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# **Maneuver Leader Development Strategy (MLDS)**

(24 OCT 2013)



**Maneuver Center of Excellence  
Directorate of Training and Doctrine  
Fort Benning, Georgia**

## FOREWORD

"As we begin our transition following twelve years of war, we must rededicate ourselves to the development of our leaders as our best hedge against complexity and uncertainty."

38<sup>th</sup> Chief of Staff, United States Army  
General Raymond Odierno

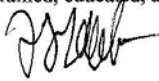
The most important activity that the United States Army Maneuver Center of Excellence (MCoE) conducts is leader development. Like all activities at the MCoE, our leader development efforts seek to improve the combat effectiveness of the maneuver force. As General Odierno has emphasized, we must develop "adaptive Army leaders" by educating and developing "all Soldiers and Civilians to grow the intellectual capacity to understand the complex contemporary security environment to better lead Army, Joint, Interagency, and Multinational task forces and teams." Moreover, as our Army gets smaller, we must develop more agile and harder-hitting organizations. A key element in providing increased agility and lethality in our units is improved leadership.

The Maneuver Leader Development Strategy (MLDS) develops agile and adaptive maneuver leaders who can lead Soldiers and accomplish the mission while confronting complex environments and determined enemies. Developed in parallel with the Army Leader Development Strategy (ALDS), the MLDS focuses on proven leader development processes. The MLDS guides planning, executing, and resourcing leader development across the maneuver force. The MLDS synchronizes actions, and fosters common understanding between the institutional and operational Armies. It informs leader development efforts and provides guidance for maneuver commanders and leaders.

Nested within the ALDS's seven leader development imperatives, the MLDS identifies the maneuver learning outcomes (MLOs) that define the competencies and attributes required by the leader development imperatives. In turn, the strategy operationalizes these outcomes in the institutional domain by providing a framework to align course outcomes and learning objectives. At the same time, the MLDS defines measurable outcomes that develop a commitment to the Army profession, lifelong learning, adaptive and creative leaders, and the exercise of mission command.

The MLDS develops maneuver leaders in a deliberate, continuous, and progressive lifelong process. The MLDS provides the vision and guidance for developing maneuver leaders across the force. This includes professional military education and functional training for officers and noncommissioned officers at the MCoE; maneuver leader development through training and experience within the operating force at home station, at combat training centers, and while deployed; and in maneuver leaders' individual self-development efforts throughout their careers.

Effective leader development across the Army's institutional, operational, and self-development domains is essential to the development of adaptive and innovative leaders for our Army. Importantly, the MLDS addresses the learning requirements in each of the domains where leaders are trained, educated, and gain critical experience.



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# U.S. Army Maneuver Center of Excellence

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## Chapter 1

# Purpose and Context

### PURPOSE

1-1. The Maneuver Leader Development Strategy (MLDS) provides the vision and guidance for developing maneuver leaders across the force. This includes professional military education and functional training for officers and noncommissioned officers at the MCoE, home station, combat training centers, and while deployed. Moreover, it lays out a program for the individual self-development efforts of maneuver leaders throughout their careers. It accomplishes this by laying out a deliberate, continuous, and progressive development process, synthesizing the knowledge and abilities that leaders gain through training, education, and experience. Through this “lifelong” process, maneuver leaders master the tactical and operational levels of the military profession, while developing their strategic leadership abilities.

### VISION

1-2. The MCoE implements the MLDS to train and educate agile and adaptive maneuver leaders, capable of leading Soldiers and accomplishing the mission within complex environments and against adaptive enemies.

### CONTEXT

1-3. The MLDS is based on proven leader development processes contained in the Army Leader Development Strategy (ALDS); the Army Learning Concept; the Army Training Strategy; AR 350-1, *Army Training and Leader Development*; ADP 7-0, *Training Units and Developing Leaders*; ADRP 6-22, *ADP 6-22, Army Leadership* and ADRP 7-0, *Training Units and Developing Leaders*. The MLDS also adheres to the seven leader development imperatives:

- Commitment to the Army profession, lifelong learning, and development
- Balance the Army’s commitment to the training, education, and experience components of leader development
- Manage military and civilian talent to benefit both the institution and the individual
- Select and develop leaders with positive attributes and proficiency in core leadership competencies for responsibility at higher levels
- Prepare adaptive and creative leaders capable of operating within the complexity of the operational environment and the entire range of military operations
- Embed mission command principles in leader development
- Value a broad range of leader experiences and developmental opportunities

1-4. The MLDS serves as a single document, guiding planning, execution, and resourcing of leader development across the maneuver force. The MLDS synchronizes

actions, focuses efforts, fosters common understanding, and supports the maneuver force as it continues to meet future leader development challenges. It informs leader development implementation plans and provides detailed guidance for maneuver commanders and leaders of Infantry, Armored, and Stryker brigade combat teams, battlefield surveillance brigades (BfSBs), and other maneuver units and activities.

## THE OPERATIONAL ENVIRONMENT

“Future leaders must be adaptable, agile and able to operate in a threat environment that includes a combination of regular warfare, irregular warfare, terrorist activity and criminality” – Army Chief of Staff, General Raymond T. Odierno

1-5. The future operational environment will be characterized by increased speed and density of human interactions enabled by technology. Enemies and adversaries are likely to conduct offensive cyber operations to disseminate disinformation to deceive commanders, or to discredit friendly operations through propaganda. Threat intelligence and surveillance capabilities, frequent use of technical countermeasures along with long-range precision munitions, unmanned aerial systems (UAS) and satellite capabilities, and their willingness to employ terror weapons enable our enemies and adversaries to seize the initiative on occasion for limited periods at selected locations on the battlefield (BCT 2020).

1-6. To defeat continually adapting and evolving threats, commanders and leaders learn and apply effective mission command. They drive the operations process through their activities to understand, visualize, describe, direct, lead, and assess. Effective mission command requires expertise in using mission orders to enable disciplined initiative within the commander’s intent. Commanders and leaders link purposeful and simultaneous execution of both combined arms maneuver and security over wide areas to achieve the commander’s intent and desired end state.

1-7. Towards this end, agile and adaptive leaders remain essential to the successful execution of combined arms operations. Employing combined arms teams demands a working knowledge of the environment and an understanding of the geopolitical, cultural, linguistic, technical, and tactical factors that impact operations (Army Capstone Concept, 2012). They function alongside a diverse set of national, multinational, and indigenous partners. The operational environment “*demands that we develop leaders who understand the context of the factors influencing the military situation, act within that understanding, continually assess and adapt those actions based on the interactions and circumstances of the enemy and environment, consolidate tactical and operational opportunities into strategic aims, and be able to effectively transition from one form of operations to another. We seek to develop leaders who will thrive in this environment.*” (Command and General Staff College [CGSC] Army Leader Development Strategy [ALDS] Information Paper, Nov 2009.)



## **INTEGRATION OF LEADER DEVELOPMENT COMPONENTS (TRAINING, EDUCATION, AND EXPERIENCE)**

### **21ST CENTURY SOLDIER COMPETENCIES AND GENERAL LEARNING OUTCOMES (GLOs), AND MANEUVER LEARNING OUTCOMES (MLOs)**

1-8. Fundamentally, the MLDS develops MLOs that are nested within the U.S. Army Training and Doctrine Command's (TRADOC's) 21st century Soldier competencies and GLOs.

1-9. Maneuver-specific learning outcomes merge with the 21st century Soldier competencies and their associated GLOs. In many instances, analysis revealed that GLOs require no further maneuver-specific refinement, and they provide for officers and NCOs statements of essential knowledge, skills, abilities, and attributes that will focus learning activities on developing leaders to achieve the 21st century Soldier competencies. However, wherever this is not the case, the MLDS outlines MLOs that specifically address competencies required of maneuver leaders.

### **MLDS CONCEPT DIAGRAM**

1-10. The MLDS constructs and their relationships to each other are outlined in Figure 1 below. The conceptual diagram reflects that the MLDS is nested with the Army Leader Development Strategy (ALDS) and Army Leader Development Guidance. The MLDS concept diagram frames the relationship between MLOs and the three mutually supporting training domains (institutional, operational, and self-development) and three leader development components (training, education, and experience).

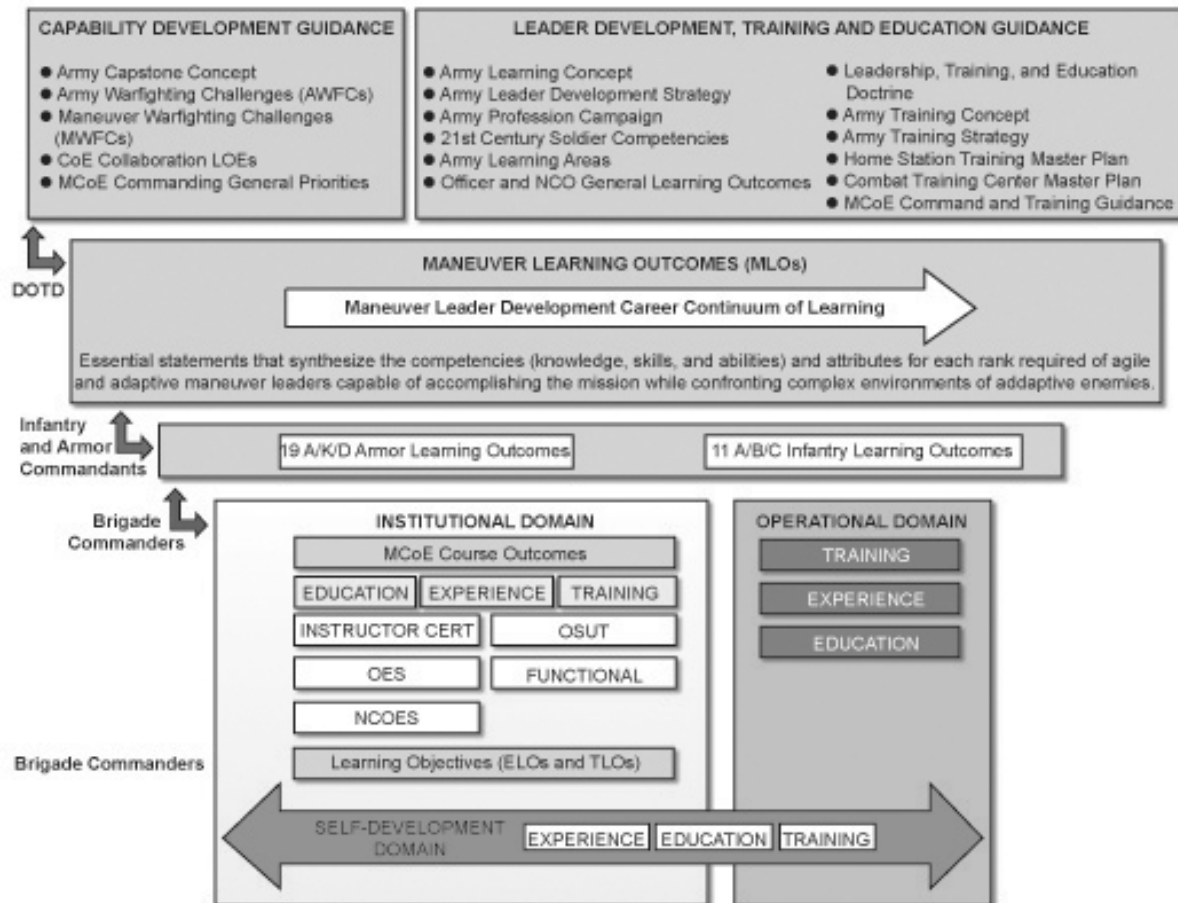


Figure 1-1. Maneuver Leader Development Strategy Concept

## ENDS, WAYS, MEANS FRAMEWORK

1-11. The overall framework for the MLDS is ends, ways, and means:

a. The “Ends” are the maneuver learning outcomes, which are synonymous with maneuver leader competencies and attributes required of agile and adaptive maneuver leaders. Ends are discussed in Chapter 2.

b. The “Ways” are the methods for achieving maneuver leader development. They provide guidance to the Infantry commandant, Armor commandant, brigade commanders at the MCoE, and operating force brigade commanders to optimize the effectiveness of maneuver leader development across all three domains (institutional, operational, and self-development) . Ways are discussed in Chapter 3.

c. The “Means” are implementation strategies and programs that integrate 21st century Soldier competencies, GLOs, MLOs, and course outcomes for the 11-series and 19-series career management field. Additionally, the “means” explain the process to identify GLOs and MLOs that primarily are developed in the institutional, operational, or self-development domain. This assists commanders in focusing on unit-level leader development, and in shaping the self-development programs. Means are discussed in Chapter 4.

## Chapter 2

# Ends - Leader Development Learning Outcomes

### OVERVIEW: 21<sup>ST</sup> CENTURY SOLDIER COMPETENCIES

2-1. Soldiers and leaders are tasked with mastering a set of critical core competencies that provide a foundation for operational adaptability. These nine 21<sup>st</sup> century Soldier competencies are instilled during IMT (One Station Unit Training [OSUT]) and Basic Officer Leader Course (BOLC). They are reinforced at increasing levels of depth and complexity across a maneuver leader's career. Refer to TRADOC Pamphlet 525-8-2, *The U.S. Army Learning Concept for 2015* (June 2011). These competencies are as follows:

- Character and accountability
- Professional competence
- Teamwork and collaboration
- Cultural, joint, interagency, intergovernmental, and multinational competence
- Communication and engagement
- Adaptability and initiative
- Critical thinking and problem solving
- Lifelong learner
- Comprehensive fitness

### CHARACTER AND ACCOUNTABILITY(CA)

2-2. Soldiers and leaders demonstrate Army values, the Soldier's creed, and warrior ethos through action while developing character and accountability in subordinates. They accept obligations of service before self and for assigned tasks, missions, subordinates, and themselves, while building confidence in leaders, peers, and subordinates whom they can count on to accomplish goals. Soldier and leader actions are guided by the Army ethic, which comprises the shared values, beliefs, ideals, and principles held by the Army profession of arms and embedded in its culture that are taught to, internalized by, and practiced by all Soldiers in unified land operations as well as peacetime. Adhering to and internalizing the Army ethic develops strong character, ethical reasoning, decision making, empathy for others, and the self-discipline to always do what is right for fellow Soldiers, the Army, and the Nation. Character enables the Soldier to operate in a complex and uncertain environment with the understanding that the Soldier is individually accountable for not only what is done, but also for what might not be done. The pride, esprit, and ethos required of Soldiers as members of the profession of arms may require them to sacrifice themselves willingly to preserve the Nation, accomplish the mission, or protect the lives of fellow Soldiers. Qualities of character and ethical behavior will be stressed at every level. (Refer to TRADOC Pam 525-8-2.)

### **PROFESSIONAL COMPETENCE (PC)**

2-3. Soldiers and leaders employ tactical and technical skills through the full range of military operations to accomplish the mission and support the commander's intent. They are experts on weapons systems and combined arms operations, and train their subordinates to be technically and tactically competent. At lower levels, they are technical experts in their specialty and continue to develop their technical skills and those in their subordinates. As leaders grow, they increase their understanding and application of mission command, operational contexts, systems, and technology while operating in increasingly complex environments. Soldiers and leaders are prepared to execute offensive, defensive, stability, and Defense Support of Civil Authorities (DSCA) missions throughout the continuum of operations and transition between diverse tasks and operational actions as complex and uncertain operational situations are developed through action. Leaders anticipate tactical, operational, and strategic transitions and use mission command to apply lethal and nonlethal effects to achieve the commander's intent. (Refer to TRADOC Pam 525-8-2.)

### **TEAMWORK AND COLLABORATION (TC)**

2-4. Soldiers and leaders create high-performing formal and informal groups by leading, motivating, and influencing individuals and partners to work toward common goals effectively. They are effective team members, understand team dynamics, and take appropriate action to foster trust, cohesion, communication, cooperation, effectiveness, and dependability within the team. Leaders build teams, seek multiple perspectives, alternative viewpoints, and manage team conflict. (Refer to TRADOC Pam 525-8-2.)

### **CULTURAL, JOINT, INTERAGENCY, INTERGOVERNMENTAL, AND MULTINATIONAL COMPETENCE (CJ)**

2-5. Soldiers and leaders use cultural fundamentals, self-awareness skills, and regional competencies to act effectively in any situation. They use communication, including foreign language, influence, and relational skills to work effectively in varied cultural and joint, interagency, intergovernmental, and multinational contexts. Soldiers and leaders consider and are sensitive to socially transmitted behavior patterns and beliefs of individuals from other communities and/or countries and effectively partner, influence, and operate in complex joint, interagency, intergovernmental, and multinational environments. (Refer to TRADOC Pam 525-8-2.)

### **COMMUNICATION AND ENGAGEMENT (CE)**

2-6. Soldiers and leaders express themselves clearly and succinctly in oral, written, and digital communications. They use interpersonal tact, influence, and communication to build effective working relationships and social networks that facilitate knowledge acquisition and provide feedback necessary for continuous improvement. Soldiers and leaders inform and educate United States (U.S.), allied, and other relevant publics and actors to gain and maintain trust, confidence, and support. Engagement is characterized by comprehensive commitment to transparency, accountability, and credibility, and it is an imperative of 21st century operations. (Refer to TRADOC Pam 525-8-2.)

### **ADAPTABILITY AND INITIATIVE (AI)**

2-7. Soldiers and leaders are comfortable operating in unexpected situations throughout the world. They scan the environment, identify unique or unexpected conditions, and adjust to handle the situation effectively. Soldiers and leaders recognize when standard procedures are not an effective solution to a situation and use innovation to develop new procedures, devices, and others that are necessary to handle the situation. Mental agility and a global mindset allow them to anticipate changes in the operational environment, adapt to the changes, and anticipate the second and third order effects of their actions and decisions. Soldiers and leaders take appropriate action and calculated risks in the absence of orders or in situations that require modifying orders to achieve the commander's intent while also developing initiative and risk taking in subordinates. They anticipate changes in the operational environment, assess the situation, and use sound judgment to decide when and how to act. Self-awareness allows Soldiers and leaders to monitor and adjust their actions and those of their teams to constantly assess performance and seek improvement. (Refer to TRADOC Pam 525-8-2.)

### **CRITICAL THINKING AND PROBLEM SOLVING (CP)**

2-8. Soldiers and leaders analyze and evaluate thinking, with a view to improving it. They solve complex problems by using experiences, training, education, critical questioning, convergent, critical, and creative thinking, and collaboration to develop solutions. Throughout their careers, Soldiers and leaders continue to analyze information and hone thinking skills while handling problems of increasing complexity. Select leaders develop strategic thinking skills necessary for assignments at the national level. (Refer to TRADOC Pam 525-8-2.)

### **LIFELONG LEARNER (LL)**

2-9. Soldiers and leaders continually assess themselves, identify what they need to learn and use skills that help them to effectively acquire and update knowledge, skills, and attitudes. Soldiers and leaders value and integrate all forms of learning (formal, informal) on a daily basis to seek improvement of themselves and their organizations continuously. Soldiers and leaders access, evaluate, and use information from a variety of sources and leverage technology (hardware and software) to improve their effectiveness and that of their teams while executing the Army's missions. Digital literacy skills are developed at initial entry and increase progressively at each career level. (Refer to TRADOC Pam 525-8-2.)

### **COMPREHENSIVE FITNESS (CF)**

2-10. Soldiers and leaders demonstrate Army values, the Soldier's Creed, and Warrior Ethos through action while also developing character and accountability in subordinates. They accept obligations of service before self and for assigned tasks, missions, subordinates, and themselves while building confidence in leaders, peers and subordinates that they can be counted upon to accomplish goals. Soldier and leader actions are guided by the Army Ethic, which comprises the shared values, beliefs, ideals, and principles held by the Army Profession of Arms and embedded in its culture that are

taught to, internalized by, and practiced by all Soldiers through the range of military operations. (Refer to TRADOC Pam 525-8-2.)

## DEFINING LEARNING OUTCOMES AND OBJECTIVES

### GENERAL LEARNING OUTCOMES

2-11. GLOs are statements of essential knowledge, skills, abilities, and attributes resulting from training, education and experience at each level along a leader's career. GLOs are provided to assist schools, unit leaders, and individuals to focus learning activities on developing leaders with the 21<sup>st</sup> century competencies described in the Army learning model.

2-12. The GLOs provide a common picture of what the Army can expect from every leader. However, the MCoE has refined these outcomes to create a maneuver leader development program more specific to maneuver Career Management Fields (CMFs) and Military Occupational Specialties (MOSSs).

### MANEUVER LEARNING OUTCOMES

2-13. These refined learning outcomes are referred to as MLOs and are synonymous with maneuver leader competencies and attributes. MLOs provide "connective tissue" between TRADOC GLOs and course outcomes at the MCoE. MLOs describe outcomes that can only be achieved through a combination of training, education, and experience, which is what distinguishes them from course outcomes.

### COURSE OUTCOMES

2-14. Course outcomes are what students will know, be able to do, or be able to demonstrate when they have completed a course. Institutional courses will use the 21<sup>st</sup> century Soldier competencies, GLOs, and MLOs to develop course outcomes (COs). These COs describe, in plain language, the targeted end state, and they are used as a guide for alignment of tasks and objectives. Such outcomes should be limited in number (typically between five and eight), and expressed as knowledge, skills, abilities, and attributes.

### LEARNING OBJECTIVES

2-15. Learning objectives (LOs) are precise statements of the learner's expected performance—discrete and measurable. They should contain an action statement specifying expected learner performance in measurable terms, a condition statement describing the learning situation or environment, and a standard statement providing the criteria for student performance.

- **Terminal Learning Objective (TLO).** TLO is the main objective of a lesson describing the expected learner performance upon completion of the lesson. Each lesson contains only one terminal learning objective.
- **Enabling Learning Objectives (ELO).** ELO supports the terminal learning objective by describing what learners accomplish during the lesson. Lessons may contain several ELOs supporting the one TLO.

## MLO TABLES BY RANK

2-16. In the tables below, the 21st century Soldier competencies, GLOs, and MLOs have been aligned in support of the Army learning model (vertical alignment) and sequential and progressive leader development across ranks (horizontal alignment). The tables are titled by rank (Corporal/Sergeant, Staff Sergeant, Sergeant First Class, Lieutenant, and Captain) and organized by the 21st century Soldier competencies. The GLOs and MLOs are presented under the associated 21st century Soldier competency.

## MLO NAMING CONVENTION

2-17. The following coding system (see Table 2-1) demonstrates a direct alignment between the maneuver learning outcomes and the 21st century Soldier competencies. The competencies are represented by two letters from the words that make up the title of the competency. (For example, character and accountability are represented by “CA.” Each of the maneuver learning outcomes is numbered 1 – 5 for an associated rank as indicated in the table below. For example, the naming convention “CA.1.2” corresponds to the CA competency for a corporal/sergeant (1), that is the second (2) MLO listed under this competency.)

**Table 2-1. 21<sup>st</sup> Century Soldier Competencies**

<b>21<sup>st</sup> Century Soldier Competencies</b>	<b>Code</b>
Character and accountability.	CA
Professional competence.	PC
Team work and collaboration.	TC
Cultural, joint, interagency, intergovernmental, and multinational competence.	CJ
Communication and engagement.	CE
Adaptability and initiative.	AI
Critical thinking and problem solving.	CP
Lifelong learning.	LL
Comprehensive fitness.	CF
<b>Rank</b>	
Corporal and Sergeant	1
Staff Sergeant	2
Sergeant First Class	3
Lieutenant	4
Captain	5

2-18. The subsequent tables reflect the 21st century Soldier competencies, GLOs, and MLOs by rank. The competencies and attributes described in the 21st century Soldier competencies, GLOs, and MLOs are cumulative. (For example, a sergeant first class is proficient in the GLOs and MLOs for his rank and the ranks below.) The 21st century Soldier competencies, GLOs, and MLOs are presented in the subsequent tables for the following ranks:

- Table 2-2. Corporal/Sergeant (pp. 2-7 through 2-11).

- Table 2-3. Staff Sergeant (pp. 2-12 through 2-16).
- Table 2-4. Sergeant First Class (pp. 2-16 through 2-18).
- Table 2-5. Lieutenant (pp. 2-19 through 2-27).
- Table 2-6. Captain (pp. 2-27 through 2-31).



## CORPORAL/SERGEANT 21<sup>ST</sup> CENTURY SOLDIER COMPETENCIES, GENERAL LEARNING OUTCOMES, AND MANEUVER LEARNING OUTCOMES

**Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities**

<b>Corporal/Sergeant – Character and Accountability (CA)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CA.1.1. Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.</p> <p>GLO – CA.1.2. Understands the history of the NCO corps.</p> <p>GLO – CA.1.3. Lives by the Army values and NCO creed.</p> <p>GLO – CA.1.4. Identifies ethical dilemmas and seeks counsel, as necessary.</p> <p>GLO – CA.1.5. Builds trust and discipline in the team.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CA.1.1. Leads a team from the front, by example, in close combat and by projecting confidence, displaying composure, maintaining high standards, demonstrating discipline, sharing hardships, stressing field craft and physical hardening.</p> <p>CA.1.2. Describes the relationships between the Army, U.S. citizens, and elected and appointed officials and Steward of the Army profession and the Army’s resources in all activities.</p> <p>CA.1.3. Develops subordinates as role models (competence, moral character, commitment) and stewards of the profession.</p> <p>CA.1.4. Demonstrates the highest Élan and Esprit de Corps; fully embraces the traditions and history of the Infantry, Armor, Cavalry, and their Regiment as espoused by “Follow me!” and “Forge the Thunderbolt.”</p>
<b>Corporal/Sergeant – Professional Competence (PC)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – PC.1.1. Performs Skill Level 1 and 2 common and MOS tasks without supervision.</p> <p>GLO – PC.1.2. Understands five paragraph operations order, warning order, and fragmentary order.</p> <p>GLO – PC.1.3. Uses troop leading procedures at team/squad level.</p> <p>GLO – PC.1.4. Plans, rehearses and leads teams to execute missions according to the commander's intent (mission command).</p> <p>GLO – PC.1.5. Recognizes rank structures, functions, and services of each military branch and joint, interagency, intergovernmental, and multinational (JIIM) stakeholders along with their role in unified land operations.</p>

**Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities (continued)**

<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>PC.1.1. Employs effective and accurate fire to suppress and destroy the enemy in close combat by understanding the technical characteristics, capabilities, limitations, maintenance, and operation of all organic weapon systems (individual weapons, crew served weapons, unstable, and stabilized weapon platforms) optics, sights, and ammunition.</p> <p>PC.1.2. Executes the direct fire engagement process (target engagement, fire commands, methods and techniques of engagement) for weapon systems to apply effective, controlled, speedy, and accurate fire to suppress and destroy the enemy in close combat.</p> <p>PC.1.3. Controls the movement and direction of fires, fire discipline, and the application of fire (concentration and distribution of fires).</p> <p>PC.1.4. Employs combat power through proportionality, Soldier’s Rules as the essence of the Law of War, and rules of engagement.</p> <p>PC.1.5. Conducts individual and collective weapons training through the employment of Simulations as a Gate to Live Fire (GTLF) to maintain direct fire marksmanship and gunnery proficiency.</p> <p>PC.1.6. Conducts effective call for indirect, attack aviation, and close air support to destroy the intended target (lethal fires), or to impair, disrupt, or delay the performance of enemy operational forces (non-lethal fires).</p> <p>PC.1.7. Demonstrates knowledge of the principles and tactics associated with the offense, defense, and stability operations, and their role when operating as part of a larger element when operating independently.</p> <p>PC.1.8. Navigates—mounted and dismounted—using dead reckoning and terrain association with a map, compass, protractor, altimeter, global positioning system (GPS), and Force XXI Battle Command, Brigade-and-Below (FBCB2).</p> <p>PC.1.9. Executes battle drills and crew drills, which results in quick decisions and swift maneuvers to create a tempo to overwhelm the enemy.</p> <p>PC.1.10. Employs mission command systems and communication systems to send and receive information; maintain situational awareness, coordinate with friendly units, employ fires, and identify enemy forces and civilian populations.</p> <p>PC.1.11. Collects and reports operationally relevant information through active and passive means.</p> <p>PC.1.12. Assesses unit by conducting precombat checks, precombat inspections, inspections, rehearsals, after action reviews (AARs), and provides bottom-up feedback resulting in mission accomplishment and organizational success.</p> <p>PC.1.13/CJ.1.1. Demonstrates an awareness of security forces assistance, advisory roles, cross-cultural competence, and regional expertise across the range of military operations. [Associated with Culture and JIIM]</p> <p>PC.1.14. Protects personnel, equipment, facilities, and infrastructure from the effects of improvised explosive devices (IEDs).</p> <p>PC.1.15. Applies Maneuver doctrine to achieve decisive action.</p> <p>PC.1.16. Applies Mission Planning Tools (for example, Command Post of the Future [CPOF], FBCB2).</p> <p>PC.1.17. Conducts risk assessment and applies risk reduction strategies.</p>
<p><b>Corporal/Sergeant - Teamwork and Collaboration (TC)</b></p>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – TC.1.1/CJ.1.2. Knows team dynamics and takes appropriate action to foster cohesion and cooperation.</p> <p>GLO – TC.1.2/CJ.1.3. Effectively collaborates within the unit and with other organizations (such as, Army center for substance abuse program [ACSAP, Judge Advocate General [JAG]).</p>

**Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities (continued)**

<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>TC.1.1. Reinforces desired team norms.</p> <p>TC.1.2. Sets individual and team goals.</p> <p>TC.1.3. Develops teams through the stages of team-building (assessing, counseling, coaching, mentoring, and facilitating).</p> <p>TC.1.4. Demonstrates trust in team members and encourages them.</p> <p>TC.1.5. Maintains a positive attitude.</p> <p>TC.1.6. Rewards positive contributions.</p> <p>TC.1.7/CE.1.2. Communicates expectations to subordinates.</p>
<p><b>Corporal/Sergeant - Culture and JIIM (CJ)</b></p>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CJ.1.1. Demonstrates an awareness of cross cultural competence (3c), related knowledge, attributes, and interpersonal skills.</p> <p>GLO – TC.1.1/CJ.1.2. Knows team dynamics and takes appropriate action to foster cohesion and cooperation.</p> <p>GLO – TC.1.2/CJ.1.2. Effectively collaborates within the unit and with other organizations (for example, ADACP, JAG).</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>PC.1.13/CJ.1.1. Demonstrates an awareness of security forces assistance, advisory roles, cross-cultural competence, and regional expertise across the range of military operations. [Associated with Professional Competence]</p> <p>AI.1.5/CJ.1.2. Gains and maintains tactical initiative by applying situational awareness, interpreting human terrain, and evaluating threat disposition. [Associated with Adaptability and Initiative]</p> <p>CJ.1.3. Explains the relevance of culture within a JIIM environment.</p> <p>CJ.1.4. Demonstrates cultural self-awareness.</p>
<p><b>Corporal/Sergeant – Communication and Engagement (CE)</b></p>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CE.1.1. Demonstrates active listening, clear verbal and written communication skills.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CE.1.1. Applies knowledge of nonverbal communication cues to improve verbal communication strategies.</p> <p>TC.1.7/CE.1.2. Communicates expectations to subordinates.</p>

**Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities (continued)**

<b>Corporal/Sergeant - Critical Thinking and Problem Solving (CP)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CP.1.1. Identifies and solves problems related to team missions.</p> <p>GLO – CP.1.2. Knows the critical thinking process and applies it during problem solving.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CP 1.1/AI.1.6. Develops moral solutions and applies ethical reasoning.</p> <p>CP.1.2/AI.1.7. Develops solutions by applying intellectual agility, adaptability, and cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Adaptability and Initiative]</p> <p>CP 1.3/AI.1.8. Employs critical and creative thinking in a volatile, uncertain, complex, and ambiguous environment. [Associated with Adaptability and Initiative]</p> <p>CP 1.4/AI.1.9. Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment. [Associated with Adaptability and Initiative]</p>
<b>Corporal/Sergeant - Adaptability and Initiative (AI)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – AI.1.1. Identifies situations when standard procedures will not work and seeks alternatives.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>AI.1.1. Values collaboration and dialogue among individuals with differing perspectives.</p> <p>AI.1.2. Demonstrates situational awareness.</p> <p>AI.1.3. Creates a climate of readiness to adapt.</p> <p>AI.1.4. Demonstrates tolerance of and comfort with uncertainty and ambiguity.</p> <p>AI.1.5/CJ.1.2. Gains and maintains tactical initiative by applying situational awareness, interpreting human terrain, and evaluating threat disposition. [Associated with Culture and JIIM]</p> <p>CP 1.1/AI.1.6. Develops moral solutions and applies ethical reasoning.</p> <p>CP.1.2/AI.1.7. Develops solutions by applying intellectual agility, adaptability, and cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Adaptability and Initiative]</p> <p>CP 1.3/AI.1.8. Employs critical and creative thinking in a volatile, uncertain, complex, and ambiguous environment. [Associated with Adaptability and Initiative]</p> <p>CP 1.4/AI.1.9. Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment. [Associated with Adaptability and Initiative]</p>

**Table 2-2. Corporal/Sergeant – 21st Century Soldier Accountabilities (continued)**

<b>Corporal/Sergeant - Lifelong Learning (LL)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – LL.1.1. Assesses self, individual, and team learning needs.</p> <p>GLO – LL.1.2. Applies the principles of training to team training.</p> <p>GLO – LL.1.3. Trains, coaches, and counsels subordinates and peers.</p> <p>GLO – LL.1.4. Conducts self-assessment and develops a short-term plan for personal goals.</p> <p>GLO – LL.1.5. Guides subordinates creation of individual development plans.</p> <p>GLO – LL.1.6. Uses self-learning strategies to improve.</p> <p>GLO – LL.1.7. Understands the NCO career path.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>LL.1.1. Communicates self-assessment requirements to superiors and subordinates.</p> <p>LL.1.2. Conducts standards-based, performance-oriented, individual and collective training resulting in Soldiers proficient in maneuver critical tasks.</p> <p>LL.1.3. Applies context-based, collaborative, problem-centered instruction (simulations, blended learning opportunities, and distributed learning capabilities) to train and educate.</p> <p>LL.1.4. Conducts ongoing professional development by reading maneuver doctrine, lessons learned, professional journals, online and distributive resources, and increasing competency and experience through the application of knowledge within the operating force.</p> <p>LL.1.5. Develops self-awareness.</p>
<b>Corporal/Sergeant - Comprehensive Fitness (CF)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CF.1.1. Implements personal health habits to increase personal health and fitness.</p> <p>GLO – CF.1.2. Supervises a comprehensive fitness program for the team.</p> <p>GLO – CF.1.3. Recognizes changes, risks in Soldier behavior and takes action to improve comprehensive fitness and mitigate risks.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CF.1.1. Exhibits physical readiness, mental toughness, and resilience in extreme environments for extended periods across the range of military operations.</p> <p>CF.1.2. Applies resiliency skills and recognizes core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement.</p> <p>CF.1.3. Executes an effective comprehensive fitness program to maintain a resilient and mentally fit unit.</p> <p>CF.1.4. Advises Soldiers/families on resources available to improve resilience and fitness.</p>

## STAFF SERGEANT 21<sup>ST</sup> CENTURY SOLDIER COMPETENCIES, GENERAL LEARNING OUTCOMES, AND MANEUVER LEARNING OUTCOMES

**Table 2-3. Staff Sergeant – 21st Century Soldier Accountabilities**

<b>Staff Sergeant – Character and Accountability (CA)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CA.2.1. Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.</p> <p>GLO – CA.2.2. Displays commitment to service and places the needs of others before self.</p> <p>GLO – CA.2.3. Develops the Army Values and moral character in subordinates.</p> <p>GLO – CA.2.4. Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.</p> <p>GLO – CA.2.5. Builds trust and discipline in the squad.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CA.2.1. Leads a squad, section or crew by example, in close combat and by projecting confidence, displaying composure, maintaining high standards, demonstrating discipline, sharing hardships, stressing field craft and physical hardening.</p> <p>CA.2.2. Exercises effective and ethical mission command through the application of the mission command philosophy together with the mission command warfighting function.</p>
<b>Staff Sergeant – Professional Competence (PC)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – PC.2.1. Performs Skill Level 1 - 3 Common and MOS tasks without supervision, as well as Skill Level 4 Tasks with limited supervision.</p> <p>GLO – PC.2.2. Understands five paragraph operations order, warning order and fragmentary order.</p> <p>GLO – PC.2.3. Uses troop leading procedures at squad/platoon level.</p> <p>GLO – PC.2.4. Plans, rehearses, and leads squads to execute missions and the commander's intent (mission command).</p> <p>GLO – PC.2.5. Applies knowledge of JIIM partners and operating environment to guide decisions before and during mission execution.</p>

**Table 2-3. Staff Sergeant – 21st Century Soldier Accountabilities (continued)**

<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>PC.2.1. Applies maneuver and flexible tactics, characterized by effective fire combined with skillful movement to gain and maintain an advantage over the enemy when in close combat.</p> <p>PC.2.2. Navigates—mounted and dismounted—using dead reckoning and terrain association while considering the associated factors of travel time and distance, maneuver room needed, trafficability and load bearing capacity of the soil (especially when mounted), and the ability to surprise and interdict the enemy along a route.</p> <p>PC.2.3. Develops and reports information through dismounted and mounted reconnaissance to rapidly develop the situation in close combat with the enemy and civilian populations.</p> <p>PC.2.4. Maneuvers mounted and dismounted elements.</p> <p>PC.2.5. Conducts a marksmanship/gunnery live fire range as a range safety officer (RSO).</p> <p>PC.2.6. Integrates training resources into individual and collective training events.</p> <p>PC.2.7. Trains crews, sections, and squads by applying online unit training management “enablers” (Army Training Network [ATN], Digital Training Management System [DTMS], and Combined Arms Training Strategies [CATS]).</p> <p>PC.2.8. Collaborates with subordinates and exercises operational judgment in planning, preparing, executing, and assessing.</p>
<p><b>Staff Sergeant –Teamwork and Collaboration (TC)</b></p>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – TC.2.1./CJ.2.2. Learns to negotiate, build consensus, and resolve conflicts between teams.</p> <p>GLO – TC.2.2./CJ.2.3. Factors others intentions (motivation) into developing acceptable solutions to problems.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>TC.2.1. Recognizes and capitalizes on individual strengths.</p> <p>TC.2.2. Underwrites mistakes. Removes stigma associated with error or ignorance.</p> <p>TC.2.3. Demonstrates face-to-face collaboration.</p> <p>TC.2.4. Employs technological aids to collaboration.</p> <p>TC.2.5/CJ.2.4. Performs leader engagements by effectively employing interpreters and human sensors.</p>

Table 2-3. Staff Sergeant – 21st Century Soldier Accountabilities (continued)

<b>Staff Sergeant – Culture and JIIM (CJ)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CJ.2.1. Identifies the fundamentals of culture and their effects on military operations.</p> <p>GLO – TC.2.1/CJ.2.2. Learns to negotiate, build consensus, and resolve conflicts between teams.</p> <p>GLO – TC.2.2/CJ.2.3. Factors others intentions (motivation) into developing acceptable solutions to problems.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>TC.2.5/CJ.2.4. Performs leader engagements by effectively employing interpreters and human sensors.</p>
<b>Staff Sergeant - Communication and Engagement (CE)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CE.2.1. Writes clear, succinct reports and documents for the squad.</p> <p>GLO – CE.2.2. Uses knowledge of nonverbal communication cues to improve verbal communication strategies.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CE.2.1. Articulates the mission statement by providing: purpose of the operation, concept of the operation, and the desired end state.</p> <p>CE.2.2. Provides direction by briefing a warning order (WARNORD), operations order (OPORD), fragmentary order (FRAGORD), and 5-point contingency plan.</p>
<b>Staff Sergeant – Critical Thinking and Problem Solving (CP)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CP.2.1. Identifies and solves problems related to squad missions.</p> <p>GLO – CP.2.2. Applies the critical thinking process to identify missing/inaccurate information, second and third order affects of problem solutions.</p> <p>GLO – CP.2.3/AI.2.2. Creates a climate to foster creativity to accomplish the commander's intent.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>AI.2.4/CP.2.1. Executes operational judgment in consideration of operational variables; political, military, economic, social, infrastructure, information, physical environment, and time (PMESII-PT), and mission, enemy, terrain and weather, troops and support available, time available, and civil considerations (METT-TC).</p> <p>AI. 2.6/CP.2.2. Cultivates critical and creative thinking among the leaders of an organization.</p>



Table 2-3. Staff Sergeant – 21st Century Soldier Accountabilities (continued)

<b>Staff Sergeant – Adaptability and Initiative (AI)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – AI.2.1. Develops alternate procedures when standard procedures will not work.</p> <p>GLO – CP.2.3 / AI.2.2. Creates a climate to foster creativity to accomplish the commander's intent.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>AI.2.1. Demonstrates the will to effect change at the tactical level.</p> <p>AI.2.2. Adjusts a tactical plan in response to unexpected conditions that jeopardize the mission.</p> <p>AI.2.3. Produces mission type orders that enable adaptation and initiative at the tactical level.</p> <p>AI.2.4/CP.2.3. Executes operational judgment in consideration of operational variables; PMESII-PT, METT-TC. [Associated with Critical Thinking and Problem Solving]</p> <p>AI.2.5. Achieves the required end state by critically employing maneuver doctrine and lessons learned to solve complex problems in ambiguous environments.</p> <p>AI. 2.6/CP.2.1. Cultivates critical and creative thinking among the leaders of an organization. [Associated with Critical Thinking and Problem Solving]</p> <p>AI.2.7. Develops a mission command environment.</p> <p>CF.2.3/AI.2.9 /LL.2.3. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Comprehensive Fitness and Lifelong Learning]</p> <p>AI.2.8. Interprets tactical intent.</p>
<b>Staff Sergeant – Lifelong Learning (LL)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – LL.2.1. Assesses self, individual, and squad learning needs.</p> <p>GLO – LL.2.2. Applies principles of training to squad/platoon level training.</p> <p>GLO – LL.2.3. Trains, coaches, and counsels subordinates and peers.</p> <p>GLO – LL.2.4. Certifies technical and tactical training against performance standards.</p> <p>GLO – LL 2.5. Teaches self-learning strategies.</p> <p>GLO – LL.2.6. Promotes mastery of common Soldier and MOS skills.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>LL.2.1. Advises superiors on all specialized training by drawing upon extensive knowledge of all forms of gunnery, marksmanship, direct, and indirect fire engagement.</p> <p>LL.2.2. Explains tactical and operational insights from broadening assignments, experiences, education in different organizational cultures and environments.</p> <p>CF.2.3/AI.2.9 /LL.2.3. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Comprehensive Fitness and Lifelong Learning]</p>

**Table 2-3. Staff Sergeant – 21st Century Soldier Accountabilities (continued)**

<b>Staff Sergeant – Comprehensive Fitness (CF)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CF2.1. Supervises a comprehensive fitness program for the squad.</p> <p>GLO – CF.2.2. Implements measures to reduce operational and combat stress.</p> <p>GLO – CF.2.3. Recognizes changes, risks in Soldier behavior and takes action to improve comprehensive fitness and mitigate risks.</p> <p>GLO – CF.2.4. Advises Soldiers/families on resources available to improve fitness.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CF.2.1. Describes the comprehensive Soldier fitness (CSF) program and define the concept of resilience by outlining the “Four Pillars” of CSF and the institutional resilience training program.</p> <p>CF.2.2/AI.2.9/LL.2.3. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Comprehensive Fitness and Lifelong Learning]</p>
<b>Sergeant First Class – Character and Accountability (CA)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CA.3.1. Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.</p> <p>GLO – CA.3.2. Creates a positive climate in the platoon that supports Army values, ethics, and esprit de corps.</p> <p>GLO – CA.3.3. Develops subordinates as role models (competence, moral character, commitment) and stewards of the profession.</p> <p>GLO – CA.3.4. Builds trust in the platoon and with external stakeholders.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CA.3.1. Advises the platoon leader.</p>

## **SERGEANT FIRST CLASS 21<sup>ST</sup> CENTURY SOLDIER COMPETENCIES, GENERAL LEARNING OUTCOMES, AND MANEUVER LEARNING OUTCOMES**

**Table 2-4. Sergeant First Class – 21st Century Soldier Accountabilities**

<b>Sergeant First Class – Professional Competence (PC)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – PC.3.1. Performs Skill Level 1 - 4 Common and MOS tasks without supervision, as well as Skill Level 5 tasks with limited supervision.</p> <p>GLO – PC.3.2. Writes five paragraph operations order, warning order, and fragmentary order.</p> <p>GLO – PC.3.3. Uses troop leading procedures at platoon/company level and understands the military decision-making process.</p> <p>GLO – PC.3.4. Plans, rehearses and leads platoons to execute missions following the tenets of mission command.</p> <p>GLO – PC.3.5. Demonstrates broad knowledge of the MOSs within the CMF, able to supervise all MOSs, and civilians performing in the CMF at platoon and below.</p> <p>GLO – PC.3.6. Integrates JIIM considerations and partners into planning and executing platoon-level missions.</p> <p>GLO – PC.3.7. Advises Platoon Leader on all matters related to platoon operations.</p>

**Table 2-4. Sergeant First Class – 21st Century Soldier Accountabilities (continued)**

<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>PC.3.1. Assesses a unit performance of preventive maintenance checks and services program for Mission Table of Organization and Equipment (MTOE)/Table of Distribution and Allowances (TDA) equipment.</p> <p>PC.3.2. Conducts a marksmanship/gunnery live fire range as a range officer-in-charge (OIC).</p> <p>PC.3.3. Applies targeting methodology during counter-insurgency operations; understands the importance of the Information Operations during counter-insurgency operations.</p> <p>PC.3.4. Integrates training resources into collective training events and exercises at section and platoon levels to provide combined arms training at the earliest stage.</p> <p>PC.3.5. Trains a platoon by applying online unit training management “enablers” (for example, ATN, DTMS, CATS, maneuver CO, battalion [BN] and brigade combat team universal task lists [UTLs], Headquarters, Department of the Army [HQ DA] standardized BCT mission essential task lists [METLs]).</p> <p>PC.3.6. Administers and manages individual personnel actions.</p> <p>PC.3.7. Navigates – mounted and dismounted – using dead reckoning and terrain association while considering the associated factors of travel time and distance, maneuver room needed, trafficability and load bearing capacity of the soil (especially when mounted), the ability to surprise and interdict the enemy along a route, the energy expenditure of Soldiers, and the condition they will be in at the end of the movement.</p> <p>PC.3.8. Demonstrate knowledge of staff organizations, and apply MDMP and other processes using mission command systems in a JIIM environment.</p>
<b>Sergeant First Class – Teamwork and Collaboration (TC)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – TC.3.1/CJ.3.2. Negotiates, builds consensus, and resolves conflicts at the platoon level within the unit, and with other organizations (such as, JIIM).</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>TC.3.1. Establishes high performing platoons, squads, and teams by applying leadership strategies throughout the developmental stages of team-building (assessing, counseling, coaching, mentoring, and facilitating).</p> <p>TC.3.2. Demonstrates effective reception and orientation of new members.</p> <p>TC.3.3/CJ.3.1. Integrates JIIM partners by establishing relationships, accounting for capabilities and limitations of available assets, and integrating them into operations.</p>
<b>Sergeant First Class – Culture and JIIM (CJ)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CJ.3.1. Integrates the fundamentals of culture and their effects on military operations into planning and executing missions.</p> <p>GLO – TC.3.1/CJ.3.2. Negotiates, builds consensus, and resolves conflicts at the platoon level within the unit, and with other organizations (such as, JIIM).</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>TC.3.3/CJ.3.1. Integrates JIIM partners by establishing relationships, accounting for capabilities and limitations of available assets, and integrating them into operations.</p> <p>CJ.3.2. Discusses joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations in contemporary operations.</p>
<b>Sergeant First Class – Communication and Engagement (CE)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CE.3.1. Writes clear, succinct, reports and documents for the platoon or staff.</p> <p>GLO – CE.3.2. Demonstrates effective verbal communication skills in small group presentations.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>NONE</p>

**Table 2-4. Sergeant First Class – 21st Century Soldier Accountabilities (continued)**

<b>Sergeant First Class – Critical Thinking and Problem Solving (CP)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CP.3.1. Identifies and solves problems related to platoon missions using troop leading procedures.</p> <p>GLO – CP.3.2. Applies critical thinking to evaluate underlying assumptions and evidence supporting problem narratives and solutions.</p> <p>GLO – CP.3.3. Develops multiple potential courses of action to solve problems.</p> <p>GLO – CP.3.4/AI.3.2. Creates a climate to foster collaborative problem solving, creativity to accomplish the commander's intent.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>NONE</p>
<b>Sergeant First Class – Adaptability and Initiative (AI)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – AI.3.1. Evaluates the appropriateness of alternate procedures and courses of action.</p> <p>GLO – CP.3.4/AI.3.2. Creates a climate to foster collaborative problem solving, creativity to accomplish the commander's intent.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>NONE</p>
<b>Sergeant First Class – Lifelong Learning (LL)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – LL.3.1. Assesses self, individual, and platoon learning needs.</p> <p>GLO – LL.3.2. Applies principles of training and training management to platoon/company level training.</p> <p>GLO – LL.3.3. Trains, coaches, counsels, mentors, subordinates, peers and seniors (as appropriate).</p> <p>GLO – LL.3.4. Advises platoon leaders and other seniors regarding training and human development.</p> <p>GLO – LL.3.5. Develops training, coaching, counseling skills in junior leaders.</p> <p>GLO – LL.3.6. Develops and manages training plans for the platoon.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>LL.3.1. Advises the commander in the employment of relevant digital and virtual training systems.</p> <p>LL.3.2. Employs all digital and virtual training systems.</p>
<b>Sergeant First Class – Comprehensive Fitness (CF)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CF.3.1. Supervises a comprehensive fitness program for the platoon.</p> <p>GLO – CF.3.2. Establishes a climate that facilitates development of comprehensive fitness.</p> <p>GLO – CF.3.3. Recognizes changes, risks in Soldier behavior, and takes action to improve comprehensive fitness and mitigate risks.</p> <p>GLO – CF.3.4. Advises subordinate leaders on resources available to improve fitness.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CF.3.1. Executes training in the identification, treatment, and recovery from post traumatic events.</p>

## LIEUTENANT MANEUVER 21<sup>ST</sup> CENTURY SOLDIER COMPETENCIES, GENERAL LEARNING OUTCOMES, AND MANEUVER LEARNING OUTCOMES

**Table 2-5. Lieutenant – 21st Century Soldier Accountabilities**

<b>Lieutenant – Character and Accountability (CA)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CA.4.1. Describe how the U.S. Army meets the four requirements of a profession, the dual character of the U.S. Army, and its history as a profession.</p> <p>GLO – CA.4.2. Embody the Army’s ethic to build internal trust and to sustain effective and ethical mission command.</p> <p>GLO – CA.4.3. Develop self and subordinates in professional identity, competence, character, and commitment.</p> <p>GLO – CA.4.4. Develop, promote, and set the example for Honorable Service.</p> <p>GLO – CA.4.5. Cultivate Esprit de Corps at team level through sharing the adversity and physical hardship that comes with being an Army professional.</p> <p>GLO – CA.4.6. Describe the relationships between the Army, U.S. citizens, and elected and appointed officials and Steward the Army Profession and the Army’s resources in all activities.</p> <p>GLO – CA.4.7. Affect change at the three levels of team culture to maintain alignment of professional identity, community, and hierarchy.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CA.4.1. Leads a maneuver platoon from the front, by example, in close combat and by projecting confidence, displaying composure, maintaining high standards, demonstrating discipline, sharing hardships, stressing field craft and physical hardening.</p> <p>CA.4.2. Applies sound judgment to resolve ethical dilemmas and seeks counsel as necessary.</p> <p>CA.4.3. Serves as a role model (competence, moral character, commitment) for subordinates to look up to and upholds standards on and off duty.</p> <p>CA.4.4. Exercises effective and ethical mission command through the application of the mission command philosophy together with the mission command warfighting function of a platoon.</p> <p>CA.4.5. Demonstrates the highest Élan and Esprit de Corps; fully embraces the traditions and history of the Infantry, Armor, Cavalry, and their Regiment as espoused by “Follow me!” and “Forge the Thunderbolt.”</p> <p>CA.4.6/PC.4.24. Accounts for and orders equipment and supplies by employing the Command Supply Discipline Program and logistics resources.</p> <p>CA.4.7/PC.4.25. Maintains unit readiness by employing unit maintenance and resources.</p>

**Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)**

<b>Lieutenant – Professional Competence (PC)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – PC.4.1. Demonstrate technical skills proficiency for individual branch integration as a member of the combined arms team. As a leader, apply Army training and management systems and sustainment functions.</p> <p>GLO – PC.4.2. Make appropriate decisions based on doctrine, assessment, critical thinking, and judgment to provide solutions to tactical problems. Function as a leader in training and employing warrior tasks and battle drills and branch defined technical and tactical skills. Adapt troop leading procedures (TLPs) and problem-solving skills to mission support requirements. Execute missions through decisive action tasks in support of unified land operations (ULO) enabled by mission command systems.</p> <p>GLO – PC.4.2.a. Apply risk management.</p> <p>GLO – PC.4.2.b. Understand how tactical actions affect the operational environment.</p> <p>GLO – PC.4.2.c. Understand the impact of culture and history on the operational environment and military operations.</p>
<p><b>Maneuver Learning Outcomes</b></p> <p>PC.4.1. Conducts TLPs in planning, preparing, executing, and assessing individual, crew, squad, section, and platoon training.</p> <p>PC 4.1.a. Plans future training that provides task-based, event driven strategies for application in the development of platoon training plans; aptly demonstrates how platoon tasks support the company and battalion in the execution of unit training plans.</p> <p>PC 4.1.b. Coordinates upcoming training by requesting and confirming resources needed to support required training, and conducting pre-execution checks and detailed coordination.</p> <p>PC 4.1.c. Conducts training with efficient application of resources; application of an integrated training environment; integration of enablers and attachments, tough and challenging exercises that builds platoon proficiency, teamwork, confidence, and cohesion, and complete recovery from training (accountability and maintenance) as an integral extension of training.</p> <p>PC.4.1.d. Assesses training through personal observations, AARs, Soldier and leader feedback, and evaluates training through training and evaluations outlines (TE&amp;Os).</p> <p>PC.4.1.e. Assesses mission readiness through pre-execution checks, precombat checks, precombat inspections, inspections, and rehearsals.</p> <p>PC.4.2. Trains a platoon by applying online unit training management “enablers” (for example, ATN, DTMS, CATS, Maneuver CO, BN and brigade combat team UTLs, HQ DA standardized BCT METLs).</p> <p>PC.4.3. Employs an integrated training environment (live, virtual, constructive and gaming) to achieve and sustain platoon proficiency on individual, collective, and leader tasks.</p> <p>PC.4.4/TC.4.2. Integrates integrating enablers and attachments into collective training events and exercises at section and platoon levels to provide combined arms training at the earliest stage. [Associated with Teamwork and Collaboration]</p> <p>PC.4.5/CE.4.1. Conducts platoon training meetings. [Associated with Communication and Engagement]</p> <p>PC.4.6. Conducts a marksmanship/gunnery live fire range as a range OIC and RSO.</p> <p>PC.4.7. Employs effective and accurate fire to suppress and destroy the enemy in close combat by accounting for the technical characteristics, capabilities, limitations, maintenance, and operation of all organic team and crew weapon systems (individual weapons, crew served weapons, unstable, and stable weapon platforms), optics, sights, and ammunition.</p>

**Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)**

PC.4.8. Executes the direct fire engagement process (target engagement, fire commands, methods and techniques of engagement), movement and direction of fires, fire discipline, and the application of fire (concentration and distribution of fires) for squad and platoon weapon systems to apply effective, controlled, speedy, and accurate fires to suppress and destroy the enemy in close combat.

PC.4.9. Employs combat power through proportionality, Soldier's rules as the essence of the Law of War, and rules of engagement.

PC.4.10. Plans individual, team, and crew weapons training through the employment of Simulations as a GTLF to qualify subordinates in marksmanship and gunnery training programs.

PC.4.11. Integrates indirect and direct fires, attack aviation, and close air support into a tactical plan to destroy the intended target (lethal fires), or to impair, disrupt, or delay the performance of enemy operational forces (non-lethal fires).

PC.4.12. Plans direct, indirect preparatory and supporting fires for the platoon during offensive, defensive, and stability operations; effectively develops the concept of fires concurrently with the maneuver plan; integrates fires into the platoon concept of operation and the concept of operation of the higher headquarters.

PC.4.13. Demonstrates knowledge of the principles, tactics, techniques, and procedures associated with the offense, defense, and stability operations; the maneuver platoon's role when operating within company and battalion operations, and when operating independently; the complementary and reinforcing effects of other maneuver elements and supporting elements with their own capabilities; and the impact of terrain on their operations.

PC.4.14. Demonstrates an awareness of air-ground operations and role of the maneuver platoon in effective integration between air and ground forces; conducts air-ground coordination.

PC.4.15. Identifies and reports information that contributes to a clearer understanding of enemy personnel, equipment, infrastructure, tactics/techniques/procedures, support mechanisms or other actions to forecast specific enemy improvised explosive device (IED)-focused operations.

PC.4.16. Applies maneuver and flexible tactics, characterized by effective fire combined with skillful movement to gain and maintain an advantage over the enemy when in close combat.

PC.4.17. Executes battle drills and crew drills, which results in quick decisions and swift maneuvers to create a tempo to overwhelm the enemy.

PC.4.18. Plans movement by land navigation while considering intelligence preparation of the battlefield (IPB), associated factors of travel time, terrain, and distance, maneuver room needed, trafficability and load bearing capacity of the soil (especially when mounted), energy expenditure of Soldiers, and condition they will be in at the end of the movement to accomplish a mission.

PC.4.19. Analyzes information on enemy and civilian populations through dismounted and mounted reconnaissance to develop the situation.

PC.4.20. Analyzes relevant information to determine the relationships among the operational and mission variables to facilitate decision making.

PC.4.22. Executes offensive actions to target, interdict, and eliminate key enemy personnel, infrastructure, logistics capabilities, and enemy combat operations involving IEDs.

PC.4.23. Executes lethal and non-lethal actions to neutralize or destroy IED manufacturing and support networks, disrupt enemy IED targeting cycle, and deny public support for the enemy's use of IEDs.

PC.4.24./CA.4.6 Accounts for and orders equipment and supplies by employing the Command Supply Discipline Program and logistics resources.

PC.4.25./CA.4.7 Maintains unit readiness by employing unit maintenance and resources.

**Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)**

<p>PC.4.26. Plans operations to protect personnel, equipment, facilities, and infrastructure from the effects of IEDs.</p> <p>PC.4.27/CJ.4.1. Applies regional expertise and cross cultural competence in conducting conduct security forces assistance and combat advisory across the range of military operations. [Associated with Culture and JIIM]</p> <p>PC.4.28. Employs mission command and communication systems by maintaining situational awareness, coordinating with friendly units, employing fires, submitting reports, and analyzing the operational environment systems.</p> <p>PC.4.29. Administers and manages individual personnel actions.</p> <p>PC.4.30. Coordinates common enabling and security operations at the tactical level.</p> <p>PC.4.31. Develops an operationally nested, clear, and concise leader’s intent that facilitates disciplined initiative.</p> <p>PC.4.32. Employs sensors and assets to satisfy the commander’s critical information requirements (CCIR).</p> <p>PC.4.33/TC.4.3. Collaborates with subordinates to plan, prepare, execute, and assess operations. [Associated with Teamwork and Collaboration]</p> <p>PC.4.34/AI.4.12. Applies maneuver doctrine to achieve decisive action.</p> <p>PC.4.35. Maneuvers mounted and dismounted maneuver elements through all phases of combat and non-combat operations.</p> <p>PC.4.36. Applies mission planning tools.</p> <p>PC.4.37. Applies targeting methodology during counter-insurgency operations; understands the importance of the Information Operations during counter-insurgency operations.</p> <p>PC.4.38. Applies the troop leading procedures.</p> <p>PC.4.39. Demonstrate knowledge of the organization, staff functions, capabilities, and tactical employment of all modular brigade combat teams (BCTs)</p> <p>PC.4.40. Reduces tactical/operational vulnerabilities to cyber threats, as appropriate.</p>
<p><b>Lieutenant – Teamwork and Collaboration (TC)</b></p>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – TC.4.1. Ensure effective reception and orientation of new members.</p> <p>GLO – TC.4.2. Communicate expectations.</p> <p>GLO – TC.4.3. Establish clear lines of authority.</p> <p>GLO – TC.4.4. Listen to and display genuine concern for team members.</p> <p>GLO – TC.4.5. Reward positive contributions.</p> <p>GLO – TC.4.6. Lead by example in character, presence, and intellectual attributes.</p> <p>GLO – TC.4.7. Develop self-awareness.</p> <p>GLO – TC.4.8. Seek advice of team members.</p> <p>GLO – TC.4.9. Blend humility and confidence to inspire trust.</p>



**Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)**

<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>TC.4.1. Develops teams through the stages of team-building (assessing, counseling, coaching, mentoring, and facilitating).</p> <p>PC.4.4/TC.4.2. Integrates integrating enablers and attachments into collective training events and exercises at section and platoon levels to provide combined arms training at the earliest stage. [Associated with Teamwork and Collaboration]</p> <p>PC.4.33/TC.4.3. Collaborates with subordinates to plan, prepare, execute, and assess operations. [Associated with Professional Competence]</p>
<p><b>Lieutenant – Culture and JIIM (CJ)</b></p>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CJ.4.1. Discuss joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations in contemporary operations. (Intellect)</p> <p>GLO – CJ.4.2. Explain the relevance of culture within a JIIM environment. (Character)</p> <p>GLO – CJ.4.3. Internalize cultural self-awareness.</p> <p>GLO – CJ.4.4. Identify fundamental cultural concepts within a cross-cultural competency framework. (Character)</p> <p>GLO – CJ.4.5. Demonstrate fundamental cross-cultural communication skills. (Presence)</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>PC.4.27/CJ.4.1. Applies regional expertise and cross-cultural competence in conducting conduct security forces assistance and combat advisory across the range of military operations. [Associated with Professional Competence]</p> <p>CJ.4.2. Evaluates political, cultural, social, economic, religious, and ideological factors associated with cross-cultural competence and regional expertise.</p> <p>CJ.4.3. Integrates JIIM partners by establishing relationships, accounting for capabilities and limitations of available assets, and integrating them into platoon operations.</p> <p>CJ.4.4. Considers cultural and regional factors when planning and executing missions at the tactical level.</p> <p>CJ.4.5. Performs leader engagements by effectively employing interpreters.</p> <p>CJ.4.6. Applies appropriate customs and procedures when conducting cross-cultural meetings for the purpose of establishing rapport.</p> <p>CJ 4.7. Values customs, greetings, and cultural norms within a society.</p> <p>CJ.4.8. Demonstrates an awareness of ethnocentricity and American cultural bias.</p> <p>CJ.4.9. Applies bargaining and mediation techniques.</p> <p>CJ.4.10/AI.4.6. Gains and maintains tactical initiative by applying situational awareness, interpreting human terrain, and evaluating threat disposition. [Associated with Adaptability and Initiative]</p>

**Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)**

<b>Lieutenant - Communication and Engagement (CE)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CE.4.1. Build and lead teams; demonstrate character and competence; and speak and write clearly, concisely, and persuasively. Demonstrate the ability to adapt message to context.</p> <p>GLO – CE.4.1.a. Execute, inform and influence activities.</p> <p>GLO – CE.4.1.b. Implement strategic communication.</p> <p>GLO – CE.4.2. Leverage information and technology, to include using human aspects, culture, and history to acquire and manage knowledge to facilitate decision making.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>PC.4.5/CE.4.1. Conducts platoon training meetings. [Associated with Professional Competence]</p> <p>CE.4.2. Communicates the platoon leader’s intent as a clear and concise expression of the purpose of the operation, and clearly describes the actions the platoon must take achieve the desired at end state.</p> <p>CE 4.3. Provides direction by briefing a WARNORD, OPORD, FRAGORD, and 5-point contingency plan. (Bloom’s level 6)</p> <p>CE.4.4. Writes and speaks in a clear and concise manner.</p> <p>CE.4.5. At the tactical level, resolves issues, reaches decisions, and influence actions to facilitate buy-in of professionally and culturally diverse groups.</p>
<b>Lieutenant - Critical Thinking and Problem Solving (CP)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CP.4.3. Use tools to enhance critical and creative thinking.</p> <p>GLO – CP.4.4. Demonstrate critical thinking.</p> <p>GLO – CP.4.5. Employ troop leading procedures.</p> <p>GLO – CP.4.6. Explain the steps of military decision-making process (MDMP).</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CP.4.1. Develops multiple potential courses of action to solve problems.</p> <p>CP.4.2. Evaluates the appropriateness of alternate procedures and courses of action.</p> <p>CP.4.3. Evaluates information through the CCIRs.</p> <p>CP.4.4 / AI.4.7. Applies analysis and judgment to relevant information to determine the relationships among the operational variables – political, military, economic, social, infrastructure, information, physical environment, and time (PMESII-PT) – and mission variables – enemy, terrain and weather, troops and support available, time available, and civil considerations (METT-TC) – to facilitate tactical decision-making based on this knowledge.</p> <p>CP.4.5/AI.4.9. Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.</p> <p>CP.4.6/AI.4.10. Develops moral solutions to lead a platoon against adaptive enemies in complex environments by applying ethical reasoning.</p> <p>CP.4.7/AI.4.11. Cultivates critical and creative thinking among the leaders of an organization.</p> <p>CP.4.8/AI.4.12. Applies critical and creative thinking in a volatile, uncertain, complex, and ambiguous environment.</p> <p>CP.4.9/AI.4.13/CF.4.6. Develops dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Adaptability and initiative, and Comprehensive Fitness]</p>

Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)

<b>Lieutenant - Adaptability and Initiative (AI)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – AI.4.1. Create a climate of readiness to adapt.</p> <p>GLO – AI.4.2. Demonstrate the will to effect change at the tactical level.</p> <p>GLO – AI.4.3. Adjust a tactical plan in response to unexpected conditions that jeopardize the mission.</p> <p>GLO – AI.4.4. Lead others in responding appropriately in complex or ambiguous environments by using appropriate influence techniques when adjustments to the plan occur.</p> <p>GLO – AI.4.5. Act autonomously within the parameters of the commander’s intent and guidance.</p> <p>GLO – AI.4.6. Interpret tactical intent.</p> <p>GLO – AI.4.7. Establish a climate that encourages subordinate initiative.</p> <p>GLO – AI.4.8. Demonstrate situational awareness.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>AI 4.1. Values collaboration and dialogue among individuals with differing perspectives.</p> <p>AI 4.2. Creates a climate to foster collaborative problem solving, creativity to accomplish the commander's intent.</p> <p>AI.4.3. Depicts tactical situations as systems composed of actors and dynamics.</p> <p>AI.4.4. Produces mission type orders that enable adaptation and initiative at the tactical level.</p> <p>AI.4.5. Demonstrates tolerance of and comfort with uncertainty and ambiguity.</p> <p>CJ.4.10/AI.4.6. Gains and maintains tactical initiative by applying situational awareness, interpreting human terrain, and evaluating threat disposition. [Associated with Culture and JIIM]</p> <p>AI.4.7./CP.4.4 Applies analysis and judgment to relevant information to determine the relationships among the operational variables – political, military, economic, and social, infrastructure, information, physical environment, and time (PMESII-PT) – and mission variables – enemy, terrain and weather, troops and support available, time available, and civil considerations (METT-TC) – to facilitate tactical decision-making based on this knowledge.</p> <p>AI.4.12./PC.4.34 Applies maneuver doctrine to achieve decisive action.</p> <p>AI.4.8. Develops a mission command environment to empower agile and adaptive leaders.</p> <p>AI.4.9./CP.4.5 Develops the cognitive skills necessary to think critically and creatively in a volatile, uncertain, complex, and ambiguous environment.</p> <p>AI.4.10./CP.4.6 Develops moral solutions to lead a platoon against adaptive enemies in complex environments by applying ethical reasoning.</p> <p>AI.4.11./CP.4.7 Cultivates critical and creative thinking among the leaders of an organization. (Bloom’s level 6)</p> <p>AI.4.12./CP.4.8 Employs critical and creative thinking in a volatile, uncertain, complex, and ambiguous environment.</p> <p>AI.4.13/CP.4.9/CF.4.6. Develops dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Adaptability and Initiative, and Comprehensive Fitness]</p> <p>AI.4.16/CF.4.7. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Comprehensive Fitness]</p>

**Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)**

<b>Lieutenant – Lifelong Learning (LL)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – LL.4.1. Recognize Army requirements for lifelong learning.</p> <p>GLO – LL.4.2. Conduct self-assessment and develop a short-term plan for personal goals.</p> <p>GLO – LL.4.3. Access and evaluate the quality and usefulness of information to meet current needs using a variety of digital resources.</p> <p>GLO – LL.4.4. Apply existing learning skills and investigate new learning skills.</p> <p>GLO – LL.4.5. Demonstrate valuing lifelong learning by seeking advice.</p> <p>GLO – LL.4.6. Occasionally conduct a self-assessment; develop and revise a near-term plan.</p> <p>GLO – LL.4.7. Learn and apply new learning skills.</p> <p>GLO – LL.4.8. Communicate self-assessment requirements to superiors and subordinates. Identify contributions to organization.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>LL.4.1. Assesses self, individual, and platoon learning needs.</p> <p>LL.4.2. Applies principles of training and training management to platoon level training.</p> <p>LL.4.3. Coaches and develops subordinates in lifelong learning skills, to include the development and maintenance of individual development plans (IDPs).</p> <p>LL.4.4. Develops and manages training plans for the platoon.</p> <p>LL.4.5. Demonstrates knowledge of the officer career path.</p> <p>LL.4.6. Promotes mastery of common Soldier and MOS skills.</p> <p>LL.4.7. Develops training, coaching, counseling, mentoring, facilitating, skills in junior leaders.</p> <p>LL.4.8. Participates in developmental opportunities through the self-development domain to expand capabilities.</p> <p>LL.4.9. Conducts ongoing professional development by reading maneuver doctrine, lessons learned, professional journals, online and distributive resources, and increasing competency and experience through the application of knowledge within the operational domain.</p> <p>LL.4.10. Coordinates the application of context-based, collaborative, and problem-based instruction, simulations, blended learning opportunities, and distributed learning resources) to train and educate platoons.</p>

**Table 2-5. Lieutenant – 21st Century Soldier Accountabilities (continued)**

<b>Lieutenant – Comprehensive Fitness (CF)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CF.4.1. Apply resiliency skills and recognize core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement.</p> <p>GLO – CF.4.2. Describe the Comprehensive Soldier Fitness (CSF) program and define the concept of resilience by outlining the “Four Pillars” of CSF and the institutional resilience training program.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CF.4.1. Implements personal health habits to increase health and fitness.</p> <p>CF.4.2. Develops and supervises a comprehensive fitness program that creates and maintains a resilient and mentally fit organization.</p> <p>CF.4.3. Recognizes changes and risks in Soldier behavior, and takes action to improve comprehensive fitness and mitigate risks.</p> <p>CF.4.4. Demonstrates resilience and optimal performance while executing missions under high operational tempo and in regions of persistent conflict.</p> <p>CF.4.5. Exhibits physical readiness and mental prowess in extreme environments for extended periods across the range of military operations.</p> <p>CP.4.9/AI.4.13/CF.4.6. Develops dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Critical Thinking and Problem Solving, and Adaptability and Initiative]</p> <p>AI.4.16/CF.4.7. Trains subordinates to develop dynamic and effective solutions by applying adaptability as well as cognitive, emotional, and social skills while exposed to persistent danger in complex operating environments. [Associated with Adaptability and Initiative]</p>

## **CAPTAIN MANEUVER 21<sup>ST</sup> CENTURY SOLDIER COMPETENCIES, GENERAL LEARNING OUTCOMES, AND MANEUVER LEARNING OUTCOMES**

**Table 2-6. Captain – 21st Century Soldier Accountabilities**

<b>Captain – Character and Accountability (CA)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO-CA.5.1. Operate professional development programs on Army profession, Army ethic, and character development at small unit level.</p> <p>GLO-CA.5.2. Embody the Army’s Ethic and explains the framework and the importance of trust in leadership.</p> <p>GLO-CA.5.3. Develop self and subordinates in professional identity, competence, character, and commitment.</p> <p>GLO-CA.5.4. Develop, promote, and set the example for Honorable Service.</p> <p>GLO-CA.5.5. Cultivate Esprit de Corps at small unit level grounded in shared experiences and mutual respect.</p> <p>GLO-CA.5.6. Describe the established norms for civil-military interactions; Steward the Army Profession and the Army’s resources in all activities.</p> <p>GLO-CA.5.7. Affect change at the three levels of unit culture to maintain alignment of professional identity, community, and hierarchy.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CA.5.1. Leads a maneuver company by example, in close combat, projecting confidence and displaying composure, maintaining high standards and discipline, sharing hardships, and stressing field craft and physical hardening.</p>

Table 2-6. Captain – 21st Century Soldier Accountabilities (continued)

<b>Captain – Professional Competence (PC)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – PC.5.1. Using mission command, plan, prepare, execute, and assess simultaneous operations at the tactical level.</p> <p>GLO – PC.5.1.a. Understand staff organizations, and apply MDMP and other processes using mission command systems in a JIIM environment.</p> <p>GLO – PC.5.1.b. Understand partner (for example, Department of State and partner nations) organizational missions and methodologies to set conditions for successful unit of action (UA).</p> <p>GLO – PC.5.1.c. Understand the impact of culture and history on the OE and military operations.</p> <p>GLO – PC.5.2. Apply the principles of training and manage training according to Army doctrine.</p> <p>GLO – PC.5.3. Apply analytical and intuitive judgment within an ambiguous and time-constrained operational environment while understanding the implications on the operational environment.</p> <p>GLO – PC.5.4. Develop and apply risk management.</p> <p>GLO – PC.5.5. Identify and reduce tactical/operational vulnerabilities to cyber threats, as appropriate.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>PC.5.1. Demonstrates knowledge of the principles of seizing, retaining, and exploiting the initiative at the tactical level within unified land operations.</p> <p>PC.5.2. Demonstrates knowledge of the core competencies and demonstrates the capacity to conduct simultaneous employment of combined arms maneuver and wide area security.</p> <p>PC.5.3. Demonstrates knowledge of the role and simultaneous employment of offensive, defensive, stability, and direct support of civil authority operations within decisive action.</p> <p>PC.5.4. Applies the operations process as an approach to understand, visualize, and describe the operational environment while directing, leading, and assessing during close combat.</p> <p>PC.5.5. Analyzes the mission (METT-TC) and operational variables (PMESII-PT) at the tactical level by employing the operations process.</p> <p>PC.5.6. Develops tactically sound mission orders that synchronize the massing of combat power at the decisive point while facilitating their unit’s purpose.</p> <p>PC.5.7. Develops a nested, clear, and concise commander’s intent that facilitates disciplined initiative.</p> <p>PC.5.8. Applies risk reduction strategies at the tactical level.</p> <p>PC.5.9. Applies unit training management, leader development, and the principles of unit training.</p> <p>PC.5.9. Applies the fundamentals of the Army’s design methodology.</p> <p>PC.5.10. Develops battalion/brigade operations orders by employing the military decision-making process.</p> <p>PC.5.11. Develops a METL crosswalk and unit training plan (UTP) by applying the Army Training Network (ATN), Digital Training Management System (DTMS), and Combined Arms Training Strategies (CATS).</p> <p>PC.5.12. Plans specific enemy IED-focused operations by managing and coordinating intelligence to contribute to a clearer understanding of enemy personnel, equipment, infrastructure, tactics, techniques, procedures, support mechanisms, or other actions.</p> <p>PC.5.13. Coordinates activities to identify enemy personnel, explosives devices and their component parts, equipment, logistics operations, and infrastructure to provide accurate and timely information to military operations and planners in order to conduct an operation.</p> <p>PC.5.14. Employs combined arms counter improvised explosive device (CIED) capabilities to neutralize the enemy’s use of the improvised explosive device (IEDs) and to retain freedom of movement and action across the range of military operations.</p> <p>PC 5.15. Controls the operational tempo by seizing, retaining, and exploiting the initiative at the tactical level.</p>

Table 2-6. Captain – 21st Century Soldier Accountabilities (continued)

<b>Captain - Teamwork and Collaboration (TC)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – TC.5.1. Design and implement effective reception and orientation. GLO – TC.5.2. Communicate expectations.</p> <p>GLO – TC.5.3. Listen to and display genuine concern for team members.</p> <p>GLO – TC.5.4. Reward positive contributions.</p> <p>GLO – TC.5.5. Set the example by maintaining a positive attitude.</p> <p>GLO – TC.5.6. Trust team members and encourage them to.</p> <p>GLO – TC.5.7. Reinforce desired team norms.</p> <p>GLO – TC.5.8. Establish clear lines of authority.</p> <p>GLO – TC.5.9. Set individual and team goals.</p> <p>GLO – TC.5.10. Train and employ the team collectively.</p> <p>GLO – TC.5.11. Employ technological aids to collaboration.</p> <p>GLO – TC.5.12. Be comfortable with face-to-face collaboration.</p> <p>GLO – TC.5.13. Underwrite mistakes. Remove stigma associated with error or ignorance.</p> <p>GLO – TC.5.14. Recognize and capitalize on individual strengths.</p> <p>GLO – TC.5.15. Create collaborative environments.</p> <p>GLO – TC.5.16. Blend humility and confidence to inspire trust.</p> <p>GLO – TC.5.17. Empower and draw out all team members.</p> <p>GLO – TC.5.18. Build trust with subordinates, peers, superiors.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>NONE</p>
<b>Captain – Culture and JIIM (CJ)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CJ.5.1. Implement knowledge of joint force capabilities and limitations, interagency capabilities, and multinational and legal considerations in a specific region or country.</p> <p>GLO – CJ.5.2. Apply cultural context considerations when interpreting environmental cues in planning and executing operations in a specific region or country.</p> <p>GLO – CJ.5.3. Demonstrate enhanced cross-cultural communication and conflict resolution skills in a specific region or country.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>NONE</p>
<b>Captain – Communication and Engagement (CE)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CE.5.1. Build and lead teams; demonstrate character and competence; and speak and write clearly, concisely, and persuasively.</p> <p>GLO – CE.5.2. Demonstrate the ability to adapt message to context.</p> <p>GLO – CE.5.2a. Execute inform and influence activities. GLO – CE.5.2b. Implement strategic communication.</p> <p>GLO – CE.5.2c. Leverage information and technology, to include using human aspects, culture, and history to acquire and manage knowledge to facilitate decision making.</p> <p>GLO – CE.5.3. At the tactical level, resolve issues, reach decisions, and influence actions to the mutual satisfaction of professionally and culturally diverse groups.</p>

Table 2-6. Captain – 21st Century Soldier Accountabilities (continued)

<b>Maneuver Learning Outcomes (MLOs)</b> NONE
<b>Captain – Critical Thinking and Problem Solving (CP)</b>
<b>General Learning Outcomes (GLOs)</b> GLO – CP.5.1. Explain how critical thinking relates to mission command. GLO – CP.5.2. Explain the components of cognition. GLO – CP.5.3. Explain nature and uses of intuition. GLO – CP.5.4. Explain sources of creativity and its relationship to innovation. GLO – CP.5.5. Think critically and creatively. GLO – CP.5.6. Avoid pitfalls in thinking. GLO – CP.5.7. Establish a unit climate that fosters development of leaders who think critically and creatively. GLO – CP.5.8. Explain the fundamentals of planning and Army design methodology. GLO – CP.5.9. Apply the military decision-making process to produce an operations order.
<b>Maneuver Learning Outcomes (MLOs)</b> CP.5.1/AI.5.1 Applies design methodology to Identify and Solve complex problems.
<b>Captain – Adaptability and Initiative (AI)</b>
<b>General Learning Outcomes (GLOs)</b> GLO – AI.5.1. Cultivate learning units. GLO – AI.5.2. Value collaboration and dialogue among individuals with differing perspectives. GLO – AI.5.3. Depict tactical situations as systems composed of actors and dynamics. GLO – AI.5.4. Produce mission type orders that enable adaptation and initiative at the tactical level. GLO – AI.5.5. Demonstrate tolerance of and comfort with uncertainty and ambiguity. GLO – AI.5.8. Convey commander’s intent. GLO – AI.5.9. Act autonomously consistent with a commander’s intent in response to an opportunity.
<b>Maneuver Learning Outcomes (MLOs)</b> CP.5.1/AI.5.1 Applies design methodology to identify and solve complex problems. AI.5.2. Develops a mission command environment at the company level. AI.5.3. Knowledgeable of the role of mission command in balancing the art of command with the science of control as a means to empower agile and adaptive leaders.



**Table 2-6. Captain – 21st Century Soldier Accountabilities (continued)**

<b>Captain – Lifelong Learning (LL)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – LL.5.1. Regularly assess near and mid-term professional and personal learning needs and link planning to meet long-term goals.</p> <p>GLO – LL.5.2. Independently identify and access a variety of digital resources to leverage appropriate information, knowledge, and technologies to execute Army missions.</p> <p>GLO – LL.5.3. Use learning skills that fit the learning content and context.</p> <p>GLO – LL.5.4. Coach and develop subordinates in lifelong learning skills, to include the development and maintenance of individual development plans (IDPs).</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>LL.5.1. Explains tactical, operational, and strategic insights from broadening assignments (experiences, education in different organizational cultures and environments) to contribute outside one’s own perspective level of understanding for the betterment of the officer and the maneuver force.</p> <p>LL.5.2. Assesses junior leader’s learning needs.</p> <p>LL.5.3. Applies principles of training and training management at company level.</p> <p>LL.5.4. Develops and manages training plans for the company.</p>
<b>Captain – Comprehensive Fitness (CF)</b>
<p><b>General Learning Outcomes (GLOs)</b></p> <p>GLO – CF.5.1. Identify leader principles and skills to mitigate the impact of operations on resilience and mental fitness within an organization.</p> <p>GLO – CF.5.2. Describe the realities of combat and operational deployments and the role leaders have in ensuring Soldiers are able to function within this environment.</p> <p>GLO – CF.5.3. Discuss the critical role leaders have in managing traumatic events and their support of Soldiers when these events occur within an organization.</p>
<p><b>Maneuver Learning Outcomes (MLOs)</b></p> <p>CF.5.1. Plans leader training in the identification, treatment, and recovery from post traumatic events.</p> <p>CF.5.2. Advises Soldiers/families on resources available to improve fitness.</p> <p>CF.5.3. Establishes a climate that facilitates development of comprehensive fitness.</p> <p>CF.5.4. Discusses the critical role leaders have in managing traumatic events and their support of Soldiers when these events occur within an organization.</p>

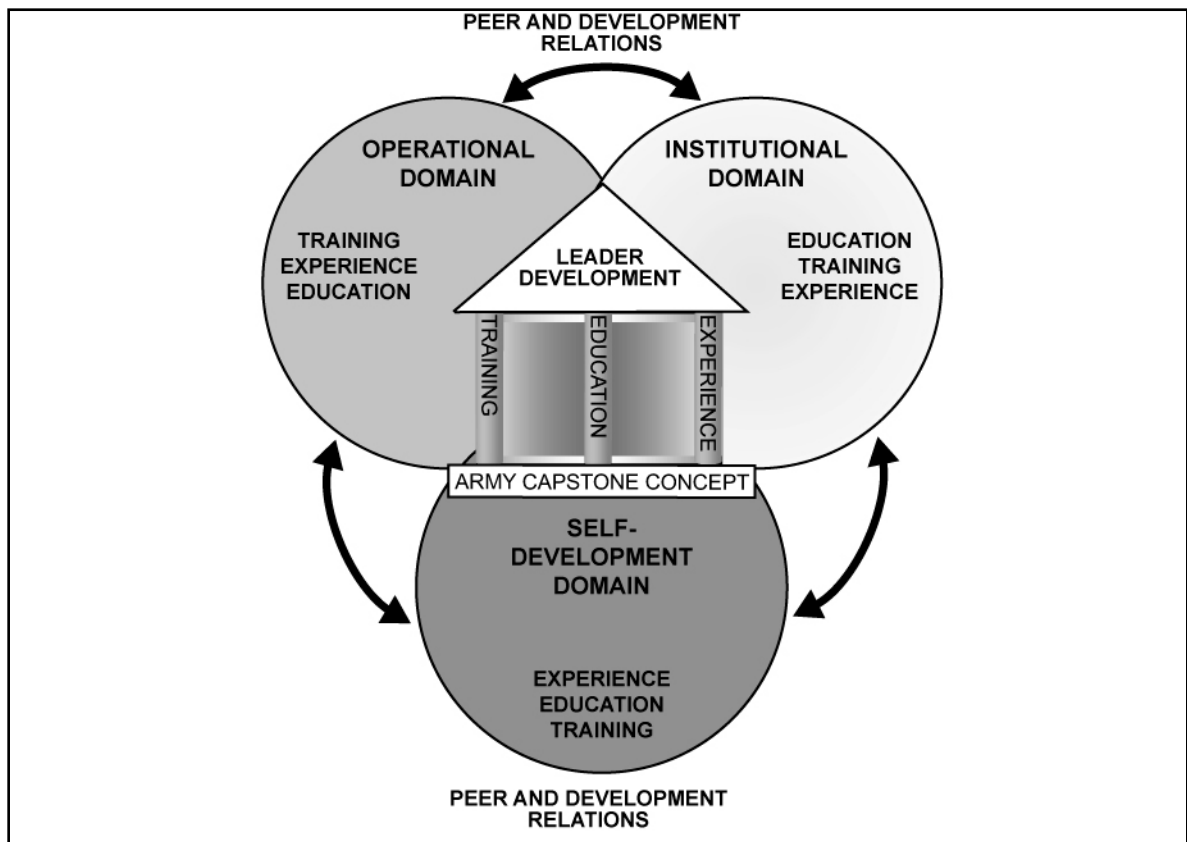
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## Chapter 3

# Ways - Leader Development Across the Three Domains

### SECTION I – OVERVIEW

3-1. Leader development is a mutually shared responsibility across the institutional Army (education or training institution), the operational force (organization or unit), and the individual domains. As illustrated in Army leader development model, the three components of leader development occur in each of the three domains. Surrounding the model are peer and developmental relationships that effectively deepen development. These relationships are critical to growth and involve sharing, counseling, coaching, mentoring, and role modeling.



**Figure 3-1. Army Leader Development Model**

3-2. Balancing the components of leader development—training, education, and experience—is necessary for developing maneuver leaders who are prepared to lead the Army now and in the future. The Army leader development strategy describes the components of leader development as follows (refer to ALDS 2013.):

a. 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. Training increases the ability to perform in situations with emphasis on competency, physical and mental skills, doctrine, and lessons learned.

b. Education is continuous and progressive instruction and other programmed activity designed to develop knowledge, skills, and abilities. Education includes instruction and learning designed to increase knowledge and improve the leadership skills and attributes of the individual. Education improves cognitive skills, communication skills, and interpersonal and social skills. Education also improves leader attributes associated with habits of mind and ethical/moral aspects of character.

c. Experience is the continuous progression of personal and professional events in an individual's life. It begins before an individual joins the Army and continues after separation. Experience includes war and peace; the personal and the professional; the private and the public; leading and following; and training and education. Lifelong learners recognize that all experience provides learning opportunities, and they take advantage of those opportunities. The Army uses assignment progression, developmental and broadening opportunities, and outside influences to provide leaders with the experiential opportunities required to reach full potential.

3-3. Leader development initiatives, efforts, and programs unique to a single domain (such as, instructor professional development program within the institutional domain) are discussed in the sections below covering a specific domain (Sections II through IV). In contrast, strategies and programs that cross multiple domains (such as, human dimension is developed across all three domains) will be consolidated in Section V.

## **SECTION II – MANEUVER LEADER DEVELOPMENT IN THE INSTITUTIONAL DOMAIN**

### **OVERVIEW**

3-4. The institutional domain includes the MCoE and schools that provide initial military training, functional training, and professional military education for maneuver Soldiers and leaders. The institutional domain also includes advanced civil schooling, training with industry, and fellowships to supplement leader education. It is important for the MCoE and the branch proponents to sequence a maneuver leader's courses with his follow-on unit of assignment. For example, while at the MCoE, a staff sergeant completes Armor Advanced Leader Course (AR ALC) and the Master Gunner Course before being assigned to an Armored Brigade Combat Team (ABCT). This minimizes costs and provides leaders with the training and education needed to assume duties (such as, serve as a squad leader followed by company master gunner) within their maneuver formation without returning to the MCoE for additional training and education. The goal of institutional education is to develop leadership competencies (skills, knowledge, and abilities) and attributes at the right time necessary for increased responsibility at the current and future rank. During this time, the goal of institutional training is to ensure leaders can perform critical tasks to prescribed standard throughout their careers.

## **WHERE LEARNING TAKES PLACE**

3-5. The MLOs describe competencies (skills, knowledge, and abilities) and attributes that can only be achieved through a combination of training, education, and experience. Towards this end, the Infantry and Armor Commandants first determine what competencies and attributes are taught to standard, only familiarized, or are not covered in Officer Education System (OES), NCOES, and functional courses. This informs the operating force on what they should expect from maneuver leaders when they arrive or return to their organizations following institutional training and education. The remaining competencies (skills, knowledge, and abilities) and attributes must be learned through training, education, and experience in the operational and self-development domains.

## **INSTRUCTOR PROFESSIONAL DEVELOPMENT PROGRAM**

3-6. The MCoE is establishing more demanding performance criteria for instructors at different levels of professional expertise (basic, senior, and master instructor). This results in excellent instructors demonstrating inspiring personal qualities, motivational planning, superior instructional delivery, and innovative assessment and feedback techniques. Towards this end, the instructor certification process encompasses completion of an approved MCoE staff and faculty instructor certification course (qualification), mastery of course content, and demonstrated proficiency in the methods for delivery of instruction (certification). Upon successful completion of the required course and unit certification requirements, instructors are awarded the appropriate identifier (5K for officers/SQI 8 for NCOs and warrant officers).

3-7. The MCoE will invest in selecting, recruiting, and educating high-caliber leaders from the force to become instructors. The MCoE will encourage an extended period as an instructor to allow for progressive development that includes civilian educational opportunities, and senior/master level instructor advancement. Instructors become master facilitators, coaches, and mentors by developing the competencies and attributes described in Table 3-1. Appendix A, Instructor Professional Development Program, provides a complete overview of the instructor certification process. The table below highlights instructor competencies and attributes.

**Table 3-1. Instructor Competencies and Attributes**

<p><b>Leadership:</b></p> <ul style="list-style-type: none"> <li>• Set big goals with measurable standards.</li> <li>• Ensure all students achieve mastery.</li> <li>• Encourage students to “own” their learning.</li> <li>• Value and connect with each student.</li> <li>• Motivate students.</li> </ul>
<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>• Present content in clear, compelling ways.</li> <li>• Engage students in a dialog.</li> <li>• Ask a variety of direct, thought-provoking questions.</li> <li>• Adapt communication styles.</li> <li>• Use dynamic language.</li> </ul>
<p><b>Techniques:</b></p> <ul style="list-style-type: none"> <li>• Plan exhaustively working backward from the goal.</li> <li>• Use a large “bag of (instructional) tricks.”</li> <li>• Adapt instruction for maximum effect.</li> <li>• Maintain student engagement.</li> <li>• Maintain brisk, fluid momentum.</li> <li>• Employ frequent, appropriate assessments.</li> <li>• Give specific, timely, actionable, reflective feedback.</li> </ul>
<p><b>Character:</b></p> <ul style="list-style-type: none"> <li>• Work relentlessly; refuse to surrender.</li> <li>• Know one’s self and seek self-improvement.</li> <li>• Manage well-being.</li> <li>• Act as a role model for students.</li> </ul>

## **MCOE ORGANIZATION IN SUPPORT OF THE UNIVERSITY SYSTEM**

### **INTENT**

3-8. With the collocation of the Armor and Infantry Schools at Fort Benning, Georgia (FBGA), we now have the opportunity to transform the MCoE to improve the combat effectiveness of the maneuver force through the alignment of structures and processes. To accomplish this, we minimize redundancies, realign resources, empower commanders at all levels to exploit opportunities and mitigate risks, and provide a command structure over all Soldiers that facilitates operational expansibility. The MCoE will reorganize into a functional brigade structure by combining initial military training and functional training under brigade and battalion structure, and by aligning officer and noncommissioned officer professional military education into a separate brigade that will be under MCoE control.

### **PURPOSE**

3-9. Functionally, reorganizing allows us to improve the organizational effectiveness of the MCoE according to our mission to—

- Permit mission command and our ability to execute decentralized mission-type orders.

