

Department of the Army  
Pamphlet 600-25

**US Army  
Noncommissioned  
Officer  
Professional  
Development  
Guide**

Headquarters  
Department of the Army  
Washington, DC  
30 April 1987

**UNCLASSIFIED**

# ***SUMMARY of CHANGE***

DA PAM 600-25

US Army Noncommissioned Officer Professional Development Guide

Not applicable.

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## **Creed of the Noncommissioned Officer**



No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a Noncommissioned Officer, I realize that I am a member of a time honored corps, which is known as "The Backbone of the Army."



I am proud of the Corps Noncommissioned Officers and will at all times conduct myself so as to bring credit upon the Corps, the Military Service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit, or personal safety.



Competence is my watchword. My two basic responsibilities will always be uppermost in my mind—accomplishment of my mission and the welfare of my soldiers. I will strive to remain tactically and technically proficient. I am aware of my role as a Noncommissioned Officer. I will fulfill my responsibilities inherent in that role. All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will communicate consistently with my soldiers and never leave them uninformed. I will be fair and impartial when recommending both rewards and punishment.



Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those with whom I serve; seniors, peers, and subordinates alike. I will exercise initiative by taking appropriate action in the absence of orders. I will not compromise my integrity, nor my moral courage. I will not forget, nor will I allow my comrades to forget that we are professionals, Noncommissioned Officers, leaders!



## **PREFACE**

This professional development guide has one purpose—to help you be the kind of noncommissioned officer (NCO) described in the creed on the inside front cover. It contains information you need to take charge of your own professional development and to develop the people who work for you.

This guide applies to all NCOs, regardless of military occupational specialty (MOS), in the Active Army (AA). MOS proponents publish supplemental information. The term officer refers to commissioned officers only. When clarity requires, this guide specifies commissioned officer, warrant officer (WO), and NCO.

The proponent of this pamphlet is the Office of the Deputy Chief of Staff for Personnel. Send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Headquarters, Department of the Army, (DAPE-MPS), Washington, DC 20310-0300.

Unless otherwise stated, whenever the masculine gender is used, both men and women are included.

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## US Army Noncommissioned Officer Professional Development Guide

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By Order of the Secretary of the Army:

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**History.** This publication has been organized to make it compatible with the

Army electronic publishing database. No content has been changed.

**Summary.** This professional development guide has one purpose—to help you be the kind of noncommissioned officer (NCO) described in the creed. It contains information you need to take charge of your own professional development and to develop the people who work for you. Unless otherwise stated, whenever the masculine gender is used, both men and women are included.

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## Chapter 1 The NCO Corps

### 1-1. HISTORICAL BACKGROUND

Patterned after the British model, the Continental Army had officers appointed or elected to command or to serve on staffs. Sergeants (SGTs) appointed or elected from the ranks served as subordinates to commanders or assisted staff officers. But qualifications, duties, responsibilities, authority, and standards were irregular until Baron Von Steuben became George Washington's inspector general.

a. Von Steuben began working at Valley Forge where Washington's disheartened troops were then encamped. His *Regulations for the Order and Discipline of the Troops of the United States*, written in 1779, was our official manual for the next 33 years. Commonly known as the "Blue Book," it described the basics of guard duty, field operations, drills, and organization, including the selection of NCOs:

The choice of noncommissioned officers is . . . of the greatest importance: The order and discipline of a regiment depends so much upon their behavior, that too much care cannot be taken in preferring none to that trust but those who by their merit and good conduct are entitled to it. Honesty, sobriety, and a remarkable attention to every point of duty, with a neatness to their dress, are indispensable requisites; a spirit to command respect and obedience from the men, an expertness in performing every part of the exercise, and an ability to teach it, are also absolutely necessary.

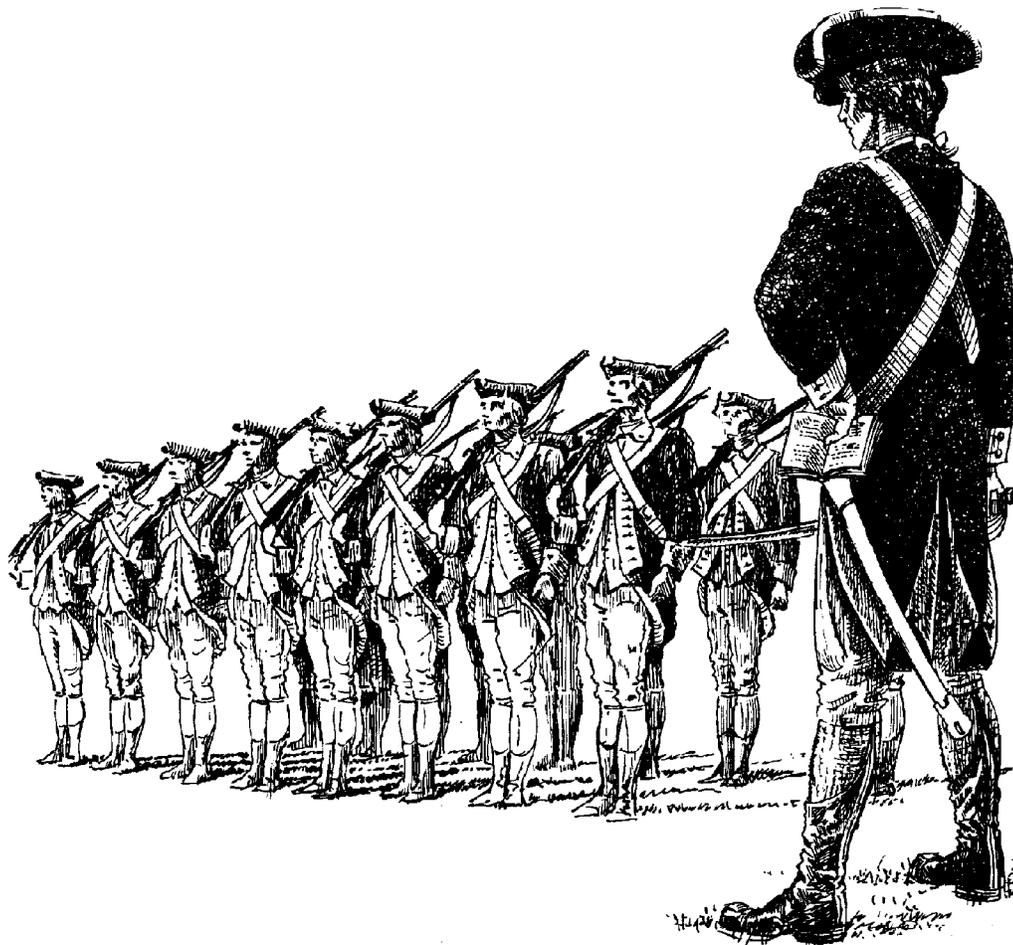


Figure 1-1. The Continental Army, patterned after the British model.

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b. The *Regulations* described the sergeant major's (SGM's) attributes:

The sergeant major, being at the head of the non-commissioned officers, must pay the greatest attention to their conduct and behavior, never conniving at the least irregularity committed by them or the soldiers, from both of whom he must exact the most implicit obedience. He should be well acquainted with the interior management and discipline of the regiment. . . .

c. It also issued instructions for the first sergeant (1SG) of a company:

The soldier, having acquired that degree of confidence of his officers as to be appointed first sergeant of the company, should consider the importance of his office; that the discipline of the company, the conduct of the men, their exactness in obeying orders, and the regularity of their manners, will in a great measure depend on his vigilance. He should be intimately acquainted with the character of every soldier of the company, and should take great pains to impress upon their minds the indispensable necessity of the strictest obedience, as the foundation of order and regularity.

## NCOs ASSIST AND COMPLIMENT THE OFFICERS

Von Steuben's *Regulations* are no longer in effect, but they're still applicable. The organization he formulated and the traits he described are as valid today as they were 200 years ago. In his day, NCOs were promoted from the ranks to assist and complement officers in the discharge of their duties. They still are. Responsible for the missions, they fought, trained and cared for the soldiers, and maintained the equipment entrusted to them. They still do.

### 1-2. CHANGING TIMES

When Von Steuben wrote the *Regulations*, war was slower and less complicated than it is today. Battlefields tended to be more defined, and the span of control was tighter. Weapons had shorter ranges, and travel over great distances took longer.

a. Formerly, Army peacetime activity was divided between garrison and the field. Collective training took place in the field. Maintenance and support activities took place in garrison. Gradually, many other tasks and missions began to compete with training and maintenance, blurring the distinction between field and garrison duties.

In years past when war was not so immediate, we had sufficient time to gear up for it. For example, during the Indian wars, units often formed for specific campaigns and trained for as much as a year before they actually deployed. Since then, we have had less time to mobilize, which created additional problems for the NCO corps. Rapid expansion at war's onset scattered NCOs throughout the Army. Rapid promotion due to an expanding Army requirement and subsequent battle losses further eroded the NCO corps and lowered the overall level of leadership and technical expertise.

b. Formerly, leadership and technical skills were acquired from experience and handed down from more experienced NCOs to newer ones. On the positive side, NCOs usually stayed in the same units for long periods, providing stability and passing on traditions and experience directly to junior NCOs and enlisted persons. On the other hand, policies concerning assignments, promotions, education, and other personnel management decisions were ill-defined and much more arbitrary than today's policies.

c. During recent wars, newer NCOs, appointed because of immediate need, learned quickly and performed adequately. Many NCOs, however, did not have the required experience and training to cope with all the new tasks of the peacetime garrison environment. Newer, more complicated equipment demanded even more training and compounded the problem of inexperience in the NCO corps. Unit stability was often lost. More enlightened leadership and more difficult technical skills were required. This cycle was repeated after each war in the twentieth century. Each cycle resulted in a loss of some job knowledge and greater supervision of NCOs by officers.

### 1-3. CURRENT CHALLENGES

Technology has compressed time and space. Today's weapons of war are faster, have greater accuracy and range, and are more deadly than ever before. Maintenance and service support requirements have also increased. We have to anticipate the future even as we monitor the present. Our tactics and doctrine have to make the best use of our soldiers and equipment both today and tomorrow.

a. To win the first critical battle of the next war, we will need individual action and initiative at squad, section, platoon, company, battery, and troop levels. The equipment we need to fight in this environment will be complex. The maintenance and training for such complicated equipment must be handled at unit level.

## WE HAVE TO PROVIDE QUALIFIED LEADERSHIP

b. As we modernize our equipment, plans, and doctrine, we must look at the way we prepare our soldiers to carry out their duties. And that's exactly what we're doing. We're integrating more leadership training into regular training. We're fielding soldier's manuals and individual skill qualification tests (SQTs) to guide improvement in individual training skills. The Army Training and Evaluation Program (ARTEP) is providing collective training standards. Personnel managers are supplying guidance in management skills. The goal is to provide leaders at all levels who have the training and experience for their own duties and for training their subordinates.

### 1-4. COMMAND RELATIONSHIPS

Everyone knows that officers and NCOs have to work closely with each other to carry out the Army's mission. Much discussion, however, concerns who is really responsible for what. What is "officer business," and what is "NCO business"?

#### a. TRADITIONS AND LAWS

(1) The complementary relationship and mutual respect between NCOs and officers are traditions in the US Army. Since the Army's beginning in 1775, their duties have been separate but necessarily related. Traditions, functions, and laws determine the particular duties of officers and NCOs. Customs and courtesies bind soldiers together in the profession of arms.

(2) In 1775, commanders of companies and regiments came from families with money or property because commanders had to raise and equip their units out of their own pockets. Officers issued orders and information primarily by written message since verbal messages could be forgotten or misinterpreted by messengers. Thus, officers had to be literate as well as wealthy, and literacy was normally found only among the propertied class.

(3) The Constitution retained some of these ideas in terms of "commission," or appointment, by the president. Commissions are legal instruments by which the president appoints and exercises direct control over qualified people to act as his legal agents and assist him in carrying out his duties as commander in chief of the armed forces. Today, while wealth is no longer a factor in becoming an officer, the requirement for education and literacy continues.

(4) The Army retains the "direct-agent" relationship with the president. It is the basis for commissioned officers' legal authority and their placement in positions of authority in the Army organization. Their appointments and promotions require presidential recommendation and congressional approval.

(5) NCOs, selected from the soldier ranks, do not derive authority from commissions. Rather, officers and higher ranking NCOs delegate the authority they need to get the job done. NCOs serve as agents of the officers.

#### b. TEAMWORK

No strict rule can cover or should try to cover every relationship between officers and NCOs. In general, commanders set the overall policies and standards of their unit and direct the entire range of duties. Officers supervise NCOs and help them carry out their responsibilities. They cannot simply say, "That's sergeants' business," nor should they do NCOs' work for them. They must, however, ensure that NCOs have the guidance, resources, and assistance necessary to do their duties. By the same token, NCOs are responsible for assisting and advising officers in carrying out their duties.

The missions demand that officers and NCOs advise, assist, and learn from one another. To meet their responsibilities, they must work together and complement one another.



Figure 1-2. Officers and NCOs advise, assist and learn from one another.

*c. FUNCTIONS*

(1) No sharp, definitive line separates officer and NCO responsibilities. The officers and NCOs of a unit must determine the exact division of responsibilities and tasks by considering the mission, the situation, and the abilities and personalities of the leaders on that particular team.

(2) The following are general types of tasks that normally fall to officers and NCOs:

- Officers command, plan, establish policy, and manage the Army; NCOs conduct the daily business of the Army within established policy.
- Officers focus on collective training leading to mission accomplishment; NCOs focus on individual training, which leads to mission capability.
- Officers are primarily involved in units and unit operations; NCOs place their major focus on individual soldiers and team leading.
- Officers concentrate on unit effectiveness and readiness; NCOs ensure that all subordinate NCOs and soldiers with their personal equipment are individually ready and functioning as effective unit members.
- Officers pay particular attention to the standards, care, and professionalism of officers; NCOs focus on the standards, care, and professionalism of NCOs and enlisted personnel.
- Officers pay particular attention to the standards of performance, training, and professional development of officers and NCOs; NCOs concentrate on the standards of performance, training, and professional development of NCOs and enlisted personnel.

