

**Department of the Army
Pamphlet 600-4**

Personnel-General

**Army Medical
Department
Officer
Professional
Development
and Career
Management**

**Headquarters
Department of the Army
Washington, DC
30 March 2020**

UNCLASSIFIED

SUMMARY of CHANGE

DA PAM 600–4

Army Medical Department Officer Professional Development and Career Management

This expedited revision, dated 30 March 2020—

- o Removes reference to Multi-Source Assessment and Feedback tool (para 2–2*c*).
- o Changes the name of the Army Medical Department Center & School to the U.S. Army Medical Center of Excellence (para 3–2).
- o Provides clarification on what constitutes a credentialing course for Army Medical Department officers (para 4–2*c*).
- o Clarifies time in service and eligibility requirements for attendance to Senior Service College in accordance with AR 350–1 (para 4–2*d*).
- o Adds the references that cover the Ready Reserve (para 6–2*a*).
- o Adds the references that manage Army National Guard officers and warrant officers (para 6–3*a*).

Personnel–General

Army Medical Department Officer Professional Development and Career
Management

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History. This publication is an expedited revision.

Summary. This pamphlet outlines officer professional development and career management programs for each of the Army Medical Department's six corps. Although it does not prescribe a path of assignments and educational opportunities that will guarantee success, it does describe the full spectrum of developmental opportunities and programs that officers can expect throughout their careers. In addition, this pamphlet provides guidance

on leader development concepts and responsibilities, information on opportunities for Army Medical Department command positions, offers detailed information on development and management of Reserve Component Army Medical Department officers, and outlines Army promotion policy including special considerations for Army Medical Department officers.

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 Surgeon General. 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 rank 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 a formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent. Refer to AR 25–30 for specific guidance.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to The Surgeon General (DASG–HR), 7700 Arlington Blvd, Falls Church, VA 22042–5140.

Distribution. This pamphlet is available in electronic media only and is intended the Regular Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve.

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Glossary

Chapter 1 Introduction

1–1. Purpose

This pamphlet provides guidance to commanders, assignment officers (AOs), mentors, and individual officers concerning leader development to include the duties, responsibilities, and roles of commissioned and warrant officers (WOs) of the Army Medical Department (AMEDD) in support of the U.S. Army and Department of Defense (DOD). It should also be used as a general guide to plan assignments, education, and training for optimum military service by each AMEDD officer. This pamphlet will be used in conjunction with the Smartbook DA Pam 600–4 (see app A), which provides more details on command and career management for each of the AMEDD corps.

1–2. References and forms

See appendix A.

1–3. Explanation of abbreviations and terms

See the glossary.

1–4. Overview

Similar concepts for Human Resources Command (HRC) managed branches, operating under the Officer Personnel Management System (OPMS), are outlined in DA Pam 600–3. This pamphlet will be used in conjunction with DA Pam 600–3 to provide a basic frame of reference for AOs at all levels and the individual AMEDD officer. Officers are encouraged to read both DA Pam 600–3 and Smartbook DA Pam 600–3, regardless of branch, functional area, military occupational specialty (MOS), or career field held, because unique and valuable lessons in Army culture and officer professional development are found in every section.

1–5. Background

a. The AMEDD is unique in terms of commissioned officer human resource management, because it and the other special branches are not formally integrated into OPMS, which provides the framework for HRC officer career management programs and policies. The AMEDD officer, like their basic branch-managed counterparts, is highly skilled and trained in his or her specialty. However, the primary difference stems from the specialized nature of modern health care, which requires developing single, highly specialized skills rather than the multiple skills identified in the "dual track" concepts of OPMS. As the Army has sought to inculcate a sense of professionalism throughout the Total Force, per Army Doctrine Publication (ADP) 1, the AMEDD constitutes a diverse group of "dual professionals" who balance identification as a health care professional and as a member of the profession of arms. As an organization, the AMEDD must value the contributions and career development of health care providers as clinical subject-matter experts while ensuring core Army operational proficiency. The AMEDD must also vigilantly monitor health care professionals, as natural tensions sometimes exist between the profession of arms and medicine.

b. The mission of the AMEDD is to provide health services for the Army and, as directed, for other agencies, organizations, and the other Services. Since the Medical Department was established, in 1775, six officer corps or branches have been developed to provide the leadership and professional expertise necessary to accomplish the broad Soldier support functions implicit to the mission. Success in accomplishing the AMEDD mission lies in teamwork among all health professionals while providing optimum health care to Soldiers, their Families, and other beneficiaries.

c. The key to the distinctive human resource management system of the AMEDD is the corps. The AMEDD is composed of six corps. The separate nature of the many disciplines within the six corps, comprising the total health care delivery system, dictates some diversity in approach to managing the personnel within that system. Although separate and unique, the six corps cannot effectively function apart from one another, due to the commonality created by the mission.

1–6. Warrior ethos and Army Values

Everything begins with the warrior ethos. The warrior ethos compels Soldiers to fight through all conditions to victory no matter how much effort is required. It is the Soldiers' selfless commitment to the nation, mission, unit, and to their fellow Soldiers. It is the professional attitude that inspires every American Soldier. Warrior ethos is grounded in refusal to accept failure. It is developed and sustained through discipline, commitment to Army Values, and pride in the Army's heritage. Warrior ethos is the foundation for our total commitment to victory in peace and war. It is the

conviction that military service is much more than just another job. It defines who officers are and what they do. It is linked to this country's longstanding Army Values and the determination to do what is right and do it with pride. Soldiers enter the Army with their own values, developed in childhood and nurtured through experience. We are all shaped by what we have seen, what we have learned, and whom we have met. However, once Soldiers put on the uniform and take the oath, they have opted to accept a warrior ethos and have promised to live by the Army Values. Army Values form the very identity of the Army. They are non-negotiable and apply to everyone at all times in all situations. The trust that Soldiers have for one another and the trust the American people put in Soldiers demands that Soldiers live up to these values. These values are interdependent; that is, they support one another. You cannot follow one value and ignore another. The seven values that guide all leaders and the rest of the Army are loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Leaders must believe in these values, model them in their personal actions, and teach others to accept them. AMEDD officers require a demonstrated mastery of the Military Health System (MHS), their branch, functional area, or area of concentration (AOC) specific skills, and grounding in these seven Army Values to successfully lead Soldiers in the 21st century.

1-7. 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.

1-8. Mentoring, counseling, and coaching

a. Today's leaders have the critical responsibility to develop future leaders who are prepared to meet tomorrow's challenges. An essential component of this development is mentoring. The term mentorship 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. ADP 6-22 provides additional information on mentorship.

b. Mentorship impacts both personal development (maturity, interpersonal, and communication skills) as well as professional development (technical and tactical knowledge, and career-path knowledge).

c. The goal of mentorship is to help the lesser-experienced person reach their personal and professional potential. It is critical to understand that mentorship is not any one behavior or set of behaviors, but rather includes all of the leader development behaviors (for example, counseling, teaching, coaching, and role modeling) that are displayed by a trusted advisor.

d. The strength of the mentorship relationship is based on mutual trust and respect. Assessment, feedback, and guidance accelerate the developmental process and enhance performance. When this occurs within a mentoring relationship, even higher performance results.

e. Mentoring requires taking advantage of any opportunity to teach, counsel, or coach to build skills and confidence in the mentored. Mentoring is not limited to formal, structured sessions, but can include every event from quarterly training briefs, to after action reviews, to unstructured, casual, recreational activities. To aid in the mentorship (and career management) process, the Army has developed and implemented the Army Career Tracker (available at <https://actnow.army.mil>), an Army leadership development tool that uses the professional development model and provides a common picture of training and experience. Used properly, this tool facilitates structured mentorship and can be used and revised by successive mentors as an officer progresses in experience. Additionally, the Army Mentorship Program (available at <http://myarmybenefits.us.army.mil>) is an official effort to provide additional resources for leaders and junior officers.

f. One of the most important legacies that today's senior leaders can leave with the Army is to mentor junior leaders. Mentoring develops great leaders to lead great Soldiers.

1-9. Army Medical Department officer career management overview

a. Purpose. The purpose of AMEDD officer career management is to enhance the effectiveness and professionalism of the AMEDD officer corps. This encompasses all policies and procedures by which Army company grade, field grade, and warrant officers are trained, educated, developed, assigned, evaluated, promoted, and separated from active duty. Officer career management in the AMEDD consists of career management policies and procedures that assure a deployable, professional officer corps capable of meeting the challenges of the future.

b. Objectives of Army Medical Department officer career management.

(1) Provide quality officers in sufficient numbers, and with the appropriate grades and skills, to meet the health manpower requirements of the Army, taking maximum advantage of the education, abilities, and interests of the individual officer.

(2) Ensure continuation of education and training that provides the opportunity to grow as both a military officer and a health professional.

(3) Assign officers where they can maximize their talents and training in the health care delivery system and meet individual desires and preferences.

(4) Facilitate a high degree of motivation, professional opportunity, and career satisfaction among the six AMEDD corps.

c. Responsibility for career management. The Surgeon General (TSG) is responsible for AMEDD officer career management within the policies established by the Deputy Chief of Staff (DCS), G-1. This responsibility is directed through the Director of Human Resources, Office of the Surgeon General (OTSG), and executed through the Commander, HRC, who manages Active and Army Reserve AMEDD Active Guard Reserve (AGR), Individual Ready Reserve (IRR) and Individual Mobilization Augmentation (IMA) officers with the advice and assistance of the AMEDD corps chiefs and professional consultants. Career management and development of Active Component (AC) and Reserve Component (RC) AMEDD officers is the primary function of each AMEDD branch, Health Services Division (HSD), HRC (see chap 3). It is here that the fundamental personal contact between the officer and his or her "branch" occurs. Army National Guard (ARNG) AMEDD officers are managed by the Military Personnel Office (MILPO) of the ARNG organization in each State. ARNG AMEDD officers on Title 10, United States Code 10 (0 USC) AGR orders are managed by National Guard Bureau (NGB) Human Capital Management in conjunction with their State MILPO. Each ARNG Joint Force Headquarters (JFHQ) has a MILPO with an officer management branch possessing the authority to make AOC changes within regulatory guidance and direction from the ARNG Chief Surgeon's Office. AMEDD officers in the U.S. Army Reserve (USAR) not on extended active duty are managed by career management officers (CMOs) at HRC. AGR officers in the USAR are managed by the Reserve Branch at HSD, HRC. ARNG AGR officers are managed by support career management officers according to National Guard Regulation (NGR) 600-5 (see chap 6).

d. Army Medical Department assignment officers. Career management is effective when the qualitative manpower requirements of the Army, the training and skills of the individual, and the desires and career development of the officer concerned are balanced. Knowledge of requirements is usually the known or given part of the career management equation. The individual officer's needs, on the other hand, are more difficult to determine. Human resources managers and AMEDD officers must effectively communicate with each other to ensure the continued successful progression of career assignment, education, and utilization.

(1) *Active Component officers.* In the absence of dialogue with the HRC Branch or lack of written communication, the AOs may not be aware of personal goals, interests, and individual situations of the officer managed. Regular Army (RA) officers should communicate their career goals and interests to their rater, other appropriate personnel in their chain of command, their AOC consultant, and their AO in the AMEDD Branch, HSD, HRC.

(2) *Reserve Component officers not on extended active duty assigned to units.* Human resources management and career service support is provided by the unit's Reserve and full-time unit support. Officers should communicate their career goals and interests to their raters and other appropriate leaders in the chain of command. The JFHQ MILPO and Personnel Program manager at the ARNG Chief Surgeon's Office are also available to provide career guidance and general information about assignment opportunities.

(3) *Reserve Component officers assigned to the Individual Mobilization Augmentee Program.* Career management is a joint responsibility of the IMA agency to which the officer is assigned and HRC. The HRC AO coordinates with these agencies to provide "umbrella" career management and support to IMA officers. IMA officers are encouraged to maintain contact with their HRC AO.

(4) *Reserve Component officers assigned to the Individual Ready Reserve.* HRC is the agency responsible for career management and support of IRR officers. It is critical that the IRR officers maintain frequent contact with their HRC AO to ensure that readiness issues and opportunities to pursue career goals are considered. Officers can find their HRC AO at <https://www.hrc.army.mil/>.

1-10. Army Medical Department warrant officer career management overview

a. Purpose. The purpose of the warrant officer component of AMEDD officer career management is to enhance the effectiveness and professionalism of the AMEDD warrant officer cohort while thoroughly integrating management practices and leader development education within the larger strategic, field, and company grade officer corps. This encompasses all policies and procedures by which AMEDD warrant officers are procured, trained, educated, developed, assigned, evaluated, promoted, and separated from duty. AMEDD warrant officer career management assures a

deployable, professional warrant officer cohort capable of meeting the challenges of the current and future force, ensuring readiness to integrate and synchronize Joint, inter-organizational, and multinational capabilities to create temporary windows of superiority across multiple domains and throughout the depth of the battlefield to enable force health protection.

b. Objectives of Army Medical Department warrant officer career management.

(1) Provide a structure that optimizes warrant officer utilization and quality officers in sufficient numbers, and with the appropriate grades and skills, to meet the force health protection manpower requirements of the Department of Defense, taking maximum advantage of fully developed skills, knowledge, and abilities of the individual officer to reach their unique potential as trusted Army professionals.

(2) Ensure continuation of education and training that provides the opportunity to grow as both a military officer and a health professional.

(3) Assign officers where they can maximize their talents and training in the health care delivery system and meet individual desires and preferences.

(4) Facilitate a high degree of motivation, professional opportunity, and career satisfaction among the six AMEDD corps.

c. Responsibility for career management. TSG is responsible for AMEDD's warrant officer career management within the policies established by the DCS, G-1. This responsibility is directed through the Director of Human Resources, OTSG, and executed through the Commander, HRC, who manages both Active and Army Reserve AMEDD warrant officers.

Chapter 2

Army Medical Department Officer Leader Development

2-1. Leader development strategy

The Army leader development strategy employs the three domains of leader development—institutional, operational, and self-development. These domains define and engage a continuous cycle of education, training, selection, experience, assessment, feedback, reinforcement, and evaluation. Learning, experience, and feedback provide the basis for professional growth. Overall, leader development enhances leader capabilities for positions of increasing responsibility. The goal of Army leader development is to create the training, education, and experience conditions that produce agile, innovative, and adaptive leaders of unimpeachable integrity, character, and competence. These leaders act to achieve decisive results, and they understand and are able to exploit the full potential of current and future Army doctrine.

2-2. Domains of leader development

a. Institutional domain. The institutional Army (schools and training centers) is the foundation for lifelong learning. Training is an organized, structured, continuous, and progressive process based on sound principles of learning. This process increases the capability of individuals, units, and organizations to perform specified tasks or skills. The objective of training is to increase the ability of leaders to competently perform in training and operational situations. Individual task training builds individual competence and confidence to perform these tasks in support of collective training and operations. Education is the process of imparting knowledge and developing the competencies and attributes Army professionals need to accomplish any mission the future may present. Education helps develop Soldier and Army civilian leader competencies, focusing on fundamentals which are later practiced, expanded, and improved in training and experience. Education occurs in the institutional, operational, and self-development domains. As a component of leader development, education contributes to the growth of the three leader attributes of character, presence, and intellect. Education focuses on intellect and moral character of leaders to improve judgment and reasoning and hone the habits of the mind: agility, adaptability, empathy, intellectual curiosity, and creativity. Education in the Army is primarily professional military education (PME) or civilian education system, but may include studies within civilian academia. PME and the civilian education system are progressive and sequential across a career continuum to ensure that Soldiers and Army civilians are successful at each stage of their professional service, while continually growing in the competencies and attributes needed for higher levels of service.

b. Operational domain. Operational and broadening assignments constitute the second domain of leader development. After completing institutional training, leaders ideally are assigned to operational positions. This operational experience provides them the opportunity to use, hone, and build on what they learned through the formal education process. Experience gained through on-the-job training in a variety of challenging assignments and additional duties prepares officers to lead and train Soldiers. The commander or leader in the unit plays a significant and instrumental

role in this area. Commanders and other senior leaders are particularly responsible for mentoring that is vital to developing junior officers. They introduce the officer to their unit and establish leader development programs. They explain both unit and individual performance standards, and provide periodic assessments and continual feedback to develop the officer. Beyond accomplishing the daily mission, developing subordinate leaders is a professional responsibility which must be carried out to guarantee the quality of our future leaders. Similarly, periodic assignment to broadening positions throughout the career timeline provides officers with exposure to a different environment, presents them with opportunities to work complex problems, and ultimately helps the Army grow strategic, adaptive, and innovative executive-level leaders capable of performing above and beyond the tactical and operational levels. In order to maximize an officer's ability to pursue broadening assignments and be competitive for promotion to senior commissioned ranks, it is imperative for officers and commanders to understand and adhere to existing guidance that limits key developmental assignments.

c. Self-development domain. Learning is a lifelong process. Institutional training and operational assignments alone do not ensure that Army officers attain and sustain the degree of competency 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, new technologies, common weapons platforms, and evolving doctrines. Every officer is responsible for his or her own self-development. Self-assessment and taking appropriate remedial or reinforcing action is critical to a leader's success. 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 personal self-development action plan and professional goals. Self-development is the key aspect of individual officer qualification that solidifies the Army leader development process.

