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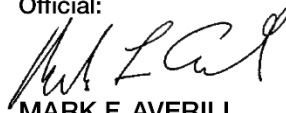
***Department of the Army
Pamphlet 600–3**

**Personnel—General
Officer Talent Management**

By Order of the Secretary of the Army:

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

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

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Deputy Chief of Staff, G–1 (DAPE–MPO), usarmy.pentagon.hqda-dcs-g-1.mbx.publishing-team@army.mil

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Chapter 1

Introduction

1–1. Purpose

This pamphlet serves primarily as a professional development guide for all officers to understand the process of talent management (TM). TM is the systematic planning for the right number and type of people to meet the organization's needs at all levels and at all times so that most people are employed optimally. It requires officers to understand their talents, defined as an officer's unique knowledge, skills, and behaviors (KSBs) that result in effective performance when properly aligned against a particular job. Within a TM system, officers must take an active role in managing their careers. This pamphlet describes the policies and procedures that guide an officer to understand, develop, and employ their talents over the course of a successful career. It also serves as a mentoring tool for leaders at all levels. It is an important TM guide for assignment officers, proponents, and Headquarters, Department of the Army (HQDA) selection board members. The overarching focus of this pamphlet is the development and TM of all officers of the U.S. Army.

1–2. References, forms, and explanation of abbreviations

See appendix A. The abbreviations, brevity codes, and acronyms (ABCAs) used in this electronic publication are defined when you hover over them. All ABCAs are listed in the ABCA directory located at <https://armypubs.army.mil/abca/searchabca.aspx>.

1–3. Associated publications

Policy associated with this pamphlet is found in AR 600–3 and AR 350–1.

1–4. Records management (recordkeeping) requirements

The records management requirement for all record numbers, associated forms, and reports required by this publication are addressed in the Records Retention Schedule–Army (RRS–A). Detailed information for all related record numbers, forms, and reports are located in Army Records Information Management System (ARIMS)/RRS–A at <https://www.arims.army.mil>. If any record numbers, forms, and reports are not current, addressed, and/or published correctly in ARIMS/RRS–A, see DA Pam 25–403 for guidance.

1–5. Current perspective

a. TM modernizes the Army's personnel system to meet the demands of the future operating environment.

(1) TM is a decisive advantage in a rapidly changing operating environment. The personnel distribution system that supported AirLand Battle, Full Spectrum Operations, and Unified Land Operations provided the Army with officers adept at combined arms maneuver and joint operations. Senior leaders recognize that multi-domain operations require readiness for a range of military activities and a wide distribution of capabilities because of the uncertainty of the future operating environment. While expertise in land combat remains vital, the Army must also develop experts in cyber, robotics, gray-zone competition, and counterterrorism, among other domains, to fully employ warfighting doctrine and equipment under development. As the Army modernizes, how it fights, and the equipment it fights with, the personnel distribution system of the past is no longer conducive to the demands of the operating environment. Developments in Artificial Intelligence computing, software, and data storage provide new human resource management capabilities previously unavailable to quantify and access detailed information about each officer's talents. The shift from a personnel distribution system to a TM system is a significant change in how the Army manages its officers. TM enables the Army to know more about its officers and leverage this information in assignment and selection decisions. Modernization of how the Army manages its people alongside how it fights and the equipment it fights with is a source of competitive advantage against our adversaries in the future operating environment.

(2) TM is integral to modernization. The 2019 Army People Strategy (APS) and the Army Modernization Strategy called for the establishment of a 21st century TM system as a key element of the modernization and transformation of the Army. Adapting to dynamic, uncertain operating environments requires the Army to adopt new approaches to acquiring, developing, employing, and retaining Soldiers. The APS

describes a data-driven system that enables strategic workforce planning so that the right number and talent distribution of people are available to meet the Army's needs at all levels and that they are employed as optimally as possible.

(3) TM advances our competitive edge in an unpredictable environment. Multi-domain operations require a wide variety of talents within the officer corps. As figure 1–1 indicates, the Army faces capability gaps in a multi-domain environment if it fails to identify and develop the breadth and depth of talent within its officer corps to meet requirements beyond land combat. In the complex and unpredictable environment of multi-domain conflict, the Army must know and employ the talents of its Soldiers to respond to threats in multiple domains. As figure 1–2 indicates, developing a wide distribution of officers capable of serving as commanders, executives, advisors, and technical experts in different talent domains provide the organizational adaptability needed to succeed in multi-domain operations.

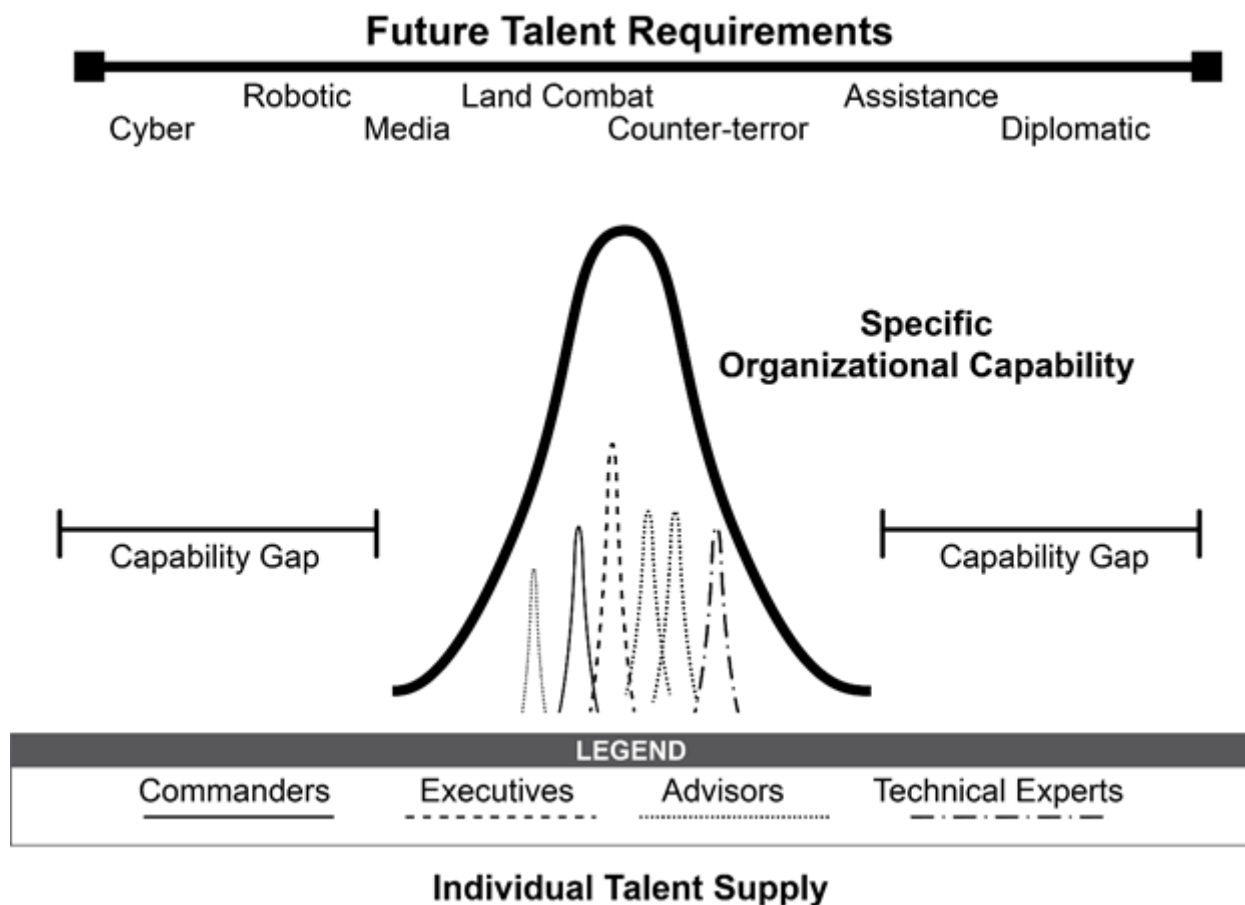


Figure 1–1. Single domain operating environment

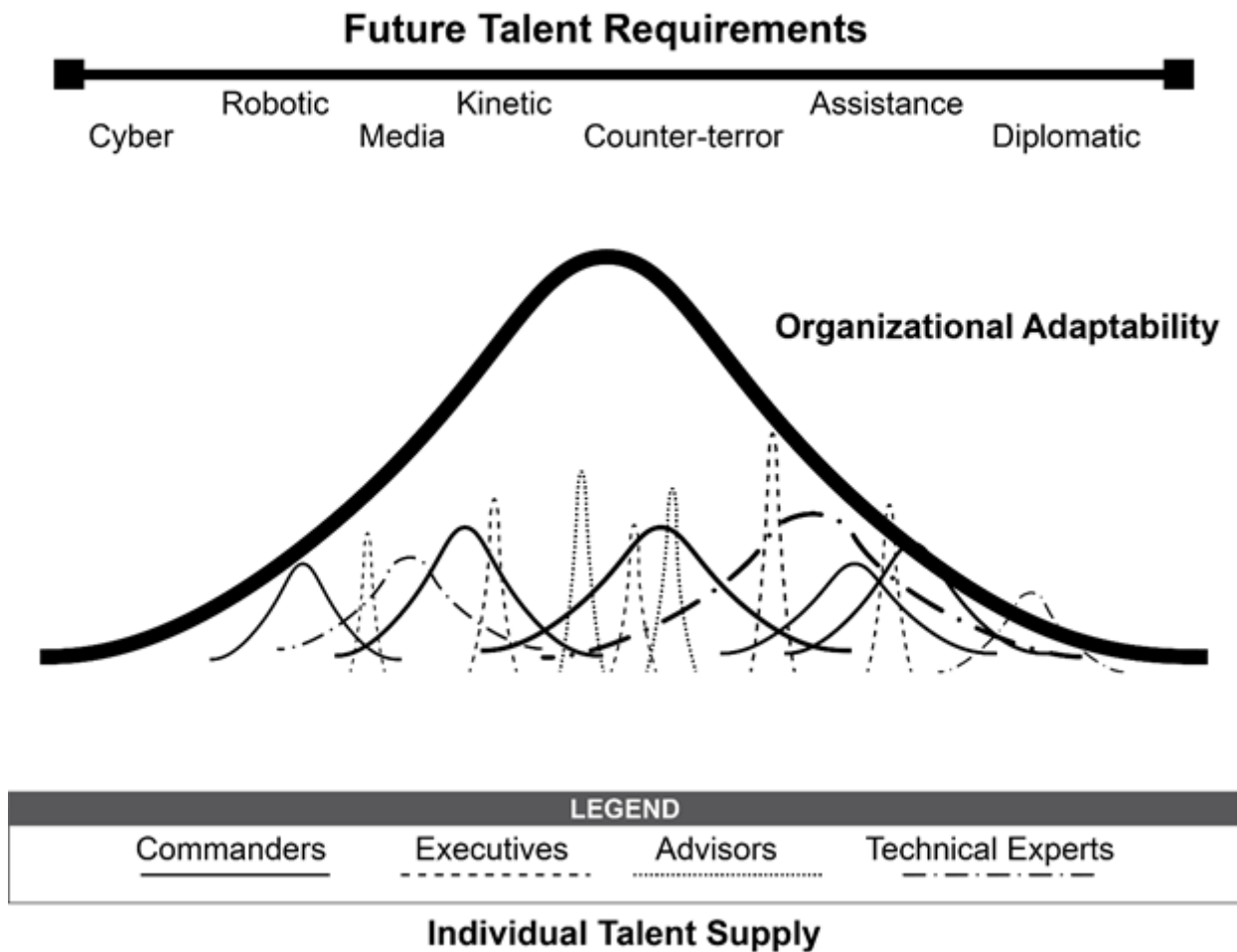


Figure 1–2. Multi-domain operating environment

(4) TM fosters awareness. The personnel distribution system of the past did not help commanders see the talents of officers within their formations, nor did it help commanders see their strengths. The result was a risk to the force, the mission, and the Army. Operating with limited data about their existing teams, future team members, and themselves placed commanders at a disadvantage when building a diversity of talents in their organization. In contrast, TM systems reduce risk by enabling greater awareness of officer talent. A TM system provides data-rich conditions for the commander and the capability to minimize risk in an uncertain environment by building a team with diverse talents. The same logic applies to the Army as an institution. With the capacity to understand the diversity of talents within its officer corps, the Army is better positioned to leverage this information to align talent to position requirements and address gaps between requirements and capabilities.

(5) TM fosters adaptability. Talent development for the Army's officer corps recognizes that each person has unique talents that enable them to perform optimally in one or more areas. Service at the company grade level grounds officers in the practice of the profession as it applies to land combat and associated tactics. As officers progress in their careers, the Army's TM system must develop experts in multi-domain operations. Progression from the tactical to operational and strategic levels requires certain developmental experiences and assignments. The Army TM system must also develop experts in domains other than land combat. Progression in these domains requires developmental experiences and assignments that may differ from those required for land combat expertise. As such, officers should view their careers as a continuous and cumulative series of assignments, increasing in scope and responsibility and

preparing them for future service through purposeful developmental opportunities and assignments aligned with their talents. All assignments are necessary to sustain and operate a trained and ready Army. Each position within the Army has unique KSB requirements. Capitalizing on each officer's specific characteristics and background by aligning their talents with position requirements produces readiness for the Army today. Done consistently throughout a career, TM produces mature, knowledgeable, and experienced officers with the expertise to serve as future strategic leaders across the talent domains required for success in multi-domain operations.

(6) TM fosters people's potential. The decisive advantage of a TM system is its ability to draw on detailed information about its officers to align talent to position requirements and grow the diversity of KSBs the Army needs for success in an uncertain operating environment. Some officers have talents and preferences that are well aligned to serve in traditional land combat roles. Others have talents and preferences that are better suited to emerging aspects of multi-domain operations. Across all domains, there will be officers better suited for command roles and others for staff roles. Still, others may be better suited as executives to steward the profession in leadership roles that do not exercise command authority. Some officers excel as advisors, synthesizing, and integrating information to advise commanders or executives; other officers serve best as technical experts in highly specialized, complex work. The Army's TM system seeks to know its officers so that it cultivates relevant and specialized expertise in domains that are well aligned to an officer's talents. Within those domains, it aligns officers to roles that develop and employ their talents.

(7) TM requires officer engagement. Officers should understand their KSBs and talents and seek positions that best suit them. The Army will offer many opportunities for evaluation and assessment informally in the routine performance of their duties and formally in Officer Evaluation Reports (OERs), Professional Military Education (PME) courses, and other venues. Some assessments focus on performance, others on personal growth and reflection, and some assessments assist in selection decisions for particular roles or assignments. Each officer will define success for him or herself. Still, that definition should be rooted in the quality of duty performance in each assignment rather than the number or type of positions held over a career of service.

b. For this publication, the term "officers" encompasses warrant officers (WOs), company grade officers, and field grade officers. When WO-specific aspects of officer TM are addressed, section headings or descriptions indicate this distinction. All officers are direct representatives of the President of the United States. Chapters relating to officer education, general promotion policies, and officer evaluation apply to all special branches and functional areas (FAs). The governing regulations for this pamphlet are in AR 600-3 and AR 350-1.

c. Officers are encouraged to read both DA Pam 600-3 and the Smartbook DA Pam 600-3, regardless of branch, FA, military occupational specialty (MOS), or career field, because unique and valuable lessons in the Army culture and officer professional development are found in every section. The Smartbook DA Pam 600-3 is available at <https://www.army.mil/g-1#org-g-1-publications>.

d. This pamphlet documents officer personnel management and incorporates the evolving philosophies of Army leadership. The Officer Talent Management System (OTMS) enhances the warfighting capability of the Army, provides all officers with the information they need to ensure a reasonable opportunity for career success, and describes a framework that fulfills Army requirements with an officer corps balanced with the KSBs at the right grade, in the right place and time, to ensure unit and Army readiness.

1-6. The Army profession

a. The Army profession defined. The Army is an American profession of arms, a vocation composed of experts certified in the ethical application of land combat power, serving under civilian authority, entrusted to defend the Constitution and the rights and interests of the American people.

b. The Army professional defined. An American professional Soldier is an expert, a volunteer certified in the profession of arms, bonded with comrades in a shared identity and culture of sacrifice and service to the nation and the Constitution, who adheres to the highest ethical standards, and is a steward of the future of the Army profession.

c. The Army profession and TM. The Army manages people as individuals, recognizing that each person possesses talents and preferences for employing their talents in service to the Army. The seven Army values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage guide individual officers, assignment officers, and proponents in talent development and employment decisions. Officers require a demonstrated mastery of branch, FA, or MOS-specific skills. As officers progress through a

career of service, the OTMS helps each officer seek assignments that maximize their contributions to the Army while accounting for individual preferences.

1–7. Officer talent management system overview

a. The OTMS modernizes the Officer Personnel Management System (OPMS) that guided the Army's personnel management policies over the past several decades. The Defense Officer Personnel Management Act (DOPMA) of 1980 created the foundations of this system, but many important changes over the years took place that shape today's TM system. The Goldwater-Nichols Act of 1986 reorganized the Department of Defense (DoD) and implemented systems to ensure joint interoperability. PL 102–484 contained Title XI Army Guard Combat Reform Initiative legislation, which placed additional officer requirements on the Regular Army (RA) in support of the Army National Guard (ARNG) and Army Reserve. In 1996, the Reserve Officer Personnel Management Act (ROPMA) aligned the Reserve Component (RC) officer promotion systems with the Active Component (AC). In 1997, OPMS XXI created a management system composed of four career fields: operations, operations support, institutional support, and information operations. Under OPMS XXI, officers were designated into a single career field after selection for major and began serving and competing for promotion in their designated career field from that point in their career.

b. The Army transformed its personnel management system into a TM system to acquire, develop, employ, and retain the talents necessary to win in multi-domain operations. Changes in the security environment and national labor market trends necessitated the modernization of the Army's human resource practices. Concurrently, advances in information technology, allowing the storage and utilization of massive amounts of data, enabled modernization efforts. The OPMS XXI structure of the Army is unchanged, but under a TM system, the Army can see an officer's KSBs and make assignment decisions based on them. This data-rich system allows officers to highlight their unique talents beyond their grade and branch and for the Army to know much more about them.

c. The FY2019 NDAA significantly expanded the Army's ability to apply TM principles, anticipate, and react to changes in the operational environment and mission requirements. One of the key aspects of the FY2019 NDAA is the significant expansion of the Army's authority to access private sector expertise and direct commission officers into every branch and FA of the Service up to the rank of Colonel. This added flexibility enables the Army to attract civilian talent into high-demand branches within all three components: RA, Army Reserve, ARNG.

d. Nine principles of TM guide the OTMS. These principles inform a system that uses detailed information about an officer's talents for near-term assignment considerations and longer-term career-pathing decisions, ensuring that the Army has the talent and individual officers needed to win in multi-domain operations. Officers are engaged in their career-pathing decisions through preferences, learning, and developing their KSBs through career-long assessments, selecting assignments, and broadening opportunities that align with their talents and support Army readiness.

(1) Acquire, Develop, Employ, Retain Talent: Talent Management places the right people in the right job at the right time over time.

(2) Builds Trust: Talent Management builds trust through transparent practices, balancing the needs of the individual and their family with the needs of the Army.

(3) Acquire and Leverage Talent Data: Talent Management strives to give personnel and organizations more granular and relevant information, enabled by analytics, to drive more informed decisions.

(4) Leader Empowerment: Talent Management empowers leaders to make informed personnel decisions to meet the requirements of their teams.

(5) People Empowerment: Talent Management provides Soldiers and civilians flexible career paths and predictable timelines to best align their personal and professional goals.

(6) Enhances Long-Term Readiness. Talent Management enables readiness for multi-domain operations in uncertain environments.

(7) Diversified Talent Reduces Risk: Organizations that employ a diverse array of KSBs, experiences, perspectives, and backgrounds minimize risk in uncertain environments.

(8) Influences Behavior: Talent Management uses markets and incentives to drive behavior and encourage personal growth.

(9) Supports a Culture of Assessments: Talent Management employs periodic developmental, diagnostic, and predictive assessments over a career of service to create more self-aware and effective Soldiers, leaders, and organizations.

e. Coordination. The proponent provides career patterns and leader development guidelines, as listed in AR 600–3. The coordinating agency for officers on the active duty list (ADL) is the Officer Personnel Management Directorate (AHRC–OPB), 1600 Spearhead Division Avenue, Fort Knox, KY 40122–5200; for ARNG officers, the agency is the Chief, National Guard Bureau, (CNGB–ARNG–HRH–O), 111 South George Mason Drive, Arlington, VA 22204–1382; and for United States Army Reserve (USAR) officers not on the ADL, the agency is the Commander, U.S. Army Human Resources Command (HRC) (ARPC–OP), 1600 Spearhead Division Avenue, Fort Knox, KY 40122–5200.

1–8. Warrant officer talent management overview

a. Perspective. The Warrant Officer Management Act (WOMA) of December 1991 is the legal basis for the management of WOs on the ADL. WOMA provides management of WOs by years of warrant officer service (WOS) rather than total service, automatic RA integration at the chief warrant officer three (CW3) level, created the rank of chief warrant officer five (CW5), permitted selective retention and retirement, and eliminated the dual promotion system. In February 1992, the Chief of Staff of the Army (CSA) approved the WO leader development action plan (WOLDAP). The WOLDAP provided a blueprint for the leader development of Army WOs and contained specific recommendations on issues dealing with training, assignments, civilian education, and other subjects for both active and reserve WOs. In 2000, the CSA chartered the Army Training and Leader Development Panel to recommend changes to leader development education for all segments of the Army. The WO Study by this panel revised the definition of WOs as: “The WO ... is a self-aware and adaptive technical expert, combat leader, trainer, and advisor. Through progressive levels of expertise in assignments, training, and education, the WO administers, manages, maintains, operates, and integrates Army systems and equipment across the full range of Army operations. WOs are innovative integrators of emerging technologies, dynamic teachers, confident warfighters, and developers of specialized teams of Soldiers. They support a wide range of Army missions throughout their careers.” The WO-specific component of OTMS features—

- (1) A structure that manages WO utilization and inventories.
- (2) Incorporation of WO management into applicable individual branches.
- (3) An acquisition program to access quality candidates with appropriate requisite background and skills to meet Army requirements.
- (4) Defined WO personnel policies and professional development requirements.
- (5) A means to maintain WOs' technical expertise on current and new systems in their units.
- (6) Distribution of WOs in the force to meet Army requirements. The WO component of OTMS provides mechanisms for professional development and personnel management for WOs throughout their careers.
- (7) Incorporation of the Army Talent Attribute Framework (ATAF) within warrant office management efforts within applicable individual branches.

b. Purpose. The WO component of OTMS aims to provide a deployable, professional, and ready WO cohort capable of meeting the Army's operational requirements. The OTMS encompasses all policies and procedures by which Army WOs are procured, trained, educated, developed, assigned, evaluated, promoted, and separated from active duty.

c. Coordination. The proponent provides guidelines concerning career patterns and leader development. The coordinating agency for AC WOs is HRC, Officer Personnel Management Directorate (OPMD); for ARNG WOs, the Chief, National Guard Bureau (CNGB–ARNG–HRH–O), 111 South George Mason Drive, AHS2, Arlington, VA 22204–1373; and for Reserve WOs, the Commander, U.S. Army Human Resource Command (ARPC–OPS), 1600 Spearhead Division Avenue, Fort Knox, KY 40122–5200.

Chapter 2

Officer Talent Development and Employment

2–1. Talent development and employment overview

a. Multi-domain conflict is anticipated to be complex and unpredictable, requiring diverse talents to respond to threats in a rapidly changing environment. The Army also needs leaders able to apply critical thought and decision-making to the breadth of enterprise-level operations required of any large organization. A single person is not expected to be best suited to all these functions. A foundation of a talent-based system is that different people are suited to other roles, and success at one level does not guarantee success at the next level. Differentiating people through the granular details of their talents is

essential to the OTMS. This chapter describes how OTMS aids officers and the Army in knowing their talents and how this information is used by the individual, Army units, and the Army as an institution to guide talent development and employment decisions.

b. Three features of OTMS—the ATAF, the Army Talent Alignment Process (ATAP), and assessments—establish the foundation for officers and the Army to share and employ granular talent information, enabling the Army to know its officers better and align them to positions and career paths that improve the individual, team, and organizational performance.

2–2. The Army Talent Attribute Framework

a. Purpose. The ATAF establishes the Army’s common language for describing, measuring, and recording the talent attributes of Soldiers. Talents are unique, measurable clusters of highly interrelated KSBs possessed by an individual, which results in effective performance when properly aligned against a particular job. The ATAF applies a KSBs construct to describe officer talents and synchronize the application of KSBs throughout the OTMS. Knowledge is a topically organized set of facts and information acquired by a person through experience, education, or training, supporting work related performance. A skill is a person’s proficiency and ability to perform a job-related activity that contributes to effective performance or learning. A behavior describes a person’s values, attitudes, or temperament as evidenced through their actions. This framework enables the Army to catalog, communicate, measure, and employ officer talents by providing a data layer that facilitates strategic workforce planning.

b. Application. The ATAF applies to the AR, ANG/ARNG of the United States, and the U.S. Army Reserve.

c. Design. The ATAF is a three-tiered framework that expresses talent attributes using broad talent domains, talent sub-categories, and measurable KSBs. The ATAF enables Soldiers to communicate their talents to organizations and for units to articulate their billets’ talent requirements through the common language of KSBs. ATAF standardizes the definitions and concepts for talent by drawing upon multiple Army programs, initiatives, documents, policies, doctrine, and PME courses. It relies on commander and unit analysis of talent requirements for optimal performance in a position. The ATAF articulates a common language for understanding the talent attributes of individual Soldiers, enables Army leaders to recognize talent gaps across the Service within specific populations, and enables deliberate career mapping for talent development and optimal employment. Data integration and analytics, enabled by ATAF’s standardized structure, delineate talent vocabulary across the policies and programs that constitute the OTMS. ATAF is reviewed and revalidated annually to ensure linkage to the Army’s multi-domain operational requirements.

2–3. The Army Talent Alignment Process

a. ATAP is a decentralized, regulated market-style hiring system that aligns officers with positions based on preferences shaped by the unique KSBs of each officer and the KSBs desired by hiring authorities for their available assignments.

b. ATAP applies to the Regular Army.

c. The process has three phases.

(1) Identification involves the forecasting of vacancies and officers available to fill them.

(2) Preferencing and selection involve officers and units communicating about vacant positions and declaring preferences for each other based on the position requirements and the officer’s talents.

(3) Slating is the algorithmic process of optimizing the assignment slate, balancing unit requirements and officer talents and preferences, governed by senior leader manning guidance. The Army Talent Alignment Algorithm (ATAA) matches available officers with validated positions. The ATAA is an iterative method proven to best match preferences between two participants, in this case, assignments, and officers.

d. ATAP postures the Army to better align individual talents and preferences with billets, ensuring that the right person is in the right job at the right time in support of Army readiness. For additional information on ATAP, see the Officer’s Guide to ATAP and the Commander’s Guide to ATAP, available at <https://talent.army.mil/atap/>.

2–4. Assessments

a. Purpose. Assessments create talent data through a validated process to objectively gather granular details about an officer’s KSBs.

b. Application. Assessments generate with the Talent Assessment Battery (TAB) at pre-commissioning and occur periodically throughout an officer's career to inform talent development and career-pathing decisions.

c. Design. There are three types of assessments.

(1) Diagnostic assessments inform the Army about individual officer talents in the officer corps.

(2) Developmental assessments assist the individual officer with self-awareness tools to understand their strengths and weaknesses better. This information informs personal development and career-pathing decisions.