*d. COMMUNICATIONS*

The Army has but one chain of command. The NCO support channel, which AR 600-20 authorizes, parallels and reinforces it. Both are means of communication and control. For the chain of command to work most efficiently, the NCO support channel must be operating.

YOU MUST KEEP YOUR COUNTERPARTS INFORMED

(1) The battalion or higher-level NCO support channel begins with the command sergeant major (CSM) and ends with the squad or section chief or team leader. Between these points, it works through intermediate levels such as company and battery first sergeants and platoon sergeants.

(2) NCOs use the channel to pass information, issue orders, and get routine but important jobs done. Most often, they use it to put policies and procedures into effect and to enforce standards of performance, training, appearance, and conduct.

(3) In addition to conducting normal operations, NCOs in the support channel advise the commander on individual soldier proficiency and training needed to ensure unit readiness. Commanders are then free to plan, make decisions, and program future training and operations. Normally, the battalion commander will consult with the battalion command sergeant major before putting orders into the chain of command. This does not mean that the CSM is in the chain of command but that the CSM must know what instructions are being issued in order to supervise the NCO support channel effectively.

(4) This relationship between commander and senior NCOs is true at all levels. Regardless of where the information or tasks begin—in the chain of command or in the NCO support channel—counterparts must be kept informed. Being informed prevents duplication and the issuing of conflicting orders.

*e. AUTHORITY*

Authority is the legitimate power of leaders to direct subordinates or to take action within the scope of their positions.

Legal authority begins with the Constitution. It divides authority for the military between Congress and the President. Congress has the authority to make laws to govern the Army, and the President has the authority to command the Army as commander in chief.

(1) *Types of Authority*

(a) *Command.* Command authority has several sources, but it primarily originates with the president. Most command authority comes from regulation and not from law.

Leaders have command authority when they fill positions requiring the direction and control of other members of the Army. That authority is restricted, however, to the soldiers and facilities in their own units.

Command authority is not limited to commissioned officers. “Commanders” are any leaders who direct and control soldiers as an official part of their duties. Such leaders have the inherent authority to issue orders to carry out the unit mission and to ensure the welfare of soldiers unless contrary to law or regulation.

Enlisted soldiers can have command authority. A tank commander, squad leader, and section or platoon sergeant use command authority to direct and control. A dining facility manager uses command authority to operate the dining facility.

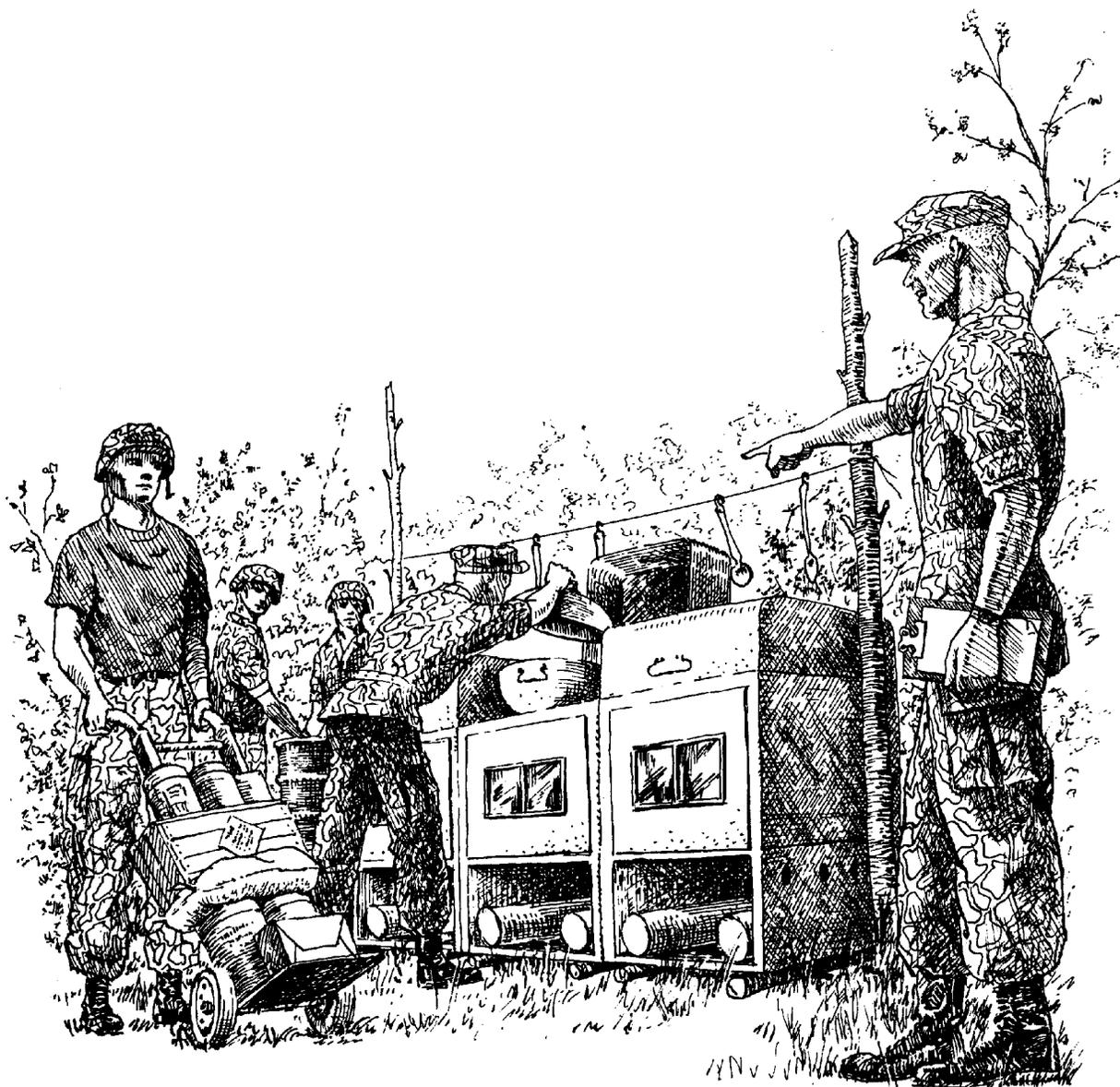


Figure 1-3. Leaders have Command Authority.

(b) *General Military.* General military authority is the authority extended to all soldiers to take action. It originates in oaths of office, law, rank structure, tradition, and regulation. For example, the Uniform Code of Military Justice (UCMJ) gives authority to “. . . commissioned officers, warrant officers, petty officers, and noncommissioned officers to quell quarrels, frays, disorders . . . and to apprehend personnel . . . who take part.” Leaders may exercise general military authority over soldiers from different units. For example, a finance sergeant who sees a group of soldiers in a brawl has the general military authority and obligation to break it up even though none of the soldiers are in the sergeant’s finance section. The same type of authority applies when the NCO of one battalion stops a soldier from another to give instruction on military courtesy.

(2) *Delegation of Authority*

Just as it is impossible for Congress and the President to participate in every facet of the armed forces, so it is impractical for commissioned officers to handle every action directly. To meet the organization’s goals, they must delegate authority to NCOs.

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**Table 1-1**  
**Guidelines for delegation of authority**

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**Guideline 1: A task implies authority needed to complete the task.**

When you are required to perform a specified, directed, or implied duty or task, you have the authority to do it whether or not you are so instructed. If your supervisor says, "Have the soldiers clean their weapons today," you have to perform.

The supervisor does not have to add, "You may issue orders to your soldiers to have them report to the arms room." If you have to keep the soldiers for three hours past the end of the workday to get the weapons clean that day, you have the authority to do so.

**Guideline 2: You can't delegate authority which you don't have yourself.**

When you delegate a duty or task, you can't give a subordinate authority that you don't possess. For example, the authority to sign certain requisitions may rest with the company, battery, or troop commander.

The platoon leader can't task the platoon sergeant to sign such requisitions because the leader doesn't have that authority to delegate.

**Guideline 3: You can't assume authority your boss doesn't have.**

As a subordinate, you can't assume authority that your superior does not possess, has restricted, or can't delegate. "Assuming" authority means taking over a task on your own initiative because of circumstance or necessity.

If you were the first sergeant, you couldn't administer an Article 15 because your company, battery, or troop commander can't delegate the authority to do so. On the other hand, in the absence of instruction or guidance, the first sergeant assumes the task of maintaining unit vehicles and the authority needed to do it.

**Guideline 4: Leaders may delegate authority in whole or in part, unless limited by law.**

Unless restricted by law, regulation, or a superior, you may delegate any or all of your authority to your subordinates. For example, the company, battery, or troop commander has the authority to maintain unit vehicles and may, in turn, delegate it in whole or in part to a motor officer or motor sergeant.

However, according to the UCMJ, only the company, battery, or troop commander, who is a commissioned officer, can administer an Article 15. The commander cannot delegate that task to the executive officer or first sergeant. The UCMJ restricts this authority.

**Guideline 5: Authority is limited to the task at hand.**

Authority is limited to the duty or task to be performed. For example, the first sergeant may tell a platoon sergeant to get five men from each platoon to police around battalion headquarters.

That limits the platoon sergeant's authority to five men, not six or seven, from each platoon. It also limits the effort to the headquarters area. The platoon sergeant does not have the authority to direct the detail to perform other tasks.

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*e. ACCOUNTABILITY*

(1) When you are responsible for something, you are liable, or accountable, for the outcome. You must answer for either an action or an omission. Responsibilities fall into two categories: individual and command.

(2) Soldiers have individual responsibilities. They are responsible for their own actions. Nobody gives or delegates their individual responsibilities to them. They assume them when they take their oath of enlistment.

(3) Command responsibilities refer to the collective or organizational accountability of all leaders, including how well their units perform their missions. For example, the platoon sergeant is responsible for all the tasks and missions assigned to his platoon, as directed by the platoon leader. The sergeant of the guard is responsible for all activities related to guard duty.

*f. DUTIES*

A duty is a legal or moral obligation. For example, soldiers have a legal duty to obey the lawful orders of their leaders. Likewise, all officers have a duty to take care of their soldiers. As Army leaders, officers and NCOs share many duties. Sharing duties means that they all work toward the same goals, objectives, and missions. However, most duties are primarily the concern of either a commissioned officer or an NCO.

(1) *Specified Duties*

Specified duties are those related to jobs and positions. Directives such as Army regulations, Department of the Army (DA) general orders, the UCMJ, soldier's manuals, ARTEP publications, and MOS job descriptions specify the duties. They spell out what soldiers must do and the standards they must meet.

According to AR 600-20, NCOs must ensure that—

- Each member of the unit is trained to competence in the MOS as prescribed in the appropriate soldier's manuals.
- All government property issued to members of their units is properly maintained and accounted for at all times and that discrepancies are reported promptly.
- While on duty, they are ready to report the activity of all members of the unit.
- Their soldiers get proper individual training and maintain personal appearance and cleanliness.

#### YOU PERFORM DIRECTED DUTIES FROM ORAL OR WRITTEN INSTRUCTIONS

##### *(2) Directed Duties*

Directed duties are not specified as part of a job position or MOS or other directive. They are given orally or in writing by a superior. Directed duties include being in charge of quarters (CQ) or serving as sergeant of the guard, staff duty officer, company training NCO, and nuclear, biological, and chemical (NBC) NCO, where these duties are not found in the unit's organization charts.

#### YOU INTUITIVELY DETERMINE IMPLIED DUTIES AND THEN PERFORM THEM

##### *(3) Implied Duties*

Implied duties often support specified duties, but in some cases they may not be related to the MOS job position. These duties may not be written but implied in the instructions. They're duties that improve the quality of the job and help keep the unit functioning at an optimum level. In most cases, these duties depend on individual initiative. They improve the work environment and motivate soldiers to perform because they want to, not because they have to.

### **1-5. DUTY POSITIONS**

At all echelons of command, commanders and their staffs are responsible for ensuring that superiors delegate authority to NCOs properly. This guidance applies whether the superior is an officer, warrant officer, or another NCO. It applies to personnel of all components of the Army.



### **SERGEANT MAJOR OF THE ARMY (SMA)**

SMA is the senior sergeant major rank, the senior NCO position in the Army. The SMA serves as the senior enlisted advisor and consultant



### **COMMAND SERGEANT MAJOR**

CSMs are the senior NCOs at battalion and higher-level headquarters. They carry out policies and enforce standards related to enlisted personnel performance, training, appearance, and conduct. They also advise and make recommendations to the commander and staff on matters pertaining to enlisted personnel.



### **FIRST SERGEANT**

First Sergeants are found at company, battery, and troop levels. They are like command sergeants major in importance, responsibility, and prestige. First sergeants are in direct and daily contact with sizable numbers of other enlisted personnel. Thus, they must be outstanding leaders and competent professionals.



### **PLATOON SERGEANT (PSG)**

PSGs are keys in the command structure of the Army. When the platoon leaders are present, the platoon sergeants are key assistants and advisors. In the absence of platoon leaders, the platoon sergeants command the platoons.



### **SECTION, SQUAD, AND TEAM LEADERS**

Platoon sergeants hold subordinate leaders responsible for conducting individual training, for maintaining the personal appearance and cleanliness of their soldiers, and for ensuring that—



- Each member of the unit is trained to competency in the MOS, as prescribed in the appropriate soldier's manual.
- All government property issued to members of their unit is properly maintained and accounted for at all times and that discrepancies are reported promptly.
- They can, while on duty, always report the locations and activities of all members of the unit.

Figure 1-4. Duty Positions.

## 1-6. LEADERSHIP PRINCIPLES

Every soldier must know and do his job, but not every one is a leader. NCOs are courageous and skillful soldiers who are technically proficient. For NCOs, the link between leadership and professionalism is direct and unbreakable. By regulation and definition, NCOs are leaders.

Normally, commissioned officers lead NCOs, and NCOs lead soldiers. Outnumbering officers 3 to 1 and directly supervising 80 percent of the soldiers in combat divisions, NCOs provide the leadership most apparent to soldiers on a day-to-day basis. Ultimately, NCOs lead soldiers in battle.

