

Department of the Army
Pamphlet 350-58

The Enduring Legacy

**LEADER
DEVELOPMENT
FOR
AMERICA'S
ARMY**

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SUMMARY of CHANGE

DA PAM 350-58
LEADER DEVELOPMENT FOR AMERICA'S ARMY

This revision--

- Includes background information on the beginning of leader development (Chapter 1).
- Clearly defines the leader development process (Chapter 1).
- Formalizes the leader development principles and imperatives (Chapter 1).
- Describes vertical and horizontal integration of the leader development pillars (Chapter 1).
- Incorporates a better description of the self-development program and Leader Development support System (LDSS) (Chapter 1).
- Defines progressive and sequential development (Chapter 1).
- Changes Skills, Knowledge, and Attitudes (SKAs) to Skills, Knowledge, and Behaviors (SKBs) (Chapter 1).
- Changes Institutional Training to Institutional Training and Education (Chapter 1).
- Integrates Total Army Quality into the leader development process (Chapter 1).
- Integrates the reserve component environment throughout the pamphlet (Chapters 1 thru 9).
- Defines mentoring (Chapter 3).
- Address Joint education and assignments (Chapter 5).
- Changes Military Qualification Standards (MQS) to Officer Foundation Standards (OFS) (Chapter 5).
- Defines the Army Civilian Training, Education and Development System (ACTEDS) (Chapter 8).
- Adds leader development matrices for officers, warrant officers, noncommissioned officers, and civilians(Appendix B).

The Enduring Legacy

LEADER DEVELOPMENT FOR AMERICA'S ARMY

By Order of the Secretary of the Army:

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History. This printing publishes a revision of this publication. Because the publication has been extensively revised, the changed portions have not been highlighted.

Summary. This pamphlet outlines Army leader development doctrine: what it is and how it is executed for both Active and Reserve Component officers, warrant officers, noncommissioned officers, and

Department of the Army civilians. The concepts and procedures associated with this doctrine form the foundation upon which commanders and supervisors can establish leader development policy and guidelines.

Applicability. This pamphlet applies to the Active Component, Army National Guard, U.S. Army Reserve, and Department of the Army Civilians. This publication applies during partial and full mobilization.

Proponent and exception authority. The proponent of this pamphlet is The Deputy Chief of Staff, Operations and Plans. The proponent has the authority to approve exceptions to this publication which are consistent with controlling law and regulation. The proponent may delegate this authority in writing to a division chief within the proponent agency who holds the rank of colonel or the civilian equivalent.

Interim changes. Interim changes to

this pamphlet are not official unless authenticated by the Administration Assistant to the Secretary of the Army. Users will destroy interim changes on their expiration date unless sooner superseded or rescinded.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, Combined Arms Command, ATTN: ATZL-SWC-LD, Fort Leavenworth, KS 66027-6900.

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*This pamphlet supersedes DoD Pamphlet 600-32, 31 May 1991.

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Chapter 1 INTRODUCTION

Purpose.

This pamphlet describes the Army's approach to leader development for all leaders. It serves as a guide for officers, warrant officers, noncommissioned officers, and civilian leaders of the Active Army, the Army National Guard, and the Army Reserves. It institutionalizes the leader development process, the three pillars of leader development, and the Leader Development Support System (LDSS).

References.

Related publications are listed in Appendix A.

Explanations of abbreviations and terms.

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

Overview.

.. Throughout the Army's history, leadership and leader development have received continuous attention. The development of competent and confident military and civilian leaders in the Army — from corporal to sergeant major, from lieutenant to general officer, and from civilian intern to senior executive service — is our most enduring legacy to the future of the Army and the nation. Developing these future leaders in light of decreasing resources and a smaller force challenges us to maximize every developmental opportunity. A trained and ready Army will always require leaders who are professionals in every way — leaders who exemplify traditional Army values and professional ethics.

.. Values are the bedrock of professionals. They influence leader attitudes, behavior, and decisions. History shows successful leaders are competent in and committed to the profession of arms; uphold the dignity and respect of all individuals; are physically and morally courageous; candidly and forthrightly deal with others; and are willingly responsible for the performance of their unit/organization and every individual entrusted to their care.

.. Professional ethics set the moral context for service to the nation and inspires the sense of purpose necessary to preserve our nation and protect our worldwide national interest. Army ethics contain the values that guide leaders. When taking the oath of service, leaders must embody loyalty to the nation, the Army, and the unit and each individual in it. By their actions, leaders must display uninhibited loyalty, selfless service, unquestionable integrity, and a total commitment to fully performing assigned and implied duties.

.. As we shape a smaller Army to meet the expanding challenges of the 1990s and beyond, we also must develop leaders who understand and can exploit the full potential of present and future Army doctrine. In a world undergoing unprecedented and accelerating change, we must ensure the Army can fulfill its vital roles in all aspects of our national security and national military strategies. Our leaders must be versatile to ensure success in war and operations other than war — in the combined arms, joint, combined, and coalition arenas. This need demands leaders who —

- (..) anticipate, manage, and exploit change.
- (..) are versatile enough to operate successfully in war and operations other than war.
- (..) exemplify the highest professional and ethical standards.
- (..) uphold the dignity of each individual.
- (..) display technical and tactical proficiency, while exploiting the full potential of advanced technology and accounting for the human dimension.
- (..) possess teaching, coaching and counseling skills.
- (..) can build cohesive teams.
- (..) communicate effectively while stimulating confidence, enthusiasm and trust.
- (..) accurately assess situations, solve problems, and act decisively under pressure.
- (..) show initiative, plan thoughtfully, and take reasoned, measured risks to exploit opportunities.
- (..) clearly provide purpose, direction, motivation, and vision to their subordinates while executing operations following their superior's intent.

Background. Prior to 1987, the Army conducted several noteworthy leader development studies — Officers Personnel Management System (OPMS) I in 1971, Review of Education and Training for Officers (RETO) in 1978, the Professional Development of Officers Study (PDOS) and OPMS II in 1984, Total Warrant Officer Study (TWOS) in 1985, and the Noncommissioned Officer Professional Development Study (NCOPDS) in 1986. In 1987, the Chief of Staff, Army, directed the Deputy Commandant, Command and General Staff College (CGSC), to conduct a comprehensive leader development study. That study produced the current leader development system and process; a support system to monitor and adapt to the effects of change on Army leader development; and leader development action plans for officers, warrant officers, noncommissioned officers, DA civilian, and the Reserve Component. In 1991, the Leader Development Investment Strategy study developed principles and imperatives to synchronize leader development initiatives as the Army downsized. Additionally, committees recommended investments and divestment's, as appropriate, to offset the impact of dwindling resources.

The Army's Commitment .. The Army of tomorrow relies on the Army of today to accept the challenge and responsibility for the development of leaders for the future.

.. The Army is committed to the development of its leaders at all levels. This commitment extends equally to all

officers, warrant officers, noncommissioned officers, and DS civilian of the Active Army, the Army National Guard, and the US Army Reserves. Leaders must be appropriately developed before assuming and while occupying leadership positions — to ensure they are competent in and confident of their ability to lead at the level assigned. In short, the goal is to develop competent, confident leaders who can exploit the full potential of present and future doctrine.

.. Army leaders gain their skills, knowledge, and behavior (SKBs) through a combination of schooling, assignments, and self-development. Behavior refers to actions or reactions to specific situations based on attitude, beliefs, and values. Unlike attitudes, behavior is easily measured and influenced through positive and negative reinforcement.

.. The Army's formal leader development system is progressive — prepares leaders for increased levels of responsibility, complexity, and difficulty; and sequential — the next logical step in the education/training or assignment process builds upon the previous level — without large gaps. Three strong pillars support Army leader development (figure 1).

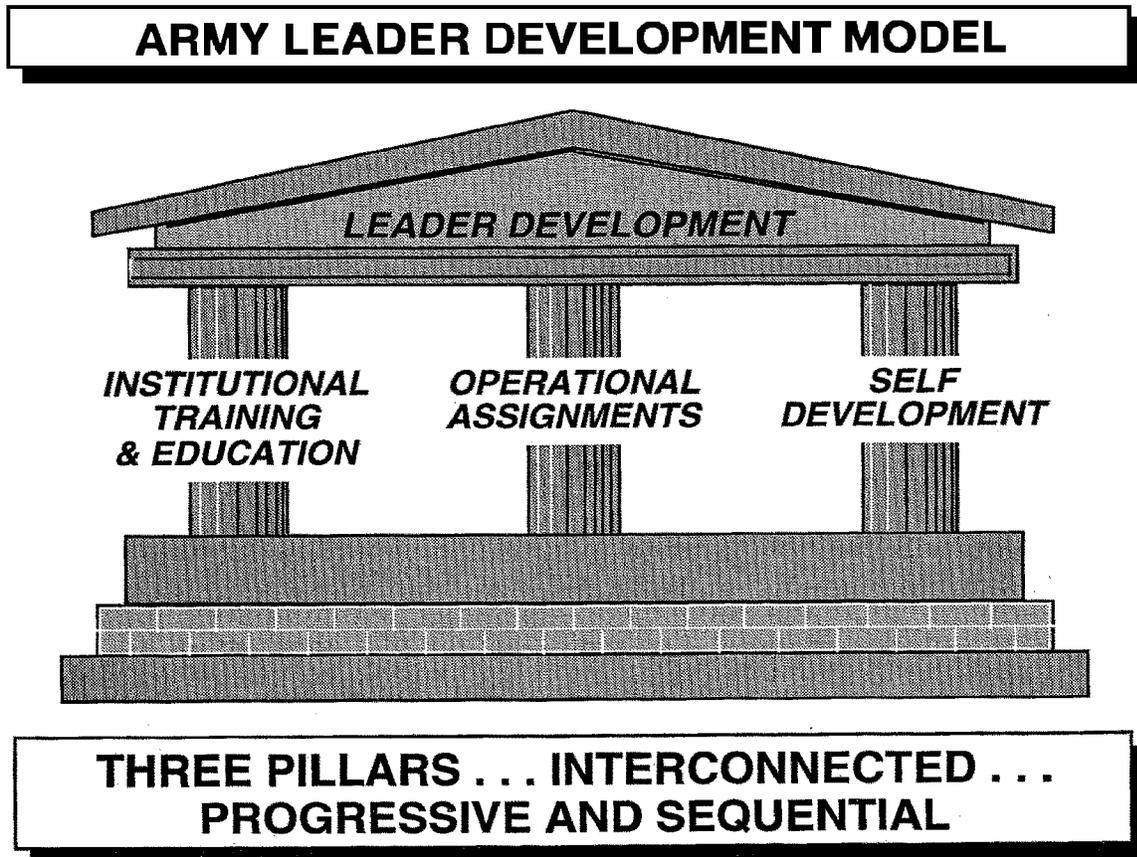


Figure 1. Army Leader Development Model

The Pillars Lessons learned from recent wars, humanitarian relief operations, and exercise suggest the Army's progressive, sequential, and three-pillar approach to leader development is sound and produces the quality leaders our nation requires. The three pillars of leader development — institutional training and education, operation assignments, and self-development — are dynamics and interconnected. The individual gains SKBs at the institution and practices them during operational assignments to refine skills, broaden knowledge, and shape behavior. Meanwhile, these experiences are shared during institutional training and education. Self-development enhances, sustains, and expands SKBs assignments. The pillars adapt to force structure reductions; constrained resources; and advances and changes in doctrine, technology, and policy — as well as individual professional objectives.

.. *Institutional Training and Education.* The Army's school system provides leaders training (what to know) and education (how to do) and the opportunity to acquire SKBs needed to perform duty positions requirements. Training

and education usually precede significant new levels of operational assignments. In each case, the institutional base is the foundation upon which we develop leaders to realize their maximum potential. To foster this transition, leaders attend institutional training courses following appropriate career development models. Training and education provides the theoretical base.

.. *Operational Assignments.* Operational assignments translate the theory into practice by placing leaders in positions to apply those SKBs acquired during institutional training and education. Repetitive performance of duty position requirements (practice) refines the leader's skills, broadens his knowledge, and shapes his behavior and attitudes. Through experience gained during operational assignments, leaders acquire the confidence and competence needed for more complex and higher level assignments. Commanders enhance leader development by:

- (..) assigning individuals progressively more complex and demanding duties;
- (..) assessing their performance against standards, and providing information on strengths, weaknesses, and developmental needs;
- (..) counseling and coaching regularly; and
- (..) helping them prepare and execute developmental action plans to achieve maximum growth.

.. *Self-Development.* Self-development initiatives focus on maximizing leader strengths, minimizing weaknesses, and achieving individual leader development goals. The concept is more than fixing weaknesses or reinforcing strengths. Self-development is a continuous process — taking place during institutional training and education, and during operational assignments — that should also stretch and broaden the individual beyond the job or training. It's a joint effort involving commanders, leaders, supervisors, and subordinates. The individual and his leader structure self-development actions to meet specific individual goals and needs. Initial self-development is generally narrow in scope. The focus broadens as individuals learn their strengths and weaknesses, determine needs, and become more independent. Leaders prepare developmental action plans to map self-development efforts and set priorities for improving performance and achieving maximum potential. Self-development actions may include self-study, reading programs, and civilian education courses that support development goals.

Total Army Quality The Army management philosophy (Total Army Quality) — do the right things, the right way, for the right reasons (the first time), and constantly strive for improvement (AR 5-1) — focuses on increasing productivity, encouraging behavior, and implementing management systems for improving work processes. Total Army Quality (TAQ) reinforces the relationship between leadership (philosophy) and management (approach). All leaders are managers. They must know and understand the TAQ concept; how TAQ contributes to unit readiness, combat effectiveness, and mission accomplishment (discussed in this pamphlet *Leadership for Total Army Quality* and AR 5-1); and the phases of implementing the system; awareness, assessment, team building and action.

TAQ is an integral part of the leader development process. The implementation phases are aligned with the three pillar leader development model as follows:

.. *Institutional Training and Education.* During the awareness phase of TAQ, institutions teach leaders the importance of TAQ and how it works. They also provide the skills, knowledge, and behavior (SKBs) necessary for leaders to coach and train the SKBs required to accomplish improvement projects during operational assignments.

.. *Operational Assignments.* The awareness process continues as leaders prove their commitment to TAQ through personal example and instructions in their organizations. They also assess the behavior of the organization's members and the value of products they produce and services they provide. Leaders then task organize (team building) as necessary to carry out and sustain the TAQ effort. Implementation (action) involves changes in behavior and draws upon many attributes associated with quality leadership and leader development (e.g., training, coaching, counseling, reinforcement.)

.. *Self-Development.* Leaders enhance their knowledge of TAQ and maintain proficiency in the SKBs acquired during institutional training and education through aggressive individual and unit structured self-development programs. These programs can include reviewing the lessons learned from successful TAQ activities, short-term unit projects, and reading Total Quality Management literature by authors such as Edward W. Deming, Joseph M. Juran, and David K. Carr.

Principles and Imperatives Our leader development system is anchored in two principles and twelve imperatives (figure 2). All leader development actions are considered within the realm of these principles and imperatives. The two principles — properly sequence institutional training and education, operational assignments, and self-development; and retain progressive and sequential career development models for all leaders in their respective developmental areas — provide the broad foundation upon which the rest of the system is built. The twelve imperatives are aligned with the pillars as follows:

Institutional Training and Education .. Retain progressive and sequential education systems. Ensure that leaders successfully complete the proper education and training to prepare them for subsequent operational assignments. Reduce unnecessary redundancies in courses of instruction. Incrementally develop challenging, more complex SKBs.

.. Train leaders in critical tasks they will need as future leaders. Don't waste time on courses that do not support an operational need.

.. Develop leaders according to the total Army concept. Soldiers and civilians of the Active Army and Reserve components are equally essential to the success of our national security.

.. Keep quality instructors — with experience — in the training base. Ensure that career development models support instruction duty as an important developmental opportunity.

.. Select best qualified leaders for resident courses. Given the costs of education in dollars and TTHS (Trainees, Transients, Holdees, Students) accounts, we must invest wisely to get the greatest payoff for our costs.

.. Produce qualified students and instructors. Schools are just as, if not more, important developmental grounds for instructors as for students. Good instructors continue to teach the right things when they return to operational assignments, and they are more competent in their jobs.

.. Provide the right mix of resident and nonresident instruction. We cannot afford to educate everyone or teach everything in the institution.

