitors currentness of training and conducts common core training effectiveness analysis per TRADOC Reg 350-70.

(f) Conducts and forwards to Commander, TRADOC, ATTN: ATTG-IL, for final decision, training needs analysis of subjects, topics, and/or tasks recommended for inclusion to the common core. Analysis that validates a new training requirement will recommend task proponent, course(s) in which subject should be taught, and method(s) of training. Training needs analysis will be conducted in coordination with MACOM, other common core executive agents, and task/training proponents, as required.

(2) Serves as course proponent for and develops WOCS, Warrant Officer Staff Course (WOSC), and Warrant Officer Senior Staff Course (WOSSC) POI.

(3) Analyzes, designs, develops, conducts, and evaluates training per AR 350-1, TRADOC Reg 350-70, and this regulation.

(4) Administers the Prerequisite Studies Phase for Warrant Officer Advanced Course (WOAC).

l. Commandant, U.S. Army Sergeants Major Academy (USASMA). The Commandant, USASMA—

(1) Serves as executive agent for NCOES common tasks to ensure NCO training and education is vertically aligned (progressive and sequential) and meets the

current and future needs of NCOs. Monitors compliance with common core training guidance by branch schools and NCO academies.

(a) Budgets for the maintenance of common core responsibilities.

(b) Triennially, conducts task selection boards, based on current survey input from the field, to determine critical common tasks to be trained at all organization levels or in NCOES and NCO functional courses. Task selection board membership will include representatives from appropriate MACOM, NGB, USARC, other common task executive agents, and applicable TRADOC management agencies and activities. Recommends tasks to be added, deleted, or modified to the Sergeants Major of the Army Board of Directors, for concurrence, prior to submitting to Commander, TRADOC, ATTN: ATTG-IL.

(c) Develops, validates, approves, and distributes all NCOES common and NCO functional course courseware products based on task proponent-developed doctrinal task analysis for each task approved to be included in professional development/functional POI.

(d) Develops and distributes NCOES course management plans and implementing instructions with all approved POI/courseware revisions as applicable. Develops and submits to ATSC, common core implementation guidance to accompany each NCOES task.

(e) In coordination with task proponents, monitors currentness of training doctrine and conducts common core training effectiveness analysis per TRADOC Reg 350-70.

(f) Develops vertically aligned NCOES course designs and conducts coordination workshops with other executive agents, to ensure horizontal alignment of tasks to be trained with corresponding course levels/target audiences in other education systems.

(g) Develops and submits to ATSC validated distance learning common core courseware materials for conversion into approved software delivery (Interactive Multimedia Instruction (IMI)) products.

(h) In coordination with MACOM, other executive agents, and schools, as required, conducts and forwards to Commander, TRADOC, ATTN: ATTG-IL, for final decision, training needs analysis of subjects, topics, and/or tasks recommended for inclusion to the common core. Conducts analysis and reviews with recommended task proponent to validate new training requirement, course(s) in which subject should be taught, and method(s) of training.

(2) Serves as proponent for, and develops and updates, at least triennially, the Army Enlisted Common Soldier Task Lists; Command Sergeants Major Course (CSMC), Sergeants Major Course (SMC), First Sergeant

Course (FSC), Battle Staff Noncommissioned Officer Course (BSNCO), Advanced Noncommissioned Officer Course (ANCO), Basic Noncommissioned Officer Course (BNCO) stand-alone common cores, and Primary Leadership Development Course (PLDC) POI.

(3) Analyzes, designs, develops, conducts, assesses training, and accredits NCO academies (NCOAs) per AR 350-1, TRADOC Regs 350-18 and 350-70, and this regulation.

m. Commandant, Army Management Staff College (AMSC). The Commandant, AMSC, serves as the—

(1) Proponent for, and analyzes, designs, develops, conducts, and evaluates, the Army Sustaining Base Leadership and Management resident and non-resident programs, and the Personnel Management for Executives I and II (PME I/II) courses (per AR 350-1, TRADOC Regs 350-18 and 350-70, and this regulation).

(2) Proponent for and develops the Garrison Pre-Command and the General Officer Installation Command programs.

n. Commandants, service schools. Commandants and task/MOS/course proponents—

(1) Analyze, design, develop, conduct, and evaluate officer, warrant officer, and NCO training per AR 350-1, TRADOC Regs 350-18 and 350-70, and this regulation. As an exception, executive agents will validate their common core training for leadership courses prior to courseware distribution to schools for implementation.

(2) Develop and publish branch OES, WOES, and NCOES training products, STP, and ITP per TRADOC Reg 350-70. (Printing of branch manuals is a commandant prerogative with resourcing provided by schools).

(3) Plan training for modernization efforts.

(4) Participate in triennial common task selection boards.

(5) Train to standard approved common core tasks as specified in the appropriate course management plan and/or implementation guidance.

(6) Perform task development functions when designated/appointed task proponent for a common core task.

(7) Vertically and horizontally align branch tasks in officer, warrant officer, and NCO courses.

(8) Ensure branch-specific training is not redundant with common core or other functional courses.

(9) Ensure assigned civilians obtain required leader development training and education.

(10) Select and nominate civilians for competitive leader development programs and, as appropriate, conduct civilian leader training and education within assigned proponenty.

(11) Budget for the maintenance of common core responsibilities, to include—

(a) Assisting common task executive agents conduct training effectiveness analysis.

(b) Participating in triennial common task selection boards as needed.

(c) Updating training products.

(12) Develop officer (to include precommission) and warrant officer (to include preappointment) training products to support common core tasks for which assigned task proponenty.

(a) Develop a Phase II end-of-course culminating performance exercise for each ANCOC and BNCOC NCOES course. The culminating event is meant to simulate the NCO's performance in an appropriate combat environment for each MOS. These exercises will be designed and conducted to require soldiers to demonstrate their knowledge and ability to perform the leadership, common core and technical tasks expected of graduates. These exercises shall be a minimum of 72 hours in length, conducted under continuous operations (CONOPS) conditions and may be in the form of a command post exercise (CPX), situational training exercise (STX), or field training exercise (FTX) scenario-driven or situational based academically tested/graded event. (Also see para 2-7f of this regulation).

(b) Conduct task analysis and develop lesson outlines and training support products (TSP) in coordination with warrant officer and officer common task executive agent(s). Provide USASMA completed task analysis for each task selected for inclusion in NCOES common core. Training products for precommission tasks will be developed in coordination with Cadet Command.

(13) Provide task analysis data per TRADOC Reg 350-70.

(14) Participate in coordination meetings/video teleconference, as required.

(15) Adjust/update training products, as necessary.

o. Commander, Army Training Support Center. Commander, ATSC—

(1) Serves as the Army training support manager for integrating programs, products, and services that support individual and collective training.

(2) Reproduces and distributes common task training products per TRADOC Reg 350-70.

(a) Assists task proponents and executive agents in development of multimedia training products per TRADOC Reg 350-70.

(b) Receives and coordinates training products from task proponents, resolves issues, obtains OES and WOES executive agent training content approval, and verifies format consistency with TRADOC Reg 350-70. Conducts coordination meetings with OES, WOES and NCOES executive agents, task proponents, and subject matter experts to facilitate training product development.

(c) Produces, packages, and disseminates finished training products with implementation guidance provided by common core executive agents and task proponents.

(3) Serves as Common Task Test (CTT) program manager to include:

(a) Developing and publishing revisions to Skill Levels 1-4 Soldiers Manuals of Common Task in keeping with current USASMA-developed, TRADOC-approved, enlisted common soldier task lists per TRADOC Reg 350-70.

(b) Developing and publishing annual Army CTT tasks selected for training and testing prior to the designated implementation fiscal year.

p. Army National Guard of the United States and USAR. ARNGUS and USAR—

(1) Conducts OES, WOES, and NCOES training and provides appropriate manning levels for TASS per AR 350-1, TRADOC Regs 350-18 and 350-70, and this regulation.

(2) Requests exceptions to policy contained in this regulation from Commander, TRADOC, ATTN: ATTG-IL.

q. TASS commanders. TASS commanders will conduct training per AR 350-1, TRADOC Regs 350-18 and 350-70, and this regulation.

1-5. Leader development and leadership. The terms "leader development" and "leadership" are not interchangeable.

a. Leader development is the process of developing or promoting the growth of confident, competent military and civilian leaders who understand and are able to exploit the full potential of present and future doctrine, organizations, technology, and equipment. Leader development—

(1) Is a continuous and cumulative process of education and training, experience, assessment, remediation, reinforcement, and feedback.

(2) Involves evaluating and selecting individuals for promotion, positions of greater responsibility, and additional duties.

(3) Is an integrated, progressive, and sequential process that involves institutional training and education, operational assignments, and self-development.

b. Leadership is influencing people by providing purpose, direction and motivation while operating to accomplish the mission and improving the organization.

c. Leadership is the product of the leader development process.

1-6. Institutional leader training and education levels. Much of the OES, WOES, NCOES, and civilian curriculums are complementary in that they support the development of leaders for utilization at specific organizational levels. It is the foundation upon which leaders realize their maximum potential. Training and education usually precede significant new and higher levels of operational assignments. It consists of branch immaterial and branch-specific courses and functional training. The courses identified below correspond to the organizational levels listed.

a. Team/squad/intern—

(1) Officer: Precommission.

(2) Warrant Officer: WOCS.

(3) Noncommissioned Officer: PLDC and BNCOC.

(4) Civilian: Intern Leadership Development Course (ILDC) and Action Officer Development Course (AODC).

b. Platoon—

(1) Officer: Officer Basic Course (OBC).

(2) Warrant Officer: Warrant Officer Basic Course (WOBC) (including the Initial Entry Rotary Wing Qualification Course).

(3) Noncommissioned Officer: ANCO.

c. Company/supervisory—

(1) Officer: CCC.

(2) Warrant Officer: WOAC.

(3) Noncommissioned Officer: FSC.

(4) Civilian: Supervisor Development Course (SDC) and Leadership Education and Development Course (LEAD).

d. Battalion and above/manager/executive—

(1) Officer: CGSOC.

(2) Warrant Officer: WOSC and WOSSC.

(3) Noncommissioned Officer: BSNCO, SMC, and CSMC.

(4) Civilian: Manager Development Course (MDC), Organizational Leadership for Executives (OLE), PME I/II, Sustaining Base Leadership and Management (SBLM) Program, and Senior Executive Service (SES) Training Courses.

Chapter 2 Leader Training and Education Guidelines

2-1. General. This chapter contains general policies and administrative procedures for officer (to include precommission), warrant officer (to include preappointment), NCO, and civilian leader training and education.

2-2. Institutional training.

a. Institutional leader training and education goals. Leader development goals and leader duties, missions, and responsibilities at specific organizational levels form the basis of learning objectives designed to—

(1) Produce leaders who have the ability to execute doctrine and strategy.

(2) Develop leaders capable of planning and executing worldwide peace and wartime missions in a wide range of operational environments.

(a) Plan and execute independent operations within commander's intent, show initiative, take calculated risks, and exploit opportunities.

(b) Develop and implement flexible operational plans, readily understood by all, which provide purpose, direction, and motivation.

(c) Effectively integrate advanced technology with the human dimension to demonstrate tactical and technical competence in building cohesive teams.

(3) Provide progressive and sequential training that prepares leaders for future operational assignments.

(4) Incorporate doctrine and strategy changes, as they occur.

(5) Provide vertically and horizontally aligned training products for institutional, unit, and self-development training.

b. Course content. Course content is based on leader training goals and objectives, as well as duties, responsibilities, and missions to which graduates will be assigned.

(1) Tasks. Course tasks are the individual leadership, technical, and tactical tasks leaders must

perform to successfully accomplish specific duty position requirements. Individual tasks will not be trained in isolation, but will be combined with other tasks to reflect the reality of operational environments.

(2) Conditions. Tasks will be trained and evaluated under conditions approximating operational environments for projected peacetime and wartime missions. During training, students will be exposed to frequently changing and progressively more difficult conditions. Small group leaders (SGLs)/instructors will insert realistic situational challenges which require progressively higher performance levels.

(3) Standards. Performance standards will equal or exceed requirements for successfully performing tasks or related missions in an operational wartime environment. Standards will include requirements for students to rapidly grasp changes in situations and conditions. Standards will also require students to exercise initiative by independently planning and/or executing doctrine-based actions within commander intent that steadily focus on the assigned mission.

c. Functional courses. Functional training provides skills required for operational assignments. Award of a skill identifier, additional skill identifier (ASI), or special qualification identifier (SQI) code usually recognizes functional course completion.

d. The Army Training System (TATS) Course. All components will use TATS courseware developed per TRADOC Reg 350-70.