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**To be an effective leader, each NCO must subscribe to the be, know, do attributes of military leadership listed below. See FM 22-100 for additional information.**

### BE

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- Committed to the professional Army
- Showing loyalty to the nation's ideals, to the Army, and the unit; giving selfless service, and possessing personal integrity
- A professional (possesses character traits)
- Displaying commitment, competence, candor, courage

### KNOW

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- The four factors of leadership and how they affect each other
- Following, leading, communicating, and understanding the situation
- Yourself
- Recognizing strengths and weaknesses of your character, knowledge, and skills
- Human nature
- Understanding human needs and emotions and how people respond to stress; recognizing strengths and weaknesses of the character, knowledge, and skills of your people
- Your job
- Being technically and tactically proficient
- Your unit
- Understanding how to develop necessary individual and team skills, cohesion, and discipline

### DO

---

- Provide directions
- Setting goals, solving problems, making decisions, planning
- Implement
- Communicating, coordinating, supervising, evaluating
- Motivate
- Applying principles of motivation such as developing morale and esprit in your unit; teaching, coaching, and counseling

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Figure 1-5. The NCO Be-Know-Do Attributes of Military Leadership.

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## **Chapter 2**

### **The NCO Professional Development System**

#### **2-1. UNDERSTANDING THE SYSTEM**

Professional development is the sum of all the training, education, and experience the Army provides NCOs to better enable them to carry out their missions. These components must complement each other.

*a.* The ideal promotion development sequence is to train, promote, and then use. However, because of resource constraints, we cannot always complete the sequence in the desired order; but it remains our long-range goal.

*b.* Commitment and dedication to one's country and fellow soldiers are the keys to professional development. All training, education, and experiences which maintain that focus and which help NCOs to apply that dedication constitute professional development.

*c.* The type of professional development described does not detract from unit readiness—it enhances it and is an investment in the Army's future.



Figure 2-1. Training, Education and Experience adds up to Professional Development.

## 2-2. MAKING THE SYSTEM FUNCTION

### *a. THE DEPARTMENT OF THE ARMY*

To ensure the system functions properly, the Department of the Army—

- Is responsible for publishing, updating, and coordinating DA regulations and guidance concerning individual and collective training.
- Is responsible (through regulations, guidance, and field operating agencies) for ensuring that the enlisted personnel management system (EPMS) provides maximum opportunity for professional development while meeting Army personnel readiness requirements.

### *b. (TRADOC) SCHOOL OR CENTER*

The school or center for which the United States Army Training and Doctrine Command (TRADOC) is proponent—

- Has primary responsibility for providing recommendations to Deputy Chief of Staff for Personnel, Department of the Army, concerning personnel development and management.

- Is responsible for developing soldier training publications (STPs), SQTs, soldier trainer's guides, and so forth to guide the training and evaluation of personnel in their MOS skills.
- Is responsible for the content and conduct of noncommissioned officer education system (NCOES) courses. TRADOC implements NCOES through the NCO academies and the proponent schools.

*c. THE COMMANDER*

The commander—

- Is ultimately responsible for subordinates' development.
- Maximizes efficient use of soldiers while accomplishing the Army mission.
- Places soldiers in positions that require skills, knowledge, and abilities of their MOS.
- Establishes and supports the NCO support channel.
- Establishes NCO development programs according to AR 350-17.
- Provides guidance and counseling for professional development matters.
- Assists soldiers in capitalizing on professional development opportunities.

*d. THE COMMAND SERGEANT MAJOR*

The command sergeant major—

- Advises the unit commander on the proper use of soldiers.
- Develops and conducts a program to counsel soldiers on professional and educational possibilities.
- Executes the unit noncommissioned officer development program (NCO DP)

*e. THE NCO SUPPORT CHANNEL*

The NCO support channel—

- Provides the example for professional NCO leadership.
- Explains and maintains high standards of personal and professional conduct.
- Conducts individual training.
- Informs the chain of command of unit and individual performance counseling.
- Counsels on individual performance.
- Provides professional development guidance.

*f. INDIVIDUAL NCOs*

Individual NCOs—

- Review and update their records.
- Keep the chain of command and supporting systems aware of their career interests and training desires.
- Participate in the unit NCO development programs.

## **2-3. FUNCTIONING WITHIN THE SYSTEM**

In addition to the responsibilities listed above, NCOs must meet performance requirements in several areas: proficiency and competence, training and education, professionalism, and mentoring and counseling. The key to all these requirements is setting standards of excellence. Such standards must be set for each requirement and NCOs evaluated on how they meet the standards.

### **MEET PERFORMANCE REQUIREMENTS**

*a. PROFICIENCY AND COMPETENCE*

*(1) Job Proficiency*

As an NCO, you must develop subordinates, make sound decisions, set and enforce standards, identify unit strengths and weaknesses, and train soldiers. You cannot do this if you don't know how to do your own job.

*(2) MOS Competence*

In addition to your current job, you must also know the skills related to your MOS for many of the same reasons that are listed above. Much of our wartime planning is based on individual ability to perform MOS related duties in a

combat environment. Therefore, MOS competency is directly linked to wartime readiness.

*b. TRAINING AND EDUCATION*

*(1) Basic Education Skills*

Chief among these skills is the ability to read, write, and speak effectively. You must be able to train, counsel, advise, and write efficiency reports and recommendations for various personnel actions. You will also need some basic mathematical skills to account for personnel and property. Today's NCOs need the educational base and analytical ability that allow them to function confidently, independently, and decisively.

*(2) Training Skills*

As an NCO, your primary job is to train your soldiers to be a cohesive team, to be competent in their MOS, to perform their jobs, and to maintain their physical fitness.

*c. PROFESSIONAL ATTRIBUTES*

(1) Attributes such as dedication, motivation, discipline, selfless service, integrity, loyalty (to subordinates, superiors, the Army, the country), courage, confidence, and aggressiveness are directly related to how well you lead in combat, train your troops, accomplish missions, and develop subordinates.

USE YOUR PROFESSIONAL SKILLS

(2) In addition to these attributes, you are required to listen to subordinates and to act on what you hear. You must use leadership to serve them. This means doing whatever is necessary to ensure they are physically and mentally fit to fight, win, and survive in combat.

(3) Soldiers recognize dedicated leaders that believe in unit service. They will give their all to the NCO that does what is best for the unit instead of just doing what looks good to higher headquarters and the next promotion board.

*d. MENTORING AND COUNSELING*

(1) *Mentoring* Closely related to training is the concept of mentoring or guiding others. To be an effective mentor, you need the experience and wisdom of your years. You also have to care. If you really care about your soldiers, then you will devote the necessary time and attention to guiding them. Mentoring can take place anywhere. It is a key way to lead and to strengthen Army values.

*(2) Counseling*

(a) As a leader in the chain of command or NCO support channel, you must counsel your subordinates. A part of this responsibility is to provide counseling on professional development. FM 22-100 and FM 22-101 contain guidelines and techniques for counseling. Effective counseling should—

- Motivate soldiers toward an Army career by imparting a sense of belonging and an understanding of what it means to be career soldiers.
- Present information on the many opportunities, challenges, and benefits of an Army career.
- Dispel misconceptions about the Army and ensure proper interpretation of the obligations, rights, and privileges of an Army career.
- Instill confidence.
- Help soldiers set career goals and determine how to reach them.

(b) As a minimum, professional development counseling should explain the requirements of—

- The primary military occupational specialty (PMOS) and secondary military occupational specialty (SMOS).
- The grades authorized for positions classified in the MOS.
- The MOS composition of the individual's career management field (CMF).
- The opportunities for training and progression in the PMOS, the SMOS, and the CMF.
- Educational opportunities, both civilian and military.

(c) You must counsel soldiers about their professional development at the time of their enlisted evaluation reports (EERs), during their monthly and quarterly performance counseling, before they are promoted into a career progression MOS or reclassified, and eight to ten months before they reenlist. You should help soldiers select reenlistment options that are most compatible with their qualifications and that offer the best opportunities for progression.

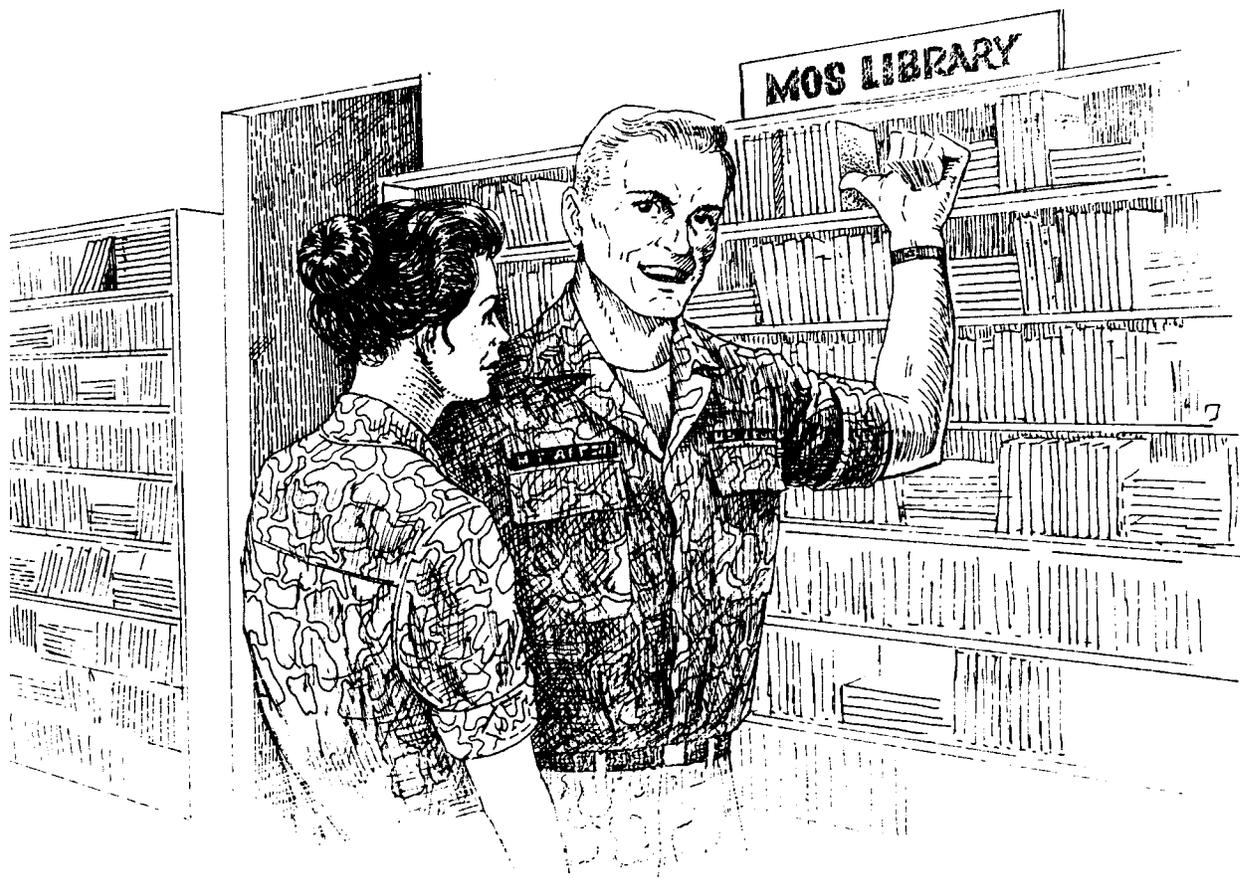


Figure 2-2. Proper Educational Counseling is Essential.

(d) NCO Development Time Line

This time line represents promotion, training, and assignment opportunities as a “generic” soldier progresses from initial entry through CSM. It can aid individuals in seeing where they stand and where they are going and may assist leaders in counseling and advising their subordinates on professional development.

Table 2-1  
NCO Development Time Line

YOS	EXPERIENCE			TRAINING AND EDUCATION	
	PROMOTIONAL POTENTIAL	ASSIGNMENTS MOS and CMF	OTHER	NCOES	CIVIL
0	E2 4-6 months	PVT			
1	E3 6-12 months	PFC			
2	E4 12-26 months	SP4-CPL		PLDC	Complete HS or GED or begin college HS graduate desirable
3	E5 18 months-5 years	SGT			
4					
5				BNCOC	
6	E6		Recruiter		
7	5-8 years	SSG	Drill SGT	ANCOC	Continue or complete work on college education as a personal goal
8					
9					
10	9-13 years		SR Drill SGT		
11	E7		RC Advisor		
12		SFC and PSG	ROTC Cadre		Continue or complete work on college education as a personal goal
13			Recruiter		
14					

**Table 2-1  
NCO Development Time Line—Continued**

YOS	EXPERIENCE			TRAINING AND EDUCATION	
	PROMOTIONAL POTENTIAL	ASSIGNMENTS MOS and CMF	OTHER	NCOES	CIVIL
15 16 17 18 19	E8 14-18 years estimated	1SG and MSG	RC Advisor ROTC Cadre	SMC	Continue or complete work on college education as a personal goal
20 21 22 23 24	E9 18-22 years estimated	SGM and CSM	ROTC Cadre RC Advisor		Continue or complete work on college education as a personal goal
25 26 27 28 29 30					

### **Chapter 3 NCO Training**

#### **3-1. MANDATE FOR TRAINING**

*a.* The Army's mandate for training is simple and compelling—the nation must have an Army ready for combat. It needs combat-ready units manned with motivated, disciplined, and proficient soldiers. The officers and NCOs who lead them must be tactically and technically competent. All the soldiers must be conditioned through physically tough and mentally demanding training. This training runs from individual learning through drills to combined arms to joint and combined exercises.

*b.* Training is a professional imperative. The Army's first responsibility is to ensure that soldiers are properly trained. Training is fundamental and encompasses the full range of duties, responsibilities, and missions of soldiers in the total Army. It can be as simple as practicing a soldier's manual task or as complex as conducting a joint or combined field training exercise with an opposing force. Employing weapons, operating equipment, communicating, maintaining, rearming, and resupplying are all critical skills mastered only through training. From training comes the ability to follow procedures, to execute techniques, to apply tactics, and to integrate arms and services.