(3) Predictive assessments assist the Army in making assignment and selection decisions. Assessments enable the individual officer and the Army to know their talents, using talent definitions and vocabulary provided by ATAF for diagnostic, developmental, and predictive applications. Periodic assessments over a service career, from branching through the Command Assessment Program (CAP), serve several purposes, as indicated in Figure 2–1. Chapter 2 provides additional details on using assessments over an officer's service career.

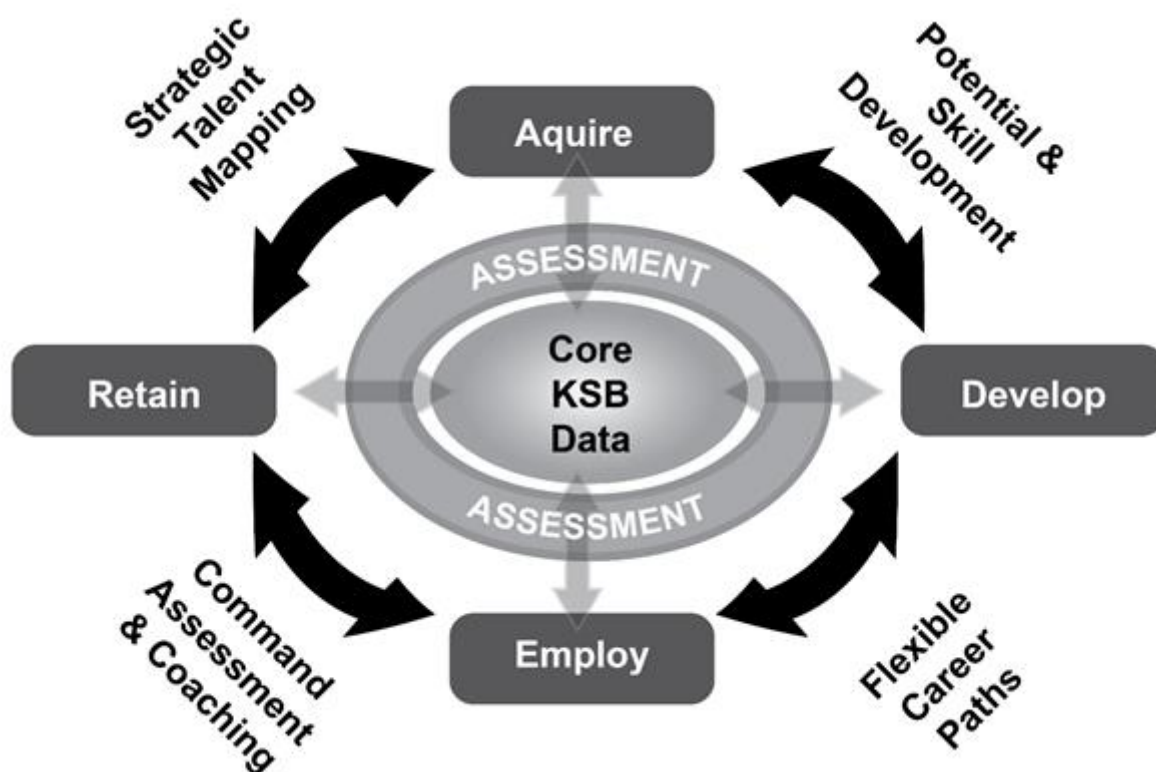


Figure 2–1. Integrated talent assessments

2–5. The relationship between Army Talent Attribute Framework, Army Alignment Talent Process, and assessments

Figure 2–2 depicts the relationship between ATAF, ATAP, and assessments. ATAF provides a language for individual officers to express their talents, assessments offer valid information on their talent strengths and weaknesses, and ATAP delivers a market to advertise their abilities and seek positions consistent with their skills and preferences. For units, ATAF provides a language to describe talent requirements for positions within the organization, assessments provide a means to validate individual officer talents for officers seeking positions within the unit, and ATAP delivers a market to advertise positions and screen candidates to find the optimal officer for the position. For the Army, ATAF delivers a framework to measure the talents of its officer corps, assessments provide the means to acquire granular talent data on

individual officers, and ATAP enables the Army to see gaps between enterprise talent requirements, as expressed by units, and the talent supply resident within the officer corps.

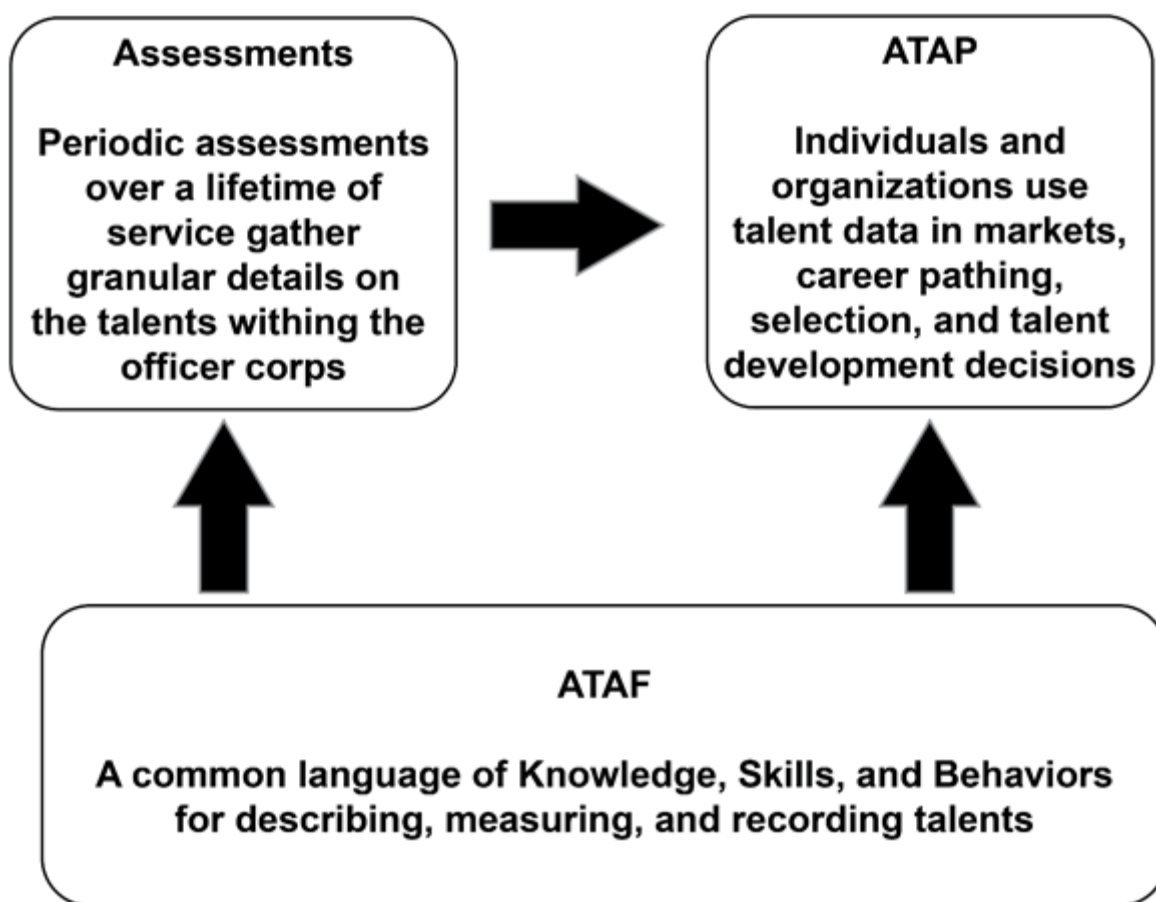


Figure 2–2. The relationship of Army Talent Attribute Framework, assessments, and Army Alignment Talent Process

2–6. Talent development strategy

a. The OTMS recognizes that each individual possesses unique talents and seeks to place officers in positions that best suit their talents over the course of their career. The Army Leadership Requirements Model (ALRM), described in ADP 6–22 identifies the core competencies and attributes that all Army leaders should possess. The ATAF provides the framework for units to articulate position requirements with greater detail, using specific KSBs to describe the talents required for optimal performance in a position. ATAF builds upon the ALRM foundation, representing the talents required by each branch, FA, and specific jobs within branches and FAs. Talent development within OTMS works optimally when officers articulate their talents using the vocabulary of KSBs and units express their position requirements using KSBs with as much precision as possible. Assessments, counseling, mentoring, and coaching are integral to helping officers understand how their career goals, talents, KSBs, and manner of performance shape their talent development and assignment considerations.

(1) Assessments help officers understand their talents, and ATAP provides an assignment marketplace for officers to seek positions that will develop their talents and employ them optimally. Counseling, mentoring, and coaching provide officers with opportunities for communication and reflection to gain self-awareness. Counseling is generally a one-on-one conversation between senior and subordinate. Leaders should understand the three major categories of developmental counseling—event counseling,

performance counseling, and professional growth counseling—described in ATP 6–22.1, *The Counseling Process*.

(2) Mentoring refers to the voluntary, developmental relationship between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect (see ADP 6–22 for additional information on mentorship). Mentors provide advice, guidance, and wisdom. The goal of mentorship is to assist the lesser-experienced person in reaching their personal and professional potential.

(3) Coaching is also a one-on-one conversation between an officer and a coach who is usually outside the officer's chain of command. The purpose of coaching is personal development for the officer, provided by a neutral, outside, accredited expert in human development and performance. It is generally non-attributational and confidential. The coach's expert status as a credentialed and certified professional is critical to providing helpful feedback to officers about their KSBs, how they can be improved, and how they should best be employed to achieve their goals.

(a) The Army Coaching Program (ACP) is a non-attributational, Soldier-focused, confidential, career-long program that focuses on self-development, professional goals, performance, and potential.

(b) The ACP maximizes self-awareness, enabling Soldiers to view the Profession of Arms as a viable career path and develop talents supporting the Army mission.

(c) Coaches provide a valid, accurate, individualized explanation and understanding of talent assessments to improve the individual's KSBs to achieve their goals.

(d) Army coaches possess a certification and credentialing in one of the following levels of coaches as indicated in DA Pam 611–21:

1. A3B Army Coach 80 hours of coach-specific training through an Accredited Coach Training Program (ACTP) certified through the ACP.

2. A4B Army Leader Coach 80 hours of coach-specific training through an ACTP and receive certification through the ACP. A minimum of 100 hours of coaching experience. Completing the Coach Knowledge Assessments required by the International Coaching Federation (ICF) certification.

3. A5B Army Executive Certified Coach 125 hours of coach-specific training through an ACTP and receive certification through the ACP. A minimum of 500 hours of coaching experience. Completion of the Coach Knowledge Assessments as required by the ICF certification.

4. A6B Army Master Coach 200 hours of coach-specific training through an ACTP and receive certification through the ACP. A minimum of 2500 hours of coaching experience and hold an Army Executive Certified Coach Credential. Completion of the Coach Knowledge Assessments as required by the ICF certification.

b. As officers consider their career goals and talent strengths and weaknesses, ATAP provides a data layer to enable deliberate career mapping for talent development and optimal employment. Assessments, supported by coaching, assist an officer in understanding their talents. Officers should use this understanding of their talents to seek successive assignments that align with their talents and preferences. Some assignments focus on immediate employment of officer KSBs, when an officer possesses talents that are well aligned to the demands of the position. Other assignments may focus on KSB development, providing an officer with the opportunity to develop their talents for future employment in a successive assignment.

c. Figure 2–3 depicts the role of coaching and career planning tools in assisting officers in seeking assignments in ATAP that are aligned with their talents. As depicted on the left side of the diagram, positions available in an ATAP movement cycle are based on readiness requirements informed by Army Manning Guidance. HRC identifies these positions in the market and the officers available to fill them. Units then describe their available positions in the market, and the KSBs desired an optimal candidate. During market execution, officers preference available positions. As in any transaction, more information increases the likelihood of better outcomes. Coaching helps an officer understand their talents and behave as educated and self-aware participants in the market, selecting positions that are well aligned to their talents, thereby providing them a greater likelihood of success in an assignment. Career mapping and succession planning tools help officers to see how available assignments fit into their long-term goals. For example, while an officer may have personal reasons for selecting an assignment based on a duty location, career mapping and succession planning tools help them to incorporate career goals into their preferences. Interactions between units and officers are governed by the ATAP business rules published before each market cycle. Based on unit and officer preferences, the ATAA generates assignment recommendations to provide the best matches between officers and units.

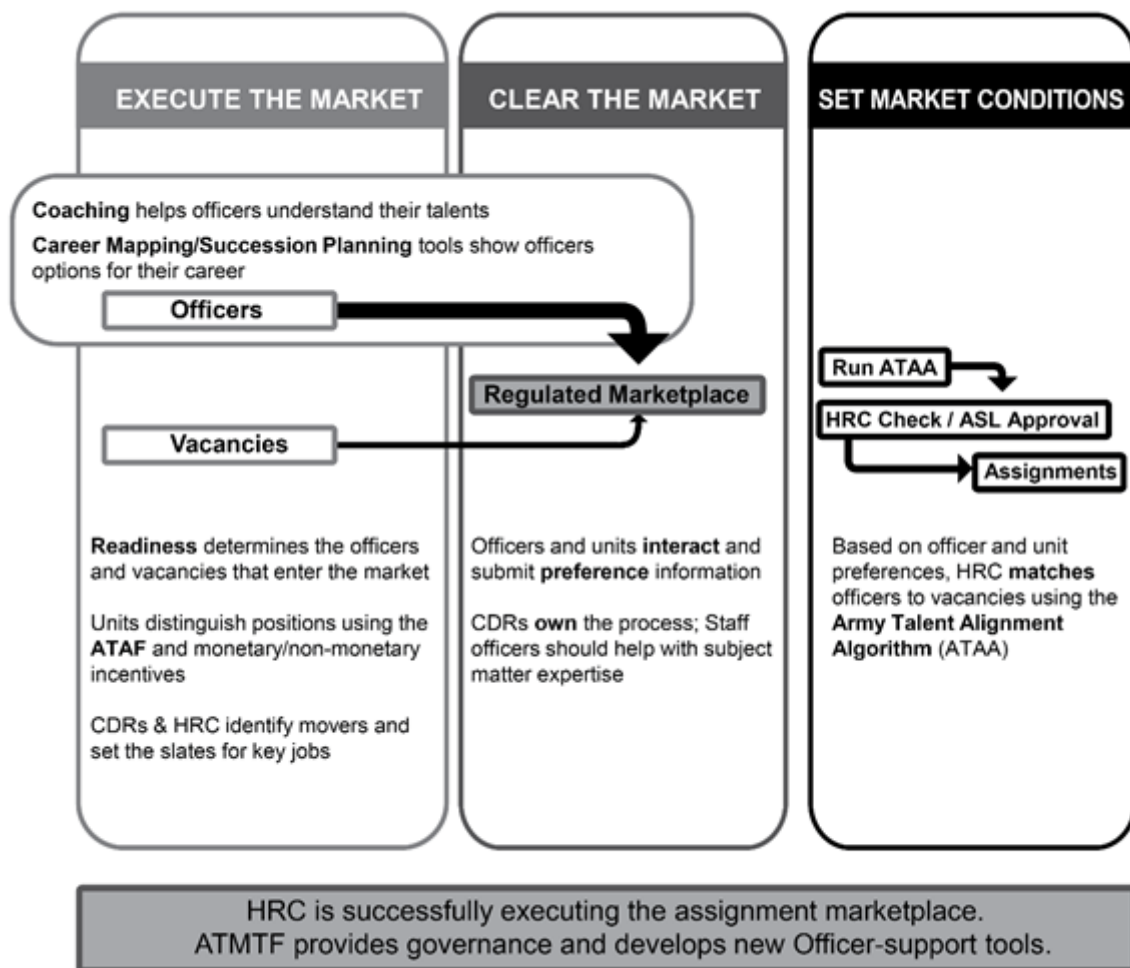


Figure 2–3. Army Talent Alignment Process

2–7. Domains of leader development

a. The domains of leader development. Leader development occurs in the three complementary domains of institutional, operational, and self-development as described in ADP 6–22. In addition to the characteristics and attributes described in the Army Leader Requirements Model (ALRM), officers acquire and develop KSBs in these domains that the Army values.

b. Institutional. The institutional Army (schools and training centers) is the foundation for career-long learning. Training is an organized, structured, continuous, and progressive process based on sound principles of learning designed to increase the capability of individuals, units, and organizations to perform specified tasks or skills. The objective of training is to increase the ability of leaders to perform competently in operational situations. Individual task training builds individual competence and skills and the confidence to perform these tasks in support of collective training and operations. Education is the process of imparting and absorbing knowledge and contributes to developing Soldier and DA Civilian leader competencies and behaviors. Education occurs in the institutional, operational, and self-development domains. Education in the Army is primarily administered through PME or the civilian education system but may include study within civilian academic institutions. PME and civilian education experiences should be progressive and sequential across a career to ensure that Soldiers and Army Civilians possess the KSBs required for higher levels of service and responsibility. Assessments often occur in the institutional domain to acquire talent information for diagnostic, developmental, or predictive purposes.

c. Operational. Operational and broadening assignments constitute the second domain of leader development. Upon completion of institutional training, leaders are ideally assigned to operational positions. This operational experience allows them to use, hone, and build upon what they learned through the formal education process. Experience gained through on-the-job training in various challenging assignments and additional duties prepares officers to lead and train Soldiers in garrison, operationally, and ultimately, in combat. Career mapping tools and coaching inform an officer's preferences and align operational and broadening assignments with their unique KSBs and career goals. From the Army's perspective, planned operational and broadening assignments develop a deep and diverse bench of talent to meet position and readiness requirements.

d. Self-development. Learning is a lifelong process. Institutional training and operational assignments alone do not ensure that Army officers attain and sustain the KSBs needed to perform their varied missions. The Profession of Arms requires comprehensive self-study and training. Leaders must commit to a lifetime of professional and personal growth to stay at the cutting edge of their profession. They must keep pace with changing operational requirements within their area of expertise. Each officer is responsible for their self-development. Developmental assessments help officers understand their unique KSBs and take appropriate remedial or reinforcing action. Self-development programs include activities that stretch the individual beyond the demands of on-the-job or institutional training. Self-development, consisting of individual study, research, professional reading, practice, and self-assessment, is accomplished via numerous means (studying, observing, and experiencing) and is consistent with an officer's self-development action plan and professional goals. Self-development is a vital facet of an individual officer's qualifications and is a foundational aspect of the Army leader development process.

2–8. Talent development and the officer education system

a. Company and field grade officers. The officer education system provides the formal military educational foundation to company and field grade officers necessary to prepare them for increased responsibility and successful performance at the next higher rank. Its goal is to produce a broad-based corps of leaders who possess the essential values, attributes, and KSBs to perform their duties in service to the nation. These leaders must know how the Army runs and demonstrate confidence, integrity, critical judgment, and responsibility while operating in an environment of complexity, ambiguity, and rapid change. To build effective teams capable of supporting multi-domain operations, they must be adaptable, creative, and bold amid continuous organizational and technological change. The Officer Education System is discussed in more detail in chapter 4. The following paragraphs highlight critical aspects of officer development—

(1) *Common core.* The common core combines common military tasks, common leader tasks, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field. These subjects comprise the tasks all officers are expected to perform successfully, regardless of branch. Common core instruction begins at pre-commissioning and continues throughout an officer's career. The instruction is progressive and sequential, building upon the skills and knowledge acquired through previous training and operational assignments. Common core education develops the baseline KSBs of officers and WOs, ensuring the development of a wide range of soldiering skills within the Profession of Arms.

(2) *Entry-level officer training.* The Basic Officer Leaders Course (BOLC) aims to develop technically competent and confident platoon leaders, regardless of branch, who are grounded in leadership, basic technical and tactical skill proficiency, are physically and mentally fit, and embody the warrior ethos. To achieve this objective, BOLC capitalizes on experience-based training, logically structured to build upon and reinforce previous lessons. The BOLC occurs in two phases. BOLC A is pre-commissioning training conducted by the Army's commissioning sources. It provides the foundation of common core KSBs desired of all newly commissioned lieutenants. BOLC B is a combination of common block instruction targeting small-unit leaders' skills focusing on warfighting and the warrior ethos and branch-specific technical and tactical training conducted at branch school locations. The BOLC Direct Commissioned Officer Course is designed to provide direct commission officers, without BOLC A, a pre-commissioning course training the necessary skills to succeed at BOLC B. Branch-specific graduation requirements are established by branch proponents. Entry-level officer training further develops KSBs to enable officers to meet the operational needs of their branch and grade. Officers must be individually assessed and meet their respective branch occupational and physical demands identified in DA Pam 611–21 to graduate BOLC.

(3) *Captains' Officer Education System.* The branch Captain Career Course (CCC) prepares company grade officers to command Soldiers at the company, troop, or battery level and to serve as staff officers at battalion and brigade levels. RA and RC officers incur a 1-year active duty service obligation (ADSO) for attendance at a branch CCC upon completion or termination of the course. Officers attend CCC following selection for promotion to the grade of captain, normally before a company-level command. Select captains who demonstrated superior performance in their basic branches may be selected to receive this training at other than their branch schools (for example, a Field Artillery officer might attend the CCC for Armor officers.) This type of cross-training benefits officers of both branches. Officers seeking accession to Civil Affairs (CA), Psychological Operations (PO), and Special Forces (SF) will attend the Special Operations Center of Excellence CCC. The captains' PME focuses on the technical, tactical, and leadership competencies required for success in follow-on assignments. CCC is a prerequisite for promotion to major for RC officers. The CCC of each respective proponent develops KSBs to meet organizational and operational requirements for that respective grade and proponent. CCC participants complete diagnostic assessments to assist in career-pathing decisions and self-development.

(4) *Intermediate-level education.* The intermediate-level education (ILE) is the Army's formal program for majors. It is a tailored resident education program designed to prepare new field grade officers for their next 10 years of service. It produces field grade officers with a warrior ethos and joint, expeditionary mindset grounded in warfighting doctrine. They have the technical, tactical, and leadership competencies to succeed at more senior levels in their respective branch or FA. ILE consists of a Common Core Course phase of operational instruction offered to all officers and a tailored education phase (qualification course) tied to the technical requirements of the officer's branch or FA. The RC also has a tailored distributed learning program to fulfill the ILE requirement. Completing the ILE Common Core Course is a prerequisite for promotion to lieutenant colonel in the RC. Talent assessments at ILE enable officers to understand their KSBs better and inform future career decision-making in preparation for positions aligned to their talent development and employment.

(5) *Senior Service College.* The Senior Service College (SSC) provides senior-level PME and leader development training. The Army's SSC, the U.S. Army War College, prepares military, civilian, and international leaders to assume strategic leadership responsibilities in the military or national security organizations. It educates students about the employment of the U.S. Army as part of a unified, joint, or multinational force in support of the national military strategy. SSC requires research into operational and strategic issues and challenges facing the nation. SSC cultivates individual officer KSBs for strategic assignments and positions.

b. Warrant officers.

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

(2) *Common core.* The common core combines common military tasks, common leader tasks, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field. It comprises the tasks all WOs are expected to perform successfully regardless of branch. Common core instruction begins at pre-appointment and continues throughout a WO's career. The instruction is progressive, sequential, and builds upon the skills and knowledge acquired through previous training and operational assignments. Common core education and training develop the baseline KSBs of WOs, ensuring the development of a wide range of soldiering skills within the WO's Profession of Arms.

(3) *Pre-appointment training.* Pre-appointment training qualifies individuals to serve as WOs. Pre-appointment training aims to educate and train WO candidates, assess their readiness and potential for appointment to the WO ranks, and prepare them for progressive and continuing development. Except for SF (180A) WO candidates, all RA WO candidates must attend the resident Warrant Officer Candidate School (WOCS) at Fort Rucker, AL. The ARNG and USAR WO candidates may attend WOCS at either Fort

Rucker or one of the RC regional training institute's WOCS. WOCS graduates are appointed to the rank of WO one (WO1). The appointment is contingent upon certification by MOS and branch proponents that the WO is technically and tactically qualified to serve in the authorized WO MOS.

(4) *Warrant Officer Basic Course.* The Warrant Officer Basic Courses (WOBCs) are branch-specific qualification courses that ensure newly appointed WOs receive the MOS-specific training and technical certification needed to perform in the MOS at the platoon through brigade levels. Training is performance oriented and focuses on technical skills, leadership, effective communication, unit training, maintenance operations, security, property accountability, tactics, and the development of subordinates. Newly appointed WOs who attend WOBC will incur a 6-year ADSO upon graduation. This ADSO does not apply to WOs who already hold a WO MOS or reclassify to another MOS. WOs who attend Army-directed professional development courses, including the WO Advanced Course (WOAC), WO ILE, and Warrant Officer Senior Service Education (WOSSE), do not incur a service obligation. Branch proponents establish branch-specific graduation requirements. WOs must be individually assessed and meet their respective branch occupational and physical demands identified in DA Pam 611–21 to graduate WOBC. WOBC develops WO KSBs to meet Army operational requirements for their branch and grade.

(5) *Warrant Officer Advanced Course.* The WOAC prepares the WO to serve in senior positions at the CW3 level. The WOAC includes a nonresident common core module and a resident phase, which includes a common core module and a MOS-specific module. The WOAC develops WO KSBs to meet Army operational requirements for their branch and grade.

(6) *Warrant Officer Intermediate-Level Education.* WO ILE is a branch immaterial resident course that prepares individuals for Chief warrant officer four (CW4) grade technician and staff officer positions at battalion and higher levels. Some branches have developed branch-specific follow-on courses to ensure intermediate-level WOs receive the latest technical and functional PME within their career field. WOs will not be awarded military education level (MEL) qualification until all branch-required phases are complete. WO ILE develops WO KSBs to meet Army operational requirements for their branch and grade.

(7) *Warrant Officer Senior Service Education.* WOSSE is currently the capstone course for WO PME. It is a branch immaterial resident course that provides senior WOs with a broad enterprise-level perspective required for assignment to CW5 grade level positions as technical, functional, and branch systems integrators, trainers, and leaders at the highest organizational levels. Some branches have developed branch-specific follow-on courses to ensure senior WOs receive the latest technical and functional PME within their career field. WOs will not be awarded the MEL L qualification until all branch-required phases are complete. WOSSE develops WO KSBs to meet Army operational requirements and develops CW5s for strategic and national-level assignments and positions.

Chapter 3

Army Personnel Development System

3–1. Personnel Development System's Life-Cycle-Management Functions

The personnel development system's eight life-cycle-management functions are derived from the Army's life cycle model.

3–2. Definition of the Eight Functions and their associated Personnel-Developer Responsibilities

a. *Structure.* Structure describes the personnel-developer dimension of the Army's force development function. Force development defines military capabilities and creates the force structure required to provide those capabilities. For DA Civilian career fields, personnel developers assist in the manpower requirements process as subject matter expertise for those occupations under their control. It then produces the personnel authorizations for each of the Army's units. These authorizations are referred to as the "personnel structure." The structure function provides the authorizations for the acquisition and distribution functions described in paragraphs 3–2b and 3–2c. Personnel developers—

(1) Analyze and make recommendations on individual spaces in the Force Management System on interchangeability coding; SI; ASI; project or personnel development skill identifier; and LIC requirements, remarks code, branch identification, grade, MOS, AOC, civilian occupational series, and so forth.

(2) Recommend changes to the tables of organization and equipment (TOE), tables of distribution and allowances (TDA), and mobilization tables of distribution and allowances.

(3) Review TOE, modified tables of organization and equipment (MTOE), and TDA documents to ensure standardization of grade and career field coding, supportability mix between TOE, MTOE, and TDA

coding, and recommend changes as required. Also, developers review and recommend changes to the personnel-management-authorization document and update the authorization document, to ensure correct documentation.