2–3. Leader principles

Six principles are inherent in officer development and career management. These principles serve as a frame of reference for the individual officer, commander, mentor, branch, and AMEDD corps.

a. Leader development is based on ADP 1, providing the foundation for our warfighting doctrine. It articulates the constitutional and legal basis for our being, the national security objectives, the spectrum of warfare and our beliefs concerning the profession of arms to include the professional Army ethic and values. ADP 3–0 is our keystone warfighting doctrine for subordinate and tactical-level doctrine, professional education and individual and unit training. ADP 7–0 tells us how we should train, including the senior leader's role. ADP 6–22 outlines the core dimensions of leadership and the basis for leadership excellence. Together, these references provide the foundation needed to develop competent, confident leaders capable of assuming positions of greater responsibility and creating the conditions for sustained organizational success.

b. Leader development programs should be responsive to the environment, including such factors as law, policy, resources, force structure, world situation, technology, and professional development.

c. An officer's success should be measured in terms of contribution. An officer's professional goals are directly related to his or her own definition of success in the profession of arms.

d. High-quality Soldiers deserve high-quality leaders. This principle is the heart of leader development and breathes life into all aspects of the seven Army fundamental imperatives to create an operational capability in support of the Army's strategic vision and priorities, doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy changes.

e. We recognize as a philosophy that leaders can be developed. While a principle in itself, it is inextricably linked to the philosophy of shared responsibilities among the individual leaders; the schoolhouses, branches, and AOC proponents throughout the Army; and the commanders in the field.

f. Leader development is cooperative and holistic. The individual officer, unit commanders, mentors, and Army educational institutions all share in the responsibility for developing leaders at every level.

2–4. The Army Medical Department corps

a. The term "AMEDD corps" is used synonymously with "branch" and is a service of the Army. The six AMEDD corps are: the Medical Corps (MC), the Dental Corps (DC), the Veterinary Corps (VC), the Medical Service Corps (MS), the Army Nurse Corps (AN), and the Army Medical Specialist Corps (SP).

b. An AMEDD corps is a grouping of officers who have or are developing specific skills unique to their particular branch. These skills, when integrated into the whole, become the provider portion of the Army health care delivery system. Each AMEDD corps is composed of one or more broad health professional disciplines.

2–5. Areas of concentration and medical functional areas

a. Each broad discipline is composed of several specialties, or AOCs, that describe restricted areas of functional expertise necessary to support the discipline as a whole when viewed in its total context. AOCs may be derived from either military or civilian acquired skills and described by the specifications contained in DA Pam 611–21. Further specialization of duties within the corps is identified in the medical functional areas (MFAs). The purpose of the range of AOCs and MFAs is to ensure the availability of skills of particular value and need to the AMEDD and to the Army.

b. AMEDD's AOC–MFA requirements are translated into authorized duty positions that are ultimately filled by qualified officers. These authorized AOC–MFA positions are listed in the appropriate corps-specific chapters of this publication. Each AOC–MFA position is unique to the branch indicated.

c. All professionally qualified AMEDD commissioned officers are awarded an AOC upon appointment. This initial specialty designation is where commissioned officers normally receive early development or utilization, depending on the skills possessed at the time military service is begun. In some cases, AMEDD commissioned officers will enter the Service with highly sophisticated training in one or more of the health professions (for example, cardiology, oral surgery, or optometry), while others will have obtained the basic educational prerequisites for further professional development through experience, advanced training, and graduate professional education. The needs of the Service may dictate a commissioned officer's assignment in an AMEDD-immaterial position. Rotation between duties requiring different specialties and immaterial positions follows the same "dual track" philosophy employed by the basic branches managed under the OPMS and serves to keep the individual proficient in various skills the AMEDD requires. The ability to utilize commissioned officers in both specialty-unique and immaterial assignments, provides AMEDD with greater flexibility in the utilization of its personnel assets to meet continually changing requirements. TSG is the sole designation authority for specialty classification of all AMEDD officers. A commissioned officer may request award of a new AOC–MFA classification to reflect additionally acquired skills by applying to AO at HRC. Decisions concerning these applications will be based on a complete evaluation of the officer's qualifications and the total requirements of the AMEDD.

Chapter 3 Army Medical Department Officer Career Management

3–1. Overview

TSG is responsible for AMEDD officer career management within policies established by the DCS, G–1. This responsibility is executed through the Director of Human Resources, OTSG, and the Commander, HRC, who manages RA AMEDD officers with the advice and assistance of the respective AMEDD corps chiefs and the AOC consultants. Career management and development of Active Component AMEDD officers is the primary function of each AMEDD branch and HSD, HRC. It is here that the fundamental personal contact between the officer and his or her "branch" occurs—the human interaction where credibility is established with the commanders and the Soldiers in the field.

3–2. Aspects of career management

a. Health Service Division philosophy. Career management is a balance between Army operational requirements, personnel authorizations, the officer's career progression, and their personal preferences. The management philosophy of each branch is to match the appropriate skills to the appropriate job while ensuring career progression opportunity and considering the personal preferences of the individual officer—having the right person, in the right position, at the right time. Branch chiefs work closely with their respective corps chiefs and respective assistant corps chiefs or consultants for each AOC and other AMEDD professional training program directors. This dialogue occurs formally during the annual AMEDD Distribution Plan and routinely throughout the year. Officers are assigned an HRC AO based on their respective AOC and/or rank. Each AO manages the entire career management life cycle of the officer to include long-term health education and training, officer schools, promotion board preparations, assignments, and special actions.

b. Strength management. The strength management process is shared among the AMEDD branch, OTSG personnel, and the AMEDD Personnel Proponent Directorate (APPD). The branches provide projected and confirmed loss data by submitting monthly loss reports to OTSG and to the proponent, APPD. APPD is the proponent for life cycle modeling, data analysis, and personnel management. Adjustments to grade structure are managed through the corps-specific branch proponent office to the AMEDD proponent.

c. Accessions. Officers are accessed into the AMEDD through various accession sources, making the AMEDD unique in terms of career management for non-due course officers. These accession routes include: Officer Candidate School (OCS), U.S. Army Recruiting Command (USAREC), Health Profession Scholarship Program, Financial Assistance Program, civilian education delay, direct accessions fully qualified and licensed in their respective specialty,

ARNG, or USAR accessions to active duty, Reserve Officers' Training Corps (ROTC), U.S. Military Academy (USMA) at West Point, branch transfers both voluntary and involuntary, and inter-Service transfers from other uniformed Service components.

d. Assignment process and considerations. The assignment process throughout an officer's career is based on several factors and considerations.

(1) *Army requirements.* AMEDD officers are assigned in accordance with Department of the Army (DA) manning priorities and operational requirements. Unanticipated priority Army requirements based on current operational needs also drive assignments through various tasking sources and joint manning document changes.

(2) *Army Medical Department Distribution Plan.* The AMEDD Distribution Plan is a combined effort between OTSG and HRC. The AMEDD Distribution Plan is AMEDD's methodology to identify projected personnel inventory by AOC, identify authorized positions by their priority of fill, and distribute personnel to those positions in accordance with DA and AMEDD policy, and the Personnel Management Authorizations Document. The AMEDD Distribution Plan guidance is issued annually by TSG and provides an additional framework from which the AMEDD can develop the distribution plan for the upcoming fiscal year (FY).

(3) *Availability.* Officers are considered available for assignment when they have completed their prescribed tour length as specified in AR 614-100 or when the needs of the Army dictate waiving prescribed tour lengths.

(4) *Professional development needs.* Most officers enter the AMEDD through Army entry-level training for their specific AOC. This professional training can vary from each AOC and lengths vary for each respective AOC and AMEDD corps. Selected officers who complete specialized training must then pass their individual professional certification or registration and/or obtain, and maintain, State licensure to qualify for their designated specialty. Failure to obtain qualification within the prescribed timelines may result in a suspension of all favorable actions and may be subject to an involuntary separation from the Army under the provisions of AR 600-8-24 or AR 135-175.

(5) *Education and training.* Officers may apply for long term health education and training (LTHET), graduate medical education (GME), or graduate dental education (GDE) in their specialty or adjunct skills area. Assignment to training is determined by an AMEDD LTHET, GME, or GDE selection board held annually. Education and training requirements are coordinated through the Professional Education and Training Department, U.S. Army Medical Center of Excellence (MEDCoE) through OTSG for GME and GDE. Advanced education and training are important milestones in the life cycles of most AMEDD officer specialties. Training quota and degree types are validated through the proponent in coordination with the Professional Education and Training Department and each respective AMEDD corps.

(6) *Other considerations.* AOs also evaluate the impact of other variables when considering officer assignments. These include but are not limited to: joint domicile, Exceptional Family Members Program needs, reassignment for compassionate reasons, medical conditions at the time of reassignment that may preclude assignment to a deploying unit, additional special skill identifiers required at the duty assignment (such as Airborne School and Air Assault), follow-on assignment positions after training, and general officer requests.

(7) *Personal preference and compassionate factors.* Officers must communicate with their respective AO on their preferences annually for location, assignment type, personal data, professional development goals, education, and training needs. Routine dialogue with the respective AO and AOC consultant is also important as assignment factors may change. Individual circumstances involving temporary hardship may be eligible for a compassionate reassignment in accordance with the provisions outlined in AR 614-100.

e. Professional development. The professional requirements for AMEDD officers are outlined in AR 40-68 and AR 351-3. Some AOCs require very individualized and specialized development. Professional development is a timely balance between military training, advanced professional training to include specialty training, operational, and leadership assignments pertinent to each AMEDD corps' life cycle, a commitment to lifelong learning, and progression of skills through deliberate and mutual career planning between the officer and their AO. Each assignment track includes the three domains of leader development; military training, self-development, and operational assignments.

f. Non-due course officers. The AMEDD will access fully qualified officers for direct commissioning when the projected inventory or specific skills sets are required. Officers are given equitable constructive credit in accordance with DOD policies and are slated into a cohort year group based upon the date of rank (DOR) calculation for constructive credit per DOD 6000.13. These officers must be managed carefully to ensure they meet important life cycle milestones, but concurrently offered the same opportunity as other officers within their cohort year group to attend military schools and LTHET.

3–3. Individual career management

Career management is effective when the qualitative manpower requirements of the Army, the training and skills of the individual, and the desires and career development of the officers concerned are balanced. Knowledge of requirements is usually the known or given part of the career management equation. The individual officer's needs, on the other hand, is more difficult to determine. HRC AOs and AMEDD officers must effectively communicate with each other to ensure the continued successful progression of personnel assignment, education, and utilization. Retention and career management are shared responsibilities among several key individuals.

a. The individual. As lifelong and adult learners, officers have the primary responsibility of managing their career. Active participation in the career management process begins early as the officer completes both entry-level military training and professional training. Officers should identify individuals early in their careers who can provide guidance and serve as their mentors. Mentors often have more experience with either professional and/or military requirements and can provide additional information that may help in making requests or decisions that impact the individual officer's career path.

b. The commander. Commanders are responsible for the growth and development of the officers they command and control. Education and development needs are also addressed in officer professional development. Commanders of senior officers may also be the rater or senior rater; therefore, preparing the DA Form 67–10–1A (Officer Evaluation Report Support Form) helps the career management process and guides professional development.

c. The department, service, or division chiefs, and commanders, regional health commands. In the medical treatment facilities, some AOCs are managed under a department chief with the same AOC. Department or Service chiefs are responsible for the growth, development, and professional guidance to all officers under his or her supervision. Commanders of regional health commands also serve as the senior leader of a region overseeing all aspects of strength management and professional development of the officers within that specific AOC. These individuals work under the direction of unit commanders in the supervision of AMEDD officer personnel.

d. The area of concentration consultant. The AOC consultant serves as TSG's representative for matters pertaining to the respective AOC ranging from clinical and operational employment to professional development oversight of the AOC. AOs maintain close communication with the AOC consultants in the assignment decisions of officers.

e. The corps chief. The corps chief serves as a role model, mentor, and leader; provides vision and sets the leadership tone overseeing all aspects of the AOCs within each AMEDD corps.

f. The proponents. APPD is the main proponent for personnel management and is responsible for the life cycle management of each AOC.

g. The branch assignment officer. HRC AOs serve as the direct line service to the officer and strive to balance the Army and the officer's needs through deliberate career planning, collaboration with the respective AOC consultants and guidance from the respective branch chief or deputy. Each AO is assigned a group of AOCs and is responsible for providing career management advice, preparing for promotion boards, coordinating operational and clinical worldwide assignments, processing separations and retirements and other personnel actions as required. This relationship must be built and maintained on trust. Open communication, officer ownership of the career plan, and flexibility are key elements of this relationship. AOs balance the Army needs with the officer's needs and requirements through deliberate career planning and discussion with the AOC consultant and branch chief. As executors of Army and proponent programs, they operate within the existing policies, 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 maintain open communication with their respective career or assignment managers to receive guidance and advice on professional development.

Chapter 4

Army Medical Department Officer Education and Training

4–1. Scope

a. Training and education requirements. All officers have common training requirements that specify the skills, knowledge, and attitudes required of every officer. Other training and education requirements for branch, MFA, or professional area apply to officers in a particular specialty.

b. Training and education methods. Officer education occurs in institutional training, in operational assignments, and through self-development. Institutional training represents the resident training an officer receives in military and/or civilian institutions. Self-development encompasses nonresident schooling including individual study, advanced distributive learning, research, professional reading, practice, and self-assessment.

4–2. Military education

The officer education system is relevant for operational environments, to synchronize training and assignments, to enhance lifelong learning and self-development, and to prepare all officers for success. AMEDD officers satisfy military education requirements primarily through the military schooling system. This consists of the AMEDD Basic Officer Leader Course (BOLC) and Captains Career Course (CCC), Warrant Officer Basic/Advanced and Technical follow-on courses, Intermediate Level Education (ILE), and the Senior Service College (SSC) Program. Each level of military training prepares an officer for increased responsibilities. This training, combined with professional experience and applicable formal advanced civilian schooling, ensures a viable and responsive officer corps. The general scope of the military courses of instruction available to AMEDD commissioned officers are outlined below.

a. Basic Officer Leader Course. The AMEDD BOLC is designed to provide orientation, training, and initial leader development for newly commissioned officer. All AMEDD officers will complete the AMEDD BOLC at Joint Base San Antonio, TX.

(1) AMEDD BOLC trains officers to develop: competency to perform officer and Soldier skills to standard; an understanding of Army organizations, operation, and procedures; an ability to apply the concepts of Force Health Protection and Leader skills, to include an ability to analyze and solve military problems; an ability to communicate, interact, and coordinate as a staff member; military survival skills for the contemporary operating environment and AMEDD-specific training, which culminates in a Force Health Protection field training exercise. The first 7 weeks of this course (Phase 1) consists of common core training, followed immediately by (Phase 2) AOC-specific training. These courses provide the newly commissioned AMEDD officer with the basic skills and knowledge necessary to effectively function in an AMEDD unit.

(2) With the exception of MS officers within MFA 70 or AOC 67J, completion of a BOLC appropriate to their AOC satisfies the minimum military education requirements for promotion to any grade for all AMEDD officers. However, in order to remain competitive at DA Selection Boards for promotion to the next higher grade, as well as to continued professional development, all AMEDD officers are strongly encouraged to continue with military education beyond BOLC.

(3) AMEDD officers, regardless of AMEDD corps or component (AC or RC) who receive a direct commission into the Army and have no prior Army service or BOLC experience will attend the Direct Commission Course at Fort Sill, OK, prior to attending BOLC training at Joint Base San Antonio, TX. Based on constructive credit (entry grade), some health care professional officers receiving an initial appointment in the USAR through the Direct Commissioning Program may also be able to complete their military education requirements (Direct Commissioning Course, BOLC, CCC, ILE) following promotion to the next higher grade. These education requirements can also be completed in a compressed timeframe.

b. Captains Career Course. The AMEDD CCC provides advanced training in medical combat service support operations.

(1) All RA, USAR, and AGR AMEDD officers complete a CCC; ARNG AGR officers may attend either the Active or Reserve Component CCC. Medical Service Corps officers (MFA 70 and AOC 67J) in the ARNG and USAR also complete a CCC or its equivalent; all other corps members in the ARNG and USAR are also required to attend. The AMEDD CCC is designed to train officers to lead company or equivalent-sized organizations and serve successfully in U.S. Army staff positions. Graduates of the AMEDD CCC are prepared for subsequent assignments by learning the leader, tactical, and technical tasks, including the supporting knowledge and skills necessary to support the Joint Team across the full spectrum of military medical operations.