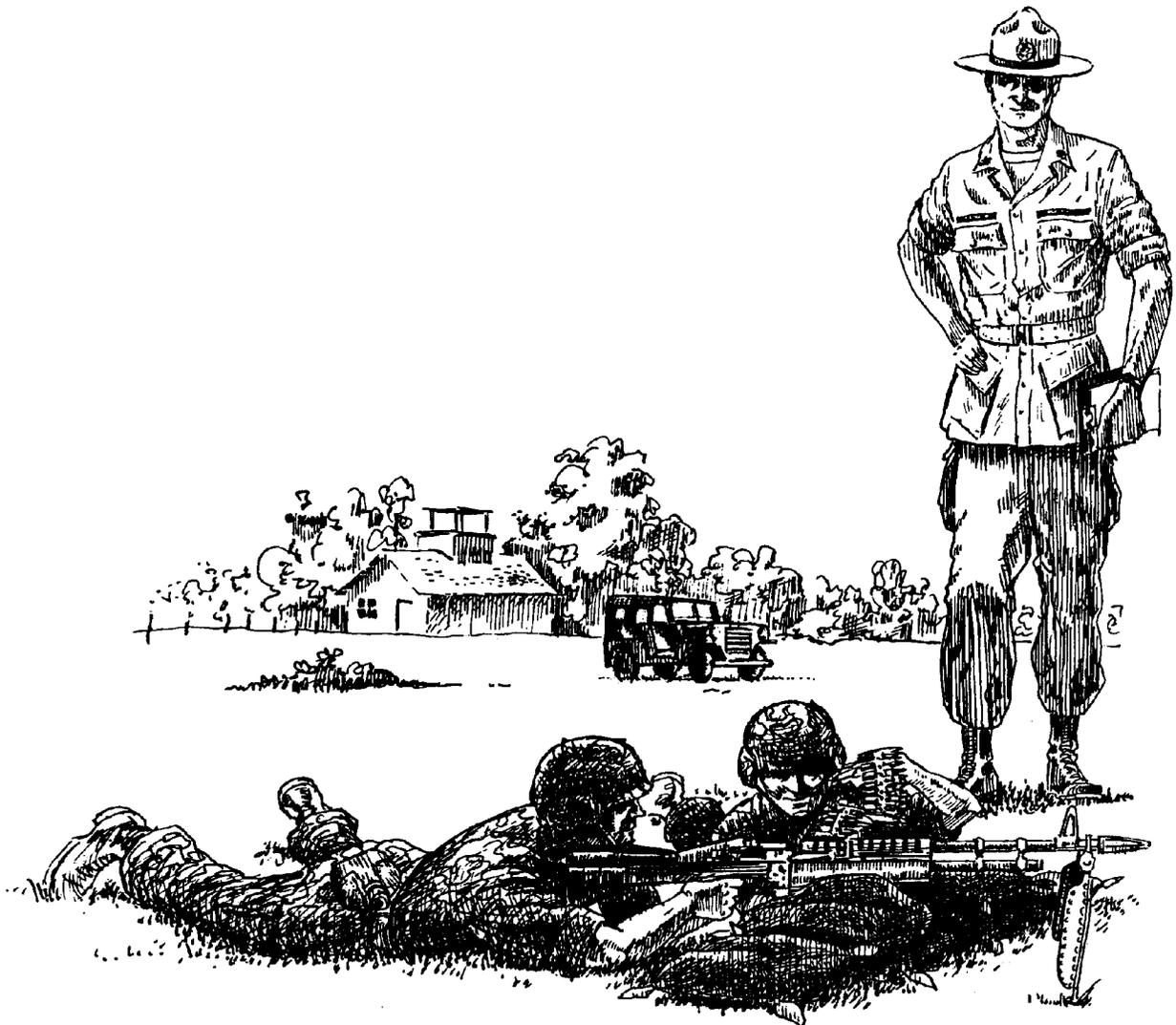


Figure 3-1. The Nation must have an Army Ready for Combat.

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### 3-2. CHARACTERISTICS OF TRAINING

Because the Army trains for war, not for peace, the battlefield determines training directions and goals. The battlefield makes rigorous physical, psychological, and moral demands that require both tangible and intangible qualities. It demands the ability and the willingness to fight. It requires stamina, strength, agility, and dexterity combined with skills, knowledge, creativity, and imagination. Discipline, motivation, initiative, and courage are essential. Teamwork, camaraderie, cohesion, and leadership are vital. All of these qualities are essential in developing the excellence and esprit de corps required for success.



Figure 3-2. Teamwork, comraderie, cohesion and leadership are vital.

*a. TRAINING IS PERFORMANCE-ORIENTED*

Soldiers obtain results by doing a task, not by being told how it is done. Soldiers must know how to hit a target at 1,100 meters with an M60 machine gun, not merely understand that the maximum effective range of the M60 is 1,100 meters. Hitting the target is the critical skill.

**SOLDIERS COMPETE AGAINST A STANDARD**

*b. TRAINING IS COMPETITIVE*

Soldiers, leaders, and units may sometimes compete against one another. But they always compete against a standard. As they improve their performance, the conditions under which the battlefield task is performed become more demanding. As training progresses, they reach high standards under conditions that closely approximate those of the

battlefield. In this way, soldiers, leaders, and units train to fight and win under the rigors and stress of combat.

*c. TRAINING REQUIRES COMPETENCE*

The Army has produced a wealth of training devices, manuals, and materials to assist trainers. But by themselves these products will not produce a single soldier or unit ready to meet the demands of combat. Training products cannot replace well trained leaders who are able to train, coach, and teach soldiers.

*d. TRAINING STRIVES FOR EXCELLENCE*

Schools must train officers and noncommissioned officers to the highest degree of excellence, since the standards that trainers apply in the field will be no higher than those they learn in school. The training management system (TMS) primarily trains unit officers and NCOs to plan, conduct, and evaluate performance-oriented training. The secondary aim of TMS is to create a nucleus of experts who can establish “train-the-trainer” workshops.

*e. COMMANDERS MUST SEND TRAINERS PROPER SIGNALS*

Commanders must ensure that the signals they send their trainers are the right ones since commanders set the pattern of habits that trainers throughout the Army will deliberately adopt. Trainers must set the exacting training standards.

### **3-3. TYPES OF TRAINING**

*a. LEADER TRAINING*

Leader training consists of individual training to equip leaders to perform leadership tasks associated with the mission of a unit. It prepares leaders to lead units, make decisions, and develop tactical and technical proficiency. The leader training program includes officers professional development (OPD), NCO DP, and tactical exercises without troops (TEWTs), command post exercises (CPXs), and field training exercises (FTXs). Other techniques include developing and practicing the following leadership skills:

- Conducting physical training.
- Performing inspections.
- Training drills.
- Coaching and critiquing on-the-job performance.
- Presenting classroom instruction.
- Studying independently.
- Conducting objective after-action reviews (AARs).

*b. COLLECTIVE TRAINING*

Teamwork in battle depends on the coordinated performance of those collective and individual skills and tasks sustained at crew, squad, section, team, platoon, company, and battalion levels.

#### **COLLECTIVELY TRAIN FOR WARTIME MISSIONS**

The main purpose of collective training is to train units to accomplish their wartime missions. Leaders do this by using the following techniques:

- Coaching. Leaders make corrections or give additional guidance during the actual performance or practice of a task.
- Critiquing. Leaders discuss with all members of a unit or team their strengths and weaknesses.
- TEWTs. Leaders teach the effective use of terrain, tactics, and weapons to subordinate leaders.
- Map exercises (MAPEXs). Leaders teach staff planning and coordination as well as preparation of estimates and operations orders. These exercises are not conducted below battalion level.
- Battle simulations. Leaders teach with both manual and computer supported simulations.
- CPXs. Leaders train members of staffs, command posts, and communications systems above company level.
- Drills. Leaders use these standard collective techniques for executing collective tasks in a small unit. Drills are the connecting link between individual and collective tasks.

*c. INDIVIDUAL TRAINING*

(1) All soldiers must acquire the skills and knowledge for which each is responsible. Repetitive practice sustains individual skills taught in the training base and develops additional skills needed in the unit.

#### **PRACTICE YOUR INDIVIDUAL SKILLS**

The following methods and programs apply:

- Sustainment training. Sustainment training is the repetition of essential tasks throughout the unit training program. It keeps skill and task performance at the required level of proficiency.
- Train-up training. Train-up training allows soldiers to train at higher skill levels in their career management field once they become proficient in their MOS tasks. It prepares soldiers to perform tasks at higher levels of responsibility and also provides the unit with experienced personnel to assist in training.
- Cross training. Cross training is normally done within a squad, section, or detachment to train soldiers in other jobs and MOSs within the team.
- Supervised on-the-job training (OJT). Supervised OJT completes a soldier's individual training. It can also be used for train-up training and cross training.

(2) Individual and unit strengths and weaknesses on specific tasks are pinpointed through the—

- Unit summary report. This consolidated report gives each unit commander the results of each area tested on the SQT.
- Individual soldier's report (ISR). The commander uses ISRs to counsel soldiers on their standings and on ways to improve. Soldiers receive copies of the ISR from their commander.
- Job book. This document records the individual MOS-specific tasks that soldiers must be able to perform.

### **3-4. PROGRAMS FOR TRAINING**

#### *a. INDIVIDUAL TRAINING AND EVALUATION PROGRAM (ITEP)*

ITEP formalizes the role of individual evaluation in Army units and organizations. The training of soldiers follows a specific process for each MOS, unit, and item of equipment. Soldiers train on individual tasks and then on collective tasks critical to the unit mission. Trainers conduct evaluations to determine training effectiveness. They measure performance against soldier's manual and ARTEP standards. Those soldiers found deficient in some areas are retrained, as necessary.

#### **RETRAIN TO IMPROVE PROFICIENCY IN INDIVIDUAL AND COLLECTIVE SKILLS**

(1) *ITEP improves combat readiness by—*

- Establishing individual proficiency as part of the Army training system.
- Promoting a standard of individual training.
- Improving unit cohesiveness through evaluating individual tasks which support the unit mission.
- Providing information to commanders and MOS proponents on the effectiveness of individual training.
- Providing objective indicators of soldiers' proficiency in their MOS tasks for use in career management decisions.

(2) *Components*

(a) *Commander's Evaluation (CE)*. The commander's evaluation is a hands-on test that allows the commander and the chain of command to assess unit proficiency on individual tasks critical to the unit mission. During commander's evaluations, unit leaders test soldiers' task performance against standards specified in soldier's manuals. After the evaluation, the leader discusses the results with the soldiers, explains the weaknesses, and records the results in the job book.

(b) *Common Task Test (CTT)*. CTT consists of 17 tests which primarily assess unit training. CTT is a hands-on test of fundamental combat and survival skills. It is a major event on the unit training schedule, rather than a part of routine training to be administered anytime. All active duty soldiers from private through sergeant first class, regardless of MOS, should receive CTT evaluations annually. Commanders and supervisors should use the results when preparing enlisted evaluation reports and when making recommendations for promotions, and other personnel actions.

(c) *Skill Qualification Test*. Commanders and sergeants use the SQT to measure how well their soldiers know their jobs and their MOSs. The SQT may test soldiers on MOS tasks not related to their current duty assignment but potentially useful in future assignments.

#### **THE SQT TESTS YOUR PERFORMANCE IN MOS SKILLS**

The SQT is a performance-oriented written test that evaluates soldiers' abilities to perform tasks at skill levels in their MOSs. The tasks chosen for testing come from the MOS-specific soldier's manual. Each test contains a set of multiple choice questions. Each question has one correct answer. The SQT is approximately two hours long. TRADOC may extend the test time for highly technical MOSs that require a longer test period. All active duty soldiers, skill levels 1 through 4, will be tested every year.

(d) *SQT Results.* Leaders use SQT results to improve soldier and unit proficiency by means of the ISR and the unit summary report. SQT results influence—

- Promotions. A maximum of 200 of the 1,000 points awarded on the E5 and E6 promotion work sheet are based on the SQT score. Centralized selection boards consider SQT scores when determining who is best qualified.
- NCOES selections. SQT is one of many tools used to select the best qualified soldiers for attendance.
- EER. The rater and endorser consider SQTs when evaluating soldiers' performance.
- Assignments. SQTs help as an indicator of the proficiency or potential of soldiers being considered for special assignments.

*b. ARTEP*

The ARTEP provides critical combat training objectives for the unit's year-round use. It integrates both training and evaluation, focusing on what should be done tomorrow to correct training weaknesses identified today. It provides the trainer, evaluator, and training manager with objectives (tasks, conditions, standards) that the unit must achieve to perform successfully on the battlefield. By using the ARTEP training and evaluation outline (T&EO), unit leaders at each organizational level can plan, conduct, and evaluate training.

## NCODP STRESSES THE WHOLE-PERSON CONCEPT

*c. NCODP*

As defined in AR 350-17, NCODP is a battalion- or equivalent-level leadership training program that builds on the contributions of the Army's EPMS and NCOES. NCODP encompasses the principles of the TMS. It is a unit NCO leadership development program for both table of organization and equipment (TOE) and table of distribution and allowances (TDA) units. NCODP is not a system of structured classes but a part of the unit training day. It is not a four-hour-a-month training program but a continuous daily training process from time of arrival to departure. NCODP is a major tool in developing NCOs. Stressing the "whole-person concept," NCODP develops training at unit level to meet the needs of the unit.

(1) *Objectives*

The objectives of the NCODP are—

- To strengthen and provide guidance in continuing leadership development.
- To increase the confidence of NCOs.
- To help realize each NCO's full potential.
- To improve unit effectiveness.

All NCOs are leaders and should participate in NCODP. The unit programs complement formal training presented at military and civilian institutions, such as that offered by the NCOES. FM 22-600-20 lists specific NCO responsibilities.

(2) *Roles*

(a) *Unit.* NCODP is a command responsibility. Commanders must continuously integrate individual training with collective training to best use available time, to develop junior leaders, and to ensure that soldiers know every task required of their positions.

