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THE NONCOMMISSIONED OFFICER PROFESSIONAL DEVELOPMENT STUDY FINAL REPORT



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APPENDICES

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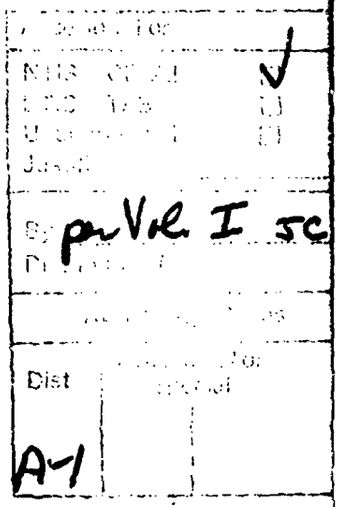
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NONCOMMISSIONED OFFICER PROFESSIONAL
DEVELOPMENT STUDY
FINAL REPORT

VOLUME II
FEBRUARY 1986

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PREPARED BY
A STUDY GROUP FOR THE
CHIEF OF STAFF, ARMY
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Learning Resources Center
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DISCLAIMER

The views, opinions, and findings contained in this report are those of the study group author(s) 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," and "men," when used in this report represent both masculine and feminine genders unless specified otherwise.

VOLUME II

NONCOMMISSIONED OFFICER PROFESSIONAL DEVELOPMENT STUDY (NCOPDS)

FINAL REPORT

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PREAMBLE

Volume II of the NCO Professional Development Study (NCOPDS) "Appendices" is published to complement Volume I and to provide additional detail with regard to the study effort. As such, distribution has been limited to several interested offices and selected libraries. The recommended primary reference to the study effort is a special February 1986 issue of Sergeants' Business entitled "NCO Professional Development: A Report to the NCO Corps." This is a Command Information publication developed by the NCO Professional Development Study Group with the support of Office of the Chief of Public Affairs, HQDA, Washington, D.C. 20310-1510. Elaboration on the study will be found in Volume I of the final report of the study group.

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Appendix A

NCOPDS Charter and Related Information

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present Chief of Staff, Army Memorandum, CSM 85-15-8, Subject: Noncommissioned Officers Professional Development Study (Soldiers Study).

2. DISCUSSION: The CSA Memorandum outlines the purpose and composition of the study group, and defines various staff responsibilities related to the study. Paragraph 5a(1) directs the Director of the Army Staff to organize and co-chair a Study Advisory Group.

Enclosures
1 - NCOPDS Group Members
2 - NCOPDS Organizational Chart
3 - Study Advisory Group and Sounding Board Information

CHIEF OF STAFF

Memorandum

U. S. ARMY

DISTR A EXPIRES 31 January 198(

CSM 85-15-E

DATE 16 May 1985

FILE CS 381 Study

ACTION OFFICER/EXT
LTC Ferguson/51071

SUBJECT: Noncommissioned Officers Professional Development Study (Soldiers Study)

MEMORANDUM FOR: HEADS OF ARMY STAFF AGENCIES

1. PURPOSE. This memorandum establishes the Department of the Army Noncommissioned Officers Professional Development Study Group as an ad hoc committee. The study group will conduct a study of NCO professional development and Enlisted Personnel Management System (EPMS) issues for the Total Army (Active and Reserve Components) and furnish recommendations to the Chief of Staff, Army (CSA).

→ to p. A-6

2. BACKGROUND.

a. The Commander, U.S. Army Training and Doctrine Command (CDR, TRADOC) directed that a study be conducted of EPMS from the proponents' point of view. A TRADOC EPMS study group was established in September 1984 with TRADOC resources. The group is scheduled to report its findings to CDR, TRADOC in June, who will then make recommendations to the Chief of Staff, Army (CSA).

b. CSA directed that a Department of the Army Noncommissioned Officers Professional Development Study Group (Soldiers Study) be established this spring. The recommendations from the TRADOC EPMS study will be submitted to the Soldiers Study for evaluation and determination of whether they should be approved by CSA. CSA also directed that the Soldiers Study include issues the CSA, Vice Chief of Staff, Army, and the Deputy Chief of Staff for Operations and Plans presented at the MACOM CSM Conference held in October. These issues are outlined at Enclosure 1.

3. COMPOSITION.

a. The Office of the Chief of Staff, Army (OCSA) will sponsor the study.

b. Brigadier General William G. Ganey and Command Sergeant Major Oscar L. Barker will serve as the sponsor's co-study directors of the Soldiers Study. They will report their findings and recommendations to the Director of the Army Staff (DAS).

8503056M

DAS FORM 83, 1 MAR 83

c. The Soldiers Study group will also be comprised of approximately 11 active duty commissioned officers, approximately 12 active duty noncommissioned officers, and two Reserve Component noncommissioned officers. These officers will have diverse backgrounds and qualifications. Military and civilian personnel will furnish administrative support to the study group.

4. DIRECTION AND CONTROL.

a. Documentation and reporting requirements are contained in AR 5-5, chapter 3.

b. The study group is authorized direct access to the Secretariat, Army Staff agencies, Major Army Commands (MACOMs), and field activities to obtain information and support relative to the study.

c. The sponsor's co-study directors are granted tasking authority, as necessary, to complete the study effort.

d. The charter is outlined at Enclosure 2 and the milestone schedule is at Enclosure 3.

e. The sponsor's co-study directors are authorized to release group members when it is determined their expertise is no longer needed.

5. RESPONSIBILITIES.

a. Director of the Army Staff will--

(1) Organize and co-chair a Study Advisory Group.

(2) Monitor progress and direction of the study through formal reviews and informal discussions with the co-study directors.

(3) In conjunction with the Sergeant Major of the Army (SMA), review findings and recommendations of the study and forward appropriate recommendations to the CSA for approval.

(4) Oversee implementation of the study results, and if appropriate, monitor those actions.

b. Sponsor's co-study directors will--

(1) Direct the study and furnish final recommendations to the DAS and SMA by 17 December 1985, with a final report to follow. The study will commence 17 June.

(2) Coordinate and schedule the necessary in-process reviews with SAG.

(3) Identify, in conjunction with the Office of the Deputy Chief of Staff for Personnel, 11 highly qualified active duty commissioned officers for detail to the study group who are in, or in-bound to, a permanent change of station (PCS) status in the National Capital Region (NCR). Identify 12 highly qualified active duty noncommissioned officers for detail in a temporary duty (TDY) status.

(4) Report any significant developments or support problems to the Director of Management (DM), OCSA.

(5) Coordinate all requests for additional resources with the DM.

c. Sergeant Major of the Army (SMA) will--

(1) Monitor study progress through formal progress reviews and informal discussions with the co-study directors.

(2) Co-chair the SAG.

(3) In conjunction with the DAS, review findings and recommendations of the study and forward appropriate recommendations to the CSA for approval.

d. Chief, Administrative Division, Executive Services Office, OCSA, will--

(1) Furnish administrative and logistical support to the study group.

(2) Administer funds (travel, per diem, overtime, surveys) to support the study group.

(3) Process officer efficiency reports under AR 623-105 and enlisted evaluation reports under AR 623-205 for study group members.

e. Director of Management will--

(1) Serve as the Army Staff point of contact (POC) and overall coordinator with the Army Staff and MACOMs for Army resources requested by the co-study directors.

(2) Monitor all study group requests and activities and advise the DAS of Army resources committed.

f. General Staff agency heads will furnish names of POCs to DACS-DMC (LTC Long or MAJ Milam), room 3D641, AV 225-1071, NLT 1 June.

g. The Chief, National Guard Bureau, will provide one sergeant major representative to the study group to address Reserve Component NCO professional development issues. Name of the individual to serve as the NGB study group member will be furnished LTC Long or MAJ Milam, DACS-DMC, room 3D641, AV 225-1071, NLT 15 May.

h. Chief, Army Reserve, will provide one sergeant major representative to the study group to address Reserve Component NCO professional development issues. Name of the individual to serve as the USAR study group member will be furnished LTC Long or MAJ Milam, DACS-DMC, room 3D641, AV 225-1071, NLT 15 May.

i. Deputy Chief of Staff for Operations and Plans will provide liaison POCs to address institutional and unit training issues under paragraph 5f.

j. Deputy Chief of Staff for Personnel will--

(1) Identify, in coordination with the sponsor's co-study directors, active duty officers and noncommissioned officers with appropriate backgrounds and qualifications to serve on the study group, prepare assignments, and detail instructions necessary.

(a) Officers identified who are assigned currently in the NCR or on PCS orders to the NCR will be assigned to their parent organization while detailed.

(b) Officers identified who are PCS to the NCR without a permanent assignment will be carried against the US Army Military Personnel Center while detailed.

(c) Officers in a TDY status in the NCR will not be assigned to the study group.

(2) Provide liaison POCs to address personnel management and professional development issues under paragraph 5f.

6. TERMS OF REFERENCE.

a. Scope.

(1) This study will encompass all aspects of NCO/soldier professional development.

(2) The study will apply to the Total Army (Active and Reserve Components).

(3) The study will address all levels of training and education beyond initial entry training. The study will focus on the institutional training and education system (Army schools) and on complementary activities, such as collective and on-the-job training in units and organizations. (SDW)

(4) The study will examine the TRADOC-EPMS study group recommendations to determine if they should be adopted. It also will examine other EPMS issues presented by the DCSPER or MACOMs prior to 17 June 1985. The study should be focused on fine-tuning the EPMS.

b. Objective. The study group will evaluate the NCO professional development system and EPMS in light of the Army's needs. It will identify systemic strengths and weaknesses, develop findings, and provide recommendations to the sponsor.

c. Timeframe. The study group will consider recommendations applicable during the period 1986-2000.

d. Essential elements of analysis.

(1) Does our education and training philosophy provide NCOs with the professional development needed for the future?

(2) Do we teach the right subjects at the right times in light of what we expect of our NCOs?

(3) What is the responsibility of the unit leadership to complement training provided through the NCOES?

(4) What role should correspondence courses, USAR schools, MACOM area schools (training options) play in NCO development?

(5) Are there any elements of Army personnel regulations (with reference to EPMS) which inhibit the professional development of NCOs?

(6) Should all NCOs selected for E-7 attend Advanced NCO Course; E-9 selectees attend Sergeant Major Academy?

(7) Should E-7,E-8 and E-9, or those NCOs with over 10 years of service be reclassified in accordance with Army authorizations?

(8) Should NCO leaders serving in positions calling for the next higher grade receive responsibility pay?

(9) What initiatives will foster morale and recognize professional NCOs?

SUBJECT: Noncommissioned Officers Professional Development Study (Soldiers Study)

7. REFERENCES.

a. AR 5-5, Army Studies and Analysis.

b. AR 350-1, Army Training.

c. AR 351-1, Individual Education and Training.

d. DA Pamphlet 5-5, Guidance for Army Study Sponsors, Sponsor's Study Directors, Study Advisory Groups, and Contracting Officer Representatives.

e. AR 600-200, Enlisted Personnel Management System.

f. CSR 15-2, Establishment and Support of Committees.

8. LITERATURE SEARCH. The study group will conduct a literature search using the Defense Technical Information Center (DTIC) System. DTIC access can be gained through the Army Studies Section of the Pentagon Library, room 1A518, 695-9501.

BY DIRECTION OF THE CHIEF OF STAFF:

Arthur E Brown Jr

ARTHUR E. BROWN, JR.
Lieutenant General, GS
Director of the Army Staff

Encl

CF:
SAAA
SAMR

CHIEF OF STAFF, ARMY

ISSUES

MACOM COMMAND SERGEANTS MAJOR FALL CONFERENCE

OCTOBER 1984

TRAINING

ISSUE #1

Are we giving young NCOs the right preparation to enable them to train their subordinates?

MACOM CSM Consensus

° Yes, our NCOs are given the right preparation to train their subordinates in the various levels of NCOES. Units must provide the continuous training within their units on a daily basis.

ISSUE #2

Do commissioned officers give NCOs enough responsibility? Do they hold them responsible?

MACOM CSM Consensus

° Yes, they give them the responsibility but they do not hold us to the standard of accomplishment. Standards and objectives aren't clearly defined.

ISSUE #3

How can the Army expand the NCO's training role?

MACOM CSM Consensus

° The role does not need to be expanded. Our plate is full, we must get the job done that we are charged with.

ISSUE #4

What is the NCO's role in developing a combative, fighting spirit in units? Are NCOs performing that mnission?

MACOM CSM Consensus

° The NCO is the total role executor in developing combative fighting spirit in units. Small units properly developed makes high spirited units.

MAINTAINING

ISSUE #1

Are NCOs the primary implementers of the preventive maintenance program? Is the Army doing a good job of preparing them for that responsibility?

MACOM CSM Consensus

° The NCO is the primary implementer of maintenance. Units have no consistent standard for the NCOs to accomplish. Sense of urgency doesn't exist in most units. Objectives must be clearly defined. Give block of time for this. Must inspect after. Maintenance must be included in training program.

ISSUE #2

What should be done to move toward units which return to garrison with equipment in better condition than it was when it went to the field?

MACOM CSM Consensus

° Most units return from the field better maintained than in garrison, because the systems supply the needs in a timely manner and the unit is away from garrison distractors. Work on distractors in garrison.

LEADING

ISSUE #1

What changes should be made to create an atmosphere in which mistakes are accepted as part of the learning experience?

MACOM CSM Consensus

° The Army chain of command does not believe this philosophy. Even though the senior commanders say it, their subordinates do not believe it, so they give it "lip" service.

ISSUE #2

In what ways can we encourage NCOs to seek and accept more responsibility? In what areas should we concentrate this effort?

MACOM CSM Consensus

° Some senior NCOs are not enforcing this, they are saying it to subordinates but not demanding results. Commanders can help by leaning on the senior NCO and Officer Corps.

CARING

ISSUE #1

Are there improvements which should be made in our programs to develop a sense of NCO responsibility for their subordinates?

TENTATIVE MILESTONES

Apr 85 - Prepare Study Authorization Document

- Designate study group members

- Organize SAG and identify points of contact in agencies and MACOMs

May 85 - Arrange for input data required by study group

- Develop study plan

Jun 85 - Initial SAG IPR to review:

  - o Study initiation documentation
  - o Study plan and methodology
  - o Survey instrument and distribution plan

Aug 85 - SAG IPR to review:

  - o Findings and Recommendations of TRADOC EPMS Study
  - o Progress of Soldiers Study
  - o Options and methods for implementation of the study results

Oct/Nov 85 - SAG IPR to:

  - o Review implementation/coordination plan of anticipated study results
  - o Monitor progress of study
  - o Review and evaluate study documents, findings, and draft recommendations

Nov/Dec 85 - SAG to:

  - o Review and evaluate study final reports
  - o Coordinate comments and prepare coordinated SAG position

17 Dec 85 - Present study findings and recommendations and implementation plan to sponsor

VICE CHIEF OF STAFF, ARMY

ISSUES

MACOM COMMAND SERGEANTS MAJOR CONFERENCE

OCTOBER 1984

NCO DEVELOPMENT

ISSUE #1

During recent years, the Army has implemented policies which significantly affect the noncommissioned officer. There have been major improvements in the formal NCO education system. The Qualitative Management Program is eliminating poor performers. Recruiting policies have led to the acquisition of highly qualified recruits - in some cases more intelligent and better educated than their NCO supervisors.

How are these policies affecting the NCO and his ability to do his job?

MACOM CSM Consensus

- Has had no impact on today's NCO leadership.
- However, it has improved the quality of squads/sections because the soldiers are better than what they are used to working with.

ISSUE #2

What is being done inside units to reinforce the leadership role and status of the NCO?

MACOM CSM Consensus

- More schools are on line.
- Sending the right people to school.
- Noncommissioned Officer Development Program.

ISSUE #3

What is being done in units to prepare young NCOs to perform their leaders' tasks? Is the CSM primarily responsible for execution of this program? Who should run the program? What should the Army do to improve junior NCO development in units?

MACOM CSM Consensus

- Fine tune the NCODP, which is a commanders' program.
- CSM should run the program.

FIRST SERGEANT COURSE EXPANSION

ISSUE

Recent initiative to expand First Sergeant Course training at Fort Bliss increases student capacity beginning FY85 from 384 to 696. MACOMs have been allocated additional quotas.

MACOM CSM Consensus

- What needs to be done to increase applications and what can be done to get MACOMs to make timely submissions in order to meet the Army requirement?

- Regulation needs to be changed. Change time requirement for people that do First Sergeant jobs to 18 months.

- No need to increase applications (this is done by quotas). No problem in that area.

NEW MANNING SYSTEM (RANGER)

ISSUE

Recent initiatives by ARSTAF requires increased number of spaces for Ranger qualified soldiers. There is a sufficient inventory of Ranger qualified commissioned officers, but the number of Ranger qualified enlisted soldiers is comparatively small. In order to meet the manning requirements, more enlisted soldiers should be encouraged to attend Ranger School.

What incentives would induce more enlisted soldiers to volunteer for Ranger training?

MACOM CSM Consensus

- It has never been advertised. If a soldier meets the prerequisites and is qualified for Ranger School, nobody should stop this request.

- Publicity is limited and should be expanded.

- Rangers could field recruiting teams.

- The Army should encourage leadership to let soldiers go to Ranger School regardless of positions.

MACOM CSM Consensus

° Don't develop any more programs. Look at the program barriers to allow for hours, rules, paperwork, bureaucratic procedures that get in an NCO's way toward helping his subordinates overcome problems. Need to enforce what we have.

ISSUE #2

What changes can the Army make to improve soldier/family life and sense of fulfillment?

MACOM CSM Consensus

° Don't promise what we can't produce. Level with the soldiers. Look at the procedures that bureaucratically preclude the fulfilling role. Encourage family-oriented activities at unit level.

ISSUE #3

How healthy are our programs to eliminate drug and alcohol problems? How can we move ahead faster?

MACOM CSM Consensus

° The drug program is a good program. Alcohol program needs some tightening up - we may be going overboard on this program. One DWI could damage a young soldier's career forever. Five large MACOMs state wide awareness of and compliance of policy. We have a great deal of education to accomplish in this area. We are involved in changing society. Some commands may be simply obeying the orders from DA.

ROLE OF THE CSM

ISSUE #1

There are some indications that the role of the CSM is misunderstood (E-7/E-8 feel CSM is out of touch, Captains feel CSM bypasses the chain of command, allegations that CSM selection is based on political savvy, not qualifications.)

MACOM CSM Consensus

° Yes, there are misunderstandings in the Role of the Command Sergeant Major by some E7, E8, Captains and Generals as well as some CSMs. This is an Army self-inflicted wound because we don't educate. Even though it may be in some POIs, it is still not taught. Roles should be developed and taught. We do not address it at the Sergeants Major Academy. Some commanders and staff would prefer not to have a CSM but they are generally weak, insecure, commanders. Any organization that doesn't know the CSM charter has a weak commander and Command Sergeant Major, the Army would be better served to take a good hard look at them. Education is the bottom line.

ISSUE #2

What can be done to ensure that the Army understands the role of the Command Sergeant Major?

MACOM CSM Consensus

° Teach the entire role of the NCO Corps at every level of school - give them specific teaching points to cover. Include in all NCO and Officer Development Programs.

ISSUE #3

What techniques do the best CSM use to accomplish their misssion without appearing to short circuit the chain of command?

MACOM CSM Consensus

° They do their job, execute the commander's policies through their NCO chain of communications, staying within the command guidelines, mission goals, objectives and standards.

ISSUE #3

How should the Army address a perception that CSM Have been elevated to a level where they are no longer in touch with other enlisted personnel?

MACOM CSM Consensus

° There are a few who are out of touch just as some senior officers. Conduct an active hunt and correct campaign. We CSMs can take care of this.

ISSUE #4

If the perceptions have a basis in fact, how should we change the facts?

MACOM CSM Consensus

° These perceptions are fact, when the facts have been ignored - there is a weak link in those units. Just fix the broken part, don't intimidate the CSM Corps. The chain of command must know what the Commander has charged the CSM to do initially and, as changes come about, inform his staff and commanders.

ISSUE #5

If the perceptions are unfounded, how should we change the perceptions?

MACOM CSM Consensus

° Conduct a quick-fix through the CSM Corps. How to fix:

° Create a teaching point POI on the Role of the CSM. Teach it in NCO and officer courses in the language of attendees.

- CSA charge MACOMs with putting down this perception.

- I have charged all MACOMs CSM to make this their Number 1 project regardless of the moans and groans. I will check every unit I visit to verify to see if the CSM and NCO role is understood by NCOs and officers. I will correct on the spot the ones I find that have not complied.

DEPUTY CHIEF OF STAFF FOR OPERATIONS AND PLANS

ISSUES

MACOM COMMAND SERGEANTS MAJOR CONFERENCE

OCTOBER 1984

ATTENDANCE AT PTC/BTC

ISSUE

Field is required to maintain a prioritized order of merit list with soldiers eligible to attend Primary and Basic level courses and Commanders/CSM must submit requests for training (DA Form 4187) to insure MILPERCEN has qualified nominations for attendance at PTC/BTC training. Intent is to involve Commander/CSM in selection process that gets soldiers to training at the right time in their careers.

What actions should the field consider to encourage compliance?

MACOM CSM Consensus

- The current system is working good based on guidance sent out so far.
- System just needs to be monitored.
- Educate First Sergeants as to what PTC/BTC is all about.

CONTRACT TRAINING AT INSTALLATION

ISSUE

There is concern that contract training/troop schools at installations are not being monitored to insure course type/content is consistent with Army policy. MACOM review of information submitted by installations would help determine whether some training is being contracted for that TRADOC might provide centrally.

How can this oversight be corrected?

MACOM CSM Consensus

- As long as this is monitored locally and if a contract is written, proper POI is ensured and good people are teaching the course, it should not be a problem.
- Program has to be monitored at the command level.

- Programs are in place, leave alone and enforce standards.

- This should be done at unit level.

INDIVIDUAL TRAINING IN UNITS

ISSUE #1

The Army has implemented changes in the Skill Qualification Test (SQT) procedures. There has been a marked reduction of emphasis in hands-on testing and an increased emphasis on the written component. Unit responsibility for soldier preparation and testing has been reduced with more responsibility placed on the soldier. The Army is considering a shift in testing from a combat standard system to use of a normative "curve" scoring system with a certain percentage of the highest scoring soldiers receiving a qualifying score even if their scores do not indicate mastery of the combat standards.

Have these changes resulted in an improved Army?

MACOM CSM Consensus

- No; any test can be written to whatever standard the Army wants. One year is not long enough to see if the top of the curve rises. The combat crewman takes a written SQT - it doesn't justify that he can be combat ready until he has been certified with hands-on (demonstrated proficiency). No follow-through on results of SQT to see what direction the training program has taken by units.

- It is apparent that many soldiers study SQT solely to pass the test and has no reflection of proficiency as a soldier.

ISSUE #2

Are our NCOs technically competent in weapons and equipment usage?

MACOM CSM Consensus

- Yes, nothing went wrong with these standards.

- There should be no exceptions to policy in weapons and equipment training.

- Need to ensure that standards are enforced and met at all levels.

ISSUE #3

Do we have sufficient standards in front of our junior NCOs, E5/E6/E7, to assume tested competency?

MACOM CSM Consensus

- Yes, but the leadership again must enforce that all the standards be met with no exceptions.

ISSUE #4

Should responsibility for test preparation be left with the individual soldier?

MACOM CSM Consensus

° No; the individual soldier should not be held solely responsible. The leadership or chain of command should be responsible. Soldiers need to be taught how to take a test.

ISSUE #5

Does the increased emphasis on the written component unfairly penalize the soldier who can perform his tasks but has a reading disadvantage? How much of the Army is affected by such a disadvantage?

MACOM CSM Consensus

° No; because some day he is going to be the Squad Leader, Platoon Sergeant, or the First Sergeant, and those who cannot pass the test and perform properly to the standard must be weeded out.

° Need to educate on how to take the test.

ISSUE #6

Should the Army return to an absolute standard of proficiency?

MACOM CSM Consensus

° If we do not have an absolute standard, we should go to TRADOC and find one.

ISSUE #7

If there is a problem with defining the standard, how should TRADOC go about designing and identifying an improved standard?

MACOM CSM Consensus

° Once we design one, we usually put too many loopholes in it - we need to watch for this, correct it and strive for improved standards.

° We give too many exceptions to policy and to regulation.

° There is no problem identifying or developing standards. The problem is in supplementing it and giving commanders the prerogative.

DEPARTMENT OF THE ARMY
U.S. ARMY MILITARY PERSONNEL CENTER
200 STOVALL STREET
ALEXANDRIA, VIRGINIA 22332

REPLY TO ATTENTION OF

DAPC-ZA

26 October 1984

MEMORANDUM FOR THE SERGEANT MAJOR OF THE ARMY

SUBJECT: The Role of the Noncommissioned Officer

1. After reading and digesting the issues contained in your message for the MACOM Command Sergeants Major Conference, I will attempt to capture in this lengthy memorandum my estimate of the situation and some recommendations for consideration by you and the Chief of Staff.

2. During the year 1975, while I was the FORSCOM CSM, Secretary of the Army Hoffman was having lunch with General DePuy, the TRADOC Commander, and some other officers at Fort Monroe. The conversation evolved around the productivity of the Noncommissioned Officer Corps. During the conversation, General DePuy implied that we were getting about fifty percent mileage out of the NCO Corps and that commanders did not understand the role of the Command Sergeant Major. Secretary Hoffman was alarmed; he recalled his active duty as a captain and could not understand the basis for General DePuy's statement. Time ran out and the Secretary had to leave. Upon departure, he told the TRADOC Commander to get back to him on the issues that had been surfaced.

3. General DePuy chose to expand the issue through the Chief of Staff of the Army, General Weyand, to Secretary Hoffman. The TRADOC CSM provided me with a copy of the letter which his boss had given him. In the letter, General DePuy had extracted portions of the Army regulations that pertained to roles and duties of noncommissioned officers. He placed caveats such as, "The 1SG is the head administrator of a company; the platoon sergeant is a very important person when the platoon leader is not around; the CSM makes corrections in the name of the commander; he normally does not produce written instructions." Generally, he followed that type of theme to show the "gray" areas in the regulation.

4. I showed a copy to General Rogers, my commander, and asked him what he thought. He said, "If I were you, I would find the Sergeant Major of the Army and telecopy the letter to him and recommend that he go to the Chief of Staff and ask him to hold the letter until the noncommissioned officers had a crack at it." He felt that, if we did not have input, then a study would evolve from the Pentagon, prepared by action officers who would implant upon the Noncommissioned Officer Corps some roles and duties that should not be. He further recommended that the SMA assemble some senior CSM, lock the door, and not allow them to leave until the issues had been hashed out and a recommendation formulated. I accomplished all factors of the guidance given to me by General Rogers.

5. SMA Bainbridge tasked all MACOM CSM to examine--through the NCO--all aspects of the roles and duties of the NCO Corps.

6. The SMA assembled a group of CSM from the various MACOM at Fort Monroe, Virginia, and, in fact, locked us in for two days to report out and come up with some recommendations. Some of the findings were:

o There were some minor word changes needed in AR 600-20.

o There was an absence of a good regulation audit trail concerning the role of the NCO.

o In no NCO or Officer course in TRADOC was there a single hour set aside titled "The Noncommissioned Officer." All alluded to what the NCO did in a particular situation, but no formal instructions.

o The role of the NCO had been based on institutional memory which had faded away in spite of the NCOES and Officer Education System, particularly after the Vietnam war and the onset of VOLAR. During that time, we lost a lot of the NCO Corps as well as senior officers with the memory bank, so to speak.

o At the onset of VOLAR, we found that chain-of-command and NCO communication channels were bypassed, thus causing a "hiding behind the blanket" syndrome--if they don't want my opinion, I will not offer it.

o We resolved that what officers knew about NCO was based on their impressions of those they were exposed to at the time.

7. The outcome of the session was as follows:

o We recommended some regulation word changes.

o Changed a portion of the CSM job description.

o Recommended that a formal period of instruction be included in every NCO and officer course, at every level through the War College, entitled "The Noncommissioned Officer."

o We prepared a lesson outline to be presented in the various schools at the language and experience level of the students attending. We felt that the solution was education of all parties and imbedding the NCO Corps in our formal system to preclude the fading of memory in a fast-moving world. The POI included such things as:

o The evolution of the Corps.

o Where their authority comes from.

o What channels they function through.

o What were their obligations in assisting in the development of senior officers.

o What social obligations they had with the Officer Corps.

o What is their charge to soldiers.

(NOTE: These are not all inclusive, but this gives the direction of the POI; even my memory fails a little over a nine-year period.)

8. We each took a copy of the recommendations to our commanders. The SMA took a copy to General Weyand. The CSA told the DCSPER to staff our paper with all of the General Officer MACOM Commanders. He further asked some questions regarding the role of the Command Sergeant Major.

9. All commanders responded and agreed with our recommendations, with some minor word changes. The CSA then sent the results to Secretary Hoffman about the time that the SMA had his MACOM CSM conference. The Secretary addressed us in the CSA conference room and asked us to look at the recommendations. The SMA told him we had written it. He approved all parts on the spot. The CSA told TRADOC to put it in all POI of our school systems for both officers and NCO.

10. The bottom line is, it never got started off right, and all the MACOM commanders, CSA, and Secretary of the Army changed; as a result, it fell by the wayside. I believe that, if the Army had followed through, we wouldn't be plowing the field again--nine years later. We discuss the roles in some courses, but they are not structured.

11. I recommend that:

a. TRADOC be required to develop a period of instruction entitled, "The Noncommissioned Officer," and place it into every level of schooling for officers and NCO. No less than the SMA and CSA should approve these POI.

b. All commands be required to cover the material in officer and NCO development programs.

c. The role of the noncommissioned officer be implanted in the Army regulations in clear, nonwaiverable terms.

d. All officers and NCO be required to tow the mark and not detract from those edicts found in the regulation after inclusion.

e. the role of the CSM should be included in the POI at the Sergeants Major Academy.

DAPC-ZA
SUBJECT: The Role of the Noncommissioned Officer

26 October 1984

12. SUMMARY: I may not have the right answer, but some serious thought must be leveled at the role of the NCO in a deliberate manner--not by bits and pieces when the Army hits a roadblock. The NCO Corps can do anything that needs to be done in this Army if it understands what the leadership wants. We need to give the future NCO Corps that chance.

Ray L Martin

RAY L. MARTIN
Command Sergeant Major

CHARTER FOR THE DEPARTMENT OF THE ARMY
NONCOMMISSIONED OFFICERS PROFESSIONAL DEVELOPMENT STUDY
(SOLDIERS STUDY)

1. Name of Committee. Department of the Army Noncommissioned Officer Professional Development Study (Soldiers Study).

2. Date Established. 17 June 1965.

3. Date to be Terminated. 16 December 1985.

4. Category and Type of Committee. Intra-Army departmental ad hoc committee.

5. Mission and Purpose. To provide the sponsor a recommendation on the role and responsibilities of the NCO and define the role and utilization of CSM. To respond to the issues raised at the October 1984 CSM Conference. To evaluate the NCO professional development system and Enlisted Personnel Management System (EPMS) and furnish recommendations to the sponsor to ensure these systems provide NCO leadership for the Army.

6. Direction and Control. Brigadier General William Ganey and Command Sergeant Major Oscar Barker will serve as the sponsor's Co-Study Directors and as study group Co-Chairmen and report findings and recommendations to the sponsor. The study group is authorized direct access to the Army Staff agencies, major Army commands, and field activities to obtain information and support relative to the study. The study Co-Chairmen will have tasking authority, as necessary, to complete the study effort. Reporting requirements are outlined in AR 5-5, Chapter 3.

7. Authority. By Direction of the Chief of Staff, Army.

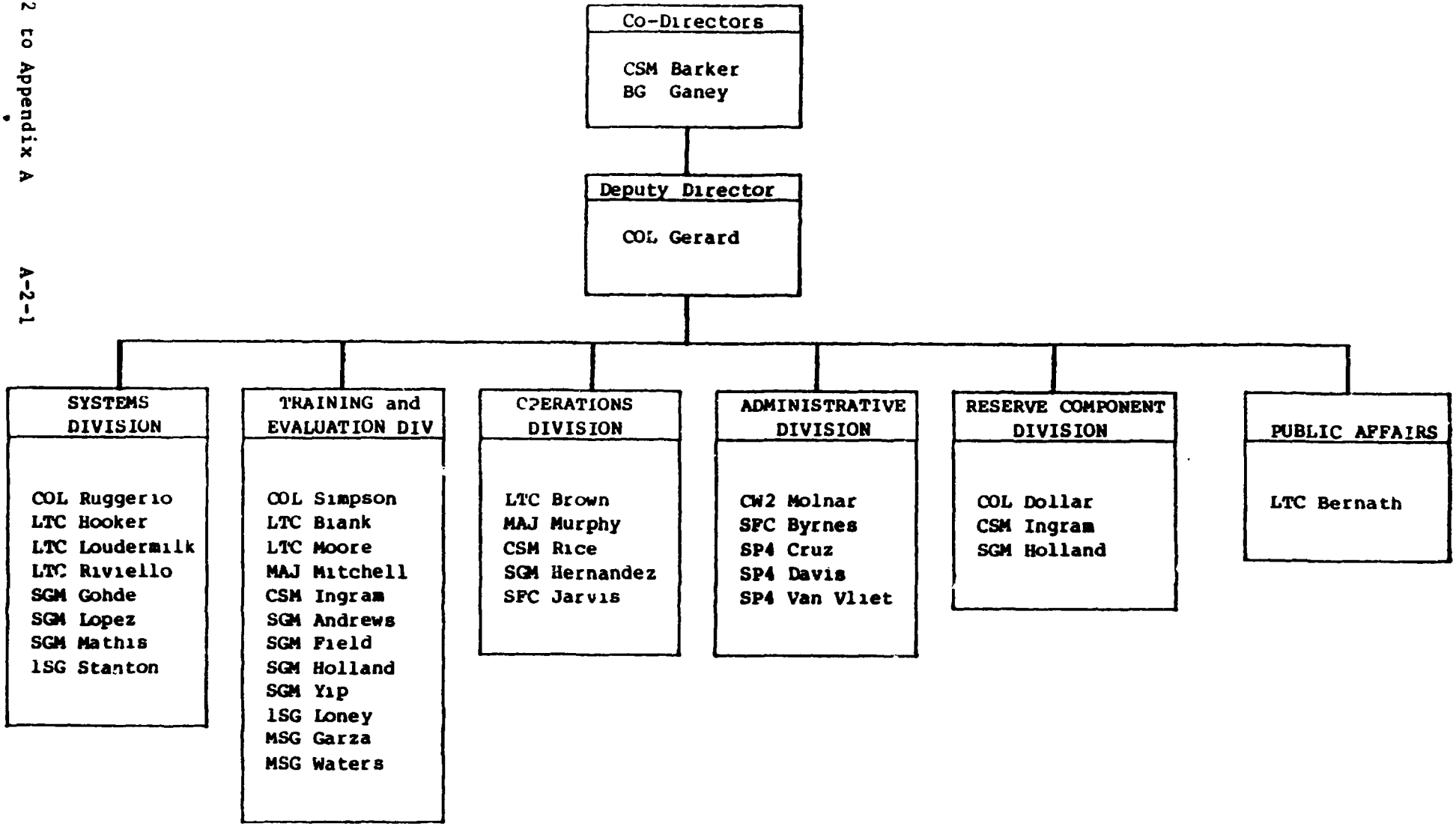
8. Administrative Support and Staff Arrangements. The Office of the Chief of Staff, Army will provide and coordinate all administrative and logistical support, including funds for any travel, per diem, overtime, and surveys, and process efficiency reports under AR 623-105 and AR 623-205 for the study group members.

9. Composition. The study group will be composed of the Co-Chairmen, 11 active duty officers, 12 active duty NCOs, two Reserve Component NCOs, and an administrative cell. These officers and NCOs will be detailed to the study group as determined by the Co-Chairmen in conjunction with the Deputy Chief of Staff for Personnel, and approved by the DAS.