- Preserve our ability to train branch fundamentals while increasing leader abilities to integrate combined arms in all aspects of training.
- Continue to adapt and innovate, sharing ideas and best practices across the MCoE.
- Connect better with the other Centers of Excellence (CoEs) and the operational force.

### **MCoE UNIVERSITY SYSTEM PRINCIPLES**

3-10. The MCoE will develop an innovative learning organization that provides education and training to develop agile and adaptive maneuver leaders who can lead Soldiers and accomplish the mission while confronting complex environments and adaptive enemies. Towards this end, the MCoE will—

- Invest in selecting, recruiting, and educating high-caliber leaders from the force to become instructors.
- Implement the Army learning model (learner-centric delivery methodologies, blended learning, context-based, collaborative, and problem-centered instruction) to educate and train agile and adaptive maneuver leaders.
- Create a learning environment that supports the understanding of Joint, Interagency, Intergovernmental, and Multinational (JIIM) environments and the implications of strategic, operational, and tactical levels of war.
- Establish and maintain a research and development capability to consolidate and integrate lessons learned from recent operations while focusing on potential adversaries and Army employment in the future.
- Make learning materials and activities (digital learning content, repositories, and so forth) accessible to leaders across the force regardless of their physical location.
- Establish and maintain professional partnerships with civilian educational institutions, CoEs and schools, and other government, military and civilian agencies.

### **COLLABORATION AND COMMUNITIES OF PRACTICE**

3-11. Efforts continue to expand cross-CoE course integration and collaboration to ensure that maneuver, fires, aviation, and engineer leaders can seize and retain the initiative across the range of military operations. Towards this end, these CoEs execute cross-CoE training events in program of instruction (POI) courses. The center of gravity for this effort is the Maneuver Captains Career Course (MCCC), but efforts should expand throughout professional military education (PME) where possible. CoE collaboration can help establish a common doctrinal language based on an understanding of how we fight. This also should influence our review of POIs and doctrine to improve instruction and consistency.

### **COURSE RIGOR**

3-12. The MCoE has increased course rigor by using course outcomes to improve their instructional models. It has leveraged modern instructional design principles, emerging

technology, and capabilities development without sacrificing standards. These initiatives are creating a learner-centric, career-long learning continuum that provides rigorous and relevant training and education at the point of need for our Soldiers. Moreover, in support of increasing course rigor, MCoE has established roles and functions within the institution:

- Director of Training and Doctrine (DOTD) is the lead organization coordinating and working with commandants and the brigade review teams in establishing the initial and long-term MCoE ALM 2015 Implementation Plan.
- DOTD facilitates an Army Learning Model (ALM) work group to synchronize and integrate training, brigades, staff and faculty, quality assurance office (QAO), and the MCoE staff to incorporate process improvement, and share best practices and procedures. An MCoE training development work group consisting of the training unit, CMB training developers, QAO, and the commandants' staff discuss changes in training methods, resource requirements, lesson plan development/revision, and validation and implementation plans.
- The School Commandants and G3 maintain the MCoE battle rhythm that establishes reoccurring timelines for training development review/revision, semiannual training briefs (SATBs), Post Instructional Conferences (PICs), Program of Instruction Review Boards (PRBs), commandant review/guidance, commandant approval of the POI, and Training Requirements Analysis System (TRAS) submission.

## **DISTRIBUTED LEARNING**

3-13. By leveraging technology, the institutional domain is not limited to brick and mortar schoolhouses. Technology enables maneuver leaders to link to schoolhouse faculty, cohort peers, leaders, and mentors to enable a maneuver leader to learn throughout his/her career. Distance learning (dL) delivery of education and training, where the learners are separated by time and distance, is implemented in appropriate amounts and sequenced with maneuver OES and NCOES courses, and selected functional courses. Distributed and blended learning involves a combination of face-to-face on-site learning with distance learning to support a mix of web-based instruction, streaming video conferencing, and other combinations of electronic and traditional modes of delivery.

3-14. Delivering standardized training and education to maneuver leaders at the right place and right time using digital learning content supports a learner-centric learning environment that is adaptive and personalized. Our digital learning content must be accessible on mobile devices, desktop computers, and in and out of a classroom setting for both students and instructors. Learning content is available to use at a point and time of leader's choosing and in the manner they choose.

3-15. The MCoE continues developing and implementing digital learning content that supports maneuver leaders in all three leader development domains. Additionally, digital learning content and other technologies continue to expand as we refine our structured and guided self-development efforts across the Army. (Refer to Personal Self-Development, Section IV, Part D, for interactive multimedia instruction (IMI) products and web-based resources that support self-development efforts.)



## MANEUVER LEADER CHALLENGE PROGRAM

3-16. The MCoE will develop and maintain a leader challenge program. The program develops leaders through the actual leadership experiences of other leaders. The program involves interactive, video-based vignettes that feature scenarios/dilemmas that leaders have experienced. The program is effective in both online environment and face-to-face sessions. Leaders tell their stories on videotape about their most challenging experiences—hard-hitting, dilemma-type situations. Participants are asked to put themselves in the leader’s shoes, and a series of discussion questions facilitate learning.

## SECTION III – MANEUVER LEADER DEVELOPMENT IN THE OPERATIONAL DOMAIN

### OVERVIEW

3-17. The operational domain encompasses all training and education for units, Soldiers, and leaders. The operational domain includes assignments to both table of organization and equipment (TOE) and table of distribution and allowances (TDA) positions. The operational domain is where leaders undergo the bulk of their development. It is where junior leaders achieve technical competence, midgrade leaders further develop their ability to lead units and organizations, and senior leaders contribute to the development and implementation of national and geopolitical strategy. Mentorship is an important part of developing leaders—it often begins in the operational domain.

### LEADER DEVELOPMENT AT HOME STATION

3-18. Training in the operational domain includes commanders developing unit readiness-centric, leaders focused on producing combat-ready units, and agile and adaptive leaders.

a. Leader development substantially contributes to a unit’s ability to train effectively and accomplish its mission. Yet commanders across the Army acknowledge the constant challenge to effectively implement unit leader development. To overcome this leader development at home station can be implemented through—

- Translating leader feedback for developing leaders into quick applications.
- Prioritizing leader development activities under conditions of limited resources.
- Integrating unit leader development into already occurring day-to-day activities
- Integrating ADP/ADRP 6-22 leader attributes and competencies consistently across Army leader development doctrine.

b. Leaders develop from a combination of new challenges and experiences, new knowledge, and time for reflection. The result is Soldiers and Civilians who are competent and confident leaders capable of decisive action. The operational (unit) assignment is the most effective setting for leader development. In leader development surveys, captains and majors ranked leading a unit along with personal examples and mentoring as the three most effective ways their leadership qualities are developed. The consensus among private sector leader development professionals is that a full 70 percent

of leader development occurs on the job, 20 percent from other people (leaders, mentors), and 10 percent from training courses (handbook, unit leader development).

### COMPONENTS TO UNIT LEADER DEVELOPMENT

3-19. The components to unit leader development follow:

- **Set Conditions.** Set conditions for leader development. Commanders and leaders model behaviors that encourage leader development, create an environment that encourages on-the-job learning, and help bring leaders together within your command and organization.
- **Provide Feedback/Support.** Commanders and leaders provide feedback on a leader's actions. Immediate, short bursts of feedback on actual leadership actions enhance leader development in operational assignments.
- **Learning/New Knowledge.** Commanders and leaders integrate learning. They should leverage leaders considered role models in your unit, and encourage mentoring, training, reflection, and study. Learning from other leaders is one of the most effective and efficient methods of development.
- **Create a Legacy.** Commanders and leaders create a leader development legacy. They must modify job assignments to challenge leaders and be deliberate about the selection and succession of leaders. Leaders should integrate leader development across day-to-day unit activities and evaluate its effectiveness.

3-20. Maneuver commanders and leaders should refer to the handbook on unit leader development by the Combined Arms Center, Center for Army Leadership, for techniques to implement an effective unit-level leader development program.

### LEADER DEVELOPMENT AT COMBAT TRAINING CENTERS

3-21. The combat training centers (CTCs) first responsibility involves providing leaders with accurate observations of their leadership and its impact on unit performance. Providing leadership feedback is a difficult yet essential part of unit training exercises. Without it, the assessment of an important contributor to a unit's mission accomplishment, namely its leadership, remains undone. For this reason, the Army devotes considerable resources to foster the development of leaders during unit training exercises.

3-22. CTCs training exercises provide realistic joint and combined arms training approximating actual combat. As such, the CTCs contribute to leader development by—

- Providing leaders an operational experience focused on their development.
- Developing bold, innovative leaders through stressful tactical and operational exercises.
- Increasing unit readiness for deployment and warfighting.
- Embedding doctrine within leaders.
- Providing feedback.
- Providing a data source for lessons learned to improve doctrine, training, and leader development.

3-23. The key to the CTCs’ success begins with the observer/trainers (O/Ts) who create an overarching developmental climate, observe and provide feedback within the larger context of guided discovery learning methods, and provide behavioral descriptions of leadership at various levels of proficiency to support leader observation and feedback. As a result, leaders become more aware of their leadership strengths and developmental needs, and take action during the exercise to improve their leadership and their unit’s performance.

### MANEUVER TRAINING STRATEGY

3-24. The maneuver force must utilize an integrated, comprehensive maneuver training strategy in support of the CSA’s guidance, Army training strategy, and Army 2020. The Maneuver Training Strategy is both a gated and blended training strategy that provides a disciplined approach to training that attempts to take full advantage of the training resources we have in all three domains (operational, institutional, and self-development).

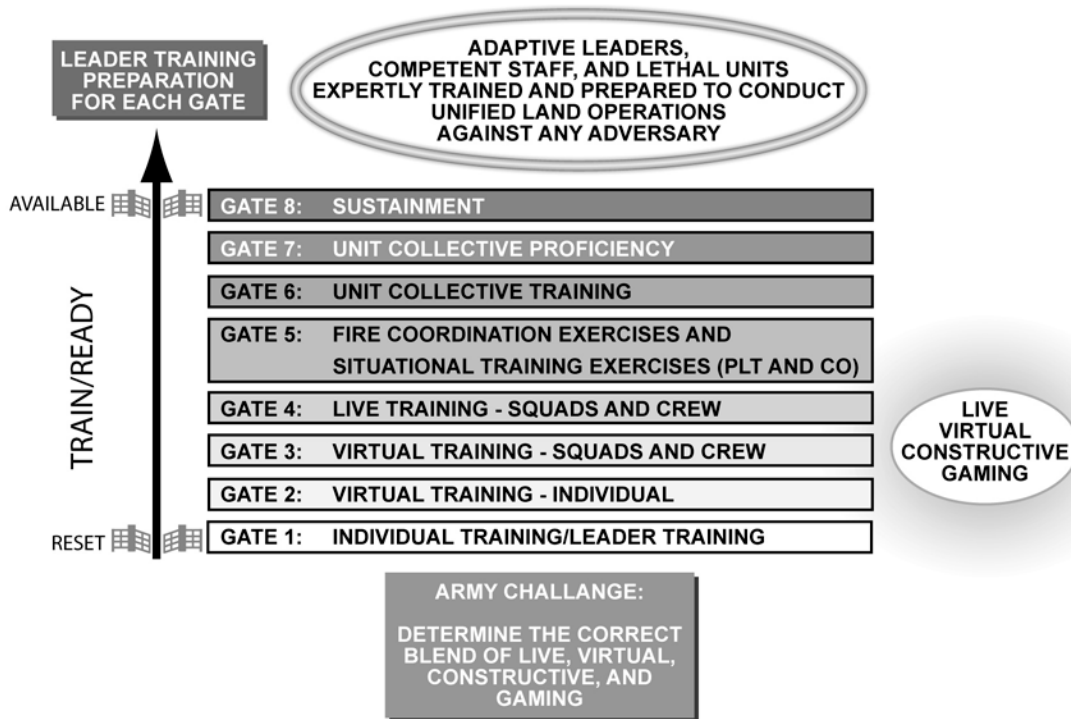


Figure 3-2. Maneuver Training Strategy

### WEAPON AND PLATFORM INTEGRATED TRAINING STRATEGY

3-25. Maneuver leaders possess professional competence in the technical characteristics, capabilities, limitations, maintenance, and operation of all organic weapon systems, optics, sights, and ammunition to employ effective accurate fire to suppress and destroy the enemy in close combat.

3-26. Based on a maneuver leader’s rank and position, the leader masters the direct fire engagement process, movement and direction of fires, fire discipline, and the application

of fire for the organic weapon systems to apply effective, controlled, speedy, and accurate fires to suppress and destroy the enemy in close combat. Leaders are proficient in requesting indirect and direct fires, attack aviation, and close air support to destroy the intended target (lethal fires), or to impair, disrupt, or delay the performance of enemy operational forces (nonlethal fires). Competence in fire planning during offensive, defensive, and stability operations; developing the concept of fires concurrently with the maneuver plan; and integrating fires into the concept of operation is fundamental to all maneuver leaders.

3-27. In today's complex environment of adaptive enemies most often operating in population-centric environments, maneuver leaders master the ethical application of combat power through proportionality, Soldier's rules as the essence of the law of war, and rules of engagement.

3-28. Towards these ends, the MCoE is creating an overarching, integrated, and standardized weapons training strategy that incorporates the separate training models of the individual, crew-served, and weapon platforms for all echelons through platoon. This standardized strategy, termed the "weapon and platform integrated training strategy," is designed specifically to synchronize with the progressive readiness model.

3-29. The strategy synchronizes individual and collective live-fire and simulation training events to support a unit's overall training proficiency. The strategy maximizes the capabilities of simulations and live fire events in a systematic manner to maintain, sustain, and increase Soldier proficiency, effectiveness, and lethality. The training strategy is capability based (weapon/system, ammunition, optic, Soldier) and maximizes the training resources available across the force. This strategy is directly synchronized with the aim points established within the progressive readiness training model and meets the established training proficiency goals for a ready and capable force.

3-30. The strategy is a single, overarching strategy based on the training requirements of each separate weapon or system to achieve combat readiness across all formation types. It includes individual, crew-served, platform direct fire weapons/platforms, and indirect (mortar) fires. It includes strategies for each weapon or system. These separate strategies are interwoven to support collective live-fire qualification or readiness events, and culminate in combined arms training events for all formation types.

### **PRINCIPLES OF THE WEAPON AND PLATFORM INTEGRATED TRAINING STRATEGY**

3-31. **Fundamentals First.** Updates existing qualification tables to ensure critical fundamental tasks that are expected of all Soldiers firing the weapon or system are trained and tested.

3-32. **Maximize Simulations and Gaming.** Augments the strategy with an effective and efficient mix of available training resources that build to and enhance live-fire training events.

3-33. **Synchronized Components.** Ensures each component strategy complements and synchronizes with other weapon strategies.

3-34. **Adaptable to Change.** Designs each component and the overall strategy with adaptability to Army guidance. The strategy can adjust to any future changes or alterations to the Progressive Readiness Model. (Refer to AR 525-29.)

3-35. **No Additional Ammunition Resources Required.** Develops strategies so that they work effectively with existing (FY13) ammunition authorizations. The strategies may not increase any ammunition requirements or authorizations as approved in Department of the Army (DA) Pamphlet 350-38 (commonly referred to as the “STRAC” manual). Modifications to any strategy may only redistribute resources to other events.

3-36. **Establish Progressive and Gated Events.** Enables the strategy to secure resourcing, train and test the fundamentals, and build upon previous training events.

3-37. **Culminate in Combined Arms Collective Training Events.** Culminates all individual components of the strategy into collective, combined arms, live-fire events. This facilitates the “train as you fight” concept across all echelons and formations.

3-38. **Facilitate Rapid Deployment Capabilities.** Provides a high level of proficiency early in the training cycle.

3-39. **Link and Integrate.** Ensures all updated components are effectively linked and integrated with other weapon strategies in a supporting, collaborative, and cooperative method, building on previous training outcomes.

3-40. **Flexibility.** Provides commanders the flexibility during collective training to support their directed mission, expected operating environment, and force structure. The commander’s flexibility focuses “how” the training replicates their combat role effectively through scenario development, integration of warfighting functions (WFF), and tailorable formations during the collective events.

## **SYNCHRONIZED WITH THE PROGRESSIVE READINESS MODEL (PRM)**

3-41. The current system of weapons training strategies are tied to the fiscal year and are designed as semiannual or annual events. This creates a repetitious cycle of training that is not synchronized with current or potential changes found within the PRM. This creates disconnects in resourcing for training events where the PRM may begin on any given day (not 1 October) and continues for up to 24 consecutive months. Furthermore, this cycle does not provide sufficient flexibility to accommodate for available training time.

3-42. The integrated training strategy proposes a reduction in training events in a 24-month period from four events to three. Properly placed within the training cycle, these three events are anchored to other external training events, such as a CTC rotation, command post exercises (CPXs), and other collective training events. With the reduction in frequency, the associated resources for the dropped events should be redistributed to other training events to fill training gaps, facilitate better collective training exercises, and focus more effort on continued live-fire certifications where appropriate.

## STANDARD TABLE SETS OF WEAPON AND PLATFORM INTEGRATED TRAINING STRATEGY

3-43. The standard table set (STS) comprises 18 tables, divided into 3 groups of 6 tables each. These distinctive groups are as follows:

a. **Fundamental Tables (Tables I to VI).** Tables I through VI are designated as the Fundamental Tables. They are designed to reinforce the basic fundamental skills of using the weapon or system and are prescriptive in nature. They utilize hands-on, instruction, simulation, devices, and live-fire culminating in the weapon or system qualification. They are specifically designed for individual weapons, crew-served, platforms (crew), fire teams, and squads. Tables I thru VI will be used to establish weapon or platform qualification requirements including all required training gates. They are applied to M4/M16, M249, M240B, M2 (A1), MK19, and direct fire platforms (stabilized and unstabilized), fire teams, and squads. The standardization creates a common language and vernacular across all direct fire weapons. This table set includes 60-mm, 81-mm, and 120-mm mortars (under development) and is also synchronized with the Aviation Center of Excellence's attack aviation gunnery.

b. **Integrated Collective Exercises (Tables VII to XII).** The integrated collective exercise (ICE) tables incorporate multiple weapons as dictated by the force structure the commander establishes for the element. As the commander determines the composition of his sections, squads, platoons, and company/teams, this series of tables provide the training necessary to practice and qualify those elements through platoon formations. The STS supports commander flexibility in resourcing these tables to each weapon or platform, and not the pure, traditional element construct (tank pure, for example). The ICE tables provide the commander a roadmap to qualification for his established elements. It details the training requirements for simulations use, provides training events specifically tailored to the unit's mission and METL, and accepts all CATS collective training tasks. The ICE tables bring combined arms training to the section and platoon echelons. These tables require the integration of external WFF.

c. **Readiness Exercises (Tables XIII to XVIII).** The readiness exercises are used as a tool for commanders to determine the proficiency level at company/troop and battalion levels. These exercises measure the proficiency of the units in key critical areas specific to the unit's METL and directly related to their reportable training readiness according to AR 220-1. These tables allow commanders to quantify their readiness in a standardized manner, based on a common series of events. These events may be executed at home station or at the CTC as indicated.

3-44. For a more detailed discussion of the weapons and platform integrated training strategy read the MCoE white paper, *Weapons and Platform Integrated Training Strategy for the Progressive Readiness Model*, To Be Published (TBP).

**SECTION IV – MANEUVER LEADER DEVELOPMENT IN THE SELF-DEVELOPMENT DOMAIN**

**OVERVIEW**

3-45. Self-development is planned and goal-oriented learning that reinforces and expands the depth and breadth of a maneuver leader’s knowledge base, self-awareness, and situational awareness. Structured training and education activities in Army schools and in units or organizations often do not meet every leader’s need for content or timing. *Self-development bridges learning gaps between the operational and institutional domains and sets conditions for continuous learning and growth.* Within organizations leaders provide increased emphasis and accountability of self-development among their subordinates. There are three types of self-development that encourage maneuver leaders to pursue personal and professional development goals: structured self-development (SSD), guided self-development (GSD), and personal self-development (PSD). A holistic approach to self-development is presented in Figures 3-2 and 3-3.

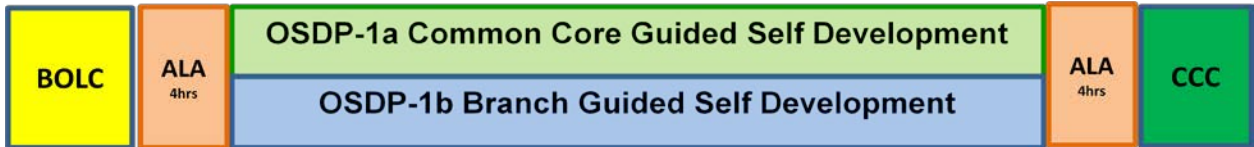


Figure 3-3. Self-Development throughout the Officer Leader Development Career Continuum

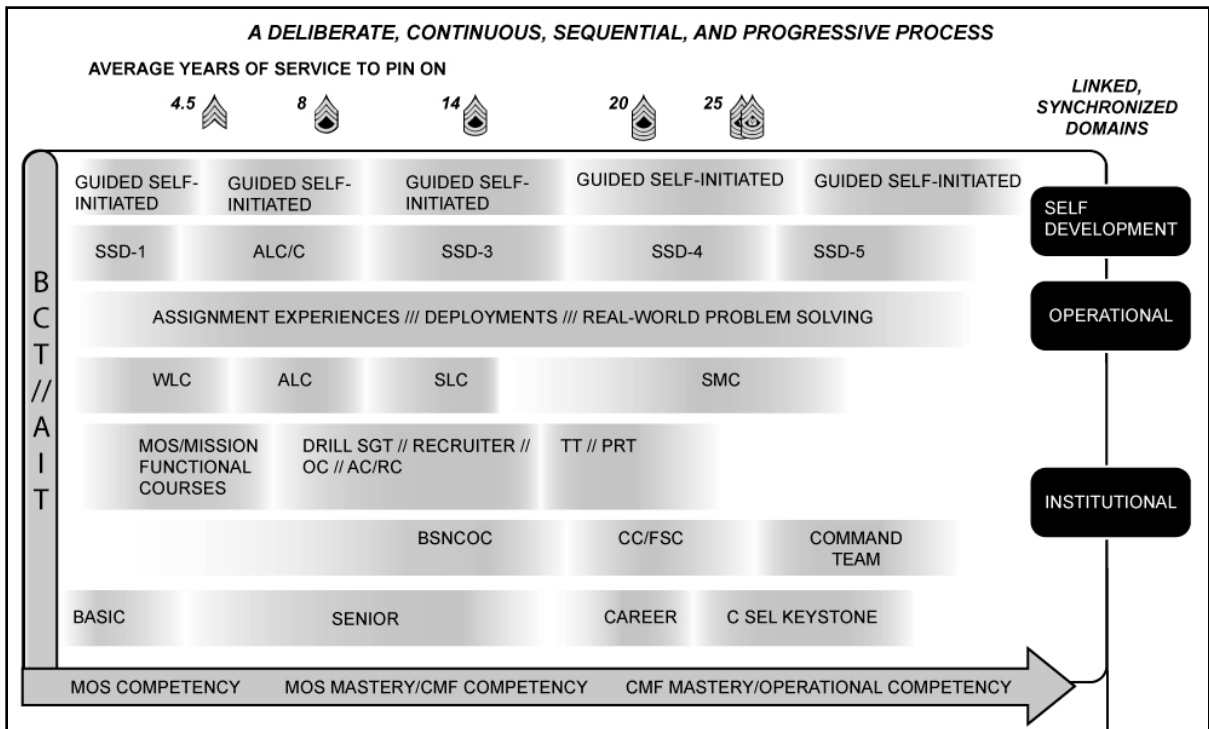


Figure 3-4. Self-Development Throughout the Maneuver NCO Leader Development Career Continuum

## STRUCTURED SELF-DEVELOPMENT

3-46. SSD is required learning that continues throughout a career and that is closely linked to and synchronized with classroom and on-the-job training. The MCoE self-development efforts are nested with the officer self-development program (OSDP) and NCO structured self-development (SSD).

a. **Officer Self-Development Program (OSDP).** Self-development is a goals-based, feedback-driven program of activities and learning that contributes to professional competence, organizational effectiveness, and professional development. Individual and organizational assessment and feedback programs in the operational and institutional domains, linked to developmental actions, grow competent and confident leaders and result in trained and ready organizations and units. 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. (Refer to DA PAM 600-3.)

b. **Officer Self-Development Program (OSDP-1).** OSDP-1 is a structured/guided self-development dL course required before attending the Maneuver Captains Career Course (MCCC). Upon promotion to first lieutenant, officers take the Army learning assessment (ALA) to identify gaps in their foundational proficiency. The ALA evaluates both AC and RC, to measure and provide credit for prior learning from training, education, and experience. The ALA comprises two parts: Army common doctrinal foundations and branch common doctrinal foundations. The ALA establishes the baseline for tailoring OSDP-1 common core (CC) dL (known as OSDP-1a; limited to 40 hours), and Infantry/Armor branch dL (known as OSDP-1b; limited to 60 hours). The Army Learning Management System (ALMS) provides ALA results to the officer, his chain of command, the School of Advanced Leadership and Tactics (SALT), and the Infantry/Armor branch schools to tailor the follow-on dL OSDP-1a and OSDP-1b courses to the developmental needs of the officer. Successful completion of OSDP-1a and OSDP-1b is a prerequisite to enrolling in the MCCC, thus ensuring all officers enter the MCCC with a common baseline of knowledge.

c. **Reserve Component (RC) MCCC.** The RC MCCC comprises four phases. Phase I is a self-development distributed learning (dL) course that includes 75-hours of SALT CC dL. Phase II is a CC resident course during a 2-week active duty for training (ADT) period. Phase III is another self-development dL course that includes 75-hours of Infantry/Armor branch dL. Phase IV is the Infantry/Armor branch resident course during subsequent 2-week active duty for training (ADT) period.

d. **NCO Structured Self-Development (SSD).** The goal for NCO PME is to train and educate leaders before assuming a rank or duty that requires the application of the new knowledge. As a prerequisite for attendance of the residence phases of NCO PME, NCOs complete SSD for the appropriate courses. Structured self-development is taught



through distributed learning using the Blackboard learning management system. The MCoE currently has no plans to increase the dL requirements for PME courses.

- 1) **Structured Self-Development 1.** SSD1 includes 80 hours (4 modules/24 lessons) of structured self-development distributed learning to be completed before attending the Warrior Leaders Course (WLC). SSD1 bridges the institutional learning gap between the end of Infantry/Armor One Station Unit Training (OSUT) and assuming leadership roles at the team/crew level.
- 2) **Advanced Leaders Course – Common Core (ALC-CC).** Informally referred to as “SSD2,” ALC-CC includes 80 hours (5 modules/28 lessons) of structured self-development distributed learning to be completed before attending Infantry/Armor Advanced Leaders Course (IN/AR ALC). IN/AR ALC develops branch-specific technical and leadership skills, while ALC-CC prepares SSGs to lead squads and builds a foundation to serve as platoon sergeants. In addition to the 80 hours of dL for ALC-CC, the RC AR ALC currently models a dL (68 hours) phase followed by a 2-week Active Duty for Training (ADT) phase. Beginning FY 2015, RC AR ALC will convert to two ADT phases. Of note, RC IN ALC (11C) is currently two ADTs, and RC IN ALC (11B) is currently 1 ADT.
- 3) **Structured Self-Development 3.** SSD3 includes 80-hours (4 modules/25 lessons) of structured self-development distributed learning to be completed before attending the Maneuver Senior Leaders Course (MSLC). SSD3 bridges the institutional learning gap between IN/AR ALC and MSLC by teaching SFCs branch-specific leader, technical, and tactical skills; knowledge; and experience required to lead platoons. NCOs also learn some knowledge and skills related to performing as company/troop first sergeants.
- 4) **Structured Self-Development 4.** SSD4 includes 80-hours of structured self-development distributed learning to be completed before attending the Sergeants Major Course (SMC). The skills and knowledge learned in SSD4 are primarily focused at the battalion level. NCOs learn skills and knowledge necessary to serve in senior enlisted staff positions.
- 5) **Structured Self-Development 5.** SSD5 includes 80-hours of structured self-development distributed learning focused on skills and knowledge related to serving nominative and joint staff level senior enlisted positions.

## GUIDED SELF-DEVELOPMENT (GSD)

3-47. GSD is recommended, but optional, learning to help prepare maneuver leaders for changing technical, functional, and leadership responsibilities throughout their career. Two critical GSD efforts include NCO boards and the MCoE Maneuver Self-Study Program.

- a. **Boards.** Leaders should prepare for and participate in boards, such as NCO of the Month/Quarter/Year and the Sergeant Audie Murphy/Sergeant Morales Clubs, to broaden their knowledge base, instill discipline, and improve communication skills and leadership potential.

b. MCoE Maneuver Self-Study Program. The MCoE, in collaboration with other schools and centers, maintains the MCoE Maneuver Self-Study Program. The program is an example of a d-guided self-development approach. (See Appendix B for a listing of self-study program topics.) The Maneuver Self-Study Program can be accessed through the MCoE's main webpage and functions via discussion threads through a social media venue at <http://www.benning.army.mil/mssp/>.

- 1) **Purpose.** The MCoE Maneuver Self-Study Program supplements the formal education maneuver leaders receive in the Army and serves as a guide for self-study. The program prepares maneuver leaders for their duties and responsibilities, and it increases their understanding of the military's role under the Constitution and of the dynamics of civil-military relations that shape wars. The program comprises books, articles, doctrine, films, lectures, and practical application exercises to help educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat, lead them in battle, and accomplish the mission. Selected topics, accessible through a distributed learning platform, such as Blackboard, contain a brief summary for each of the topics, its relevance to responsibilities as a maneuver leader, and several questions to consider when engaging the material.
- 2) **Intent.** The intent is to enhance understanding of the complex interaction between war and politics and to improve the effectiveness of maneuver leaders in complex environments and in combat against determined, adaptive enemies. Our Army is prepared to fight and win our nation's wars and accomplish missions across the range of military operations. A commitment to learning across a leader's career is critical to ensuring growth as a leader and readiness for increased responsibility. This course is not an additional burden or requirement. It is to help in mastering the craft as a maneuver leader in our Army.
- 3) **Context.** The study of past and contemporary conflict utilizing historical perspective allows maneuver leaders to better understand the character of the conflict, informs grounded projections of how the conflict will evolve, and provides insight to solutions to military, political, and social challenges. Leaders do not have the opportunity to turn back time once war occurs; they are prepared with this knowledge long before they enter onto the field of battle. The delivery allows for active learning across the width, depth, and context of the selected topics.

## **PERSONAL SELF-DEVELOPMENT (PSD)**

3-48. PSD is self-initiated learning where the individual defines the objective, pace, and process. PSD requires leaders to understand their personal strengths, weaknesses, and gaps in knowledge. Maneuver leaders gain new knowledge based on interests and preferences. PSD is acquired on one's own with little support from others. It is gained through professional reading, civilian education, and taking advantage of dL and traditional self-development resources. A maneuver leader's decision to pursue

broadening assignments during his career is partly a function of individual goals and interests. Maneuver leaders encourage self-development in subordinates by imparting knowledge on personal self-development interactive multimedia instruction (IMI) products and web-based resources.

