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Pamphlet 600-3**

Personnel - General

Officer Professional Development and Career Management

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SUMMARY of CHANGE

DA PAM 600–3
Officer Professional Development and Career Management

This major revision, dated 26 June 2017—

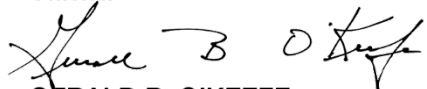
- o Changes publication title to Officer Professional Development and Career Management (cover).
- o Incorporates guidance in Army Directive 2012–21, Optimization of Intermediate-Level Education (para 2–5a(4)).
- o Incorporates guidance in Army Directive 2015–30, Professional Military Education, Leader Development, and Talent Management for Warrant Officers, and supplements Army policy by requiring completion of professional military education as a prerequisite for capstone and key warrant officer assignments (para 2–5b(1–7)).
- o Identifies positions in cross-component units as broadening assignments in response to the National Commission on the Future of the Army recommendation (para 3–4f(1)).
- o Incorporates and supplements guidance in Army Directive 2017–08, Competitive Categories for Commissioned Officers and Warrant Officers Serving on the Active Duty List and the Reserve Active Status List (para 5–9).
- o Restructures pamphlet by removing specific branch and functional area information in order to give immediate access to changes to this pamphlet. This information can be found at [https://www.milsuite.mil/book/groups/smartbook-da-pam-600–3](https://www.milsuite.mil/book/groups/smartbook-da-pam-600-3) (formerly chaps 8 through 41).
- o Supersedes guidance in Army Directive 2015–26, Operational Experiences for Functional Area 47 Officers at the United States Military Academy. (chap 32 Smartbook DA Pam 600–3 at [https://www.milsuite.mil/book/groups/smartbook-da-pam-600–3](https://www.milsuite.mil/book/groups/smartbook-da-pam-600-3).)

Personnel - General
Officer Professional Development and Career Management

By Order of the Secretary of the Army:

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Administrative Assistant to the
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History. This publication is a major revision.

Summary. This pamphlet outlines officer development and career management programs for each of the Army's career branches and functional areas. It does not prescribe the path of assignment or educational assignments that will guarantee success but rather describes the full spectrum of developmental opportunities an officer

can expect throughout a career. It emphasizes the need of the future force leader to broaden and acquire a greater depth vice breadth of experience in challenging leadership positions. In addition, this pamphlet provides a summary of the special branches (The Judge Advocate General's Corps, Chaplain Corps, and U.S. Army Medical Department).

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

Proponent and exception authority. The proponent of this pamphlet is the Deputy Chief of Staff, G-1. The proponent has the authority to approve exceptions or waivers to this pamphlet that are consistent with controlling law and regulations. The proponent may delegate this approval authority, in writing, to a division chief within the proponent agency or its direct reporting

unit or field operating agency, in the grade of colonel or the civilian equivalent. Activities may request a waiver to this pamphlet by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent. Refer to AR 25-30 for specific 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 Deputy Chief of Staff, G-1 (DAPE-MPO), 300 Army Pentagon, Washington DC 20310-0300.

Distribution. This regulation is available in electronic media only and is intended for command levels A, B, C, D, and E for the Active Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve.

Contents (Listed by paragraph and page number)

Chapter 1

Introduction, page 1

Purpose • 1-1, page 1

References • 1-2, page 1

Explanation of abbreviations and terms • 1-3, page 1

Current perspective • 1-4, page 1

Warrior ethos and Army Values • 1-5, page 1

The Army profession • 1-6, page 2

Mentoring, counseling, and coaching • 1-7, page 2

Officer Personnel Management System overview • 1-8, page 2

Warrant officer personnel management overview • 1-9, page 4

Evaluation Entry System overview • 1-10, page 5

Chapter 2

Officer Leader Development, page 5

Leader development overview • 2-1, page 5

Leader development strategy • 2-2, page 6

*This pamphlet supersedes DA Pam 600-3, dated 3 December 2014 and supersedes Army Directive 2015-26, dated 11 May 2015.

Contents—Continued

Domains of leader development • 2–3, *page 6*
Leader principles • 2–4, *page 7*
Leader development and the Officer Education System • 2–5, *page 7*

Chapter 3

Officer Personnel Management System and Career Management, *page 9*

Purpose • 3–1, *page 9*
Factors affecting the Officer Personnel Management System • 3–2, *page 9*
Officer Personnel Management System • 3–3, *page 10*
Officer development • 3–4, *page 11*
Company grade development • 3–5, *page 13*
Major development • 3–6, *page 15*
Lieutenant colonel development • 3–7, *page 15*
Colonel development • 3–8, *page 16*
Warrant officer definitions • 3–9, *page 17*
Warrant officer career patterns • 3–10, *page 17*
Warrant officer development • 3–11, *page 18*
Introduction to officer skills • 3–12, *page 18*
Joint officer professional development • 3–13, *page 18*
Assignment process and considerations • 3–14, *page 20*
Individual career management • 3–15, *page 21*

Chapter 4

Officer Education, *page 22*

Scope • 4–1, *page 22*
The Officer Education System • 4–2, *page 22*
Current paths to officer education • 4–3, *page 22*
Guides for branch, military occupational specialty, or functional area development courses • 4–4, *page 23*
Nonresident schools and instruction • 4–5, *page 23*
Educational counseling • 4–6, *page 24*
Military schools • 4–7, *page 24*
Department of Defense and Department of State schools • 4–8, *page 24*
Foreign schools • 4–9, *page 24*
Language training • 4–10, *page 24*
Aviation training • 4–11, *page 24*
Command team training and education • 4–12, *page 24*
Other military schooling • 4–13, *page 25*
Application for military schools • 4–14, *page 25*
Service obligation • 4–15, *page 25*
Civilian education • 4–16, *page 25*
Education programs • 4–17, *page 25*
Tuition assistance • 4–18, *page 26*
Eligibility criteria and application procedures • 4–19, *page 26*

Chapter 5

Officer Promotions, *page 27*

General • 5–1, *page 27*
Promotion process objectives • 5–2, *page 27*
Statutory requisites • 5–3, *page 27*
Active duty list • 5–4, *page 27*
Promotion process • 5–5, *page 28*
Army grade structure • 5–6, *page 28*
Promotion flow • 5–7, *page 28*
Below-the-zone promotions • 5–8, *page 29*
Competitive categories • 5–9, *page 29*
Impact of the Officer Personnel Management System evolution • 5–10, *page 29*

Contents—Continued

Chapter 6

Officer Evaluation System, page 30

Overview • 6-1, page 30

Officer evaluation reporting • 6-2, page 30

Relationship with the Officer Personnel Management System, leader development, and character development process • 6-3, page 31

Chapter 7

Reserve Component Officer Development and Career Management, page 31

Purpose • 7-1, page 31

Reserve Component Overview • 7-2, page 31

Officer Personnel Management System • 7-3, page 32

Commissioned Officer development • 7-4, page 33

Warrant officer development • 7-5, page 34

Management considerations • 7-6, page 35

Individual mobilization augmentee/drilling individual mobilization augmentee assignments (U.S. Army Reserve) • 7-7, page 35

Officer education • 7-8, page 35

Promotion • 7-9, page 36

Appendixes

A. References, page 37

Glossary

Chapter 1 Introduction

1–1. Purpose

This pamphlet serves primarily as a professional development guide for all officers. It does not prescribe the path of assignments or educational requirements that will guarantee success, but rather describes the full spectrum of developmental opportunities an officer can expect for a successful career. This document also serves as a mentoring tool for leaders at all levels and is an important personnel management guide for assignment officers, proponent, and Headquarters, Department of the Army (HQDA) election board members. Its focus is the development and career management of all officers of the U.S. Army.

1–2. References

See appendix A.

1–3. Explanation of abbreviations and terms

See glossary.

1–4. Current perspective

a. Officer development for the Army should effectively balance breadth and depth of experience. Army operations are inherently Joint. Officers must understand the terms of DODI 1300.19 and the Joint Qualification System (see para 3–13*a*). Officers should focus on developmental positions that enhance career progression and lead to Joint qualified officer status. All assignments are important to sustain a trained and ready Army. An officer's focus should be on bringing the warrior ethos to every job and every facet of their development. Officers use challenging assignments at all levels to help them hone, through experience, what they have learned through their formal education about leading and training Soldiers. Operational factors—the constraints of time, Army requirements, positions available, and readiness—all influence the amount of time an officer will need to acquire appropriate leadership skills. Success will depend not on the number or type of positions held, but rather on the quality of duty performance in every assignment. It is tied to individual contribution, and related to the individual officer's definition of success in the Army profession. Not all officers will be afforded opportunities to perform all types of duty. The types and extent of duties and assignments are articulated in the following chapters. For this publication, the term "officers" encompasses warrant officers (warrant officers are appointed by commission at the grade of chief warrant officer two (CW2)), company grade officers, and field grade officers. All officers are direct representatives of the President of the United States. Chapters relating to officer education, general promotion policies, and officer evaluation apply to all special branches as well. The governing regulations for this pamphlet are AR 600–3 and AR 350–1.

b. Officers are encouraged to read both DA Pam 600–3 and Smartbook DA Pam 600–3, regardless of branch, functional area (FA), 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. The Smartbook DA Pam 600–3 is available at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-3>.

c. This pamphlet documents officer personnel management and incorporates the evolving philosophies of the Army leadership. The Officer Personnel Management System (OPMS) enhances the warfighting capability of the Army, provides all officers with the information they need to ensure a reasonable opportunity for career success, and describes a framework that fulfills Army requirements with an officer corps balanced with the right grades and skills. Successive personnel management studies have shown the need for a development and career management system that provides for the career development of the warrant officer segment of the Army's officer corps. Better integration of warrant officers into the officer corps enhances the effectiveness and professionalism of warrant officers through improvements in training, development, assignment, promotion, and retention practices.

1–5. 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 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 officers 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 Army Values. Army Values form the very identity of the Army. They are nonnegotiable 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 us demands that we 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 them, model them in personal actions, and teach others to accept them. Officers require a demonstrated mastery of branch, FA, or MOS-specific skills, and grounding in these seven values to successfully lead Soldiers in the 21st century. Officer leaders who adopt a warrior ethos and a Joint, expeditionary mindset will be confident that they are organized, trained, and equipped to operate anywhere in the world, at any time, in any environment, against any adversary to accomplish the assigned mission.

1–6. The Army profession

a. The Army profession assessed. In 2010, senior Army leadership directed the Commander, U.S. Army Training and Doctrine Command (TRADOC) to conduct a comprehensive review of the Army profession. This Armywide assessment began in January 2011. The purpose was to assess how the Army has changed after more than 10 years of continuous deployments and how it must adapt to remain successful in an era of persistent conflict.

b. 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.

c. 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.

1–7. 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 assist the lesser-experienced person in reaching 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 utilized 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 to fight and win future conflicts. Mentoring develops great leaders to lead great Soldiers.