(2) RA commissioned officers will attend AMEDD CCC at the MEDCoE. RA officers must have 4 years with preferably no more than 7 years of commissioned officer service prior to the resident phase. This time frame varies for ARNG, USAR, and AGR officers.

c. Intermediate level education. ILE is the Army's formal education program for majors (MAJs), and is designed to prepare new field grade officers for their next 10 years of service (YOS). The ILE concept is an investment in getting all MAJs grounded in graduate-level warfighting doctrine and prepares officers for duties as principal staff officers at the brigade and other operational levels. This educational process develops officers for senior-level positions within their respective AOC, MFA, or branch.

(1) The common core curriculum provides the Army with a broad base of field grade officers extensively educated in command and staff responsibilities. ILE educates and develops leaders for full spectrum joint, interagency, and multinational operations. ILE acts as lead agent for the Army's leader development program and advances the art and science of the profession of arms in support of Army operational requirements. In addition, the common core experience develops intellectual depth and analytical ability in solving complex problems. All AMEDD officers who com-

plete ILE Common Core and have completed their area of concentration qualification and/or credentialing requirements for their particular health care specialty/discipline (per AR 40–68) are military education level (MEL) 4 complete (see AR 40–68).

(2) Officers in the ranks of captain (CPT) promotable (P)(AC only) and MAJ who have completed the CCC are eligible. HRC and NGB annually prepare lists of officers eligible to attend common core level training in accordance with prerequisites announced by selection board operating instructions. These lists are subsequently considered by selection boards for each component. Officers not attending the common core in residence, or equivalent, are encouraged to complete the common core nonresident course at either a satellite location or through distance learning.

(3) The RC also has a tailored distributed learning ILE program. The ILE Common Core Course is a prerequisite for promotion to lieutenant colonel (LTC) in the RC for MFA 70 and AOC 67J officers, but not the other corps.

d. Senior Service College.

(1) The SSCs emphasize national security management and national security strategy. They are designed to enhance the competence of selected officers for key command and staff responsibilities at Department of the Army and higher levels. AMEDD officers selected for SSC normally attend the Army War College resident or nonresident, or the Dwight D. Eisenhower School for National Security and Resource Strategy (formerly known as the Industrial College of the Armed Forces, or ICAF). These select officers are not precluded from attending other courses of instruction, such as the National War College, Air War College, Naval War College, and fellowships at the U.S. Department of Health and Human Services and U.S. Department of Veterans Affairs.

(2) AMEDD officers must be in the rank of LTC or colonel (COL) and not have completed more than 23 years (276 months) of active Federal commissioned service (AFCS) to be eligible to attend resident SSC, SSC fellowship, or the Army War College Distance Education Program. Eligible officers must have also completed ILE and not be pending retirement or separation. Selection criteria vary for AMEDD officers in the RC and ARNG.

(3) AMEDD officers meeting the eligibility requirements for SSC are automatically considered for selection to attend SSC. Officers may opt out of consideration without prejudice at any time.

e. Army Medical Department Pre-Command Course. AMEDD officers will attend an appropriate pre-command course (PCC) based on selection for command. Separate courses are available at the MEDCoE for table of distribution and allowances (TDA) and table of organization and equipment (TOE) commands. The AMEDD Pre-Command Course 7M–F10 is designed for the AMEDD TOE commander, as well as the AMEDD TDA commander, including U.S. Army Medical Department Activity (MEDDAC), U.S. Army Medical Center, and Dental Health Activity commanders. Additionally, pre-command courses are available through the Army Reserve Readiness Training Center for USAR AMEDD officers designated for company and detachment, as well as battalion and brigade commands. The pre-command courses help AMEDD officers prepare for command, either TDA or TOE, with skill progression and refresher training in selected functions and duties. All pre-command course attendance will be scheduled through the appropriate HRC branch.

4–3. Civilian education

Education in civilian institutions augments the training conducted in AMEDD facilities and Service schools. These educational opportunities provide essential technical, scientific, and professional opportunities not available within Federal institutions. Civilian education at the proper level is a consideration in determining whether or not an officer is qualified to enter selected career fields and for progressive assignments therein. All Army-sponsored training in civilian institutions must result in the attainment of skills required to satisfy position educational development levels prescribed and validated by OTSG. In this respect, officers are advised to discuss civilian training plans with their respective AMEDD branch and HRC representatives prior to applying for government-sponsored or off-duty educational programs. Obligations for civilian training will be prescribed by the implementing regulation and/or the policy determinations of DA. Officers desiring to participate in a civilian educational program should apply in accordance with AR 351–3 through their appropriate AMEDD branch. Applicants meeting all of the prerequisites will be presented to the Selection Board for consideration. Upon approval of the board recommendations, candidates will be notified of selection or nonselection for program participation.

a. Long-term health education and training.

(1) LTHET provides opportunities for select AMEDD officers to obtain master's and doctoral degrees from civilian institutions and the Uniformed Services University of the Health Sciences.

(2) Under the fully funded programs, the Army pays all tuition costs and reimburses the officer per FY for textbooks and supplies. In addition, the Army provides the officer with full pay and allowances and moves the officer and their Family to the designated college or university location. Normally, the period of schooling will not exceed 24 months for a master's degree and 36 months for a doctoral degree. Length of training for personnel in programs will vary with the curriculum. Enrollment in programs exceeding these time frames will require prior approval by the corps

program manager. Input into this program is determined by positions that have validated standards or requirements for which training is not readily available at a Federal facility. AR 351–3 provides a detailed description of these various programs.

(a) Advanced Degree Program.

1. Under this program, selected officers are placed in post-baccalaureate training to meet validated position requirements for AMEDD incumbents possessing graduate or doctoral degrees. Upon completion of the education program, graduates will normally be assigned to a utilization tour in a position validated for their specialized training.

2. The normal time-in-service for commissioned officers on entry into civilian schooling is 5 through 13 years for the advanced degree program except for DC officers. Time-in-service may not exceed a total of 17 years of active Federal service (AFS). The 17 years of AFS may be waived by forwarding a request through command channels to HRC. In addition, individual branches may have other criteria that must be met prior to consideration for graduate training.

3. Officers participating in the Graduate Degree Program are fully subsidized by the Army for all tuition costs. Fully funded students receive full pay and allowances, as well as the other benefits previously stated in paragraph 4–3a(1).

(b) Degree Completion Program.

1. The Degree Completion Program is designed to raise the educational level of AMEDD officers through fully funded baccalaureate or graduate study in a subject area of functional importance to the Army. The Degree Completion Program is a highly effective vehicle for increasing the educational level of the Officer Corps. Coupled with prior off-duty study, the Degree Completion Program can be advantageous to the Service and to the officer aiming to achieve civilian educational goals.

2. Individuals must be able to obtain a baccalaureate or graduate degree within 18 months from the beginning of the training. Selection priority will be given to personnel who require the least amount of time to complete degree requirements and to those who have not received a degree under other active duty programs.

3. Individuals selected for attendance under the Degree Completion Program will receive all academic expenses, including matriculation, tuition fees, and the cost of textbooks and other materials. Additionally, participants will receive full pay and allowances. If the program exceeds 20 weeks, the Army will move the officer and his or her family to the educational institution approved for study.

b. Training with Industry.

(1) The Training with Industry (TWI) Program was initiated in the 1970s in response to the Army's critical need for officers with state-of-the-art skills in industrial practices and procedures not available through military or civilian education programs. The first students participated exclusively in programs which supported the development of materiel acquisition and logistics management related skills. Today the TWI Program has evolved to include training programs which support marketing, public affairs, artificial intelligence, physical security and finance, to name a few.

(2) The Army's main objective in sponsoring the TWI Program is to develop a group of Soldiers experienced in higher level managerial techniques and who have an understanding of the relationship of their industry as it relates to specific functions of the Army. Once the TWI student is integrated back into an Army organization, they can use this information to improve the Army's ability to interact and conduct business with industry. Participants may also be exposed to innovative industrial management practices, techniques, procedures, and so forth, which have applicability to, and benefit for, the Army.

c. Graduate Medical Education. Internship, residency, and fellowship training programs. Programs under the direction of TSG are available to RA MC, SP, DC, and MS officers in designated medical and dental activities. These programs provide the Army with trained personnel in disciplines validated by TSG and meet the requirements of the appropriate national accrediting body. In addition, residencies and fellowships in civilian hospitals or institutions may be offered in validated specialties for which training is not available in Army facilities.

d. Short course training. Tuition funds are available for unprogrammed, fully funded training that is needed for current job performance when the training is less than 20 weeks in duration and is in subjects for which the AMEDD has no in-house training capability.

4–4. Interagency Institute for Federal Healthcare Executives Course

a. Course description. The Interagency Institute for Federal Healthcare Executives is a two-week course offered semiannually through the George Washington University School of Public Health. The course is offered to senior leaders of the five Federal health services: the military medical departments of the U.S. Army, U.S. Navy, and the U.S. Air Force, as well as the Veterans Administration, and the U.S. Public Health Service. The course provides an opportunity for seasoned, practicing Federal health care executives to examine current issues in health policy and

management, and to explore their potential impact on the Federal health care systems. The course structure is maximized by presenting new materials resulting from research and experience, as well as examples and case studies from the contemporary national health policy arena. The academic preparation for those who attend varies widely, with a representation of graduate and postgraduate professional degrees.

b. Course objectives. The objectives of the Institute include—

- (1) Providing Federal health care executives the opportunity to examine current issues in health care policy and their impact on Federal health care.
- (2) Promoting excellence in patient care by fostering the concepts of teamwork, evidence-based practice, application of information technology, outcome-oriented performance improvement, and responsible leadership.
- (3) Presenting policymakers, higher-level officials, and academicians the views of practicing Federal health care executives on present and future courses of action.
- (4) Fostering communication, sharing, and mutual understanding with the Federal health care sector.
- (5) Building inter-Service and national perspectives on health care issues and trends.

4–5. Military Health System Capstone Symposium

a. Course description. The Joint Medical Executive Skills Institute (JMESI) Capstone Course for MHS Leaders is a symposium sponsored by JMESI and is designed to reflect the latest trends in health care, homeland security, TRICARE management, and health care policy. AMEDD officers are approved for attendance by TSG and should be in the rank of LTC(P) or COL and currently serving in key positions as identified by TSG. Course presenters include, but are not limited to, the Service Surgeons General, senior leaders from DOD Health Affairs, the Veterans Administration, and health care policymakers.

b. Course objectives. The objectives of the JMESI Capstone Course include—

- (1) Enhanced understanding of MHS policymaking including how policies are disseminated and the legal basis for those policies.
- (2) Detailed understanding of TRICARE policies and trends that shape the delivery of DOD health care.
- (3) Familiarization with information systems to support executive decision making, as well as tools for quality assurance, customer satisfaction, and metrics.
- (4) Discussion of issues of recruitment and retention from the military and national perspectives, as well as financial and business matters as they relate to the MHS.
- (5) Exchange of ideas on risk management, patient safety, homeland security, bioterrorism, support to combat forces, and health care challenges facing reserve forces.
- (6) Enhanced appreciation for military transformation and fiscal initiatives within the DOD.

4–6. Warrant Officer Education System

a. Purpose. The purpose of this section is to outline the methods available to warrant officers in completing military education requirements and civilian education goals as they progress through their military careers.

b. Military education.

(1) *Courses by proponents.* The DA MOS proponents conduct courses in both RA and RC configured versions, combining distance learning and active duty for training (ADT) phases for most occupational specialties.

(2) *Warrant Officer Education System.* Training under the Warrant Officer Education System has five levels that provide warrant officers with performance-based certification and qualification training. The Warrant Officer Education System trains and develops warrant officers for progressively more difficult and complex assignments. The new course titles align more closely with comparable commissioned officer courses for consistency and ease of understanding by the Army at large. All warrant officers, supervisors, and commanders must familiarize themselves with the new Warrant Officer Education System and understand the effect on warrant officer leaders and their professional development. The five levels of the Warrant Officer Education System are—

(a) *Pre-appointment training.* Pre-appointment training qualifies individuals to serve as officers. The purposes of pre-appointment training are to educate and train candidates, assess their readiness and potential for appointment to warrant officer, and prepare them for progressive and continuing development. All RA warrant officer candidates must attend the resident Warrant Officer Candidate School (WOCS) at Fort Rucker, AL. The ARNG and USAR warrant officer candidates may attend WOCS at either Fort Rucker or one of the RC regional training institute's WOCS. The WOCS graduates are appointed to warrant officer one (WO1). The appointment is contingent upon certification by the MOS proponents that the warrant officer is technically and tactically qualified to serve in the authorized warrant officer MOS.

(b) *Warrant Officer Basic Courses.* The Warrant Officer Basic Courses (WOBCs) are branch-specific qualification courses that ensure newly appointed warrant officers 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 development of subordinates. Newly appointed warrant officers who attend WOBC will incur a 6-year active duty service obligation (ADSO) upon graduation. This ADSO does not apply to warrant officers who already hold a warrant officer MOS or reclassified to another MOS. Warrant officers who attend Army directed professional development courses, including Warrant Officer Advanced Course (WOAC), Warrant Officer Intermediate Level Education (WOILE), and Warrant Officer Senior Service Education (WOSSE) do not incur a service obligation. Branch-specific graduation requirements are established by branch proponents. Warrant officers must be individually assessed and meet their respective branch occupational physical demands identified in DA Pam 611-21 to graduate BOLC and WOBC.

(c) *Warrant Officer Advanced Course.* This training provides additional training for warrant officers serving at the company and battalion level and is a two-phase course consisting of—

1. *Warrant Officer Advanced Course prerequisite studies phase.* This is a mandatory prerequisite nonresident course that must be completed prior to attending resident WOAC training. The Action Officer Development Course (AODC) (131 F41) was adopted as the resource for this distance learning course, and can be completed online via the Internet. The course provides warrant officers serving in the rank of chief warrant officer two (CW2) or higher duty positions with relevant training in topics such as management techniques, communication skills, preparing and staffing documents, meetings and interviews, problem solving, writing, coordinating, briefings, and ethics. In keeping with the Warrant Officer Education System model, enrollment must occur after promotion to CW2 in order to qualify for WOAC Prerequisite Studies credit. The course must be completed within 1 year of enrollment; however, CW2s now have the flexibility to enroll at any convenient time between 24 and 48 months of total WO service. Completion of the AODC is mandatory requirement for promotion of all ARNG warrant officers to the rank of chief warrant officer three (CW3), including those awarded an MOS that does not have an advanced course. To enroll online, go to the Army Training Support Center website for the Electronic Based Distance Learning (EBDL) Program (see the Warrant Officer Career Center (WOCC) website for additional details).

2. *Warrant Officer Advanced Course resident phase.* This course is administered and conducted by individual proponents and is an ARNG and USAR requirement for promotion to the rank of CW3. The resident phase includes a common core module and MOS-specific technical follow-on phase.

(d) *Warrant Officer Intermediate Level Education.* Warrant officer ILE is a branch-immaterial resident course which prepares for duty in the rank of chief warrant officer four (CW4) technician and staff officer positions at battalion and higher levels. Some branches have developed branch-specific follow-on track courses to ensure intermediate level WOs receive the latest technical/functional PME within their career field. WOs will not be awarded MEL Q until all branch-required phases are complete.

(e) *Warrant Officer Senior Service Education.* WOSSE is currently the capstone course for warrant officer PME. It is a branch immaterial resident course which provides master-level professional warrant officers with a broader Army level perspective required for assignment to chief warrant officer five (CW5) 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 track courses to ensure intermediate level WOs receive the latest technical and functional PME within their career field. WOs will not be awarded MEL Q until all branch-required phases are complete.

(3) *Distance Learning Program courses.* The Army Institute for Professional Development (AIPD) at Joint Base Langley-Eustis, VA administers the Electronic Based Distance Learning Program. The EBDL Program provides progressive education opportunities through distance learning for a wide variety of subjects. This type of military education is particularly suited for RC personnel who cannot take advantage of resident courses. Many courses are targeted at specific assignments.

(4) *Language training.* Where the modified table of organization and equipment (MTOE) or TDA position requires language proficiency, warrant officers may apply for language training at the Defense Language Institute Foreign Language in Monterey, CA or the ARNG Language Center in Puerto Rico.

c. *Civilian education.* There is a demand for warrant officers with an education beyond the high school level to accommodate the changing technological environment within the Army. The RC warrant officer 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 (ECLT). Civilian education goals are as follows:

(1) The ARNG goal for warrant officers is the attainment of a specialty related associate's degree or 60 college semester hours by their 8th year of WO service.

(2) The Army Reserve goal for warrant officers is the attainment of a specialty related associate's degree, or 60 college semester hours by their 5th year of WO service.

Chapter 5

Officer Promotions

5-1. General

This chapter covers the active duty promotion system as it applies to AMEDD officers through the rank of COL. This system constitutes a vital aspect of military personnel management affecting each officer and, therefore, must be legally correct and logically sound. Further, it must be administered fairly and equitably.

