

1 May 1997

Schools
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 leader development and defines TRADOC 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), noncommissioned officer, 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 regula-

tion is not authorized without prior approval from Commander, TRADOC, ATTN: ATTG-IL, Fort Monroe, VA 23651-5000.

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

Suggested improvements. The proponent of this regulation is the Deputy Chief of Staff for Training. Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through command channels to Commander, TRADOC, ATTN: ATTG-IL, Fort Monroe, VA 23651-5000. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).

Summary of Changes

This TRADOC Regulation--

- Aligns TRADOC institutional training policies with the DA policies contained in AR 351-1 (Individual Military Education and Training) and its replacement due for publication in Oct 1997, AR 350-1 (Army Training and Education).
- Eliminates DA and TRADOC policies more appropriately contained in other Army and/or TRADOC regulations. References to the appropriate regulations are incorporated.
- Establishes roles and responsibilities of the ASA(M&RA); DCG, TRADOC; DCG, Combined Arms; DCG, Combat Service Support; CG, Cadet Command; Commandant, Army Management Staff College; and Total Army School System Commanders.
- Establishes horizontal alignment of officer (to include precommission), warrant officer (to include preappointment), noncommissioned officer, and civilian courses.
- Establishes linkage to TRADOC Reg 351-18 (Total Army School System).
- Establishes policy for equal credit for successful completion of institutional training conducted either at a TASS School Battalion or proponent resident school.
- Establishes requirement to maintain academic records per AR 25-400-2 (The Modern Army Recordkeeping System (MARKS)).
- Reflects Chief of Staff, Army, approved CPT PME changes to Combined Arms and Services Staff School (CAS3).

*This regulation supersedes TRADOC Reg 10-9, 2 Feb 89; and TRADOC Reg 351-10, 1 May 95.

- Clarifies TRADOC small group instruction (SGI) policy--required in CGSOC, CAS3, OAC, WOSSC, WOSC, WOAC, SMC, FSC, BSNCO, ANCO, BNCO, and PLDC; not authorized in OBC; and commandant's choice in OCS, WOBC, and WOCS.
- Delegates to Service School Commandant/CG or his/her designated representative in the rank of Colonel or higher waiver authority for small group leader-to-student ratios and minimum instructor grade levels for leader courses.
- Delegates to first general officer or his/her designated representative in the rank of Colonel or higher in the soldier's chain of command waiver authority for up to 36 months between completion of Phase I and beginning of Phase II, RC-BNCO/ANCO. Waivers in excess of 36 months will continue to be approved by TRADOC.
- Incorporates a five-step Environmental Protection and Stewardship process to identify, eliminate, or reduce environmental risks in training.
- Renames the Leadership Assessment and Development Program (LADP) as Leadership Development Program (LDP).
- Refines common core training roles and responsibilities.
- Establishes linkage between TRADOC-approved common core and Common Task Test (CTT) administered by units.
- Recognizes precommission and preappointment training as integral parts of OES and WOES, respectively.

Contents

	Paragraph	Page		Paragraph	Page
Chapter 1			Small group leader (SGL) and instructor standards.....	2-14	10
Introduction			Accreditation.....	2-15	11
Purpose.....	1-1	3	Course credit.....	2-16	11
References.....	1-2	3	Safety and force protection.....	2-17	12
Explanation of abbreviations and terms.....	1-3	3	Risk management (RM).....	2-18	12
Responsibilities.....	1-4	3	Environmental protection and stewardship.....	2-19	12
Leader development and leadership.....	1-5	6	Leadership assessment and development.....	2-20	13
Institutional leader training and education levels.....	1-6	6	Common core training.....	2-21	13
			Common Task Test (CTT) for noncommissioned officer leaders.....	2-22	14
Chapter 2			Mobilization training strategy.....	2-23	14
Leader Training and Education Guidelines					
General.....	2-1	7	Chapter 3		
Institutional training.....	2-2	7	The Officer Education System (OES)		
Selection.....	2-3	8	General.....	3-1	15
Student orientation.....	2-4	8	Precommission training.....	3-2	15
Billeting.....	2-5	8	Officer Basic Course (OBC).....	3-3	15
Physical fitness, weight control, and profiles.....	2-6	8	Officer Advanced Course (OAC).....	3-4	15
Conduct of training.....	2-7	8	Combined Arms and Service Staff School (CAS3).....	3-5	16
Student records.....	2-8	9	Command and General Staff Officer Course (CGSOC).....	3-6	17
Academic test and retest.....	2-9	10	Advanced Military Studies Program (AMSP).....	3-7	17
Student recognition.....	2-10	10			
Student dismissal.....	2-11	10			
Student recycle.....	2-12	10			
Small group instruction (SGI).....	2-13	10			

Contents (continued)

	Paragraph	Page		Paragraph	Page
Army War College (AWC).....	3-8	17	First Sergeants Course (FSC).....	5-7	22
Advanced Operational Arts Study Fellowship (AOASF).....	3-9	18	Sergeants Major Course (SMC).....	5-8	22
Pre-Command Courses (PCC).....	3-10	18	Command Sergeants Major Course (CSMC).....	5-9	22
Chapter 4			Section II		
The Warrant Officer Education System (WOES)			Noncommissioned Officer Academies (NCOA)		
General.....	4-1	19	General.....	5-10	22
Warrant officer preappointment training.....	4-2	19	Staffing and organization.....	5-11	22
Warrant Officer Basic Course (WOBC).....	4-3	19	Chapter 6		
Warrant Officer Advanced Course (WOAC).....	4-4	20	Civilian Leader Development		
Warrant Officer Staff Course (WOSC).....	4-5	20	General.....	6-1	22
Warrant Officer Senior Staff Course (WOSSC).....	4-6	20	Intern Leadership Development Course (ILDC).....	6-2	23
Chapter 5			Action Officer Development Course (AODC) (Correspondence).....	6-3	23
The Noncommissioned Officer Education System (NCOES)			Supervisor Development Course (SDC) (Correspondence).....	6-4	23
Section I			Leadership Education and Development (LEAD) Course.....	6-5	23
General			Manager Development Course (MDC) (Correspondence).....	6-6	24
General.....	5-1	20	Organizational Leadership for Executives (OLE).....	6-7	24
Selection, administration, and assignments for NCOES.....	5-2	21	Personnel Management for Executives I and II (PME I/II).....	6-8	24
Primary Leadership Development Course (PLDC).....	5-3	21	Army Management Staff College (AMSC).....	6-9	24
Basic Noncommissioned Officer Course (BNCOC).....	5-4	21	Appendix		
Advanced Noncommissioned Officer Course (ANCOC).....	5-5	21	A. References.....		
Battle Staff Noncommissioned Officer Course (BSNCO).....	5-6	22	Glossary.....		