**a. Professional Reading.**

- 1) MCoE Professional Reading List. The MCoE professional reading list recommends books targeted to a particular level of experience and responsibility (SFC and above, LT, CPT, MAJ, and LTC). The readings provide a progressive course of study to prepare a maneuver leader for his next level of responsibility. The books complement materials used in the Army educational system and bridge the intervals between periods of formal instruction at Army schools. While intended for independent study, the list can be used to establish book clubs, discussion groups, and other professional development activities. Professional journals specialize either in tactical, operational, and strategic issues, or are associated with particular branches and senior service schools. Journals foster intellectual inquiry, research and analysis, and doctrine and principles. Maneuver leaders are encouraged to read professional journals to think critically, communicate, inform, and challenge our profession. A complete listing of Army, Department of Defense, and nongovernment military journals can be found at <http://www.army.mil/professionalWriting/publications/>.
- 2) Military Publications. Maneuver leaders should study and master military publications (such as ADPs, ADRPs, FMs, TMs, STPs, and ARs) to achieve goals, develop leadership, and gain a technical and tactical competence at their rank and skill level with their MOS/CMF.
- 3) Center for Army Lessons Learned. The CALL rapidly collects, analyzes, disseminates, and archives tactics, techniques, and procedures (TTPs), and operational records to facilitate rapid adaptation initiatives and conduct focused knowledge sharing and transfer. This system informs the Army and enables operationally-based decision-making, integration, and innovation throughout the Army and within the JIIM environment. Access CALL at <http://usacac.army.mil/cac2/call/>.
- 4) Additional professional reading for maneuver leaders as part of leader development efforts include:
  - U.S. Army Chief of Staff's Professional Reading List (maintained by a U.S. Army Center of Military History) at <http://www.history.army.mil/reading.html>.
  - Combat Studies Institute (CSI) at <http://usacac.army.mil/cac2/CSI/>.
  - Center for the Army Profession and Ethic (CAPE) Library at <http://cape.army.mil/index.html>.
  - Military Review at <http://usacac.army.mil/cac2/militaryreview/>.
  - Products Published by the Defense Language Institute Foreign Language Center (DLIFLC) at <http://www.dliflc.edu/index.html>.

- U. S. Army Combined Arms Center Digital Publications at <http://usacac.army.mil/CAC2/digitalpublications.asp>.
- The Center for Army leadership (CAL) Leader Development Resources at <http://usacac.army.mil/CAC2/CAL/resource-library.asp>.

b. **Professional Forums.** Forums foster collaboration among leaders and units, and allow leaders to share expertise and experience, develop intuitive leaders, improve decision making, and develop organizations and teams.

- 1) MilSuite (<https://www.milsuite.mil/>) is a suite of operational programs that cover social networking, video sharing, blogging, and Wiki resources for the benefit of military personnel that mimic what is used in the public sector, but places them behind FOUO firewalls. The MilSuite comprises MilBook, MilWiki, MilWire, and MilTube applications.
  - MilWire (<https://www.milsuite.mil/wire/>) provides a forum to discuss relevant issues for the Army/Defense Knowledge Online (AKO/DKO) community. Inside milWire, users can post news, events, and articles for open discussion for the benefit of all as well as connect with one another, similar to LinkedIn.
  - MilBook (<https://www.milsuite.mil/book/>) is a secure, military version of modern social networking sites (such as, Facebook). It allows access to the same kind of connections and discussions as other sites but without the excess content that can dilute the purpose of such a site.
  - MilWiki (<https://www.milsuite.mil/wiki/>) is an online portal comparable to Wikipedia where users can collectively create, edit, and manage information for mission-related information all within an FOUO environment.
  - MilTube (<https://www.milsuite.mil/video/>) is a video sharing site that offers users the chance to upload and share videos behind secured DOD network firewalls, where users can share unclassified internal information and have dialog that would not be possible on a commercial site like YouTube.

c. **Interactive Multimedia Instruction (IMI) Products and Web-based Resource.**

- Center for Army Leadership (<http://usacac.army.mil/cac2/CAL/>). The CAL conducts leadership and leader development research, studies, analysis, assessment, and evaluation. It provides the Army leadership and leader development doctrine, products and services, and develops Army Leader Development Strategy and Program. CAL is the proponent for the following resources:
  - Doctrine: ADP and ADRP 6-22.
  - CAL MilBook (<https://www.milsuite.mil/book/groups/center-for-army-leadership>).
  - Multisource Assessment and Feedback (MSAF) 360 & Virtual Improvement Center (VIC) (<https://msaf.army.mil/.MSAF>) provides

both surveys and assessments to assist in leadership self-development. The process uses the 360 assessment system where a leader is evaluated by peers, superiors, and subordinates. MSAF 360 provides resources to prepare (MSAF courses, aspects of the rating, leadership development, and coaching), assess (360 Event and Personal Assessment), advance (Individual Feedback Report and Individual Development Plan, and VIC (online source to training and education products and links to enable learning and practicing the leadership competencies).

- Developmental Counseling Training Package at <http://usacac.army.mil/CAC2/cal/dc/launcher.htm>.
  - Army Leader Self-Development Reference Guide at <http://usacac.army.mil/cac2/cal/repository/Army%20Leader%20Self-Development%20Reference%20Guide.pdf>
  - Commander's Handbook for Unit Leader Development at <http://usacac.army.mil/CAC2/CAL/repository/CommandersHandbook.pdf>
  - Developing Leadership During Unit Training Exercises at <http://usacac.army.mil/CAC2/CAL/repository/CommandersHandbook.pdf>
  - Leader Development Improvement Guide at [http://usacac.army.mil/CAC2/CAL/repository/MSAF\\_LDIG.pdf](http://usacac.army.mil/CAC2/CAL/repository/MSAF_LDIG.pdf)
  - Self-Development Handbook at [http://usacac.army.mil/CAC2/CAL/repository/SDev\\_Handbook20.pdf](http://usacac.army.mil/CAC2/CAL/repository/SDev_Handbook20.pdf)
  - VIC Catalog: A Guide to Leadership Development Materials at <http://usacac.army.mil/CAC2/CAL/repository/VICcatalog.pdf>
- 2) Institute of NCO Professional Development (INCOPD)(<http://www.tradoc.army.mil/incopd/index.html>). The INCOPD provides direction and oversight of the Noncommissioned Officer Education System across the Army, and integrates all actions and activities related to NCO leader development into the Army leader development strategy.
  - 3) Global Assessment Tool (GAT) (<https://www.sft.army.mil>). The GAT is a multiple item questionnaire that provides the individual with a snapshot of their psychological health along four dimensions—social, emotional, spiritual, and family fitness. Individuals receive feedback via the Soldier Fitness Tracker (SFT) once they complete the GAT that describes their resilience level.
  - 4) Army Career Tracker (ACT)(<https://actnow.army.mil>). Planning and managing leader development paths are vital to a commitment to lifelong learning. The ACT supports the commitment with information technologies and other important tools. By using ACT, maneuver leaders can organize and schedule individual developmental opportunities into a plan that satisfies their individual goals and objectives over time.

- 5) Mobile Applications. Maneuver leaders can access mobile apps through Warrior University ([www.warrioruniversity.army.mil](http://www.warrioruniversity.army.mil)), Google Play, and iTunes. Mobile apps allow leaders to download interactive learning material in preparation for a functional course (such as, Jumpmaster Course) or for personal self-development. Efforts to incorporate apps into education, training, and leader development are critical to supporting leader development of the maneuver force.
- 6) Center for the Army Profession and Ethic (CAPE) (<http://cape.army.mil>). The CAPE provides leaders with the educational resources, narratives, and ideas to reinvigorate the Army Profession across all Army cohorts. Additionally, the CAPE enables the Army to refocus on the professional identity that motivates ethical behavior, maintains high levels of competence, and enhances stewardship of the profession.
- 7) MCoE Warrior University ([www.warrioruniversity.army.mil](http://www.warrioruniversity.army.mil)). The Warrior University is organized as a professional "home" for Infantry, Armor, and Cavalry Soldiers and leaders to facilitate and foster lifelong professional relationships. The Warrior University synchronizes and integrates all maneuver training so the right leaders receive the right training at the right time, regardless of their physical location. It is the center of gravity for warrior learning and serves as the Maneuver Center of Excellence's executive agent for use of technology to enhance resident instruction, to meet the training needs of field units, and to quickly disseminate information on new systems and lessons learned in the contemporary operating environment.
- 8) Army Training Network (ATN) (<https://atn.army.mil>). The ATN is a website that blends doctrine, how-to procedures, training products, training solutions, and collaboration tools for the training community. ATN serves as a digital means of unit training management (UTM).
- 9) Digital Training Management System (DTMS) (<https://dtms.army.mil>). DTMS is a web-based software product that provides the ability to plan, resource, and manage unit and individual training at all levels. DTMS supports collective and individual tasks, combined arms training strategy (CATS), and the Army universal task list (AUTL).

### EDUCATIONAL ACTIVITIES

3-49. The Army's goal is for every Soldier to become a warrior learner continuously learning and growing in their tactical, technical, and civilian education domains. Civilian education and military professionalism are not mutually exclusive, they are mutually supporting. Many self-development activities recommended in a PDM come from programs and services offered through the Army Continuing Education System (ACES). The ACES assists Soldiers with self-development as described below. (Refer to DA PAM 600-25.)

a. **Functional Academic Skills Training (FAST).** FAST offers instruction in reading, mathematics, and communication skills to help Soldiers function on the job,

prepare for advanced training, and meet prerequisites for continued education. These courses can help selected Soldiers achieve the current recommended reading grade levels and the Army's recommended writing standard. This is an on-duty commander's program to ensure Soldiers possess the necessary reading and writing skills to succeed in their occupational specialty. If not already achieved, sergeants with general technical (GT) scores below 100 should seek to improve their scores through FAST. Taking additional civilian education courses, such as English composition and basic mathematics, will prepare leaders for the Armed Forces Classification Test (AFCT) and improve promotion potential.

b. **Earning a College Degree.** Leaders earn degrees that are recommended on various PDMs. College level courses are available through installation education centers that coordinate with participating colleges to provide on-post programs that lead to award of an associate's, bachelor's, and master's degree. Most institutions operating on post are part of the Servicemembers Opportunity Colleges Associate's Degree (SOCAD), which guarantees Soldiers' transfer of credits and acceptance of nontraditional credits such as military experience and College Level Examination Program (CLEP) tests. Soldiers may also enroll in GoArmyEd an Army program that gives Soldiers the opportunity to pursue a degree program completely online.

- 1) **Sergeant.** As a sergeant, pursuing a college education is not a mandatory requirement, but one that will place you above your peers.
- 2) **Staff Sergeant.** The OPTEMPO of operational assignments may limit the opportunity for civilian education. However, those staff sergeants willing to make the required sacrifices should seize the available opportunities to pursue completion of an associate's degree.
- 3) **Sergeant First Class.** Ideally, a SFC should complete an associate's degree and continue studies towards a bachelor's degree.
- 4) **Lieutenant.** The majority of lieutenants have earned a bachelor's degree before commissioning. However, some officers, primarily commissioned through Officer Candidate School (OCS), may need to earn their bachelor's degree.
- 5) **Captain.** Following company/troop command, senior captains should pursue their master's degree. A select number of captains will pursue their master's degree fully-funded through advanced civilian schooling (ACS)/Expanded Graduate School Program (EGSP). While the remainder of captains should pursue a master's degree off duty on their own.

c. **Academic Testing.** Testing is offered by education centers for a wide range of academic and vocational tests. These tests include the Adult Basic Education (Test), (TABE)-A Reading Comprehension Test for NCOES, scholastic aptitude test (SAT), American college test (ACT) for college entrance, and CLEP tests for college credit.

d. **Defense Activity for Nontraditional Educational Support (DANTES).** Correspondence courses are offered through The Defense Activity for Nontraditional Educational Support (DANTES), which publishes a catalog of post-secondary correspondence courses in which Soldiers may enroll, as well as attend, regular

classroom courses. Education counselors advise Soldiers on the availability of approved courses and tuition assistance.

e. **Army Correspondence Course Program (ACCP).** The ACCP provides a variety of self-study correspondence courses that are specific to each MOS and CMF. Courses are available in leadership and training management and are geared toward professional development. Proponent schools develop the courses, many of which consist of subcourses that provide Soldiers promotion points on completion.

## **SECTION V - LEADER DEVELOPMENT EFFORTS AND PROGRAMS ACROSS THE THREE DOMAINS**

### **HUMAN DIMENSION STRATEGY**

#### **PURPOSE**

3-50. The human dimension concept accelerates maneuver leader development by emphasizing and exploiting advances in capabilities to enhance the physical, cognitive, and social performance essential for leading small units in complex environments and persistent conflict. The human dimension emphasizes that success in the Army profession resides in the mind and body more so than a materiel (such as, equipment) solutions approach. Emphasizing the human dimension is a unique and challenging requirement. Much of human dimension competencies (knowledge, skills, and abilities) and attributes derive from the intellectual muscle garnered through education in social sciences. The human dimension concept and the implementation strategy are discussed in-depth in Appendix C, Human Dimension Strategy.

#### **MANEUVER LEADER DEVELOPMENT CAREER CONTINUUM OF LEARNING**

3-51. Human dimension competencies and attributes need to be progressively and sequentially developed throughout a maneuver leader's career. Critical development is required at the team/crew, squad, and platoon levels across all three domains. The illustration below depicts the developmental opportunities associated with the cognitive, physical, and social components of the human dimension.



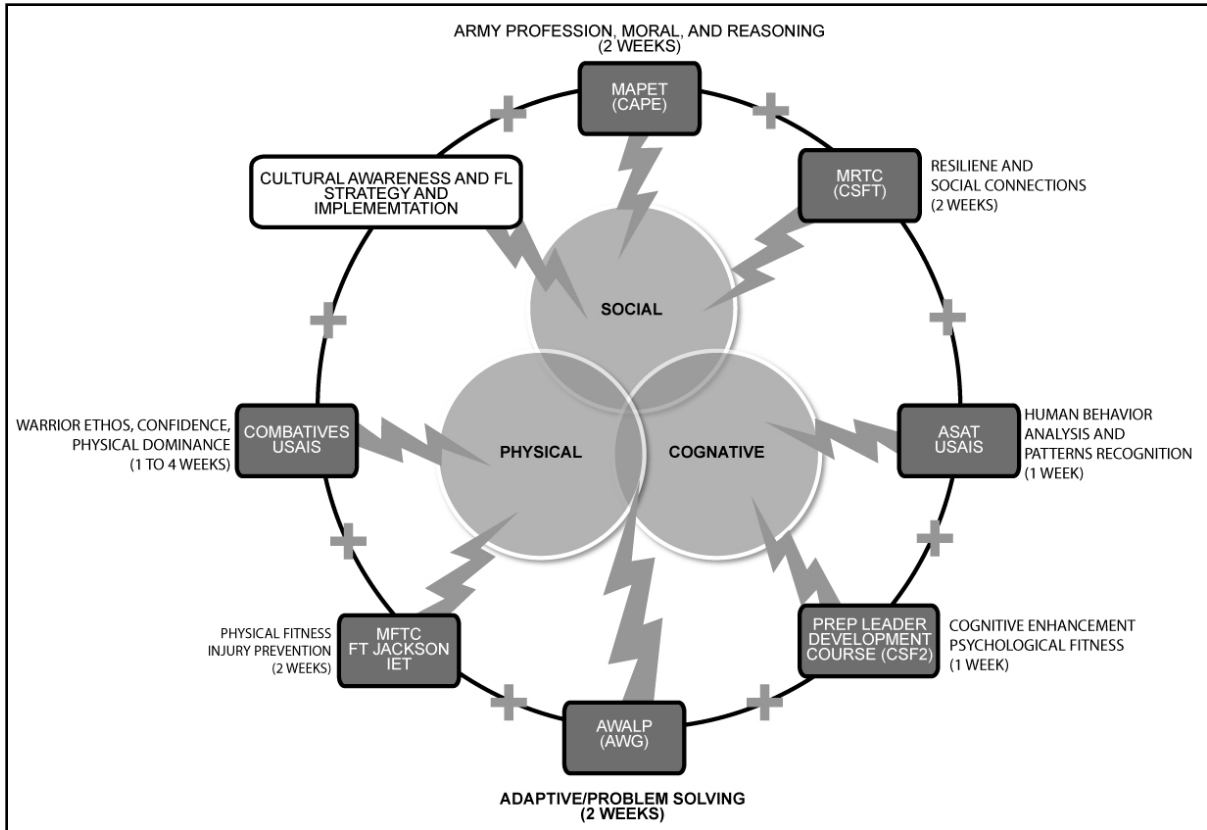


Figure 3-5. Development of Human Dimension Capabilities and Attributes

**INSTITUTIONAL DOMAIN**

3-52. Investments in human dimension capabilities enable the maneuver force to enhance leader development. Recent investments in a diverse set of new and unique courses that emphasize human performance capabilities include the Master Resilience Trainer Course (MRTC), CSF2 Leader Development Course (CSF2-LDC), Advanced Situational Awareness Course (ASAT), Master Army Profession and Ethic Trainer Course (MAPET), Modern Army Combatives Program (MACP), Asymmetric Warfare Adaptive Leaders Program (AWALP), and the recent return of the Master Fitness Trainer Course (MFTC).

3-53. The specific outcomes of each of these courses provide near-term solutions to fulfilling competencies and attributes to enhance the unique physical, cognitive, and social performance requirements outlined within the human dimension strategy.

a. The MCoE leads the CSF2 Program and the ASAT strategy.

b. The CSF2 Program is integrated throughout the MCoE professional military education and functional training, with the goal of instilling psychological (meta-cognitive) skills to build resilience (prevention), as well as skills to enhance optimal Soldier performance. CSF2 competencies include building confidence, goal-setting, attention control, stress and energy management, visualization and imagery, problem solving, identifying strengths in self and others, and assertive communication. The CSF2 Program addresses several cognitive and social component competencies to

enhance mental and emotional strength, automaticity, adaptability and self-awareness. The CSF2 Program has shown improved results in Ranger School, Ranger Assessment Selection Program, and the U.S. Army Jumpmaster Course. A more detailed discussion of CSF2 is provided in Appendix C, Section I, Comprehensive Soldier and Family Fitness (CSF2) Strategy.

c. The Advanced Situational Awareness Training (ASAT) develops competencies needed to understand and interact in complex and dynamic human environments. ASAT improves the observation and Human Behavior Pattern Recognition and Analysis (HBPR&A) skills of leaders, thus enhancing their ability to identify at risk, dangerous persons and situations before a destructive event occurs (decision and sense making). ASAT teaches leaders deliberate, proactive observation skills and the effective use of optics to improve situational awareness and assess threats. ASAT is discussed in a subsequent section of this chapter, and comprehensively reviewed in Appendix C, Section II, Advanced Situational Awareness Training (ASAT) Strategy.

### **OPERATIONAL DOMAIN**

3-54. Maneuver commanders and leaders must maximize every opportunity to send company grade leaders to these courses, while continuously assessing the effectiveness and upgrading these nonmateriel solutions. Maneuver leaders at platoon, squad, and team/crew levels must leverage these diverse sets of new and unique courses that emphasize human performance capabilities.

### **SELF-DEVELOPMENT DOMAIN**

3-55. Maneuver leaders who previously gained human dimension competencies are more intrinsically apt to continue their learning and gaining new knowledge by engaging in self-study. An initial immersion of human dimension-related coursework would facilitate the requisite knowledge to maintain, apply, and hone the competencies in the operational domain during home station training, combat training center rotations, and deployments. The self-development and operational domain are critical in filling several recognized human dimension gaps in sociocultural awareness through a robust self-study and reading programs. Tailoring these programs will be especially important as the Army institutes the regional alignment concept.

3-56. Future Army forces require improved integration, communications, and transparency of institutional efforts to develop Soldiers and leaders across and between the various actions and agencies dealing with the Army's human capital from accession to departure from service. (Refer to Appendix C, Human Dimension Strategy, for long-term efforts to synchronize and broaden human dimension science and research.)

## **LANGUAGE, REGIONAL EXPERTISE, AND CULTURE (LREC) STRATEGY**

### **PURPOSE**

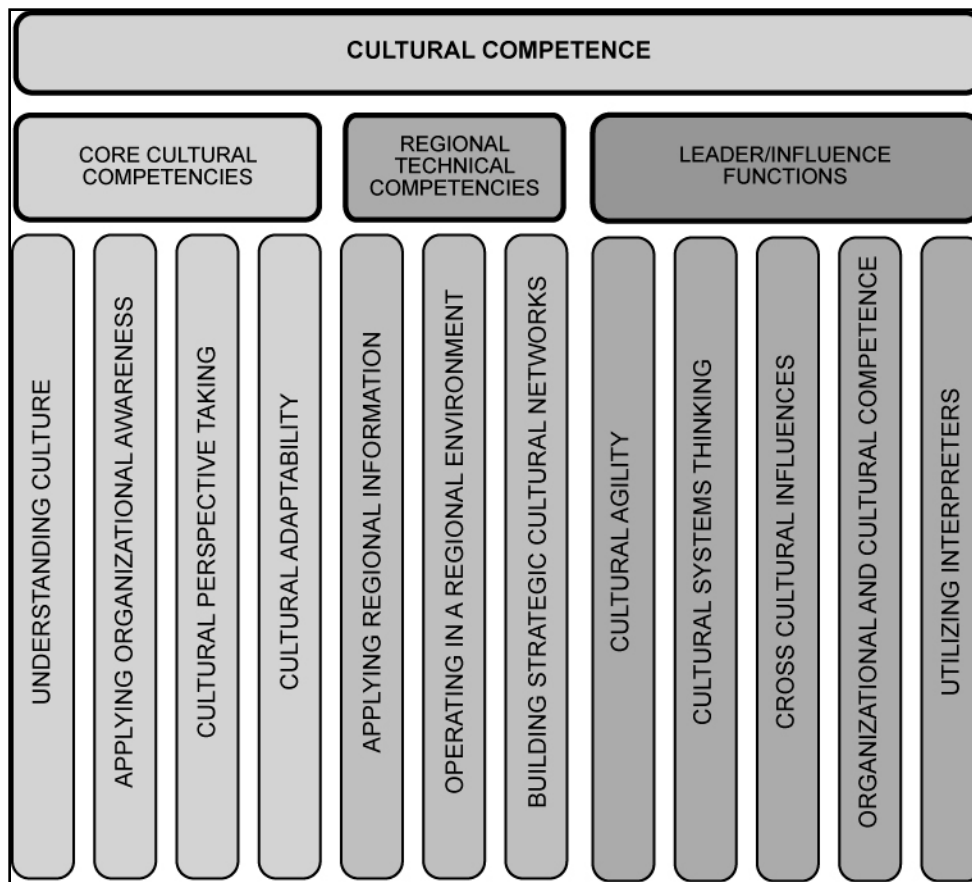
3-57. Lessons learned from operations in the Balkans, Operation Iraqi Freedom (OIF), and Operation Enduring Freedom (OEF) identified gaps in culture, regional, and foreign

language competencies that limited operational and planning effectiveness. The language, regional expertise, and culture (LREC) strategy develops maneuver leaders with the cross-cultural competencies to effectively conduct and lead Infantry, Armor, and Cavalry unit missions across the full range of military operations within a JIIM environment. Maneuver leaders need the capability to rapidly adapt and operate effectively in any environment. They value learning about other cultures, foreign languages, and regions. They employ cross-cultural skills to gain situational awareness and engage with and operate among foreign populations and JIIM partners. They demonstrate basic skills to shape operations and influence foreign populations to achieve mission objectives and consolidate gains. The LREC strategy supports maneuver leader development within the social and cognitive components of the human dimension. The LREC program is discussed in Section III of Appendix C, Section III, Language, Regional Expertise, and Culture (LREC) Strategy.

**LEARNING OUTCOMES**

3-58. Culturally competent maneuver leaders possess the knowledge and skills to understand the cultural aspects of their operational environment to shape, exert influence, and consolidate gains within that environment.

3-59. In defining cultural competencies, the CJCSI 3126.01A delineates 12 capabilities divided into 3 domains with 3 proficiency levels (Basic, Fully Proficient, and Master). (See Figure 3-6.)



**Figure 3-6. Development of Cultural Competencies**

3-60. Cultural knowledge comprises two domains: (1) general cultural (operational cultural or sociocultural) knowledge and (2) regionally or culturally specific knowledge. General cultural knowledge (operational culture or sociocultural) comprises broad topical areas that are relevant to all groups and regions, and can be thought of as “macro culture.” General cultural knowledge helps leaders gain greater situational awareness when in unfamiliar or unpredictable situations. General cultural knowledge learning outcomes focus on--

- Developing cultural self-awareness to understand American cultural biases and the impact of ethnocentrism.
- Developing an understanding of complex environments and the basic PMESII-PT structural patterns of cultures.
- Understanding human behavior and its significance in working with allies, partners, and friends and influencing adversaries in the human domain.

3-61. Regionally specific knowledge builds upon general knowledge but is more complex and usually requires immersion or access to native populations to obtain. The LREC Program leverages existing resources to provide limited regionally- or culturally-specific training and education. Regionally-specific knowledge includes language training and regional PMESII-PT analysis.

3-62. The application of cultural competence involves applying general and specific knowledge toward the skills of conducting cross-cultural assessment and engagement. In

order to shape, influence, and consolidate gains within an operating environment, Soldiers must be able to—

- Build effective relationships.
- Negotiate.
- Build consensus.
- Understand local and regional PMESII-PT, and apply them to the planning and execution of the full range of military operations in a JIIM environment.
- Conduct key leader engagements.
- Understand complex environments.
- Communicate cross-culturally either through interpreters or through developed language proficiency.

## **ADVANCED SITUATIONAL AWARENESS TRAINING (ASAT) STRATEGY**

### **PURPOSE**

3-63. Maneuver leaders are skilled in predictive and proactive analytical processes to understand and interact in highly complex and dynamic human environments across the full range of military operations. ASAT provides structure for developing every Soldier a sensor (ES2) competency; and supports the Squad: Foundation of the Decisive Force (SFDF) strategy, TRADOC's CIED lines of effort (attack the network, defeat the device, and train the force), and the cognitive component of human dimension. The ASAT strategy is discussed in depth in Appendix C, Section II, Advanced Situational Awareness Training (ASAT) Strategy.

### **LEARNING OUTCOMES**

3-64. ASAT focuses on the human behaviors present in complex environments, and improves the observation and HBPR&A skills of Infantrymen, Armor, and Cavalry Soldiers, and maneuver leaders. ASAT develops leaders to—

- Apply predictive and proactive analysis in highly complex environments.
- Apply critical thinking and problem-solving skills to establish a baseline in their operating environment.
- Detect anomalies or critical event indicators to make decisions whether to kill, capture, or conduct a negotiation/engagement.
- Articulate information to support priority intelligence requirements to a higher headquarters.
- Advise commanders on integration of ASAT principles and HBPR&A problem solving into existing training and within context of total Soldier fitness.
- Advise commanders on the utility of HBPR&A to mitigate insider threats.

## MANEUVER LEADER DEVELOPMENT CAREER CONTINUUM OF LEARNING

The competencies and attributes developed through ASAT are progressively and sequentially developed throughout a maneuver leader's career. The ASAT strategy comprises two lines of effort (LOEs) across the operational and institutional domains. Refer to Appendix C Section II, Advanced Situational Awareness Training (ASAT) Strategy for specific ASAT courses and solutions.

3-65.

a. **Operational Domain (LOE 1)** provides short- and long-term ASAT solutions to developing maneuver leaders. The intent—through military training teams (MTTs)—is to develop maneuver leaders as subject matter experts that provide train-the-trainer capability to infuse the operational maneuver force with ASAT competencies. b.

**Institutional Domain (LOE 2)** provides training along the maneuver leader development continuum of learning. Beginning with Infantry, Armor, and Cavalry OSUT, Soldiers learn the ASAT tenets. Infantry, Armor, and Cavalry NCOs attend resident ASAT during the Infantry and Armor Advanced Leaders Course (ALC). Officers in the Infantry and the Armor Basic Officer Leaders Courses (I-BOLC and A-BOLC respectively) also attend the ASAT resident course. Maneuver leaders are exposed to ASAT tenants in functional courses, including Sniper School, Combatives School, Army Reconnaissance Course (ARC), Reconnaissance and Surveillance Leaders Course (RSLC), Officer Candidate School (OCS), and Maneuver Captains Career Course (MCCC).

## COUNTERIMPROVISED EXPLOSIVE DEVICE (CIED) STRATEGY

### PURPOSE

3-66. The counter improvised explosive device (CIED) leader development strategy develops, integrates, delivers, trains, and employs effective combined arms CIED capabilities in support of the full range of military operations throughout the institutional, operational, and self-development domains. Refer to Appendix D, Counter improvised Explosive Device (CIED) Strategy for a comprehensive discussion of the integration of CIED and the Maneuver Leader Development Strategy.

### LEARNING OUTCOME

3-67. Training and developing maneuver leaders on effective combined arms CIED capabilities are multidimensional challenges requiring integration and fusion across functional and organizational lines of authority. TRADOC incorporates CIED training in institutional and individual training programs, while FORSCOM and the ASCCs integrate CIED training into predeployment and theater-specific programs. The MCoE CIED Leader Development Strategy encompasses blended efforts aimed at addressing a gap to deliver “common to all” basic IED skills and knowledge to neutralize the enemy's use of the IED.

3-68. The CIED training strategy integrates leader development by emphasizing and exploiting advances in capabilities and understanding of the operating environment allowing small-unit leaders to conduct decisive actions. To do so, maneuver leaders

require the competencies necessary to detect and defeat the device (IED) throughout the institutional, operational, and self-development domains. CIED maneuver learning outcomes include:

- Develop an understanding and apply the tools and enablers that allow them to better negate the threat ensuring freedom of movement in complex environments of adaptive enemies.
- Develop the intellectual capital to understand and apply CIED methodologies and take appropriate actions to support, influence, and neutralize networks.
- Improve and sustain the performance and competencies required to conduct CIED methodologies.
- Create adaptive leaders by providing challenging conditions, exposing leaders to new tasks, and requiring them to adapt to multiple, complex, and unexpected challenging situations that require critical and creative thinking.
- Report, apply, manage, and coordinate intelligence to contribute to a clearer understanding of enemy personnel, equipment, infrastructure, tactics, techniques, procedures, support mechanisms, or other actions to forecast specific enemy IED-focused operations.
- Be proficient in offensive actions to target, interdict, and eliminate key enemy personnel, infrastructure, logistics capabilities, and enemy combat operations involving IEDs.
- Be proficient in activities to destroy bomb makers and their support in networks, disrupt the IED chain of events before emplacement, and deter public support for the enemy's use of IEDs.
- Manage and coordinate activities to locate, identify, and report enemy personnel, explosive devices and their parts, equipment, logistics operations, and infrastructure to provide accurate and timely information to military operations and planners.
- Plan, manage, and coordinate activities to eliminate hazards from enemy IEDs by destroying them or rendering them incapable of detonating at the time/place of the enemy's choosing.
- Plan, manage, and protect personnel, equipment, facilities, and infrastructure from the effects of IEDs.