2-3. Selection. Commanders will adhere to the requirements found in ARs 140-158 and 350-1 for the selection process and criteria for attendance at each course. Prerequisites for each course will be published in each school's appropriate Army Training Requirements and Resource System (ATRRS) catalog. Insuring soldiers meet established course qualifications and prerequisites is an individual and unit commander responsibility. Commanders will use the automated preinspection checklist posted in ATRRS, which is the Army's system of record to be used to validate a soldier's training qualification status. Soldiers arriving at schools not meeting these requirements will be denied enrollment and returned to their unit.

2-4. Student orientation. Commandants and/or TASS training commanders will post their student orientation information under their respective school codes to the school header (SH) screen in ATRRS. Information will be kept current at all times. Units and students may now access the student orientation material on the ATRRS homepage. (Note: DA Pam 351-4 is no longer current in many cases). If ATRRS access is not available, student information will be mailed to the student's unit no later than (NLT) 45 days prior to the course start date. Student orientation materials will be provided attendees in sufficient time to acquire materials and items required to bring to school when reporting for training. These

materials should also be available on the school web site. Upon arrival, commandants will conduct a formal orientation with each class during in-processing. This orientation must include—

- a. Course scope/overview and enrollment prerequisites.
- b. An explanation of the student's course evaluation plan they will be issued.
- c. Providing student orientation materials for students who did not receive their orientation materials prior to arrival.
- d. Billeting, mess, financial, and support information.
- e. Clothing, equipment, documents, and other items required for course attendance and a listing of prohibited items.
- f. Installation and local community information including appropriate e-mail address and telephone numbers.

2-5. Billeting. Installation commanders will make every effort to billet students on post. Students not in a temporary duty (TDY) status will not be required to maintain course-related bachelor officer/enlisted quarters for which the student must pay. NCOES billeting priority is PLDC, BNCOC, and ANCOC. Within local constraints—

- a. Students attending PLDC will be billeted at the NCOA the entire course in squad-size bays to keep classes, small groups, and squads together as much as possible.
- b. Students attending BNCOC will be billeted in two- to four-person rooms with adequate living and study facilities.
- c. Students attending ANCOC will be billeted in one or two-person rooms with adequate living and study facilities. If billeting, as prescribed above, is not available, ANCOC students will be billeted in bachelor enlisted quarters, visiting enlisted quarters, or off post. Note: NCOA commandants may allow locally assigned ANCOC and BNCOC students (those attending who are within a 50 mile radius of their home station) to reside in their local unit or government/ civilian quarters as long as all course leadership roles, performance and academic evaluation requirements/ standards can be met.
- d. Noncommissioned Officer Education System students will not be billeted with soldiers attending AIT. If billeting in the same building with AIT soldiers is unavoidable, access to respective living areas must be restricted.

e. Adherence to above policy will be reviewed during accreditation visits. Noncompliance will be noted in the

initial Quality Assurance (QA) program accreditation report as a higher headquarters issue and documented on the next visit's report as a critical deficiency, if conditions have not improved and no plan has been initiated by the organization to upgrade facilities to meet minimum standards.

2-6. Physical fitness, weight control, and profiles. See ARs 40-501, 350-1, and 600-9, National Guard Regulation (NGR) 40-501 and TRADOC Reg 350-18. All Active Component (AC) and Active Guard Reserve (AGR) officers, warrant officers and NCOs who reach the age of 40 will receive their over 40 physical, to include a cardiovascular medical screening program (CVSP) prior to arrival at OES, WOES, NCOES or functional professional development courses. All other soldiers who have reached the age of 40, whose last periodic physical was within the last 5 years, will receive a CVSP in conjunction with their next periodic physical examination. Per AR 40-501, for over 40 soldiers who have had a periodic physical within the last 5 years, there is no need to require a CVSP prior to continuing physical training or participating in APFT. Over 40 soldiers arriving at schools who have not had a periodic physical within the last 5 years will be denied enrollment and not be allowed to start the course curriculum. This policy will be included in all proponent developed course management plans per TRADOC Reg 350-70, and included in future editions of the pre-execution checklists found in TRADOC Reg 350-18.

a. School's SGLs/instructors will not be assigned to duty with a profile that precludes them from performing all of their duties (i.e., running, marching, or wearing of required equipment, etc.). Exceptions to this policy are SMC and CSMC SGLs/senior small group leaders (SSGLs), who are not required to conduct student performance or academic evaluations on these tasks as part of the course curriculum requirements.

b. Per DA message R251850Z Jul 01, subject: Clarification and Reinforcement of Army Training Policies, attendees of OES and WOES will pass the Army physical fitness test (APFT) prior to their course graduation date. Noncommissioned Officer Education System and NCO functional course (First Sergeant/Battle Staff Courses) attendees will be administered the standard APFT within the first 72 hours of enrollment. Those who fail this initial test will be given one retest to be administered sometime between academic day 7 and 14. Without exception, students must pass the APFT prior to the end of the course or phase (whichever occurs first) to graduate. BNCOC and ANCOG students must pass the APFT before the end of Phase I (common core). In all cases, soldiers who fail the APFT retest will be dropped/dismissed from the course for failure to meet APFT standards. Soldiers failing the initial APFT and found medically unqualified to retest within the required period of time will receive a medical dismissal, (for non-prejudicial medical reasons), returned to their unit, and allowed to be rescheduled to attend another class when medically capable.

c. Students attending NCOES, NCO functional and NCO level reclassification courses will be weighed-in/taped in accordance with (IAW) AR 600-9 for compliance with Army height and weight standards at the beginning of each course. Soldiers that are TDY en-route will be screened prior to departing their home station/losing command. Their height and weight data will be recorded on their TDY orders (DD Form 1610, block 16) or on their permanent change of station packet. Soldiers exceeding the screening table weight in table 1 will not be allowed to depart until their commander has determined they meet Army body fat composition standards. Students arriving at schools not meeting the standards, will be denied enrollment in the course or phase and returned to their unit.

d. Students with temporary profiles that prohibit full participation in the completion of course requirements will be denied enrollment. Students will not be sent to or enrolled in NCOES courses holding a temporary profile (except for shaving or non-performance deterring profiles), or if they are pregnant, unless the soldier's attending physician provides written documentation that states the soldier can perform/participate in all course physical performance requirements. This includes APFT, marching, and field training exercises. Soldiers will also not be allowed to attend NCOES courses during the recovery period that follows the end date of a temporary profile. Active duty/AGR soldiers holding a permanent P3/P4 profile must arrive for training with a signed copy of their Medical Review Board. Reserve Component (RC) soldiers must possess a complete copy of their DA Form 3349 to be enrolled. Soldiers with a permanent profile will be allowed to attend professional development courses and train within the limits of their profile provided they can otherwise meet all course prerequisites and graduation requirements. The NCOA commandant may dismiss a soldier from a course or refuse to enroll a soldier in NCOES whenever they determine that due to a soldier's permanent or temporary profile restrictions, the soldier would not be able to complete 100 percent of the course requirements to Army/course minimum standards. (For example, APFT, FTX, lanes training exercise (LTX), wear load bearing equipment, perform evaluated performance tasks, etc.)

e. An APFT is not required for enrollment or graduation at Phase II ANCOG or BNCOC, or at MOS reclassification courses/training. Soldiers will not be required to take an APFT during these courses. Therefore, no APFT entry is required for DA Form 1059 completion purposes for these Phases/courses.

2-7. Conduct of training. Commandants will ensure training is conducted and evaluated per the principles listed in Field Manual (FM) 25-100 in conjunction with FM 25-101 (Note: both manuals to be revised as new "3" series FM publications). Noncommissioned Officer Academy commandants will use the training schedule format outlined in FM 25-101.

a. Prior to enrollment, students must be fully capable

of performing supporting individual tasks and the tasks required in the next lower level course. Commandants may evaluate student capabilities through appropriate testing, and if necessary, provide remedial training, recycle to a later class, or return to unit of assignment those students who do not meet course prerequisites or do not have the required minimum skills. Remedial training will be scheduled when applicable on the training schedule, but will not be conducted during normal POI time.

b. Schools will train tasks only at the skill level prescribed for each course.

c. Student training, SGL, SSGL and instructors.

(1) School staffs, faculties, SSGL, and training departments will supervise and support SGL, instructors, and students, and ensure commitment to training, educating, and developing each student.

(2) Trained, qualified, certified, and experienced SGL, SSGL, and instructors will conduct and supervise student training (SSGLs may be used as SGLs as the NCOA commandant deems necessary to accomplish the training mission or as temporary fill-ins when shortages of by-grade SGLs dictate the need to do so). Small group leader-to-student ratios will be sufficient to ensure student control and supervision and facilitate teaching, coaching, mentoring, and developing individual student leadership skills to the level for which training is provided. (See paragraph 2-13.)

(3) Small group leaders, SSGLs, and instructors will provide students with progressive and sequential training, accurate evaluations, and timely feedback via task performance after action reviews.

(4) When applicable, SGLs, SSGLs, and instructors will use mission orders to convey training objectives. Mission orders will clearly articulate the commander's intent. Small group leaders, SSGLs, and instructors will ensure students use mission orders to demonstrate a thorough understanding of the mission and the commander's intent.

d. Training environments must enhance learning, encourage student initiative, require students to attain and sustain high levels of discipline, have defined, publicized, and enforced standards, and focus on preparing the student to lead soldiers through training, maintenance, deployment, and sustained tactical operations in support of unit missions.

e. When possible, students will be given opportunities to gain experience by leading and/or training soldiers in other courses (for example, conduct marksmanship and physical fitness or CTT training for advanced individual training students).

f. Commandants will use proponent-developed end-of-course (Phase II) CPX, FTX, STX, or LTX, virtual or live,

in the field or at a job site, as a culminating event designed to evaluate (Go/No-Go) the soldier's ability to perform the terminal learning objectives of the course to graduate. These events will be at least 72 hours in length, be scenario driven and conducted under CONOPS conditions. Leader development course proponents will publish minimum guidelines and evaluation criteria for exercise execution in the course management plan of each course they develop.

g. Student evaluations. Small group leaders and instructors will—

(1) Determine if the student has demonstrated a sufficient level of competency to pass the course IAW the student evaluation plan as prescribed in TRADOC Reg 350-70.

(2) Conduct developmental counseling to provide students information on their strengths and weaknesses, and courses of action to improve performance.

(3) Consolidate and analyze student performance evaluations near the end of the course and at intervals appropriate to course length as determined by the commandant/Course Management Plan (CMP). Small group leaders, SSGLs, and instructors will provide students documented feedback and will use analysis results to determine ratings for completing DA Form 1059 (Service School Academic Evaluation Report (AER)) and course academic records and reports. Records and reports must adequately support appropriate administrative action for students who fail to meet course requirements.

(4) Complete an AER (DA Form 1059) for all students per AR 623-1. Whenever possible, students should receive a copy of their completed AER at graduation. However, although Army policy allows for completion within 60 days after graduation, at a minimum, students will be provided an opportunity to review their draft AER prior to departure. Written comments in block 16 will be tailored for each individual.

h. Training material. Sufficient quantities of the most current training products will be maintained for each class.

(1) Training support package and examination material.

(2) Lesson reference files and course changes.

(3) All training aids and devices referenced in the current lesson plans.

(4) Student issue materials including advance sheets, supplemental readings, compact discs, student handouts, reference books, practical exercises, and solution sheets.

(5) At least one visitor folder will be available in

each classroom. See TRADOC Reg 350-18 for visitor's folder contents.

2-8. Student records.

a. The SGL or instructor will create a file for each student containing—

- (1) Leadership position evaluations.
- (2) Counseling records.
- (3) Copy of DA Form 705 (for PLDC, and ANCOG/BNCOG Phase I only).
- (4) Test/exam scores. (Do not file copies of test/exam answer sheets in student records.)
- (5) DA Form 1059.
- (6) Copy of student's course attendance pre-execution checklist
- (7) Copy of any waivers soldier needed to attend course, signed by first general officer in his/her chain of command.
- (8) Other student performance evaluation records and supporting documentation listed in TRADOC Reg 350-18, paragraph 3-28.

b. Commandants will maintain student academic records per AR 25-400-2 (File Number: 351-1f, leaders course evaluations). As an exception for accreditation standards validation, student academic records will be maintained for a minimum of 12 months after course graduation date/phase completion date at the school code location.

c. Test control officers will separately retain test answer sheets and associated student papers until course completion, at which time they will be destroyed. Test answer sheets of non-graduates and early releases will be retained/secured separately from the graduate student attendance records files for 24 months before destruction.