NCO PROFESSIONAL DEVELOPMENT STUDY GROUP MEMBERS

ANDREWS, Leon A.	SGM	NC	76Z5K	193-30-9872	Ft Sill OK
BARKER, Oscar L.	CSM	NC	00Z50		HQ, FORSCOM
BERNATH, Clifford H.	LTC	AG	42/46	492-48-5648	ODCSPER
BIANK, Samuel A., Jr.	LTC	FA	13/54	161-34-3070	OSD
BROWN, John E.	LTC	QM	92/54	401-56-6138	ODCSLOG
BYRNES, John L.*	SFC	NC	71L40	400-80-8086	CSA
CRUZ, Virginia I.*	SP4		71L10	078-66-0440	CSA
DAVIS, Lori B.*	SP4		71L10	308-84-3590	CSA
DOLLAR, Jerry L.	COL	FA	13	417-44-7551	DAAR
FIELD, William R.	SGM	NC	32Z50	193-36-6835	Ft Gordon GA
GANEY, William G.	BG	GO	00B	104-28-3277	ODCSPER
GARZA, Rudy	MSG	NC	16Z50	459-82-6813	Ft Bliss, TX
GERARD, Jacques B.	COL	AG	41/42	151-30-1892	SSC-NCR
GOHDE, Gary L.	SGM	NC	95B5PV5	389-36-6254	Ft Benning GA
HERNANDEZ, Brenda V.	SGM	NC	00R50	246-70-2033	Ft Bliss TX
HOLLAND, Carolyn B	SGM	NC	75Z50	230-56-2137	(MPCN-OCAR REE
HOOKER, Steven R.	LTC	FA	13/49	579-54-4539	ODCSPER
INGRAM, Donald R.	CSM	NC	00Z50	218-34-1593	NGB, Wash DC
JARVIS, George D.	SFC	NC	74F40	312-48-1344	Ft Belvoir VA
LONEY, John F.	SGM	NC	67Z50	455-74-9976	Ft Campbell KY
LOPEZ, Nazario Jr.	SGM	NC	75Z50	525-98-9208	Ft Ord CA
LOUDERMILK, Kenneth G.	LTC	MI	37/15	573-58-0777	INSCOM
MATHIS, Clifford L.	SGM	NC	13Y50	420-52-1294	FT Hood TX
MITCHELL, Rodney B.	MAJ	AR	12/49	571-76-0461	MILPERCEN
MOLNAR, Michael J.	CW2	WO	711A0	317-54-7487	MILPERCEN
MOORE, James A.	LTC	SC	25/42	232-70-3852	MILPERCEN
MURPHY, Bruce T.	MAJ	IN	11/41	554-74-1058	DA Spt Act (A
RICE, Mack F.	CSM	NC	00Z50	247-62-0066	Ft Monroe VA
RIVIELLO, Robert N.	LTC	IN	11/41	224-58-6339	ODCSPER
RUGGERIO, Dominic W.	COL	AR	12/41	044-32-5392	DA Spt Act (A
SIMPSON, Kenneth W.	COL	FA	13/41	568-52-9125	NWC (to comd)
STANTON, Hazel L.	1SG	NC	91B5M	050-46-2136	Ft Meade MD
VAN VLIET, Kristine M.*	SP4		71L10	394-72-3496	CSA
WATERS, Earnie N.	MSG	NC	64Z5M	454-72-5448	Ft Eustis VA
YIP, George J.	CSM	NC	00Z50	136-38-2831	MDW

* - Admin Support


Co-Directors
CSM Barker
BG Ganey
Deputy Director
COL Gerard
SYSTEMS DIVISION
COL Ruggerio
LTC Hooker
LTC Loudermilk
LTC Riviello
SGM Gohde
SGM Lopez
SGM Mathis
1SG Stanton
TRAINING and EVALUATION DIV
COL Simpson
LTC Blank
LTC Moore
MAJ Mitchell
CSM Ingram
SGM Andrews
SGM Field
SGM Holland
SGM Yip
1SG Loney
MSG Garza
MSG Waters
OPERATIONS DIVISION
LTC Brown
MAJ Murphy
CSM Rice
SGM Hernandez
SFC Jarvis
ADMINISTRATIVE DIVISION
CW2 Molnar
SFC Byrnes
SP4 Cruz
SP4 Davis
SP4 Van Vliet
RESERVE COMPONENT DIVISION
COL Dollar
CSM Ingram
SGM Holland
PUBLIC AFFAIRS
LTC Bernath

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-DMC

10 MAY 1985

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Formation of a Study Advisory Group for the Soldiers Study

1. The CSA directed that a HQDA NCO Professional Development Study (Soldiers Study) be formed in the spring of 1985. This study is to examine and evaluate the NCO professional development system and selected Enlisted Personnel Management System (EPMS) issues. It will consider issues raised at the October 1984 MACOM CSM Conference, recommendations forthcoming from the TRADOC EPMS Study Group and other issues presented by the Army leadership.

2. Study group tasks:

a. Evaluate and determine whether the recommendations of the TRADOC EPMS Study Group should be approved by CSA.

b. Respond to the issues raised at the October 1984 CSM Conference.

c. Examine the role and responsibilities of the NCO.

d. Evaluate the NCO professional development system and the EPMS and provide recommendations to ensure these systems provide NCO leadership in light of Army needs.

3. A Study Advisory Group (SAG) is being formed to monitor and provide direction to this effort. Membership on the SAG has been extended to ODUSA(OR), OASA(M&RA), OPAED, ODCSOPS, ODCSPER, ODCSLOG, OTSG, NGB, and OCAR.

4. Request that your office participate in an advisory capacity by providing a member for the SAG who is knowledgeable of the study effort as it pertains to your area of interest. The SAG member should be available to serve on the SAG for the life of the study, which will commence 17 June and has an estimated completion date of 16 December 1985. Stability of SAG membership is very important to timely study development and completion.

DACS-DMC
SUBJECT: Formation of a Study Advisory Group for the Soldiers Study

5. The name of the appointed member should be furnished to DACS-DMC, LTC Ferguson/MAJ Milam, AV 225-1071, NLT 1 June 1985. Additional representatives may be designated to attend the SAG meetings in an observer status.

ARTHUR E. BROWN, JR.
Lieutenant General, GS
Director of the Army Staff

DISTRIBUTION:
ODUSA(OR)
ASA(M&RA)
PAED
ODCSOPS
ODCSPER
ODCSLOG
OTSG
NGB
OCAR

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-DMC

SUBJECT: Formation of a Study Advisory Group for the Soldiers Study

Commander
U.S. Army Training and
Doctrine Command
Fort Monroe, Virginia 23651-5000

1. The CSA directed that a HQDA NCO Professional Development Study (Soldiers Study) be formed in the spring of 1985. This study is to examine and evaluate the NCO professional development system and selected Enlisted Personnel Management System (EPMS) issues. It will consider issues raised at the October 1984 MACOM CSM Conference, recommendations forthcoming from the TRADOC EPMS Study Group, and other issues presented by the Army leadership.

2. Study group tasks:

a. Evaluate and determine whether the recommendations of the TRADOC EPMS Study Group should be approved by CSA.

b. Respond to the issues raised at the October 1984 CSM Conference.

c. Examine the role and responsibilities of the NCO.

d. Evaluate the NCO professional development system and the EPMS and provide recommendations to ensure these systems provide NCO leadership in light of Army needs.

3. A Study Advisory Group (SAG) is being formed to monitor and provide direction to this effort. Membership on the SAG has also been extended to ODUSA(OR), OASA(M&RA), OPAED, ODCSOPS, ODCSPER, ODCSLOG, OTSG, NGB, and OCAR. Members of SAG, to date, are at Enclosure 1.

DACS-DMC
SUBJECT: Formation of a Study Advisory Group for the Soldiers Study

4. Your headquarters is invited to participate in an advisory capacity by providing a member for the SAG who is knowledgeable of the study effort as it pertains to your area of interest. The SAG member should be available to serve on the SAG for the life of the study, which will commence 17 June and has an estimated completion date of 16 December 1985. Stability of SAG membership is very important to timely study development and completion. The memo announcing the initial meeting, along with the agenda and implementing CSM, are at Enclosure 2.

5. Should you decide to appoint a member, his/her name should be furnished to DACS-DMC, LTC Ferguson/MAJ Milam, AV 225-1071, NLT 21 June 1985. Additional representatives may be designated to attend the SAG meetings in an observer status.

ARTHUR E. BROWN, JR.
Lieutenant General, GS
Director of the Army Staff

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS

25 JUN 1985

MEMORANDUM FOR STUDY ADVISORY GROUP (SAG) MEMBERS

SUBJECT: First SAG Meeting - NCO Professional Development Study -- INFORMATION MEMORANDUM

1. Reference Noncommissioned Officer Professional Development Study (Soldier's Study) SAG briefing scheduled for 1100 hrs, 26 Jun 85, Rm 3E635, Pentagon.

2. The Noncommissioned Officer Professional Development Study (Soldier's Study) was established on 17 June 1985 by direction of the Chief of Staff, Army. The study is scheduled for completion on 17 December 1985. The study group met at the Airlie House, Warrenton, Virginia, during the period 19-21 June 1985. The group reached a consensus with reference to the mission, methodology and target products to be precipitated by the study.

3. Provided for your information and review are the briefing charts that will be presented during the scheduled meeting of the SAG. The purposes of the initial meeting of the SAG are to review SAG member responsibilities, the study plan, objectives and scope and to obtain the advice and perspective of interested organizations. Comments and questions relating to the study will be solicited during the briefing.

Enclosure
as

William G. Ganey
WILLIAM G. GANEY
Brigadier General, USA
Co-Director, Soldier's Study

BG Ganey/76577
Typed by SP4 Cruz

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D C 20310

DACS-NCOPDS

28 JUN 1985

MEMORANDUM THRU DIRECTOR ARMY STAFF

FOR CHIEF OF STAFF, ARMY

SUBJECT: First Meeting of NCOPDS Study Advisory Group--INFORMATION MEMORANDUM

1. On 26 June 1985, the Study Advisory Group (SAG) met regarding the first In Progress Review (IPR) of the NCO Professional Development Study (NCOPDS). LTG Brown welcomed SAG members and a number of study group members in attendance. He stressed the importance of the study and appreciation for the involvement of the NCOs who were selected from the field to participate.

2. Recap of the IPR:

a. The NCOPDS Group formed on 17 June 1985 under the direction of BG Ganey and CSM Barker. The study is scheduled for completion on 17 December 1985.

b. The mission of the study is to evaluate professional development of Noncommissioned Officers in terms of education, training and experiences. The study will address the Total Army during the period 1986 thru 2000. Due primarily to the time constraints, the study will not conduct a formal survey. Among the data gathering techniques will be structured field interviews to help identify issues.

c. The primary anticipated products are:

(1) Study Report.

(2) Preparation of a Noncommissioned Officer Professional Development Guide.

(3) Validation of FM 22-600-20, The Army Noncommissioned Officer Guide.

3. The SAG concurred with the thrust of the study thus far and instructed the Co-Directors to continue their efforts in this important project. The next SAG is tentatively scheduled for 28 Aug 1985.

[redacted]

William G. Ganey

WILLIAM G. GANEY
Brigadier General, USA
Co-Director, NCOPDS

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS

12 JUL 1985

MEMORANDUM FOR STUDY ADVISORY GROUP (SAG) MEMBERS

SUBJECT: Information on the NCO Professional Development Study--INFORMATION MEMORANDUM (#85-1)

1. The purpose of this memo is to provide an update regarding ongoing NCO Professional Development Study (NCOPDS) activities between formal SAG meetings.

2. Since the initial SAG meeting, the study group has completed a series of briefings/orientations from interested offices (see enclosure). The teams are now researching education, training and other professional development impact issues and preparing for field visits during August. In preparation for the field visits, the study group received a very useful presentation on the conduct and facilitation of structured interviews.

3. Letters have been dispatched requesting selected individuals to participate in a computer-based teleconferencing network (NCOPDSNET) available through the U.S. Army FORUM. Similar networks were found to be beneficial in support of other studies (OPMS and PDOS). In addition, letters will be dispatched to division/corps commanders and their CSMs welcoming any thoughts, insights or perspectives they desire to share with the study group.

4. On 12 August, a public affairs officer will be assigned to round-out the study group membership and assist with our information and publicity efforts.

5. As a preliminary to an NCOPDS team visit, the Co-Directors recently visited with key USASMA staff members to discuss the study effort and enlist their support.

6. In summary, time is short, but we are moving quickly to identify the issues and meet our milestones in evaluating NCO Professional Development and providing recommendations regarding the future.

Enclosure

William G. Ganey
WILLIAM G. GANEY
Brigadier General, USA
Co-Director, Soldiers Study

CF:
DCSPER
Commander, TRADOC

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS

25 JUN 1985

MEMORANDUM FOR STUDY GROUP MEMBERS

SUBJECT: Briefings/Orientations

The following mandatory briefings/orientations are scheduled:

25 Jun * (1000-1300)	ODCSPER Presentation 2D731, Pentagon
26 Jun * (1100-1200)	Presentation to Study Advisory Group(SAG) 3E635 Pentagon
27 Jun * (0800-1200)	EPMD (MILPERCEN) Presentation Cafritz Bldg Conference Room
28 Jun	Director's time/ Team chief time
1 Jul * (0800-1200)	Soldier Support Center (National Capitol Region) Presentation o Organization o TRADOC EPMS Study Cafritz Bldg Conference Room
1 Jul * (1300-1430)	ODCSPER Presentation New Manning System/Regimental System Cafritz Bldg. Conf. Rm.
2 Jul * (0800-1200)	EPMD (MILPERCEN) Presentation Cafritz Bldg. Conference Room
8 Jul * (1000-1500)	Army Training Spt Ctr Presentation Individual Training Evaluation Program (ITEP) Cafritz Bldg. Conference Rm.

* Other hours - Director's time & Team chief's time

FOR THE DIRECTOR:

MICHAEL J. MOLNAR
CW2, USA
Admin Officer

ENCLOSURE

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS

12 AUG 1985

MEMORANDUM FOR STUDY ADVISORY GROUP (SAG) MEMBERS

SUBJECT: Information on the NCO Professional Development Study--INFORMATION MEMORANDUM (#85-2)

1. The purpose of this memo is to provide an update regarding ongoing NCO Professional Development Study (NCOPDS) activities between formal SAG meetings.

2. The final report from the TRADOC Enlisted Personnel Management System (EPMS) Review Group has been received. IAW CSM 85-15-8 (16 May 1985), the NCOPDS Group is staffing the report.

3. The NCOPDS Teleconferencing Network has been established. At Enclosure 1 are questions used to "kick-off" a working dialogue on professional development. In addition, attached as Enclosure 2 is an open-ended questionnaire mailed to over 100 General Officers and CSMs soliciting their perspectives.

4. BG Ganey recently discussed the study effort with additional senior officials to include the DCSOPS, CINCUSAREUR, Commander, EUSA and Director, Army National Guard. He also met with E-8 promotion board members. On 21 August, BG Ganey will brief at the FORSCOM Corps Commanders Conference and concurrent CSMs meeting at Ft. Lewis.

5. At this time, two NCOPDS teams are conducting unit and school visits within CONUS. The Europe team departed 10 August to visit USAREUR units and the 7th Army Training Center. The Pacific team will depart 21 August to visit units in Hawaii and Korea in addition to selected CONUS sites (Forts Lewis and Ord). During these visits, the team chief will interview commanders and CSMs while sub-teams conduct group sessions with NCOs. The group sessions consist of a brief orientation regarding the study, completion of a short questionnaire and conduct of a structure' interview with the assembled NCOs. In preparation for the field visits, the four teams conducted one day sessions at Aberdeen Proving Ground and Forts Belvoir, Eustis, and Lee which proved valuable for fine-tuning this important information gathering effort.

6. The next Study Advisory Group (SAG) meeting is currently scheduled for 1030-1200, 5 September 1985 (3E635, Pentagon).

Enclosures

Jacques B. Gerard

JACQUES B. GERARD
COL, GS
Deputy Director, Soldiers Study

CF:
DCSPER
Commander, TRADOC

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS

20 AUG 1985

MEMORANDUM FOR NCOPDS "SOUNDING BOARD" MEMBERS

SUBJECT: Information on the NCO Professional Development Study (NCOPDS)

1. The purpose of this memorandum is to provide a copy of the recent update provided to members of the NCOPDS Study Advisory Group (SAG). The SAG is co-chaired by the Director of the Army Staff and Sergeant Major of the Army IAW the study's charter (CSM 85-15-8, 16 May 85). A list of "Sounding Board" members is also enclosed.

2. As you know, the NCOPDS "Sounding Board" is an informal group which will meet on call of the NCOPDS Co-Directors, BG Ganey and CSM Barker. The purpose is to provide an informal senior NCO forum wherein NCO professional development issues can be surfaced for intensive discussion unencumbered by a formal structure. In short, the "sounding board" provides the study group with additional depth on selected issues and an opportunity to "scrub" sensitive issues before entering the formal arena. In some cases, "sounding board" members are also members of the formal SAG.

3. The study group is now gathering additional information through field visits to units and schools. Once we analyze the field results and develop the issues in detail, we will target a date for convening the "Sounding Board". We will provide as much advance notice as is possible regarding these meetings.

4. Thank you for your interest and support in this important effort.

Enclosures

Jacques B. Gerard

JACQUES B. GERARD
Colonel, GS
Deputy Director, Soldiers Study

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON D C 20310

DACS-NCOPDS

3 SEP 1985

MEMORANDUM FOR STUDY ADVISORY GROUP (SAG) MEMBERS

SUBJECT: Second SAG Meeting - NCO Professional Development Study--INFORMATION MEMORANDUM

1. This memorandum provides a read-ahead packet for the second Noncommissioned Officer Professional Development Study (NCOPDS) SAG briefing scheduled for 1030-1200 hours, 5 Sep 85 in Room 3E635, Pentagon.

2. Since the first SAG meeting (26 June 85), the study group has been gathering data. Team members researched regulations, studies and other documents impacting professional development (i.e., education, training and experiences). Also, during this period, NCOPDS teams were dispatched to interview commanders and NCOs at selected unit and school locations Armywide. Two CONUS teams and the USAREUR team have just returned from the field. The Pacific team will return 14 September. When completed, it is estimated that the teams will have interviewed over 3,000 NCOs.

3. Provided for your review are the briefing viewgraphs that will be presented at the SAG. BG Ganey will lead off with a systems overview of professional development. He will be followed by CSM Rice/SGM Hernandez who will present NCOPD issues. Specific concerns regarding the issues will be highlighted. Selected significant items will be addressed in detail. Preliminary field findings related to the issues will also be cited. In this regard, once the field visits are completed, additional effort will be required to compile and analyze the results.

4. Overall, this in-progress-review provides an opportunity for SAG members to question, comment and provide guidance concerning this important study effort. For the SAG to be of benefit to the study, the Study Group must be given feedback and direction.

Enclosure

Jacques B. Gerard

JACQUES B. GERARD
Colonel, GS
Deputy Director

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

9 SEP 1985

DACS-NCOPDS

MEMORANDUM THRU DIRECTOR ARMY STAFF

FOR CHIEF OF STAFF, ARMY

SUBJECT: Second Meeting of NCOPDS Study Advisory Group--INFORMATION MEMORANDUM

1. On 5 September 1985, the Study Advisory Group (SAG) met regarding the second In Progress Review (IPR) of the Noncommissioned Officers Professional Development Study (NCOPDS). The session was co-chaired by MG Woods (acting for LTG Brown) and SMA Morrell.

2. Recap of the IPR:

a. The thrust of the IPR was Noncommissioned Officers Professional Development (i.e., education, training and experience) issues.

b. Following a brief introduction of the NCOPDS effort, CSM Rice and SGM Hernandez presented the issues. "Specific Concerns" regarding each issue were cited along with a detailed presentation of nine significant concerns. This discussion included related preliminary findings from NCOPDS field visits (NOTE: The cited field findings are preliminary because one team is still in the field and additional time is needed to analyze the results - It is estimated that over 3000 NCOs will be interviewed during the field visits. In addition, the study group is compiling narrative input from MACOM, Corps and Division Commanders and their Command Sergeants Major in response to a study questionnaire).

c. As a wrap-up to the IPR, a systems overview was presented. Overall, NCO Professional Development was cited as a system with ill-defined/loose boundaries. As a system, the components need to be integrated to maximize effectiveness. The study effort and related recommendations will build on the solid, professional development foundation which is currently in place. When the study is completed, a complementary publicity initiative will help to build awareness of NCO Professional Development within the Army.

3. Several issues/concerns were discussed by SAG members. The consensus was that the study appeared to be on track and making appropriate progress in line with designated milestones.

OSCAR L. BARKER
CSM, USA
Co-Director, Soldiers Study

WILLIAM G. GANEY
Brigadier General, USA
Co-Director, Soldiers Study

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FM HQ DA WASHDC //DACS-DMC//
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UNCLAS
SUBJECT: INVITATION TO NCO PROFESSIONAL DEVELOPMENT STUDY ADVISORY GROUP .SAG' MEETINGS
I. THE REMAINING SAG'S FOR THE NCO PROFESSIONAL DEVELOPMENT STUDY CNCOPDS' ARE SCHEDULED FOR 7 NOV 85, 1430-1600 HOURS, AND 26 NOV 85, 1300-1430 HOURS, ROOM 3E635, PENTAGON, WASHINGTON, D.C. THE STUDY GROUP IS EVALUATING NCO PROFESSIONAL DEVELOPMENT IN TERMS OF EDUCATION, TRAINING, AND EXPERIENCE. STUDY RECOMMENDATIONS ARE SCHEDULED TO BE PRESENTED TO THE CSA ON 5 DEC 85.
2. IF YOU DESIRE TO PARTICIPATE, YOU ARE WELCOME TO SEND A REPRESENTATIVE TO THE SAG'S.
3. TELEPHONIC ACKNOWLEDGEMENT OF THIS MESSAGE AND OF YOUR INTEREST WITH REGARD TO ATTENDANCE IS REQUESTED. POC: CW2 MOLNAR, AV 227-6580/6578. BT

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ACTION DACS(7) (F)
INFO SCB REVIEW(1)

A-3-13

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS

8 OCT 1985

MEMORANDUM FOR NCOPDS SOUNDING BOARD MEMBERS

SUBJECT: Meeting of the NCOPDS Sounding Board

1. BG Ganey and CSM Barker (Co-Directors) invite you to attend two meetings of the NCOPDS Sounding Board:

a. DATE: 31 October 1985 (Thursday)
TIME: 1300-1600 hours
LOCATION: Conference Room #D106
Cafritz Building (Study Group Location)
1211 S. Fern St.
Arlington, VA
(NOTE: NCOPDS office is in Room B217)

b. DATE: 1 November 1985 (Friday)
TIME: 0800-1600 hours
LOCATION: Same as 1a

2. The Study Group has completed its field visits and information gathering. On 5 September, the Study Group presented preliminary NCOPDS issues and specific concerns (Enclosure 3) to the formal Study Advisory Group (SAG). Since that time, NCOPDS members have been analyzing field data, developing the issues and working-up recommendations and an implementation concept.

3. The purpose of the Sounding Board sessions is to update you on the study effort and, most critically, to subject the issues and recommendations to an informal senior NCO forum. In addition, the Study Group's findings on selected issues (Enclosure 4) from the MACOM CSM Conference (October 1984) will be addressed. Overall, the Sounding Board is a key step to the next SAG (7 November 1985). Your insight and candid thoughts on the NCOPDS effort will be solicited.

4. Request you notify the Study Group of your availability for these sessions (POC: CSM Rice; alternate LTC Brown, 697-6538/6550/6559/6560). Again, thank you for your continuing interest and support regarding this important project.

Jacques B. Gerard

JACQUES B. GERARD
Colonel, GS
Deputy Director, Soldiers Study

4 Encls
1. List of Sounding Board Members
2. Strip Map
3. NCOPDS Issues and Specific Concerns
4. MACOM CSM Conference Issues (Oct 84)

CF:
SMA Morrell

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON D C 20310

DACS-NCOPDS

4 NOV 1985

MEMORANDUM FOR STUDY ADVISORY GROUP (SAG) MEMBERS

SUBJECT: Third SAG Meeting - NCO Professional Development Study--
INFORMATION MEMORANDUM

1. This memorandum provides a read-ahead packet for the third meeting of the Noncommissioned Officer Professional Development Study (NCOPDS) Study Advisory Group (SAG) scheduled for 1430-1600 hours, 7 Nov 85 in Room 3E635, Pentagon.

2. Since the last SAG meeting (5 Sep 85), the Study Group has been analyzing field findings and other inputs to develop conclusions and recommendations. The study effort was briefed to the MACOM CSM Conference on 9 September. In addition to several in-progress-reviews with interested senior officials, the Study Group met with the NCOPDS "Sounding Board" on 31 October and 1 November to discuss conclusions and "draft" recommendations. The "Sounding Board" is an informal forum composed of 17 senior Sergeants Major and Command Sergeants Major who meet at the call of the Co-Directors to discuss selected issues.

3. Provided for your review are visuals regarding the SAG presentation and, in particular, the specific concerns, findings, conclusions and recommendations of the Study Group. Due to briefing time constraints, the Study Group will not be able to present the issues in as much detail as provided in the attached packet. The SAG presentation will specifically target on study recommendations with greater detail provided on three issues - Individual Training Evaluation Program (ITEP), the Noncommissioned Officer Evaluation System (NCOES), and Reserve Components (RC). Under these circumstances, it is critical that you have advance familiarity with the specific concerns, findings and conclusions underlying the recommendations.

4. Each SAG member should come to the SAG prepared to present their agency's perspective, advice and position concerning the recommendations.

Enclosure

Jacques B. Gerard

JACQUES B. GERARD
Colonel, GS
Deputy Director, Soldier's Study

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON D C 20310

DACS-NCOPDS

25 NOV 1985

MEMORANDUM FOR STUDY ADVISORY GROUP (SAG) MEMBERS

SUBJECT: Fourth SAG Meeting - NCO Professional Development -- INFORMATION MEMORANDUM

1. The fourth meeting of the Noncommissioned Officer Professional Development Study (NCOPDS) Study Advisory Group (SAG) is scheduled for 1300-1430 hours, 26 Nov 85 in Room 3E635, Pentagon. However, as of this date, the session should be less than an hour.

2. Since the last SAG meeting (7 Nov 85), the Study Group has been fine-tuning the study conclusions and recommendations. The Co-Directors are in the process of visiting key officials (DCSPER, DCSOPS, CG TRADOC, SMA and ASA(M&RA)) regarding the study effort in preparation for the CSA briefing (5 Dec 85).

3. There is no read-ahead packet for this final SAG. BG Ganey will present the thrust of the CSA briefing and the Study Group's recommendations. At this briefing, you will receive a copy of the NCOPDS recommendations and a copy of the Study Group's recommendations regarding TRADOC's EPMS study.

JACQUES B. GERARD
Colonel, GS
Deputy Director, Soldiers Study

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Appendix B

NCOPDS - Decision Briefing to CSA, 4 December 1985
-- INFORMATION MEMORANDUM

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To provide the results of the study group's 4 December 1985 Decision Briefing to the Chief of Staff, Army as contained in Memorandum, DACS-NCOPDS, Subject: NCO Professional Development Study (NCOPDS) - Decision Briefing to CSA, 4 December 1985 -- INFORMATION MEMORANDUM, dated 10 January 1986.

2. DISCUSSION: NA

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS 10 January 1986

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: NCO Professional Development Study (NCOPDS) - Decision Briefing to CSA, 4 December 1985 -- INFORMATION MEMORANDUM

1. On 4 December 1985, the Noncommissioned Officer Professional Development Study (NCOPDS) group presented their overall findings and recommendations to the Chief of Staff, Army for his decisions.

2. The NCOPDS recommendations and CSA determinations (to include comments/guidance) are recapped at the enclosure (Tab A). In summary, CSA approved 34 recommendations, disapproved two recommendations (#11; #23) and deferred on nine recommendations (#24; #31-38) which were related to the Individual Training Evaluation Program (ITEP). The ITEP related recommendations were deferred pending an ITEP report by CG TRADOC.

3. Additional comments/determinations:

a. CSA approved the eight Army requirements for NCO professional development as articulated by the Study Group (Tab B) provided they are linked to a standard. CSA suggested the Study Group weave in a general standard of excellence (e.g., commitment to standards of personal and professional excellence) and a downward looking aspect such as caring (e.g., capacity to listen and care). Guidance concerning the related NCO professional development philosophy (Tab C) is cited at recommendation #1.

b. CSA directed that the results of the session be shared with the media quickly so that they get the facts straight. CSA also directed a report on the study be included in both the CSA Weekly Summary and Reserve Component Monthly Summary.

c. CSA expressed his appreciation for the study effort and thanked the study members for a job well done.

4. As briefed, the Study Group's report on the 1984 MACOM CSM Conference Issues has been submitted. The Study Group's recommendations regarding the TRADOC Review of the Enlisted Personnel Management System (EPMS) (Jun 85) were submitted on 20 December 1985 as a separate report following final HQDA staffing.

DACS-NCOPDS 10 January 19

SUBJECT: NCO Professional Development Study (NCOPDS) - Decision Briefing to CSA, 4 December 1985 -- INFORMATION MEMORANDUM

5. In addition to ongoing actions, the Study Group will finalize and publish an NCOPDS Implementation Action Plan which incorporates the CSA decisions and designates related milestones and responsibilities.

3 Encls

ARTHUR E. BROWN, JR.
Lieutenant General, GS
Director of the Army Staff

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Chief of Public Affairs

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NCO PROFESSIONAL DEVELOPMENT STUDY RECOMMENDATIONS AND CSA DECISIONS

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
Philosophy	
1. Chief of Staff approve NCOPD Philosophy for dissemination.	Approved provided We add in the caring aspect regarding Army families.
NCOES	
2. TRADOC continue with the plan to eliminate PTCs and change BTCs into BNCOCs for CS/CSS effective FY 86.	Approved
3. TRADOC examine the feasibility of developing generic BNCOCs for MOSs without a BNCOC. A plan to provide basic level training to all NCOs should be developed by end FY 86. N.B. TRADOC agrees with the need for SL3 training; however, generic BNCOCs may prove infeasible, and low MOS density may not justify expenditure of resources.	Approved
4. ODCSOPS change AR 351-1 to delete 1SG Course from NCOES and list it as a functional course.	Approved

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
• 5. ODCSPER change AR 672-5-1 to reflect the removal of 1SG Course from NCOES. Numerals for the NCOPD Ribbon should be changed accordingly.	Approved
• 6. ODCSPER, in coordination with ODCSOPS, change AR 600-200 to require ANCOC for promotion to MSG effective end FY 87.	Approved
• 7. Chief of Staff approve as a long range goal, an NCOES that is mandatory, sequential, progressive and linked to promotion. TRADOC conduct a feasibility study to determine earliest implementation date for this goal by end FY 86.	Approved with comments/guidance: o Linking will put hustle into the NCOES program, reinforce standards and tie schooling to upward mobility. o Caution: As we initiate additional linkage, we must ensure a first class operation along with sufficient ppor tunity to get to school.

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
• 8. ODCSOPS change AR 351-1 to discontinue awarding resident course credit for BNCOC and ANCOC ACCP effective end FY 86.	Approved with comments/guidance: o CSA recognized that this was an interim measure pending related action in #9 to develop a credible BNCOC and ANCOC nonresident course. o Approval of this action does not warrant putting off "police" of the Army Correspondence Course Program (ACCP) which is necessary to ensure a viable and current program.
• 9. TRADOC develop BNCOC and ANCOC nonresident corresponding studies courses with a resident phase for proponent specified MOSs. N.B. These would be "for credit courses, as required, to offset capacity shortfalls in resident courses to support promotion linkage.	Approved with comments/guidance: o CSA recognized TRADOC's preference to provide full-time resident training where possible. o He stated that our nonresident training efforts should stay current with state-of-the-art innovations and improvements. o Nonresident training should provide a degree of flexibility for unique situations (e.g., Pharmacy NCO, warhead detachment, etc) so that training is provided without ripping out a critical individual. The rule of equity should apply.

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
Civilian Education	
● 10. Chief of Staff reaffirm the policy that civilian education above high school is not a requirement for advancement, but it should be an individual goal. Reaffirmation is required because many soldiers questioned indicated they felt civilian education was a requirement for professional development.	Approved
● 11. ODCSPER eliminate the civilian education statistics from selection board results effective immediately. N.B. oo There is an inconsistency between what is stated in AR's (i.e., college education is a goal not a requirement) and what is implied in published promotion statistics. oo Not all NCOs have the same opportunity to obtain a college education; this is a perceived inequity by 64% of NCOs interviewed.	Disapproved O Following a lengthy discussion, the CSA did, however, direct DCSPER to revie the content and display of published promotion statistics resulting from NCO selection boards. The purpose of this effort is to ensure that the statistics are not over-emphasizing any one conside ation factor to the detriment of other important considerations in the selectio process. Care must be taken to ensure th Army is not sending out the wrong signal

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
• 12. TRADOC evaluate and upgrade as necessary NCOES POIs to determine adequacy of instruction in reading, writing, and communication skills.	Approved
NCODP	
• 13. ODCSOPS change AR 350-17 (draft AR submitted by NCOPDS) to better define NCODP and NCO responsibilities.	Approved
• 14. TRADOC include block of NCODP instruction for Officers Advanced Courses (OACs) by end FY 86.	Approved
• 15. ODCSOPS conduct critical review of all supplements to AR 350-17 to ensure consistency with basic policies.	Approved
• 16. Chief of Staff provide added emphasis to NCODP by personally endorsing the SMA's Annual Review of NCODP to MACOMs for information.	Approved

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
Assignments	
• 17. ODCSPER direct MILPERCEN to include PD as factor in CAP III, place duty position titles on requisitions, and provide job history and PD recommendations to gaining units. This can be done now by expanding the nominative criteria of CAP III to consider professional development. For example, award higher nominative points to a soldier in a TDA unit than to a soldier already in a TOE unit who is nominated for a TOE unit. Special Instruction Trailer Cards can be submitted in conjunction with a requisition listing the position title. N.B. ODCSPER plans to conduct a pilot program for senior grades (SFC - SGM) to determine utility of program Army-wide.	Approved
• 18. ODCSPER implement policy establishing a time limit on soldier assignments in non-PMOS or undocumented positions.	Approved
• 19. ODCSPER rewrite AR 600-200 definition of proper utilization. Proper utilization definition should be restricted to PMOS or CPMOS at appropriate grade or higher.	Approved

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
• 20. ODCSPER direct MILPERCEN to transmit CAP III gains rosters after assignments are verified by the losing command. Upon assignment verification, direct losing command to mail a copy of the individual's Personnel Qualification Record (DA Form 2-1) to the gaining command. This would be done after the soldier is interviewed for deployment by the losing command. N.B. ODCSPER plans to conduct a pilot program from senior grades (SFC - SGM) to determine utility of recommendation Army-wide.	Approved
• 21. ODCSPER direct personnel records audit be a unit responsibility to be completed by the end of each fiscal year.	Approved
• 22. ODCSPER issue policy precluding back-to-back special assignments, ie, those outside of PMOS/CPMOS and normal career pattern, and emphasize the need for PD refresher-type training upon reassignment to duties in PMOS/CPMOS.	Approved

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
Promotion	
• 23. ODCSPER extend reenlistment ineligibility point for sergeants to 20 years.	Disapproved o CSA acknowledged a burden in the current system, but commander involvement at the local level in the waiver procedure is appropriate and the best interest of the Army.
• 24. ODCSPER change promotion worksheet to reflect ITEP linkage.	Decision Deferred (see #31)
• 25. ODCSOPS explore ways to correct weapons qualification inequity. Currently, SP4s and SGTs who are competing for promotions and who are assigned to TDA units may not have the opportunity to refire their weapons and, thereby, gain additional promotion points.	Approved
• 26. ODCSPER and proponents, through existing CMF review, adjust structure/inventory to continue reducing promotion and capper merger bottlenecks. Plan required training at MOS merger points.	Approved

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
Evaluation	
• 27. ODCSPER develop a new EER which incorporates the 8 NCO requirements identified by the NCOPDS and regulatory guidance for implementation in June 1987. The new EER should reflect approved linkage of C-E and CTT to EER.	Approved (Less the portion dealing with CE & CTT EER linkage pending a decision on ITEP see #31)
• 28. ODSCPER EER developers specifically consider state-of-the-art techniques to dampen inflation. Specifically, a senior rater profile should be examined.	Approved with comment/guidance: o CSA stated it was worth a look at the senior rater profile. However, he acknowledged that we may not be able to accomplish what we did on the officer side.
Reclassification	
• 29. ODSCPER direct MILPERCEN to establish policy limiting involuntary reclassifications to correct MOS imbalance to SSG or below, or to NCOs with less than 10 years service.	Approved

MCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
• 30. ODCSPER, in coordination with ODCSOPS: a. Establish policy requiring SQT no sooner than 1 year after new MOS is awarded. b. Formalize and standardize reclassification training requirements. c. Establish policy allowing OJT/OJE reclassification training only as an exception.	Approved
ITEP	
• 31. Chief of Staff reaffirm the use of ITEP as a means of evaluating both job proficiency and MOS knowledge.	Decision Deferred o At the request of CG TRADOC, CSA deferred decisions on ITEP recommendations pending presentation of a brief on the TRADOC ITEP Study. o CSA acknowledged that decisions were necessary ASAP regarding ITEP and recognizes that SQT has been a matter of congressional interest.