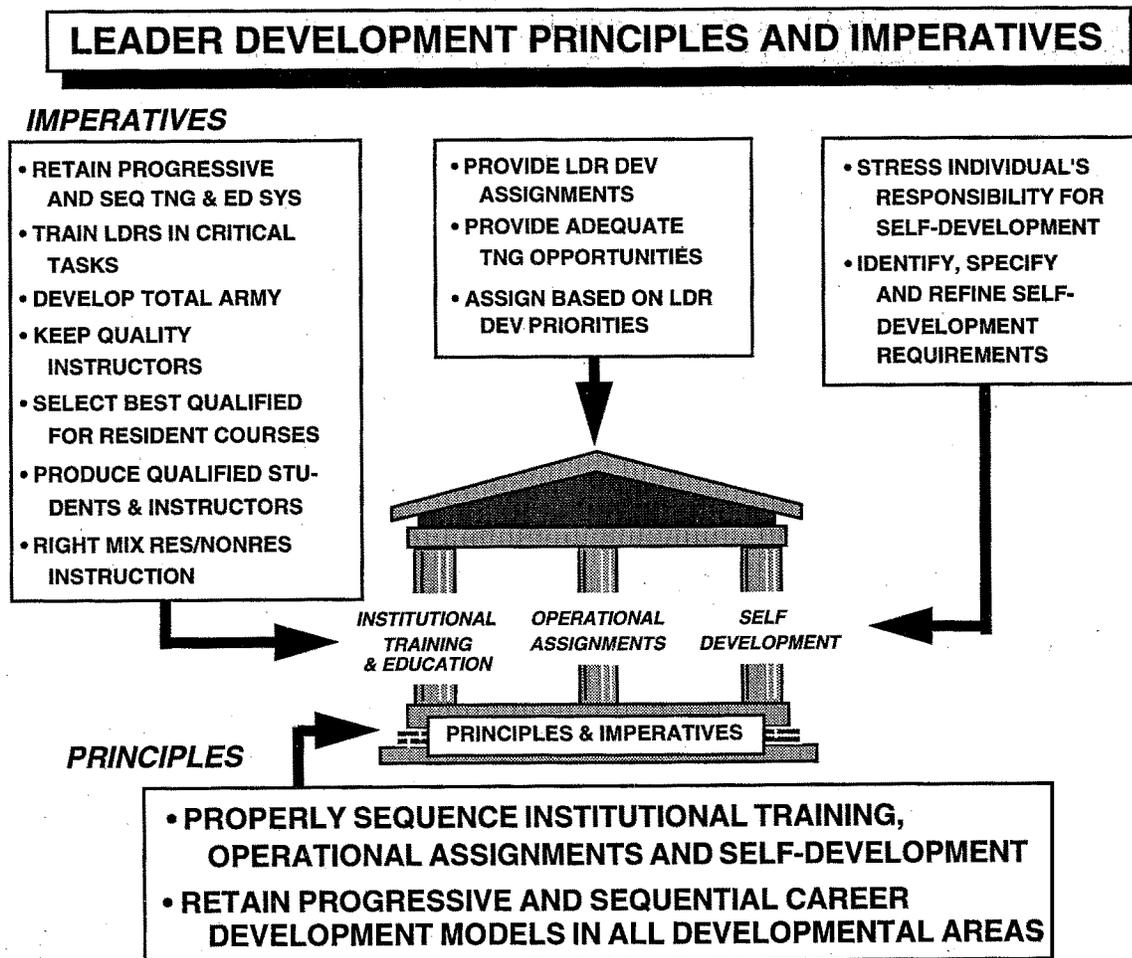


Figure 2. Leader Development Principles and Imperatives

Operational Assignments .. Provide leaders critical experiences they will need for the future. Commanders, supervisors, and the Department of the Army (DA) should ensure that leaders are developed through challenges in key assignments that prepare them for their next level or responsibility.

.. Provide leaders adequate training opportunities in adequately manned and resourced units. A hollow force with inadequate training resources does not permit leader development in units.

.. Assign leaders based on leader development priorities. Makes assignments to develop leaders and meet unit and DA requirements — should be neither a “fair-share” nor “fill-the-holes” distribution system.

Self-Development .. Stress the individual’s responsibility for leader development. The best career manager is the individual. Self-assessment and taking appropriate remedial or reinforcing action is critical to a leader’s success. Self-development programs should include activities that stretch the individual beyond the job or institutional training, such as a university education.

.. Identify, specify, and refine self-development requirements. The Army can help individuals by outlining appropriate resources that will contribute to self-development.

The Process Confident, competent leaders do not just suddenly appear. They are developed. But as Clausewitz said, “there must be a spark within the individual” that is the essence of his leadership capabilities. Some have a brighter spark than others. All leaders; however, develop over time through a carefully designed progression of schools, job experiences, and individual initiated activities. As leader development unfolds in each of the three pillars, a continuing cycle of education and training, experience, assessment, feedback, and reinforcement and remediation occurs. As a leader progresses in his career and faces new challenges (promotions, positions of greater responsibility, additional duties, and schooling), he must be developed to meet those challenges. During this leader development process, the responsibility for a leader’s complete development is mutually shared by the leaders of the Army education system, commanders and leaders in the field, and the leaders themselves (figure 3).

LEADER DEVELOPMENT RESPONSIBILITIES

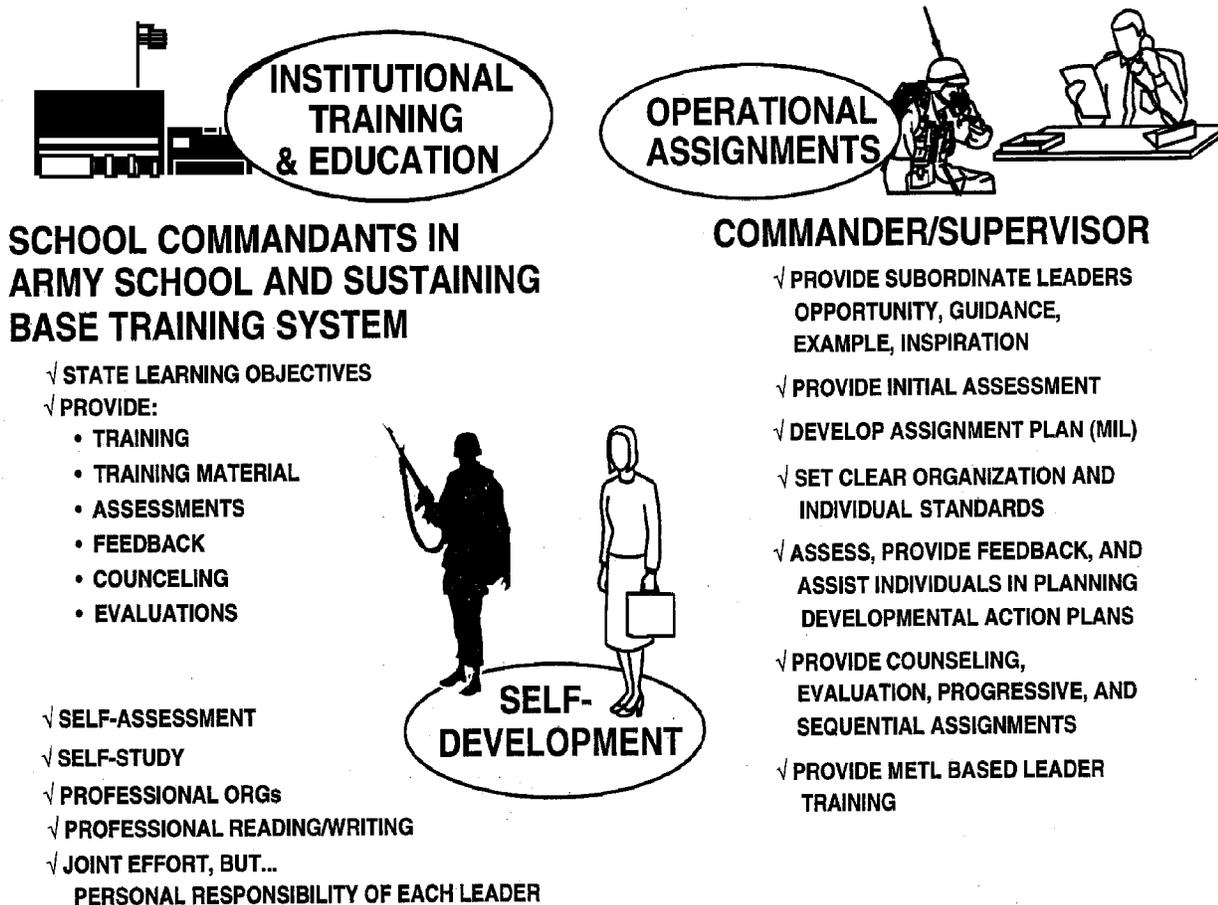


Figure 3. Leader Development Responsibilities

The leader development process is similar for officers, warrant officers, and noncommissioned officers in the Army. The principles and imperatives apply to developing here leaders in the Active Army, Army National Guard, and US Army Reserves. However, institutional training and education must be configured to meet time and geographical differences peculiar to the Reserve Component (RC) environment. RC leaders must balance their military responsibilities with the demands of their civilian jobs. Although the required number of annual training days per year is 39 (two weeks of annual training and two days inactive-duty training per month), RC leaders traditionally spend far more time than this pursuing their institutional training and education courses and meeting unit operational assignment missions. It is important for Active Army leaders to gain an appreciation and understanding of these RC challenges.

The formal leader development process begins with instruction. For commissioned officers, leader development begins during precommissioning training. Warrant officers attend Warrant Officers Candidate School (WOCS) while sergeants attend the Primary Leadership Development Courses (PLDC). The civilian process usually begins with the Intern Leadership Development Course (ILDC), which precedes graduation to journeyman-level positions. Leader development continues throughout a leader's tenure as he is selected to serve in positions of increasing responsibility and authority; it is a continuous, progressive, and sequential process. Appendix B contains matrices showing the key leader development responsibilities of the institutional commandant, operational unit commander/supervisor, and individual for carrying out this process.

Integrating the training, education and development activities that take place in the three pillars ensures leader growth and development remain focused on the Army's needs, and the individual's needs. Additionally, leader training, education, and assignments, must be aligned horizontally and vertically.

Horizontal integration ensures corresponding training for individuals (regardless of rank) who are assigned to specific leader levels throughout the Army. For example, the Officers Basic Course (OBC), Warrant Officers Basic Course (WOBC) and Advance Non-Commissioned Officer Course (ANCOC) have many common training objectives and critical tasks. Terminal and enabling learning objectives (task, condition, and standards) focus on comparable SKBs needed for duties, responsibilities and missions assigned to leaders in specific size units. Similarly, the branch Officers Advanced Course (OAC), Warrant Officers Advance Course (WOAC), and First Sergeant Course (FSC) should have corresponding training.

Vertical integration, on the other hand, ensures progressive and sequential training, education, and developmental opportunities upward within each system; for officers, WO, NCO, and civilian. Course training objectives and critical tasks are based on SKBs leaders need for future assignments. Current training and education build on previous training and experience. The training and experience qualify individuals for promotion and assignments following career development models.

A phase of vertical integration is merely the next, sequential step up in level of responsibility. Leaders work through the process developing and honing their skills and, when assessed as ready — by commanders, supervisors, instructors, etc. — proceed to that next level.

As an example, company, battery, and troop commanders should have the appropriate developmental leader positions (platoon or section leader, unit executive officers) and education (OAC) before command. Similarly, noncommissioned officers should have served as team and squad level leaders and have already attended PLDC, Basic Noncommissioned Officers Course (BNCOC), and ANCOC before being assigned to platoon sergeant or battle staff positions. Reserve Component personnel should progress through the same or RC-configured courseware (RC3) institutional training and education (within unit type, size, and location constraints). Civilians generally do not progress to key leader positions without the proper sequencing to technical and — for some — supervisory or managerial experience and training. Throughout the development of a leader, the education and training, experience, assessment, feedback and reinforcement/remediation process occurs in a logical and progressive sequence (figure 4). The mission, the needs of the unit, and the demonstrated potential of the leader are kept sharply in focus and must always be balanced.

Assessment is a method used to figure out, from performance, the proficiency and potential of leaders. Ideally, assessment is characterized by an objective judgment against known (criterion-based) standards. These standards can be found in Army Training and Evaluation Programs (ARTEP) manuals, Military Qualifications Standards (MQS) manuals, Officers Foundations Standards (OFS) media, Soldiers Manuals, and Standard Operating Procedures. The senior leader must discuss and, if necessary, clarify these standards and expectations with subordinate leaders early in the development process. An assessment should be non-threatening, unbiased, and uninflated. It is not an evaluation. Assessments should provide leaders with useful feedback on performance. At the unit or organizational level, assessments help senior leaders in developing assignment patterns, training plans, and developmental programs for their subordinates. Assessments identify those SKBs that subordinate leaders have performed or failed to perform to standard. Naturally, leaders must conduct self-assessment in their own self-development programs.

Feedback is an intermediate step between assessment and evaluation. Useful feedback is clear, formative guidance related to the process, standard, or outcome of an event. It focuses on assessment determinations and is most helpful when presented in a way that is both positive and allows individuals to self-discover strengths and weaknesses.

LEADER DEVELOPMENT PROCESS

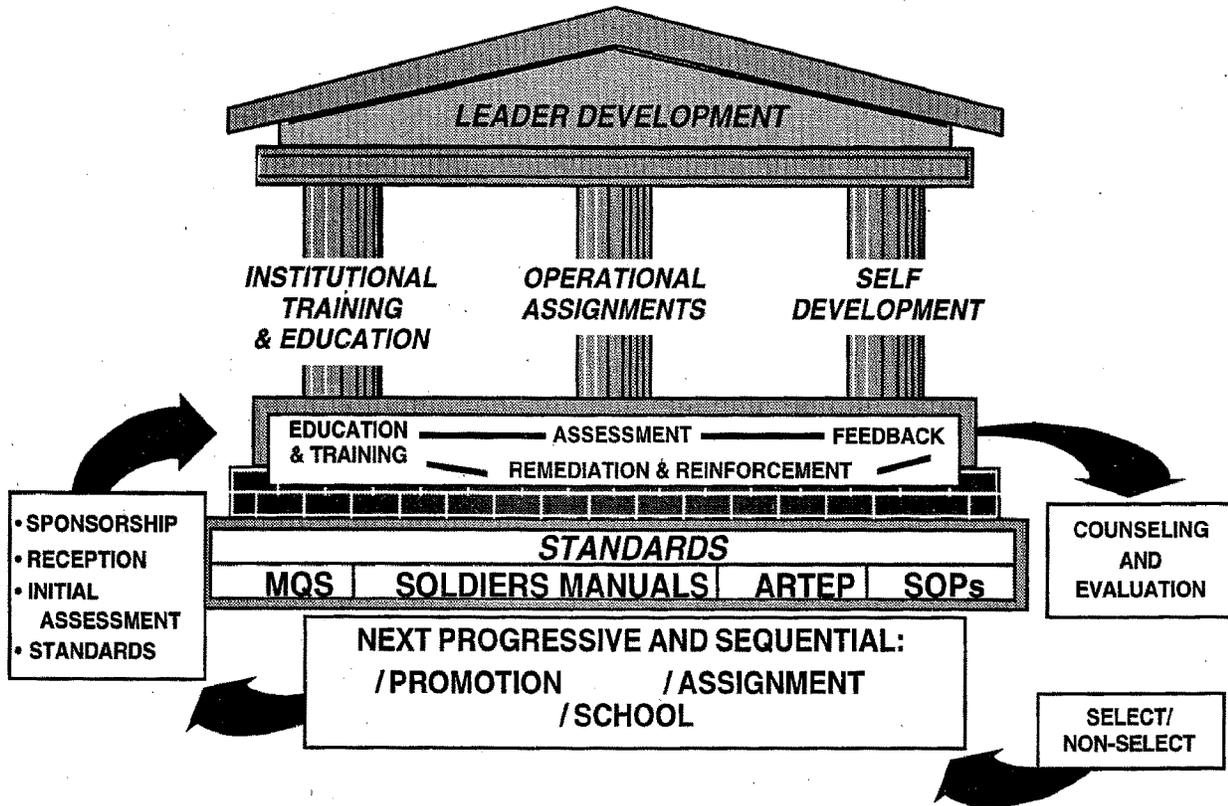


Figure 4. Leader Development Process

Additionally, this feedback allows the senior and subordinate leaders to design appropriate reinforcement or remediation programs. Reinforcement nurtures continued success. Through the after-action review (ACTIVE AND RESERVE COMPONENT) process, the senior leaders help and guide subordinate leaders to self-discover where they did a good job and what factors contributed to that success. Applied to leadership performance, this process encourages leaders to apply effective actions in similar situations. Leadership AARs can also specify remedial actions for subordinate leaders that should correct their weaknesses and bring them up to stated standards. Throughout this developmental leadership process, subordinate leaders should receive guidance and updates on the status of their progresses.

Assessment feedback can include one-on-one verbal discussions, letters, notes, counseling forms, command inspection reports, certification programs, peer and subordinate comments, and leadership AARs. Ideally, the senior leader will help the subordinate develop an action plan that identifies the SKBs that need reinforcement or remediation and the action needed to enhance or correct leader performance.

After many feedback opportunities, senior leaders should conduct a comprehensive counseling session with the subordinate leader. Counseling should summarize a series of assessments that compare observations about subordinates against known standards. Senior leaders should use these counseling sessions to develop recommendations for overall improvement strategies. Senior leaders should plan these sessions so that they cover no new information, while providing subordinates with a rating. An evaluation usually follows the counseling session.

An evaluation is a document, permanent record of performance, knowledge, and capabilities covering a specified period. It is the formal rating of past performance. The evaluation is the cumulative result of previous assessments, feedback, and reinforcement or remediation efforts. Reinforcement and remediation should continue upon conclusion of

the evaluation phase. In contrast with assessments, evaluations are directly linked to a leader's selection for promotion, schooling, and various duty assignment.

Not all leaders will develop at the same rate or to the same level. Thus leaders must be placed in positions of leadership for which they are prepared. A leader should meet the commander's or supervisor's entry minimums for a leadership position before he is thrust into that position.

Chapter 2

INSTITUTIONAL TRAINING AND EDUCATION

Institutional training and education are the foundation upon which leaders are developed to realize their maximum potential. It consists of resident and nonresident instruction for officers, warrant officers, noncommissioned officers, and civilian education systems and functional courses.

