ACTION PLAN
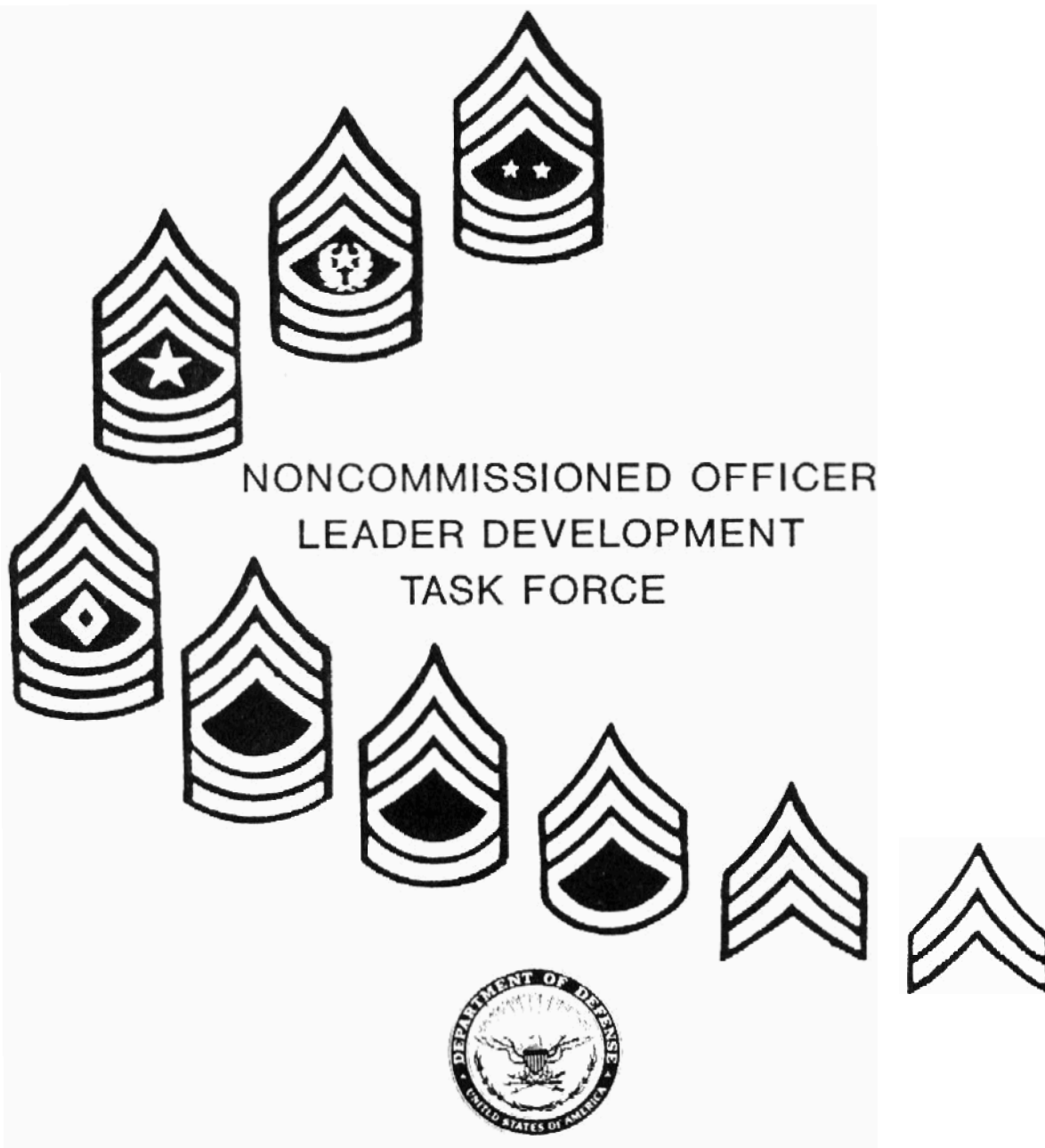
NONCOMMISSIONED OFFICER
LEADER DEVELOPMENT
TASK FORCE

DEPARTMENT OF THE ARMY
HQ, UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
FORT MONROE, VIRGINIA 23651-5000

JUNE 1989

DEPARTMENT OF THE ARMY
HEADQUARTERS US ARMY SERGEANTS MAJOR ACADEMY
FORT BLISS, TEXAS 79918-5000
NONCOMMISSIONED OFFICER LEADER DEVELOPMENT
TASK FORCE

REPLY TO
ATTENTION OF

ATDC-T   26 JUNE 1989

MEMORANDUM FOR: Commanding General, U.S. Army Training and
                  Doctrine Command, Ft. Monroe, VA

SUBJECT: Letter of Transmittal – NCO Leader Development Action
           Plan

1. On 8 October 1988 you chartered the NCO Leader Development
Special Task Force to develop a strategy and action plan for
improving the Army's NCO leader development system. You directed
the Task Force to determine NCO leader requirements (skills,
knowledge, attitudes), examine environmental impacts on policies,
education, training, experience, responsibilities and
relationships, and to examine the adequacy of NCOPD programs to
meet current and future needs. The Task Force has successfully
accomplished all mission objectives.

2. The enclosed Action Plan contains a brief discussion of the
Task Force's data collection efforts and analysis of the NCO
leader development system. There are many findings, but it is
important to note that the system as a whole is not severely out
of line with the needs of the Army. On the contrary, we have
found that only evolutionary changes are needed to align the
system with current leadership doctrine and philosophy.

3. Two elements of the Action Plan deserve special note. First,
the skills, knowledge, and attitudes (SKA) identified by the Task
Force provide the basis for a progressive and sequential leader
development system that includes institutional training,
operational assignments, and self-development efforts. Soldiers,
leaders, trainers, and training developers can orient their
respective programs on the SKAs required at each level of unit
leadership.

4. The second element of the Action Plan requiring special
attention includes NCO leader development models for both the
active and reserve components. These models reflect not only the
progressive and sequential nature of leader development, but
provide a clear road map for the professional growth of the NCO
Corps. The leader development models were used as the basis for
each of the recommendations contained in the Action Plan.

5. I firmly believe that the recommendations of the Task Force
will improve our NCO leader development systems so we may realize
the full potential of our inherently strong NCO corps.

Encl

JOHN S. CROSBY
Lieutenant General, US Army
Director, NCO Leader Development
Task Force

Noncommissioned Officer Leader Development
Task Force

ACTION PLAN

June 1989

PREPARED FOR
COMMANDING GENERAL
UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
FORT MONROE, VIRGINIA 23651-5000

The views, opinions, and/or findings contained in this action plan are those of the members of the Noncommissioned Officer Leader Development Task Force, and should not be construed as an official Department of the Army position, policy, or decision, unless so designated by other official documentation.

The words "he," "him," "his," and "men," when used in this action plan, represent both the masculine and feminine genders unless specified otherwise.

TABLE OF CONTENTS

DEPARTMENT OF THE ARMY
HEADQUARTERS UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND
FORT MONROE, VIRGINIA 23651-5000

REPLY TO
ATTENTION OF

ATCG-P (15-1a)

MEMORANDUM FOR: SEE DISTRIBUTION

SUBJECT: Special Task Force on NCO Leader Development

1. <u>PURPOSE</u>: This tasking establishes the Noncommissioned Officer Leader Development Special Task Force, designates its director, and delineates the task force mission and responsibilities.

2. <u>GENERAL</u>: Recent conclusion of the Leader Development Study and consolidation within TRADOC of proponency for all leader development highlights the need for developing coherent strategies and plans covering the officer, NCO, and civilian components of the Army team. The Army must ensure that our professional corps of noncommissioned officers are developed to handle the myriad of tasks required during times of peace, and the exigencies of combat during times of war. Leader development does not occur by chance. It is imperative that we forge a strategy for developing our NCOs, horizontally linked to the development of officers and civilians, which guarantees our preparedness into the 21st century.

3. <u>MISSION</u>: Develop a strategy and action plan for improving the Army's NCO leader development system, which ensures the continued professional growth of the noncommissioned officer corps. As part of this effort, the Task Force will:

    a. Determine specific leadership skills, knowledge, and attitudes required of NCO leaders at each level to prepare and sustain the Army in peace and achieve victory in combat.

    b. Examine how current policy, education, training, practical experience, individual responsibility and senior-subordinate relationships enhance or detract from each of the skills, knowledge, and attitudes identified.

    c. Examine the adequacy of our current NCO career development and management programs, and their ability to meet the Army's needs for the next 10-15 years.

    d. Develop a NCO leader development strategy and action plan which fixes specific responsibilities, corrects shortcomings, and establishes milestones for implementation and sustainment.

ATCG-P
SUBJECT: Special Task Force on NCO Leader Development

4.   RESPONSIBILITIES:

a.   Commander, TRADOC, is the Task Force sponsor.

b.   Deputy Commanding General for Training, TRADOC:

(1)   Is designated as Director of the NCO Leader Development Special Task Force.

(2)   Will form a task force of subject matter experts from agencies involved with NCO matters and leader development to execute mission assigned above.   The task force will consist of representatives from TAPA, Sergeants Major Academy, CAL, LOGCEN, Soldier Support Center, and DCST, TRADOC.

(3)   Develop milestones and in-process reviews as necessary to forward completed strategy and action plan to Commander, TRADOC, NLT 1 June 1989.

(4)   Consider establishing a Senior Advisory Group to provide inputs and recommendations as needed.

(5)   Incorporate the philosophy, principles, and findings of the Leader Development Study Phase I report and final report. Also review other studies, surveys, and projects in this field, such as the NCO Professional Development Study (1985).

c.   Director, Center for Army Leadership:

(1)   Provide a representative to the NCO Leader Development Task Force.

(2)   Be prepared to assume responsibility for executing the strategy and action plan resulting from the NCO Leader Development Task Force.

M. R. THURMAN
GEN, USA
Commanding

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MSG Larry L. Strickland

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Presented to Commander, TRADOC, 31 May 89
Presented to Chief of Staff, Army, 5 Jul 89

19. KEY WORDS (Continue on reverse side If necessary and identify by block number)

Noncommisioned Officer; Leader Development; Education and Training; professional development; skills, knowledge, attitudes; NCO Education System; Leader competencies.

20. ABSTRACT (Continue on reverse side If necessary and identify by block number)

The mission of the Task Force was to develop a strategy and action plan for improving the Army's NCO leader development system which ensures the continued professional growth of the NCO Corps.

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SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

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EXECUTIVE SUMMARY

On 8 October 1988 the Commanding General, TRADOC, chartered the NCO Leader Development Task Force to develop a strategy and action plan for improving the Army's NCO leader development system which ensures the continued professional growth of the NCO corps. The Deputy Commanding General for Training, TRADOC, was designated Task Force Director. The U.S. Army Sergeants Major Academy (USASMA) was designated as the site for the study and the Commandant, USASMA, Executive Agent. Task Force members were provided by several commands and agencies having direct responsibilities or proponency for NCO leader development. These included 14 senior NCOs, 2 officers and 1 civilian representing PERSCOM, USASMA, Center for Army Leadership, LOGCEN, Soldier Support Center, the Reserve Components, Health Services Command, and Deputy Chief of Staff Training, TRADOC. The Chief Staff, Army and Commander, TRADOC, further directed that a senior advisory group (SAG) be established to provide a wide range of input on issues affecting leader development.

The Task Force solicited input from all SAG members and many of the Army's senior commanders and their CSMs on issues, findings, and recommendations. Concurrent with the field visits, the Task Force conducted a thorough literature search which included 17 previous studies concerning leadership and professional development. One of the more important among these studies was the Noncommissioned Officer Professional Development Study of 1985. That study put into motion many changes to improve NCO

- Functional Courses vs NCOES
- Leader Development Sustainment Mechanism
- Role of Civilian Education
- Unit Leader Development
- Communicative Skills
- Role of Individual Training Evaluation Program
- Role of Self-Development

These issues were examined in terms of institutional training, operational assignments, self-development, and support systems to determine the degree to which they supported or inhibited NCO leader development. Valid issues were then viewed in the context of the future environment consisting of four frames of reference: technology, military, social, and economic. The result was a set of findings which were categorized into one of the four elements of the leader development structure or a fifth category of general perceptions.

Analysis of the findings in conjunction with the skills, knowledge and attitudes required construction of synchronized and coordinated leader development models for both the active and reserve components. The models coordinated and synchronized the many subsystems and programs that comprise the four elements of the leader development structure. They provided the framework for translating findings into changes or refinements to the NCO leader development system.

professional development for the Total Army. As a result of
these earlier improvements, the Task Force found, and the field
verified, that the NCO corps is strong and getting stronger.
Furthermore, NCOES is working and producing quality NCOs, and
that only evolutionary adjustments are needed to the current NCO
leader development system.

To determine what adjustments were needed, the Task Force used
the following process to assess the NCO leader development
system:

- Review current doctrine and gather input from the SAG and
the field on the present state of the force.
- Determine the skills, knowledge, and attitudes required of
NCO leaders for each rank.
- Identify and examine leader development activities that
prepare NCO leaders in the competencies necessary for success.
- Determine what adjustments are needed.
- Develop and coordinate the recommendations.

The issues which were derived from a literature search and field
input fell into the following categories:
- Skills, Knowledge, and Attitudes
- Reserve Component Unique Requirements
- EPMS Support of Leader Development
- NCOES/Duty/Promotion Alignment

The final set of recommendations were derived directly from the leader development models. Taken in sum, the changes are evolutionary in scope and are designed to take a strong NCO Corps and make it better.

"OUR LEADER DEVELOPMENT PROGRAMS ARE ONE OF THE MOST
IMPORTANT WAYS WE MAINTAIN THE QUALITY FORCE AND ARE
ALSO OUR GREATEST LEGACY BECAUSE THEY PROVIDE THE
LEADERS THAT WILL SHAPE THE ARMY OF TOMORROW."

- GENERAL CARL E. VUONO
CHIEF OF STAFF, UNITED STATES ARMY
2 MARCH 1989

INTRODUCTION

The Noncommissioned Officer Corps has served as an integral
leadership element of the United States Army since its inception
over 200 years ago. The role of the noncommissioned officer in
training and caring for soldiers has not changed. The complexity
of how this is accomplished, however, has changed. This is
primarily due to the tremendous advances in technology which have
vastly altered the environment in which the noncommissioned
officer must operate. Technology has provided our Army new
weapons systems, new accountability systems for personnel and
equipment, and new communication systems, to name a few. Almost
every aspect of today's leadership environment has been affected
by "high tech" advances. Today's NCOs require skills and
knowledge that were simply not critical in the past to be
effective leaders. In addition, care of soldiers has taken on a
new meaning. The Army has made improvements to the quality of
life programs for soldiers. No longer are our soldiers found
only in the barracks, the mess hall, the day room or at morning
parade. Today the majority of our soldiers are married, have

homes on or off post, and have opportunity to travel as never
before. The noncommissioned officer must be attuned to this
unique environment and have a greater understanding of the human
dimension than was required in the past.

Noncommissioned officers are still charged with the
responsibility for training and caring for soldiers. They still
must enforce and set the standard and be the role model for
others to follow. But more is needed if they are to meet the
challenges of today and tomorrow. Noncommissioned officers
require better education so they can understand, articulate, and
execute the directives of the officers who are charged with
developing the plans and directives to run very complex
organizations. Moreover, doctrine demands that the NCO leader be
proficient in all leadership competencies. The noncommissioned
officer must know FM 22-100, Military Leadership, which provides
the framework for leader development and assessment, and
establishes the broad categories of skills, knowledge, and
attitudes that define leader behavior.

Today's noncommissioned officer leader is the key to the
professional growth of the noncommissioned officer corps. The
future noncommissioned officers will be placed in a combat role
more challenging than ever before. They will find that they will
be the sole leader present in many engagements on the future
battlefield. When this occurs they must be able to execute the
intent of the officer leader in order to achieve success. They
must be able to take charge and lead their soldiers to victory.

They must be bold, willing to take risks, be selfless and totally professional. Most importantly, they must be able to take the initiative in the absence of a commissioned officer and execute the mission.

Similarly, in peace the noncommissioned officer must be able to prepare and sustain soldiers for combat if deterrence should fail. Future noncommissioned officers will also be expected to have a greater understanding of how the Army operates as a total force. That is, they will not only be required to have a knowledge of doctrine, technology, leader development, threat assessment and law, but will require a general knowledge of national security policy, strategic thrust, force integration, constrained resources, and public opinion. Knowledge of all these elements will better enable the noncommissioned officer to understand the warfighting capability of our Army.

Today's leader, especially the noncommissioned officer, must have a leader development system which will ensure that they are prepared to meet all missions now and in the future. In 1986, the present Chief of Staff, Army, who was then TRADOC Commander, directed that a leader development study be conducted to review leader development for officer, warrant officer, noncommissioned officer and DA civilians. That study was conducted and an action plan for officer leader development was published in 1988.

As a follow on, and as part of a continuing program to develop coherent strategies and plans that link officer, warrant

officer, NCO, and civilian development, the Commander, TRADOC, chartered the NCO Leader Development Task Force on October 1988 with this mission:

> "Develop a strategy and action plan for improving the Army's NCO leader development system which ensures the continued professional growth of the NCO corps."

Specified tasks included the following:

- Determine NCO leader requirements (skills, knowledge, and attitudes).

- Examine current environmental impacts on policies, education, training, experience, responsibilities, and relationships.

- Examine the adequacy of NCOPD programs to meet current and future needs.

- Develop a strategy and action plan that fixes responsibilities, corrects shortcomings, and establishes milestones.

The Task Force began in early January 1989, and completed its mission in early June 1989. The resulting recommendations are contained in this action plan. Within the framework of the charter, the action plan recommends evolutionary improvements to our NCO leader development systems which will realize the full potential of our inherently strong NCO corps, now and in the future.