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
• 32. TRADOC reduce to the lowest number practicable the MOSs for which there is no SQT. All MOSs should have some form of MOS test/certification by FY 89. N.B. CG, TRADOC believes the number may already be as low as practicable.	Decision Deferred (see #31)
• 33. ODCSPER direct MILPERCEN to institute an edit check to remove all SQT scores from the EMF which are over 24 months old effective with next update.	Decision Deferred (see #31)
• 34. ODCSOPS change DA Pam 350-37 to tighten the "no show" exemption policies.	Decision Deferred (see #31)
• 35. TRADOC adopt an improved method of randomly selecting soldiers to participate in SQT validations by FY 87. N.B. TRADOC concerned about resource implications of an improved random selection process.	Decision Deferred (see #31)
• 36. Chief of Staff approve linkage of ITEP to EPMS. N.B. CG, TRADOC wants ITEP decisions deferred until the TRADOC study has been presented.	Decision Deferred (see #31)
• 37. TRADOC continue to develop an improved ITEP. That effort should include a valid means of evaluating both job proficiency and MOS knowledge for the Total Army.	Decision Deferred (see #31)

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
• 38. TRADOC change name of Commander's Evaluation to Job Site Evaluation.	Decision Deferred (see #31)
Reserve Components	
• 39. TRADOC restructure RC NCOES to include MOS-specific training.	Approved
• 40. ODCSOPS, in coordination with FORSCOM, NGB and OCAR, identify and resource training areas, sites, and facilities for the Reserve Components.	Approved
• 41. ODCSOPS, in coordination with TRADOC, develop nonresident courses in tandem with resident programs and ensure they are maintained current.	Approved
• 42. ODCSOPS, in coordination with FORSCOM, TRADOC and OCAR, improve quality of USAR school training.	Approved

NCOPDS RECOMMENDATIONS (4 Dec 85)	CSA DECISION (4 Dec 85)
• 43. ODCSOPS, in coordination with NGB and OCAR, identify RC requirements for TADSS and develop a fielding plan.	Approved
• 44. ODCSOPS, in coordination with OCAR and ARPERCEN, develop a long range, comprehensive training strategy for the IRR.	Approved
Integration	
• 45. Chief of Staff approve a Chief of Staff Regulation (CSR) establishing an NCOPD committee, co-chaired by DCSPER and DCSOPS, to review NCO Professional Development at least biennially and report findings to Chief of Staff. N.B. DRAFT Chief of Staff Regulation in ODCSPER and ODCSOPS for concurrence.	Approved

TO MEET ARMY's REQUIREMENTS - TRAINING AND LEADING IN COMBAT - NCO's MUST DEMONSTRATE:

- JOB PROFICIENCY
- MOS COMPETENCY
- PHYSICAL FITNESS/MILITARY BEARING
- BASIC EDUCATIONAL SKILLS
- LEADERSHIP SKILLS
- TRAINING SKILLS
- COMMITMENT TO PROFESSIONAL VALUES/ATTRIBUTES
- RESPONSIBILITY AND ACCOUNTABILITY FOR ACTIONS

An NCO Professional Development Philosophy

Understanding professional development requires an understanding of our profession. The Army is an organization dedicated to serving our country. The key word is SERVING - selfless service and total commitment. Noncommissioned officers are the backbone of our Army. There has never been a good Army without a good Noncommissioned Officer Corps. The Noncommissioned Officer's orientation is taking care of soldiers and training soldiers to perform their role in defending the country.

Professional development is not an end product. It is a means to an end -- that end being to meet the requirements of the Army. The personnel management system must support professional development of NCOs who are capable of meeting those requirements.

The commander has a great responsibility in the professional development of Noncommissioned Officers. Commanders and their senior NCOs fulfill this responsibility by selecting soldiers to be NCOs; by coaching NCOs in their job; by giving them responsibility and the authority to carry out their responsibility; by observing and critiquing them and by permitting them to learn from their mistakes. In addition to the responsibilities of commanders and senior NCOs, each individual in the Army is responsible for maximizing his or her own professional development opportunities.

Professional development consists of training, education and experience. These components must complement each other. The ideal professional development sequence is to train, promote and utilize. The reality of resource constraints sometimes deters us from fully utilizing this sequence, but it is our long range goal.

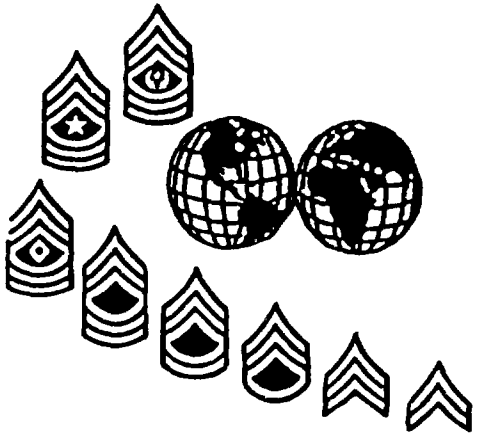
The key to being developed professionally is to keep in focus that being an NCO demands a commitment and dedication to one's country and to fellow soldiers. Training, education and experiences that maintain that focus and at the same time better equip a noncommissioned officer to apply that dedication constitute professional development.

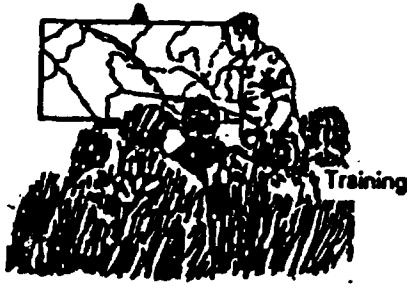
This type of professional development does not detract from unit readiness -- it enhances it. This type of professional development is an investment in the Army's future.

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4 February 1986

NCO PROFESSIONAL DEVELOPMENT STUDY (NCOPDS) IMPLEMENTATION ACTION PLAN





Training



Leading in Combat



Taking Care of Soldiers

and Equipment



Appendix C

NCOPDS Implementation Action Plan

Volume II

NCO Professional Development Study

Final Report

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Philosophy				
1. Disseminate a Chief of Staff, Army (CSA), approved NCO Professional Development Philosophy. (Note: CSA approved the Philosophy with modification.)	Transmit the approved Philosophy via the following means: CSA Weekly Summary Sergeants' Business News Media: o Internal o External NCO Professional Development Guide (DA Pam -----)	Study Group (P), OCPA, ODCSPER, ODCSOPS	Accomplished Feb 86 Dec 85 - Jan 86 FY 86	

Note: For audit trail purposes, the approved actions have been numbered to correspond with the recommendations approved by the CSA on 4 Dec 85 (see DACS-NCOPDS Memo, subject: NCO Professional Development Study (NCOPDS) - Decision Briefing to CSA, 4 December 1985 -- INFORMATION MEMORANDUM, dated 10 January 1986).

Unless otherwise cited, the responsible HQDA staff office (DCSPER and DCSOPS) will further determine additional supporting actions and responsible organizations/commands required to assist, coordinate, operationalize and/or

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
NCOES				
2. Continue with the plan to eliminate PTCs and change BTCs into BNCOCs for CS/CSS/NCOs.	Change AR 351-1 to eliminate PTCs and change BTCs into BNCOCs.	ODCSOPS	FY86	1
3. Examine feasibility of developing generic BNCOCs for MOSs without a BNCOC. The goal should be to provide SL3 training to all NCOs. (NOTE: It is understood that generic BNCOCs may prove infeasible and low MOS density may not justify expenditure of resources.)	Conduct feasibility study and develop a plan for providing basic level training for all NCOs.	ODCSOPS	FY86	
4. Delete 1SG course from NCOES and list it as a functional course.	Delete 1SG course from Chapter 6, AR 351-1 and list as functional course in Chapter 8, AR 351-1	ODCSOPS	FY86	
5. Change AR 672-5-1 to reflect the removal of 1SG course from NCOES. Numerals for the NCOPD ribbon should be changed accordingly.	Change AR 672-5-1 to indicate a numeral change for the NCOPD ribbon as follows: NCOES / NUMERAL PLDC / 2 BNCOC / 3 ANCOC / 4 SMA / 5	ODCSPER	FY86	
	Change AR 672-5-1 to discontinue awarding numeral "4" for 1SG course completion. Those who were previously awarded a "4" for 1SG course will be "grandfathered" from the above change.	ODCSPER	FY86	

NOTE 1: TRADOC has submitted to DAMO-TRI recommended changes to Chapter 6, AR 351-1.

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
NCOES - Continued				
6. Change AR 600-200 to require ANCOC for promotion to MSG.	Notify field that ANCOC attendance will be required for promotion to MSG effective 1 Oct 88.	ODCSPER	FY86	
	Change AR 600-200 to require ANCOC for promotion to MSG	ODCSPER	FY87	
7. Initiate actions to support the CSA approved long range goal of an NCOES that is mandatory, sequential, progressive, and linked to promotion (earliest implementation date(s) to support this goal will be determined by a feasibility study).	Conduct a feasibility study to determine the earliest implementation date(s) for this goal: PLDC SGT BNCOC SSG ANCOC SFC SMA N/A	ODCSOPS	FY86	
	Initiate and follow through on required actions to support implementation on the dates determined above.	ODCSOPS ODCSPER	TBD	
8. Discontinue awarding resident course credit for BNCOC and ANCOC ACCP.	Change Chapter 6, AR 351-1 to discontinue awarding resident course credit for BNCOC and ANCOC ACCP effective 1 Oct 86.	ODCSOPS (P) ODCSPER	FY86	
9. Develop BNCOC and ANCOC nonresident corresponding studies courses with a resident phase for proponent specified MOSs. (NOTE: These would be "for credit" courses, as required, to offset capacity shortfalls in resident courses to support promotion linkage.)	Evaluate current NCOES to determine those MOSs that will require "for credit" BNCOC and ANCOC nonresident corresponding studies with a resident phase to offset resident capacity shortfalls.	ODCSOPS	FY86	
	Develop the courses to support the above determination.	ODCSOPS	FY87	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Civilian Education				
10. Reaffirm the policy that civilian education above high school is not a requirement for advancement but should be an individual goal.	Publish articles in various military journals, CSA Weekly Summary, etc., to emphasize what the Army requires and what should be an individual goal as pertains to civilian education.	ODCSPER	Continuous	
11. The recommendation was disapproved by CSA (for details, see recommendation #11, DACS-NCOPDS memo, 10 Jan 86).				
12. Evaluate and upgrade as necessary NCOES POIs to determine adequacy of instruction in reading, writing, and communication skills.	Evaluate current NCOES POIs to determine adequacy of instruction in reading, writing, and communication skills.	ODCSOPS	Ongoing	
	Upgrade NCOES POIs, as necessary, to ensure adequacy of instruction in this area.	ODCSOPS	FY87	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
NCODP				
13. Change AR 350-17 to better define NCODP and NCO responsibilities.	Publish changes to AR 350-17 as indicated on DA Form 2028 transmitted to ODCSOPS under separate cover.	ODCSOPS	FY86	
14. Include a block of NCODP instruction for Officer Advanced Courses.	Review the common core POIs for their respective OACs and determine where NCODP instruction can be included without expanding the course length.	ODCSOPS	FY86	
15. Conduct critical review of all supplements to AR 350-17 to ensure consistency with basic policies.	Require field compliance with AR 350-17 which states: "Supplementation...(is) prohibited without prior approval from HQDA (DAMO-TKI)..."	ODCSOPS	ongoing	
16. Provide added command emphasis to NCODP.	Disseminate the SMA's Annual Assessment on NCODP to all MACOMs after it has been reviewed and indorsed by the CSA.	OCSA	ongoing (September each year)	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Assignments				
17. Include professional development as a factor in the Centralized Assignment Process (CAP III).	Establish a policy requiring CAP III to include professional development factors in the assignment of soldiers in ranks of SFC and MSG.	ODCSPER	FY 86	
	Professional development factor will include but not be limited to awarding higher points to TDA soldiers for TOE requisitions and vice-versa.	ODCSPER	FY 86	
• Provide duty position titles with requisition.	Rewrite Section II, Chapter 2, AR 614-200, and procedure 3-8, DA Pam 600-8, directing the use of DA Form 477A (Special Instruction Trailer Card) in conjunction with DA Form 477 (Requisition Card) when requisitioning soldiers in the ranks of SFC and MSG.	ODCSPER	FY 86	
• Provide job history and PD recommendations for next assignment to gaining unit. (Note: The above actions will be accomplished using a pilot program for senior grades (SFC-SGM) to determine utility of program Army-wide.)	Develop and implement policy that will require special instructions be input to CAP III when making assignments on soldiers in rank of SFC and MSG. Special instructions should include last two assignments, duty positions, type of unit, TOE or TDA, and PD recommendations for the next assignment. (Ex: Sq Ldr, 1981-83, TOE; Instructor, 1983-85, TDA: Recommended Opn Sgt or Plt Sgt, TOE).	ODCSPER	FY 86	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Assignments - Continued				
18. Establish time limit on soldier assignments in non-PMOS or undocumented positions.	Change Chapter 3, AR 600-200 to reflect a specific time limit on assignment in non-PMOS and undocumented positions.	ODCSPER	FY 86	
19. Rewrite AR 600-200 definition of proper utilization. Proper utilization definition should be restricted to PMOS or CPMOS at appropriate grade or higher.	Rewrite Section III, Chapter 3, AR 600-200 defining proper utilization as assignment in positions requiring PMOS or CPMOS at the appropriate grade or higher.	ODCSPER	FY 86	
20. Transmit CAP III gains rosters after assignment are verified by the losing command. Upon assignment verification, direct losing command to mail a copy of the individual's Personnel Qualification Record (DA Form 2-1) to gaining command. This would be done after soldier is interviewed for deployment by the losing command.	Develop a method to only transmit CAP III gains to gaining command once assignments have been verified by the loosing command. Restrict to ranks of SFC and MSG. CAP III may have to be reformated to provide assignment instructions for soldiers in the ranks of SFC and MSG on separate CAP III.	ODCSPER	FY 86	
(NOTE: The above action will be accomplished using a pilot program for senior grades (SFC-SGM) to determine utility of program Army-wide.)	Direct MILPO to forward copy DA Form 2-1 (Military Qualification Record) to gaining command for NCOs in ranks of SFC and MSG who have undergone assignment interviews by the losing command.	ODCSPER	FY 86	
	Rewrite DA Pam 600-8-10 (Individual Reassignment) to include procedure for providing DA Form 2-1 to gaining command.	ODCSPER	FY 86	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Assignments - Continued				
21. Direct personnel records audit be a unit responsibility to be completed by the end of each fical year.	Change para 1-10, AR 640-2-1, to require units to ensure all assigned personnel review their personnel records at least once each fiscal year. The most desirable method of review would be during a unit training or deployment exercise.	ODCSPER	FY 86	
22. Preclude back to back special assignments, i.e., those outside of PMOS/CPMOS and normal career pattern, and emphasize the need for PD refresher type training upon reassignment to duties in PMOS/CPMOS.	Establish a policy which precludes back-to-back assignments in non-PMOS positions, e.g., drill sgt, recruiter.	ODCSPER	FY 86	
	Change AR 614-200 so as to prohibit back-to-back assignments in non-PMOS positions.	ODCSPER	FY 86	
	Incorporate the policy into the Enlisted Distribution Guidance provided to MILPERCEN.	ODCSPER	FY 86	
	Coordinate the elimination of the Drill Sergeant extension and re-assignment option (Sec II, Chapter 8, AR 614-200) with interested offices to achieve full compliance.	ODCSPER	FY 86	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Promotions				
23. This recommendation was disapproved by CSA (For details, see recommendation #23, DACS NCOPDS Memo, 10 Jan 86).				
24. [No action at this time - CSA decision deferred pending TRADOC ITEP study briefing - For details, see recommendation #24, DACS-NCOPDS Memo, 10 Jan 86]				
25. Explore ways to correct weapons qualification inequity. Currently, SP4s and SGTs who are competing for promotions and who are assigned to TDA units may not have the opportunity to refire their weapons and, thereby gain additional promotion points.	Determine the number of units and soldiers not now annually qualifying in individual weapons firing due to lack of assigned weapons or range facilities.	ODCSOPS	FY 86	
	Determine the extent to which training ammunition and range facilities could be made available to minimize the number of soldiers not able to undergo annual qualification.	ODCSOPS	FY 86	
	Specifically consider a change to AR 350-20 to require all soldiers to qualify annually except in those limited situations when borrowing weapons or access to range facilities is not possible. Exception to this requirement should be made at no lower than Colonel command level.	ODCSOPS	FY 86	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Promotion - Continued				
	Based on the results of the above ODCSOPS analysis, determine if any change in the promotion point award for weapons qualification scores should be made. Change AR 600-200 as appropriate.	ODCSPER	FY 86	
26. Through existing CMF review, adjust structure/inventory to continue reducing promotion and capper merger bottlenecks. Plan required training at MOS merger points.	Reveiw promotion statistics for MOS/CMF to identify points at which promotion bottlenecks occur.	ODCSPER	Ongoing	
	Recommend force structure and standards of grade adjustments that are feasible and will increase promotability within the problem MOS/CMF.	ODCSPER	Ongoing	
	Take action to eliminate excess MOS/CMF inventories thereby increasing promotion opportunity.	ODCSPER	Ongoing	
	Within a CMF, identify if a point exists in a capped MOS at which soldiers should be provided training to make them competitive for promotion in, and capable of fulfilling the requirements of their career progression merger MOS. Determine if this training can be incorporated into existing NCOES POI or if additional training courses are required.	ODCSPER	Ongoing	
	Develop additional training, as required, at MOS merger points to support the above determination.	ODCSOPS (P) ODCSPER	Ongoing	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Evaluation				
27. Develop a new Enlisted Evaluation Report (EER) and regulatory guidance which: Incorporates the eight (8) NCO requirements identified by the NCO Professional Development Study (NCOPDS) Group. [No action at this time on a related recommendation dealing with ITEP - CSA decision deferred pending TRADOC ITEP study briefing; see recommendation #27, DACS-NCOPDS Memo, 10 Jan 86.]	The new EER should include a section which requires an evaluation of the eight requirements of the NCO Corps as listed below. - Job Proficiency. - MOS Competency. - Physical Fitness/Military Bearing. - Basic Education Skills. - Leadership Skills. - Training Skills. - Commitment to Professional-Values/Attributes. - Responsibililty and Account-ability for Actions.	ODCSPER	June 1987	
28. In developing the new EER, specifically consider state-of-art techniques to dampen inflation. Specifically, a senior rater profile should be examined.	EER developers should consider the entire range of inflation dampening or control techniques to include a senior rater profile system similar to that employed for officer evaluations.	ODCSPER	June 1987	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Reclassification				
29. Establish a policy limiting involuntary reclassification to correct MOS imbalances to the rank of SSG or below, or to NCOs with less than 10 years of service.	Continue to use a voluntary program to balance MOS through reclassification. Change AR 600-200 to reflect this policy.	ODCSPER	FY 86	
	Modify reclassification policy in AR 600-200 and AR 611-201 to require reclassification of NCOs to be within existing CMF whenever possible.	ODCSPER	FY 86	
	Establish guidance which emphasizes the need to use the reclassified NCO in his/her new MOS. Change AR 600-200 to reflect this policy.	ODCSPER	FY 86	
30.				
a. Establish a policy requiring SQT no sooner than 1 year after new MOS is awarded.	Change AR 350-37 to reflect that a reclassified NCO is not required to take the SQT to verify the new MOS sooner than one year after the new MOS is awarded.	ODCSOPS (P) ODCSPER	FY 86	
b. Formalize and standardize reclassification training requirements.	Add appendix to AR 611-201 reflecting training requirement by CMF/MOS for NCOs required to undergo reclassification.	ODCSPER (P) ODCSOPS	FY 86	
c. Establish a policy allowing the use of OJT/OJE reclassification training only as an exception.	Enforce provisions of AR 611-201 and AR 351-1 requiring formal resident training to the appropriate skill level for all reclassified NCO.	ODCSPER (P) ODCSOPS	FY 86	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
ITEP 31-38. At the request of CG, TRADOC, CSA deferred decision on ITEP and ITEP related recommendations pending a briefing on the TRADOC ITEP study - see recommendations #31-38, DACS-NCOPDS Memo, 10 Jan 86.				

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Reserve Component				
39. Restructure RC NCOES to include MOS specific training.	Evaluate current RC NCOES to determine MOS specific training requirements.	ODCSOPS (P) TRADOC	Ongoing	
	Develop and implement plan to ensure concurrent development of RC course configuration effort with development of AC courses.	ODCSOPS (P) TRADOC	Ongoing	
	Procure funding for development of RC BNCOC and ANCOC.	ODCSOPS (P) TRADOC	Ongoing	Note 1
	Develop a leadership common core for BNCOC and ANCOC.	TRADOC	FY 86	
	Develop MOS specific subject matter for BNCOC and ANCOC.	TRADOC	FY 87	
	Combine common core and MOS specific subject matter to form POI for BNCOC and ANCOC.	TRADOC	FY 87	
	Develop courseware and student course support materials for BNCOC and ANCOC.	TRADOC	FY 87	
	Validate approved POI for use in ARNG academies and USAR school for BNCOC and ANCOC.	ODCSOPS TRADOC (P) FORSCOM, NGB	FY 87	

Note 1: Above actions supported in PDIPs 576D and 3S7P.

NOTE: Reserve Component actions (#39-44) will be monitored and tracked by ODCSOPS which will have primary ARSTAF oversight responsibilities for facilitation of Reserve Component actions.

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Reserve Component - Continued				
	Fund costs associated with increased requirements for ARNG academy and USAR school instructor through increased paid drill spaces.	ODCSOPS (P) FORSCOM, NGB OCAR	FY 87	Note 1
	Implement RC BNCOC for Reserve Components.	ODCSOPS (P) FORSCOM/NGB/OCAR	FY 87	
	Implement RC ANCOC for Reserve Component.	ODCSOPS (P) FORSCOM/NGB/OCAR	FY 88	
40. Identify and resource Regional Training Sites (RTS), Local Training Areas (LTA), and Consolidated Training Facilities (CTF) to provide training for the Reserve Components.	Develop the requirement for submission and inclusion in the POM cycle for LTA to support combat arms/combat support/ combat service support.	ODCSOPS (P) FORSCOM, NGB, OCAR	Ongoing	Note 2
	Establish RTS to train combat service support skills.	ODCSOPS (P), TRADOC FORSCOM, HSA, AMC NGB, OCAR	Ongoing	
	Establish CTF to train selected intelligence skills.	ODCSOPS (P), ACSI INSCOM, FORSCOM TRADOC, NGB, OCAR	Ongoing	

Note 1: Above actions supported in PDIPs 576D and 3S7P.
Note 2: Identifies specific budget codes/elements of expense.
(PDIP 187B and 18HB) (FY 86 - 91)

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Reserve Component - Continued				
41. Develop nonresident courses of of instruction in tandem with resident programs and ensure they are maintained current.	Scrub all existing subcourses to eliminate under subscribed and unneeded courses.	ODCSOPS (P) TRADOC	Ongoing	
	Prioritize course development in accordance with training priorities.	ODCSOPS (P) TRADOC	Ongoing	
	Design and implement a plan that will ensure simultaneous development or update of nonresident courses when resident courses are updated or developed.	TRADOC	FY 86	
	Design and implement a plan to ensure that proponent schools are resourced for recurring maintenance of programs of nonresident instruction.	ODCSOPS (P) TRADOC	FY 86	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Reserve Component - Continued				
42. Improve the quality of USAR school training.	Develop a standardized system to provide for identification/validation of RC individual training requirements and programming of available training resources to meet those requirements.	ODCSOPS (P), FORSCOM TRADOC, OCAR	FY 86	Note 1
	Conduct a systematic review of the paid drill space documentation process for USAR schools, with a view to providing stability in school TDA.	ODCSOPS (P), TRADOC FORSCOM, OCAR	FY 86	Note 2
	Evaluate the utility and cost-effectiveness of an automated USAR school training requirements identification system, using existing or proposed hardware systems.	ODCSOPS (P), TRADOC FORSCOM, OCAR	FY 86	Note 2
	Develop/implement a standard semi-automated USAR school enrollment reporting system to provide management reports and a historical data base.	ODCSOPS (P), TRADOC FORSCOM, OCAR	FY 86	Note 2
	Establish full-time support in the USAR school to perform the function of managing USAR school mission operations and training.	ODCSOPS, FORSCOM (P) TRADOC, OCAR	FY 86	Note 2

Note 1 - Reference: FORSCOM/TRADOC Regulation 135-3, USAR School dated 1 Oct 83 with change 2 and TRADOC Circular 350-85-5 TRADOC USAR School Affiliation Program dated 1 Oct 85.

Note 2 - TRADOC Action For USAR Schools dated 7 Aug 85.

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Reserve Component - Continued				
43. Identify RC requirements for training aids, devices, simulations and simulators (TADSS) and develop a fielding plan.	Evaluate current available TADSS for RC use.	FORSCOM	Ongoing	
	Develop TADSS requirements for peacetime training.	FORSCOM	Ongoing	
	Obtain funding for procurement of required RC TADSS through FY 86.	ODCSOPS (P), FORSCOM NGB, OCAR	Accomplished	
	Procure required additional TADSS to support RC requirements.	ODCSOPS (P), FORSCOM NGB, OCAR	Ongoing	Note 1
	Develop device based training strategy for RC weapons training.	ODCSOPS (P), FORSCOM Proponents	Ongoing	
	Determine composition of company sized training kits for RC units to be kept in ARNG armories and USAR centers.	ODCSOPS (P), TRADOC FORSCOM, NGB, OCAR	FY 88	

Note 1. Above actions supported by PDIP 3S6D for FY 86 - 91.

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Reserve Component - Continued				
44. Develop a long range, comprehensive training strategy for the IRR. (Note: The thrust of this action is to develop a long range comprehensive training strategy for the IRR that will ensure NCO professional development alignment throughout the entire Reserve Component and will provide systematic readiness/ training opportunities in accordance with individual deployment priorities.	Establish minimum essential go-to-war skill requirements.	TRADOC (P)	FY 87	
	Establish a systematic method to identify and rank order critical MOS to be trained.	ODCSOPS (P), ODCSPER FORSCOM, TRADOC	FY 87	
	Develop a skill decay model for use by the IRR soldier.	TRADOC	FY 87	
	Evaluate ongoing IRR training initiatives.	ODCSOPS (P), OCAR	FY 87	
	Identify and catalog all IRR training opportunities.	ODCSOPS (P), FORSCOM TRADOC, AMC, HSC, OCAR	FY 87	
	Develop a methodology to determine the numbers of IRR members by MOS and rank to be trained annually in accordance with skill decay rates, deployment priorities and training base capacities.	ODCSOPS (P), ODCSPER FORSCOM, TRADOC OCAR	FY 87	
	Develop an individual training evaluation plan for use in the IRR.	ODCSOPS, FORSCOM TRADOC (P), OCAR	FY 87	
	Reevaluate current procedures to catagorize IRR personnel with the effort of improving the image of IRR soldier.	ODCSPER, OCAR (P) ARPERCEN	FY 87	

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Reserve Component - Continued				
	Develop programs to provide increased incentives for members of the IRR.	ODCSOPS, OCAR ARPERCEN (P)	FY 87	
	Establish single source document that summarizes and references all regulations pertaining to the IRR.	ODCSPER, OCAR (P)	FY 87	
	Change AR 140-158 to require completion of appropriate level of NCOES as a prerequisite for promotion to next higher grade.	ODCSPER, OCAR (P)	FY 87	
	Secure funding for IRR training strategy.	OCAR (P), ARPERCEN	FY 88	Note 1
	Implement IRR training strategy.	ODCSOPS (P) FORSCOM, TRADOC OCAR	FY 88	

Note 1: Above actions supported by PDIP 2TIR.

APPROVED ACTION(S)	SUPPORTING ACTION(S)	AGENCIES (P)-PRIMARY RESP	REQUIRED COMPLETION	NOTES
Integration				
45. Establish an NCOPD Committee, co-chaired by DCSPER and DCSOPS, to review NCO Professional Development at least biennially and report findings to the CSA.	Develop and publish a Chief of Staff Regulation (CSR) which establishes the committee and provides details on supporting procedures.	Study Group (P) OCSA	Jan 86	

Appendix D

NCOPDS Public Affairs

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present the NCO Professional Development Public Affairs Plan and related actions.

2. DISCUSSION: With the exception of the recurring requirement to publicize NCOPDS-related actions as they are implemented, all other requirements of the plan have been accomplished.

Enclosures
Major news releases accomplished during the study period

1. PURPOSE. To outline the strategy, objectives, policies, and responsibilities for the marketing and public affairs support of the NCO Professional Development Study.

2. OBJECTIVES.

a. Provide a plan to disseminate study group findings to the proper audiences in a timely and accurate manner.

b. Address short-range and long-range informational needs. Short-range needs refer to the immediate products needed to inform the various publics of team findings and recommendations, and other related topics. Long-range needs refer to news releases primarily directed at implementation of the study recommendations.

c. Enhance the image of the Noncommissioned Officer among the various publics in the Army.

d. Increase the NCO Corps' confidence in themselves and in their professional development system.

e. Gain the support of the Officer Corps in providing professional development opportunities to NCOs.

f. Enhance knowledge among the various publics of what NCO professional development is and what their responsibilities are.

3. PUBLICS. The following target audiences, or publics, must be informed of NCOPD initiatives:

a. Active Army Officer Corps

b. Active Army Noncommissioned Officer Corps

c. Reserve Components Officer Corps

d. Reserve Components Noncommissioned Officer Corps

e. Congress

f. Military and Civilian Media

g. Members of NCO Professional Organizations

4. CONCEPT.

a. Execution of Plan will be in two phases:

(1) Phase I - Short-range. From public announcement of the study report recommendations through February 1986. Primary effort will be directed toward internal audiences.

(2) Phase II - Long-range. Beyond February 1986. PA efforts will include changes to announced decisions, schedules, implementation of recommendations and follow-on or related studies.

b. The following guidance will apply throughout the execution of this plan.

(1) The NCOPD Study was a good news study based on data from the field. That positivism should be reflected in all releases.

(2) Other major themes to stress are:

-- Professional development occurs daily in the Army at all levels: institutional, unit and individual.

-- Professional development consists of training, education and experiences. Training in the schoolhouse is only one part of professional development.

-- Professional development is not an end in itself. It must be based on the Army's needs and the Army's requirements for the NCO Corps.

(3) All releases will be coordinated through the NCOPDS Implementation cells at Office of the Deputy Chief of Staff for Personnel (DCSPER) and Office of the Deputy Chief of Staff for Operations to the Office of the Chief of Public Affairs (OCPA).

5. EXECUTION.

a. NCOPDS Implementation Cells:

(1) Prepare draft releases.

(2) Review all news releases prepared by other agencies relating to NCOPDS recommendations prior to release.

(3) Provide information, through respective public affairs channels, to the Office of the Chief of Public Affairs upon which to base their public affairs releases and support.

b. Office of the Deputy Chief of Staff for Personnel and Office of the Deputy Chief of Staff for Operations:

(1) Review all news releases prepared by other agencies relating to NCOPDS recommendations prior to publication.

(2) Provide information to the Office of the Chief of Public Affairs upon which to base public affairs releases.

c. Office of the Chief of Public Affairs

(1) Direct the internal and external information program.

(2) Coordinate and arrange for public announcements as appropriate.

(3) Arrange for publication and distribution of pertinent information through established Army command information channels.

(4) Provide public affairs technical and staff advice to the other staff agencies involved in the implementation of NCOPD-related actions.

PUBLIC AFFAIRS PLAN

PRODUCTS	PUB DATE	RECURRING	AUDIENCE/PURPOSE
Sergeants' Business	FEB 86		Armywide. Create awareness of what PD is and who is responsible for it. Enhance image of NCO Corps and increase NCO confidence in the NCO Professional Development System.
Soldiers Magazine	MAR 86	XX*	Active Duty NCOs/Officers. In addition to above, gain support of officer corps in NCOPD and enhance knowledge among other publics.
Army Times	DEC 85	XX	Armywide, retired personnel, civilian publics. Support all objectives listed in para 2c-f of Public Affairs Plan.
ARNEWS	DEC 85	XX	Enlisted Soldiers/NCOs. Disseminate information about NCO professionate development at lowest levels. Since post newspapers are often brought into homes, some family members may become more familiar with the subject and be more supportive of the soldier's career.
Chief of Staff Summary	DEC 85	XX	Senior Officers. Gain the support of the Officer Corps for professional development and to inform them of their responsibilities.
Army Personnel Letter	DEC/JAN	XX	Personnel Mgmt Community. To ensure personnel who are responsible for the system are aware of changes in their areas of responsibility.
Army Reserve Magazine	FEB 86		USAR Community. Ensure members of the USAR are aware of the results of the NCOPD study.

PRODUCTS	PUB DATE	RECURRING	AUDIENCE/PURPOSE
CARNOTES	FEB 86	XX	USAR Officers/NCOs. Ensure members of the USAR are aware of the results of the NCOPD study.
National Guard Bureau	FEB 86	XX	National Guard Community. Ensure members of the USAR are aware of the results of the NCOPD study.

* What's New

ACTION OFFICER:
LTC BERNATH

EXTRACT FROM SAPA-CI-PMA MSG 032200Z JUL 85, SUBJ: ARNEWS WEEKLY 7/3

ARNEWS 063 (DIST TO PAOs ARMYWIDE)

2. ARNEWS WEEKLY 7/3-1 -- (ARMY INITIATES NCO PROFESSIONAL DEVELOPMENT STUDY):

A. (EDITORIAL ADVISORY: NCOS AT YOUR INSTALLATION NEED TO BE KEPT INFORMED ON PROPOSED CHANGES IN THEIR CAREER PROFESSIONAL DEVELOPMENT. THEY MAY ALSO WISH TO CONTRIBUTE TO THE FACT FINDING PROCESS OF THE STUDY GROUP BY SUBMITTING IDEAS AND RECOMMENDATIONS FOR CONSIDERATION BY THIS SELECT GROUP.)

B. WASHINGTON (ARNEWS) -- A DEPARTMENT OF THE ARMY STUDY OF NCO PROFESSIONAL DEVELOPMENT BEGAN JUNE 17 IN WASHINGTON, D.C.

C. THE STUDY, INITIATED BY ARMY CHIEF OF STAFF GEN. JOHN A WICKHAM JR., IS EXPECTED TO LAST SIX MONTHS AND WILL LOOK INTO THE MANY ASPECTS INVOLVED IN THE PROFESSIONAL DEVELOPMENT OF THE ARMY'S NCOS.

D. ACCORDING TO STUDY GROUP CO-CHAIRPERSON, BRIG. GEN. WILLIAM G. GANEY, THE STUDY WILL INCLUDE AN EVALUATION OF NCO PROFESSIONAL DEVELOPMENT IN TERMS OF EDUCATION, TRAINING, EXPERIENCES AND SUPPORTING SYSTEMS. PROFESSIONAL DEVELOPMENT AT THE SCHOOL AND UNIT LEVELS WILL BE THE FOCUS OF THIS STUDY WHICH HOPES TO IDENTIFY STRENGTHS AND WEAKNESSES IN THE CURRENT SYSTEM AS WELL.

E. THE MAJORITY OF STUDY GROUP MEMBERS ARE ENLISTED SOLDIERS AND THE GROUP IS CO-DIRECTED BY U.S. ARMY FORCES COMMAND CSM OSCAR L. BARKER. THE STUDY IS LARGELY BEING CONDUCTED BY NCOS FOR NCOS. THE THRUST IS TO DETERMINE WHAT THE SYSTEM IS NOW AND WHAT IT SHOULD

F. FIELD TRIPS TO SELECTED ARMY INSTALLATIONS WORLDWIDE WILL BE INCLUDED IN THE INFORMATION GATHERING PROCESS OF THE STUDY, ACCORDING TO BARKER. "WE'RE GOING TO BE TALKING TO AS MANY COMMANDERS AND NCOS AS POSSIBLE ON HOW THEY PERCEIVE NCO PROFESSIONAL DEVELOPMENT TODAY AND WHAT THEY SEE AS THE STRENGTHS AND WEAKNESSES. "WE WANT TO FIND OUT WHAT THE ISSUES ARE," SAID GANEY. "WE HAVE A PRETTY GOOD IDEA WHAT SOME ISSUES MIGHT INCLUDE, SUT WE WANT TO GET AS MUCH INPUT FROM THE FIELD AS POSSIBLE."

G. ADDITIONAL INPUT WILL COME FROM SEVERAL RECOMMENDATIONS MADE BY THE RECENTLY COMPLETED TRAINING AND DOCTRINE COMMAND ENLISTED PERSONNEL MANAGEMENT SYSTEM (EPMS) STUDY GROUP. THAT GROUP LOOKED INTO MANY ASPECTS OF EPMS, INCLUDING AREAS WHICH IMPACT NCO PROFESSIONAL DEVELOPMENT.

H. THE GROUP HOPES TO ACCOMPLISH SEVERAL THINGS DURING ITS SIX-MONTH STUDY. BESIDES SPECIFIC RECOMMENDATIONS ON HOW NCO PROFESSIONAL DEVELOPMENT SHOULD BE STRUCTURED FOR THE FUTURE, THE GROUP HOPES TO UPDATE FM 22-600-20, THE ARMY NONCOMMISSIONED OFFICER GUIDE. THE STUDY HOPES TO PUBLISH A DEPARTMENT OF THE ARMY PUBLICATION ON NCO PROFESSIONAL DEVELOPMENT. IT WOULD BE A SIMPLE GUIDE WHICH LAYS OUT THE COMPONENTS OF NCO PROFESSIONAL DEVELOPMENT AND THE IMPACT UPON THE PERSONAL AND PROFESSIONAL GROWTH OF NCOS.