1–8. Officer Personnel Management System overview

a. Historical perspective. Officer personnel management reviews and analysis have been on a continuum of constructive change for many years. The OPMS was instituted in 1972, as a result of the U.S. Army War College Study on Military Professionalism and a follow-on analysis directed by the Deputy Chief of Staff (DCS) for Personnel. Numerous changes

in personnel management policy were incorporated into OPMS between its implementation in 1975 and 1981. After passage of the Defense Officer Personnel Management Act (DOPMA) by Congress in 1981, the Chief of Staff, Army (CSA), ordered a major review to examine the impact of the legislation on OPMS policies. As a result, OPMS II was developed in 1984 to accommodate the changes brought about by DOPMA, including the creation of FAs, dual tracking, and Regular Army (RA) integration. These and other mostly evolutionary proposals were implemented beginning in 1985. Two years later, the CSA directed a review of officer leader development to account for the changes in law, policy, and procedures that had occurred since the creation of OPMS II. As a result of the study, the Leader Development Action Plan was approved for implementation in 1989. Over 50 recommendations representing the latest revisions to the officer personnel system were incorporated into OPMS. The Army has undergone significant changes with widespread effect on the officer personnel system, brought about by the drawdown at the end of the Cold War and by major legislative initiatives. Public Law (PL) 99-433, commonly referred to as The Goldwater-Nichols Act, required the Services to improve interoperability and provided the statutory requirements for Joint duty assignments, Joint tour credit, and Joint military education. This law also specified the acquisition experiences and education necessary for an officer to be the project manager of a major weapons system. This law later led to the creation in 1990 of the Army Acquisition Corps. In 1990, PL 101-510 placed additional requirements on Acquisition Corps officers and directed them to single track in their FA. PL 102-484 contained Title XI Army Guard Combat Reform Initiative legislation, which placed additional officer requirements on the RA in their support of the Army National Guard (ARNG) and U.S. Army Reserve (USAR). In 1996, the Reserve Officer Personnel Management Act (ROPMA) was enacted by PL 103-337 and brought the Reserve Component (RC) officer promotion systems in synchronization with the Active Component (AC). This legislation established a best-qualified promotion system for RC officers, thereby replacing the fully qualified system previously used and allowing full integration into OPMS. With an 8-year span since the last formal OPMS review, the DCS, G-1 assembled a team of senior field grade officers to examine a series of OPMS-specific issues and determine whether a general review of the entire officer system was warranted. The OPMS XXI Precursor Study Group, under the direction of Commanding General (CG), U.S. Army Human Resources Command (HRC), ultimately reviewed more than 60 individual issues. Based on the collective body of these issues, the DCS, G-1 recommended to the CSA that a comprehensive review of the OPMS was necessary. As a result, the OPMS XXI Task Force convened in July 1996 to review and recommend changes to the OPMS. Consistent with the task of developing capabilities to meet the challenges of the next century, the CSA instructed the task force to link their work with other ongoing Army planning efforts. In designing the personnel system for the future, the CSA directed that the task force also create a conceptual framework integrating OPMS with the Leader Development System, ongoing character development initiatives, and a new officer evaluation report (OER). The focus was to take the Army in a direction to meet its vision of the future instead of simply solving individual problems. The task force concluded that OPMS should incorporate a holistic, strategic human resource management approach to officer development and personnel management. In addition, the task force called for the creation of an officer career field-based management system composed of four career fields: operations, operational support, institutional support, and information operations. Under OPMS XXI, officers were designated into a single career field after their selection for major and began serving and competing for promotion in their designated career field from that point on in their career. The results of these strategic recommendations, approved by the CSA in December 1997, formed the basis for the changes to the OPMS.

b. Current perspective. As security threats, the U.S. economy, and national labor markets continue to change and develop, the Army's human capital model must also adapt in order to acquire, develop, employ, and retain the talents necessary to fight and win our nation's wars. The Army is currently in the midst of a revolutionary transformation of its personnel management system, moving from an industrial era, interchangeable parts approach to one that capitalizes on information era technology to aid in management of our scarce talent. The Secretary of the Army's Human Capital Reform Initiatives have directed key Army stakeholders to lead this transformation, which will ultimately result in enhanced abilities to both see and use the unique talents resident in the Army officer ranks. The Army's Talent Management Strategy underpins and guides these efforts, which include policy reform, requests for legislative change, and advancement of the technology required to effectively manage talent. Additionally, the Talent Management Strategy directs that adaption and transformation should be inherent and continuously maintained attributes of our personnel system.

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

d. Coordination. The proponent provides guidelines concerning career patterns and leader development, as listed in AR 600-3. The coordinating agency for officers on the active duty list (ADL) is the Officer Personnel Management Directorate (AHRC-OPB), 1600 Spearhead Division Avenue, Fort Knox, KY 40122-5200; for ARNG officers, the agency is the Chief, National Guard Bureau, (NGB-ARP-PO), 111 South George Mason Drive, Arlington, VA 22204-1382; and

for USAR officers not on the ADL, the agency is the Commander, U.S. Army Human Resources Command (ARPC-OP), 1600 Spearhead Division Avenue, Fort Knox, KY 40122-5200.

1-9. Warrant officer personnel management overview

a. Historical perspective. Personnel management of warrant officers is the product of a number of dynamic yet disparate systems and events. The present Warrant Officer Program was announced on 12 April 1960 and outlined utilization policies, criteria for selection of warrant officer positions, and instructions for conversion to the current warrant officer MOS system. However, the conception of a warrant OPMS can only be traced back to 1966, when a study group was formed at the Department of the Army (DA) level. The group's mission was to develop a formal Warrant Officer Career Program, which would be responsive to future Army requirements while concurrently offering sufficient career opportunities to attract high-quality personnel. The study group examined all aspects of the Warrant Officer Corps and made a number of recommendations in areas such as pay, promotion, utilization, and education. As a result of these recommendations, actions were initiated to provide more attractive career opportunities for warrant officers. A tri-level education system was established by the end of 1972, which provided formal training at the basic or entry level for warrant officers in 59 occupational specialties, at the intermediate or mid-career level for 53 specialties, and at the advanced level for 27 specialties. By the close of 1975, the Army's capability for professionally developing the Warrant Officer Corps had been significantly expanded and warrant officers were being offered developmental opportunities not available to their predecessors. In 1974, the Warrant Officer Division was created at HRC to provide centralized career management for all but The Judge Advocate General (TJAG) and Army Medical Department (AMEDD) warrant officers. In the 1981 DOPMA, officer career management was codified, but DOPMA specifically excluded warrant officers. To fill that void, the CSA chartered a Total Warrant Officer Study (TWOS) in 1984. The TWOS introduced a number of substantial changes including a new definition of the warrant officer. The TWOS also resulted in requirements-based position coding in authorization documents and a training philosophy of "select, train, and utilize." The Warrant Officer Management Act (WOMA) was introduced in Congress shortly after the publication of TWOS, signed into law in December 1991 under PL 102-190, and is the current basis for the management of warrant officers on the ADL. The WOMA is the warrant officer counterpart of DOPMA. It provided for management of warrant officers by years of warrant officer service (WOS) rather than total service, automatic RA integration at the chief warrant officer three (CW3) level, created the rank of chief warrant officer five (CW5), permitted selective retention and retirement, and eliminated the dual promotion system. In February 1992, the CSA approved the Warrant Officer Leader Development Action Plan (WOLDAP). The WOLDAP expanded upon the foundation of TWOS and WOMA and provided a blueprint for the leader development of warrant officers in the Army of the future. The plan contained specific recommendations on issues dealing with training, assignments, civil education, and other subjects for both active and reserve warrant officers. In 2000, the CSA chartered the Army Training and Leader Development Panel to conduct a series of studies to recommend changes to leader development education for all segments of the Army. The Warrant Officer Study by this panel developed a further revision of the TWOS definition of warrant officers for the future as: "The warrant officer of the Future Force is a self-aware and adaptive technical expert, combat leader, trainer, and advisor. Through progressive levels of expertise in assignments, training, and education, the warrant officer administers, manages, maintains, operates, and integrates Army systems and equipment across the full range of Army operations. Warrant officers are innovative integrators of emerging technologies, dynamic teachers, confident warfighters, and developers of specialized teams of Soldiers. They support a wide range of Army missions throughout their careers." The warrant officer specific component of OPMS features:

- (1) A structure that optimizes warrant officer utilization and provides sustainable inventories.
- (2) An acquisition program to access quality candidates in sufficient numbers, with appropriate requisite background and skills, and at the appropriate time in the candidates' careers.
- (3) Clearly defined warrant officer personnel policies and professional development requirements.
- (4) A means to maintain warrant officers' technical expertise on current and new systems in their units.
- (5) Distribution of the right warrant officer to the right place at the right time. Building on the long history of WOS to the country, the warrant officer component of OPMS provides the mechanisms for professional development and appropriate personnel management for warrant officers throughout their careers.

b. Current perspective. HRC discontinued consolidated management of warrant officer careers and assignments and adopted the Army Training and Leader Development Panel recommendation to incorporate warrant officer management into applicable individual branches. The change was contemporaneous with the base realignment and closures relocation to Fort Knox, KY. As security threats, the U.S. economy, and national labor markets continue to change and develop, the Army's human capital model must also adapt in order to acquire, develop, employ, and retain the talents necessary to fight and win our nation's wars. The Army is currently in the midst of a revolutionary transformation of its personnel management system, moving from an industrial era, interchangeable parts approach to one that capitalizes on information era technology to aid in management of our scarce talent. The Secretary of the Army's Human Capital Reform Initiatives have

directed key Army stakeholders to lead this transformation, which will ultimately result in enhanced abilities to both see and use the unique talents resident in the Army warrant officer ranks. The Army's Talent Management Strategy underpins and guides these efforts, which include policy reform, requests for legislative change, and advancement of the technology required to effectively manage talent. Additionally, the Talent Management Strategy directs that adaption and transformation should be inherent and continuously maintained attributes of our personnel system.

c. Purpose. The purpose of the warrant officer component of OPMS is to enhance the effectiveness and professionalism of the warrant officer cohort while thoroughly integrating management practices and leader development education within the larger field and company grade officer corps. The OPMS encompasses all policies and procedures by which Army warrant officers are procured, trained, educated, developed, assigned, evaluated, promoted, and separated from active duty. The OPMS assures a deployable, professional warrant officer corps capable of meeting the challenges of the future force.

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

1-10. Evaluation Entry System overview

Critical information on the Evaluation Entry System (EES) is documented on the DA Form 67-10 series (DA Form 67-10-1 (Company Grade Plate (O1 - O3; WO1 - CW2) Officer Evaluation Report), DA Form 67-10-2 (Field Grade Plate (O4 - O5; CW3 - CW5) Officer Evaluation Report), DA Form 67-10-3 (Strategic Grade Plate (O6) Officer Evaluation Report), and DA Form 67-10-4 (Strategic Grade Plate General Officer Evaluation Report), hereafter referred to as DA Form 67-10 series or OER) for officer evaluations, and DA Form 1059 (Service School Academic Evaluation Report) and DA Form 1059-1 (Civilian Institution Academic Evaluation Report) for service school and civilian institution academic evaluations. The information contained on these evaluation reports is correlated with the Army's needs and individual officer qualifications to provide the basis for officer personnel actions such as promotion, functional description, retention in grade, elimination, retention on active duty, reduction in force, command and project manager designation, school selection, and assignment. An equally important function of EES is to encourage the professional development of the officer corps through structured performance and developmental assessment and counseling. The EES is an important tool for leaders and mentors to counsel officers on the values and any specific elements of the Army leadership doctrine necessary to improve performance and enhance potential.

Chapter 2 Officer Leader Development

2-1. Leader development overview

a. The Army Leader Development Strategy defines leader development as the deliberate, continuous, and progressive process, founded in Army Values, that grows Soldiers and Army civilians into competent, committed, professional leaders of character. Leader development is achieved through the career-long synthesis of the training, education, and experiences acquired through opportunities in the institutional, operational, and self-development domains, supported by peer and developmental relationships. Army leaders must be able to understand the conditions of the modern global environment, analyze them in terms of the problems they face and re-frame them in mission command terms. Our leaders must be able to apply problem solving and decision-making skills to defeat an enemy who presents asymmetric threats, who is a fleeting target and embedded in the populace, who is adaptive and unpredictable, who has the capability to shift between irregular and conventional warfare, and who is a near peer enemy capable of conventional offense and defense operations as well. Our officers must have the leadership capabilities to fight among the populace and deny support to our adversaries while encouraging support to the local government. Leaders must recognize changing operational environments and remain fully prepared to reconfigure resources to undertake a range of altered missions.

b. The leader and functional competencies we develop through training and experience must provide us with the capability to successfully interact at the human level with not only our own Soldiers, but with unified action partners; the indigenous populace and government; and with local, national, and international media. To develop this complex and comprehensive set of leader capabilities requires a strategy that employs military and civilian education, leverages experience gained during assignments in operational or generating force units (as well as during broadening assignments), and utilizes self-development activities that are broad ranging. This strategy must produce a steady flow of talented, agile leaders who are proficient in core leader and functional competencies across the operational themes and comfortable with risk. Leader competencies for decisive action will expand to encompass cross-cultural communications, language, and the ability to enable economic development, governance, and conflict resolution through negotiation.