- (4) Recommend classification criteria.
- (5) Recommend and evaluate new or proposed changes to civilian classification standards.
- (6) Participate in developing core documents, standardized civilian job descriptions, performance standards, and other occupationally oriented products.
- (7) Establish flexible career progression opportunities that incorporate talent management principles tailorable to the individual level.
- (8) Evaluate the feasibility of future authorizations, by branch or FA, based on projected requirements.
- (9) Evaluate the inventory levels, by branch or FA, after mobilization and recommended adjustments.
- (10) Analyze and recommend changes to improve the alignment of career fields or functional categories.
- (11) Recommend maximum percentages by grade to be designated into officer FA.
- (12) Participate in reclassification and re-branching boards in accordance with force-alignment initiatives.
- (13) Use ATAP data to rapidly meet personnel market demands by adjusting personnel training and education.

b. Acquisition. Acquisition describes the function of managing the total Army end strength. This function ensures that the Army is staffed with the proper number of people in the right grades and skills, within the manpower budget, to meet the Army's requirements. It is significantly more complex than simply recruiting personnel. Acquisition has three important and interrelated dimensions.

(1) *Manpower management.* The first dimension of acquisition develops forecasts and establishes manpower targets for accession, attrition management, retention, and promotion.

(2) *Accession, attrition, and retention management.* The second dimension converts the accession and retention targets to missions and ensures that they are effectively executed by the responsible agency.

(3) *Training integration.* The third dimension establishes training programs and ensures an efficient flow of trainees and students.

(4) *Classification criteria.* Recommendations regarding classification criteria support force development.

(a) Recommend or determine appropriate accession criteria for officers, warrant officers, and enlisted personnel, to include maximum and minimum female content and quality distribution for enlisted accessions.

(b) Recommend or determine appropriate accession numbers by year and branch, or for FA and MOS by component.

(c) Recommend criteria for selected recall programs in support of active duty and mobilization requirements.

(d) Review and recommend appropriate revisions to the OPM's minimum-qualification standards for civilian occupations.

(e) Develop and recommend recruitment strategies for branch or FA.

(f) Develop and review recruiting materials and programs.

(g) Develop candidate evaluation criteria for civilian positions.

(h) Monitor the affirmative-action status for assigned career fields.

(i) Use the Army Human Systems Integration Program during the acquisition phase, reviewing, and recommending the method used to design, develop, or modernize field information and materiel systems.

(j) Reevaluate retention criteria after mobilization.

(k) Evaluate continuation, attrition, reenlistment, and retention rates of branches or FAs and recommend changes to stabilize or improve retention.

(l) Recommend criteria for retention and re-branching of officers.

(m) Recommend qualifications, experience, training, and education to support direct appointment of officers.

c. Distribution. Distribution describes the function of distributing available personnel to units based on the Army requirements and in accordance with HQDA priorities. It includes the distribution of newly trained Soldiers and the redistribution of Soldiers who are ready for a new assignment. A major focus of

the distribution function is to maximize personnel readiness within the Army's combat units and to support the development of Soldiers. In support of this, personnel developers—

- (1) Evaluate the inventory and recommend adjustments to the inventory to support authorizations and force structure changes. Develop and implement systems to understand individual talents and distribute talented people to fill positions in accordance with their talents.

- (2) With the assistance of HRC, determine number of personnel available for training by branch or FA by fiscal year.

- (3) Assess FA and officer generalist positions in which officers are participating, additional skills in which warrant officers are participating, and secondary MOS in which enlisted Soldiers are participating.

- (4) Recommend changes to Army policy relating to assignments, details, transfers, and special programs in peacetime and upon mobilization.

- (5) Determine the need for civilian mobility within a career field.

- (6) Recommend initiatives to counter the adverse effect on personnel serving in a space imbalanced MOS in peacetime and upon mobilization.

- (7) Recommend policies that will ensure individual and unit stabilization.

- (8) Evaluate the inventory levels by branch or FA after mobilization and recommend adjustments.

- (9) Evaluate unit distribution, deployment, and other key actions related to force stabilization for the Regular Army.

- (10) Recommend changes to HRC for the distribution of branch or FA officers and enlisted Soldiers.

- (11) Review the Critical Position List to ensure the critically short-skilled positions and hard-to-fill assignments are available prior to the summer movement cycle.

d. Development. Development describes the process of developing people mentally, morally, and physically. This includes both character and leadership development, education, and training. The developmental process begins with initial military training, which provides an orderly transition from civilian status to military life. Thereafter, the institutional training system and chain of command develops individuals through training, education, and both professional and self-development programs. A major focus of the function is on shaping values, attributes, skills, and minimizing dysfunctional behavior. As such, development makes a significant contribution to the promotion of the Army's culture. Development also includes the supporting processes of evaluations, as well as selections for promotion, command opportunity, and advanced education (civilian and military). In support of this, personnel developers—

- (1) Ensure that warrant officers serve as leaders at all echelons and as the primary integrators and managers of Army Systems. They operate, by design, in specialized roles across the range of Army and Joint, interagency, intergovernmental, and multinational environments. To this end:

- (a) Professional military education requirements are completed within established timelines, to meet highly specialized roles.

- (b) All key, Regular Army chief warrant officer 4 and 5, 011A positions are nominative capstone and broadening assignments.

- (2) Ensure job analysis within career field, functional category, branch, or FA is conducted to identify required KSBs by grade.

- (3) Review and provide recommendations for Army Educational Requirements System and Training with Industry positions by functional category, branch, or FA, grade, academic discipline, and commercial industry.

- (4) Identify civilian education and training opportunities available in support of functional categories and career field development.

- (5) Recommend criteria for selecting individuals to attend education or training and approve course prerequisites in technical MOS-producing courses, in accordance with AR 614–200.

- (6) Identify and recommend requirements for developing and revising training.

- (7) Determine the number of personnel requiring training by career field and set priorities for training.

- (8) Ensure that training for career development is in concert with all aspects of professional development.

- (9) Recommend standards for personnel who instruct in other service schools, participate in the U.S. Army Personnel Exchange Program overseas, or serve in liaison positions.

- (10) Identify language requirements in support of branch or FA.

- (11) Establish and maintain career progression patterns and civilian, professional development guidance for assigned career fields, via the Army Civilian Training, Education, and Development System plans.

(12) Review and update the enlisted life cycle/professional development slide for the assigned CMF, for use by the DA Secretariat run board.

(13) Identify opportunities for development through institutional training, operational assignment, and self-development for each component, Regular Army, ARNG, and USAR (troop program unit and Individual Ready Reserve).

(14) Integrate other personnel development system life cycle management functions, toward the goal of maintaining a quality Army.

(15) Establish flexible career progression opportunities that incorporate talent management principles tailorable to the individual level.

(16) Conduct analysis of training and education requirements against assignment priorities.

(17) Establish and recommend changes to officer, warrant officer, enlisted, and civilian professional development pamphlets.

(18) Reevaluate professional development objectives upon mobilization.

(19) Link professional development to leader development across all three levels of leadership (direct, senior, and strategic).

(20) Recommend criteria for retention and re-branching of officers.

(21) Analyze the quality of the workforce within a branch or FA and recommend methods of improvement. Recommend criteria for reclassification of Soldiers into branch and MOS.

(22) Determine causes and initiate, or support, corrective action when equal employment opportunity progress appears to be inadequate.

(23) Maintain current officer career maps on the proponent's homepage.

(24) Maintain a professional development model for each assigned, enlisted MOS on the Army Career Tracker, available at <https://actnow.army.mil>.

e. Deployment. Deployment describes the movement of troops, civilians, cargo, weapon systems, or a combination of these elements to a theater of operations using any or all types of transport. It includes mobilization, deployment, redeployment, and the evacuation and repatriation of non-combatants. In support of this, personnel developers—

(1) Provide recommendations on civilian-mobilization planning and management.

(2) Evaluate the effects of mobilization on the personnel development system.

f. Compensation. Compensation describes all of the functions associated with the pay, entitlements, and benefits for Army personnel. In support of this, personnel developers—

(1) Develop concepts for using compensation and benefits to improve the health of the career field, branch, or FA.

(2) Recommend changes to policies relative to civilian-compensation matters. Develop concepts and benefits to incentivize desired market behavior, to shape the total force's readiness level.

g. Sustainment. Sustainment describes how the Army attends to the well-being of its people. It includes programs directed specifically at the quality of life and the well-being of Soldiers, civilians, retirees, their Families, and the employers of RC members. It prepares Soldiers for the rigors of military operations and Family separation and encourages them to remain in the Army as a means of sustaining the force. Well-being programs have a direct impact on recruiting, retention, and the performance of Army personnel. In support of this, personnel developers will—

(1) Establish and maintain communication with members.

(2) Represent the professional interest of members.

(3) Foster positive attitudes toward personnel systems and programs.

(4) Consider and propose solutions to the distribution and management of personnel and units in the RC and the effects of various uses of short- and long-term deployments to sustain Army operations and the effects on the career field, units, Soldiers, and their Families and employers.

h. Transition. Transition describes an integrated function focused on assisting Soldiers, Army Civilians, and their Families through changes associated with moving among components or to the private sector. In support of this, personnel developers will—

(1) Recommend selected shortage for branch or FA as an exception to separation policy.

(2) Recommend changes to analyze impact of retirement, retention, force reduction, and service obligation policies and proposals.

(3) Recommend changes to the Personnel Transition Management Program.

(4) Determine the impact of "early out" programs on branch or FA.

Chapter 4

Officer Talent Management System and Career Management

4-1. Purpose

This chapter describes the OTMS and explains how this system integrates the principles of TM over an officer's career. The purpose of OTMS is to—

- a. Acquire.* Identify and recruit the diverse talents needed to organize, train, and equip a force equal to the demands of multi-domain operations.
- b. Develop.* Maximize officer performance and potential through training and education in accordance with AR 350-1 and through assignment, self-development, and certification of officers to build adaptive and technologically literate leaders. Target developmental opportunities for education, training, and credentialing based on individual officers unique talents.
- c. Employ.* Integrate KSBs as part of aligning officers with positions, creating career paths aligned to talent demands for the benefit of the Army, the individual's assigned organization, and the individual officer.
- d. Retain.* Retain officers with in-demand talents through leader engagement and incentives that value their unique talents.
- e. Promote.* Identify and advance officers with the appropriate talents, experience, competencies, manner of performance, and demonstrated potential to meet Army requirements.
- f. Transition.* Separate officers from the Army in a manner that promotes a lifetime of support to the Service.

4-2. Factors affecting the Officer Talent Management System

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

- a. Law.* Congress passes legislation that impacts officer professional development by requiring changes in Army policy.
- b. Policy.* Changes in law often generate policy changes. The provisions of this document are in accordance with current law and policy. Changes to those laws and policies will affect future versions of this document.
- c. Budget.* The size and composition of the officer corps, accessions, strength management, promotion rates, pin-on-points, schooling, education programs, and permanent change of station (PCS) timing are a few areas affected by budget decisions and subsequent policies.
- d. Officer Talent Management System vision.* The OTMS vision is to build cohesive teams for the Joint Force by maximizing the talents of our people.
- e. Proponent strategy.* Each branch or FA has a proponent responsible for coordinating the development of its officer population. Proponent responsibilities are, in part, executed through the publication of this pamphlet. To fulfill these responsibilities, the proponent must—
 - (1) Project future requirements for officer KSBs and sustain or modify force structure and inventory elements to meet future needs.
 - (2) Define the three domains of leader development—institutional, operational, and self-development—balanced between the specific requirements for their specialty and the broader developmental requirements defined by the respective functional category proponents and the Army.
 - (3) Articulate KSBs required for specific branches, FAs, areas of concentration (AOC), or MOS by grade, and provide general guidance on the table of organization and equipment (TOE) or table of distribution and allowances (TDA) positions, education, and training opportunities that enable the development of those KSBs.
 - (4) Develop generic patterns of talent development and employment career paths delineated in branch and FA officer development models. These models are used by OPMD assignment branches to execute proponent professional development programs but are not intended as prescriptions for a path to success in the Army. As proponents modify officer KSB requirements or development models to meet changing conditions, OTMS, and the Smartbook DA Pam 600-3 will be modified.
 - (5) Identify and as needed, develop specific KSBs within ATAF to address the three domains of leader development for branches and FA, or AOC, by grade.

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

4–3. Officer talent management system

a. The officer talent management system. The OTMS differs from the OPMS that preceded it, most notably in its ability to know its officers. The Army's personnel management system primarily relied on limited information about an officer from evaluation reports and administrative information in the Officer Record Brief to guide assignment and selection decisions. The Army's transition to a talent-based management system reflected broader public and private organizations' trends to modernize human resource practices. Sometimes called "human capital management" or "strategic human resource management," these modernization efforts emphasized analyzing organizational talent requirements and aligning desired employee talent with those specified in the organization's strategic plan. A TM system differentiates its employees on qualities it thinks are important for successful outcomes. TM systems bring new information, such as resumes, KSBs, interest indicators, and assessments, into the assignment process so that units and individuals can optimize talent alignment, given the market's parameters. TM, therefore, enables the Army to draw upon the latest practices in human resource management, leveraging detailed knowledge about its workforce to align individual officer talents best to meet the challenge of multi-domain operations. The subsystems of OTMS are similar to those of OPMS, but the key difference is a shift from a personnel distribution approach to a talent alignment approach. These subsystems are—

(1) *Strength management.* The number of officers, by grade and specialty, is defined by Army requirements, law, budget, and policy. These factors determine the number of officers to access, promote, develop, assign, and separate. Since each of these factors is dynamic, the number, grade, and branch of officers within the inventory are also dynamic. As Army requirements for force structure change, the officer inventory will also change and be realigned to meet the needs of the resulting force structure. At a more granular level, branches and proponents define the talent requirements by grade and specialty for their workforce, using the data provided by ATAP and assessments to compare talent demands against available supply. As talent demands in a branch or proponent shift because of developments such as new doctrine, equipment, or external challenges, OTMS provides branches and proponents the ability to quickly meet these demands through leveraging a detailed knowledge of the KSBs within its officer inventory to develop the talent it needs.

(2) *Assignments.* Officers are assigned to address current and future Army requirements while meeting the professional development needs of the various branches, FAs, and AOCs. Assignments are aligned with an officer's talents through ATAP, with predictive assessments supporting selection and assignment considerations for certain positions.

(3) *Professional development.* Each branch, FA, or officer skill proponent defines the appropriate mix of education, training, and experience, expressed as KSBs, required by the officer corps at each grade level within the context of the overarching requirement to develop adaptive leaders. Branch or proponent sections within the Smartbook DA Pam 600–3 at <https://www.army.mil/g-1#org-g-1-publications> describe talent development opportunities and assignments that prepare officers for roles within talent domains. HRC must develop active and RC officers by using these models while balancing Army requirements. To ensure the professional development of all officers, HRC operates in concert with various responsible agents, including the individual officer, the Army and branch proponents, the DCS, G–3/5/7, commanders in the field, and the senior Army leadership. Officer professional development is a responsibility shared by all. Career development models portray the full range of training, education, and operational experiences for developing experts in land combat and other talent domains.

(4) *Evaluation and Assessment.* The Army officer structure is pyramidal. The apex contains very few general officers in relation to the broader base. Advancement to increasingly responsible positions is based on relative measures of performance and potential, supported by assessments throughout a service career. The evaluation mechanism for the Army is the OER, described in detail in chapter 6. Assessments complement the subjectivity of OERs with objective and unbiased assessments that are validated measures of an officer's KSBs. All OTMS subsystems are affected by the OER. Promotion, school selection, functional designation, command, and key billet selection, retention in service, and development opportunities are all informed by the information contained in the OER. Assessments, in addition to OERs, leverage detailed knowledge of an officer's KSBs to inform some selection and assignment processes.

(5) *Centralized selection.* The hub around which all OTMS subsystems revolve is centralized selection. Strength management, professional development, and comparisons of officer performance and potential occur in the series of centralized Department of the Army (DA) and HRC selection boards for retention, career status, schooling, promotion, field grade command designation, and selective early retirement. These boards employ OERs, competency guidance, and strength requirements to advance individuals to the next stage of professional development. Officers generally flow through the centralized selection subsystem by groupings based on the date of rank. Company and field grade officer groupings are termed cohort year groups. WO groupings are called the inclusive zone of eligibility. Each board is preceded by a zone announcement that specifies the makeup of the cohort or inclusive zone. Centralized selection perpetuates the ideals, cultural values, ethics, and professional standards of the Army by advancing and retaining only those individuals best-qualified to assume positions of greater responsibility. Centralized selection has evolved to account for the law's impact, policy, budget, Army, and officer needs, proponent vision, and TM principles. Predictive assessments are a component of centralized selection for designated positions, incorporating talent data alongside an officer's record of performance and potential as reflected in the OER. As described in Chapter 4, officers can choose to exercise options that enable career flexibility for promotion timing.

(6) *Review process.* The OTMS was designed to be reviewed periodically. At the discretion of the CSA, the DCS, G-1, and the CG, HRC will review OTMS to determine the system's health and recommend changes.

b. A comprehensive system. The OTMS model is a developmental system focused more on the quality and range of experience rather than the specific gates or assignments required to progress. It provides the Army with experts in land combat and other domains required for a decisive advantage in multi-domain operations through its ability to develop the necessary depth and breadth of talent within its officer corps.

(1) Initial entry officers are placed in branches based on their talent alignment with branch requirements. They gain branch technical and tactical skills, develop a warrior ethos, and gain important leadership experience in company grade assignments.

(2) Throughout an officer's career, the model highlights windows of opportunity for talent development through broadening experience or exposure. The concept of broadening is addressed in greater detail in paragraph 2-7.

(3) As officers complete company grade service in their basic branch, they may find that their talents and career goals are well aligned to a FA. Functional Designation refers to the transfer of officers from accession branches (basic branches) to FAs. The Army accomplishes this transfer using the Voluntary Transfer Incentive Program (VTIP), which generally occurs twice per year. While VTIP allocations are based on FA and basic branch strength and requirements, they are driven by officers KSBs, especially as they indicate future success in the requested specialty. VTIP is the method by which FAs access officers.

(4) OTMS fosters lifelong learning, supported by civilian and military education, to bolster talent development. Coaching complements lifelong learning by facilitating increased officer self-awareness.

(5) OTMS incorporates flexible timelines to enable officers to serve longer in developmental assignments, ensuring officers have adequate time to gain skills and experience and support unit readiness and cohesion. The opportunity to defer consideration for promotion boards also allows officers added time for developmental opportunities. However, time in developmental assignments must be balanced with the necessity to meet Army manning requirements.

(6) The functionally aligned design of OTMS described below is intended to align branches and FAs, consistent with joint doctrine, on developing adaptive and technologically literate leaders with broad, functionally relevant KSBs. Officers will be managed by categories and groups with similar functions to facilitate the development of officer KSBs required on the future battlefield. The design is not intended to reflect where officers serve on the battlefield but to align the functions and KSBs required. The four functional categories and associated functional groups are—

(a) Operations. This functional category gathers maneuver branches, special operations, and FAs with similar battlefield applications or complementary roles.

(b) Operations support. This functional category gathers two currently existing branches, military intelligence, and signal, with FAs with similar battlefield applications or complementary roles. Also included in this functional category are the functions associated with force training, development, and education that design, build, and train the force.

(c) *Force sustainment.* This functional category includes an integrated Logistics Corps and the branches and FAs associated with resource and Soldier support functions. A part of force sustainment, but separately managed, are the Army Medical Department (AMEDD) (Medical Corps, Dental Corps, Veterinary Corps, Nurse Corps, Medical Specialist Corps, and Medical Services Corps), the Chaplain Corps, and the Judge Advocate General (TJAG) Corps.

(d) *Information dominance.* This functional category groups the Cyber branch and Information Operations FA (FA30).

4-4. Officer development

a. *Key terms.* Several terms are used when describing officer development and assignment throughout an Army career.

(1) *Branch.* A branch is a grouping of officers that comprises an arm or service of the Army and is the specialty in which all officers are commissioned or transferred, trained, and developed. Company grade officers hold a single branch designation and may serve in repetitive and progressive assignments associated with the branch.

(2) *Functional area.* An FA is a grouping of officers by technical specialty or skills that usually requires special education, training, and experience. After Functional Designation, officers may serve repetitive and progressive assignments within their FA.

(3) *Command.* Command is the authority that a commander in the military service lawfully exercises over subordinates by virtue of rank or assignment. The command comprises the leadership, authority, responsibility, and accountability for effectively using available resources and planning the employment, organizing, directing, coordinating, and controlling military forces to accomplish assigned missions. It includes responsibility for unit readiness, health, welfare, morale, and discipline of assigned personnel.

(4) *Key billet.* A duty assignment at the lieutenant colonel or COL rank requiring specific highly developed KSBs and experience that is deemed so critical to a unit's mission that an officer is selected for assignment by HQDA. Key billet officers exercise judgment and recommend actions to the commander. They principally manage resources and oversee processes that operate in a leadership environment.

b. *Branch designation.* Upon commissioning, lieutenants are designated in a basic branch for entry on active duty, training, and initial assignment. Before commissioning, Reserve Officers' Training Corps (ROTC) and West Point Cadets take TAB to understand their unique talents. Talent Based Branching matches cadets to branches by aligning a cadet's talents and preferences with branch requirements. An officer's branch upon commissioning is the best fit between the officer's talents and those required by their preferred branches. During the early years of an officer's service, professional development within the branch follows the proponent's life cycle model. Generally, the first 6 to 8 years of service are devoted to branch developmental assignments and training that prepare the company grade officer for further advancement. Career-pathing tools and developmental assessments assist the officer in selecting branch or FA transfers that are aligned with their talents. In writing, company grade officers may request a voluntary branch transfer in accordance with AR 614-100. Upon commissioning, selected lieutenants are branch detailed to a combat arms branch for three or four years or until their assigned units are in a reset period. Under the branch detail program, officers attend the company grade level education at the school of the branch to which they are detailed. Company grade officers in the 4-year detail program receive transition branch training in conjunction with their captain's level education enrollment. Detailed officers must be approved for branch transfer by their detail branch, basic branch, and HRC (AHRC-OPD-C), in addition to meeting the requirements of AR 614-100. AR 614-100 outlines how the branch detail program is managed and provides the branch detail periods for each branch.

c. *Functional designation process.* As described in section 3-3b(6) above, Army Competitive Category (ACC) officers are grouped into interrelated branches, and FAs are referred to as functional categories and functional groups. The functional designation process determines which specialty officers will continue their development, either in their accession branch or in a different FA. Management of officer development in functional categories recognizes the need to balance the specialization of the officer corps with the inherent requirement for officers to gain more breadth in an increasingly complex environment. Officers have periodic opportunities after their fourth year of commissioned service to transfer to a different branch or FA. The process is known as the VTIP and is described in paragraph 4-3b(3). The intent of the VTIP panel is to fill requirements and provide the FAs with enough time to send their officers to school and training prior to utilization. The VTIP process ensures that the needs of the Army are met for future field grade officer requirements in each functional category. Each functional category has its own unique

characteristics and development model for officers, reflecting the Army's readiness requirements today and into the next two decades. Officers in all functional categories are assigned across the Army in TOE and TDA organizations.

d. Centralized selection list. The Centralized selection list (CSL) is a listing of command or key billet positions by type category to be filled by officers selected under the Centralized Command or Key Billet Selection System. The CAP enables the Army to assess and identify the best-qualified candidates for service in key billet positions by incorporating talent assessments to assist selection decisions. CSL command positions fall into four categories listed below.

(1) *Operations.* Battalion and brigade-sized units that are expeditionary in nature and deployable worldwide with approved TOE. Joint organizations, Army special operations forces (ARSOF) units, and special mission units (SMUs) provide the fighting power available to combatant or joint task force commanders with a primary mission to deploy to a theater of combat operations. Key general staff positions (for example, G1, G2, G6, and G8) exist within this subcategory.

(2) *Strategic support.* Battalion and brigade-sized units focused on providing support such as analysis, intelligence, communications, materials, medical, logistics, and technology to a theater.

(3) *Recruiting and training.* Organizations focused on acquiring and preparing Soldiers for service in conventional, ARSOF, and SMUs of the U.S. Army and sister Services; typically, TDA organizations that support the training of units from the Army and sister Services.

(4) *Installation.* Organizations that support tenant units or activities in a designated geographic area by organizing, directing, coordinating, and controlling installation support and Service activities. TDA organizations within the continental United States (CONUS) and outside the continental United States (OCONUS) are dedicated to supporting and protecting Army Soldiers, Civilians, and their Families. These organizations are responsible for critical mission areas, such as mobilization, public works, real property management, and maintaining relationships with local civil authorities or the host nation.

e. Key developmental positions. These positions are specified by the branch or FA and revised periodically. A key development (KD) position is one that is deemed fundamental to an officer's development in their core branch or FA. KD competencies are deemed critical by Army senior leadership and provide an officer with experience across the Army's strategic mission. The majority of these positions fall within the scope of the officer's branch or FA mission.

f. Key Nominative Billets. A branch or FA may further optimize the distribution of officer talent by selecting the best-qualified officers based on their KSBs to key, but non-CSL, positions across the enterprise. These positions are designated for experienced leaders of character who demonstrate potential and have proven their competence in a broad range of environments.

g. Developmental or broadening positions. All officer positions are developmental. Broadening positions provide the opportunity to develop KSBs critical to later career objectives within a branch or FA and develop a broad range of specialized skills and talent attributes required by the Army to win in multi-domain operations. These assignments enhance key aspects of officer warfighting skills, increase their level of responsibility, develop their understanding of interoperability among Army branches, or expose them to branch-related generating force or unified action opportunities that directly contribute to their development as innovative and adaptive leaders. Officers should view the concept of broadening as a purposeful expansion of a leader's KSBs provided through opportunities internal and external to the Army. Broadening is accomplished throughout an officer's career through experiences or education in different organizational cultures and environments. The result of broadening is a continuum of leadership capability at the tactical, operational, and strategic levels within particular domains. The broadening process is dynamic and varies according to the talent demands within particular domains. Opportunities will change in response to the Army's emerging missions, evolving structure, and professional culture. Flexibility in promotion timelines enabled by Opt-In and Opt-Out provisions described in Chapter 6 allows officers to have sufficient tenure in assignments for talent development. Officers must carefully consider their career timelines to understand when Opt-In and Opt-Out provisions may benefit their development. Broadening opportunities may vary in scope, responsibility, and developmental outcomes and typically fall within the five major categories listed below. These categories are convenient delineations but may not cover all possible opportunities. Broadening should focus on talent development for future employment, and officers must consider their assignment succession and developmental experiences to support achieving their career goals.

(1) *Functional, Tactical, or Institutional.* Tactical broadening is an assignment that provides a developmental opportunity directly related to an officer's branch or FA but allows the officer to develop a more

comprehensive range of KSBs useful in an Army-specific environment or a broader joint context. Tactical broadening may include assignments as an Observer/Controller at the National Training Center or within First Army, assignment to a Security Force Assistance Brigade, the 75th Ranger Regiment, the 160th Special Operations Aviation Regiment, or other SMUs. Functional and Institutional broadening assignments are similar in that they may give the officer a deeper understanding of how the Army operates as an institution. Functional broadening experiences are closely related to an officer's branch or FA. A logistics officer participating in Training with Industry (TWI) with a supply chain management company is an example of a functional broadening assignment. Institutional broadening allows officers to serve inside or outside their basic branch in critical force-generating billets such as the U.S. Army Training and Doctrine Command (TRADOC), HRC, Reserve Officers Training Corps, Army Software Factory (ASWF), Artificial Intelligence Integration Center, Army commands (ACOMs), or regionally or functionally aligned headquarters.