I. THE GROUP WILL PRESENT ITS FINDINGS TO THE ARMY CHIEF OF STAFF IN DECEMBER.

J. "WE'RE INTERESTED IN HEARING FROM SOLDIERS TO LEARN WHAT THE ISSUES ARE, AND ANY IDEAS THEY MIGHT HAVE ON IMPROVING NCO PROFESSIONAL DEVELOPMENT," SAID BARKER. SOLDIERS DESIRING TO INPUT TO THE STUDY EFFORT CAN WRITE TO THE STUDY GROUP AT THE FOLLOWING ADDRESS: HQDA, ATTN: DACS-NCOPDS, WASHINGTON D.C. 20310-0200.

INFORMATION ITEM DISTRIBUTED TO GENERAL OFFICERS 7 JUL 85

Noncommissioned Officer Professional Development Study (NCOPDS)

CSA initiated a Noncommissioned Officer Professional Development Study (NCOPDS) - "Soldiers Study" - effective 17 June 1985.

- The study group is composed primarily of NCOs and is co-directed by BG William G. Ganey and CSM Oscar L. Barker, FORSCOM CSM.

- The Director of the Army Staff (DAS) and Sergeant Major of the Army (SMA) co-chair the Study Advisory Group (SAG).

- Although focusing on education and training, the study will also address the environment and other experiences that influence NCO Professional Development.

- The study group is gathering information through a computer-based teleconferencing network, letters to selected GOs/CSMs and structured interviews with commanders and NCOs during field visits planned for August 1985.

- Report findings regarding the evaluation of NCO Professional Development and related recommendations concerning the future (to year 2000) will be briefed to the CSA in December 1985.

- The study group can be reached at the folowing address: HQDA ATTN: DACS-NCOPDS, Washington, D.C. 20310-0200

RELEASE FOR ARMY TIMES

POC: LTC Clifford H. Bernath
NCO Professional Development Study
Public Affairs Officer
697-6550/6577
23 August 1985

SLUG: NCO Professional Development Study

An NCO professional development study group convened on 17 June to review the Army's current and future needs. The CSA-directed study includes an evaluation of NCO professional development in terms of education, training, experience, and supporting systems. Professional development at the school and unit levels is the focus of this study.

Among other matters, the group is looking at the Noncommissioned Officer Education System (NCOES); linkages between NCOES and the personnel management system; and the professional development implications of the Individual

Training and Evaluation Program (ITEP), which includes Skill Qualification Tests (SQT), Common Tasks Tests, and Commanders Evaluations. Overall, the study will assess strengths and weaknesses in the system and make recommendations to the Chief of Staff in December 1985.

Emphasizing the importance of NCO involvement in the study, the study group is co-chaired by BG William G. Ganey and by U.S. Army Forces Command CSM Oscar L. Barker. In addition, the majority of the study group members are enlisted soldiers.

The study group is obtaining firsthand viewpoints on NCO professional development through team visits to selected stateside and overseas locations during August and September.

"We're talking to as many commanders and NCOs as possible on how they perceive NCO professional development today and what they see as the strengths and weaknesses," Barker said. "We're especially interested in hearing from soldiers to learn what they feel the issues are and to get any ideas they might have on improving NCO professional development."

Although it is too early for specific findings, the study teams have found that the field is very receptive to the study effort. Team members have reported that NCOs are enthusiastic about the opportunity to play an active role in the study effort. In general, NCOs believe the education and training

systems are good, and that the Army is interested in making it better.

The group hopes to accomplish several things during its six-month study. In addition to an evaluation of NCO professional development and recommendations for the future, the group will also develop a Department of the Army publication on NCO Professional Development, which will be a simple guide that lays out the components of NCO professional development in terms of personal and professional growth.

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systems are good, and that the Army is interested in making it better.

The group hopes to accomplish several things during its six-month study. In addition to an evaluation of NCO professional development and recommendations for the future, the group will also develop a Department of the Army publication on NCO Professional Development, which will be a simple guide that lays out the components of NCO professional development in terms of personal and professional growth.

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RELEASE FOR ARMY TIMES

POC: LTC Clifford H. Bernath
NCO Professional Development Study
Public Affairs Officer
697-6550/6577
24 October 1985

SLUG: NCO Professional Development Study

The NCO Professional Development Study Group has completed its field research and the findings look very positive.

In order to assess field perceptions of the current professional development system and the needs and desires of the NCO Corps and commanders in the field, study group members visited soldiers worldwide. They visited 85 separate units stateside and overseas and conducted individual and group interviews with more than 3,800 officers and NCOs. An NCO professional development questionnaire was also completed by 2,768 NCOs in schools and units around the world. In addition, written comments were solicited from Major Command (MACOM),

Corps, Division and Separate Brigade Commanders and their Command Sergeants Major, and from U.S. Army Reserve and National Guard commanders. Comments were received from 104 Commanders and Command Sergeants Major.

"The response from the field has been excellent," said Study Group Co-Director CSM Oscar Barker. "A lot of thought went into their responses. I think there's some good data."

Data from the field indicate that the NCO Corps is in great shape. There was great confidence in the Corps' professionalism, ability to train soldiers, commitment to unit mission accomplishment and concern for their soldiers. The majority of responses from senior officers and NCOs indicated that most NCOs are adequately trained to perform their units' missions. There was also general agreement, however, that additional emphasis on communicative skills would further enhance the capabilities of the NCO Corps.

Another major finding was that soldiers in the field, at all ranks, think the current NCO Education System (NCOES) is strong. Many expressed the thought that it is "the best ever." Most of those interviewed said that NCOES helps NCOs

grow in their careers, that the courses helped them better perform their jobs, and that what they learned in the schools could be applied in their units. One aspect the group is still studying is the possibility of linking promotions and NCOES course completion. While most soldiers who were interviewed tended to favor linkage, there are problems with costs, school capacities, opportunities to attend NCOES courses and impacts on unit readiness which must be considered before the group makes any recommendations.

The Enlisted Personnel Management System (EPMS) was positively received by those soldiers who were interviewed. Most said EPMS was meeting the needs of the Army and that they were satisfied with their career progress and have confidence in the system. There were many suggestions for fine-tuning EPMS to eliminate known problems such as MOS-imbalance and its effects on promotions and assignments; and problems associated with MOS reclassification and utilization of reclassified NCOs. Many soldiers also expressed concerns related to the Enlisted Evaluation Reporting System (EERS). MILPERCEN is currently reviewing that system.

Field responses related to the Skill Qualification Test (SQT) varied considerably. Many said it had helped them in their careers, while others said that the SQT did not accurately measure their skills.

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"Based on the data and my personal observations," Barker said, "the NCO Corps is in better shape than it has been in since I've been in the Army. Certainly, we have some problems, but they're far fewer than they've been in recent history. We have outstanding young people who are greatly enhancing the NCO Corps."

The study group is scheduled to brief the Chief of Staff of the Army on their findings and recommendations to improve the NCO Professional Development System early in December.

INFORMATION ITEM DISTRIBUTED TO GENERAL OFFICERS | DEC 85

NCO PROFESSIONAL DEVELOPMENT STUDY GROUP
LTC CLIFFORD H. BERNATH, STUDY GROUP MEMBER

The NCO Professional Development Study Group, which was commissioned by the Chief of Staff of the Army on 17 June, has completed its study and provided findings and recommendations to Chief of Staff General Joh. A. Wickham, Jr. The group was composed mostly of senior NCOs and was co-directed by BG William G. Ganey and CSM Oscar L. Barker.

The group's major accomplishments were four-fold. First, they evaluated the entire NCO professional development system from the perspective of the Army's needs and how to best prepare NCOs to meet them. This is the first such in-depth look at the system in many years. Second, the study group created an awareness about NCO professional development throughout the Army. The third major accomplishment of the group was to create a mechanism for continuous evaluation of NCO Professional Development. That mechanism, which was approved in concept by the Chief of Staff, will take the form of a committee co-chaired by the DCSPER and DCSOPS and including the Sergeant Major of the Army as a member. The committee, will meet at least once every two years to review what the Army requires of its NCO Corps and ensure that the NCO Professional Development System is supporting those requirements. The last accomplishment was to provide an architecture for NCO professional in the future.

As part of the study effort, the study group reviewed Army regulations, field manuals and other documents which direct, define and imply NCO duties. Based on that research, they developed a list of what the Army wants its NCOs to be and what skills, knowledge and attributes they need in order to perform their duties.

Those requirements are:

--Job Proficiency. NCOs must be expert in all aspects of their current duty assignments.

--MOS Competency. NCOs must have adequate knowledge of all aspects of their MOS, whether or not all aspects pertain to their current duty assignments.

--Physical Fitness and Military Bearing. NCOs must have the physical and mental ability to accomplish the mission. It also means that NCOs, as leaders, must exude confidence so that those they lead will have confidence in them. NCOs must be fit to fight and fit to train others to fight.

--Basic Educational Skills. NCOs are required to conduct training, counsel soldiers and write efficiency reports and recommendations for other types of actions. This means they must have the basic communicative skills required to carry out those duties.

--Leadership. Leadership encompasses a broad spectrum of skills and characteristics. Among them are knowing and caring for soldiers and their families, listening to them, looking out for their welfare and helping solve their problems. Most important, it means doing whatever is necessary to ensure their soldiers are physically, mentally, and technically fit to fight, win and survive in combat.

--Training. The NCOs main mission is training -- training soldiers as a winning team, training them in their MOS and training them in their jobs. The NCO must be a communicator, a motivator, a problem solver, a decision-maker and a manager -- all of which are parts of being a leader.

--Professional Values and Attributes. These values and attributes embody a wide range of other characteristics, such as dedication, discipline, selfless service to our country and other traits which are integral parts of being a professional soldier.

--Maintaining and accounting. NCOs are charged with maintaining and accounting for personnel, property and equipment. They are also accountable for their own actions and for those of the soldiers under them.

Key to these requirements is the development of a standard of excellence -- a striving to go beyond the norm in all undertakings.

The group's recommendations to fine-tune the professional development are:

--Philosophy. That the Chief of Staff endorse an NCO Professional Development Philosophy that states the Army's goals and directions for the program. The philosophy says that professional development enhances Army readiness by fostering individual and collective excellence. Professional development includes all the training, education and experiences which an NCO receives in the Army. Responsibilities for professional development are shared at all levels in the Army. The philosophy establishes an Army goal that NCOs should be trained first, then promoted and utilized; thereby linking successful completion of NCOES courses to promotions. The goal will be implemented in phases so that training capacity problems do not preclude otherwise qualified NCOs from being promoted. Last, it says that the various systems which contribute to professional development should be linked, to the extent possible. Such linkages help set standards and motivate soldiers to strive for excellence.

--Noncommissioned Officer Education System (NCOES). NCOES should be mandatory, sequential, progressive and linked to promotions,ie, train, then promote and utilize. There are some problems that preclude full implementation of this recommendation now. Mainly, there is insufficient capacity in BNCOCs and ANCOCs to fully link them to promotions to Staff Sergeant and Sergeant First Class, respectively. However, the study group proposes a strategy that will lead us to the goal. First, the system must be fine-tuned, then pointed in the correct direction. This will require expanding NCOES capacity and then sending to school only those who will be promoted.

--Civilian Education. Civilian education beyond high school level should not be required for promotions. However, education beyond the high school level should continue to be pursued as an individual goal. One recommendation was to incorporate duty-related civilian education into NCOES courses.

--NCO Development Program (NCODP). There was some confusion in the field about NCODP. AR 350-17 should be revised to better define the program and responsibilities for it. HQDA should review all supplements to the regulation to ensure they comply with basic policies and intents of the program; and officers should be made more aware of NCODP.

--Assignments. The first priority of the assignment system must be the needs of the Army; however, professional development should receive a higher priority among the other assignment considerations. Assignments outside an NCO's PMOS/CPMOS should be restricted. Back-to-back assignments outside the PMOS/CPMOS should be precluded and NCOs should be retrained upon reassignment to PMOS/CPMOS duties.

--Promotions. Efforts should be increased to further reduce MOS overages and shortages, and provide additional training at MOS career progression merger points.

--Evaluations. A new EER should be prepared which would include the eight Army requirements for NCOs discussed earlier and which would dampen the current rate of inflation.

--Reclassification. Recommendations include limiting involuntary reclassifications to correct MOS imbalance to Staff Sergeant or below, or to NCOs with less than 10 years service; formalizing retraining requirements for reclassified NCOs; and not requiring reclassified NCOs to take an SQT for a minimum of one year after date of reclassification.

--Reserve Components (RC). Recommendations include development of a long range, comprehensive training strategy for the Individual Ready Reserve (IRR), restructured RC NCOES that includes MOS-specific training, improved quality of USAR school training, additional training aid devices and facilities, and the development of nonresident courses in tandem with resident programs to ensure they are maintained current.

The NCOPD Study was a good news study. They found the NCO Corps to be confident, qualified and in good condition.

RELEASE

POC: LTC Clifford H. Bernath
NCO Professional Development Study
Public Affairs Officer
697-6550/6577
5 December 1985

SLUG: NCO Professional Development Study Results

The NCO Professional Development Study Group, which was commissioned by the Chief of Staff of the Army on 17 June, has completed its study and provided findings and recommendations to Chief of Staff General John A. Wickham, Jr.

"This is a different type of study group in that it is the only study that I am aware of that is co-chaired by a general officer and a command sergeant major," said BG William Ganey, one of the group's co-directors. "Its composition was primarily noncommissioned officers who were assigned in a TDY mode. There was little similarity in the backgrounds of the group members, except for being soldiers -- combat arms, combat support and combat service support soldiers. What we lacked in specific expertise was offset by the fact that the group was not encumbered with organizational perspectives or concerns."

"Our message," Ganey said, "is basically a good news story. We have a good Army, a strong NCO Corps and a basically sound professional development system. I make this assessment from the

perspective of history. I remember when there was no NCOES (Noncommissioned Officer Education System), no central promotion system and no EPMS (Enlisted Personnel Management System). After Vietnam, we lost a lot of good NCOs. The Chief of Staff of the Army at that time referred to our Army as hollow. We have had to rebuild. We may not be perfect but the Army has come a long way.

"The NCO Corps is in great shape -- confident, professional, competent and committed. And I might add they have great potential to get even better with the input of bright youngsters who have been recruited in the last 5 years. They are tomorrow's senior NCOs."

The group's major accomplishments, according to study group co-director, CSM Oscar L. Barker, were four-fold. First, they evaluated the entire NCO professional development system from the perspective of the Army's needs and how to best prepare NCOs to meet the Army's needs. This is the first such in-depth look at the system in many years.

Second, the study group created an awareness about NCO professional development throughout the Army. As part of their research, study group members contacted soldiers worldwide. They visited 85 separate units and conducted structured individual and group interviews with more that 3,800 officers and NCOs. An NCO

Professional Development questionnaire was also completed by 2,768 combat arms, combat support, and combat service support NCOs in schools and units worldwide. The questionnaire, while not a formal survey, provided valuable insights on how NCOs assess themselves, their peers, and their professional development needs.

The group also solicited and received comments from selected MACOM, corps, division and separate brigade commanders and their Command Sergeants Major, and from selected Army National Guard and U.S. Army Reserve commanders. Every active corps and division commander and their Command Sergeants Major responded, as well as selected MACOM commanders and their Command Sergeants Major. A total of 104 responses were received.

Findings show that NCOs consider the NCO Corps, as a whole, to be in excellent shape. The self-doubt of the 1970s has given way to confidence in themselves as trainers, leaders, and mentors.

Senior officers and NCOs at all levels said that the current Noncommissioned Officer Education System is the best ever.

Although the research did not reveal clear consensus as to the amount of civilian education NCOs need to enable them to carry out their missions, there was consensus that some civilian education is needed -- especially in basic educational skills such as reading, writing, mathematics and other communicative skills.

Most indicated that civilian education should be job related and either incorporated into NCOES or paid for by the Army. The goal for NCOs is to acquire skills, not degrees.

The research found that officers and NCOs think the battalion level NCO Development Program (NCODP) is effective; however, the degree of effectiveness varies from unit to unit depending on the extent of local command emphasis.

NCOs contacted by the group expressed general confidence in the Enlisted Personnel Management System (EPMS); however, there were some concerns about certain aspects of EPMS.

The third major accomplishment of the group was to create a mechanism for continuous evaluation of NCO Professional Development. That mechanism, which was approved in concept by the Chief of Staff, will take the form of a committee co-chaired by the DCSPER and DCSOPS and including the Sergeant Major of the Army as a member, all of whom have major responsibilities for professional development. The committee, will meet at least once every two years to regularly review what the Army requires of its NCO Corps and ensure that the NCO Professional Development System is supporting those requirements.

The last major accomplishment was to provide an architecture which will enable the committee to continuously review and oversee the NCO Professional Development System.

As part of the study effort, the study group reviewed Army regulations, field manuals and other documents which direct, define and imply NCO duties. Based on that research, they developed a list of what the Army wants its NCOs to be and what skills, knowledge and attributes they need in order to perform their duties.

Those requirements are:

--Job Proficiency. NCOs must be expert in all aspects of their current duty assignments.

--MOS Competency. NCOs must have adequate knowledge of all aspects of their MOS, whether or not all aspects pertain to their current duty assignments.

--Physical Fitness and Military Bearing. NCOs must have the physical and mental ability to accomplish the mission. It also means that NCOs, as leaders, must exude confidence so that those they lead will have confidence in them. NCOs must be fit to fight and fit to train others to fight.

--Basic Educational Skills. NCOs are required to conduct training, counsel soldiers and write efficiency reports and recommendations for other types of actions. This means they must have the basic communicative skills required to carry out those duties.

--Leadership. The leadership requirement means everything listed in the other requirements. It also means knowing and caring for soldiers and their families, listening to them, looking out for their welfare and helping solve their problems. Most important, it means doing whatever is necessary to ensure their soldiers are physically, mentally, and technically fit to fight, win and survive in combat.

--Training. The NCOs main mission is training -- training soldiers as a winning team, training them in their MOS and training them in their jobs. The NCO must be a communicator, a motivator, a problem solver, a decision-maker and a manager -- all of which are parts of being a leader.

--Professional Values and Attributes. These values and attributes embody a wide range of other characteristics, such as dedication, discipline, selfless service to our country and other traits which are integral parts of being a professional soldier.

--Maintaining and accounting. NCOs are charged with maintaining and accounting for personnel, property and equipment. They are also accountable for their own actions and for those of the soldiers under them.

Key among these requirements, according to General Wickham, is the development of a standard of excellence -- a striving to go beyond the norm in all undertakings.

"I believe the eight requirements of a noncommissioned officer will provide a road map for individual use and a guide for establishing personal and professional standards of excellence for the present and the future," Barker said.

The group concluded that the professional development systems which are needed to meet these requirements are already in place in the Army; however, many need some fine-tuning to make them more effective. The group's recommendations fall into the following categories:

--Philosophy. The study group recommended that the Chief of Staff endorse an NCO Professional Development Philosophy that state the Army's goals and directions for the program. The proposed philosophy statement was:

> "Understanding professional development requires an understanding of our profession. The Army is an organization dedicated to serving our country. The key word is SERVING -- selfless service and total commitment. Noncommissioned officers are the backbone of our Army. There has never been a good Army witnout a good NCO Corps. The NCO's orientation is taking care of soldiers and training soldiers to perform their role in defending the country.

"Professional development is not an end product. It is a means to an end -- that end being to meet the requirements of the Army. The personnel management system must support professional development of NCOs who are capable of meeting those requirements.

"The commander has a great responsibility in the professional development of NCOs. Commanders and their senior NCOs fulfill this responsibility by selecting soldiers to be NCOs; by coaching NCOs in their jobs; by giving them responsibility and the authority to carry out their responsibility; by observing and critiquing them and by permitting them to learn from their mistakes.

In addition to the responsibilities of commanders and senior NCOs, each individual in the Army is responsible for maximizing his or her own professional development opportunities. Personal and professional excellence -- a standard to strive for -- should be every leader's personal goal.

"Professional development consists of training, education and experience. These components must complement each other. The ideal professional development sequence is to train, promote and utilize.

The reality of resource constraints sometimes deters us from fully utilizing this sequence, but it is a long-range goal.

"The key to being developed professionally is to keep in focus that being an NCO demands a commitment and dedication to one's country and to fellow soldiers, particularly those they lead. NCOs must listen and be attuned to the needs of their subordinates and their families and realize that the welfare of our Army families is critical to our overall readiness. Training, education and experiences that maintain that focus and at the same time better equip an NCO to apply that dedication constitute professional development.

"This type of professional development does not detract from unit readiness -- it enhances it. This type of professional development is an investment in the Army's future."

--Noncommissioned Officer Education System (NCOES). The current NCOES was found to be a good system. In fact, many NCOs and senior commanders said it was the best ever. In order to improve it, however, the group recommended that NCOES be

mandatory, sequential, progressive and linked to promotions. By making it mandatory and linked to promotions, commanders would place increased emphasis on ensuring that the right NCOs have the opportunity to attend NCOES courses at the right times. It would also encourage NCOs to attend when they have the opportunity.

"The study group believes that linkage of NCOES to promotions and EPMS will reinforce standards of excellence, improve readiness, and place institutional and individual responsibilities in the proper perspective," Barker said.

Other recommendations pertaining to NCOES deal with improving nonresident corresponding studies programs, developing a Basic NCO Course (BNCOC) for soldiers in MOS for which there is currently no BNCOC, and requiring completion of Advanced NCO Course (ANCOC) for promotion to Master Sergeant (E8) effective at the end of FY 87. The Chief of Staff approved all of these recommendations.

--Civilian Education. The study group concluded that civilian education beyond high school level should not be required for NCO professional development. However, NCOs should have basic educational skills of reading, writing, speaking and mathematics. Education beyond the high school level should continue to be pursued as an individual goal. One recommendation was to

incorporate civilian education which is related to duty performance into NCOES courses. This initiative is already underway in some courses and the Chief of Staff concurred with continuing the effort.

--NCO Development Program (NCODP). The group found that there was some confusion in the field between NCODP and the larger NCO Professional Development (NCOPD) system. NCODP is the battalion level training program implemented under AR 350-17 which is designed to sustain and enhance training received in NCOES. Recommendations to strengthen NCODP include revising AR 350-17 to better define the program and who is responsible for it, HQDA reviewing all supplements to the regulation to ensure they comply with basic policies and intents of the program; and making officers more aware of NCODP. These recommendations were approved.

--Assignments. Assignments have a great impact on the types of experience NCOs get and on their opportunities to participate in NCOES courses. The first priority of the assignment system must be the needs of the Army; however, the study group has recommended that professional development receive a higher priority among the other assignment considerations. Another recommendation was directed at assignments outside an NCO's PMOS or CPMOS (Career Progression MOS). Specifically, the

group recommended that such assignments be limited in time and restricted to only essential duties. In addition, back-to-back assignments outside the PMOS/CPMOS should be precluded and NCOs who have been working in other duties should be retrained upon reassignment to PMOS/CPMOS duties. General Wickham approved these recommendations.

--Promotions. The study group recommendations are geared toward ensuring that all NCOs, regardless of MOS and assignment, have equal opportunity to compete for promotions . The Chief of Staff approved recommendations to increase efforts to further reduce MOS overages and shortages, and provide additional training at MOS career progression merger points.

--Evaluations. The group found that the current Enlisted Evaluation Report (EER) is inflated and therefore does not provide boards with a selection discriminator. Furthermore, it does not address the Army's requirements for NCOs. In order to improve the EER, the group recommended that a new EER be prepared which would include the 8 Army requirements for NCOs discussed earlier in this article and which would dampen the current rate of inflation. General Wickham also approved these recommendations in concept.

--Reclassification. Reclassification is often a detractor from professional development. Group recommendations to reduce negative impacts include limiting involuntary reclassifications to correct MOS imbalance to Staff Sergeant or below, or to NCOs with less than 10 years service; formalizing retraining requirements for reclassified NCOs; and not requiring reclassified NCOs to take an SQT for a minimum of one year after date of reclassification. These recommendations were approved.

--Individual Training Evaluation Program (ITEP). The study group had several recommendations concerning ITEP, but because TRADOC is conducting a study on ITEP, the study group will not present its findings to the Chief of Staff until the TRADOC study is complete.

--Reserve Components (RC). Most of the problems and recommendations of the NCOPD study group pertain to the Total Army, which includes the Reserve Components (Army National Guard and U.S. Army Reserve). However, the RC has some unique problems which had to be addressed. These include development of a long range, comprehensive training strategy for the Individual Ready Reserve (IRR), restructured RC NCOES that includes MOS-specific training, improved quality of USAR school training, additional training aid devices and facilities, and the development of nonresident courses in tandem with resident programs to ensure they are maintained current.

Many of these recommendations have also been concurred in by the proponent staffs and are currently working. Others will require additional coordination and are not scheduled for implementation until FY 87 and beyond.

"I am excited about the results of the group's effort," Barker said, "and I am convinced that when approved and implemented, they will provide a good NCO Corps with the direction, tools and training necessary to become a great NCO Corps."

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PLEASE PASS IMMEDIATELY TO PUBLIC AFFAIRS; TIME-SENSITIVE INFORMATION. THIS MEDIUM OF COMMAND INFORMATION IS FOR USE BY ARMY NEWS EDITORS AND FOR INFORMATIONAL USE BY COMMANDERS AND PUBLIC AFFAIRS OFFICERS. ITS CONTENTS MAY ALSO BE POSTED ON BULLETIN BOARDS AND USED TO BRIEF PERSONNEL RETRANSMIT TO SUBORDINATE COMMANDS AS REQUIRED.
SUBJ: NUMEROUS FINDINGS, RECOMMENDATIONS HESULT FROM NCOPD STUDY (ARNEWS 011):
1. WASHINGTON (JAN. 23) (ARNEWS) -- AN INDEPTH STUDY OF THE PROFESSIONAL DEVELOPMENT OF NON-COMMISSIONED OFFICERS HAS RESULTED IN NUMEROUS FINDINGS AND RECOMMENDATIONS, MANY OF WHICH THE ARMY CHIEF OF STAFF ALREADY HAS APPROVED FOR IMPLEMENTATION.

2. A STUDY GROUP CONVENED LAST JUNE AT THE DIRECTION OF ARMY CHIEF OF STAFF JOHN A WICKHAM JRR

3. THE GROUP EVALUATED THE NCO PROFESSIONAL DEVELOPMENT SYSTEM BY IDENTIFYING ITS STRENGTHS AND WEAKNESSES BASED ON THE PRESENT AND FUTURE NEEDS OF THE ARMY, ACCORDING TO THE GROUP'S CHARTER PROFESSIONAL DEVELOPMENT CONSISTS OF THREE COMPLEMENTARY ELEMENTS -- TRAINING, EDUCATION AND EXPERIENCE.

4. RESULTS FROM THE STUDY INDICATE THAT, ON THE WHOLE, THE NCO CORPS REMAINS STRONG, WITH A BASICALLY SOUND PROFESSIONAL DEVELOPMENT SYSTEM. "OUR MESSAGE IS BASICALLY A GOOD NEWS STORY," SAID BRIG. GEN. WILLIAM GANEY, ONE OF THE GROUP'S CO-DIRECTORS "THE NCO CORPS IS IN GREAT SHAPE -- CONFIDENT, PROFESSIONAL, COMPETENT AND COMMITTED. AND I MIGHT ADD THAT THEY HAVE THE POTENTIAL TO GET EVEN BETTER WITH THE INPUT OF BRIGHT YOUNGSTERS WHO HAVE BEEN RECRUITED IN THE LAST FIVE YEARST THEY ARE TOMORROW'S NCOS."

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5. THE NCO PROFESSIONAL DEVELOPMENT STUDY GROUP WAS UNIQUE IN THAT IT WAS CO-CHAIRED BY A GENERAL OFFICER AND A COMMAND SERGEANT MAJOR AND STAFFED PRIMARILY BY COMBAT ARMS, COMBAT SUPPORT AND COMBAT SERVICE SUPPORT NCOS ASSIGNED ON TEMPORARY DUTY

MAJOR ACCOMPLISHMENTS

6. THE GROUP ACHIEVED FOUR MAJOR ACCOMPLISHMENTS, SAID CSM OSCAR L. BARKER, THE GROUP'S OTHER CO-DIRECTOR. FIRST, BY EVAUATING THE ENTIRE NCO PROFESSIONAL DEVELOPMENT SYSTEM AGAINST THE ARMY'S NEEDS, THEY WERE ABLE TO DECIDE HOW BEST TO PREPARE NCOS TO MEET THOSE NEEDS. MANY OF THE RECOMMENDATIONS RESULTING FROM THIS EVALUATION WERE DEVELOPED TO BE EFFECTIVE DURING THE 1986-2000 TIME FRAME.

7. SECOND, THE STUDY GROUP CREATED AN AWARENESS ABOUT NCO PROFESSIONAL DEVELOPMENT THROUGHOUT THE ARMY BY CONTACTING SENIOR COMMANDERS, NCOS AND ENLISTED PERSONNEL WORLDWIDE AND GATHERING INFORMATION CONCERNING THE SUBJECT. THE VERY EXISTENCE OF THE GROUP CAUSED SOLDIERS IN THE FIELD AND AT HIGHER HEADQUARTERS TO ASSESS THE SYSTEM AND THEIR ROLE IN IT, SAID LT. COL. CLIFFORD BERNATH, A SPOKESMAN FOR THE GROUP.

8. THE GROUP'S THIRD MAJOR ACCOMPLISHMENT WAS TO CREATE A MECHANISM FOR CONTINUOUS EVALUATION OF NCO PROFESSIONAL DEVELOPMENTT THAT MECHANISM, WHICH HAS BEEN APPROVED IN CONCEPT BY THE CHIEF OF STAFF, IS EXPECTED TO TAKE THE FORM OF A DEPARTMENT OF THE ARMY NCO PROFESSIONAL DEVELOPMENT COMMITTEE TO BE CO-CHAIRED BY THE DEPUTY CHIEF OF STAFF FOR PERSONNEL AND THE DEPUTY CHIEF OF STAFF FOR OPERATIONS. THE SERGEANT MAJOR OF THE ARMY ALSO WILL SERVE ON THE COMMITTEE. ALL THREE HAVE MAJOR RESPONSIBILITIES FOR PROFESSIONAL DEVELOPMENT OF SOLDIERS.

9. FINALLY, THE STUDY GROUP PROVIDED A FORMAL MEANS FOR KEEPING PROFESSIONAL DEVELOPMENT ON TRACK. THAT "ARCHITECTURE" FOR THE
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ARMY SECTIONAL MSG PAGE 2 OF 2
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FUTURE CONSISTS OF AN NCO PROFESSIONAL DEVELOPMENT PHILOSOPHY THAT BASES PROFESSIONAL DEVELOPMENT ON THE NEEDS OF THE ARMY. IT ALSO CONSISTS OF ALL THE GROUP'S RECOMMENDATIONS, TO INCLUDE FORMATION OF THE DEPARTMENT OF THE ARMY NCO PROFESSIONAL DEVELOPMENT COMMITTEE.

EIGHT JOB REQUIREMENTS IDENTIFIED

10. AS PART OF THE STUDY EFFORT, THE GROUP REVIEWED ARMY REGULATIONS, FIELD MANUALS AND OTHER DOCUMENTS THAT DIRECT, DEFINE AND IMPLY NCO DUTIES. BASED ON THAT RESEARCH, THE GROUP DEVELOPED A LIST DESCRIBING WHAT THE ARMY WANTS ITS NCOS TO BE AND WHAT SKILLS, KNOWLEDGE AND ATTRIBUTES THEY NEED TO PERFORM THEIR DUTIES.

11. THOSE REQUIREMENTS ARE:

--JOB PROFICIENCY. NCOS MUST BE EXPERT IN ALL ASPECTS OF THEIR CURRENT DUTY ASSIGNMENT.

-- MOS COMPETENCY. NCOS MUST HAVE ADEQUATE KNOWLEDGE OF ALL ASPECTS OF THEIR MILITARY OCCUPATIONAL SPECIALTY, WHETHER OR NOT ALL ASPECTS PERTAIN TO THEIR CURRENT DUTY ASSIGNMENTS

-- PHYSICAL FITNESS AND MILITARY BEARING. NCOS MUST HAVE THE PHYSICAL AND MENTAL ABILITY TO ACCOMPLISH THE MISSION IT ALSO MEANS THAT NCOS, AS LEADERS, MUST EXUDE CONFIDENCE SO THAT THOSE THEY LEAD WILL HAVE CONFIDENCE IN THEM. NCOS MUST BE FIT TO FIGHT AND FIT TO TRAIN OTHERS TO FIGHT.

-- BASIC EDUCATIONAL SKILLS. NCOS ARE REQUIRED TO CONDUCT TRAINING, COUNSEL SOLDIERS AND WRITE EFFICIENCY REPORTS AND RECOMMENDATIONS FOR OTHER TYPES OF ACTIONS. THIS MEANS THEY MUST HAVE THE BASIC COMMUNICATION SKILLS REQUIRED TO CARRY OUT THOSE DUTIES.

-- LEADERSHIP. THE LEADERSHIP REQUIREMENT MEANS EVERYTHING

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LISTED IN THE OTHER REQUIREMENTS. IT ALSO MEANS KNOWING AND CARING FOR SOLDIERS AND THEIR FAMILIES, LISTENING TO THEM, LOOKING OUT FOR THEIR WELFARE AND HELPING SOLVE THEIR PROBLEMS. MOST IMPORTANT, IT MEANS DOING WHATEVER IS NECESSARY TO ENSURE THEIR SOLDIERS ARE PHYSICALLY, MENTALLY AND TECHNICALLY FIT TO FIGHT, WIN AND SURVIVE IN COMBAT.

-- TRAINING. THE NCO'S MAIN MISSION IS TRAINING -- TRAINING SOLDIERS AS A WINNING TEAM, TRAINING THEM IN THEIR MOS AND TRAINING THEM IN THEIR JOBS. THE NCO MUST BE A COMMUNICATOR, A MOTIVATOR, A PROBLEM SOLVER, A DECISION-MAKER AND A MANAGER -- ALL OF WHICH ARE PARTS OF BEING A LEADER.

-- PROFESSIONAL VALUES AND ATTRIBUTES. THESE TRAITS EMBODY A WIDE RANGE OF OTHER CHARACTERISTICS THAT ARE BASIC TO BEING A PROFESSIONAL SOLDIER -- DEDICATION, DISCIPLINE AND SELFLESS SERVICE TO THEIR COUNTRY, TO NAME A FEW.

-- MAINTAINING AND ACCOUNTING. NCOS ARE CHARGED WITH MAINTAINING AND ACCOUNTING FOR PERSONNEL, PROPERTY AND EQUIPMENT. THEY ARE ALSO RESPONSIBLE FOR THEIR OWN ACTIONS AND FOR THOSE OF THE SOLDIERS UNDER THEM.

12. "I BELIEVE THE EIGHT REQUIREMENTS WILL PROVIDE A ROAD MAP FOR INDIVIDUAL USE AND A GUIDE FOR ESTABLISHING PERSONAL AND PROFESSIONAL STANDARDS OF EXCELLENCE FOR THE PRESENT AND THE FUTURE," BARKER SAID.

13. THE STUDY GROUP ALSO HAS DEVELOPED ANOTHER GUIDE THAT CAN BE USED BY NCOS IN CHARTING THEIR OWN CAREERS AND BY OFFICERS AND NCOS IN COUNSELLING JUNIOR NCOS ON THEIR PROFESSIONAL DEVELOPMENT NEEDS CALLED THE "NCO PROFESSIONAL DEVELOPMENT GUIDE," IT'S SCHEDULED FOR BT

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DISTRIBUTION TO THE FIELD LATER THIS YEAR, BERNATH SAID.

PROFESSIONAL DEVELOPMENT SYSTEM NEEDS FINE TUNING

14. THE STUDY GROUP CONCLUDED THAT THE PROFESSIONAL DEVELOPMENT SYSTEMS THAT ARE NEEDED TO MEET THE EIGHT REQUIREMENTS IT LISTED ARE ALREADY IN PLACE IN THE ARMY; HOWEVER, MANY NEED SOME FINE-TUNING TO MAKE THEM MORE EFFECTIVE.

15. IN ORDER TO IMPROVE THE SYSTEMS, THE GROUP ISSUED ABOUT 30 RECOMMENDATIONS FOR CHANGE. THEY FALL INTO ABOUT A DOZEN CATEGORIES, COVERING SUCH AREAS AS THE NCO PROFESSIONAL DEVELOPMENT PHILOSOPHY, THE ENLISTED PERSONNEL MANAGEMENT SYSTEM, MILITARY AND CIVILIAN EDUCATION AND TRAINING AND RESERVE COMPONENT ISSUES. A SPECIAL EDITON OF "SERGEANTS' BUSINESS" IS SCHEDULED FOR PUBLICATION IN FEBRUARY AND WILL BE DISTRIBUTED TO ACTIVE AND RESERVE COMPONENT UNITS WORLDWIDE. THE PUBLICATION WILL ADDRESS THE WORKINGS, FINDINGS AND RECOMMENDATIONS OF THE STUDY GROUP IN MORE DETAIL.