(b) *Commanders and Senior NCOs.* The CSMs and 1SGs administer the unit NCODP. This program operates through the NCO support channel. However, the NCODP should be based on written directives from the commander. Commanders, CSMs, and 1SGs of battalions and equivalent organizations—

- Are responsible for developing NCODP. The focal point for the NCODP must be the CSM.
- Ensure the program satisfies the needs of the unit and enhances the development of the NCOs.
- Ensure time and resources are available to conduct unit professional development training. This includes periods of instruction and timely counseling of NCOs as an integral part of development.
- Must clearly identify tasks throughout their units that are NCO business.

- Must establish an NCO support channel.
- Provide the means and support for coordinating existing programs affecting NCOs.
- Provide the means and support for developing initiatives to promote NCO professional development, particularly in weak areas.

*d. NCOES*

(1) Objectives

NCOES provides progressive, continuous training from the primary level through the senior level. NCOES objectives include training NCOs to train and lead soldiers, to provide tactical and technical job training for NCOs, and to improve collective mission proficiency through individual NCO proficiency.

(2) Levels

NCOES has four levels: primary, basic, advanced, and senior. Commanders have a role in selecting and scheduling NCOs for attendance at all NCOES courses.

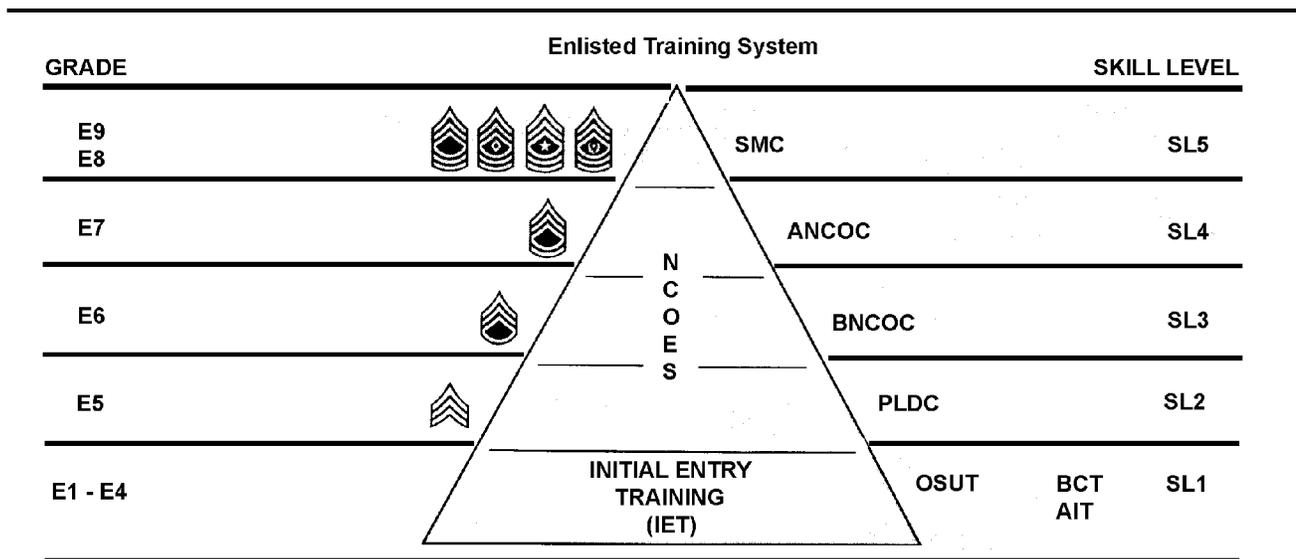


Figure 3-3. Enlisted Training System

(a) *Primary.* Primary level training prepares specialists 4 and newly promoted sergeants (E5) for sergeants' duties. The primary leadership development course (PLDC) is available to all soldiers. PLDC is a non MOS-specific, field-oriented leadership course built around basic soldier skills. Unit commanders select and schedule soldiers for attendance according to AR 351-1. PLDC is a four-week course conducted in NCO academies worldwide.

(b) *Basic.* The basic level of the NCOES prepares sergeants for duties as staff sergeants. The basic noncommissioned officers course (BNCOC) for combat arms NCOs emphasizes leader training and combat-critical tasks related to each respective MOS. The 24-hour-a-day, hard-hitting squad leader, section leader, and tank commander courses stress performance-oriented training techniques. This training develops skill level 3 weapons system and equipment experts who can train subordinates to maintain, operate, and employ weapons and equipment in a combat environment. Soldiers receive training at NCO academies in the continental United States (CONUS) and outside continental United States (OCONUS). Local commanders select those who will attend.

NCOES STRESSES 24-HOUR-A-DAY TRAINING TECHNIQUES

BNCOC for combat support (CS) and combat service support (CSS) soldiers emphasizes MOS-related and common core tasks that enhance prior training at the PLDC. Training is aimed at the soldier's first opportunity for supervision. CS and CSS soldiers attend the BNCOC at resident service schools. United States Army Military Personnel Center (MILPERCEN) manages selection using an automated system. This system allows MILPERCEN to nominate the best-

qualified soldiers to attend training. The unit commander has the option to approve, substitute for, or defer a candidate.

BNCOC course lengths vary by MOS. AR 351-1 outlines priorities and prerequisites for attendance.

(c) *Advanced.* Advanced level training prepares staff sergeants and sergeants first class for duties as platoon sergeants and equivalent positions. The advanced noncommissioned officers course (ANCOC) is available to all NCOs, regardless of MOS. The heart of ANCOC is the 168 hour common core. Developed by the United States Army Sergeants Major Academy (USASMA), the core is an integral part of all 42 ANCOCs offered Armywide.

ANCOC stresses MOS-related tasks, emphasizing technical and advanced leadership skills and knowledge of the subjects required for training and leading soldiers at the platoon and comparable level. Training is conducted in CONUS service schools. A Department of the Army selection board chooses students annually. MILPERCEN controls class scheduling. Soldiers can attend ANCOC either temporary duty (TDY) en route or TDY and return. To reduce excessive moving, individuals assigned to short-tour areas are deferred until their permanent change of station (PCS). Additionally, any NCO selected for promotion to sergeant first class (E7) who has not previously been selected to attend ANCOC will be automatically scheduled for attendance. Course lengths vary by MOS. AR 351-1 covers ANCOC selection and eligibility criteria.

(d) *Senior.* The capstone of NCO training is the sergeants major course (SMC) at the USASMA. The SMC trains selected soldiers for positions of the highest responsibility throughout the Army and in certain Department of Defense positions in both troop and senior staff assignments. A DA selection board chooses students annually for both resident and nonresident status, and MILPERCEN schedules classes. The 22-week resident course requires PCS status. Two resident classes are conducted annually.

#### ONLY THE BEST QUALIFIED WILL ATTEND SMC

Consideration for selection is limited to master sergeants (MSGs) and 1SGs in the published zone who request consideration. MSGs and 1SGs may be considered for selection a maximum of four times. Soldiers in the zone may request consideration for attendance at the US Navy Senior Enlisted Academy or the US Air Force Senior NCO Academy as an alternative to the SMC.

The SMC corresponding studies program closely parallels the resident course and has a two-week resident phase at the USASMA. Soldiers, SFC(P) through SGM with less than 23 years of service (waiverable to 27 years) may request consideration for selection for the corresponding studies program. The DA Selection board selects only the best-qualified soldiers for both the SMC and the corresponding studies program.

#### (3) *Functional Courses*

(a) *1SG Course.* The 1SG course stresses training in the most critical tasks of the duty position. The curriculum includes instruction in physical training and appearance, unit administration, logistics, security, field operations, discipline and esprit de corps, personnel actions, communications, and problem solving. All 1SG designees and incumbents, sergeants first class (SFC) and master sergeants (MSG), who have less than 18 months in a 1SG position are eligible to attend. The major commands select about 90 percent of each class; MILPERCEN selects the other 10 percent. MILPERCEN's selectees are soldiers who attend TDY en route to overseas duty stations. This eight-week course is conducted at the USASMA and in Europe.

(b) *Operations and Intelligence Course.* The operations and intelligence course trains senior NCOs (SFC, MSG, SGM) for either operations or intelligence sergeant duties at battalion or higher level. Quotas are managed similar to 1SG course quotas. The major commands receive allocations. The course length is eight weeks, and soldiers can attend either TDY en route or TDY and return.

#### (4) *Army Continuing Education System (ACES)*

(a) ACES is a professional development resource available to all soldiers. It provides educational programs, opportunities, and services that can help soldiers attain professional career and personal growth goals.

Senior Army leadership is committed to a philosophy that education plays a major role in building an Army of Excellence. This philosophy incorporates the following principles:

- Education forms the foundation for the skills and values essential to military learning.
- Education is a life-long process required in soldiers by constantly changing technology.
- Educational opportunities are vital to manning and maintaining a quality force.

NCOs must adopt this concept as a personal philosophy to help ensure professional and personal growth and goal attainment and to adequately counsel the soldiers they lead.

(b) ACES has several programs and services that can help soldiers in a number of ways:

- The education center at every post has a professional staff which can help soldiers define career, education, and personal life goals. The education counselor will help the soldier prepare a program of educational growth and get started on reaching those goals. Every soldier must get to the education center and begin that process.
- The basic skills program can help those needing refresher work in the basic academic skills arena—reading, writing, and math. These basic skills are fundamental to the soldier's ability to successfully train and be trained and are often the beginning point for further schooling. The basic skills program can also help soldiers who need to improve their GT scores.
- A high school completion program with formal classwork or GED testing is available through ACES. High school completion is critical to retention and promotion. Soldiers needing their diplomas must be properly counseled and provided the opportunity to earn them. Soldiers who are not high school graduates and are enrolled in the new GI bill must get their diplomas before completion of their first enlistment or they will not be able to use the benefit.
- A second-language program provides soldiers with English training necessary for successful job performance.
- College-level courses and programs are available on a tuition-assisted basis during off-duty hours. These offerings are both vocational/technical and traditional college courses. Participation in college level work will help NCOs achieve professional and personal goals. Attaining an associate degree by the 15th year of service (the Army goal for the NCO) demands early attention by the soldier looking at a career in the Army. Army leadership encourages soldiers to further their civilian education because it believes that such work helps develop the high performance soldier—the soldier who makes the greatest contributions to the Army and its basic mission.
- The Army Apprenticeship Program which ACES manages in coordination with Department of Labor, gives soldiers an opportunity to document specific work experiences gained on active duty.
- The Army learning center is primarily a delivery point for individualized or small-group instruction. It provides equipment, instructional materials, and a staff to provide instruction, information, and technical assistance. The NCO must become familiar with the many education and training resources found in the ALC.

*e. ARMY CORRESPONDENCE COURSE PROGRAM (ACCP)*

The ACCP provides a variety of exportable training courses that are specific to the CMF and the MOS. The courses are geared to professional development. They are composed of individual subcourses on specific topics. Proponent schools develop these subcourses which soldiers may take individually. Soldiers can be enrolled in ACCP via a self-enrollment or self-study program or in the group enrollment program. Group enrollment allows a supervisor to use the ACCP to supplement individual training. It provides a professionally structured training course to the supervisor and awards promotion points to the soldier for successful completion of each subcourse.

**ACCP PROVIDES PROFESSIONAL DEVELOPMENT COURSES**

*f. ARMY TRAINING EXTENSION COURSE (TEC)*

The TEC program is a self-paced training tool for individuals and groups. The training is oriented toward common skills and critical MOS tasks. Proponent schools develop TEC, and soldiers in the MOS validate them. Soldiers use them in groups as part of unit training or individually for self-study. TEC is usually distributed to unit learning centers based on assigned MOS, but soldiers can requisition individual TEC lessons. TEC lessons are in various formats: printed, audiovisual, audio, and job performance aids. Printed lessons are the most predominant media.

**TEC IS A SELF-PACED TRAINING TOOL**

## **Chapter 4 Enlisted Personnel Management System**

### **4-1. CLASSIFICATION**

*a. IMPACT ON PROFESSIONAL DEVELOPMENT*

What your MOS is, how you get it, and how you change it have direct impact on your professional development. Your MOS can determine your opportunity for schools and promotion. It affects the types of experiences which will be part of your professional development. For these reasons, you need to understand the classification system and help it work for you and for the soldiers you lead and counsel.



Figure 4-1. Your MOS can determine your promotion opportunities.

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*b. FACTORS FOR CLASSIFYING*

AR 600-200 lists the factors that the Army uses to classify soldiers (award MOSs):

- Needs of the Army. No organization will take actions that aren't in its best interest. The Army is no exception.
- Armywide current and projected MOS overages and shortages. An understaffed MOS will reduce the Army's capability. Soldiers in an understaffed MOS have to rotate overseas more often in order to fill critical positions. Being overstrength is no better. It encourages increased use of soldiers in other than their primary MOS. This causes frustration for commanders and soldiers and also affects speed of promotion. If an MOS already has too many sergeants, not many specialist 4 that MOS can hope for promotion. The upshot is that if you are in an overage MOS, you may be allowed to reclassify to one that has a shortage or is balanced; but you can't get reclassified to an overage MOS.

- Budgetary or travel restrictions. All MOSs require formal school training. If you are not eligible to PCS or if funds are not available for TDY, you won't be awarded the MOS.
- Physical and administrative assignment limitations. AR 611-201 lists the physical and administrative prerequisites for each MOS. You have to meet them in order to be eligible for the MOS.
- Training, education, and experience (military and civilian). Any background you have related to a specific MOS weighs in favor of being awarded that MOS.
- Test scores (aptitude, SQT, language).
- Soldier preference. AR 600-200 describes procedures for requesting change of an MOS.
- School training. School training is a prerequisite for each MOS. You must meet the prerequisite of the school, as well as the MOS.
- Normal pattern of career progression. Some MOSs don't progress directly from private through sergeant major. Normal career progression for those MOSs requires reclassification, at some point, to a career progression MOS.
- Duties and qualifications for each MOS or skill level. Before you can progress from one skill level in an MOS to another, you must be qualified at your current skill level.