(2) *Scholastic and civilian enterprise.* This type of assignment is an experience within a community of students, scholars, and instructors at an institute of higher learning or an experience with the civilian industry, where the officer can gain new perspectives and KSBs not generally obtained from organic experiences, training, or education. Examples of academic broadening opportunity programs include the Joint Chiefs of Staff Intern Program, the Congressional Fellowship, the Olmsted Scholarship, the RAND Arroyo Fellowship, the Advanced Strategic Planning, and Policy Program (ASP3), the AIIC Scholar Program at Carnegie Mellon University, the ASWF, and a wide variety of advanced civilian schooling (ACS) opportunities with follow-on assignments to the U.S. Military Academy or other highly selective branch or FA positions as determined by proponents.

(3) *Joint or multinational.* These assignments include experience in a joint duty assignment list (JDAL) billet or a joint opportunity. JDAL assignments immerse the officer in an environment requiring routine interaction with unified action organizations and personnel resulting in an improved understanding of their interaction with the Army. These broadening experiences may also include assignments with a significant role or interaction with partner nation military organizations at operational and strategic levels.

(4) *Interagency or intergovernmental.* These assignments or experiences are generally at U.S. Government agencies outside of the DoD or with partner nation governmental agencies.

(5) *Cross-component.* AC officer and WO assignments in USAR and ARNG units and USAR and ARNG officer and WO assignments in AC units are career-enhancing broadening opportunities that expand an officer's and WO's knowledge of the Army's capabilities, training, and manning. Officers from the AC serving in RC units and RC officers serving in AC units synchronize cross-component understanding, career development, and future operations for both components.

h. Institutional education (Officer Education System). Operational requirements drive officer attendance in training and education programs. AR 350–1 is the primary regulation governing officer training and education. This includes resident and nonresident instruction, on-the-job training, individual study, and, when appropriate, civilian education.

i. Generalist positions. Some positions in the Army are independent of a branch or FA coding and are designated as a branch or FA generalist, combat arms generalist, or unified action positions. Company and field grade officers can expect to serve in these assignments at various times during their careers, regardless of their functional designation. Officers are selected for these, and other similar positions based on the overall manner of performance, previous experience, KSBs, and evaluated potential for further service.

(1) Generalist positions are designed to develop an officer's KSBs and grow the wide distribution of talents required to win in multi-domain operations. For example, requirements for transitional functions will continue to evolve as teams with labels such as the military transition team, special police transition team, border team, provincial reconstruction team, modular brigade security force assistance teams, or other similar organizations grow from our experience with current and future operations. The invaluable experience that officers gain serving within these challenging teams will enhance their ability to serve in future leadership roles. The broad exposure to local leaders, government functionaries, nongovernmental agencies, and international aid organizations will enhance an officer's interoperability and capacity to serve in joint and interagency environments. Officers should seek to serve in these positions as part of their normal career progression.

(2) Army University instructor positions are critically important as developmental experiences that shape individual career success and effectively disseminate shared operational experience. The Army historically cycles between periods of active conflict, intense deployed operational focus, and periods of

consolidation, training, and preparation for the future. The Army must consolidate the hard-won experience of our officers who have served in operational theaters and disseminate this knowledge through the PME system. Positions as platform instructors, small group leaders, doctrine writers, or other positions in the institutional Army are critical, broadening opportunities for our officers that will enhance their standing in the competition for command, key billet, or senior executive level positions.

(3) United States Military Academy (USMA). Assignment opportunities at USMA allow officers to earn an advanced degree attained by attending an approved ACS program. Successful applicants must be able to articulate how the broadening opportunities of graduate education and follow-on faculty, or staff assignment will further enable them to contribute to the Army after the end of their West Point tour. Assignments at USMA are unique and valued opportunities that contribute to an officer's overall professional development.

j. Officer career progression and talent alignment. Figure 4–1 below depicts the career progression of an officer from junior officer to senior leader. As the left side of the diagram indicates, junior officers focus on development within their branch or FA as an apprentice within the Profession of Arms. As officers progress to senior captains, they know more about their unique KSBs through assessments. Career-pathing tools assist with their talent development and assignment decisions within ATAP. Focusing on talent development and employment within particular domains enables proponents and the Army to develop senior officer talent pools across talent domains necessitated by multi-domain operations' challenges. By the time an officer progresses to senior leadership, the Army has a bench of officers within talent domains that allow them to serve as replacements for outgoing senior leaders. This bench of officers are optimal replacements because since they were mid-career officers, they cultivated relevant KSBs through assignments and developmental activities that prepared them to assume responsibility as leaders of the profession.

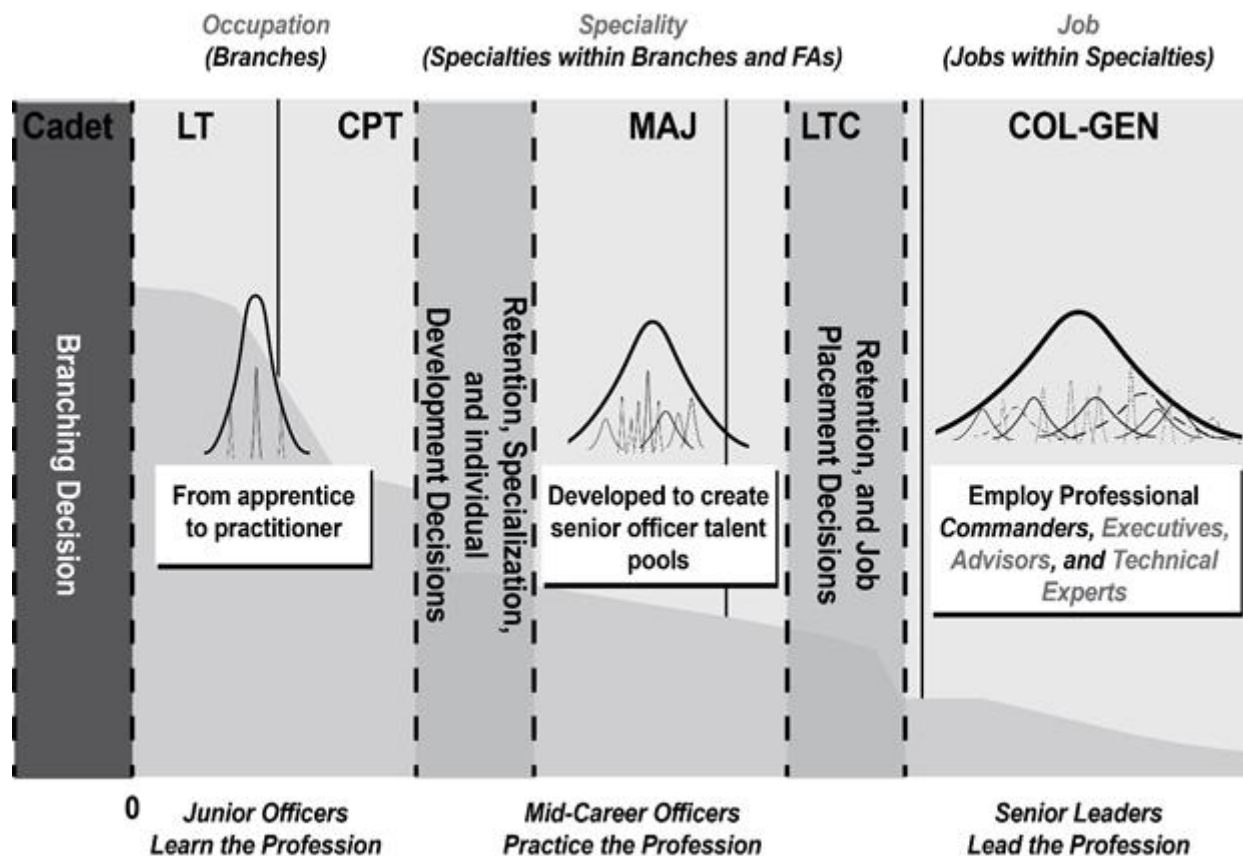


Figure 4-1. Officer career progression and talent alignment

4-5. Company grade development

a. *Branch-specific development.* This phase commences upon entry on active duty and generally lasts through the 10th year of service. Officers begin their professional development at pre-commissioning or appointment, referred to as BOLC A, followed by attending BOLC B.

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

(2) *Initial assignments.* After officers graduate from BOLC B, branch assignment officers in OPMD will assign most officers to a branch duty position. These assignments include CONUS or overseas troop units, where officers begin to develop their leadership skills. All junior officers should seek leadership positions in troop units whenever possible. Troop leadership is the best means to become skilled in Army operations and build a solid foundation for future service.

(3) *Bachelor's degree.* Prior to promotion to captain, officers must complete their baccalaureate degrees.

(4) *Captains' Officer Education System.* Officers should attend their branch CCC following selection for promotion to the grade of captain. This is the second major branch school officers attend before a company-level command. Selected captains deemed to have demonstrated superior performance in their basic branch might be selected to receive this training at schools other than their basic branch. A Field Artillery officer, for example, may attend the Maneuver CCC. This cross-training benefits officers of both branches. Officers seeking accession into SF, CA, or PO must be selected at the appropriate assessment and selection and complete all aspects of each branch's qualification pipeline, including the ARSOF CCC.

At the CCC, officers complete developmental assessments to better understand their talents and inform their assignment preferences as they prepare for their next ATAP assignment cycle.

(5) *Branch opportunities.* All company grade officers must focus their efforts during their company grade years on mastering the basic KSBs of their specific branch, regardless of the FA or functional category they plan on entering later. Much of the value an officer brings to a specialized FA depends on their experience leading Soldiers, grounded in the practice of the Army profession. Leading Soldiers is the essence of leadership development at this stage of an officer's career. Officers who have demonstrated the potential and desire to command Soldiers will likely fill command positions; however, the number of company commands within a specific branch may not allow all officers to command at the captain level. Command opportunities for captains are found in traditional TOE line units or TDA units in training, garrison, and headquarters organizations.

Note. This paragraph discusses branch opportunities in general. For information unique to a particular branch, refer to that branch's section in the Smartbook DA Pam 600–3 at <https://www.army.mil/g-1#org-g-1-publications>.

b. Post-initial branch development. After company grade officers complete their branch KD assignments, several options become available for continued professional development and broadening. At this time, career managers at OPMD assess the officer's developmental objectives for their post-KD development phase based on their assignment pattern, relative manner of performance, individual preferences, assessed KSBs, and Army requirements available for their next stage of development. Career-pathing tools help an officer select successive assignments for talent development and employment in assignments that optimally match an officer's talents. The types of assignments and developmental patterns for this phase are as follows:

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

(2) *Branch or functional area generalist assignments.* Some company grade officers may serve in positions coded 01A (officer generalist) or 02A (combat arms generalist). These branch or FA generalist positions do not require an officer from a specific branch or FA but may be performed by an officer with certain experiences, manner of performance, KSBs, and demonstrated potential. Such assignments include U.S. Army Recruiting Command staff and command positions, ROTC, or U.S. Military Academy faculty and staff, and major command staff positions. Recruiting and other challenging generalist command positions should be afforded to officers who have previously and successfully served in a command position.

(3) *Functional area specific.* Officers designated into FAs should expect training and education opportunities to focus on their areas of specialization and include progressive and repetitive assignments of increasing responsibility. The Smartbook DA Pam 600–3 outlines the developmental positions of each branch and FA.

(4) *Advanced civilian schooling or Performance Based Graduate School Incentive Program.* Each year some officers will be provided the opportunity to attend civilian academic institutions to obtain graduate-level degrees in designated disciplines. The final number varies based on budget, policy, and Army requirements. ACS is a requirements-based program that supports the Army Education Requirements System, where specific TOE and TDA positions are identified as requiring skills provided by an advanced degree. Not all branches get ACS quotas. Performance Based Graduate School Incentive Program (PBGSIP) is an incentive program for basic branch officers whose KSBs and preferences align with this program and are selected by their branch. AR 621–1 is the governing regulation. Career managers are the best place for information about how officers may apply for ACS and become competitive for PBGSIP. Proponents should describe the civilian schooling options that foster talent development for career paths within their respective branch or proponent in the Smartbook DA Pam 600–3.

(5) *Joint, interagency, intergovernmental, and multinational training opportunities.* This program provides short-term (90 to 180 days) training for officers, providing them with talent development opportunities for future assignments.

(6) *Training with Industry.* Some branches and FAs participate in TWI, where officers are assigned to a civilian company to observe and learn the technical and managerial skills resident within corporate America. Training quotas vary based on budget, policy, and requirements. Officers selected for this pro-

gram must be proficient in their branch or FA, have a manner of performance that reflects a strong potential for future service, and be able to serve a utilization tour upon completion of training. The TWI program is outlined in AR 621–1.

(7) *Broadening Opportunities.* As described in *paragraph 4–4g*, other broadening and developmental opportunities are available that may align with an officer's KSBs and preferences. Proponents should explain the broadening options that facilitate talent development and future assignments in their portion of the Smartbook DA Pam 600–3. Broadening opportunities are essential to developing an officer corps with diverse talents to respond to the demands of an unpredictable future operating environment. Officers should understand that some broadening options make them more competitive for some future assignments than others. Officers must view career management as their responsibility, seeking assignments aligned to their talents to maximize their contributions to the Army over a successful career.

4–6. Major development

This phase begins with selection for promotion to major. This critical period in an officer's career life cycle demands acute awareness of important HQDA centralized boards and their required preparations. The junior field grade years develop the officer cohort in various branch or FA assignments within their functional category.

a. Development. The development goals at the major rank are to complete ILE or joint professional military education (JPME) I and successfully complete a KD assignment and broadening assignments before consideration for promotion to lieutenant colonel. ILE provides quality education for field grade officers and prepares them for their next 10 years of service. Officers must be ILE or JPME I complete to be eligible for SSC attendance. Most branches and some FAs have identified positions as KD for majors. Positions created to address specific emerging missions or requirements are often considered KD for career development and advancement. Officers complete additional developmental assessments at ILE to increase self-awareness of their individual talents, informing their preferences as they seek positions in the ATAP market upon completion of ILE. Officers should consider competing for assignments that match their abilities and career goals, understanding that some assignments are more likely than others to increase their competitiveness for promotion and certain types of future assignments. When an officer is a senior major, the OTMS has guided the officer to understanding their talents. They have used this knowledge to pursue talent development and assignment opportunities in domains aligned with their preferences and support Army requirements.

b. Promotion. Cohort year group officers are generally considered for promotion to lieutenant colonel in their 16th year of service as they enter the primary zone of consideration. Below-the-zone selection is possible; typically, officers can opt-in for promotion consideration one year before their primary zone consideration.

4–7. Lieutenant colonel development

Those selected for promotion to lieutenant colonel now begin the senior field grade years for employment as commanders and senior staff officers. Attaining the grade of lieutenant colonel is most often considered the hallmark of a successful career, although each officer defines success differently. Officers in the grade of lieutenant colonel serve as senior leaders and managers throughout the Army, providing wisdom, experience, vision, and mentorship mastered over many years in uniform with expertise developed in one or more domains.

a. Development. The professional development goals for a lieutenant colonel are to broaden experience in their branch, FA, and build KSB proficiency at senior levels through assignments and schooling.

b. Branch assignments. Lieutenant colonels can expect branch-coded assignments to both TDA and TOE positions. These billets can range from positions within a battalion through echelons above corps. However, the TDA structure requires a greater portion (almost 70 percent) of the senior field grade expertise and experience. Here, the officer's development in talent domains over the years is used to fulfill the Army's doctrinal, instructional, policymaking, and planning needs. Branch proponents have outlined developmental standards in their respective sections of the Smartbook DA Pam 600–3 at <https://www.army.mil/g-1#org-g-1-publications>.

(1) *Functional area assignments.* OTMS recognizes the need for balanced specialization to respond to the uncertainties of the future operating environment. The system design allows officers to serve in repetitive and successive assignments within an FA to gain a high degree of expertise. FA proponents have outlined developmental standards in their respective sections in the Smartbook DA Pam 600–3.

(2) *Joint duty assignments.* The JDAL contains approximately 1,350 lieutenant colonel authorizations. Officers will continue to have the opportunity for assignment to joint duty positions as an integral part of their development (See para 4–13 for additional details on the joint officer program). Based on their career goals, joint qualification is an important consideration for officers as they preference positions in ATAP.

(3) *Branch or functional area generalist assignments.* Some officers will serve outside their branch or FA in billets coded as a branch or FA generalist. These assignments are found throughout the Army in troop and staff organizations from the installation to the DA level. TM aids the Army in selecting officers for these assignments, particularly individuals with prior expertise and KSBs prepared to serve as experts in the billet. For example, an officer that performed well as a recruiting company commander may be selected to return to that region as a lieutenant colonel if they possess the manner of performance and KSBs to be a successful recruiting battalion commander.

(4) *Centralized selection.* Centralized selection is a three-phase process designed to select a limited number of officers for command and key billets and inform career-pathing for participants. The lieutenant colonel CSL command and key billets contain both TOE and TDA positions. The command board meets annually to select commanders from the eligible cohort year groups. Command opportunities vary based on force structure and the command categories for which an officer competes. Generally, lieutenant colonels serve in their command tours during their 18th through 20th years of service. Phase I of the CSL process consists of the command board that selects officers for an invitation to the CAP. The command board also assigns an input score based on the officer's record of performance and potential as reflected in their board file. Phase II consists of the CAP that incorporates predictive assessments to assess and identify officers with the requisite talents for service in command and key billets. The results from these first two phases inform the order of merit list for Phase III, slating, conducted by the OPMD. HRC coordinates the slating process with major ACOMs, with the CSA reviewing and approving the slate. Officers that are not selected for a command or key billet, or are found not yet ready for command, should seek assignments that draw upon their unique KSBs that may provide them with an opportunity to participate in a subsequent iteration of CAP. The predictive assessments conducted at CAP generate additional talent data for the Army, guiding assignment decisions and creating talent pools for key positions based on Army requirements. CAP assessments also generate greater self-awareness for participating officers and supported by coaching, inform future assignment preferences and talent development decisions.

(5) *Senior Service College.* The annual SSC MEL selection board reviews the files of lieutenant colonels. The SSC is the final major military educational program available to prepare officers for the positions of greatest responsibility in the DoD. Officers must be ILE or JPME I qualified to be eligible for SSC attendance consideration. Resident seats include attendance at the U.S. Army War College, the Advanced Strategic Leadership Studies Program within the School of Advanced Military Studies at Fort Leavenworth, the Eisenhower School for National Security, the National War College, the College of International Security Affairs, the Joint Advanced Warfighting School, Inter-American Defense College, other sister Service war colleges, resident fellowships at governmental agencies and academic institutions, and approved foreign SSCs. Foreign SSC does not award JPME II. The SSC selection board examines the eligible population and produces an order of merit list. Officers are activated for resident attendance, while the remainder are contacted by their branch or FA managers and encouraged to apply for the active duty seats in the U.S. Army War College Distance Education Course. U.S. Army War College resident and distance education programs award Master of Strategic Studies degrees. Only the resident SSC courses and U.S. Army War College distance education program award SSC completion MEL 1. The Army does not recognize other Service War College distant education programs as SSC or MEL 1 equivalent. Resident course graduates are also awarded JPME II. Officers completing fellowship programs receive a certificate of graduation from the U.S. Army War College designating MEL SSC complete but are not granted a master's degree or JPME II. Additional developmental assessments at SSC inform KSB self-awareness and officer preferencing in ATAP.

(6) *Promotion.* Cohort year group officers are normally considered for promotion to colonel in the primary zone in their 21st year of service. Below-the-zone selection is possible; typically, officers can opt-in for promotion consideration one year before their primary zone of consideration.

4–8. Colonel development

Those officers selected for promotion to colonel continue their senior field grade phase, concluding with their separation or retirement from active duty or selection for promotion to brigadier general. Through

periodic assessments over a career of service, the individual and the institution understand an officer's KSBs and employ them in positions aligned to their talents. Attaining the grade of colonel is realized by a select few and truly constitutes the elite of the officer corps. As colonels, their maximum contribution to the Army is made as senior commanders, executives, advisors, and technical experts.

a. *Development.* The professional development goals for colonels are to further enhance branch or FA skill proficiency through additional senior-level assignments and schooling.

(1) *Branch assignments.* Many colonels can expect to receive assignments to branch-coded positions at the brigade, division, corps, and echelons above corps in the TOE environment. TDA organizations throughout the Army also need the expertise of senior field grade officers. Almost 70 percent of the Army's colonel authorizations are in the TDA structure; as such, developmental assignments throughout a career of service are vital to preparing officers with the KSBs and experiences to succeed in assignments as a colonel.

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

(3) *Joint duty assignment.* The JDAL contains several colonel billets in branch and FA positions. Officers who did not serve as majors or lieutenant colonels in a JDAL billet should continue to seek joint development depending on their career goals. Colonels who have completed the requirements for the joint qualified officer designation may serve second and third tours in positions coded "Joint Critical." (For more information, see para 4–13, which details the joint duty program.)

(4) *Senior Service College.* The annual SSC selection board reviews the files of senior lieutenant colonels and colonels. SSC is the final major military educational program available to prepare a limited number of officers for positions of greatest responsibility in the DoD. Officers must be JPME I qualified to be eligible for SSC attendance consideration. Most colonels will either attend the resident training or be awarded MEL SSC certification from the U.S. Army War College Distance Education Course during the latter three years of their eligibility window.

(5) *Centralized command selection.* Some officers are selected for command or key billet at the colonel level. Most positions are branch-coded, and branch officers compete within designated categories for these positions. Officers are eligible for colonel command and key billet selection until their 26th year of service. The HQDA command boards meet annually to select promotable lieutenant colonels and serving colonels for assignment to command and key billet positions during the following fiscal year (FY). The opportunity varies by branch and ranges from 16 percent to 50 percent. Command and key billet selection for colonels follow the same three-phased process as selection for lieutenant colonel command and key billets (see 3-7a(5)), with the predictive assessments tailored for the KSBs required for strategic level positions. Following Phase I (centralized board to select CAP participants) and Phase II (Colonel CAP), the OPMD prepares a slate informed by the officer's centralized board score and CAP assessments. Slates are approved by the CSA and are coordinated with ACOMs, Army service component command (ASCCs), and DRUs. The majority of officers in a cohort year group do not command. They make their maximum contribution to the Army in other important branch or FA senior staff assignments that are best aligned to their talents.

b. *Promotion.* Promotion to general officer is managed separately and beyond this pamphlet's scope.

4–9. Warrant officer definitions

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

b. The following are specific characteristics and responsibilities of the five successive WO grades—

(1) *Warrant officer one and chief warrant officer two.* A WO1 is an officer appointed by warrant with the requisite authority pursuant to assignment level and position as given by the President of the United States. Chief warrant officer 2 (CW2s) and above are commissioned officers with the requisite authority pursuant to assignment level and position as given by the President of the United States. WO1s and

CW2s primarily focus on becoming technically proficient in their field and work on the systems directly linked to their AOC or MOS. As they become experts on the systems they operate and maintain, their focus expands to integrating their systems with other related and associated systems.

(2) *Chief warrant officer three.* CW3s are advanced technical and tactical experts who perform the duties of technical leader, trainer, operator, manager, maintainer, sustainer, integrator, and advisor. They also perform any other branch and system-related duties assigned to them. As they become more senior, their focus expands to integrating their branch systems into larger Army systems.

(3) *Chief warrant officer four.* CW4s are senior-level technical and tactical experts who perform the duties of technical leader, manager, maintainer, sustainer, integrator, and advisor and serve in a wide variety of branch-level positions. As they become more senior, they focus on integrating branch and Army systems into joint and national-level systems.

(4) *Chief warrant officer five.* CW5s are master-level technical and tactical experts who perform the primary duties of technical leader, manager, integrator, and advisor. They are the senior technical experts in their branch and serve at brigade and higher levels.

4–10. Warrant officer career patterns

The development of the professional attributes and technical capabilities of Army WOs to meet the needs of the Army is accomplished through proponent-designed professional development models (PDMs) for each AOC or MOS. These PDMs describe schooling, operational assignments, and self-development goals for WOs in each grade. PDMs are based on Army requirements, indicating the numbers and types of WOs to be accessed, retained, promoted, schooled, and assigned by AOC or MOS. Proponents monitor the Army documents pertinent to their AOCs or MOSs since any change to the force structure may require a modification to the WO inventory. Various factors limit the size of the WO inventory. As requirements change, the strength and professional development goals of each career field AOC or MOS are aligned accordingly. WOs are accessed into a specific AOC or MOS and can typically expect to spend their entire career in that field. Branch, FA, and AOC or MOS are defined in the glossary, but these terms as they pertain to WOs have different connotations. Branches are the officially designated categories within the Army that separate personnel and functions.

a. WOs are appointed in the U.S. Army at large but contribute directly to the success and missions of the specific branches. Like commissioned officers, WOs wear the insignia of the branches they support on the Army Service uniform. They participate in assessments and utilize KSBs to communicate their talents. Branch proponents play a significant role in the management of WOs within functional categories, the development of career models, and the development of proponent-based training for WOs. FAs for WOs are groupings of AOC or MOSs within branches. Examples are electronic maintenance and ammunition AOCs or MOSs that are a part of the ordnance branch but are grouped within a separate FA within the ordnance branch. An AOC or MOS is an assigned specialty that most WOs hold, with variations, for their entire career. Some AOCs and MOSs, notably in aviation, ordnance, and signal branches, merge at the grades of CW3 through CW5.

b. The list of specialties with a general description of duties by grade is contained in DA Pam 611–21. Not all assignments within a career will directly relate to the WO's FA, branch, AOC, or MOS. Some WO positions are AOC or MOS immaterial but FA or branch-specific; that is, any qualified WO within a specific branch FA (aviation, artillery, ordnance, and so forth) may be assigned to the position. Others are designated AOC or MOS as well as FA or branch immaterial; any qualified WO, regardless of AOC or MOS and FA or branch, may be assigned to the position. Some positions in leader development, professional development, technology development, personnel management, training, and training development require the assignment of the best-qualified WO, regardless of AOC or MOS or FA, or branch.