16. "I AM EXCITED ABOUT THE RESULTS OF THE GROUP'S EFFORT," BARKER SAID, "AND I AM CONVINCED THAT WHEN THEIR RECOMMENDATIONS ARE APPROVED AND IMPLEMENTED THEY WILL PROVIDE A GOOD NCO CORPS WITH THE DIRECTION, TOOLS AND TRAINING NECESSARY TO BECOME A GREAT NCO CORPS

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Appendix E

Changes to AR 350-17, NCO Development Program

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To provide the results of the study group's review of AR 350-17 and make recommendations for changes, as appropriate.

2. DISCUSSION: NA

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON D C 20310

DACS-NCOPDS

3 February 1986

MEMORANDUM FOR THE DIRECTOR OF TRAINING, ODCSOPS

ATTN: DAMO-TRI (COL Issac)

SUBJECT: Change to AR 350-17, NCO Development Program

1. Reference is made to the NCOPDS decision briefing for the CSA, 4 Dec 85.

2. Attached at Enclosures 1 and 2 are the changes to AR 350-17 which were coordinated with your office and the SMA, and approved in concept by the CSA on 4 Dec 85.

3. Request your office include these changes in the next UPDATE publication.

4. POC: COL Simpson, NCOPDS, 697-6550.

Enclosures

JACQUES B. GERARD
Colonel, AG
Deputy Director, Soldiers Study

RECOMMENDED CHANGES TO PUBLICATIONS AND BLANK FORMS

For use of this form, see AR 310-1; the proponent agency is the US Army Adjutant General Center.

Use Part II (reverse) for Repair Parts and Special Tool Lists (RPSTL) and Supply Catalogs/Supply Manuals (SC/SM).

DATE: 12 Nov 85

TO: (Forward to proponent of publication or form) (Include ZIP Code)
HQDA (DAMO-TRI)
Washington D.C. 20310-0450

FROM: (Activity and location) (Include ZIP Code)
Office, Chief of Staff, Army
ATTN: DACS-NCOPDS (Cafritz)
RM 3D673, Pentagon
Washington D.C. 20310-0200

PART I - ALL PUBLICATIONS (EXCEPT RPSTL AND SC/SM) AND BLANK FORMS

PUBLICATION/FORM NUMBER	DATE	TITLE
Noncommissioned Officer Development Program	30 Aug 85	AR 350-17

ITEM NO.	PAGE NO.	PARAGRAPH	LINE NO.*	FIGURE NO.	TABLE NO.	RECOMMENDED CHANGES AND REASON (Provide exact wording of recommended change, if possible).
						All changes are to further define, clarify, or delete redundancy in the regulation
1		1				As reads: This regulation prescribes policy, responsibilities, and guidance for the establishment, Army wide, of Noncommissioned Officer Development Program (NCODP) To read: This regulation establishes the policies and guide lines for the development and implementation of the Noncommissioned Officer Development Program (NCODP) in the battalions, separate companies, and equivalent organizations.
2		3a.				As reads: The Deputy Chief of Staff for Operations and Plans (DCSOPS) is responsible for policies, resources, and standards in support of NCODP. To read: The Deputy Chief of Staff for Operations and Plans (DCSOPS)- (1) Is responsible for policies, resources, and standards in support of NCODP. (2) Will coordinate initiatives related to NCODP with the Sergeant Major of the Army (SMA).
3		3c(2)				As reads: Is the focal point for all HQDA agencies and their field operating agencies on decisions which impact on noncommissioned officer developement or NCODP policies. To read: Advises the DCSOPS on all matters relevant to NCODP.

*Reference to line numbers within the paragraph or subparagraph.

TYPED NAME, GRADE OR TITLE	TELEPHONE EXCHANGE/AUTOVON, PLUS EXTENSION	SIGNATURE
Loney, John F. 1SG NCOPDS, Member	(AV)227-6538	

DA FORM 1 FEB 74 2028 REPLACES DA FORM 2028, 1 DEC 68, WHICH WILL BE USED.

BLANK FORMS For use of this form, see AR 310-1; the proponent agency is the US Army Adjutant General Center.	Use Part II (reverse) for Repair Parts and Special Tool Lists (RPSTL) and Supply Catalogs/Supply Manuals (SC/SM).	DATE
TO: *(Forward to proponent of publication or form) (Include ZIP Code)*	FROM: *(Activity and location) (Include ZIP Code)*	

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PUBLICATION/FORM NUMBER	DATE	TITLE

ITEM NO.	PAGE NO.	PARAGRAPH	LINE NO.*	FIGURE NO.	TABLE NO.	RECOMMENDED CHANGES AND REASON *(Provide exact wording of recommended change, if possible).*
4		3i.	1	1		Delete: , Command Sergeants Major, and First Sergeants
5		3i(1)	2			Delete: The focal point for the NCODP must be the CSM.
6		3i(5)				Delete
7		3i(6)				Delete
8		3i(7)				Delete
9		3j.				Add: Command Sergeants Major (CSM) or senior noncommissioned officers of battalions, separate companies, and equivalent organizations- (1) Are the principal advisors to their commanders on developing the NCODP. (2) Are responsible for implementing the NCODP in their organizations. (3) Advise commanders on the state of NCO development within their organizations. (4) Assist senior NCOs in subordinate units in implementing NCODP. (5) Ensure that an effective NCO support channel is established.
10		4a-e				Change
11						To read: a. Noncommissioned officer professional development involves the full range of training, education, and other experiences received thoughout a career. The NCODP is one of the more important elements of professional development as it is the leader training an NCO receives while a member of a unit.

**Reference to line numbers within the paragraph or subparagraph.*

TYPED NAME, GRADE OR TITLE	TELEPHONE EXCHANGE/AUTOVON, PLUS EXTENSION	SIGNATURE

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RECOMMENDED CHANGES TO PUBLICATIONS AND BLANK FORMS For use of this form, see AR 310-1; the proponent agency is the US Army Adjutant General Center.	Use Part II (reverse) for Repair Parts and Special Tool Lists (RPSTL) and Supply Catalogs/Supply Manuals (SC/SM).	DATE
TO: (Forward to proponent of publication or form) (Include ZIP Code)	FROM: (Activity and location) (Include ZIP Code)	

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PUBLICATION/FORM NUMBER	DATE	TITLE

ITEM NO.	PAGE NO.	PARAGRAPH	LINE NO.*	FIGURE NO.	TABLE NO.	RECOMMENDED CHANGES AND REASON (Provide exact wording of recommended change, if possible).
						h. NCODP builds upon the contributions of the Army's Enlisted Personnel Management System (EPMS) and the Noncommissioned Officer Education System (NCOES). These two systems provide a valuable foundation for the development of noncommissioned officers; however, it is through the application of skills in the unit that soldiers become quality noncommissioned officers.
12		5a(1).				As reads: Enhance leadership development of the NCO To read: Develop and strengthen leadership skills and professional attributes within the NCO corps.
13		5b.				Delete
14		5e.				Delete
15		6a.				As reads: Noncommissioned officer development training should be programmed as integral portions at the lowest level feasible. This may be company, troops, battery, or separate detachment. To read: NCODP encompasses the principles of the Army's Training Management System (TMS). It is a unit leadership development program implemented at battalion or equivalent level in both TOE and TDA units to improve the NCOs assigned. NCODP is not just a program of structured classes; it is also a continous daily training process. NCODP should be implemented at the lowest level feasible.

*Reference to line numbers within the paragraph or subparagraph.

TYPED NAME, GRADE OR TITLE	TELEPHONE EXCHANGE/AUTOVON, PLUS EXTENSION	SIGNATURE

DA FORM 1 DEC 76 2028 REPLACES DA FORM 2028, 1 DEC 68, WHICH WILL BE USED.

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TO: (Forward to proponent of publication or form) (Include ZIP Code)	FROM: (Activity and location) (Include ZIP Code)	

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PUBLICATION/FORM NUMBER	DATE	TITLE

ITEM NO.	PAGE NO.	PARA-GRAPH	LINE NO.*	FIGURE NO.	TABLE NO.	RECOMMENDED CHANGES AND REASON (Provide exact wording of recommended change, if possible).
						b. The NCODP is the commander's formal program for developing the leadership skills and professional attributes of the unit's enlisted leaders. It is a program that encompasses all forms of leader training from individual coaching and counseling to formal instruction for groups of NCOs. It is a program tailored to the unique requirements of the unit and its NCOs. c. As with all leader training, NCODP is a commander's responsibility. That is, the program is a reflection of the commander's priorities and expectations for the development of the unit's enlisted leaders. d. It is the responsibility of the NCO support channel to implement the NCODP. The senior NCO at each level of the support channel has primary responsibility for training the next subordinate level of NCOs. e. NCODP is a battalion, separate company or equivalent level program. It is equally applicable to TDA and TOE structures. f. All NCOs, acting NCOs, and other soldiers in leadership positions will participate in NCODP. g. NCO development training that involves classes or other forms of formal instruction will be scheduled and reflected on unit/organization master training programs and schedules. Unscheduled informal leader training such as one-on-one instruction and coaching will be fully integrated into the daily routine of the unit.

*Reference to line numbers within the paragraph or subparagraph.

TYPED NAME, GRADE OR TITLE	TELEPHONE EXCHANGE/AUTOVON, PLUS EXTENSION	SIGNATURE

DA FORM 1 FEB 74 2028 REPLACES DA FORM 2028, 1 DEC 68, WHICH WILL BE USED.

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TO: *(Forward to proponent of publication or form) (Include ZIP Code)*	FROM: *(Activity and location) (Include ZIP Code)*	

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PUBLICATION/FORM NUMBER	DATE	TITLE

ITEM NO.	PAGE NO.	PARAGRAPH	LINE NO.*	FIGURE NO.	TABLE NO.	RECOMMENDED CHANGES AND REASON *(Provide exact wording of recommended change, if possible).*
16		7				Change To Read: The following topics are suggested for periods of formal instruction. They are not intended to represent the full range of NCODP. Rather, they are subjects which NCOs should be familiar with to better fulfill their roles as a leaders. a. Leaderships skills. b. Training skills. c. Communication skills. d. Common soldier task skills. e. Physical fitness. f. Military bearing, customs, and courtesy. g. Duties, responsibilites, and authority of a NCO. h. Maintenance and accountability of weapons and equipment. i. Uniform Code of Military Justice (UCMJ). j. Enlisted Personnel Management System (EPMS). k. Noncommissioned Officer Education System (NCOES). l. Army Continuing Education System (ACES). m. Soldier assistance programs and agencies. n. The Reserve Components.

**Reference to line numbers within the paragraph or subparagraph.*

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DA FORM 1 FEB 79 2028 REPLACES DA FORM 2028, 1 DEC 68, WHICH WILL BE USED.

1. Purpose

~~This regulation prescribes policy, responsibilities, and guidance for the establishment, Army-wide, of Noncommissioned Officer Development Program (NCODP).~~ This regulation establishes the policies and guide lines for the development and implementation of the Noncommissioned Officer Development Pogram (NCODP) in battalions, separate companies, and equivalent organizations.

2. Explanation of abbreviations

Abbrevations used in this regulation are listed in the glossary.

3. Responsibilities

a. ~~The Deputy Chief of Staff for Operations and Plans (DCSOPS) is responsible for policies, resources, and standards in support of NCODP.~~ The Deputy Chief of Staff for Operations and Plans (DCSOPS)-

(1) Is responsible for policies, resources, and standards in support of NCODP.

(2) Will coordinate initiatives related to NCODP with the Sergeant Major of the Army (SMA).

b. The Deputy Chief of Staff for Personnel (DCSPER) coordinates all personnel management initiatives and policies which relate to NCODP with the DCSOPS.

c. Sergeant Major of the Army (SMA)-

(1) Acts as the focal point for required DA NCODP actions which do not otherwise define themselves by functional staff responsibility.

(2) ~~Is the focal point for all HQDA agencies and their field operating agencies on decisions which impact on noncommissioned officer development or NCODP policies.~~ Advises the DCSOPS on all matters relevant to NCODP.

(3) Renders an annual report to the Chief of Staff, US Army, on the state of the Army's Noncommissioned Officer Corps. This includes an assessment of the implementation of NCODP in major Army Commands (MACOMs), the ARNG, and the USAR.

d. Chief, National Guard Bureau (CNGB)-

(1) Integrates the NCODP into pertinent directives and programs unique to the ARNG.

(2) Provides advice and assistance to the DSCOPS.

e. Chief, Army Reserve (CAR)-

(1) Integrates the NCODP into pertinanet directives and programs unique to the USAR.

(2) Provides advice and assistance to the DCSOPS and the Commanding General, US Army Reserve Personnel Center (ARPERCEN) in the development of NCODP supporting programs for the USAR.

f. The Inspector General (TIG)-

(1) Inquires into the effectiveness of NCODP during scheduled inspections and staff visits.

(2) Provides appropriate feedback to the Army Staff.

g. The Adjutant General (TAG)-

(1) Coordinates with DCSOPS the Quality of Life (QOL) initiatives which impact upon NCODP.

(2) Insures that educational polices, which impact upon noncommissioned officer development, support NCODP.

h. Major Army commands (MACOMs)-

(1) Provide the support and means to promote effective NCODPs in units, organizations, and activities.

(2) Insure that intermediate headquarters assist in support battalions, separaate companies, and equivalent commands to develop formal NCODPs.

(3) In addition to the above, the Commanding General, US Army Forces Command (FORSCOM) will provide NCODP guidance and assistance to the ARNG and the USAR.

i. The Commanders~~, Command Sergeants Major, and First Sergeants~~ of battalions, separate companies, and equivalent organizations-

(1) Are responsible for developing NCODP. ~~The focal point for the NCODP must be the CSM.~~

(2) Ensure the program satisfies the needs of the unit and enhances the development of the Noncommissioned Officers.

(3) Ensure time and resources are provided for the conduct of NCO development training. This includes periods of instruction and timely counseling of NCOs as an integral part of NCO development.

(4) Ensure that there is, throughout the units, a clear identification of noncommissioned officer tasks/responsibilities.

~~(5) Ensure that a noncommissioned officer support channel is established.~~

~~(6) Must assist NCO by providing the means and support for coordinating existing programs affecting NCO.~~

~~(7) Must assist NCO by providing the means and support for developing initiatives to promote NCO professional development, particularly in weak areas.~~

j. Command Sergeants Major CSM or senior noncommissioned officers of battalions, separate companies, and equivalent organizations-

(1) Are the principal advisors to their commanders on developing the NCODP.

(2) Are responsible for implementing the NCODP in their organizations.

(3) Advise commanders on the state of NCO development within their organization.

(4) Assist senior NCOs in subordinate units in implementing NCODP.

(5) Ensure that an effective NCO support channel is established.

4. Policy

~~a. The NCODP is a command responsibility. It is the responsibility of the NCO support channel to train subordinate NCO. Command emphasis will enhance success of the program.~~

~~b. NCODP is a leadership tool used at the battalion, separate company, or equivalent level. It is equally applicable to TDA and TOE structures.~~

~~c. NCO professional development training will be scheduled and reflected on unit/organization master training programs and schedules. Such training will be structured to the needs of the unit as assessed by the commander.~~

~~d. All soldiers who demonstrate the potential for, or are performing duty in a leadership position, or are designated as an acting noncommissioned officer will participate in NCODP.~~

~~e. Separate periods of instruction may be conducted for separate grades as appropriate to the subject matter.~~

a. Noncommissioned officer professional development involves the full range of training, education, and other experiences received thoughout a career. The NCODP is one of the more important elements of professional development as it is the leader training an NCO receives while a member of a unit.

b. The NCODP is the commander's formal program for developing the leadership skills and professional attributes of the unit's enlisted leaders. It is a program that encompasses all forms of leader training from individual coaching and counseling to formal instruction for groups of NCOs. It is a program tailored to the unique requirements of the unit and its NCOs.

c. As with all leader training, NCODP is a commander's responsibility. That is, the program is a reflection of the commander's priorities and expectations for the development of the unit's enlisted leaders.

d. It is the responsibility of the NCO support channel to implement the NCODP. The senior NCO at each level of the support channel has primary responsibility for training the next subordinate level of NCOs.

e. NCODP is a battalion, separate company or equivalent level program. It is equally applicable to TDA and TOE structures.

f. All NCOs, acting NCOs, and other soldiers in leadership positions will participate in NCODP.

g. NCO development training that involves classes or other forms of formal instruction will be scheduled and reflected on unit/organization master training programs and schedules. Unscheduled informal leader training such as one-on-one instruction and coaching will be fully integrated into the daily routine of the unit.

h. NCODP builds upon the contributions of the Army's Enlisted Personnel Management System (EPMS) and the Noncommissioned Officer Education System (NCOES). These two systems provide a valuable foundation for the development of noncommissioned officers; however, it is through the application of skills in the unit that soldiers become quality noncommissioned officers.

5. Goals and objectives

a. The goals and objectives of NCODP are to-

(1) ~~Enhance leadership development of the NCO.~~ Develop and strengthen leadership skills and professional attributes within the NCO corps.

(2) Provide guidance in the continuing development of noncommissioned officers.

(3) Increase the confidence of the NCO.

(4) Realize the full potential of the NCO support channel.

(5) Improve unit effectiveness.

~~b. NCODP builds upon the contributions of the Army's Enlisted Personnel Management System (EPMS) and the Noncommissioned Officer Education System (NCOES). These two systems provide a valuable foundation for the development of noncommissioned officers; however, it is through the application of skills in the unit that soldiers become quality noncommissioned officers.~~

b. Increase combat readiness by strengthening the NCO Corps through improving NCO quality, morale, performance, and potential.

c. Provide educational opportunities directed toward NCO needs, both on and off duty.

~~e. Provide professional education opportunities to teach the NCO how to be more effective.~~

d. Develop an environment in the unit that will permit the NCO to perform to their full potential.

6. Implementing guidance

~~a. Noncommissioned officer development training should be programmed as integral portions at the lowest level feasible. This may be company, troop, battery, or separate detachment.~~ a. NCODP encompasses the principles of the Army's Training Management System (TMS). It is a unit leadership development program implemented at battalion or equivalent level in both TOE and TDA units to improve the NCOs assigned. NCODP is not just a program of structured classes; it is also a continous daily training process. NCODP should be implemented at the lowest level feasible.

b. Unit programs will complement formal training presented at military and civilian institutions such as that offered by NCOES and civilian schooling.

c. NCODP professional development training will include instruction applicable to soldiers of all career management fields.

d. Portions of the NCODP may be formalized into periods of noncommissioned officer development training which should be institutionalized in all commands. The topics selected should be attuned to the geography, mission, and deficiencies of the unit. They should supplement training gained from daily, routine operations.

e. NCO communications links at battalion levels and higher should be established. The purpose is to consider, but not be limited to, problems and recommendations related to improvements in the development and QOL of all NCOs and enlisted personnel. They also serve to provide recommendations to commanders on topics which affect enlisted personnel.

~~7. Suggested topics~~

~~The following topics are suggested for the training program.~~

~~a. Duties, responsibilities, and authority of NCO.~~

~~b. How to train soldiers.~~

~~c. How to train small units, squads, teams, crews, echelons, and platoons.~~

~~d. Leadership.~~

~~e. Maintenance and accountability of weapons and equipment.~~

~~f. The tactical employment of small units.~~

~~g. School of the soldier.~~

~~h. Uniform Code of Military Justice.~~

~~i. Personal relationships, dealing with seniors, subordinates, and peers.~~

~~j. Military customs and courtesy.~~

~~k. Enlisted Personnel Management System (EPMS).~~

~~l. The Active Guard and Reserve Program (AGR).~~

~~m. Noncommissioned Officer Education System (NCOES).~~

~~n. Effective communications.~~

~~o. The NCO role in the Alcohol and Drug Abuse Prevention and Control Program (ADAPCP).~~

~~p. Personal affairs.~~

~~q. Army Continuing Education System (ACES).~~

~~r. Soldier assistance referral agencies.~~

~~s. Situational leadership, communications/counseling, integrated training management (male/female), stress management, performance management, unit team building.~~

~~t. The role of the NCO's officers.~~

~~u. Quality of life standards.~~

~~v. The Army family.~~

~~w. Financial management.~~

~~x. Search and seizure.~~

~~y. Soldier awareness.~~

~~z. U.S. national values, national security, national strategy, national ethics, military heritage, role of the military, the threat.~~

~~aa. History of the U.S. Army Reserve Components.~~

~~ab. Maintenance and accountability of weapons and equipment.~~

~~ac. Financial counseling.~~

~~ad. The role of the ISC in peacetime and wartime.~~

7. Suggested topics

The following topics are suggested for periods of formal instruction. They are not intended to represent the full range of NCODP. Rather, they are subjects which NCOs should be familiar with to better fulfill their roles as leaders.

a. Leaderships skills.

b. Training skills.

c. Communication skills.

d. Common soldier task skills.

e. Physical fitness.

f. Military bearing, customs, and courtesy.

g. Duties, responsibilites, and authority of a NCO.

h. Maintenance and accountability of weapons and equipment.

i. Uniform Code of Military Justice (UCMJ).

j. Enlisted Personnel Management System (EPMS).

k. Noncommissioned Officer Education System (NCOES).

l. Army Continuing Education System (ACES).

m. Soldier assistance programs and agencies.

n. The Reserve Components.

Appendix F

Review of The Army Noncommissioned Officer Guide (FM 22-600-20)

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To provide the results of the study group's review of The Army Noncommissioned Officer Guide and make recommendations for changes, as appropriate.

2. DISCUSSION: NA

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS

15 OCT 1985

SUBJECT: Review of The Army Noncommissioned Officer Guide (FM 22-600-20)

Commander
United States Army Training and Doctrine Command
ATTN: ATTG-I
Ft Monroe, VA 23651-5000

1. Reference: CSA Memorandum 85-15-8, subject: Noncommissioned Officer Professional Development Study (Soldier's Study), 16 May 1985.

2. The above memorandum charters this study group to evaluate all aspects of NCO professional development. Although the study group's work is still in progress, it is possible to make some early observations and recommendations regarding FM 22-600-20, a publication for which your command is proponent.

3. The Army NCO Guide was reviewed in conjunction with an extensive literature search of documents relevant to NCO professional development. It was also an item of discussion during interviews with commanders and NCOs in units worldwide. On the basis of information gathered from those various sources, the study group made the following observations:

a. The document is popular with commanders and NCOs. Most regard it as a good source of general guidance on personal and professional conduct for NCOs. They want to see the FM updated and republished.

b. While the NCO Guide contains no factual errors, Chapter 1, "Leadership," does not include the eleven principles of leadership or the leadership framework (Be-Know-Do) found in Chapter 2, FM 22-100.

c. Many NCOs, especially newly promoted junior NCOs, do not have a personal copy of the NCO Guide. While instructions on the inside back cover explain how to obtain additional copies, it is not clear whether every NCO should have a copy, or what the commander's responsibilities are to obtain additional copies.

d. The NCO Guide contains no specific professional development information in areas such as NCOES or EPMS. The study group considered the possibility of combining the NCO Guide with a more comprehensive text that would include professional development information. However, there was a clear consensus from the field that the NCO Guide should "stand alone," and that a separate NCO professional development guide should be published. (Note: This study group is developing a draft NCO professional development guide to be published in 2d Qtr, FY86.)

e. The manual is an odd size (5" x 7"). It is neither pocket size (too large) nor standard FM size. The study group recommends pocket size, about 4" X 6".

f. The color scheme, while eye-catching, makes the NCO Guide look like a Marine Corps publication. A change to something distinctively Army (e.g., camouflage cover) would help distinguish a new, revised edition from the current edition.

4. Specific recommendations for changes to the NCO Guide are contained in the enclosed DA Form 2028. Also enclosed is a copy of FM 22-600-20 annotated with minor editorial suggestions for clarity and ease of reading. Recommend all changes be included in a complete revision of the guide.

FOR THE DIRECTOR:

Enclosures

JACQUES B. GERARD
Colonel, GS
Deputy Director, Soldiers Study

RECOMMENDED CHANGES TO PUBLICATIONS AND BLANK FORMS For use of this form, see AR 310-1; the proponent agency is the US Army Adjutant General Center.	Use Part II (reverse) for Repair Parts and Special Tool Lists (RPSTL) and Supply Catalogs/Supply Manuals (SC/SM).	DATE 15 Oct 85
TO: (Forward to proponent of publication or form) (Include ZIP Code) HQ, TRADOC ATTN: ATTG-I Ft Monroe, VA 23651-5000	FROM: (Activity and location) (Include ZIP Code) HQDA DACS-NCOPDS Washington, D.C. 20310-0200	

PART I - ALL PUBLICATIONS (EXCEPT RPSTL AND SC/SM) AND BLANK FORMS

PUBLICATION/FORM NUMBER	DATE	TITLE
FM 22-600-20	March 1980	The Army NCO Guide

ITEM NO.	PAGE NO.	PARAGRAPH	LINE NO.*	FIGURE NO.	TABLE NO.	RECOMMENDED CHANGES AND REASON (Provide exact wording of recommended change, if possible).
1	4-9					Chapter on leadership should include the principles of leadership and the leadership framework found in Chapter 2, FM 22-100. Reason: Consistency of FM's.
2	19					Change color scheme so that all arrows stand out. Reason: Difficult to distinguish orange arrows.
3	33					Add: "Insure your soldiers understand the professional development requirements of their grade and MOS (DA PAM 600-XX)." (Note: DA PAM 600-XX, The U.S. Army NCO Professional Development Guide is expected to be published in 2d qtr, FY86.) Reason: Keeping subordinates informed of their professional development needs is a supervisors responsibility.
4	43					Reference to SQT should be changed to incorporate current terminology regarding ITEP. Reason: Update.
5	48					Add: DA PAM 600-XX Reason: See Item 3.
6	Inside back cover					Distribution should clearly state that every NCO should be issued one copy of the Guide. See Part III for additional recommendations.

*Reference to line numbers within the paragraph or subparagraph.

TYPED NAME, GRADE OR TITLE	TELEPHONE EXCHANGE/AUTOVON, PLUS EXTENSION	SIGNATURE
KENNETH W. SIMPSON, Colonel Chief, Training and Education	227-6550/6578	

DA FORM 1 FEB 74 2028 REPLACES DA FORM 2028, 1 DEC 68, WHICH WILL BE USED.

TO: (Forward direct to addressee listed in publication)	FROM: (Activity and location) (Include ZIP Code)	DATE

PART II - REPAIR PARTS AND SPECIAL TOOL LISTS AND SUPPLY CATALOGS/SUPPLY MANUALS

PUBLICATION NUMBER	DATE	TITLE

PAGE NO.	COLM NO.	LINE NO.	NATIONAL STOCK NUMBER	REFERENCE NO.	FIGURE NO.	ITEM NO.	TOTAL NO. OF MAJOR ITEMS SUPPORTED	RECOMMENDED ACTION

PART III - REMARKS *(Any general remarks or recommendations, or suggestions for improvement of publications and blank forms. Additional blank sheets may be used if more space is needed.)*

The size and color of the FM should be changed. Recommend making the NCO Guide truly "pocket size," i.e., approximately 4" X 6". Also, the color scheme should be changed to something distinctively Army. Recommend camouflage cover.

Reason: The current color scheme is too similar to Marine Corps colors. A change in either size or color will help distinguish a new edition from the old.

The Noncommissioned Officer Creed (copy attached) should be included in the manual. Recommend the creed appear on either the inside, front cover, or in the section titled "The NCO Corps."

Reason: The Creed has been around the Army for over 30 years and is well known to the NCO Corps. It is frequently used at NCO ceremonies such as NCO Academy graduations, NCO "inductions", and dining-ins. However, it currently does not appear in any official publication. The Creed espouses principles which are consistent with the theme of the NCO Guide, and including it in the FM will give it "official" status.

ED NAME, GRADE OR TITLE	TELEPHONE EXCHANGE/AUTOVON, PLUS EXTENSION	SIGNATURE
KENNETH W. SIMPSON, COLONEL Chief, Training & Education	227-6550/6580	

* U.S. Government Printing Office: 1984—461-033/27078

Creed Of The Noncommissioned Officer

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

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

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

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

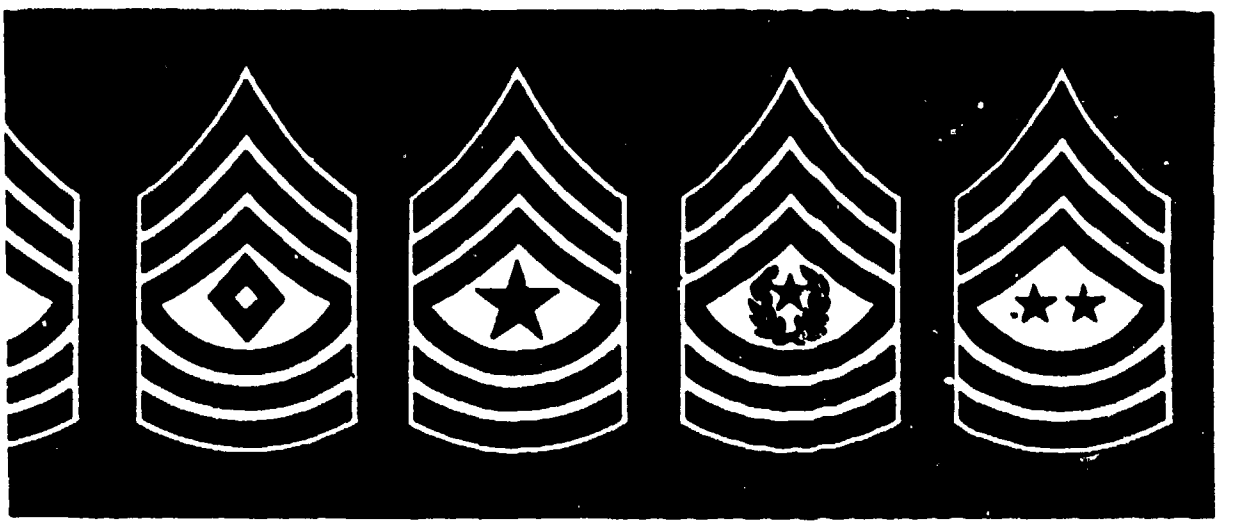
Enclosure 7 to DA Form 2028

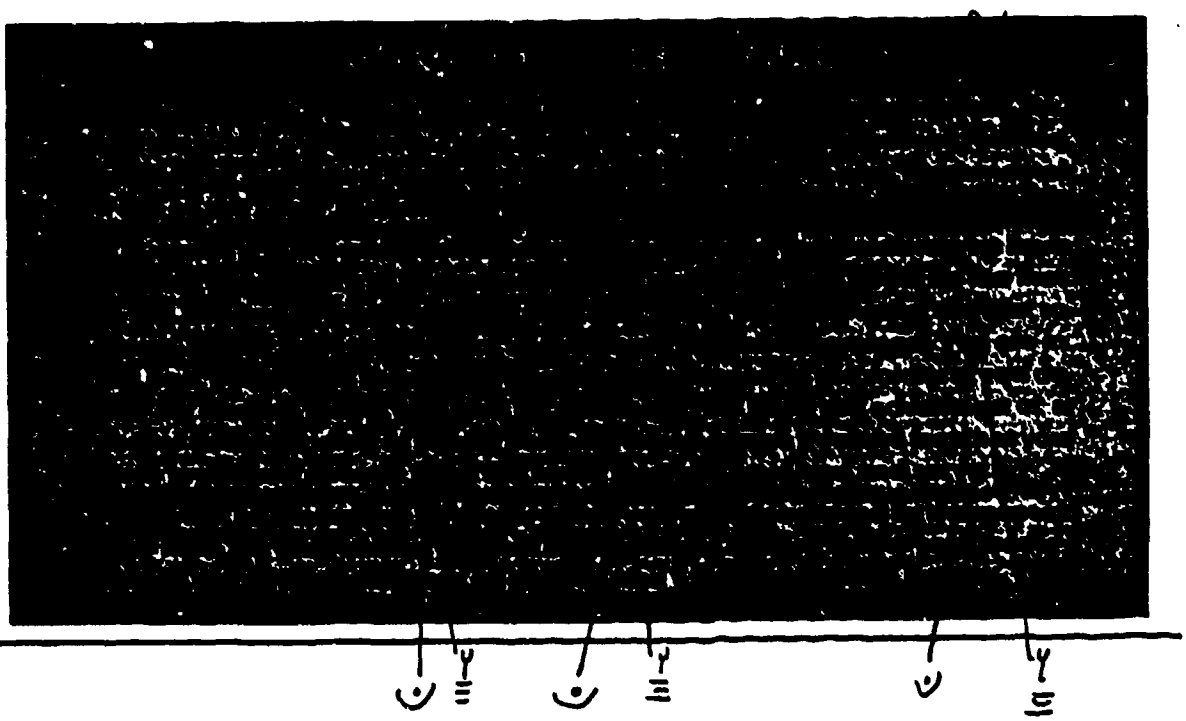
PROPOSED FOR INSIDE FRONT COVER (FM 22-600-20)

13

FM 22-600-20
MARCH 1980

THE ARMY NONCOMMISSIONED OFFICER GUIDE





THE NONCOMMISSIONED OFFICER CORPS

Noncommissioned officers are a special group

A tough, dedicated, and professional noncommissioned officer corps is a necessary and permanent part of any Army. In ancient times armies selected soldiers for special traits of skill, courage, and leadership. These select soldiers performed what we would call the duties of noncommissioned officers. And so today the United States Army selects a special group of soldiers to be its noncommissioned officers. This book describes the duties, responsibilities, and authority of our Army's noncommissioned officers.

Noncommissioned officers are leaders

Noncommissioned officers are promoted from the ranks. They are charged with duties that support commissioned officers in accomplishing the missions of the units of the Army. Sergeants' business is to train and lead soldiers—every hour of every day. Sergeants see to it that orders are carried out in spirit and in fact. Sergeants lead by example; they set high standards, they train soldiers to perform to those standards, they help soldiers meet those standards. *Sergeants must have the skill, ability, and leadership to train soldiers for combat and lead them in combat.* Sergeants must also lead soldiers in performing a wide variety of noncombat jobs. The buck stops at the sergeants—they lead, insist that the job gets done right, and assist soldiers in doing it.



Entire chapter needs to be rewritten to incorporate principles and techniques noted in FM 22-100. (See ZA 2078)

Chapter 1
LEADERSHIP

You were chosen for leadership

The fact that you are wearing sergeant's stripes means that you have been chosen to be a leader. Your position as a leader sets you apart from other enlisted soldiers. *Every soldier must know and do his job, but not every soldier can be a leader.* A sergeant is a leader.

You must lead by example

As a noncommissioned officer, you are in the first line of Army leadership. Considering the whole Army, noncommissioned officers outnumber commissioned officers nearly three to one; they directly supervise more than 80 percent of the soldiers in combat divisions. *You will spend more time with soldiers than your officers do.* Therefore, you must always set the example, making every effort to earn the respect and confidence of your soldiers, as well as that of your officers. Respect and confidence aren't issued with the stripes. You will have to work hard to earn them. Sergeants secure the respect and confidence of soldiers in two fundamental ways—by demonstrated ability in soldier skills and by obvious, genuine concern for the well-being of their soldiers. You have to take care of your soldiers and still get the job done. Sergeants train soldiers to perform individual soldier skills to high standards of excellence. Sergeants also train the small units of the Army—fire teams, squads, crews, gun sections—to fight together as teams, using their equipment to high standards of excellence. As a sergeant, teamwork is your responsibility. *You must know that every soldier's performance is important and that in teams every soldier depends on every other soldier, and all depend on well-maintained and properly operating equipment.* You build teamwork and unit proficiency in order to prepare for the day when your unit may have to fight. There are few, if any, natural leaders. Leadership is learned—by training, practice, and experience. There are manuals on leadership, such as FM 22-100, Military Leadership. You should study it. You should also observe other leaders in your unit, especially those who are successful. Learn from them—by observing and asking questions. Study yourself; learn from your own successes and failures.

You must build teamwork and unit proficiency

To become a better leader you need to:

1 know your job **2** know yourself **3** know your soldiers **4** be honest

1 Know your job. To be a good sergeant you must know your job—know it exceptionally well. This means you must be proficient in the employment, care, cleaning, and maintenance of fighting vehicles, weapons, and equipment assigned to your unit. It means you must be proficient in the tactics your unit is to use in battle. It means you must be proficient in the day-to-day requirements of soldiering in the field and in garrison. *If you're a really good sergeant you'll be at least as good, or better, at all those things than any of your soldiers.* This is the first step in leading by example. You must also be able to train your soldiers to high levels of proficiency in their individual and team skills. You are the coach; the team is the thing; battle is the payoff. In addition, you need to be thinking ahead to the day you may have to replace your officer or noncommissioned officer superior. For this is the way of battle; in combat, soldiers at all levels must pick up, carry on, and get the mission done as their leaders become casualties.