THE NCO PROFESSIONAL DEVELOPMENT PHILOSOPHY

The Army's philosophy of NCO professional development was fully articulated in the Noncommissioned Officer Professional Development Study report in February 1986. Its fundamental tenets are:

- **Profession of selfless service.** As an organization devoted to serving the nation, our Army needs leaders who are totally committed and who serve selflessly.

- **Professional development is driven by the needs of the Army.** Professional development is a means to an end, not an end in itself. NCOs are developed professionally to meet the Army's requirements of the NCO corps.

- **Many levels of responsibility for professional development.** The Army, commanders, and senior NCOs all share responsibility to provide opportunities and guidance to junior sergeants as they strive to attain their full potential as leaders. And each individual bears responsibility for maximizing their own development as opportunities are presented.

- <u>Professional development definition and sequence</u>. Train-
ing, experience, and self-development must complement
each other for efficient and effective development of
leaders. An ideal professional development sequence
would train, promote, and utilize soldiers to ensure that
they are given every opportunity for success in positions
of increasing responsibility.

- <u>Professional development enhances unit and Army readi-
ness</u>. We invest in the Army's future whenever we develop
leaders in the manner described by this philosophy. And
although it applies to the development of individuals,
this philosophy will leverage development of cohesive
units whenever it is integrated with a comprehensive
training plan.

The philosophy provides an overarching framework for the
leader development process which ensures the professional growth
the NCO corps (Figure 1). It was within the framework of this
philosophy and development process that the Task Force conducted
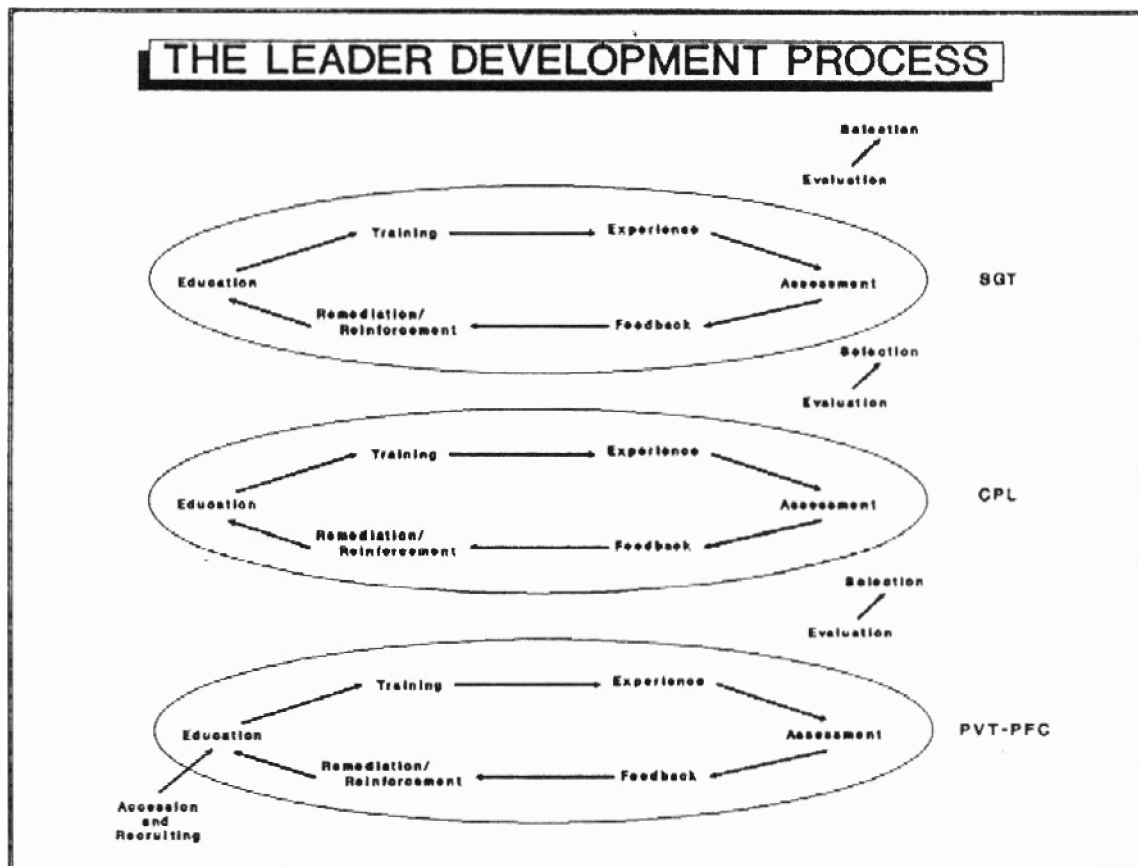its study.

Figure 1

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METHODOLOGY

The Task Force used as its point of departure the principles that leaders can be developed and that such development is a cooperative and holistic effort involving the three elements of the leader development structure: institutional training, operational assignments, and self-development. Supporting the leader development structure is a set of support systems which exist to facilitate the development process by coordinating activities within each of the elements and synchronizing activities among the elements.

The Task Force used the methodology shown in Figure 2 to assess the activities in the present and future structures of NCO leader development and their support systems. Key steps in the methodology were:

- Review previous studies and existing doctrine, survey the opinions and perceptions of the SAG and the field, then synthesize the issues relating to present and future NCO leader development. [Primary Sources]

- Determine the competencies (skills, knowledge, and attitudes) required of NCO leaders for each rank. [SKA]

- Examine the issues and SKAs in the context of the leader development structure. [Leader Development Structure]

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- Determine the adequacy of the leader development struc-
  ture to develop the SKAs required of current and future
  leaders. [Findings]

- Determine what adjustments, if any, are needed to align
  the activities with the necessary competencies. [NCO
  Leader Development Model]

- Describe the changes needed to the leader development
  structure. [Recommendations, AC and RC]

- Coordinate the recommendations and publish the strategy
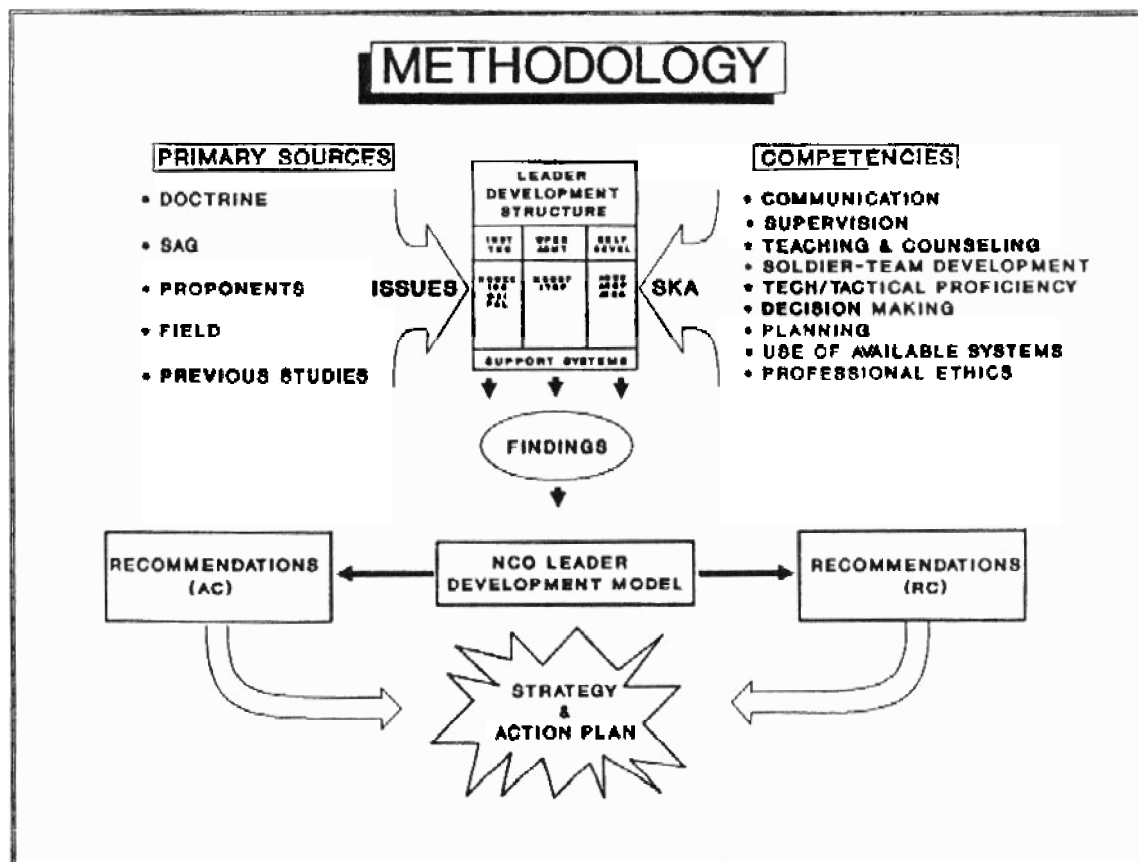 and action plan. [Strategy and Action Plan]

Figure 2

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THE PRESENT STATE OF THE FORCE

The Task Force assessed the current environment through re-search and surveys. Research entailed review of previous studies and current and emerging doctrine. Surveys were conducted using formal and informal techniques, questionnaires with structured response sheets, open-ended solicitation of opinions, briefings with Q&A sessions, and one-on-one interviews.

Data collected from this effort formed a picture of the present state of the force. It revealed that perceptions of today's NCO leader development system are shared at many levels across the Army. It also revealed present and future expecta-tions of NCO leaders and how well the present systems enable NCOs to realize these expectations.

Senior Advisory Group (SAG). The Chief of Staff, Army, and the Commander, TRADOC, directed the appointment of a SAG (Figure 3). The SAG members played a key role in helping us to define the issues and develop findings. They also reviewed the products at each major phase of the Task Force's progress and served as a sounding board for our preliminary recommendations which were refined into the 18 recommendations contained in this action plan.

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│         ┌─────────────────────────┐          │
│         │ SENIOR ADVISORY GROUP │          │
│         └─────────────────────────┘          │
│                                               │
│   - CG/CSM, TRADOC        - CG/CSM, CAC       │
│   - CINC/CSM, FORSCOM     - C/CSM, OCAR       │
│   - CG/CSM, EIGHTH USA    - CG/CSM, SSC       │
│   - CINC/CSM, USAREUR     - CG/CSM, PERSCOM   │
│   - CG/CSM, LOGCEN        - CG/CSM, AMC       │
│   - C/CSM, NGB            - SMA               │
│                                               │
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Figure 3

Proponents. The commanders and CSMs of every major TRADOC
school provided valuable input to our initial questionnaire. The
comments we received from this group helped us shape the skills,
knowledge, and attitudes for each NCO grade.

Previous Studies. Our research analysts reviewed 17 studies
and reports, most of which were written over the past three
years. The contents of these documents ranged from quantitative
analyses of soldier abilities to compilation of Army-wide inter-
views relating to training in units and leader duties and respon-
sibilities. Two recent studies which focused on contemporary
leadership issues were particularly important to our work. The
NCO Professional Development Study of 1985 gave us the Army's
philosophy for the professional development of NCOs, the NCO
requirements, and the NCOPD architecture (Figure 4). The Leader
Development Study of 1987 reaffirmed the Army's leadership
doctrine and established the Leader Development Support System
(Figure 5). Both studies served as a point of departure for much
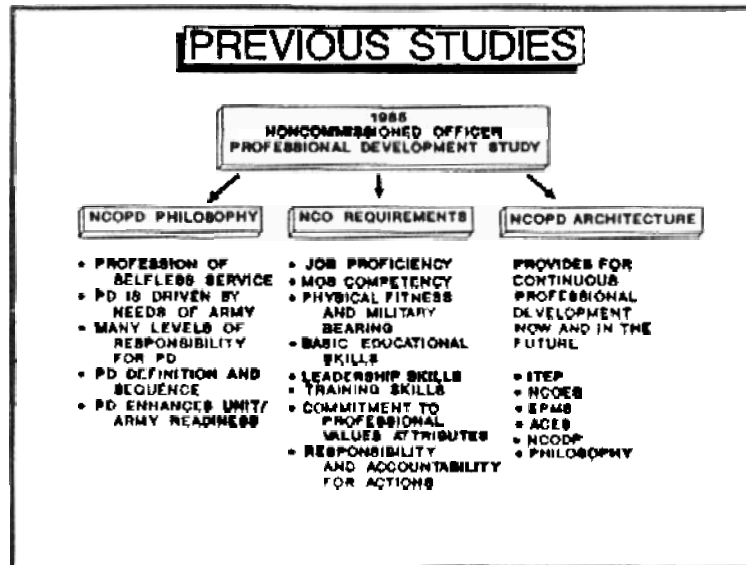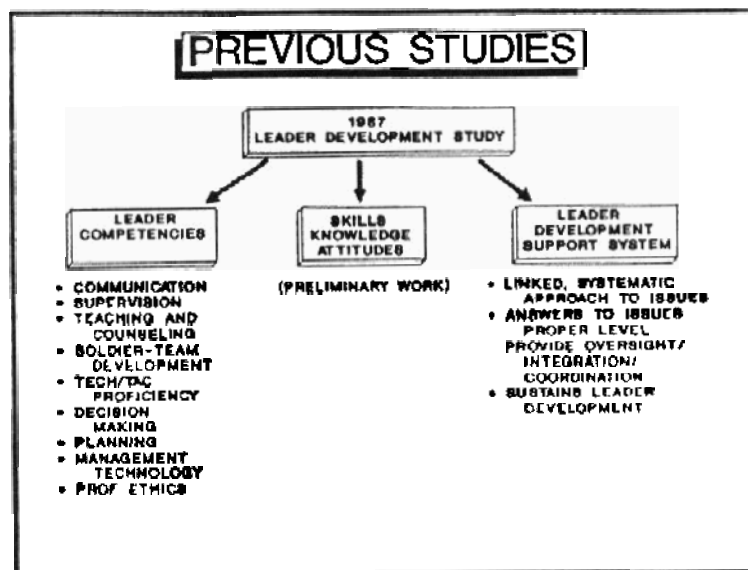of our analytical work.

Figure 4

Figure 5

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Doctrine. The Task Force drew from many sources to establish a solid foundation upon which to evaluate the leader development environment. Our doctrinal base line was established in four principal field manuals (Figure 6).
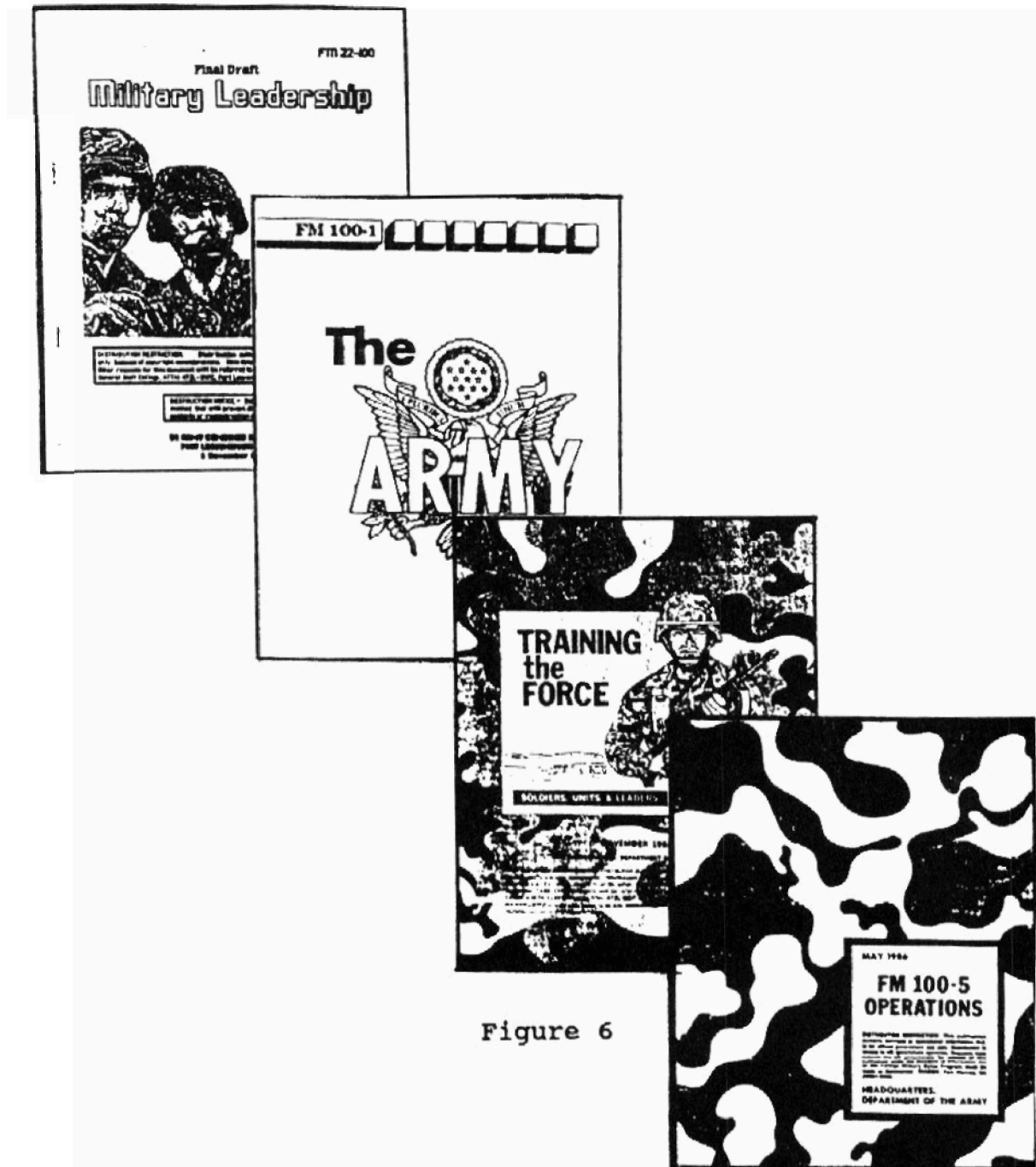

Figure 6

- <u>FM 22-100, Military Leadership</u>, provides the foundation for leader expectations--present and future. All of the skills, knowledge, and attitudes that we identified were linked directly to the nine leader competencies contained in Appendix A of this manual.