4–11. Warrant officer development

Junior WOs' (WO1s and CW2s) main developmental focus is on their primary military occupational specialty (PMOS) or AOC. As they gain more experience and training, their focus and expertise shifts from their PMOS or AOC to integrating other systems within their branch or FA to Army, joint, and national-level systems. A generic PDM consists of the four primary levels of WO utilization. The Smartbook DA Pam 600–3 at <https://www.army.mil/g-1#org-g-1-publications> details PDMs by FA, branch, and AOC or MOS.

a. *Entry-level.* WOs are accessed according to the needs of the Army. Once accepted, the applicant must attend WOCS, conducted by the Warrant Officer Career College at Fort Rucker, AL, or a two-

phased regional training institute run by state ARNG. SF WOs (180A) will attend their candidate school at Fort Bragg, NC. The WOCS and regional training institutes test candidates' mental, emotional, and physical stamina to determine their acceptability for accession into the WO corps. The course is focused on common, foundational material and provides individuals with the foundational KSBs required of all WOs, regardless of specialty. Upon course completion, the candidates are appointed to the grade of WO1 but are not yet AOC or MOS-qualified.

b. Warrant officer one and chief warrant officer two. After graduating from WOCS, the new WO1 must attend a WOBC conducted by their proponent school. WOBC provides functional training in the applicable AOC or MOS and reinforces the leadership training in WOCS. Upon successful completion of WOBC, the WO is awarded an AOC or MOS and given an initial operational assignment. Operational assignments continue for the next several years. Throughout this period, WOs should continue their self-development, to include the pursuit of civilian education goals, which may include applying for specialized programs such as the ASWF or AIIC to hone existing expertise, further develop KSBs, earn an Additional Skill Identifier (ASI), or achieve a higher level degree. The civilian education goal at this career point is an associate degree or equivalent in a discipline related to their AOC or MOS before eligibility for selection to CW3. RA technical services WOs, all ARNG WOs, and all USAR WOs are eligible to attend WOAC after promotion to CW2 and after meeting all branch-specific prerequisites. These WOs are expected to complete WOAC prior to promotion to CW3. RA aviation WOs are eligible to attend WOAC after selection for promotion to CW3 and after meeting all branch-specific prerequisites. RA aviation WOs are expected to complete WOAC within two years of selection for promotion to CW3.

c. Chief warrant officer three and chief warrant officer four. At this point, WOs should actively pursue the next civilian education goal, a baccalaureate degree in a discipline related to their AOC or MOS, before eligibility for selection to CW4. WOILE is attended by ARNG and USAR CW3s, RA technical services CW3s, and RA aviation branch CW3 (promotable (P)) and CW4s who are WOAC graduates. WOs must have a minimum of 12 months between completing WOAC and beginning WOILE Phase II. RA technical services WOs and all ARNG and USAR WOs are expected to complete WOILE before promotion to CW4. RA aviation WOs are expected to complete WOILE within two years after selection for promotion to CW4. WOs must attend additional branch-specific ILE phases when specified by their branch. WOs will complete WOILE phases in the order prescribed by their branch. Branch-specific ILE phases ensure intermediate-level WOs receive the latest technical or functional PME within their career field. Some proponents may provide follow-on functional training at this point.

d. Chief warrant officer five. WOSSE is attended by ARNG and USAR CW4s, RA technical services CW4s, and RA aviation branch CW4 (P) and CW5s who are WOILE or equivalent graduates. WOs must have a minimum of 12 months between completing WOILE and beginning WOSSE Phase II. RA technical services WOs and all ARNG and USAR WOs are expected to complete WOSSE prior to their promotion to CW5. Aviation WOs are expected to complete WOSSE within two years of selection for promotion to CW5. Again, proponent schools may require WOs to attend follow-on courses as required by the branch, MOS, or AOC. Upon completion of the WOSSE and promotion to CW5, the WO will serve the remainder of their career in positions designated for that grade.

4–12. Skill identifiers

A skill identifier (SI) identifies specific skills required to perform the duties of a particular position and are not related to any one branch, FA, or career field. There are over 250 skills in the current DA Pam 611–21, many of which require special schooling, training, and experiences in which qualification is maintained.

4–13. Joint officer professional development

a. Joint Qualification System. Officers should understand the Joint Qualification System to ensure that their assignment preferences in ATAP align with their career goals; joint service education and experience are vital for all officers, but especially for certain career paths. Statutory changes in PL 109–364 resulted in the establishment of different levels of joint qualification and criteria for qualification at each level. Information on joint officer management is found in DoDI 1300.19. The Joint Qualification System acknowledges both designated joint billets as well as experience-based joint duty assignments in contributing to the development of joint qualified officers. These assignments with the necessary JPME culminate with an officer being identified as a fully joint qualified officer and receiving the 3L (joint qualified officer) identifier.

b. Standard joint duty assignments.

(1) The JDAL is a consolidated list of standard joint duty assignments (S-JDAs) approved for joint credit by the Assistant Secretary of Defense for Force Management Policy. The JDAL has approximately 3,916 billets for Army majors through colonels. An S-JDA is a designated position where an officer gains significant experience in joint matters. The preponderance of an officer's duties involves producing, promulgating, or executing National Military Strategy, joint doctrine and policy, strategic, and contingency planning, and command and control of combat operations under a unified command. Serving in an S-JDA allows an officer to fulfill the necessary joint experience criteria on the path to becoming a joint qualified officer.

(2) The provisions of Title 10, United States Code (USC) specify that officers on the ADL may not be appointed to the grade of brigadier general unless they have completed a full tour of duty in a joint duty assignment and have been selected for the 3L (joint qualified officer) SI. The Assistant Secretary of Defense for Force Management Policy may waive the joint duty assignment requirement, the joint qualified officer requirement, or both on a case-by-case basis for the following reasons: for scientific or technical qualifications for which joint duty assignment positions do not exist, for officers serving in professional specialties, for officers serving in a joint duty assignment for at least 12 months that began before 1 January 1987, for officers serving in a joint duty assignment at least 180 days on the date the board convenes, and for the "good of the Service."

c. Joint duty credit. The statutory tour length for most S-JDAs is 24 months to the day for field grade officers and for general officers. After completing a full tour of duty in an S-JDA, officers will be awarded the 3A (joint duty qualified) SI. An officer begins to accrue joint duty credit upon assignment to an S-JDA billet and stops accruing joint duty credit on departure.

d. Experience-based joint duty assignment. An experience-based joint duty assignment may include non-JDAL assignments and experiences demonstrating an officer's mastery of KSBs in joint matters. Officers may gain experience points towards achieving joint qualified officer status by having their non-JDAL assignments validated by a Joint Qualification System experience panel. These experiences may be shorter in duration; therefore, they may be aggregated to achieve the equivalent of a full joint tour of duty in an S-JDA. Officers may submit their request for experience points through a self-nomination process in coordination with their HRC assignment officer and the HRC Joint Policy Section.

e. Joint qualified officers. Joint qualified officers are educated and experienced in the employment, deployment, and support of unified and multinational forces to achieve national security objectives. Joint qualified officers provide continuity for joint matters critical to strategic and operational planning and serve within the joint arena and their Service. Field grade officers eligible for the joint qualified officer designation must meet the highest performance standards, complete both Phase I and II of a JPME program and complete a full tour of duty in an S-JDA or have the necessary points from experience-based joint duty assignments. Officers approved by the Secretary of Defense will be awarded the 3L (joint qualified officer) SI.

f. Joint professional military education. The Army Officer Education System complies with CJCSI 1800.01E. The requirement for joint education stems from the Goldwater-Nichols Act. The Goldwater-Nichols Act names the Chairman, Joint Chiefs of Staff, and the principal official to assist the Secretary of Defense in JPME matters, including the joint curricula at Service schools. Further, as prescribed in 10 USC 663, the Secretary of Defense, with advice and assistance from the Chairman, Joint Chiefs of Staff, periodically reviews and revises the curricula of joint education programs. Intermediate and senior staff college Army institutions are accredited by the Chairman, Joint Chiefs of Staff JPME programs. Graduates meet the requirements for JPME.

(1) The CJCSI 1800.01E defines Chairman, Joint Chiefs of Staff objectives and policies regarding the Army educational institutions that comprise the officer PME and JPME systems. The CJCSI 1800.01E also identifies the fundamental responsibilities of the major military academic participants in achieving those objectives. The Army provides officer PME and JPME to eligible Armed Forces officers, international officers, eligible Federal Government civilians, and other approved students. The Army operates its officer PME system primarily to develop officers with expertise and knowledge appropriate to their grade, branch, and occupational specialty. Incorporated throughout PME, officers receive JPME from pre-commissioning through general or flag officer rank.

(2) JPME is a Chairman, Joint Chiefs of Staff-approved body of objectives, outcomes, policies, procedures, and standards supporting the educational requirements for joint officer management. JPME is embedded in Army programs of instructions and, in concert with PME, produces desired outcomes in

support of the Joint Officer Management System. JPME is a three-phase joint education program taught in the Command and General Staff School (Fort Leavenworth, KS), the U.S. Army War College, other Service intermediate or senior-level colleges, the Joint Forces Staff College, and at the National Defense University for the capstone course.

(3) The Army primarily operates the officer PME system to develop officers with expertise and knowledge appropriate to their grade, branch, and occupational specialty. However, embedded within the PME system is a program of JPME overseen by the Joint Staff and designed to fulfill the educational requirements for joint officer management as mandated by the Goldwater-Nichols Act. Incorporated throughout Army PME, officers receive JPME from pre-commissioning through general or flag officer. Army PME is structured in five military educational levels to support five significant phases in an officer's career.

(a) *Pre-commissioning*. Military education received at institutions and through programs producing commissioned officers upon graduation.

(b) *Primary*. Education typically received at grades O1 through O3.

(c) *Intermediate*. Education typically received at grade O4.

(d) *Senior*. Education typically received at grades O5 or O6.

(e) *General or flag officer*. Education received as a general or flag officer.

(4) All Army branch and FA officers will complete pre-commissioning, primary, and intermediate (JPME I) education. Award of JPME credit depends on completing education appropriate to the grade, branch, and FA.

(a) *Joint professional military education I*. The JPME I is incorporated into the curricula of intermediate and senior-level military service JPME I schools and other appropriate educational programs that meet JPME I criteria and are accredited by the Chairman of the Joint Chiefs of Staff. JPME I is integrated into the ILE curricula at the Command and General Staff College and all other Service intermediate-level colleges. As approved by the Chairman of the Joint Chiefs of Staff, other programs may satisfy the JPME I requirement.

(b) *Joint professional military education II*. JPME II is the portion of the Program for Joint Education that complements JPME I. JPME II is taught at the Joint Forces Staff College to both intermediate and senior-level students. Field grade officers must complete JPME I to be eligible to attend JPME II. Under exceptional conditions, the Chairman of the Joint Chiefs of Staff may approve a direct-entry waiver to permit an officer to complete JPME II without having completed JPME I. JPME II is integrated, along with JPME I, into the curricula at all senior-level colleges to include the U.S. Army War College.

(5) The Army must ensure that the following requirements are met by officers who graduate from each of the National Defense University schools (for example, the National War College, the Eisenhower School for National Security and Resource Strategy, or the Joint Forces Staff College) for each FY:

(a) All joint qualified officers must be assigned to a joint duty assignment as their next duty assignment following graduation unless waived on a case-by-case basis by the Assistant Secretary of Defense for Force Management Policy.

(b) More than 50 percent (defined as 50 percent plus one) of all non-joint qualified officer graduates from each of these schools must be assigned to a joint duty assignment as their next duty assignment following graduation.

(c) One-half of the officers subject to that requirement (for each school) may be assigned to a joint duty assignment as their second duty assignment following graduation.

(d) The Army will coordinate with the Chairman of the Joint Chiefs of Staff to document compliance.

4-14. Assignment process and considerations

The life cycle of a cohort year group spans 30 years of service. Some officers from a cohort may attain general officer status and be retained in service beyond that point. Some WOs may attain the rank of CW5 and also serve up to 30 years of WO service. The assignment process throughout an officer's career is based on several factors and considerations. The environmental factors in which the Army operates can affect the assignments an officer may receive. The assignment process includes these elements—

a. *Army requirements*. Army requirements determine which authorizations will be filled. Requirements are those positions that officers must fill to enable readiness. When an officer leaves a position, the losing organization generates a requisition for a replacement. Army requirements for officers are specified on the various TOE and TDA structures. Grade, branch, FA, skill, and special remarks are documented for

each position within The Army Authorization Documents System, which the DCS, G-3/5/7 maintain. The ATAP enables organizations to specify the KSBs for optimal performance in each position, thereby providing real-time requirements-based on the organization's current and anticipated future demands. Semi-annually, the Army projects positions to be filled and places officers identified to move on PCS orders to occupy the vacancies. Within the OPMD, the requisition cycles span six months, and the ATAP determines which officer will fill which available assignment. HRC will maximize the use of ATAP when filling assignments. Commander, HRC will approve, by exception, assignments competed outside the marketplace. OPMD will be prepared to provide summary metrics to Army Senior Leaders, as required, regarding assignments excluded from the marketplace.

b. Availability for assignment. Officers are considered available for assignment when they complete the required tour length as specified in AR 614-100 for CONUS and OCONUS locations. DoD and Army policies for tour length are changed based on various external factors, including budget limitations. Force stabilization is an important factor in future assignment decisions.

c. Individual talents. When combined, talent embodies several dimensions that enable each person's productive capacities. It includes the training, education, and experiences provided by the Army as well as the investments individuals have made in themselves, personal, and professional relationships, ethnographic, and demographic backgrounds, hobbies, travel, personality, learning style, education, and a myriad of other factors that suit a person to some development or employment opportunities better than others. Officers can express their talents using the KSBs taxonomy codified in the ATAF.

d. Preferences. Talent informs preferences. All units want 'high-performing officers,' typically defined by their manner of performance in previous positions; however, both units and the Army benefit when commanders seek officers who are uniquely qualified for a position. Units that recruit officers with the unique KSBs required to succeed in a job vacancy will naturally find more success in ATAP than units that focus exclusively on past performance. HRC will not provide officer performance evaluation data to units.

(1) Units should primarily rely upon officer résumés and KSBs to identify and preference officers suitable for their marketed jobs. While officers may voluntarily provide past evaluations to units if they choose to, units should not require previous evaluations from officers in the ATAP market.

(2) The only exception is for personal staff positions to General Officers, Senior Executive Service, and political appointees can require past evaluations as part of their established nomination packet.

(3) Missing or Limited Unit Preferences. HRC will rely on the needs of the Army to assign officers to units that do preference positions in the ATAP market.

e. Other assignment considerations. Besides Army requirements, availability, and professional development, assignment managers balance other considerations in arriving at an appropriate assignment for an officer.

(1) *Training and education.* Whenever possible, career managers provide schooling en route to the officer's next assignment to meet the special requirements of the position. Civilian education, which is a specific requirement for a position, or will provide worthy professional development for the officer, will also be considered during the assignment process.

(2) *Personal and compassionate factors.* Personal crises occur in every officer's career. OPMD career managers attempt to assist officers in these circumstances by adjusting their assignments appropriately. Officers should apprise their career manager of personal or compassionate considerations at the time they occur and not wait until an assignment action is pending. In some cases, formal requests for compassionate deferment from assignment or request for reassignment are required in accordance with AR 614-100. Officers should coordinate with the local Soldier support activity for processing such documents. Officers with dependents having special needs should enroll in the Exceptional Family Member Program.

4-15. Individual career management

The OTMS provides leader and technical training for company grade, field grade, and WOs. Navigating the personnel requirements of the Army and the career preferences of the individual is the result of interaction between the individual officer, the commander, the proponent, and the OPMD career manager. Each has an important part to play in the professional development of individual officers and the officer corps.

a. The individual. In many respects, officers are ultimately their career managers. While Army requirements dictate the outcome of all development and assignment actions, in each case, the officer must

actively participate these decisions. The key to improved career satisfaction is for the individual officer to be involved in their professional development by making informed decisions and working with HRC career managers, mentors, commanders, raters, and senior raters. One crucial element of an officer's involvement in the direction of their career is the accurate reflection of their KSBs and other information in the official personnel management files maintained by HQDA.

(1) The Army Military Human Resource Record, the DA Form 4037 (Officer Record Brief), and the career management individual file contain the data from which important professional development decisions are made for selection, advancement, assignment, and retention. Officers should review, update, and maintain these records throughout their careers. Officers should also request periodic advice and counseling from commanders, supervisors, senior officers, and HRC career managers to remain informed of career opportunities and to assess their progress toward achieving career goals. Integrating self-professed and assessed KSBs into the resume portion of the Officer Record Brief is the responsibility of the individual officer.

(2) To facilitate individual career management, each officer should maintain a current 5-year plan that, at a minimum, depicts operational and broadening assignment goals, desired PME courses and timelines, and key personal or Family milestones so that when the time comes to discuss assignments with branch managers, raters, and senior raters, officers are prepared, informed, and can contribute to the career management process. Additionally, officers should employ career-pathing tools and take advantage of coaching opportunities to inform the career management process better and empower themselves, leveraging their unique KSBs in positions valued by the Army.

b. The commander. Commanders play a critical role in officer development by understanding the necessary career progression of all their officers, their education and development needs, and incorporating them into a unit officer professional development process. All officers look to their rater, senior rater, and mentors for advice and career counseling. Some counseling is official, such as preparing and submitting the OER and DA Form 67–10–1A (OER Support Form). Other forms of counseling are often unofficial and relate to career patterns, advice about assignments, and duty positions. Regardless of the type of counseling, commanders should be factually informed before rendering advice. This is especially important given the changes in manning guidance, career progression, and culture throughout a rater's or senior rater's career. The experiences that raters and senior raters had as junior and mid-grade officers will not always be relevant to the circumstances their subordinates face at similar points in their career timelines. In some cases, providing uninformed guidance based on "how things used to be" is more detrimental to a subordinate's career than giving no guidance at all. To that end, DA Pam 600–3 and the Smartbook DA Pam 600–3 contain many of the professional development facts that commanders need to provide wise counsel. Commanders should mentor their junior officers on the timing of PME attendance, KD, and broadening assignments.

c. The proponents. Proponents design career development models for their branch, FA, AOC, or MOS, and monitor the overall professional development of their officer populations. Realistic career patterns, qualifying objectives, and an accurate understanding of attrition and promotion flows are vital to effective career management for officers in each branch or FA. TM enables proponents to quickly adapt to future requirements through detailed knowledge of the talents of their people. Leader development action plans and career development models based on talent requirements should be developed in order to meet overall Army requirements as well as branch, FA, and functional category objectives. Consistent contact with the officer population and the OPMD assignment branches should be sustained to communicate the goals and objectives of the branch and FA.

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

Chapter 5

Officer Education

5–1. Scope

- a. This chapter describes the Officer Education System and applies to all officers.
- b. Standard training requirements apply to all officers WO1 through O6 and specify the KSBs required of every officer. Other training and education requirements for branch, FA, or skill codes apply to officers in a particular specialty.
- c. Officer education occurs in institutional settings, operational assignments, and self-development. Institutional training represents an officer's resident training in military or civilian institutions. Self-development encompasses nonresident schooling, including individual study, distributive learning, research, professional reading, practice, and self-assessment.

5–2. The officer education system

a. *Strategic objective.* The strategic objective of the Officer Education System is to provide an education and training system operationally relevant to the current environment but structured to support the future environment by producing more capable, adaptable, and confident leaders through continuous investment in personal growth and professional development throughout their careers. To achieve this objective, the Army has embraced an experiential and competency-based education and training model in its education system. This model integrates current technological capabilities to rapidly advance learning in both individual and collective training requirements while providing Army leaders the right training and education in the right medium at the right time and place for success in their next assignment. This model supports the Army's service culture and warrior ethos and produces leaders who can manage dilemmas under stress, make decisions, and lead formations. The institutional side of the Army is a series of leadership laboratories focused on learning, growing, achieving competency, and getting better training into units.

b. *Officer Education System goal.* The goal of the Officer Education System is to produce a corps of leaders who are fully competent in technical, tactical, and leadership skills, knowledge, and experience; understand how the Army runs; are prepared to operate in a multi-domain environment; can demonstrate confidence, integrity, critical judgment, and responsibility; operate in an environment of complexity, ambiguity, and rapid change; build effective teams amid organizational and technological change; and adapt to and solve problems creatively. The products of this system are officers who are highly specialized experts, trainers, and leaders; fully competent in technical, tactical, and leadership skills; creative problem solvers able to function in highly complex and dynamic environments; and proficient operators, maintainers, administrators, and managers of Army equipment, support activities, and technical systems. Officer leader development is a continuous process that begins with pre-commissioning or pre-appointment training and education.

c. *Officer Education System as part of professional military education.* The Officer Education System is a sequence of PME for professionals in subjects that enhance knowledge of the science and art of war. Army PME is a progressive education system that prepares leaders for increased responsibilities and successful performance at the next higher level by developing the KSBs required to operate successfully at that level in any environment. PME is linked to all officers' promotions, future assignments, and career management models.

d. *Officer Education System and talent development.* TM is a decisive advantage for the Army in multi-domain operations because it enables the Army to respond quickly as new requirements emerge. As unique educational needs arise, TM allows proponents to see the KSBs resident within its force and identify gaps between existing talents and emerging requirements. Based on identified gaps, proponents can use a granular knowledge of their people to identify the right officers to up-skill to meet emerging needs. The officer education system enables the Army to train for known requirements but also educate for the uncertain and challenging environment of multi-domain operations.

5–3. Current paths to officer education

Current force educational models will be followed in parallel with future force models. Currently, officers enter active duty with diverse educational backgrounds and civilian experience. This diversity is amplified by the variety of service experiences among officers with different branches and FAs. The current Officer Education System permits officers to build upon achievements and experience and progress to a higher

level of learning. Opportunities exist for resident and nonresident instruction. There are multiple paths to obtaining a professional education in the Army. Officers may follow different paths to achieve success, even where they share the same branch, FA, or MOS.

5-4. Guides for branch, military occupational specialty, or functional area development courses

a. Education requirements are satisfied by both the Army's military schools and by civilian institutions. The BOLC and branch CCCs include training specific to junior officers (WO1 and O1 through O3). ILE, Command, and General Staff College, and SSC provide advanced military and leader development training opportunities. Specialized courses offered by military and civilian institutions provide additional opportunities for assignment-oriented FA and functional category education. Other Federal Government services and elements offer courses that support officer professional development. Advanced education may consist of resident and nonresident courses. Many courses support both Army requirements and the professional needs of individual officers. It is difficult to anticipate and specify the many combinations of courses that apply to both Army and individual needs. However, representative courses particularly suitable for various branches, MOS, and FAs are discussed in detail in the Smartbook DA Pam 600-3 at <https://www.army.mil/g-1#org-g-1-publications>.

b. Officers designated to serve in FAs will receive specialized training and education to develop the necessary skills and technical qualifications to perform the duties required of their FA. Courses of study leading to graduate degrees at civilian colleges and universities may meet these needs. Specific educational requirements are outlined in the FA proponent sections in the Smartbook DA Pam 600-3.

c. The primary reference for Army courses is the online Army Training Requirements and Resources System (ATRRS) course catalog at <https://www.atrrs.army.mil>. Most of the courses listed in the FA pages of this resource include course identification numbers assigned to an established code. These codes are explained in ATRRS. The additional references listed below can assist officers in planning their developmental training and education—

- (1) AR 350-1.
- (2) AR 611-1.
- (3) AR 621-1.
- (4) AR 621-7.

d. Detailed information, including enrollment procedures for correspondence courses, is included in ATRRS at <https://www.atrrs.army.mil>. In many cases, correspondence courses paralleling the numbered resident courses listed in ATRRS are available. The correspondence courses represent an important alternative to career field development to many resident courses because of their flexibility and convenience.

e. Occasionally, a course may be found under an Army number and the number of another Service and listed in more than one catalog. A few of the courses listed have no numbers. In such cases, officers may want to contact the responsible school for pertinent descriptive material.

f. Officers will not enroll in other than Army schools without the written approval of the CG, HRC, and the DCS, G-3/5/7, Director of Training. Officers successfully completing other Services' intermediate staff colleges and SSCs accredited in accordance with CJCSI 1800.01E will be awarded MEL and JPME credit accordingly upon fulfilling Army JPME requirements.

g. ATRRS is the Army system of record for training. This system allows officers to research information regarding different schools and courses. The system is also used to track enrollment and interfaces with personnel systems to record the completion of courses.

h. RA Soldiers will generally attend resident training at the proponent site. However, in some cases, RA Soldiers may attend the Army training study courses taught at Total Army School System (TASS) battalions. These courses are resident courses. These are different from RC configured courses, which are not treated as resident courses.

5-5. Nonresident schools and instruction

a. All officers are encouraged to further their branch or FA education through appropriate courses of nonresident instruction. The successful completion of a given level of nonresident instruction is considered an equivalent level of attainment but does not rule out future attendance at a resident course of instruction. An exception is an enrollment in the U.S. Army War College Distance Education Course, which awards JPME I, not JPME II, as with the resident program, and rules out attendance at a resident SSC.

b. Equivalent level of attainment means that an officer who has reached a specific MEL through non-resident instruction receives the same consideration in an assignment, promotion, and future schooling as an officer whose MEL was reached through resident instruction. Officers will not enroll in other than Army schools without the written approval of the CG, HRC, and the DCS, G-3/5/7, Director of Training. Officers who do not have the opportunity to attend a resident course should complete the level of PME appropriate to their grade through nonresident instruction. However, to attend ILE or JPME I and SSC or JPME II, officers must be HQDA board selected. There is no equivalent level of attainment for the BOLC B, where resident participation is required.

c. Nonresident instruction allows officers to advance their professional education and careers, enhancing their overall performance and potential. Military school courses available through correspondence, with, and without a resident phase, are listed in ATRRS, TASS, and the TRADOC online library, available at <https://www1.youseemore.com/tradoc/>.

5-6. Educational counseling

The numerous educational opportunities and frequent moves in the Army often make it difficult to plan educational programs. Officers frequently need professional educational counseling and support. Commanders and supervisors play a significant role in the development of subordinate officers. Officers should turn to their commander, mentor, rater, assignment officer, local Army Education Center, or an education counselor at the appropriate Service school. The WO Career College at Fort Rucker, AL, is another WO education counseling source. Additionally, many civilian institutions provide counseling services.

5-7. Military schools

The Army expects all officers to attend and complete a variety of military schools throughout their careers. AR 350-1 identifies the available education opportunities and the military schools required for each rank, from initial military training to general officer training.

5-8. Department of Defense and Department of State schools

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

5-9. Foreign schools

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

5-10. Language training

More than 50 language courses are offered to meet Army requirements for officer linguists within basic branches, FAs, and ARSOF. Most of these courses are longer than 20 weeks, requiring the officer to PCS to a Defense Language Institute in Monterey, CA, or Washington, DC. Foreign language courses are also taught to ARSOF officers at the U.S. Army JFK Special Warfare Center and School as part of the officer qualification pipelines for SF, CA, and PO. Officers receive language training only if assigned to a language-coded position. Officers trained at Government expense test in that language every year and are expected to maintain their proficiency at a 2/2 level as measured by the Defense Language Proficiency Test or Oral Proficiency Interview (for ARSOF officers). Language-coded officers are expected to conduct yearly language refresher training in accordance with branch proponent, FA, or command standards.

5-11. Aviation training

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

5-12. Technology training

Advancements in technology have changed the character of war, requiring increased investment in transformative digital technologies and building a workforce to execute the full range of Army missions required to meet the challenges of the modern battlefield. The Army continues to grow its collection of courses designed to generate technologists. Most of these courses are longer than 20 weeks, requiring the technologist candidate to PCS to the ASWF in Austin, Texas, or Carnegie Mellon University in Pittsburgh, PA. Soldiers trained at Government expense will earn an ASI and special pay, and many will obtain a degree while learning to be agile, innovative, and data literate leaders. Enlisted Soldiers may pursue a path to WO or commissioning. All participants will complete a utilization tour and will also incur an additional service obligation.

5-13. Command team training and education

The Pre-Command Course (PCC) is the CSA's program. It prepares selectees for command by providing a common understanding of current doctrine and by providing both new and refresher training in selected functions and duties. Brigade and battalion command preparation is a multi-phase program that provides focused leader development opportunities for all of the Army's future senior leaders. RA and Active Guard Reserve (AGR) brigade and battalion level command selectees will attend a three or four-phase pre-command continuing education and training program, depending on the type and level of command, before assuming command. Phase I is the branch immaterial PCC at Fort Leavenworth, KS, followed by two or more of the following PCC phases prior to assuming command. Phase II is training for specific command categories (modified TOE operational, initial military training, garrison, recruiting, and Acquisition Corps and Corps of Engineers division or district commands). Phase III is the branch or functional training. Phase IV is the senior officer's legal orientation course at Charlottesville, VA. Troop program unit (TPU) commanders attend Phases I and II on a space-available basis. TPU commanders must attend Phase III if Phase I is not attended. Prerequisites for the branch immaterial PCC and the Tactical Commanders Development Program are outlined in ATRRS at <https://www.atrrs.army.mil>. HRC schedules attendance at PCC, the Senior Leader Development Office, or the ARNG, as appropriate unless otherwise stated. The PCC requirements are detailed in AR 350-1.