Chapter 1 Introduction

1-1. Purpose. This regulation provides policy guidance for conducting institutional officer (to include precommission), warrant officer (to include preappointment), noncommissioned officer, and civilian leader training and education. These policies are applicable to the Total 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. Assistant Secretary of the Army (Manpower and Reserve Affairs) (ASA(M&RA)). The ASA(M&RA) provides manpower, personnel, and reserve component (RC) policy, to include leader development, training, education, personnel management, and related functions for Department of the Army civilians.

b. Commanding General (CG), TRADOC. The CG, TRADOC, executes responsibilities prescribed in AR 351-1 (Individual Military Education and Training) (to be superseded by AR 350-1 (Army Training and Education) o/a Oct 97), AR 140-1 (Missions, Organizations and Training), and AR 10-87 (Major Army Commands in the Continental United States)

TRADOC Reg 351-10

and serves as the Army executive agent for civilian leader development. The CG reports status of civilian leader training and education to ASA(M&RA) and develops recommendations regarding program development, improvement, and sustainment.

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

d. Deputy Commanding General, Combined Arms (CA). The DCG, CA--

(1) Coordinates and integrates training and leader development at all levels and locations.

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

(3) Expands architectures and automation to link the schoolhouse with all training and education audiences (centers, schools, and tactical forces) across the Total Army.

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 into 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 Training (DCST). The DCST manages officer (to include precommission), warrant officer (to include preappointment), noncommissioned officer, and civilian leader training and education. The DCST--

(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) Manages, approves, and ensures vertical and horizontal alignment of common core training in officer (to include precommission), warrant officer (to

include preappointment), and noncommissioned officer courses. Appoints training and task proponents.

(3) Develops and fields selected civilian leader development training and education.

(4) Assesses effectiveness and efficiency of military and civilian leader training and education and provides recommendations to HQDA.

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, to include precommission tasks, to ensure officer training and education is progressive, sequential, and meets the needs of current and future officers. Monitors branch school compliance with common core training guidance.

(2) Serves as proponent for and develops Combined Arms and Service Staff School (CAS3), Command and General Staff Officer Course (CGSOC), Pre-Command Course (PCC) (Fort Leavenworth Phase), Advanced Military Studies Program (AMSP), and Advanced Operational Arts Study Fellowship (AOASF) courses and corresponding programs of instruction (POI). Analyzes, designs, develops, conducts, and evaluates training per AR 351-1 (to be superseded by AR 350-1), TRADOC Reg 350-70 (Training Development Management, Processes, and Products), and this regulation.

(3) Prepares and administers Phase I, CAS3, and provides updates of CAS3 Phase I materials to the Warrant Officer Career Center (WOCC) for inclusion in the Prerequisite Studies Phase of the Warrant Officer Advanced Course (WOAC).

(4) 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 noncommissioned officer training per AR 351-1 (to be superseded by AR 350-1), TRADOC Reg 350-70, and this regulation.

(2) Develops and publishes CSS branch OES, Warrant Officer Education System (WOES), and Noncommissioned Officer Education System

(NCOES) training support packages/products (TSP), soldier training publications (STP), and individual training plans (ITP) per TR 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 noncommissioned officer 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. Commanding General, U.S. Army Cadet Command. CG, Cadet Command--

(1) In coordination with other precommission sources, leads cooperative review and assessment of precommissioning training effectiveness and efficiency. Recommends improvements and changes to precommission tasks to the OES executive agent.

(a) Coordinates and implements the Precommissioning Training Visitation Program with the US Military Academy (USMA), Federal Officer Candidate School (OCS), and ARNGUS OCS.

(b) Assesses the degree of training standardization by Reserve Officer Training Corps (ROTC), USMA, Federal OCS, and State OCS.

(c) Hosts an annual Four-Gold Conference with other precommissioning sources to review, assess, and make recommendations for the planning, standardization, and implementation of precommissioning training.

(d) Participates in precommission common core task review, selection, and development process.

(2) Coordinates with HQ TRADOC for quotas and support for Airborne, Ranger, and Master Fitness Training courses and the Cadet Foreign Exchange Program.

(3) Participates in precommissioning Doctrinal Review and Advisory Group meetings, as required.

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

(5) Participates in the annual Tri-Service ROTC Conference.

j. Commandant, U.S. Army Warrant Officer Career Center (WOCC). The Commandant, WOCC--

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

(2) Serves as proponent for and develops Warrant Officer Candidate School (WOCS), Warrant Officer Staff Course (WOSC), and Warrant Officer Senior Staff Course (WOSSC) POI. Develops, conducts, and assesses training per AR 351-1 (to be superseded by AR 350-1), TRADOC Reg 350-70, and this regulation.

(3) Administers the Prerequisite Studies Phase for WOAC.

k. Commandant, U.S. Army Sergeants Major Academy (USASMA). The Commandant, USASMA--

(1) Serves as executive agent for NCOES common core to ensure noncommissioned officer training and education is progressive, sequential, and meets the current and future needs of noncommissioned officers. Monitors branch school compliance with common core training guidance.

(2) Serves as proponent for and develops Command Sergeants Major Course (CSMC), Sergeants Major Course (SMC), First Sergeant Course (FSC), Battle Staff Noncommissioned Officer Course (BSNCOC), and Primary Leadership Development Course (PLDC) POI. Develops, conducts, assesses training, and accredits noncommissioned officer academies per AR 351-1 (to be superseded by AR 350-1), TRADOC Reg 350-70, and this regulation.

l. 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.

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

TRADOC Reg 351-10

m. Commandants, Service Schools.
Commandants--

(1) Analyze, design, develop, conduct, evaluate, and accredit officer, warrant officer, and noncommissioned officer training per AR 351-1 (to be superseded by AR 350-1), TRADOC Reg 350-70, TRADOC Reg 351-18 (Total Army School System (TASS)), and this regulation.

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

(3) Plan training for modernization efforts.

(4) Vertically and horizontally align branch tasks in officer, warrant officer, and noncommissioned officer courses.

(5) Ensure branch-specific training is not redundant with common core.

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

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

n. Commander, Army Training Support Center (ATSC). Commander, ATSC--

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

(2) Serves as Common Task Test (CTT) program manager.

(3) Ensures products are formatted per TRADOC Reg 350-70 and supporting TRADOC Pamphlets 350-70 series.

o. Army National Guard of the United States (ARNGUS) and U.S. Army Reserve (USAR). ARNGUS and USAR--

(1) Conduct OES, WOES, and NCOES training and provide appropriate manning levels for TASS per AR 351-1 (to be superseded by AR 350-1), TRADOC Reg 350-70, TRADOC Reg 351-18, and this regulation.

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

p. TASS Commanders. TASS commanders will conduct training per AR 351-1 (to be superseded by AR 350-1), TRADOC Reg 350-70, TRADOC Reg 351-18, 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 and 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 the process of influencing others to accomplish the mission by providing purpose, direction, and motivation. Effective leadership transforms human potential into effective performance.