2–2. Leader development strategy

Pursuit of 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 who act to achieve decisive results and who understand and are able to exploit the full potential of current and future Army doctrine.

2–3. Domains of leader development

a. Institutional. 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 designed to increase the capability of individuals, units, and organizations to perform specified tasks or skills. The objective of training is to increase the ability of leaders to 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 contributes to the development of 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 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. Operational and broadening assignments constitute the second domain of leader development. Upon completion of institutional training, leaders are ideally assigned to operational positions. This operational experience 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, both in garrison and ultimately in combat. 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 the development of 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 mission on a daily basis, 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 (KD) assignments.

c. Self-development. 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. A critical component of the self-development domain is multi-source assessment and feedback (MSAF). Although officers may take ample steps to facilitate self-development, the MSAF program—also referred to as “360 degree Assessment”—helps officers raise self-awareness and better shape their self-development efforts. The MSAF provides input from peers, superiors, and subordinates which help the rated

officer develop as a self-aware and adaptable leader. Officers can access the “360 degree Assessment” at <http://msaf.army.mil>. Results of the feedback remain confidential, are only available to the rated officer, and are used for self-development rather than evaluative purposes.

2–4. 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, and branch and FA proponent.

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—training, force mix, doctrine, modern equipment, quality people, leader development, and facilities.

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 FA 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.

2–5. Leader development and the Officer Education System

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

(1) *Common core.* Common core is the combination of common military tasks, common leader, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field or program. These subjects comprise the tasks all officers are expected to perform successfully, regardless of branch. Common core instruction begins at pre-commissioning and continues at each educational level. The instruction is progressive and sequential, building upon the skills and knowledge acquired through previous training and operational assignments.

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

(3) *Captains' Officer Education System.* The branch Captain Career Course (CCC) prepares company grade officers to command Soldiers at the company, troop, or battery level, and to serve as staff officers at battalion and brigade levels. RA and RC officers incur a 1 year active duty service obligation (ADSO) for attendance at a branch CCC upon completion or termination of the course. Officers attend CCC following selection for promotion to the grade of captain, normally before company-level command. Select captains who have demonstrated superior performance in their basic branches may be selected to receive this training at other than their branch schools (for example, a field artillery officer might attend the CCC for armor officers.) This cross training benefits officers of both branches. Officers seeking accession into civil affairs (CA), psychological operations, and special forces (SF) will attend the Special Operations Center of Excellence (SOCoE) CCC. The captains' PME centers on the technical, tactical, and leadership competencies needed for success in follow-on assignments. CCC is a prerequisite for promotion to major for RC officers.

(4) *Intermediate level education.* The intermediate level education (ILE) is the Army's formal education program for majors. It is a tailored resident education program designed to prepare new field grade officers for their next 10 years of service. It produces field grade officers with a warrior ethos and Joint, expeditionary mindset, who are grounded in warfighting doctrine, and who have the technical, tactical, and leadership competencies to be successful at more senior levels in their respective branch or FA. ILE consists of a Common Core Course phase of operational instruction offered to all officers, and a tailored education phase (qualification course) tied to the technical requirements of the officer's branch or FA. The RC also has a tailored distributed learning ILE program. ILE Common Core Course is a prerequisite for promotion to lieutenant colonel in the RC.

(5) *Senior Service College.* The Senior Service College (SSC) provides senior level PME and leader development training. The Army's SSC, the U.S. Army War College, prepares military, civilian, and international leaders to assume strategic leadership responsibilities in military or national security organizations. It educates students about employment of the U.S. Army as part of a unified, Joint, or multinational force in support of the national military strategy, requires research into operational and strategic issues, and conducts outreach programs that benefit the nation.

b. Warrant officers.

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

(2) *Common core.* Common core is the combination of common military tasks, common leader, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field or program. It comprises the tasks all officers are expected to perform successfully regardless of branch. Common core instruction begins at pre-appointment and continues at each educational level. The instruction is progressive and sequential and builds upon the skills and knowledge acquired through previous training and operational assignments.

(3) *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 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.

(4) *Warrant Officer Basic Course.* 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 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/WOBC.

(5) *Warrant Officer Advanced Course*. The WOAC prepares the officer to serve in senior positions at the CW3 level. The WOAC includes two phases: a nonresident common core module and a resident phase, which includes a common core module and MOS-specific module.

(6) *Warrant Officer Intermediate Level Education*. The warrant officer ILE is a branch immaterial resident course which prepares for duty in chief warrant officer four (CW4) grade 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 military education level (MEL) Q until all branch-required phases are complete.

(7) *Warrant Officer Senior Service Education*. The 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 CW5 grade level positions as technical, functional, and branch systems integrators, trainers, and leaders at the highest organizational levels. Some branches have developed branch-specific follow-on 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.

Chapter 3

Officer Personnel Management System and Career Management

3–1. Purpose

The purpose of OPMS is to:

- a. Acquire*. Identify, recruit, select, and prepare individuals for service as officers in our Army.
- b. Develop*. Maximize officer performance and potential through training and education in accordance with AR 350–1, as well as through assignment, self-development and certification of officers to build agile and adaptive leaders.
- c. Utilize*. Assign officers with the appropriate skills, experience, and competencies to meet Army requirements and promote continued professional development.
- d. Sustain*. Retain officers with the appropriate skills, experience, competencies, and manner of performance to meet Army requirements and promote continued professional development.
- e. Promote*. Identify and advance officers with the appropriate skills, experience, competencies, manner of performance and demonstrated potential to meet Army requirements.
- f. Transition*. Separate officers from the Army in a manner that promotes a lifetime of support to the Service.

3–2. Factors affecting the Officer Personnel Management System

Various factors continuously influence the environment in which OPMS operates. In turn, changes in that environment necessitate continuous adjustments and alterations of policy by the DCS, G–1. Factors that influence OPMS policy are:

- a. Law*. Congress passes legislation that impacts officer professional development through required changes in related Army policy.
- b. Policy*. New laws often create changes in policy. The provisions of this document are in accordance with current law and policy. Changes to those laws and policies will affect future versions of this document.
- c. Budget*. The size and composition of the officer corps, accessions, strength management, promotion rates and pin-on-points, schooling, education programs and permanent change of station (PCS) timing are but a few areas affected by budget decisions and subsequent policies.
- d. Officer Personnel Management System vision*. The OPMS vision includes the overarching concept of growing and developing adaptive leaders capable of employing mission command to successfully accomplish the spectrum of established and emerging missions. Adaptability is a key tenet of ADP 3–0.
- e. Proponent strategy*. Each branch/FA has a proponent responsible for coordinating the development of its officer population. Proponent responsibilities are in part executed through the publication of this pamphlet. To fulfill these responsibilities the proponent must—
 - (1) Project future requirements for officer skills and sustain or modify elements of force structure and inventory to meet future needs.
 - (2) Define the three domains of leader development—institutional, operational, and self-development—balanced between the specific requirements for their particular skill and specialty and the broader developmental requirements defined by the respective functional category proponents and the Army.
 - (3) Articulate competencies required for specific branches, FAs, or area of concentration (AOC)/MOS by grade, and provide general guidance on table of organization and equipment (TOE) or table of distribution and allowances (TDA) positions, and educational and training opportunities that enable development of those competencies.

(4) Develop generic patterns of officer development embodied in branch and FA officer development models. These models are used by Officer Personnel Management Directorate assignment branches to execute the proponent professional development programs, but are not intended as prescriptions for a path to success in the Army.

(5) As proponents modify officer skill requirements or development models to meet changing conditions, OPMS and Smartbook DA Pam 600–3 will be modified.

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

3–3. Officer Personnel Management System

a. The Officer Personnel Management System. The OPMS is an evolutionary system that balances the needs of the Army with the developmental requirements of the entire officer corps: warrant, company, and field grade. Inherently flexible, the system is designed to respond to a variety of doctrinal, proponent, commander, and individual initiatives to meet emerging needs. Flexibility is embedded in OPMS subsystems, which are interrelated and affected by each other's changes. These subsystems are—

(1) *Strength management.* The number of officers, by grade and specialty, are defined by Army requirements, law, budget, and policy. The combination of these factors results in the determination of the numbers of officers to access, promote, develop, assign, and separate. Since each of these factors is dynamic, the number, grade, and branch of officers within the inventory are also dynamic. As Army requirements for force structure change, the officer inventory will also change and be realigned to meet the needs of the resulting force structure.

(2) *Assignments.* Officers are assigned to fulfill current and future Army requirements while meeting the professional development needs of the various branches, FAs, and functional categories. These assignments are balanced with the best interest of the officers.

(3) *Professional development.* Each branch, FA, or officer skill proponent defines the appropriate mix of education, training, and experience needed by the officer corps at each grade level within the context of the overarching requirement to develop adaptive leaders. The demands of each specialty balanced with broadening opportunities are reflected in the branch or proponent sections in Smartbook DA Pam 600–3 at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-3>. HRC must develop each officer, both active and RC, by using these models while balancing Army requirements. To ensure the professional development of all officers, HRC operates in concert with various responsible agents to include the individual officer; the Army and branch proponents; the DCS, G–3/5/7; commanders in the field; and the senior Army leadership. Officer professional development is a responsibility shared by all. Life cycle development models portray the full range of training, education, and experiences for the development of our future leaders.

(4) *Evaluation.* The Army officer structure is pyramidal. The apex contains very few senior grades in relation to the wider base. Advancement to increasingly responsible positions is based on relative measures of performance and potential. The mechanism to judge the value of an individual's performance and potential are the OER described in detail in chapter 6. All OPMS subsystems are affected by the evaluation report. Promotion, school selection, functional designation and command and key billet selection, retention in service, and development opportunities are all based on the information contained in the OER.

(5) *Centralized selection.* The hub around which all the subsystems revolve is centralized selection. Strength management, professional development, and evaluation of individual contribution occur in the series of centralized DA and HRC selection boards for retention, career status, schooling, promotion, field grade command designation, and selective early retirement. These boards employ evaluation reports, competency guidance, and strength requirements to advance individuals to the next stage of professional development. Officers generally flow through the centralized selection subsystem by groupings based on date of rank. Company and field grade officer groupings are termed cohort year groups. Warrant officer groupings are called the inclusive zone of eligibility. Each board is preceded by a zone announcement that specifies the makeup of the cohort or inclusive zone. Centralized selection perpetuates the ideals, cultural values, ethics, and professional standards of the Army by advancing and retaining only those individuals best qualified to assume positions of greater responsibility. Centralized selection has evolved over time to account for the impact of law, policy, budget, Army and officer needs, and proponent vision.

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

b. A comprehensive system. The OPMS model is a developmental system focused more on the quality and range of experience, rather than the specific gates or assignments required to progress.

(1) Initial entry officers gain branch technical and tactical skills to develop a warrior ethos and gain important leadership experience in company grade assignments.

(2) Throughout an officer's career, the model highlights windows of opportunity to gain broadening experience or exposure. The concept of broadening is addressed in greater detail in the paragraph 3–4.

(3) Voluntary transfer opportunities (via the Voluntary Transfer Incentive Program (VTIP)) between branches and FAs, and branch transfer between branches, announced and adjudicated several times a year, develop both specific and broad functional competencies.

(4) Lifelong learning, supported by both civilian and military education, bolsters the development of Joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force—regional knowledge, cultural awareness, foreign language, diplomacy, statesmanship, and so on.

(5) Flexible time lines enable officers to serve longer in developmental assignments, ensuring officers have adequate time to gain skills and experience and also to support unit readiness and cohesion. However, time in developmental assignments must be balanced with the necessity to meet Army manning requirements. The functionally aligned design is the heart of OPMS and is intended to align branches and FAs, consistent with Joint doctrine, focusing on development of agile and adaptive leaders with broader, functionally relevant competencies.