5-14. Other military schooling

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

5-15. Application for military schools

Officers do not directly apply for attendance at centrally selected military schools. They receive automatic consideration for centrally selected schools when they enter the appropriate zone of eligibility (except for those officers who have completed the U.S. Army War College Distance Education Course). Officers may apply for training through their assignment officers if they desire training en route to their next assignment or through their command channels if temporary duty (TDY) and return to the installation is appropriate. The OPMD, HRC, may automatically schedule such training if necessary for the position.

5-16. Service obligation

a. Attendance at military courses of instruction or civilian education programs at Government expense will incur a service obligation. AR 350-100 governs service obligations to include which courses of instruction result in an ADSO, what the policies and procedures are for computing service obligations, and how service obligations are fulfilled.

b. An ADSO differs from a requirement to be assigned to an Army Educational Requirements System position. An ADSO is a specific period of active duty that an officer serves before being eligible for voluntary separation. Assignment to an Army Educational Requirements System position will be required in addition to the ADSO for the Army to derive the greatest benefit from Government sponsored civilian education. AR 621-1 specifies the types of education that require assignment to an Army Educational Requirements System position.

5–17. Civilian education

a. The Army advanced education programs have several objectives: to meet Army requirements for advanced education, to provide selected officers the opportunity to satisfy their educational aspirations, and to develop the diverse set of talents required for success in multi-domain operations.

b. Officers should take advantage of advanced education opportunities and consider their civilian education background when determining their qualifications for study in a given discipline. Officers who want to pursue advanced degrees should do so in an academic field that supports their designated branch, FA, or MOS. On completion of schooling, officers are assigned by grade, branch, FA, MOS, civilian education level, and when possible, academic discipline (or related discipline set) for initial utilization in an Army Educational Requirements System validated position. In this manner, specific Army requirements are satisfied while simultaneously contributing to the professional development of the officer corps and the satisfaction of an officer's educational aspirations.

c. The appropriate proponent determines academic disciplines that support each branch, FA, or MOS. See branch and FA-specific information in the Smartbook DA Pam 600–3 at <https://www.army.mil/g-1#org-g-1-publications>.

5–18. Education programs

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

a. *Fully funded programs.* Under these programs, the Army pays tuition and most mandatory fees, provides officers with full pay and allowances, and moves officers and their Families to the college or university of study. Typically, the period of schooling does not exceed 18–24 months. Officers may not draw veterans' education benefits while participating in the Army's fully funded program. AR 621–1 has further details about what is or is not funded through these programs.

(1) *Advanced degree program.* Selected officers attend graduate school to meet specific Army requirements established by the Army Educational Requirements System. While completing graduate studies, officers are assigned to Army Educational Requirements System positions according to branch or FA, grade, and appropriate academic skills. Following graduation, utilization assignments will be served in accordance with AR 621–1 for a minimum of 24 months and will normally occur immediately following such education but no later than the second assignment following education completion. The primary zone of consideration to attend graduate school normally occurs on completion of the CCC, with sufficient basic branch or MOS experience and 6 to 8 years of Federal commissioned service, but no later than the 17th year of service.

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

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

(4) *Training with Industry.* The purpose of the TWI program is to provide selected DoD personnel the opportunity to gain career-broadening experience while working in an industry environment. It also provides the participant's organization the means to acquire needed skills or expertise to accomplish their mission. TWI is a non-degree producing program that provides training and skills in best business procedures and practices not available through military or ACS programs for identifiable DoD requirements. (See AR 621–1 for further details.)

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

(1) *Degree Completion Program.* The Degree Completion Program serves as a vehicle for officers pursuing a master's degree or WOs pursuing a bachelor's degree to complete their education requirements. This program authorizes officers up to 18 months of full-time civilian education to complete an undergraduate or graduate degree requirements. Company and field grade officers pursuing an advanced degree must agree to study in an academic discipline that supports their branch or FA (or, in some cases, a designated skill). The primary zone of consideration for the graduate-level is the 5th through the 17th year of service.

(2) *Cooperative Degree Program.* The Cooperative Degree Program enables selected officers to complete degree requirements. An accredited college or university awards an academic degree for coursework done as part of a program of instruction at a military school and coursework done at a civilian college or university. The civilian education may occur before or after the service course of instructions (see AR 621–1 for further details).

(3) *Fellowships or scholarships.* According to AR 621–7, eligible officers may apply for permission to accept fellowships or scholarships from corporations, foundations, funds, or educational institutions. Participation in such programs does typically not exceed one year in ACS, and officers will incur an ADSO in accordance with AR 350–100. Program and eligibility criteria are subject to change; refer to annual MILPER messages for the most current information.

(4) *Broadening Opportunities.* For a list of available Broadening Opportunity Programs and detailed program information, please go to <https://www.hrc.army.mil/bop>.

5–19. Tuition assistance

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

5–20. Eligibility criteria and application procedures

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

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

Chapter 6

Officer Promotions

6–1. General

This chapter covers the active duty promotion system for officers through the grade of colonel. This system constitutes a vital aspect of MILPER management affecting each officer and must be legally correct and logically sound. Further, it must be administered fairly and equitably; otherwise, it would jeopardize the officer corps' effectiveness.

6-2. Promotion process objectives

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

- a. Ensure advancement to the higher grades of the best-qualified officers.
- b. Meet Army branch, MOS, FA, and grade requirements.
- c. Provide career incentives.
- d. Promote officers based on the whole person concept, talent alignment, and potential to serve in the next higher grade.
- e. Although not an objective, identifying, and eliminating ineffective officers is another result of the promotion process.

6-3. Statutory requisites

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

- a. The legal basis for the officer promotion system is contained in 10 USC. This law prescribes strength and grade authorizations, promotion list components, promotion procedures, and separation procedures resulting from non-selection. The statutory requirements of 10 USC have been promulgated through regulatory, directive, and policy means in establishing and administering the promotion system.
- b. DOPMA became effective on 15 September 1981. The DOPMA was a major revision to 10 USC and is still the basis for year group management of the company and field grade officer corps. In 1984, the DOPMA provisions of 10 USC were amended to overcome certain unintended consequences of the original act and to give the Service secretaries more flexibility in limiting eligibility for promotion consideration.
- c. The WOMA was passed into law as part of FY 1992/1993 legislation (see PL 102–190) and went into effect on 5 December 1991. The WOMA revisions to 10 USC have become the basis for the management of the active duty WO corps.
- d. Defense authorization legislation for FY 2007 highlighted the 10 USC requirements to accommodate a standard for exemplary conduct as part of the officer promotions process. DoDI 1320.14 sets a policy for how promotion selection boards (PSBs), special selection boards (SSBs), and special review boards evaluate officers against the standard of exemplary conduct and deal with adverse information on officer conduct.

6-4. Active duty list

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

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

(2) *Adjustment to the active duty list.* Adjustments to the ADL are made to maintain the relative seniority among officers of the Army as it existed on the day before the law's effective date. Under provisions of 10 USC 741, the Secretary of the Army established or adjusted the ADL date of rank of any company or field grade officer who was serving on active duty on 14 September 1981. Any RA or USAR officer, who, on the effective date of DOPMA (15 September 1981), was serving on active duty in a temporary (Army of the United States) grade that was equal to their permanent (RA or USAR) grade, was awarded an ADL date of rank equal to that held in their Army of the United States grade. WOMA provided for the establishment of an initial ADL that placed all WOs of the Army serving under 10 USC in the same relative seniority, which they held on 4 December 1991.

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

- (1) Establishes relative rank of the various officer grades.
- (2) Provides that rank among officers of the same grade or equivalent grade is initially determined by date of rank. An officer with an earlier date of rank is senior to an officer with a later date of rank.
- (3) The Secretary of Defense and the Secretary of the Army have prescribed rules for breaking date of rank ties and general rules for establishing dates of rank when breaks in service, service credit, and placement on the ADL determinations must be made. The date of rank and rank and precedence criteria are published in AR 600–8–29.
- (4) To maintain the relative seniority among WOs of the Army as it existed on the day before the law's effective date, the Secretary of the Army established and adjusted the ADL on 4 December 1991. Any RA or USAR WO who, on the effective date of WOMA, was serving on active duty was awarded an ADL date of rank equal to the highest grade, temporary (Army of the United States) or permanent (USAR or RA), they had achieved.

6–5. Promotion process

- a. The provisions of 10 USC provide for a single promotion process for all officers on active duty and on the ADL, regardless of their component. Reserve boards no longer consider active duty reserve officers serving on the ADL.
- b. The WOMA mandated a single promotion process for all WOs on active duty and the ADL, regardless of their component. The requirement for WOs to be recommended by two different selection boards (temporary and permanent) for promotion to the next higher grade was eliminated. On 5 December 1991, WOs serving on active duty assumed as their permanent grade the highest grade, temporary (Army of the United States) or permanent (USAR or RA), they had held. A Reserve board no longer considers active duty Reserve officers serving on the ADL.

6–6. Army grade structure

- a. The distribution of grades at major and above is controlled by 10 USC and may be further constrained by Congress, the Office of the Secretary of the Army, or the CSA. Although 10 USC is subject to revision and modification, the basic concept remains unchanged. In effect, the by grade number of field grade officers allowed depends on total officer authorized strength levels, which are based on the total size of the Army and prescribed by the Secretary of the Army.
- b. The distribution of grade CW5 is established and controlled by 10 USC and WOMA and may be further constrained by Congress, the Office of the Secretary of the Army, or the CSA. Although 10 USC and WOMA are subject to revision and modification, the basic concept remains unchanged. The number of CW5 positions depends on the total WO authorized strength level. Total WO authorizations are based on the size of the Army and the number prescribed by the Secretary of the Army.

6–7. Promotion flow

- a. Changes in authorizations, losses, and promotions to the next higher grade create fluctuations in both the time in service and the time in grade at which promotions occur. Under ideal circumstances, each qualified officer would advance through the grade structure with some predictability. However, a relatively standardized promotion flow does not occur consistently due to expansion and contraction of the Army, changes in promotion policies, and variations in officer losses each year.
- b. Authorities granted in the 2019 John S. McCain National Defense Authorization Act (FY19 NDAA) added flexibility to an officer's promotion timeline.
 - (1) *Opt-In*. Officers in the CPT–LTC rank must take action to Opt-In to promotion boards prior to their promotion zone as described in paragraph 6–8 below.
 - (2) *Opt-Out*. Active and RC officers competing in the major, lieutenant colonel, and colonel PSBs also have the option to Opt-Out of a primary zone selection board to create more time in their career to support talent development in certain assignments. Prior to each PSB, HRC publishes instructions that specify the eligibility criteria to request Opt-Out for that board. An officer may Opt-Out two times per grade.
 - (3) *Merit-Based Promotions*. Officers with a high performance and promotion board score can be promoted first instead of seniority. Officers designated as Merit-Based are moved to the top of the list and promoted before their peers within their year group cohort.
 - (4) *Brevet Promotions*. The Brevet Promotion Program supports greater career flexibility by enabling the Army to temporarily promote officers (into O3–O6 positions) whose talents align with critical positions. Congress sets the number of critical positions available for Brevet Promotion. Officers can self-nominate

with the ATAP market, or unit/command can nominate officers currently in the position via DA Form 4187 (Personnel Action) HRC. While Opt-In, Opt-Out, and Brevet Promotions operate independently, they are complementary in that these provisions provide officers the ability to adjust promotion timelines based on individual development and achievement.

c. The provisions of 10 USC establish minimum time in grade requirements for promotion to the next higher grade.

d. As stated in DoDI 1320.13, the promotion timings are expressed in terms of the years of active Federal commissioned service at which promotion occurs. The promotion opportunity (DOPMA rate), as stated in DoDI 1320.13, is the percentage of total selects over the eligible in-the-zone population.

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

f. The WOMA establishes minimum time in grade requirements for promotion to the next higher grade. The WO promotion flow objective may be expressed in terms of the years at which WOS promotions occur. History has consistently revealed that rapid promotions, in terms of reduced time in grade, have occurred during periods of force expansion. Conversely, promotions have always slowed down when force reductions occur.

6–8. Below-the-zone promotions

The below-the-zone or secondary zone promotion capability is designed to accelerate the promotion of outstanding officers who have demonstrated performance and indicated potential superior to those who otherwise would be promoted. Below-the-zone promotions apply only to promotion to the ranks of CW3, CW4, CW5, major, lieutenant colonel, and colonel. Officers will normally receive only one below-the-zone consideration per grade. Officers are required to take administrative action and meet specified criteria for early consideration by the Promotion Selection Board (PSB). HRC publishes instructions and eligibility criteria to Opt-In for early consideration by a PSB prior to each applicable PSB. By law, the number of officers recommended for promotion from below-the-zone may not exceed 10 percent of the total number recommended, except that the Secretary of Defense may authorize that percentage to be increased to no more than 15 percent.

Note. AMEDD, Chaplain Corps, and JAGC are not part of the ACC.

6–9. Competitive categories

Each officer on the ADL is grouped in a competitive category for promotion as authorized in 10 USC and prescribed in DoDI 1320.13. Competitive categories are established to manage the career development and promotion of certain groups of officers whose specialized education, training, or experience, and often relatively narrow utilization, make separate career management desirable. Officers in the same competitive category will compete among themselves for promotion.

6–10. Evolution of the officer talent management system

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

a. *Promotion plan.* As part of OTMS, the Army defines primary and secondary zones of consideration for field grade promotions by basic year groups. The in-the-zone population, or primary zone, is usually established by the dates the first and last due course officer was promoted from a specific year group. A due course officer has been on continuous active duty since commissioning as a second lieutenant and has neither failed selection for promotion nor been selected for promotion from below-the-zone. This primary zone is accessed into the Army and, at times, shaped to achieve a promotion opportunity that is relatively similar over the next five years. This procedure has become known as the 5-year Field Grade Promotion Plan. OTMS revisions have not changed this policy, but Opt-In and Opt-Out provisions provided officers with greater career flexibility when PSBs consider them.

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

duty, the promotion is based on an officer's demonstrated performance. Officers who fail promotion to first lieutenant and CW2 are generally released from active duty or discharged.

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

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

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

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

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

g. Special selection boards. SSBs are convened, as required, to consider officers with dates of rank above or in the promotion zone that were erroneously omitted from consideration or whose official records contained material errors seen by the original board. Erroneous entries or omissions on DA Form 4037 generally do not justify reconsideration by an SSB. Officers are responsible for reviewing their DA Form 4037 at least annually, and AR 600-8-29 allows them to submit a letter to the president of the board when they are in-the-zone of consideration. This is considered a sufficient opportunity to overcome minor administrative deficiencies.

Chapter 7

Competitive Categories, Functional Categories, and Branches

7-1. Active Duty List: competitive categories for second lieutenant (O-1) through captain (O-3)

a. Nine functional categories are assigned within the Active Duty List competitive categories, in the grades of second lieutenant (O-1) through captain (O-3), as follows.

b. The branches assigned to those categories are as follows:

- (1) ACC.
 - (a) Infantry (IN).
 - (b) Aviation.
 - (c) Armor.
 - (d) Engineer.
 - (e) Military Police.
 - (f) Chemical.
 - (g) Field Artillery.
 - (h) Air Defense Artillery.
 - (i) Signal.
 - (j) Military Intelligence.
 - (k) Transportation.
 - (l) Ordnance (OD).
 - (m) Quartermaster (QM).
 - (n) Adjutant General.
 - (o) Finance.
 - (p) Acquisition.
 - (q) Cyber (CY).
- (2) CH.
 - (a) Command and Unit Chaplain.
 - (b) Clinical Ministries Supervisor.
- (3) JA.
- (4) MS.
 - (a) 60C Preventive Medicine.
 - (b) 60D Occupational Medicine.
 - (c) 60U Child Psychiatrist.
 - (d) 61W Vascular Surgeon.
 - (e) 67A Health Services.
 - (f) 67B Laboratory Sciences.
 - (g) 67C Preventive Medicine.
 - (h) 67D Behavioral Science.
 - (i) 67E Pharmacist.
 - (j) 67F Optometrist.
 - (k) 67G Podiatrist.
 - (l) 67J Aeromedical Evacuation Officer.
 - (m) 70A Health Care Administrator.
 - (n) 70B Health Services Administration.
 - (o) 70C Health Services Comptroller.
 - (p) 70D Health Services Systems Manager.
 - (q) 70E Patient Administrator.
 - (r) 70F Health Services Human Resources Manager.
 - (s) 70H Health Services Plans, Operations, Intelligence, Security, and Training.
 - (t) 70K Health Services Materiel.
 - (u) 71A Microbiologist.
 - (v) 71B Biochemist.
 - (w) 71E Clinical Laboratory Officer.
 - (x) 71F Research Psychologist.
 - (y) 72A Nuclear Medical Science Officer.
 - (z) 72B Entomologist.

- (aa) 72C Audiologist.
- (bb) 72D Environment Science and Engineer Officer.
- (cc) 73A Social Worker.
- (dd) 73B Clinical Psychologist.
- (5) Army Medical SP.
- (a) 65A Occupational Therapist.
- (b) 65B Physical Therapist.
- (c) 65C Dietitian.
- (d) 65D Physician Assistant.
- (e) 65X Allied Operations Specialist.
- (6) VC.
- (a) 64A Field Veterinary Service.
- (b) 64B Veterinary Preventive Medicine.
- (c) 64C Veterinary Laboratory Animal Medicine.
- (d) 64D Veterinary Pathologist.
- (e) 64E Veterinary Comparative Medicine Officer.
- (f) 64F Veterinary Clinical Medicine Officer.
- (g) 64Z Senior Veterinarian.
- (7) AN.
- (a) 66B Army Public Health Nurse.
- (b) 66C Psychiatric/Behavioral Health Nurse.
- (c) 66E Perioperative Nurse.
- (d) 66F Nurse Anesthetist.
- (e) 66G Obstetric and Gynecologic Nurse.
- (f) 66H Medical-Surgical Nursing.
- (g) 66N Operational Nursing.
- (h) 66P Family Nurse Practitioner.
- (i) 66R Psychiatric/Behavior Health Nurse Practitioner.
- (j) 66W Midwife.
- (8) MC.
- (a) 60A Operational Medicine.
- (b) 60B Nuclear Medicine.
- (c) 60C Preventive Medicine.
- (d) 60D Occupational Medicine.
- (e) 60F Pulmonary Disease/Critical Care Officer.
- (f) 60G Gastroenterologist.
- (g) 60H Cardiologist.
- (h) 60J Obstetrician and Gynecologist.
- (i) 60K Urologist.
- (j) 60L Dermatologist.
- (k) 60M Allergist, Clinical Immunologist.
- (l) 60N Anesthesiologist.
- (m) 60P Pediatrician.
- (n) 60Q Pediatric Sub-Specialist.
- (o) 60R Child Neurologist.
- (p) 60S Ophthalmologist.
- (q) 60T Otolaryngologist.
- (r) 60U Child Psychiatrist.
- (s) 60V Neurologist.
- (t) 60W Psychiatrist.
- (u) 61A Nephrologist.
- (v) 61B Medical Oncologist/Hematologist.
- (w) 61C Endocrinologist.
- (x) 61D Rheumatologist.
- (y) 61E Clinical Pharmacologist.
- (z) 61F Internist.

- (aa) 61G Infections Disease.
- (bb) 61H Family Medicine.
- (cc) 61J General Surgeon.
- (dd) 61K Thoracic surgeon.
- (ee) 61L Plastic Surgeon.
- (ff) 61M Orthopedic Surgeon.
- (gg) 61N Flight Surgeon.
- (hh) 61P Physiatrist.
- (ii) 61Q Radiation Oncologist.
- (jj) 61R Diagnostic Radiologist.
- (kk) 61U Pathologist.
- (ll) 61W Vascular Surgeon.
- (mm) 61Z Neurosurgeon.
- (nn) 62A Emergency Physician.
- (oo) 62B Field Surgeon.
- (9) Dental Corps (DC).
- (a) 63A General Dentist.
- (b) 63B Comprehensive Dentist.
- (c) 63D Periodontist.
- (d) 63E Endodontist.
- (e) 63F Prosthodontist.
- (f) 63H Public Health Dentist.
- (g) 63K Pediatric Dentist.
- (h) 63M Orthodontist.
- (i) 63N Oral & Maxillofacial Surgeon.
- (j) 63P Oral Pathologist.
- (k) 63R Executive Dentist.

7-2. Active Duty List: functional categories for major (O-4) through colonel (O-6)

a. Many functional categories and 12 branches are assigned within the Active Duty List competitive categories, in the grades of major (O-4) through colonel (O-6) as follows:

b. The following four pages list their functional categories:

- (1) OPS.
 - (a) Armor (AR).
 - (b) IN.
 - (c) Aviation.
 - (d) Field Artillery (FA).
 - (e) Air Defense Artillery.
 - (f) Corps of Engineers.
 - (g) Military Police.
 - (h) Chemical.
 - (i) Special Forces (SF).
 - (j) Psychological Operations.
 - (k) Civil Affairs.
- (2) OS.
 - (a) Signal Corps.
 - (b) Military Intelligence.
 - (c) FA 26 Information Networks Engineering.
 - (d) FA 40 Space Operations.
 - (e) FA 46 Public Affairs.
 - (f) FA 47 Academy Professor.
 - (g) FA 48 Foreign Area Officer.
 - (h) FA 49 Operations Research/Systems Analysis.
 - (i) FA 50 Force Management.
 - (j) FA 52 Nuclear and countering weapons of mass destruction.
 - (k) FA 57 Simulations Operations.

- (l) FA 58 Enterprise Marketing & Behavioral Economics.
- (m) FA 59 Strategist.
- (3) FS.
- (a) Transportation.
- (b) OD.
- (c) QM.
- (d) Adjutant General Corps (AG).
- (e) Financial and Comptroller (FC).
- (f) Logistics (LG).
- (g) FA 51 Research, Development, and Acquisition.
- (4) ID.
- (a) Cyber.
- (b) FA 29 (Electronic Warfare).
- (c) FA 30 (Information Operations).
- (5) CH.
- (a) Command and Unit Chaplain.
- (b) Clinical Ministries Supervisor.
- (6) JA.
- (a) 27A Judge Advocate.
- (b) 27B Military Judge.
- (7) MS.
- (a) 67A Health Services.
- (b) 67B Laboratory Sciences.
- (c) 67C Preventive Medicine.
- (d) 67D Behavioral Science.
- (e) 67E Pharmacist.
- (f) 67F Optometrist.
- (g) 67G Podiatrist.
- (h) 67J Aeromedical Evacuation Officer.
- (i) 70A Health Care Administrator.
- (j) 70B Health Services Administration.
- (k) 70C Health Services Comptroller.
- (l) 70D Health Services Systems Manager.
- (m) 70E Patient Administrator.
- (n) 70F Health Services Human Resources Manager.
- (o) 70H Health Services Plans, Operations, Intelligence, Security, and Training.
- (p) 70K Health Services Materiel.
- (q) 71A Microbiologist.
- (r) 71B Biochemist.
- (s) 71E Clinical Laboratory Officer.
- (t) 71F Research Psychologist.
- (u) 72A Nuclear Medical Science Officer.
- (v) 72B Entomologist.
- (w) 72C Audiologist.
- (x) 72D Environment Science and Engineer Officer.
- (y) 73A Social Worker.
- (z) 73B Clinical Psychologist.
- (8) Army Medical SP.
- (a) 65A Occupational Therapist.
- (b) 65B Physical Therapist.
- (c) 65C Dietitian.
- (d) 65D Physician Assistant.
- (e) 65X Allied Operations Specialist.
- (9) VC.
- (a) 64A Field Veterinary Service.
- (b) 64B Veterinary Preventive Medicine.

- (c) 64C Veterinary Laboratory Animal Medicine.
- (d) 64D Veterinary Pathologist.
- (e) 64E Veterinary Comparative Medicine Officer.
- (f) 64F Veterinary Clinical Medicine Officer.
- (g) 64Z Senior Veterinarian.
- (10) AN.
- (a) 66B Army Public Health Nurse.
- (b) 66C Psychiatric/Behavioral Health Nurse.
- (c) 66E Perioperative Nurse.
- (d) 66F Nurse Anesthetist.
- (e) 66G Obstetric and Gynecologic Nurse.
- (f) 66H Medical-Surgical Nursing.
- (g) 66N Operational Nursing.
- (h) 66P Family Nurse Practitioner.
- (i) 66R Psychiatric/Behavior health Nurse Practitioner.
- (j) 66W Midwife.
- (11) MC.
- (a) 60A Operational Medicine.
- (b) 60B Nuclear Medicine.
- (c) 60C Preventive Medicine.
- (d) 60D Occupational Medicine.
- (e) 60F Pulmonary Disease/Critical Care Officer.
- (f) 60G Gastroenterologist.
- (g) 60H Cardiologist.
- (h) 60J Obstetrician and Gynecologist.
- (i) 60K Urologist.
- (j) 60L Dermatologist.
- (k) 60M Allergist, Clinical Immunologist.
- (l) 60N Anesthesiologist.
- (m) 60P Pediatrician.
- (n) 60Q Pediatric Sub-Specialist.
- (o) 60R Child Neurologist.
- (p) 60S Ophthalmologist.
- (q) 60T Otolaryngologist.
- (r) 60U Child Psychiatrist.
- (s) 60V Neurologist.
- (t) 60W Psychiatrist.
- (u) 61A Nephrologist.
- (v) 61B Medical Oncologist/Hematologist.
- (w) 61C Endocrinologist.
- (x) 61D Rheumatologist.
- (y) 61E Clinical Pharmacologist.
- (z) 61F Internist.
- (aa) 61G Infections Disease.
- (bb) 61H Family Medicine.
- (cc) 61J General Surgeon.
- (dd) 61K Thoracic surgeon.
- (ee) 61L Plastic Surgeon.
- (ff) 61M Orthopedic Surgeon.
- (gg) 61N Flight Surgeon.
- (hh) 61P Physiatrist.
- (ii) 61Q Radiation Oncologist.
- (jj) 61R Diagnostic Radiologist.
- (kk) 61U Pathologist.
- (ll) 61W Vascular Surgeon.
- (mm) 61Z Neurosurgeon.

- (nn) 62A Emergency Physician.
- (oo) 62B Field Surgeon.
- (12) Dental Corps (DC).
- (a) 63A General Dentist.
- (b) 63B Comprehensive Dentist.
- (c) 63D Periodontist.
- (d) 63E Endodontist.
- (e) 63F Prosthodontist.
- (f) 63H Public Health Dentist.
- (g) 63K Pediatric Dentist.
- (h) 63M Orthodontist.
- (i) 63N Oral & Maxillofacial Surgeon.
- (j) 63P Oral Pathologist.
- (k) 63R Executive Dentist.