- <u>FM 25-100, Training the Force,</u> provides the doctrine by which noncommissioned officers accomplish their primary duty of training soldiers. While the commander is responsible for training, the noncommissioned officer is <u>the trainer</u> of individual soldiers. This requires the noncommissioned officer to be able to communicate, supervise, train, develop teams, make decisions, plan small unit operations, use of available technology, instill in the soldier the professional army ethic, and be technically and tactically proficient.

- <u>FM 100-1, The Army,</u> provides the historical and legal foundations of the Army. It establishes a basic precept for our noncommissioned officer - "Our contribution toward peace is based on total competence in waging war." The noncommissioned officer is the Army <u>first line</u> trainer of soldiers. Chapter 4 also describes the profession of arms. Its articulation of the professional Army Ethic, individual values, and pride and esprit provide the attitudes necessary for all effective leaders.

- <u>FM 100-5, Operations</u>, states that the most essential element of combat power is competent and confident leadership. Leadership provides purpose, direction and motivation in combat. This is also true for peacetime training and sustainment. The noncommissioned officer must be able to understand and operate within the framework of this overarching doctrine.

ISSUES

Issues were derived from many sources which included current and emerging doctrine, input from the SAG, proponents, and field, and a review of previous studies (Figure 7). The issues represented aspects of NCO leader development that required detailed examination to determine if changes were needed. However, before we could address the issues, we had to determine their validity and sharpen their focus; in other words, convert them into specific findings. Only by assessing the issues in the context of a well-defined leader development structure could we truly discriminate between issues that were substantive and those that were not.
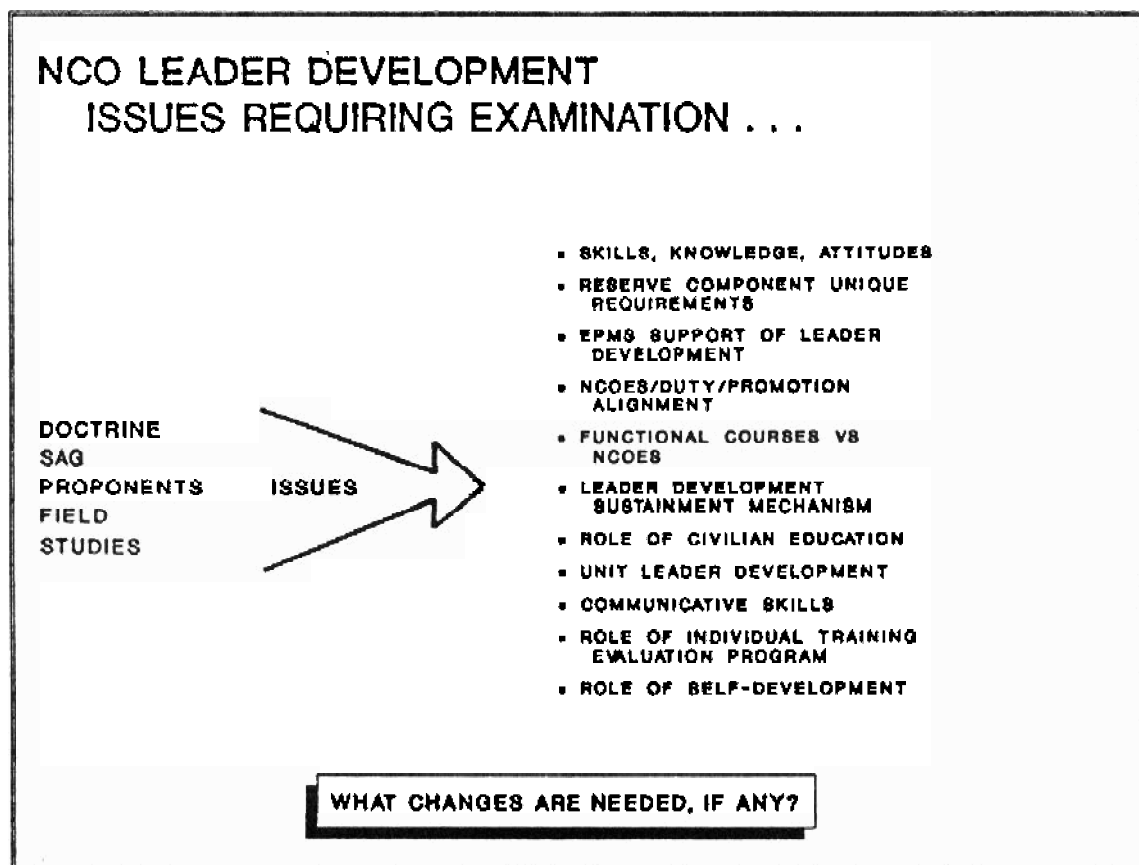

Figure 7

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SKILLS, KNOWLEDGE, AND ATTITUDES

Concurrent with its literature search and field work, the
Task Force undertook the specified task of identifying the
skills, knowledge, and attitudes (SKA) NCOs must possess at each
grade to be effective leaders. This endeavor proved to be one of
the more challenging, but the resulting product gave us the basis
for analyzing the effectiveness of each component of the leader
development structure.

The SKA developed by the Task Force are progressive and
sequential and, as such, delineate the "phase lines" of the
leader development process. They identify specifically what an
NCO should BE (attitudes), KNOW (knowledge), and DO (skills).
Their many uses include training development in both units and
the schoolhouse, establishing self-development programs, and
leader assessments.

Finally, the SKAs are a valuable tool in synchronizing the
many programs and systems that comprise the leader development
process. This ensures a truly progressive and sequential system
for corporal through command sergeant major.

The SKAs developed by the Task Force were derived from close examination of the nine leader competencies in FM 22-100 (Figure 8). By doctrine these competencies provided the framework for leader development and assessment.
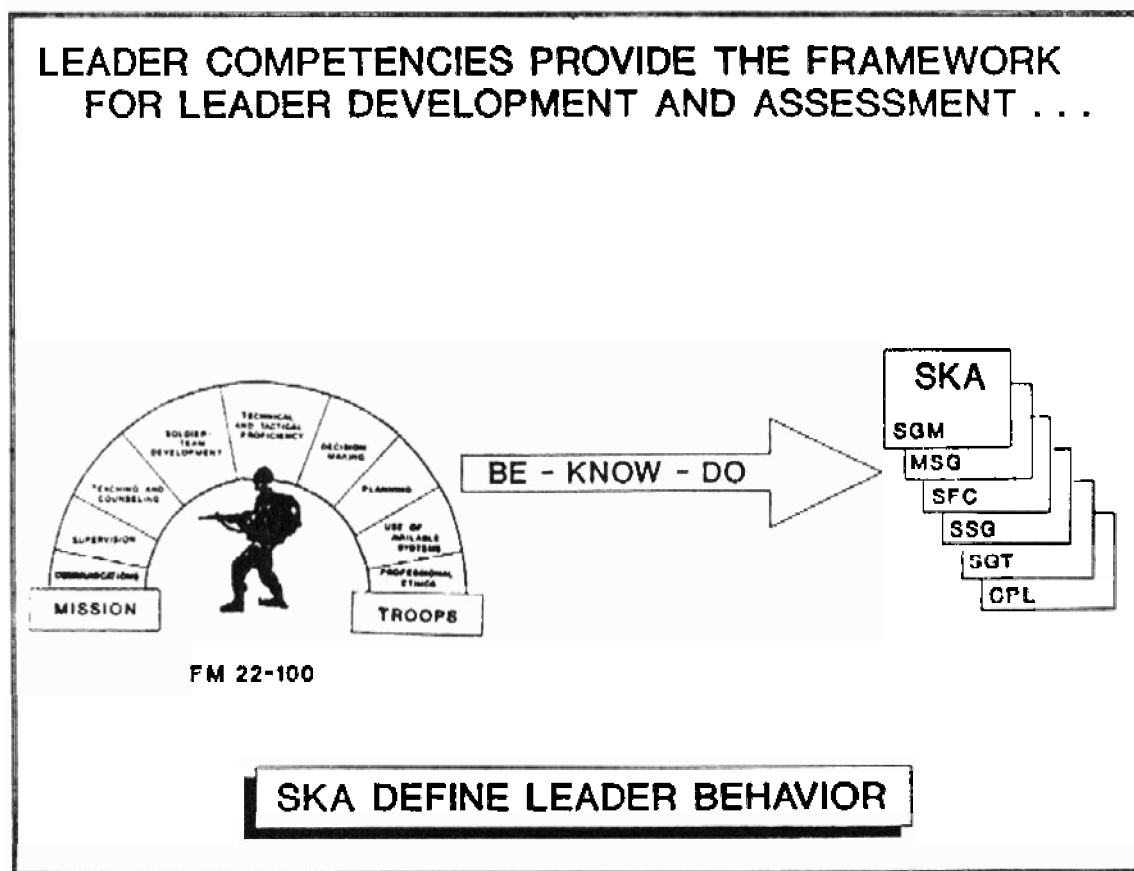

Figure 8

It was determined that each competency was supported by a specific set of skills. Further, it was determined that the skills were progressive and sequential through the increasing levels of leadership. **Figure 9 illustrates the progressive and sequential** nature of several critical skills (complete set is in Appendix B), grouped by leader competency.
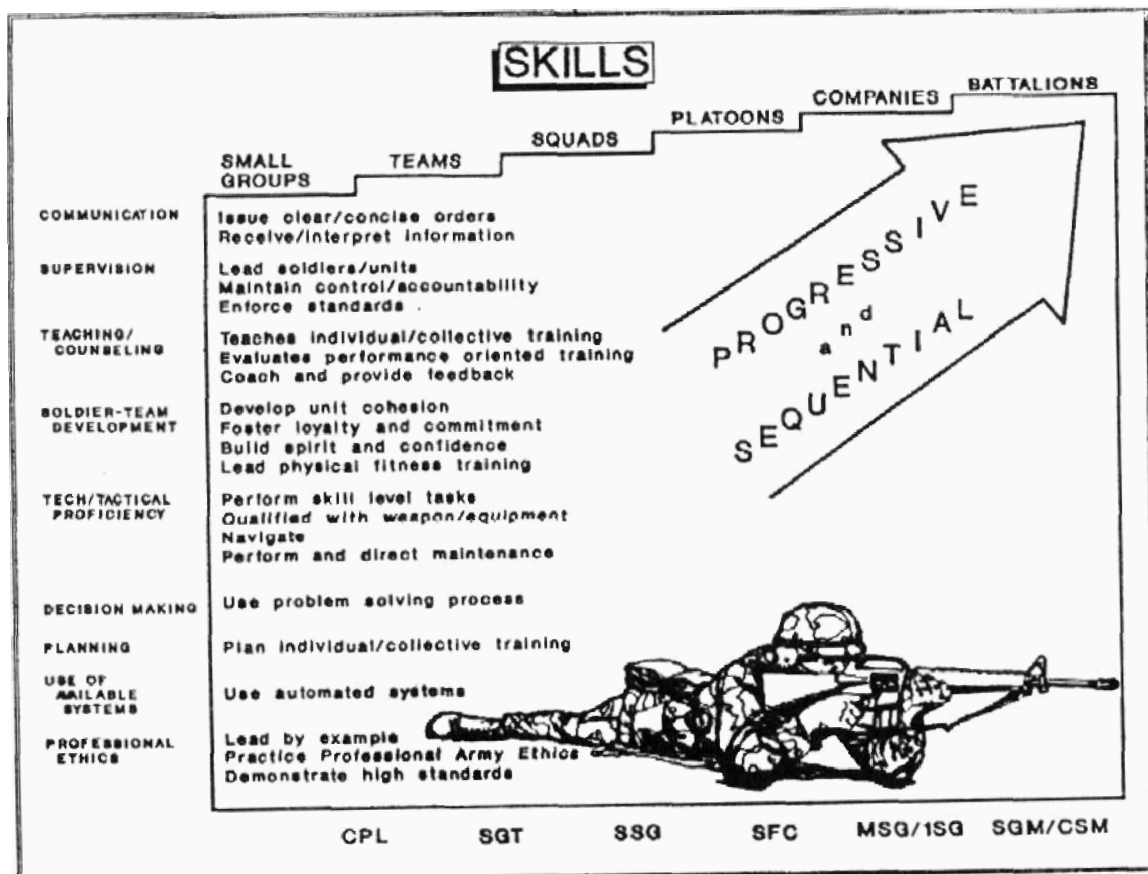

Figure 9

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As each skill was identified, the Task Force determined the knowledge areas necessary to support the skills. As Figure 10 illustrates, knowledge requirements are also progressive and sequential. It is easy to see the crosswalk between skills and knowledge in the comprehensive sets at Appendix B.
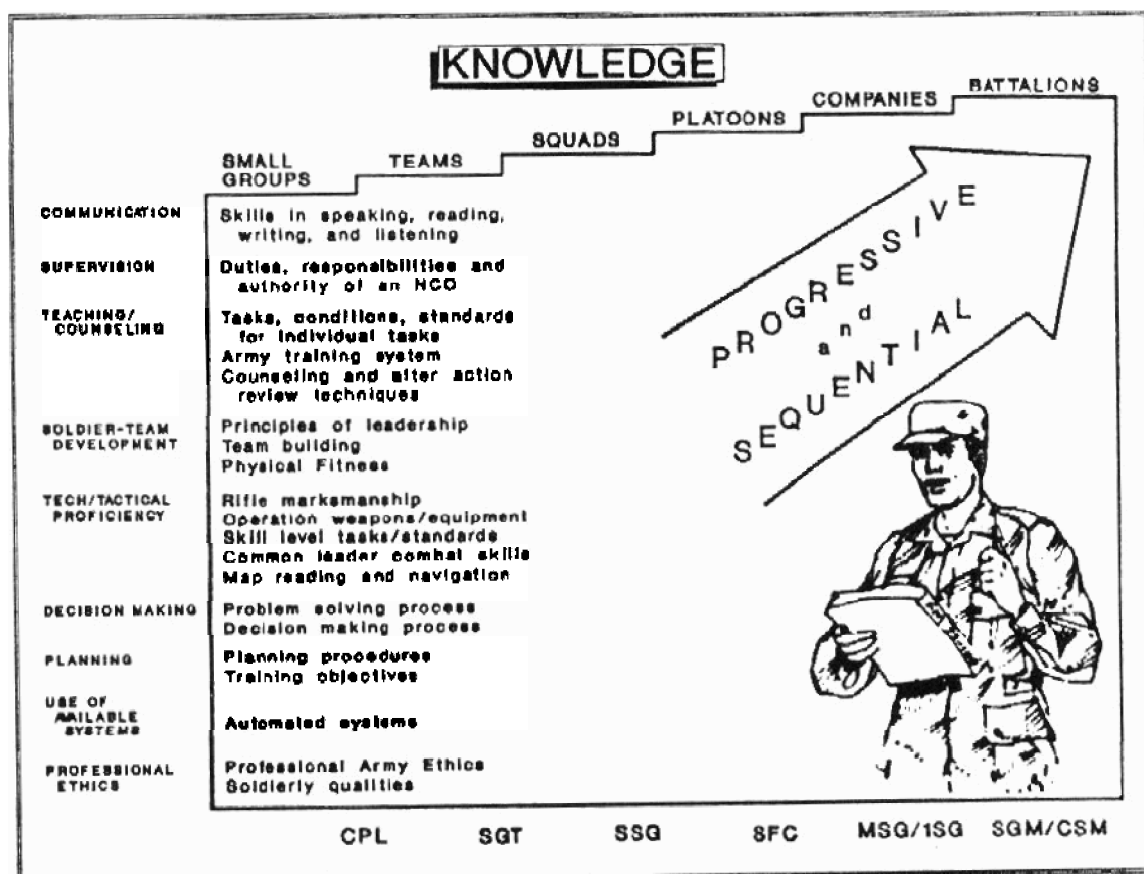

Figure 10

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Finally, the Task Force set about determining the attitudes
leaders must possess to be successful. We drew heavily from the
Professional Army Ethic (FM 100-1), the NCO Creed, and the Oath
of Enlistment. The result was a set of attitudes which are in-
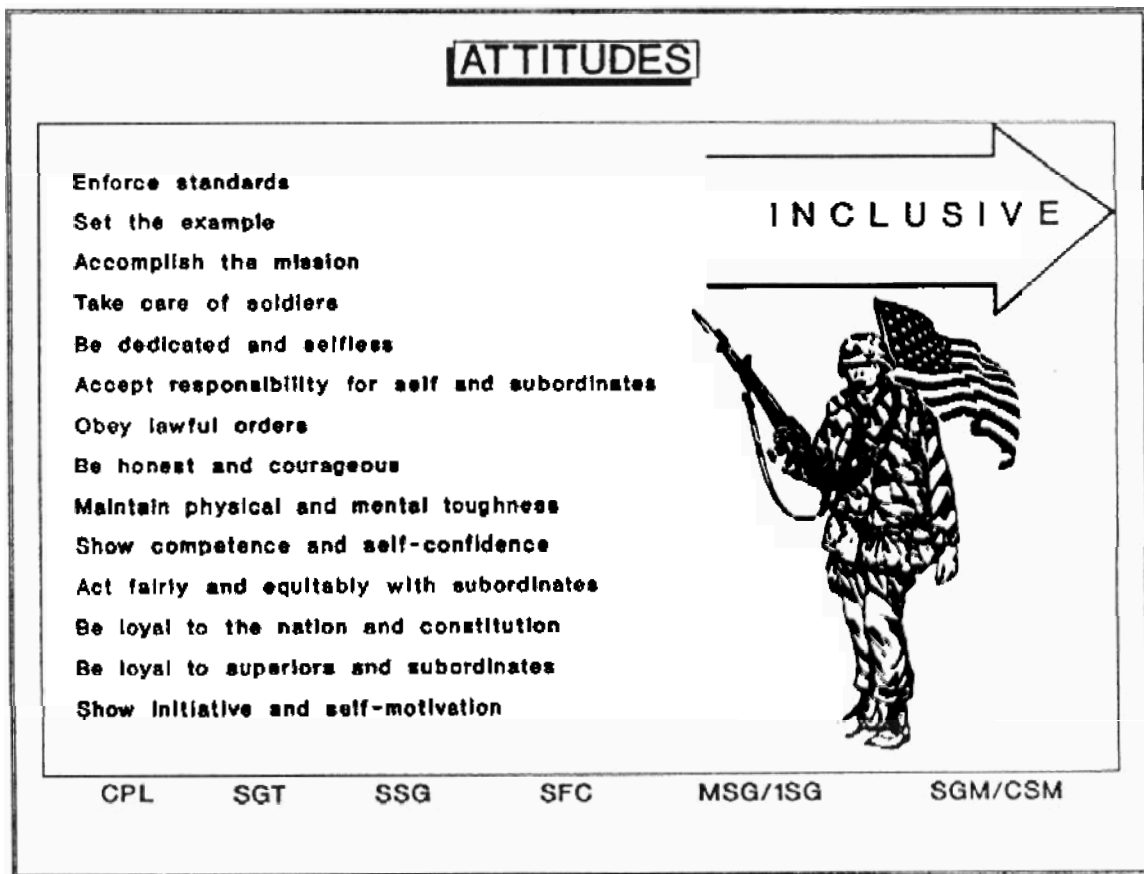clusive for all levels of leadership (Figure 11).