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 curriculum is complementary in that it supports 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: Precommissioning.

(2) Warrant Officer: WOCS.

(3) Noncommissioned Officer: PLDC and Basic Noncommissioned Officer Course (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: WOBC (including the Initial Entry Rotary Wing Qualification Course).

(3) Noncommissioned Officer: Advanced Noncommissioned Officer Course (ANCOC).

c. Company/supervisory--

(1) Officer: Officer Advanced Course (OAC).

(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: CAS3 and 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), Personnel Management for Executives I and II (PME I/II), Army Management Staff College (AMSC), 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), noncommissioned officer, 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 given organizational levels form the basis of training 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 the commander's intent, show initiative, take calculated risks, and exploit opportunities.

(b) Develop and implement flexible operational plans, readily understood by all, that 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 support 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 compositions of 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 (SGL)/instructors will insert realistic situational changes which require progressively higher performance levels.

TRADOC Reg 351-10

(3) Standards. Performance standards will equal or exceed requirements for successfully performing tasks or related missions in an operational 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.

(4) Vertical alignment. Course tasks are vertically aligned within education systems to provide progressive and sequential training.

(5) Horizontal alignment. Course tasks are horizontally aligned across education systems to provide leaders who serve at the same organizational levels with training consisting of the same tasks, conditions, and standards.

c. Functional courses. Functional training is provided when operational assignments require additional skills to successfully accomplish duty requirements. Successful completion of functional courses is usually recognized by award of skill identifier (SI), additional skill identifier (ASI), or special qualification identifier (SQI) codes.

d. Total Army Training System (TATS) Course. TATS ensures standardization by training all course critical tasks to task performance standard. It may be trained at different sites and may involve use of different media/methods to train the various phases/modules/lessons.

2-3. Selection. AR 351-1 (to be superseded by AR 350-1) and DA Pam 351-4 address the selection process and criteria for officer, warrant officer, noncommissioned officer, and civilian leader training and education courses.

2-4. Student orientation. Commandants provide student orientation information/welcome packets to students as soon as possible after confirmation of course enrollment. This information, which will be loaded into the Army Training Requirements and Resources System (ATRRS), will include--

- a. Course overview and enrollment prerequisites.
- b. Billeting, mess, financial, and support information.
- c. Clothing, equipment, documents, and other items required for course attendance and a listing of prohibited items.

d. Installation and local community information including appropriate telephone numbers.

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

a. PLDC students will be billeted in squad-size bays to keep classes, small groups, and squads together as much as possible.

b. BNCOC students will be billeted in two to four-person rooms with adequate living and study facilities.

c. ANCOC students will be billeted in one or two-person rooms with adequate living and study facilities. If billeting is not available, ANCOC students may be billeted in bachelor enlisted quarters or visiting enlisted quarters.

d. NCOES students will not be billeted with soldiers attending advanced individual training (AIT). If billeting in the same building with AIT soldiers is unavoidable, access to respective living areas must be restricted.

2-6. Physical fitness, weight control, and profiles. See AR 351-1 (to be superseded by AR 350-1), AR 600-9 (The Army Weight Control Program), and AR 40-501 (Standards of Medical Fitness).

2-7. Conduct of training. Commandants will ensure training is conducted and evaluated per the principles listed in FM 25-100 (Training the Force) in conjunction with FM 25-101 (Battle Focused Training).

a. Schools will publish course prerequisites for each course in appropriate school catalogs, ATRRS, and student information packets. Student qualification in prerequisite tasks is an individual and unit commander responsibility.

b. Upon arriving at a school, 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.

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

d. Student training, SGL, and instructors.

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

(2) Trained, qualified, and experienced SGL and instructors conduct and supervise student training. SGL to student ratios will be sufficient to ensure student control and supervision and facilitate teaching, coaching, mentoring, and developing individual students. (See paragraph 2-13.)

(3) SGL and instructors will provide students with progressive and sequential training, accurate evaluations, and timely feedback on task performance.

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

e. 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 operations in support of unit missions.

f. When possible, students will be given opportunities to gain experience leading soldiers in other courses (i.e., leaders attending institutional training courses conduct marksmanship and physical fitness training for advanced individual training students). Field training exercises or situational training exercises provide the best experience.

g. Student evaluations. SGL and instructors will--

(1) Use Student Evaluation Plan described in TRADOC Reg 350-70 to measure student performance against defined standards.

(2) Provide students information on their strengths and weaknesses, as well as courses of action to improve performance.

(3) Provide self-study and/or conduct remedial training and appropriate reevaluation to students who fail to achieve course standards.

(4) Consolidate and analyze student performance evaluations near the end of the course and at intervals appropriate to course length as determined by the commandant. SGL 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.

(5) Complete an AER for all students per AR 623-1 (Academic Evaluation Reporting System). Although Army policy allows for completion within 60 days after graduation, TRADOC goal is to provide the AER on graduation day. At a minimum, students should see 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 support products will be maintained for each block of instruction.

(1) TSP 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, reference books, practical exercises, and solution sheets.

(5) At least one visitor folder containing current training schedule, class roster, and lesson plan will be maintained in the classroom.

2-8. Student records.

a. The small group leader or instructor, as appropriate, will create a file for each student containing--

(1) Leadership position evaluations.

(2) Counseling records.

(3) Copy of DA Form 705 (Army Physical Fitness Test Scorecard).

(4) Test/exam scores. (Do not file copies of test/exam answer sheets in student records.)

(5) DA Form 1059.

TRADOC Reg 351-10

(6) Other student performance evaluation records.

b. Commandants will maintain student academic records per AR 25-400-2 (The Modern Army Recordkeeping System (MARKS)) (File Number (FN): 351a, Individual academic records).

c. Test control officers will separately retain test answer sheets and associated student papers until course completion, when they will be destroyed. Test answer sheets of non-graduates and early releases will be retained for 24 months before being destroyed.

2-9. Academic test and retest. Criterion-referenced tests will be used to measure student proficiency per TRADOC Reg 350-70. Seventy (70) percent is the TRADOC minimum standard for written tests and/or when a percentage is used to determine successful completion of a block of instruction and/or a course. Course proponents may selectively establish a higher minimum standard provided all students are aware of the higher standard.

a. After remedial training, commandants will retest one time those students who fail to achieve established minimum standards of a task or subject.

b. Students passing the retest will be awarded their initial test score for grade averaging and class standing. However, the final retest score will be recorded in student records to establish final proficiency level attained.

c. Commandants should dismiss students who fail reevaluation, fail to meet performance standards, and/or require extraordinary assistance to remain in the course.

d. Test material security procedures are contained in AR 611-5 (Army Personnel Selection and Testing).

e. Academic test development procedures are outlined in TRADOC Reg 350-70.

2-10. Student recognition. See AR 351-1 (to be superseded by AR 350-1).