7-3. Competitive categories for warrant officers on the Active Duty List

a. Two functional categories are assigned to the aviation and technical services competitive categories for warrant officers on the Active Duty List.

b. The specialties for both categories are as follows:

- (1) Aviation.
 - (a) 152C (OH-6 Pilot).
 - (b) 152D (OH-58D Pilot).
 - (c) 152F/152H (AH-64A/AH-64D Pilot).
 - (d) 153D/153M (UH-60/UH-60M Pilot).
 - (e) 153E (MH-60 Pilot).
 - (f) 154C/154F (CH-47D/CH-47F Pilot).
 - (g) 154E (MH-47 Pilot).
 - (h) 155A/155E/155F/155G (Fixed Wing Pilot).
- (2) Technical Services.
 - (a) 120A Construction Engineering.
 - (b) 125D Geospatial Engineering.
 - (c) 131A Target Acquisition Radar.
 - (d) 140A C2 Systems Integrator.
 - (e) 140E Air and Missile Defense.
 - (f) 150A Air Traffic and Air Space.
 - (g) 150U Unmanned Aircraft Systems.
 - (h) 151A Aviation Maintenance.
 - (i) 170A Cyber.
 - (j) 180A Special Forces.
 - (k) 255A Information Services.
 - (l) 255N Network Management.
 - (m) 255S Information Protection.
 - (n) 270A Legal Administrator.
 - (o) 290A Electronic Warfare.
 - (p) 311A Criminal Investigation Division Command (CIDC) Special Agent.
 - (q) 350F All Source Intelligence.
 - (r) 350G Imagery Intelligence.
 - (s) 351Z Attache Intelligence Operations.
 - (t) 351L Counterintelligence.
 - (u) 351M Human Intelligence.
 - (v) 351Y Area Intelligence.
 - (w) 352N Traffic Analysis.
 - (x) 352S Signals Collection.
 - (y) 353T intelligence and electronic warfare (IEW) Systems Maintenance.
 - (z) 420A Human Resources.
 - (aa) 420C Bandmaster.

- (bb) 640A Food Safety Officer.
- (cc) 670A Health Services Maintenance.
- (dd) 740A chemical, biological, radiological, and nuclear (CBRN).
- (ee) 880A Marine Deck Officer.
- (ff) 881A Marine Engineer Officer.
- (gg) 882A Mobility Officer.
- (hh) 890A Ammunition.
- (ii) 913A Armament Repair.
- (jj) 914A Allied Trades.
- (kk) 915A Automotive Maintenance.
- (ll) 919A Engineer Automotive Maintenance.
- (mm) 920A Property Accounting.
- (nn) 920B Supply Systems.
- (oo) 921A Airdrop Systems.
- (pp) 922A Food Service.
- (qq) 923A Petroleum Systems Technician.
- (rr) 948B Electronic Systems Maintenance.
- (ss) 948D Electronic Missile Systems Maintenance.

7-4. Active Guard Reserve competitive categories

- a. Two competitive categories comprise the Reserve Active Status List.
- b. For officers in the grades of second lieutenant (O-1) through colonel (O-6), the following functional categories and specialties are assigned to each competitive category, as listed for the AGR.
 - (1) AGR APL.
 - (a) Infantry.
 - (b) Aviation.
 - (c) Armor.
 - (d) Engineer.
 - (e) Military Police.
 - (f) Chemical.
 - (g) Field Artillery.
 - (h) Air Defense Artillery.
 - (i) Signal.
 - (j) Military Intelligence.
 - (k) Cyber.
 - (l) Transportation.
 - (m) Ordnance.
 - (n) Quartermaster.
 - (o) Adjutant General.
 - (p) Finance.
 - (q) Acquisition.
 - (2) AGR Army MS.
 - (a) 67A Health Services.
 - (b) 67B Laboratory Sciences.
 - (c) 67C Preventive Medicine.
 - (d) 67D Behavioral Science.
 - (e) 67E Pharmacist.
 - (f) 67F Optometrist.
 - (g) 67G Podiatrist.
 - (h) 67J Aeromedical Evacuation Officer.
 - (i) 70A Health Care Administrator.
 - (j) 70B Health Services Administration.
 - (k) 70C Health Services Comptroller.
 - (l) 70D Health Services Systems Manager.
 - (m) 70E Patient Administrator.
 - (n) 70F Health Services Human Resources Manager.

- (o) 70H Health Services Plans, Operations, Intelligence, Security, and Training.
- (p) 70K Health Services Materiel.
- (q) 71A Microbiologist.
- (r) 71B Biochemist.
- (s) 71E Clinical Laboratory Officer.
- (t) 71F Research Psychologist.
- (u) 72A Nuclear Medical Science Officer.
- (v) 72B Entomologist.
- (w) 72C Audiologist.
- (x) 72D Environment Science & Engineer Officer.
- (y) 73A Social Worker.
- (z) 73B Clinical Psychologist.
- (3) AGR AN.
- (a) 66B Army Public Health Nurse.
- (b) 66C Psychiatric/Behavioral Health Nurse.
- (c) 66E Perioperative Nurse.
- (d) 66F Nurse Anesthetist.
- (e) 66G Obstetric and Gynecologic Nurse.
- (f) 66H Medical-Surgical Nursing.
- (g) 66N Operational Nursing.
- (h) 66P Family Nurse Practitioner.
- (i) 66R Psychiatric/Behavior health Nurse Practitioner.
- (j) 66W Midwife.
- (4) AGR Chaplains Corps (CH).
- (a) Command and Unit Chaplain.
- (b) Clinical Ministries Supervisor.
- (5) AGR JA.
- (a) 27A Judge Advocate.
- (b) 27B Military Judge.

7-5. Army National Guard of the United States competitive categories

- a. Eight competitive categories comprise the Reserve Active Status List.
- b. For officers in the grades second lieutenant (O-1) through colonel (O-6), the following functional categories and specialties are assigned to each competitive category, as listed for the ARNGUS functional categories.
 - (1) ARNGUS APL.
 - (a) Infantry.
 - (b) Aviation.
 - (c) Armor.
 - (d) Engineer.
 - (e) Military Police.
 - (f) Chemical.
 - (g) Field Artillery.
 - (h) Air Defense Artillery.
 - (i) Signal.
 - (j) Military Intelligence.
 - (k) Transportation.
 - (l) Ordnance.
 - (m) Quartermaster.
 - (n) Adjutant General.
 - (o) Finance.
 - (p) Acquisition.
 - (q) Cyber.
 - (r) Judge Advocate.
 - (2) ARNGUS MS.
 - (a) 67A Health Services.

- (b) 67B Laboratory Sciences.
- (c) 67C Preventive Medicine.
- (d) 67D Behavioral Science.
- (e) 67E Pharmacist.
- (f) 67F Optometrist.
- (g) 67G Podiatrist.
- (h) 67J Aeromedical Evacuation Officer.
- (i) 70A Health Care Administrator.
- (j) 70B Health Services Administration.
- (k) 70C Health Services Comptroller.
- (l) 70D Health Services Systems Manager.
- (m) 70E Patient Administrator.
- (n) 70F Health Services Human Resources Manager.
- (o) 70H Health Services Plans, Operations, Intelligence, Security, and Training.
- (p) 70K Health Services Materiel.
- (q) 71A Microbiologist.
- (r) 71B Biochemist.
- (s) 71E Clinical Laboratory Officer.
- (t) 71F Research Psychologist.
- (u) 72A Nuclear Medical Science Officer.
- (v) 72B Entomologist.
- (w) 72C Audiologist.
- (x) 72D Environment Science & Engineer Officer.
- (y) 73A Social Worker.
- (z) 73B Clinical Psychologist.
- (3) ARNGUS Nurse Corps (AN).
- (a) 66B Army Public Health Nurse.
- (b) 66C Psychiatric/Behavioral Health Nurse.
- (c) 66E Perioperative Nurse.
- (d) 66F Nurse Anesthetist.
- (e) 66G Obstetric and Gynecologic Nurse.
- (f) 66H Medical-Surgical Nursing.
- (g) 66N Operational Nursing.
- (h) 66P Family Nurse Practitioner.
- (i) 66R Psychiatric/Behavior health Nurse Practitioner.
- (j) 66W Midwife.
- (4) ARNGUS Dental Corps (DC).
- (a) 63A General Dentist.
- (b) 63B Comprehensive Dentist.
- (c) 63D Periodontist.
- (d) 63E Endodontist.
- (e) 63F Prosthodontist.
- (f) 63H Public Health Dentist.
- (g) 63K Pediatric Dentist.
- (h) 63M Orthodontist.
- (i) 63N Oral & Maxillofacial Surgeon.
- (j) 63P Oral Pathologist.
- (k) 63R Executive Dentist.
- (5) ARNGUS MC.
- (a) 60A Operational Medicine.
- (b) 60B Nuclear Medicine.
- (c) 60C Preventive Medicine.
- (d) 60D Occupational Medicine.
- (e) 60F Pulmonary Disease/Critical Care Officer.
- (f) 60G Gastroenterologist.
- (g) 60H Cardiologist.

- (h) 60J Obstetrician and Gynecologist.
- (i) 60K Urologist.
- (j) 60L Dermatologist.
- (k) 60M Allergist, Clinical Immunologist.
- (l) 60N Anesthesiologist.
- (m) 60P Pediatrician.
- (n) 60Q Pediatric Sub-Specialist.
- (o) 60R Child Neurologist.
- (p) 60S Ophthalmologist.
- (q) 60T Otolaryngologist.
- (r) 60U Child Psychiatrist.
- (s) 60V Neurologist.
- (t) 60W Psychiatrist.
- (u) 61A Nephrologist.
- (v) 61B Medical Oncologist/Hematologist.
- (w) 61C Endocrinologist.
- (x) 61D Rheumatologist.
- (y) 61E Clinical Pharmacologist.
- (z) 61F Internist.
- (aa) 61G Infectious Disease.
- (bb) 61H Family Medicine.
- (cc) 61J General Surgeon.
- (dd) 61K Thoracic Surgeon.
- (ee) 61L Plastic Surgeon.
- (ff) 61M Orthopedic Surgeon.
- (gg) 61N Flight Surgeon.
- (hh) 61P Physiatrist.
- (ii) 61Q Radiation Oncologist.
- (jj) 61R Diagnostic Radiologist.
- (kk) 61U Pathologist.
- (ll) 61W Vascular Surgeon.
- (mm) 61Z Neurosurgeon.
- (nn) 62A Emergency Physician.
- (oo) 62B Field Surgeon.
- (6) ARNGUS Medical Specialist Corps (SP).
- (a) 65A Occupational Therapist.
- (b) 65B Physical Therapist.
- (c) 65C Dietitian.
- (d) 65D Physician Assistant.
- (e) 65X Allied Operations Specialist.
- (7) ARNGUS VC.
- (a) 64A Field Veterinary Service.
- (b) 64B Veterinary Preventive Medicine.
- (c) 64C Veterinary Laboratory Animal Medicine.
- (d) 64D Veterinary Pathologist.
- (e) 64E Veterinary Comparative Medicine Officer.
- (f) 64F Veterinary Clinical Medicine Officer.
- (g) 64Z Senior Veterinarian.
- (8) ARNGUS Chaplains Corps (CH).
- (a) Command and Unit Chaplain.
- (b) Clinical Ministries Supervisor.

7-6. Non-Active Guard Reserve competitive categories

- a. There are nine competitive categories for the Reserve Active Status List.

b. For officers in the grades second lieutenant (O–1) through colonel (O–6), the following functional categories and specialties are assigned to each competitive category as listed for the non-Active Guard Reserve (non-AGR).

- (1) Non-AGR Army Promotion List.
 - (a) Infantry.
 - (b) Aviation.
 - (c) Armor.
 - (d) Engineer.
 - (e) Military Police.
 - (f) Chemical.
 - (g) Field Artillery.
 - (h) Air Defense Artillery.
 - (i) Signal.
 - (j) Military Intelligence.
 - (k) Cyber.
 - (l) Transportation.
 - (m) Ordnance.
 - (n) Quartermaster.
 - (o) Adjutant General.
 - (p) Finance.
 - (q) Acquisition.
- (2) Non-AGR MS.
 - (a) 67A Health Services.
 - (b) 67B Laboratory Sciences.
 - (c) 67C Preventive Medicine.
 - (d) 67D Behavioral Science.
 - (e) 67E Pharmacist.
 - (f) 67F Optometrist.
 - (g) 67G Podiatrist.
 - (h) 67J Aeromedical Evacuation Officer.
 - (i) 70A Health Care Administrator.
 - (j) 70B Health Services Administration.
 - (k) 70C Health Services Comptroller.
 - (l) 70D Health Services Systems Manager.
 - (m) 70E Patient Administrator.
 - (n) 70F Health Services Human Resources Manager.
 - (o) 70H Health Services Plans, Operations, Intelligence, Security, and Training.
 - (p) 70K Health Services Materiel.
 - (q) 71A Microbiologist.
 - (r) 71B Biochemist.
 - (s) 71E Clinical Laboratory Officer.
 - (t) 71F Research Psychologist.
 - (u) 72A Nuclear Medical Science Officer.
 - (v) 72B Entomologist.
 - (w) 72C Audiologist.
 - (x) 72D Environment Science & Engineer Officer.
 - (y) 73A Social Worker.
 - (z) 73B Clinical Psychologist.
- (3) Non-AGR Nurse Corps (AN).
 - (a) 66B Army Public Health Nurse.
 - (b) 66C Psychiatric/Behavioral Health Nurse.
 - (c) 66E Perioperative Nurse.
 - (d) 66F Nurse Anesthetist.
 - (e) 66G Obstetric and Gynecologic Nurse.
 - (f) 66H Medical-Surgical Nursing.
 - (g) 66N Operational Nursing.

- (h) 66P Family Nurse Practitioner.
- (i) 66R Psychiatric/Behavior health Nurse Practitioner.
- (j) 66W Midwife.
- (4) Non-AGR Dental Corps (DC).
- (a) 63A General Dentist.
- (b) 63B Comprehensive Dentist.
- (c) 63D Periodontist.
- (d) 63E Endodontist.
- (e) 63F Prosthodontist.
- (f) 63H Public Health Dentist.
- (g) 63K Pediatric Dentist.
- (h) 63M Orthodontist.
- (i) 63N Oral & Maxillofacial Surgeon.
- (j) 63P Oral Pathologist.
- (k) 63R Executive Dentist.
- (5) Non-AGR MC.
- (a) 60A Operational Medicine.
- (b) 60B Nuclear Medicine.
- (c) 60C Preventive Medicine.
- (d) 60D Occupational Medicine.
- (e) 60F Pulmonary Disease/Critical Care Officer.
- (f) 60G Gastroenterologist.
- (g) 60H Cardiologist.
- (h) 60J Obstetrician and Gynecologist.
- (i) 60K Urologist.
- (j) 60L Dermatologist.
- (k) 60M Allergist, Clinical Immunologist.
- (l) 60N Anesthesiologist.
- (m) 60P Pediatrician.
- (n) 60Q Pediatric Sub-Specialist.
- (o) 60R Child Neurologist.
- (p) 60S Ophthalmologist.
- (q) 60T Otolaryngologist.
- (r) 60U Child Psychiatrist.
- (s) 60V Neurologist.
- (t) 60W Psychiatrist.
- (u) 61A Nephrologist.
- (v) 61B Medical Oncologist/Hematologist.
- (w) 61C Endocrinologist.
- (x) 61D Rheumatologist.
- (y) 61E Clinical Pharmacologist.
- (z) 61F Internist.
- (aa) 61G Infections Disease.
- (bb) 61H Family Medicine.
- (cc) 61J General Surgeon.
- (dd) 61K Thoracic surgeon.
- (ee) 61L Plastic Surgeon.
- (ff) 61M Orthopedic Surgeon.
- (gg) 61N Flight Surgeon.
- (hh) 61P Physiatrist.
- (ii) 61Q Radiation Oncologist.
- (jj) 61R Diagnostic Radiologist.
- (kk) 61U Pathologist.
- (ll) 61W Vascular Surgeon.
- (mm) 61Z Neurosurgeon.
- (nn) 62A Emergency Physician.

- (oo) 62B Field Surgeon.
- (6) Non-AGR Medical Specialist Corps (SP).
 - (a) 65A Occupational Therapist.
 - (b) 65B Physical Therapist.
 - (c) 65C Dietitian.
 - (d) 65D Physician Assistant.
 - (e) 65X Allied Operations Specialist.
- (7) Non-AGR VC.
 - (a) 64A Field Veterinary Service.
 - (b) 64B Veterinary Preventive Medicine.
 - (c) 64C Veterinary Laboratory Animal Medicine.
 - (d) 64D Veterinary Pathologist.
 - (e) 64E Veterinary Comparative Medicine Officer.
 - (f) 64F Veterinary Clinical Medicine Officer.
 - (g) 64Z Senior Veterinarian.
- (8) Non-AGR Chaplains Corps (CH).
 - (a) Command and Unit Chaplain.
 - (b) Clinical Ministries Supervisor.
- (9) Non-AGR JA.
 - (a) 27A Judge Advocate.
 - (b) 27B Military Judge.

7-7. Reserve Component warrant officer competitive categories

- a. There are 54 functional categories and specialties for Reserve Component warrant officers.
- b. They are for both Active Guard Reserve and non-Active Guard Reserve.
 - (1) 120A Construction Engineering.
 - (2) 125D Geospatial Engineering.
 - (3) 131A Target Acquisition Radar.
 - (4) 140A C2 Systems Integrator.
 - (5) 140E Air and Missile Defense.
 - (6) 150A Air Traffic and Air Space.
 - (7) 150U Unmanned Aircraft Systems.
 - (8) 151A Aviation Maintenance.
 - (9) 170A Cyber.
 - (10) 180A Special Forces.
 - (11) 255A Information Services.
 - (12) 255N Network Management.
 - (13) 255S Information Protection.
 - (14) 270A Legal Administrator.
 - (15) 290A Electronic Warfare.
 - (16) 311A CIDC Special Agent.
 - (17) 350F All Source Intelligence.
 - (18) 350G Imagery Intelligence.
 - (19) 350Z Attaché.
 - (20) 351L Counterintelligence.
 - (21) 351M Human Intelligence.
 - (22) 351Y Area Intelligence.
 - (23) 352N Traffic Analysis.
 - (24) 352P Voice Intercept.
 - (25) 352S Signals Collection.
 - (26) 353T IEW Systems Maintenance.
 - (27) 420A Human Resources.
 - (28) 420C Bandmaster.
 - (29) 640A Food Safety Officer.
 - (30) 670A Health Services Maintenance.
 - (31) 740A CBRN.

- (32) 880A Marine Deck Officer.
- (33) 881A Marine Engineer Officer.
- (34) 882A Mobility Officer.
- (35) 890A Ammunition.
- (36) 913A Armament Repair.
- (37) 914A Allied Trades.
- (38) 915A Automotive Maintenance.
- (39) 919A Engineer Automotive Maintenance.
- (40) 920A Property Accounting.
- (41) 920B Supply Systems.
- (42) 921A Airdrop Systems.
- (43) 922A Food Service.
- (44) 923A Petroleum Systems Technician.
- (45) 948B Electronic Systems Maintenance.
- (46) 948D Electronic Missile Systems Maintenance.
- (47) 152C (OH-6 Pilot).
- (48) 152D (OH-58D Pilot).
- (49) 152F/152H (AH-64A/AH-64D Pilot).
- (50) 153D/153M (UH-60/UH-60M Pilot).
- (51) 153E (MH-60 Pilot).
- (52) 154C/154F (CH-47D/CH-47F Pilot).
- (53) 154E (MH-47 Pilot).
- (54) 155A/155E/155F/155G (Fixed Wing Pilot).

7-8. Civilian workforce occupational groups

These are the functional categories for Civilian workforce white collar and trade, craft, and labor occupations.

a. Part I - White collar occupational groups and series. A position is considered white collar, even if it requires physical work, if its primary duty requires knowledge or experience of an administrative, clerical, scientific, artistic, or technical nature not related to trade, craft, or manual-labor work.

- (1) 0000 – Miscellaneous Occupations Group (Not Elsewhere Classified).
- (2) 0100 – Social Science, Psychology, and Welfare Group.
- (3) 0200 – Human Resources Management Group.
- (4) 0300 – General, Administrative, Clerical, and Office Services Group.
- (5) 0400 – Natural Resources Management and Biological Sciences Group.
- (6) 0500 – Accounting and Budget Group.
- (7) 0600 – Medical, Hospital, Dental, and Public Health Group.
- (8) 0700 – Veterinary Medical Science Group.
- (9) 0800 – Engineering and Architecture Group.
- (10) 0900 – Legal and Kindred Group.
- (11) 1000 – Information and Arts Group.
- (12) 1100 – Business and Industry Group.
- (13) 1200 – Copyright, Patent, and Trademark Group.
- (14) 1300 – Physical Sciences Group.
- (15) 1400 – Library and Archives Group.
- (16) 1500 – Mathematical Sciences Group.
- (17) 1600 – Equipment, Facilities, and Services Group.
- (18) 1700 – Education Group.
- (19) 1800 – Inspection, Investigation, Enforcement, and Compliance Group.
- (20) 1900 – Quality Assurance, Inspection, and Grading Group.
- (21) 2000 – Supply Group.
- (22) 2100 – Transportation Group.
- (23) 2200 – Information Technology Group.

b. Part II - Trade, craft, or labor occupational series. If a position clearly requires trades, craft, or laboring experience and knowledge as a requirement for the performance of its primary duty, and this

requirement is paramount, the position is in a trade, craft, or labor occupation regardless of its organizational location or the nature of the activity in which it exists.

- (1) 2500 – Wire Communications Equipment Installation and Maintenance Family.
- (2) 2600 – Electronic Equipment Installation and Maintenance Family.
- (3) 2800 – Electrical Installation and Maintenance Family.
- (4) 3100 – Fabric and Leather Work Family.
- (5) 3300 – Instrument Work Family.
- (6) 3400 – Machine Tool Work Family.
- (7) 3500 – General Services and Support Work Family.
- (8) 3600 – Structural and Finishing Work Family.
- (9) 3700 – Metal Processing Family.
- (10) 3800 – Metal Work Family.
- (11) 3900 – Motion Picture, Radio, Television, and Sound Equipment Operation Family.
- (12) 4000 – Lens and Crystal Work Family.
- (13) 4100 – Painting and Paperhanging Family.
- (14) 4200 – Plumbing and Pipefitting Family.
- (15) 4300 – Pliable Materials Work Family.
- (16) 4400 – Printing Family.
- (17) 4600 – Wood Work Family.
- (18) 4700 – General Maintenance and Operations Work Family.
- (19) 4800 – General Equipment Maintenance Family.
- (20) 5000 – Plant and Animal Work Family.
- (21) 5200 – Miscellaneous Occupations Family.
- (22) 5300 – Industrial Equipment Maintenance Family.
- (23) 5400 – Industrial Equipment Operation Family.
- (24) 5700 – Transportation/Mobile Equipment Operation Family.
- (25) 5800 – Transportation/Mobile Equipment Maintenance Family.
- (26) 6500 – Ammunition, Explosives, and Toxic Materials Work Family.
- (27) 6600 – Armament Work Family.
- (28) 6900 – Warehousing and Stock Handling Family.
- (29) 7000 – Packing and Processing Family.
- (30) 7300 – Laundry, Dry Cleaning, and Pressing Family.
- (31) 7600 – Personal Services Family.
- (32) 8200 – Fluid Systems Maintenance Family.
- (33) 8600 – Engine Overhaul Family.
- (34) 8800 – Aircraft Overhaul Family.
- (35) 9000 – Film Processing Family.

Chapter 8

Competitive Categories for Commissioned Officers and Warrant Officers

8–1. Active Duty List: competitive categories

For officers in the grades of second lieutenant (O–1) through captain (O–3), the competitive categories are:

- a. Army Competitive Category (ACC), includes basic branch and functional area officers in the grades of second lieutenant through captain.
- b. Chaplain Corps (CH).
- c. JA, including first lieutenants not members of the JA, but participating in the Army General Counsel's Honor Program, for consideration to the grade of captain only.
- d. Medical Service Corps (MS).
- e. Army Medical Specialist Corps (SP).
- f. Veterinary Corps (VC).
- g. Army Nurse Corps (AN).
- h. Dental Corps (DC).

8–2. Active Duty List: functional categories

For officers in the grades of major (O–4) through colonel (O–6), the functional categories and branches assigned within the active duty list competitive categories are:

- a. Operations (OPS).
- b. OS.
- c. FS.
- d. Information dominance (ID), since 1 April 2017.
- e. CH.
- f. JA.
- g. MS.
- h. SP.
- i. VC.
- j. AN.
- k. Medical Corps (MC).
- l. DC.

8–3. Active Duty List: competitive categories for warrant officers

For warrant officers on the ADL, the competitive categories are:

- a. Aviation.
- b. Technical Services.

8–4. Reserve Active Status List: competitive categories for commissioned officers

For officers in the grades of second lieutenant (O–1) through colonel (O–6), competitive categories are listed for the Active Guard Reserve (AGR), Army National Guard of the United States (ARNGUS), and non-AGR. ARNGUS competitive categories apply only to ARNGUS commissioned officers considered by DA centralized promotion boards.

- a. The AGR competitive categories are:
 - (1) AGR Army Promotion List (APL).
 - (2) AGR MS.
 - (3) AGR AN.
 - (4) AGR CH.
 - (5) AGR JA.
- b. The ARNGUS competitive categories are:
 - (1) ARNGUS APL.
 - (2) ARNGUS MS.
 - (3) ARNGUS AN.
 - (4) ARNGUS DC.
 - (5) ARNGUS MC.
 - (6) ARNGUS SP.
 - (7) ARNGUS VC.
 - (8) ARNGUS CH.
- c. The non-AGR competitive categories are:
 - (1) Non-AGR APL.
 - (2) Non-AGR MS.
 - (3) Non-AGR AN.
 - (4) Non-AGR DC.
 - (5) Non-AGR MC.
 - (6) Non-AGR SP.
 - (7) Non-AGR VC.
 - (8) Non-AGR CH.
 - (9) Non-AGR JA.

8–5. Competitive categories for Reserve Component warrant officers

For warrant officers in the Reserve Component, the competitive categories are:

- a. AGR Warrant Officers.
- b. Non-AGR Warrant Officers.

8-6. Active Duty List: competitive categories for general officers

a. For officers in the grades brigadier general (O-7) and major general (O-8), the competitive categories are:

- (1) ACC.
- (2) CH.
- (3) JA.
- (4) AMEDD.

b. For officers in the grades of lieutenant general (O-9) and general (O-10), competitive categories are not used. They are temporarily appointed to positions of importance and responsibility pursuant to Section 601, Title 10, United States Code.

8-7. Competitive categories for Army National Guard of the United States general officers

For ARNGUS officers in the grades of brigadier general through general, the competitive categories are:

- a. General Officer of the Line.
- b. Adjutant General Corps (does not apply to grades above major general).

Chapter 9

Officer Evaluation System

9-1. Overview

a. The Officer Evaluation System is a vital component in identifying those officers most qualified for advancement and assignment to positions of increased responsibility. Under this system, officers are evaluated on their performance and potential through duty evaluations, school evaluations, and HQDA evaluations (central selection boards and HRC officer management assessments).

b. The assessment of an officer's potential is a subjective judgment of the officer's capability to perform at a specified level of responsibility, authority, or sensitivity. Potential is normally associated with the capability to perform at a higher grade. However, the Army also assesses the officer's potential for retention and increased responsibility within a specified grade.

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

9-2. Officer evaluation reporting

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

b. The official documents of these assessments are the new DA Form 67-10 (Officer Evaluation) series and DA Form 1059 (Service School Academic Evaluation Report).

(1) The performance evaluation contained on the OER is for a specific rating period only. It focuses on comparing the officer's performance with the duty position requirements and the standards of the rating officials. Performance includes the methods or means of effort used by an officer in accomplishing tasks assigned by superiors or implied by the duty position. Performance assessments are then determined as a result of the rated officer's efforts, degree of task accomplishment, and the degree of compliance with competencies and attributes encompassed within the leadership requirements model that apply to all officers, regardless of duty position, grade, or specialty.

(2) The potential evaluation on the OER is a projection of the performance accomplished during the rating period into future circumstances that encompass greater responsibilities. The primary focus of this

assessment is the capability of the officer to meet increasing levels of responsibility in relation to their peers.