2-9. Academic test and retest. Criterion-referenced tests, tailored to measure performance abilities, will be used to measure student proficiency per TRADOC Reg 350-70. IAW TRADOC memorandum, ATTG-CD, 6 Oct 01, subject: Student Academic Measurement/Testing PolicyGuidance course proponents will establish the minimum standard (academic score percentage), for written and performance tests, used to determine successful completion of a block of instruction and/or a course. Course proponents must spell out these standards in a written evaluation plan to be issued to each student upon enrollment. Proponents must also include these standards in course management plans and implementing instructions, if course is taught at more than one training location/site. Commandants must test, retest, pass, fail, dismiss, and honor students IAW the

policy and procedures in this regulation and the student evaluation plan.

a. After remedial training, commandants may retest one time those students who fail to achieve established minimum written or performance standards on an objective.

b. Retest scores will be annotated in student course records along with counseling and remediation documentation. However, students who require and pass a retest will receive the minimum passing score for that event and will automatically be removed from class honors consideration (except in the case of IMI self-paced instruction). Commandants will dismiss soldiers from the course who fail to meet minimum passing standards or academic score on any performance or written retest.

c. Certain exceptional circumstances may arise during training that might require a second retest (such as the sudden illness or emergency removal of the student during the retest administration, or during the NCOES student's appeal process a disinterested sergeant major determines that another retest is warranted). Based upon a determination and documentation by the commandant that these exceptional circumstances exist, the student is deemed to not have completed the retest and will be retested again. This option must be listed within the student evaluation plan for a course.

d. Commandants will dismiss students from the course who fail to meet performance standards for a graduation requirement, and/or require extraordinary assistance to remain in the course.

e. School commanders and commandants will follow the dismissal and student appeal procedures found in ARs 135-175, 350-1, and 600-8-24.

f. Every effort will be taken to insure that course testing instrument integrity/security is maintained. As a minimum, schools will maintain test materials in a secure location that is inaccessible to students with test instruments and answer keys kept in separate vault/file containers. Test material security procedures will be included in each school's/NCOA's testing standing operating procedures and other applicable test control publications. Each school's/NCOA's appointed test control officer will maintain records of test instrument destruction.

2-10. Student recognition. See AR 350-1.

2-11. Student dismissal. See ARs 135-175, 350-1, and 600-8-24.

2-12. Student recycle. Academic recycles. After coordination with and approval of the appropriate personnel command and/or individual's unit, commandants may recycle a student once (reenroll a student in a class or phase that follows the class they are in). Coordination for recycling RC students will be

through the local RC liaison office. However, academic recycles will be limited to only extraordinary circumstances, that is, a student who (through illness, injury, emergency leave, or other unavoidable circumstances) misses a significant portion (beyond the scope of after-hours make up or remedial training/testing) of evaluated training required for graduation. Commandants must test, retest, pass, fail, dismiss, and honor students IAW the policy and procedures in this regulation and the student evaluation plan.

2-13. Small group instruction. Small group instruction shifts the teaching methodology from «what to think» to «how to think» and places learning responsibility on the student through group participation and assignments as discussion leaders. As an exception, students will not be used as discussion leaders in PLDC.

a. Small group instruction will be used in CGSOC, CCC, WOSSC, WOSC, WOAC, CSMC, SMC, FSC, BSNCO, ANCO, BNCO, and PLDC.

b. As exceptions, use of SGI—

(1) Is not authorized in OBC.

(2) Will be a commandant's choice in OCS, WOBC, WOCS and ROTC. If so, commandants will accomplish with existing resources.

c. An SGL-to-student ratio of 1:12-16 is required in SGI, with the exception of PLDC, which will be 1:6-8. An exception may occur during MOS technical phase(s) when TRADOC Manpower Activity validates a larger or smaller group size because of equipment or facilities restrictions. However, a class will not be conducted above or below these ratios without prior approval of the commandant/CG or his designated representative in the rank of colonel or higher. As an exception, the Commandant, USASMA is approval authority for NCOES common core Phase I regardless if it is taught separately or congruently with MOS technical phase(s).

d. School commandants will man their NCOAs with qualified SSGLs at a minimum ratio of 1:8 (one SSGL to every eight SGL assigned or attached). Exception to this rule is PLDC, where the SSGL-to-SGL ratio at these course-training locations will be maintained at a ratio of 1:4 (one SSGL for every four SGLs). For NCOES PLDC, BNCO and/or ANCO, SSGLs must have had previous field unit platoon sergeant or equivalent level assignment experience to be assigned as a SSGL. ANCO and/or BNCO SGLs (as applicable) will be a graduate of both Phase I and Phase II before performing duties as a SGL. Likewise, all SMC/CSMC SSGLs and SGLs must have completed at least one field unit assignment as a sergeant major/Command Sergeant Major (CSM) to be assigned to instructional positions or assume SSGL or SGL duties required for the conduct of these courses.

2-14. Small group leader, senior small group leader and instructor standards. The success of institutional

training depends on having experienced SGLs, SSGLs and instructors who are leadership mentors, role models, and teachers. Small group leaders, SSGLs and instructors conduct leadership assessments, counseling, and assist students to identify strengths, weaknesses, and actions to improve performance. They are responsible for student physical conditioning, control, discipline, and administrative requirements; training specified common core tasks in all courses; and training and reinforcing specified branch tasks in branch courses. Minimum SGL, SSGL and instructor training and qualification standards are contained in TRADOC Reg 350-70. Additionally—

a. Commandants or designated representatives—

(1) Will ensure soldiers selected to be SGLs meet the grade, MOS and skill level/assignment experience criteria and physical fitness capabilities of the course they will be assigned to conduct/mentor. SGLs must be of like-MOS (except for PLDC and BNCO or ANCO Common Core) and be a graduate of the courses they teach, except as described in paragraph 2-14a(3) below.

(2) For pilot/newly fielded courses, will ensure SGL and instructors complete a train-the-trainer course to meet qualification criteria outlined in the CMP and receive constructive credit as outlined in AR 350-1.

(3) For low-density MOS BNCO and ANCO, or when soldier attends the Phase I TASS Common Core at an approved location other than his/her MOS proponent school, commandants may substitute other like-level career progression SGLs in a different MOS when qualified SGLs are not available in the correct MOS. Substitute SGLs must satisfy CMP qualification requirements.

(4) Will provide SGLs, SSGLs and instructors a quarterly written evaluation (except for part-time NCOAs where infrequent class scheduling may only allow evaluations opportunities semi-annually). These evaluations are useful in incentive and recognition programs, as well as for TRADOC-wide competition.

(5) Will maintain file per AR 25-400-2 (File Number: 351b, Instructor information) containing following information—

(a) Documentation of qualification credentials. (Document showing Instructor Training Course and SGI course graduate, meets height/weight standards, and passed last APFT.)

(b) Updated copy of DA Form 2-1 (Personnel Qualification Record, Part II/Enlisted Record Brief) or DA Form 4037 (Officer Record Brief), as appropriate.

(c) Copy of current DA Form 705.

(d) Copy of all written quarterly evaluations for the past 12 months.

Note: See web site www.rmd.belvoir.army.mil/markstit.htm for MARKS file supporting information.

b. Small group leaders, SSGLs and instructors will meet specific grade standards. However, during times when a school is short the required number of by-grade SGLs for a course, commandants may use SGLs who are one grade higher than specified. Soldiers not meeting the minimum skill level/grade standards, or more than one grade higher, will not assume SGL, SSGL or instructor duties without prior written approval of the course proponent commandant/CG or their designated representative in the rank of colonel or higher. The following specific course SGL/instructor criteria apply:

(1) Command and General Staff Officer Course—lieutenant colonel or senior major that is CGSOC, or equivalent, graduate.

(2) Captains Career Course—

(a) Branch-specific phase—major or senior captain.

(b) Staff process training phase—lieutenant colonel.

(3) Officer Basic Course (instructor)—captain (command experience preferred).

(4) Warrant Officer Senior Staff Course—Chief Warrant Officer, CW5.

(5) Warrant Officer Staff Course—Chief Warrant Officer, CW4.

(6) Warrant Officer Advanced Course—Chief Warrant Officer, CW3.

(7) Warrant Officer Basic Course—Chief Warrant Officer, CW2.

(8) Warrant Officer Candidate School—Chief Warrant Officer, CW2.

(9) Sergeants Major Course—sergeant major* with prior assignment experience as a sergeant major.

(10) First Sergeant Course—master sergeant with prior first sergeant/detachment sergeant experience.

(11) Battle Staff Noncommissioned Officer Course—master sergeant* with prior unit battle staff assignment experience.

(12) Advanced Noncommissioned Officer Course—sergeant first class* with prior assignment experience in a Skill Level 4 duty position.

(13) Basic Noncommissioned Officer Course—staff sergeant* with prior assignment experience in a Skill Level 3 duty position.

(14) Primary Leadership Development Course—staff sergeant* with prior assignment experience in a Skill Level 3 duty position.

(15) Senior SGL for PLDC, BNCOC, ANCO—sergeant first class*.

*See DA Pam 611-21, table 11-1. As an exception, a certified PLDC or BNCOC SGL may continue instructor duties for up to 2 years after promotion to sergeant first class (SFC).

c. Noncommissioned Officer Academy commandants who lack sufficient numbers of the minimum grades required are authorized to utilize NCOs no more than one grade higher than specified to conduct the training. Soldiers not meeting the minimum grade and/or more than one grade higher than required will not assume or be assigned NCOES SGL or instructor duties. This accommodation does not change the grade tables in DA Pam 611-21.

2-15. Accreditation. TRADOC Regs 350-18 and 350-70 govern accreditation. TRADOC accreditation evaluation reports, report of corrective actions, and proponent evaluations will be maintained for use during the next accreditation visit.

2-16. Course credit (constructive and equivalent). See AR 350-1.

a. Types of credit.

(1) Constructive credit may be granted in lieu of course attendance based on duty assignment history and past academic experiences. Individual must possess the same skills and qualifications as course graduates.

(2) For OES and WOES, see AR 350-1.

b. Noncommissioned Officer Education System specific course credit.

(1) Soldiers that successfully complete any of the following training may be granted PLDC NCOES course equivalency.

(a) Reserve Component Primary Leadership Course.

(b) Reserve Component Primary Noncommissioned Officer Course.

(c) Reserve Component Primary Leadership Development Course. (Reserve Component soldiers may complete RC PLDC in one of two options, either in full annual training (AT)/active duty training (ADT) mode or via the two-phased combination inactive duty training (IDT) and ADT IAW the proponent course management plan and implementation instructions).

(d) Reserve Component-BNCOC (must have

completed Phase I and II) or RC-ANCOC (Phase I).

(e) United States Marine Corps (USMC) NCO Course.

(f) United States Marine Corps Leadership Course or USMC NCO Leadership.

(g) United States Marine Corps NCO Basic Course.

(h) United States Marine Corps Staff NCO Advance Course (taught at Quantico, VA only).

(i) United States Marine Corps Resident Staff NCO Career Course (taught at Quantico, VA only).

(j) The Sergeant Course and Infantry Squad Leader Courses (taught at Camp Pendleton only). NOTE: The Squad Leader Courses taught at Marine Corp Divisions do not meet PLDC POI equivalency requirements.

(k) Officer Candidate School (AC/RC OCS from any service).

(l) Officer Basic Course (OBC from any service).

(m) Officer Advanced Course (from any service).

(n) CAS3 (or equivalent course from any service).

(o) Command and General Staff Officer's Course (CGSOC or equivalent course from any service).

(p) Reserve Officers Training Corps Advanced Camp (ROTC from any service).

(q) Warrant Officer Candidate School (AC/RC U.S. Army or USMC WOCS).

(2) Currently, no U.S. Air Force, Navy or Marine Corps courses will be recognized for ANCOC or BNCOC Phase I SACC credit.

c. Noncommissioned Officer Education System equivalency documentation.

(1) Soldiers must provide DA Form 1059 (student academic report) or service equivalent documentation to gain equivalency credit.

(2) For equivalency purposes under option two, DA Form 1059 must be provided for both Phase I and Phase II.

(3) The policy outlined above (per TRADOC Message 050523Z May 93) represents the authority for Personnel Service Centers to grant AC-PLDC and other course equivalency for attendance at recognized DA and TRADOC-approved TASS course POIs.

(4) In all cases, an outline of the individual's prior leadership and technical training and experiences, along with supporting documentation, (to include a ATRRS printout on the soldier) will be attached to DA Form 4187 (Personnel Action). Submit this information through command channels and the course proponent for consideration by the appropriate personnel command, as follows:

(a) Active Component. Commander, PERSCOM, ATTN: TAPC-EPT-FN.

(b) United States Army Reserve. Commander, AR-PERCEN, ATTN: ARPC-EP.