2-11. Student dismissal. See AR 135-175 (Separation of Officers), AR 351-1 (to be superseded by AR 350-1), and AR 600-8-24 (Officer Transfers and Discharges).

2-12. Student recycle.

a. Academic recycles. After coordination with appropriate personnel command and individual's unit, commandants may recycle a student once.

Coordination of academic recycling of reserve component students will be through the local reserve component liaison office. Academic recycle should be limited to extraordinary circumstances, i.e., when a student shows significant leadership potential or based on the needs of the Army.

b. Medical or emergency recycles. Commandants may recycle students who (through illness, injury, emergency leave or other unavoidable training absence) miss a significant portion of training after coordination with appropriate personnel command and individual's unit.

2-13. Small group instruction (SGI). SGI 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. PLDC students will not be used as discussion leaders.

a. SGI will be used in CGSOC, CAS3, OAC, WOSSC, WOSC, WOAC, SMC, FSC, BSNCO, ANCO, BNCOC, and PLDC.

b. As exceptions, use of SGI--

(1) Is not authorized in OBC.

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

c. SGI requires SGL to student ratio of 1:12-16, with the exception of PLDC which will be 1:8. Exception may occur when TRADOC Manpower Activity validates a larger or smaller group size because of equipment, facilities, availability of certified instructors, or other factors. 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.

2-14. Small group leader (SGL) and instructor standards. The success of SGI depends on SGL and instructors who are leadership mentors, role models, and teachers. SGL and instructors conduct leadership assessments, counseling, and assist students to identify strengths, weaknesses, and actions to improve their performance; are responsible for student physical conditioning, control, discipline, and administrative requirements; train specified common core tasks in all courses; and train and reinforce specified branch tasks in branch courses. SGL and instructor training and qualifications are contained in TRADOC Reg 350-70. Additionally--

a. Commandants or designated representative--

(1) Will ensure SGL are graduates of the courses they teach.

(2) For pilot/newly fielded courses, will ensure SGL and instructors complete a train-the-trainer course to meet qualification criteria outlined in the Course Management Plan (CMP) and receive constructive credit as outlined in AR 351-1 (to be superseded by AR 350-1).

(3) For low-density MOS BNCOC and ANCOG, may substitute related career progression MOS when qualified SGL are not available in the correct MOS. Substitute SGL must satisfy CMP qualification requirements.

(4) Will provide SGL and instructors a quarterly written evaluation. 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 (FN: 351b, Instruction information) containing following information--

(a) Documentation of qualification credentials.

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

(c) Copy of current DA Form 705.

(d) Copy of all quarterly evaluations.

b. SGL and instructors will meet specific grade standards. Soldiers not meeting these grade standards will not assume SGL or instructor duties without prior written approval of the Commandant/CG or his designated representative in the rank of Colonel or higher. Approval authority will revalidate SGL and instructor grade waivers prior to next course iteration.

(1) CGSOC--Lieutenant Colonel or senior Major who is CGSOC, or equivalent, graduate.

(2) CAS3--Lieutenant Colonel.

(3) OAC--Major or senior Captain who is CAS3 graduate.

(4) OBC--Captain (command experience preferred).

(5) WOSSC--Chief Warrant Officer, CW5.

(6) WOSC--Chief Warrant Officer, CW4.

(7) WOAC--Chief Warrant Officer, CW3.

(8) WOBC--Chief Warrant Officer, CW2.

(9) WOCS--Chief Warrant Officer, CW2.

(10) SMC--Sergeant Major*.

(11) FSC--Master Sergeant with prior First Sergeant experience.

(12) BSNCOG--Master Sergeant*.

(13) ANCOG--Sergeant First Class*.

(14) BNCOC--Staff Sergeant*.

(15) PLDC--Staff Sergeant*.

*See Table 3-1, AR 611-201 (Enlisted Career Management Fields and Military Occupational Specialties).

2-15. Accreditation. Accreditation is governed by TRADOC Reg 351-18. TRADOC accreditation evaluation reports, report of corrective actions, and proponent evaluations will be maintained for the next accreditation visit.

2-16. Course credit.

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) Equivalent credit may be granted, in lieu of course attendance, based on assignment as a course faculty member. Individual must possess the same skills and qualifications as course graduates.

b. Requests for credit.

(1) OES and WOES. See AR 351-1 (to be superseded by AR 350-1).

(2) NCOES. An outline of the individual's prior leadership and technical training and experiences, along with supporting documentation, will be attached to DA Form 4187 (Personnel Action) and submitted through command channels and the course proponent for consideration by the appropriate personnel command, as follows:

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

TRADOC Reg 351-10

(b) USAR. Commander, ARPERCEN, ATTN: ARPC-EP.

(c) ARNGUS. Chief, National Guard Bureau, ATTN: NGB-ARP-E.

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

d. 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.

(1) Training is conducted in the schoolhouse, proponent accredited TASS School Battalions, or their functionally aligned teaching sites.

(2) Instructors are proponent-certified.

(3) Proponent developed, certified, and approved Total Army Training System--Courseware (TATS-C) is utilized. (RC soldiers will be credited for successfully completing proponent developed, certified, and approved Reserve Component Configured Courseware (RC3) course until TATS-C is fielded.)

2-17. Safety and force protection.

a. Force protection must be an integral part of mission planning by including risk management (RM) in the decision making process. RM 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 safety are not synonymous. Safe training is achieved by integrating safety in the planning, development, and conduct of training per FM 25-100 and FM 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.

2-18. Risk management (RM).

a. RM is a five-step process integrated into training decision making to identify and eliminate unnecessary risk by--

(1) Identifying potential hazards which 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 acceptance decision authority levels in all training operations.

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

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

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

2-19. 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 2-18, above, to identify, eliminate, or reduce environmental risks whenever possible. Detailed procedures are contained in TC 5-400 (Unit Leader's Handbook for Environmental Stewardship).

2-20. Leadership assessment and development.

a. Leadership assessment. Schools will use FM 22-100 (Military Leadership), as a guide to implement a standard leadership assessment process to evaluate student leadership skills, knowledge, and behaviors (SKB). Information obtained from the process will be the basis for course leadership grades and AER. Minimum program requirements include--

- (1) Student assessments.
- (2) Counseling that includes identification of strengths, weaknesses, and developmental needs.
- (3) Assisting students in identifying courses of action to improve their performance.

b. Leadership development. In support of Army leadership assessment and leader development doctrine and policies, commandants will implement the Leadership Development Program (LDP) in BNCOC, ANCOC, FSC, SMC, WOCS, WOBC, WOAC, WOSC, OBC, OAC, CAS3, and CGSOC per the following:

- (1) CAS3 will train LDP consisting of developmental leadership assessment instruction, cadre/ faculty assessments, self/associate assessments, consolidation and analysis of assessment data, counseling, and assisting students to prepare developmental action plans.
- (2) All other courses will train a modified (less resource intensive) LDP consisting of developmental leadership assessment instruction and self/associate assessments.