(3) DA Form 1059 is prepared for officers who take part in resident and nonresident training at Service schools and civilian educational institutions. It explains students' accomplishments, potential, and limitations while attending courses. Furthermore, performance assessments are linked to the leadership requirements model in accordance with ADP 6–22.

9–3. Relationship with the officer talent management system, leader development, and character development process

a. The primary function of the evaluation entry system (EES) is to provide information from the organizational chain of command to be used by HQDA for officer personnel decisions. The information contained in the OER and periodic assessments throughout an officer's career are correlated with the Army's needs and individual officer qualifications. OERs and assessments provide the basis for OTMS personnel actions such as promotion, branch, and FA designation, elimination, retention in grade, retention on active duty, reduction in force, command, and project manager designation, school selection, assignment, and specialty designation.

b. An equally important function of the EES is to encourage the professional development of the officer corps. To accomplish this, the system uses the Army's leadership doctrine to relate teaching, coaching, counseling, and assessing core leader competencies and attributes to improved performance and enhanced professional development. The developmental counseling fostered through senior officers links the Army's evaluation system to its leader development and TM systems is particularly valuable. Developmental counseling is the responsibility of senior officers to provide feedback concerning professional growth, potential, and career pathways to success. While these aspects of developmental counseling through mentorship have always been a major element of the evaluation process, they must be continually emphasized.

c. For further information on the Officer Evaluation System, see AR 623–3 and DA Pam 623–3.

Chapter 10

Reserve Component Officer Development and Career Management

10–1. Purpose

a. The RCs of the Army include the ARNG and the USAR. This chapter discusses the unique aspects of OTMS for the RC. The OTMS for the RC is executed by HRC for lieutenant colonels and below (AGR, individual mobilization augmentee (IMA), and Individual Ready Reserve (IRR)) for the USAR. The Office of the Chief, Army Reserve, manages the Ready Reserve colonels, sergeants major, and command sergeants major for the USAR. The state adjutants general (AGs) and the NGB manage the officer population for the ARNG.

b. When not in a federalized status (under Federal control), the ARNG comes under the control of the states, the territories of Guam and the Virgin Islands, the Commonwealth of Puerto Rico, or the District of Columbia. The overall management of ARNG officers is stipulated in NGR 600–100 and is specified in NGR 600–101 for WOs.

10–2. Reserve Component overview

a. The RC consists of three categories: the Ready Reserve, the Standby Reserve, and the Retired Reserve. All Reserve and Guard officers are assigned to one of these three categories. It is common for an RC officer to serve in various capacities in a variety of duty statuses during a career.

b. The Ready Reserve consists of the Selected Reserve, the IRR, and the Inactive National Guard (ING) and is regulated by NGR 614–1.

(1) *The Selected Reserve.* The Selected Reserve consists of the following:

(a) *Units are manned and equipped to serve or train either as operational or as augmentation units.* This category consists of officers who are required to perform 48-unit training assemblies per year and 14 days (15 days for ARNG) per year in annual training status or officers in the training pipeline (for example, officers who have not yet completed initial active duty for training, chaplain candidates, health profession students, early commissioning program participants, and cadets enrolled in the Simultaneous Membership Program).

(b) *Active Guard Reserve.* In accordance with 10 USC 101, the term “Active Guard and Reserve” means a member of an RC who is on active duty pursuant to 10 USC 12310 or 32 USC 502 and 32 USC 709. These officers are Guard or Reserve members who are ordered to active duty or full-time National Guard duty to organize, administer, recruit, instruct, or train the RC units. Information on the AGR program is found in AR 135–18.

(c) *Individual mobilization augmentee.* These officers are trained individuals assigned to an AC, Selective Service System, or Federal Emergency Management Agency organization in billets that must be filled on or shortly after mobilization. Officers assigned to this control group perform annual training and are assigned to a specific duty position in an RA unit or organization. Information on the IMA program is found in AR 140–145.

(2) *The Individual Ready Reserve.* These officers are Reserve officers not serving in the Selected Reserve. The IRR is a manpower pool comprised of trained individuals who typically have some period of their military service obligation or contractual commitment remaining. However, a remaining service obligation or contractual commitment is not a requirement to be a member of the IRR. The IRR is vital to the expansibility and reversibility of the active officer force pool and is critical to augmenting RC manpower requirements. It provides officers the opportunity to continue serving in a more limited capacity to facilitate their pursuit of a civilian career track or other personal life obligations. Members may voluntarily participate in training for retirement points with or without pay. Required training (involuntary) may not exceed 30 days a year. Officers in the IRR are in an active status and are considered for promotion with their peers.

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

c. The Standby Reserve is a pool of trained individuals with the capability to supplement manpower needs in specific skills. The Standby Reserve is managed in accordance with DoDI 1235.09. These officers maintain their military affiliation without being in the Ready Reserve. They may be designated as key civilian employees or have a temporary hardship or disability. These individuals are not eligible for mobilization.

d. The Retired Reserve is comprised of all Reserve officers who receive retired pay based on active duty or Reserve service; all Reserve officers who are otherwise eligible for retired pay but have not reached the required age to receive nonregular retired pay (typically age 60 but may be reduced per 10 USC 12731) and who have not elected discharge and are not voluntary members of the Ready or Standby Reserve; and other retired reservists. As the Secretary of the Army determines, retired Servicemembers may be ordered to active duty involuntarily whenever required.

10–3. Officer talent management system

a. The flexibility of the OTMS enables USAR and ARNG unique policies, where necessary, to facilitate officer management and development for RC officers. The OTMS subsystems of strength management, assignments, professional development, evaluation, centralized selection, and review process applies to both the RA and RC. Examples of RC-unique policies within these subsystems are—

(1) *Assignments.* Assignments for RC officers may be constrained by geography and structure. Assignment policies for the RC take into account these constraints and enable officers not serving full-time to continue to develop while allowing those officers to establish and maintain civilian occupations. Assignment policies for AGR personnel have constraints. However, AGR assignments under 10 USC are not limited by geography, and ARNG AGR assignments under 32 USC are limited only by state boundaries.

(2) *Centralized selection.* The implementation of the ROPMA in 1996 synchronized the RC company and field grade officer promotion systems with the AC. It established a best-qualified promotion system for RC officers, replacing the fully qualified system previously used. There is a centralized selection process for officers in the USAR and ARNG. However, there are also policies and procedures to conduct decentralized unit vacancy promotions to fill critical positions, and both the USAR and the ARNG have policies and processes within OTMS for a decentralized selection process where required to account for geographic constraints. Within the ARNG, states, and territories conduct selection for brigade and battalion

level commands. Battalion and brigade-level commanders are selected through a centralized command board process within the USAR.

(3) *Professional development.* While RC officers share the same mission as their RA counterparts, the unique nature of the RC officer's role as a "citizen Soldier" poses a challenge for professional development. RC officers are expected to follow RA officer development patterns as closely as possible, except that RC officers sometimes have increased windows to complete mandatory educational requirements. To meet professional development objectives, RC officers may need to rotate among TPU, the IRR, and the IMA programs. These transfers are necessitated by geographical considerations and the need to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions.

b. Additionally, there may be occasions when officers need to transfer to the IRR while they complete mandatory educational requirements. Such transfers will be temporary and should not negatively impact the officer's career. The length of service does not measure an officer's success in any one component or control group but by the officer's breadth of experience, duty performance, and adherence to branch and functional requirements.

c. The OTMS model described applies to the RA and RC and provides the flexibility to allow officers to grow in their basic branch or FA and gain the breadth of experience. Managing officers within the functional aligned design will provide opportunities for officers to be well-grounded in their branch and FA, provide opportunities to gain additional competencies to create multiple-skilled leaders, and still provide the flexibility necessary to compensate for the challenges of civilian employment, geography, and structure.

10-4. Commissioned officer development

a. RC officers are accessed into the RC at company grade and field grade levels. Initial accession is into the Army's basic branches, and officers should seek educational and developmental assignment opportunities outlined by their proponent to gain depth in their chosen branch. Officers previously commissioned by another component are accessed in either their current branch or FA or will undergo a branch or FA transfer.

b. RC officers do not have a centralized functional category designation but choose to transition to an FA and functional categories at critical points of their career. Officers who choose to designate in an FA will complete PME or other qualification training necessary. Once an RC officer commits to an FA designation, normally at the senior company grade or junior field grade level, officers should seek assignment to positions requiring expertise in the particular specialty associated with the officer's functional category branch or FA skills. Senior RC officers well-grounded in their branch or FA should increase their breadth by seeking assignments outside their basic branch or FAs in broadening and developmental positions that require leadership and managerial skills common to all officers.

c. The objectives of OTMS in the RC are achieved through interaction between the individual, proponent, career managers, and the field commander. The level of control and the nature of that interaction differ based on the officer's component and status. Each plays a vital role in the officer's development.

(1) Progressive operational assignments serve to give officers depth in their chosen branch or FA. RC officers should aggressively seek operational assignments of increasing responsibility and complexity. In the RC environment, the force structure and demographic and geographic limitations are constrained assignment options. For these reasons, RC officers may need to accept assignments throughout the Selected Reserve. RC officers must also realize the possibility of occasional temporary transfers to the IRR, especially in conjunction with the completion of PME requirements. These transfers allow the officer to complete required studies without distraction from a troop assignment and allow other officers to gain troop leadership experience. The concepts of equivalent assignment and constructive credit should be considered when determining RC operational assignments. Numerous leadership positions within the RC structure do not fall into the traditional TOE or TDA command definition. TOE leadership and command positions should be recognized and desired as potential assignments; however, there are also TDA staff positions in regional and state commands requiring quality leaders and providing similar operational experience to battalion and brigade staff positions. Careful planning and programming by agencies, commanders, and the individual officer are essential to maximizing the career potential and efficiently using officer KSBs. Experience gained through challenging and varied assignments enhances officer development and provides trained officers able to meet the dynamic needs of the RCs.

(2) Many RC officers are industry, community, and corporate world leaders. Many corporate positions provide training and experience that are useful to the military and closely related to military specialty

skills. Officers should be sensitive to the relationship between civilian occupations, training, and military skills. Being the financial officer for a corporation certainly provides evidence of qualification as a military finance officer. Leadership in a civilian occupation provides evidence of potential for military leadership positions. These are examples of constructive credit possibilities that should be considered in determining an officer's qualification for branch and FA designation and award of AOCs and skills. AR 611-1 provides guidance for evaluating civilian education and occupation experience in classifying RC officers. Officers may also apply for constructive or equivalent credit for military education courses in accordance with AR 350-1.

(3) Officers in the RC serve in Joint Headquarters, Joint State Task Force Headquarters, and other assignments that interact with other Services and agencies. Officers may serve in JDAL positions and are eligible to have their non-JDAL billet experiences reviewed for possible award of joint experience points. These points and completion of the requisite education would make them suitable for joint qualifications.

(4) The RC has positions independent of a branch or FA coding and designated as a branch or FA generalist, immaterial positions. RC company and field grade officers can expect to serve in these assignments at various times during their careers, regardless of their functional designation. Officers are selected for these positions based on their overall manner of performance, previous experience, military, and civilian education, and estimated potential for further service.

10-5. Warrant officer development

Career management is of critical importance to modern RC WOs. Modern RC WOs are complex people with considerable skills and disciplines, both civilian and military. The need for a thorough, professionally designed leader development plan is both obvious and imperative. The career RC WOs must be well trained to fill their mobilization role.

a. Army National Guard.

(1) ARNG WO career management is the responsibility of the state AG.

(2) The NGB communicates DA policy to the state AG in all matters concerning WO career management.

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

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

(5) WOs are responsible for ensuring they progress satisfactorily in their professional development. They establish goals and evaluate progress, making necessary adjustments to achieve personal goals and professional proficiency.

(6) The Army Military Human Resource Records for all ARNG WOs are maintained at NGB. The appropriate state AG office maintains a field MILPER record jacket for each WO.

(7) The state AG establishes unit location and stationing.

b. U.S. Army Reserve.

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

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

(3) A balance must be maintained between assignments to TPUs and assignments within the IMA and IRR. Assignment diversity reduces the probability of narrow, limited training and assignment experience. Stagnation in any category of assignment can be counterproductive to the development of the individual

officer, as well as improperly utilizing the availability of assignments to enhance the professional capability of the entire WO cohort.

(4) In the IRR, the WOs can update their backgrounds by training with the RA in progressive career field assignments. This type of assignment is called “counterpart training.” IMA assignments may also be available.

c. Warrant officer management considerations.

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

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

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

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

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

(2) *U.S. Army Reserve.* Decisions on assignments will be made based on the “whole person” concept and unit requirements. Military training priorities must be integrated with the officer’s civilian job and personal and community responsibilities.

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

(b) WOs serving in the IRR will be considered for reassignment to a TPU or an IMA assignment based on the following factors:

1. Availability and type of TPUs within a reasonable commuting distance in accordance with AR 140–1.

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

3. Career field and level of military schooling.

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

(c) When applicable, the assignment officer or career manager and the senior leader development office senior WO must ensure that officers have the prerequisite and, when appropriate, civilian schooling required to prepare them for reassignment.

10–6. Management considerations

a. Previous active duty assignments. When evaluating an officer’s active duty assignments, consideration should be given to the duty positions held by the officer, as well as their experience level. Active duty experience should be capitalized upon by assigning these officers to positions in which they can share their experiences and expertise.

b. Civilian background. Assignment officers should evaluate the officer’s civilian education and occupational background for potential KSBs that have military applications. Consideration may be given for the designation of an SI for a civilian-acquired skill.

10–7. Individual mobilization augmentee (U.S. Army Reserve–Selected Reserve)

a. General. The overall objective of the IMA program is to facilitate the rapid expansion of the Regular Army wartime structure of the DoD and other departments or agencies of the U.S. Government to meet military manpower requirements in the event of a military contingency, premobilization, mobilization,

sustainment, or demobilization operations. Preselected, fully qualified officers are assigned to these positions and trained during peacetime to augment the commands and agencies and enhance mission accomplishment upon mobilization. These officers are referred to as IMAs and remain part of the Selected Reserve status. IMAs are assigned to the Regular Army organization to include the Uniform Code of Military Justice authority in accordance with AR 27–10. Annual training and individual duty for training are coordinated between the assigned unit or organization and the officer (for further guidance on the IMA program, see AR 140–145).

b. Training. IMA officers are to coordinate directly with their proponent agency to arrange and schedule annual training and individual duty for trainings, including PME required for promotion purposes. As IMA Soldiers are required to be fully AOC qualified upon assignment to an IMA authorization, no other training opportunities will be funded (unless required by the AOC, not by the assigned position). Requests for annual training and PME are to be submitted and coordinated with the appropriate team that serves the Soldier's AOC within U.S. Army Human Resources Command, 1600 Spearhead Division Road, Fort Knox, KY 40122–5200. Review the HRC website, available at <https://www.hrc.army.mil>, to locate the IRR or IMA team that manages the IMA Soldier by AOC. HRC publishes all training orders.

c. Attachment. With coordination and approval of the assigned agency, an IMA Soldier may be allowed to perform their individual duty for trainings (for pay or points) with another unit closer to their home of record. An attachment order is required to assure payment and points. Complete and submit a DA Form 4651 (Request for Reserve Component Assignment or Attachment) to the appropriate IRR or IMA team within HRC for publication of the attachment order.

10–8. Officer education

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

b. Nonresident courses. Except for the BOLC, military schools may be taken through nonresident courses, TASS, and distributed learning courses. The CCC is completed through a blended (distributed learning and resident) model. ILE is available in both TASS and nonresident versions. The career management officers at HRC (for Army Reserve) and the state officer personnel manager (for ARNG) should promptly enroll officers in military education courses to ensure that all RC officers remain fully competitive for promotion and assignment considerations.

c. Civilian education.

(1) The standard for civilian education for officers in the U.S. Army is a baccalaureate degree. Most officers commissioned into the RC already have a baccalaureate degree; however, some officers do not. Effective 1 October 1995, in accordance with PL 103–337, a baccalaureate degree from an accredited educational institution is required for promotion to any grade above first lieutenant. Army Nurse Corps officers appointed on or after 1 October 1986 must possess a baccalaureate degree in nursing (accredited by an agency acceptable to HQDA) prior to promotion to major.

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

(a) The ARNG goal for WOs is to attain a specialty-related associate degree or 60 college semester hours by the eighth year of WOS.

(b) The Army Reserve goal for WOs is to attain a specialty-related associate degree or 60 college semester hours by the 5th year of WOS, and a bachelor's degree by the 10th year of WOS.

10–9. Promotion

a. See AR 135–155 and NGR 600–101 for all promotion details. Law for promotion automatically considers commissioned officers of the RCs who are on the Reserve active status list for one year or more and when they have served the required years in grade per the 1-year rule outlined in 10 USC 14301. AR 135–155 requires that each USAR WO in an active status be considered for promotion at such time as they have served the required number of years in grade. Promotion consideration occurs whether officers are assigned to an ARNG unit, TPU, or a control group, except for the Standby Reserve (Inactive) and the Inactive ARNG. The RC officers assigned to an ARNG unit or USAR TPU have an additional opportunity for promotion to fill unit position vacancies at such time as they have completed the education and time in grade requirements.

b. WOs in the Standby Reserve (Inactive) and ING are not considered for promotion. Army Reserve WOs assigned to TPUs have the additional opportunity to be considered for promotion to fill unit vacancies at such time as they have completed the required years in grade, without regard to total years of service. The state AG promotes the ARNG WOs to fill vacancies in ARNG units. Time in grade requirements for vacancy promotions are contained in AR 135–155. Army Reserve WO promotion timelines are shown in AR 135–155. ARNG promotion timelines are outlined in NGR 600–101.

Appendix A

References

Section I

Required Publications

Unless otherwise indicated, all Army publications are available on the Army Publishing Directorate website at <https://armypubs.army.mil>. DoD issuances are available on the Executive Services Directorate website at <https://www.esd.whs.mil/>. USCs are available at <https://uscode.house.gov/>.

ADP 6–22

Army Leadership and the Profession (Cited in *para 2–6a*.)

AR 25–30

Army Publishing Program (Cited in title page.)

AR 27–1

Judge Advocate Legal Services (Cited in *para 5–18a(3)*.)

AR 27–10

Military Justice (Cited in *para 10–7a*.)

AR 135–18

The Active Guard Reserve Program (Cited in *para 10–2b(1)(b)*.)

AR 135–155

Promotion of Commissioned Officers and Warrant Officers (Cited in *para 10–9a*.)

AR 140–1

Mission, Organization, and Training (Cited in *para 10–5c(2)(b)1*.)

AR 140–145

Individual Mobilization Augmentation Program (Cited in *para 10–2b(1)(c)*.)

AR 350–1

Army Training and Leader Development (Cited in *para 1–3*.)

AR 350–100

Officer Active Duty Service Obligations (Cited in *para 5–16a*.)

AR 600–3

The Army Personnel Development System (Cited in *para 1–3*.)

AR 600–8–29

Officer Promotions (Cited in *para 6–4a(1)*.)

AR 611–1

Military Occupational Classification Structure Development and Implementation (Cited in *para 5–4c(2)*.)

AR 611–110

Selection of Army Aviation Officers and Warrant Officers (Cited in *para 5–11*.)

AR 614–100

Officer Assignment Policies, Details, and Transfers (Cited in *para 4–4b*.)

AR 614–200

Enlisted Assignments and Utilization Management (Cited in *para 3–2d(5)*.)

AR 621–1

Advanced Education Programs and Requirements for Military Personnel (Cited in *para 4–5b(4)*.)

AR 621–5

Army Continuing Education System (Cited in *para 5–19*.)

AR 621–7

The Army Fellowship and Scholarship Program (Cited in *para 5–4c(4)*.)

AR 623–3

Evaluation Reporting System (Cited in *para 9–3c.*)

DA Pam 25–403

Army Guide to Recordkeeping (Cited in *para 1–4.*)

DA Pam 611–21

Military Occupational Classification and Structure (Cited in *para 2–6a(3)(d).*)

DA Pam 623–3

Evaluation Reporting System (Cited in *para 9–3c.*)

DoDI 1300.19

DoD Joint Officer Management (JOM) Program (Cited in *para 4–13a.*)

NGR 600–100

Commissioned Officers Federal Recognition and Related Personnel Actions (Available at <https://www.ngbpmc.ng.mil/>) (Cited in *para 10–1b.*)

NGR 600–101

Warrant Officers Federal Recognition and Related Personnel Actions (Available at <https://www.ngbpmc.ng.mil/>) (Cited in *para 10–1b.*)

NGR 614–1

Inactive Army National Guard (Available at <https://www.ngbpmc.ng.mil/>) (Cited in *para 10–2b.*)

PL 102–190

National Defense Authorization Act for Fiscal Years 1992 and 1993 (Available at <https://www.congress.gov/bill/>.) (Cited in *para 6–3c.*)

PL 102–484

National Defense Authorization Act for Fiscal Year 1993 (Available at <https://www.congress.gov/bill/>.) (Cited in *para 1–7a.*)

PL 103–337

National Defense Authorization Act for Fiscal Year 1995 (Available at <https://www.congress.gov/bill/>.) (Cited in *para 10–8c(1).*)

PL 109–364

John Warner National Defense Authorization Act for Fiscal Year 2007 (Available at <https://www.congress.gov/bill/>.) (Cited in *para 4–13a.*)

Smartbook DA Pam 600–3

Officer Professional Development and Career Management (Available at <https://www.army.mil/g-1#org-g1-publications>.) (Cited in *para 1–5c.*)

10 USC

Armed Forces (Cited in *para 4–13b(2).*)

10 USC 101

Definitions (Cited in *para 10–2b(1)(b).*)

10 USC 641

Applicability of Chapter (Cited in *para 6–4a(1).*)

10 USC 663

Joint duty assignments after completion of joint professional military education (Cited in *para 4–13f.*)

10 USC 741

Rank: commissioned officers of the armed forces (Cited in *para 6–4a(2).*)

10 USC 742

Rank: warrant officers (Cited in *para 6–4b.*)

10 USC 12310

Reserves: for organizing, administering, etc., reserve components (Cited in *para 10–2b(1)(b).*)

10 USC 12731

Age and service requirements (Cited in *para 10–2d.*)

10 USC 14301

Eligibility for consideration for promotion: general rules (Cited in *para 10–9a.*)

32 USC

Front matter (Cited in *para 10–3a(1).*)

32 USC 502

Required drills and field exercises (Cited in *para 10–2b(1)(b).*)

32 USC 709

Technicians: employment, use, status (Cited in *para 10–2b(1)(b).*)

Section II**Prescribed Forms**

This section contains no entries.

Glossary of Terms

Army Coaching Program

A non-attributional, Army Leader-focused, confidential, and career-long program that maximizes self-awareness, enabling Officers to view the Profession of Arms as a viable career path and develop talents in support of the Army mission. The ACP is based on the foundations and principles of the ICF. Using this industry-standard professional credentialing organization will mitigate the risks associated with hiring coaches such as former Soldiers, who may be prescriptive, or acting as consultants, vice following the intended coaching model. ACP is aligned with, but not exclusive to, PME, and the Officer Talent Maximization Structure.

Army Talent Alignment Process

A decentralized regulated market-style hiring system that aligns officers with jobs based on preferences. These preferences are shaped by the unique KSBs of each officer and the KSBs desired by commanders for their available assignments.

Army Talent Attribute Framework

A three-tiered personnel attribute structure, which standardize the approved list of knowledge, skills, behaviors, and preferences (KSB-P) and their associated definitions across the Army. The ATAF was designed with the intent to facilitate a streamlined user experience in the ATAP market, to align talent assessments to a common set of KSB-Ps, and to be adapted into a data layer underpinning the IPPS-A 25-point profile.

Assessment

A validated process to acquire objective data on an officer's knowledge, skills, and/or behaviors.

Behavior

A person's values, attitudes, and temperament as evidenced through their actions.

Branch

1. A subdivision of any organization. 2. A geographically separate unit of an activity, which preforms all or part of the primary functions of the parent activity on a smaller scale. 3. An arm or service of the Army.

Brevet

A temporary promotion for Active Duty Army officers to the next grade (captain (O-3) through colonel (O6)) if they are selected to fill a position that the Army has designated critical or hard-to-fill.

Captain Career Course

This course is the second major branch school officers attend before company-level command. It combines the instruction formally taught in the branch Officer Advanced Course and the Combined Arms and Services Staff School. The ACC CCC is supported by a 20–21-week PCS course. The branch phase of the course consists of 12–13 weeks of branch-specific technical and tactical training (depending on the branch) with 8 weeks of integrated common core instructions. The RC CCC is a blended course that is supported by both distributed learning phases and resident phases at the assigned branch school.

Career field

A specific grouping of functionally related officer, WO, enlisted, and DA Civilian positions into management categories having a common mission area. Career fields consist of officer branches and FAs, WO, and enlisted military occupational specialties, and DA Civilian occupational series. There are four career fields: operations, information operations, institutional support, and operational support. (The term career field in lower case is also a generic term commonly used by military and DA Civilian personnel when referring to their branch, FA, MOS, or DA Civilian occupational series.)

Functional area

An FA is a grouping of officers by technical specialty or skill, which usually requires significant education, training, and experience. An officer receives their FA between the fifth and sixth years of service. Individual preference, academic background, manner of performance, training, and experience, and needs of the Army are all considered during the designation process.

Functional designation

The process whereby officers are reassigned from an accession branch to an FA or other branch. This designation is made by a formal panel within HRC that weighs factors including needs of the Army, officer preference, rater, and senior rater recommendations, education, training, and unique skills or attributes.

Knowledge

A topically organized set of facts and information acquired by a person through experience, education, or training, which supports work related performance.

Preference

Interests, career ambitions, and personal life goals.

Skill

Identifies a requirement and an officer possessing specialized skills to perform duties of a specific position that may require significant education, training, and experience. A skill can be related to more than one branch or FA. An officer may have more than one skill.

Special branches

A grouping of branches and officers primarily concerned with providing combat service support and administration to the Army as a whole but managed separately from combat service support branches. Special branches include AMEDD, Chaplain Corps, and JAGC.

Strategic human resource management

A broader, more holistic perspective on personnel management that extends beyond the fundamental life cycle functions. Strategic human resource management focuses on the long-term vision of OTMS and links fundamental personnel management decisions to the desired end state. Strategic human resource management links character, leader, and talent development, the new OERs (DA Form 67–10 Series) and the personnel life-cycle-management functions addressed in OPMS XXI. While the initial focus of strategic human resource management is on officer personnel, strategic human resource management will encompass the total force of officers, WOs, enlisted, and DA Civilian personnel.

Talent

Unique, measurable clusters of highly interrelated KSBs possessed by an individual, which results in effective performance when properly aligned against a particular job.

Unified action

The synchronization, coordination, and integration of the activities of governmental and nongovernmental entities with military operations to achieve unity of effort.

SUMMARY of CHANGE

DA PAM 600–3
Officer Talent Management

This major revision, dated 23 September 2022—

- Changes the title of DA Pam 600–3 from Officer Professional Development and Career Management to Officer Talent Management.
- Updates the web address for the Smartbook DA Pam 600–3 to <https://www.army.mil/g-1#org-g-1-publications> (throughout).
- Replaces Expanded Graduate School Program with Performance Based Graduate School Incentive Program (para 4–5b(4)).
- Changes the requirements for warrant officer development (paras 4–11b, 4–11c, and 4–11d).
- Adds the regulations which manage Army National Guard officers and warrant officers (*para 10–1b*).
- Adds the regulation which regulates the Ready Reserve (*para 10–2b*).
- Changes skills, knowledge, and attitudes to knowledge, skills, and behaviors (throughout).
- Updates the description of the Officer Talent Management System and describes Army talent management (throughout).
- Describes the Army Talent Attribute Framework and the Army Talent Alignment Process (throughout).

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