5-2. 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, MFA, functional area, and grade requirements.
- c.* Provide incentives for career service.
- d.* Promote officers based on the whole person concept and demonstrated potential to serve in the next higher grade.
- e.* Identify and eliminate ineffective officers, although not an objective, is another result of the promotion process.

5-3. 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 nonselection. The statutory requirements of 10 USC have been promulgated through regulatory, directive, and policy means in the establishment and administration of the promotion system.

b. 10 USC Section 101, became effective 15 September 1981. The Defense Officer Personnel Management Act (DOPMA) was a major revision to 10 USC and is now the basis for managing 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 to limit eligibility for promotion consideration. The current law—

- (1) Establishes statutory limitations on the number of officers who may serve in senior grades.
- (2) Provides common law for the appointment of RA officers and for the active duty list (ADL) service of USAR officers.
- (3) Provides uniform promotion procedures for officers in the separate Services.
- (4) Provides common provisions governing career expectation in the various grades.
- (5) Establishes common mandatory separation and retirement points for regular commissioned officers.
- (6) Establishes the amount of separation pay for officers separated involuntarily short of retirement.
- (7) Provides related authorities to manage the officer force under the revised personnel system.
- (8) Increases the flexibility of Presidential authority under mobilization in times of declared crisis.
- (9) Excludes members of the MC and DC from computation in the DOPMA Field Grade Table contained in 10 USC.

c. Section 1101, Public Law 102-190 (The Warrant Officer Management Act) (WOMA) was passed into law as part of the FY 1992 National Defense Authorization Act (NDAA) and went into effect on 5 December 1991. WOMA is a major revision to 10 USC and has become the basis for the management of the active duty warrant officer corps. The current law established—

- (1) Single promotion systems for warrant officers.
- (2) Tenure requirements based upon years of warrant officer service.
- (3) The rank of chief warrant officer five (CW5).
- (4) Authorization for the Secretary of the Army, to convene boards to recommend, retirement-eligible warrant officers for selective mandatory retirement.

d. Defense authorization legislation for FY 2007 highlighted the 10 USC requirement to accommodate a standard for exemplary conduct as part of the officer promotions process. DODI 1320.14 sets policy for how promotion selection boards, special selection boards (SSBs), and special review boards evaluate officers against the standard of exemplary conduct and deal with adverse information on officer conduct.

5-4. Active duty list

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

(1) *Establishing an initial active duty list.* No later than 6 months after 15 September 1981, all officers of the Army serving under 36 USC, Chapter 36, as amended by DOPMA (except for those identified in 10 USC 641), were 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, chapter 1, and was primarily based on the AUS date of rank a warrant officer held on 4 December 1991.

(2) *Adjusting to the active duty list.* Adjustments to the ADL were made to maintain the relative seniority among officers of the Army as it existed on the day before the effective date of the law. Under provisions of 10 USC 741, the Secretary of the Army established and/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 (AUS) grade that was equal to their permanent (RA or USAR) grade, was awarded an ADL date of rank equal to that held in their AUS grade. WOMA provided for the establishment of an initial active duty list that placed all warrant officers 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 DOR zone of consideration (ZOC) 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) Prescribes rules by the Secretary of Defense and the Secretary of the Army 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 DOR and rank-precedence criteria are published in AR 600-8-29.

(4) Establishes or adjusts, per the Secretary of the Army, the ADL on 4 December 1991 to maintain the relative seniority among warrant officers of the Army as it existed on the day before the effective date of the law. Any RA or USAR warrant officer 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 (AUS) or permanent (USAR or RA), he or she had achieved.

5-5. Promotion process

a. 10 USC provides for a single promotion process of all officers on active duty and on the ADL, regardless of their component. Active Duty Reserve officers serving on the ADL are no longer considered by Reserve boards.

b. The effect of 10 USC (DOPMA and WOMA) on the tenure and retirement opportunity for officers is shown in table 5-1.

c. Officers who receive constructive credit for entry grade determination. An individual's promotion year group is based on the date of rank of the current grade held.

d. The WOMA mandated a single promotion process for all warrant officers on active duty and the ADL, regardless of their component. The requirement for warrant officers to be recommended by two different selection boards (temporary and permanent) for promotion to the next higher grade was eliminated. On 5 December 1991, warrant officers serving on active duty assumed as their permanent grade the highest grade, temporary or permanent (USAR or RA), that they held.

Table 5-1
The promotion system

Rank	Tenure	Retirement
WO1	Promotion consideration to CW2	N/A

Table 5-1
The promotion system—Continued

CW2	Promotion consideration to CW3	May be selectively continued (SELCON) to maximum 20 years of service (YOS)
CW3	Promotion consideration to CW4	May be SELCON
CW4	Promotion consideration to CW5	May be SELCON to 24 years of warrant officer service but not more than 30 years of active service
CW5	30 years of WO service	Maximum of 30 years WO service
2LT	Promotion consideration to 1LT	N/A
1LT	Promotion consideration to CPT	N/A
CPT	Promotion consideration to MAJ	May be SELCON to 20 YOS if qualified for retention and within 6 years of retirement eligibility
MAJ	Promotion consideration to LTC	May be SELCON to maximum 24 YOS
LTC	28 years of active Federal commissioned service (AFCS) for promotion	Provision in law for early retirement by Selective Early Retirement Board action, if two-time nonselected to COL when Early Retirement Program is in effect
COL	Promotion consideration to AFCS	Provision in law for one-time review for a Selective Early Retirement Board action, when Early Retirement Program is in effect

5-6. Army grade structure

a. The distribution of grade of O-4 and above for the AN, MS, SP corps, and VC (commonly referred to as the AMEDD 4) are controlled by 10 USC and may be further constrained by Congress, the Office of the Secretary of the Army, or the Chief of Staff, Army. 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 (minus the MC and DC, among others) and prescribed by the Secretary of the Army. The “share” of this authorized strength level for the four corps of the AMEDD is determined by the DCS, G-1 in coordination with the Director of Human Resources, OTSG, based on current authorization documents.

b. The distribution of grade of O-4 and above for the MC and DC (commonly referred to as the AMEDD 2) are determined by the DCS, G-1 in coordination with the Director of Human Resources, OTSG, based on current authorization documents and existing budgetary constraints.

c. The distribution of grade W-5 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 Chief of Staff, Army. Although 10 USC and WOMA are subject to revision and modification, the basic concept remains unchanged. In effect, the number of CW5 positions depends on the total warrant officer authorized strength level. The total number of warrant officer authorizations is based on the size of the Army and is prescribed by the Secretary of the Army.

5-7. Promotion flow

a. Changes in authorizations, losses, and promotions to the next higher grade create fluctuations in both the time in service and time in grade (TIG) at which promotions occur. Under ideal circumstances, each qualified officer would advance through the grade structure with some degree of 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. 10 USC establishes minimum TIG requirements for promotion to the next higher grade.

c. The promotion timings, as stated in DODI 1320.13 are expressed in terms of the years of AFCS in which the 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.

d. Promotions within the MC and DC are based on the anniversary date of their entry on to active duty. Due course promotions for these individual will occur on the sixth, twelfth, and eighteenth year of service anniversary date.

e. The AMEDD has many “non-due course” officers. These are officers who, by virtue of their education and training, are given constructive credit for entry grade determination in accordance with DODI 6000.13, entering the force at a rank other than 2LT.

f. Changes in authorizations, losses, and promotions to the next higher grade create fluctuations in the point within a warrant officer's career at which promotions occur. Under ideal circumstances, each qualified warrant officer should advance through the grade structure with some degree of 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 warrant officer losses each year.

g. The WOMA establishes minimum TIG requirements for promotion to the next higher grade. The warrant officer promotion flow objective may be expressed in terms of years at which warrant officer service 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.

5–8. Definition of promotion zones

a. *Above the zone.* A promotion eligibility category that consists of commissioned or warrant officers of the same grade and competitive category on the active duty list who are eligible for promotion consideration and whose date of rank is senior to any officer in the promotion zone.

b. *Primary zone.* A promotion eligibility category that consists of commissioned or warrant officers of the same grade and competitive category on the active duty list who are eligible for promotion consideration and whose date of rank is commensurate to any officer in the promotion zone.

c. *Below the zone.* A promotion eligibility category that consists of commissioned or warrant officers of the same grade and competitive category on the active duty list who are eligible for promotion consideration and whose date of rank is junior to any officer in the promotion zone.

5–9. Competitive categories

Each officer in the AMEDD and on the ADL is grouped in a competitive category for promotion as authorized in 10 USC and prescribed in DODD 1320.14. 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. There are six competitive categories within the AMEDD; one for each of the six corps. There are two competitive categories for the warrant officer corps: technical and aviation warrants.

5–10. Impact of Officer Personnel Management System evolution

With the implementation of OPMS revisions, changes have occurred in company grade, field grade, and warrant officer personnel management. These changes affect only Army Competitive Category officers and warrant officers.

a. *Promotion plan.* As part of OPMS, 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 an officer was promoted from a specific year group. A due course officer is one who has been on continuous active duty since commissioning as a 2LT and who 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 a period of the next 5 years. This procedure has become known as the Five-Year Field Grade Promotion Plan.

b. *Decentralized selections.* An officer's local commander approves promotion to 1LT and CW2. Normally, the battalion commander promotes with the recommendation of the company commander. Although the promotion is thought of as being 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 1LT and CW2 are generally released from active duty or discharged.

c. *Centralized selections.* Officers promoted from CPT through COL and CW3 to CW5 are selected by Headquarters, Department of the Army (HQDA) centralized boards. Selection boards are asked to recommend fully or best qualified (as appropriate) officers from an inclusive ZOC. The ZOC 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 CPT, are provided minimum promotion requirements (floors) by branch, functional area or area of concentration to ensure the Army's skill and grade mix balances with its needs. Recommendations are based upon branch, MOS, and functional area 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. Instructions to promotion boards. Each board receives a memorandum of instruction from the Secretary of the Army providing guidance for 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 the different officer professional development patterns required for accomplishing the Army's total mission. Instead of a single traditionally accepted career path 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 functional area and the officer's overall performance.

e. Promotion board membership. Personal qualifications, experience, and performance determine promotion board membership. The Army commands, Army service component commands, and direct reporting unit commanders recommend board members (COL 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 skills, commands, and diversity of the competitive category under consideration. The Director of Military Personnel Management, DCS, G-1, approves the final slate of members on behalf of the Secretary of the Army. The Chief of Staff, Army, approves general officer membership.

f. 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 the Officer Record Brief (ORB) generally do not justify reconsideration by a SSB. The officer's responsibility to review his or her ORB at least annually and the provision of AR 600-8-29 entitling officers in the zone of consideration to submit a letter to the president of the board are considered sufficient opportunity to overcome minor administrative deficiencies.

5-11. Selective continuation

a. Subject to the needs of the Army, officers pending separation because of having twice failed to be selected for promotion to CW3, CW4, CW5, MAJ, or LTC, may be selectively continued on active duty in their present grade. A selective continuation board must recommend the officer for continuation and the Secretary of the Army must approve the recommendation before the officer may be continued. Officers may not apply for selective continuation. The Secretary of the Army will direct a selective continuation board to consider officers for continuation when required by the needs of the Army.

b. AMEDD officers on the ADL who are twice not selected for promotion to MAJ or LTC may be voluntarily, or in accordance with the specific provisions of a service grant, continued on active duty to fulfill an active duty service obligation as indicated below. AMEDD CPTs and MAJs with an active duty service obligation will be considered for continuation by a selective continuation board.

- (1) Those officers who are selected and accept selective continuation will be retained on active duty.
- (2) Those officers with remaining active duty service obligations will be continued on active duty until fulfillment of all active duty service obligations (10 USC 632c(1)), unless the Secretary of the Army determines that completion of the active duty service obligation of that officer is not in the best interest of the Army (10 USC 632c(2)).
- (3) Those officers retained on active duty pending fulfillment of an active duty service obligation will continue to be considered for promotion until separated.

5-12. Officer promotions in the Reserve Component

Although the promotion objectives for the RA are the same for the RC, the RC is governed by the Reserve Officer Personnel Management Act (ROPMA) instead of DOPMA. For more information on RC promotions, see paragraph 6-6 of this regulation and to AR 135-155.

Chapter 6 Reserve Component Army Medical Department Officer Career Management

6–1. Introduction

a. This chapter discusses the unique aspects of leader development, professional development, and career management of AMEDD's ARNG and USAR officers.

b. The RC of the Army includes the ARNG and the USAR. When not in a federalized status (under Federal control), the ARNG comes under control of the States, the territories of Guam and the Virgin Islands, the Commonwealth of Puerto Rico, or the District of Columbia. The U.S. Army Reserve is a Federal force within DA.

c. The ARNG and the USAR operate under separate and distinct systems according to specific laws and regulations. However, since the purpose of the RC is to augment the RA in times of need, it is imperative that the implementation of these laws and regulations allow for the seamless integration of RC units and individuals into the active duty force.

6–2. Reserve Components

The RC consists of three categories—the Ready Reserve, the Standby Reserve, and the Retired Reserve. All Guard and Reserve manpower are assigned to one of these three categories. This chapter focuses on the Ready Reserve.

a. The Ready Reserve is the largest category in the RC and contains the overwhelming majority of trained military manpower to augment the RA in time of war or national emergency. The Ready Reserve consists of the Selected Reserve, the IRR, the Retired Reserve, and the Inactive National Guard (ING) and is regulated by AR 140–10 and NGR 614–1.

(1) The Selected Reserve consists of the following: units manned and equipped to serve and/or train either as operational or as augmentation units. Operational units train and serve as units; augmentation units train together, but when mobilized, lose their unit identity, being subsumed into an active unit or activity. Officers in the Selected Reserve are assigned to one of three programs: Troop Program Unit (TPU), AGR, or IMA.

(a) *Troop Program Unit.* Trained unit members who participate in unit training activities on a part-time basis. These officers are required to perform 48 unit training assemblies per year and 14 days (15 days for ARNG) per year in an annual training (AT) status. These members are in a paid status while performing these duties. An additional TPU subcategory in the USAR is the AMEDD Professional Management Command. USAR officers in the Army Medical Department Professional Management Command (APMC) are assigned to Army Reserve units throughout the United States with attachments to APMC for personnel, training, and pay management. Attachments to APMC apply to clinically proficient officers residing in remote areas (more than 50 miles or 90 minutes from an Army Reserve unit).

(b) *Active Guard Reserve.* The AGR program supports and enhances the mobilization of the ARNG and USAR. The AGR program is a career program designed to develop highly skilled leaders fully competent in their core skill sets. AGR officers serve full time and are eligible for the same benefits and entitlements as a RA officer, to include medical care for themselves and their immediate Family, and the opportunity for immediate retirement after 20 years of AFS. USAR officers serving within the AGR program are stationed worldwide in positions which directly support the Army Reserve. ARNG officers serving within the AGR program can be stationed at the State level in 32 USC status in support of their State or in a 10 USC status nationwide or worldwide in direct support of the ARNG. For more information on the AGR program, refer to AR 135–18 and NGR 600–5.

(c) *Individual Mobilization Augmentation.* IMA Soldiers are trained members of the Selected Reserve, subject to immediate, involuntary order to active duty whenever a Presidential Reserve Call-Up is invoked under 10 USC 12304. IMA Soldiers are assigned to authorized military mobilization positions documented on an organization's mobilization TDA. Under the provisions of DODI 1235.11, IMA Soldiers must perform at least 12 days of AT each year and are authorized to perform paid battle assemblies of no more than 48 inactive duty training (IDT) periods. (See para 6–10 for more information.)

(2) The IRR consists of USAR Soldiers who are not currently serving in the Selected or Retired Reserve. The IRR is a manpower pool comprised principally of previously trained individuals, having once served on active duty or in the Selected Reserve, and having some period of their military service obligation remaining or another contractual commitment. Members may voluntarily participate in training for retirement points and promotions, with or without pay. Individual Ready Reserve members may be (but are not presently) required to complete the same training requirements as Selected Reserve officers. Required training (involuntary) may not exceed 30 days a year. An officer in the IRR will be assigned to one of the following categories:

(a) *Control Group - Annual Training.* Ready Reserve officers with a training obligation, but who do not belong to an Army Reserve unit. They must perform AT when directed.

(b) *Control Group - Reinforcement.* All other non-unit Ready Reserve officers not assigned to another control group.

(c) *Control Group - Officer Active Duty Obligor.* Active duty officers who are appointed in the Army Reserve but do not enter onto active duty at the time of their appointment. These officers maintain their obligated status and may be ordered to active duty or duty with an ARNG or USAR unit.

(d) *Control Group - Dual component.* RA enlisted, officer, or warrant officers who hold Army Reserve commissions or warrants.