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**Note:** Listed above is a consolidated synopsis of the maneuver learning outcomes. Refer to Appendix D, Counter improvised Explosive Device (CIED) Strategy for a complete list of maneuver leaning outcomes by rank.

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## **MANEUVER LEADER DEVELOPMENT CAREER CONTINUUM OF LEARNING**

3-69. Mastering the fundamental warrior skills to conduct decisive action requires education and training combined with experience. Maneuver leaders have the intellectual strength and flexibility to understand and apply CIED methodologies and enablers, adhere to the Army values, and take appropriate actions to detect/defeat devices, and neutralize networks in accordance with the core competencies and leader attributes depicted in ADP 6-22. Through the continuous assessment and reevaluation of CIED

critical tasks, MCoE will ensure maneuver commanders and leaders can improve and sustain the performance, skills, knowledge and abilities required to conduct CIED methodologies. MCoE also will ensure that CIED training will develop adaptive leaders by creating challenging conditions, exposing them to new tasks, and requiring them to adapt to multiple, complex, and unexpected challenging situations that require critical and creative thinking. Maneuver leaders will receive outcome-oriented CIED-focused instruction as part of their career development as depicted in the Maneuver leader development career continuum.

a. **Institutional Domain.** CIED methodologies and common tasks are institutionalized at all levels within PME from the Warrior Leader Course through the Maneuver Captains Career Course. PME requires an embedded, networked, and integrated training environment that leverages live, virtual, constructive, and gaming (LVC&G), vignettes, and the employment of systems such as Virtual Battlespace 2 (VBS2) and recognition of combatants-improvised explosive devices (ROC-IED). The Army has also recognized the importance of CIED training by investing in a diverse set of new and unique courses that enable leader development. These courses include ASAT and the Dismounted CIED Master Trainer Course (DCT-MT). Specific outcomes for each of these courses provide near-term solutions to fulfill a significant portion of the knowledge, skills, and abilities (KSAs) and attributes required to execute decisive action. Though these courses are still under refinement or lack official “institutionalization,” commanders must maximize every opportunity to send leaders to these courses.

b. **Operational Domain.** Maneuver commanders and leaders should have access to critical CIED enablers (material and instructional), target alert data display set (TADDS), and LVC&G systems and applications to sustain perishable CIED skills and improve competencies. Home station training (HST) should replicate the operating environment. Commanders and staff should teach, coach, mentor, and assess subordinate proficiency on critical CIED skills. Formal evaluations should be conducted during HST and CTCs. Maneuver leaders obtain practical experience and validate their training through the application of CIED methodologies while assigned to battalion or brigade staffs deployed to theater of operations.

c. **Self-Development Domain.** Maneuver leaders require access to CIED digital learning content, virtual, constructive, and gaming (VC&G), and applications.

## **BROADENING ASSIGNMENT AND OPPORTUNITIES**

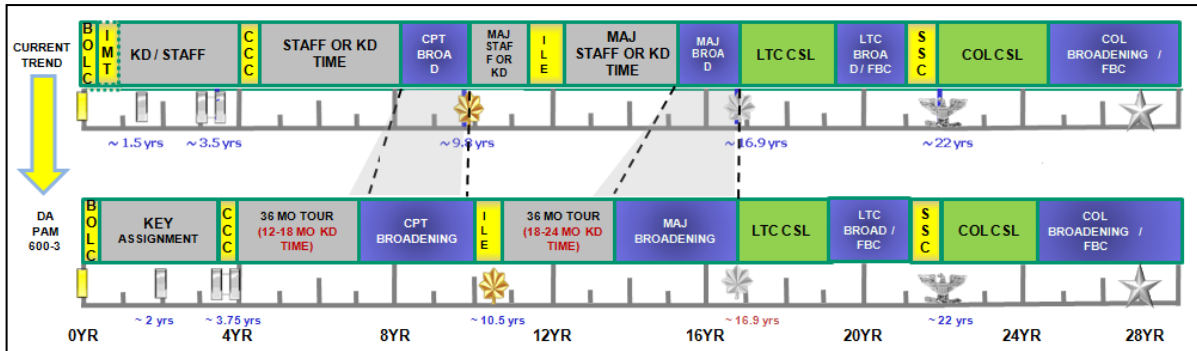
3-70. Broadening assignments and opportunities—experiences or education in different organizational cultures and environments—are required to develop the capability to learn, and contribute outside one’s own perspective level of understanding for the betterment of the officer, noncommissioned officer, and the maneuver force. Through broadening assignments and opportunities, maneuver leaders develop competencies necessary to expand their perspectives beyond the tactical and operational levels, to include strategic leadership. Broadening assignments and opportunities vary between cohorts, ranks, branches and functional areas and are based on capabilities required in maneuver leaders. The objective of providing broadening assignments and opportunities is outlined in the table below.



**Table 3-2. Steps to Broaden Assignments and Opportunities**

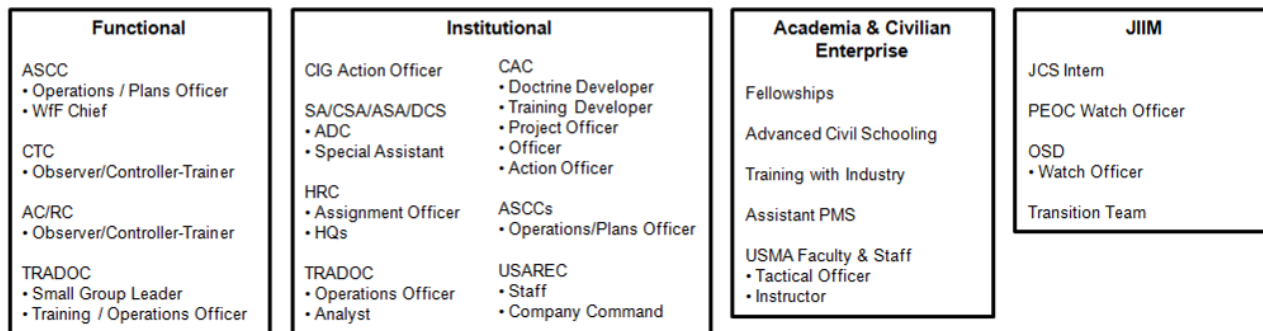
Enhance capabilities to effectively operate within a JIIM environment and at the Joint staff, DA, ACOM, ASSC, and DRU headquarters level.
Maneuver leaders who can operate up to and including the strategic level in multiple environments.
Improve an officer’s understanding of how the Army operates as an institution.
Foster maneuver leaders who are experts in their branch competencies, while also diverse in experiences and education.

3-71. **Guidance:** Over the past decade captains have experienced increased time as a company/troop commander (18 to 24 months) with 36 to 48 months time-on-station. Although this provided unit stability in support of operational requirements, it did not afford time for broadening assignments and opportunities. Human resource command (HRC) is transiting to 12 to 18 months of key developmental (KD) time for captains, which allows 26 to 48 months of broadening following KD.



**Figure 3-7. Broadening Assignments and Opportunities along the Officer Leader Development Career Continuum**

3-72. **Captain Broadening Opportunities:** Commanders and leaders mentor junior officers in understanding the importance of broadening their experiences and education. Commanders and leaders manage company/troop command to afford officers broadening opportunities. Officers interested in broadening assignments must be self-aware, understand their career timeline, and begin to learn what opportunities exist during their key assignments as lieutenants. The first opportunity for broadening is following company/troop command. Broadening experiences fall into one of four bins (Functional, Institutional, Academia and Civilian Enterprise, and JIIM) as shown in the table below. (See Figure 3-8.)



**Figure 3-8. Captain Broadening Experiences**

3-73. **Project Warrior:** Captains serve two years as an observer/coach/trainer (OCT) at a maneuver combat training center (MCTC), followed by two years as a small-group instructor (SGI) at the MCoE. The intent of Project Warrior is to infuse observations, insights, and lessons gained from multiple MCTC decisive action rotations against hybrid threats back into the force through the MCoE. Project Warrior will only be successful if we get the right officers to participate. A Project Warrior officer should be a top 10 percent leader that might one day command a battalion. Small and selective by design, the program at end state will have 66 officers serving at the combat training centers and another 66 serving across the TRADOC CoEs.

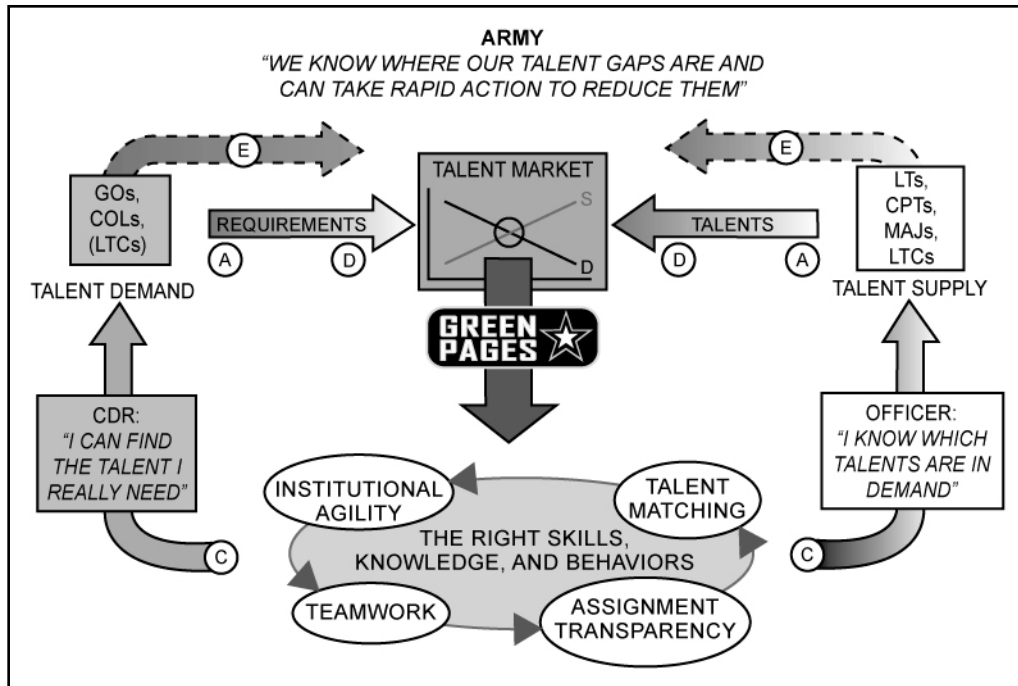
## GREEN PAGES

3-74. The MCoE supports the use of Green Pages as a talent management concept for initial officer branch selection, and the Infantry and Armor commandants are developing their respective talent management processes. Currently, United States Military Academy (USMA) uses the Green Pages to match cadets to a branch, and cadet command’s processes are under development. Beyond initial officer branch selection, Green Pages has broader application in managing talent throughout a maneuver officer’s career. Green Pages allows commanders to seek the talent they need, screen for officers that meet those needs, and collaborate with these officers and HRC to achieve good assignment matches (Wardynski, Lyle, & Colarusso, 2010).

a. Green Pages allows the Army to “see” the talent it has, and achieve the most advantageous officer assignments. Green Pages “is a web-based program, resembling current commercial systems such as Monster.Com, LinkedIn, and PLAXO. The Green Pages provides a synthesized version of current Army requirements and job descriptions as well as an in-depth look at an officer’s full spectrum of capabilities, hobbies, degrees, experiences and accomplishments” (Stitt, 2012, p. 15).

b. Once fully implemented, Green Pages improves leader development and enhances productivity. Shifting from a one-size-fits-all assignment process based on fairness, officers must be seen as individuals that possess unique expertise and experiences beyond what is contained within their officer record brief (ORB). Each officer’s collective life experiences represent tremendous capital in the maneuver force, which should be matched with talent demands across the maneuver force (Wardynski, et al., 2010).

c. Green Pages is the integration of the talent management process with Army officer management, and it requires the active participation by Commanders, individual officers, and HRC to match officer talents to assignments. The Green Pages talent management concept is outlined in Figure 3-9 with an explanation of associated activities.



**Figure 3-9. Green Pages Talent Management Concept**

- 1) **Activity A.** Officers “will create detailed profiles summarizing all of their expertise, experiences, and accomplishments. More than just a listing of Army training and skill identifiers, profiles will include talents gained in college, through leisure pursuits and hobbies, in their communities, and in the civilian job market” (p.18). “Simultaneously, commanders and strength managers at organizations across the Army will post robust job profiles, detailing not just required talents, but desired talents” (Wardynski, et al., 2010, p. 19).
- 2) **Activity B.** Once detailed personal profiles and job profiles are entered into Green Pages, they will form the basis for a talent marketplace (Wardynski, et al., 2010, p. 20).
- 3) **Activity C.** Green Pages will “also provide greater organizational agility as units gain the breadth and depth of talent required to succeed in an increasingly complex operating environment.” (Wardynski, et al., 2010, p. 20).
- 4) **Activity D.** The “talent market created by Green Pages will be dynamic, both iterative and continuous, as new talents and new requirements are continuously fed into the marketplace.” (Wardynski, et al., 2010, p. 21).

- 5) **Activity E.** The Army “*will see in real time where its talent surpluses and shortfalls are and can rapidly adjust its accessions, development, retention and employment practices.*” (Wardynski, et al., 2010, p. 21).

## Chapter 4

# Means - Implementation

### SECTION I – LEADER DEVELOPMENT SYSTEM

4-1. Leader development begins with the study of developmental theory, developmental systems (how the institution prioritizes development), and developmental processes (how an individual actually develops). To paraphrase numerous articles and books on developmental systems, the common themes are that three things are present when a developmental system is effective: intention, ownership, and accountability. For a more in-depth discussion of the study of leader development, refer to the MCoE Maneuver Self-Study Program in Appendix B, Maneuver Self-Study Program. The complete self-study program can be accessed through the MCoE Warrior University at <https://www.warrioruniversity.army.mil>.

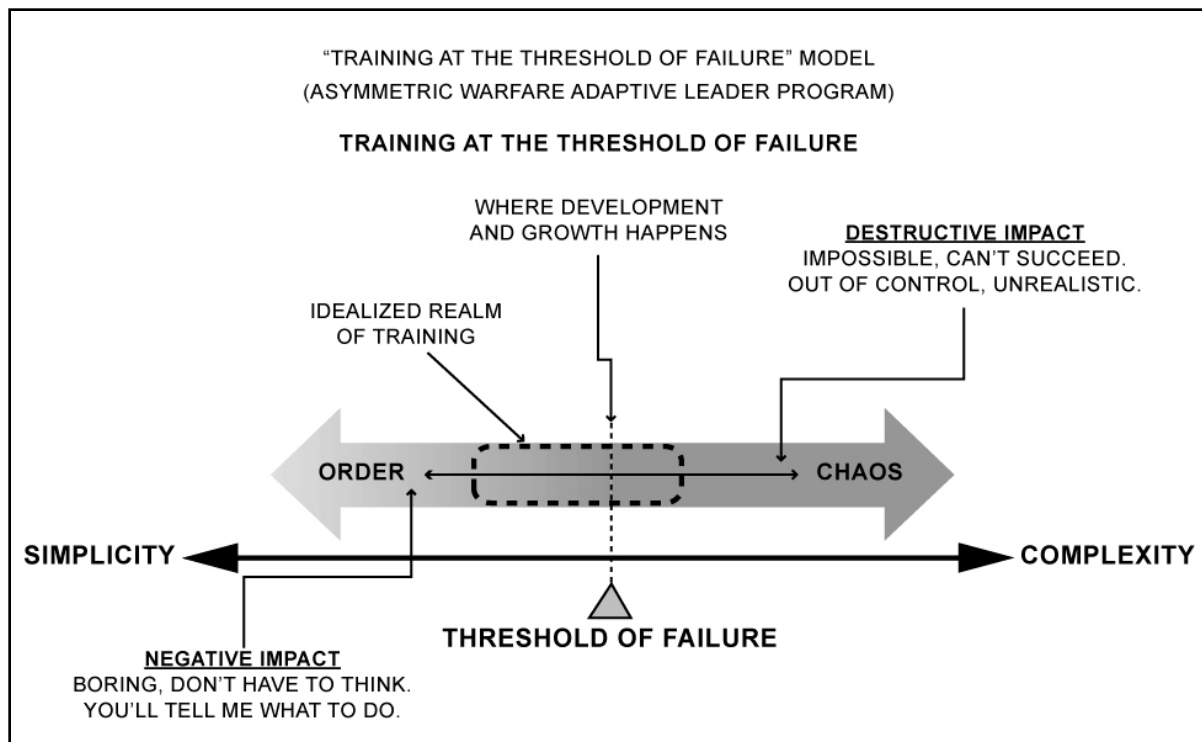
a. **Intention** speaks to the organization’s desired outcome of development. The organization fills in the blank of the following sentence, or the developmental activity will be just that--activity with no purpose: “We want to develop leaders that \_\_\_\_\_.”

b. **Ownership** speaks to the senior level leaders of the organization in establishing leader development as a priority, not just in writing, but in word, deed, and action. Ownership speaks to the individuals within the organization being prepared and willing to develop.

c. **Accountability** speaks on two levels. More senior members are truly held accountable for how well they have developed those junior to them (subordinates); individuals are held personally accountable for their own growth.

4-2. **Developmental Processes** describe the ways in which a leader within an organization develops. The Army Leader Development Model already covered previously does this for our institution and is purposefully written for even the most junior leaders to understand. Most literature on developmental processes highlight three components of development: **Challenging Experiences**, the **Readiness of the Individual to Respond to the Challenge**, and **Reflection**.

a. Let us first address the readiness of the individual. We have to assess the readiness of the subordinate with respect to the challenge for which they are about to be presented, and we decide if it is appropriate. A basketball team of 9-yr-old children should probably not be “challenged” with playing a professional team. There is no hope, and it is doubtful that any development will occur. What is more likely is an emotional outcome of crushing failure. The Asymmetric Warfare Group coined the phrase, “Training at the Threshold of Failure.” It would be simple to replace “training” with “development.” (See Figure 4-1.)



**Figure 4-1. Training (Development) at the Threshold of Failure**

b. Implied in all of the above is that the senior leader has a specific and thorough understanding of the subordinate's capabilities if the experience is to be challenging yet attainable (the sweet spot). Said another way, en masse development has some utility, but the best development occurs when it is individualized.

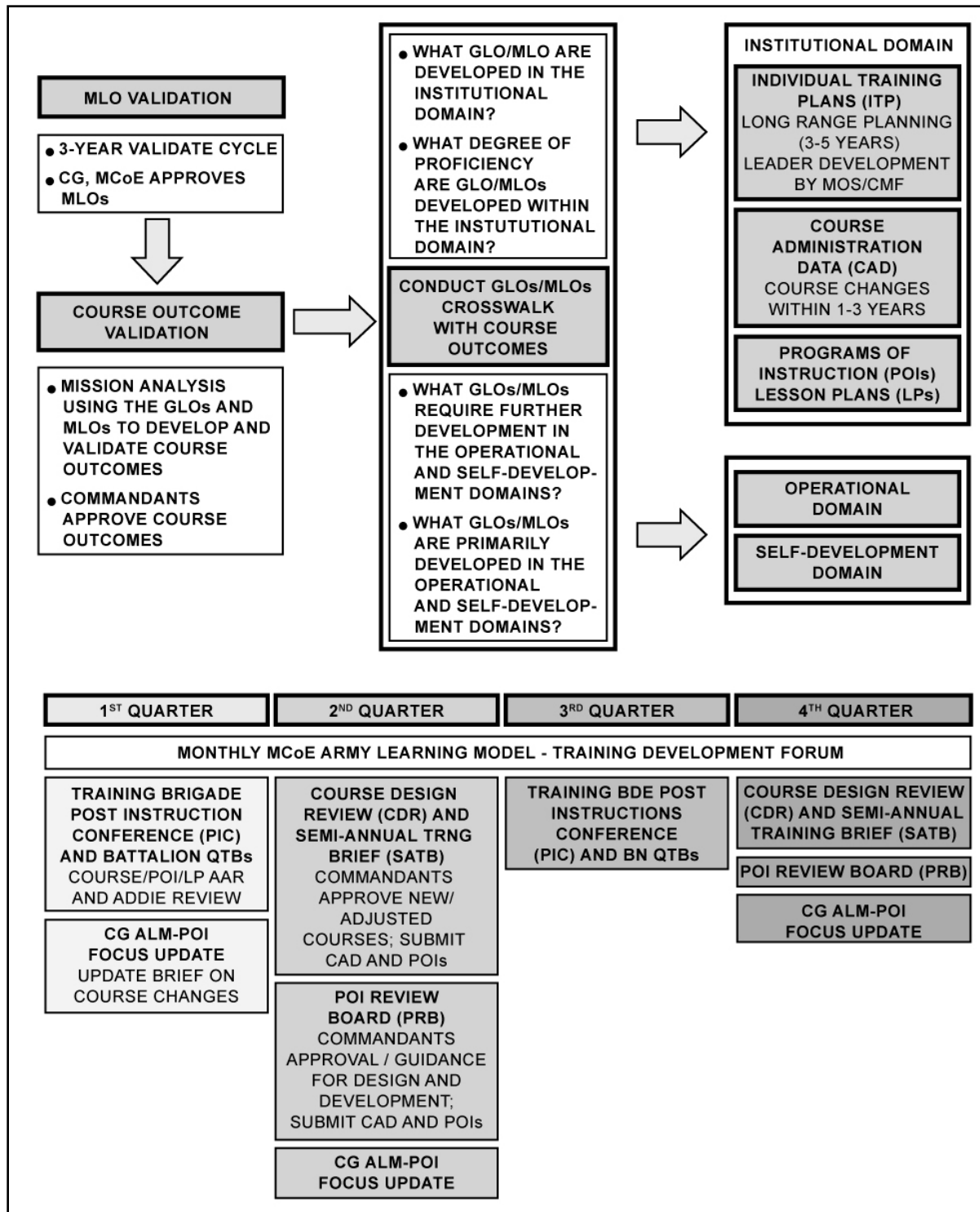
c. When discussing **Challenging Experiences**, we often equate that to challenging training events, such as events that have curveballs thrown in to test our agility or mental resolve, and so forth. That is a normal association, but experiences can come in many forms: challenging educational experiences, a challenging public speaking engagement, counseling a troubled family, or being given a staff project that appears on the surface to be "too hard and too complex" for what you believe your capabilities to be. Anything that stretches one's capacity can be considered a challenging experience.

d. **Reflection** is probably the most important part of the developmental process and the most misunderstood and least applied. As soon as we complete the latest task, assignment, or mission and no matter how challenging it was, we move immediately to the next task. Reflection includes feedback (to include 360s), coaching, and mentoring. Self-reflection is a powerful tool, but it is not enough. If a leader reflects incorrectly, or in a shallow fashion, then he/she might misinterpret the lessons learned from that experience. More experienced leaders coach, counsel, share, explain, and put into context what they think should have been learned from that experience. That feedback might not be 100 percent accurate either, but, if nothing else, it has provided a different perspective.

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**SECTION II – LEARNING OUTCOMES ACROSS THE LEADER DEVELOPMENT DOMAINS****CROSSWALK LEARNING OUTCOMES WITH COURSE OUTCOMES**

4-3. **Validate Maneuver Learning Outcomes (MLOs).** The MLDS is a living document that is integrated into the training development process. Integration of the MLDS into this process ensures the MLOs are evaluated and validated every three years on a cyclic basis. The Commanding General, MCoE approves the MLOs. Figure 4-2 below identifies MLDS integration into the training development process. Additionally, the figure identifies the leader development, education, and training inputs and outputs. These outputs feed directly into the Infantry and Armor Commandant's individual training plans for 11A, 11B, 11C, 19A, 19D, and 19K, and the MCoE course programs of instruction (POIs) and associated lesson plans (LPs).



**Figure 4-2. MLDS Integration with the Training Development Process**

4-4. **Validate Course Outcomes.** The Army learning model and the training development process require the development, evaluation, and alignment of course outcomes with GLOs and MLOs. Once the MLOs are validated, schools conduct mission analysis using the GLOs and MLOs to develop and validate course outcomes



for PME and functional courses. The Infantry and Armor commandants approve their respective course outcomes.

**4-5. Crosswalk GLOs and MLOs With Course Outcomes.** A crosswalk of GLOs and MLOs with PME and functional course outcomes is conducted in order to: (1) evaluate, align, and validate course outcomes with learning outcomes; (2) identify leader development competencies and attributes that are trained and educated within the institution; and (3) determine the expected degree of proficiency that will be achieved in PME and functional courses. The crosswalk of GLOs and MLOs with PME and functional course outcomes is presented in Appendix F, Crosswalk General Learning Outcomes (GLOs) and Maneuver Learning Outcomes (MLOs) With Course Outcomes.

**4-6. Identification of Learning Outcomes Developed in the Operational and Self-Development Domains.** The crosswalk identifies GLOs and MLOs that require an increased degree of proficiency beyond what PME and functional courses achieve. Additionally, the crosswalk identifies GLOs and MLOs that are primarily developed in the operational or self-development domains. This assists commanders in focusing on unit-level leader development and in shaping the self-development programs.

**4-7.** A crosswalk of GLOs and MLOs with 11- and 19-series CMFs/MOSs individual tasks ensures that leader competencies (knowledge, skills, and abilities) and attributes are trained and educated at each of the appropriate CMF/MOS skill levels across institutional, operational, and self-development domains. The crosswalk of GLOs and MLOs with 11- and 19-Series CMFs/MOSs individual tasks are presented in Appendix F, Crosswalk of GLOs and MLOs with Individual Tasks across the Leader Development Domains.

## **SECTION III – MANEUVER LEADER DEVELOPMENT CAREER CONTINUUM OF LEARNING**

### **OVERVIEW**

**4-8.** This section is nested with the Infantry and Armor Commandants' individual training plans, which provide long-range leader development implementation strategies for 11- and 19-series MOS/CMF leaders. This section is nested with DA Pam 600-3, Chapter 9, Infantry Branch and Chapter 10, Armor Branch; and DA Pam 600-25, Chapter 4, Infantry/CMF 11 and Chapter 9, Armor/CMF 19.

## INFANTRY OFFICER (11A) LEADER DEVELOPMENT

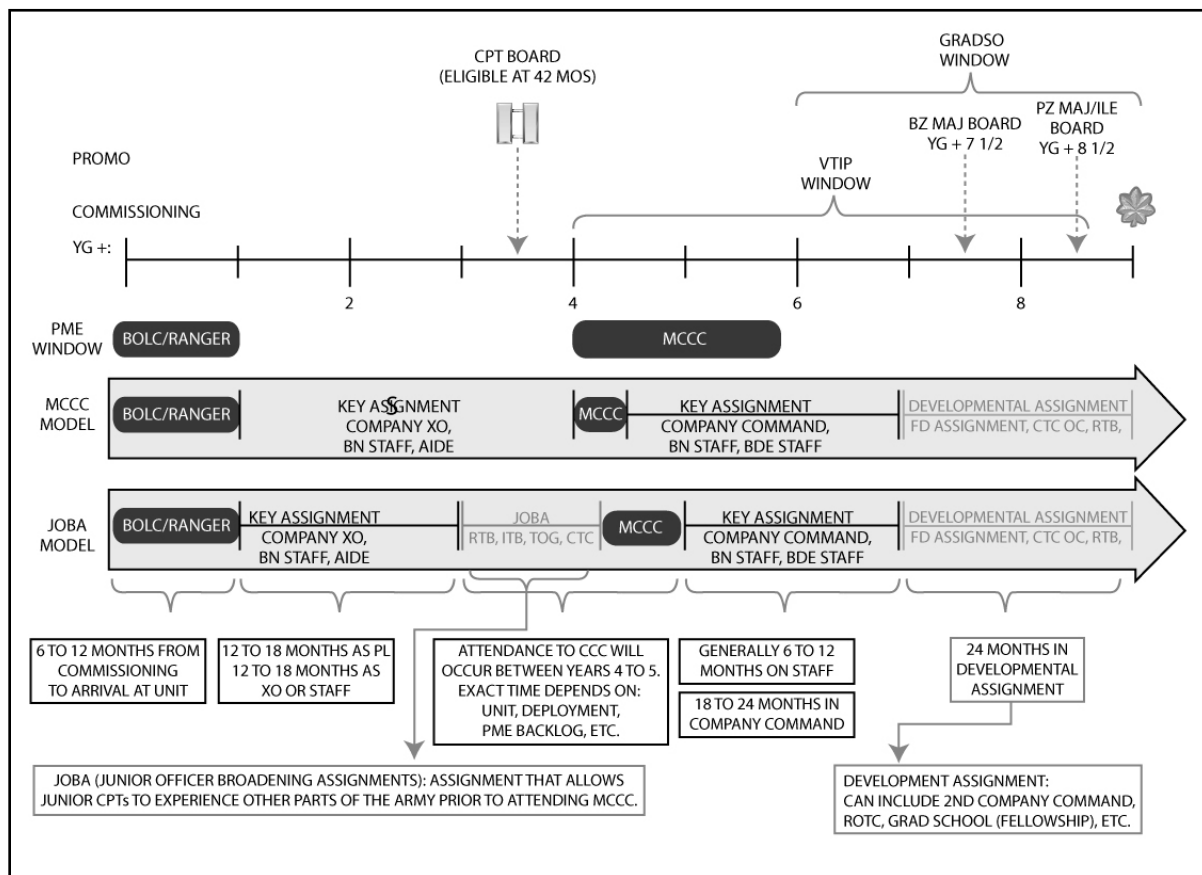


Figure 4-3. Infantry Officer (11A) Timeline

### INSTITUTIONAL DEVELOPMENT

4-9. **Infantry Lieutenant Education.** Following commissioning, Infantry lieutenants attend the IBOLC. IBOLC emphasizes leadership, tactics, maintenance, and technical and tactical competence with weapons and equipment common to the Infantry. Following IBOLC, Infantry lieutenants have the opportunity to attend airborne and ranger schools. All Infantry lieutenants are encouraged to volunteer for ranger training due to the intense tactical and leadership training it provides. Achieving the standards for graduation from ranger school is an indication that an officer possesses the skills and stamina necessary to effectively lead Soldiers in the Infantry.

4-10. Any officer assigned to an ABCT or SBCT unit following IBOLC will attend the M2 BFV/M3 CFV/ MF BFIST Leader’s Course or Stryker Leader’s Course. Some officers are selected to attend the Infantry Mortar Leader Course (IMLC), the Reconnaissance and Surveillance Leaders Course (RSLC), or the Pathfinder Course.

4-11. Regardless of unit of assignment and follow-on schools, the objective is for Infantry lieutenants to serve no longer than 10 months at Fort Benning to ensure that they can complete the requisite assignments in their first duty station to provide them with the skills, knowledge, and experience necessary to build a successful foundation.