(6) Officers will be managed by categories and groups with similar functions to facilitate the development of officer functional competencies required on the future battlefield. The design is not intended to reflect where officers serve on the battlefield, but to align the functions and skills required. The four functional categories and associated functional groups are—

(a) *Operations*. This functional category gathers maneuver branches and FAs that have similar battlefield application or complementary roles.

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

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

(d) *Information dominance*. This functional category gathers two currently existing FAs that have similar battlefield tasks or complementary functions along with the creation of a new branch.

3–4. Officer development

a. *Key terms*. A number of terms are used when describing assignments:

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

(2) *Functional area*. An FA is a grouping of officers by technical specialty or skills other than an arm, Service, or branch that usually requires unique education, training, and experience. After functional designation, officers may serve repetitive and progressive assignments within their FA.

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

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

b. *Branch designation*. Upon commissioning, lieutenants are designated in a basic branch for entry on active duty, training, and initial assignment. During the early years of service, professional development within the branch follows the proponent's life cycle model. Generally, the first 6 to 8 years of service are devoted to branch developmental assignments and training that prepares the company grade officer for further advancement. Company grade officers may request, in writing, a voluntary branch transfer in accordance with AR 614–100. Upon commissioning, selected lieutenants are branch detailed to a combat arms branch for 3 or 4 years, or until their assigned units are in a reset period. Under the branch detail program, officers attend the company grade level education at the school of the branch to which they are detailed. Company grade officers in the 4-year detail program receive transition branch training in conjunction with their enrollment in the captain's level education. Detailed officers must be approved for branch transfer by their detail branch, basic branch, and HRC (AHRC–OPD–C), in addition to meeting the requirements of AR 614–100. AR 614–100 outlines how the branch detail program is managed and provides the branch detail periods for each branch.

c. Functional designation process. Army competitive category (ACC) groups interrelated branches and FAs into officer management categories called functional categories and functional groups. The functional designation process determines in which specialty officers will continue their development; either in their accession branch or in a different FA. Management of officer development in functional categories recognizes the need to balance specialization of the officer corps with the inherent requirement for officers to gain more breadth in an increasingly complex environment. Officers have periodic opportunities after the 4th year of officer service to transfer to a different branch or FA. The process is known as the VTIP and is managed by HRC to balance inventories with Army requirements and to leverage individual officer preferences and demonstrated abilities. VTIP panels are conducted two to three times a year and are announced via military personnel (MILPER) message describing procedures and specialties to be considered for cross leveling. VTIP allows HRC to identify and target officers with critical skills early in their development, allowing them to get additional training and experience to bring those skills to bear as quickly as possible. The VTIP balances the force across the three functional categories. The intent of the VTIP panel is to fill requirements and provide the FAs enough time to send their officers to school and training prior to utilization. The VTIP process ensures that the needs of the Army are met for future field grade officer requirements in each functional category. Each functional category has its own unique characteristics and development model for officers, which reflects the readiness requirements of the Army today and into the 21st century. Officers in all functional categories are assigned across the Army in TOE and TDA organizations.

d. Centralized selection list. A listing of command/key billet positions by type category to be filled by officers selected under the Centralized Command/Key Billet Selection System. Centralized selection list (CSL) command positions fall into four categories listed below.

(1) *Operations.* Battalion and brigade sized units, expeditionary in nature and deployable worldwide with approved TOE. Joint organization and special mission units (SMUs) providing the fighting power available to combatant or joint task force commanders with a primary mission to deploy to a theater of combat operations. Key General Staff positions (for example, G1, G2, G6, and G8) also exist within this subcategory.

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

(3) *Recruiting and Training.* Focused on generating Soldiers into conventional and SMUs of the U.S. Army and sister services; typically TDA organizations that support the training of units from the Army and sister services.

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

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

f. Developmental/broadening positions. All officer positions are developmental. They enhance some aspect of warfighting skills, increase their level of responsibility, develop their understanding of interoperability among Army branches, or expose them to branch-related generating force/unified action opportunities that directly contribute to success as an innovative and adaptive leader. Officers should view the concept of broadening as a purposeful expansion of a leader's capabilities and understanding provided through opportunities internal and external to the Army. Broadening is accomplished across an officer's full career through experiences and/or education in different organizational cultures and environments. The intent for broadening is to develop an officer's capability to see, work, learn, and contribute outside each one's own perspective or individual level of understanding for the betterment of both the individual officer and the institution. The result of broadening is a continuum of leadership capability at direct, operational, and strategic levels, which bridges diverse environments and organizational cultures. The broadening process will be dynamic and varies across cohorts, grades, and branches or FAs. Opportunities will change in response to the Army's emerging missions, evolving structure and professional culture. Deliberate career management that carefully limits KD time to prescribed intervals, allowing exceptions only under limited extenuating circumstances is fundamental to the concept of broadening. Broadening opportunities may vary in scope, responsibility, and developmental outcomes and typically fall in five major categories listed below. These categories are convenient delineations but may not cover all possible opportunities. Broadening should enhance the adaptability and intellectual scope of our officers. It is not possible to foresee all the types of experience that will develop the diverse talents required of future leaders.

(1) *Functional, tactical, or institutional.* Tactical broadening is an assignment that provides a developmental opportunity directly related to an officer's branch or FA, but which provides the officer the opportunity to develop a wider range of knowledge and skills useful in an Army specific environment or a broader Joint context. Tactical broadening may

include assignments to 75th Ranger Regiment, 160th Special Operations Aviation Regiment, and other SMUs. Institutional broadening assignments provide a developmental opportunity usually not directly related to an officer's branch or FA but which may develop a greater understanding of how the Army operates as an institution. Institutional broadening allows officers to serve inside or outside their basic branch in critical generating force billets such as the Combat Training Centers, Mission Command Training Program, Small Group Leader/Instructors, Reserve Officers' Training Corps, HRC, Recruiting Command, Army Commands, as well as many opportunities in regionally and/or functionally aligned headquarters.

(2) *Scholastic and civilian enterprise.* An experience within a community of students, scholars, and instructors at institutes of higher learning or an experience with civilian industry where the officer can gain new perspectives and knowledge, skills, and abilities not generally obtained from organic experiences, training, or education. Examples of scholastic broadening opportunity programs include the Joint Chiefs of Staff Intern Program, the Congressional Fellowship, the Olmsted Scholarship, and a wide variety of advanced civilian schooling opportunities with follow-on assignment to the U.S. Military Academy and other highly selective branch and/or FA positions as determined by proponents.

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

(4) *Interagency or intergovernmental.* Assignments or experiences at U.S. Government agencies outside DOD, or with partner nation governmental agencies. The focus of these opportunities will be more politically and policy oriented.

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

g. Institutional education (Officer Education System). Attendance of training and education of an officer is driven by operational demands. AR 350-1 is the primary regulation governing officer training and education. This includes resident and nonresident instruction, on-the-job training, individual study and when appropriate, civilian education.

h. Generalist positions. Some positions in the Army are independent of branch or FA coding and are designated as branch/FA generalist, combat arms generalist positions, or unified action positions. Some company and field grade officers should expect to serve in these assignments at various times during their careers, regardless of their functional designation. Officers are selected for these and other similar positions based on overall manner of performance, previous experience, military and civilian education, and estimated potential for further service.

(1) Unified land operations require an Army officer to be proficient in a myriad of tasks between the spectrums of wide area security and combined arms maneuver. Officers must be tolerant of ambiguity and be able to make rapid adjustments by thinking critically and creatively. This will require an officer to be "operationally adaptable" and comfortable with collaborative planning and decentralized execution in an ever changing environment. Personnel requirements for transitional functions will continue to evolve as teams with labels such as military transition team, special police transition team, border team, provincial reconstruction team, modular brigade security force assistance teams, or other names, grow from our experience with current and future operations. The invaluable experience that officers gain serving in assignments to these challenging team positions will enhance their ability to serve in future leadership roles in the current operational environment. The broad exposure to local leaders, government functionaries, non-governmental agencies, and international aid organizations will enhance an officer's interoperability in Joint environments. Officers should seek to serve in these positions as part of their normal career progression. Service in transition team positions will not preclude officers from further assignments to KD positions specific to their branch or FA.

(2) Army University instructor positions are critically important as developmental experiences that shape individual career success, and effectively disseminate shared operational experience. The Army historically cycles between periods of active conflict and intense deployed operational focus, and periods of consolidation, training, and preparation for the future. It is critical that the Army consolidate the hard won experience of our officers who have served in operational theaters, and disseminate that through its PME system. Positions as platform instructors, small group leaders, doctrine writers, or other positions in the institutional Army are critical broadening opportunities for our officers that will enhance an officer's standing in competition for command, key billet, or senior executive-level positions.

3-5. Company grade development

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

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

(2) *Initial assignments.* After officers graduate from BOLC B, branch assignment officers in Officer Personnel Management Directorate will assign the majority of officers to a branch duty position. Included in these assignments are CONUS or overseas troop units where officers begin to develop their leadership skills. All junior officers should seek leadership positions in troop units whenever possible. Troop leadership is the best means to become educated in Army operations and builds a solid foundation for future service.

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

(4) *Captains Officer Education System.* Officers should attend their branch CCC following selection for promotion to the grade of captain. This is the second major branch school officers attend before company-level command. Selected captains deemed to have demonstrated superior performance in their basic branch might be selected to receive this training at schools other than their basic branch. A field artillery officer, for example, may attend the Maneuver CCC. This cross training benefits officers of both branches. Officers seeking accession into SF will attend the Maneuver CCC. Officers seeking accession into the psychological operations or CA branches will attend a designated CCC.

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

Note. This paragraph discusses branch opportunities in general. For information unique to a particular branch, refer to that branch's section in the Smartbook DA Pam 600-3 at <https://www.milsuite.mil/book/groups/smartbook-DA-PAM-600-3>.

b. Post-initial branch development. After company grade officers have been afforded branch development opportunities, a number of options become available for continued professional development and broadening. At this time, career managers at Officer Personnel Management Directorate assess the officer's developmental objectives for the post-branch development phase based on assignment patterns completed, relative manner of performance achieved, individual preferences, and Army requirements available for the next developmental stage. The types of assignments and developmental patterns for this phase are as follows:

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

(2) *Branch/functional area generalist assignments.* Some company grade officers may serve in positions coded 01A (Officer Generalist) or 02A (Combat Arms Generalist). These branch/FA generalist positions do not require an officer from a specific branch or FA but may be performed by an officer with certain experiences, manner of performance, and demonstrated potential. Such assignments include U.S. Army Recruiting Command staff and command positions, Reserve Officers' Training Corps or U.S. Military Academy faculty and staff, and major command staff positions.

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

(4) *Advanced civilian schooling or Expanded Graduate School Program.* Each year some officers will be provided the opportunity to attend civilian academic institutions to obtain graduate level degrees in designated disciplines. The final number varies based on budget, policy, and Army requirements. AR 621-1 is the governing regulation and specifies the method by which officers may apply for advanced civilian schooling.

(5) *Joint, interagency, intergovernmental, and multinational training opportunities.* This program provides short-term (90 to 180 days) training for officers providing them the skills necessary to lead the Army of the future.

(6) *Training with Industry.* Some branches and FAs participate in Training with Industry (TWI), where officers are assigned to a civilian industry to observe and learn the technical and managerial aspects of that field. The total number of training quotas varies based on budget, policy, and requirements. Officers selected for this program must be proficient in

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

3-6. Major development

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

a. Development. The general development goals are to complete ILE/Joint professional military education (JPME) I, and successfully complete other branch, FA, or broadening assignments prior to consideration for promotion to lieutenant colonel. ILE provides a quality education for all field grade officers and prepares them for their next 10 years of service. Officers must be ILE/JPME I complete to be eligible for SSC attendance. Most branches and some FAs have identified positions as KD for majors. It should be noted that in all branches/FAs majors' positions that support transitional functions, such as training teams and provincial reconstruction teams, are designated as KD positions. Positions created to address specific emerging missions or capability are most often considered KD for the purposes of career development/advancement.

b. Promotion. Cohort year group officers are generally considered for promotion to lieutenant colonel in their 16th year of service as they enter the primary zone of consideration. Below-the-zone selection is possible, and normally officers will be considered 1 year prior to their primary zone consideration.