(3) Inactive National Guard personnel (ARNG only) 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. Inactive National Guard officers are considered mobilization assets of the unit. Similar to other IRR, some Inactive National Guard members have legal and contractual obligations. Inactive National Guard members muster once a year but may not participate in training activities for points or pay and are not eligible for promotion. The ING is managed by the State in which the ARNG Soldier is assigned. There is no centralized management organization to manage the Inactive National Guard (as HRC manages the IRR).

b. The Standby Reserve consists of Soldiers who maintain their military affiliation without being in the Ready or Re-tired Reserve. Membership is limited to those Soldiers having mobilization potential. Soldiers with a statutory military service obligation, temporarily placed in the Standby Reserve, will be transferred back to the Ready Reserve at the earliest possible date. Voluntary members of the Standby Reserve, unable to transfer to the Ready Reserve and possessing critical skills determined by the Secretary of the Army to be mobilization assets, may be retained instead of discharged. Soldiers assigned to the Standby Reserve are placed in one of the following categories: Active Status List or Inactive Status List.

c. The Retired Reserve is comprised of Reserve officers, warrant officers, and enlisted personnel who have completed a minimum of 20 years of qualifying service for retirement at age 60 and elect to transfer to the Retired Reserve in lieu of continued service in the Ready Reserve or discharge. Officers electing to serve in the Retired Reserve, in lieu of discharge, continue to receive the cost of living increase on their accumulated retirement points. Officers in the Retired Reserve are entitled to benefits as a “Gray Area” retiree. See the HRC website for further information regarding “Gray Area” benefits. Officers in the Retired Reserve may be ordered to active duty involuntarily, as determined by the Secretary of the Army, in accordance with 10 USC 688 or voluntarily under the authority of 10 USC 12301(d).

6–3. Professional development

The AMEDD officers appointed to the RC bring a wealth of knowledge and experience from their civilian occupations and education. Professional development for AMEDD officers includes leadership development, clinical professional development, administrative, and operational skills development, and maintenance of individual proficiency in AOCs, MFAs, and SIs. The RCs fund all military education courses required for promotion. These educational requirements vary for AMEDD branches and AOC–MFA positions. Refer to AR 135–155 and DA Pam 611–21 to determine the mandatory educational promotion requirements for each specialty. In addition to mandatory military educational requirements, the RCs and ACs offer (based on available funds) other professional, clinical, and operational courses through the AMEDD Center and School and through resident and distance learning courses. Distance Learning Program courses must be approved on the EBDL list.

a. Army National Guard.

(1) The significant difference between AMEDD Personnel Management and similar systems in the National Guard and RA is in the decentralization of career management. AMEDD personnel management is a function of the State within the guidance and policies established by HQDA and the NGB. The overall management of ARNG officers is regulated by NGR 600–100 and NGR 600–101 for warrant officers.

(a) Within those guidelines, the objective is to develop officers in adequate numbers and with the right skills to fully satisfy ARNG requirements while maximizing and taking advantage of each officer's inherent skills and abilities.

(b) Duty assignments are made at the State level based on the force structure of the State, officers available to fill vacancies, unit readiness, and geographic considerations.

(c) Appointments, promotions, branch transfers, evaluations, separations, and other similar personnel actions are administered by the State.

(2) Officers, boards, commanders, and personnel managers should be aware of the uniqueness of the RC environment and the implications of being a citizen Soldier. The concepts of equivalent assignment and constructive credit must be understood. There are numerous leadership positions within the State ARNG structure that do not fall into the traditional definition of TOE or TDA command. Lieutenant level through general officer level leadership and command positions should be recognized, desired as potential assignments, and considered in promotion and selection

board procedures. There are also TDA staff positions that equate with battalion and brigade staff positions. These are considered equivalent positions.

(3) Many ARNG officers are leaders in industry, the community and the corporate world. Many positions in corporations provide training and experience not only useful to the military, but closely related to military specialty skills. Officers at all levels should be sensitive to the relationship between civilian occupations and training and military skills. Being a 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 MFA designation, and award of areas of concentration and skills. AR 611-1 provides guidance for evaluating civilian education and occupation experience in the classification of ARNG officers. Officers may also apply for constructive or equivalent credit for military education courses in accordance with AR 135-155. AMEDD personnel are encouraged to seek out opportunities to build upon their respective clinical specialties and become familiar with the different types of units, which can utilize their expertise. It is widely accepted that RC clinicians are highly trained and well-practiced in their medical skills due to the volume and variety of cases seen in civilian practice. Military assignments should be used as an opportunity for the clinician to familiarize themselves with Army procedures, equipment, and practices.

(4) Officer Personnel Classification Boards conducted at the State level can determine an officer to be qualified in his or her duty position. However, the officer may not be considered fully qualified until meeting the criteria in DA Pam 611-21. The officer does not have to be considered fully qualified in his or her AOC-MFA skill sets to be considered for favorable personnel actions. Additional requirements beyond the mandatory military education for award of the AOC will not preclude the officer from being promoted or reassigned, unless otherwise stated in DA Pam 611-21.

b. Army Reserve. The development of the professional attributes and capabilities of Army Reserve officer to meet the mobilization needs of the Army is known as officer professional development. While Army Reserve officers share the same mission as their AC counterparts, the unique nature of the Army Reserve officer's role as a citizen-Soldier poses a challenge for professional development. However, Army Reserve officers are expected to follow AC officer development patterns as closely as possible, except that Army Reserve officers, in some instances, have increased windows to complete mandatory educational requirements. To meet professional development objectives, Army Reserve officers may need to rotate between TPU, IRR, and the IMA Program. These transfers are necessitated by geographical considerations, as well as the need to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions. Additionally, there may be occasions when officers should transfer to the IRR while they complete mandatory educational requirements. Such transfers will be temporary and should not be seen as impacting negatively on the officer's career. The success of an officer is not measured by the length of service, in any one component or control group, but by the officer's breadth of experience, duty performance and adherence to branch and functional requirements. AMEDD personnel are encouraged to seek out opportunities to build upon their respective clinical specialties and become familiar the different types of units which can utilize their expertise. It is widely accepted that RC clinicians are highly trained and well-practiced in their medical skills due to the volume and variety of cases seen in civilian practice. Military assignments should be used as an opportunity for the clinician to familiarize themselves with Army procedures, equipment, and practices.

c. Clinical specific professional development. The AMEDD officer must maintain a high level of clinical expertise in their respective specialties. The RC affords AMEDD officers the opportunities for corps skill training as well as advanced technical training. AMEDD officers must continuously seek out professional development and assure "best practices" are implemented in the delivery of health care to our military and civilian population. AMEDD officers should seek out opportunities for advanced technical and leadership training. The RC affords AMEDD officers a variety of courses, funding permitting, to pursue these opportunities.

(1) Competency criteria as well as various checklists for the award and maintenance of clinical competency are outlined in AR 40-68.

(2) Initial award of an AOC or skill identifier is done at the time of accession into the AMEDD. It is based on the officer's education, experience, and/or licensure or certification.

(3) Reclassification within a branch in additional AOCs, SIs, MFAs, or proficiency designators (PDs) is the responsibility of each State, for the ARNG. The AMEDD Directorate at HRC is responsible for AR reclassification. RA and USAR officers should submit requests for reclassification to HRC. ARNG officers should submit requests to their respective States. The HRC website contains additional guidance.

(4) A listing of all current AOCs, SIs, MFAs, and PDs along with qualifying criteria is available in DA Pam 611-21. Check <https://www.milsuite.mil/book/groups/smartbookdapam611-21> frequently for updates to DA Pam 611-21.

(5) Each AMEDD officer is expected to maintain competence within the respective AOC, SI, and MFA awarded to them. It is the Soldier's responsibility to request removal of any AOC, SI, or MFA for which they are no longer competent. The HRC website details the process for removal of AOC, SI, and MFAs.

6-4. Leader development

a. The RC leader development program develops the knowledge, skills, and attitudes required of ARNG and USAR officers to meet the mobilization needs of the Army. RC officers must be properly trained in order to perform effectively in the event of mobilization. The development of RC officers is a continuous, progressive, and sequential process that is also made up of three pillars: institutional training, operational assignments, and self-development. The branch specific sections of this DA pamphlet will more directly guide leader development for particular AOC groupings. Reserve CMOs are available to provide proactive USAR Soldier and leader career management and guidance using the following management pillars: assignment, training, education, and promotion. For more detailed information regarding career guidance and the "Leader Development Guides," refer to the AO at HRC.

(1) *Institutional domain.* There are varieties of schools, both resident and nonresident, that provide the RC officers with military educational opportunities. These educational programs, which are designed to increase and update the professional knowledge of each officer, have the secondary goal of satisfying promotion and assignment prerequisites. Officer military education requirements are outlined in AR 135-155, NGR (AR) 600-100, and DA Pam 611-21. Operational experience through duty assignments augments what has been learned in the formal education process. To the maximum extent possible, RC officers receive operational assignments that allow them to apply the knowledge and leadership skills learned in institutional training. This is especially critical for company grade officers and warrant officers. Junior officers should be assigned to troop units. This phase in development is critical to developing leadership competencies and instilling the Army Values necessary in the officer corps. Careful planning and programming by agencies, commanders, and the individual officers is essential to maximize the career potential and efficient use of the officer's knowledge, skills, and abilities. Experience gained through challenging and varied assignments enhances officer development and provides trained officers able to meet the dynamic needs of the RC.

(2) *Operational domain.* The assignment and transfer of officers is a collective effort between the CMO, the officer and his or her unit. The applicable TOE or TDA prescribes the grade, branch, and AOC-MFA requirements for positions to which officers may be assigned. In the RC environment, assignment options are constrained by force structure, demographic, and geographic limitations. For these reasons, RC officers may need to accept assignments throughout the Selected Reserve. RC officers must also realize the possibility of occasional and temporary transfers to the IRR, especially in conjunction with the completion of Professional Development Education requirements. These transfers provide the officer with an opportunity to complete required studies without the distraction of a troop assignment and allow other officers the opportunity to gain troop leadership experience. Additionally, officers are encouraged to seek opportunities for mobilization. Tours of mobilization are considered Operational Tempo events which test the abilities of an officer to operate in an AC environment. These are both beneficial to the mobilizing officer and to the units he or she is sent to support.

(3) *Self-development.* Each officer has a responsibility for professional development, from the time of commissioning or appointment. Individual study, reading, research, and interpersonal skills development and assessment are critical parts of leader development. Each officer should develop themselves in accordance with tracks established for his/her specific AMEDD specialty. Clinical development for practitioners and operational training for service support (67A) are considered necessary to remain proficient in respective fields. In addition, officers in AOC 67A (MFA 70) are encouraged to pursue graduate studies at their first available opportunity. AGR, Active Duty Operational Support, and Key Personnel Upgrade Program (ARNG only) are ways to enhance that development.

b. Although it is not specifically one of the pillars of leader development, mentorship is the foundation upon which these pillars rest. Mentorship is the voluntary, developmental relationship between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect. Mentorship includes all of the leader development behaviors (for example, counseling, coaching, teaching, and role modeling) that are displayed by a trusted advisor. The mentor-mentee relationship can be initiated by either party. If mentors do not make themselves available, the mentee must take the responsibility of seeking out a mentor. Mentorship is a critical component of leader development since it is a force multiplier. The pillars of leader development (institutional training, operational assignments, and self-development) primarily affect the officer. Mentorship affects not only the mentored officer; it sets the tone for the relationship that the mentored officer will have with those he or she will mentor in the future. Mentorship is paramount due to the limited amount of time that an RC officer will spend in units serving under more senior officers who can serve as mentors.

6-5. Reserve Component promotions

As previously mentioned, the RC is governed by the ROPMA for promotions. ROPMA’s purpose is to standardize Reserve officer personnel management across the military, and to align the Reserve promotion system with that used in the RA. For additional information on the RC promotion system and process, refer to AR 135-155.

a. Under ROPMA, “fully qualified” boards still exist. It is recommended that all officers strive to meet “best qualified” standards in order to remain competitive. To be considered best qualified, all officers should complete 100 percent of all military education courses (AMEDD BOLC, CCC, and ILE) regardless of whether they need the course to be fully qualified for promotion to the next higher grade. Officers should continue to pursue higher levels of civilian education and other forms of self-development within their fields. Taking a variety of tough assignments with increased responsibility is what sets officers apart from their peers.

b. The ROPMA eliminates mandatory time-in-service requirements for promotion, but sets minimum and maximum TIG requirements for each rank (see table 6-1).

Table 6-1
Reserve Officer Personnel Management Act time-in-grade requirements

Rank	2LT	1LT	CPT	MAJ	LTC	COL
Minimum ¹	2	2	4	4	3	Not applicable
Maximum	2 ²	4 ⁴	7	7	6 ³	Not applicable

Notes:

¹ Minimum TIG requirements are considered for below-the-zone promotions and are only authorized on a position vacancy board.

² Maximum TIG to 1LT is 2 years if military education requirements are met. Max TIG can be waived to 3.5 years before required separation, per AR 140-10.

³ Board Zones announced annually. Time in grade was changed from 5 years to 6 years and is subject to the needs of the Army.

⁴ USAR = 4 years TIG, and ARNG = 5 years TIG.

c. The ROPMA provides a below-the-zone promotion option, based on the needs of the service, for CPTs, MAJs, and LTCs. The decision to allow below-zone promotions will be made on a board-by-board basis. At the present time, below-zone authority only applies to the AGR population and is being withheld by the Assistant Secretary of the Army for officers in the TPU, IMA, and IRR.

d. The ROPMA allows officers to delay a promotion upon selection. The delay can be up to 3 years (not applicable to AGR officers). Officers who do not receive an assignment to a unit position, in the grade to which recommended, at the end of the approved delay period would either decline the promotion, and be considered a failure of selection, or transfer to the Individual Ready Reserve to accept promotion. Officers who decline promotion after 3 years are considered one-time non-selects and are subject to discharge rules based on rank if they become a two-time non-select (MAJs and below).

e. The ROPMA allows officers to be considered a second time for promotion to LTC and below. These officers are still eligible for promotion if selected when the second board convenes.

f. The ROPMA allows eligible officers to be considered for position vacancy promotions (1LT through LTC). The position must require a grade higher than the grade an officer currently holds. In addition to meeting the grade requirement, an officer interested in a position vacancy system promotion must have attained the minimum civilian and military education called for at the next higher grade. Any qualified officer on the Reserve Active Status List may compete for a position vacancy promotion. All officers must meet the qualifications found in AR 135-155. The position vacancy boards of the ARNG and USAR remain in effect “below the promotion zone” boards, which reward officers for their superior performance by advancement through competition for specific positions.

g. ARNG and USAR position vacancy boards officers who were once considered, but not selected by a mandatory promotion board, may not be considered by a subsequent position vacancy board to that grade, unless the Secretary of the Army determines the officer is the only qualified officer available to fill the vacancy without the required penalty of removing an in-zone officer from a selection list.

h. Promotion selection discriminators include—

- (1) Best qualified.
- (2) Active participation.
- (3) Outstanding performance.
- (4) Varied assignment history and continued professional development.
- (5) Military bearing and physical fitness.

- (6) Obtaining highest level of military and civilian education and training.
- (7) Embodiment of Army Values.
- (8) Professional attributes and ethics.

1. Conditional releases may be requested by Reserve officers or their prospective gaining RC unit or recruiter. For more information refer to AR 140–10 and the HRC website.

2. In order to resign their commissions, officers must meet the criteria in AR 135–91. Officers cannot resign their commissions until they have completed their statutory obligation (8 years) or their contractual obligation, whichever comes later.

3. Mandatory removal is an involuntary action to separate an officer based on regulation or statute (see AR 140–10 for an outline of mandatory removal date (MRD) exceptions for AMEDD officers). An officer's MRD can change if one of the rules applies prior to rules 1 or 2. Below are the most common MRD rules—

a) *Rule 1 (length of service)*. LTC and below, 28 years of commissioned service; COL, 30 years of commissioned service; note exceptions in AR 140–10; and Army Reserve AN, MC, MS (not AOC 67A or MFA 70), DC, SP, and VC can be granted extensions to 35 years of commissioned service, based on the needs of the Service.

b) *Rule 2 (maximum age)*. COL and below, age 60; exceptions— AMEDD in the AN, MC, MS (not AOC 67A or MFA 70), DC, SP, and VC can be granted extension to age 67, based on the needs of the Service (10 USC 14703); officers are removed on the last day of the month in which they reach age 60 or if extended, the extended age limit.

c) *Rules 3 and 4 (non-selection for promotion)*. Officers (MAJs and below) who have fulfilled their statutory service obligation and are two-time non-selects will be separated on the first day of the seventh month after the month in which the President approves the board results; two-time non-select 1LTs who have not fulfilled their original military service obligation and do not possess a baccalaureate degree will be separated upon completion of their original military service obligation; and exceptions to rule 3 and 4— MAJs two-time non-selected to LTC will be retained until they reach 20 years of commissioned service; officers with 18-plus years of service will be retained until they reach 20 years of service. The number of personnel selectively continued varies by AOC and is based on needs of the Army; RC officers twice non-selected for promotion to MAJ or LTC, and who have been selectively continued, will be continued to the maximum length amount allowed by law (20 years of commissioned service for CPTs and 24 years of commissioned service for MAJs).

d) *Rule 5 (failure to complete military education)*. This applies only to officers who have fulfilled their statutory military service obligation. Officers have 36 months to attend BOLC; exception is granted for officers in Specialized Training Assistance Program.

i. *Army National Guard*.