#### **4-2. RECLASSIFICATION**

##### *a. REASONS FOR MANDATORY RECLASSIFICATION*

The following conditions warrant mandatory reclassification:

- Erroneous award of MOS. Sometimes, through error, an MOS shows up on your DA Form 2A (Personnel Qualification Record Part I [Enlisted Peacetime]) or DA Form 2-1 (Personnel Qualification Record Part II) which was never really awarded and for which you are not qualified. That it's on your record does not mean you've been awarded the MOS.
- Disciplinary action taken under the UCMJ if the action affects your ability to perform in the MOS. For example, if an MOS requires a security clearance and the UCMJ action results in withdrawal of your security clearance, you must be reclassified.
- Loss of qualifications that make you incapable of satisfactorily performing in the MOS. You can demonstrate that you are qualified in your MOS in many ways. The most common way is by your daily job performance. Another is your performance on your SQT. Any condition, such as a medical problem, that renders you incapable of performing your MOS can result in reclassification.
- Lack of security clearance if one is required for your MOS.
- Promotion to, or reduction to, a rank that is not in line with, or authorized for, your MOS.
- Direction of Headquarters, Department of the Army (HQDA). In order to realign certain MOSs, HQDA can direct reclassification from overage to shortage MOSs.
- Completion of schooling for award of a new PMOS.
- Promotion in an MOS other than primary. The MOS in which you are promoted will become the primary.

##### *b. REQUIREMENTS FOR TRAINING*

Before reclassified soldiers receive a new MOS, AR 351-1 requires they have the following training:

- Formal resident training.
- Army correspondence course training.
- On-the-job training.

##### *c. IMPACT ON PROMOTION*

If you are on a SGT or SSG recommended promotion list and you are either voluntarily or involuntarily reclassified (other than for misconduct or loss of qualification), you will compete against the DA promotion point cutoff scores in your new PMOS. If you are otherwise qualified, you can be promoted in the new PMOS on the first day of the month following reclassification.

#### **4-3. ASSIGNMENTS**

##### *a. THE ASSIGNMENT SYSTEM*

The personnel assignment system satisfies one primary goal—meeting the personnel requirements of the Army. The system attempts to meet individual desires, when possible. But usually the needs of the service drive the system. The Army Authorization Documentation System (TAADS) accounts for all duty positions in the Army by MOS and grade. The automated assignments, nomination, distribution, and requisition systems use the TAADS list of duty positions to satisfy the goal of “right soldier, right time, right place.”

In addition, AR 614-200 lists the following secondary goals of the enlisted personnel assignment system:

- To equalize desirable and undesirable assignments by reassigning the most eligible soldiers from among those of like MOSs and grades. Some tours of duty are very desirable for both the soldiers and their families. Some tours are what the Army considers hardship tours. Few volunteer for these. But our national policy dictates where soldiers are stationed, and the assignment system attempts to assign tours fairly.
- To meet personal desires of soldiers.
- To assign soldiers so that they will have the greatest opportunities for professional development and promotion.

#### THE SYSTEM SELECTS THE RIGHT SOLDIER AT THE RIGHT TIME TO GO TO THE RIGHT PLACE

Despite the size and complexity of problems, the system serves both the Army and the individual soldier. And, although the system uses computers for efficiency, they don't make any decisions. The system needs and uses people in all parts of the process to make judgments, to react to unforeseen circumstances, and to provide experience and flexibility. While computers record the requirements and nominate soldiers to meet them, people actually make the final decision on sending the right soldier to the right place at the right time.

Making assignments should be simple since the Army has X number of positions and X number of people to put in them. But it isn't. First, although the total number of positions remains fairly constant, their locations are always changing. Second, a lot of human factors affect the assignment system. Reclassification, compassionate reassignment, early outs, UCMJ actions, sickness and death, tour curtailments and extensions, medical profiles, and deferments and deletions all can impact suddenly on the assignment system.

##### (1) *Requisitions*

The process begins with a vacancy which a command needs to fill. That command sends a requisition to MILPERCEN telling the date when a replacement is needed, the grade and MOS of the replacement, and any other special requirements needed by the replacement.

##### (2) *Nominations*

MILPERCEN receives the requisition and feeds it to the computer. The computer verifies that the position to be filled is authorized. Then the computer searches its files for all eligible replacements. The computer is programmed to consider a lot of factors in putting together a list of eligible soldiers. For example, it checks—

- Grade.
- MOS and skill level.
- Special qualifications identifiers (SQI).
- Expiration term of service (ETS).
- Months since last PCS.
- Months since return from overseas.
- ASI.
- Availability month (month a soldier is eligible for a PCS move) versus the requirement month (when the position must be filled).
- The soldier's area of preference.

The computer gives points to each nominee based on the number of "matches" the nominee has with the items for which the computer is checking. The more items you match, the higher your eligibility number. The computer then lists the eligible soldiers in priority.

##### (3) *Verification*

After the computer does the work, assignment managers make the decisions. They look at variables that computers can't work with, such as impact on professional development or other personal considerations which you have made known to the assignment manager.

#### ASSIGNMENT MANAGERS DETERMINE THE BEST QUALIFIED FROM THE LIST OF ELIGIBLES

Once the assignment manager reviews the list of eligibles and determines that SSG Doe is best qualified to fill the requisition, SSG Doe's name is entered into the computer and the losing command is notified. The losing command must interview SSG Doe and ensure he meets the qualifications of the requisition. The losing command verifies that he

has not been promoted or demoted, that his MOS has not changed, and that he is qualified or able to PCS. If he is qualified, the unit military personnel office (MILPO) cuts orders, and SSG Doe begins his preparations to PCS. If he is not qualified, the MILPO notifies MILPERCEN, and SSG Doe and the MILPO prepare written justifications. If MILPERCEN concurs, the system starts over with a new list of eligibles.

#### (4) *Information*

(a) *Personnel Qualification Record (PQR)*. The system is only as reliable as the information it has. The computer gets its information from the enlisted master file. If it contains incorrect information, you could find yourself on orders for an assignment that you aren't qualified for. So, when you review your DA Form 2A (PQR) each year, do so carefully and make sure it's right. It shows MOSs and other skills which the Army recognizes, your present assignment and when you arrived, the date of your last PCS and date eligible for return from overseas (DEROS), your present tour and whether it is stabilized and for how long, and your age, marital status, number of dependents, and social security number. The PQR shows what the computer knows about you. If it isn't right, make sure the personnel clerk gets it corrected.

(b) *Enlisted Preference Statement*. DA Form 2635 (Enlisted Preference Statement) is the major way you tell your assignment managers your assignment preferences as well as any special medical, financial, educational, or other problems which you'd like considered when you are being reviewed for assignment. You are responsible for submitting your preference statement promptly and updating it, keeping in mind that the needs of the Army are foremost. However, the preference statement does give the soldier the opportunity to choose.

#### b. *USE OF PERSONNEL*

(1) For most enlisted personnel, the Enlisted Personnel Assignment System gets a soldier to a particular post or assignment. When that occurs, MILPERCEN considers the requisition to be filled. But commanders and military personnel officers are not required to use the soldier in that requisitioned position. A lot can happen between the time a requisition is submitted and the time a new soldier arrives to fill it. The position might be filled by someone already on station if the commander deems it necessary. The replacement could then go to that person's old unit. Or a high-priority mission could come up for which that soldier is qualified, and the commander may assign him to that and leave the position he was assigned open. Or his MOS might be overstrength, and the commander needs him to work in a shortage area. The bottom line is that you don't really have an assignment until you arrive on station and are given one.

#### ASSIGNMENTS ARE FINALIZED AFTER YOU ARRIVE ON STATION

(2) That doesn't mean that your career hangs on the whims of people in the field. Good use of personnel means taking advantage of soldiers' abilities to do the Army's mission while best preparing them for career progression, greater responsibility, and diversity of assignment. The effective use of soldiers is a responsibility of every commander, supervisor, unit personnel officer, and the soldiers themselves. All commanders must give constant personal attention to the proper use of soldiers to ensure continued development of sound NCOs. To that end, AR 600-200 requires interviews of all soldiers during the initial processing. Soldiers' military qualifications should be evaluated to determine their qualifications and their career progression.

#### c. *PROPER ASSIGNMENTS*

(1) AR 600-200 says you are properly assigned when serving—

- In the PMOS at the same grade or two grades higher.
- In the SMOS at the same or higher grade.
- In an MOS substitute for the PMOS as authorized in AR 611-201.
- In an additionally awarded military occupational specialty at the same or higher grade.
- In a shortage or balanced MOS in which you are being trained, provided the current PMOS is overstrength.

(2) These rules have some valid exceptions. A few of the most important exceptions are—

- Combat.
- Urgent military necessity (not to exceed 90 days).
- Cases of exceptional need for a soldier to fill a special TDY position (not to exceed 90 days).

(3) Once you are finally assigned, your day-to-day work eventually adds up to what may be the major component of

noncommissioned officers professional development (NCOPD). Your training and experience will be greatly enhanced if you—

- Have a concerned chain of command to guide you
- Are able to function as a part of a viable NCO support channel.
- Are able to participate in a realistic unit NCO development program.
- Are permitted to train soldiers according to the principles of TMS.

#### *d. SPECIAL ASSIGNMENTS*

As you gain experience and expertise in both MOS-particular skills and leadership, you will usually serve one or more tours outside of the TOE or “troop unit” part of the Army. These other assignments naturally cover a wide variety of duty positions and locations. Two of these programs have major impact on the development of many NCOS. These are duty as drill sergeant and as recruiter. In both programs, NCOs contribute vitally to the Army by directly influencing the critical first contracts of a new soldier. These duties also offer unique opportunities in the areas of leadership and problem solving.

### DUTY AS A DRILL SERGEANT AND AS RECRUITER CONTRIBUTE GREATLY TO YOUR CAREER

#### *(1) Drill Sergeant*

Drill sergeants are a select group of NCOs responsible for developing discipline, motivation, morale, esprit de corps, and professionalism in new soldiers. Drill sergeants teach the skills necessary for soldiers to become valuable members of today’s Army during their formative weeks of training. Selection for duty as a drill sergeant is based on individual qualifications and demonstrated potential for positions of increasing responsibility. AR 614-200 outlines selection criteria and application procedures.

#### *(2) Recruiter*

MILPERCEN selects soldiers for recruiting duty. It selects recruiters based on administrative reviews of records and on recommendations from field commanders. Commanders should encourage qualified NCOs to volunteer for recruiting duty. Selected soldiers must have the personal recommendation of their battalion commander or equivalent (lieutenant colonel or higher). AR 601-1 contains selection criteria for recruiting duty.

## **4-4. PROMOTIONS**

### *a. WHY THE ARMY PROMOTES*

The Army promotes to fulfill the following objectives:

- To fill authorized enlisted spaces with qualified soldiers who have demonstrated potential for increased responsibility.
- To provide for career progression commensurate with ability and potential.
- To attract and retain high-caliber soldiers for careers in the Army.
- To prevent promoting unproductive or unqualified soldiers.
- To provide an equitable system for all soldiers.

### *b. WHOM THE ARMY DOES AND DOES NOT PROMOTE*

The Army’s goal is to promote soldiers with demonstrated skills, abilities, and performance. The Army normally promotes only soldiers who will accept Armywide assignments. Potential for promotion is also important. Your rater’s assessment of your potential for promotion is indicated on your EER, and centralized promotion boards review that assessment. Semicentralized boards assess your potential during your board appearance.

### TO BE PROMOTED YOU MUST ACCEPT ARMYWIDE ASSIGNMENTS

(1) AR 600-200 prohibits advancement or promotion of soldiers who are—

- Absent without leave (AWOL), in confinement, considered deserters, confined by civil authorities, under arrest, or ill or injured not in the line of duty.
- Under court-martial charges.
- Serving a court-martial sentence, to include suspended sentences.
- In proceedings that may result in an other-than-honorable discharge.
- Under a suspension of favorable personnel actions.
- Pending reclassification for inefficiency or disciplinary reasons.

- Being punished under Article 15, UCMJ.
- Ineligible for reenlistment. Soldiers who have a record of court-martial conviction, being AWOL, or time lost on current term of enlistment require a reenlistment waiver before being eligible to compete for promotion to sergeant or staff sergeant.
- Ineligible for a security clearance (if the next higher rank requires it).
- Delinquent in taking SQTs (by their own fault).
- Under a bar to reenlistment.
- Approved for voluntary retirement.
- Removed from a recommended promotion list.
- Not qualified in their MOSs.
- Overweight according to AR 600-9. This applies when the overweight condition is not caused by an underlying or associated disease. AR 623-205 now requires that your height and weight be noted on your EER.

(2) In addition to the previous list, the following are some of the best ways to keep your name off of a promotion selection list:

- Don't sign and verify your promotion packet. Board members may construe this as apathy.
- Don't update your official photo. This suggests that you may be hiding something.
- Avoid NCOES. Not seeking or accepting schools reflects a lack of desire to improve. Those who do care will never drop out of an NCOES course.
- Seek easy jobs and avoid all leadership positions. The "hard-skill" leaders, such as squad leader and platoon sergeant, are the ones who have the best chances of getting promoted.
- Fail the PT test. AR 623-205 requires that the EER contain a statement on whether or not you passed your current Army physical fitness test (APFT). A recent change to promotion policy says that soldiers who fail an APFT or have not taken an APFT within the last nine months will be placed under a suspension of favorable personnel action. The suspension applies to both promotions and reenlistment. This suspension does not apply if you have a valid permanent or temporary profile that prevents you from taking the APFT, and your commander certifies that you can perform the duties of your MOS.
- Remain in an overstrength MOS for your grade. Even if you take care of the previous items and perform your duties in an outstanding manner, the Army can't promote you if it does not have an opening at a higher rank in your MOS.
- Don't update your official military personnel file (OMPF).

### *c. HOW THE ARMY PROMOTES*

The enlisted promotion system has three subsystems. The decentralized subsystem is designed for advancements up to and including specialist 4. The semicentralized subsystem is for promotions to sergeant and staff sergeant. The centralized subsystem is for promotions to sergeant first class through sergeant major and appointment to command sergeant major.