(c) Army National Guard of the United States. Chief, National Guard Bureau, ATTN: NGB-ARP-E.

(5) Active and RC soldiers promoted to their current rank prior to 1 October 1992 are considered as NCOES-qualified commensurate with their current rank.

(6) Individuals will be granted equal credit for successfully completing institutional training conducted either at a TASS school battalion or at a proponent resident school when the conditions below are met. Course completion documentation in the individual's records will not differentiate between modes of instruction.

(7) Training is conducted in the schoolhouse, proponent-accredited TASS school battalions, or their functionally aligned teaching sites.

(8) Instructors are proponent-certified.

(9) Proponent developed, certified, and approved TASS courseware is utilized. (Reserve Component soldiers will be credited for successfully completing proponent developed, certified, and approved Reserve Component Configured Courseware course until new TASS courseware is fielded.)

(10) Request for equivalency credit for Phase I ANCOC or BNCOC must be routed to Commandant USASMA, 11291 SGT E Churchill St, Fort Bliss, TX 79918-8002, with copy furnished Commander TRADOC, 5 Fenwick Road, ATTN: ATTG-ILN, Fort Monroe, VA 23651-1049, for approval.

(11) The proponent MOS school (not HQ TRADOC) must approve request for equivalency credit for ANCOC or BNCOC MOS Phase II

2-17. Risk management (RM).

a. In accordance with FM 100-14, RM is a five-step process integrated into training decisionmaking to identify and eliminate unnecessary risk by—

(1) Identifying potential hazards that may be encountered during mission or task performance.

(2) Assessing hazards.

(3) Making decisions and developing controls.

(4) Implementing appropriate controls to reduce or eliminate hazards.

(5) Supervising mission/task performance to include evaluating performance to adjust as needed and incorporating lessons learned into future actions.

b. Commandants will—

(1) Adhere to TRADOC risk assessment decision authority levels in all training operations, per TRADOC 385-2, paragraph 4-4.

(2) Establish course safety standards and integrate safety/caution statements, RM decisions, and fratricide prevention actions into appropriate training documents.

(3) Ensure leader course graduates possess the skills and knowledge to conduct high-risk training and operations safely and successfully. Risk management must be integrated throughout all training in such a way as to provide realistic, mission-oriented applications. To achieve the desired endstate, RM must be reinforced, practiced, and individual students evaluated. This will occur through practical hands-on application during the training of common core and branch tasks taught under operational conditions.

(4) Include RM and fratricide prevention in course tests.

c. Safety standards. Leader safety training will include progressive and sequential RM and fratricide prevention training.

2-18. Safety and force protection.

a. Force protection must be an integral part of mission planning by including RM in the decisionmaking process. Risk management eliminates unnecessary risk to the force and the mission, minimizes fratricide, and avoids accidental injury to soldiers and damage to equipment. Force protection responsibilities continue around the clock, both on and off duty.

b. Safety in training and training safely are not synonymous. Safe training is achieved by integrating safety in the planning, development, and conduct of training per FMs 25-100 and 25-101. Leaders must commit to accomplishing missions without unnecessarily jeopardizing lives and equipment. They must recognize unsafe behavior while making prudent risk decisions and developing operational processes to minimize hazards.

c. Training safety consists of three interlocking tiers.

(1) Tier 1: Commander validates soundness of training and evaluates plans for safety and resolving safety issues.

(2) Tier 2: First line leader identifies necessary actions by responsible individuals, establishes a system to monitor training safety, and focuses on adherence to standards.

(3) Tier 3: Individual ensures soldiers look after themselves and others and know how to recognize unsafe conditions and acts.

2-19. Environmental protection and stewardship.

a. Leaders are the Army's environmental stewards. They have a professional and personal responsibility to—

(1) Understand and support the environmental program.

(2) Integrate into every mission the Army's vision to be a national leader in environmental and natural resource stewardship for present and future generations.

b. Leaders use the same five-step process defined in paragraph 2-17, above, to identify, eliminate, or reduce environmental risks whenever possible. Detailed procedures are contained in TC 3-34.489, and FM 3-100.4.

2-20. Leadership assessment and development. Schools will use FM 22-100 as a guide to implement a standard leadership assessment process to evaluate student leadership values, attributes, skills and actions (VASA). Information obtained from the process will be the basis for course leadership grades and AER. Minimum program requirements include—

a. Student assessments.

b. Counseling that includes identification of strengths, weaknesses, and developmental needs.

c. Assisting students in identifying courses of action to improve their performance.

2-21. Common core. The TRADOC-approved common core task lists contain the approved common soldier and leadership tasks selected for training, and common to all leaders for each specified skill level, grade and/or organizational level of assignment, regardless of branch or career management field. The common core task lists will be comprised of all approved critical common military and common leader tasks selected for officer (to include precommission), warrant officer (to include preappointment), and NCO professional development leader education and training courses.

a. For horizontal alignment purposes, tasks included in the common core are the sole source of common leader training requirements and are published under the authority of CG, TRADOC. Common core consolidates all common soldier, common leader, and directed/mandated training into a single task or subject list for each officer (to include precommission), warrant officer (to include

preappointment), and noncommissioned officer leader training and education courses. The use of terms other than «common core» to describe training of this nature is not authorized.

b. Common core training products will be applied uniformly in the appropriate courses and trained to standard. Training time for each task may differ or be adjusted by the proponent school commandant according to target audience based on the progressive and sequential course designs. The common core task list and TSPs can be found on the Reimer Digital Library for officers and warrant officers, and on the USASMA homepage for NCOES/NCO functional courses. Both sites are linked to the TRADOC homepage.

c. The common core critical task list will be updated/revalidated triennially through Occupational Data, Analysis, Requirements, and Structure soldier job analysis surveys, followed by task selection boards. TRADOC DCSOPS&T will oversee and executive agents will conduct these boards to validate the critical tasks to be trained at each organizational level. Common core executive agents will be represented along with subject matter experts from U.S. Army Forces Command and TRADOC schools. The board will focus on horizontal alignment of tasks to be trained across all three professional development systems (OES, WOES and NCOES). The specific course designers at each executive agent will determine the site, method, and media to be used to deliver the training in order to achieve vertical alignment and sequencing in a progressive and sequential manner per TRADOC Reg 350-70.

d. Recommended changes to the TRADOC approved common core task list will be considered, in coordination with the executive agents, at any time. Recommendations with justification will be forwarded on DA Form 2028, through the chain of command, to Commander, TRADOC, ATTN: ATTG-IL.

2-22. Common Task Test for NCO leaders. Common task test evaluates leader proficiency in the performance of selected common tasks at specific skill levels. The source of CTT tasks for leaders is the TRADOC-approved enlisted common soldier task list, as follows: a. Primary Leadership Development Course common core tasks for Skill Level 2. b. Basic Noncommissioned Officer Course common core tasks for Skill Level 3. c. Advanced Noncommissioned Officer Course common core tasks for Skill Level 4.2-23. Mobilization training strategy. Mobilization training strategy is contained in TRADOC Mobilization Operations, Planning and Execution System (TMOPES), AR 690-11, and DA Pam 690-47.

Chapter 3

The Officer Education System (OES)

3-1. Goals and objectives. The goal of OES is to produce a corps of broadly based officer leaders who—

- are fully competent in technical, tactical, and leader VASA;
- are knowledgeable of “how the Army runs”;
- demonstrate confidence, integrity, critical judgment, and responsibility;
- can operate in an environment of complexity, ambiguity, and rapid change;
- can build effective teams amid continuous organizational and technological change; and
- can adapt and solve problems creatively.

Officer leader development is a continuous process beginning with precommission training and education.

a. The OES prepares officers for increased responsibilities and successful performance at the next higher level. It provides precommissioning, branch, and leader development training to develop officers to lead platoon, company, battalion, and higher level organizations.

b. Officer Education System is a combination of branch-immaterial and branch-specific courses providing progressive and sequential training throughout an officer’s career. Regardless of branch affiliation, the common thread tying all OES training is the TRADOC-approved common core, which is fully incorporated into all OES courses.

3-2. Precommission training. Precommissioning programs are varied, yet complementary. United States Military Academy, ROTC, and Federal/State OCS educate and train cadets/officer candidates and assess their readiness and potential for commissioning as second lieutenants. Precommission sources share a common goal that each graduate possesses the character, leadership, and other attributes essential to progressive and continuing development throughout a career of exemplary service to the Nation.

a. United States Military Academy. The USMA provides a 4-year curriculum leading to a Bachelor of Science degree and commissioning as a second lieutenant. Selection for attendance is through various appointment programs. Policy guidance is contained in AR 351-17.

b. Reserve Officers Training Corps. The ROTC offers college students an opportunity for commissioning as second lieutenants through 2-, 3-, and 4-year curricula in various academic disciplines necessary to meet Active Army and RC requirements. Policy guidance is contained in AR 145-1.

c. Officer Candidate School. Officer Candidate School is a branch-immaterial course conducted by the U.S. Army Accessions Command (USAAC) and OCS battalion of TASS leadership brigades. It provides active and RC warrant officers and enlisted soldiers an opportunity to earn commissions as second lieutenants in the Active Army, Army Reserve, and National Guard. Officer Candidate School also serves as a rapid expansion capability for officer training upon mobilization. The

Commander USAAC, in coordination with Chief, National Guard Bureau, maintains the OCS program of instruction.

(1) Federal OCS. Policy guidance is contained in AR 350-51.

(2) Army National Guard of the United States State OCS. Policy guidance is contained in NGR 351-1.

3-3. Officer Basic Course (OBC). The OBC is a branch-specific qualification course that provides new second lieutenants an opportunity to acquire the leader, tactical, technical and VASA needed to succeed at their first duty assignment. Some branch OBC graduates (military intelligence or chemical for example) are trained for success as a battalion staff officer. Graduates of OBC are recognized by Military Education Level (MEL) code 7 and are trained to—

a. Prepare their platoon, squads, teams, leaders, soldiers, and their equipment for peace and wartime missions.

b. Control, lead, supervise, discipline, train, develop subordinate leaders, and care for subordinates and their families.

c. Plan, schedule, supervise, execute, assess, and assign responsibility for mission training.

d. Plan, initiate, supervise, and assign responsibility for platoon level personnel, administration, and supply actions.

e. Plan, supervise, assess, and assign responsibility for the safe use, maintenance, security, storage, and accountability of personal and organizational equipment and materiel.

f. Advise the commander on the status of platoon/squad training, discipline, equipment maintenance, and personnel readiness.

3-4. Captains Career Course (CCC). The CCC is a multiple-phased course providing captains an opportunity to acquire the leader, tactical, technical, and VASA needed to lead company-size units and serve at battalion and/or brigade staff levels.

a. The first phase is branch-specific training. Captains learn to—

(1) Establish and maintain a disciplined command climate which—

(a) Has defined, publicized, and enforced standards.

(b) Has defined duties and fixed responsibilities for all assigned leaders and soldiers.

(c) Provides fair and equal treatment and opportunities for leaders and soldiers with different education, experience, proficiency levels, ethnic backgrounds, and gender.

(d) Encourages initiative, self-discipline, learning, and individual/team performance.

(e) Requires leaders and soldiers to accept responsibilities, accomplish assigned tasks, and perform their duties to standard.

(2) Execute the unit's assigned missions.

(a) Plan, resource, schedule, assign responsibility, supervise, execute, and evaluate short-range, near-term, and long-range actions that progressively accomplish requirements relevant to the company's preparation for known and anticipated missions.

(b) Lead, assist, advise, and supervise subordinate leaders as they prepare platoons, squads, teams, leaders, soldiers, and organizational and individual equipment for their defined role in the company's mission.

(c) Train and prepare subordinate leaders for mission-related duties, protect them from outside interference, and focus their actions and efforts on attaining and sustaining the required levels of mission readiness.

(3) Command, control, lead, supervise, discipline, train and develop subordinates, and care for subordinates and their families.

(4) Develop the unit mission essential task list and training plan. Schedule, resource, supervise, execute, and evaluate company and sub-unit individual and collective training.

(5) Plan, supervise, and evaluate unit leader training and development, and personnel, administration, supply, maintenance, safety, environmental and security actions.

(6) Plan, supervise, and evaluate the safe use, maintenance, security, storage, and accountability of unit equipment and material.

(7) Administer Uniform Code of Military Justice (UCMJ) at the company level.