2-21. Common core training. Common core task lists contain the approved training required of, and common to, all leaders regardless of branch or career management field. Common core task lists consolidate all approved common military, common leader, and directed/mandated training into a single task list for officer (to include precommission), warrant officer (to include preappointment), and noncommissioned officer leader education and

training courses. See TRADOC Reg 350-70 for further information.

a. DCST--

(1) Ensures vertical alignment of training within each education system and horizontal alignment of training between the education systems.

(2) Receives and processes requests to add new or revise existing subjects, topics, and/or tasks and directs training needs analysis by executive agents.

(3) Approves addition, deletion, or modification of tasks.

(4) Designates/appoints task proponent and issues TSP development and training implementation guidance.

b. Common core executive agents--

(1) Develop CMP containing common core implementation instructions for all courses in their education system.

(2) In coordination with task proponents, monitor currency and assess effectiveness of common core training.

(3) Budget for and conduct biennial task selection boards (TSB) (even numbered years) to update/revalidate common core training. TSB will validate task titles, task descriptions, methods of instruction (programmed, integrated, awareness, or refresher), courses in which taught, and reaffirm vertical alignment of training. TSB membership includes representatives from appropriate major Army commands (MACOM), schools, other executive agents, and interested agencies and activities.

(4) Recommend, with rationale/justification, to Commander, TRADOC, ATTN: ATTG-IL, NLT 30 Sep of even number years, tasks for--

- (a) Elimination.
- (b) Addition.
- (c) Modification.

(5) Review and approve for content common core TSP developed by task proponents. Cadet Command comments are required for consideration during the content approval process of precommission TSP.

TRADOC Reg 351-10

(6) Vertically align tasks within their respective education system and in coordination with other executive agents, horizontally align tasks with corresponding course levels in other education systems.

(7) In coordination with MACOM, other executive agents, and schools, as required, conduct and forward 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 which validates training requirement will recommend--

(a) Task proponent.

(b) Course(s) in which subject should be taught.

(c) Method(s) of training.

c. Task proponents--

(1) Budget for participation in biennial TSB (even numbered years) to update/revalidate common core training.

(2) Develop training to support common core tasks for which assigned task proponentcy.

(a) Conduct task analysis, develop lesson outlines, and TSP per TRADOC implementation guidance and TRADOC Reg 350-70.

(b) Coordinate task analysis, lesson outlines, and TSP with and obtain content approval of executive agent(s). TSP for precommission tasks will be coordinated with Cadet Command prior to obtaining content approval of the OES executive agent.

(c) Forward task analysis, lesson outlines, and TSP approved by executive agent(s) to Army Training Support Center (ATSC) for format approval.

(3) Participate in coordination meetings/VTC, as required.

d. Commander, ATSC--

(1) Manages common core training development and TSP production.

(2) Budgets for participation in biennial TSB (even numbered years) to update/revalidate common core training.

(3) Conducts coordination meetings with executive agents, task proponents, and subject

matter experts to facilitate training product development. Ensures Cadet Command participation for precommission tasks.

(a) Assists task proponents and executive agents to complete common core task analyses; develop lesson outlines and TSP; determine method for delivering instruction; and, as appropriate, choose electronic media for dissemination.

(b) Establishes milestones for training product development and submission.

(4) Develops task summaries based on task analysis and lesson outlines provided by task proponents.

(5) Receives completed task analyses, lesson outlines, and TSP from task proponents; verifies executive agent(s) have approved training content; verifies format consistency with TRADOC Reg 350-70; produces training products; and disseminates via appropriate electronic media.

e. Commandants, Service Schools--

(1) Train approved common core tasks as specified in the appropriate CMP.

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

(3) When required, ensure students successfully complete phases in the sequentially correct order. Satisfactory completion of all phases is required before students are granted course credit.

2-22. Common Task Test (CTT) for noncommissioned officer leaders. CTT 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 common core, as follows:

a. PLDC common core tasks for Skill Level 2.

b. BNCOC common core tasks for Skill Level 3.

c. ANCOG 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 (Mobilization Planning and Management), and DA Pam 690-47 (Civilian Employee Deployment Guide).

Chapter 3 The Officer Education System (OES)

3-1. General. The goal of OES is to produce a corps of broadly-based officer leaders who are fully competent in technical, tactical, and leader SKB; 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. OES prepares officers for increased responsibilities and successful performance at the next higher level. OES provides precommissioning, branch, and leader development training to develop officers to lead platoon, company, battalion, and higher level organizations.

b. OES is a combination of branch-immaterial and branch-specific courses which provides progressive and sequential training throughout an officer's career. Regardless of branch affiliation, the common thread which ties all OES training is the TRADOC-approved common core. Common core training will be fully incorporated into OES courses per the appropriate CMP.

3-2. Precommission training. Precommissioning programs are varied, yet complementary. USMA, 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 possess the character, leadership, and other attributes essential to progressive and continuing development throughout a career of exemplary service to the Nation.

a. US Military Academy (USMA). USMA provides a four-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 (US Military Academy and US Military Academy Preparatory School Admissions Program).

b. Reserve Officers Training Corps (ROTC). ROTC offers college students an opportunity for commissioning as Second Lieutenants through two-, three-, and four-year curricula in various academic disciplines necessary to meet Active Army and Reserve Component requirements. Policy guidance

is contained in AR 145-1 (Senior Reserve Officers Training Corps Program: Organization, Administration, and Training).

c. Officer Candidate School (OCS). OCS is a branch immaterial course conducted by the US Army Infantry School (USAIS) and OCS battalion of TASS leadership brigades. It provides active and reserve component warrant officers and enlisted soldiers an opportunity to earn commissions as Second Lieutenants in the Active Army, Army Reserve, and National Guard. OCS also serves as a rapid expansion capability for officer training upon mobilization. Commandant, USAIS, in coordination with Chief, National Guard Bureau, will maintain the OCS program of instruction.

(1) Federal OCS. Policy guidance is contained in AR 351-5 (United States Army Officer Candidate School).

(2) ARNGUS State OCS. Policy guidance is contained in NGR 351-1 (Individual Military Education and Training).

3-3. Officer Basic Course (OBC). OBC is a branch-specific qualification course which provides new Second Lieutenants an opportunity to acquire the leader, tactical, and technical SKB needed to lead platoon-size units. OBC graduates 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. Officer Advanced Course (OAC). OAC is a branch-specific course which provides Captains an

TRADOC Reg 351-10

opportunity to acquire the leader, tactical, and technical SKB needed to lead company-size units and serve at battalion and/or brigade staff levels. OAC graduates are recognized by MEL code 6 and are trained to--

a. Establish and maintain a disciplined command climate which--

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

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

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

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

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

b. Execute the unit's assigned missions.