(1) Career management for ARNG officers is conducted in accordance with HQDA and NGB policy and regulations and is administered at the State level by authority of The Adjutant General (TAG). Duty assignments are made at the State level based on the force structure of the state, available officers, unit readiness requirements and geographic considerations. Promotions, branch transfers, evaluations, separations, and other personnel actions are administered by the State within HQDA and NGB policy guidance. Appointments, branch designations or changes and promotions require Federal recognition orders issued from NGB.

(2) The Director, ARNG is the conduit between HQDA and the States to ensure that the objectives of OPMS are fully incorporated in AMEDD personnel management. The personnel directorate at the ARNG G–1 NGB, with the NGB Chief Surgeon's Office, helps the State adjutants general and their staffs to administer AMEDD personnel management by establishing policy and guidance reflecting America's Army systems. The ARNG G–1 is the proponent for regulations, policy, and procedures governing AMEDD personnel management. The Office of the Chief Surgeon, NGB, manages the AMEDD Personnel Program at NGB.

(3) The State adjutants general oversee the direction and effectiveness of the officer career management programs in their respective states. This includes the designation of branches and MFAs and the awarding of AOC and skills, as well as the operation of personnel administration. TAG appoints the State officer personnel manager (G–1), who is the primary representative of TAG in implementing and administering AMEDD personnel management. The G–1 ensures all aspects of AMEDD personnel management are administered and serves as the principal advisor to TAG. The G–1 maintains the management records, evaluates the requirements within the State, and monitors the career development of officers available to fill those requirements. The G–1 manages the officer inventory.

(4) Leader development should be emphasized as a primary command responsibility. Commanders at all levels help administer AMEDD personnel management by—

- (a) Coordinating with the State G–1 to develop and properly guide the career of officers in their command.
- (b) Recommending assignments according to the qualifications, attributes, potential, and desires of their officers.
- (c) Serving as mentors and conducting periodic evaluations and counseling.
- (d) Recommending professional development schools and training.

(5) Unit personnel officers, especially at the battalion level, play a vital role in career management of ARNG officers by—

- (a) Maintaining liaison with the State G-1.
- (b) Assisting officers in maintaining their military personnel records.
- (c) Counseling officers concerning requirements for designation of branches and MFAs.
- (d) Maintaining the Military Personnel Records Jacket.
- (e) Making recommendations to the commander and the G-1 for changes to the personnel status of their officers.

(6) Official military personnel files (OMPF) for all ARNG commissioned officers are maintained at NGB. The OMPF is used by DA selection boards when considering ARNG officers for promotion under AR 135-155. The appropriate State Adjutant General maintains a field military personnel records jacket on each officer.

(7) The individual officer has the final responsibility for ensuring that he or she is progressing to the maximum level within AMEDD personnel management. The officer establishes goals and evaluates progress, making the adjustments necessary to achieve personal goals and professional proficiency.

(8) The designation of special branches and the award of AOC for AMEDD, Chaplain Corps, and the Judge Advocate General's Corps officers is a function of HQDA. At the time of application for appointment, the state requests predetermination, through NGB, of qualifications in the branch in which the applicant wishes to serve. Special branch officers may be awarded skill indicators if qualified and essential to the actual or potential assignment as determined by TAG (see NGR 351-1). Officers transferring from one AOC to another within the same AMEDD branch are to be treated as a reclassification action and are subject to the requirements in DA Pam 611-21 and require approval from the NGB Chief Surgeon's Office.

j. *Army Reserve.*

(1) The careers of TPU officers are managed by their respective units of assignment for administrative and personnel actions. The key individual in the career management cycle is the CMO. The individual officer, with guidance from the CMO, has the duty of developing the most professionally competent Reserve officers possible by consistently providing meaningful training opportunities and assignments for officers within their areas of management responsibility. Additionally, the CMO provides valuable and realistic guidance, through individual counseling, regarding the officer's educational requirements and prospective assignments, to career enhancing positions, relative to his or her professional development goals. Officer personnel management ensures that sufficient numbers of highly qualified Reserve officers are available to meet mobilization requirements and to assume positions of increasing responsibility. To accomplish this, the CMO ensures that the intellectual and professional growth of all officers meet Army needs.

(2) Although the CMO is a key agent in career management, the individual officer is primarily responsible for his or her own career. The successful management of Reserve officers requires a full and ongoing partnership between the CMO and the officer he or she manages. It is essential that the lines of communication between the CMO and the officer remain open and bi-directional at all times. Army Reserve officers must fully understand the requirements to remain highly competitive in the ROPMA environment. Further, officers must take steps to remain mobilization ready at all times. An Army Reserve officer who is not mobilization ready is not considered a usable asset and will not have a future in America's Army.

6-6. Company and field grade officer career management

a. *Reserve Component.* Accessions, retention, and transitions are key elements in career management. These functions are as follows:

(1) *Accessions.* The AMEDD candidate will prepare an initial appointment packet that is boarded at the United States Army Recruiting Command (USAREC) at Fort Knox, KY.

(2) *Retention.*

(a) *Obligated officers.* Most AMEDD officers enter military service with an initial obligation based on their source of commission. This varies depending on the source such as Reserve Officer Training Corps, direct appointment, RA, Officer Candidate School, or Service academies. Additionally, officers in the AMEDD may incur further contractual obligation by accepting certain educational opportunities and/or financial incentives. Contractual (time varies by individual situations) and statutory (usually 8 years) obligations may or may not run concurrently. For information on these obligations, see AR 135-91. Officers are highly encouraged to continue their military service after they have met their statutory or contractual obligation. Continuation of service offers advanced educational and training opportunities.

(b) *Incentive programs.* There is a variety of AMEDD specific incentives focused on retaining qualified officers. These programs are open only to select officers with health professional specialties identified on the Critical Wartime Shortage List. Information concerning eligibility, application, and program entitlements and the annual AMEDD incentives memorandum, published by each component. USAR officers can obtain a copy of this memorandum by

contacting the AMEDD Directorate, Incentives Branch, at HRC. The ARNG officer may obtain a copy of this memorandum by contacting the Office of the Chief Surgeon, NGB. Applicants are encouraged to reference the HRC website for incentives updates.

(c) *Special pay.* Army clinicians will be paid as a commissioned officer and, depending upon their area of concentration, may be eligible to receive a number of special pay incentives.

(3) *Transitions.*

(a) *Retirement.* All RC officers who complete the required years of service to become eligible for retired pay at age 60 will receive a 20-year letter as their written notification of that eligibility. They typically receive the 20-year letter notification during the year following your qualifying retirement year. Normally the letter is issued 45–60 days after the retirement year ending date. To be eligible for retirement pay at age 60, you must have completed 20 years or more of qualifying service. For more information, refer to 10 USC 1370 and AR 135–180. The NDAA for 2008 reduces the retirement age for RC Soldiers from 60 to a lesser age, but not below age 50, for those officers who have served on Active Duty in an eligible status on or after 29 January 2008. For qualifying service on or after 29 January 2008, each day on that Active Duty tour could count toward a reduction in retirement age. However, even though each day counts, days are credited in aggregates of 90 days only within any FY. A day of duty shall be included in only one aggregate of 90 days.

(b) *Separations.*

1. Conditional releases may be requested by Reserve officers or their prospective gaining RC unit or recruiter. For more information refer to AR 140–10 and the HRC website.

2. In order to resign their commissions, officers must meet the criteria in AR 135–91. Officers cannot resign their commissions until they have completed their statutory obligation (8 years) or their contractual obligation, whichever comes later.

3. Mandatory removal is an involuntary action to separate an officer based on regulation or statute (see AR 140–10 for an outline of mandatory removal date (MRD) exceptions for AMEDD officers). An officer's MRD can change if one of the rules applies prior to rules 1 or 2. Below are the most common MRD rules—

a) *Rule 1 (length of service).* LTC and below, 28 years of commissioned service; COL, 30 years of commissioned service; note exceptions in AR 140–10; and Army Reserve AN, MC, MS (not AOC 67A or MFA 70), DC, SP, and VC can be granted extensions to 35 years of commissioned service, based on the needs of the Service.

b) *Rule 2 (maximum age).* General Officers and below, age 60 (see AR 140-10); exceptions-AMEDD in the AN, MC, MS (not AOC 67A or MFA 70), DC, SP, and VC and grant extension to age 68, based on the needs of the Service (10 USC 14703); officers are removed on the last day of the month in which they reach age 60 or if extended, the extended age limit.

c) *Rules 3 and 4 (non-selection for promotion).* Officers (MAJs and below) who have fulfilled their statutory service obligation and are two-time non-selects will be separated on the first day of the seventh month after the month in which the President approves the board results; two-time non-select 1LTs who have not fulfilled their original military service obligation and do not possess a baccalaureate degree will be separated upon completion of their original military service obligation; and exceptions to rule 3 and 4— MAJs two-time non-selected to LTC will be retained until they reach 20 years of commissioned service; officers with 18-plus years of service will be retained until they reach 20 years of service. The number of personnel selectively continued varies by AOC and is based on needs of the Army; RC officers twice non-selected for promotion to MAJ or LTC, and who have been selectively continued, will be continued to the maximum length amount allowed by law (20 years of commissioned service for CPTs and 24 years of commissioned service for MAJs).

d) *Rule 5 (failure to complete military education).* This applies only to officers who have fulfilled their statutory military service obligation. Officers have 36 months to attend BOLC; exception is granted for officers in Specialized Training Assistance Program.

b. *Army National Guard.*

(1) Career management for ARNG officers is conducted in accordance with HQDA and NGB policy and regulations and is administered at the State level by authority of The Adjutant General (TAG). Duty assignments are made at the State level based on the force structure of the state, available officers, unit readiness requirements and geographic considerations. Promotions, branch transfers, evaluations, separations, and other personnel actions are administered by the State within HQDA and NGB policy guidance. Appointments, branch designations or changes and promotions require Federal recognition orders issued from NGB.

(2) The Director, ARNG is the conduit between HQDA and the States to ensure that the objectives of Office of Personnel Management are fully incorporated in AMEDD personnel management. The personnel directorate at the ARNG G–1 NGB, with the NGB Chief Surgeon's Office, helps the State adjutants general and their staffs to administer AMEDD personnel management by establishing policy and guidance reflecting America's Army systems. The

ARNG G-1 is the proponent for regulations, policy, and procedures governing AMEDD personnel management. The Office of the Chief Surgeon, NGB, manages the AMEDD Personnel Program at NGB.

(3) The State adjutants general oversee the direction and effectiveness of the officer career management programs in their respective states. This includes the designation of branches and MFAs and the awarding of AOC and skills, as well as the operation of personnel administration. TAG appoints the State officer personnel manager (G-1), who is the primary representative of TAG in implementing and administering AMEDD personnel management. The G-1 ensures all aspects of AMEDD personnel management are administered and serves as the principal advisor to TAG. The G-1 maintains the management records, evaluates the requirements within the State, and monitors the career development of officers available to fill those requirements. The G-1 manages the officer inventory.

(4) Leader development should be emphasized as a primary command responsibility. Commanders at all levels help administer AMEDD personnel management by—

- (a) Coordinating with the State G-1 to develop and properly guide the career of officers in their command.
- (b) Recommending assignments according to the qualifications, attributes, potential, and desires of their officers.
- (c) Serving as mentors and conducting periodic evaluations and counseling.
- (d) Recommending professional development schools and training.
- (5) Unit personnel officers, especially at the battalion level, play a vital role in career management of ARNG officers by—

- (a) Maintaining liaison with the State G-1.
- (b) Assisting officers in maintaining their military personnel records.
- (c) Counseling officers concerning requirements for designation of branches and MFAs.
- (d) Maintaining the Military Personnel Records Jacket.
- (e) Making recommendations to the commander and the G-1 for changes to the personnel status of their officers.

(6) Official military personnel files (OMPF) for all ARNG commissioned officers are maintained at NGB. The OMPF is used by DA selection boards when considering ARNG officers for promotion under AR 135-155. The appropriate State Adjutant General maintains a field military personnel records jacket on each officer.

(7) The individual officer has the final responsibility for ensuring that he or she is progressing to the maximum level within AMEDD personnel management. The officer establishes goals and evaluates progress, making the adjustments necessary to achieve personal goals and professional proficiency.

(8) The designation of special branches and the award of AOC for AMEDD, Chaplain Corps, and the Judge Advocate Generals Corps officers is a function of HQDA. At the time of application for appointment, the state requests predetermination, through NGB, of qualifications in the branch in which the applicant wishes to serve. Special branch officers may be awarded skill indicators if qualified and essential to the actual or potential assignment as determined by TAG (see NGR 351-1). Officers transferring from one AOC to another within the same AMEDD branch are to be treated as a reclassification action and are subject to the requirements in DA Pam 611-21 and require approval from the NGB Chief Surgeon's Office.

c. Army Reserve.

(1) The careers of TPU officers are managed by their respective units of assignment for administrative and personnel actions. The key individual in the career management cycle is the CMO. The individual officer, with guidance from the CMO, has the duty of developing the most professionally competent Reserve officers possible by consistently providing meaningful training opportunities and assignments for officers within their areas of management responsibility. Additionally, the CMO provides valuable and realistic guidance, through individual counseling, regarding the officer's educational requirements and prospective assignments, to career enhancing positions, relative to his or her professional development goals. Officer personnel management ensures that sufficient numbers of highly qualified Reserve officers are available to meet mobilization requirements and to assume positions of increasing responsibility. To accomplish this, the CMO ensures that the intellectual and professional growth of all officers meet Army needs.

(2) Although the CMO is a key agent in career management, the individual officer is primarily responsible for his or her own career. The successful management of Reserve officers requires a full and ongoing partnership between the CMO and the officer he or she manages. It is essential that the lines of communication between the CMO and the officer remain open and bi-directional at all times. Army Reserve officers must fully understand the requirements to remain highly competitive in the ROPMA environment. Further, officers must take steps to remain mobilization ready at all times. An Army Reserve officer who is not mobilization ready is not considered a usable asset and will not have a future in America's Army.

6-7. Warrant officer career management

Career management is of critical importance to the modern RC warrant officers. Most RC warrant officers have their civilian goals and projections programmed several years into the future. However, coordinated management of RC

warrant officer military careers is a recent innovation. The modern RC warrant officers is a complex person with numerous 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 warrant officer must be well trained to fill his or her mobilization role.

a. Army National Guard.

(1) ARNG warrant officers career management is the responsibility of the State adjutants general.
(2) The NGB communicates DA policy to the State adjutants general in all matters concerning warrant officer career management.

(3) Leader development is a primary command responsibility. Commanders at all levels help administer the warrant officer leader development action plan (WOLDAP) –ARNG by coordinating with the OPM to develop and properly guide the career of each officer in their command. This involves 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 battalion level, play a vital role in career management for ARNG warrant officers. The responsibilities of the personnel officer include maintaining liaison with the OPM, helping warrant officers maintain their records, counseling warrant officers concerning requirements for designation of MOS and MFAs, maintaining the OMPF, and making recommendations to the commander and the military personnel management office (MPMO) for changes to the personnel status of warrant officers.

(5) Warrant officers have the final responsibility for ensuring they are progressing satisfactorily in their professional development. They establish goals and evaluate progress, making necessary adjustments to achieve personal goals and professional proficiency.

(6) The OMPF for all ARNG warrant officers are maintained at NGB. The appropriate State adjutant general office maintains a field military personnel record jacket for each WO.

(7) The State adjutant general of the state establishes unit location and stationing.

b. Army Reserve.

(1) Commanders and CMOs must develop the most professionally competent USAR warrant officers possible, by consistently providing meaningful training opportunities for the warrant officer within their area of management responsibility. The CMO has training programs available that provide a balance of military experience during each USAR warrant officer's career.

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

(3) A balance must be maintained between assignments to TPUs and assignments within the IRR. Diverse assignments reduce the probability of narrow, limited training and assignment experience. Stagnation in any category of assignment can be counterproductive to developing a warrant officer and threatens the professional capability of the entire warrant officer corps.

(4) In the IRR, the warrant officer is able to update his background 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 developing and assigning warrant officers into positions of increasing responsibility, it is necessary to have an overview of the State force structure and an inventory of warrant officer 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 warrant officers within the State. The SMDP is used to determine how many warrant officers in each MOS the adjutant general needs to develop. The proper selection, training, and utilization of warrant officers depends on each state's MOS requirements. Institutional training must be completed at the appropriate warrant officer career point. The best qualified warrant officers must receive progressive operational assignments because of their demonstrated skills. All warrant officers must be aware of their responsibility to achieve the highest possible goals of self-development.