#### *(1) Decentralized Promotions*

For all promotions through pay grade E4, promotion authority rests with battery, troop, company, and separate detachment commanders. This decentralized system recognizes that soldiers in the lower ranks probably have not had sufficient time in service (TIS) to adequately present themselves in their official files to warrant comparison with their peers Armywide. Therefore, their local commanders are in the best position to judge their performance and potential.

#### THROUGH PAY GRADE E4 PROMOTION AUTHORITY RESTS WITH THE LOCAL COMMANDER

Technically, soldiers are "advanced" to the ranks of private E2, private first class, and specialist 4, as opposed to "promoted." In these grades, soldiers are advanced unless cause is shown for nonadvancement. The following are the time requirements for advancement:

*(a) Advancement to private (E2).* Unless the local commander prevents it, the custodian of the soldier's personnel records indicates advancement to E2 after six months active federal service (AFS). The TIS computation is based on the soldier's basic active service date (BASD). Time spent in a delayed entry program is not counted in the TIS computations. Local commanders may waive up to two months of the TIS requirement for outstanding soldiers. However, they may not grant waiver promotions that would cause more than 20 percent of the command's assigned and attached E2 strength in the unit to have less than six months TIS.

*(b) Advancement to private first class (E3).* At the commander's discretion, privates may be promoted to private first

class (PFC) on completion of 12 months TIS and four months time in grade (TIG). Commanders have the flexibility to recognize outstanding achievers by waiving up to half the TIG and TIS requirements. Commanders are limited, however, in that they may not grant waiver promotions that would cause more than 20 percent of the command's assigned and attached E3 strength to have less than 12 months TIS.

(c) *Advancement to specialist 4.* Commanders may, without constraints, advance PFCs with 26 months TIS and six months TIG to the rank of specialist 4. Commanders can also accelerate advancement by waiving 3 months TIG and 14 months TIS requirements. Accelerated advancements cannot, however, cause more than 20 percent of the total number of assigned E4 strength in the unit to have less than 26 months TIS.

#### (2) *Semicentralized Promotions*

Promotions to sergeant and staff sergeant may be delegated to a field grade commander of any organization authorized by TOE or TDA to be commanded by a lieutenant colonel or higher. A battalion-size unit may have promotion authority. In some commands, a higher-level commander may withhold authority. When this is the case, the restriction does not affect the reduction authority.

(a) *Eligibility.* Soldiers must have 36 months TIS (waiverable to 18 months) and 8 months TIG (waiverable to 4 months) for promotion to sergeant. They must have 84 months TIS (waiverable to 48 months) and 10 months TIG (waiverable to 5 months) for promotion to staff sergeant. In addition to TIS and TIG requirements, effective 1 March 1987, you will need a high school diploma or GED equivalent to be eligible for promotion to sergeant.

### EDUCATIONAL REQUIREMENTS ARE IMPORTANT TO YOUR CAREER

At that time, soldiers who do not meet educational requirements will be removed from the recommended list. The criteria may not be supplemented by adding or deleting criteria at the local command level. Local commanders are allowed, however, to grant waivers to soldiers who have demonstrated an outstanding level of performance and who are also deserving of promotion. Currently, the promotion authority may waive two of the promotion criteria. PLDC is mandatory for promotion to staff sergeant.

(b) *Promotion Points.* The semicentralized method for promotion to sergeant and staff sergeant combines—

- Predetermined administrative points from information contained in soldiers' files.
- The commander's recommendations.
- The recommendation resulting from a promotion board interview.

1. This system allows a number of promotion points to accumulate, based on a full evaluation of the soldier's past and potential for future performance.

Administrative points are computed for each soldier prior to the soldier's appearance before the promotion selection board. Points for weapons qualification, APRT, duty performance, SQT results, awards and decorations, and civilian and military education are combined to offer a total of 800 possible promotion points.

2. Each soldier who is eligible and recommended for promotion must appear before a promotion selection board for evaluation. The board may consist of all officers, headed by a field grade officer; of all NCOs, headed by a command sergeant major; or of officers and NCOs. The board may award a total of 200 promotion points based on the soldier's personal appearance, conversation and oral expression skills, knowledge of basic soldiering skills, self-improvement, and achievements and on the board members' subjective appraisal of promotion potential.

### THE PROMOTION SELECTION BOARD MEETS ONCE A MONTH

These boards convene at least once a month unless no soldiers are recommended for board action. Each board consists of at least three voting members, plus a recorder who does not vote.

3. The promotion board forwards its final report to the promotion authority. If the promotion authority finds a discrepancy in any part of the board's report, makeup, or conduct, the whole report may be disapproved. In that case, the authority may convene a new board and select all new members. If the promotion authority finds no discrepancies, it will approve the recommendations. A "recommended list" will be published and posted on appropriate unit bulletin boards. Soldiers competing for promotion to sergeant must get a minimum of 450 promotion points to reach recommended-list status. Soldiers competing for staff sergeant must get at least 550 points to attain recommended-list

status.

4. Once soldiers gain recommended-list status, their promotion point totals are compared to promotion point cutoff scores determined monthly by HQDA.

HQDA determines cutoff scores of promotion points based on the number of soldiers Armywide who are already in a grade and MOS as compared with the number of soldiers authorized for that grade and MOS. Soldiers who, equal or exceed the established promotion point cutoff scores are then ranked by the point totals, assigned dates of rank (DORs), and promoted.

(c) *Reevaluation.* Soldiers who maintain recommended-list status and who remain otherwise eligible for promotion may request reevaluations. If you increase your administrative promotion points by 50 or more (items 2 through 6, DA Form 3355 [Promotion Point Worksheet]), you may request reevaluation at any time. You also have the option of appearing again before a promotion board. If you increase your administrative promotion points by less than 50 points, you can request reevaluation after six months from your latest board appearance, reevaluation, or recomputation. In this case, you will have to appear before another promotion board. You must request reevaluations in writing. You should understand that although reevaluations may gain you administrative and board points you may also lose points during the board interview. In either case, the results of each reevaluation of both administrative and board-awarded points are final.

#### YOU MUST REQUEST REEVALUATIONS IN WRITING

(d) *Recomputation.* During February (for sergeant) and May (for staff sergeant) of each year, soldiers with valid recommended-list status will have their administrative point totals automatically recomputed. The recomputation process does not require soldiers to go before a promotion selection board.

#### (3) *Centralized Promotions*

Since 1 January 1969, HQDA has used the centralized board to select soldiers for promotion to sergeant major. In March 1969, it began using the centralized board to select for master sergeant and on 1 June 1970, to select for sergeant first class.

The centralized promotion system relies completely on information contained in your OMPF and in your PQR. The file and records must show your ability and potential accurately. The OMPF is used for other personnel management actions throughout a soldier's career. But, its importance becomes most obvious to soldiers when they realize that the condition of their OMPF may determine whether or not they are selected for promotion. The board also reviews each soldier's file under the qualitative management program (QMP).

(a) *Organization of a Centralized Board.* The secretary of the Army, through the DA deputy chief of staff for personnel (DCSPER), selects those who will sit on the promotion selection board. The board meets at the United States Army Enlisted Records and Evaluation Center (USAEREC), Fort Benjamin Harrison, IN. The board consists of officers and senior NCOs. It is broken into smaller groups or panels. Because of the large number of records normally voted by some boards, they may have as many members as necessary.

(b) *Instructions for Board Members.* Each selection board receives a letter of instruction (LOI). The LOI prescribes the oath each board member must take, reports to be prepared, maximum number from each zone of consideration to be selected, and other administrative guidance for board members to follow while reviewing soldiers' records. This guidance is published again with each list announcing the names of those soldiers selected. Before the convening date of each selection board, HQDA establishes and announces zones of consideration. These zones define the DOR requirements for both primary and secondary zones of consideration.

#### GET YOUR OMPF IN ORDER

1. The primary zone includes all those soldiers whose DOR falls within the established periods. The secondary zone extends the primary zone so that outstanding soldiers with later DORs may compete for promotion ahead of their contemporaries. Only soldiers who have demonstrated unusual ability and potential for a position of greater responsibility are selected from the secondary zone.

2. In addition to meeting the zone criteria, soldiers must have at least a high school diploma or GED equivalent and at least eight years of cumulative enlisted service (for pay purposes) for consideration to master sergeant, or ten years for consideration to sergeant major. Prior service as an officer is not computed in this figure. Soldiers must be serving

in enlisted status on the board's estimated adjournment date.

3. Soldiers compete for promotion with all other eligible soldiers in their MOSs (19Ds do not compete with 19Es, and so forth). HQDA determines the number to be selected from each MOS based on the projected number of soldiers in that grade and MOS as compared with the projected number authorized.

4. During the selection board proceedings, each member considers the soldier's entire career. The intent is that no one success or failure should be an overriding factor in determining a soldier's standing in relation to his peers. Viewing soldiers separately in this manner, the board evaluates potential for increased responsibility at the next higher grade and identifies those soldiers best qualified. The board then makes recommendations for promotions based on the number of selections established in the LOI. The results of any selection board can be no more valid than the information on which the board bases its judgment. For that reason, NCOs must personally ensure that their own files are current and accurate before a selection board reviews them.

*(c) Preparation for a Centralized Board.* You should begin getting your records in order at least six months before they are to appear before a DA selection board. Over 95 percent of the information the selection board members will use to decide whether or not to select you for promotion, school attendance, and so forth is in three parts of your file: photograph, microfiche, and PQR.

#### START GETTING YOUR RECORDS IN ORDER SIX MONTHS BEFORE THE BOARD MEETS

1. The photograph is critical. Although a photograph is required for SSG and above every three years, you can have one made sooner. If you've lost weight, been promoted, received awards or decorations, or bought a new or better fitting uniform since the last photograph, then you should make a new one. Ensure that the photograph is sharp and that the image does not blend with the background.

A sloppy appearance, unauthorized awards and decorations, or weight problems could adversely affect your selection opportunities. A missing photograph may also mislead board members to believe that you are apathetic or are trying to hide something.

2. The Personnel Service Center should send photographs to the US Army Enlisted Records Center, Fort Benjamin Harrison, IN 46294-5301. Do not send them to MILPERCEN.

USAEREC also maintains a microfiche of your personnel files. It does not keep any hard copy, nor does it return documents after placing them on the microfiche unless you specifically request them to. Therefore, maintaining your own hard copies of information is a good idea.

The microfiche has information arranged from oldest to newest, left to right. The first items you should check are EERs to see that they are all there. If an EER is missing from the microfiche but a copy is available from your personal file, send a copy of it to USAEREC. If a copy is not available, then have the rater for that period located (via worldwide locator at HQDA, if necessary) to prepare the missing EER. Ensure the rater has the dates of significant accomplishments during that rated period. Take the same steps for the endorser though his signature is less critical than the rater's.

3. The microfiche also includes letters of appreciation and commendation, awards and decorations, Articles 15, and so forth. If you send a letter of commendation or appreciation to USAEREC that you would like to include on the microfiche, a statement to that effect must appear in the body of the original letter or in an endorsement. Otherwise, USAEREC will not accept the letter.

You can get a free copy of your performance microfiche from USAEREC. The address is Commander, USAEREC, ATTN: PCRE-RF-I, Fort Benjamin Harrison, IN 46249-5301. You can also visit the USAEREC at Fort Benjamin Harrison and review your files in person. Call AUTOVON 699-3361 or commercial (317) 542-3361 for an appointment.

4. The PQR (DA Forms 2A and 2-1) is the third and final portion of the file that you must thoroughly review. DA Form 2A is the computer printout that shows some of the same things shown on the DA Form 2-1, but the former is more limited in information. Therefore, you must compare these two forms to see if data conflict. For example, selection board members may become confused if item 9, section II, of DA Form 2A says the soldier has a permanent profile, but the corresponding block on the DA Form 2-1 doesn't. After you have reviewed the PQR, you must certify that you have done it.

## PQR Discrepancies

- Missing or outdated photos. (Compare with item 9, section IV, DA Form 2A.)
- Missing awards, decorations, letters of appreciation, commendations, and so forth. (Compare with item 9, section II, DA Form 2-1.)
- Missing soldier certifications.
- Missing EERs. (Compare with item 7, section IV, DA Form 2A.)
- Inconsistent profiles. (Compare item 4, section I, DA Form 2-1, with item 9, section II, DA Form 2A.)
- Illegible copies of DA Forms 2A and 2-1.
- Inconsistent duty MOS (DMOS). (Compare item 35, section VII, DA Form 2-1, "Duty MOS" with item 19, section II, DA Form 2A.)
- Conflicting authorized position dates. (Compare items 2 and 3, section V, DA Form 2A, with item 35, section VII, DA Form 2-1.)
- Unauthorized badges, tabs, awards, and decorations.

Figure 4-2. PQR Discrepancies

(d) *Proceedings of a Centralized Board.* The first thing most board members do is look at your latest photograph. Your appearance in the photograph will establish that very important first impression.

1. Board members review your EER scores over the past five years to see if you have established a trend (that is, consistently improved scores, consistently high scores, consistently low scores, or erratic scores).

2. The board will then look at DA Forms 2A and 2-1. A quick review of DA Form 2A will show the current assignment, education, date of photograph, physical profile, and so forth. They will compare this information with DA Form 2-1, which provides all previous assignments, all military schools attended, awards and decorations received, and all overseas tours. Certain blocks on each form have information on the same data (for example, item 11, section II, on DA Form 2A and block 8, section II, on DA Form 2-1). They may use these blocks to double-check information. Also, board members check the last page of DA Form 2-1 to see if the individual has certified that he has reviewed the information.

3. Using all of the selection file, the selection board members will vote on the record. Any part that is missing from that file or that is unclear can mean the difference between selection and nonselection. Three panel members review the file, with each one voting on the file and giving it a numerical score.

**Table 4-1**  
**Scoring System**

SCORE	DESCRIPTION
1	Substandard soldier, recommend for QMP
2	Fair to poor, remain in service
3	Good soldier, weak prospect
4	Excellent soldier, moderate prospect
5	Superior soldier, strong prospect
6	Outstanding soldier, definite select

**Notes:**

A "+" or "-" is sometimes used to further weight a vote.