(1) 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.

(2) 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.

(3) 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.

c. Command, control, lead, supervise, discipline, train, and develop subordinates and care for subordinates and their families.

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

e. Plan, supervise, and evaluate unit leader training and development, and personnel,

administration, supply, maintenance, safety, and security actions.

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

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

h. 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).

3-5. Combined Arms and Service Staff School (CAS3).

CAS3 is a branch-immaterial course that uses battalion, brigade, division, and installation scenarios for training Captains to serve on Army staffs at any level. It develops officers to function as staff officers by improving their abilities to analyze and solve military problems, communicate, and interact as members of a staff and broaden understanding of Army operations, organizations, and procedures. CAS3 provides skills necessary for success in single service, joint, and combined environments. CAS3 graduates are recognized by MEL code N.

a. The CAS3 curriculum consists of a prerequisite nonresident phase (phase I), and a resident phase (phase II) at Fort Leavenworth, KS. Phase I, required of all non-U.S. Total Army Personnel Command (PERSCOM) Officer Personnel Management Directorate (OPMD)-managed active duty and all RC officers, provides the background knowledge and skills necessary for successful completion of phase II of the program. In phase II, students complete scenario-based exercises which emphasize 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. Active Army Captains complete CAS3 immediately following completion of OAC.

b. CAS3 attendance is mandatory for all officers, except as prescribed for those in selected special branches. However, completion of CAS3 is a prerequisite for entry into any MEL 4 producing course, resident or nonresident, for all officers, active and reserve. Special branch proponents determine attendance requirements for their officers.

c. Resident CAS3 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.

d. RC-CAS3 is a two-phase program.

(1) Phase I instruction through Army Correspondence Course Program.

(2) Phase II resident program (usually eight weekend sessions and one 15-day ADT session) taught by TASS School Battalions. Students must complete Phase I before enrolling in Phase II.

3-6. Command and General Staff Officer Course (CGSOC). CGSOC educates and trains selected officers in the values and attitudes of the profession of arms and in the conduct of military operations in peace, conflict, and war. CGSOC prepares officers for duty as staff officers and field grade commanders primarily at brigade and higher echelons. Additional skill qualification as strategist, joint planner, or historian is available through the electives program. Further, officers have the opportunity to further develop intellectual depth and analytic ability through intensive research which leads to the Master of Military Arts and Science degree. CGSOC graduates are recognized by MEL code 4.

a. Resident. AC officers are considered for resident attendance at Fort Leavenworth during an eligibility window that opens upon selection for Major and extends through four subsequent, consecutive selection board considerations. Attendance usually occurs between the 10th and 15th year.

b. Nonresident (correspondence and TASS). The nonresident version is equivalent to the resident course for satisfying career schooling requirements.

(1) Nonresident-CGSOC, which must be completed within 36 months of enrollment, is presented in two formats.

(a) 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.

(b) The TASS School Battalion "M" format is presented by RC instructors in TASS School Battalions, worldwide. 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 Battalion 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. AC 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. DA civilians, GS-11 or above, whose duties require knowledge of the subject matter in the curriculum may enroll in the correspondence option. The application for enrollment must be accompanied by a memorandum of recommendation from the applicant's senior rater. Defense contractors are not eligible.

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 non-resident course. See AR 12-15 (Joint Security Assistance Training).

3-7. Advanced Military Studies Program (AMSP). 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 US Army Special Operations Command-designated operational staff position.

3-8. Army War College (AWC). Capstone professional military education is offered by various senior service colleges (SSC). The Army SSC is AWC at Carlisle Barracks, PA. AWC prepares selected military, civilian, and international leaders to assume strategic leadership responsibilities in military or national security organizations; to educate students about employment of the U.S. Army as part of a unified, joint, or multinational force in support of the national military strategy; to research operational and strategic issues; and to conduct outreach programs that benefit the Nation. SSC 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

TRADOC Reg 351-10

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 which affect U.S. interests.

(5) Apply strategic thought to U.S. national security decision making 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.

3-9. Advanced Operational Arts Study Fellowship (AOASF). AOASF is a two year senior service college-level program which produces operational planners for assignment to unified commands. AOASF includes graduate-level academic courses, travel to CINC headquarters, and practical exercises in campaign planning. AOASF graduates are recognized by MEL code 1.

3-10. Pre-Command Courses (PCC). Brigade and battalion-level command designees attend one or more of the following PCC 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 (SCP), 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 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 (TCDC) 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 (BCDC), 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. TRADOC PCC prepares initial entry training (IET) brigade and battalion command designees and command sergeants major designees for assignments to basic combat training, advanced individual training, or one-station unit training organizations. Additionally, IET command designees

attend their branch-specific PCC and the branch-immaterial PCC.

(1) AC command designees attend prior to assuming command.

(2) USAR command designees are encouraged to attend within one year of assuming command.

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

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.

Chapter 4 **The Warrant Officer Education System (WOES)**

4-1. General. The goal of WOES is to develop a corps of highly specialized experts and trainers who are fully competent in technical, tactical, and leader SKB; 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. WOES prepares warrant officers to successfully perform in increasing levels of responsibility throughout an entire career. 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. WOES is a combination of branch-specific and branch immaterial courses which provide progressive and sequential training throughout an entire career. Regardless of branch or MOS, however, WOES courses are linked together by the TRADOC-approved common core. Common core training will be fully incorporated into WOES courses per the appropriate CMP.

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 (Appointment of Commissioned and Warrant Officers of the Army).

a. All warrant officer candidates (AC and RC) must attend the resident WOCS at Fort Rucker, AL.

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

4-3. Warrant Officer Basic Course (WOBC).

WOBC (including the Initial Entry Rotary Wing Qualification Course) is the MOS-specific training and technical certification process conducted by branch proponents that ensures all warrant officers have attained the degree of 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 subordinates. WOBC graduates are recognized by MEL code 7.

a. Branch proponents are responsible for

TRADOC Reg 351-10

developing and updating WOBC training and technical certification standards.

b. Branch proponents will develop alternative certification diagnostic tests 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 (The Army Personnel Proponent System). 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. RC 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 and builds upon the SKB developed through previous training and experience. The course provides Chief Warrant Officers, in grade CW3, the leader, tactical, and technical training needed to serve in company and higher level positions. Primary focus is directed toward leadership skill reinforcement, staff skills, and advanced MOS-specific training. WOAC graduates are recognized by MEL code 6. WOAC training consists of two components--

a. Prerequisite Studies. A nonresident phase administered by the WOCC. Training is common to all WOAC and includes staff skills and roles, communicative arts, decision making, quantitative skills, personnel service support, staff leadership and management, training management, budgeting, mobilization, and tactical sustainment. Enrollment occurs at approximately the sixth year of warrant officer service for both AC and RC warrant officers.