The education systems — Officers Education System (OES), Warrant Officers Education System (WOES), Noncommissioned Officers Education System (NCOES), and Civilian Training and Education Development System — provide the progressive and sequential training and education that prepares individuals for positions of greater responsibility (figure 5). Functional courses such as Pre-Command, Ranger, Airborne, First Sergeant, Battle Staff NCO, and the TRADOC Training Developers Course provide additional qualification training so leaders can acquire requisite skills, knowledge, and behavior needed for specific assignments.

Institutional training and education provides the foundations for leader development. It is a foundation on which unit commanders and supervisors can build, mold, and shape leaders and on which the developing leaders can base their self-development.

Proponents prepare individual training plans (ITP) to train, develop and evaluate SKBs for leaders at all levels. They develop strategy and products needed to carry out plans. Products include Soldier's Manuals, Military Qualifications Standards (MQS) manuals, extension training material, trainer guides, and Training Support Packages (TSPs). Additionally, branch proponents develop career development models that guide leader growth and development throughout careers. Career development model initiatives encompass the three pillars of the leader development process. An example of a generic officers career development model is shown in figure 6. Similar models exist for warrant officers and NCOs. The Army Civilian Training, Education, and Development System (ACTEDS) serves a similar function for some civilian career fields.

Proponents develop course programs of instruction (PIOs) with learning objectives designed for specific branch missions. Learning objectives consist of leadership and technical and tactical tasks that promote the acquisition of SKBs that the leaders need to successfully fulfill their roles, perform duties, and accomplish missions.

Institutional training and education are equally essential to the development of all leaders. Trainers are held to TRADOC standards regardless of how or where the training takes place.

PROFESSIONAL DEVELOPMENT COURSES

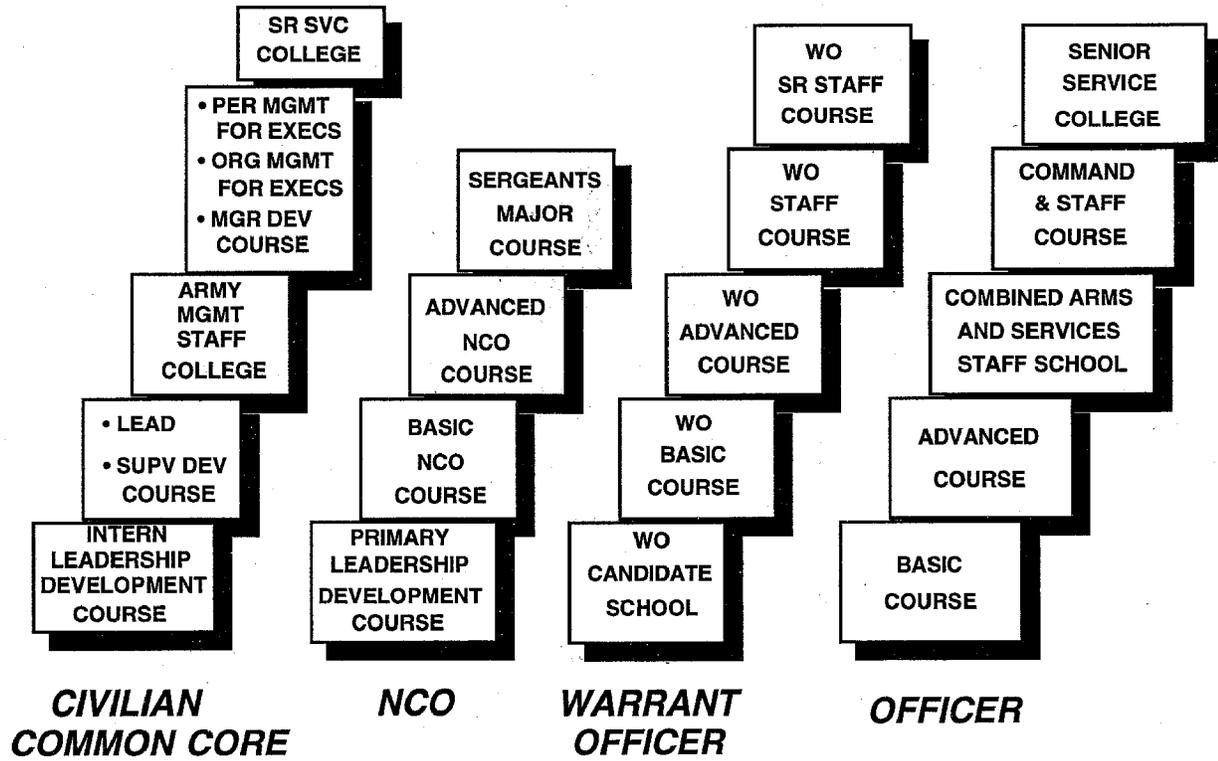
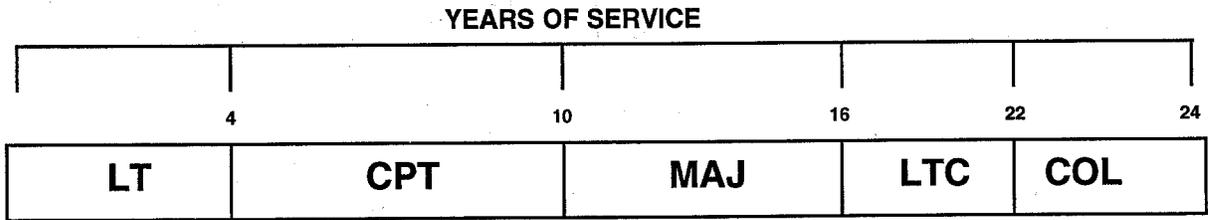


Figure 5. Professional Development Courses

GENERIC OFFICER CAREER DEVELOPMENT MODEL



DUAL TRACK IN BRANCH & FUNCTIONAL AREA

| | | | | | | | | | | | |
|------------------------------------|----------------------|-------------------|----------------------------|---|----------------------|---|---------------------------------|---|----------------------|-------------------------------------|----------------------------------|
| BRANCH ASSIGN- MENT | O A C | CO CMD | C A S S | FA TRAINING & ASSIGN- MENT | C S C | BN XO/S3/ BRANCH QUALIF- ICATION | FA/ JOINT BR IMM | BN CMD/ BRANCH QUALI- FICA- TION | S S C | BDE CMD/ BR QUAL | FA/ JOINT/ BR IMM |
|------------------------------------|----------------------|-------------------|----------------------------|---|----------------------|---|---------------------------------|---|----------------------|-------------------------------------|----------------------------------|

**SINGLE TRACK
IN BRANCH**
(Certain branches do not
permit single tracking)

| | | | | | | | |
|---|----------------------|--|-------------------------|---|----------------------|-------------------------------------|--------------------------|
| BRANCH/ BR IMM/ ASSIGN- MENT | C S C | BN XO/S3/ BRANCH QUALIFI- ICATION | JOINT BR IMM | BN CMD/ BRANCH QUALI- FICA- TION | S S C | BDE CMD/ BR QUAL | JOINT/ BR IMM |
|---|----------------------|--|-------------------------|---|----------------------|-------------------------------------|--------------------------|

Figure 6. Generic Officer Career Development Model

Reserve Component (RC) institutional training and education require careful planning to accomplish the training tasks while adapting to the time and geographic constraints unique to the RC. RC leaders can attend either the Active Army course or usually, an RC version configured for a combination of inactive duty training and active duty training periods. TRADOC has an active affiliation program between its resident schools and US Army Reserve Forces (USARF) schools. This program is being expanded to include the National Guard academies.

To ensure that we develop confident and competent leaders who can carry out their duties today and meet the demands of increased responsibility in the future, institutional training and education programs must use the best teaching and training methods. The increased use of small-group instruction within the Army school system, highly competent instructors and facilitators, improved developmental leadership assessment techniques, and precise definitions of the SKBs expected of leaders at each level of development all contribute to leader development.

Chapter 3 OPERATIONAL ASSIGNMENTS

Operational assignments should place leaders in positions that enhance SKBs acquired during institutional training and education. Repetitive performance of duty position requirements (practice) refines skills, broadens knowledge, and shapes behavior — and possibly attitude. During operational assignments, leaders gain the experience needed for more complex and higher-level assignments.

Maintaining synchronized leader training, education and development programs in units is a continuing challenge. Commanders, leaders, and supervisors should execute programs that focus on sharpening developing leaders' SKBs and experience. Figure 7 outlines some of these programs.

- .. METL-based leader training to enhance and sustain SKBs gained during institutional training and education and prepare leaders for operational missions. By using the METL as a framework or basis, leaders can concentrate on honing those SKBs that support the unit mission.

- .. In 1943 Field Marshal Erwin Rommel said “the best form of welfare for the troops is first class training.” Tough, realistic training — for military and for appropriate civilians — at home stations and at combat training centers (CTCs) provides battlefield-like demands and stress on leaders at all levels.

- .. Leaders need to balance the emphasis they place on the developmental needs of all subordinate unit leaders — officers, WOs, NCOs, and DA civilians. A significant challenge is developing and maintaining the SKB proficiency of those in TDA (tables of distribution and allowances) units. Encouragement of self-development programs can make a significant difference in the development of leaders in TDA organizations.

- .. The articulation of clearly defined standards — as outlined in the Officers Foundation Standards (OFS) System, Army Training and Evaluation Programs (ARTEPs), standard operating procedures (SOPs), and soldiers' manuals — help commanders, leaders, and supervisors assess developing leaders' performance and potential.

- .. After action review, developmental leadership assignments, and one-on-one feedback provide a mechanism to inform leaders of their strengths and areas needing improvement.

OPERATIONAL ASSIGNMENTS

PRACTICE TO HONE SKBs AND GAIN EXPERIENCE

- METL-BASED LEADER TRAINING
- TOUGH, REALISTIC TRAINING ... USE OF CTCs
- BALANCED EMPHASIS: OFFICER, CIVILIAN, WARRANT OFFICER, NCO
- CLEAR STANDARDS ... INDIVIDUAL, UNIT/ORGANIZATION
- AAR PROCESS
- DOCTRINE-BASED ... TACTICS, TECHNIQUES, AND PROCEDURES
- EMPHASIZE BALANCED APPROACH TO LEADER DEVELOPMENT PILLARS
- EMPLOY PROVEN METHODS: CERTIFICATION PROGRAMS, STAFF RIDES, SHARED EXPERIENCES....
- REFINE TO LOCAL CONDITIONS & UNIT/ORGANIZATION TRADITION
- STUDY PROFESSION OF ARMS, MILITARY ATTITUDES, ETHICS...

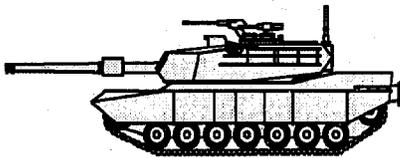
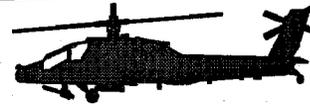


Figure 7. Operational Assignments

.. Doctrine, since it is not prescriptive, allows leaders the opportunity to grow by exercising judgment under varying conditions. Tactics, techniques, and procedures provide examples of how a mission might be accomplished; but again, the leader must employ judgment in their use.

.. Staff rides, tactical exercises without troops (TEWTs), and professional development classes and seminars reinforce SKBs acquired during institutional training and education, and encourage sustainment of perishable SKBs.

.. Certification and verification programs assess an individual's skills and knowledge against measurable standards.

.. Instruction on the history and traditions of the unit or organization instills esprit and fosters teamwork.

Creating an environment where developing leaders is the priority mission in the command or organization enhances the value and effectiveness of leader development during operational assignments. Commanders, leaders, and supervisors enhance the development of subordinates by assigning them to progressively more complex and demanding duty positions. They should counsel and coach subordinates on a regular basis and ensure necessary education requirements are met. Commanders should establish formal leader development programs that focus on developing individual leaders and teams, and ensure subordinate leaders understand their strengths, weaknesses, and developmental needs.

The commander's or supervisor's direct involvement in the development of leaders during operational assignments, articulated in FM 25-100, Training the Force, is critical. He decides leader assignments, formulates, supervises, and executes collective and individual training, to include professional development programs, and acts as the organization's primary teacher, coach, counselor, and — in special cases — mentor. Mentoring is more personalized and individualized than teaching and coaching. It is an optional, subjective process between a concerned senior leader and a

very select few of his subordinates. Mentoring involves candid dialogue, career advice, caring and support, commitment, and assistance with assignments.

Because today's training, coaching, and mentoring will guide subordinate development long after today's commanders pass from the scene, commanders and senior staff officers must understand the leader development process and their role in its execution.

Further, they must understand how leader development activities must be an integral part of their unit training program. Senior leaders will often be judged as much by how well their subordinates perform as how they themselves perform. At division (and comparable organizations) levels and above, senior leaders should provide broad guidance for structuring leader development opportunities for their staffs and subordinate commanders during operational assignments. Subordinate leaders then refine this guidance within the intent of the senior leader. The greatest interaction between leaders occurs at the lower levels of command and staff assignments; therefore, leader development programs should be most active where day-to-day operational challenges are resolved.

Commanders and senior leaders at installations, activities, and major Army commands (MACOMs) present programs, often through their civilian personnel offices (CPOs), to orient civilian employees on Army organizations, ethics, and values. Technical training is emphasized at this level. Commanders are responsible for ensuring civilian employees receive effective counseling, coaching, and mentoring, both formal and informal.

The pattern for Army civilian leaders in operational assignments following institutional training and education is similar to their uniformed counterparts. Following internships, in which they are introduced to leadership skills, most civilians begin as functional specialists. During this phase, they are given work and team assignments that broaden and sharpen their leadership abilities, provide assessment opportunity to their supervisors, and prepare them for advancement to supervisory and management positions.

The assignment path along which civilian leaders generally progress consists of four broad phases: intern, supervisory, managerial, and executive. Because of the range of skills and entry positions of first-time hire DA Civilians and their career development models, they are not required, to pass through each phase sequentially. An intern, for example, may progress directly to a non-supervisory managerial position on a headquarters staff without ever being a supervisor. A civilian can be a first-time hire as a supervisor, manager, or executive or could elect to remain at a given grade or phase for an entire career. In key areas such as acquisition management, logistics, and information and installation management, new programs will train generalists capable of performing in leadership positions previously held by military officers.

Geographical availability of units near the RC leader's home often constrains operational assignments opportunities for RC leaders. Commanders play an important role in developing their subordinate leaders by ensuring progressive and sequential assignments. Commanders should make every effort to ensure the tenure of leaders in key command and staff positions is not excessive. Excessive tenure in an assignment stagnates the professional development of many others who are looking to move up and take on more challenging assignments. Special emphasis must be placed on ensuring leaders are fully qualified in terms of schooling and experienced before they are placed in positions of greater responsibility. It is always difficult to choose between keeping someone for annual training or releasing them to go to school. The leader must realize that the short term "lost" is a long term investment.

Chapter 4 SELF-DEVELOPMENT

Self-development is a planned, competency-based, progressive and sequential process individual leaders use to enhance previously acquired SKBs and experience, and the enhance readiness and potential for progressively more complex and higher-level assignments. Self-development focuses on maximizing leader strengths, minimizing weaknesses, and achieving individual leader development goals. This, it involves:

- .. a continuous process that takes place during institutional training and education and operational assignments.
- .. a joint effort involving commanders, leaders, supervisors, and the subordinate.
- .. actions structured by the individual and his commander, leader, or supervisor to meet specific individual goals and needs.

Self-development starts with an assessment of individual leadership SKBs and potential (figure 8). Assessment identifies the individual's strengths, weaknesses, and developmental needs. Commanders, leaders, and supervisors provide feedback and assist subordinates in figuring out causes for these strengths and weaknesses and courses of action to improve performance by reinforcing strengths and remediating weaknesses. Together they prepare developmental action plans that map a path for self-development efforts and rank actions for improving performance and achieving maximum potential. Each leader's knowledge and perspective increases with age, level of schooling, institutional training and education, and operational experience and is accelerated and broadened by specific,

goal-oriented self-development actions. These actions are categorized into immediate, near-term, and long-range developmental goals that guide self-development actions and efforts:

.. immediate goals focus on correcting weaknesses and reinforcing strengths associated with current duty assignments.

.. near-term goals focus on developing SKBs and experience needed for the next operational assignment.

.. long-range goals focus on preparing a leader for more complex duties beyond his next operational assignment.