(a) All warrant officers are assigned according to individual qualifications that are properly documented.

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

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

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

(2) *Army Reserve*. Decisions on assignments will be made on the basis of the "whole person" concept and unit requirements. Military training priorities must be integrated with the warrant officer's civilian job and personal and community responsibilities.

(a) The CMO will ensure that the background information on each warrant officer is complete. Each record will be reviewed to determine the extent and quality of activity during service. Those IRR warrant officers without recent active participation may be programmed for counterpart training, if available, with a RA unit before they are considered for assignment to a troop unit.

(b) Warrant officers serving in the IRR are considered for reassignment to a TPU or an IMA assignment based on the factors below. The CMO must ensure that warrant officers have the prerequisite civilian schooling required to prepare them for the assignment.

1. Availability and type of TPUs within a reasonable commuting distance (see AR 140–1), normally within a 50-mile radius or a 90-minute travel time. Distance is based on travel by car, one way, under normal traffic, weather, and road conditions over the most direct route to the warrant officer's home or current residence.

2. Prior experience, both RA and RC, and the level of this experience compared to a typical warrant officer of the same grade, MOS, MFA, and age.

3. Career field and level of military schooling or potential to acquire the required skills within 3 years of assignment.

4. Amount of time the warrant officer can make available for military activities and their preferences for types of assignments.

6–8. Career management life cycle

Although the AC and the RC share many of the same educational and promotion requirements, the RC officer's life cycle differs in several areas. These differences include length of schools, time in grade for promotion, and assignment opportunities.

a. *Lieutenant*. This period of an RC officer's career is predominantly developmental in nature. The officer is educated in branch and leadership skills and should acquire maximum practical experience through assignment to troop units. The BOLC (all phases) must be completed within 3 years of commissioning for an officer to be fully qualified and remain in the Army Reserve and ARNG. All Army Nurse Corps ROTC graduates, and all AOC 67A (MFA 70 and AOC 67J) must attend the BOLC resident (long) course, while all other AMEDD officers may attend the RC (short) course. Positions at division level and forward are encouraged for those in this grade to be commensurate with the AC experience. Division and forward medical assets are found in the ARNG for RC officers.

b. *Captain*. Reserve Component CPTs gain advanced leadership experience. For AOC–MFA 70B, it is important to seek out an additional AOCs such as 70A, 70D, 70E, 70F, 70H, or 70K. For those in clinical specialties, it is important to pursue higher level proficiencies in the respective specialty. Higher military education in the form of attendance at CCC is expected while holding this grade but can be initiated as a 1LT. Company command and battalion staff experience are desired during this period for AOC 67A personnel. Completion of CCC is a mandatory requirement for promotion to MAJ for AOC 67A (MFA 70) and is one of the requirements for other clinical specialties to hold future command assignments. CCC is a prerequisite for enrollment in ILE for all AMEDD officers. In addition, Army Nurse Corps officers are encouraged to enroll in the Clinical Nurse OIC/NCOIC Leader Development Course. Army Nurse Corps officers appointed on or after 30 September 2009 must possess a baccalaureate degree in nursing from an accredited educational institution prior to promotion to CPT.

c. *Major*. As a MAJ, the RC officer continues to develop in his or her branch and MFA. Utilization in the MFA may occur during this period as the officer acquires staff and leadership experience and knowledge appropriate to levels of higher responsibility. Opportunities exist for officers to serve as a company commander, executive officer (XO), or S–3 in an AC, ARNG, or USAR unit. These opportunities warrant the same consideration regardless of whether the unit is AC, ARNG, or USAR. A qualified AOC 67A (MFA 70) MAJ is one who has completed ILE. The Advanced Logistics Executive Development Course/Logistics Executive Development Course (ALEDC/LEDC) are encouraged for promotion to LTC. Please note that attendance at ALEDC/LEDC does not negate the requirement to attend ILE. In addition, Army Nurse Corps officers are encouraged to enroll in the Entry Level Nurse Executive Course.

d. *Lieutenant colonel*. At the LTC level, the RC officer applies the skills in his or her branch or MFA in management and leadership positions of greater responsibility. Senior staff and command experience are desired at this level. Completion of a branch Pre-Command Course is also required for assignment at the battalion level or higher command positions. The Chief of Staff, Army, may waive branch PCC requirements for command. Even with a waiver, the officer still must complete a branch PCC within the first year of command or be subject to removal from command.

e. Colonel. At the COL level, the officer applies the skills in his or her branch or MFA in management or leadership positions of greater responsibility. The HQDA, DOD, and Joint staff, as well as command experience, are desired at this level. Effective 1 October 1996, Senior Service College became a prerequisite for promotion to general officer. Officers selected for brigade command have the same branch PCC requirements as battalion commanders.

f. Warrant officer one. A WO1 is an officer appointed by warrant with the requisite authority pursuant to assignment level and position given by the President of the United States. WO1s are basic level, technically, and tactically focused officers who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. They also perform any other branch-related duties assigned to them. They also provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. WO1s have specific responsibility for accomplishing the missions and tasks assigned to them and, if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. WO1s primarily support levels of operations from team through battalion, requiring interaction with all officer cohorts and primary staff. They provide leader development, mentorship, and counsel to enlisted Soldiers and noncommissioned officers (NCOs). The appropriate WOBC must be completed within 2 years of appointment to be a mobilization asset and remain in the ARNG and Army Reserve.

g. Chief warrant officer two. 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. CW2s are intermediate level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. They also perform any other branch-related duties assigned to them. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They have specific responsibility for accomplishing the missions and tasks assigned to them and, if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. CW2s primarily support levels of operations from team through battalion, requiring interaction with all officer cohorts and primary staff. They provide leader development, mentorship, advice, and counsel to NCOs, other warrant officers and company grade branch officers. A qualified CW2 will have completed the AMEDD Warrant Officer Advance Course (WOAC) prior to selection for CW3.

h. Chief warrant officer three. CW3s are advanced level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, integrator, and advisor. They also perform any other branch-related duties assigned to them. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW3s have specific responsibility for accomplishing the missions and tasks assigned to them and, if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. CW3s primarily support levels of operations from team through brigade, requiring interaction with all officer cohorts and primary staff. They provide leader development, mentorship, advice, and counsel to NCOs, other warrant officers and branch officers. CW3s advise commanders on warrant officer issues. A qualified CW3 will have completed the Warrant Officer Staff Course (WOSC) prior to selection for CW4.

i. Chief warrant officer four. CW4s are senior level technical and tactical experts who perform the primary duties of technical leader, manager, maintainer, sustainer, integrator, and advisor. They also perform any other branch-related duties assigned to them. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW4s have specific responsibility for accomplishing the missions and tasks assigned to them and, if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. They primarily support battalion, brigade, division, corps, and echelons above corps operations. They must interact with NCOs, other officers, primary staff, and special staff. CW4s primarily provide leader development, mentorship, advice, and counsel to NCOs, other warrant officers and branch officers. They have special mentorship responsibilities for other warrant officers and provide essential advice to commanders on warrant officer issues.

j. Chief warrant officer five. CW5s are master-level technical and tactical experts who perform the primary duties of technical leader, manager, integrator, advisor, or any other particular duty prescribed by branch. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW5s have specific responsibility for accomplishing the missions and tasks assigned to them. CW5s primarily support brigade, division, corps, echelons above corps, and major command operations. They must interact with NCOs, other officers, primary staff and special staff. They provide leader development, mentorship, advice, and counsel to other warrant officers and branch officers. CW5s have special warrant officer leadership and representation responsibilities within their respective commands. They provide essential advice to commanders on warrant officer issues. Once selected for CW5, the officer will be scheduled to attend the Warrant Officer Senior Staff Course (WOSSC). Once the officer is assigned into a CW5 position and upon successful completion of WOSSC, the Soldier will be promoted to CW5. CW5s are assigned into positions designated for CW5s.

6–9. Career management considerations

a. Army National Guard.

(1) *General.* To properly plan for the development and assignment of officers into positions of increasing responsibility, an overview of the state force structure and an inventory of officer positions is necessary. States develop a SMDP as a tool for this purpose. The SMDP allows for analysis of all branches authorized by State force structure documents to determine career progression patterns for all officers within the State. The SMDP is used to determine how many officers in each branch, MFA, and AOC the adjutant general needs to develop.

(2) *Career planning.* Orderly career planning provides for progressive duty assignments and military schooling to meet current needs and develop officer skills for future assignments. The success of the officer career planning and management program is dependent upon policies and plans that ensure:

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

(b) All officers are assigned according to individual qualifications that are properly documented.

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

(d) All officers have equal opportunity for promotion selection and for higher assignments based on their demonstrated abilities.

(e) All officers are aware of the guidelines and expectations concerning career planning.

b. Army Reserve.

(1) *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 his or her experience level. Active duty experience should be capitalized upon by assigning these officers to positions in which they can share their experiences and expertise.

(2) *Experience.* The officer's record should be reviewed for previous assignments, the level of assignment, command-and-staff experience, ADT assignments, and other RC-oriented training.

(3) *Military education.* The officer's record should be reviewed for military schools that have been completed. Enrollment into resident and nonresident schools should be accomplished in a timely manner to ensure successful completion of military education requirements. Education that incurs a service obligation must be fulfilled in either the unit that sent the officer or in a like-type unit. Although CMOs are not responsible for ensuring that managed officers complete the requirements, they play an important role in monitoring the officer's progress until the course is successfully completed.

(4) *Civilian background.* The CMOs should evaluate the officer's civilian education and occupational background for potential skills, knowledge, and attitudes that have military applications. Consideration may be given for designation of a skill identifier for a civilian-acquired skill.

(5) *Level of participation.* The most critical factor in an officer's development is his or her willingness to participate in leader development over an extended period of time. The successful Army Reserve officer keeps his or her CMO informed of the type of duty, training, and education that best conforms to the officer's attributes, interests, and professional development needs. Although statutory and regulatory requirements for participation in education and training exist, the Army Reserve remains a volunteer organization. Ideally, every officer participates in educational opportunities to the maximum extent possible within the funding constraints that exist within the Army Reserve environment. It is also realized that Army Reserve officers are constrained by civilian employment, Family considerations and community responsibilities. However, Army Reserve officers must make every attempt to participate consistently in training and education opportunities. Failure to do so may result in the officer's administrative elimination from the service through either voluntary or involuntary means (board action).

(6) *Branch officers serving in command positions.* Army Reserve officers must meet branch criteria for the type of unit they will command. This requirement is fundamental to our America's Army concept; therefore, requesting a waiver from this requirement is strongly discouraged. Officers can request a waiver through their chain of command and CMO to the Chief, Army Reserve. In the absence of compelling reasons, approval of the request is not likely.

(7) *Reassignment—Individual Ready Reserve.* Officers serving in the IRR are considered for placement in a TPU position or an IMA assignment based upon current position availability and the officer's career progression needs. The CMO ensures that officers have the military and civilian schooling necessary for TPU or IMA assignments, while taking the following factors into consideration:

(a) Availability and type of troop program unit within a reasonable commuting distance. Officers are assigned according to established procedures using the request vacancy system (see AR 140–1 and applicable directives).

(b) Availability and type of IMA assignments currently available.

(c) Prior experience (both RA and RC) and the level of this experience compared to a typical officer of the same grade, branch, MFA, and time in service or grade.

(d) Career field and level of military and civilian schooling or potential to acquire the necessary skills within 3 years of assignment.

(e) Obligated members of the annual training control group or Officer Active Duty Obligor (OADO) control group who may be involuntarily assigned to a TPU or IMA position vacancy.

(8) *Reassignment—Troop Program Unit officers.* A thorough review of an officer's file will be completed upon transfer to the IRR, and the officer should be prepared to discuss future career development needs and type of assignments desired. Assignments to the IRR should be temporary and only occur as part of the specific officer's career management plan, in conjunction with CMO guidance. An officer in the IRR should continue to seek training opportunities to remain current in branch and/or MFA.

6–10. Individual mobilization augmentee and/or drilling individual mobilization augmentee assignments (Army Reserve)

a. General. Army Reserve officers fill a number of key positions throughout DOD and other governmental agencies. These positions are used to rapidly expand the agencies during the early phases of mobilization. Pre-selected, specially qualified officers are assigned to these positions and are trained during peacetime to augment the commands and agencies to enhance mission accomplishment upon mobilization. These officers are called IMAs and/or drilling individual mobilization augmentees (DIMAs) and are assigned to Army Reserve Control Group–IMA in a Selected Reserve status. IMAs are given pre-mobilization orientation and qualification training for the positions to which they are attached. This is accomplished during a 12-day annual training tour. Officers assigned as DIMA may perform an additional 48 IDT periods (contingent upon funding) of training per year with their unit or organization of attachment. These tours are coordinated between the unit or organization, the CMO, and the officer (see AR 140–145 for more on the IMA Program).

b. Training. IMA officer training requirements are coordinated through the gaining agency. All requests for training in lieu of, or in addition to, annual training tours are submitted on DA Form 1058 (Application for Active Duty for Training, Active Duty for Special Work, Temporary Tour of Active Duty, and Annual Training for officers of the ARNG and USAR) through the proponent agency to Commander, HRC. HRC publishes orders if the unit or organization concurs and funds are available. Units or organizations should provide IMA and DIMA officers the opportunity to participate by completing projects for retirement credit throughout the year.

c. Federal employees. Federal employees are declared available for mobilization by their employing command or agency. As an IMA officer, DA civilian employees may not hold IMA positions with the same HQDA general or special staff element in which they are employed. Army Reserve members should report employment conflicts to their proponent agencies and HRC CMOs when they occur.

6–11. Company and field grade officer education opportunities

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 allows RC officers to interact with their AC counterparts and provide them with information about the RC. It is understood, however, that a limited number of RC officers will be able to attend all service schools in residence, due to budgetary, time, or training seat constraints. For this reason, 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. U.S. Army Training and Doctrine Command and the NGB provide information concerning courses of instruction offered at Army schools and various agencies within DOD.

b. Nonresident courses. Nonresident courses refer to those that are offered with one (or more) phase(s) in distance learning and one (or more) phase(s) in residence. The resident portion is normally 2 weeks in duration, and completed in lieu of (or in addition to) annual training that year, based on mission requirements. With the exception of the BOLC, military schools may be taken through nonresident courses, The Total Army School System (TASS) and through distance learning courses. CCC and ILE are available in both TASS and nonresident versions. The State OPM (for ARNG), and CMOs at HRC should ensure, that officers are enrolled in military education courses in a timely manner to ensure that all RC officers remain fully competitive for promotion and assignment considerations. Table 6–2 discusses the options available for RC officers to complete their military education and the amount of time that each officer has to complete the nonresident instruction after enrollment before being dropped from the school.

**Table 6–2
Nonresident military schools**

School	Method allowed	Time allotted for instruction
Basic Officer Leader Course	Resident or correspondence and resident	2 years
CCC	Correspondence and resident	2 years
ILE	Correspondence; TASS	3 years
Army War College	Correspondence course	2 years
WO Candidate Course	Phase I - DL Phase I - Resident (non-PLDC graduate and all E1 - E4) Phase II - Resident	2 years
WO Basic Course	Resident only	2 years
WO Advanced Course	Phase I - AODC (DL) Phase II - Resident	1 year
WO Staff Course	Resident	4 weeks
WO Senior Staff Course	Resident	2 weeks

c. Branch and functional area educational requirements. All RC officers are designated a branch and AOC or MFA upon appointment. The AMEDD branches and specialties are determined by clinical training, experience, and advanced education. AMEDD officers are appointed in branch and specialty and cannot hold more than one branch appointment. Officers desiring to transfer from one branch to another must meet educational requirements and be reappointed into that branch and have their initial branch withdrawn. AMEDD officers cannot “branch transfer” like non-AMEDD officers. The AMEDD officer may be awarded additional AOCs or MFAs within their appointed branch. For more information on award of additional AOCs or MFAs, check the HRC website and Smartbook DA Pam 611–21 (<https://www.milsuite.mil/book/groups/smartbookdapam611-21>) frequently for updates.

(1) *Basic Officer Leader Course.* All RC AMEDD officers are required to complete BOLC, except MFA 70–AOC 67J officers and Army Nurse Corps ROTC graduates. Phase 1 completion is required prior to attending phase 2.

(a) MFA 70–AOC 67J officers and Army Nurse Corps ROTC graduates must attend either AMEDD BOLC resident course. Attendance at BOLC requires prior completion of either OCS, ROTC, or the USMA.

(b) Timeline requirements for completion of the appropriate Initial Military Training resident or nonresident basic course (AMEDD Direct Commission Course (direct commission officers only), and BOLC (RC)/AMEDD BOLC) is 36 months. Exceptions are:

1. MC and DC residents: complete AMEDD BOLC (RC) within 3 years after residency completion.
2. The ARNG State OCS graduates, who are not affiliated with an ROTC program, complete AMEDD BOLC within 12 months of appointment, pending availability of school seats. If the officer completed enlisted basic training, then the 2-year rule applies.
3. Direct appointments that do not qualify for an exception must complete AMEDD BOLC (RC) within 3 years following appointment.