2 Know yourself. As a sergeant your job requires you to get things done with your soldiers and your equipment under the most difficult of conditions: the uncertainty, confusion, stress, and fear of battle. *In those challenging circumstances three things are essential to success:*

- **courage**—yours and that of your soldiers;
- **teamwork** in battle—how well you've trained your team; and
- **leadership**—how well you lead and how well the soldiers follow.

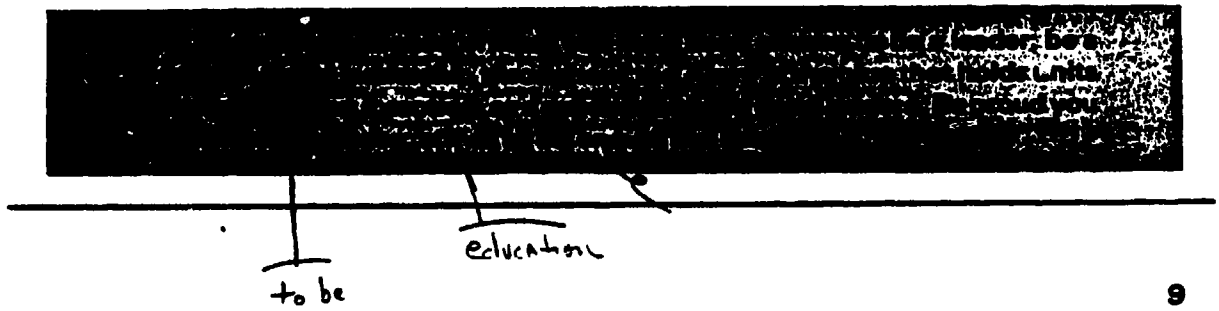
Teamwork and good leadership can be had by good training. Courage is a different matter. *You cannot require the courage of your soldiers to make up for your lack of good training or leadership.* While courage is not the only important matter for sergeants to consider—it is the most important. For you must think about it in advance. The man who claims he's not

individual soldiers who operate well as a team; whose dedication to getting the job done right is strong—overriding their other concerns.

4 **Be honest.** Tell it like it is — not how you think someone wants to hear it. The Army wants and needs the truth. If something is wrong, be willing to say so; do so in an objective, straightforward way; present facts. If you make a mistake, admit it; don't sacrifice your integrity. Soldiers can spot a phony a mile away. *You may be able to fool those you work for; chances are you will never be able to fool those who work for you—the soldiers.* Make it a habit to tell the truth—in battle lives depend on it.

You must respect your team members

Not the important element in the paragraph



to be

education

Chapter 2

AUTHORITY

As a noncommissioned officer, you must know what authority you have and where it comes from. You are also expected to use good judgment when exercising your authority.

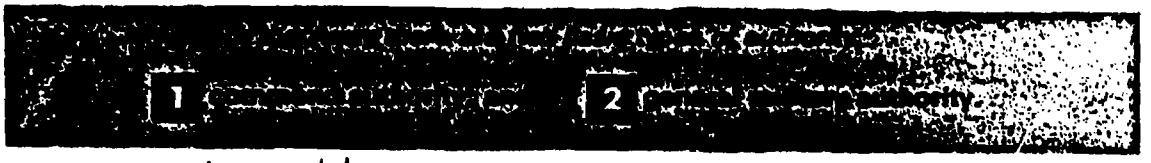
Authority means different things

The word "authority" is used in many different ways; for example, "You don't have the authority to take this vehicle" or "You're authorized to issue live ammunition if the situation gets worse." Do you know what authority is and where it comes from? An explanation is offered in the following paragraphs; but get one thing straight: *If you are ever in doubt, ask a senior, more experienced NCO or officer.*

Use your authority well

Authority is defined as the right to direct a soldier or soldiers to do certain things. This might be as simple as issuing an order: "PFC Jones, you and Walker start filling sandbags; Rogers and Smith will provide security from that hill." Or it may be the right to direct soldiers to "Follow me and do as I do." Here we have authority used at its best—with

good leadership techniques. You direct the soldiers to do something, but you do it by directing them to follow your example.



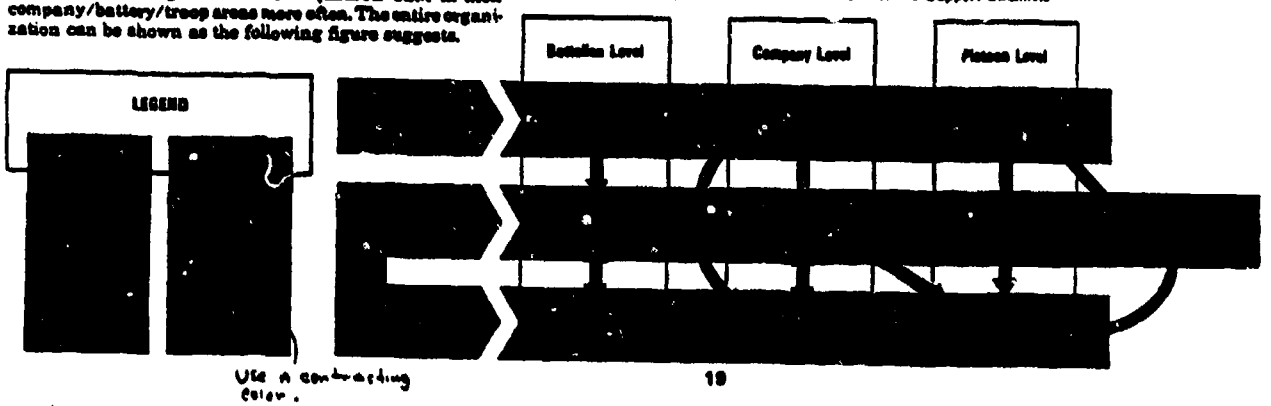
Assume duties

When you take up a position that requires you to direct or control others—for example, fire team leader, squad leader, crew chief, tank commander, platoon sergeant—*you have* **1** **command authority.** It comes with the position. Command authority is not limited to commissioned officers. It comes with any job that requires the person holding that job to direct or control others. However, it applies only to the soldiers, facilities, and equipment that make up the unit that

Command authority comes with a job

Prior to 1977 the NCO support channel was regarded as informal. However, a 20 December 1976 change to AR 600-20 formalized the NCO support channel and expanded its functions. The NCO support channel is now directive in nature within established policies and orders. Because of this, commanders are seeing the battalion/squadron CSM in their company/battery/troop areas more often. The entire organization can be shown as the following figure suggests.

The Relationship of the Chain of Command to the Support Channels



Use a contrasting color.

Chapter 4

DUTIES AND RESPONSIBILITIES

Soldiers have both duties and responsibilities

As a noncommissioned officer, you have duties and responsibilities. So do your soldiers. Do you know what duties and responsibilities are?

A duty is something you must do because of the position you hold. For example:

It is the supply sergeant's duty to issue equipment and keep records of the unit's supplies. It is the first sergeant's duty to hold formations, instruct platoon sergeants, and assist the commander in supervising unit operations. It is the duty of the squad/section/team leader to account for his or her soldiers and insure that they receive necessary instructions and are properly trained to perform their jobs.

Because a noncommissioned officer's duties are so numerous, not all of them can be discussed here. To find out more,

talk to senior NCOs in your unit; read unit standing operating procedures for garrison and field operations; study Army regulations, soldier's manuals, field and technical manuals pertaining to your job.

Duties come with your position

Responsibility is being *accountable* for what you do. Military leaders are also *responsible—accountable* for what their units do or fail to do. Sergeants are therefore responsible to fulfill not only their individual duties, but also to see that their team and their unit do their missions well. *Any duty you have because of the position you hold in the unit includes a responsibility to do that duty.* In addition, if you are a squad leader, it is your duty to insure that your soldiers are trained as individuals and as a team. You are responsible and accountable to the platoon sergeant for this. The platoon sergeant in turn is responsible for the entire platoon and is accountable to the platoon leader and the first sergeant in

Responsibility is personal accountability

the same fashion. The following example may help to understand this:

One of the company supply sergeant's duties is issuing equipment to platoons. He is accountable for the equipment—accountable to the first sergeant and company commander. But, when a squad leader signs for that equipment, that squad leader assumes responsibility for the gear, and it now becomes *his duty to care for the equipment and insure that it is returned, clean and serviceable, to the supply room.*

Knowing what to do isn't always knowing how to do it

The amount of responsibility delegated to you depends on your mission, the position you hold, and your own willingness to accept responsibility—on your own initiative. *One point you need to get straight is that although a list of duties can be drawn up describing what is expected of you, it will not tell you how to do your job.* According to AR 600-20, for example, it is a sergeant's duty to enforce standards of military appearance. This means you are responsible for correcting soldiers who wear the uniform improperly and for teaching them the correct standards of appearance. It also means that you should inspect for proper fit and service-

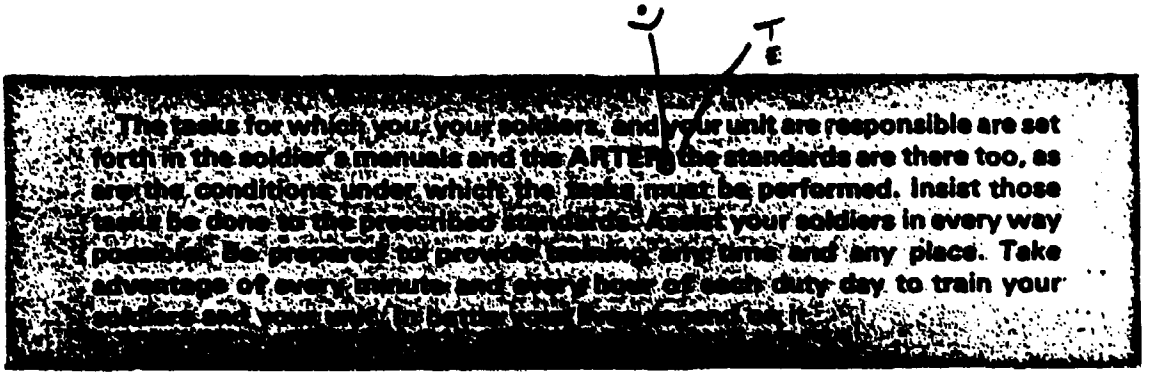
ability clothing and equipment of your soldiers. *In order to fully fulfill this responsibility, you must also set the example by **wearing your uniform correctly.***

Each of you has responsibilities

Although as a noncommissioned officer you are accountable for your personal conduct and that of your soldiers, each soldier in the Army has his own responsibilities. For example, if you write a check at the commissary, it is your responsibility to have sufficient funds in the bank to cover the check. Individual responsibility cannot be delegated. It is there! *A soldier is accountable for his actions—accountable to his fellow soldiers, to his leaders, to his unit, and to the US Army.* As a leader you must insure that your soldiers understand clearly their responsibilities as members of the team, as representatives of our Army.

Your principal responsibility is to train your soldiers

It is also often said that a sergeant's duties include "taking care of his soldiers." Earlier we said that a good leader develops a genuine concern for the well-being of his soldiers. In the Army this simply means that leaders must know and understand their soldiers well enough to train them to a high level of proficiency as individuals and teams, and to have confidence in their ability to perform well under the difficult and demanding conditions of battle. The best way to take



Chapter 5

NONCOMMISSIONED AND COMMISSIONED OFFICERS

Relating to commissioned officers is important

An important part of your job as a noncommissioned officer has to do with how you relate to commissioned officers. We could fill the rest of this book describing differences between commissioned and noncommissioned officers. But the differences are in no way as important as are the similarities.

Commissioned officers are the President's representatives

A commissioned officer holds a commission from the President of the United States authorizing him to act as the President's representative in certain military matters. This does not mean that a commissioned officer can do anything he likes. Commissioned officers, like noncommissioned officers and other government officials, are limited by laws, regulations, policies, and customs.

As the President's representatives, commissioned officers carry out the orders of the Commander-in-Chief as they are handed down through the chain of command. In carrying

Personal and professional development of soldiers

- Recommend that the good soldiers attend service school specialist or career development courses ~~as needed and~~ as appropriate.
- Fix responsibility. Assign ~~to~~ subordinates ~~the~~ responsibility for appropriate tasks. This just means give soldiers tasks they can do based on their abilities, experience, and know-how. Train your soldiers to take on increasingly difficult or complex tasks. Train your soldiers to replace you, just as you yourself train to replace your superiors. Begin today; once the shooting starts it may be too late.
- Develop a sense of responsibility in your soldiers by holding them responsible for their actions.
- Insure that required publications are available and convenient for the soldiers to use.
- Help soldiers cope with personal problems. This means more than referring the soldier to another person—the chaplain, a doctor, or counselor. Until the problem is resolved, you have a soldier with a problem in your unit, so it's your problem.

move to item 5, P 25

- Counsel soldiers on their strengths and weaknesses; build on their strengths and strive to overcome their weaknesses.
- Recommend soldier promotions and awards through the NCO channel of support. Do not promise promotions and awards you cannot guarantee.
- Develop your own ability to deal with personal and professional development of soldiers of both sexes.

[redacted]

- Know what each soldier in the unit that you lead is doing during duty hours.
- Know where each soldier lives and how to contact him.
- Know why a soldier is going on sick call or other appointments, how he is treated, and what is wrong with him.

same

- Use the team, squad, or section as a unit to accomplish as many missions as possible.
- Know the readiness status or operating condition of the weapons, vehicles, and other equipment with which your soldiers and your unit do your unit's job.

- Make corrections on the spot when you see something wrong.
- Supervise the physical fitness training and development of your soldiers.
- Insure that you and your soldiers meet the Army's weight standards in accordance with AR 600-9.
- Train your soldiers in the proper wear and care of their uniforms and equipment.

- Know your soldiers' family situations and help them if they have problems.
- Make sure your soldiers know what services and benefits they and their families are entitled to. If you don't know, find out. The S1 or the personnel service NCO can provide this information.
- Let your soldiers know what you're doing to help them solve their problems.

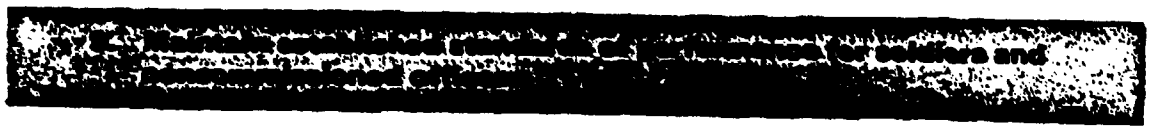
• See page 33.

- Watch for alcohol and drug users and abusers among your soldiers. Take necessary action.
- Visit your soldiers and their families when they are sick; get medical help for them if it's needed.
- Learn to deal with the wider range of physical and mental well-being needs that will be present if your unit includes soldiers of both sexes.

There are many problems you cannot solve by yourself, but there are many other people in the Army who can help. Find out who they are and get their help. Use the chain of command and the NCO support channel to do this.

- Counsel your soldiers and maintain your own counseling records.
- Support actions of your subordinate NCOs when you have any.
- Teach your soldiers about the Uniform Code of Military Justice.
- Recommend commendations and passes.
- Recommend bars to reenlistment or elimination actions if appropriate. Weeding out the bad soldiers will encourage the good soldiers to stay.

- Supervise daily events [as required by] training schedules.
- Supervise the movement of your troops as appropriate.
- Let every soldier know the schedule of activites well in advance.
- Handle situations not covered by instructions.
- Insure the NCO support channel supports the orders passed through the chain of command.



- Explain clearly what you expect from your soldiers.
- Conduct special training to correct training weaknesses.
- Train your soldiers to the standards set by the soldier's manuals and other training literature.
- Provide up-to-date information for appropriate levels of skill qualification tests.
- Be an example of the professional NCO in action. If you are, many of your soldiers may also want to be sergeants some day.



- Maintain established standards.
- Keep officers [or] senior NCOs informed.
- Seek guidance from the chain of command as necessary.
- Provide advice to the chain of command when necessary.
- Support priorities established by the commander.
- Keep the NCO support channel working in support of the chain of command.

From these specific responsibilities, a few general guidelines can be drawn up for deciding when a task should be the responsibility of an officer or an NCO.

The second unique position is the squad or section leader. He may be the only sergeant present in the squad or section. He is a leader with command authority over his squad or section members; he is the first link in the chain of command. He takes orders from both the platoon leader and the platoon sergeant. This is another reason the platoon leader and platoon sergeant must each know what the other is doing. If they do not, they could give the squad or section leaders conflicting orders.

The squad or section leader takes orders from both the platoon leader and the platoon sergeant.

It should be clear by now that officers and NCOs depend on one another. They work together to accomplish the mission of the unit. It is impossible for an officer to command an effective unit and accomplish the mission if the NCO doesn't insure the troops know their jobs. *Officers and NCOs must advise, assist, and learn from one another.* Although the officer is held accountable for all that his unit does or fails to do, only by working together with the noncommissioned officer can he be sure that the job will get done.

The officer and NCO must work together to accomplish the mission

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Appendix G

NCO Professional Development Guide

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To describe the development and staffing of the U.S. Army Noncommissioned Officer Professional Development Guide (DA PAM 600-XX).

2. DISCUSSION:

a. One of the primary products of the NCOPD Study was an NCO professional development guide. The concept for such a guide was originally contained in the TRADOC Review of EPMS (Encl 1). At the May 1985 Personnel Proponents Conference, the DCSPER also directed that the study group include the guide as one of its objectives (Encl 2).

b. The study group began by reviewing the policies, programs, and systems affecting NCO professional development, and analyzing a sampling of guides published by the proponent schools. Then a "chapter outline" was developed and staffed with selected MACOMs and ARSTAF (Encl 3). Comments and recommendations received in response to the chapter outline were incorporated into a draft text which was, in turn, staffed with selected MACOMs and ARSTAF (Encl 4).

c. Input received in response to the draft was reconciled and a final text sent to the DCSPER for approval (Encl 5). After the DCSPER approved the final text, a copy of the draft guide was sent to the CSA for information (Encls 6 and 7).

d. The final draft of the NCO Professional Development Guide (DA PAM 600-XX) was forwarded through TRADOC to the Army Training Support Center (ATSC) to prepare the layout and "camera readies" for publication and distribution to individual NCO level by TAGO Publications (Encl 8).

Enclosures:

1 - Extract, TRADOC Review of EPMS, pages 40-41, Jun 85.
2 - EXSUM, NCO Professional Development Guide, 11 Jun 85.
3 - Letter, DACS-NCOPDS, NCO Professional Development Guide - Chapter Outline, 30 Jul 85.
4 - Letter, DACS-NCOPDS, Draft DA PAM 600-XX, The U.S. Army NCO Professional Development Guide, 18 Oct 85.
5 - Memo, DACS-NCOPDS, Draft DA PAM 600-XX, The U.S. Army NCO Professional Development Guide, 6 Dec 85.
6 - Memo, DACS-NCOPDS, Draft DA PAM 600-XX, The U.S Army NCO Professional Development Guide, 15 Jan 86.
7 - EXSUM, Draft DA PAM 600-XX, The U.S. Army NCOPD Guide, 28 Jan 86.
8 - Letter, DACS-NCOPDS, Request for ATSC Support for DA PAM 600-XX, The U.S. Army NCO Professional Development Guide, 30 Jan 86.

"EXTRACT"

PAGES 40+41, "TRADOC REVIEW OF THE ENLISTED PERSONNEL MANAGEMENT SYSTEM (EPMS)"
FINAL REPORT
JUNE 1985

NOTE: TRANSMITTED TO HQDA 15 JUL 85

a. PROBLEM:

Supervisors are not prepared to counsel subordinates about career progression.

b. DISCUSSION:

(1). The chain of command is required to counsel their soldiers about career progression and enhancement. Currently, there is no professional development guidance for NCOs similar to that provided for officers in DA Pam 600-3. A DA pamphlet of this nature would greatly assist the chain of command in exercising career progression counseling responsibilities.

(2). There is no course of instruction that teaches NCOs or officers to counsel soldiers on career progression. Officers and NCOs performing leadership duties need to be able to advise soldiers on professional development in order to enhance their soldiers' potential for career progression.

(3). Proponent response to the recommendation in para (c) below was as follows: Twenty-three proponents agreed, two reserved comment and one disagreed stating that their soldiers were well advised.

c. RECOMMENDATIONS:

(1) Require a standard NCO professional development "core" of instruction for NCOES courses. The core should be augmented with additional information tailored to specific MOS/CMF.

(2) Teach NCOPD in officer advanced courses.

(3) DCSPER provide NCO career development guidance (e.g., DA Pam 600-3) to commanders in the field.

EXECUTIVE SUMMARY

UNCLASSIFIED

11 June 1985

(U)NCO PROFESSIONAL DEVELOPMENT GUIDE. The desire for a publication providing progressive career guidance for NCOs surfaced at the Proponents Conference 20-21 May 1985. The NCO Professional Development Study (NCOPDS) Group will research and develop an NCO Professional Development Guide as one of the NCOPDS objectives during study efforts 17 Jun - 17 Dec 1985. Tentative publication date: 2d qtr FY 86. PREPARE MEMO

COL Gerard/DACS-NCOPDS/76577/8

APPROVED BY
GANEY, BG

UNCLASSIFIED

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D C 20310

30 JUL 1985

DACS-NCOPDS

SUBJECT: NCO Professional Development Guide - Chapter Outline

Commander-in-Chief
United States Army Europe
and Seventh Army
APO New York 09403

{ ALSO SENT TO/
STAFFED WITH:
TRADOC
FORSCOM
EUSA
AMC

1. Reference: CSA Memorandum 85-15-8, subject: Noncommissioned Officer Professional Development Study (Soldiers Study), 16 May 1985.

2. The memorandum referenced above establishes a study group to evaluate NCO professional development (NCOPD) for the Total Army. One of the requirements of that study effort will be to develop and publish an NCO Professional Development Guide. As a minimum, the proposed guide will:

a. Provide NCO's of all grades with a single-source reference to NCOPD.

b. Describe in general terms the major programs that support NCOPD.

c. Serve as a guide for long-range professional planning.

d. Provide NCO's practical advice on such things as preparing for selection boards and influencing their assignments.

e. Give proponents a base document for supplements which expand upon the unique requirements of their respective CMF's.

3. On the basis of a preliminary review of current policies, programs, and systems affecting NCOPD, the study group has developed the enclosed chapter outline for the NCOPD Guide.

30 Jul

DACS-NCOPDS
SUBJECT: NCO Professional Development Guide - Chapter Outline

4. Request your comments and recommendations concerning the proposed outline NLT 30 August 1985. A draft of the complete guide will be written and staffed after the study group completes its research and field visits. The goal of the study group is to submit a draft of the guide to the CSA by 17 December 1985.

5. Points of contact: MAJ Mitchell/CSM Ingram, AV 227-6577/78/80.

FOR THE DIRECTOR:

Enclosure
as

JACQUES B. GERARD
Colonel, AGC
Deputy Director, Soldiers Study

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D C 20310

DACS-NCOPDS

30 JUL 1985

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: NCO Professional Development Guide - Chapter Outline

1. Reference: CSA Memorandum 85-15-8, subject: Noncommissioned Officer Professional Development Study (Soldiers Study), 16 May 1985.

2. The memorandum referenced above establishes a study group to evaluate NCO professional development (NCOPD) for the Total Army. One of the requirements of that study effort will be to develop and publish an NCO Professional Development Guide. As a minimum, the proposed guide will:

a. Provide NCO's of all grades with a single-source reference to NCOPD.

b. Describe in general terms the major programs that support NCOPD.

c. Serve as a guide for long-range professional planning.

d. Provide NCO's practical advice on such things as preparing for selection boards and influencing their assignments.

e. Give proponents a base document for supplements which expand upon the unique requirements of their respective CMF's.

3. On the basis of a preliminary review of current policies, programs, and systems affecting NCOPD, the study group has developed the enclosed chapter outline for the NCOPD Guide.

30 JUL 1985

DACS-NCOPDS
SUBJECT: NCO Professional Development Guide (Outline)

4. Request your comments and recommendations concerning the proposed outline NLT 30 August 1985. A draft of the complete guide will be written and staffed after the study group completes its research and field visits. The goal of the study group is to submit a draft of the guide to the CSA by 17 December 1985.

5. Points of contact: MAJ Mitchell/CSM Ingram, AV 227-6577/78/80.

FOR THE DIRECTOR:

JACQUES B. GERARD
Colonel, AGC
Deputy Director, Soldiers Study

DISTRIBUTION:

✓Sergeant Major of the Army
✓Deputy Chief of Staff for Operations and Plans
✓Deputy Chief of Staff for Personnel
✓Chief National Guard Bureau
✓Chief Army Reserve

NCO PROFESSIONAL DEVELOPMENT GUIDE
(CHAPTER OUTLINE)

FORWARD

CHAPTER 1: THE NCO CORPS

Section I History of the NCO

Brief history of NCO from ancient times to the present.

Section II NCO and Officer Relationships

Definition of NCO, his role in the chain of command, and the NCO support channel.

Section III Authority, Responsibilities, and Duties

Basis for NCO authority and his responsibilities with respect to his authority.

Section IV Leadership

Principles and attributes, and the role of the NCO.

CHAPTER 2: NCO PROFESSIONAL DEVELOPMENT MODEL

Section I General

Professional development definition, philosophy, strategy, and goals.

Section II Life Cycle of NCO Professional Development

Timeline from accession to separation.

Section III Responsibilities for Professional Development

Responsibilities of DA, FOA, proponents, commanders, and individuals.

CHAPTER 3: ASSIGNMENTS, DUTIES, AND EXPERIENCES

Section I General

Overview of unit training systems designed to enhance readiness and NCOPD (BTMS).

Section II Individual Training and Evaluation Program (ITEP)

Program description to include discussion of SQT, CTT, and CE components.

Section III NCO Development Program (NCODP)

Program description to include commander, CSM/1SG responsibilities.

Section IV MOS Specific Duties and Assignments

Unit level duties which contribute to NCOPD.

Section V Special Requirements

Assignments which are nominative and/or non-MOS specific.

CHAPTER 4: TRAINING AND EDUCATION

Section I General

Brief distinction between training (skills) and education (thought processes).

Section II NCO Education System (NCOES)

System description to include discussion of USASMA, ANCOC, BNCOC, and PLDC.

Section III Army Continuing Education System (ACES)

System description to include discussion of BSEP, ASEP, CSEP and SOCAD.

Section IV Army Extension Training (AET)

System description to include discussion of ACCP and TEC.

CHAPTER 5: SUPPORTING SYSTEMS

Section I General

Overview of EPMS.

Section II Assignment System

Discussion of system at each level (E1-E5, E6-E8, E9) and special programs (e.g., married couples).

Section III Promotion System

System description at each level (E2-E4, E5-E6, E7-E9).

Section IV Evaluation System

System description to include rating chains, types of reports, and uses of EERs.

CHAPTER 6: RESERVE COMPONENTS

Section I General

Brief description of the Total Army policy and mobilization implications for RC NCOPD.

Section II Army National Guard

Differences from active component.

Section III Army Reserve

Differences from active component.

CHAPTER 7: INDIVIDUAL RESPONSIBILITIES

Section I General

Emphasize the need to know the system and to take an active role.

Section II Guidance and Counseling

Stress the importance of guidance and counseling by commanders, NCO supervisor, and MILPERCEN career managers.

Section III Professional Development Worksheet

A tool for personal planning of assignments, schools, and promotions.

Section IV Preparing for DA Selection Boards

Some practical advice on promotion packets, photos, and OMPF documents.

ANNEXES

Annex A Professional Development Worksheet

GLOSSARY

REFERENCES

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D C 20310

DACS-NCOPDS

18 OCT 1985

SUBJECT: Draft DA PAM 600-XX, The Army Noncommissioned Officer Professional Development Guide

SEE DISTRIBUTION

1. Reference: DACS-NCOPDS letter/memorandum, subject: NCO Professional Development Guide - Chapter Outline, 30 July 1985.

2. Referenced letter/memorandum provided addressees a topic outline for a proposed NCO professional development guide. Comments and recommendations concerning the guide have been considered in preparing the draft text at Enclosure 1. Every effort has been made to keep the guide brief and practical. As written, the draft text contains no policy changes. Rather, it is a compilation of information on existing policies and personnel systems affecting NCO professional development.

3. Request each addressee review the draft at Enclosure 1 and provide concurrence or nonconcurrence and recommended changes to this office NLT 13 Nov 85. Minor editorial suggestions can be annotated on a copy of the draft. However, all substantive changes must be submitted on DA Form 2028.

4. Point of contact: COL Simpson/CSM Ingram, AV 227-6577/78/80.

Enclosure

William G. Ganey
WILLIAM G. GANEY
Brigadier General, USA
Co-Director, Soldier's Study

Distribution:

SERGEANT MAJOR OF THE ARMY
DEPUTY CHIEF OF STAFF FOR OPERATIONS AND PLANS
DEPUTY CHIEF OF STAFF FOR PERSONNEL
CHIEF NATIONAL GUARD BUREAU
CHIEF ARMY RESERVE
THE JUDGE ADVOCATE GENERAL
COMMANDER IN CHIEF
U.S. ARMY EUROPE, AND SEVENTH ARMY
COMMANDERS
U.S. ARMY FORCES COMMAND
U.S. ARMY TRAINING AND DOCTRINE COMMAND
U.S. MATERIEL COMMAND
EIGHTH U.S. ARMY

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D C 20310

DACS-NCOPDS

6 DEC 1985

MEMORANDUM FOR DEPUTY CHIEF OF STAFF, PERSONNEL

SUBJECT: Draft DA Pam 600-XX, The U.S. Army Noncommissioned Officer Professional Development Guide--ACTION MEMORANDUM

1. Purpose: To submit a draft Noncommissioned Officer Professional Development Guide (DA Pam 600-XX).

2. Discussion:

a. During the Personnel Conference of 20-21 May 1985, you requested that this Study Group develop an NCOPD Guide. Additionally, the TRADOC Review of EPMS dated 15 July 1985 recommended that a guide be published to assist commanders and NCOs in fulfilling their professional development counseling responsibilities. Given the potential benefit to the NCO Corps of producing such a guide, the Study Group made it one of its primary products.

b. Enclosed is a draft NCOPD Guide (DA Pam 600-XX). As written, the Guide contains no policy changes. Rather, it is a compilation of information on existing policies and programs affecting NCOPD. The primary objectives of the Guide are:

(1) Provide commanders and NCOs with a single source reference to NCOPD.

(2) Describe in general terms the major programs that support NCOPD.

(3) Serve as a guide for long-range professional planning.

(4) Provide NCOs practical advice on such matters as preparing for selection boards and influencing their assignments.

(5) Give proponents a base document for supplements which expand upon the unique requirements of their respective CMFs.

c. The Study Group found considerable interest in the field for an NCOPD Guide. Of the 2768 NCOs who completed a Study Group questionnaire, 87.6% indicated they would use such a guide if one was available. It is apparent that, if disseminated down to individual NCO level, the Guide would receive extensive use.

DACS-NCOPDS 5 DEC 1995

SUBJECT: Draft DA Pam 600-XX, The U.S. Army Noncommissioned Officer Professional Development Guide--ACTION MEMORANDUM

d. Since your office has staff responsibility for managing individual NCOs through the professional development system, and because the NCOPD Guide is directed at the individual soldier, proponency for the guide should rest with the ODCSPER. This would also place responsibility for the NCOPD Guide in the same office as the officer and warrant officer professional development pamphlets, DA Pam 600-3 and DA Pam 600-11, respectively. approved

e. The final packaging and method of dissemination will be important factors in the eventual success of the Guide. The quality of the product should be comparable to that of FM 22-100, i.e., art work and illustrations throughout, attractive cover design, and coordinated color scheme. Additionally, distribution should be made in a manner similar to the Soldier's Manual to ensure every NCO gets a copy. approved

f. Once you have approved the draft, the Study Group's "Products Team" will continue the task of preparing the final product for publication and distribution. Long-term responsibility for the Guide will have to be transferred to an office of your choosing after the Products Team is disbanded. pls get help from SSC, if needed

g. Coordination: SMA, ODCSPER, ODCSOPS, NGB, OCAR, USAREUR, FORSCOM, AMC, and EUSA concur. TRADOC concurs, but requests an opportunity to review the final product before it is published. OTJAG poses no legal objections.

3. Recommendation: Approve the enclosed draft NCOPD Guide for final preparation for publication by the Study Group's Products Team. ✓

Enclosure

William G. Ganey
WILLIAM G. GANEY
Brigadier General, USA
Co-Director, Soldiers Study

dsit

Sir - The guidance of the CSA will have to be incorporated into this document prior to finalization.
WGG

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D C 20310

DACS-NCOPDS 15 January 1986

MEMORANDUM THRU ~~DIRECTOR~~ ASA(M&RA) OF THE ARMY STAFF

FOR ~~CHIEF OF STAFF, ARMY~~ L.J. [illegible], LTC, GS, ADJ 29 Jan 86 - ASA CSA/VCSA EXSUM, next under, received without comment

SUBJECT: Draft DA Pam 600-XX, The U.S. Army Noncommissioned Officer Professional Development Guide--INFORMATION MEMORANDUM

1. Purpose. To provide a copy of the proposed NCO Professional Development Guide to the CSA for information.

2. Information.

(a) As one of its missions, the NCO Professional Development Study (NCOPDS) Group developed an NCO Professional Development Guide.

(b) The guide, as written, contains no policy changes. Rather, it is a compilation of information on existing policies and programs affecting NCOPD. The primary objectives of the guide are:

(1) Provide commanders and NCOs with a single source reference.

(2) Describe in general terms the major programs that support NCOPD.

(3) Serve as a guide for long-range professional planning.

(4) Provide NCOs practical advice on such matters as preparing for selection boards and influencing their assignments.

(5) Give personnel proponents a base document for supplements which expand upon the unique requirements of their respective MOS.

The Study Group found considerable interest in the field for an NCOPD Guide.

(c) The enclosed draft NCOPD guide has been reviewed and approved by the DCSPER for publication. The SMA, ARSTAF and selected MACOMs concurred in the text. To ensure a quality product, coordination is under way to have TRADOC's Army Training Support Command (ATSC) provide graphics, artwork, and layout.

(d) Forwarded for your information at the request of the DCSPER.

Enclosure 6 to Appendix G

William G. Ganey
WILLIAM G. GANEY
Brigadier General, USA
Co-Director, Soldiers Study

CSA/VCSA SUMMARY

28 JAN 86

1. (U) DRAFT DA PAM 600-XX, NCO PROFESSIONAL DEVELOPMENT GUIDE. (NCOPDS) NCOPDS Group has completed draft Guide. As rewritten, it contains no policy changes. Rather, it is compilation of info on existing policies and programs affecting NCOPD. Primary objective of Guide:

a. Provide cdrs and NCOs with single source reference.

d. Describe in general terms major programs that support NCOPD.

c. Serve as guide for long-range professional planning.

d. Provide NCOs practical advice on such matters as preparing for selection board and influencing their assignments.

e. Give personnel proponents a base document for supplements which expand on unique rqmts of their MOS.

Guide has been reviewed/approved by DCSPER for publication. SMA, ARSTAF and selected MACOMs concurred in text. Draft incorporates CSA guidance from 4 Dec Decision Brief, including themes and terms such as family, leadership, values, fitness, teaching/counseling/monitoring, professional competence, etc. Coordination is under way to have TRADOC ATSC provide graphics, artwork and layout. CSA has copy of draft Guide. PREPARE MEMO____

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D C 20310

DACS-NCOPDS

30 JAN 1986

SUBJECT: Request for ATSC Support for DA Pam 600-XX, The U.S. Army Noncommissioned Officer Professional Development Guide

Commander
U.S. Army Training and Doctrine Command
ATTN: ATTG-I
Fort Monroe, VA 23651-5000

1. Enclosed is a copy of Draft DA Pam 600-XX, The U.S. Army Noncommissioned Officer Professional Development Guide, which is the result of coordination with your command, other selected MACOMs, and the ARSTAF. The final text of the guide has been reviewed and approved for publication by the proponent, the DCSPER, HQDA. Additionally, the Chief of Staff of the Army has been informed of the project and a copy of the text provided to his office.

2. An important factor in the guide's eventual success and acceptance by the NCO corps will be its "packaging," i.e., the artwork, graphics, and layout. It must clearly be a quality product, one that is comparable to the current series of field manuals being developed by ATSC.

3. Due to the importance of this project to the NCO corps, and because your command and the branch proponents have a vested interest in the final product, it is requested that the Literature Design and Production Division, ATCS, prepare the final camera ready mechanicals (CRMs) of the guide for printing. Once the CRMs have been returned through your headquarters and reviewed and approved by HQDA, the TAGO Publications Directorate will contract the printing and arrange for distribution via the AG Publications Center.

4. Request your headquarters provide confirmation of approval of this request and an estimate of the completion date of the CRMs. ATSC funding requirements, if any, should also be identified. All funding for this project will be provided by the ODCSPER, HQDA.

5 Points of contact for this project are COL Simpson (DACS-NCOPDS), AV 227-6550/60, and MSG Cooley (DAPE-MPD), AV 225-7485/89.