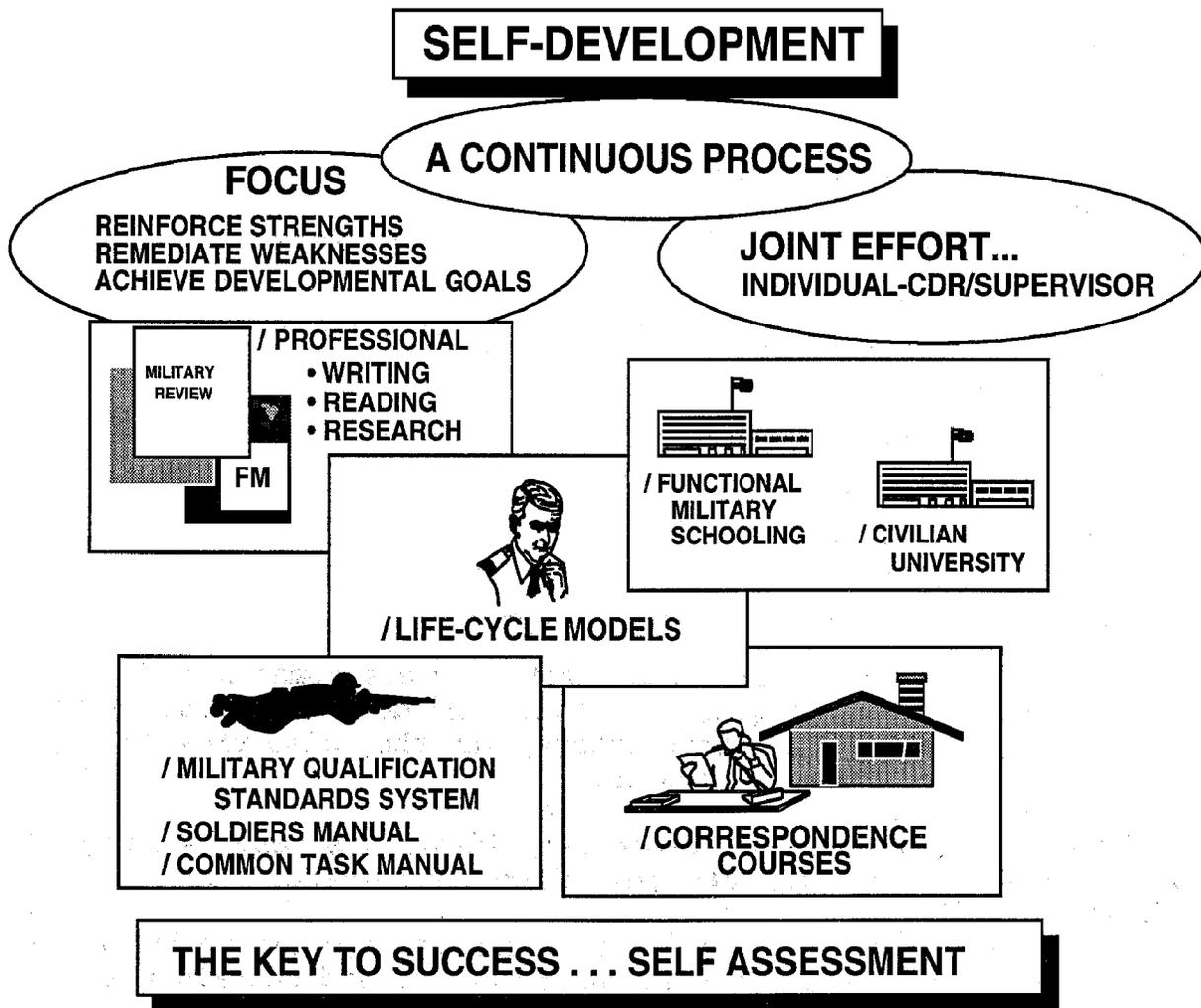


Figure 8. Self-Development

Self-Development Responsibilities Commanders, leaders, and supervisors should accomplish the following:

.. establish and maintain a command climate and training environment that is conducive to self-development. Lead by example.

.. besides those duties outlined in the section on operational assignments, provide advice, assistance, and support as individual leaders prepare and execute their developmental action plans.

Individual leaders should:

.. take initiative to attend courses that support developmental goals.

.. affiliate with and participate in professional organizations.

.. read professional material, write for self and for professional journals, and take appropriate correspondence courses.

- .. understand present and next duty position requirements and prepare for them through reading and practice.
- .. seek challenging, high responsibility assignments that provide opportunities to grow in breadth and depth of SKBs. Some assignments are more risky than others, but they also provide greater leader development payoffs.
- .. self-evaluate all performances. Identify strengths and weaknesses and figure out how they affect performances.
- .. conduct self-study and practice critical leader technical and tactical tasks frequently enough to attain and sustain the required proficiency levels.
- .. expand the leader's knowledge base by studying history, doctrine, and professional manuals and publications, and analyzing current events.
- .. select immediate, near-term, and long-range developmental goals. Identify and plan courses of action for accomplishing these goals.
- .. develop and execute self-development action plans. If appropriate, determine goals, objectives, and tasks.
- .. throughout the process, seek assistance and guidance from supervisors and more experienced leaders and peers.
- .. seek leadership roles in the military and civilian community or other public service activities.

Self-development programs should be tailored to meet changes in the environment, the unique status of organization missions, and the individual's developmental needs and professional interests. The concept of self-development places responsibility squarely on the leader to do his share to attain and sustain competency. Every leader is responsible for his own professional development. Commanders and supervisors have a responsibility to provide the time and opportunity for a subordinate's self-development if it is to be effective.

Chapter 5

OFFICER LEADER DEVELOPMENT

The development of an officer, Active, Army National Guard, or U.S. Army Reserve, is the cumulative result of his military schooling, operational assignments, and self-development. Appendix B contains the key elements of officer leader development in each pillar.

The original 1988 Leader Development Action Plan (LDAP) was the result of the 1987 Leader Development Study (LDS). The LDAP eventually contained 56 recommendations to improve officer development. Almost all recommendations are now complete. Future revisions will adapt officer leader development to the requirements of the changed world and Army environments.

The Defense Officer Personnel Management Act (DOPMA)

The United States Congress enacted DOPMA into law in 1980 to revise the system that governs management of active duty commissioned officers. DOPMA establishes a common frame of reference for career progression planning in all services and affects leader development by:

- providing common law for the appointment of Active officers and active-duty service of Reserve Component officers.
- establishing statutory limitations on the number of officers that may serve in senior grades below general officer rank.
- providing uniform laws for officer promotion procedures.
- establishing common provisions governing career expectations at various ranks.

Joint Education and Assignments The DoD Reorganization Act of 1986 (Title IV, Goldwater-Nichols Act) includes specific requirements to improve the quality, education, and experience of all officers, and specifically field grade and general officers assigned to joint duty positions. The military needs officers assigned to joint duty positions. The military needs officers who are well schooled in their service and knowledgeable about how the land, air, sea, space, and special operations forces work together in modern warfare.

All officers attending either a command and staff or senior-level service college receive instructions on joint matters as part of the core curriculum. This is referred to as phase I of a two-phased Program for Joint Education (PJE). PJE phase II is a follow-on the PJE phase I and consists solely of a joint curriculum taught at the Armed Forces Staff College for officers expected to be selected as Joint Specialty Officers (JSOs). Completion of phases I and II is the education prerequisite for officers later considered for designation as JSOs. The National War College and the Industrial College of the Armed Forces curriculums fully incorporate PJE phases I and II for the purposes of JSO qualification.

This act also mandates joint duty assignment experience and tour-length requirements. The qualifying tour length is 36 months. Some combat arms officers may be released after 24 months if they are returning to an Army operational assignments. By law, an Active officer may not be appointed to the grade of O-7 unless he has completed a full tour of duty in a joint duty assignment. The Secretary of Defense may waive, on a case-by-case basis, the joint duty requirements for general/flag officers under certain circumstances. Some scientific and technical fields — including chemical and military police branches — may be reason for waivers.

With few exceptions, JSOs are selected based on a complete joint education and duty assignment(s). These officers become the pool of joint experts from which “critical joint duty assignment billets” must be filled.

There are many other personnel management provisions of the law that ensure that the services provide the joint community with highly qualified officers. More information is contained in JCS Administrative Pub 1.2, Joint Officer Management, and the DoD Reorganization Act of 1986.

The Officer Foundation Standards (OFS) System The OFS system replaces the Military Qualification Standards (MQS) System and provides the foundation for progressive and sequential training within the institutional pillar. OFS is linked to leader development through the efforts of school commandants.

During institutional training and education, commandants ensure that the schools’ programs of instruction (POIs) include the right mix of common and branch specific tasks and that officers can perform those tasks to standard. Commanders in operational assignments reinforce OFS tasks by adding METL based tasks to prepare leaders for operational missions.

Level I of the OFS System (OFS I) prescribes training requirements for cadets and candidates undergoing precommissioning training. It also addresses the professional military education requirements which cadets must meet before commissioning. Officer Candidate School (OCS) candidates may defer the baccalaureate degree requirement of the professional military education component of OFS I to the tenth year of commissioned service. Officer basic course and unit certification programs verify selected task proficiency.

Level II of the OFS System (OFS II) is the basis for developing company grade officers. OFS II has two passage points that company grade officers must negotiate. The first includes requiring lieutenants to complete required schools and a branch assignment, and be proficient on critical lieutenant tasks before attending their advance courses. Similarly, captains must be proficient in their critical tasks before attending CSC–level schooling or promotion to major.

Institutional Training and Education The officer education system consists of branch Officer Basic Course (OBC) and Officer Advanced Course (OAC), the Combined Arms and Services Staff School (CAS3), Command and Staff College (CSC), and, for selected officers, completion of a senior service college course or equivalent.

There are other courses available that officers attend based on a specialized need. For example, individuals in the Army Acquisition corps are required to complete an advanced civilian degree in a scientific, technical, or managerial program and attend other specialized acquisition–related courses leading to certification.

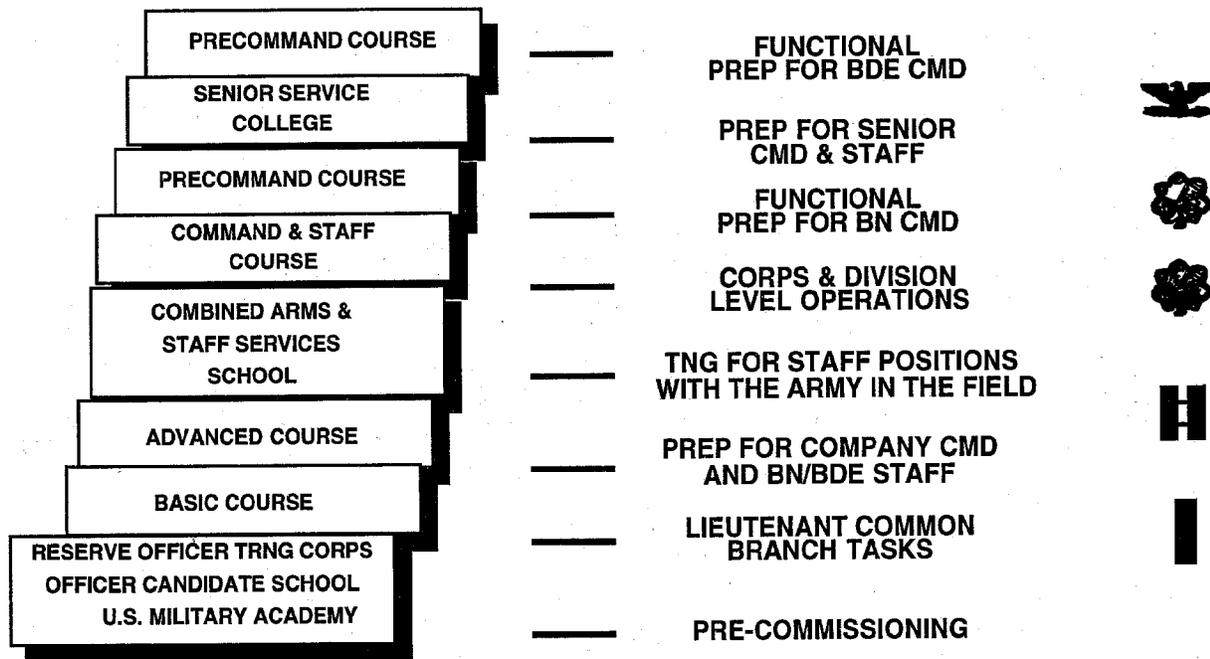
The progressive and sequential process of institutional training and education is the same for Active and Reserve Component (RC) officers (figure 9). However, the timing and attendance requirements may vary. All officers must attend their basic courses in residence; if they do not, they cannot be assigned to early deploying units. After that, most Active officers attend TRADOC resident schools, while RC leaders have their institutional training and education needs met by TRADOC resident schools, USARF schools, or state academies. They attend on Active Duty for Training (ADT), or Inactive Duty for Training (IDT) on weekends or evenings. Individuals can take the Command and General Staff Officer Course (CGSOC) by correspondence. Officers must be selected to take the Army War College Course by correspondence.

CAS3, for the RC, consists of the same Phase I correspondence course as the Active officer. Phase II consists of the Active Army resident course at Fort Leavenworth, or 8 periods of IDT and one ADT period with a USARF school. Promotion for RC officers is tied to military schooling. RC majors must complete half of CGSOC to be eligible for lieutenant colonel, and RC lieutenant colonels must complete CGSOC to be eligible for colonel. Starting in the FY 95, RC captains must complete CAS3 to be eligible for major. This does not apply to Chaplains, Judge Advocate General Corps (JAGC) officers, or Army Medical Department (AMEDD) officers other than Medical Service Corps (MSC) officers with primary specialty 67.

Active officers selected for battalion and brigade level command must attend a branch–specific pre–command course at the proponent’s school and a common core pre–command course at the Command and General Staff College (CGSC). RC officers must attend their branch pre–command course and are encouraged to attend the common core course at Fort Leavenworth. As appropriate, command designees attend assignment–unique functional courses (e.g., Tactical Commanders Development Course, Contracting Officer Course, Senior Officer Legal Orientation, etc.) before assuming command.

Upon selection of general officer, Active officers are required to attend four functional courses: the General Officer Orientation Course, the Force Integration Course, the Leadership Development Course at the Center for Creative Leadership, and the Capstone Course. RC general officers are only required to take the General Officer Orientation Course. The other courses are recommend dependent upon available funding and vacancies. In addition, there are many functional courses available, based on assignment, such as a Joint Flag Officer Warfighting Course, the Division Commander/Assistant Division Commander Course, and several programs at universities.

OFFICER EDUCATION SYSTEM



NOTE: ALSO INCLUDES FUNCTIONAL COURSES DEFINED IN AR 351-1

Figure 9. Officer Education System

Operational Assignments Officer operational assignments are designed to be progressive and sequential. Assignments to MACOMs or installations are normally decided by the officer's branch or functional areal and the needs of the Army. The MACOM or installation decides the specific unit assignment. RC officers may require variations to specific operational assignments based on available positions within units or geographic locations. DA Pam 600-3, Commissioned Officer Development and Career Management, discusses in detail officers' operational assignment patterns. This pamphlet describes branch qualification of captains in detail. At the field grade level, all branches and functional areas cover at the operational assignments that confer "fully qualified".

Unit commanders are key to officer leader development during operational assignments. They interview officers upon assignments to assess qualifications; explain policies and missions; define standards, duties, and responsibilities; and outline potential assignments. Throughout the assignment, commanders should candidly assess an officer's performance and potential against clearly defined standards and provide feedback for improving performance and achieving maximum growth. Counseling is the culmination of the assessment and feedback cycle.

The Chief of Staff, Army controls and the General Officer Management Office (GOMO) manages general officer assignments. Assignments are progressive and focused on meeting operational needs while preparing the officers for higher strategic-level positions.

Self-Development Self-development is an essential part of every officer's leader development. It applies equally to Active and RC officers. Self-development starts with awareness of strengths, weaknesses, and developmental needs and continues along a structured path contained in individualized developmental action plans.

DA Pam 600-3, Commissioned Officer Development and Career Management, provides guidance to individuals,

commanders, proponents, and personnel managers for the development and career management of commissioned officers. OFS medial provides the skills, knowledge, and behavior officers must master from precommissioning through promotion to captain and guidance for continued self-development after promotion to major. Together, DA PAM 600-3 and the OFS System outline the necessary components for successful officer leader development in all three pillars.

Because of the diverse nature of general office assignments, much of their job-specific development is self-development. While the functional courses mentioned under institutional training and education begins the process, there is no overarching reference for self-development for general officers such as the OFS for more junior officers. On-the-job training coupled with an extensive reading program from the centerpiece of their self-development.

Chapter 6

WARRANT OFFICER LEADER DEVELOPMENT

Like the commissioned officer, the warrant officer's development is the cumulative result of military schooling, operational assignments, and self-development. Appendix B contains key elements of warrant officer leader development in each pillar.

Two key initiatives provide a foundation for warrant officer leader development. These are the Warrant Officer Leader Development Action Plan (WOLDAP) and the Warrant Officer Management Act (WOMA).

THE WOLDAP is a total Army plan designed for both Active and Reserve Component (RC) needs. Highlights of the WOLDAP are:

- .. the time-in-service goal for new warrant officer accessions is now eight years or less to help ensure a longer warrant officer service utilization period.
- .. contingent appointment to WO1 upon completion of WOCS, rather than waiting until completion of the Warrant Officer Basic Course (WOBC). Earlier appointment has a positive effect on recruiting.
- .. establishment of new civilian education goals.
- .. development of career development models for each warrant officer specialty (figure 10).
- .. revision of DA Pam 600-11, Warrant Officer Professional Development, which, when revised, will parallel DA Pam 600-3, Commissioned Officer Professional Development and Utilization.
- .. TRADOC and proponent school emphasis on RC configured or alternative certification training for RC warrant officer.
- .. establishment of the Warrant Officer Career Center (WOCC) at Fort Rucker, Alabama as the executive agent for warrant officer training.