(2) *Captains Career Course.* RC officers will generally attend CCC between their 5th and 12th years of service. RC officers usually complete CCC through RC configured curricula, which normally entails two phases (one in distance learning and one in an active duty status). Completion of CCC is required for promotion to MAJ (MFA 70 and AOC 67J only) and enrollment in ILE.

(3) *Area of concentration training.* In accordance with DA Pam 611–21, AOC 70B is for use by company grade officers. Therefore, they are encouraged to seek out additional AOCs prior to promotion to MAJ. These AOCs include health care administration (70A), health services comptroller (70C), health services systems management (70D), patient administration (70E), health services human resources (70F), health services plans, operations, intelligence, security, and training (70H), and health services materiel (70K).

d. Intermediate Level Education. This mid-level school prepares MAJs for assignments at the division and corps level, as well as Joint assignments. The school is branch nonspecific and provides training in the military arts and sciences, as well as introductory courses in geopolitical issues and on how the Army runs. RC officers also receive

credit for ILE by attending the resident or nonresident Marine Corps, Navy, or Air Force Command and General Staff College (CGSC) and the Western Hemisphere Institute for Security Cooperation (WHINSEC).

e. Senior Service School requirements. The SSCs provide field grade officers with advanced professional education in both military and sociopolitical topics. The SSCs, which include the Army War College and university fellowships, prepare officer for senior leadership positions throughout the DOD.

f. Civilian education. AMEDD officers enter the RC with a bachelor's degree or higher depending on the branch or specialty into which they are appointed. Army Nurse Corps officers with an AD or diploma in nursing, appointed on or after 1 October 1986, must possess a Bachelor of Science in Nursing degree from an accredited agency acceptable to HQDA prior to promotion to MAJ and above.

g. Other military education.

(1) *Total Army School System.* The TASS is managed and operated by RC training divisions in order to facilitate military education requirements. TASS offers ILE to RC officers. The TASS option offers an excellent opportunity for completing educational requirements because of the various locations across the U.S.

(2) *Army Institute for Professional Development.* The AIPD at Joint Base Langley–Eustis, VA administers the EBDL Program. EBDL provides progressive educational opportunities through distance learning for a wide variety of subjects. This type of military education is particularly well suited for RC officers who cannot take advantage of resident courses. Many courses are targeted at specific assignments, such as motor officer, personnel officer, or dining facility officer.

Appendix A

References

Section I

Required Publications

AR 71–32

Force Development and Documentation Consolidated Policies (Cited in the glossary.)

AR 135–91

Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Provisions (Cited in para 6–5*h*(8).)

AR 140–1

Mission, Organization, and Training (Cited in para 6–7*c*(2)(*b*)1.)

AR 140–10

Assignments, Attachments, Details, and Transfers (Cited in para 6–2*a*.)

AR 140–145

Individual Mobilization Augmentation Program (Cited in para 6–10*a*.)

NGR 351–1

Individual Military Education and Training (Cited in para 6–5*b*(8).) (Available at <https://www.ngbpdc.ngb.army.mil/ngtr/>.)

Section II

Related Publications

A related publication is a source of additional information. The user does not have to read it to understand this publication. Unless otherwise indicated, DA publications are available on the Army Publishing Directorate website <https://armypubs.army.mil/>. DOD publications are available at <https://www.esd.whs.mil/>. National Guard Bureau publications are available at <http://www.ngbpdc.ngb.army.mil/publications.htm#ngtr/>. Public law is available at <https://www.congress.gov/bill/>. USCs are available at <http://uscode.house.gov/>.

ADP 1

The Army

ADP 3–0

Operations

ADP 6–22

Army Leadership and the Profession

ADP 7–0

Training

AR 25–30

Army Publishing Program

AR 40–3

Medical, Dental, and Veterinary Care

AR 40–68

Clinical Quality Management

AR 40–501

Standards of Medical Fitness

AR 135–18

The Active Guard Reserve Program

AR 135–155

Promotion of Commissioned Officers and Warrant Officers Other Than General Officers

AR 135–175

Separation of Officers

AR 135–180

Retirement for Non-Regular Service

AR 350–1

Army Training and Leader Development

AR 350–100

Officer Active Duty Service Obligations

AR 351–3

Professional Education and Training Programs of the Army Medical Department

AR 600–3

The Army Personnel Development System

AR 600–8

Military Human Resources Management

AR 600–8–24

Officer Transfers and Discharges

AR 600–8–29

Officer Promotions

AR 600–100

Army Profession and Leadership Policy

AR 601–142

Army Medical Department Professional Filler System

AR 608–75

Exceptional Family Member Program

AR 611–1

Military Occupational Classification Structure Development and Implementation

AR 614–100

Officer Assignment Policies, Details, and Transfers

AR 623–3

Evaluation Reporting System

DA Pam 600–3

Officer Professional Development and Career Management

DA Pam 611–21

Military Occupational Classification and Structure

DA Pam 623–3

Evaluation Reporting System

DODI 1235.11

Management of Individual Mobilization Augmentees (IMAS)

DODI 1320.13

Commissioned Officer Promotion Reports (COPRs)

DODI 1320.14

Commissioned Officer Promotion Program Procedures

DODI 6000.13

Accession and Retention Policies, Programs, and Incentives for Military Health Professions Officers (HPOs)

FM 1–0

Human Resources Support

FM 3-0

Operations

FM 7-0

Train To Win in a Complex World

NGR 600-5

The Active Guard Reserve (AGR) Program Title 32, Full Time National Guard Duty (FTNGD) Management

NGR 600-100

Commissioned Officers – Federal Recognition and Related Personnel Actions

NGR 600-101

Warrant – Federal Recognition and Related Personnel Actions

NGR 614-1

Inactive Army National Guard

Smartbook DA Pam 600-3

(Available at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-3>.)

Smartbook DA Pam 600-4

(Available at <https://www.milsuite.mil/book/groups/smartbook-600-4>.)

Smartbook DA Pam 611-21

(Available at <https://www.milsuite.mil/book/groups/smartbookdapam611-21>.)

10 USC

Armed Forces

10 USC 620

Active-duty lists

10 USC 632

Effects of failure at selection for promotion: captains and majors of the Army, Air Force, and Marine Corps and lieutenants and lieutenant commanders of the Navy

10 USC 641

Applicability of chapter

10 USC 688

Retired members; authority to order to active duty; duties

10 USC 741

Rank: commissioned officers of the armed forces

10 USC 742

Rank: warrant officers

10 USC 1370

Commissioned officer: general rule; exceptions

10 USC 12301(d)

Reserve Components generally

10 USC 12304

Selected Reserve and certain Individual Ready Reserve members; order to active duty other than during war or national emergency

10 USC 14703

Authority to retain chaplains and officer in medical specialties until specified age

32 USC

National Guard

32 USC 502

Required drills and field exercises

Section III

Prescribed Forms

This section contains no entries.

Section IV

Referenced Forms

Unless otherwise indicated, DA forms are available on the APD website (<https://armypubs.army.mil>), and DD forms are available on the Office of the Secretary of Defense website (<http://www.esd.whs.mil/dd/>).

DA Form 67–10–1A

Officer Evaluation Report Support Form

DA Form 1058

Application for Active Duty for Training, Active Duty for Operational Support, and Annual Training for Soldiers of the Army National Guard and U.S. Army Reserve

DA Form 2028

Recommended Changes to Publications and Blank Forms

Glossary

Section I

Abbreviations

AC

Active Component

ADL

active duty list

ADP

Army Doctrine Publication

ADSO

active duty service obligation

ADT

active duty for training

AFCS

active Federal commissioned service

AFS

active Federal service

AGR

Active Guard Reserve

AIPD

Army Institute for Professional Development

ALEDC

The Advanced Logistics Executive Development Course

AMEDD

Army Medical Department

AN

Army Nurse Corps

AO

assignment officer

AOC

area of concentration

AODC

Action Officer Development Course

APMC

Army Medical Department Professional Management Command

APPD

AMEDD Personnel Proponent Directorate

ARNG

Army National Guard

AT

annual training

AUS

Army of the United States

BOLC

Basic Officer Leader Course

CCC
Captains Career Course

CGSC
Command and General Staff College

CMO
career management officer

COL
colonel

CPT
captain

DA
Department of the Army

DC
Dental Corps

DCS
Deputy Chief of Staff

DIMA
drilling individual mobilization augmentee

DOD
Department of Defense

DOPMA
Defense Officer Personnel Management Act

DOR
date of rank

EBDL
Electronic Based Distance Learning

ECLT
English Comprehension Level Test

FY
fiscal year

GDE
graduate dental education

GME
graduate medical education

HQDA
Headquarters, Department of the Army

HRC
Human Resources Command

HSD
Health Services Division

ICAF
Industrial College of the Armed Forces

IDT
inactive duty training

ILE
Intermediate Level Education

IMA
Individual Mobilization Augmentation

ING
Inactive National Guard

IRR
Individual Ready Reserve

JFHQ
Joint Force Headquarters

JMESI
Joint Medical Executive Skills Institute

LEDC
Logistics Executive Development Course

LTC
lieutenant colonel

LTHET
long term health education and training

MAJ
major

MC
Medical Corps

MEDDAC
U.S. Army Medical Department Activity

MEL
military education level

MFA
medical functional area

MHS
Military Health System

MILPO
Military Personnel Office

MOS
military occupational specialty

MPMO
military personnel management office

MRD
mandatory removal date

MS
Medical Service Corps

MTOE
modified table of organization and equipment

NCO
noncommissioned officer

NDAA
National Defense Authorization Act

NGB
National Guard Bureau

NGR
National Guard regulation

OADO
Officer Active Duty Obligor

OCS
Officer Candidate School

OMPF
official military personnel file

OPMS
Officer Personnel Management System

ORB
officer record brief

OTSG
Office of The Surgeon General

PCC
Pre-Command Course

PD
proficiency designator

PLDC
Primary Leadership Development Course

PME
professional military education

RA
Regular Army

RC
Reserve Component

ROPMA
Reserve Officer Personnel Management Act

ROTC
Reserve Officers' Training Corps

SELCON
selectively continued

SMDP
State Master Development Plan

SP
specialist corps

SSB
Special Selection Board

SSC
Senior Service College

TAG
The Adjutant General

TASS
Total Army School System

TDA
tables of distribution and allowances

TIG
time in grade

TOE
tables of organization and equipment

TPU
Troop Program Unit

TSG
The Surgeon General

TWI
Training with Industry

UIC
unit identification code

USAR
U.S. Army Reserve

USAREC
U.S. Army Recruiting Command

USC
United States Code

USMA
U.S. Military Academy

VC
Veterinary Corps

WHINSEC
Western Hemisphere Institute for Security Cooperation

WO
warrant officer

WOAC
warrant officer advanced course

WOBC
warrant officer basic course

WOCC
Warrant Officer Career Center

WOCS
warrant officer candidate school

WOILE
warrant officer intermediate level education

WOLDAP
warrant officer leader development action plan

WOMA
Warrant Officer Management Act

WOSC
Warrant Officer Staff Course

WOSSC
Warrant Officer Senior Staff Course

WOSSE
warrant officer senior service education

XO

executive officer

YOS

years of service

ZOC

zone of consideration

Section II**Terms****Active duty**

Full-time duty in the active military service of the United States.

Active Duty List

An order of seniority list required by 10 USC 620 of commissioned officers on Active Duty in the U.S. Army other than those listed in 10 USC 641.

Active Guard Reserve

U.S. Army National Guard and U.S. Army Reserve personnel serving on active duty under 10 USC 12301 and U.S. Army National Guard personnel serving on full-time National Guard duty under 32 USC 502. These personnel are on full-time National Guard duty or active duty (other than for training on active duty in the Regular Army) for 180 days or more for the purpose of organizing, administering, recruiting, instructing, or training the Reserve Components and are paid from National Guard Personnel, Army, or Army Reserve Personnel appropriations. Exceptions are identified in AR 135-18.

Annual training

A period of active duty for training that is performed annually by units or members of the U.S. Army Reserve at encampments, maneuvers, or field exercises, or by individuals in an attached status to an Active Army installation or organization. The period of training for units organized to serve as units is not less than 14 days, excluding travel time. The period of training for Reserve Component members ordered individually to active duty training normally will be no less than 12 days, excluding travel time.

Area of concentration

Identifies a requirement and an officer possessing a requisite area of expertise (subdivision) within a branch or functional area. An officer may possess and serve in more than one areas of concentration.

Army Values

The Army's seven core values are loyalty, duty, respect, selfless service, honor, integrity, and personal courage. The process of embracing and living by these values begins at entry into the Army, and continues throughout a Soldier's life. For the Army to be effective, the importance of a common framework of values cannot be overstated. It demands programs and initiatives, such as the Human Relations Action Plan, Character Development XXI, and the Consideration of Others Program, designed to inspire Soldiers to live in accordance with these values today and to apply them as the leaders of our future.

Branch

A branch is a grouping of officers that comprises an arm or service of the Army in which, as a minimum, officers are commissioned, assigned, developed, and promoted through their company grade years. Officers are accessioned into a single basic branch and will hold that branch designation, which is later augmented between the 5th and 6th years of service with a functional area. An accession branch admits officers upon commissioning; a non-accession branch admits experienced officers from the accession branches. With the exception of Special Forces, all other branches are accession branches. Special Forces recruits officers with a minimum of 3 years' experience. Officers will serve their first 8 to 12 years developing the leadership and tactical skills associated within their branches. They will continue to wear their branch insignia throughout their military service. All career branches are in the Operations Career Field.

Career Field

A specific grouping of functionally related officer, warrant officer, enlisted, and civilian positions into management categories having a common mission area. Career Fields consist of officer branches and functional areas, warrant officer and enlisted military occupational specialties and 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 civilian personnel when referring to their branch, functional area, military occupational specialty, or civilian occupational series.)

Due course

Those officers possessing the minimum entry level for a particular AMEDD corps.

Functional area

A functional area is a grouping of officers by technical specialty or skill, which usually requires significant education, training, and experience. An officer receives his or her functional area between the 5th and 6th 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.

Immaterial position

For AMEDD officers, a duty position which is not identified with or limited to one specific area of concentration or medical functional area, but indicates that any commissioned officer in a particular corps may fill the position.

Inactive duty training

Any authorized training, instruction, or duty, other than duty training, performed with or without pay by members of the Army Reserve.

Individual Mobilization Augmentation

A functional, non-troop program unit consisting of a minimum of five IMA organized to provide appropriate inactive duty training for members thereof in a non-pay training status.

Individual mobilization augmentee

Pre-selected, specially qualified U.S. Army Reserve officers filling specific IMA positions. These officers are members of the Selected Reserve and are assigned to the U.S. Army Reserve control group as an IMA.

Individual Ready Reserve

Collective term for Army Reserve personnel assigned to a control group. Modified table of organization and equipment A modification of a TOE, which incorporates unit identification code (UIC), unit designation, and the effective date for activation, reorganization, conversion, or modernization of a unit (see AR 71–32).

Non-due course

Those officers possessing additional entry grade credit beyond the minimum entry level for a particular AMEDD corps.

Ready Reserve

Selected Reserve and individual members of the U.S. Army Reserve who are subject to involuntary order to active duty in time of war or national emergency declared by Congress or the President, or when otherwise authorized by law.

Selected Reserve

That portion of the Ready Reserve consisting of Troop Program Units and members assigned to Troop Program Units. This also includes personnel assigned to IMA positions. Members of the Selected Reserve may be activated by Presidential directive, within the limits specified by 10 USC, without a declaration of war or congressional declaration of national emergency.

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 functional area. An officer may have more than one skill.

Special branches

A grouping of branches and officers primarily concerned with providing combat service support and/or administration to the Army as a whole but managed separately from combat service support branches. Special branches include Army Medical Department, Chaplain Corps, and Judge Advocate General's Corps.

Table of distribution and allowances

An authorization document that prescribes the organization structure and the personnel and equipment requirements and authorizations of a military unit to perform a specific mission for which there is no appropriate MTOE (see AR 71–32).

Table of organization and equipment

An requirements document that prescribes the capabilities, organization structure and the minimum mission essential wartime requirements (both personnel and equipment) necessary for a military unit to accomplish its doctrinal mission and the capabilities required by the unit to perform its core functions and assigned universal tasks to fulfill its designated purpose (see AR 71–32).

Troop program unit

A table of organization and equipment or table of distribution and allowances unit of the U.S. Army Reserve organized to serve upon mobilization as required in the force structure.

Warrior ethos

The professional attitudes and beliefs that characterize the American Soldier. At its core, the warrior ethos is the refusal to accept failure. Developed through discipline, commitment to the Army Values, and knowledge of the Army's proud heritage, the warrior ethos describes the essence of military service.

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PIN 032046-000