Enclosure

WILLIAM G. GANEY
Brigadier General, USA
Co-Director, Soldiers Study

THE U.S. ARMY
NONCOMMISSIONED OFFICER
PROFESSIONAL DEVELOPMENT GUIDE

U.S. ARMY NONCOMMISSIONED OFFICER PROFESSIONAL DEVELOPMENT GUIDE

FOREWORD

CHAPTER 1: THE NONCOMMISSIONED OFFICER CORPS

Section I Historical Background

Section II NCO and Officer Relationship

Section III Authority, Responsibility, and Duty

Section IV Leadership

CHAPTER 2: NONCOMMISSIONED OFFICER PROFESSIONAL DEVELOPMENT SYSTEM

Section I General

Section II Noncommissioned Officer Requirements

Section III Responsibilities for Professional Development

CHAPTER 3: TRAINING AND EDUCATION

Section I General

Section II Training

Section III Individual Training and Evaluation Program (ITEP)

Section IV MOS/Unit Service

Section V Noncommissioned Officer Development Program (NCODP)

Section VI Noncommissioned Officer Education System (NCOES)

Section VII Army Continuing Education System (ACES)

Section VIII Army Extension Training (AET)

CHAPTER 4: ENLISTED PERSONNEL MANAGEMENT SYSTEM

Section I General

Section II Classification 5

Section III Assignments and Utilization 5

Section IV Promotions 6

Section V Enlisted Evaluation Reporting System 7

CHAPTER 5: RESERVE COMPONENTS

Section I General 8

Section II Reserve Components Education and Training 8

Section III Reserve Components Assignments 9

CHAPTER 6: INDIVIDUAL RESPONSIBILITIES

Section I Professional Development Counseling 9

Section II Professional Development Timeline 9

Section III Conclusion 9

GLOSSARY

REFERENCES 1

Appendix H

The NCO Professional Development Committee
(Chief of Staff Regulation 15-10)

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present Chief of Staff Regulation 15-10, which establishes an NCO Professional Development Committee to oversee the NCO Professional Development System and make periodic recommendations to the Chief of Staff, Army to keep the system functioning properly.

2. DISCUSSION: NA

CHIEF OF STAFF REGULATION)
NO. 15-10)

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
Washington, D.C.,

BOARDS, COMMISSIONS, AND COMMITTEES

Noncommissioned Officer Professional Development Committee (NCOPDC)

---

1. ESTABLISHMENT. The Noncommissioned Officer Professional Development Committee (NCOPDC) is hereby established as a continuing committee.

2. PURPOSE. To review periodically the Army's systems and programs which impact on the noncommissioned officers' (NCOs) professional development. T ensure that the overall system is synchronized to produce qualified NCOs wh are capable of training soldiers and leading them in combat.

3. FUNCTIONS. The NCOPDC will—

a. Conduct a review of NCOPD requirements and the supporting systems' effectiveness in meeting those requirements.

b. Identify and make recommendations for solving problems relative to the NCOs' professional development.

c. Evaluate all proposed major changes to the systems listed in paragraph 4 in terms of how those changes affect the professional development system. Coordinate those changes with the NCOPD members reflected in paragraph 5.

d. Submit a report of the committee's deliberations and recommendatio to the Chief of Staff, Army.

4. SPECIAL INSTRUCTIONS. The NCOPDC will serve as a mechanism to integra all NCOPD programs to meet the Army's needs. Professional development is the sum of all training, education, and experience soldiers receive throughout their careers. Many Army systems and programs contribute to th training, education, and experience. It is absolutely essential that the programs work in consonance to create quality NCO leaders the Army needs t perform its mission. Systems included are the—

a. Enlisted Personnel Management System (EPMS).

b. Noncommissioned Officer Education System (NCOES).

c. Noncommissioned Officer Development Program (NCODP).

d. Army Continuing Education System (ACES).

e. Army Training Management System (TMS).

f. Individual Training and Evaluation Program (ITEP).

5. COMPOSITION.

a. Deputy Chief of Staff for Operations and Plans (DCSOPS) and Deputy Chief of Staff for Personnel (DCSPER) will co-chair the committee.

b. Deputy Chief of Staff for Logistics, Assistant Chief of Staff for Intelligence, Chief of Army Reserve, Director of the Army National Guard, and Sergeant Major of the Army will serve as voting members.

c. Other Army Staff agencies, their field operating agencies and major Army commands may be requested to furnish nonvoting representatives to provide technical advice.

d. The DCSOPS and DCSPER will alternate in providing the nonvoting secretary.

6. DIRECTION AND CONTROL.

a. The NCOPDC will meet at the call of the co-chairpersons, but not less than every other year.

b. This committee is not intended to replace any activity within the Army Staff nor change functional responsibilities delineated in AR 10-5.

c. The agency providing the nonvoting secretary will also furnish administrative support, equipment, and funding for committee preparations and deliberations.

d. The committee will convene its first meeting no later than January 1988, and ODCSPER will furnish the nonvoting secretary.

BY DIRECTION OF THE CHIEF OF STAFF:

Arthur E. Brown Jr

ARTHUR E. BROWN, JR.
Lieutenant General, GS
Director of the Army Staff

DISTRIBUTION:
A

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Appendix I

NCOPDS Conclusions and Recommendations Concerning the
TRADOC Review of EPMS -- ACTION MEMORANDUM

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To comply with NCOPDS mission to analyze the TRADOC Review of EPMS and make recommendations, as appropriate.

2. DISCUSSION: NA

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON D.C. 20310

DACS-NCOPDS

20 DEC 1985

MEMORANDUM THRU THE DIRECTOR OF THE ARMY STAFF

FOR CHIEF OF STAFF, ARMY

SUBJECT: NCOPDS Conclusions and Recommendations Concerning the TRADOC Review of EPMS -- ACTION MEMORANDUM

1. Purpose. To provide conclusions and recommendations and receive CSA decisions resulting from consideration of TRADOC's Review of the Enlisted Personnel Management System (EPMS).

2. Discussion:

a. The TRADOC Review of EPMS was completed in June 1985. The study, which was conducted from a proponent's perspective, addressed 17 major issues and provided numerous recommendations.

b. The Noncommissioned Officer Professional Development Study (NCOPDS) Group was tasked by CSM 85-15-8 to review the TRADOC study and provide recommendations regarding adoption of the TRADOC recommendations. The NCOPDS Group staffed the TRADOC recommendations with the ARSTAF and all MACOMs.

c. Through staffing, follow-up coordination and analysis, the Study Group reached conclusions regarding each TRADOC recommendation (TAB B). From those conclusions, the Study Group further developed and staffed related implementing recommendations (TAB A) with the ARSTAF. On 21 Nov 85, CG TRADOC was briefed on the results of the Study Group's review.

d. Coordination is shown next under. The DCSPER and DCSOPS nonconcur with several of the recommendations. These nonconcurrences and Study Group consideration of each are shown with the recommendations at TAB A. (NOTE: Additional details on the nonconcurrences are at TAB C; a backup book, which provides an audit trail on all related HQDA staffing actions and detailed rationale for the Study Group's conclusions, is available on-call.)

e. Once HQDA decisions are made regarding these EPMS recommendations, it will be recommended that DCSPER incorporate the approvals into on-going ODCSPER implementation actions. A written summary will also be forwarded to Commander, TRADOC.

3. Recommendation. That CSA approve the Study Group's recommendations regarding the TRADOC EPMS Study.

FOR THE DIRECTOR:

JACQUES B. GERARD
Colonel, GS
Deputy Director, Soldiers Study

Enclosures

COORDINATION:

DAPE	CONCUR/~~NONCUR~~	w/exception COL WEIGAND	DATE	27NOV85
DAMO	CONCUR/~~NONCUR~~	w/exception COL ISAAC	DATE	3DEC85
DALO	CONCUR/~~NONCUR~~	MAJ STRATTON	DATE	2DEC85
DACA	CONCUR/~~NONCUR~~	LTC MARLAR	DATE	22NOV85
DAMI	CONCUR/~~NONCUR~~	LTC THOMPSON	DATE	2DEC85
DAAG	CONCUR/~~NONCUR~~	MAJ CARR	DATE	2DEC85
DAEN	CONCUR/~~NONCUR~~	MSG COLLEY	DATE	27NOV85
DASG	CONCUR/~~NONCUR~~	MAJ CHAFFEE	DATE	27NOV85
DACH	CONCUR/~~NONCUR~~	COL NESS	DATE	25NOV85
DAIG	CONCUR/~~NONCUR~~	LTC SWINK	DATE	26NOV85
NGB	CONCUR/~~NONCUR~~	MR HODGES	DATE	27NOV85
DAAR	CONCUR/~~NONCUR~~	MSG SIMMONS	DATE	27NOV85
DACS-PA&E	CONCUR/~~NONCUR~~	MAJ WATTS	DATE	9DEC85

LTC Riviello/76580
Typed by SP4 Cruz

IMPLEMENTING RECOMMENDATIONS RESULTING FROM NCOPDS
CONCLUSIONS REGARDING THE TRADOC EPMS STUDY (JUN 85)

NCOPDS EPMS RECOMMENDATION	DA DECISION
Issue: Duty Position Distinction	
1. ODCSPER, in coordination with ODCSOPS, use the TRADOC definitions to appropriately update the position identifiction criteria provided in Appendix C, AR 310-49.	
• ODCSPER nonconcurs because the TRADOC definitions are not all-inclusive and cannot be strictly complied with due to classification exceptions which will exist.	
• Consideration of Nonconcurrence: NCOPDS agrees with this comment and considered it in analysis of this recommendation. For this reason, the recommendation was to use the TRADOC definitions to appropiately update the current position identification criteria already contained in AR 310-49, not that the definitions stand alone as sole criteria. Inclusion of these general definitions will provide a better overall guide for position classifiers.	
Issue: EPMS Structure	
2. That ODCSPER:	
a. Provide the NCOPD Study Group nonconcurrences regarding establishment of enlisted branch/functional area structure, common coding with officers, and use of Branch, Combat Arms, or Support Immaterial positions to the OPMS Implementation Team for consideration in their evaluation of total structural changes for officers, warrant officers and enlisted soldiers. Total costing in terms of manpower, dollars, and required support system changes must be determined before final decisions regarding structure changes are initiated.	
b. Initiate structure changes to:	
(1) Replace the terms Additional Skill Identifier, Skill Qualification Identifier and Language Identification Code by the single term of "skills."	
(2) Code skills common to officers, warrant officers and enlisted soldiers the same.	
(3) Develop a position classification that provides for documenting three skills, by priority, regardless of the type of skills.	

DA DECISION

• ODCSPER nonconcurs that the terms ASI, SQI and LIC be replaced, only agreeing that SQI be expanded to two digits by dropping the skill level code. They disagree with documenting three skills in priority because the training and distribution systems could not fill positions with soldiers trained in three ASI. This would erroneously raise expectations of commanders.

• Consideration of Nonconcurrence: NCOPDS believes the recommended skill documentation procedure will result in a more accurate identification of job requirements by allowing more than one ASI or SQI to be coded and establishing their priority. This is especially needed during the current modernization effort. Do not believe many positions would be coded with three ASI; these could be challenged on a case-by-case basis. Should not disregard the benefits of the recommendation for this reason.

(4) Use of "skill level" in the enlisted MOS be eliminated.

• ODCSOPS nonconcurs with elimination of the skill level code from the MOS because it has become familiar to the soldier and is definitive and integral to NCOES.

• Consideration of Nonconcurrence: NCOPDS believes skill level terminology does not have to be used in NCOES. Instead of referring to the "shorthand" skill level of training, call the levels Primary, Basic and Advanced if needed, refer to it by grade - SP4, SGT, SSG, etc. Other than this naming of training level, the skill level digit in the MOS has nothing to do with NCOES. This digit is now redundant (all soldiers and positions have a grade already attached), and this digit is needed to expand the skill identifiers as shown in 2b(1), (2) and (3) while still maintaining the current nine digit MOS code.

c. Direct proponents to conduct a CMF review to determine MOS with impractical progression to SGM and determine if this can be improved by merging the MOS with another MOS, treating it as a skill rather than MOS, or converting positions to establish stovepipe progression to SGM.

IMPLEMENTING RECOMMENDATIONS RESULTING FROM NCOPDS
CONCLUSIONS REGARDING THE TRADOC EPMS STUDY (JUN 85)

DA DECISION

b. Continue policy requiring formal training for award of SMOS to SIMOS soldiers.

c. Retain the current SMOS policies for the Army National Guard and Army Reserve.

Issue: MOS Substitutability

12. Upon approval of the recommendation to limit the definition of proper NCO utilization to PMOS/CPMOS, ODCSPER should eliminate the concept of substitutable MOS and no longer reflect it in AR 611-201.

- ODCSPER nonconcurs with elimination of MOS substitutability. In cases where PMOS/CPMOS utilization is not possible this alternate assignment guidance is necessary.

- Consideration of Nonconcurrence: While agreeing that occasions will exist when PMOS/CPMOS use is not possible and commanders' assignment perogative must be allowed to maintain personnel readiness and accomplish the mission, NCOPDS does not believe this non-PMOS/CPMOS use should be "legalized" in the assignment regulation. Adequate assignment guidance can be provided to the commander by the NCO Support Channel. Including assignment exceptions in the regulation would decrease the emphasis desired to have soldiers used in their PMOS/CPMOS whenever possible.

Issue: Awareness of Career Progression

13. TRADOC develop a standard NCO professional development "core" of instruction to be integrated in NCOES courses and augmented with additional information tailored to special MOS/CMF.

14. TRADOC require proponents to include NCOPD instruction in all officer courses.

15. Approve distribution of the NCO career development pamphlet prepared by the NCOPD Study Group.

IMPLEMENTING RECOMMENDATIONS RESULTING FROM NCOPDS
CONCLUSIONS REGARDING THE TRADOC EPMS STUDY (JUN 85)

	DA DECISION
Issue: Skill Qualification Test	
16. TRADOC be directed to:	
a. Develop a SQT for all Skill Level 1-4 soldiers.	DECISION DEFE
b. Have ATSC provide interim monthly participation rates to MACOM during the test windows.	DECISION DEFE
c. ATSC develop a standard monthly report for TRADOC, DCST, which lists all SQT that are 60 days past the test window but for which scores have not been transmitted to MILPERCEN.	DECISION DEFE
17. MILPERCEN develop an EMF systems edit to delete old SQT scores when the scores are two years old or older.	DECISION DEFE
Issue: Qualitative Management Program	
18. Approve the following changes to the Qualitative Retention Subprogram:	
a. The reenlistment ineligibility point for the grade of Sergeant be 20 years.	DISAPPROV
b. Soldiers in the grade of Sergeant must retire after completing 20 years of service. No waivers past this point are permitted.	DISAPPROV (Tied to
c. Specialists attaining promotion list recommended status be considered as if already promoted.	DISAPPROV (Tied to
Issue: Remaining Service Obligation	
19. ODCSPER establish a policy allowing proponents to recommend additional obligations for MOS thar are critically short.	
20. All other remaining service obligations remain unchanged.	

*During the 4 Dec 85 NCOPDS briefing, CS deferred decisions on ITEP matters pend presentation of the TRADOC ITEP Study.

**This item was also a recommendation i NCOPDS briefing to CSA 4 Dec 85. CSA disapproved this recommendation.

IMPLEMENTING RECOMMENDATIONS RESULTING FROM NCOPDS
CONCLUSIONS REGARDING THE TRADOC EPMS STUDY (JUN 85)

DA DECISION

Issue: NCOES Attendance

21. TRADOC request that school commandants regularly monitor ineligible attendance at NCOES courses and report to DCST TRADOC when an ineligibility rate exceeds 10 percent for a course.

- ODCSOPS nonconcurred that ineligible attendance rates be allowed to reach 10% before action is taken.

- Consideration of Nonconcurrence: This recommendation does not direct or infer ineligible attendance be permitted. It directs school commandants to begin maintaining statistics regarding how many ineligibles report for schooling and, if the rate exceeds 10%, report it to TRADOC so they can further emphasize the problem at MACOM level. It is assumed that normal school-unit coordination will take place when ineligible rate is below 10%. The thrust of the recommendation is to increase emphasis so ineligibles do not show up for training.

Issue: Training and Management of Skills

22. ODCSPER designate a proponent for each skill.

23. Specialty proponents be directed to:

a) Identify skills that require mandatory formal training and those that can be awarded by field commanders through OJT programs.

b) Develop and distribute training support packages for skills to be awarded through OJT.

c) Review ASI to validate they are still required.

d) Review authorization documentation to determine if ASI are being properly used.

e) Review functional courses to determine those that require ASI.

f) For each skill, determine the period of time when skill retraining should take place. Provide this information to MILPERCEN so it can be used in the assignment process.

IMPLEMENTING RECOMMENDATIONS RESULTING FROM NCOPDS
CONCLUSIONS REGARDING THE TRADOC EPMS STUDY (JUN 85)

DA DECISION

24. MILPERCEN design an ASI utilization report and provide information to specialty proponents. ☐

Issue: Specialty Proponent Role and Responsibility

25. TRADOC continue staffing/implementation of:

a. Development of specific procedural guidance for proponents. ☐

b. Determining personnel information and report requirements. ☐

c. Conducting workshops/seminars on interpretation and use of personnel data by proponents. ☐

d. When proponent agency is other than appropriate school, designate school as principal coordination point to share in proponent decisions. ☐

26. MILPERCEN develop a comprehensive report supplying required data as identified by proponents. ☐

27. ODCSPER realign responsibilities as proposed by TRADOC. ☐

Issue: Army Continuing Education System

28. Retain Army Continuing Education System in its current form and expand, where possible, to all members of the Reserve Component. ☐

NCOPDS CONCLUSIONS REGARDING THE TRADOC EPMS STUDY RECOMMENDATIONS

TRADOC RECOMMENDATIONS	NCOPDS CONCLUSIONS	RELATED IMPLEMENTATION RECOMMENDATIONS (TAB A)
1. ISSUE: DUTY POSITION DISTINCTION		
The TRADOC definitions be approved and placed in the appropiate regulations.	Concur. Recommendation rewritten to incorporate definitions with current regulatory criteria	1
2. ISSUE: EPMS STRUCTURE		
An enlisted force branch/functional area structure be established.	Nonconcur. Final decision should be deferred pending results of ongoing action by the OPMS Implementation Team regarding structure changes for officer, warrant officer and enlisted MOS.	2a
Using existing officer branch identifiers, establish common branch identification for officers, warrant officers and enlisted soldiers.	Nonconcur. Comment same as above.	2a
The terms ASI, SQI and LIC be replaced by the single term "skills".	Concur	2b(1)
Skills common to officers, warrant officers and enlisted soldiers be coded the same.	Concur	2b(2)
A position classification system be developed that provides for documenting three skills, by priority, regardless of the type of skills.	Concur	2b(3)
The use of skill levels be eliminated throughout the Army.	Concur	2b(4)

TRADOC RECOMMENDATIONS	NCOPDS CONCLUSIONS	RELATED IMPLEMENTING RECOMMENDATIONS (TAB A)
Immaterial positions be established and coded as either Branch Immaterial, Combat Arms Immaterial or Support Immaterial.	Nonconcur. Defer to OPMS Implementation Team action.	2a
A Branch General code be adopted for use by each branch.	Nonconcur. Same as above.	2a
CMF General codes be adopted for use by appropiate branches.	Nonconcur. Same as above.	2a
Proponents review CMF for MOS with impractical progression to SGM and accomplish the following:		
• Determine if the MOS can be merged with another MOS within the structure.	Concur	2c
• Determine if the mission and personnel requirements associated with the MOS can be better managed as a skill.	Concur	2c
• Convert positions and establish stovepipe progression to SGM when possible.	Concur	2c
• Examine use of immaterial positions to complete progression to SGM.	Nonconcur. Defer to OPMS Implementation Team action.	2a
• If not possible to develop reasonable progression to SGM, terminate career progression at the highest practical grade. Soldiers entering these MOS should be made aware of their restricted promotion opportunities.	Nonconcur. No implementing recommendation made.	NONE
3. ISSUE: NEW MANNING SYSTEM		
Current personnel management policies relating to COHORT battalion rotation be thoroughly reviewed after necessary experience with the concept is acquired.	Concur. Rewritten to define evaluation necessary.	4

TRADOC RECOMMENDATIONS	NCOPDS CONCLUSIONS	RELATED IMPLEMENTING RECOMMENDATIONS (TAB A)
Consideration be given to the following modifications for relieving the extended periods of assignment: • Allow careerists to volunteer for career enhancing assignments and be released after serving 36 months in the battalion. • Reduce assignment/reassignment restriction from six months to three months. • Eliminate the concept for rotation of COHORT battalions. (Activate only nondeploying COHORT battalions in CONUS and OCONUS with a 36 month stabilization requirement.	Nonconcur. Continue current battalion rotation program.	3
4. ISSUE: MANAGEMENT OF FEMALE SOLDIERS		
DCSPER revise DCPD policy to:		
• Eliminate ambiguous terminology	Concur	5
• Eliminate tie to battlefield location.	Concur	5
• Reduce the number of DCPC categories, considering only two.	Concur	5
Establish SSC as the proponent to oversee DCPC.	Nonconcur. ODCSPER overall proponent.	NONE
Establish a centralized review to validate PI coding to ensure uniform application across the entire Army.	Concur. SSC to be appointed.	6
Proponents evaluate the female professional development capacities of their MOS and recommend reduced ceilings if appropiate.	Defer proponent tasking until DCSPER ability to include PD in WEEM is evaluated.	5
Proponents determine if those MOS or grades with excess inventory require adjustment.	Nonconcur. Ongoing DCSPER action.	NONE

TRADOC RECOMMENDATIONS	NCOPDS CONCLUSIONS	RELATED IMPLEMENTING RECOMMENDATION (TAB A)
MILPERCEN adjust inventories where necessary via attrition, accession freeze, or reclassification as appropiate.	Concur.	7
Proponents examine female fill of TDA spaces and determine if it is having a detrimental effect on female professional development, and establish ceilings as approiate.	Defer until PD in WEEM is evaluated.	5
5. ISSUE: ASSIGNMENTS		
Require annual unit stand-down for record audit.	Nonconcur. Rewritten to make a unit responsibility, but not to dierct special stand-down.	8
Require soldier utilization to be an item of primary interest at all levels of IG, PERMAS, and Army Audit Agency inspections.	Concur. Rewritten because soldier utilization already selected as subject for Army-wide IG in FY87.	9
Resource functional job requirements at installations that are not MOS related.	Nonconcur.	NONE
Grant installation commanders authority to transfer malassigned/ excess personnel to units with shortages regardless of MACOM.	Nonconcur.	NONE
DCSPER consider establishing a policy that phases the initial training of soldiers identified with the fielding of new equipment so that the availability of trained soldiers follows the availability of equipment.	Nonconcur.	NONE
DCSPER examine validity of stabilizations; reduce where possible.	Concur	10

TRADOC RECOMMENDATIONS	NCOPDS CONCLUSIONS	RECOMMENDATION (TAB A)
6. ISSUE: PROMOTION		
Proponents realign MOS/CMF to more accurately reflect grade structure design norms. If Army force structure requirements prevent attainment of equitable MOS grade structure, immaterial positions can be considered to provide a more equitable promotion opportunity across CMF. DCSPER must control the readjustment of E9 authorizations and allocation of immaterial positions between proponents.	MOS/CMF alignment already proponent responsibility. Nonconcur with use of immaterial positions.	NONE
7. ISSUE: SECONDARY MOS		
SMOS be mandatory for only SIMOS soldiers.	Concur. Rewritten to define regulation change.	11a
SMOS be awarded only after formal training.	Concur only for SIMOS soldiers.	11b
Proponents evaluate their MOS based on the Army Research Institute "User's Decision Aid" to determine the duration a SMOS can be held without retraining.	Nonconcur	NONE
Give SMOS SQT to soldiers who are past the period established for retraining in SMOS. If validated, retain and, if not validated, retrain or withdraw the SMOS.	Nonconcur	NONE
AR 600-200 be changed to require a SMOS to be in the same branch as the soldiers' PMOS; however, provide an exception to allow MILPERCEN to award SMOS outside of a soldiers' CMF based on Army needs.	Nonconcur	NONE
A policy restricting reenlistment to a soldier's branch not be adopted by the Army.	Concur. No change needed.	NONE
	TRADOC recommendations should not apply to the RC. Recommendation added based on NGB and OCAR input.	11c

TRADOC RECOMMENDATIONS	NCOPDS CONCLUSIONS	IMPLEMENTING RECOMMENDATIO (TAB A)
8. ISSUE: MOS SUBSTITUTABILITY		
Retain curent substitutability policy. Proponents continue to designate MOS substitutability based on individual proponent methodology.	Nonconcur. Recommendation written to correspond to earlier NCOPDS recommendation to CSA	12
9. ISSUE: AWARENESS OF CAREER PROGRESSION		
Automatically distribute performance fiche to soldiers in the primary zone for promotion to E7, E8 and E9.	Nonconcur	NONE
Require a standard NCO professional development "core" of instruction for NCOES courses. The core should be augumented with additional infor-ation tailored to specific MOS/CMF.	Concur	13
Teach NCOPD in officer advanced courses.	Concur. Rewritten to include all officer courses.	14
DCSPER provide NCO career develop-ment guidance.	Concur. Rewritten because this pamphlet was prepared by NCOPDS.	15
10. ISSUE: SKILL QUALIFICATION TEST		
Develop an SQT for all skill level 1 - 4 soldiers	Concur	16a
ATSC provide interim monthly partici-ation rates to MACOM during the test window.	Concur	16b
Selection boards meet after SQT posting is completed	Nonconcur	NONE
ATSC verify SQT score posting for soldiers in the zone of consider-ation, 45 days prior to Selection Boards convening. If less than 90% of those tested do not have their scores posted, notify DCSPER so that SQT can be eliminated as a promotion consideration.	Nonconcur	NONE

TRADOC RECOMMENDATIONS	NCOPDS CONCLUSIONS	RELATED IMPLEMENTING RECOMMENDAT (TAB A)
ATSC develop a standard monthly report for the TRADOC DCST, which lists all SQT that are 60 days past the test window but for which the scores have not been transmitted to MILPERCEN.	Concur	16c
MILPERCEN develop an EMF system edit to delete old SQT scores when the scores are two years old or older.	Concur	17
11. ISSUE: QUALITATIVE MANAGEMENT PROGRAM		
Change the reenlistment ineligibility point for E5 to 20 years.	Concur. Rewritten adding accompanying actions necessary.	18
12. ISSUE: REMAINING SERVICE OBLIGATION		
PLDC and BNCOC courses require a minimum service obligation of six months.	Already approved; to be included in next publication of AR 614-200	NONE
Retain the current standard minimum obligation policy.	Concur	20
Establish a policy allowing proponents to recommend additional service obligations for MOS that are critically short.	Concur	19
Retain the current promotion service obligations for all grades.	Concur	20
13. ISSUE: BRANCH SKILL BADGE		
Branch Skill Badges not be adopted.	Concur	NONE
14. ISSUE: NCOES ATTENDANCE		
PLDC attendance be a mandatory prerequisite for promotion to SSG.	Already approved Implementation: 1 July 1986.	NONE

TRADOC RECOMMENDATIONS	NCOPDS CONCLUSIONS	RELATED IMPLEMENTING RECOMMENDATIONS (TAB A)
School commandants regularly monitor ineligible attendance and maintain statistics which address ineligible by type. Notify DCST TRADOC when an ineligible rate exceeds 10% for a course.	Concur. Rewritten to be a TRADOC action.	21
15. ISSUE: TRAINING AND MANAGEMENT OF SKILLS		
DCSPER designate a proponent for each skill.	Concur	22
Speciality proponents review AR 611-201 and identify those skills that:		
• Should require mandatory formal training.	Concur	23a
• Can be awarded by field commanders through OJT programs.	Concur	23a
Specialty proponents develop and distribute standard training support packages for skills awarded through OJT.	Concur	23b
Withdraw skill identifiers or retrain to standards when skills are not used for a designated period of time. Each proponent will designate the period of time when skill retraining or withdraw should take place.	Nonconcur with withdrawal of ASI. Recommendation rewritten accordingly	23f
Proponents review ASI for need.	Concur	23c
Proponents, USAMARDA and MACOM review ASI for proper utilization.	Concur	23d
MILPERCEN devise an ASI utilization report.	Concur	24
Specialty proponents in coordination with SSC-NCR review functional courses to determine those that require ASI.	Concur	23e

TRADOC RECOMMENDATIONS	NCOPDS CONCLUSIONS	RELATED IMPLEMENTIN RECOMMENDA (TAB A
16. ISSUE: SPECIALTY PROPONENT ROLE/RESPONSIBILITY IN EPMS		
Specialty Proponency Coordination Center, SSC-NCR, develop specific procedural guidance for recurring requirements common to all specialty proponents in the form of a "How To" DA Pamphlet and furnish to DCSPER for approval.	Concur. Rewritten because action is already ongoing.	25a
Proponents examine the information and reports they currently receive to determine if the information is comprehensive, understandable, and adequate.	Concur. Same as above.	25b
If appropiate, MILPERCEN develop a comprehensive "one-stop" report detailing data such as promotion selection rates, male/female inventory, etc., such as the OPMD Specialty Code Demographics and Trends for proponent use.	Concur	26
SPCC, SSC-NCR, conduct seminars/ workshops during proponent conferences to standardize interpretation and use of the personnel data by proponents.	Concur. Rewritten because ongoing.	25c
Proponent responsibility be realigned in accordance with Table 16-1.	Concur	27
When the designated proponent agency is other than the appropiate school the school must be designated as the principal coordination point and share in proponent decisions.	Concur	26d
17. ISSUE: ARMY CONTINUING EDUCATION SYSTEM (ACES)		
The ACES be retained in its current form and expanded, where posible, to all members of the Reserve Components.	Concur	28

— EXTRACT —

ODCSPER NONCONCURRENCES (27 NOV 8

RE: NCOPDS RECOMMENDATIONS REGARDING TRADOC PMS STUDY

* Statement of Nonconcurrence:

a. Nonconcur with the use of the TRADOC definitions for duty position distinction for reasons pointed out in our initial input. [SEE ATTACHED ITEM a]

b. Nonconcur with documenting three "skills" for reasons stated in our initial input. [SEE ATTACHED ITEM b.]

c. Nonconcur with elimination of substitutable MOS in AR 611-201. Although NCO should always be used in PMOS/CPMOS, various circumstances require commanders to do otherwise. Current utilization priorities, including substitutable MOS, contained in AR 600-200 provide commanders with the guidance they need in those situations to ensure that the best interests of the soldier and the Army are met when utilization is not possible in PMOS/CPMOS.

d. The following additional comment is furnished: Management of Female Soldiers: TAADS only reflect two codes (male only and interchangeable); P1 through 7 is used only in analysis and is not visible to the field. Further, TRADOC, CAC, is already relooking location as a criteria for DCPC and are due to report out ME Jan 86, hence OBE. Further GRC et al have redone the WEEM and as of 1 Oct 85 has been replaced by MOSLS-FEMOS.

SEE ENCL (NEXT UNDER)

G. L. WEIGAND
Colonel, General Staff
Chief, Professional Development Division

"EXTRACTS" — ODCSPER INITIAL INPUT TO TRADOC EPMS STUDY STAFFING

a. 1. Duty Position Distinction: The proposed definitions are not all-inclusive. For example, senior NCO in MACOM headquarters and the Army Staff are directly involved in the formulation of plans, policies and procedures, as are warrant officers. Strict compliance with the proposed definitions would preclude NCO input into plans and policies. This includes policies pertaining to EPMS. Comments concerning the definition for civilian positions are attached as enclosure three.

b. a. The only real problem that exists with the current composition of the enlisted Military Occupational Specialty Code (MOSC) is the severe limitation it places on identifying SQI requirements and qualifications. For example, there is no way to indicate that a position should be filled with a soldier who is qualified as a parachutist and is First Sergeant qualified. This could be resolved by expanding the SQI to a two-character code and expanding the list of qualifications. SQI "V", Ranger-Parachutist, is an existing code which does exactly that. To accommodate the expansion of the SQI to a two-character code, the skill level could be dropped from the MOSC, thereby keeping a nine-character MOSC.

b. Nonconcur with the TRADOC recommendation to change the MOSC to allow documenting up to three "skill" requirements. Given the length of training required for many of the existing ASI, the training and distribution systems could not fill positions with soldiers who have been trained in three ASI. Allowing TAADS proponents to document three ASI would only erroneously raise the expectations of commanders.

3. Based upon the above comments, recommend that the current structure of the enlisted MOSC be retained. There is no objection to deleting the skill level and expanding the SQI to a two-character code. The terms SQI, ASI and LIC should be retained. The same limitations should be kept on the maximum number of each permitted to be coded.

DEPARTMENT OF THE ARMY
OFFICE OF THE DEPUTY CHIEF OF STAFF FOR OPERATIONS AND PLANS
WASHINGTON, DC 20310 - 04

REPLY TO
ATTENTION OF

DAMO-TRI

5 DEC 85

MEMORANDUM FOR THE CO-DIRECTOR OF THE NCO PROFESSIONAL DEVELOPMENT STUDY GROUP

SUBJECT: TRADOC Review of Enlisted Personnel Management System (EPMS)

1. Purpose: To answer NCOPD study group request to reiterate previous responses/comments (5 Sep 85) to the TRADOC EPMS report.

2. Discussion:

The following responses confirm or expand on DCSOPS comments submitted on 5 Sep 85, addressing selected TRADOC EPMS issues.

(1) EPMS Structure - Previous nonconcurrence with proposal to eliminate skill levels remains unchanged as it relates to the definitive aspect they lend to the NCOES.

~~(2) Reclassification Training - Noncur with the proposal to require formal resident training for soldiers not on first enlistment. Formal training to the appropriate skill level is a requirement for reclassified soldiers IAW AR 351-1 when that mode of training exists. This training is available for high density MOSs. However, for low density MOSs where there is no formal training at all skill levels, unit training (OJT) fills the void that exists in the training base.~~ N/A To TRADOC EPMS Study

(3) NCOES Attendance (Ineligible soldiers at NCO Academies) - Nonconcur with request to allow ineligibility attendance rate to reach 10% before action is taken. Recommend only eligible soldiers be enrolled at NCOES courses.

3. Concur with the remaining proposals.

ALFRED G. ISAAC
Colonel, GS
Chief, Institutional
Training Division

Appendix J

1984 MACOM CSM Conference Issues - INFORMATION MEMORANDUM

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To provide the results of the study group's review of the 1984 MACOM CSM Conference Issues and make recommendations, as appropriate.

2. DISCUSSION: NA

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS

19 NOV 1985

MEMORANDUM FOR DIRECTOR OF THE ARMY STAFF
SERGEANT MAJOR OF THE ARMY

SUBJECT: 1984 MACOM CSM Conference Issues--INFORMATION MEMORANDUM

1. One of the requirements of the Noncommissioned Officer Professional Development Study (Soldier's Study) is to review the issues presented by the CSA, VCSA, and DCSOPS to the 1984 MACOM CSM Conference. The purpose of this memorandum is to inform you of the Study Group's findings with respect to each issue.

2. The issues in question are attached as enclosures. Each is shown with the MACOM CSM consensus that was developed during the conference and the results of the Study Group's review. We have attempted to address the issues directly and provide specific recommendations where appropriate. However, many of the issues are broad based and philosophical in nature. This, in turn, has led to some philosophical replies.

3. The Study Group's position on each issue has been drawn not only from our analysis of the components of NCO professional development, i.e., education, training, and experiences, but also from the results of our field interviews, questionnaire, and letters from senior commanders and their command sergeants major Armywide. Additionally, we have used our "sounding board" of senior NCOs from outside the Study Group to troubleshoot our findings and conclusions. In effect, we have combined our analysis of the issues with the insights of many soldiers representing a wide spectrum of experiences to form a foundation for the positions shown on the enclosures.

4. In view of the large number of issues and the limited time available for SAG meetings, we do not plan to brief these findings to the SAG members. Rather, we will append a copy to the Study Group's final report.

OSCAR L. BARKER
Command Sergeant Major, USA
Co-Director, Soldier's Study

WILLIAM G. GANEY
Brigadier General, USA
Co-Director, Soldier's Study

Enclosures

CHIEF OF STAFF, ARMY ISSUES

TRAINING

Issue #1

Are we giving young NCOs the right preparation to enable them to train their subordinates?

MACOM CSM Consensus

o Yes, our NCOs are given the right preparation to train their subordinates in the various levels of NCOES. Units must provide the continuous training within their units on a daily basis.

NCOPDS Findings

Yes. Today's NCOs are receiving the right preparation to enable them to train their subordinates. The Noncommissioned Officer Education System (NCOES) is a vibrant and robust system established at each skill level to provide both technical and leader training. The overwhelming consensus of senior commanders and command sergeants major was that those NCOs who attend NCOES are better. Additionally, almost all soldiers (97.9%) surveyed expressed confidence in their ability to train soldiers. NCOs who attend NCOES return to their units both technically skilled and confident in their ability to train their soldiers. These skills are being reinforced through the Army Training Management System and troop schools, i.e., "train-the-trainer" courses.

ISSUE #2

Do commissioned officers give NCOs enough responsibility? Do they hold them responsible?