WARRANT OFFICER LEADER DEVELOPMENT MODEL

| Yrs WO Svc | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 0 | 21 | 22 | 23 | 24 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |
|------------------------------------|------------------|---------------------|------------------|---|-----------------------|-----|-------------------|---|-------------------|-----|----|----|---------------------------------------|-----|----|----|---------|----|----|---|----------|----|----|----|--|----|----|----|----------|--|--|--|----------------|--|--|--|--|--|--|--|
| Grade | WO1 | | CW2 | | | CW3 | | | | CW4 | | | | CW5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Institutional Training & Education | W O C S | | W O B C | | WOAC (MEL 6) | | | | WOSC (MEL 4) | | | | WOSSC (MEL 1) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phase 1 | | | | | Resident Phase | | Resident Training | | Resident Training | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Functional Training | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Operational Assignments | Platoon | | | | Company | | | | Battalion | | | | Battalion | | | | Brigade | | | | Division | | | | Brigade | | | | Division | | | | MACOM/DA Staff | | | | | | | |
| Self Development | AA Studies | | | | Baccalaureate Studies | | | | | | | | Continuing Education/Graduate Studies | | | | | | | | | | | | Professional & Technical Reading/Study | | | | | | | | | | | | | | | |
| Yrs WO Svc | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 0 | 21 | 22 | 23 | 24 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | |

Figure 10. Warrant Officer Leader Development Model

WOMA modernizes previously outdated warrant officer management laws and more closely aligns the warrant officer management system with the Defense Officer Personnel Management Act (DOPMA). WOMA only applies to active duty list (ADL) warrant officers and RC warrant officers on concurrent active duty. The new grade of CW5 applies to both Active and RC warrant officers. Highlights of WOMA are:

- .. establishes a single promotion system for ADL warrant officers, eliminating separate regular Army and Army of the United States promotion systems.
- .. establishes a new warrant officer grade of CW5. Eventually, MW4 will disappear as they are promoted to CW5 or retire.
- .. allows for management/retirement of ADL warrant officers based on years of warrant officer service. Allows CW5s the opportunity to serve on active duty for 30 years in warrant officer service.
- .. allows the Secretary of the Army to convene selective early retirement boards and selective retention boards for warrant officers.

Institutional Training and Education The Warrant Officer Education System (WOES) is the cornerstone of institutional training and education for Army warrant officers. WOES is a five-level progressive and sequential training, education, and certification system. Five leader development training courses comprise the Warrant Officer Education System:

Warrant Officer Candidate School, Warrant Officer Basic Course, Warrant Officer Advanced Course, Warrant Officer Staff Course, and Warrant Officer Senior Staff Course (figure 11).

Warrant Officer Candidate School (WOCS): Preappointment Level WOCS is a standardized, MOS/branch immaterial course which provides training on common critical tasks for both Active and RC warrant officer candidates. WOCS is taught in a high stress environment where candidates are subjectively evaluated by training advising and counseling (TAC) officers and academically evaluated by written examinations. All Active Army candidates and RC aviation candidates attend WOCS at Fort Rucker, Alabama.

Army Reserves and National Guard candidates (except aviation candidates) have the option of attending WOCS at Fort Pucker, Alabama, or a RC-configured WOCS conducted at the Army Reserve Readiness Training Center, Fort McCoy, Wisconsin. Upon successful completion of WOCS, candidates receive conditional appointment to warrant officer (WO1).

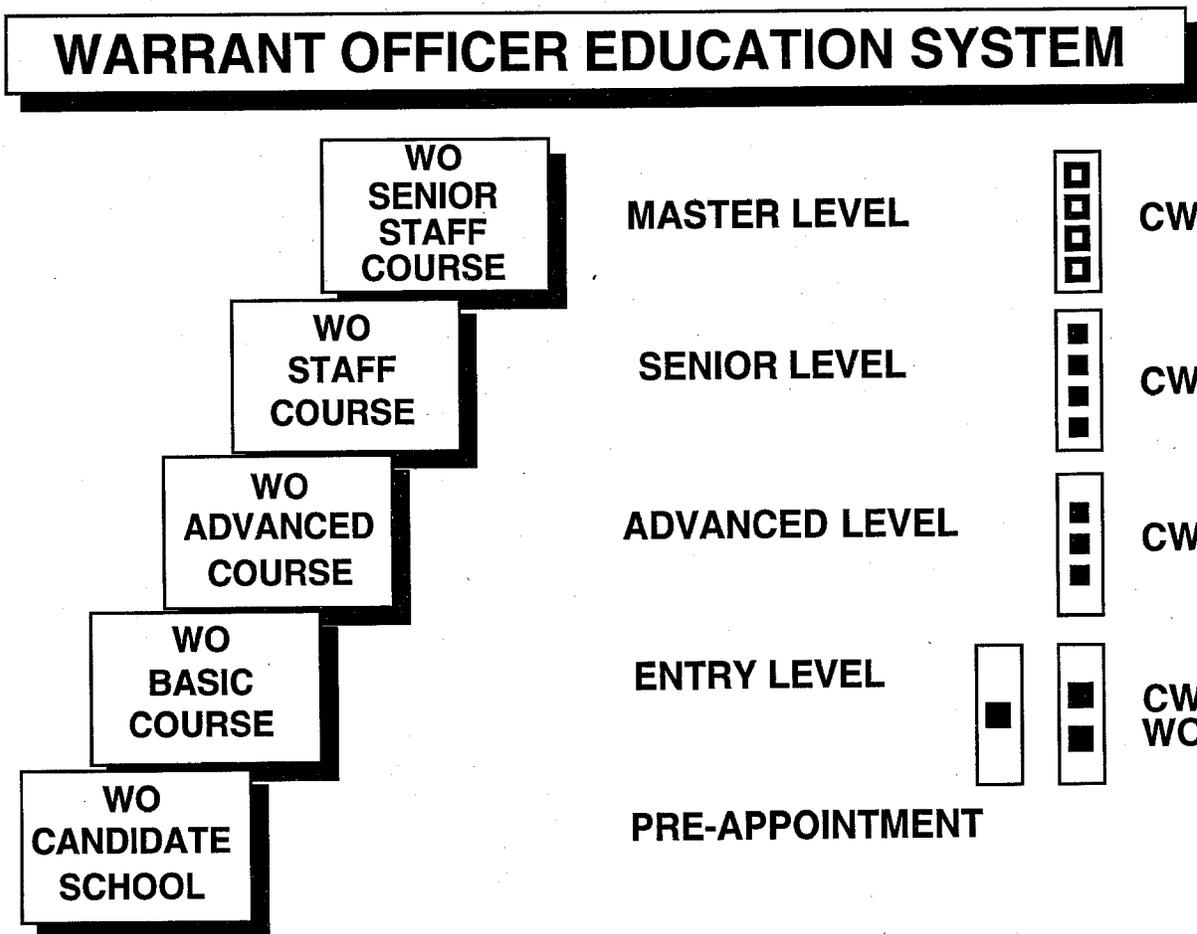


Figure 11. Warrant Officer Education System

Warrant Officer Basic Course (WOBC): Entry Level WOBC is a proponent technical and tactical certification training course. WOBC is primarily focused on providing formal certification training and evaluation on those skills and tasks in which the newly appointed warrant officer must be proficient for entry-level (WO1–CW2) assignments. Active Army warrant officer attend WOBC in residence at the proponent school. For RC warrant officers, optional alternative certification training and RC configured training have been developed, where possible, to help the RC warrant officer in completing the OBC requirement. Optional alternative certification and RC configured training provides a means for the RC warrant officer to complete training requirements through testing, non-resident instruction, and their active duty training periods. RC warrant officers must complete certification training within two years (three years with waiver) after initial appointment to warrant officer.

Warrant Officer Advanced Course (WOAC): Advanced Level WOAC provides training on those SKBs required for successful performance of responsibilities in advanced level (CW3) warrant officer positions. WOAC consists of two phases.

Phase I of WOAC is a “do-ahead” correspondence course administered by the WOCC, Fort Rucker, AL. Warrant officers are enrolled in Phase I after completion of approximately six years WO service, and must successfully complete this phase before attending Phase II.

Phase II of WOAC is a training course conducted at the proponent school. Active Army warrant officers attend this phase after selection for CW3. RC warrant officers attend this phase at about eight years warrant officer service. Phase II WOAC contains both common and proponent-specific training, and is RC-configured whenever possible.

Warrant Officer Staff Course (WOSA): Senior Level WOSC is a resident MOS/branch immaterial training course conducted at the WOCC. WOSC builds on past training and experience, and provides training on SKBs required to perform successfully in senior level (CW4) warrant officer positions. Active Army warrant officers attend WOSC after selection for CW4. RC warrant officers attend WOSC at about fourteen years warrant officer service.

Warrant Officer Senior Staff Course (WOSSC): Master Level WOSSC is a short resident MOS/branch immaterial training course conducted at the WOCC, Fort Rucker, Alabama. WOSSC provides training in the SKBs warrant officers need to serve in CW5-level positions. CW5s serve as systems integrators, trainers, and technical advisors to senior commanders. Active Army warrant officers attend WOSSC after selection for CW5. RC warrant officers attend WOSSC when selected for promotion to CW5, provided a vacancy is available.

Operational Assignments Operational assignments provide warrant officers with opportunities to apply and practice SKBs gained during institutional training and education and to gain experience in their specialties. Because of the WOLDAP, operational assignment positions for warrant officers will be rank-coded on TOEs and TDAs by grades: WO1–CW2, CW3, CW4 and CW5. This helps identify position requirements in terms of experience needed and helps positions. To help in this effort, CW5s now receive pinpoint assignments commensurate with their grade and experience. This also fosters progressive and sequential assignment patterns that allow warrant officers to perform in the full range of duties required by their MOSs.

Commanders should interview warrant officers upon assignment to assess qualifications; explain policies and missions; define standards, duties, and responsibilities; and outline potential assignments. Throughout the assignment, commanders should candidly assess the warrant officer’s performance and potential against clearly defined standards and provide feedback for improving performance and achieving maximum growth.

Self-Development Self-development is an essential part of every warrant officer’s leader development. It applies equally to Active and RC warrant officers. Self-development starts with awareness of strengths, weaknesses, and developmental needs and continues also a structured path contained in individualized developmental action plans.

A number of initiatives have been developed to assist warrant officers with their self-development. First, proponents have developed career development models for all Active and RC warrant officer MOSs. Career development models help the warrant officer and his commander by showing point requirements, institutional training and education courses, operational assignment patterns, and self-development goals. When revised, DA PAM 600–11, Warrant Officer Professional Development, will include career development models. Warrant officers can receive copies of their MOS career development model by contacting their MOS proponent. Secondly, civilian education goals for warrant officers were changed to include the following:

attainment of an associate degree or its equivalent before career status for Active Army warrant officers and before completing eight years warrant officer service for RC warrant officers.

attainment of a baccalaureate degree before reaching the CW4 selection point.

pursuance of advanced degrees through off-duty education programs.

To assist Active Army warrant officers in obtaining these educational goals, the Department of the Army has expanded the Degree Completion Program (DCP) to include attaining a baccalaureate degree. Lastly, the Chief of Staff of the Army approved a recommendation to develop an MQS-type system for warrant officers (WOMQS). This initial focus has been incorporate warrant officers into the OFS System

All warrant officers can and must contributed to their self-development. They should:

- .. Identify their long-term and short-term goals.
- .. Remain current on changes in equipment and procedures associated with their area of expertise.
- .. Participate in off-duty civilian education courses.
- .. See the advice and counsel of their commander and career assignment manager.

Leader Development is one of the most critical challenges facing today's Warrant Officer Corps. To meet this challenge, we must maximize every opportunity to develop confident and competent warrant officer leaders able to assume more responsibility as Army officers, trainers, leaders, and technicians.

Chapter 7

NONCOMMISSIONED OFFICER LEADER DEVELOPMENT

The development of both Active and Reserve Component (RC) noncommissioned officers is the cumulative result of their military schooling, operational assignments, and self-development. Appendix B contains the key elements of NCO leader development in the three pillars.

On 8 October 1988, the Commanding General, TRADOC, chartered the NCO Leader Development Task Force to develop a strategy and action plan for improving the Army's NCO leader development system to ensure the continued professional growth of the NCO corps. The resulting Noncommissioned Officers Leader Development Action Plan (NCOLDAP) contained 18 recommendations. Two key recommendations were (1) the development of skills, knowledge, and attitudes — from now on called skills, knowledge, and behavior (SKBs) — which define the NCO "Be-Know-Do" competencies for each grade level, and (2) linking of the Noncommissioned Officer Education System (NCOES) to promotions. Beginning in October 1993, completion of NCOES courses is a prerequisite for promotion; i.e., Primary Leadership Development Course (PLDC) for SGT, Basic Noncommissioned Officer Course (BNCOC) for SSG, Advanced Noncommissioned Officer Course (ANCOC) for SFC, and Sergeants Major Course (SMC) for SGM. The NCOLDAP will be revised to reflect changes in the world environment, national strategy, and role and missions of the Army. The revised LDAP will ensure noncommissioned officers are developed to meet the Army's future needs within resource constraints.

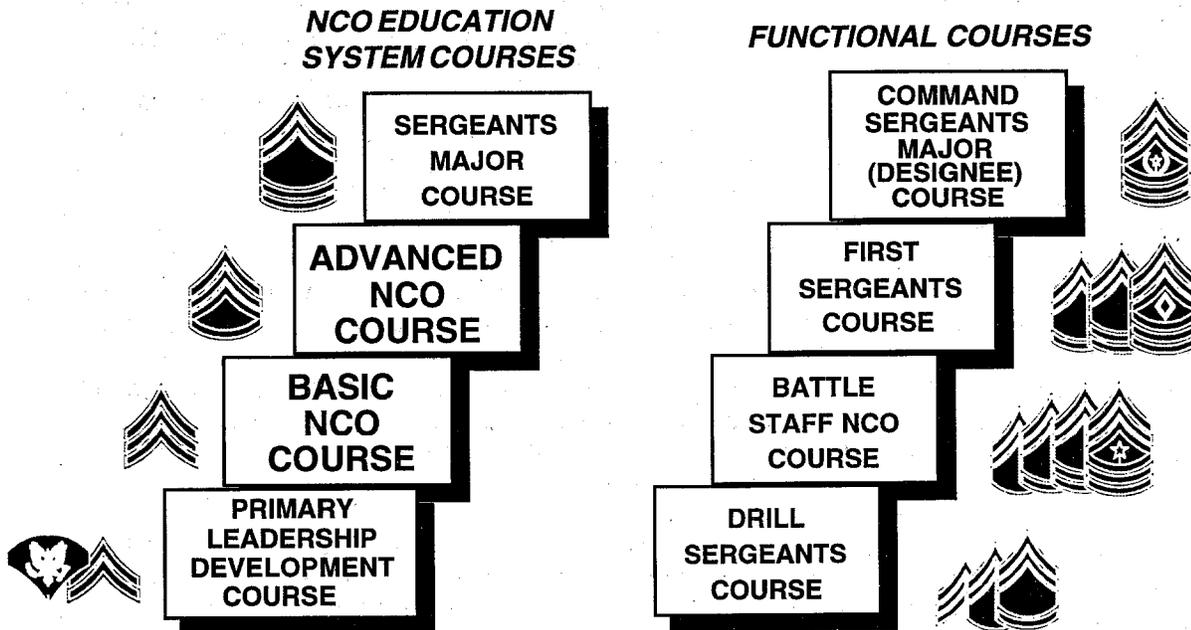
Institutional Training and Education

Institutional training and education for NCOs are accomplished through the Noncommissioned Officer Education System (NCOES) and functional courses that provide specialized training (figure 12). NCOES provides four levels of schooling: primary, basic, advanced, and senior.

Active Army noncommissioned officers will attend a TRADOC resident school as a rule. RC NCOs can attend resident schools, USARF schools, or state, regional, or USAR academies. NCOES attendance requirements are the same for Active and RC NCOs; however, the timing, length, and attendance requirements may vary.

NCO INSTITUTIONAL TRAINING & EDUCATION

PROGRESSIVE & SEQUENTIAL LEADER DEVELOPMENT SYSTEM



- ✓ **COURSE CONTENT IS ESSENTIALLY THE SAME FOR TOTAL ARMY**
- ✓ **CONFIGURATION IS DIFFERENT FOR ACTIVE AND RESERVE COMPONENTS**

Figure 12. NCO Institutional Training & Education

The Primary Leadership Development Course (PLDC) is the primary-level training course for NCOs. The course provides branch immaterial for basic leadership SKBs. Training prepares individuals for leader duties and responsibilities at the team, or sergeant, level. PLDC is conducted at NCO academies worldwide. Active and RC NCOs on Active Guard Reserve (AGR) status attend a four-week resident course. Other RC NCOs attend either the Active Army four-week course in the Active Duty for Training (ADT) status or the two-week RC course in either ADT or annual training (AT) status. Successful completion of PLDC is a requirement for promotion to sergeant.

The basic-level course of NCOES in BNCOC. It is taught using small-group instructions. Course length is based on the career management field (CMF). BNCOC consists of two phases. Phase I covers common leader training that includes the theories and principles used to teach NCOs the battle-focused common leadership and warfighting skills required to lead a squad-sized element. Phase II is "hands on" and performance oriented. It incorporates common leader training conducted by the noncommissioned officers academies (NCOAs) and MOS-specific training executed by the "schoolhouse." Training at BNCOC progressively builds upon the instruction received in PLDC. As with PLDC, both Active and RC NCOs on AGR must attend Active Army courses. Other RC NCOs attend either an Active Army course in ADT status, or an RC course — phase I, during three weekend drills in IDT status or during one-week in

ADT status, and phase II normally during a follow-on two week ADT/AT. Successful completion of BNCOC is a requirement for promotion to staff sergeant.