(8) Advise the battalion level commander and staff on the status of company/platoon/squad level training (readiness and needs), equipment maintenance (readiness and needs), and personnel (readiness, discipline, and needs).

b. The second phase is branch-immaterial staff process training that the student receives at the Combined Arms and Services Staff School, Fort Leavenworth, KS. Using battalion, brigade, division, and installation scenarios to provide skills necessary for success in single service, joint,

and combined environments, captains learn to function as staff officers by improving their abilities to analyze and solve military problems, communicate, and interact as members of a staff. Through a broadened understanding of Army operations, organizations, and procedures, students complete scenario-based exercises emphasizing the processes of problem analysis, solution development, and staff officer coordination. Exercises involve realistic problems related to training, mobilization, staff planning for unit deployment, and combat operations.

(1) Attendance is mandatory for all officers; however, the respective branch proponents determine attendance requirements for selected special branches.

(2) Students will attend this phase in a «TDY and return» status ONLY. This is essential to maintain the CCC as a single permanent change-of-station course with an embedded TDY phase IAW The Joint Federal Travel Regulations (per Deputy General Counsel of the Army decision, dated 23 Jan 98).

(3) Resident attendance is mandatory for Active Guard-Reserve captains with less than 13 years commissioned service who were not enrolled or completed CGSOC, or its equivalent, as of 1 Oct 86.

c. The CCC for reserve officers is phased for captains to receive—

(1) Most common core and some branch-specific instruction, as well as staff process diagnostic in non-resident mode.

(2) Branch-specific training in a resident mode, at proponent schools, during one ADT period.

(3) Staff process training normally in 8 IDT periods and a 2-week ADT period or in an accelerated version of 2 ADT periods.

d. Officers do not receive course credit until all phases are completed successfully. Branch commandants will award MEL code 6 upon successful completion of branch-specific training. Upon successful completion of staff process training, branch commandants will award MEL code N to denote CCC completion. This procedure accounts for those students authorized delays between phases, special branch officers not required to attend staff process training to achieve branch qualification, and RC officers who complete the two phases in different training years.

e. Upon successful completion of all required phases, CCC diplomas will be awarded. As exceptions, the following officers will receive diplomas at the conclusion of branch-specific training:

(1) Special branch officers not required to attend staff process training to achieve branch qualification.

(2) International Military Students (IMS) and U.S.

sister service officers who are not authorized to attend staff process training.

(3) Reserve component officers will receive separate diplomas for branch specific training and staff process training. This is required to make RC captains eligible for promotion during the 3-4 year timespan required for them to complete the CCC.

f. In most cases, CCC quotas for IMS will not exceed more than two per small group. As an exception, a third IMS may be programmed if the student is from a DA-exempt country. Identification of DA-exempted countries may be requested from TRADOC Security Assistance Training Field Activity. Additionally, IMS will be tested and must achieve minimum oral English language proficiency prior to enrollment.

3-5. Command and General Staff Officer Course (CGSOC). The CGSOC educates promotable captains and majors in the values and practice of the profession of arms. It emphasizes tactical and operational skills required for warfighting at the corps and division levels. Graduates of CGSOC are recognized by MEL code 4 and receive credit for Joint Professional Military Education Phase I. Military education level 4 can also be achieved through the Air Command and Staff College, the Naval War College, the U.S. Marine Corps Command and Staff College, the Western Hemisphere Institute for Security Cooperation Command and Staff College, and foreign military colleges approved/validated by CGSOC. Currently, CGSOC has a resident course and two non-resident options.

a. Resident. Active Component officers are considered for a 10-month resident attendance at Fort Leavenworth during an eligibility window that opens upon selection for major. Fifty percent of each year group by basic branch and functional area are selected during two annual consecutive boards. The goal is for attendance to occur between the 10th and 13th years of service. Additional skill qualification as strategist, joint planner, historian, or space operations is available through the electives program. The opportunity is also available with additional academic effort to pursue a Master of Military Arts and Science degree. The 19-week Reserve Component Course is conducted each academic year concurrent with term 1 of the CGSOC. Reserve Component Course students are integrated with CGSOC students.

b. Nonresident (correspondence and distributed classroom). The nonresident version is equivalent to the resident course for satisfying career schooling requirements. Nonresident CGSOC, which must be completed within 36 months of enrollment, is presented in two formats:

(1) The corresponding studies «S» format is organized into four sequential phases consisting of a number of subcourses. Each subcourse is a self-contained block of instruction containing one or more examinations

graded by CGSC School of Corresponding Studies (SOCS). Several subcourses require submission of written requirements, which are subjectively graded.

(2) RC instructors in TASS school battalions worldwide present the distributed classroom "M" format. This option is also organized into four sequential phases with subcourses equivalent to those in the correspondence «S» option. Each subcourse contains one or more examinations and written requirements. Many of the requirements are graded by the TASS school battalions, which report grades to SOCS.

c. Qualified RC officers must enroll in the CGSOC or equivalent level course before completing 18 years total commissioned service.

d. Active Component warrant officers and enlisted soldiers with a reserve commission (dual component control group) may enroll, but must attend the ADT phases either at their own expense, or on TDY if their headquarters will fund this training.

e. Department of Army civilians, General Schedule (GS)-11 or above, whose duties require knowledge of the subject matter in the curriculum, may enroll in the correspondence option. A senior rater memorandum of recommendation must accompany the application. Defense contractors are ineligible.

f. Foreign military personnel who meet eligibility requirements must receive prior approval from TRADOC Security Assistance Training Field Activity to enroll in or audit the nonresident course. See AR 12-15.

3-6. Advanced Military Studies Program (AMSP). The AMSP is an 11-month curriculum offered to selected CGSOC (and equivalent service college) graduates and allied officers leading to award of a Master of Military Art and Science degree. Following graduation, students complete the final part of the program by serving on a division or corps staff or in a U.S. Army Special Operations Command-designated operational staff position.

3-7. Army War College (AWC). Various senior service colleges (SSC) offer capstone professional military education. The Army SSC is AWC at Carlisle Barracks, PA. The AWC prepares selected military, civilian, and international leaders to assume strategic leadership responsibilities in military or national security organizations. It educates leaders and the Nation on the employment of land power as part of a unified, joint, or multinational force in support of the national military strategy; researches operational and strategic issues; and conducts outreach programs that benefit the AWC, the Army, and the Nation. Senior service college graduates are recognized by MEL code 1. To achieve its objectives, AWC—

a. Conducts resident, nonresident, and other educational programs to develop the competence of

military, civilian, and international leaders to—

(1) Distinguish the uniqueness of strategic level leadership.

(2) Manage change by applying resources to the process for translating strategy into force requirements and capabilities.

(3) Advise on the role of the military, in concert with other elements of national power, in national security strategy formulation.

(4) Analyze threats and other factors that affect U.S. interests.

(5) Apply strategic thought to U.S. national security decisionmaking process.

(6) Develop theater strategies, estimates, and campaign plans to employ unified, joint, and multinational forces.

(7) Synthesize critical elements of warfare at the strategic and operational levels.

b. Conducts additional related educational courses, programs, and seminars.

c. Conducts an International Fellows Program for selected senior officers of foreign countries.

d. Conducts student and faculty strategic-level research projects in support of the Army, other military issues, warfare, programs and policies, and the military profession.

e. Maintains close and continuing working relationships with TRADOC to ensure synchronization of OES objectives.

f. Maintains liaison with other elements of the military educational system and civilian educators.

3-8. Advanced Operational Arts Studies Fellowship (AOASF). The AOASF is a 2-year senior service college-level program that produces operational planners for assignment to unified commands. Advanced Operational Arts Studies Fellowship includes graduate-level academic courses, travel to commander-in-chief headquarters, and practical exercises in campaign planning. Graduates are recognized by MEL code 1.

3-9. Pre-Command Courses (PCC). Brigade and battalion-level command designees attend one or more of the following PCCs prior to assuming command.

a. Branch-specific PCC. Instruction, provided at the officer's branch school, focuses on tactical and technical aspects of command. Attendance is mandatory for all AC and RC command designees.

b. Branch-immaterial PCC. Instruction conducted by the CGSC School for Command Preparation, focuses on up-to-date information on Army-level policy, programs, and special items of interest listed below. Attendance is mandatory for all AC and (on a seat-availability basis) RC brigade and battalion command designees.

- (1) Leader development.
- (2) Training management.
- (3) Doctrine.
- (4) Command team seminar.
- (5) Equal opportunity.
- (6) Safety/risk management.

c. Tactical Commanders Development Program (TCDP). Attended by selected command designees following branch-immaterial PCC, TCDP consists of two courses:

(1) Tactical Commanders Development Course, which provides training on the synchronization of combat and combat support functions during offensive and defensive operations. Instruction includes—

- (a) Battlefield synchronization.
- (b) Intelligence preparation of the battlefield planning.
- (c) Course of action analysis.
- (d) Commanders concept.
- (e) Mission analysis.
- (f) Computer wargaming.

(2) Battle Commanders Development Course, attended by maneuver commanders only, which provides situation-based training for—

- (a) Command decision-making process.
- (b) Commanders estimate.
- (c) Battle command.
- (d) Tactical vignettes and simulations.

d. TRADOC PCC. See TRADOC Reg 350-6. TRADOC PCC prepares initial entry training (IET) brigade and battalion command designees and command sergeants major designees for assignments to BCT, AIT, or one-station unit training organizations. Additionally, IET command designees attend their branch-specific PCC and the branch-immaterial PCC.

(1) Active Component command designees attend prior to assuming command.

(2) U.S. Army Reserve command designees are encouraged to attend within one year of assuming command.

(3) Designees assuming non-IET TRADOC commands only attend their branch-specific PCC and the branch-immaterial PCC.

e. Garrison PCC. Attended by colonels and lieutenant colonels centrally selected to command garrisons, area support groups, and base support battalions, as well as selected civilian executive assistants, Garrison PCC focuses on installation, MACOM, and HQDA-level command, leadership, and management issues and relationships. Curriculum, focusing on existing and emerging issues affecting and influenced by people, dollars, facilities, logistics, organizations, and doctrine, includes—

- (1) Civilian personnel management.
- (2) Labor relations/partnerships.
- (3) Appropriated and nonappropriated financial management.
- (4) Facilities and infrastructure management.
- (5) Environmental management.
- (6) Mobilization and deployment operations.
- (7) National, state, and local government interactions.
- (8) Media relations.
- (9) Application of the Army Performance Improvement Criteria.
- (10) Morale, welfare, and recreation operations.

f. U.S. Army Recruiting Command (USAREC) PCC. USAREC PCC prepares incoming brigade commanders for a command assignment in USAREC. Attendance is mandatory.

g. U.S. Army Cadet Command (USACC) PCC. USACC PCC prepares incoming region, brigade, and battalion commanders, and their command sergeants major designees for a command assignment in ROTC. Attendance is mandatory

Chapter 4 The Warrant Officer Education System (WOES)

4-1. Overview. The goal of WOES is to develop a corps of highly specialized experts and trainers who are fully competent in technical, tactical, and leadership VASA; creative problem solvers able to function in highly complex and dynamic environments; and proficient operators, maintainers, administrators, and managers of

the Army's equipment, support activities, and technical systems. Warrant officer leader development is a continuous process beginning with preappointment training and education..

a. The WOES prepares warrant officers to successfully perform in increasing levels of responsibility throughout an entire career. The WOES provides the preappointment, branch MOS-specific, and leader development training needed to produce technically and tactically competent warrant officer leaders for assignment to platoon, detachment, company, battalion, and higher level organizations.

b. The WOES is a combination of branch-immaterial and branch-specific courses providing progressive and sequential training throughout a warrant officer's career. Regardless of branch affiliation, the common thread tying all WOES training is the TRADOC-approved common core, which is fully incorporated into all WOES courses.4-2. Warrant officer preappointment training. Qualified applicants are selected for warrant officer candidate status by centralized U.S. Army Recruiting Command boards, specified branch proponents, or State Adjutants General. Policy governing warrant officer selection and appointment is contained in AR 135-100. All warrant officer candidates (AC and RC) must attend the resident WOCS at Fort Rucker, AL.

a. Warrant Officer Candidate School is a MOS/branch immaterial course conducted by the WOCC. Its purpose is to assess the potential of candidates to become successful Army warrant officers, and to provide training in basic officer and leader competencies. Evaluation and training occur in a mentally and physically demanding environment.

b. Contingent upon certification by a branch proponent that they are technically and tactically qualified for award of an authorized warrant officer MOS, WOCS graduates are appointed to warrant officer, grade WO1. Certification follows successful completion of a WOBC or a proponent prescribed alternative certification method.