ATTITUDES

Enforce standards
Set the example
Accomplish the mission
Take care of soldiers
Be dedicated and selfless
Accept responsibility for self and subordinates
Obey lawful orders
Be honest and courageous
Maintain physical and mental toughness
Show competence and self-confidence
Act fairly and equitably with subordinates
Be loyal to the nation and constitution
Be loyal to superiors and subordinates
Show initiative and self-motivation

INCLUSIVE

| CPL | SGT | SSG | SFC | MSG/1SG | SGM/CSM |

Figure 11

The attitudes are included in the comprehensive set of SKAs
for all grades are in Appendix B.

LEADER DEVELOPMENT STRUCTURE

The Task Force portrayed the present leader development structure (Figure 12) based on the regulations and policies that govern personnel management, training (collective and individual), and education. We also obtained data from PERSCOM that described the promotion flow for NCOs from Corporal to Sergeant Major. We used this information to develop a preliminary set of findings showing the shortfalls in the leader development system.
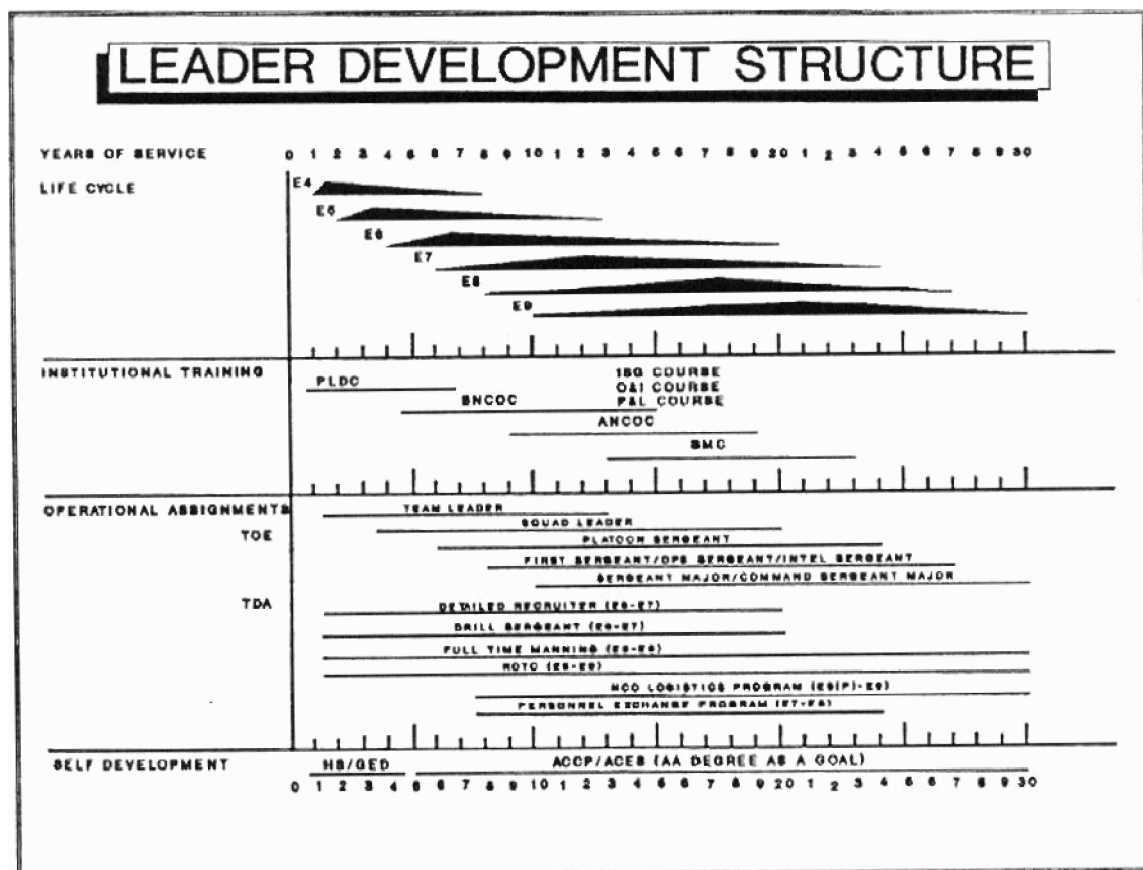

Figure 12

22

The future environment was viewed through four frames of reference; technology, military, social, and economic (Figure 13). These represent the dimensions of change that we believe will have the greatest impact on leader development in the future.
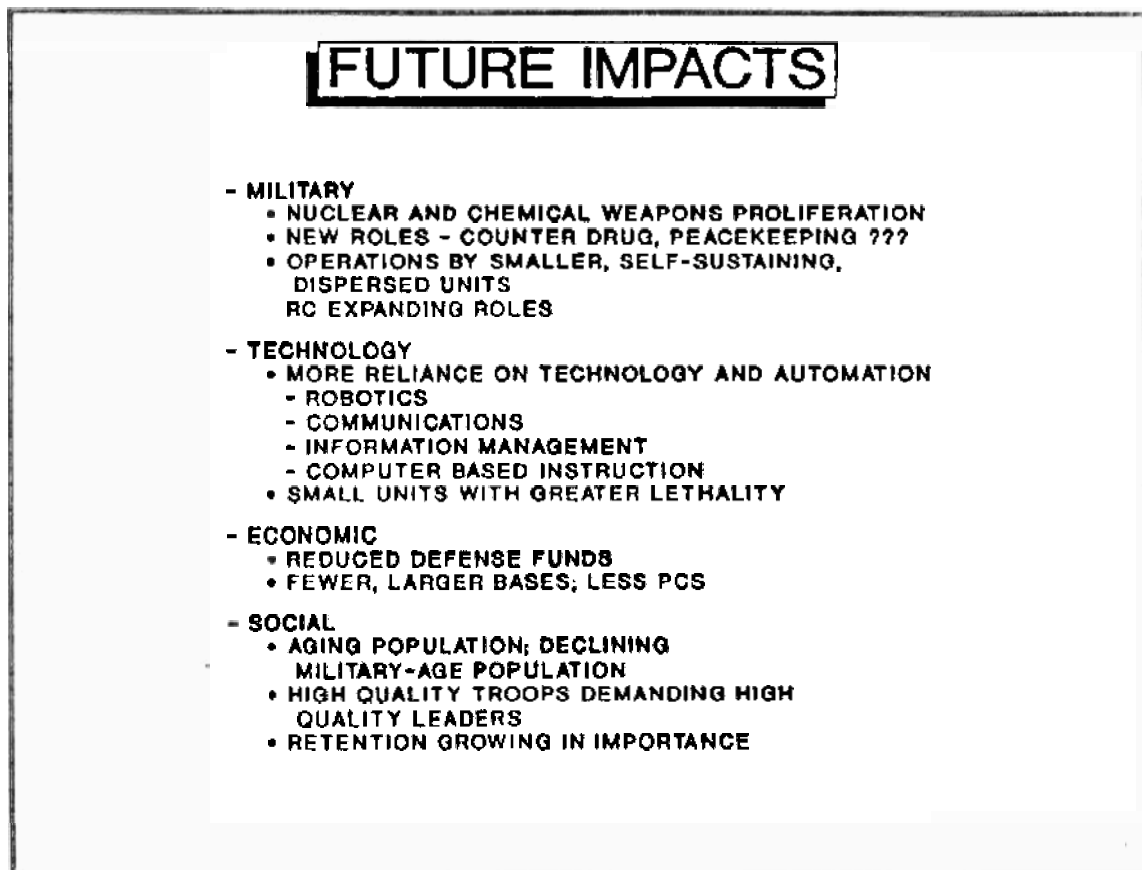
FUTURE IMPACTS

- MILITARY
  - NUCLEAR AND CHEMICAL WEAPONS PROLIFERATION
  - NEW ROLES - COUNTER DRUG, PEACEKEEPING ???
  - OPERATIONS BY SMALLER, SELF-SUSTAINING, DISPERSED UNITS
    RC EXPANDING ROLES

- TECHNOLOGY
  - MORE RELIANCE ON TECHNOLOGY AND AUTOMATION
    - ROBOTICS
    - COMMUNICATIONS
    - INFORMATION MANAGEMENT
    - COMPUTER BASED INSTRUCTION
  - SMALL UNITS WITH GREATER LETHALITY

- ECONOMIC
  - REDUCED DEFENSE FUNDS
  - FEWER, LARGER BASES; LESS PCS

- SOCIAL
  - AGING POPULATION; DECLINING MILITARY-AGE POPULATION
  - HIGH QUALITY TROOPS DEMANDING HIGH QUALITY LEADERS
  - RETENTION GROWING IN IMPORTANCE

Figure 13

FINDINGS

The final set of findings were grouped into five categories.
The first category, GENERAL, (Figure 14) captures the essence of
comments frequently heard from senior leaders throughout the
Army. The main points are that the NCO corps is in great shape
and our leader development systems require only fine tuning. The
remaining four categories (Figures 15, 16, and 17) reflect the
significant findings relating to each component of the leader de-
velopment structure.

GENERAL

- OVERALL NCO CORPS IS IN GOOD SHAPE

- NCOES WORKS AND PRODUCES QUALITY NCOs

- ONLY EVOLUTIONARY ADJUSTMENTS ARE NEEDED TO THE LEADER
  DEVELOPMENT SYSTEM

- GREAT POTENTIAL FOR CONTINUED PROFESSIONAL GROWTH IN THE
  NCO CORPS

- CONFIDENCE IN NCO CORPS IS STRONG AND GETTING STRONGER

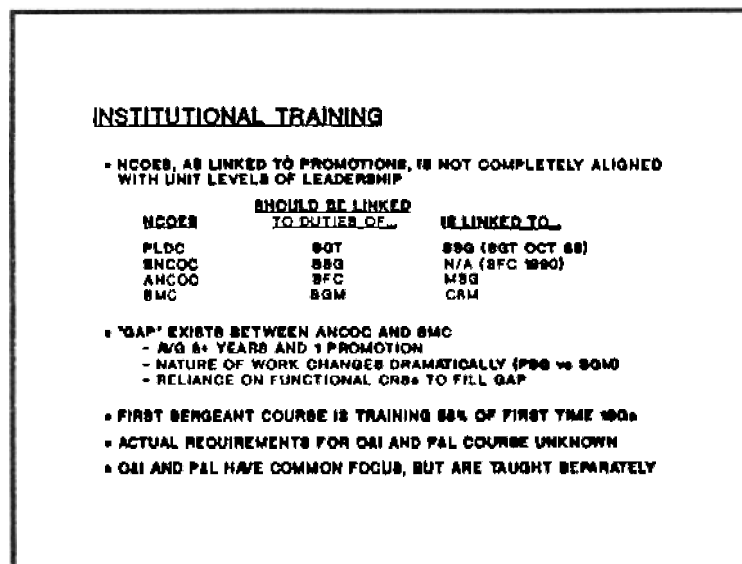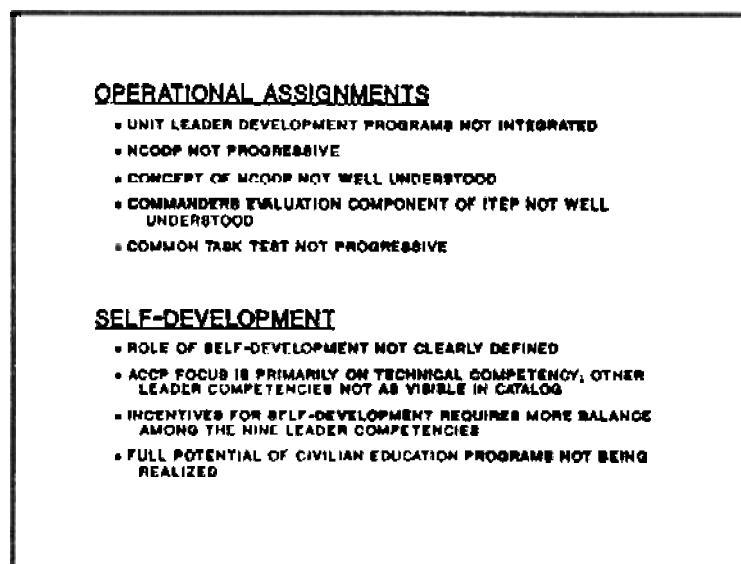 NCOs FEEL GOOD ABOUT THEMSELVES AND WHAT THEY REPRESENT

Figure 14

Figure 15

Figure 16

SUPPORT SYSTEMS

- SKA NEEDED TO FOCUS LEADER DEVELOPMENT

  NCO-ER REQUIRES CLOSE SCRUTINY AND CONTINUED COMMAND
  EMPHASIS TO PRECLUDE INFLATION

- NINE LEADER COMPETENCIES NOT CLEARLY LINKED TO NCO-ER

- BIENNIAL REVIEW OF NCOPD NOT DONE IAW CSA REG 15-10

- NO LEADER DEVELOPMENT PROFESSIONAL JOURNAL FOR NCOs

- DA PAM 600-25, NCO PROFESSIONAL DEVELOPMENT GUIDE, REQUIRES
  UPDATING

Figure 17

ANALYSIS

Analyzing the findings vis-a-vis the SKAs required construction of leader development models for both the active and reserve components (Figures 18 and 19). These models were derived from the leader development structure. They provide a framework for determining what changes are required in the leader development system to implement the findings. They also demonstrated the relationships between the many activities that comprise the four elements of the leader development system.

The leader development models embody the following characteristics:

- Doctrinally based.

- Focused in leader competencies.

- Progressive and sequential.

- Provides a road map to professional growth now
  and in the future.