4. The number of points a panel member gives a record is written on a score card. The other two voting members do not see that number until after they vote. With three individuals reviewing your records, the maximum number of points you could achieve is 18+ (a 6+ from each member). If a major difference exists in the three scores, the panel chief can send the record to different members for a revote. A major difference might be two members voting a 6 and the third voting a 3. The third member may have found something the other two overlooked, or vice versa. Board members may discuss their views during board deliberations and may request additional information pertaining to an individual NCO before casting their independent votes. They rotate records so as not to set a pattern by having the same individuals vote the same records.

5. The board selects all NCOs that they believe are fully qualified, that is, they meet the basic prerequisites for promotion to the next higher grade or for attendance at a particular school. They list the fully qualified by order of merit based on the numerical evaluation given by each voting member. Those receiving the highest scores are the “best qualified.”

6. The board selects those NCOs from the secondary zone who are outstanding in every area, and these NCOs are added to the recommended for-promotion list.

7. The board also does a qualitative screening of soldiers whose overall records warrant them being barred from reenlisting. This is part of the qualitative management program and is commonly referred to as HQDA bar to reenlistment.

8. Once the board decides on the final selection list, they send an alphabetical list to MILPERCEN. At MILPERCEN, each selectee will receive a promotion sequence number. MILPERCEN determines the promotion sequence by—

- Seniority of DOR.
- BASD, when DORs of soldiers are the same.
- Age (oldest first), when basic active service dates and DORs are the same.

9. Promotion lists for sergeant first class are sequenced in this manner within each recommended MOS.

#### MILPERCEN ASSIGNS PROMOTION SEQUENCE NUMBERS

10. Once MILPERCEN releases recommended lists it assumes acceptance by the soldier. Soldiers wishing to decline promotion must inform their commanders of their wishes at the time their promotions are announced in orders. Commanders will then alert MILPERCEN, and it will remove soldiers from the recommended list.

### **4–5. EVALUATIONS**

The EER system supports the Army’s personnel management programs and the professional development of individual soldiers. It influences soldiers’ career objectives, measures the quality of the NCO corps, and largely determines the senior enlisted leadership of the Army.

The evaluation report formally lets you know how your rater—the person you work for—thinks you are performing and what he thinks about your potential. It also provides a basis for counseling by rating officials on your career development. If you are also a rater or endorser, the EER is your official vehicle for counseling and helping develop your subordinates.

To ensure that sound personnel management decisions can be made and that soldiers’ potentials can be fully developed, raters must ensure evaluation reports are accurate and complete. Reports must be thoughtful, fair appraisals of soldiers’ abilities, weaknesses, and potential.

The information in evaluation reports, the needs of the Army, and the individual soldier’s qualifications are a basis for personnel actions such as promotions, school selections, assignments, and qualitative management.

#### *a. RATING OFFICIALS*

Rating officials directly affect rated soldiers’ performance and professional development. People in the rating chain have to ensure that the people they rate thoroughly understand the organization, its mission, their roles in support of the mission, and all the standards by which their performance will be judged.

The rating officials also have to balance their obligations to the people they rate with their obligations to the Army. They have to make honest, fair evaluations, giving full credit to rated soldiers for their achievements and potential.

Selection boards and career managers need balanced evaluations in order to make intelligent decisions.

Units must publish and post rating chains, either by name or by duty position. Commanders must ensure that everyone knows who their raters and endorsers are.

## REGULAR COUNSELING SHOULD BE THE NORM

Your rater must be your first-line supervisor and must have been so for at least three rated months, except in cases of special reports which may cover a 30 day period. The rater must be a sergeant or higher and senior to you by either pay grade or DOR. You and your rater, as well as you and the people you rate, should engage in regular counseling. Of course, counseling can range from very informal: "Smith, that was a good job you did on that jeep" to very formal: "Smith, I called you in to my office to discuss your professional development." Throughout the year, you should engage in both. Rating time is no time to find out your supervisor is dissatisfied with your performance.

### (1) *Indorser*

Your indorser must also have been in your direct line of supervision for at least three rated months, except for special reports which may cover a 30 day period. The endorser must be senior to the rater in grade or DOR and be familiar with your performance. The endorser should counsel you on the evaluation and should obtain your signature on the report. Your signature means you have seen the report and verify that the height, weight, and APRT information is correct. It does not mean you concur with the report.

### (2) *Reviewer*

Your reviewer is the next person in your chain of command who is senior to both your rater and indorser. The reviewer's job is to ensure that the proper rater and endorser complete your report and to resolve or clarify any inconsistencies in their ratings. The reviewer must be a commissioned or warrant officer, a CSM or SGM, or a civilian GS-06 or above.

### *b. PREPARATION*

(1) Anyone involved in the preparation of EERs, to include the rated soldier, should read and understand AR 623-205. The following are some guidelines for preparing EERs:

- Make comments that are specific, not vague or general in nature.
- Do not use language that only someone in the soldier's MOS or unit can understand. If the soldier is not in a MOS-specific job, the duties should be explained so they are clear to the reader.
- Indicate and specifically address service leadership positions on the EER.
- Specifically mention that the soldier is working at the next higher grade.
- Ensure that words and numbers on the EER complement each other. The EER should not reflect high praises and low numbers, or the reverse. Raters and endorsers may hurt rather than help by placing their own credibility on the line.
- Ensure that the rater not only checks the block on potential but also takes time to make a comment. For example, indicating that an individual should be selected for ANCOC or should be a first sergeant provides the selection board with additional information.

(2) AR 623-205 prohibits narrative gimmicks. The following techniques, therefore, will not be used:

- Unqualified superlatives or phrases, particularly if they may be considered trite.
- Comments that are too brief and frequently need to be interpreted by the selection board and career manager. If these comments are not correctly interpreted, the best interests of the Army and the rated soldier are not served.
- Any technique aimed at making specific words, phrases, or sentences stand out from the rest, such as underlining, excessive use of capital letters, unnecessary quotation marks, wide spacing, and italics.

---

## Types of Evaluation Reports

- **First report.** The beginning month of the first report will be the month of promotion to sergeant or the month of reentry on active duty in the grade of SGT or higher after a break in service. The ending month will be determined by the report being rendered (that is, annual or change of rater).
- **Annual report.** These reports will be submitted 12 months after the ending month of the last report submitted.
- **Change of rater report.** These reports will be submitted when—
  - A normal change of the designated rater occurs.
  - The rated soldier is on extended temporary duty or special duty.
  - The rater leaves the service (ETS).
  - A relief of rater occurs.
- **Complete-the-record report.** At the option of the rater, he may submit a complete-the-record report on a soldier whom a DA centralized board is about to consider for promotion or schooling. The report must meet the criteria outlined in AR 623-205, paragraph 2-9.
- **Special report.** Special reports will be submitted only—
  - To recognize a deed, act, or series of deeds that are so outstanding that they should not await recognition through the normal reporting schedule.
  - To reveal a performance deficiency so serious that it should not await reporting through the normal reporting schedule.

The first colonel (commander), general officer, or US civilian of senior executive service rank must approve or disapprove each special report. That individual must be in the direct line of supervision of the rated soldier, and he will act as reviewer of the report.
- **Relief-for-cause report.** A report is required when a soldier is relieved for cause.
- **Directed report.** When a requirement exists for a report not covered by other types of reports, MILPERCEN may direct that a report be submitted.

Figure 4-3. EER Preparation Guideline

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### *c. RESULTS*

Your rater and indorser rate you on your actual performance during the rated period and on your potential. Your performance is based on how well you met your duty requirements and adhered to the professional standards expected of NCOs. Considering how the results were achieved means judging your leadership skills, also. Evaluations of potential are the rater's and indorser's estimates of your capability to perform effectively in positions of greater responsibility in higher grades. These estimates compare your capabilities with those of your contemporaries. They also influence selection to attend future schooling.

### *d. APPEALS*

(1) The system is designed to be fair and accurate, but sometimes problems occur. You may have to appeal an evaluation report. Should this become necessary, the first thing you should do is read and thoroughly understand AR 623-2-5, Chapter 4. The appeals process protects the soldier's and the Army's interests. It also protects the integrity or judgment of rating officials so they may not be attacked without sufficient cause.

(2) Appeals can be based on one of two criteria: administrative error or injustice. The appeals section of evaluation reports for enlisted soldiers, USAEREC for AA, state adjutant general for ARNG, and commander, Army Reserve Personnel Center USAR handle appeals based on administrative error. Correction of minor administrative errors usually won't invalidate the entire report unless you can show that retention of the report will clearly result in an injustice to you. The special review board at DCSPER handles appeals alleging bias, prejudice, inaccurate or unjust ratings, or any matter other than administrative error for enlisted soldiers. The burden of proof rests with you.

## **Appendix A References**

The following related publications are additional sources of information. Users do not have to read them to understand this pamphlet.

### **Section I Required Publications**

This section contains no entries.

### **Section II Related Publications**

#### **AR 108-2**

Army Training and Audiovisual Support

#### **AR 350-1**

Army Training

#### **AR 350-17**

Noncommissioned Officers Development Program (NCO DP)

#### **AR 350-37**

Army Individual Training Evaluation and Training (ITEP)

#### **AR 351-1**

Individual Military Education and Training

#### **AR 600-9**

Army Weight Control Program

#### **AR 600-20**

Army Command Policy and Procedures

#### **AR 600-50**

Standards of Conduct for Department of the Army Personnel

#### **AR 600-60**

Physical Performance Evaluation System

#### **AR 600-200**

Enlisted Personnel Management System

#### **AR 611-201**

Enlisted Career Management Fields and Military Occupational Specialties

#### **AR 614-200**

Selection of Enlisted Soldiers for Training and Assignment

#### **AR 621-5**

Army Continuing Education System (ACES)

#### **AR 623-205**

Enlisted Evaluation Reporting System

#### **AR 640-10**

Individual Military Personnel Records

#### **AR 670-1**

Wear and Appearance of Army Uniforms and Insignia

**DA Cir 611-84-4**

Career Management of the Enlisted Force

**DA Pam 351-20**

Army Correspondence Course Program Catalog

**FM 22-100**

Military Leadership

**FM 22-101**

Leadership Counseling

**FM 22-600-20**

The Army Noncommissioned Officer Guide

**FM 27-1**

Legal Guide for Commanders

**Section III**

**Prescribed Forms**

This section contains no entries.

**Section IV**

**Referenced Forms**

This section contains no entries.

## **Glossary**

### **Section I Abbreviations**

**AA**

Active Army

**AAR**

after-action review

**ACCP**

Army Correspondence Course Program

**ACES**

Army Continuing Education System

**AFS**

active federal service

**AIT**

advanced individual training

**ANCOC**

advanced noncommissioned officers course

**APFT**

Army physical fitness test

**AR**

Army regulation

**ARTEP**

Army Training and Evaluation Program

**ASI**

additional skill identifier

**AWOL**

absent without leave

**BASD**

basic active service date

**BCT**

basic combat training

**BNCOC**

basic noncommissioned officers course

**CE**

commander's evaluation

**CMF**

career management field

**CONUS**

continental United States

**CPL**

corporal

**CPX**

command post exercise

**CQ**

charge of quarters

**CS**

combat support

**CSM**

command sergeant major

**CSS**

combat service support

**CTT**

common task test

**DA**

Department of the Army

**DCSPER**

Deputy Chief of Staff for Personnel

**DEROS**

date of estimated return from overseas

**DMOS**

duty military occupational specialty

**DOB**

date of birth

**DOR**

date of rank

**EER**

enlisted evaluation report

**EMF**

enlisted master file

**EPMS**

Enlisted Personnel Management System

**ETS**

expiration term of service

**1SG**

first sergeant

**FTX**

field training exercise

**GED**

general equivalency diploma

**GT**

general technical

**HQ**

headquarters

**HQDA**

headquarters, Department of the Army

**IET**

initial entry training

**ISR**

individual soldier's report

**ITEP**

Individual Training and Evaluation Program

**LOI**

letter of instruction

**MAPEX**

map exercise

**MILPERCEN**

United States Army Military personnel Center

**MILPO**

Military Personnel Office

**MOS**

military occupational specialty

**MSG**

master sergeant

**NBC**

nuclear, biological, chemical

**NCO**

noncommissioned officer

**NCODP**

Noncommissioned Officer Development Program

**NCOES**

Noncommissioned Officer Education System

**NCOPD**

noncommissioned officer professional development

**OCONUS**

outside continental United States

**OJT**

on-the-job training

**OMPF**

official military personnel file

**OPD**

officer professional development

**OSUT**

one-station unit training

**PCS**

permanent change of station

**PFC**

private first class

**PLDC**

primary leadership development course

**PMOS**

primary military occupational specialty

**PQR**

personnel qualification record

**PSG**

platoon sergeant

**QMP**

Qualitative Management Program

**ROTC**

Reserve Officers Training Corps

**SFC**

sergeant first class

**SGM**

sergeant major

**SGT**

sergeant

**SM**

soldier's manual

**SMA**

sergeant major of the Army

**SMC**

sergeants major course

**SMOS**

secondary military occupational specialty

**SOP**

standing operating procedure

**SQI**

special qualifications identifiers

**SQT**

skill qualification test

**sr**

senior

**STP**

soldier training publication

**TAADS**

The Army Authorization Documentation System

**T&EO**

training and evaluation allowances

**TDA**

table of distribution and allowances

**TDY**

temporary duty

**TEC**

training extension course

**TEWT**

tactical exercise without troops

**TIG**

time in grade

**TIS**

time in service

**TMS**

Training Management System

**TOE**

table of organization and equipment

**TRADOC**

United States Army Training and Doctrine Command

**UCMJ**

Uniform Code of Military Justice

**USAEREC**

United States Army Enlisted Record and Evaluation Center

**USASMA**

United States Army Sergeants Major Academy

**USR**

unit status report

**WO**

warrant officer

**YOS**

years of service

**Section II****Terms**

This section contains no entries.

**Section III**  
**Special Abbreviations and Terms**

This section contains no entries.

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**MOS** *See* **military occupational specialty**  
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