3-7. Lieutenant colonel development

Those selected for promotion to lieutenant colonel now begin the senior field grade years, where they make the maximum contribution to the Army as commanders and senior staff officers. Attaining the grade of lieutenant colonel is most often considered to be the hallmark of a successful career, although each officer defines success differently. Officers in the grade of lieutenant colonel serve as senior leaders and managers throughout the Army providing wisdom, experience, vision, and mentorship mastered over many years in uniform.

a. Development. The professional development goals for a lieutenant colonel are to broaden their branch, FA, and skill proficiency at the senior levels through assignments and schooling. Most of these officers will serve in high visibility billets in their branch, FA, or unified action positions, and a possible assignment to a cross-branch/FA developmental position.

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

(2) *Functional area assignments.* OPMS recognizes the need for balanced specialization to meet the Army's challenges in the 21st Century. The system design allows officers to serve in repetitive assignments within an FA to gain a high degree of expertise. FA proponents have outlined developmental standards in their respective sections in the Smartbook DA Pam 600-3.

(3) *Joint duty assignments.* The JDAL contains approximately 1350 lieutenant colonel authorizations and officers will continue to have the opportunity for assignment to Joint duty positions as an integral part of their development. See paragraph 3-13 for additional details on the Joint officer program.

(4) *Branch/functional area generalist assignments.* Some officers will serve outside their branch or FA in billets coded as branch/FA generalist. Such assignments are found throughout the Army in troop and staff organizations from the installation to DA level.

(5) *Centralized selection.* A centralized board at HQDA selects a limited number of officers for command and key billets. The lieutenant colonel CSL command and key billet contains both TOE and TDA positions. The command board meets annually to select commanders from the eligible cohort year groups. Command opportunity varies based on force structure and the command categories for which an officer competes. On average, lieutenant colonels serve in their command tours during their 18th through 20th years of service. Once the board makes its selections and conducts a preliminary slating for category, Officer Personnel Management Directorate conducts a slating process. HRC coordinates this slating process with major Army commands (ACOMs); and the CSA reviews and approves the slate. The Army Acquisition Corps conducts a similar HQDA-level board to select lieutenant colonel commanders and product managers. Only certified Army Acquisition Corps officers can compete for these positions.

(6) *Senior Service College.* The annual SSC MEL selection board reviews the files of lieutenant colonels. The SSC is the final major military educational program available to prepare officers for the positions of greatest responsibility in the

DOD. Officers must be ILE/JPME I qualified to be eligible for SSC attendance consideration. Resident seats include attendance at the U.S. Army War College, the Advanced Strategic Leadership Studies Program within the School of Advanced Military Studies at Fort Leavenworth, the Eisenhower School for National Security, the National War College, the College of International Security Affairs, the Joint Advanced Warfighting School, Inter-American Defense College other sister Service war colleges, resident fellowships at Governmental agencies and academic institutions, and approved foreign SSCs. The SSC selection board examines the eligible population and produces an order of merit list. Officers are activated for resident attendance while the remainder are contacted by their branch or FA managers and encouraged to apply for the active duty seats in the U.S. Army War College Distance Education Course. U.S. Army War College resident and distance education programs award Master of Strategic Studies degrees. Only the resident SSC courses and U.S. Army War College distance education program award SSC completion MEL 1. The Army does not recognize other Service War College distant education programs as SSC or MEL 1 equivalent. Resident course graduates are also awarded JPME II. Officers completing Fellowship programs receive a certificate of graduation from the U.S Army War College designating MEL SSC complete but are not awarded a master's degree or JPME II. SSC graduates are assigned to organizations based on guidance from the CSA. Tours following graduation are to the Army Staff, Joint Chiefs of Staff, Secretary of Defense, ACOMs, Army service component commands (ASCCs), direct reporting units (DRUs), and combatant command staffs in branch, FA, branch/FA generalist, or Joint coded positions.

(7) *Former battalion commander assignments.* Lieutenant colonels completing battalion command are assigned to positions designated as requiring the skills of former battalion commanders. These post-command assignments may be to branch, branch/FA generalist assignments, or Joint coded positions. Emphasis is placed on Joint duty assignments for those officers without a Joint qualifying tour.

b. *Promotion.* Cohort year group officers are normally considered for promotion to colonel in the primary zone in their 21st year of service. Below-the-zone selection is possible, and normally officers will be considered 1 year prior to their primary zone consideration.

3–8. Colonel development

Those officers selected for promotion to colonel continue their senior field grade phase that concludes with their separation or retirement from active duty or selection for promotion to brigadier general. Attaining the grade of colonel is realized by a select few and truly constitutes the elite of the officer corps. As colonels, their maximum contribution to the Army is made as commanders and senior staff officers.

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

(1) *Branch assignments.* Many colonels can expect to receive assignments to branch coded positions at the brigade, division, corps, and echelons above corps in the TOE environment. TDA organizations throughout the Army also need the expertise of senior field grade officers. Almost 70 percent of the colonel authorizations are in the TDA structure.

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

(3) *Joint duty assignment.* The JDAL contains a number of colonel billets in branch and FA positions. Officers who did not serve as majors or lieutenant colonels in a JDAL billet should continue to seek Joint development. Colonels who completed the requirements for Joint Qualified Officer designation, may serve second and third tours in positions coded "Joint Critical." (For more information, see para 3–13, which details the Joint duty program.)

(4) *Senior Service College.* The annual SSC selection board reviews the files of colonels until their 23rd year of service. Officers must be JPME I qualified to be eligible for SSC attendance consideration. The majority of colonels will either attend the resident training or be awarded MEL SSC certification from the U.S. Army War College Distance Education Course during the latter 3 years of their eligibility window.

(5) *Centralized command selection.* Some officers are selected for command at the colonel level. Most positions are branch coded and branch officers compete within designated categories for these positions. An HQDA-level board also selects Army Acquisition Corps program managers. Officers are eligible for colonel command selection until their 26th year of service. The HQDA command boards meet annually to select promotable lieutenant colonels and serving colonels for assignment to command positions during the following fiscal year (FY). The opportunity varies by branch and ranges from 16 percent to 50 percent. The command board prepares a slate to category and an initial slate to units. The final slate to unit is prepared by Officer Personnel Management Directorate. Slates are approved by the CSA and are coordinated with the ACOMs, ASCCs, and DRUs. The majority of officers in a cohort year group do not command; they make their maximum contribution to the Army in other important branch or FA senior staff assignments.

(6) *Former brigade commander assignments.* Colonels completing brigade command are assigned to positions designated by the CSA, as requiring the skills of former commanders. These post-command assignments may be to branch, branch/FA generalist assignments, or Joint coded positions. Emphasis is placed on Joint duty assignments for those officers without a Joint qualifying tour.

b. *Promotion.* Promotion to general officer is managed separately and is beyond the scope of this pamphlet.

3–9. Warrant officer definitions

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

a. *Warrant officer one/chief warrant officer two.* 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. 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. WO1's and CW2's primary focus is becoming proficient and working on those systems linked directly to their AOC/MOS. As they become experts on the systems they operate and maintain, their focus migrates to integrating their systems with other branch systems.

b. *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. As they become more senior, their focus becomes integrating branch systems into larger Army systems.

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

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

3–10. Warrant officer career patterns

The development of the professional attributes and technical capabilities of Army warrant officers to meet the needs of the Army is accomplished through proponent-designed professional development models (PDMs) for each AOC/MOS. These PDMs describe schooling, operational assignments, and self-development goals for warrant officers in each grade. PDMs are based on Army requirements, indicating the numbers and types of warrant officers to be accessed, retained, promoted, schooled, and assigned by AOC/MOS. Proponents monitor the Army documents pertinent to their AOCs/MOSs since any change to the force structure may require a change to the warrant officer inventory. The size of the warrant officer inventory is limited by various factors. As requirements change, strength and professional development goals of each career field AOC/MOS are aligned accordingly. Warrant officers are accessed into a specific AOC/MOS and can normally expect to spend their entire career in that field. Branch, FA, and AOC/MOS are defined in the glossary, but these terms as they pertain to warrant officers have different connotations. Branches are the officially designated categories within the Service that separate personnel and functions. Warrant officers are appointed in the U.S. Army at large but contribute directly to the success and missions of the specific branches. Like commissioned officers, warrant officers wear the insignia of the branches they support on the Army Service uniform. Branch proponents play a significant role in the management of warrant officers within the functional categories, development of life cycle models, and provision of proponent based training for warrant officers. FAs for warrant officers are groupings of AOC/MOSs within branches. Examples are Electronic Maintenance and Ammunition AOC/MOSs that are a part of the Ordnance Branch but are grouped in a separate FA within the Ordnance Branch. An AOC/MOS is an assigned specialty that most warrant officers hold, with variations, for their entire career. Most warrant officers hold and work their AOC/MOS for their entire career. Some AOCs/MOSs, notably in Aviation, Ordnance, and Signal branches merge at the grades of CW3 through CW5. The list of specialties, with general description of duties, by grade, is contained in DA Pam 611–21. Not all assignments within a career will directly relate to the warrant officer's FA, branch, or AOC/MOS. Some warrant officer positions are AOC/MOS immaterial but FA/branch specific; that is, any qualified warrant officer within a specific branch FA (Aviation, Artillery, Ordnance, and so forth) may be assigned to the position. Others are designated AOC/MOS as well as FA/branch immaterial; that is, any

qualified warrant officer, regardless of AOC/MOS and FA/branch, may be assigned to the position. Some positions in leader development, professional development, personnel management, training, and training development require the assignment of the best qualified warrant officer, regardless of AOC/ MOS or FA/branch.

3–11. Warrant officer development

Junior warrant officers' (WO1s and CW2s) main developmental focus is on their primary military occupational specialty (PMOS)/AOC. As they gain more experience and training, their focus and expertise shifts from their PMOS/AOC to integrating other systems within their branch/FAs to Army, Joint, and national-level systems. A generic PDM consists of the four primary levels of warrant officer utilization. The Smartbook DA Pam 600–3 at [https://www.milsuite.mil/book/groups/smartbook-da-pam-600–3](https://www.milsuite.mil/book/groups/smartbook-da-pam-600-3) details PDMs by FA branch and AOC/MOS.

a. Entry level. Warrant officers are accessed according to the needs of the Army. Once accepted, the applicant must attend WOCS, conducted by the Warrant Officer Career College at Fort Rucker, AL, or a two-phased regional training institute run by State ARNG. SF warrant officers (180A) will attend their candidate school at Fort Bragg, NC. The WOCS and regional training institutes test the mental, emotional, and physical stamina of candidates to determine their acceptability into the warrant officer corps. The course is focused on common, foundational material and provides the skills, knowledge, and behaviors required of all warrant officers, regardless of specialty. Upon course completion, the candidates are appointed to the grade of WO1 but are not yet AOC/MOS-qualified.

b. Warrant officer one/chief warrant officer two. After graduating from WOCS, the new WO1 must attend a WOBC conducted by their proponent school. WOBC provides functional training in the applicable AOC/MOS and reinforces the leadership training provided in WOCS. Upon successful completion of WOBC, the warrant officer is awarded an AOC/MOS and given an initial operational assignment. Operational assignments continue for the next several years. Throughout this period, warrant officers should continue their self-development, to include the pursuit of civilian education goals. The civilian education goal at this career point is an associate degree or equivalent in a discipline related to their AOC/MOS prior to eligibility for selection to CW3. Officers are eligible to attend the resident portion of their proponent-controlled WOAC after serving for 1 year as a CW2 and should attend no later than 1 year after their promotion to CW3. Officers are expected to attend WOAC prior to promotion to CW3.

c. Chief warrant officer three/chief warrant officer four. At this point, warrant officers should actively pursue the next civilian education goal, a baccalaureate degree in a discipline related to their AOC/MOS, prior to eligibility for selection to CW4. Warrant officers will attend the WOILE conducted at the Warrant Officer Career College after serving 1 year as a CW3 but no later than 1 year after their promotion to CW4. Officers are expected to attend WOILE prior to promotion to CW3. Some proponents may provide follow-on functional training at this point.

d. Chief warrant officer five. Upon completion of 1 year time in grade as a CW4 but no later than 1 year after promotion to CW5, warrant officers should attend the WOSSE at the Warrant Officer Career College. Again, proponent schools may provide a follow-on portion of this course. Upon completion of the WOSSE and promotion to CW5, the warrant officer will serve the remainder of his or her career in positions designated for that grade.