- Advances those with demonstrated ability and
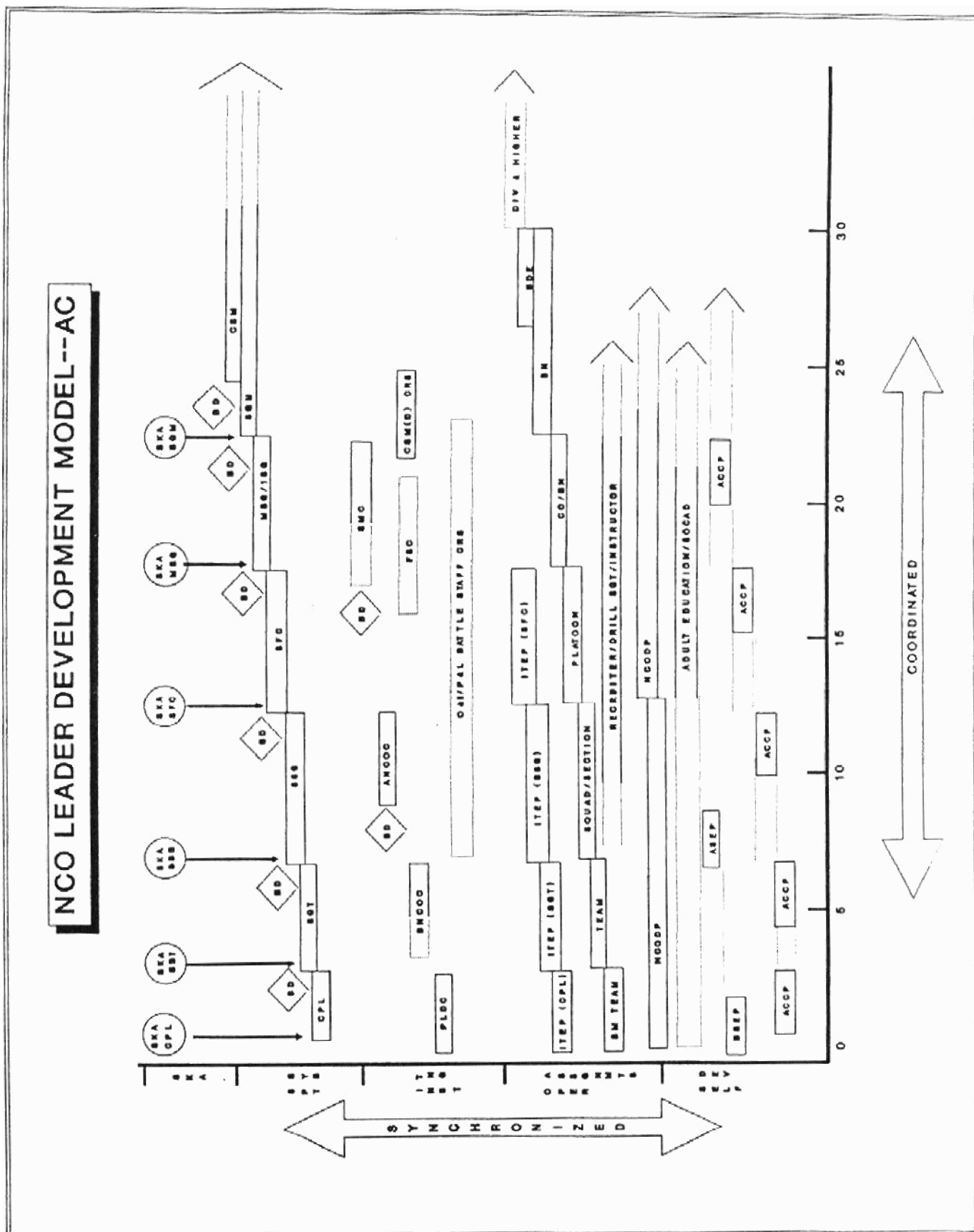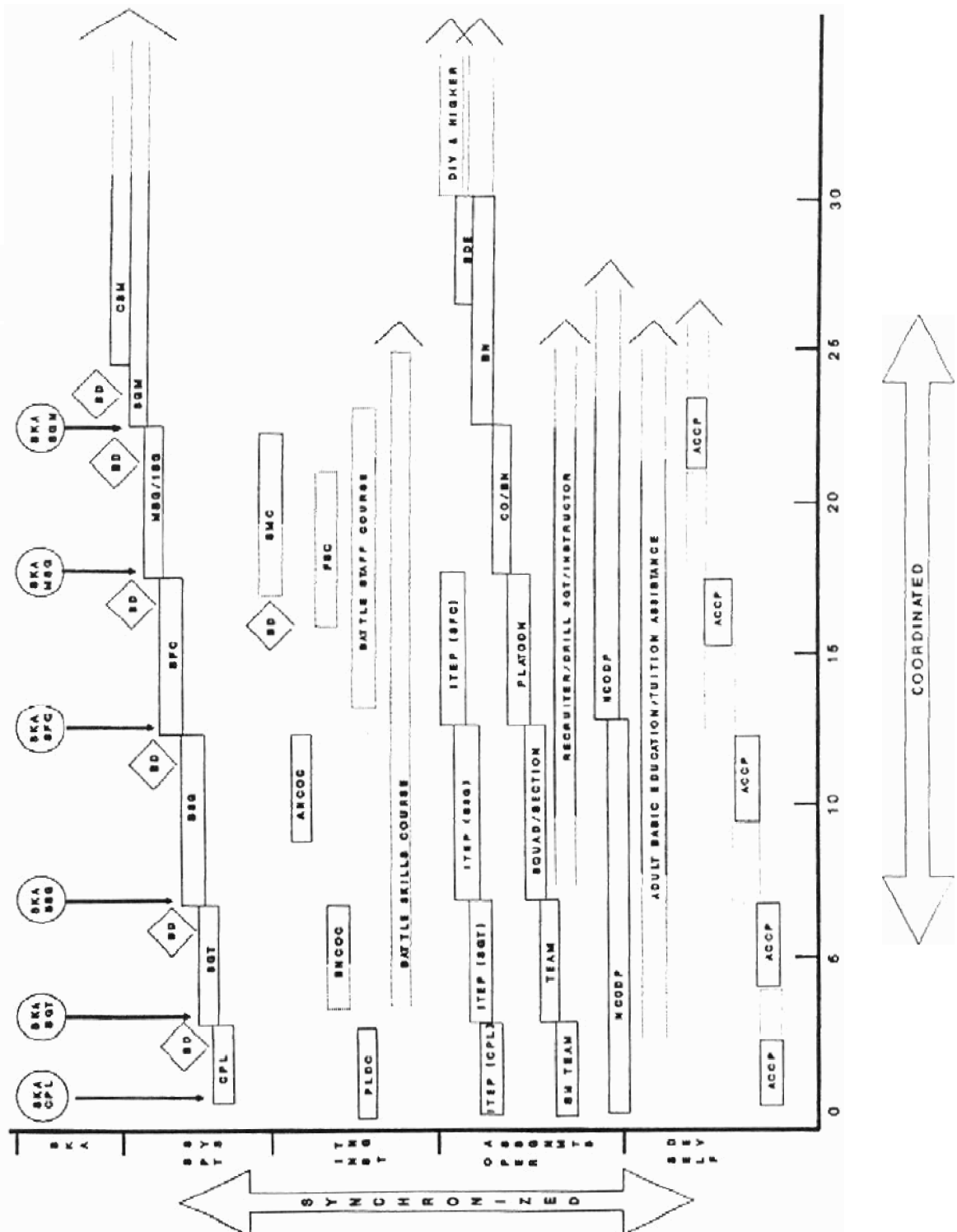 potential.

- Coordinated and synchronized.

Figure 18

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Figure 19

Each finding was analyzed in terms of the model (Figure 20).
The object was to identify programs and systems that were out of
sync with the underlying philosophy of NCO leader development.
The SKAs were the reference points to ensure creation of a co-
herent strategy--a strategy designed to provide NCOs with sequen-
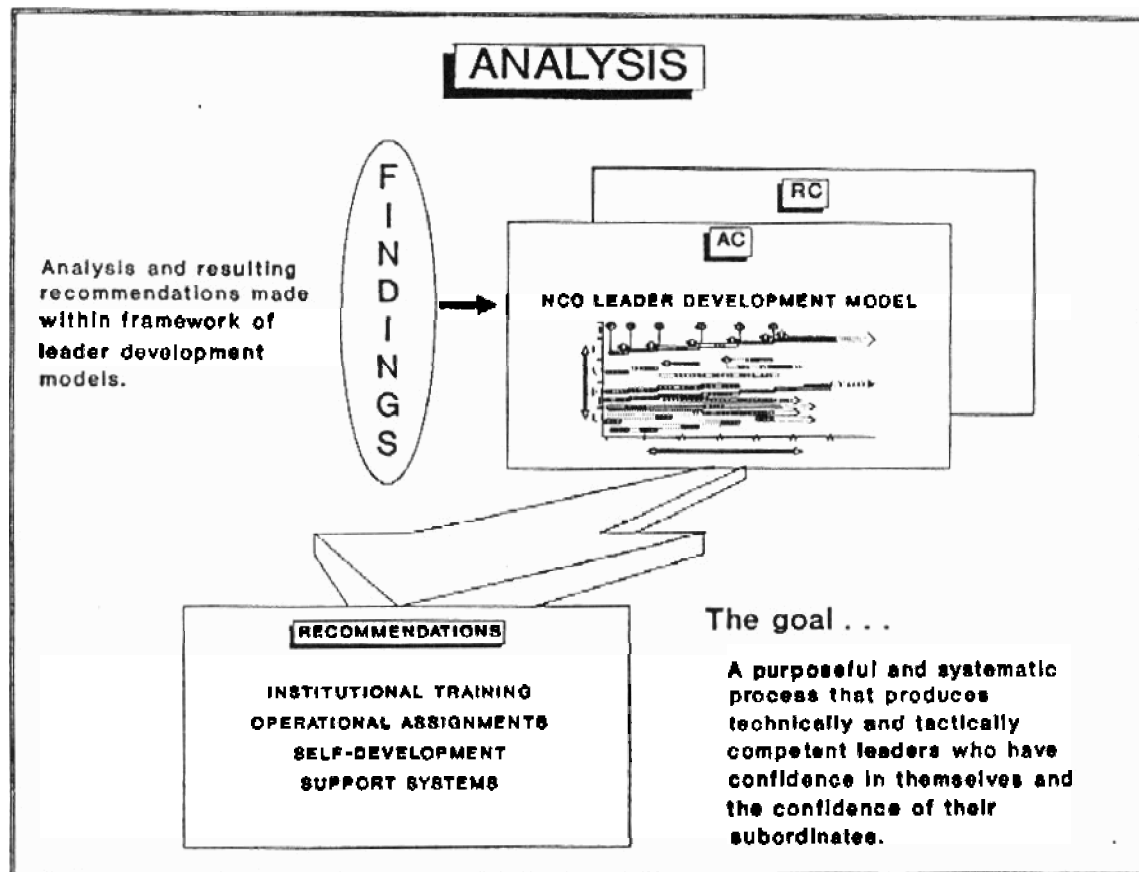tial and progressive leader development.

Figure 20

RECOMMENDATIONS

The recommendations that resulted from our analysis of the
findings are rooted in the NCO leader development models. The
recommendations specify where changes should occur within doc-
trine, regulations, and policy to effect necessary change. Each
is a product of staffing with the SAG, the Army Staff, and propo-
nents. This staffing broadened our perspective of the feasibili-
ty of implementing the recommendations. It also afforded those
who would implement the changes an opportunity to assess the
impact of each recommendation and suggest appropriate modifi-
cations.

The 18 recommendations contained in Appendix A reflect the
culmination of the Task Force's mission. Their combined effect
is to fine tune the current leader development system and orient
it on the Army of the 21st Century.

APPENDIX A: RECOMMENDATIONS

NCO Leader Development Task Force Action Plan

INDEX OF RECOMMENDATIONS

RECOMMENDATION 1

ISSUE. Specific skills, knowledge, and attitudes (SKA) are
needed to focus and direct NCO leader development programs.

RECOMMENDATION. Approve the NCO skills, knowledge, and attitudes
(SKA) (Appendix B); publish in FM 22-600-20, The Army
Noncommissioned Officer Guide, FM 22-10, A Guide to Leader
Development, and DA Pamphlet 600-25, US Army Noncommissioned
Officer Professional Development Guide; disseminate to proponents
for NCO course development and assessment.

RESPONSIBLE AGENCIES. TRADOC, CAL; USASMA; ODCSPER.

REQUIRED COMPLETION.   4Q, FY 89 - Provide approved SKAs to
                                   proponents.

                                 - Begin including in leader
                                   development publications.

DISCUSSION.

    The nine leader competencies in FM 22-100, Military
Leadership, provide the framework for leader development and
assessment. They also establish the broad categories of SKA that
define leader behavior.

    The importance of SKA to effective leadership at all levles
is frequently mentioned in doctrinal publications and training
literature. However, there has not been a specific set of SKA
developed to support the leader competencies of an NCO.

    The proposed SKA were developed using the nine leader
competencies in FM 22-100. They define the "Be-Know-Do" for
NCOs. Specific skills were identified for each competency at
each grade level. Skills were derived from common leader
training (NCOES), training doctrine (FM 25-100), leadership
doctrine (FM 22-series), and warfighting doctrine (FM 100-5).
Knowledge requirements were developed to support specific skills.
Finally, the attitudes for successful leadership were drawn from
the Professional Army Ethic (FM 100-1), NCO Creed (FM 22-600-20),
and Oath of Enlistment. The attitudes are the same for all
grades and are not tied to specific leader competencies.

    The SKA, once adopted, can serve as the basis for leader
development programs in both operational assignments and
institutional training. They can also be used to provide
soldiers with direction in self-development programs. SKA
clearly sharpen the focus of leader development and provide a
means for performance assessment and counseling.

RECOMMENDATION 2A (AC)

ISSUE. Attendance at NCOES should be aligned with unit
leadership levels.

RECOMMENDATION. Complete the alignment of each level of NCOES
with its corresponding unit leadership level.

NCOES	CURRENT ALIGNMENT	PROPOSED ALIGNMENT
PLDC	SSG (SGT OCT 89)	SGT
BNCOC	N/A (SFC 1990)	SSG
ANCOC	MSG	SFC
SMC	CSM	SGM

RESPONSIBLE AGENCIES. ODCSPER (lead); ODCSOPS; TRADOC.

REQUIRED COMPLETION. 4Q, FY 90 - Develop implementing policies
and procedures for BNCOC,
ANCOC, and SMC.
- Provide requirements to
proponent schools.
2Q, FY 92 - Start phased implementation.

DISCUSSION.

    The Noncommissioned Officer Education System (NCOES) is
designed to prepare NCOs for specific levels of unit leadership.
The Army's philosophy for NCO professional development is that an
NCO should be trained and possess the skills, knowledge, and
attitudes necessary for successful leadership before assuming the
duties and responsibilities of the next higher grade.

    Linkage of NCOES attendance to promotions ensures those who
advance in grade and, thus, assume the duties of the higher
grade, have the requisite credentials for that level of
leadership (e.g., BNCOC for squad leaders). NCOs who assume the
duties of the next higher grade should also attend NCOES
irrespective of their promotion status. In other words, NCOES
should have sufficient capacity to accommodate the promotion flow
as well as train those who hold the position, but not the grade.

    The aggregate capacities of each level of NCOES currently
exceed the promotion rates to their corresponding grades. Minor
realignments of capacities in BNCOC and ANCOC are necessary to
accommodate promotions in specfic MOS or CMF.

    Branch proponents cannot make the realignments until the
NCOES/promotion linkage strategies are determined. Each level of
NCOES may have a different strategy and different milestones for
full implementation. Some "grandfathering" of those already is
grade will be required to reduce or eliminate a training backlog.

RECOMMENDATION 2B (RC)

ISSUE. Attendance at NCOES should be aligned with unit leadership levels.

RECOMMENDATION. Complete the alignment of each level of NCOES with its corresponding unit leadership level (see Rec 2A); develop strategies within the framework of the Reserve Component Training Development Action Plan (RC TDAP) which align NCOES (AC and RC configured courses) with unit levels of responsibility and promotions (unit vacancy and centralized boards) for each category of reservist (TPU, AGR, IMA, and IRR).

RESPONSIBLE AGENCIES. ODCSOPS, DAMO-TR (lead); TRADOC, DCS-T; FORSCOM; NGB; OCAR.

REQUIRED COMPLETION. 1Q, FY 90 - Modify RC TDAP NCOES action (Issue L-1).

DISCUSSION.

The Noncommissioned Officer Education System (NCOES) is designed to prepare NCOs for specific levels of unit leadership. The Army's philosophy for NCO professional development is that an NCO should be trained and possess the skills, knowledge, and attitudes necessary for successful leadership before assuming the duties and responsibilities of the next higher grade.

Linkage of NCOES attendance to promotions ensures those who advance in grade and, thus, assume the duties of the higher grade, have the requisite credentials for that level of leadership (e.g., BNCOC for squad leaders). NCOs who assume the duties of the next higher grade should also attend NCOES irrespective of their promotion status. In other words, NCOES should have sufficient capacity to accommodate the promotion flow as well as train those who hold the position, but not the grade.

Separate strategies are needed to accomplish NCOES alignment with unit levels of responsibility and promotions for all categories of RC soldiers. The RC soldiers operate within a variety of school systems and under a number of diverse promotion systems.

The RC TDAP already contains milestones for RC NCOES courseware development and validation (4Q, FY 90), and for RC NCOES linkage with promotion (1Q, FY 91). The RC TDAP needs modification to include separate strategies, responsible agencies, and appropriate milestones for complete alignment of NCOES with unit levels of responsibility and promotions.

RECOMMENDATION 3

ISSUE. Operations and Intelligence (O&I) and Personnel and Logistics (P&L) Courses should develop individual skills within the context of a fully integrated battle staff.

RECOMMENDATION. Combine the Operations and Intelligence (O&I) Course and the Personnel and Logistics (P&L) Course into a "Battle Staff NCO Course."

RESPONSIBLE AGENCY. TRADOC, USASMA.

REQUIRED COMPLETION. 4Q, FY 89 - Concept.

1Q, FY 91 - Pilot.

DISCUSSION.

The O&I and P&L Courses are functional courses that are taught separately and are designed to train selected noncommissioned officers to perform specific duties on battle staffs. The O&I Course trains SFC, MSG, and SGM to perform as operations sergeants and intelligence sergeants at battalion and higher headquarters. The P&L Course trains SSG, SFC, MSG, SGM in CMF 71, and those with MOS 76Y and 76Z, working in TOE units from battalion to corps level.

Combining the two courses would permit interaction of the critical elements of the battle staff. It would enhance leader development for senior noncommissioned officers by providing realism in training and by broadening their understanding of the combined staff and the roles of other staff elements. NCOs would train within the respective CMFs; i.e., no cross training.

The combined battle staff course would remain functional in nature, and together with the First Sergeant Course, would fill the gap between ANCOC and SMC within the framework of the proposed NCO leader development strategy. The length of the Battle Staff NCO Course and student load, based on Army needs as discussed in Recommendation 4, must still be determined. The reserve components curently have a Battle Staff Course.

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RECOMMENDATION 4

ISSUE. Operations and Intelligence (O&I) Course and Personnel and Logistics (P&L) Course student loads should reflect the needs of the field.

RECOMMENDATION. Determine training requirements for the Operations and Intelligence (O&I) and Personnel and Logistics (P&L) Courses (or Battle Staff NCO Course). Expand or decrease course capacity to meet Army requirements.