4-3. Warrant Officer Basic Course (WOBC). The WOBC (including the Initial Entry Rotary Wing Qualification Course) is the MOS-specific training and technical certification process conducted by branch proponents to ensure all warrant officers have attained the degree of leadership, technical and tactical competence needed to perform in their MOS at the platoon through battalion levels. Training is performance-oriented and focuses on technical skills, leadership, effective communication, unit training, maintenance operations, security, property accountability, tactics, ethics, and development of and caring for subordinates and their families. Graduates of WOBC are recognized by MEL code 7.

a. Branch proponents are responsible for developing and updating WOBC training and technical certification standards. b. To verify prior obtainment (mastery) of

the skills/knowledge taught within WOBC, branch proponents will develop alternative certification pretests for RC warrant officers per TRADOC Reg 350-70. Tests should consist of both written and hands-on components that measure existing skill and knowledge. The intent is to reduce the length of time needed to train and certify RC warrant officers that possess all or part of the technical and tactical skills required for MOS certification.

c. Authority and responsibility for warrant officer technical and tactical certification are exclusively assigned to the personnel proponents identified in AR 600-3. All warrant officer appointees must, as a condition of continued warrant officer service, successfully complete the MOS certification process within the time established on appointing orders. d. Personnel proponents will certify AC and RC warrant officers who successfully complete WOBC. Reserve Component warrant officers may also be certified upon successful completion of an approved alternative certification method.

4-4. Warrant Officer Advanced Course (WOAC). The WOAC is MOS-specific designed to build on the tasks and VASA developed through previous training and experience. The course provides Chief Warrant Officers in grade CW3 the leader, tactical, and technical training to serve in company and higher-level positions. Primary focus is directed toward leadership skill reinforcement, staff skills, and advanced MOS-specific training. Graduates of WOAC are recognized by MEL code 6. Warrant Officer Advanced Course training consists of two components—

a. Prerequisite studies. A nonresident phase administered via computer-based distance learning. The WOCC is the proponent. Training is common to all WOAC and emphasizes staff and communicative skills. Warrant officers are eligible to enroll for this phase of training at their second year of warrant officer service and must be enrolled NLT their fourth year. b. Resident course. Consists of in-depth branch proponent-developed and administered MOS-specific technical training and branch-immaterial training that includes leadership, ethics, communication, military law, and personnel management.

4-5. Warrant Officer Staff Course (WOSC). The WOSC is a branch-immaterial resident course conducted at the WOCC, Fort Rucker, AL. The course focuses on the staff officer tasks, leadership skills, VASA and knowledge needed to serve in grade CW4 positions at battalion and higher levels. Instruction includes decisionmaking, staff roles and functions, organizational theory, structure of the Army, budget formation and execution, communication, training management, personnel management, and special leadership issues. Graduates of WOSC are recognized by MEL code 4.

4-6. Warrant Officer Senior Staff Course (WOSSC). The WOSSC is the capstone for warrant officer

professional military education. This branch-immaterial resident course is conducted at the WOCC, Fort Rucker, AL, and provides warrant officers with a broader Army perspective required for assignment to grade CW5-level positions as technical, functional, and branch systems integrators and trainers at the highest organizational levels. Instruction focuses on “how the Army runs” (force integration) and provides up-to-date information on Army-level policy, programs, and special items of interest. Graduates of WOSSC are recognized by MEL code 1.

Chapter 5 The Noncommissioned Officer Education System (NCOES).

Section I General

5-1. Background.

a. The goal of NCOES and NCO training is to prepare NCOs to lead and train soldiers who work and fight under their supervision and assist their assigned leaders to execute unit missions.

b. The NCOES consists of PLDC, BNCOC, ANCO, and SMC. Both PLDC and SMC are branch-immaterial courses, while BNCOC and ANCO include branch-immaterial common core and branch-specific training. Branch immaterial functional courses are BSNCO, FSC, and CSMC. Common core will be fully incorporated into NCO training IAW the appropriate CMP. Exception to this is the Stand-Alone TASS Phase I USASMA ANCO and BNCOC Common Cores that are listed in ATRRS separately. Noncommissioned Officer Education System ANCO/BNCOC technical phase MOS proponents will only list and include Phase I as part of their MOS course administrative data for instructor contact hours purposes as “developed by other – USASMA Common Core.” Successful completion of Phase I is a prerequisite for attendance at ANCO or BNCOC phase II MOS-specific training courses. Exception to this policy is when the Phase II is conducted at Interservice Training Review Organization, Department of Defense (DOD) or a joint service school where scheduling of quotas is not controlled by U.S. Total Army Personnel Command (PERSCOM) or other Army element.

c. The NCOES courses provide NCOs with progressive and sequential leader, technical, and tactical training that is relevant to duties, responsibilities, behaviors and missions they will be required to perform in operational units after graduation. Training builds on existing VASA and experience.

5-2. Selection, administration, and assignments for NCOES. See AR 614-200, NGR 600-200 and AR 350-1.

5-3. Primary Leadership Development Course (PLDC). The PLDC is a branch-immaterial course conducted at NCOA worldwide and TASS school

battalions, which provides basic leadership training for soldiers selected for promotion to sergeant. Primary Leadership Development Course provides an opportunity to acquire the leader VASA and knowledge needed to lead a team-size unit, and serves as the foundation for further training and development. Graduates of PLDC are recognized by MEL code X IAW Enlisted Distribution and Assignment System (EDAS) input into Standard Installation Division Personnel System (SIDPERS). Training focuses on—

- a. Self-discipline.
- b. Demonstrating professional ethics and values.
- c. Leading, disciplining, and developing soldiers.
- d. Soldier performance-oriented counseling.
- e. Planning, conducting and evaluating individual and team-level performance-oriented training.
- f. Caring for soldiers and their families.
- g. Establishing the foundation for further training and leader development.

5-4. Basic Noncommissioned Officer Course (BNCOC). The BNCOC provides soldiers selected for promotion to staff sergeant an opportunity to acquire the leader, technical, tactical, VASA and knowledge needed to lead squad-size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected TASS school battalions conduct this course. Graduates of BNCOC are recognized by MEL code V. Training focuses on—

- a. Preparing unit and subordinate elements for peace and wartime missions and contingencies.
- b. Planning, supervising, and executing tasks and missions assigned to squad-size units.
- c. Leading, supervising, disciplining, training, and developing subordinates.
- d. Planning, scheduling, supervising, executing, and assessing the unit’s mission-essential training.
- e. Planning, initiating, and supervising personnel, administration, and supply actions.
- f. Planning, supervising, and assessing the safe use, maintenance, security, storage, and accountability of personal and organizational equipment and material.
- g. Caring for subordinates and their families.
- h. Active Component soldiers will be scheduled in ATRRS to attend BNCOC Phase I common core and MOS technical training sequentially within the same fiscal year. Active Component soldiers may attend Phase I

common core at full resident NCOAs, via video teletraining (VTT), or at the nearest TASS training site.

i. The first general officer in the AC soldier's chain of command may grant a waiver extension of up to 6 months or until the next Phase II technical MOS course start date, whichever occurs first.

j. Reserve Component BNCOC common core training requires formal school attendance one weekend per month for 6 consecutive months or 2 weeks AT/ADT. Soldiers must begin branch-technical training within 24 months of completing common core training. Request for waiver to the 24-month requirement will be forwarded through command channels for approval by the first general officer in the soldier's chain of command as follows:

(1) An additional 12 months may be granted for cogent reasons by the first general officer in the soldier's chain of command. However, soldiers must begin BNCOC branch-technical training within 36 months of completing common core Phase I training. Soldiers will report to school with a copy of the approved waiver and the DA Form 1059 indicating successful completion of Phase I.

(2) An additional 12 months (added to the 36 months) may also be granted by the first general officer in the chain of command for a reclassification training requirement incurred following completion of common core training (soldier must start branch-technical training within 48 months of completing common core training). Soldiers will report to school with a copy of the approved waiver and both common core and MOS reclassification training DA Forms 1059.

(3) Any AC/RC soldier that exceeds their maximum waivable NCOES time line attendance windows, as applicable in paragraphs 5-4 or 5-5, must submit an exception to policy through the first general officer in the soldier's chain of command, to Commander, TRADOC, ATTN: ATTG-I. This request packet must include the following:

(a) Memorandum requesting exception to policy.

(b) Army Training Requirements and Resource System printout showing soldier's course attendance record and available course start dates.

(c) Any documentation that supports the soldier's claim for the exception requested.

(d) DA Form 1059 for completion of Phase I training.

(e) Name, e-mail address, phone and FAX numbers of soldier's unit POC.

5-5. Advanced Noncommissioned Officer Course (ANCOC). The ANCOC provides soldiers selected for

promotion to sergeant first class an opportunity to acquire the leader, technical, tactical VASA and knowledge needed to lead platoon-size units. Training builds on experience gained in previous operational assignments and training. Branch schools and selected TASS school battalions conduct this course in a live-in learning environment. Graduates of ANCOC are recognized by MEL code T. Training focuses on:

a. Preparing unit and subordinate elements for peace and wartime missions and contingencies.

b. Planning, supervising, and executing tasks and missions assigned to platoon-size units.

c. Leading, supervising, disciplining, training, and developing subordinates.

d. Planning, scheduling, supervising, executing, and assessing the unit's mission essential training.

e. Planning, initiating, and supervising personnel, administration, and supply actions.

f. Planning, supervising, and assessing the safe use, maintenance, storage, security, and accountability of personal and organizational equipment and material.

g. Caring for subordinates and their families.

h. Active Component soldiers will be scheduled in ATRRS to attend ANCOC phase I common core and MOS branch technical training sequentially within the same fiscal year. Active Component soldiers may attend Phase I common core at resident, via VTT, or at the nearest TASS training site.

i. Active Component commanders will send ANCOC/SFC promotion selectees to Phase I and II when scheduled by PERSCOM. Commanders must notify PERSCOM NLT 45 days from the scheduled course date if this soldier is physically unable to attend on the date scheduled. In all cases, PERSCOM will be the final approval granting authority on requests for class deferments.

j. Reserve Component soldier attendance at ANCOC common core training requires formal school attendance one weekend per month for 6 consecutive months or 2 weeks AT/ADT. Soldiers must begin branch-technical training within 24 months of completing common core training. Request for waiver to the 24-month requirement will be forwarded through command channels for approval by the first general officer in the soldier's chain of command as follows:

(1) An additional 12 months may be granted for cogent reasons by the first general officer in the soldier's chain of command. However, soldiers must begin ANCOC branch-technical training within 36 months of completing common core Phase I training). Soldiers will report to school with a copy of the approved waiver and

the DA Form 1059 indicating successful completion of Phase I (third year).

(2) An additional 12 months (added to the 36 months) may also be granted by the first general officer in the chain of command for a reclassification training requirement incurred following completion of common core training (soldier must start branch-technical training within 48 months of completing common core training). Soldiers will report to school with a copy of the approved waiver and both common core and MOS reclassification training DA Forms 1059.

(3) Any AC/RC soldier that exceeds their maximum waiverable NCOES time line attendance windows, as applicable in paragraphs 5-4 or 5-5, must submit an exception to policy through the first general officer in the soldier's chain of command, to Commander, TRADOC,

ATTN: ATTG-I. This request packet must include the following:

(a) Memorandum requesting exception to policy.

(b) Army Training Requirements and Resource System printout showing soldier's course attendance record and available course start dates.

(c) Any documentation that supports the soldier's claim for the exception requested.

(d) DA Form 1059 for completion of Phase I training.

(e) Name, e-mail address, phone and FAX numbers of soldier's unit POC.

5-6. Sergeants Major Course (SMC). The SMC is a branch-immateral course for master sergeants and first sergeants selected for promotion to sergeant major, and for recently promoted sergeants major. (The DA board may also select non-promotable master sergeants and/or first sergeants for early attendance.) The Sergeants Major Course is a task-based, performance-oriented, scenario-driven course that includes instruction in leadership, combat operations, and sustainment operations. Specific areas of study include team building, communicative skills, national military strategy, training management, force projection, and professional development electives. The course integrates the learning objectives of the battle staff NCO course, and master fitness training. A corresponding studies program is also available, which consists of resident and non-resident phases. Graduates of SMC are recognized by MEL code S.

5-7. Battle Staff Noncommissioned Officer Course (BSNCOC). The BSNCOC is a two-phase branch-immateral functional course for staff sergeants through sergeant major selected for staff assignments. Curriculum phases and attendance criteria are as follows:

a. Phase I is the preresident phase (self-study package) including an exam taken via the Internet. Battle staff designees will have 60 days to complete Phase I before attending the resident phase (Phase II) of the course. Phase II can be completed in one of three methods and course lengths. The soldier may complete Phase II via resident attendance either at USASMA (Fort Bliss, TX), at one of the USASMA delivered VTT training sites, located in both CONUS and OCONUS, or at the NCOA at Fort McCoy, WI.

b. Training focuses on managing day-to-day operations of a battalion level or higher command post.

c. The prerequisites for attending the BSNCOC course are:

(1) Be a staff sergeant through sergeants major.