3–12. Introduction to officer skills

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

3–13. Joint officer professional development

a. Joint Qualification System. Statutory changes in PL 109–364 resulted in the establishment of different levels of Joint qualification as well as criteria for qualification at each level. Information on Joint officer management is found in DODI 1300.19. The Joint Qualification System acknowledges both designated Joint billets as well as experience-based Joint duty assignments in contributing to the development of Joint Qualified Officers. These assignments with the necessary JPME culminate with an officer being identified as a fully Joint Qualified Officer and the receipt of the 3L identifier.

b. Standard Joint duty assignments.

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

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

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

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

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

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

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

(2) JPME is a Chairman, Joint Chiefs of Staff-approved body of objectives, outcomes, policies, procedures, and standards supporting the educational requirements for Joint officer management. The JPME is embedded in Army programs of instructions and in concert with PME produces desired outcomes in support of the Joint Officer Management System. The JPME is a three-phase Joint education program taught in the Command and General Staff School (Fort Leavenworth, KS), the U.S. Army War College, at other Service intermediate or senior level colleges, the Joint Forces Staff College, and at the National Defense University for the capstone course.

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

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

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

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

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

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

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

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

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

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

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

(b) More than 50 percent (defined as 50 percent plus one) of all non-Joint Qualified Officer graduates from each of those schools must be assigned to a Joint duty assignment as their next duty assignment following graduation.

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

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

3–14. Assignment process and considerations

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

a. *Army requirements*. The central engine that drives and the assignment process is Army requirements. Army requirements are those positions that must be filled by officers to accomplish our wartime and peacetime missions. When an officer leaves a position, the losing agency generates a requisition for a replacement. Army requirements for officers are specified on the various TOE and TDA structures. Grade, branch, FA, skill, and special remarks are documented for each position within The Army Authorization Documents System, which is maintained by the DCS, G–3/5/7. Annually, the Army projects positions to be filled and places officers on PCS orders to occupy the vacancies. Within the Officer Personnel Management Directorate, the requisition cycles span 6 months, and the assignment branches determine which officers meet the position requirements and are available for the assignment.

b. *Availability for assignment*. Officers are considered available for assignment when they complete the required tour length as specified in AR 614–100 for CONUS and OCONUS locations. DOD and Army policies for tour length are changed based on a variety of external factors, to include budget limitations. Force stabilization is an important factor in future assignment decisions.

c. *Professional development needs*. Professional development in the officer's designated branch, FA, or AOC/MOS is important to the career manager; however, force stabilization will be an equally important consideration. Each branch and FA has a life cycle development model. The officer's career needs are examined in light of these models to ensure the next assignment is progressive, sequential, and achieves the professional development goal for that grade.

d. *Other assignment considerations*. Besides Army requirements, availability, and professional development, the assignment managers scrutinize other considerations in arriving at an appropriate assignment.

(1) *Preference*. Officers should frequently update their preference statement for location, type of assignments, personal data, professional development goals, and education and training needs. Career managers may not be able to satisfy all preferences because of dynamic requirements, but they do attempt to satisfy as many as possible.

(2) *Training and education*. Whenever possible, career managers provide schooling en route to the officer's next assignment to meet the special requirements of the position. Civilian educational goals that are specific requirements of positions or professional development will also be considered during the assignment process.

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

(4) *Overseas equity.* Overseas equity must be a consideration when selecting officers for assignments. With the Army serving in a variety of overseas locations, the equitable distribution of OCONUS and unaccompanied tours among all officers is a morale concern as well as a developmental experience in many branches and FAs. Overseas tours broaden the professionalism of the officer corps, and career managers consider this element of tour equity in each assignment action.

3–15. Individual career management

The OPMS provides leader and technical training for company grade, field grade, and warrant officers. Negotiating through this multitude of possibilities to meet the needs of the Army and the important needs of the individual is the result of interaction among the individual officer, the commander, the proponent, and the Officer Personnel Management Directorate career manager. Each has an important part to play in the professional development of not only individual officers, but of the officer corps as a whole.

a. The individual. In many respects, officers are ultimately their own career managers. While Army requirements dictate the final outcome of all development actions, in every case the officer must participate in such decisions. Participation in the officer development process is possible at the basic branching/career management field designation point, volunteering for training and education programs, selection of FA, preferences for functional category, application for entry into special programs, and long-range planning of career goals. The key is to be involved in professional development by making informed and logical decisions and acting on them. One important element of an officer's involvement is the accurate reflection of capabilities in the official personnel management files maintained by HQDA.

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

(2) To facilitate individual career management, each officer should maintain a current 5-year plan that, at a minimum, depicts operational and broadening assignment goals, desired PME courses and timelines, and key personal/Family milestones so that when the time comes to discuss assignments with branch managers or raters/senior raters, officers are prepared, informed, and can contribute to the career management process. In addition, officers can employ the Army Career Tracker to view career development opportunities and career maps, in an effort to simplify the career management process and better empower the individual officer.

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

c. The proponents. Proponents design life cycle development models for their branches, FAs, and AOC/MOS and monitor the overall professional development of officer populations. Logical and realistic career patterns, qualifying objectives and an accurate understanding of attrition and promotion flows are vital ingredients in each branch or FA. Leader development action plans and life cycle development models should be constructed to meet overall Army requirements as well as branch, FA, and functional category objectives. Constant contact with the officer population and the Officer Personnel Management Directorate assignment branches should be sustained to communicate goals and objectives of the branch and FA.

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

Chapter 4

Officer Education

4-1. Scope

a. Training and education requirements. Common training requirements apply to all officers WO1 through O6, and specify the skills, knowledge, and attributes required of every officer. Other training and education requirements for branch, FA, or skill codes apply to officers in a particular specialty.

b. Training and education methods. Officer education occurs in institutional settings, 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, distributive learning, research, professional reading, practice, and self-assessment.

4-2. The Officer Education System

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

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

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

4-3. Current paths to officer education

Current force educational models will be followed in parallel with future force models. Currently, officers enter active duty with diverse educational backgrounds and civilian experience. This diversity is amplified by the great variety of service experiences among officers with different branches and FAs. The current Officer Education System permits officers to build upon achievements and experience and progress to a higher level of learning. Opportunities exist for resident and nonresident instruction. There are multiple paths to obtaining a professional education. Officers may follow different paths to achieve success, even where they share the same branch, FA, or MOS.

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

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

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

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

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

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

e. ATRRS lists some of the applicable DOD courses. Joint distributed learning provides an inter-service distributed learning catalog that can be accessed at <http://catalog.jointadlcolab.org/index.asp>.

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

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

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

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

4-5. Nonresident schools and instruction

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

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

c. Nonresident instruction allows officers to advance their professional education and their careers, thereby enhancing their overall performance and potential. Military school courses available through correspondence, with and without a resident phase, are listed in, ATRRS, TASS, and the TRADOC Online Library.

4–6. Educational counseling

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

4–7. Military schools

The Army expects all Officers to attend and complete a variety of military schools throughout their career. AR 350–1 identifies the available education opportunities as well as the military schools required for each rank from initial military training to general officer raining.

4–8. Department of Defense and Department of State schools

Based on Army requirements, the Officer Personnel Management Directorate may designate officers to attend courses at schools operated by the DOD, Department of State, and Foreign Service Institute.

4–9. Foreign schools

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

4–10. Language training

More than 50 language courses are offered to meet Army requirements for officer linguists. The majority of these courses are longer than 20 weeks, requiring the officer to PCS to a Defense Language Institute in Monterey, CA, or Washington, DC. Officers receive language training only if being assigned to a language-coded position. Officers trained at Government expense test in that language every year and are expected to maintain their proficiency at a 2/2 level as measured by the Defense Language Proficiency Test.

4–11. Aviation training

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

4–12. Command team training and education

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

4-13. Other military schooling

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

4-14. Application for military schools

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

4-15. Service obligation

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

b. An ADSO differs from a requirement to be assigned to an Army Educational Requirements System position. An ADSO is a specific period of active duty that an officer serves before eligible for voluntary separation. Assignment to an Army Educational Requirements System position may be required in addition to the ADSO for the Army to derive the greatest benefit from Government sponsored civilian education. AR 621-108 specifies the types of education that require assignment to an Army Educational Requirements System position.

4-16. Civilian education

a. The Army Advanced Civilian Schooling program has two objectives: to meet Army requirements for advanced education and to provide selected officers the opportunity to satisfy their educational aspirations.

b. Company grade officers are required to obtain a baccalaureate degree from a qualifying educational institution prior to attending the CCC.

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

d. The appropriate proponent determines academic disciplines that support each branch, FA, or MOS. See branch and FA-specific information in the Smartbook DA Pam 600-3 at <https://www.milsuite.mil/book/groups/smartbook-da-pam-600-3>.

4-17. Education programs

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

a. Fully funded programs. Under these programs, the Army pays all tuition costs, provides officers with full pay and allowances, and moves officers and their Families to the college or university of study. Normally, the period of schooling does not exceed 18 months (24 months for participants in officer Career Satisfaction Program). Officers may not draw veterans' education benefits while participating in the Army fully funded program.

(1) *Advanced degree program.* Selected officers attend graduate school to meet specific Army requirements established by the Army Educational Requirements System. While completing graduate studies, officers are assigned to Army Educational Requirements System positions according to branch or FA, grade, and appropriate academic skills. Following graduation, utilization assignments will be served in accordance with AR 621-108 for a minimum of 24 months, and will normally occur immediately following such education, but no later than the second assignment following education completion. Primary zone of consideration to attend graduate school normally occurs on completion of the CCC, with sufficient

basic branch or MOS experience, and 6 to 8 years of Federal commissioned service; but no later than the 17th year of service.

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

(3) *Fully Funded Legal Education Program.* TJAG's Funded Legal Education Program provides instruction leading to a law degree at an approved civilian school at Government expense (normally 3 academic years) for up to 25 selected company grade officers each FY. Upon completion, the officer accepts an appointment in the Judge Advocate General's Corps (JAGC) for the period of the active duty obligation incurred under the provisions of AR 27-1 and AR 350-100. The Funded Legal Education Program is the only approved program currently available for Army officers to study the legal profession. Program participants perform on-the-job-training duties under the supervision of a staff judge advocate or legal officer designated by TJAG when school is not in session for 5 days or longer. Program participants who do not finish school, or fail to pass the bar exam after two attempts, return to service in their basic branch.

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

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

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

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

(3) *Fellowships or scholarships.* According to AR 621-7 eligible officers may apply for permission to accept fellowships or scholarships offered by corporations, foundations, funds, or educational institutions. Participation in such programs normally does not exceed 1 year in advanced civilian schooling and officers will incur an ADSO in accordance with AR 350-100. Program and eligibility criteria are subject to change; refer to annual MILPER messages for the most current information.

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

4-18. Tuition assistance

Eligible officers pursuing off-duty undergraduate or graduate civilian education courses may apply for tuition assistance under the provisions of AR 621-5. If approved, the Army pays up to 100 percent of tuition costs. Individual officers pay all other amounts, such as fees for registration and matriculation and the cost of books and supplies. Participants agree in writing to remain on active duty for a minimum of 2 years after completing the course or courses. See AR 621-5 for additional information.