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 and leadership skills needed to serve in grade CW4 positions at battalion and higher levels. Instruction includes decision making, staff roles and functions, organizational theory, structure of the Army, budget formation and execution, communication, training management, personnel management, and special leadership issues. WOSC graduates 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. WOSSC graduates are recognized by MEL code 1.

Chapter 5 The Noncommissioned Officer Education System (NCOES)

Section I General

5-1. General.

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

b. NCOES consists of PLDC, BNCOC, ANCO, and SMC. 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 training will be fully incorporated into NCO training per the appropriate CMP.

c. NCOES courses provide noncommissioned officers with progressive and sequential leader, technical, and tactical training that is relevant to duties, responsibilities, and missions they will perform in operational units after graduation. Training builds on existing SKB and experience.

5-2. Selection, administration, and assignments for NCOES. See AR 351-1 (to be superseded by AR 350-1).

5-3. Primary Leadership Development Course (PLDC). 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. PLDC provides an opportunity to acquire the leader SKB needed to lead a team size unit and serves as the foundation for further training and development. PLDC graduates are recognized by MEL code 2. Training focuses on--

- a. Self-discipline.
- b. Professional ethics.
- c. Leading, disciplining, and developing soldiers.
- d. Planning, executing, and evaluating individual and team training.
- e. Planning and executing missions and tasks assigned to team-size units.
- f. Caring for soldiers and their families.
- g. Establishing the foundation for further training and leader development.

5-4. Basic Noncommissioned Officer Course (BNCOC). BNCOC provides soldiers selected for promotion to Staff Sergeant with an opportunity to acquire the leader, technical, and tactical SKB needed to lead a squad size unit. Training builds on experience gained in previous training and operational assignments. Branch schools and selected TASS School Battalions conduct this course in a live-in learning environment, where possible. RC-BNCOC, Phase I common core, requires formal school attendance one weekend per month for six consecutive months or two weeks ADT. Soldiers must start Phase II within 24 months of Phase I completion. Request for waiver will be forwarded through command channels for approval by the first general officer in the soldier's chain of command who may waive an additional 12 months for cogent reasons. Waiver requests in excess of 36 months from completion of Phase I will be forwarded through command channels to TRADOC, ATTN: ATTG-ILN. Soldiers will report to school with a copy of the approved waiver. BNCOC graduates are recognized by MEL code 3. Training focuses on--

- a. Preparing unit and subordinate elements for peace and war time 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.

5-5. Advanced Noncommissioned Officer Course (ANCOC). ANCOC provides an opportunity for soldiers selected for promotion to Sergeant First Class to acquire the leader, technical, and tactical SKB needed to lead platoon-size units. Training builds on experience gained in previous training and operational assignments. Branch schools and selected TASS School Battalions conduct this course in a live-in learning environment, where possible. RC-ANCOC, Phase I common core, requires formal school attendance one weekend per month for six consecutive months or two weeks ADT. Soldiers must start Phase II within 24 months of Phase I completion. Request for waiver will be forwarded through command channels for approval by the first general officer in the soldier's chain of command who may waive an additional 12 months for cogent reasons. Waiver requests in excess of 36 months from completion of Phase I will be forwarded through command channels to TRADOC, ATTN: ATTG-ILN. Soldiers will report to school with a copy of the approved waiver. ANCOC graduates are recognized by MEL code S. Training focuses on--

- a. Preparing unit and subordinate elements for peace and war time 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.

TRADOC Reg 351-10

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.

5-6. Battle Staff Noncommissioned Officer Course (BSNCOC). BSNCOC is a branch-immaterial functional course for Staff Sergeants through Sergeants Major selected for staff assignments. BSNCOC provides technical and tactical training that is relevant to missions, duties, and responsibilities assigned to staff members in battalion and higher level units. BSNCOC graduates are recognized by ASI 2S.

5-7. First Sergeants Course (FSC). FSC is a branch-immaterial functional course for first-time First Sergeant designees. 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. FSC graduates are recognized by SQI M.

5-8. Sergeants Major Course (SMC). SMC is a branch-immaterial course for Master Sergeants selected for promotion to Sergeant Major and Sergeants Major for assignment to senior leader positions. SMC is a task-based, performance-oriented, scenario-driven course which 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, facilitator training, and master fitness training. A corresponding studies program is also available for RC members which consists of resident and non-resident phases. SMC graduates are recognized by MEL code A.

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

Section II Noncommissioned Officer Academies (NCOA)

5-10. General.

a. NCOA conduct training in a challenging, live-in,

leadership-intensive environment designed to reinforce leadership and professional skills as part of student academic training and daily routine.

b. Branch proponents and selected MACOM and installations establish NCOA per AR 351-1 (to be superseded by AR 350-1) and this regulation.

5-11. Staffing and organization.

a. NCOA staffing is governed by Manpower Staffing Standards System (MS3). NCOA manpower is identified by management decision package "QNCO."

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

c. The NCOA commandant is a CSM who works under the supervision of a MACOM, installation, or division commander and his/her Command Sergeant Major.

Chapter 6 Civilian Leader Development

6-1. General.

a. The goal of the Army Civilian Training Education and Development System (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; can build effective teams amid continuous organizational and technological change; and can adapt and solve problems creatively.

b. ACTEDS 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 (KSA). The 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 Senior Executive Service) for which they qualify by federal (not Army) standards. They complete training as required for

mission accomplishment. Based on performance, personal choice, and training accomplished, civilians may progress to higher grades, stay in the same job indefinitely, or resign at any time.

d. 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. Each Army organization is responsible for assessment of their training requirements. Organizational training needs are determined by law, Executive Orders, federal regulations, DOD policy, HQDA policy as well as MACOM and installation unique missions. Occupational training needs are determined by Functional Chief Representatives (FCR) and personnel proponents and documented in completed ACTEDS plans for career programs and career fields. Individual employee training needs are identified by supervisors and managers. This includes training required to effectively perform assigned or planned duties.

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. ACTEDS 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 Action Officer Development Course (AODC), Supervisor Development Course (SDC), Manager Development Course (MDC), and Leadership Education and Development Course (LEAD). 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: Organizational Leadership for Executives (OLE), Personnel Management for Executives (PME) I/II, and Army Management Staff College (AMSC).

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

a. 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. Installation commander administers scheduling.

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

a. 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. 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. SDC must be completed within six months of selection for a supervisory position.

c. Installation commander conducts and sustains this training.

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

a. LEAD is Phase II of mandatory supervisor training. Training focuses on--

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

TRADOC Reg 351-10

(3) Army leadership competencies.

b. LEAD must be completed within six months of selection to attend.

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

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

a. 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 six months of appointment. Attendance requirement may be waived for AMSC graduates.

c. Installation commander ensures enrollment.