(2) Assigned to a valid ASI coded 2S position IAW DA Pam 611-21.

(3) Meet the height and weight guidelines IAW AR 600-9.

(4) Pass an APFT during Phase II as a graduation requirement.

d. Active Component requests for training should be forwarded through local approval authority (for example, G3, Director of Plans, Training, Mobilization, and Security (DPTMS)) who submits an A1 application to PERSCOM requesting a school seat in ATRRS. Reserve Component requests for training are submitted as follows: Troop Program Units forward requests for training through their MACOM for approval. Active Guard Reserve forwards requests through the Full Time Support Management Division for approval. National Guard Units requests for training should be forwarded through their major subordinate command who submits requests to the state Plans Operations and Training Officer for approval.

e. Graduates of BSNCOC are awarded the ASI 2S.

5-8. First Sergeants Course (FSC). The FSC is a two-phased branch-immateral functional course for first-time first sergeant designees. Curriculum phases and attendance criteria are as follows:

a. Phase I is the preresident phase (self-study package) including an exam taken via the Internet. First sergeant designees will have 60 days to complete Phase I before attending Phase II. Phase II consists of 15 training days (resident or VTT). All Active Army sites conduct Phase II over a 3-week training period. The Reserve Component Training Institutions will conduct Phase II in 15 consecutive training days.

b. Training focuses on leader, technical, and tactical tasks relevant to missions, duties, and responsibilities assigned to leaders of company-size units. Training

expands previously acquired skills, knowledge, and experience by adding company-level functional areas such as personnel, administration, maintenance, training, supply, security, UCMJ, etc.

c. In accordance with AR 614-200, paragraph 8-21, all Active Army first-time first sergeants will attend the FSC prior to assumption of duties.

d. The prerequisites for attending the FSC are:

(1) Be a SFC, SFC(P), or master sergeant.

(2) Be an ANCOC graduate. First sergeant designees in rank of SFC must complete one year of service after graduation from ANCOC prior to attending FSC.

(3) Be a selectee for, or filling a valid first sergeant or detachment sergeant position.

(4) Meet the height and weight guidelines IAW AR 600-9 for Phase II enrollment.

(5) Pass an APFT during Phase II as a graduation requirement.

e. Active Component requests for training should be forwarded through local approval authority (for example, G3, DPTMS) who submits an A1 application to PERSCOM requesting a school seat in ATRRS. Reserve Component requests for training are submitted as follows: Troop Program Units forward requests for training through their major subordinate command for approval. Active Guard Reserve forward requests through the Full Time Support Management Division for approval. National Guard Units requests for training should be forwarded through their major subordinate command who submits requests to the state Plans Operations and Training Officer for approval. Graduates of FSC are recognized by MEL code R.

f. FSC graduates are recognized by SQI «M».

5-9. Command Sergeants Major Course (CSMC). The CSMC is a branch-immaterial course conducted at USASMA for newly appointed CSM. The CSMC prepares individuals for battalion-level CSM assignment and includes a program for spouses.

Section II Noncommissioned Officer Academies (NCOA)

5-10. Overview.

a. Noncommissioned Officer Academies conduct training in a challenging leadership-intensive environment designed to reinforce leadership and professional skills as part of student academic training and embedded in the daily routine.

b. Branch proponents and selected MACOM and

installations establish NCOA per AR 350-1 and this regulation.

5-11. NCOA staffing and organization.

a. The NCOA commandant is a CSM who works under the supervision of a MACOM, installation, or division commander and that commander's CSM.

b. Staffing of NCOA is governed by the Manpower Staffing Standards System (MS3). Noncommissioned Officer Academy manpower is identified by management decision package «TSGT.»

c. Commandants will attach and/or assign to the NCOA sufficient numbers of full-time SGLs, by MOS mix, and SSGLs, by CMF mix, required to train their programmed NCOES annual, by course, student loads.

(1) The SGL assigned to conduct each course/class will mentor and evaluate their students from day one through course graduation and complete separate DA Form 1059s on each student enrolled at the end of both common core and MOS technical training. It is the TRADOC Commander's intent that except where prohibited due to safety concerns/constraints, the assigned or attached SGL should teach, coach, mentor, counsel and evaluate their students to the maximum extent possible during the conduct of all NCOES courses.

(2) The SGL MOS will be immaterial for the conduct of Phase I stand-alone ANCOC/BNCOC Common Core. However, for quality mentoring purposes, it is desired that a like CMF/MOS SGL be used to train soldiers who receive Phase I and II of their ANCOC or BNCOC congruently at their MOS proponent NCOA/school.

(3) Proponent NCOES students will not be administratively handed off, released, or turned over to the school's technical training departments at the end of Phase I ANCOC or BNCOC. While the proponent school's technical training departments may be responsible for delivering the MOS-specific curriculum, the NCOA commandant will remain responsible for each student's status. An assigned or attached academy SGL will remain in control of all NCOES attendees until they graduate or are otherwise disenrolled.

(4) Soldiers arriving at proponent schools for Phase II only (having already completed Phase I at another location), will be assigned to an academy like MOS SGL and join a like-MOS group for completion of their technical training.

(5) At ANCOC/BNCOC, no honors certificates or diplomas (other than the DA Form 1059) will be issued until the entire level of training or course (Phase II technical MOS phase/phases of the course) is completed.

Chapter 6 Civilian Leader Development

6-1. Army Civilian Training Education and Development System (ACTEDS).

a. Army Civilian Training Education and Development System is the civilian equivalent to OES, WOES, and NCOES. It is modeled after the military education systems and consists of progressive and sequential training designed to develop technical competency and leadership knowledge, skills, and abilities. The goal of ACTEDS is to produce technically competent leaders who are knowledgeable of «how the Army runs»; demonstrate confidence, integrity, critical judgment, and responsibility; can operate in an environment of complexity, ambiguity, and rapid change; build effective teams amid continuous organizational and technological change; and adapt and solve problems creatively.

b. The Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA (M&RA)) provides overall policy direction for civilian training and funds specific types of civilian training and development. Each individual, in coordination with their supervisor, is responsible for completion of ACTEDS requirements.

c. Civilians may enter Federal Service at any grade (GS-1 through 15 and SES) for which they qualify by federal (not Army) standards. Training is completed as required for mission accomplishment. Based on factors such as performance, personal choice, training accomplished, supervisor encouragement and guidance, civilians may progress to higher grades, stay in the same job indefinitely, or resign at any time.

d. Supervisors and managers play a key role in the training and development of employees. Supervisors and managers at all levels assess the training needs of the individuals for which they are responsible. The assessment process includes consideration of organizational, occupational, and individual training requirements and usually involves discussion and coordination with individual employees. Each Army organization is responsible for assessment of their training requirements. Law, Executive Orders, federal regulations, DOD policy, and HQDA policy as well as MACOM and installation unique missions, determine organizational training needs. Occupational training needs are determined by Functional Chief Representatives and personnel proponents and documented in completed ACTEDS plans for career programs and career fields. Supervisors and managers identify individual employee training needs. This includes training required to effectively perform assigned or planned duties. Training solutions may involve institutional, self-development or on-the-job training.

e. Each organization proceeds to train its work force according to funds available and in conjunction with their installation mission responsibilities. Installation training usually operates outside the ACTEDS umbrella and is funded locally. Based on the availability of funding, training may be conducted through various channels such as Army training centers and other

government and non-government sources.

f. Army Civilian Training Education and Development System contains standardized progressive and sequential leader training. Civilian leader training and education progresses through the following levels:

- (1) Intern.
- (2) Supervisor.
- (3) Manager.
- (4) Executive.

g. Installation commanders manage the conduct of the AODC, SDC, LEAD, and MDC. In most cases, the Director, Civilian Personnel Advisory Center (CPAC), is the commander's agent for operating these programs. Installation commanders will—

(1) Develop and sustain the capability to conduct installation LEAD training by assuring appropriate numbers of employees are certified as LEAD trainers and apply command emphasis to assure organizations release employees to conduct and attend training.

(2) Select and nominate students for competitive civilian leader training and education courses (OLE, PME I/II, and SBLM Course).

6-2. Intern Leadership Development Course (ILDC).

a. The ILDC, an entry-level course conducted through mobile training teams at selected MACOM sites, trains interns in Army leadership doctrine and competencies. It develops basic leadership skills needed to function effectively as a team member.

b. All ACTEDS centrally resourced interns must successfully complete ILDC to progress beyond internship.

c. Intern program managers ensure interns are scheduled for ILDC.

6-3. Action Officer Development Course (AODC) (Correspondence).

a. The AODC, mandatory for all interns and new journey-level employees, trains staff skills (problem solving, writing, coordination, briefings, ethics, management techniques, staff procedures, etc.).

b. Installation commander ensures enrollment as mandated by ASA (M&RA).

6-4. Supervisor Development Course (SDC) (Correspondence).

a. The SDC, which trains first-time military and civilian supervisors of civilian employees in work

management, leadership, and basic supervision, constitutes Phase I of mandatory supervisor training.

b. The SDC must be completed within 6 months of selection for a supervisory position.

c. Installation commander conducts and sustains this training.

d. Individuals should check with their installation CPAC to determine if they must enroll individually or if the installation conducts the SDC in a classroom setting.

6-5. Leadership Education and Development (LEAD) Course.

a. Leader Education and Development is Phase II of mandatory supervisor training. Training focuses on—

- (1) Supervisory techniques.
- (2) Practical application of leadership doctrine.
- (3) Army leadership competencies.

b. The LEAD training must be completed within 6 months of selection to attend.

c. The Center for Army Leadership certifies installation/school staff personnel in the LEAD Train-the-Trainer Course. Installation commanders assure LEAD-qualified instructors are available to conduct training.

d. Waivers. Local commanders may waive the LEAD training requirement on an individual basis for first-time military supervisors if the commander determines that the military member has equivalent experiences or training and the individual has requested a waiver. Waiver authority does not extend to Phase I of mandatory supervisor training (SDC).

6-6. Manager Development Course (MDC) (Correspondence).

a. The MDC teaches leadership and work management skills to supervisors of supervisors or personnel with policy development and/or program management responsibility.

b. New managers must complete MDC within 6 months of appointment. Attendance requirement may be waived for AMSC graduates.

c. Installation commander ensures enrollment.

6-7. Organizational Leadership for Executives (OLE).

a. Organizational Leadership for Executives, a resident course, provides newly appointed managers an opportunity to acquire organizational leadership VASA.

b. There is no grade restriction for OLE attendance. Nominees must be managers (supervisor of supervisors or a manager of programs, resources, and/or policy). Course nominations are submitted directly to the Center for Army Leadership, Fort Leavenworth.

6-8. Personnel Management for Executives I and II (PME I/II).

a. Personnel Management for Executives I and II, a resident course conducted by ASA (M&RA) at regional sites, provides experienced civilian and military managers an opportunity to build upon previously acquired leadership, human resource management and VASA.

b. Applicants must be GS-13-14, WS-16, or officers in the rank of major or above. Grades GS-12, GS-15, and WS-15 may be accepted on an exception basis only. All nominees should be responsible for providing leadership, guidance, and direction to the work of others.

c. Installation commanders submit nominations through command channels to ASA (M&RA) for selection.

d. Personnel Management for Executives II is follow-on sustainment training for PME I. Attendance at PME II cannot occur within 2 years of PME I completion.

6-9. Sustaining Base Leadership and Management (SBLM) Program. The Army SBLM Program, conducted by AMSC, provides leader skills and advanced professional development for civilian sustaining base leaders (GS-12-14) and MEL 4-qualified majors and lieutenant colonels. Employees in grade GS-15 and high-potential GS-11 employees can attend by exception. A non-resident version is available for those who, for compelling reasons, cannot attend the resident course. This course focuses on the interrelationships of the following systems:

- a. Context of Army Operations.
- b. Developing the Force.
- c. Resourcing the Force.
- d. Manning the Force.
- e. Equipping the Force.
- f. Protecting the Force.
- g. Sustaining the Force.