4-12. **Infantry Captain Education.** Completion of MCCC is mandatory during this period. Most Infantry officers attend the MCCC, while a select few attend other branch CCCs. Specialized training is scheduled for officers after MCCC on an as-needed basis. Ideally most, if not all, officers attending MCCC are assigned to a different type of Infantry organization (vehicular or nonvehicular) than they served in at their first duty station. Exceptions may be made based on operational needs.

#### OPERATIONAL DOMAIN

4-13. **Infantry Lieutenant Assignments.** The typical Infantry lieutenant is assigned to a brigade combat team as his/her first unit of assignment. The key developmental assignment during this phase is serving as a platoon leader in an MTOE operational unit. Early experience as an MTOE platoon leader is critical, as it provides Infantry lieutenants with the opportunity to gain tactical and technical expertise in their branch while developing leadership skills. A limited number of Infantry lieutenants serve as TRADOC training company executive officers or staff officers; however, the initial assignment for all Infantry lieutenants should be to an MTOE operational unit. Other typical assignments for lieutenants are battalion specialty platoon leader (reconnaissance, mortar, or weapons), company executive officer, or battalion staff officer. An Infantry officer also may serve in a staff position after promotion to captain but before attending the MCCC. A limited number of Infantry lieutenants serve at the same installation through the completion of company command as a captain. These officers attend the MCCC then return to the same installation to complete their initial assignment as a captain. The ability of an Infantry officer to remain at the same installation for his initial two assignments depends on the Infantry grade structure at that installation and the needs of the Army. A limited number of Infantry lieutenants serve in generating force assignments before attending MCCC.

4-14. **Infantry Lieutenant Desired Experience.** Each Infantry lieutenant completes all BOLC phases, successfully serves in an operational MTOE platoon leader assignment, and then supplements his technical and tactical abilities through assignment to a specialty platoon—executive officer or staff position. The goal is to develop lieutenants with an understanding of combined arms maneuver tactics at the platoon level. He/she should have a working knowledge of special operations, close air support (CAS), reconnaissance and security, and air-ground integration.

#### 4-15. **Infantry Captain Assignments.**

a. The key developmental assignment for a captain is command of an MTOE Infantry company for 12 to 18 months. Second commands should be limited, and total command time should not exceed 26 months (2 x 12 month commands and 2 months for change of command inventories) unless operational needs dictate a different course of action. Lifecycle manning results in some officers commanding for longer periods, and some for less, depending on where the unit is in the lifecycle when the officer takes command. Infantry captains should bear in mind that they probably will be assigned to a type of Infantry unit they did not serve with as a lieutenant (vehicular or nonvehicular).

b. Officers who command table of distribution and allowances (TDA) companies encounter significant responsibilities and are, therefore, extremely well prepared for

MTOE command. TDA company commanders having their first commands at the United States Army Infantry Center and School will be given the highest consideration to follow on MTOE assignments to compete for MTOE company command. The Infantry encourages officers to seek company command opportunities in the OSUT and initial entry training (IET) brigades at the MCoE before attending MCCC. There is no time limit restriction in these commands, and officers remain eligible for MTOE company commands following MCCC.

c. Captains should aggressively seek command and service in battalion- and brigade-level staff positions to further their understanding of Infantry leadership and tactics. Some officers will have the opportunity to compete for selection and assignment to unique units where they may command again, such as the 75th Ranger Regiment, 3d Infantry Regiment (Old Guard), or a special missions unit (SMU). The United States Army Infantry School has significant second command opportunities to include the Ranger Training Brigade and the 1-507th IN.

d. Upon completion of company command, an officer may have a full spectrum of assignments. The purpose of these assignments is to meet critical Army requirements, further develop the officer's knowledge base, and provide him/her with a well-rounded professional experience. Officers have the opportunity to serve in one of the assignments identified below.

- Generating force command and staff positions.
- AC/RC training support brigade trainer and staff.
- CTC observer/coach/trainer.
- Service school instructor or small-group instructor.
- Project warrior.
- Doctrine developer.
- Training developer.
- Combat developer.
- ACOM and higher-level DA staff.
- USMA staff and faculty.
- U.S. Army Recruiting Company Command.
- Reserve Officers' Training Corps (ROTC) Assistant Professor of Military Science.
- Multinational and coalition trainer and staff officer.
- Army sponsored fellowships and scholarships.

4-16. **Infantry Captain Desired Experience.** The key and developmental assignment for an Infantry captain is successful service as a company commander. There is no substitute for operational company command, which develops an Infantry officer's leadership and tactical skills, and prepares him for future leadership assignments at successively higher levels of responsibility. The goal is to provide each Infantry captain with 18 months (+/six months) company command time; however, the key is the quality of the experience rather than time. In some cases, unit demands may require Infantry captains to serve as company commanders of other organizations to meet operational needs. Also, Infantry captains should expand their tactical and technical capabilities

through assignment as a battalion staff officer before reassignment away from a brigade combat team. A limited number of Infantry captains serve on transition teams.

#### **GUIDED AND PERSONAL SELF-DEVELOPMENT**

**4-17. Infantry Lieutenant Guided and Personal Self-Development.** During this phase, Infantry officers hone their leadership, tactical, and technical skills, and concentrate on those critical tasks required to accomplish their wartime mission while winning on the battlefield. The officer should begin to develop a thorough understanding of combined arms operations in a joint environment.

a. Self-development during this phase should focus on Infantry tactical fundamentals, troop leading procedures, leadership skills, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills.

b. Infantry lieutenants take the initiative to gain knowledge and experience for the next level of assignments and responsibilities as a captain. Self-improvement and self-development can be achieved by observing different activities and officers at the battalion and brigade levels, seeking mentors, and gaining experience in other duty positions after successfully serving as a rifle platoon leader. Professional reading lists for company grade officers are an excellent source of information to assist the lieutenants in the self-development process. (Refer to DA PAM 600-3.)

**4-18. Infantry Captain Guided and Personal Self-Development.** Captains take the initiative to gain knowledge and experience for the next level of assignments and responsibilities as a field grade officer. Self-improvement and self-development can be achieved by observing staff activities at the battalion and brigade levels, seeking mentors and gaining experience in other duty positions after successfully completing a company command. Officers should continue their professional military reading with books from professional reading lists for field grade officers. (Refer to DA PAM 600-3.)

a. Following company command, and in concert with broadening experiences, senior captains should focus on self-assessment and graduate-level education, while continuing to hone their combined arms warfighting skills and understanding of the joint operational environment.

b. Infantry officers should familiarize themselves with DA PAM 600-3, Chapter 9 to better understand their career progression as well as to facilitate discussions with their assignment officer.

## ARMOR/CAVALRY OFFICER (19A) LEADER DEVELOPMENT

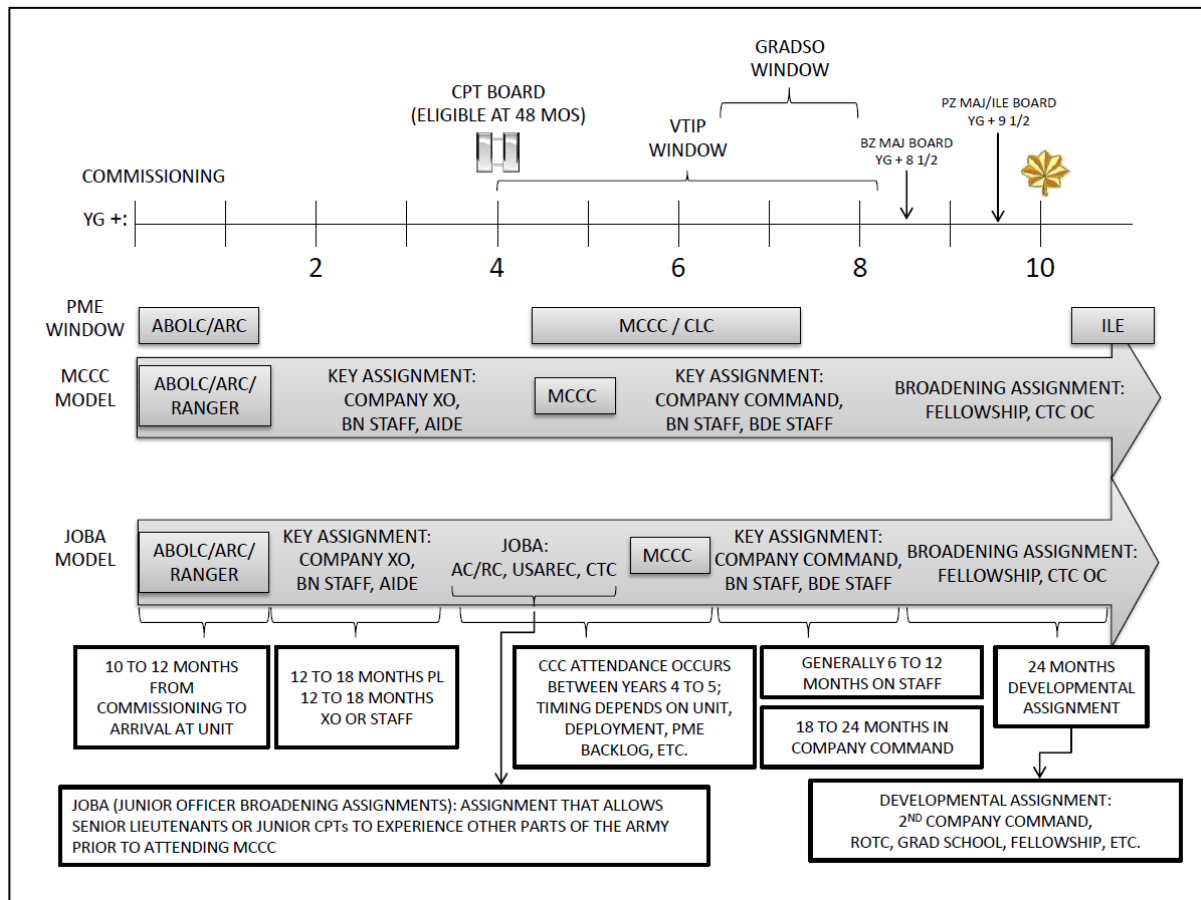


Figure 4-4. Armor and Cavalry Officer (19A) Timeline

### INSTITUTIONAL DEVELOPMENT

4-19. **Armor and Cavalry Lieutenant Education.** Following commissioning, Armor lieutenants attend the Armor Basic Officer Leader Course (ABOLC). ABOLC prepares newly commissioned Armor officers to be platoon leaders trained in the fundamentals of tank platoon weapon systems and capabilities, combined arms maneuver and wide area security tactics, and instills in them the warrior spirit, preparing them to assume leadership of a mounted platoon.

4-20. Following ABOLC Armor lieutenants attend, based on availability, one or more follow-on functional courses to gain proficiency either on the primary platform or the tactical tasks of their unit. The goal is for all Armor and Cavalry lieutenants to attend the Army Reconnaissance Course (ARC) following ABOLC. All Armor lieutenants graduating ABOLC are encouraged to attend Ranger School; those being assigned to an IBCT are expected to attend. Armor lieutenants may attend additional functional courses based on projected unit of assignment.

4-21. Cavalry lieutenants, depending on duty position and unit leadership preference, may attend the Reconnaissance and Surveillance Leader Course (RSLC), Basic Airborne Course, Air Assault Course, and/or Pathfinder Course. Army National Guard lieutenants may also attend the M1A1 or M1A2 Tank Commanders Certification Course (TC3).

4-22. The professional development objective for this phase of an officer's career is to develop the requisite Armor and Cavalry branch skills, knowledge, and attributes. The focus of the Armor lieutenant is on the development of Armor and Cavalry tactical and technical warfighting skills and the utilization of these skills in an operational assignment.

4-23. **Armor Captain Education.** Completion of a Captains Career Course is mandatory for captains. Most Armor officers attend the Maneuver Captains Career Course (MCCC), while a select few attend other branch CCCs.

4-24. Armor Captains may attend other functional courses to gain proficiency either in the employment of a platform or in the tactical tasks of their assigned unit. Courses include Cavalry Leader Course, Ranger, Mobile Gun System Commanders Course, Stryker Leaders Course, Bradley Leader Course, Basic Airborne Course, Jumpmaster, Air Assault, and Pathfinder.

## OPERATIONAL DOMAIN

4-25. **Armor Lieutenant Assignments.** Armor lieutenant assignments provide a firm foundation and career progression within the Armor specialty. An Armor lieutenant's professional development begins as a platoon leader of a tank or scout platoon and from there can move to several different positions such as a platoon leader of a scout or mortar specialty platoon, company or troop executive officer, executive officer of a TRADOC training company (before or after MTOE assignment), or a battalion or brigade staff assignment.

4-26. Tank platoon leaders confidently lead platoons in the execution of missions to close with and destroy the enemy. MGS platoon leaders confidently lead platoons in the execution of providing precision fire support to motorized infantry companies. They understand the broader operational context of their operations, employing the elements of combat power to destroy the enemy using firepower, mobility, and shock action. They understand their role in executing company-level offensive and defensive operations. They provide their company commander with recommended courses of action in the execution of platoon-level offensive and defensive operations. They exhibit both general and regionally-specific cultural awareness in the execution of their duties. They are adaptive in complex operational environments, and they are responsible for platoon-level maintenance, sustainment, and survival techniques, to include developing and maintaining resiliency.

4-27. Scout platoon leaders confidently lead scout platoons in the execution of reconnaissance and security missions using both mounted and dismounted techniques. They understand the broader operational context of their operations, employing stealth to avoid compromise and, if necessary, fight for information using fire and movement. They provide their battalion/squadron commander with real time, accurate information about the terrain and enemy, preserve and protect other friendly units, and prepare to

fight and win as part of a combined arms team. They provide their battalion/squadron commander with recommended courses of action in the execution of battalion-level offensive and defensive operations. They exhibit both general and regionally-specific cultural awareness in the execution of their duties. They are adaptive in complex operational environments, and they are responsible for platoon-level maintenance, sustainment, and survival techniques, to include developing and maintaining resiliency.

**4-28. Armor Captain Assignments.** The professional development objective for this phase of an officer's career is to create mounted maneuver officers who exhibit leadership skills as a company commander and staff officer in an operational unit, and who have rounded out their knowledge through successfully completing one or more assignments in the generating force. Armor captains who have served in both operational and generating force positions have honed their tactical skills and expanded their capabilities through their functional assignments.

a. Tank company commanders confidently lead companies in the execution of missions to close with and destroy the enemy. They understand the broader operational context of their operations, employing the elements of combat power in order to destroy the enemy using firepower, mobility, and shock action. They understand their role in executing battalion-level offensive and defensive operations. They provide their battalion commander with recommended courses of action in the execution of company-level offensive and defensive operations. They exhibit both general and regionally-specific cultural awareness in the execution of their duties. They are adaptive in complex operational environments and are responsible for company-level maintenance, sustainment, and survival techniques to include developing and maintaining resiliency.

b. Cavalry troop commanders confidently lead cavalry troops in the execution of reconnaissance and security missions. They understand the broader operational context of their operations, employing stealth to avoid compromise and, if necessary, fight for information using fire and movement. They provide their squadron commander with real time, accurate information about the terrain and enemy, preserve and protect other friendly units, and are prepared to fight and win as part of a combined arms team. They answer brigade-level information requirements and provide recommended courses of action in the execution of brigade-level offensive and defensive operations. They exhibit both general and regionally-specific cultural awareness in the execution of their duties. They are adaptive in complex operational environments, and they are responsible for troop-level maintenance, sustainment, and survival techniques to include developing and maintaining resiliency.

c. Armor captain assignments vary considerably during the fourth through tenth year of service due to the variety of assignments the Armor officer assumes within and outside his specialty. The key development of the Armor officer is company or troop command. During this period the Armor officer also may serve in nominative assignments and/or in a functional area. As a captain an Armor officer has several positions they could fill:

- Commander of a tank company or cavalry troop.
- Alternatively, company commander of a TRADOC training company (before or after MTOE assignment).



- Staff officer at battalion or higher level.
- HHC or other second command.
- Broadening assignment (examples include: Project Warrior, ABOLC Cadre, FACCC Instructor, Army Congressional Fellowship, JCS/OSD/ARSTAF Internship, and Training with Industry (TWI) Program).
- See HRC website for additional opportunities (<https://www.hrc.army.mil/officer>).

#### GUIDED AND PERSONAL SELF-DEVELOPMENT

4-29. **Maneuver Self-Study Program** (Warrior University) consists of books, articles, doctrine, films, lectures, and practical application exercises to help educate maneuver leaders about the nature and character of war, as well as their responsibilities to prepare their Soldiers for combat, lead them in battle, and accomplish the mission. The intent is to enhance understanding of the complex interaction between war and politics and to improve the effectiveness of maneuver leaders in complex environments and in combat against determined, adaptive enemies. Our Army must be prepared to fight and win our nation's wars and accomplish missions across the range of military operations. A commitment to learning across your career is critical to ensuring that you continue to grow as a leader and are prepared for increased responsibility [<https://www.warrioruniversity.army.mil/mcoe-self-study>].

4-30. **Armor Lieutenant Guided and Personal Self-Development.** During this phase Armor officers must focus on Armor/Cavalry tactical fundamental, troop leading procedures, leadership skills, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills.

a. Armor lieutenants must take the initiative to gain knowledge and experience for the next level of assignments and responsibilities as a captain. Self-improvement and self-development can be achieved by observing different activities of both officers and NCOs at the battalion and brigade levels, seeking mentors, and gaining experience in other duty positions after successfully serving at a tank, scout and or MGS platoon leader.

b. Professional reading lists for company grade officers are an excellent source of information to assist the lieutenants in the self-development process (see DA PAM 600-3).

4-31. **Armor Captain Guided and Personal Self-Development.** During this phase, Armor officers must hone their leadership, tactical, and technical skills; develop a mastery of training management; and concentrate on those critical tasks required to accomplish their wartime mission while winning on the battlefield. The officer also should begin to develop a more thorough understanding of combined arms operations in a joint environment. Armor captains should consider beginning work on a master's degree.

a. STP 17-19AII-OFS-1 Officer Foundation Standards for Armor Company Grade Officers Volume 1 19A Captain (February 2006) identifies the individual Armor Branch 19 requirements for company grade officers. It provides operations-based

individual tasks required of commanders at company/troop level. This manual is the primary reference to support the self-development and career progression of Armor officers.

b. STP 17-19AII-OFS-2 Officer Foundation Standards for Armor Battalion/Brigade Staff Officers Volume 2 19A Captain (February 2006) identifies the individual Armor Branch 19 requirements for company grade officers. It provides operations-based individual tasks required of battalion and brigade staff officers.

INFANTRY NCO (11B) PROFESSIONAL DEVELOPMENT MODEL				
RANK	SL1-PVT, PFC, SPC/CPL	SL2-SGT	SL3-SSG	SL4-SFC
<b>OPERATING FORCE</b>				
JOB DESCRIPTION INFANTRYMEN SHOULD SERVE IN A VARIETY OF ASSIGNMENTS INCLUDING HEAVY, INFANTRY, AND STRYKER BRIGADE COMBAT TEAMS	RIFLEMAN BRADLEY GUNNER GRENADIER ANTIARMOR SPECIALIST AMMO BEARER MACHINE GUNNER (M240B) SNIPER	TEAM LEADER (24 MO) BFV GUNNER ANTIARMOR SQD LEADER SNIPER TM LEADER SNIPER STRYKER VEHICLE CDR	SQUAD LEADER (24 MO) BFV SECTION LEADER BFV CMD CO/BN MASTER GUNNER ANTIARMOR SECTION LEADER SNIPER SQUAD LEADER SQUAD LEADER WTU ASYMMETRIC WARFARE GROUP	PLATOON SERGEANT (24 MO) OPERATIONS SERGEANT ASST OPS SERGEANT BN/BCT MASTER GUNNER PLATOON SERGEANT WTU ASYMMETRIC WARFARE GROUP
<b>PROFESSIONAL MILITARY EDUCATION (PME)</b>				
COMMON CORE	WLC	ALC	SLC	
MOS SPECIFIC		11B ALC	11B SLC	
<b>GENERATING FORCE</b>				
SPECIAL ASSIGNMENTS	MOS SPECIFIC ASSIGNMENTS	GENERAL ASSIGNMENTS: ● DRILL SERGEANT ● RECRUITER  MOS SPECIFIC ASSIGNMENTS	GENERAL ASSIGNMENTS: ● DRILL SERGEANT ● RECRUITER ● IG ● COMBAT TRAINER ● RETENTION NCO  MOS SPECIFIC ASSIGNMENTS: ● INSTRUCTOR	GENERAL ASSIGNMENTS: ● DRILL SERGEANT ● RECRUITER ● RETENTION NCO ● CAREER MANAGEMENT NCO  MOS SPECIFIC ASSIGNMENTS: ● DA PDNCO ● CAREER MANAGEMENT NCO ● ROTC ● OC-T ● AC/RC
<b>ARMY WARRIOR TRAINING</b>				
ARMY WARRIOR TRAINING	● BATTLE DRILLS ● SMCT LEVEL 1 ● SL 1 ARMY WARRIOR TASKS/MULTIMEDIA (SHOOT, COMMUNICATE, MOVE, SURVIVE, ADAPT)	● BATTLE DRILLS ● SMCT LEVEL 1-2 ● SL 2 ARMY WARRIOR TASKS/MULTIMEDIA (COMMUNICATE, URBAN OPERATIONS, MOVE, FIGHT)	● BATTLE DRILLS ● SMCT LEVEL 1-3 ● SL 3 ARMY WARRIOR TASKS/MULTIMEDIA (MOVE, FIGHT)	● BATTLE DRILLS ● SMCT LEVEL 1-4 ● SL 4 ARMY WARRIOR TASKS/MULTIMEDIA (URBAN OPERATIONS, MOVE, FIGHT)
<b>FUNCTIONAL TRAINING</b>				
ASIs-SQIs COMMON TO ALL MOS JPME RECURRING COMMON TRAINING IN UNITS AND INSTITUTIONS	PATHFINDER AIRBORNE AIR ASSAULT JAVELIN SNIPER COMBATIVES LEVEL 1	ALL SL1 COURSES PLUS... JUMPMASER RANGER RSLC ANTI ARMOR LDRS COURSE COMBATIVES LEVEL 2	ALL SL1-2 COURSES PLUS... MECHANIZED LEADERS CRS. STRYKER LEADERS COURSE STRYKER MASTER TRAINER CRS. BATTLE STAFF NCO COMBATIVES LEVEL 3	ALL SL1-2 COURSES PLUS... AIR TACTICAL OPERATIONS COMBATIVES LEVEL 4
<b>SELF-DEVELOPMENT</b>				
STRUCTURED	ACCP, DISTRIBUTED LEARNING, ASVAB, SELF-DEVELOPMENT HANDBOOK			
GUIDED	SOCAD, DANTES/CLEP, GO ARMY ED, RESILIENCE BATTLEMIND TRAINING			
DEGREE COMPLETION GOALS	BEGIN AA/AAS	BEGIN AA/AAS	COMPLETE AA/AAS BEGIN BS/BA	CSA READING LIST 3 INFANTRY BRANCH OFFICE OF THE CHIEF OF INFANTRY 11B LIST
READING LISTS	CSA READING LIST 1 ACCP	CSA READING LIST 2 E ARMY U	CSA READING LIST 3 CALL SMART BOOK HUMAN RESOURCES COMMAND PROMOTIONS	CSA READING LIST 3 INFANTRY BRANCH OFFICE OF THE CHIEF OF INFANTRY 11B LIST
CLUBS	SGT AUDIE MURPHY CLUB SGT MORALES CLUB			
- ALL INFANTRY SOLDIERS SHOULD STRIVE TO EARN THE EXPERT INFANTRYMAN BADGE (PVT-SGM) - M-SLC AND ALC STUDENTS ARE OFFERED THE OPPORTUNITY TO ATTEND RANGER SCHOOL BEFORE RETURNING TO UNITS - UPON COMPLETION OF BATTLE STAFF COURSE, THE OPERATIONS SERGEANT REMAIN IN THE OPERATIONS POSITION FOR A MINIMUM OF 12 MONTHS AND NLT 24 MONTHS - NCOs SHOULD SERVE NO MORE THAN 24 MONTHS TOTAL AS A BFV MASTER GUNNER AT CO, BN, BCT, OR DIV				REVIEW BY OFFICE OF INFANTRY PROPONENCY  DATE OCTOBER 2011

Figure 4-5. Infantry NCO (11B) Professional Development Model

4-32. **Infantryman NCO (11B) Duties.** The Infantryman serves, leads, or supervises as a member of an Infantry organization that employs individual small-arms weapons or heavy antiarmor crew-served weapons, either mounted or dismounted, in support of offensive and defensive combat operations. Commanders and command sergeant majors (CSMs) ensure Soldiers are serving in appropriate developmental assignments and know how these assignments affect promotion and career development to ensure Infantrymen remain the bedrock of the nation's fighting force, and to continue to provide dynamic and flexible NCOs and leaders to the force who are prepared to win on any battlefield across the full range of military operations. (Refer to DA PAM 600-25.)

4-33. **Institutional Development.**

a. **Sergeant (Skill Level 2).** The Warrior Leader Course (WLC) is the first step in the Noncommissioned Officer Education System (NCOES) ladder. Additional institutional schools include Ranger, Airborne, Air Assault, Bradley Transition Course, Stryker Transition Course, Antiarmor Leader Course, BFV Master Gunner, Jumpmaster, Rappel Master, Combatives Levels 1 and 2, Javelin T3, Long-Range Marksman Course, Short-Range Marksman Course, Small Unmanned Aircraft Systems Operator/Maintainer Course, and Sniper School.

b. **Staff Sergeant (Skill Level 3).** The Infantryman Advanced Leader Course (IN ALC) prepares Infantry NCOs to become adaptive leaders who are critical and creative thinkers armed with the technical and tactical skills necessary to serve successfully at the squad and platoon levels. ALC prepares Infantry NCOs with a principle understanding of the duties of a platoon sergeant. Before being permanently awarded the rank of staff sergeant, all skill level 3 11B Soldiers complete the ALC. Additional institutional schools include Ranger, Airborne, Air Assault, Bradley Transition Course, Stryker Transition Course, Antiarmor Leader Course, Combatives Level 1-4, BFV Master Gunner, SBCT Master Trainer, Jumpmaster, Rappel Master, Pathfinder, Javelin T3, Long-Range Marksman Course, Short-Range Marksman Course, Small Unmanned Aircraft Systems Operator/Maintainer Course, Small Unmanned Aircraft Systems Master Trainer, and Sniper School.

c. **Sergeant First Class (Skill Level 4).** The MSLC prepares Infantry NCOs to be adaptive leaders who are critical and creative thinkers armed with the technical, tactical, administrative, and logistical skills necessary to serve successfully at the platoon and company level. MSLC provides NCOs with a principle understanding of the duties of a first sergeant and a battle staff NCO. Before being permanently awarded the rank of sergeant first class, all skill level 4 11B Soldiers complete the MSLC. Additional institutional schools include Ranger, Airborne, Air Assault, Mechanized Leader's Course, Stryker Leader's Course, Anti-Armor Leader Course, Combatives Levels 1-4, BFV Master Gunner, Stryker Brigade Combat Team (SBCT) Master Trainer, Jumpmaster, Rappel Master, Pathfinder, Javelin T3, Long-Range Marksman Course, Short-Range Marksman Course, Small Unmanned Aircraft Systems Operator/Maintainer Course, Small Unmanned Aircraft Systems Master Trainer, Battle Staff NCO Course, and Air Tactical Operations School.

#### 4-34. **Operational Domain.**

a. **Sergeant (Skill Level 2).** Following foundational Infantry experiences gained as a driver, assistant gunner, ammunition bearer, radio/telephone operator (RTO), rifleman, gunner, grenadier, sniper, and antiarmor specialist, a sergeant gains experience by serving as a BFV gunner, antiarmor squad leader, rifle team leader, sniper team leader, and sniper. Unit training comprises on-the-job training for key Infantry weapon systems and duty positions (Individual Training Plan, 11B). Sergeants should focus on developing tactical and technical leadership skills, serving as team or squad leaders in the operational Army, honing technical expertise, and building a foundation of tactical knowledge. A sergeant should spend approximately 75 percent of his assignments in the operational Army at battalion level and below. (Refer to DA PAM 600-25.)

b. **Staff Sergeant (Skill Level 3).** Commanders and CSM should ensure staff sergeants are serving in appropriate developmental assignments and positions, and know how these assignments affect promotion and career development. (Refer to DA PAM 600-25.) A staff sergeant gains experience as a rifle squad leader, BFV commander, Bradley section leader, Bradley master gunner, antiarmor section leader, and sniper squad leader (individual training plan, 11B). Staff sergeants should serve a minimum of 12 months as a rifle squad leader within rifle companies of ABCTs, IBCTs, or SBCTs. Additional operational leadership assignments in reconnaissance squads/sections, sniper squads, heavy/mounted weapons sections/squads, Bradley sections, and so forth all add to the developmental process but do not replace the requirement to serve as a rifle squad leader. Staff sergeants should focus on serving a minimum of 36 months in the operational assignments to develop and refine their leadership skills at the squad and platoon levels before serving in temporary or special duty assignments. (Refer to DA PAM 600-25.)

c. **Sergeant First Class (Skill Level 4).** A sergeant first class gains experience as a platoon sergeant, assistant operations sergeant, and Bradley master gunner. The critical assignment for a sergeant first class is platoon sergeant, especially in an operational unit, and a sergeant first class seeks assignments as a platoon sergeant. Successful assignments as platoon sergeants enhance the combat leading ability of sergeants first class and increase their potential for selection to master sergeant.

#### 4-35. **Guided and Personal Self-Development.**

a. **Sergeant (Skill Level 2).** Structured Self-Development 1 (SSD1) comprises 80-hours of structured self-development distributed learning completed before attending the WLC. Additionally, self-development includes competing in NCO of the month/quarter/year boards and the Sergeant Audie Murphy/Sergeant Morales Clubs, constructing a suspense file, conducting performance counseling, assessing individual training status, conducting performance-oriented training, supervising operator maintenance, and working toward a civilian college degree. All sergeants should attempt to attain the EIB.

b. **Staff Sergeant (Skill Level 3).** Informally referred to as “SSD2,” ALC-CC comprises 80 hours of structured self-development distributed learning completed before attending Infantry Advanced Leaders Course (IN ALC). IN ALC develops branch-specific technical and leadership skills, while ALC-CC prepares staff sergeants to lead

squads and builds a foundation to serve as platoon sergeants. Additionally, personal and guided self-development includes competing in NCO of the month/quarter/year boards and the Sergeant Audie Murphy/Sergeant Morales Clubs, supervising maintenance and logistics, enforcing AR 350-1, and working toward a civilian college degree (associate's or bachelor's). All staff sergeants should attempt to attain the EIB.

c. **Sergeant First Class (Skill Level 4).** Structured Self-Development 3 (SSD3) comprises 80-hours of structured self-development distributed learning completed before attending the MSLC. SSD3 is designed to bridge the institutional learning gap between IN ALC and MSLC by teaching sergeants first class branch-specific leader, technical, and tactical skills; knowledge; and experience required to lead platoons. NCOs also learn some knowledge and skills related to performing as company first sergeants. Additionally, personal and guided self-development includes competing in NCO of the month/quarter/year boards and the Sergeant Audie Murphy/Sergeant Morales Clubs, constructing a suspense file, conducting performance counseling, assessing individual training status, conducting performance-oriented training, and supervising operator maintenance. Sergeants first class should complete an associate's degree and work towards a bachelor's degree. All sergeants first class should attempt to attain the Expert Infantryman Badge (EIB).

d. Infantry NCOs (11B) should familiarize themselves with DA PAM 600-25, Chapter 4, Infantry (CMF 11) Career Progression Plan to better understand their career progression as well as to facilitate discussions with your assignment officer.