RESPONSIBLE AGENCIES. TRADOC, DCST (lead); USASMA; MACOMs; PERSCOM.

REQUIRED COMPLETION. 4Q, FY 90 - Determine requirements.

4Q, FY 91 - Align capacities.

DISCUSSION.

The O&I and P&L courses train selected noncommissioned officers to perform specific duties on battle staffs. The O&I Course trains SFC, MSG, and SGM to perform as operations sergeants and intelligence sergeants at battalion and higher headquarters. The P&L Course trains SSG, SFC, MSG, and SGM in CMF 75 and those with MOS 76Y and 76Z working in TOE units from battalion to corps level.

The actual training requirements for the O&I and P&L courses are unknown. Annual quotas for each course are currently a function of USASMA capacities. A methodology needs to be developed that identifies which member(s) of a battle staff require(s) training and, thus, the annual training requirement. Current capacities, at USASMA should be adjusted to meet the Army requirements.

RECOMMENDATION 5

ISSUE. All 1SGs serving for the first time should attend the First Sergeant Course (FSC).

RECOMMENDATION. Establish as an Army goal completion of the First Sergeant Course (FSC) for all active component "first time" assigned and projected 1SGs. Increase USASMA capacity of the FSC IAW phased milestones.

RESPONSIBLE AGENCIES. TRADOC, USASMA (lead); ODCSPER; ODCSOPS.

REQUIRED COMPLETION. 2Q, FY 90 – Reassess course length and content.

2Q, FY 91 – Ramp-up additional 144 students.

2Q, FY 92 – Ramp-up additional 144 students.

– Reassess goals.

DISCUSSION.

The FSC has proven itself to be an unqualified success. Field commanders and students of the course have enthusiastically endorsed it as a worthwhile endeavor. There appears to be little doubt that the course better prepares a 1SG to fulfill his responsibilities. However, the FSC capacity at USASMA limits attendance to approximately 69 percent of the newly assigned 1SG (requirement of 1,242 vs USASMA capacity of 864). The April 1989 closure of the FSC in USAREUR created 300 additional training requirements for USASMA. The proposed ramp-up will accommodate the USAREUR requirement.

A POI review is necessary to evaluate the FSC for length and content. Actual resource requirements for the ramp up will be driven by course length (e.g., a two week reduction in course length will resource an increase of 288 students less travel pay).

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RECOMMENDATION 6

ISSUE. The Noncommissioned Officer Development Program (NCODP) should be progressive and focused on leadership skills, knowledge, and attitudes (SKA).

RECOMMENDATION. Develop a progressive NCODP that targets SKA by grade and unit leadership level.

RESPONSIBLE AGENCIES. ODCSOPS, DAMO-TR (lead); TRADOC.

REQUIRED COMPLETION. 1Q, FY 90 - Change AR 350-17 to adopt the concept of progressive NCODP.

DISCUSSION.

The SKA developed by the NCO Leader Development Task Force are linked to the nine leadership competencies found in FM 22-100. The composition of the SKA for each grade/rank is the foundation of NCO leader development.

Targeting SKA by grade/rank results in an NCODP that is progressive, sequential and in accordance with experience and grade. Most unit NCODPs are not progressive in that one program is used for all grades. A progressive NCODP can easily be integrated into other unit leader development programs.

AR 350-17 needs refinement to focus SKA for each grade/rank, CPL to CSM. The result will enhance the education and experience of the NCO and tailor training to the appropriate level of responsibility.

FM 22-100 identifies developmental leadership assessment as a process used to improve a persons ability to lead. It involves comparing performance to a standard or performance indicator and developing a plan to overcome weaknesses. No guidance is given in AR 350-17 regarding the assessment or evaluation of the NCODP. The NCODP regulation must reflect further clarification on developing leaders through assessment. Practical assessment tools could be the Commanders Evaluation component of ITEP, the NCO-ER, NCODP Advisory Council or similar mechanisms.

RECOMMENDATION 7

ISSUE. Concept of Noncommissioned Officer Development Program (NCODP) must be thoroughly understood and receive command emphasis to be effective.

RECOMMENDATION. Improve command emphasis and understanding of NCODP through:

   a. Improved officer education on NCODP in the Officer Advanced Course and continued emphasis in the Pre-Command Course.
   b. Improved NCO education on NCODP in the First Sergeants Course, Sergeants Major Course, and Command Sergeants Major (Designee) Course.
   c. Develop and publish a DA Pamphlet on the NCODP.

RESPONSIBLE AGENCIES. TRADOC, DCST (lead); ODCSOPS.

REQUIRED COMPLETION.   4Q, FY 90 - Develop and incorporate TLOs and course improvements.
                        1Q, FY 91 - Develop and publish DA Pam 350-17.

DISCUSSION.

     Improvement of officer education on NCODP in the Officer Advance Course (OAC) can be accomplished by establishing Terminal Learning Objectives (TLO). The TLOs should describe the NCODP and explain methods to improve existing programs or to develop an NCODP for a unit not having one. The Enabling Learning Objectives (ELOs) should explain the objective of the NCODP, describe responsibilities of the CSM/1SG, identify and explain the basic elements that should be in NCODP, identify the four-phase process of determining if NCO training is required (assess, analyze, execute, evaluate), emphasize the importance of the NCO support channel in maintaining NCODP, and explain how the NCODP helps the officer, NCO, and the unit.

     The NCODP can be enhanced further with improved NCO education in the 1SG Course, Sergeants Major Course, and Command Sergeants Major Designee Course. The TLO would be to describe the NCODP and explain methods to improve existing programs, or to develop an NCODP for a unit not having one. The ELO should explain the objectives of the NCODP and describe the specific responsibilities of the CSM/1SG in operating the NCODP.

     The intent of AR 350-17 is not executed well in units. There are no standards or formats to be followed, which causes some confusion and incorrect implementation of the program in many commands. A DA Pamphlet is needed to provide definitive guidance, direction, procedures, and techniques for the proper execution of a unit NCODP that is synchronized with NCO institutional training and self-development).

RECOMMENDATION 8

ISSUE. All components of the Individual Training Evaluation program (ITEP) should be progressive by skill level.

RECOMMENDATION. Redesign the Common Task Test (CTT) and Commanders Evaluation (CE) components of the Individual Training Evaluation Program (ITEP) to be progressive and focused on leader tasks, as follows:

        a. Develop a progressive CTT for NCOs in Skill Levels 2 through 4.

        b. Change Commanders Evaluation to "Leader Assessment" and focus on unit leader development programs.

RESPONSIBLE AGENCIES. TRADOC, ATTG (lead); ODCSOPS, DAMO-TR.

REQUIRED COMPLETION. 4Q, FY 90 - Change AR 350-37, ITEP, and republish DA Pam 350-37, Handbook for Administration of ITEP.

DISCUSSION.

ITEP is an integrated program that involves training and evaluation in basic survive skills, MOS tasks, and unit specific tasks. However, there is a lack of understanding in the field as to what composes the total ITEP program, how the three components interact, and how they contribute to leader development.

The CTT is currently not progressive in that a SFC takes the same test as a PVT. CTT requires restructuring to make it a progressive and sequential element of ITEP. The Soldiers Manual of Common Tasks, published in January 1989, lists different tasks for each Skill Level; 2 through 4.

The component of ITEP that is least understood is the CE. The term CE is vague, does not clearly convey the intent for which this component was designed, and should be changed to a term that best conveys the intent of this component. "Leader's Assessment," by definition, is progressive.

The SQT is progressive by skill level and requires no changes to conform to the NCO Leader Development Model.

The current draft of AR 350-37 should be refined to include the elements of this recommendation. DA Pam 350-37 should be republished in support of AR 350-37 to improve administration of ITEP.

RECOMMENDATION 9

ISSUE. Commanders and NCOs need a better understanding of Individual Training Evaluation Program (ITEP) to execute the program effectively.

RECOMMENDATION. Improve understanding of the ITEP by:

   a. Including ITEP training in the Officer Advanced Course (OAC) and all levels of NCOES.

   b. Republishing DA Pam 350-37, Handbook for Administration of the Individual Training Evaluation Program.

RESPONSIBLE AGENCIES. TRADOC, ATTG (lead); ODCSOPS.

REQUIRED COMPLETION. 4Q, FY 90 – Develop Terminal Learning Objectives (TLOs) and begin course improvements.

                           – Republish DA Pam 350-37.

DISCUSSION.

   ITEP was established to formalize the role of individual training and evaluation in units and organizations throughout the Army. Evaluation of the individual soldier is critical in providing feedback essential to the effective management of training.

   In institutional training, some of the components of ITEP are taught individually, but ITEP in its entirety is not presented as a subject. OAC instruction on training management (12 hours) needs specific ITEP TLOs. NCOES, especially ANCOC and SMC, needs to stress improved execution of the Commanders Evaluation component.

   DA Pam 350-37 should be republished in support of the objectives of AR 350-37, ITEP, for use in enhanced institutional training and for improved ITEP administration in the field.

RECOMMENDATION 10

ISSUE. NCOs need guidelines on which to base their self-development programs.

RECOMMENDATION. Define the role of NCO leader self-development and incorporate into leader development programs and literature.

RESPONSIBLE AGENCY. TRADOC, CAL (lead); PERSCOM.

REQUIRED COMPLETION. 1Q, FY 90 - Formalize the definition of self-development. Begin incorporation into NCO leader development programs and literature.

DISCUSSION.

Leader development literature stresses self-development, but fails to give clear guidelines. In the absence of definitions and guidance, NCOs are unsure of how and when to undertake self-development. Encouragement by commanders and recognition of self-development efforts vary greatly from unit to unit.

A definition of NCO leader self-development should focus on self-initiated efforts directed toward acquiring or sustaining the sequential and progressive NCO skills, knowledge and attitudes (SKA). A definition should incorporate the following points:

- Good leaders are self-motivated; they seek ways to improve their skills and knowledge on their own.

- Self-development programs should be progressive, sequential and focused on NCO SKAs.

- Self-development programs should be synchronized with --and augment--institutional training and operational assignments.

- Major self-development programs are ACES, ACCP, ATEC, professional reading, and leadership in off-duty activities.

The actual text of the definition will vary depending on the publication and its focus. Doctrinal literature such as FM 22-100 must place self-development in context with other leader development components. On the other hand, "how to" literature such as DA Pam 600-25 must provide a comprehensive discussion of the various programs and how NCOs should apply them according to their specific needs.

RECOMMENDATION 11

ISSUE. NCOs should possess communicative skills (reading,
writing, speaking, and listening) necessary for effective
leadership.

RECOMMENDATION. Develop an integrated program that establishes
clear standards and guidelines for development, assessment, and
remediation of all communicative skills.

RESPONSIBLE AGENCY. TRADOC, CAL.

REQUIRED COMPLETION.   4Q, FY 90 - Develop standards and
                                  guidelines.

                       1Q, FY 91 - Begin incorporating into leader
                                   development programs.

DISCUSSION.

    Effective communication is a leader competency for NCOs.
Field input and studies consistently point to NCO communicative
skills weaknesses. At present, there is no integrated, Army-wide
communicative skills program with standards linked to NCO SKA.
With such guidance, the institutional base, units, and
individuals can develop and implement their respective programs.

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RECOMMENDATION 12

ISSUE. NCOs should possess reading skills required to fulfill their leading, training, caring, and maintaining responsibilities.

RECOMMENDATION. Establish reading grade level (RGL) for NCOES; test and counsel at each level; record substandard RGL on AER upon graduation from ANCOC and SMC; (subsequent improvement to be noted on NCO-ER).

RESPONSIBLE AGENCIES. TRADOC, CAL (lead); ODCSOPS; PERSCOM.

REQUIRED COMPLETION. 4Q, FY 89 - Announce standards; begin testing and counseling against standards.

4Q, FY 90 - SMC: Pilot remedial program.

1Q, FY 91 - SMC: RGL below 12.0 noted on AER.

1Q, FY 92 - ANCOC: RGL below 10.0 noted on AER.

DISCUSSION.

The Army's standard RGL for FMs, TMs, and DA Pams is the 10th grade or higher (target audience). Leaders who do not read at the appropriate level are not maximizing their full potential.

The Army currently uses the Test of Adult Basic Education (TABE) to measure RGL. The TABE is currently administered in all levels of NCOES except PLDC. Extending the TABE to PLDC provides a basis for counseling and remediation which can be progressive throughout NCO leader development.

Remediation programs must rely heavily on self-development. Currently, the Basic Skills Education Program (BSEP) and Advanced Skills Education Program (ASEP) are designed to raise RGL to 10.2. NCOs who are identified in PLDC, BNCOC, or ANCOC as needing remediation can avail themselves to either BSEP or ASEP, as appropriate. Sergeant Major Course students can receive remediation via the electives program.

RECOMMENDATION 13

ISSUE. The Army Correspondence Course program (ACCP), a major
component of self-development, should offer a progressive set of
leadership courses for independent study.

RECOMMENDATION. Revise ACCP catalog (DA Pam 351-20) to show
linkage of courses to SKAs and leadership competencies; augment
courses as required.

RESPONSIBLE AGENCIES. TRADOC, CAL (lead); ATSC.

REQUIRED COMPLETION. 2Q, FY 91 - Revise DA Pam 351-20.

- Complete update of ACCP
  courses.

DISCUSSION.

     DA Pam 351-20 contains many course related to leadership,
especially in the area of technical competencies. However, the
catalog does not clearly identify courses which support each of
the nine leader competencies.

     The ACCP is a major component of self-development programs.
Revising the catalog to show course linkages to the nine leader
competencies will enhance both the ACCP and individual
self-development efforts.

     The Center for Army Leadership should serve as a clearing
house for all leadership specific courses developed by branch
proponents.

RECOMMENDATION 14

ISSUE. NCO evaluation system should be reviewed periodically to ensure effectiveness is maintained.

RECOMMENDATION. Monitor the effectiveness of the NCO-ER system to preclude inflation and to achieve its stated objectives; submit an annual status of the system to CSA.

RESPONSIBLE AGENCY. PERSCOM, TAPC-MSE.

REQUIRED COMPLETION. 2Q, FY 90 - Submit first annual status of the system to CSA.

DISCUSSION.

The NCO-ER is a critical tool in leader development. It provides a basis for counseling and feedback to NCOs and supports the selection of the best qualified NCOs for promotion, schools, and assignments. The effectiveness of the system depends on valid, objective evaluations.

With the exception of the current evaluation systems, all have been replaced due to inflation. The current NCO-ER system uses a "criterion referenced" evaluation technique to ensure objectivity. That is, raters must justify ratings with "bullet" comments. As the number of NCO-ERs in the system increases, it will become critical to the long term "health" of the system to monitor rating trends and keep the field informed.

An annual report to the CSA on the state of the system will reassure raters and rated NCOs that the system is being monitored to ensure it is meeting its stated objectives.

RECOMMENDATION 15

ISSUE. The nine leader competencies espoused in Army doctrine should be incorporated into the NCO-ER.

RECOMMENDATION. Incorporate the nine leader competencies of FM 22-100, Military Leadership, in the NCO-ER system.

RESPONSIBLE AGENCIES. PERSCOM, TAPC-MSE (lead); TRADOC, CAL.

REQUIRED COMPLETION. Next scheduled issue of Personnel Evaluation UPDATE.

DISCUSSION.

The nine leader competencies establish the framework for leader development and assessment. They also establish broad categories of skills, knowledge, and attitudes that define leader behavior. For these reasons they are particularly valuable to raters and senior raters in their evaluation of performance and potential.

Publication in FM 22-100 will institutionalize the competencies. However, this does not establish an association with the NCO-ER system. Additionally, the competencies do not tie themselves to only the leadership block on the NCO-ER. As they are pulled into the UPDATE, the linkage of each competency to the specific NCO-ER area of evaluation needs to be clearly defined. Also, the counseling checklist (DA Form 2166-7-1) should provide feedback to the rated NCO on each of the nine competencies.

RECOMMENDATION 16

ISSUE. Routine, periodic review of NCO Professional Development system is needed to keep system on track.

RECOMMENDATION. The Leader Development Support System (LDSS) assume responsibility for periodic review of NCOPD. Revoke Chief of Staff Regulation 15-10, NCO Professional Development Committee.

RESPONSIBLE AGENCIES. TRADOC, CAL (lead); OCSA.

REQUIRED COMPLETION. 4Q, FY 89 - LDSS assume responsibility for reviews.

- CSR 15-10 revoked.

DISCUSSION.

The LDSS, developed by the Center for Army Leadership (CAL), accomplishes the same goal as intended by CSR 15-10, i.e., review, coordinate, and synchronize the Army's systems and programs which impact on NCO leader development. CSR 15-10 is no longer needed.

RECOMMENDATION 17

ISSUE. NCOs should have a professional journal or other forum
that focuses on leader development issues.

RECOMMENDATION. Establish an NCO leader development forum to be
published as a part of "Sergeants Business."

RESPONSIBLE AGENCIES. OCPA (lead); TRADOC, USASMA.

REQUIRED COMPLETION. 1Q, FY 90 - Begin publishing articles.

DISCUSSION.

     The concept for this recommendation is based on the "Year of
The NCO" initiatives. It will provide a forum for--and visibili-
ty on--NCO leader issues developed by NCOs for NCOs. "Sergeants
Business" can dedicate a section to leadership which targets the
right audience.

RECOMMENDATION 18

ISSUE. There should be a single-source document on NCO leader development that provides a clear road map to professional growth.