The Advanced Noncommissioned Officer Course (ANCOC) is the advanced-level training in NCOES. Like BNCOC, ANCOC is structured in two phases. Small group instruction is used to prepare NCOs to assume the duties and responsibilities needed to lead a platoon-sized element. ANCOC has a common leadership core as well as hands-on and performance-oriented training to emphasize warfighting skills. ANCOC is conducted at resident service schools and course length is based on CMF. As with PLDC and BNCOC, Active and RC NCOs on AGR must attend Active Army courses. Other RC NCOs attend an Active Army course in ADT status, or a RC course—phase I during six weekend drills in IDT status or during a 12-day period in ADT status, and phase II normally during a later period of two-weeks in ADT/AT status. Successful completion of ANCOC is a requirement for promotion to sergeant first class.

The Sergeants Major Course (SMC) is the capstone of noncommissioned officers training. It prepares selected NCOs for sergeant major and command sergeant major duties at all levels within the Army. Active and RC NCOs attend this training through a permanent change of station resident course taught at Fort Bliss, Texas. RC NCOs attend the two-year nonresident course via correspondence. Soldiers selected for promotion by an Army selection board, Active, Army National Guard, and Army Reserve, will attend the SMC according to the Army policy of select, train, promote, and utilize. Successful completion of SMC is a requirement for promotion to sergeant major.

In March 1993, the Chief of Staff, Army, approved expanding the SMC from a 22-week course taught twice a year to a once-a-year nine-month course. The nonresident end-of-course temporary duty phase, phase IV – resident, increases from two to three weeks and includes a battle staff exercise.

Successful completion of functional courses such as ranger, airborne, Command Sergeant Major, Battle Staff NCO Course and First Sergeant Course provide training for SKBs needed in specific duty assignments.

Operational Assignments

Commanders should interview noncommissioned officers upon assignment to assess qualification; explain policies and missions; defined standards, duties, and responsibilities; and outline potential assignments. Throughout the assignment, commanders should candidly assess their NCO's performances and potential against clearly defined standards and provide feedback for improving performance and achieving maximum growth.

The Noncommissioned Officer Development Program (NCODP) is the commander's leader development program for NCOs. NCODP encompasses most training at unit level and is tailored to the requirements of the unit and its NCOs. Commanders and leaders use the NCODP to enhance NCO leader development during operational assignments. These programs support the noncommissioned officers' growth and ensure they have SKBs and experience needed for mission requirements.

Self-Development

Self-development is as important to NCOs as it is to their officer counterparts. Noncommissioned officers use self-development to complement and enhance the knowledge and experience they have gained through institutional training and education and operational assignments.

Noncommissioned officer self-development programs are designed to provide the NCO with the additional training and experience necessary to improve, maintain, develop, and sustain the appropriate SKBs for their grade and position. Accurate assessment plays a key role in NCO self-development and assistance in providing them direction and focus. NCOs use a variety of management and assessment tools to formulate their self-development programs.

These tools include self-assessment, after-action reviews, performance counseling, evaluation reports, and results from the SDT and CTT. Jointly, these instruments provide the feedback necessary to build and functional self-development program tailored to individual and unit needs.

Noncommissioned officer self-development programs can be individual or formally structured. Individual programs can include professional reading, writing, and off-duty military and civilian education. Formally structured programs include the SDT, the Army Continuing Education System (ACES), and the Army Correspondence Course Program (ACCP).

SDT is a new component in self-development. It is a series of written examinations for sergeants, staff sergeants, and sergeants first class. Active NCOs are tested annually. RC NCOs are tested biennially. It is a three-part 100-question multiple-choice test focused on specific grade levels. The leadership and training management sections each have 20 questions. The MOS section has 60 questions. Soldiers without MOS-specific SDTs are tested only in leadership and

training management areas. The SDT provides individual objective measures of their knowledge. NCOs use results to plan actions for improving their performance. SDT results will be provided to Active Army promotion and school selection boards starting in FY 94. RC boards start using SDT results in FY 95. Commanders and supervisors get copies of test results.

ACES provides soldiers with educational programs and services that can help them attain career and personal-growth goals. Included in ACES are a degree completion program, a program to improve skills in English-as-a-second-language, and college-level courses on a tuition assistance basis.

ACCP provides a variety of exportable training courses in either common or MOS-specific topics. These courses help NCOs enhance their technical, supervisory, and teaching skills.

The Army has several publications to provide direction and focus for the noncommissioned officer's leader development. The most important of these is DA Pam 600-25, U.S. Army Noncommissioned Officer Professional Development Guide, that provides insights into NCO duties and a focus for NCO career development for each CMF. It also includes the common SKBs noncommissioned officers are required to possess and display. AR 600-20, Army Command Policy and Procedures, outlines the duties and responsibilities of NCOs.

Collectively, these publications create a vision for NCO leader development. By establishing and reinforcing what NCOs are expected to be, know, and do, they provide the foundation for well-developed leaders.

Chapter 8

CIVILIAN LEADER DEVELOPMENT

The development of Department of the Army (DA) civilian leaders is the cumulative result of institutional training and education, operational assignments, and self-development. Appendix B contains the key elements of civilian leader development in the three pillars.

The Civilian Leader Development Action Plan (CLDAP) guides civilian leader development. The plan resulted from work done by a Training and Doctrine Command (TRADOC) task force. Representatives from HQDA, United States Army Materiel Command (AMC), Combined Arms Support Command (CASCOM), Soldier Support Center (SSC), Command and General Staff College (CGSC), and HQ, TRADOC, developed the plan. A Senior Advisory Group composed of general officers and senior executive civilians from HQDA, U.S. Army Corps of Engineers, U.S. Army Europe, AMC, Forces Command, and TRADOC provided direction and oversight.

The CLDAP focuses on improving civilian leader development during institutional training and education, operational assignments, and self-development in career and non-career programs. Recommendations fall into four categories: the total Army culture, civilian leader development system, civilian leadership training, and resourcing for civilian leader development and leadership training.

Key recommendations are:

- .. institutionalizing common core leadership courses/schools for civilian leadership training (discussed under inspection training and education).
- .. establishing a total Army culture by bringing military and DA civilian cultures closer without eliminating unique strengths of each. This includes integrating personnel management systems; for example, TAPES (Total Army Performance Evaluation System) and AR 600-3, the Army Personnel Proponency System. Previously, 75% of the civilian force did not have a personnel proponent..
- .. educate the military on civilian personnel management in the Officer Education System, the Noncommissioned Officer Education System, and the Warrant Officer Education System.
- .. assigning DA DCSPER (Department of the Army Deputy Chief of Staff for Personnel) resource responsibility for civilian leader development.
- .. developing an account to support DA civilian student travel pay and per diem. This account funds the leadership training common core as well as the Logistic Executive Development Course and the Defense Systems Management College's Program Managers' Course.

The Army Civilian Training, Education and Development System (ACTEDS) is the Army system for ensuring progressive and sequential development of competent, confident civilian leaders. ACTEDS plans contain career development models that document skills, knowledge, and abilities (SKAs) — from now on called skills, knowledge, and behavior (SKBs) — needed for successful on-the-job performance as individuals progress from entry to senior and

executive-level positions. ACTEDS provides an orderly systematic approach to technical, professional, and leadership training through a blending of institutional training and education, operational assignments, and self-development. ACTEDS implementation began through the development of plans for the Army's professional and administrative occupations included in career programs (i.e., the "officer corps" of the civilian work force). ACTEDS plans identify progressive and sequential training and development requirements across occupations. The plans provide road maps for professional, technical and leader development training from entry to senior executive-level positions. ACTEDS combines formal classroom training, job assignments and self-development activities to provide the knowledge and abilities needed for quality on-the-job performance. The curriculum provides leadership competencies at various levels of progression.

DA has extended the ACTEDS model to the portion of the civilian work force not included in career programs by integrating them into the Army Personnel Proponent System.

Institutional Training and Education There are a variety of leader development and technical training courses available for civilians. Career program functional chiefs and personnel proponents set technical requirements, which DCSPER mandates leader development requirements. While these courses are not necessarily prerequisites for one another, they are tied to different levels of responsibilities.

Civilian leader development common core (figure 13) generally begins with the Intern Leadership Development Course (ILDC) taught at Fort Leavenworth, Kansas, and on-site at selected local installations, which precedes graduation from an internship program to journeyman-level positions. For supervisors, there are two phases of required training. Phase I — the Supervisor Development Course (SDC) — is taken by correspondence and is a prerequisite for Phase II. Phase II — the Leadership Education and Development (LEAD) Course — is taught at the individuals' installations. Managerial-level training is provided by correspondence through the Manager Development Course (MDC) and at the resident Organizational Leadership for Executives (OLE) is taught in Kansas City, Missouri, and Personnel Management for Executives (PME) headquartered at four regional sites (Lancaster, Pennsylvania; Atlanta; Georgia; Fort Leavenworth, Kansas; and Heidelberg, Germany).

The Army Management Staff College (AMSC) is designed for sustaining base leaders and targets competitively selected individuals with high potential for advancement. AMSC is taught at Fort Belvoir, Virginia, and is the sustaining base counterpart to the Army's Command and General Staff College. Mandatory training for Senior Executive Service (SES) members includes the Force Integration Course for General Officers and SES members, the SES Orientation Conference, and the Leadership Development Program conducted by the Center for Creative Leadership, Greensboro, North Carolina. Senior Service college attendance is a highly desirable experience for civilians who aspire to SES positions.

Operational Assignments The general path for civilian leaders encompasses four broad phases: intern, supervisory, managerial, and executive. A characteristic of civilian leader development is there are no strict requirements to progress sequentially through these phases. Civilians may begin as interns or technicians and progress through technical assignments to a management position without serving as supervisors. Employees may begin Army service as supervisors or managers if deemed qualified. Executives are often recruited from sources outside the Army. Some career programs and occupational series have logical procession through positions of increased scope, such as installation level to MACOM to DA, while other do not.

ACTEDS plans identify progressive and sequential job assignments for entry to SES and/or other key positions and provides guidance concerning functional, organizational and geographic mobility. Future enhancements will incorporate progressive and sequential assignments involving functional, organizational, and geographical mobility.

For SES members, there are essentially two paths. One is through the system and the other is by political appointment. There are a few SES positions that are reserved for political appointees.

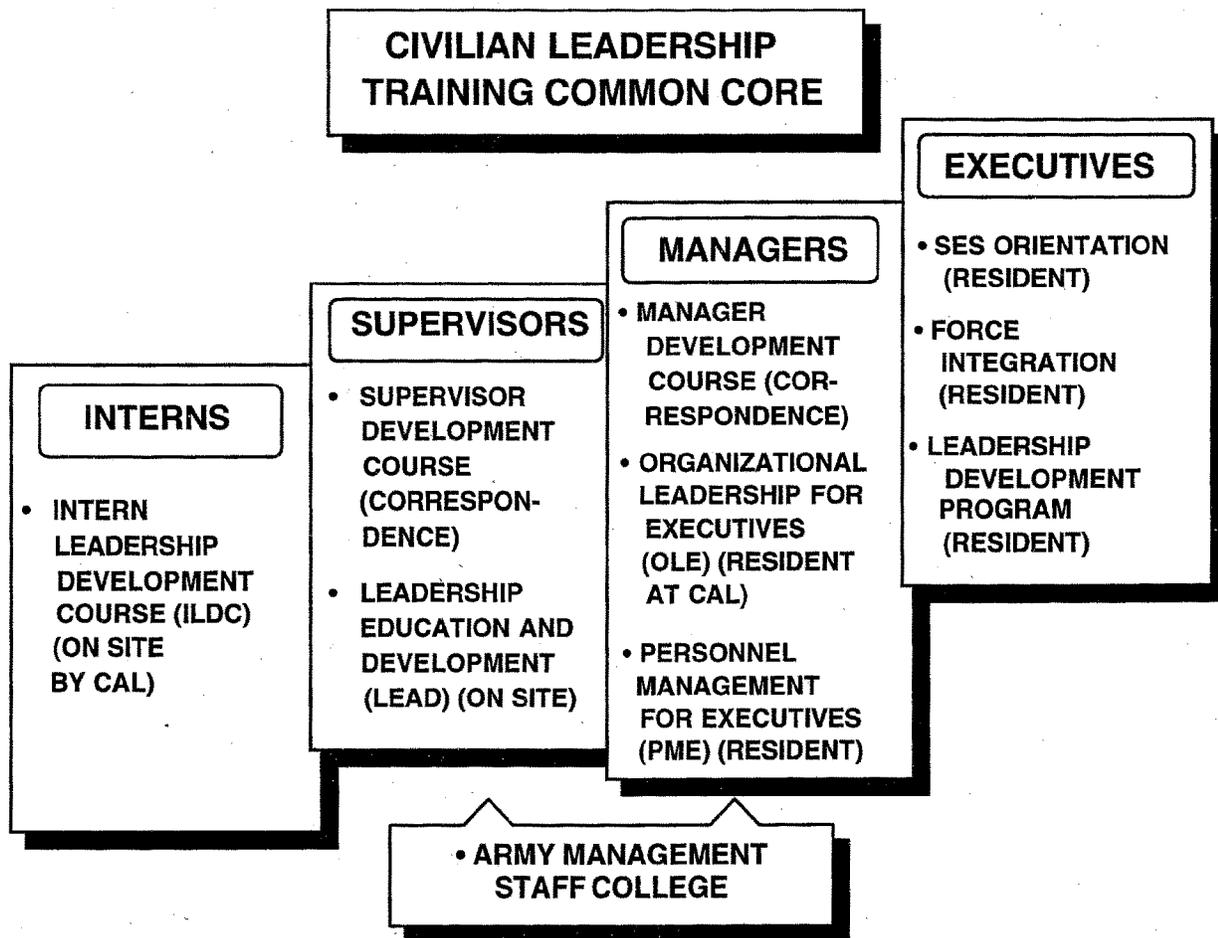


Figure 13. Civilian Leadership Training Common Core

Self-Development Civilian self-development opportunities are essentially the same as for officers, warrant officers, and noncommissioned officers. The key is accurate assessment — by individuals, commanders, and supervisors — of individuals to determine strengths, weaknesses, and developmental needs. An individual may choose a professional reading and writing program, professional conferences, affiliations with professional organizations, correspondence courses, off-duty advance schooling, or other appropriate self-development activities. ACTEDS recommends self-development activities and encourages civilians to participate in a number of self-development opportunities to increase competence on the job and meet career goals.

Civilians in professional, technical, and leadership positions are an internal part of the total force. They provide critical continuity of operations and expertise essential to mission accomplishment, especially in this time of evolving threats and diminishing resources. Civilian members of the force must be afforded opportunities to be trained and developed in the same progressive and sequential manner as their military counterparts.

Chapter 9 LEADER DEVELOPMENT SUPPORT SYSTEM

The Leader Development Support System (LDSS) was formally established in May 1989 to ensure that the Army's leader development efforts and accomplishments proceed well into the future. In addition, it provides a mechanism to

assess, develop, coordinate, and prepare leader development actions for decision and implementation; a systematic means to monitor and accommodate the effects of change on Army leader development; and a vehicle to ensure leader development issues are integrated and resolved at appropriate levels.

The LDSS consists of the following components (figure 14): the Chief of Staff, Army, and senior leaders; the Deputy Commandant, Command and General Staff College (CGSC); the Leader Development Decision Network (LDDN); and the Center for Army Leadership (CAL) and Leader Development Office (LDO). All four contribute in a unique manner to the overall effectiveness of Army leader development.

The senior leaders function as the senior advisory body for leader development to the CSA. During semiannual conferences, senior leaders review leader development initiatives and provide both focus and direction for the leader development process.

The Deputy Commandant, CGSC, is the Chief of Staff of the Army's executive agent for America's Army Leader Development. The LDO (a division of the Center for Army Leadership), operating as the Deputy Commandant's staff, is the daily operating agency of the LDSS. As such, it assesses, develops, coordinates, and monitors all leader development issues from concept through completion. The Deputy Commandant provides a quarterly update briefing to the CSA and Army Staff (ARSTAF) on leader development issues.

The LDDN is an informal action network. Its composition varies for each leader development issue under consideration. Membership in the LDDN consists of those individuals and organizations with the need, expertise, and resources to participate in issue development, resolution, and execution (figure 15). Permanent members include the offices of the Deputy Chief of Staff for Operations (DCSOPS) and Deputy Chief of Staff for Personnel (DCSPER), Headquarters, TRADOC, and the Deputy Commandant, CGSC. Additional members for a given issue could, for example, include branch/functional area proponents, MACOMs, HQDA staff agencies, and other organizations and activities, as appropriate. Issues and recommendations developed by the LDDN are incorporated in an appropriate Leader Development Action Plan (LDAP) for approval and implementation. LDAPs are "living documents" that establish objectives, milestones, resources required, and assign responsible agencies to oversee execution of the plan. Specific details are in the LDAPs for officers (1988), warrant officers (1992), noncommissioned officers (1989), Reserve Component (1992), and civilians (1990, updated in 1992), respectively.