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

a. OLE, a resident course, provides newly appointed managers an opportunity to acquire organizational leadership SKA.

b. Installation commanders submit nominations to MACOM. There is no grade restriction for OLE attendance. Nominees must be managers (supervisor of supervisors or a manager of programs, resources, and/or policy).

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

a. PME I/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 and human resource management SKA.

b. Applicants must be GS13-14, WS16, or officers in the rank of Major or above. GS12, GS15, and WS15 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. PME II is follow-on sustainment training for

PME I. PME II attendance cannot occur within two years of PME I completion.

6-9. Army Management Staff College (AMSC).

a. The Army Sustaining Base Leadership and Management Program, conducted by AMSC, provides leader skills and advanced professional development for civilian sustaining base leaders (GS12-14) and MEL 4-qualified Majors and Lieutenant Colonels. A non-resident version is also available for those who, for compelling reasons, cannot attend the resident course. This course focuses on the interrelationships of the following systems:

- (1) Context of Army Operations.
- (2) Developing the Force.
- (3) Resourcing the Force.
- (4) Manning the Force.
- (5) Equipping the Force.
- (6) Protecting the Force.
- (7) Sustaining the Force.

b. Installation commanders submit civilian nominations through command channels to ASA(M&RA) for central selection. Military personnel are nominated by their PERSCOM management branch.

Appendix A References

Section I Required Publications

AR 12-15
Joint Security Assistance Training

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

AR 40-501
Standards of Medical Fitness

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

AR 135-175
Separation of Officers

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

AR 350-1
Army Training and Education (To Be Published)

AR 351-1
Individual Military Education and Training

AR 351-5
United States Army Officer Candidate School

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

AR 600-3
The Army Personnel Proponent System

AR 600-8-24
Officer Transfers and Discharges

AR 600-9
The Army Weight Control Program

AR 611-5
Army Personnel Selection and Classification Testing

AR 611-201
Enlisted Career Management Fields and Military
Occupational Specialties

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

AR 623-1
Academic Evaluation Reporting System

AR 680-29
Military Personnel, Organization, and Type of
Transaction Codes

AR 690-11
Mobilization Planning and Management

NGR 351-1
Individual Military Education and Training

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

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

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

DA Pam 690-47
Civilian Employee Deployment Guide

FM 22-100
Military Leadership

FM 25-100
Training the Force

FM 25-101
Battle Focused Training

TC 5-400
Unit Leader's Handbook for Environmental
Stewardship

TRADOC Reg 350-70
Training Development Management, Processes, and
Products

TRADOC Reg 351-18
Total Army School System (TASS)

TRADOC Mobilization and Operations Planning and
Execution System 1-93 (TMOPES 1-93), Annex T
(TRAINING)

Section II Referenced Forms

DA Form 2-1
Personnel Qualification Record, Part II

DA Form 705
Army Physical Fitness Test Scorecard

DA Form 1059
Service School Academic Evaluation Report

DA Form 4037
Officer Record Brief

DA Form 4187
Personnel Action

Glossary

**Section I
Abbreviations**

AAR after action review
 AC active component
 ACCHRM Army Center for Civilian Human Resource Management
 ACTEDS Army Civilian Training Education and Development System
 AER academic evaluation report
 AIT advanced individual training
 AMSC Army Management Staff College
 AMSP Advanced Military Studies Program
 ANCOG Advanced Noncommissioned Officer Course
 AOASF Advanced Operations Arts Study Fellowship
 AODC Action Officer Development Course
 APFT Army physical fitness test
 ARNGUS Army National Guard of the United States
 ARPERCEN Army Reserve Personnel Center
 ASA(M&RA) Assistant Secretary of the Army for Manpower and Reserve Affairs
 ASI additional skill identifier
 ATRRS Army Training Requirements and Resource System
 ATSC Army Training Support Center
 AWC Army War College
 BCDC Battle Commanders Development Course
 BNCOC Basic Noncommissioned Officer Course
 BSNCOG Battle Staff Noncommissioned Officer Course
 CAL Center for Army Leadership
 CASCOC Combined Arms Support Command
 CAS3 Combined Arms and Services Staff School
 CG commanding general
 CGSC Command and General Staff College
 CGSOC Command and General Staff Officer Course
 CMP Course Management Plan
 CPAC Civilian Personnel Advisory Center

CSMC Command Sergeants Major Course
 CSS combat service support
 CTT common task test
 DCG deputy commanding general
 DCST Deputy Chief of Staff for Training
 DOD Department of Defense
 FCR Functional Chief Representative
 FSC First Sergeant Course
 GS general schedule
 HQDA Headquarters Department of the Army
 ILDC Intern Leadership Development Course
 ITP individual training plan
 KSA knowledge, skill, and abilities
 LDP Leadership Development Program
 LEAD Leadership Education and Development Course
 MACOM major Army command
 MDC Manager Development Course
 MEL military education level
 MOS military occupational specialty
 NCOA noncommissioned officer academy
 NCOES Noncommissioned Officer Education System
 NGB National Guard Bureau
 OAC Officer Advanced Course
 OBC Officer Basic Course
 OCS Officer Candidate School
 OES Officer Education System
 OLE Organizational Leadership for Executives
 PCC Pre-Command Course
 PERSCOM U.S. Total Army Personnel Command
 PLDC Primary Leadership Development Course
 PME Personnel Management for Executives
 POI program of instruction
 RC reserve component
 ROTC Reserve Officers Training Corps
 RM risk management
 SDC Supervisor Development Course
 SES senior executive service
 SGI small group instruction
 SGL small group leader
 SI skill identifier
 SKB skills, knowledge, and behaviors

SMC	Sergeants Major Course
SQI	special qualification identifier
SSC	senior service college
STP	soldier training publication
TASS	Total Army School System
TATS-C	Total Army Training System Course
TCDC	Tactical Commanders Development Course
TCDP	Tactical Commanders Development Program
TMOPEs	TRADOC Mobilization Operations, Planning and Execution System
TMA	TRADOC Management Activity
TRADOC	United States Army Training and Doctrine Command
TSB	task selection board
TSP	training support package/product
USASMA	U.S. Army Sergeants Major Academy
USAR	U.S. Army Reserve
USMA	U.S Military Academy
VTC	video teleconference
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 individuals 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 which 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

Training is horizontally aligned when 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 means of delivering training which 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.

Total Army

Active Army (both military and civilians), U.S. Army Reserves, and Army National Guard.

TRADOC Reg 351-10

Vertically aligned training

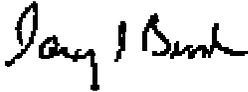
Training is vertically aligned when tasks for a specific skill level build upon the skills, knowledge, and behaviors gained during previous training and/or operational assignments. Tasks in the same general category must be progressive and sequential. They

must show an increase in the skill level required to accomplish them; the conditions and standards must be more exacting; or the tasks must represent increased supervisory responsibilities when compared to related tasks trained earlier.

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