4-19. Eligibility criteria and application procedures

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

b. Selection for full-time civil schooling is governed by the needs of the Army, the officer's demonstrated performance, and his or her academic background. Officers pursuing a graduate degree should choose a discipline that fulfills the professional development requirements of the officer's designated branch, FA, or MOS. In addition, applicants must have completed the CCC. Since selection for full-time schooling programs is based in part on the availability of the officer,

Officer Personnel Management Directorate retains schooling applications until the applicant withdraws from further consideration or becomes ineligible by virtue of military performance or years of service. Officers selected for Advanced Civilian Schooling should expect a utilization assignment immediately after graduation. Officers who attend fully funded educational programs are normally subject to recoupment if, prior to completing their required service obligation, they separate from the Army voluntarily or involuntarily.

Chapter 5

Officer Promotions

5–1. General

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

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, MOS, FA, and grade requirements.
- c. Provide career incentive.
- d. Promote officers based on the whole person concept and potential to serve in the next higher grade.
- e. Although not an objective, identifying and eliminating ineffective officers is another result of the promotion process.

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 non-selection. 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. DOPMA became effective 15 September 1981. The DOPMA was a major revision to 10 USC and is still the basis for year group management of the company and field grade officer corps. In 1984, the DOPMA provisions of 10 USC were amended to overcome certain unintended consequences of the original act and to give the Service secretaries more flexibility in limiting eligibility for promotion consideration.

c. The WOMA was passed into law as part of FY 1992/1993 legislation and went into effect on 5 December 1991. The WOMA revisions to 10 USC have become the basis for the management of the active duty warrant officer corps.

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, 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 (temporary) lists and established a single, consolidated ADL. The DOPMA and WOMA, as revised, provide for the following:

(1) *Establishment of an initial active duty list.* No later than 6 months after 15 September 1981, all officers of the Army serving under 10 USC Ch. 36 as amended by DOPMA (except for those identified in 10 USC 641) will be placed on the ADL in the same relative seniority that they held on 14 September 1981. Pre-WOMA relative seniority was determined according to seniority criteria outlined in AR 600–8–29, and was primarily based on the Army of the United States date of rank a warrant officer held on 4 December 1991.

(2) *Adjustment to the active duty list.* Adjustments to the ADL are made to maintain the relative seniority among officers of the Army as it existed on the day before the effective date of the law. Under provisions of 10 USC 741, the Secretary of the Army did establish and/or adjust the ADL date of rank of any company/field grade officer who was serving on active duty on 14 September 1981. Any RA or USAR officer, who on the effective date of DOPMA (15 September

1981) was serving on active duty in a temporary (Army of the United States) grade that was equal to their permanent (RA or USAR) grade, was awarded an ADL date of rank equal to that held in their Army of the United States grade. WOMA provided for the establishment of an initial ADL that placed all 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 date of rank zone of consideration for their competitive category. The provisions of 10 USC 741 and 742 relate to rank among officers of the same grade as follows:

(1) Establishes relative rank of the various officer grades.

(2) Provides that rank among officers of the same grade or equivalent grade is initially determined by date of rank. An officer with an earlier date of rank is senior to an officer with a later date of rank.

(3) The Secretary of Defense and the Secretary of the Army have prescribed rules for breaking date of rank ties and general rules for establishing dates of rank when breaks in service, service credit, and placement on the ADL determinations must be made. The date of rank and rank/precedence criteria are published in AR 600–8–29.

(4) To maintain the relative seniority among warrant officers of the Army as it existed on the day before the effective date of the law, the Secretary of the Army established/adjusted the ADL on 4 December 1991. 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 (Army of the United States) 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 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 (Army of the United States) or permanent (USAR or RA), they had held. Active duty Reserve officers serving on the ADL are no longer considered by a Reserve board.

5–6. Army grade structure

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

b. The distribution of grade CW5 is established and controlled by 10 USC and WOMA and may be further constrained by Congress, the Office of the Secretary of the Army, or the CSA. Although 10 USC and WOMA are subject to revision and modification, the basic concept remains unchanged. In effect, the number of CW5 positions depends on the total warrant officer authorized strength level. Total warrant officer authorizations are based on the size of the Army and the number 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 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 time in grade 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 active Federal commissioned service at which promotion occurs. The promotion opportunity (DOPMA rate), as stated in DODI 1320.13, is the percentage of total selects over the eligible in-the-zone population.

d. 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.

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

5–8. Below-the-zone promotions

The below-the-zone or secondary zone promotion capability is designed to allow the accelerated promotion of outstanding officers who have demonstrated performance and indicated potential clearly superior to those who otherwise would be promoted. Below-the-zone promotions apply only to promotion to the ranks of CW3, CW4, CW5, major, lieutenant colonel, and colonel. Officers will normally receive only one below-the-zone consideration per grade. By law, the number of officers recommended for promotion from below-the-zone may not exceed 10 percent of the total number recommended; except that the Secretary of Defense may authorize that percentage to be increased to no more than 15 percent.

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

5–9. Competitive categories

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

5–10. Impact of the 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 ACC 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 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 second lieutenant 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 5-year Field Grade Promotion Plan. OPMS revisions have not changed this policy.

b. *Decentralized selections.* The officer's local commander approves promotion to first lieutenant and CW2. Normally, the battalion commander promotes with the recommendation of the company commander. Although the promotion is 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 first lieutenant and CW2 are generally released from active duty or discharged.

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

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

d. *Special branches.* Promotion within special branches (AMEDD, Chaplain Corps, and JAGC) are subject to additional consideration. The officer promotion system reinforces all other personnel management programs to acquire and retain the right number of officers, with the proper skills, to meet the Army's needs. The objective of promotion within the

special branches is to maintain an orderly promotion flow that replaces losses, meets changing requirements, and recognizes uneven attrition rates within these competitive categories. Provisions of the system include mandated floors by branch, FA, or AOC and the optional employment of selection ceilings. Selection opportunity may vary among competitive categories based upon projected requirements in the higher grades.

e. Instructions to promotion boards. Each board receives a memorandum of instruction from the Secretary of the Army 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 pattern through various grades, multiple paths for advancement exist as the Army recognizes divergent Service needs and individual capabilities. Further, instructions to promotion boards prescribe that promotion potential will be determined, for the most part, based on an officer's record of performance in their designated branch or FA and the officer's overall performance.

f. Promotion board membership. Personal qualifications, experience, and performance determine promotion board membership. The ACOM, ASCC, and DRU commanders recommend board members (colonel and below) from lists provided by the HQDA Secretariat for Selection Boards of eligible candidates who meet qualifications in a broad spectrum of military fields. Following policy guidance from the Secretary of the Army, membership is designed to adequately reflect the 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 CSA, approves general officer membership.

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

Chapter 6

Officer Evaluation System

6-1. Overview

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

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

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

6-2. Officer evaluation reporting

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

b. The official documents of these assessments are the DA Forms 67-10 series and DA Form 1059.

(1) The performance evaluation contained on the OER is for a specific rating period only. It focuses on comparing the officer's performance with the duty position requirements and the standards of the rating officials. Performance includes

the methods or means of effort used by an officer in accomplishing tasks assigned by superiors or implied by the duty position. Performance assessments are then determined as a result of the rated officers efforts, degree of task accomplishment, and the degree of compliance with competencies and attributes encompassed within the leadership requirements model that apply to all officers, regardless of duty position, grade, or specialty.

(2) The potential evaluation contained on the OER is a projection of the performance accomplished during the rating period into future circumstances that encompass greater responsibilities. The primary focus of this assessment is the capability of the officer to meet increasing levels of responsibility in relation to his or her peers.

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

6–3. Relationship with the Officer Personnel Management System, leader development, and character development process

a. The primary function of the EES is to provide information from the organizational chain of command to be used by HQDA for officer personnel decisions. The information contained in the OER is correlated with the Army’s needs and individual officer qualifications. It provides the basis for OPMS personnel actions such as promotion, branch and FA designation, elimination, retention in grade, retention on active duty, reduction in force, command and project manager designation, school selection, assignment, and specialty designation.

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

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

Chapter 7

Reserve Component Officer Development and Career Management

7–1. Purpose

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

b. When not in a federalized status (under Federal control), the ARNG comes under control of the states, the territories of Guam and the Virgin Islands, the Commonwealth of Puerto Rico or the District of Columbia.

7–2. Reserve Component Overview

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

b. The Ready Reserve consists of the Selected Reserve, the IRR, and the inactive National Guard (ING).

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

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

(b) *Active Guard Reserve.* In accordance with 10 USC 101, the term “Active Guard and Reserve” means a member of an RC who is on active duty pursuant to 10 USC 12310 or 32 USC 502 and 32 USC 709. These officers are Guard or

Reserve members who are ordered to active duty or full-time National Guard duty for the purpose of organizing, administering, recruiting, instructing, or training the RC units. Information on the AGR program is found in AR 135–18.

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

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

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

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

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

7–3. Officer Personnel Management System

a. The flexibility of the OPMS enables USAR and ARNG unique policies, where necessary, to facilitate officer management and development for RC officers. The OPMS subsystems of Strength Management, Assignments, Professional Development, Evaluation, Centralized Selection, and Review Process apply to both the RA and RC. Examples of RC-unique policies within these subsystems are—

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

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

(3) *Professional development.* While RC officers share the same mission as their RA counterparts, the unique nature of the RC officer's role as a "citizen Soldier" poses a challenge for professional development. RC officers are expected to follow RA officer development patterns as closely as possible, except that RC officers, in some instances, have increased windows to complete mandatory educational requirements. To meet professional development objectives, RC officers may need to rotate among TPU, the IRR, and the IMA programs. These transfers are necessitated by geographical considerations, 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 need to 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 length of service in any one component or control group, but by the officers breadth of experience, duty performance and adherence to branch and functional requirements.

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

7-4. Commissioned Officer development

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

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

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

(1) Progressive operational assignments serve to give officers depth in their chosen branch or FA. RC officers should aggressively seek operational assignments of increasing responsibility and complexity. In the RC environment, assignment options are constrained by the force structure and 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 temporary transfers to the IRR, especially in conjunction with the completion of PME requirements. These transfers provide the officer an opportunity to complete required studies without the distraction of a troop assignment and allow other officers the opportunity to gain troop leadership experience. The concepts of equivalent assignment and constructive credit should be considered when determining RC operational assignments. There are numerous leadership positions within the RC structure that do not fall into the traditional definition of TOE/TDA command. TOE leadership and command positions should be recognized and desired as potential assignments; however, there are also TDA staff positions in regional and state commands that require quality leaders and provide similar operational experience as battalion and brigade staff positions. Careful planning and programming by agencies, commanders, and the individual officer are essential to maximize the career potential and efficient use of officer skills, knowledge, and attributes. Experience gained through challenging and varied assignments enhances officer development and provides trained officers able to meet the dynamic needs of the RCs.

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

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

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

7-5. Warrant officer development

Career management is of critical importance to modern RC warrant officers. Modern RC warrant officers are complex people 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 officers must be well trained to fill their mobilization role.

a. Army National Guard.

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

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

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

(4) Organization personnel officers, especially at battalion level, play a vital role in career management for ARNG warrant officers. The responsibilities of the personnel officer include maintaining liaison with the officer personnel manager, assisting warrant officers in maintaining their records, counseling warrant officers concerning requirements for designation of MOS and FA, and making recommendations to the commander and the Military Personnel Management Office ARNG for changes to the personnel status of 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 Army Military Human Resource Records for all ARNG warrant officers are maintained at NGB. The appropriate state AG office maintains a field MILPER record jacket for each warrant officer.

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

b. U.S. Army Reserve.

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

(2) The TPU 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 and sequential assignments and ensuring that appropriate skills, knowledge, and attitudes are developed.

(3) A balance must be maintained between assignments to TPUs and assignments within the IMA and IRR. Diversity of assignment reduces the probability of narrow, limited training and assignment experience. Stagnation in any category of assignment can be counterproductive to the development of the individual officer, as well as improperly utilizing the availability of assignments to enhance the professional capability of the entire warrant officer cohort.

(4) In the IRR, the warrant officers are able to "update" their backgrounds by training with the RA in progressive career field assignments. This type of assignment is called "counterpart training." IMA assignments may also be available.

c. Warrant officer management considerations.

(1) *Army National Guard.* To properly plan for the development and assignment of 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 AG needs to develop. The proper selection, training, and utilization of warrant officers is dependent 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 in recognition of their demonstrated skills, and 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) *U.S. 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 officer's civilian job as well as personal and community responsibilities.