LEADER DEVELOPMENT SUPPORT SYSTEM

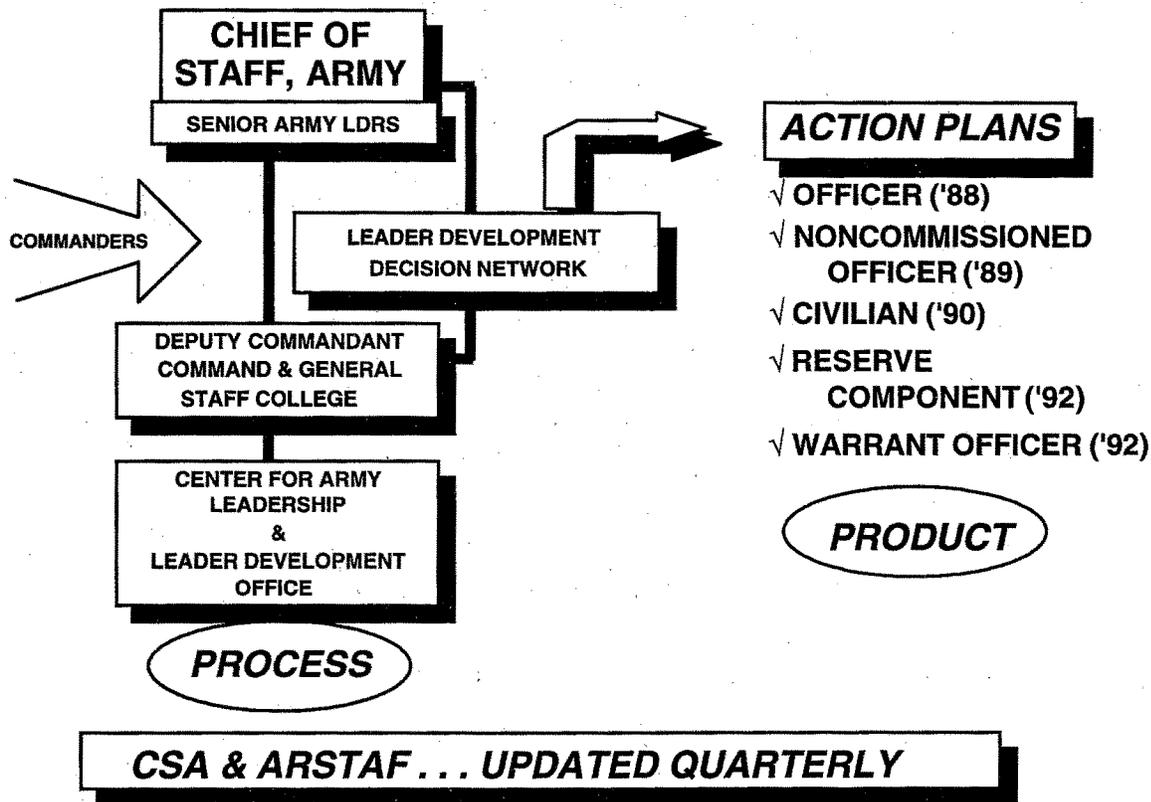


Figure 14. Leader Development Support System

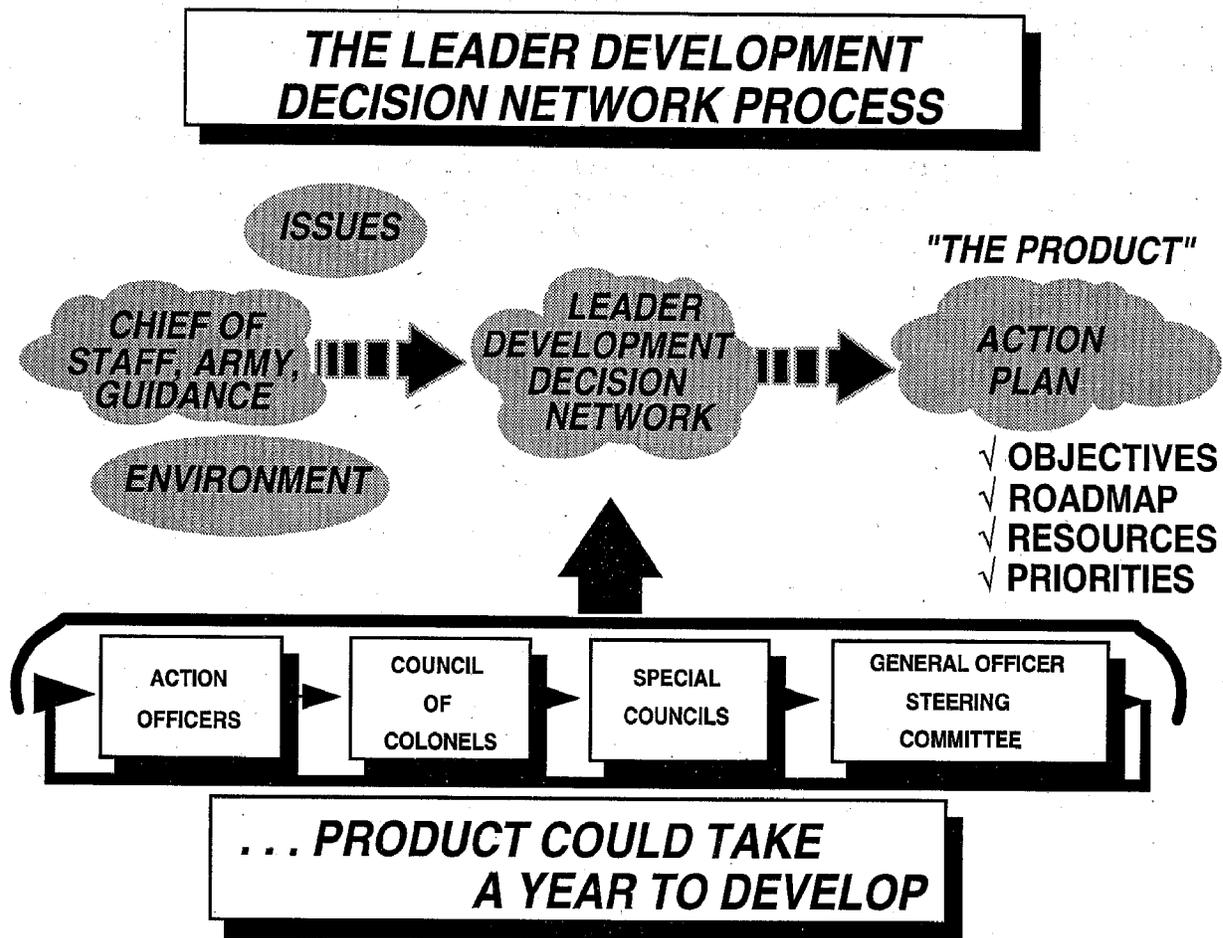


Figure 15. The Leader Development Decision Network Process

Normally, LDDNs convene on a two-year cycle to review and revise leader development action plans. Issues arising that may impact on leader development but are not included in a leader development action plan, are considered as potential investments or divestment's to our leader development system. The investment and divestment system provides a mechanism for examining issues — generated from any source — when the LDDN is not activated. These issues are analyzed from leader development and resource aspects, coordinated, developed into specific recommendations, and presented to the Army's senior leadership for approval. If approved, they are incorporated in the appropriate LDAP(s) for implementation.

A commitment to institutionalize and sustain the LDSS can guarantee the future success of leader development. It is a proven method for developing new ideas, building consensus, and bringing the ideas to the attention of the Army leadership.

**Chapter 10
CONCLUSION**

In recent years we have seen the Army develop into the best prepared, highest-quality force in our nation's history. It is a trained and ready Army, capable of deploying anywhere at any time to fulfill our national defense needs. We demonstrated this capability during the swift execution of Operation Just Cause. We reaffirmed it through bold, audacious action contributing to the decisive victory in Desert Shield/Desert Storm. Our commitment held true in Operations Provide Comfort, as we rendered aid to Kurdish tribes in Northern Iraq and Southern Turkey. And we led the humanitarian effort to shelter, feed, and comfort fellow Americans stricken by the fury of Hurricane Andrew and the Somalians in Operation Restore Hope. Our success in each of these operations is firmly rooted in our commitment to the realization of the six Army fundamental imperatives (figure 16). The essence of this realization is in our ability to develop leaders who exhibit good leadership qualities. In effect, the other five imperatives dovetail into the sixth leader development.

In the works of General Maxwell D. Taylor, "...the Army must be well trained, well equipped and well led by men of courage and vision if it is to provide security of the quality and degree which the situation requires." We must enhance the strong leader development efforts that have brought us to our current high state of readiness. The Army commitment to develop competent, confident leaders will remain constant as we address future challenges. Our three-pillared leader development model will continue to serve as the foundation for the future leaders of the Army.

This commitment by today's leaders to develop the best leaders assures the nation of an enduring legacy that of competent and confident leaders for the future.

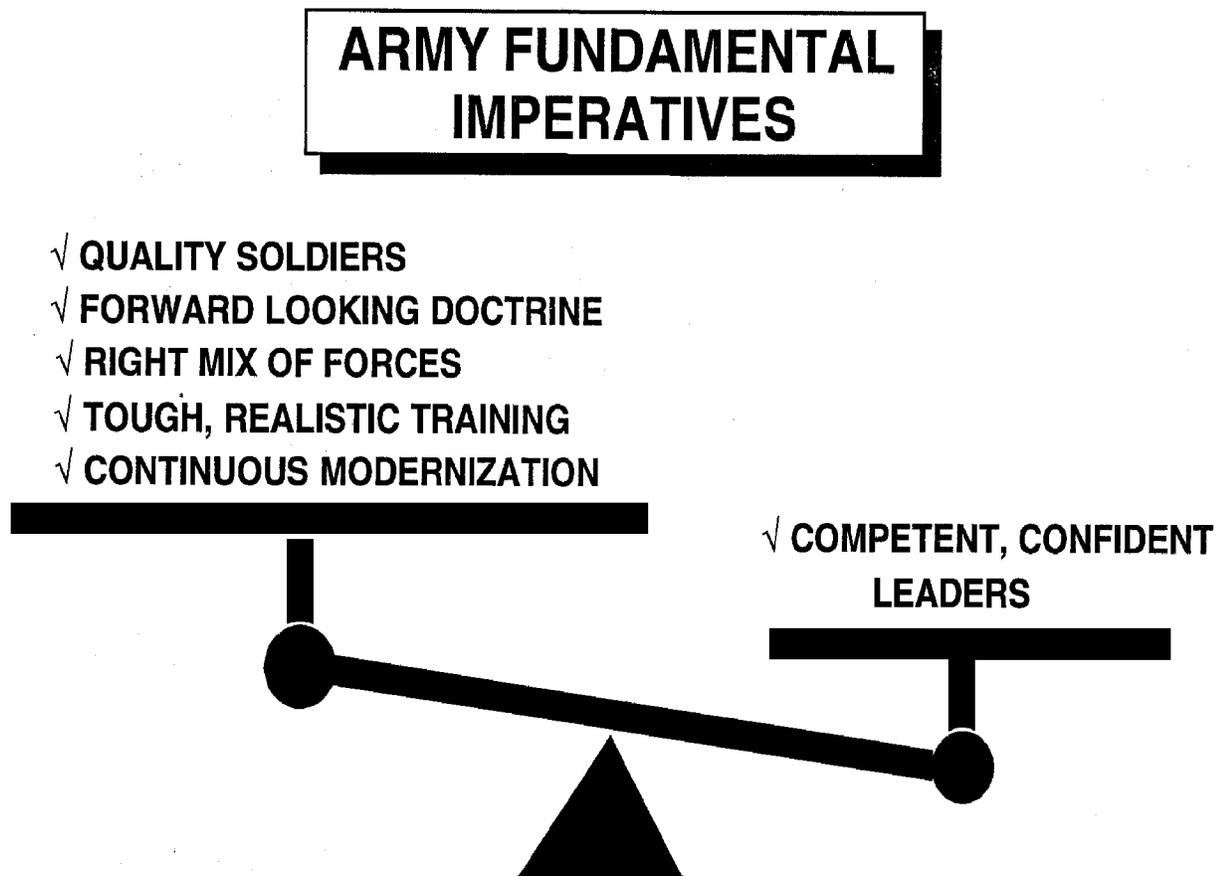


Figure 16. Army Fundamental Imperatives

Appendix A References

Section I Required Publications

This section contains no entries.

Section II Related Publications

A related publication is merely a source of additional information. The user does not need to read it to understand this publication.

AR 5-1

Army Management Philosophy

AR 10-17

Organization and Functions: The United States Total Army Personnel Command

AR 350-17

Noncommissioned Officer Development Program

AR 351-1

Individual Military Education and Training

AR 600-3

Army Personnel Proponent System

AR 600-20

Army Command Policy

AR 600-100

Army Leadership

AR 690-400

Employee Performance and Utilization

AR 690-900

Senior Executive Service

AR 690-950

Career Management

DA Pam 600-3

Commissioned Officer Professional Development and Utilization

DA Pam 600-11

Warrant Officer Professional Development

DA Pam 600-25

US Army Noncommissioned Officers Professional Development Guide

FM 22-100

Military Leadership

FM 22-101

Leadership Counseling

FM 22-102

Soldier Team Development

**Section III
Prescribed Forms**

This section contains no entries.

**Section IV
Referenced Forms**

This section contains no entries.

**Appendix B
LEADER DEVELOPMENT MATRICES**

The matrices in this appendix depict key leader development responsibilities for officers, warrant officers, noncommissioned officers, and DA civilians in a vertical, stovepipe fashion by pillar. Each matrix includes common and specific requirements/recommendations applied equally to all ranks or levels of the military and civilian force. They provide commanders, commandants, supervisors, and other leaders a foundation from which to build and/or improve leader development programs within their organizations. More important, they give the individual leader a frame of reference for development from pre-accession to general officer, WO1 to CW5, enlistment to command sergeant major, and intern to Senior Executive Service.

**Table 1
OFFICER LEADER DEVELOPMENT MATRIX**

| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF-DEVELOPMENT |
|----------------|-----------------------------|-------------------------|------------------|
| RESPONSIBILITY | COMMANDANT | COMMANDER | INDIVIDUAL |

**Table ERR
[COMMON REQUIREMENTS/RECOMMENDATIONS]**

| | | | |
|--|------------------------|-----------------------------------|--|
| | -assessment | -assessment | -self assessment |
| | -counseling | -counseling | -maintain |
| | -functional courses*** | -unit assignment plan (FM 25-101) | appropriate OFS proficiency |
| | -evaluation (AER) | -CTT | -professional |
| | | -OPD program | reading |
| | | -establish LD program | -CTT prep -know appropriate |
| | | -set unit/individual performance | sections of DA PAM 600-3 |
| | | standards | -Army |
| | | -certification programs* | correspondence course program and |
| | | -send personnel to | Army continuing |
| | | functional courses*** | education system* -membership in professional organizations |
| | | | -professional writing and research* |
| | | | -individual study and practice |

**Table 2
OFFICER LEADER DEVELOPMENT MATRIX**

| | | | |
|----------------|-----------------------------|-------------------------|------------------|
| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF-DEVELOPMENT |
| RESPONSIBILITY | COMMANDANT | COMMANDER | INDIVIDUAL |

**Table ERR
[LEVEL SPECIFIC REQUIREMENTS/RECOMMENDATIONS]**

| | | | |
|---------------|--|--|--|
| PRE-ACCESSION | -OFSI -CTLT* | -Summer Camp support | -Bachelor Degree -OFS I |
| LT | -OBC (verify OFS I for self-development & selected OFS II tasks) | -evaluate selected METL-related OFS II tasks | -OFS II (LT) -50% completion of foundation reading -maintain OFS I proficiency |
| CPT | -OAC (verify LT OFS I tasks & selected OFS II tasks) -CAS3 | -ensure completion of Phase I, CAS3 -program to Phase II, CAS3 -evaluate METL-related OFS II tasks | -OFS II (LT) -100% completion of foundation reading -Phase I, CAS3 -maintain OFS proficiency -advanced degree* |
| MAJ | -CSC** (verify CPT OFS II tasks and comps) | -recommend for non-resident CSC for non-selection | -OFS III -maintain OFS I & II proficiency -COMPS (resident CSC) -advanced degree* -non-resident CSC |

**Table 3
OFFICER LEADER DEVELOPMENT MATRIX**

| | | | |
|----------------|-----------------------------|-------------------------|------------------|
| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF-DEVELOPMENT |
| RESPONSIBILITY | COMMANDANT | COMMANDER | INDIVIDUAL |

Table ERR

| | | | |
|--------------------------------------|--|---|--|
| FIELD GRADE SUPERVISORS OF CIVILIANS | | -Leadership Education and Development Course (LEAD)**** | -supervisor development course (ACCP) within 6 months |
| LTC | -SSC** -SSC non-resident** | | -OFS III -maintain OFS I & II proficiency -advanced degree |
| COL | -SSC**(if not as LTC) -executive development progs* -fellowships** | | -maintain OFS I, II, & III proficiency |

Table ERR
—Continued

| | | | |
|-----------------|---|---|---------------------|
| General Officer | <ul style="list-style-type: none"> –GO Conference (orientation) –CAPSTONE –Force Integration –Leadership Development Prog –Executive Development Prog* | – | –AWC update program |
|-----------------|---|---|---------------------|

Notes:

* = recommended by not required

** = requires selection

*** = appropriate under all three pillars; recommended by not usually required

**** = not mandatory; completion is strongly encouraged within 1 year of appointment.

Table 4
WARRANT OFFICER LEADER DEVELOPMENT MATRIX

| | | | |
|----------------|-----------------------------|-------------------------|------------------|
| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF-DEVELOPMENT |
| RESPONSIBILITY | COMMANDANT | COMMANDER | INDIVIDUAL |

Table ERR
[Common Requirements/Recommendations]

| | | | |
|--|------------------------|--|--|
| | –assessment | –assessment | –self–assessment |
| | –counseling | –counseling | –maintain |
| | –functional courses*** | –unit assignment plan | appropriate WOFS proficiency** |
| | –evaluate WOFS** | –progressive jobs | –professional |
| | –evaluation (AES) | –CTT | reading |
| | | –establish LD program | –CTT prep –know appropriate |
| | | –set unit/individual performance standards | section of DA PAM 600–11 –Army |
| | | –send to functional courses*** | correspondence course |
| | | –METL–related WOFS tasks** | program/Army continuing education system |
| | | | –membership in professional organizations* |
| | | | –WOFS tasks** |

**Table 5
WARRANT OFFICER LEADER DEVELOPMENT MATRIX**

| | | | |
|----------------|-----------------------------|-------------------------|------------------|
| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF-DEVELOPMENT |
| RESPONSIBILITY | COMMANDANT | COMMANDER | INDIVIDUAL |

**Table ERR
[LEVEL REQUIREMENTS/RECOMMENDATIONS]**

| | | | |
|-----------------|--|---------------------------|--|
| PRE-APPT | -WOC | -verify prerequisites met | |
| ENTRY (WO1-CW2) | -WOC tech/tactical certification | -monitor Phase I WOAC | -civilian education (AA degree)* -complete Phase I WOAC |
| ADVANCED (CW3) | -Phase II WOAC tech/tactical certification | | -civilian education (BS degree)* |
| SENIOR (CW4) | -WO Staff CSE | | -civilian education (continuing)* |
| MASTER (CW5) | -WOC Senior Staff Course | | -civilian education (continuing)* |

Notes:

* = recommended but not required

** = warrant officer common task OFS being developed; branch specific on hold

*** = appropriate under all three pillars; recommended by not usually required

**Table 6
NCO LEADER DEVELOPMENT MATRIX**

| | | | |
|----------------|-----------------------------|-------------------------|------------------|
| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF-DEVELOPMENT |
| RESPONSIBILITY | COMMANDANT | COMMANDER | INDIVIDUAL |

**Table ERR
[COMMON REQUIREMENTS/RECOMMENDATIONS]**

| | | | |
|--|------------------------|--|--|
| | -assessment | -assessment | -self-assessment |
| | -counseling | -counseling | -maintain |
| | -functional courses*** | -unit assignment plan (FM 25-101) | appropriate MOS proficiency |
| | -evaluation (AER) | -CTT | -professional |
| | | -establish LD program | -CTT prep |
| | | -set unit/individual performance standards | -know appropriate sections of DA PAM 600-25 |
| | | -certification programs* | -Army correspondence |
| | | -send personnel to functional courses*** | course program/Army continuing education system* |

Table ERR
[COMMON REQUIREMENTS/RECOMMENDATIONS]—Continued

| | | | |
|--|--|--|---|
| | | | –membership in professional organizations |
| | | | –civilian education* |
| | | | –professional reading, writing, research |

Table 7
NCO LEADER DEVELOPMENT MATRIX

| | | | |
|----------------|-----------------------------|-------------------------|------------------|
| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF-DEVELOPMENT |
| RESPONSIBILITY | COMMANDANT | COMMANDER | INDIVIDUAL |

Table ERR
[LEVEL SPECIFIC REQUIREMENTS/RECOMMENDATIONS]

| | | | |
|---------|---|----------------------|---|
| PRE–NCO | –PLDC –basic leader skills –Jr NCO SKBs | –PLDC prep training | –promotion board –NCO SKBs |
| SGT | –BNCOC | –BNCOC prep training | –SDT –SGT–level SKBs –promotion board |
| SSG | –ANCOC** –verify BNCOC skills –BSNCOC* –DSS* | | –SDT –SGT–level SKBs |
| SFC | | | –SDT prep –SFC–level SKBs –AA degree* |
| MSG | –SMC** –FSC**** | | –MSG–level SKBs –AA degree* |
| SGM | –CSMC** | | –SGM–level SKBs –BA degree* |

Notes:

*=recommended but not required

**=requires selection

***=appropriate under all three pillars; recommended but not usually required

****=required for first time First Sergeants

**Table 8
CIVILIAN LEADER DEVELOPMENT MATRIX**

| | | | |
|----------------|-----------------------------|-------------------------|------------------|
| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF-DEVELOPMENT |
| RESPONSIBILITY | COMMANDANT | COMMANDER/SUPERVISOR | INDIVIDUAL |

**Table ERR
[COMMON REQUIREMENTS/RECOMMENDATIONS]**

| | | | |
|--|---|---|--|
| | -assessment | -assessment | -self-assessment |
| | -technical training (functional courses)*** | -developmental assignments -set | -professional reading, writing, research |
| | -new employee orientation | organization/performance standards | -college courses* -Army Correspondence |
| | | -counseling (performance= semiannual for interns, others at mid & end term) | Program/Army Continuing Education System* |
| | | -send personnel to technical training (functional courses)*** | -ACTEDS plans, as available -membership in professional |
| | | -encourage eligible to enroll in Army Civilian Career Evaluation Systems (ACCES)* | organizations |

**Table 9
CIVILIAN LEADER DEVELOPMENT MATRIX**

| | | | |
|----------------|-----------------------------|-------------------------|------------------|
| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF-DEVELOPMENT |
| RESPONSIBILITY | COMMANDANT | COMMANDER/SUPERVISOR | INDIVIDUAL |

**Table ERR
In addition to the common requirements/recommendations, there are:
[LEVEL SPECIFIC REQUIREMENTS/RECOMMENDATIONS]**

| | | | |
|-------------|---|--|---|
| INTERN | -intern leadership development course | | |
| SUPERVISORY | -AMSC**(GS 12 & GS/GM 13/14) -fellowships** -long term training** | -Supervisor Development Course (SDC) -Leadership Education and Development (LEAD) course -ensure completion of SDC and LEAD within one year of appointment | -Supervisor Development Course (SDC) for other than new supervisors -CAS3 Phase I (GS 8 & above)* -CGSOC non-resident (GS 11 & above) |

**Table 10
CIVILIAN LEADER DEVELOPMENT MATRIX**

| | | | |
|----------------|--------------------------------|----------------------------|----------------------|
| PILLAR: | INSTITUTIONAL TRAINING & ED | OPERATIONAL ASSIGNMENTS | SELF- DEVELOPMENT |
| RESPONSIBILITY | COMMANDANT | COMMANDER/ SUPERVISOR | INDIVIDUAL |

Table ERR

**In addition to the common requirements/recommendations, there are:
[LEVEL SPECIFIC REQUIREMENTS/RECOMMENDATIONS]**

| | | | |
|------------|---|--|---|
| MANAGERIAL | <ul style="list-style-type: none"> -Manager Development Course (MDC)* -Organizational Leadership for Executive (OLE)* -Personnel Management for Executives (PME) -Senior Service College** -fellowships** -long term training** | <ul style="list-style-type: none"> -recommend for competitive development group** | <ul style="list-style-type: none"> -Manager Development Course (MDC) for other than new managers -CAS3 Phase I* -CGSOC (non-resident)* |
| EXECUTIVE | <ul style="list-style-type: none"> -SES Orientation Conference -Force Integration Course -Leadership Development Program (CCL) | | |

Notes:

* = recommended but not required

** = requires selection

*** = appropriate under all three pillars; recommended but not usually required

Glossary

Section I

Abbreviations

ACCP

Army Correspondence Course Program

ACES

Army Continuing Education System

ACTEDS

Army Civilian Training, Education and Development System

ADL

Active Duty List

ADT

Active Duty Training (RC)

AGR

Active Guard Reserve

AMC

Army Material Command

AMEDD

Army Medical Department

AMSC

Army Management Staff College

ANCOC

Advanced Noncommissioned Officers Course

ARE

Army Regulation

ARSTAF

Army Staff

BNCOC

Basic Noncommissioned Officers Course

BSNCO

Battle Staff NCO Course

CAC

Combined Arms Command

CAL

Center for Army Leadership

CAS3

Community Family Support Center

CFSC

Command and General Staff College

CGSC

Command and General Staff Officers Course

CLDAP

Civilian Leader Development Action Plan

CMF

Career Management Field

CONUSA

Numbered Armies in the Continental United States

CPMD

Civilian Personnel Management Directorate (US Army Total Personnel Command)

CPO

Civilian Personnel Office

CSA

Chief of Staff, US Army

CSC

Command and Staff College

CTC

Combat Training Center

CTT

Common Tasks Test

CW

Chief Warrant Officers

DA

Department of the Army

DCP

Degree Completion Program

DCSPER

Deputy Chief of Staff for Personnel

DCSOPS

Deputy Chief of Staff for Operations and Plans

DLA

Developmental Leadership Assessment

DOPMA

Defense Officers Personnel Management Act

DSS

Drill Sergeant School

EPMS

Enlisted Personnel Management System

FSC

First Sergeant Course

FM

Field Manual

GOMO

General Officers Management Office

HD

Headquarters

IDT

Inactive Duty Training (RC)

ILDC

Intern Leadership Development Course

IMM

Immaterial (branch immaterial positions)

ITEP

Individual Training and Evaluation Program

JPME

Joint Professional Military Education

JSO

Joint Specialty Officers

LDAP

Leader Development Action Plan

LDDN

Leader Development Decision Network

LDO

Leader Department Office

LDSS

Leader Development Support System

LEAD

Leadership Education and Development

MACOM

Major Army Command

METL

Mission Essential Task List

MOS

Military Occupational Specialty

MQS

Military Qualification Standards (replace by OFS)

MUSARC

Major United States Army Reserve Command

MWO

Master Warrant Officers

MWOT

Master Warrant Officers Training

NCO

Noncommissioned Officers

NCODP

Noncommissioned Officers Development Program

NCOES

Noncommissioned Officers Education System

NCOLDAP

Noncommissioned Officers Leader Development Action Plan

OAC

Officers Advanced Course

OBC

Officer Basic Course

OLE

Organizational Leadership for Executives

OFS

Officers Foundation Standards

PCS

Permanent Change of Station

PDOS

Professional Development of Officers Study

PERSCOM

US Total Army Personnel Command

PJE

Program for Joint Education

PLDC

Primary Leadership Development Course

PME

Personnel Management for Executive

RC

Reserve Components (U.S. Army Reserves and Army National Guard)

RC3

Reserve Component Configured Courseware

RETO

Review of Education and Training for Officers

SDT

Self-Development Test

SES

Senior Executive Service

SKA

Skills, Knowledge and Attitude (replaced by SKB)

SKB

Skills, Knowledge and Behaviors

SMC

Sergeants Major Course

SQT

Skill Qualification Test

SSC

Senior Service College

STARC

State Area Command (ARNG)

TAADS

The Army Authorization Documents System

TAC

Training, Advising, and Counseling

TAPES

Total Army Performance Evaluation System

TDA

Tables of Distribution and Allowances

TOE

Tables of Organization and Equipment

TRADOC

US Army Training and Doctrine Command

TWOS

Total Warrant officers Study

USAR

United States Army Reserve

USARC

United States Army Reserve Command

USAREC

US Army Recruiting Command

USARF

US Army Reserve Forces

WO

Warrant Officer

WOAC

Warrant Officer Advanced Course

WOBC

Warrant Officer Basic Course

WOCS

Warrant Officer Candidate School

WOES

Warrant Officer Education System

WOLDAP

Warrant Officer Leader Development Action Plan

WOTS

Warrant Officer Training System

WOMA

Warrant Officer Management Act

WOFS

Warrant Officer Foundation Standards

WOSC

Warrant Officer Staff Course

WOSSC

Warrant Officer Senior Staff Course

Section II**Terms****Ability**

– The power to perform an observable activity at the present time. Evidence through activities or behavior that are similar to those required on the job, e.g., ability to write reports, ability to plan and organize.

ACTEDS

– A program designed to provide sequential and progressive development of key civilians from entry level to senior executive service. It has been designed to be similar to the existing military system and to ensure that civilian employees are properly trained and developed at the “right” time in their career. ACTEDS “blends” progressive and sequential work assignments, formal training, and self-development as people progress from entry level to key jobs.

America’s Army

– Includes military and civilian members of the Active Army, Army Reserve, and Army National Guard.

Assessment

– A method used to determine, from performance, the proficiency and potential of a leader. Ideally, assessment is characterized by an objective judgment against a standard (criterion-based).

Attitude

– The mental state of a person — based on beliefs and values — that influences behavior, choices, and expressed opinions.

Behavior

– An action or reaction to specific situations based on attitude, beliefs, and values.

Branch Qualifications

– The standards interim’s of schooling and operational assignments that officers must meet at the grade of captain to be qualified in their branch.

Career Development Model

– A defined process of progression from service entry to senior level executive position. Previously referred to as “Life Cycle Model.”

Career Field

– A grouping of functionally related commissioned officers, warrant officers, civilian and enlisted positions under a single agent for life cycle personnel management purposes.

Career Program

– Specified professional and administration occupational series and functional fields grouped together based on population, occupational structure, grade range, and commonality of job and qualification characteristics as designed by AR 690–950

Certification

– Verification on a go/on–go basis that an individual has achieved the standards for a given task(s) under specified conditions.

Counseling

– A leadership skill that involves talking with an individual in a way that helps that individual solve a problem, correct substandard performance or improve good performance. Counseling is most effective when the counselor employs listening skills and an understanding of human nature.

Doctrine

– Fundamental principles by which military forces or elements thereof guide their actions in support of national objectives. It is authoritative but requires judgment in application.

Evaluation

– A documented, permanent record of performance, knowledge, and capabilities covering a specified period. It is the formal rating of past performances.

Executive Agent

– A member of an organization who has been assigned responsibility and delegated authority for specific actions that would otherwise be exercised by the chief of that organization.

Federal Wage Grade System

– Civil service classification schedule for wage grade and wage supervisor (often called “blue collar”) positions. Positions consist of 15 levels (for example WG–1 through WG–15) with five pay–rate steps per level.

Feedback

– Formative guidance related to a process, standard, or outcome of an event. Feedback focuses on assessment and is most helpful when presented in a positive way that allows the individual to self–discover strengths and weaknesses.

Fully Qualified

– The operational assignments and educational requirements a field grade officer must meet to be qualified in his branch.

General Schedule

– Civil service classification schedule for administration, technical, and professional (often called “white collar”) jobs. Positions consist of 15 levels, GS–1 through GS–15, with 10 pay–rate steps per level.

General Manager

– Civil service classification schedule for managerial jobs. Positions are only classified at the 13, 14, and 15 levels and have no pay–rate steps. The pay for GM jobs is based on performance ratings within an established salary range. Horizontal Integration – The process of ensuring corresponding training for individuals (notwithstanding rank) assigned to specific leader levels throughout the Army.

Individual Developmental Action Plan

– A positive, jointly prepared, goal–oriented document between senior and subordinate leaders. It addresses that leader’s strong and weak competencies and establishes measurable goals using competency–oriented available resources.

Knowledge

– The minimum information about conditions, end results, means, and methods for reaching goals needed to ensure success in performing a task.

Leadership

– the process of influencing others to accomplish the mission by providing purpose, direction, and motivation.

Leader Development

– A continuous, progressive, and sequential process through which leaders acquire the skills, knowledge, and behavior necessary to maintain a trained and ready Army in peacetime to deter war.

Leader Development Program

– A program designed to train leaders. It incorporates formal and informal training; progressive and sequential duty assignments; and assessment, counseling, coaching, and feedback to maximize a leader's potential.

Management

– The process of acquiring, assigning priorities, allocating, and using resources in an effective and efficient manner. It is an essential part of leadership.

Mentoring

– An optional, subjective process — between a concerned senior and a very few of his juniors — involving open/candid dialogue, career advice, support, professional commitment, assistance with assignment patterns, and caring.

Personnel Proponent

– The commander or chief of an organization or an agency assigned primary responsibility for providing recommendations relating to personnel management matters to the Deputy Chief of Staff for Personnel (DCSPER). These responsibilities include career field development and changes to personnel management policies in specific occupational career fields.

Policy

– A plan, procedure, or principal designed to influence and determine decisions and actions. Policy is derived from doctrine. Doctrine describes how things should be; policy states how things are, based on real-world constraints.

Reinforcement

– A condition in which a leader acknowledges the successful performance of a subordinate and review the factors that contributed to that success so that the subordinate can later apply them in similar situations.

Remediation

– Actions that attempt to strengthen weaknesses and bring performance up to stated standards.

Self-Development

– A planned progressive and sequential program followed by leaders to enhance and sustain their job related competencies. Self-development consists of individual study, research, professional reading and writing, practice, and self-assessment.

Skills

– The ability to perform a job-related activity that contributes to the effective performance of a task.

Verticle Integration

– A process that ensures progressive and sequential training, education, and developmental opportunities within individual systems (officers, warrant officers, NCO, and civilian).

Section III**Special Abbreviations and Terms**

This section contains no entries.

Index

This index contains no entries.

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