RECOMMENDATION. Publish the approved NCO leader development model (Encl 1) and strategy in DA Pam 600-25, US Army Noncommissioned Officer Professional Development Guide.
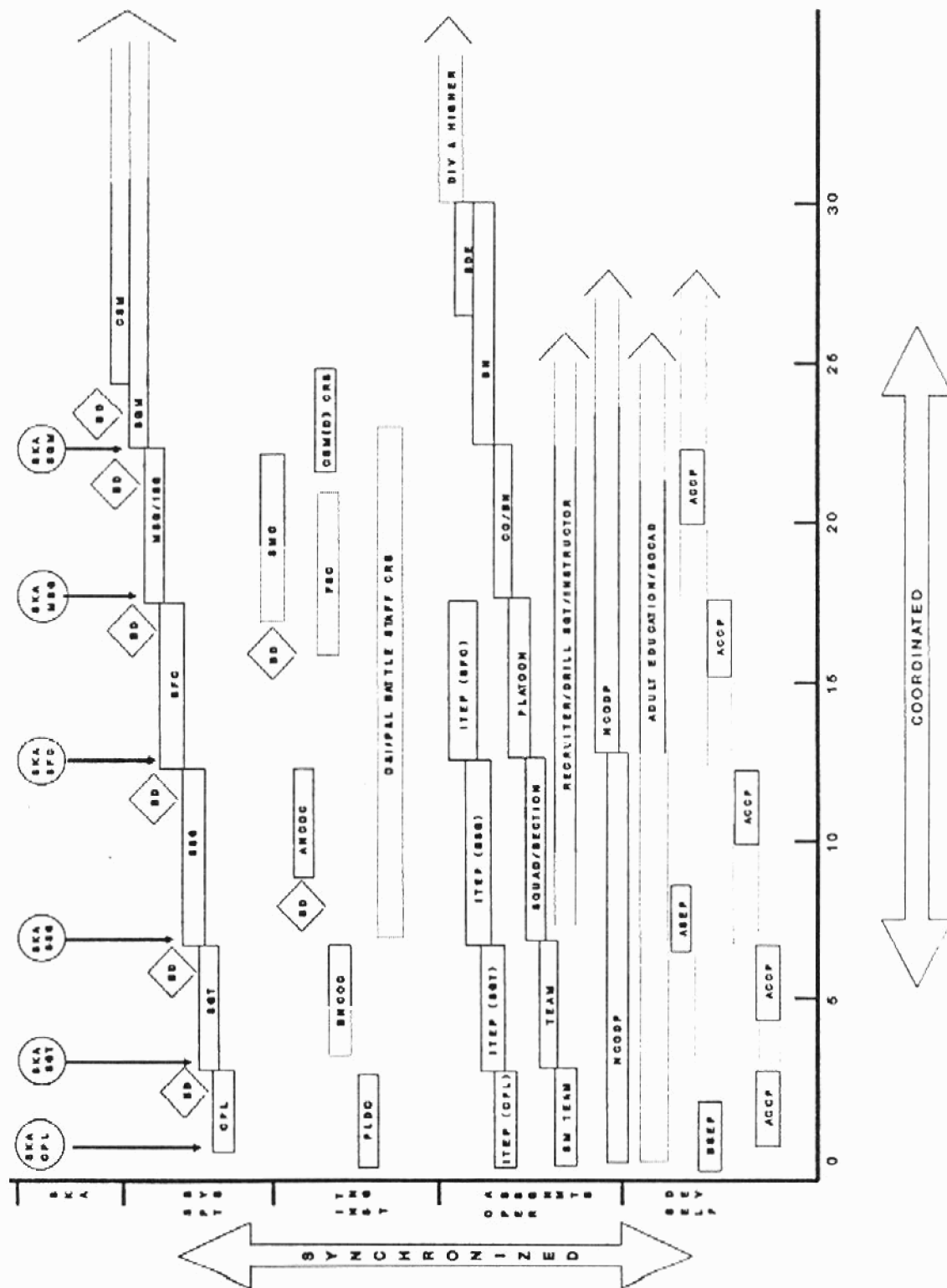
RESPONSIBLE AGENCY. ODCSPER (lead), TRADOC.

REQUIRED COMPLETION. 1Q, FY 90 - Update and republish DA Pam 600-25.

DISCUSSION.

The NCO leader development model will provide the strategy to coordinate and synchronize programs and systems within the leader development structure. NCOs and their commanders will have a framework for professional development planning and counseling. It ensures the professional growth of the NCO corps now and into the future.

Incorporating the model and strategy in DA Pam 600-25 provides the widest dissemination to the NCO corps.

NCO LEADER DEVELOPMENT MODEL--AC

APPENDIX B: SKILLS, KNOWLEDGE, AND ATTITUDES

NCO Leader Development Task Force Action Plan

KNOWLEDGE CPL

o COMMUNICATION
- Listening and watching principles (FM 22-101)
- Speaking principles (TSP NCOES and USASMA RB 350-25)
- Reading grade level 10.0 (TABE, AR 621-5 and AR 25-30)
- Writing grade level 10.0 (TABE and AR 621-5)

o SUPERVISION
- Duties, responsibilities and authority of a CPL (FM 22-600-20)
- Wear & Appearance (AR 670-1), Drill & Ceremony (FM 22-5)
- Unit standard operating procedures
- Army training system and responsibilities of trainers (FM 25-100 & FM 25-XY)
- Equipment operator's manual (TM -10 series)
- Unit supply procedures (AR 735 series)
- Army Safety Program (AR 385 series)
- EO/sexual harassment policy (AR 600-20)

o TEACHING AND COUNSELING
- Common Tasks Skill Level 1 (STP 21-1-SMCT)
- Tasks, conditions and standards for individual tasks (Soldiers Manual)
- Common leader combat skills
- Army training system and responsibilities of trainers (FM 25-100 & FM 25-XY)
- Performance counseling of individuals (FM 25-XY)
- After action review techniques (FM 25-XY)
- Individual Training Evaluation Program (AR 350-37)

o SOLDIER-TEAM DEVELOPMENT
- Concept of team building (FM 22-102)
- Principles of leadership (FM 22-100)
- Factors of leadership (FM 22-100)
- Human stress factors (FM 22-100)
- Customs and traditions of unit
- Promotion criteria through corporal (AR 600-200)
- Prerequisites for PLDC (AR 351-1)
- Company level disciplinary actions (UCMJ)
- Operation of MILES
- Physical fitness training (FM 21-20)

o TECHNICAL AND TACTICAL PROFICIENCY
- Basic rifle marksmanship
- Operation, characteristics and employment of team weapons and equipment
- MOS Skill Level 1 tasks and standards (Soldiers Manual)
- Common Tasks Skill Level 1 (STP 21-1)
- Fundamentals of land navigation and map reading (FM 21-26)
- Preventive measures to environmental health threats
- Small group collective tasks (ARTEP/AMTP)
- Common leader combat skills
- Equipment operator's manual (TM -10 series)

o DECISION MAKING
- Problem solving process (FM 22-100 and FM 22-101)
- Ethical decision making process (FM 22-100)

o PLANNING
- Planning principles (FM 25-100)
- Training schedules and event plans (FM 25-XY)
- Team/section training objectives
- Backward planning process (FM 22-100)

o USE OF AVAILABLE SYSTEMS
- Automated systems applicable to small groups

o PROFESSIONAL ETHICS
- Professional Army Ethic (FM 100-1)
- Soldierly qualities (FM 100-1)

SKILL CPL

o COMMUNICATION
- Receive and interpret information from superiors and subordinates
- Issue clear and concise oral orders to small groups
- Write performance counseling statements
- Provide input on personnel actions effecting subordinates
- Participate in squad after action reviews

o SUPERVISION
- Enforce Army standards of appearance and conduct
- Control and account for subordinates
- Lead and evaluate individual training
- Lead small groups in performance of collective tasks
- Supervise maintenance of equipment, living areas, and work place
- Enforce the Army Safety Program
- Enforce the Army equal opportunity and sexual harassment policies

o TEACHING AND COUNSELING
- Teach subordinates individual tasks for CTT
- Teach subordinates MOS Skill Level 1 tasks
- Teach subordinates common leader combat skills
- Teach subordinates performance oriented training
- Coach subordinates in proper execution of tasks
- Evaluate tasks to standards
- Provide feedback through performance counseling and AARs

o SOLDIER-TEAM DEVELOPMENT
- Develop small group cohesion
- Foster loyalty and commitment
- Build spirit and confidence
- Instill discipline
- Take care of subordinates
- Lead small group physical fitness training

o TECHNICAL AND TACTICAL PROFICIENCY
- Qualify with individual weapon (basic rifle marksmanship)
- Be proficient with crew served weapons and equipment
- Perform MOS Skill Level 1 tasks to standard
- Perform Common Tasks Skill Level 1 to standard
- Be proficient in land navigation and map reading
- Use MILES equipment
- Train and lead small group collective tasks
- Perform PMCS on individual and small group weapons and equipment

o DECISION MAKING
- Interpret information and make decisions effecting small groups and group members
- Use problem solving process
- Use ethical decision making process
- Exercise initiative in tactical situations

o PLANNING
- Plan small group and individual training
- Use backward planning process

o USE OF AVAILABLE SYSTEMS
- Use and control automated systems at small group level

o PROFESSIONAL ETHICS
- Lead by example
- Practice Professional Army Ethic
- Demonstrate high moral standards

KNOWLEDGE SGT

o COMMUNICATION
- Listening and watching principles (FM 22-101)
- Speaking principles (TSP NCOES and USASMA RB 350-25)
- Reading grade level 10.0 (TABE, AR 621-5, and AR 25-30)
- Writing grade level 10.0 (TABE and AR 621-5)

o SUPERVISION
- Duties, responsibilities and authority of a SGT (FM 22-600-20)
- Wear & Appearance (AR 670-1), Drill & Ceremony (FM 22-5)
- Unit standard operating procedures
- Army training system and responsibilities of trainers (FM 25-100 & FM 25-XY)
- Equipment operator's manual (TM -10 series)
- Unit supply procedures (AR 735 series)
- Army Safety Program (AR 385 series)
- EO/sexual harassment policy (AR 600-20)

o TEACHING AND COUNSELING
- Common Tasks Skill Level 1 (STP 21-1-SMCT)
- Tasks, conditions and standards for individual tasks (Soldiers Manual)
- Common leader combat skills
- Army training system and responsibilities of trainers (FM 25-100 & FM 25-XY)
- Performance counseling of individuals (FM 22-101)
- After action review techniques for teams (FM 25-XY)
- Individual Training Evaluation Program (AR 350-37)

o SOLDIER-TEAM DEVELOPMENT
- Concept of team building (FM 22-102)
- Principles of leadership (FM 22-100)
- Factors of leadership (FM 22-100)
- Human stress factors (FM 22-100)
- Customs and traditions of unit
- Promotion criteria through Sergeant (AR 600-200)
- Prerequisites for PLDC (AR 351-1)
- Company level disciplinary actions (UCMJ)
- Operation of MILES
- Physical fitness training (FM 21-20)

o TECHNICAL AND TACTICAL PROFICIENCY
- Conduct of basic rifle marksmanship for teams
- Operation, characteristics and employment of team weapons and equipment
- MOS Skill Levels 1 and 2 tasks and standards (Soldiers Manual)
- Common Tasks Skill Levels 1 and 2 (STP 21-1 and 21-24)
- Fundamentals of land navigation and map reading (FM 21-26)
- Preventive measures to environmental health threats
- Team collective tasks (ARTEP/AMTP)
- Common leader combat skills
- Equipment operator's manual (TM -10 series)

o DECISION MAKING
- Problem solving process (FM 22-100 and FM 22-101)
- Ethical decision making process (FM 22-100)

o PLANNING
- Planning principles (FM 25-100)
- Training schedules and event plans (FM 25-XY)
- Squad training objectives
- Backward planning process (FM 22-100)

o USE OF AVAILABLE SYSTEMS
- Automated systems applicable to team/section

o PROFESSIONAL ETHICS
- Professional Army Ethic (FM 100-1)
- Soldierly qualities (FM 100-1)

SKILL SGT

o COMMUNICATION
- Receive and interpret information from superiors and subordinates
- Issue clear and concise oral orders to teams
- Write performance counseling statements
- Provide input on personnel actions affecting subordinates
- Participate in squad after action reviews

o SUPERVISION
- Enforce Army standards of appearance and conduct
- Control and account for subordinates
- Lead and evaluate individual training
- Lead team in performance of collective tasks
- Supervise maintenance of equipment, living areas, and work place
- Enforce the Army Safety Program
- Enforce the Army equal opportunity and sexual harassment policies

o TEACHING AND COUNSELING
- Teach subordinates individual tasks for CTT
- Teach subordinates MOS Skill Level 1 tasks
- Teach subordinates common leader combat skills
- Teach subordinates performance oriented training
- Coach subordinates in proper execution of tasks
- Evaluate tasks to standards
- Provide feedback through performance counseling and team AARs

o SOLDIER-TEAM DEVELOPMENT
- Develop team cohesion
- Foster loyalty and commitment
- Build spirit and confidence
- Instill discipline
- Take care of subordinates
- Lead team physical fitness training
- Develop and mentor subordinate NCOs

o TECHNICAL AND TACTICAL PROFICIENCY
- Qualify with weapon and direct basic rifle marksmanship
- Be proficient with crew served weapons and equipment
- Perform MOS Skill Levels 1 and 2 tasks to standard
- Perform Common Tasks Skill Levels 1 and 2 to standard
- Be proficient in land navigation and map reading
- Use MILES equipment
- Train and lead team collective tasks
- Perform PMCS on individual and team weapons and equipment

o DECISION MAKING
- Interpret information and make decisions affecting team and team members
- Use problem solving process
- Use ethical decision making process
- Exercise initiative in tactical situations

o PLANNING
- Plan team and individual training
- Use backward planning process

o USE OF AVAILABLE SYSTEMS
- Use and control automated systems at team level

o PROFESSIONAL ETHICS
- Lead by example
- Practice Professional Army Ethic
- Demonstrate high moral standards

KNOWLEDGE SSG

o COMMUNICATION
- Listening and watching principles (FM 22-101)
- Speaking principles (TsP NCOES and USASMA RB 350-25)
- Reading grade level 10.0 (TABE, AR 621-5, and AR 25-30)
- Writing grade level 10.0 (TABE and AR 621-5)
- Effective writing for Army leaders (DA PAM 600-67)
- NCO evaluation reports (AR 623-205)

o SUPERVISION
- Duties, responsibilities and authority of a SSG (FM 22-600-20)
- Wear & Appearance (AR 670-1), Drill & Ceremony (FM 22-5)
- Unit standard operating procedures
- Army training system and responsibilities of trainers (FM 25-100 & FM 25-XY)
- Operator's manuals for squad level equipment (TM -10 series)
- Unit supply procedures (AR 735 series)
- Army Safety Program (AR 385 series)
- EO/sexual harassment policy (AR 600-20)

o TEACHING AND COUNSELING
- Common Tasks Skill Levels 1 and 2 (STP 21-1 and 21-24)
- Tasks, conditions and standards for individual tasks (Soldiers Manual)
- Common leader combat skills
- Army training system and responsibilities of trainers (FM 25-100 & FM 25-XY)
- Performance counseling of individuals (FM 22-101)
- After action review techniques for squads (FM 25-XY)
- Individual Training Evaluation Program (AR 350-37)

o SOLDIER-TEAM DEVELOPMENT
- Concept of team building (FM 22-102)
- Principles of leadership (FM 22-100)
- Factors of leadership (FM 22-100)
- Human stress factors (FM 22-100)
- Customs and traditions of unit
- Decentralized promotion system (AR 600-200)
- Prerequisites for BNCOC (AR 351-1)
- Company level disciplinary actions (UCMJ)
- Physical fitness training (FM 21-20)

o TECHNICAL AND TACTICAL PROFICIENCY
- Conduct of basic rifle marksmanship for squads
- Operation, characteristics and employment of squad weapons and equipment
- MOS Skill Levels 1, 2 and 3 tasks and standards (Soldiers Manual)
- Common Tasks Skill Levels 1, 2 and 3 (STP 21-1 and 21-24)
- Land navigation, map reading (FM 21-26), and squad movement techniques
- Preventive measures to environmental health threats
- Operation of MILES in tactical training
- Equipment operator's manual (TM -10 series)
- Squad/section collective tasks (ARTEP/AMTP)
- Common leader combat skills

o DECISION MAKING
- Problem solving process (FM 22-100 and FM 22-101)
- Ethical decision making process (FM 22-100)

o PLANNING
- Planning principles (FM 25-100)
- Training schedules and event plans (FM 25-XY)
- Platoon training objectives
- Backward planning process (FM 22-100)

o USE OF AVAILABLE SYSTEMS
- Automated systems applicable to squad/section

o PROFESSIONAL ETHICS
- Professional Army Ethic (FM 100-1)
- Soldierly qualities (FM 100-1)