Appendix A References

Section I Required Publications

AR 10-87
Major Army Commands in the Continental United States

AR 12-15
Joint Security Assistance Training (JSAT)

AR 40-501
Standards of Medical Fitness

AR 135-175
Separation of Officers

AR 140-1
Mission, Organization, and Training

AR 140-158
Enlisted Personnel Classification, Promotion and Reduction

AR 350-1
Army Training (Revision will be titled Individual Military Education and Training, rescinding current AR 351-1)

AR 350-51
United States Army Officer Candidate School

AR 351-17
US Military Academy and US Military Academy Preparatory School Admissions Program

AR 600-8-24
Officer Transfers and Discharges

AR 600-9
The Army Weight Control Program

AR 614-200
Enlisted Assignments and Utilization Management

AR 623-1
Academic Evaluation Reporting System

AR 690-11
Mobilization Planning and Management

DA Pam 611-21
Military Occupational Classification and Structure

DA Pam 690-47
Civilian Personnel Handbook, DA Civilian Employee Deployment Guide New Information Pamphlet

FM 3-100.4
Environmental Considerations in Military Operations

FM 22-100
Army Leadership

FM 25-100
Training the Force

FM 25-101
Battle Focused Training

TC 3-34.489
The Soldier and the Environment

NGR 40-501
Standards of Medical Fitness – Army National Guard

NGR 351-1
Individual Military Education and Training

NGR 600-200
Enlisted Personnel Management (available from National Guard Bureau, ATTN: NGB-ARH-E, Suite 3900, 1411 Jefferson Davis Highway, Arlington VA 22202-3231)

TRADOC Reg 350-6
Enlisted Initial Entry Training (IET) Policies and Administration

TRADOC Reg 350-18
The Army School System (TASS)

TRADOC Reg 350-70
Systems Approach to Training Management, Processes, and Products

TRADOC Mobilization and Operations Planning and Execution System 1-97 (TMOPES 1-97), Annex T (TRAINING) (Available on Army Knowledge Online under “Collaborate”, “Army Communities”, “TRADOC”, “Mobilization Operations”)

Section II
Related Publications

AR 25-400-2
The Modern Army Recordkeeping System (MARKS)

AR 135-100
Appointment of Commissioned and Warrant Officers of the Army

AR 145-1
Senior Reserve Officers' Training Corps Program: Organization, Administration, and Training

AR 350-41
Training in Units

AR 600-3
The Army Personnel Proponent System

AR 600-8-19
Enlisted Promotions and Reductions

AR 611-1
Military Occupational Classification Structure Development and Implementation

AR 611-5
Army Personnel Selection and Classification Testing

AR 614-100
Officer Assignment Policies, Details, and Transfers

DA Pam 350-58
Leader Development for America's Army

DA Pam 351-4
U.S. Army Formal Schools Catalog

DA Pam 600-3
Commissioned Officer Development and Career Management

DA Pam 600-11
Warrant Officer Professional Development

DA Pam 600-25
U.S. Army Noncommissioned Officer Professional Development Guide

FM 21-20
Physical Fitness Training

FM 100-14
Risk Management

Section III Referenced Forms

DA Form 2-1
Personnel Qualification Record, Part II

Request and Authorization for TDY Travel of DOD Personnel

DA Form 705
Army Physical Fitness Test Scorecard

DA Form 1059
Service School Academic Evaluation Report

DA Form 2028
Recommended Changes to Publications and Blank Forms

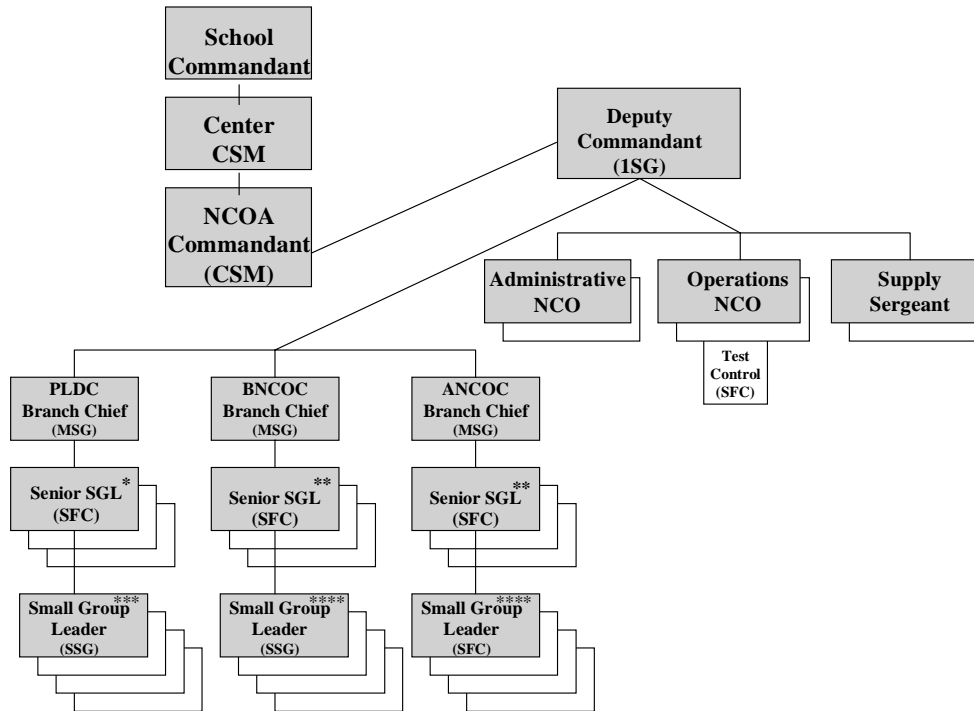
DA Form 3349
Physical Profile

DA Form 4037
Officer Record Brief

DA Form 4187
Personnel Action

DD Form 1610
Request and Authorization for TDY Travel of DOD Personnel

Appendix B TRADOC NCOA Organizational Structure



* Ratio of 1 to 4 SGL. ** Ratio of 1 to 8 SGL.
*** Ratio of 1 to 8 Students. **** Ratio of 1 to 12-16 Students.

Glossary

Section I Abbreviations

AAC	Army Accessions Command	FM	Mobilization, and Security
AC	Active Component	FSC	field manual
ACTEDS	Army Civilian Training Education and Development System	FTX	First Sergeant Course
ADT	active duty training	GS	field training exercise
AER	Academic Evaluation Report	HQDA	General Schedule
AGR	Active Guard Reserve	Army	Headquarters, Department of the
AIT	advanced individual training	IDT	inactive duty training
AMSC	Army Management Staff College	IET	initial entry training
AMSP	Advanced Military Studies Program	IAW	in accordance with
ANCOC	Advanced Noncommissioned Officer Course	ILDC	Intern Leadership Development
AOASF	Advanced Operational Arts Studies Fellowship	Course	
AODC	Action Officer Development Course	IMI	Interactive Multimedia Instruction
APFT	Army physical fitness test	IMS	International Military Student
ARNGUS	Army National Guard of the United States	ITP	individual training plan
ASA (M&RA)	Assistant Secretary of the Army (Manpower and Reserve Affairs)	LTX	lanes training exercise
ASI	additional skill identifier	LEAD	Leadership Education and
AT	annual training	Development	
ATRRS	Army Training Requirements and Resource System	MACOM	major Army command
ATSC	Army Training Support Center	MANSCEN	U.S. Army Maneuver Support
AWC	Army War College	Center	
BCT	basic combat training	MARKS	The Modern Army Recordkeeping
BNCOC	Basic Noncommissioned Officer Course	System	
BSNCO	Battle Staff Noncommissioned Officer Course	MDC	Manager Development Course
CAC	Combined Arms Center	MEL	Military Education Level
CASCOM	Combined Arms Support Command	MOS	military occupational specialty
CCC	Captains Career Course	MRB	Medical Review Board
CG	commanding general	NCO	noncommissioned officer
CGSC	Command and General Staff College	NCOA	Noncommissioned Officer Academy
CGSOC	Command and General Staff Officer Course	NCOES	Noncommissioned Officer
CMF	career management field	Education System	
CMP	Course Management Plan	ENB	National Guard Bureau
CONOPS	continuous operations	NGR	National Guard Regulation
CPAC	Civilian Personnel Advisory Center	NLT	no later than
CPX	command post exercise	OBC	Officer Basic Course
CSM	Command Sergeant Major	OCS	Officer Candidate School
CSMC	Command Sergeants Major Course	OES	Officer Education System
CSS	combat service support	OLE	Organizational Leadership for Executives
CTT	Common Task Test	PCC	Pre-Command Course
CVSP	cardiovascular screening program	PERSCOM	US Total Army Personnel Command
DA	Department of the Army	PLDC	Primary Leadership Development
DCG	deputy commanding general	Course	
DCSOPS&T	Deputy Chief of Staff for Operations and Training (Replaced DCST Apr 02)	PME	Personnel Management for Executives
DCST	Deputy Chief of Staff of Training	POI	program of instruction
DOD	Department of Defense	RC	Reserve Component
DPTMS	Director of Plans, Training,	ROTC	Reserve Officers Training Corps
		RM	risk management
		SBLM	Sustaining Base Leadership and Management
		SDC	Supervisor Development Course
		SES	senior executive service
		SFC	sergeant first class
		SGI	small group instruction
		SGL	small group leader
		SMC	Sergeants Major Course
		SQI	special qualification identifier
		SSC	Senior Service College
		SSGL	senior small group leader
		STP	soldier training publication

STX	situational training exercise
TASS	The Army School System
TCDP	Tactical Commanders Development Program
TDY	temporary duty
TMOPEs	TRADOC Mobilization Operations, Planning and Execution System
TRADOC	U.S. Army Training and Doctrine Command
TSP	training support package/product
UCMJ	Uniform Code of Military Justice
USACC	U.S. Army Cadet Command
USAIS	U.S. Army Infantry School
USASMA	U.S. Army Sergeants Major Academy
USAR	U.S. Army Reserve
USAREC	U.S. Army Recruiting Command
USMA	U.S. Military Academy
USMC	U.S. Marine Corps
VASA	values, attributes, skills and actions
VTT	video teletraining
WOAC	Warrant Officer Advanced Course
WOBC	Warrant Officer Basic Course
WOCC	Warrant Officer Career Center
WOCS	Warrant Officer Candidate School
WOES	Warrant Officer Education System
WOSC	Warrant Officer Staff Course
WOSSC	Warrant Officer Senior Staff Course

Section II Terms

ACTEDS

A system that ensures planned development of civilians through a blend of progressive and sequential operational assignments, institutional training, and self-development as individual's progress from entry level to senior positions.

Active Army

That portion of the U.S. Army in which organizations are comprised of personnel in active military and civilian service of the United States.

common core

Combination of common military, common leader, and directed/mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field.

doctrine

Fundamental principles derived from theory and concept based on values, beliefs, historical perspective, experience, and research that guide military forces or elements thereof.

executive agent

An organization or member of an organization assigned sole responsibility and delegated authority or specific actions otherwise exercised by a higher-level organization or executive.

horizontally aligned training

Tasks selected for training are relevant to duties, responsibilities, and missions assigned to leaders who serve at a specific organizational level, notwithstanding rank or status of the individual being trained.

policy

A broad guide or principle, ideally based in doctrine, used to select a definite course or method of action or to guide and determine present and future decisions.

progressive and sequential training

Training is progressive when tasks in the same general subject area are sequenced to require increased levels of performance proficiency and/ or supervisory responsibilities. Training is sequential when tasks in the same general subject area are ordered and trained in a sequence allowing students to build on and/or reinforce previously acquired skills, knowledge, and behavior.

shared training

Training performed by soldiers from different jobs and/or different skill or organizational levels.

small group instruction (SGI)

A doctrine
Fundamental principles derived from theory and concept based on values, beliefs, historical perspective, experience, and research that guide military forces or elements thereof.

executive agent

An organization or member of an organization assigned sole responsibility and delegated authority or specific actions otherwise exercised by a higher-level organization or executive.

horizontally aligned training

Tasks selected for training are relevant to duties, responsibilities, and missions assigned to leaders who serve at a specific organizational level, notwithstanding rank or status of the individual being trained.

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Training is progressive when tasks in the same general subject area are sequenced to require increased levels of performance proficiency and/ or supervisory responsibilities. Training is sequential when tasks in the same general subject area are ordered and trained in a sequence allowing students to build on and/or reinforce previously acquired skills, knowledge, and behavior.

shared training

Training performed by soldiers from different jobs and/or different skill or organizational levels.

small group instruction (SGI)

A means of delivering training that places the responsibility for learning on the soldier through participation in small groups led by small group leaders who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning.

small group leader (SGL)

An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

vertically aligned training

Tasks for a specific skill level build upon the skills, knowledge, and behaviors gained during previous training and/or operational assignments. Tasks in the same general category must be progressive and sequential and must show an increase in the skill level required for accomplishment. The conditions and standards must be more exacting, or the tasks must represent increased supervisory responsibilities when compared to related tasks trained earlier.

FOR THE COMMANDER:

OFFICIAL:

LARRY R. JORDAN
Lieutenant General, U.S. Army
Deputy Commanding General/
Chief of Staff

//signed//

GREGORY J. PREMO
Brigadier General, GS
Deputy Chief of Staff
for Command, Control
Communications & Computers