## INDIRECT FIRE INFANTRY NCO (11C) LEADER DEVELOPMENT

INDIRECT FIRES INFANTRY NCO (11C) PROFESSIONAL DEVELOPMENT MODEL				
RANK	SL1-PVT, PFC, SPC/CPL	SL2-SGT	SL3-SSG	SL4-SFC
<b>OPERATING FORCE</b>				
JOB DESCRIPTION INFANTRYMEN SHOULD SERVE IN A VARIETY OF ASSIGNMENTS INCLUDING HEAVY, INFANTRY, AND STRYKER BRIGADE COMBAT TEAMS	ASSISTANT GUNNER RTO AMMO BEARER DRIVER GUNNER	SQUAD LEADER (24 MO) GUNNER FDC-COMPUTER	SECTION LEADER (24 MO) FIRE DIRECTION CHIEF (FDC) SQUAD LEADER WTU ASYMMETRIC WARFARE GROUP	MASTER PLATOON SGT (24 MO) OPERATIONS SERGEANT ASST OPS SERGEANT BN/BCT MASTER GUNNER PLATOON SERGEANT WTU ASYMMETRIC WARFARE GROUP
<b>PROFESSIONAL MILITARY EDUCATION (PME)</b>				
COMMON CORE	WLC	ALC	SLC	
MOS SPECIFIC		11C ALC INFANTRY MORTAR LDR CRS	11C M-SLC	
<b>GENERATING FORCE</b>				
SPECIAL ASSIGNMENTS	MOS SPECIFIC ASSIGNMENTS	GENERAL ASSIGNMENTS: ● DRILL SERGEANT ● RECRUITER  MOS SPECIFIC ASSIGNMENTS	GENERAL ASSIGNMENTS: ● DRILL SERGEANT ● RECRUITER ● IG ● COMBAT TRAINER ● RETENTION NCO  MOS SPECIFIC ASSIGNMENTS: ● INSTRUCTOR	GENERAL ASSIGNMENTS: ● DRILL SERGEANT ● EOA ● RECRUITER ● RETENTION NCO ● CAREER MANAGEMENT NCO  MOS SPECIFIC ASSIGNMENTS: ● DA PDNCO ● CAREER MANAGEMENT NCO ● ROTC ● OC-T ● AC/RC
<b>ARMY WARRIOR TRAINING</b>				
ARMY WARRIOR TRAINING	● BATTLE DRILLS ● SMCT LEVEL 1 ● SL 1 ARMY WARRIOR TASKS/MULTIMEDIA (SHOOT, COMMUNICATE, MOVE, SURVIVE, ADAPT)	● BATTLE DRILLS ● SMCT LEVEL 1-2 ● SL 2 ARMY WARRIOR TASKS/MULTIMEDIA (COMMUNICATE, URBAN OPERATIONS, MOVE, FIGHT)	● BATTLE DRILLS ● SMCT LEVEL 1-3 ● SL 3 ARMY WARRIOR TASKS/MULTIMEDIA (MOVE, FIGHT)	● BATTLE DRILLS ● SMCT LEVEL 1-4 ● SL 4 ARMY WARRIOR TASKS/MULTIMEDIA (URBAN OPERATIONS, MOVE, FIGHT)
<b>FUNCTIONAL TRAINING</b>				
ASIs-SQIs COMMON TO ALL MOS JPME RECURRING COMMON TRAINING IN UNITS AND INSTITUTIONS	PATHFINDER AIRBORNE AIR ASSAULT COMBATIVES LEVEL 1	ALL SL1 COURSES PLUS... JUMPMASTER RANGER RSLC RAPPEL MASTER STRYKER TRANSITION CRS COMBATIVES LEVEL 2	ALL SL1-2 COURSES PLUS... STRYKER LEADERS COURSE STRYKER MASTER TRAINER CRS. BATTLE STAFF NCO COMBATIVES LEVEL 3	ALL SL1-2 COURSES PLUS... AIR TACTICAL OPERATIONS COMBATIVES LEVEL 4
<b>SELF-DEVELOPMENT</b>				
STRUCTURED	ACCP, DISTRIBUTED LEARNING, ASVAB, SELF-DEVELOPMENT HANDBOOK			
GUIDED	SOCAD, DANTES/CLEP, GO ARMY ED, RESILIENCE BATTLEMIND TRAINING			
DEGREE COMPLETION GOALS	BEGIN AA/AAS	BEGIN AA/AAS	COMPLETE AA/AAS BEGIN BS/BA	CSA READING LIST 3 INFANTRY BRANCH OFFICE OF THE CHIEF OF INFANTRY 11C LIST
READING LISTS	CSA READING LIST 1 ACCP	CSA READING LIST 2 E ARMY U	CSA READING LIST 3 CALL SMART BOOK HUMAN RESOURCES COMMAND PROMOTIONS	CSA READING LIST 3 INFANTRY BRANCH OFFICE OF THE CHIEF OF INFANTRY 11C LIST
CLUBS	SGT AUDIE MURPHY CLUB SGT MORALES CLUB			
- ALL INFANTRY SOLDIERS SHOULD STRIVE TO EARN THE EXPERT INFANTRYMAN BADGE (PVT-SGM) - M-SLC AND ALC STUDENTS ARE OFFERED THE OPPORTUNITY TO ATTEND RANGER SCHOOL BEFORE RETURNING TO UNITS - UPON COMPLETION OF BATTLE STAFF COURSE, THE OPERATIONS SERGEANT REMAIN IN THE OPERATIONS POSITION FOR A MINIMUM OF 12 MONTHS AND NLT 24 MONTHS				REVIEW BY OFFICE OF INFANTRY PROPONENCY  DATE OCTOBER 2011

**Figure 4-6. Indirect Fire Infantry NCO (11C) Professional Development Model**

4-36. **Indirect Fire Infantry NCO (11C) Duties.** The indirect fire Infantryman serves as a member of a mortar squad, section, or platoon that employs crew and individual weapons in offensive, defensive, and retrograde combat operations supporting the close Infantry fight. This ensures Infantrymen remain the bedrock of the nation's fighting force and to continue to provide dynamic and flexible NCOs and leaders to the force who are prepared to win on any battlefield within the full range of military operations. (Refer to DA PAM 600-25.)

4-37. **Institutional Development.**

a. **Sergeant (Skill Level 2).** The WLC is the first step in the NCOES ladder. Sergeants should attend the IMLC where they gain the necessary skills to operate in the fire direction center (FDC). Additional institutional schools include Ranger, Airborne, Air Assault, Jumpmaster, and Rappel Master.

b. **Staff Sergeant (Skill Level 3).** The Infantryman Advanced Leader Course (IN ALC) prepares Infantry NCOs to become adaptive leaders who are critical and creative thinkers armed with the technical and tactical skills necessary to serve successfully at the squad and platoon levels. ALC prepares Infantry NCOs with a principle understanding of the duties of a platoon sergeant. Before being permanently awarded the rank of staff sergeant, all skill level 3 11C Soldiers complete the ALC. Additional institutional schools include Airborne, Air Assault, Ranger, SBCT Master Trainer, Jumpmaster, Rappel Master, Pathfinder, Long-Range Marksman Course, Short-Range Marksman Course, Small Unmanned Aircraft Systems Operator/Maintainer Course, Small Unmanned Aircraft Systems Master Trainer, and Sniper School.

c. **Sergeant First Class (Skill Level 4).** The MSLC prepares Infantry NCOs to be adaptive leaders who are critical and creative thinkers armed with the technical, tactical, administrative, and logistical skills necessary to serve successfully at the platoon and company level. MSLC provides NCOs with a principle understanding of the duties of a first sergeant and a battle staff NCO. Additional institutional schools include Ranger, Airborne, Air Assault, Stryker Leader's Course, Combatives Levels 1-4, SBCT Master Trainer, Jumpmaster, Rappel Master, Pathfinder, Long-Range Marksman Course, Short-Range Marksman Course, Small Unmanned Aircraft Systems Operator/Maintainer Course, Small Unmanned Aircraft Systems Master Trainer, Battle Staff NCO Course, and Joint Air Tactical Operations.

4-38. **Operational Domain.**

a. **Sergeant (Skill Level 2).** Following foundational Infantry experiences gained as a driver, ammunition bearer, assistant gunner, and radio operators, a sergeant gains experience by serving as a mortar squad leader and fire direction center (FDC) chief in the operational Army, honing technical expertise, and building a foundation of tactical knowledge. Sergeants spend approximately 75 percent of their assignments in the operational Army at battalion level and below. (Refer to DA PAM 600-25.)

b. **Staff Sergeant (Skill Level 3).** Commanders and CSMs ensure staff sergeants are serving in appropriate developmental assignments and positions, and know how these assignments affect these NCOs' promotions and careers. A staff sergeant gains experience as a mortar section leader, section sergeant, master trainer, and FDC chief.



Staff sergeants should aggressively seek assignments to align their careers with the operational Army for the first 36 months to develop and refine their leadership skill sets at the squad and platoon level, and focus on company tasks before serving in temporary or special duty assignments. (Refer to DA PAM 600-25.)

c. **Sergeant First Class (Skill Level 4).** A sergeant first class gains experience as a platoon sergeant, section leader, master trainer, and assistant operations sergeant. However, the critical assignment for a sergeant first class is platoon sergeant, especially in an operational unit. Successful assignments as platoon sergeants enhance the combat leading ability of sergeants first class and increase their potential for selection to master sergeant. (Refer to DA PAM 600-25.)

#### 4-39. **Guided and Personal Self-Development.**

a. **Sergeant (Skill Level 2).** Structured Self-Development 1 (SSD1) comprises 80-hours of structured self-development distributed learning completed before attending the WLC. Additionally, personal and guided self-developed includes leading and conducting squad physical training, attending FAST if a Soldier's GT score is less than 110, competing in NCO of the month/quarter/year boards and the Sergeant Audie Murphy/Sergeant Morales Clubs, constructing a suspense file, conducting performance counseling, assessing individual training status, conducting performance-oriented training, supervising operator maintenance, and working toward a civilian college degree. All sergeants should attempt to attain the EIB.

b. **Staff Sergeant (Skill Level 3).** Informally referred to as "SSD2," ALC-CC comprises 80-hours of structured self-development distributed learning completed before attending Infantry Advanced Leaders Course (IN ALC). IN ALC develops branch-specific technical and leadership skills, while ALC-CC prepares staff sergeants to lead squads and builds a foundation to serve as platoon sergeants. Additionally, personal and guided self-development includes competing in NCO of the month/quarter/year boards and the Sergeant Audie Murphy/Sergeant Morales Clubs, supervising maintenance and logistics, enforcing AR 350-1 and DA PAM 750-8, and working toward a civilian college degree (associate's or bachelor's). All staff sergeants should attempt to attain the EIB.

c. **Sergeant First Class (Skill Level 4).** Structured Self-Development 3 (SSD3) comprises 80-hours of structured self-development distributed learning completed before attending the MSLC. SSD3 is designed to bridge the institutional learning gap between IN ALC and MSLC by teaching sergeants first class branch-specific leader, technical, and tactical skills; knowledge; and experience required to lead platoons. NCOs also learn some knowledge and skills related to performing as company first sergeants. Additionally, personal and guided self-development competing in NCO of the month/quarter/year boards and the Sergeant Audie Murphy/Sergeant Morales Clubs, constructing a suspense file, conducting performance counseling, assessing individual training status, conducting performance-oriented training, and supervising operator maintenance. Sergeants first class should earn an associate's degree and work toward a bachelor's degree. All sergeants first class should attempt to attain the EIB.

d. Infantry NCOs (11C) should familiarize themselves with DA PAM 600-25, Chapter 4, Infantry (CMF 11) Career Progression Plan to better understand their career progression as well as to facilitate discussions with your assignment officer.

## CAVALRY SCOUT NCO (19D) LEADER DEVELOPMENT

CAVALRY SCOUT (19D) PROFESSIONAL DEVELOPMENT MODEL			
RANK	SL2-SGT	SL3-SSG	SL4-SFC
<b>OPERATING FORCE</b>			
JOB DESCRIPTION:  CAVALRY SCOUTS SERVE IN A VARIETY OF ASSIGNMENTS INCLUDING ARMORED, STRYKER AND INFANTRY BRIGADE COMBAT TEAMS	TEAM LEADER OPERATIONS ASSISTANT	SQUAD LEADER TROOP OPERATIONS SGT MASTER GUNNER LIAISON SGT	PLATOON SERGEANT BN/BDE ASST OPS SGT S-2 NCOIC
<b>PROFESSIONAL MILITARY EDUCATION (PME)</b>			
COMMON CORE	WLC	ALC	SLC
MOS SPECIFIC		19D ALC	M-SLC
<b>GENERATING FORCE</b>			
	GENERAL ASSIGNMENTS: RECRUITER INSTRUCTOR	GENERAL ASSIGNMENTS: RECRUITER INSTRUCTOR DRILL SERGEANT AC-RC ADVISOR	GENERAL ASSIGNMENTS: PROJECT WARRIOR RECRUITER INSTRUCTOR DRILL SERGEANT AC-RC ADVISOR ROTC INSPECTOR GENERAL EOA O/CT at CTC
<b>FUNCTIONAL TRAINING</b>			
ASIs-SQIs COMMON TO ALL MOS JPME RECURRING COMMON TRAINING IN UNITS AND INSTITUTIONS	RANGER RSLC AIRBORNE AIR ASSAULT COMBAT LIFESAVER JAVELIN JUMP MASTER	BRADLEY MASTER GUNNER PATHFINDER ARMY RECON COURSE BRADLEY LEADER COURSE STRYKER LEADER COURSE	CAVALRY LEADER COURSE BATTLE STAFF NCO
<b>SELF-DEVELOPMENT</b>			
STRUCTURED		SSD III	SSD IV
GUIDED	MANEUVER SELF STUDY PROGRAM		
DEGREE COMPLETION GOALS	BEGIN AA	COMPLETE AA; BEGIN BS	COMPLETE BS
	SOCAD AGREEMENTS WITH UNIVERSITY MARYLAND UNIVERSITY COLLEGE (UMUC) AND THOMAS EDISON STATE COLLEGE (TESC)		
PROFESSIONAL DEVELOPMENT	EXCELLENCE IN ARMOR		
CLUBS	SGT AUDIE MURPHY CLUB SGT MORALES CLUB		

**Figure 4-7. Cavalry Scout NCO (19D) Professional Development Model**

4-1. **Armor Scout NCO (19D) Duties.** Cavalry scouts perform three basic types of missions as part of combat operations: reconnaissance, security, and economy of force. Cavalry scouts provide their commander with real time, accurate information about the terrain and enemy, preserve and protect other friendly units, and are prepared to fight and win as part of a combined arms team. Cavalry scouts are valued for their warfighting skills that are acquired and perfected primarily through realistic training, professional military education, and service in the most demanding leadership positions the Armor Branch offers.

## INSTITUTIONAL DEVELOPMENT

4-2. **Sergeant (Skill Level 2).** Cavalry scouts in rank of specialist/corporal(P) and sergeant attend the four-week Warrior Leader Course (WLC). This course emphasizes leadership training, communication skills, training management, selected common military skills, and duties, responsibility, and authority of the noncommissioned officer. WLC produces competent junior NCOs who are qualified team/section/squad leaders and trainers of warfighting skills. Sergeants should strive to attend one or more of the following functional courses: Ranger, Reconnaissance and Surveillance Leader Course, Airborne, and Air Assault.

4-3. **Staff Sergeant (Skill Level 3).** Cavalry Scout Advanced Leader Course (ALC) teaches sergeants and staff sergeants to operate with tactical efficiency within Army doctrine as a squad leader within a platoon as part of a combined arms element. Staff sergeants should strive to attend one or more of the following functional courses: Army Reconnaissance Course, Bradley Master Gunner, M2 BIFV/M3 CFV/M7 BFIST Leader, Stryker Leader, Pathfinder, and Battle Staff Noncommissioned Officers Course.

4-4. **Sergeant First Class (Skill Level 4).** Sergeants first class attend the two-phase Maneuver Senior Leader Course (M-SLC). Phase 1 is conducted as a resident course with training combining the two CMFs (11/19) in the same learning environment. Phase 2 is the MOS-specific phase conducted as a resident course (each MOS has its own phase 2). Sergeants first class should strive to attend Cavalry Leaders Course.

## OPERATIONAL DOMAIN

4-5. **Sergeant (Skill Level 2).** Sergeants should focus on developing troop leading skills, honing technical expertise, and laying a foundation of tactical knowledge. The sergeant should successfully serve as a team leader. Assignments for career progression and to gain the necessary expertise to serve as a staff sergeant include scout team leader.

4-6. **Staff Sergeant (Skill Level 3).** The critical assignments at this stage of the staff sergeant's career are scout squad leader. The Soldier should focus on refining and developing his leadership, tactical, and technical expertise. While the Armor Branch goal is for every staff sergeant to serve in each key leadership assignment, the critical factor is the quality of performance during the assignment, not the amount of time in position. The staff sergeant must aggressively seek leadership assignments in MOS developing positions prior to serving in a specialty assignment. Staff sergeants who have served as squad leaders should take the opportunity to fill a platoon sergeant position.

4-7. **Sergeant First Class (Skill Level 4).** The critical assignment at this stage of the NCO's career is platoon sergeant. More than any other critical troop leadership assignment, platoon sergeant is the assignment a Soldier must have and must excel into advance to MSG/1SG and SGM/CSM. The sergeant first class must take advantage of the opportunity to serve as a platoon sergeant. Due to Army requirements, if a sergeant first class passes up an assignment as a platoon sergeant, he may never get another opportunity. Without achieving and maintaining proficiency as a platoon sergeant, an MOS 19D sergeant first class will not be competitive for promotion to MSG. While the Armor Branch goal is for every NCO to serve in each key leadership assignment, the critical factor is the quality of performance during the assignment, not the amount of

time in position. Other operational assignments may include battalion/brigade assistant operations sergeant or master gunner. A sergeant first class who has served as a platoon sergeant should take the opportunity to fill a 1SG position.

#### **GUIDED AND PERSONAL SELF-DEVELOPMENT**

4-8. **Sergeant (Skill Level 2).** Structured self-development (SSD) is a key area and one of three domains of training and leader development. SSD1 comprises 80-hours of structured self-development distributed learning, which must be completed before attending WLC. Tasks are primarily focused at the team level and common leader and tactical skills. Beginning FY13, Soldiers must complete SSD I prior to attending WLC.

4-9. **Staff Sergeant (Skill Level 3).** SSD III tasks are primarily focused at the platoon level. SSD III will be completed after ALC and prior to the Senior Leaders Course (SLC), previously known as the Advanced Noncommissioned Officers Course (ANCOC). Sergeants (P), staff sergeants, and sergeants first class are enrolled in SSD III automatically upon completion of all phases of ALC. Note: There is no SSD between WLC and ALC.

4-10. **Sergeant First Class (Skill Level 4).** SSD IV tasks are primarily focused at the battalion level. United States Army Sergeants Major Academy (USASMA) highly recommends that SSD IV be completed prior to assuming duties as a first sergeant. Effective 1 May 13, completion of SSD IV is a prerequisite for attendance at Sergeant Major Course.

4-11. Enrollment is through ATRRS/Channels Directory – Army/Self-Development.

(a) SSD I: 1-250-C49-1

(b) SSD III: 1-250-C49-3

(c) SSD IV: 1-250-C49-4

4-12. Additional information can be found on the United States Army Sergeants Major Academy website.

## ARMOR NCO (19K) LEADER DEVELOPMENT

ARMOR NCO (19K) PROFESSIONAL DEVELOPMENT MODEL			
RANK	SL2-SGT	SL3-SSG	SL4-SFC
OPERATING FORCE			
JOB DESCRIPTION	TANK GUNNER VEHICLE COMMANDER ASST OPERATIONS SGT AMMUNITION SGT	TANK/MGS COMMANDER BN ASST OPERATIONS SGT MASTER GUNNER	PLATOON SERGEANT BN/BDE OPERATIONS SGT S-2 NCOIC
PROFESSIONAL MILITARY EDUCATION (PME)			
COMMON CORE	WLC	ALC	SLC
MOS SPECIFIC		19K ALC	M-SLC
GENERATING FORCE			
	GENERAL ASSIGNMENTS: RECRUITER INSTRUCTOR	GENERAL ASSIGNMENTS: RECRUITER INSTRUCTOR DRILL SERGEANT AC-RC ADVISOR	GENERAL ASSIGNMENTS: PROJECT WARRIOR RECRUITER INSTRUCTOR DRILL SERGEANT AC-RC ADVISOR ROTC INSPECTOR GENERAL EOA O/CT at CTC
FUNCTIONAL TRAINING			
ASIs-SQIs COMMON TO ALL MOS JPME RECURRING COMMON TRAINING IN UNITS AND INSTITUTIONS	COMBAT LIFESAVER	TANK MASTER GUNNER MGS MASTER GUNNER	BATTLE STAFF NCO
SELF-DEVELOPMENT			
STRUCTURED		SSD III	SSD IV
GUIDED	MANEUVER SELF STUDY PROGRAM		
DEGREE COMPLETION GOALS	BEGIN AA	COMPLETE AA; BEGIN BS	COMPLETE BS
	SOCAD AGREEMENTS WITH UNIVERSITY MARYLAND UNIVERSITY COLLEGE (UMUC) AND THOMAS EDISON STATE COLLEGE (TESC)		
PROFESSIONAL DEVELOPMENT	EXCELLENCE IN ARMOR		
CLUBS	SGT AUDIE MURPHY CLUB SGT MORALES CLUB		

**Figure 4-8. Armor NCO (19K) Professional Development Model**

4-1. **Armor NCO (19K) Duties.** The Armor crewman's role on the battlefield is to close with and destroy enemy forces using firepower, mobility, and shock action; or to destroy the enemy's will to continue the battle. Some of the missions conducted by Armor crewmen are movement to contact, hasty attack, deliberate attack, and defend in sector.

### INSTITUTIONAL DEVELOPMENT

4-2. **Sergeant (Skill Level 2).** Armor crewmen in rank of specialist/corporal(P) and sergeant attend the four-week Warrior Leader Course (WLC). This course emphasizes leadership training, communication skills, training management, selected common

military skills, and duties, responsibility, and authority of the noncommissioned officer. WLC produces competent junior NCOs who are qualified team/section/squad leaders, and trainers of warfighting skills. Functional courses available to sergeants include the Mobile Gun System Commanders Course. Army National Guard (ARNG) NCOs may attend the M1A1 or M1A2 Tank Commanders Certification Course.

4-3. **Staff Sergeant (Skill Level 3).** Armor Crewman Advanced Leader Course (ALC) teaches sergeants and staff sergeants to operate with tactical efficiency within Army doctrine as a tank commander within a platoon as part of a combined arms element. Staff sergeants should strive to attend one or more of the following functional courses: M1A2 Master Gunner, MGS Master Gunner, and Battle Staff Noncommissioned Officer Course. ARNG NCOs may attend the M1A1 Master Gunner Course.

4-4. **Sergeant First Class (Skill Level 4).** Sergeants first class attend the two-phase Maneuver Senior Leader Course (M-SLC). Phase 1 is conducted as a resident course with training combining the two CMFs (11/19) in the same learning environment. Phase 2 is the MOS-specific phase conducted as a resident course (each MOS has its own phase 2).

#### OPERATIONAL DOMAIN

4-5. **Sergeant (Skill Level 2):** Sergeants should focus on developing troop leading skills, honing technical expertise, and laying a foundation of tactical knowledge. Assignments for career progression and to gain the necessary expertise to serve as a staff sergeant include tank gunner, MGS gunner, or senior gunner.

4-6. **Staff Sergeant (Skill Level 3):** The critical assignment at this stage of the Armor crewman's career is tank commander or MGS commander. The Soldier should focus on refining and developing his leadership, tactical, and technical expertise. While the Armor Branch goal is for every staff sergeant to serve in each key leadership assignment, the critical factor is the quality of performance during the assignment, not the amount of time in position. The staff sergeant must aggressively seek leadership assignments in MOS developing positions prior to serving in a specialty assignment. Staff sergeants who have served as tank commanders or MGS commanders should take the opportunity to fill a platoon sergeant position.

4-7. **Sergeant First Class (Skill Level 4):** The critical assignment at this stage of the Armor crewman's career is platoon sergeant. More than any other critical leadership assignment, platoon sergeant is the assignment a sergeant first class must have, and must excel in, to advance to MSG/1SG and SGM/CSM. The sergeant first class must take advantage of the opportunity to serve as a platoon sergeant. Due to Army requirements, if a sergeant first class passes up an assignment as a platoon sergeant, he may never get another opportunity. Without achieving and maintaining proficiency as a platoon sergeant, an MOS 19K sergeant first class will not be competitive for promotion to MSG. While the Armor Branch goal is for every sergeant first class to serve in each key leadership assignment, the critical factor is the quality of performance during the assignment, not the amount of time in position. Other operational assignments may include battalion/brigade assistant operations sergeant or master gunner. The sergeant first class who has served as a platoon sergeant should take the opportunity to fill a 1SG position.

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**GUIDED AND PERSONAL SELF-DEVELOPMENT**

4-8. **Sergeant (Skill Level 2).** Structured self-development (SSD) is a key area and one of three domains of training and leader development. SSD1 comprises 80-hours of structured self-development distributed learning which must be completed before attending WLC. Tasks are primarily focused at the team level and common leader and tactical skills. Beginning FY13, Soldiers must complete SSD I prior to attending WLC.

4-9. **Staff Sergeant (Skill Level 3).** SSD III tasks are primarily focused at the platoon level. SSD III will be completed after ALC and prior to the Senior Leaders Course (SLC), previously known as the Advanced Noncommissioned Officers Course (ANCOC). Sergeants (P), staff sergeants, and sergeants first class are enrolled in SSD III automatically upon completion of all phases of ALC. Note: There is no SSD between WLC and ALC.

4-10. **Sergeant First Class (Skill Level 4).** SSD IV tasks are primarily focused at the battalion level. United States Army Sergeants Major Academy (USASMA) highly recommends that SSD IV be completed prior to assuming duties as a first sergeant. Effective 1 May 13, completion of SSD IV is a prerequisite for attendance at Sergeant Major Course.

4-11. Enrollment is through ATRRS/Channels Directory – Army/Self-Development.

(a) SSD I: 1-250-C49-1

(b) SSD III: 1-250-C49-3

(c) SSD IV: 1-250-C49-4

4-12. Additional information can be found on the United States Army Sergeants Major Academy website.

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**Appendix A**  
**Instructor Professional Development Program**

To be published.



**Appendix B**  
**Maneuver Self-Study Program**

To be published.



**Appendix C**  
**Human Dimension Strategy**

To be published.



**Section I**  
**Comprehensive Soldier and Family Fitness (CSF2)**  
**Strategy**

To be published.





**Section II**  
**Advanced Situational Awareness Training (ASAT) Strategy**

To be published.



**Section III**  
**Language, Regional Expertise, and Culture (LREC)**  
**Strategy**

To be published.



**Appendix D**  
**Counter Improvised Explosive Device (C-IED) Strategy**

To be published.



Appendix F

**Crosswalk General Learning Outcomes (GLOs) and  
Maneuver Learning Outcomes (MLOs) with Course  
Outcomes**

To be published.





Appendix E

**Crosswalk of GLOs and MLOs With Individual Tasks  
Across the Leader Development Domains**

To be published.



# Glossary

<b>Acronym/Term</b>	<b>Definition</b>
<b>A-BOLC</b>	Armor Basic Officer Leader Course
<b>ACSAP</b>	Army Center for Substance Abuse Program
<b>ATN</b>	Army Training Network
<b>BN</b>	battalion
<b>BOLC</b>	Basic Officer Leader Course
<b>CATS</b>	Combined Arms Training Strategies
<b>CCIR</b>	commander's critical information requirements
<b>C-IED</b>	counterimprovised explosive device
<b>CLEP</b>	college level examination program
<b>CMF</b>	career management field
<b>CO</b>	course outcomes
<b>CSF</b>	comprehensive Soldier fitness
<b>CTC</b>	combat training center
<b>DTMS</b>	Digital Training Management System
<b>FAST</b>	functional academic skills training
<b>FRAGORD</b>	fragmentary order
<b>GLO</b>	general learning outcome
<b>HQDA</b>	Headquarters, Department of the Army
<b>IDP</b>	individual development plan
<b>IED</b>	improvised explosive device
<b>IMI</b>	interactive multimedia instruction
<b>IMLC</b>	Infantry Mortar Leaders Course
<b>IPB</b>	intelligence preparation of the battlefield
<b>JAG</b>	Judge Advocate General
<b>JIIM</b>	joint, interagency, intergovernmental, and multinational
<b>LREC</b>	language, regional expertise, and culture
<b>MCCC</b>	Maneuver Captains Career Course
<b>METL</b>	mission-essential task list
<b>METT-TC</b>	mission, enemy, terrain and weather, troops and support available, time available, and civil considerations
<b>MCoE</b>	Maneuver Center of Excellence
<b>MLO</b>	maneuver learning outcome
<b>MOS</b>	military occupational specialty
<b>NCOES</b>	Noncommissioned Officer Education System
<b>NCO</b>	noncommissioned officer
<b>OPORD</b>	operations order
<b>OSUT</b>	on-site user training
<b>PME</b>	professional military education
<b>PMESII-PT</b>	political, military, economic, social, infrastructure, information, physical

## Glossary

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<b>Acronym/Term</b>	<b>Definition</b>
	environment and time
<b>POI</b>	program of instruction
<b>PSD</b>	personal self-development
<b>TTP</b>	tactics, techniques, and procedures
<b>TRADOC</b>	U.S. Army Training and Doctrine Command
<b>USMA</b>	United States Military Academy Prep School (West Point, NY)
<b>U.S.</b>	United States
<b>UTL</b>	universal task list
<b>WARNORD</b>	warning order
<b>WFF</b>	warfighting functions
<b>WLC</b>	Warrior Leaders Course

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- TRADOC Pamphlet 525-8-4, *The U.S. Army Concept for Building Partner Capacity 2016-2028*, 22 November 2011.

### DOCUMENTS NEEDED

These documents are available to the intended user of this publication.

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- TRADOC TASKORD IN121442 - *Review of IET Outcomes*.
- Unit Leader Development Handbook.
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