(a) The assignment officer/career manager 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 officers without recent active participation may be programmed for counterpart training, if available, with an AC unit prior to consideration for assignment to a troop unit.

(b) Warrant officers serving in the IRR will be considered for reassignment to a TPU or an IMA assignment based on the following factors. The assignment officer/career manager and, when applicable, the senior leader development office senior warrant officer must ensure that officers have the prerequisite and, when appropriate, civilian schooling required to prepare them for the reassignment.

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 active and RC, and the level of this experience compared to a typical warrant officer of the same grade, MOS/FA, and age.

3. Career field and level of military schooling.

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

7–6. Management considerations

a. *Previous active duty assignments.* When evaluating an officer's active duty assignments, consideration should be given to the duty positions held by the officer, as well as 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.

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

7–7. Individual mobilization augmentee/drilling individual mobilization augmentee assignments (U.S. Army Reserve)

a. *General.* USAR officers fill a number of key positions throughout the 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/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. Tours are coordinated between the unit or organization, the career management officer (CMO), and the officer. For further guidance on the IMA program, see AR 140–145.

b. *Training.* IMA officers 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–R (Application for Active Duty for Training, Active Duty for Special Work, Temporary Tour of Active Duty, and Annual Training for Soldiers of the Army National Guard and U.S. Army Reserve) through the proponent agency to Commander, U.S. Army Human Resources Command, 1600 Spearhead Division Road, Fort Knox, KY 40122–5200. HRC publishes orders if the unit or organization concurs and funds are available. Units or organizations should provide IMA/DIMA officers the opportunity to participate by completing projects for retirement credit throughout the year.

7–8. Officer education

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

b. Nonresident courses. With the exception of the BOLC, military schools may be taken through nonresident courses, TASS, and through distributed learning courses. The CCC is completed through a blended (distributed learning and resident) model. ILE is available in both TASS and nonresident versions. The CMOs at HRC (for Army Reserve) and the State officer personnel manager (for ARNG) 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.

c. Civilian education.

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

(2) There is a demand for warrant officers with an education beyond 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 warrant officer specialty. Applicants whose native language is not English must be tested and achieve a minimum raw score of 80 on the English Comprehension Level Test. Civilian education goals are as follows:

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

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

7–9. Promotion

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

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

Appendix A

References

Section I

Required Publications

AR 600–3

The Army Personnel Development System (Cited in para 1–4a.)

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 (<http://armypubs.army.mil>). DOD publications are available at <http://www.dtic.mil/whs/directives/>. Public Law is available at <https://www.congress.gov/bill/>. United States Code is available at <http://uscode.house.gov/>

ADP 1

The Army

ADP 3–0

Operations

ADP 6–22

Army Leadership

ADP 7–0

Training Units and Developing Leaders

ADRP 6–22

Army Leadership

AR 25–30

Army Publishing Program

AR 27–1

Judge Advocate Legal Services

AR 135–18

The Active Guard Reserve (AGR) Program

AR 135–155

Promotion of Commissioned Officers and Warrant Officers Other Than General Officers

AR 140–1

Mission, Organization, and Training

AR 140–145

Individual Mobilization Augmentation Program

AR 350–1

Army Training and Leader Development

AR 350–100

Officer Active Duty Service Obligations

AR 600–8–29

Officer Promotions

AR 611–1

Military Occupational Classification Structure Development and Implementation

AR 611–110

Selection and Training of Army Aviation Officers

AR 614–100

Officer Assignment Policies, Details, and Transfers

AR 621–1

Training of Military Personnel at Civilian Institutions

AR 621–5

Army Continuing Education System

AR 621–7

Army Fellowships and Scholarships

AR 621–108

Military Personnel Requirements for Civilian Education

AR 623–3

Evaluation Reporting System

CJCSI 1800.01D

Officer Professional Military Education Policy (Available at <http://www.jcs.mil/library/>.)

DA Pam 611–21

Military Occupational Classification and Structure

DA Pam 623–3

Evaluation Reporting System

DODI 1235.09

Management of the Standby Reserve

DODI 1300.19

DOD Joint Officer Management (JOM) Program

DODI 1320.13

Commissioned Officer Promotion Reports (COPRs)

DODI 1320.14

Commissioned Officer Promotion Program Procedures

NGR 600–101

Warrant Officers Federal Recognition and Related Personnel Actions (Available at <http://www.ngbpdc.ngb.army.mil/>.)

PL 99–433

Goldwater-Nichols Department of Defense Reorganization Act of 1986

PL 101–510

National Defense Authorization Act for Fiscal Year 1991

PL 102–190

National Defense Authorization Act for Fiscal Years 1992 and 1993

PL 102–484

National Defense Authorization Act for Fiscal Year 1993

PL 103–337

National Defense Authorization Act of 1995

PL 109–364

John Warner National Defense Authorization Act for Fiscal Year 2007

Smartbook DA Pam 600–3

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

10 USC

Armed Forces

10 USC Ch. 36

Promotion, Separation, and Involuntary Retirement of Officers on the Active Duty List

10 USC 101

Definitions

10 USC 641

Applicability of chapter

10 USC 663

Joint duty assignments after completion of joint professional military education

10 USC 741

Rank: commissioned officers of the armed forces

10 USC 742

Rank: warrant officers

10 USC 12310

Reserves: for organizing, administering, etc., reserve components

10 USC 12731

Age and service requirements

10 USC 14301

Eligibility for consideration for promotion: general rules

32 USC

National Guard

32 USC 502

Required drills and field exercises

32 USC 709

Technicians: employment, use, status

Section III

Prescribed Forms

This section contains no entries.

Section IV

Referenced Forms

Unless otherwise indicated, DA forms are available on the Army Publishing Directorate website (<http://armypubs.army.mil>).

DA Form 67-10-1

Company Grade Plate (O1 - O3; WO1 - CW2) Officer Evaluation Report

DA Form 67-10-1A

Officer Evaluation Report Support Form

DA Form 67-10-2

Field Grade Plate (O4 - O5; CW3 - CW5) Officer Evaluation Report

DA Form 67-10-3

Strategic Grade Plate (O6) Officer Evaluation Report

DA Form 67-10-4

Strategic Grade Plate General Officer Evaluation Report

DA Form 1058-R

Application for Active Duty for Training, Active Duty for Special Work, Temporary Tour of Active Duty, and Annual Training for Soldiers of the Army National Guard and U.S. Army Reserve

DA Form 1059

Service School Academic Evaluation Report

DA Form 1059-1

Civilian Institution Academic Evaluation Report

DA Form 2028

Recommended Changes to Publications and Blank Forms

DA Form 4037

Officer Record Brief (S&I, Commander, USAISC-ARPERCEN, 9700 Page Boulevard, St. Louis, MO 63132-5200)

Glossary

Section I

Abbreviations

AC

Active Component

ACC

Army competitive category

ACOM

Army command

ADL

Active duty list

ADP

Army Doctrine Publication

ADRP

Army doctrine reference publication

ADSO

Active duty service obligation

AG

adjutant general

AGR

Active Guard Reserve

AMEDD

Army Medical Department

AOC

area of concentration

AR

Army Regulation

ARNG

Army National Guard

ASCC

Army service component command

ATRRS

Army Training Requirements and Resources System

BOLC

Basic Officer Leaders Course

CA

civil affairs

CCC

Captain Career Course

CG

Commanding general

CJCSI

Chairman of the Joint Chiefs of Staff Instruction

CMO

career management officer

CONUS

continental United States

CSA

Chief of Staff, Army

CSL

centralized selection list

CW2

chief warrant officer two

CW3

chief warrant officer three

CW4

chief warrant officer four

CW5

chief warrant officer five

DA

Department of the Army

DA Pam

Department of the Army Pamphlet

DCS

Deputy Chief of Staff

DIMA

drilling individual mobilization augmentee

DOD

Department of Defense

DODI

Department of Defense Instruction

DOPMA

Defense Officer Personnel Management Act

DRU

direct reporting unit

EES

Evaluation Entry System

FA

functional area

FY

fiscal year

HQDA

Headquarters, Department of the Army

HRC

Human Resources Command

ILE

intermediate level education

IMA

individual mobilization augmentee

ING

Inactive National Guard

IRR
Individual Ready Reserve

JAGC
Judge Advocate General's Corps

JDAL
Joint duty assignment list

JPME
Joint professional military education

KD
key developmental

MEL
military education level

MILPER
military personnel

MOS
military occupational specialty

MSAF
multi-source assessment and feedback

NGB
National Guard Bureau

NGR
National Guard regulation

OCONUS
outside the continental United States

OER
officer evaluation report

OPMS
Officer Personnel Management System

PCC
Pre-Command Course

PCS
permanent change of station

PDM
professional development model

PL
Public Law

PME
professional military education

PMOS
primary military occupational specialty

RA
Regular Army

RC
Reserve Component

ROPMA
The Reserve Officer Personnel Management Act

SF

special forces

SI

skill identifier

S-JDA

standard Joint duty assignment

SMDP

State Master Development Plan

SMU

special mission unit

SSB

special selection board

SSC

Senior Service College

TASS

total Army school system

TDA

table of distribution and allowances

TDY

temporary duty

TJAG

The Judge Advocate General

TOE

table of organization and equipment

TPU

troop program unit

TRADOC

U.S. Army Training and Doctrine Command

TWI

Training with Industry

TWOS

Total Warrant Officer Study

USAR

U.S. Army Reserve

USC

United States Code

VTIP

Voluntary Transfer Incentive Program

WO1

warrant officer one

WOAC

Warrant Officer Advanced Course

WOBC

Warrant Officer Basic Course

WOCS

Warrant Officer Candidate School

WOILE

Warrant Officer Intermediate Level Education

WOLDAP

Warrant Officer Leader Development Action Plan

WOMA

Warrant Officer Management Act

WOS

warrant officer service

WOSSE

Warrant Officer Senior Service Education

Section II**Terms****Area of concentration**

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

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 accessed into a single basic branch and will hold that branch designation, which is later augmented between the 5th and 6th years of service with an FA. An accession branch admits officers upon commissioning; a non-accession branch admits experienced officers from the accession branches. With the exception of SF, all other branches are accession branches. SF 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 with their branch. They will continue to wear their branch insignia throughout their military Service. All career branches are in the operations career field.

Branch/functional area generalist position

A 01A or 02A-coded position that may be filled by any officer, regardless of branch or FA designation. This is an umbrella term used to collectively describe two subset categories defined as officer generalist and combat arms generalist positions. *Note.* Previously termed immaterial positions.

Captain Career Course

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

Career field

A specific grouping of functionally related officer, warrant officer, enlisted, and civilian positions into management categories having a common mission area. Career fields consist of officer branches and FAs, 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, FA, MOS, or civilian occupational series.)

Combat arms generalist position

A duty position requiring a broad understanding of combined arms doctrine, training, and force structure. A combat arms generalist position is not identified with one specific branch or FA, but is limited to officers whose branches are Infantry, Armor, Field Artillery, Air Defense Artillery, Aviation, SF, and U.S. Army Corps of Engineers, and who are currently managed in the operations career field. These positions are documented in The Army Authorization Documents System with code 02A.

Note. Previously termed combat arms immaterial positions.

Functional area

An FA is a grouping of officers by technical specialty or skill, which usually requires significant education, training, and experience. An officer receives their FA between the 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.

Functional designation

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

Officer generalist position

A duty position requiring a broad understanding of Army leadership, doctrine, policy, force structure and management. An officer generalist position is not identified with or limited to one specific branch or FA, but indicates that any officer may be assigned to the position. For example, both Armor Branch officers in the operations career field and FA 45 Comptrollers in the institutional support career field are eligible to serve in officer generalist positions. These positions are documented in The Army Authorization Document System with code 01A.

Note. Previously termed branch immaterial positions.

Skill

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

Special branches

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

Strategic human resource management

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

Unified action

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

Section III**Special Abbreviations and Terms**

This section contains no entries.

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