SKILL SSG

o COMMUNICATION
- Receive and interpret information from superiors and subordinates
- Issue clear and concise oral orders to squads/sections
- Write performance counseling statements
- Provide input on personnel actions affecting subordinates
- Participate in platoon after action reviews
- Write NCOERs

o SUPERVISION
- Enforce Army standards of appearance and conduct
- Control and account for subordinates
- Lead and evaluate individual training
- Lead squad/section in performance of collective tasks
- Supervise maintenance of equipment, living areas, and work place
- Enforce the Army Safety Program
- Enforce the Army equal opportunity and sexual harassment policies

o TEACHING AND COUNSELING
- Teach subordinates individual tasks for CTT
- Teach subordinates MOS Skill Level 1 and 2 tasks
- Teach subordinates common leader combat skills
- Teach subordinates performance oriented training
- Coach subordinates in proper execution of tasks
- Evaluate tasks to standards
- Provide feedback through performance counseling and squad AARs

o SOLDIER-TEAM DEVELOPMENT
- Develop squad cohesion
- Foster loyalty and commitment
- Build spirit and confidence
- Instill discipline
- Take care of subordinates
- Lead squad/section physical fitness training
- Develop and mentor subordinate NCOs

o TECHNICAL AND TACTICAL PROFICIENCY
- Qualify with weapon, train and direct squad in basic rifle marksmanship
- Be proficient with crew served weapons and equipment
- Perform MOS Skill Levels 1, 2 and 3 tasks to standard
- Perform Common Tasks Skill Levels 1, 2 and 3 to standard
- Navigate and lead squad movement
- Employ MILES in tactical training
- Perform PMCS on individual and squad/section weapons and equipment
- Train and lead squad collective tasks
- Train and lead squad in common leader combat skills

o DECISION MAKING
- Interpret information and make decisions affecting squad and squad members
- Use problem solving process
- Use ethical decision making process
- Exercise initiative in tactical situations

o PLANNING
- Plan squad/section collective and individual training
- Use backward planning process

o USE OF AVAILABLE SYSTEMS
- Use and control automated systems at squad/section level

o PROFESSIONAL ETHICS
- Lead by example
- Practice Professional Army Ethic
- Demonstrate high moral standards

KNOWLEDGE SFC

COMMUNICATION
- Listening and watching principles (FM 22-101)
- Speaking principles (TsP NCOES and USASMA RB 350-25)
- Reading grade level 10.0 (TABE and AR 621-5 and AR 35-30)
- Writing grade level 10.0 (TABE and AR 621-5)
- Effective writing for Army leaders (DA PAM 600-67)
- NCO evaluation report system (AR 623-205)

SUPERVISION
- Duties, responsibilities and authority of a SFC (FM 22-600-20)
- Wear & Appearance (AR 670-1), Drill & Ceremony (FM 22-5)
- Unit standard operating procedures
- Army training system and responsibilities of trainers (FM 25-100 & FM 25-xy)
- Operator's manuals for platoon level equipment (TM -10 series)
- Unit supply procedures (AR 735 series)
- Army Safety Program (AR 385 series)
- EO/sexual harassment policy (AR 600-20)

TEACHING AND COUNSELING
- Common Tasks Skill Levels 1, 2 and 3 (STP 21-24)
- Tasks, conditions and standards for individual tasks (Soldiers Manual)
- Common leader combat skills
- Army training system and responsibilities of trainers (FM 25-100 & FM 25-XY)
- Performance counseling of individuals (FM 22-101)
- After action review techniques for platoons (FM 25-XY)
- Individual Training Evaluation Program (AR 350-37)

SOLDIER-TEAM DEVELOPMENT
- Concept of team building (FM 22-102)
- Principles of leadership (FM 22-100)
- Factors of leadership (FM 22-100)
- Human stress factors (FM 22-100)
- Customs and traditions of unit
- Army enlisted promotion system (AR 600-200)
- Noncommissioned Officer Education System (AR 351-1)
- Company and battalion disciplinary actions (UCMJ)
- Physical fitness training (FM 21-20)
- Army health promotion (AR 600-63)

TECHNICAL AND TACTICAL PROFICIENCY
- Marksmanship training
- Operation, characteristics and employment of platoon weapons and equipment
- MOS Skill Levels 1, 2, 3 and 4 tasks and standards (Soldiers Manual)
- Common Tasks Skill Levels 1, 2, 3 and 4 (STP 21-1 and STP 21-24)
- Land navigation, map reading (FM 21-26), and platoon movement techniques
- Operation of training devices (FM 25-XY)
- Equipment operator's manuals (FM -10 series)
- Platoon/section collective tasks (ARTEP/AMTP)
- Common leader combat skills

DECISION MAKING
- Problem solving process (FM 22-100 and FM 22-100)
- Ethical decision making process (FM 22-100)

PLANNING
- Planning principles (FM 25-100)
- Training schedules and event plans (FM 25-XY)
- Company training objectives
- Company METL
- Backward planning process (FM 22-100)

USE OF AVAILABLE SYSTEMS
- Computers, automated systems, information management and analytical techniques affecting small units

PROFESSIONAL ETHICS
- Professional Army Ethic (FM 100-1)
- Soldierly qualities (FM 100-1)

SKILL SFC

COMMUNICATION
- Receive and interpret information from superiors and subordinates
- Issue clear and concise oral and written orders to platoons
- Write performance counseling statements
- Provide input on personnel actions affecting subordinates
- Participate in company after action reviews
- Write NCOERs

SUPERVISION
- Enforce Army standards of appearance and conduct
- Control and account for individuals and small units
- Supervise and evaluate individual training
- Lead platoon/section in performance of collective tasks
- Supervise maintenance of equipment, living areas, and work place
- Enforce the Army Safety Program
- Enforce the Army equal opportunity and sexual harassment policies

TEACHING AND COUNSELING
- Teach and coach CTT training
- Teach and coach MOS Skill Level 1, 2 and 3 tasks
- Teach common leader combat skills
- Teach performance oriented training
- Coach subordinates in proper execution of tasks
- Evaluate tasks to standards
- Provide feedback through performance counseling and platoon AARs
- Teach and coach junior NCOs on NCOER

SOLDIER-TEAM DEVELOPMENT
- Develop platoon cohesion
- Foster loyalty and commitment
- Build spirit and confidence
- Instill discipline
- Take care of subordinates
- Lead platoon/section physical fitness training
- Develop and mentor subordinate NCOs
- Perform health risk training

TECHNICAL AND TACTICAL PROFICIENCY
- Qualify with weapon, train and direct platoon in basic rifle marksmanship
- Be proficient with platoon weapons and equipment
- Perform MOS Skill Level 1, 2, 3 and 4 tasks to standard
- Perform Common Tasks Skill Level 1, 2, 3 and 4 tasks to standard
- Navigate and lead platoon movement
- Employ training devices
- Perform PMCS on individual, and platoon/section weapons and equipment
- Train and lead platoon collective tasks
- Train and lead common leader combat skills

DECISION MAKING
- Interpret information and make decisions affecting platoon and platoon members
- Use problem solving process
- Use ethical decision making process
- Exercise initiative in tactical situations

PLANNING
- Plan platoon/section collective and individual training
- Use backward planning process

USE OF AVAILABLE SYSTEMS
- Use and control automated systems at platoon/section level

PROFESSIONAL ETHICS
- Lead by example
- Practice Professional Army Ethic
- Demonstrate high moral standards

KNOWLEDGE MSG/1SG

o COMMUNICATION
- Listening and watching principles (FM 22-101)
- Speaking principles (TSP NCOES and USAMA RB 350-25)
- Reading grade level 12.0 (TABE and AR 25-30)
- Writing grade level 12.0 (TABE and AR 25-30)
- Effective writing for Army leaders (DA PAM 600-67)
- NCO evaluation report system (AR 623-205)

o SUPERVISION
- Duties, responsibilities and authority of NCOs (FM 22-600-20)
- Wear & Appearance (AR 670-1), Drill & Ceremony (FM 22-5)
- Unit standard operating procedures
- Army training system and responsibilities
- Operator's manuals for company level equipment (TM -10 series)
- Unit supply procedures (AR 735 series)
- Army Safety Program (AR 385 series)
- EO/sexual harassment policy (AR 600-20)

o TEACHING AND COUNSELING
- Common Tasks Skill Levels 1, 2, 3 and 4 (STP 21-1 and STP 21-24)
- Tasks, conditions and standards for individual tasks (Soldiers Manual)
- Common leader combat skills
- Army training system and responsibilities of trainers (FM 25-100 & FM 25-XY)
- Performance counseling of individuals (FM 22-101)
- After action review techniques for companies (FM 25-XY)
- Individual Training Evaluation Program (AR 350-37)

o SOLDIER-TEAM DEVELOPMENT
- Concept of team building (FM 22-102)
- Principles of leadership (FM 22-100)
- Factors of leadership (FM 22-100)
- Human stress factors (FM 22-100)
- Customs and traditions of unit
- Army enlisted promotion system (AR 600-200)
- Noncommissioned Officer Education System (AR 351-1)
- Company and battalion disciplinary actions (UCMJ)
- Physical fitness training (FM 21-20)
- NCO Development Program (AR 350-17)
- Army health promotion (AR 600-63)

o TECHNICAL AND TACTICAL PROFICIENCY
- Marksmanship training
- Operation, characteristics and employment of company weapons and equipment
- MOS Skill Levels 1, 2, 3, 4 and 5 tasks and standards (Soldiers Manual and AR 611-201)
- Common Tasks Skill Levels 1, 2, 3 and 4 (STP 21-1 and STP 21-24)
- Land navigation, map reading (FM 21-26), and company movement techniques
- Operation of training devices (FM 25-XY)
- Equipment operator's manuals (TM -10 series)
- Company/section collective tasks (ARTEP/AMTP)
- Common leader combat skills

o DECISION MAKING
- Problem solving process (FM 22-100 and FM 22-101)
- Ethical decision making process (FM 22-100)
- Military decision making process (FM 101-5)

o PLANNING
- Planning principles (FM 25-100)
- Training schedules and event plans (FM 25-XY)
- Battalion training objectives
- Company and battalion METL
- Backward planning process (FM 22-100)

o USE OF AVAILABLE SYSTEMS
- Computers, automated systems information management and analytical techniques affecting companies and battalions

o PROFESSIONAL ETHICS
- Professional Army Ethic (FM 100-1)
- Soldierly qualities (FM 100-1)

SKILL MSG/1SG

o COMMUNICATION
- Receive and interpret information from superiors and subordinates
- Issue clear and concise oral and written orders
- Write performance counseling statements
- Provide input on personnel actions affecting subordinates
- Participate in company after action reviews
- Write NCOERs

o SUPERVISION
- Enforce Army standards of appearance and conduct
- Control and account for individuals and units
- Supervise and evaluate individual training
- Lead company/section in performance of collective tasks
- Supervise maintenance of equipment, (living areas, and work place)
- Enforce the Army Safety Program
- Enforce the Army equal opportunity and sexual harassment policies

o TEACHING AND COUNSELING
- Teach and coach CTT training
- Teach and coach MOS Skill Level 1, 2, 3 and 4 tasks
- Teach common leader combat skills
- Teach performance oriented training
- Coach subordinates in proper execution of tasks
- Evaluate tasks to standards
- Provide feedback through performance counseling and company AARs
- Teach and coach NCOs on NCOER

o SOLDIER-TEAM DEVELOPMENT
- Develop company/section cohesion
- Foster loyalty and commitment
- Build spirit and confidence
- Instill discipline
- Take care of subordinates
- Lead company/section physical fitness training
- Develop and mentor subordinate NCOs
- Perform health risk training

o TECHNICAL AND TACTICAL PROFICIENCY
- Qualify with weapon, train and supervise marksmanship training
- Be proficient with company/section weapons and equipment
- Perform MOS Skill Level 1, 2, 3, 4 and 5 tasks to standard
- Perform Common Tasks Skill Levels 1, 2, 3 and 4 to standard
- Navigate and lead company size movement
- Employ training devices
- Train and supervise PMCS
- Train and lead company/section collective tasks
- Train and lead common leader combat skills

o DECISION MAKING
- Interpret information and make decisions affecting company and company soldiers
- Use problem solving process
- Use ethical decision making process
- Exercise initiative in tactical situations
- Use military decision making process

o PLANNING
- Plan METL-based individual and collective training
- Use backward planning process

o USE OF AVAILABLE SYSTEMS
- Use and control automated systems at company and battalion level
- Use information management and analytical systems at company and battalion level

o PROFESSIONAL ETHICS
- Lead by example
- Practice Professional Army Ethic
- Demonstrate high moral standards

KNOWLEDGE SGM/CSM

o COMMUNICATION
   - Listening and watching principles (FM 22-101)
   - Speaking principles (TSP NCOES and USASMA RB 350-25)
   - Reading grade level 12.0 (TABE and AR 25-30)
   - Writing grade level 12.0 (TABE and AR 25-30)
   - Effective writing for Army leaders (DA PAM 600-67)
   - NCO evaluation report system (AR 623-205)

o SUPERVISION
   - Duties, responsibilities and authority of NCOs (FM 22-600-20)
   - Wear & Appearance (AR 670-1), Drill & Ceremony (FM 22-5)
   - Unit standard operating procedures
   - Army training system and responsibilities of trainers (FM 25-100 & FM 25-XY)
   - Operator's manuals for battalion equipment (TM -10 series)
   - Unit supply procedures (AR 735 Series)
   - Army Safety Program (AR 385 series)
   - EO/sexual harassment policy (AR 600-20)

o TEACHING AND COUNSELING
   - Common Tasks Skill Levels 1, 2, 3 and 4 (STP 21-1 and STP 21-24)
   - Tasks, conditions and standards for individual tasks (Soldiers Manual)
   - Common leader combat skills
   - Army training system and responsibilities (trainers (FM 25-100 & FM 25-XY,
   - Performance Counseling of individuals (FM 22-101)
   - After action review techniques for battalions (FM 25-XY)
   - Individual Training Evaluation Program (AR 350-37)

o SOLDIER-TEAM DEVELOPMENT
   - Concept of team building (FM 22-102)
   - Principles of Leadership (FM 22-100)
   - Factors of leadership (FM 22-100)
   - Human stress factors (FM 22-100)
   - Customs and traditions of unit
   - Army enlisted promotion system (AR 600-200)
   - Noncommissioned Officer Education System (AR 351-1)
   - Noncommissioned Officer Development Program (AR 350-17)
   - Company and battalion disciplinary actions (UCMJ)
   - Physical fitness training (FM 21-20)
   - Army health promotion (AR 600-63)

o TECHNICAL AND TACTICAL PROFICIENCY
   - Marksmanship training
   - Operation, characteristics and employment of battalion
     weapons and equipment
   - MOS Skills Levels 1, 2, 3, 4 and 5 tasks and standards (Soldier's Manual
     and AR 611-201)
   - Common Tasks Skill Levels 1, 2, 3 and 4 (STP 21-1 and STP 21-24)
   - Land navigation, map reading (FM 21-26), and battalion movement techniques
   - Operation of training devices (FM 25-XY)
   - Equipment operator's manuals (TM -10 series)
   - Battalion collective tasks (ARTEP/AMTP)
   - Common leader combat skills

o DECISION MAKING
   - Problem solving process (FM 22-100 and FM 22-101)
   - Ethical decision making process (FM 22-100)
   - Military decision making process (FM 101-5)

o PLANNING
   - Planning principles (FM 25-100)
   - Training schedules and event plans (FM 25-XY)
   - Battalion, brigade and division training objectives
   - Brigade and battalion METL
   - Backward planning process (FM 22-100)

o USE OF AVAILABLE SYSTEMS
   - Computers, automated systems, information management
     and analytical techniques affecting battalions and brigades

o PROFESSIONAL ETHICS
   - Professional Army Ethic (FM 100-1)
   - Soldierly qualities (FM 100-1)

SKILL SGM/CSM

o COMMUNICATION
   - Receive and interpret information from superiors and subordinates
   - Issue clear and concise oral and written orders
   - Write performance counseling statements
   - Provide input on personnel actions affecting subordinates
   - Participate in battalion after action reviews
   - Write NCOERs

o SUPERVISION
   - Enforce Army standards of appearance and conduct
   - Control and account for individuals and units
   - Supervise collective training
   - Supervise battalion in performance of collective tasks
   - Supervise maintenance of equipment, living areas, and work place
   - Enforce the Army Safety Program
   - Enforce the Army equal opportunity and sexual harassment policies

o TEACHING AND COUNSELING
   - Teach and coach CTT training
   - Teach and coach MOS Skill Level 1, 2, 3, 4 and 5 tasks
   - Teach common leader combat skills
   - Teach performance oriented training
   - Coach subordinates in proper execution of tasks
   - Evaluate tasks to standards
   - Provide feedback through performance counseling and battalion AARs
   - Teach and coach NCOs on NCOER

o SOLDIER-TEAM DEVELOPMENT
   - Develop battalion cohesion
   - Foster loyalty and commitment
   - Build spirit and confidence
   - Instill discipline
   - Take care of subordinates
   - Lead battalion physical fitness training
   - Develop and mentor subordinate NCOs
   - Perform health risk training

o TECHNICAL AND TACTICAL PROFICIENCY
   - Qualify with weapon, train and supervise marksmanship training
   - Be proficient with mission essential weapons and equipment
   - Perform MOS Skill Level 1, 2, 3, 4 and 5 tasks to standard
   - Perform Common Tasks Skill Levels 1, 2, 3 and 4 to standard
   - Navigate and lead battalion size movement
   - Employ training devices
   - Train and supervise PMCS
   - Train and lead battalion collective tasks
   - Train and lead common leader combat skills

o DECISION MAKING
   - Interpret information and make decisions affecting battalion and
     battalion soldiers
   - Use problem solving process
   - Use ethical decision making process
   - Exercise initiative in tactical situations
   - Use military decision making process

o PLANNING
   - Plan METL-based individual and collective training
   - Use backward planning process

o USE OF AVAILABLE SYSTEMS
   - Use and control automated systems and information
     management at battalion level
   - Use information management and analytical systems at company,
     battalion and brigade

o PROFESSIONAL ETHICS
   - Lead by example
   - Practice Professional Army Ethic
   - Demonstrate high moral standards

ATTITUDES CPL – SGM

- Enforce standards

- Set the example

- Accomplish the mission

- Take care of soldiers

- Be dedicated and selfless

- Accept responsibility for self and subordinates

- Obey lawful orders

- Be honest and courageous

- Maintain physical and mental toughness

- Show competence and self-confidence

- Act fairly and equitably with subordinates

- Be loyal to the nation and constitution

- Be loyal to superiors and subordinates

- Show initiative and self-motivation

APPENDIX C: BIBLIOGRAPHY

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