MACOM CSM Consensus

o Yes, they give them the responsibility but they do not hold us to the standard of accomplishment. Standards and objectives aren't clearly defined.

NCOPDS Findings

The issue of giving enough responsibility to NCOs is an old one, and it is one that is very difficult to address because it involves individual perceptions and highly subjective judgments. For example, most officers believe they give the NCOs under their immediate supervision responsibility commensurate with the NCO's ability. Is that "enough"? The officer says, yes, but the NCO may believe otherwise. In fact, if he is a highly aggressive, self-confident NCO who believes "seeking responsibility" is a professional attribute (the Army says that is it), he is likely to answer the question, no, regardless of how much responsibility he actually has. The point is, "enough" is in the eyes of the beholder.

Notwithstanding the problems of perception and judgment mentioned above, there is ample evidence from the field that during the last decade the NCO Corps has become more professional. Thus, commanders are vesting their NCOs with more and more responsibility.

The trend is clearly a positive one. Noncommissioned officers want responsibility, and commanders are willing to give it to them. Commanders must establish standards for NCO. The standards must not only include responsibility, but also the authority to carry out their responsibility. The momentum will be sustained as long as the professional development systems for both officers and NCOs continue to teach and reinforce the principles of leadership which includes both seeking and giving responsibility.

ISSUE #3

How can the Army expand the NCOs training role?

FORSCOM CSM Consensus

o The role does not need to be expanded. Our plate is full, we must get the job done that we are charged with.

NCOPDS Findings

When it comes to training soldiers, the NCOs are the sole holders of the title "trainer." While we cannot expand that which is wholly the NCO's responsibility, we can remove barriers to the effective execution of their role as trainers.

NCOs must be given the skills, resources, and command support if they are to train soldiers to fight, survive, and win on the battlefield. In other words, we must ensure they are trained as trainers, have the time and resources to do the job right, and are held responsible and accountable for the state of training of their soldiers.

Specific actions that should be taken or continued include:

o Train the trainer instruction must occupy a central position in all NCOES courses.

o Encourage troop schools that reinforce and build upon the skills learned in NCOES.

o Make training the trainer a major part of NCODP.

o Make the Army Training Management System a mandatory subject in all officer development courses, especially PCC.

o Instruct commanders at all echelons, especially those above battalion level, that their actions must support the principle that training is "number one." Their major responsibility is to provide the time, resources, and direction for unit training. They must also minimize the distractors that hinder the NCO in fulfilling his responsibility.

ISSUE #4

What is the NCOs role in developing a combative, fighting spirit in units? Are NCOs performing that mission?

MACOM CSM Consensus

o The NCO is the total role executor in developing combative fighting spirit units. Small units properly developed make high spirited units.

NCOPDS Findings

The NCO must prepare the individual soldier to fight and win in war. The NCO's role is to make training tough, realistic and challenging. To do this the NCO must be technically and tactically competent.

Teaching soldiers to live and survive in combat is the ultimate way of looking out for their welfare. NCOs must understand how to train in preparation for combat. NCOs will perform this critical role of developing a fighting spirit in units provided they are alloted the time and resources for training.

NCOs can weld their soldiers together through tough, realistic battle drills. Battle drills will provide training necessary to develop strong bonds and confidence between soldiers and leaders. Battle drills reflect the Army's commitment to professional excellence and the warrior spirit.

In the eyes of the NCOs and commanders questioned by this study group, the NCO Corps as a whole is clearly fulfilling its role in developing a warrior spirit. This is an apparent result of a strong education system and a spirited, professional NCO Corps.

MAINTAINING

ISSUE #1

NCOs are the primary implementers of the preventive maintenance program. Is the Army doing a good job of preparing them for that responsibility?

MACOM CSM Consensus

o The NCO is the primary implementer of maintenance. Units have no consistent standard for the NCOs to accomplish. Sense of urgency doesn't exist in most units. Objectives must be clearly defined. Give block of time for this. Must inspect after. Maintenance must be included in training program.

NCOPDS Findings

Similar to the issue of "training-the-trainer" (Issue #1 - Training, p. 1). The Army provides excellent opportunities through NCOES to train its NCOs to be the primary implementers of the preventive maintenance program. However, the execution of preventive maintenance programs varies greatly from unit to unit. The key to successful maintenance is command emphasis and chain of command supervision. To supervise maintenance properly, training will be required not only for the first-line leaders, but also for other key members of the chain of command who are responsible for maintenance both in the field and garrison. Training and maintaining must go hand in hand. Successful preventive maintenance must start at unit level where a positive program keeps equipment operational and detects shortcomings.

Units with strong maintenance programs have their NCOs involved. Again, good maintenance is dependent on command emphasis and chain of command involvement. NCODP can serve as an excellent vehicle to ensure that unit NCOs teach their soldiers to maintain as they go, integrating the maintenance mission into the training mission.

The majority of senior commanders and CSM indicate that the Army is using the "train-the-trainer" concept in all NCOES courses and that graduates are well prepared to conduct training, which includes maintenance, in their units.

Additionally, senior commanders, CSM and NCOs strongly supported troop school efforts in preparing NCOs to be primary implementers of the preventive maintenance program.

ISSUE #2

What should be done to move toward units which return to garrison with equipment in better condition than it was when it went to the field?

MACOM CSM Consensus

o Most units return from the field better maintained than in garrison, because the systems supply the needs in a timely manner and the unit is away from garrison distractors. Work on distractors in garrison.

NCODPS Findings

In addition to ensuring that NCOs receive the proper institutional and unit training, NCOs must require their soldiers to be well trained and taught to maintain their equipment as they perform their mission. For example, soldiers must be taught to maintain their equipment on FTXs as they go along because that's the way it will be done in combat. The Army must insert the concept of maintaining into all of its training so that it becomes "business as usual."

The tools to accomplish this objective already exist. Soldiers manuals and ARTEPs contain maintenance related tasks, conditions, and standards. Commanders need only to check how well the standards are being met; NCOs will read the signal and train accordingly. This principle can be taught and stressed in officer development courses and PCC.

LEADING

ISSUE #1

What changes should be made to create an atmosphere in which mistakes are accepted as part of the learning experience?

MACOM CSM Consensus

o The Army chain of command does not believe this philosophy. Even though the senior commanders say it, their subordinates do not believe it, so they give it "lip" service.

NCOPDS Findings

The study group found support for the MACOM CSM consensus cited above. Approximately 73% of the senior NCOs interviewed indicated that their commands did not provide a climate for learning from mistakes.

The Army cannot tolerate an atmosphere of permissiveness. On the other hand, mistakes which are made in the learning process must be accepted lest we stifle creativity and enthusiasm.

Senior commanders must take the lead in establishing a positive command climate. Brigade, battalion and company commanders react to signals sent from above. If the senior commanders don't believe in the principle, and act accordingly, they should not expect a different standard from their subordinates. As simplistic as this may seem, it is a fact that must be stressed continually through general officer channels such as the CSA weekly summary and the senior commander conferences.

Concomitant with the above, the officer corps at large must be educated on the role of the NCO. As with Issue #1, Training (p. 1), TRADOC should ensure the POIs for officer professional development courses teach and stress the importance allowing NCOs to train their soldiers to a specificed standard, but without the fear of being "micro-managed" should legitimate mistakes occur.

ISSUE #2

In what ways can we encourage NCOs to seek and accept more responsibility? In what areas should we concentrate this effort?

MACOM CSM Consensus

o Some senior NCOs are not enforcing this, they are saying it to subordinates but not demanding results. Commanders can help by leaning on the senior NCO and Officer Corps.

NCOPDS Findings

In addition to the thrust of the discussion in Training Issue #2 (p. 2), NCOs as leaders and trainers of soldiers, must accept the responsibility of teaching and coaching their soldiers. They must pick up where the training base and NCOES stop in developing soldiers. However, NCOs can do this only if the Army creates a learning environment, ensures that NCOs are vested with responsibility equal with their rank and abilities, trains them to perform in their jobs, and holds them accountable for their performance.

NCOs who are self-confident will seek responsibility. We can instill confidence by ensuring NCOs are professionally developed throughout their careers. That is, they must receive the training, education, and experiences necessary to exploit their full potential. The current professional development system appears to be doing a good job. The overwhelming majority of NCOs surveyed expressed confidence in themselves.

CARING

ISSUE #1

Are there improvements which should be made in our programs to develop a sense of NCO responsibility for their subordinates?

MACOM CSM Consensus

o Don't develop any more programs. Look at the program barriers to allow for hours, rules, paperwork, bureaucratic procedures that get in an NCOs way toward helping his subordinates overcome problems. Need to enforce what we have.

NCOPDS Findings

Caring is not a new issue. However, it must be constantly reemphasized from CSA/SMA level (CSA Weekly Summary, Commander's Call, messages) down through command channels to company level. All commanders must be aware of those agencies (Red Cross, Chaplain, AER, ACS, etc.) that provide support to the soldier and his family. Caring for soldiers is more than just a passing interest in their activities. The most important aspect in caring for soldiers is sincere total involvement in determining solutions to their problems, or in improving their welfare and that of their families.

Caring also involves training soldiers so that they are fully prepared to fight and survive on the battlefield. NCOs who care set the examples of moral and professional excellence for their soldiers. They also create a climate where soldiers are challenged and where they feel confident about themselves and their units.

ISSUE #2

What changes can the Army make to improve soldier/family life and sense of fulfillment?

MACOM CSM Consensus

o Don't promise what we can't produce. Level with the soldiers. Look at the procedures that bureaucratically preclude the fulfilling role. Encourage family-oriented activities at unit level.

NCOPDS Findings

This issue is not within the scope of the NCOPD Charter. However, recent initiatives such as the "Army Family Action Plan," dated 8 Jan 84 and DA Pamphlet 360-525, Family Assistance Handbook for Mobilization, dated 15 Jun 84 are a start. Use of these two documents will increase awareness of the Army's mission and the responsibility of soldiers and their families to that mission. The Army must continue to implement and complement with unit family action plans.

ISSUE #3

How healthy are our programs to eliminate drug and alcohol problems? How can we move ahead faster?

MACOM CSM Consensus

o The drug program is a good program. Alcohol program needs some tightening up - we may be going overboard on this program. One DWI could damage a young soldier's career forever. Five large MACOMs state wide awareness of and compliance of policy. We have a great deal of education to accomplish in this area. We are involved in changing society. Some commands may be simply obeying the orders from DA.

NCOPDS Findings

Not within the scope of the NCOPD charter. However, coordination with the DCSPER indicates that the Army's Drug and Alcohol Program is healthy. Some of the initiatives currently underway are as follows:

o POI which has been developed by the Soldier Support Center is available for use at unit level.

o Each installation Alcohol and Drug Abuse Prevention and Control Program (ADAPCP) has a staff member assigned as the Education Coordinator (EDCO). Primary functions are to develop, administer and supervise a comprehensive, target-group oriented preventive education and training program.

o HSC conducts a training course at Ft. Sam Houston for company grade personnel that is programmed to provide critical information in the drug/alcohol area.

o AR 600-85 defines mandated actions to be taken in all drug abuse cases.

We can move ahead faster by being aware of the above programs/policies provided by the Army. Additionally, first-line supervisors must be well informed in identifying and referring substance abusers.

ROLE OF THE CSM

ISSUE #1

There are some indications that the role of the CSM is misunderstood (E-7/E-8 feel CSM is out of touch, Captains feel CSM bypasses the chain of command, allegations that CSM selection is based on political savvy, not qualifications.)

MACOM CSM Consensus

o Yes, there are misunderstandings in the Role of the Command Sergeant Major by some E7, E8, Captains and Generals as well as some CSM. This is an Army self-inflicted wound because we don't educate. Even though it may be in some POIs, it is still not taught. Role should be developed and taught. We do not address it at the Sergeants Major Academy. Some commanders and staff would prefer not to have a CSM but they are generally weak, insecure, commanders. Any organization that doesn't know the CSM charter has a weak commander and Command Sergeant Major, the Army would be better served to take a good hard look at them. Education is the bottom line.

NCOPDS Findings

Yes, there is confusion in the Army on just what the role of the CSM should be. Unfortunately, the CSM's role is misunderstood for a variety of reasons, some of which may include envy, uncertainty or just plain ignorance.

Army Regulation 611-201 describes in detail the command function of all NCO MOSs. Additionally, AR 600-20 and AR 350-17 amplify the duties and responsibilities of the CSM. FM 22-600-20, The Army Noncommissioned Officer Guide, explains the chain of command and the channel of support. In order to clarify the role of the CSM, these documents need to be included in POIs in officer and NCO professional development programs (OBC, OAC, NCOES), and in unit officer and NCO development programs.

The next issue, Issue #2 - Role of the CSM (p. 13), will delineate what the Army can do to ensure that the role of the CSM is understood throughout the Army.

ISSUE #2

What can be done to ensure that the Army understands the role of the Command Sergeant Major?

MACOM CSM Consensus

o Teach the entire role of the NCO Corps at every level of school - give them specific teaching points to cover. Include in all NCO and Officer Development Programs.

NCOPDS Findings

The role of the CSM must be clarified and taught in every phase of officer and NCO professional development. As a point of departure, the following guidelines, currently published in the Army War College's "Battalion Commander's Handbook" and disseminated to all PCC students, should be incorporated into the POIs of all officer and NCO courses (OBC, OAC, NCOES, etc.).

Commander's Relationship with CSM

o Use the CSM as a doer as well as an advisor.

o Give him a memorandum of understanding of those duties you expect him to perform.

o Have him present when you administer Article 15s. Always ask his advice.

o Do not treat him like an officer; he will probably be uncomfortable and you will reduce his credibility with the NCO corps.

o Make him the principal resource for the training/professional development of all NCOs in the battalion and make sure he effectively supervises the NCO support channel.

o Operate as a team but encourage him to go his own way. Insure that he feels free to go anywhere, see anything, and talk to anyone in the battlion.

o Give his views and those of the company commanders equal consideration, even if they differ.

o Get his views on just about everything new you plan to do; e.g., new programs, policies etc. - and use his feedback in your decision process.

o Give him a meaningful role in all NCO matters to include determining the assignment or reassignment of NCOs.

o Require him to review all EERs and award recommendations on enlisted personnel.

In addition to the above, TRADOC should develop an article on the "Role of the CSM" for publishing in "Soldiers" or "Army Trainer."

ISSUE #3

What techniques do the best CSMs use to accomplish their mission without appearing to short circuit the chain of command?

MACOM CSM Consensus

o They do their job, execute the commander's policies through their NCO chain of communications, staying within the command guidelines, mission goals, objectives and standards.

NCOPDS Findings

The best CSM have a clear understanding of their duties and responsibilities within the command. This is accomplished through a direct dialogue with the commander. There can be no ambiguity between those individuals, or there is no chance that subordinates will understand the role of the CSM.

Techniques which the more effective CSMs use to avoid the appearance of short-circuiting the chain of command are:

1. They recognize and acknowledge that there is only one chain of command, and that the CSM is not in it.

2. They reinforce the chain of command by supporting unit officers in the fulfillment of their responsibilities.

3. They are accessible and freely talk to subordinate unit commanders. The best CSM often take the initiative and frequently visit the subordinate commanders.

4. They are active and effective members of the staff. They are not "hand wavers" and "pontificators." Rather, they plan and propose policies, and implement programs. The best examples are NCODP programs in which the CSM is an active participant.

ISSUE #4

How should the Army address a perception that CSM have been elevated to a level where they are no longer in touch with other enlisted personnel?

MACOM CSM Consensus

o There are a few who are out of touch just as some senior officers. Conduct an active hunt and correct campaign. We CSM can take care of this.

NCOPDS Findings

All CSM, especially those above battalion level, must be aware of this perception and guard against it. When they become a part of the problem, they become ineffective.

The problem is avoided or corrected simply by the CSM getting out and seeing the soldiers. CSM need to go to the places where they live and work and talk to them. More importantly, CSM need to listen to them, and react to their problems.

Specific actions that can be taken to avoid this problem are cited in Issue #2, Role of the CSM (p. 13). If the role of the CSM is clear, and commanders insist on CSM involvement in matters that are important to soldiers, perceptions will be positive.

ISSUE #5

If the perceptions have a basis in fact, how should we change the facts?

MACOM CSM Consensus

o These perceptions are fact when the facts have been ignored - there is a weak link in those units. Just fix the broken part, don't intimidate the CSM Corps. The chain of command must know what the Commander has charged the CSM to do initially and, as changes come about, inform his staff and commanders.

NCOPDS Findings

If the perceptions have a basis in fact, the fact must be that the CSM has failed in one of his fundamental responsibilities - i.e., communication with the enlisted soldiers of the command. Additionally, care must be taken to ensure that there are no preceptions that a CSM Corps exists. The CSM is, in fact, an integral part of the NCO Corps.

This fact can be corrected by developing better cohesion between the CSM and his subordinate NCOs. The following are ways the CSM can "change the facts":

o Ensure unit has a reception/integration/sponsorship program.

o Know soldiers - get out to field, eat with soldiers, conduct informal discussions with groups of NCOs.

o Involve subordinate NCOs in development of NCODP.

o Constantly check barracks, dining facility, motor pool, PAC storage areas.

o Stress importance of team work.

o Establish rapport with subordinate commanders.

o Participate in PT.

Concentrate on taking care of people.

Ensure that a healthy, happy social environment exists.

o Establish and maintain relationships with key people outside organization.

o Establish a spirit of cooperation with counterparts.

o Look for ways to improve relations with local community.

o Ensure spouse is involved in military and civilian community activities.

ISSUE #6

If the perceptions are unfounded, how should we change the perceptions?

MACOM CSM Consensus

o Conduct a quick-fix through CSM Corps. How to fix:

o Create a teaching point POI on the Role of the CSM. Teach it in NCO and officer courses in the language of attendees.

o CSA charge MACOMs with putting down this perception.

o I have charged all MACOM CSM to make this their Number 1 project regardless of the moans and groans. I will check every unit I visit to verify to see if the CSM and NCO role is understood by NCOs and officers. I will correct on the spot the ones I find that have not complied.

NCOPDS Findings

See Issues #2 (p. 12) and #4 (p. 15) - Role of the CSM

VICE CHIEF OF STAFF, ARMY ISSUES

NCO DEVELOPMENT

ISSUE #1

During recent years, the Army has implemented policies which significantly affect the noncommissioned officer. There have been major improvements in the formal NCO education system. The Qualitative Management Program is eliminating poor performers. Recruiting policies have led to the acquisition of highly qualified recruits - in some cases more intelligent and better educated than their NCO supervisors.

How are these policies affecting the NCO and his ability to do his job?

MACOM CSM Consensus

- o Has had no impact on today's NCO leadership.

- o However, it has improved the quality of squads/sections because the soldiers are better than what they are used to working with.

NCOPDS Findings

Major improvements in the NCOES such as standardization, courses at each skill level, and a proliferation of technical courses for the combat support/combat service support NCO have contributed immensely to the professional development of the NCO. NCOs return to their units more technically and tactically proficient and with a good feeling about their newly acquired knowledge. NCOES attendance is critical for NCOs because they are involved in all aspects of training. As the Army's principal trainers, NCOs must bring their soldiers to peak proficiency both individually and collectively. NCOs must master existing techniques and learn to create new and better techniques. To train soldiers effectively, NCOs must be more than just branch qualified. They must also possess an in-depth understanding of tactics, weapons and equipment, a thorough knowledge of doctrine, and imagination and ingenuity to apply them. The philosophy of train, promote and utilize is strongly accepted by soldiers and the Army appears to be moving in that direction.

With respect to the elimination of poor performers, the Qualitative Management Program provides an opportunity for upward mobility and career enhancement for qualified, deserving soldiers.

In the recruiting arena, it is fortunate for the Army that the new recruits are intelligent and highly educated. This should be looked upon as an asset to the Army and its NCO leaders because the new recruit will be more perceptive and easier to train. We must not lose sight that we must train the recruit to be a soldier first and no one knows more about soldiering than today's professional noncommissioned officer. The NCO corps has the capability to train subordinates to become the NCOs of the future.

These policies are affecting the NCO and his ability to do his job in a positive manner and he is better qualified to do his job. The NCO Corps is in better shape than it has ever been due to policies implemented by the Army in recent years.

ISSUE #2

What is being done inside units to reinforce the leadership role and status of the NCO?

MACOM CSM Consensus

- o More schools are on line.
- o Sending the right people to school.
- o Noncommissioned Officer Development Program.

NCOPDS Findings

It is in their units where NCOs receive the most important aspect of their professional development. While unit experiences may not be as dramatic as school attendance, the day to day experiences eventually add up to what is the major component of an NCO's professional development. Units can do a tremendous amount to reinforce the leadership role and status of the NCO. The Study Group found that good units ensure NCOs are:

- o Led and guided by a concerned chain of command.
- o Functioning as part of a viable NCO support channel.
- o Participating in a realistic unit NCODP.
- o Permitted to train soldiers in accordance with the principles of the Army Training Management System.
- o Allowed to attend NCOES when eligible and at the right time.

Where the above points are assured at unit level, the only limits for professional development and growth are personal initiative and discipline. If any of the above points are missing or flawed, development becomes much more difficult.

ISSUE #3

What is being done in units to prepare young NCOs to perform their leaders' tasks? Is the CSM primarily responsible for execution of this program? Who should run the program? What should the Army do to improve junior NCO development in units?

MACOM CSM Consensus

- Fine tune the NCODP, which is a commander's program.
- CSM should run the program.

NCOPDS Findings

Proper emphasis on NCO development within units is resulting in a more professional NCO corps which is more capable of meeting the training, maintaining, leading and caring responsibilities.

The NCO Development Program (NCODP) is a major tool used to develop inexperienced NCO and should stress the "whole person concept." A good management system program that encompasses the principles of the Training Management System. It is a leadership development program to be used at battalion or equivalent level in both TOE and TDA units to improve the NCO. NCODP is not a system of structured classes, but a part of the unit training day. It is not a four hour a month training program, but a continuous daily training process from time of arrival to departure.

NCODP is, and must remain, a command responsibility. Implementation of NCODP is, and must remain, the responsibility of the senior NCO in the unit. The effectiveness of the program will be limited only by the priority given the program, and the innovativeness of the senior NCO.

The study group will submit, in its final report, specific recommendations to improve NCODP and, thus, young NCO development. As a minimum, changes will be recommended to AR 350-17 which will clarify the purpose of NCODP and assign specific responsibilities for implementation of the program.

FIRST SERGEANT COURSE EXPANSION

ISSUE

Recent initiative to expand First Sergeant Course training at Fort Bliss increases student capacity beginning FY 85 from 384 to 696. MACOMs have been allocated additional quotas. What needs to be done to increase applications and what can be done to get MACOMs to make timely submissions in order to meet the Army requirement?

MACOM CSM Consensus

o Regulation needs to be changed. Change time requirement for people that do First Sergeant jobs to 18 months.

o No need to increase applications (this is done by quotas). No problem in that area.

NCOPDS Findings

The Army is currently authorized 4425 first sergeants. The capacity for the First Sergeant Courses (USASMA and Europe) is 1310 annually. TRADOC projects the Army will be able to train all first sergeants requiring training beginning in FY87. This will require all 1SG Course graduates to serve an average of 40 months in a 1SG billet (cumulative total of 1SG duty).

While precise data on the average time an NCO spends as a 1SG is not available, the USASMA computes the average to be 32.6 months for the students in the last three Sergeants Major Courses. If this approximates the Army average, there is a potential shortfall of 310 spaces in the two 1SG Courses.

1SG Course quotas are currently allocated to MACOMs on the basis of their 1SG authorizations. Guidelines for selecting individuals to attend the courses are contained in AR 351-1. Given the capacity constraints cited above, it is imperative that every quota be used by 1SG designees or incumbents. TRADOC should identify those MACOMs that are weak in this area and inform the responsible commander. The MACOM commander will apply emphasis when and where it is needed.

NEW MANNING SYSTEM (RANGER)

ISSUE

Recent initiatives by ARSTAF requires increased number of spaces for Ranger qualified soldiers. There is a sufficient inventory of Ranger qualified commissioned officers, but the number of Ranger qualified enlisted soldiers is comparatively small. In order to meet the manning requirements, more enlisted soldiers should be encouraged to attend Ranger School.

What incentives would induce more enlisted soldiers to volunteer for Ranger training?

MACOM CSM Consensus

- It has never been advertised. If a soldier meets the prerequisites and is qualified for Ranger School, nobody should stop this request.
- Publicity is limited and should be expanded.
- Rangers could field recruiting teams.
- The Army should encourage leadership to let soldiers go to Ranger School regardless of positions.
- Programs are in place, leave alone and enforce standards.
- This should be done at unit level.

NCOPDS Findings

The issue of providing incentives for enlisted soldiers to volunteer for Ranger training has been overcome by events. Specifically:

- An SRB has been added for CMF 11 (Ranger) personnel.
- Individuals assigned Ranger positions have been stabilized for 2 years.
- (Ranger) Regimental Headquarters and 7th ID(L) have begun a program to encourage/prepare potential Ranger school attendees.

INDIVIDUAL TRAINING IN UNITS

ISSUE #1

The Army has implemented changes in the Skill Qualification Test (SQT) procedures. There has been a marked reduction of emphasis in hands-on testing and an increased emphasis on the written component. Unit responsibility for soldier preparation and testing has been reduced with more responsibility placed on the soldier. The Army is considering a shift in testing from a combat standard system to use of a normative "curve" scoring system with a certain percentage of the highest scoring soldiers receiving a qualifying score even if their scores do not indicate mastery of the combat standards.

Have these changes resulted in an improved Army?

MACOM CSM Consensus

o No; any test can be written to whatever standard the Army wants. One year is not long enough to see if the top of the curve rises. The combat crewman takes a written SQT - it doesn't justify that he can be combat ready until he has been certified with hands-on (demonstrated proficiency). No follow-through on results of SQT to see what direction the training program has taken by units.

NCOPDS Findings

A qualitative answer as to whether the ITEP changes have resulted in an improved Army cannot be determined. However, most commanders believe ITEP is a useful training tool and that the state of individual training is better because ITEP exists.

Of all the ITEP components, the Skill Qualification Test (SQT) is the most controversial because not all MOSs have one, and in many instances it is being used for actions other than training (i.e., enlisted personnel management decisions).

The effectiveness of ITEP in its current form is a subject of extensive study by both this study group and TRADOC. The current position of the study group is that there must be some method to measure both job proficiency (day-to-day, mission-oriented duties), and MOS competency (full range of critical skills in MOS, regardless of current job).

ISSUE #2

Are our NCOs technically competent in weapons and equipment usage?

MACOM CSM Consensus

- Yes, nothing went wrong with these standards.
- There should be no exceptions to policy in weapons and equipment training.
- Need to ensure that standards are enforced and met at all levels.

NCOPDS Findings

Not all NCOs are technically competent on their weapons and equipment. For example, NCOs assigned to TDA organizations like the ARSTAF and Recruiting Command frequently don't have a chance to qualify on their individual weapons or use equipment unique to their CMF. Additionally, NCOs who are transferred to units with new or different weapons systems often require OJT or refresher training in troop schools.

Many of the training shortfalls cited above do not appear unreasonable given the problems locating suitable weapons qualification ranges for small, dispersed units (e.g., USAREC), and availability of equipment when an NCO is working out of his CMF. However, ODCSOPS should review the problem, particularly weapons qualification, to determine the feasibility of eliminating exceptions to policy (see MACOM CSM consensus).

ISSUE #3

Do we have sufficient standards in front of our junior NCOs, E5/E6/E7, to assume tested competency?

MACOM CSM Consensus

o Yes, but the leadership again must enforce that all standards be met with no exceptions.

NCOPDS Findings

Yes. The soldier's manual lists for the soldier those critical tasks needed to perform satisfactorily in his MOS. The soldier's manual tells the soldier how to perform the tasks, the expected conditions under which they will be performed, and the standards which must be met to be proficient in the ITEP process.

DEPUTY CHIEF OF STAFF FOR OPERATIONS AND PLANS ISSUES

ATTENDANCE AT PTC/BTC

ISSUE

Field is required to maintain a prioritized order of merit list with soldiers eligible to attend Primary and Basic level courses and Commanders/CSM must submit requests for training (DA Form 4187) to insure MILPERCEN has qualified nominations for attendance at PTC/BTC training. Intent is to involve Commander/CSM in selection process that gets soldiers to training at the right time in their careers.

What actions should the field consider to encourage compliance?

MACOM CSM Consensus

- The current system is working good based on guidance sent out so far.
- System just needs to be monitored.
- Educate First Sergeants as to what PTC/BTC is all about.

NCOPDS Findings

On 13 July 1984, a meeting of the MACOM training offices, ODCSOPS, ODCSPER, and MILPERCEN was conducted on the centralized management of PTC/BTC. One of the suggestions was to develop an automated management system to assist in the identification of soldiers eligible to attend these technical courses.

Since the above meeting, a coordinated effort by ODCSOPS, ODCSPER, MILPERCEN and the MACOMs training, personnel and information system offices has been made to design a system that would reduce processing time, provide effective control at the MACOM level, and furnish school quotas to the unit commander and the soldier in a timely manner.

Effective 1 July 1985, STRAMS-E2 was implemented Armywide. This system is based on an interface between the Enlisted Master File (EMF) and the Army Training Requirements and Resources System (ATRRS).

STRAMS-E2 will match eligible soldiers against specific PTC/BTC seats. The system will tend to force field compliance.

Note that PTC will be eliminated beginning 2d quarter, FY 86 and BTC will be changed to the Basic Noncommissioned Officer Course (BNCOC).

CONTRACT TRAINING AT INSTALLATION

ISSUE

There is concern that contract training/troop schools at installations are not being monitored to insure course type/content is consistent with Army policy. MACOM review of information submitted by installations would help determine whether some training is being contracted for that TRADOC might provide centrally.

How can this oversight be corrected?

MACOM CSM Consensus

- As long as this is monitored locally and if a contract is written, proper POI is ensured and good people are teaching the course, it should not be a problem.

- Program has to be monitored at the command level.

NCOPDS Findings

A direct relationship between the installation troop schools and branch service schools is virtually nonexistent. The requirement for such a relationship becomes increasingly important given the advent of greater amounts of contract training being negotiated unilaterally between installations, commands and a variety of contractors. Additionally, a detailed standardized plan does not exist for resourcing and permanent staffing of troop schools.

Recommend DA DCSOPS study the feasibility and costs of developing an interface between MACOM troop schools and proponents which will assure program of instruction coordination, quality control, and standardization and also develop a plan for resourcing and permanent staffing of troop schools.

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Appendix K

Literature Search/Reference Documents

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: Tc provide study group members with a standard set of reference materials with which to begin to study the many aspects of NCO professional development.

2. DISCUSSION: The reference materials were were updated throughout the course of the study.

NCOPDS CENTRAL REFERENCE INDEX

FILE #	SUBJECT
1	ACCESSION AND RETENTION OF THE ENLISTED RESERVIST: A LOOK AT INCENTIVES
2	US ARMY UP-OR-OUT POLICY FOR ENLISTED PERSONNEL
3	PROFESSIONAL STUDY: CLASSIFICATION AND UTILIZATION OF CHIEF AND SENIOR MASTER SERGEANT'S
4	NONCOMMISSIONED OFFICER EDUCATION AND PROFESSIONAL DEVELOPMENT STUDY
5	PYRAMIDS, BALLOONS, AND SQUISHY SPHERES: THE DYNAMIC CONTEXT OF MILITARY GRADE CREEP
6	OPTIMIZATION IN MILITARY PERSONNEL MANAGEMENT
7	RESEARCH REPORT AND RECOMMENDATIONS OF EPMS IMPLEMENTATION IN THE UNITED STATES ARMY RESERVE
8	A COMPARATIVE ANALYSIS OF ENLISTED CAREER PROGRESSION SYSTEMS
9	THE CONUS-OVERSEA IMBALANCED SPECIALITY: ENVIRONMENTAL CAPTIVE OR MANAGEMENT OFFSPRING
10	SELF-PACED ADVANCED INDIVIDUAL TRAINING (AIT) AND DUTY ASSIGNMENT PROCEDURES
11	THE CASE FOR ESTABLISHING IMPROVED IN-SERVICE EDUCATION OPPORTUNITIES FOR THE VOLUNTEER ARMY ENLISTED MAN
12	MILITARY MANPOWER STATISTICS
13	FINAL REPORT OF THE BOARD FOR DYNAMIC TRAINING
14	PEOPLE MANAGEMENT. FINAL REPORT OF THE PEOPLE MANAGEMENT COMMITTEE
15	INCENTIVES FOR PROFESSIONAL DEVELOPMENT
16	THE EVOLUTION OF ARMED ENLISTED PERSONNEL MANAGEMENT POLICIES: EXECUTIVE SUMMARY

FILE #	SUBJECT
17	THE CULTURAL/STRUCTURAL HISTORY OF PERSONNEL POLICY 1900-1980
18	THE BATTALION COMMANDER'S HANDBOOK
19	TURBULENCE DEFINITION AND MEASUREMENT
20	STUDENT REPORT: CMSGT PERKS
21	A STUDY OF THE ENLISTED QUALITATIVE MANAGEMENT PROGRAM AND ITS CONFLICT WITH HUMAN BEHAVIOR
22	OCCUPATIONAL SURVEY REPORT: ENLISTED PROFESSIONAL MILITARY EDUCATION CURRICULUM VALIDATION PROJECT
23	ANALYSIS OF AUTOMATED DATA AND POLICY EVALUATION: VOLUME II
24	SOLDIERS REPORT II: SEPTEMBER 1983 (PEOPLE ARE THE ARMY)
25	ARMY STAFF COLLEGE LEVEL TRAINING STUDY: FINAL REPORT (COPY #1)
26	ARMY STAFF COLLEGE LEVEL TRAINING STUDY: FINAL REPORT (COPY #2)
27	THE ARMY BUDGET FY86
28	LEADING AND MANNING ARMY 21: ARMY SCIENCE BOARD SUMMER STUDY
29	SAMPLE SURVEY OF MILITARY PERSONNEL: FEB 83
30	SAMPLE SURVEY OF MILITARY PERSONNEL: FEB 85
31	MILITARY, BIOGRAPHICAL, AND DEMOGRAPHIC CORRELATES OF ARMY CAREER INTENTIONS
32	ORGANIZATIONAL STRUCTURE AND LEADERSHIP FACTORS AS DETERMINANTS OF SMALL GROUP PERFORMANCE
33	THE UTILIZATION OF WOMEN IN COMBAT: AN HISTORICAL AND SOCIAL ANALYSIS OF TWENTIETH-CENTURY WARTIME AND PEACETIME EXPERIENCE
34	TRAINING FOR SKILL QUALIFICATION TESTING

FILE #	SUBJECT
35	HOW TO DEVELOP TASK SUMMARIES FOR SOLDIER'S MANUALS - VOLUME 1: TECHNICAL REPORT
36	APTITUDE COMPOSITES FOR ASVAB 8, 9, AND 10
37	DEVELOPMENT OF COURAGE IN MILITARY PERSONNEL IN TRAINING AND PERFORMANCE IN COMBAT SITUATIONS
38	WOMEN CONTENT IN UNITS FORCE DEVELOPMENT TEST (MAX WAC)
39	DDC RETRIEVAL AND INDEXING TERMINOLOGY: POSTING TERMS WITH HIERARCHY AND KWOC
40	SOLDIERS REPORT III - 1984
41	COPY #1 - ENLISTED PERSONNEL MANAGEMENT
42	FM 22-100 - MILITARY LEADERSHIP
43	ENLISTED CAREER MANAGEMENT FIELDS AND MILITARY OCCUPATIONAL SPECIALTIES
44	COPY #1 - ENLISTED RANKS PERSONNEL UPDATE
45	RAPID DEPLOYMENT LOGISTICS: LEBANON, 1958
46	TOWARD COMBINED ARMS WARFARE: A SURVEY OF 20TH-CENTURY TACTICS, DOCTRINE, AND ORGANIZATION
47	THE SOVIET AIRBORNE EXPERIENCE
48	PDOS POLICY CHANGES
49	COPY #1 - PDOS FUTURES WORKBOOK
50	COPY #2 - PDOS FUTURES WORKBOOK
51	MILPERCEN - INFORMATION REPORT GENERATING SYSTEM (IRGS-II) - INSTRUCTION MANUAL
52	THE TEXT EDITOR
53	ARMY EXTENSION TRAINING
54	EMF USERS MANUAL: DOCUMENTATION CHANGE NOTICE

FILE #	SUBJECT
55	SOLDIER'S MANUAL - MOS 11M: FIGHTING VEHICLE INFANTRYMAN (SKILL LEVEL 1)
56	SOLDIER'S MANUAL AND TRAINER'S GUIDE - MOS 13M: MULTIPLE LAUNCH ROCKET SYSTEM CREW MEMBER (SKILL LEVEL 1/2)
57	COPY #1 - ARMY REGULATION 351-1: INDIVIDUAL MILITARY EDUCATION AND TRAINING
58	COPY #2 - ARMY REGULATION 351-1: INDIVIDUAL MILITARY EDUCATION AND TRAINING
59	COPY #3 - ARMY REGULATION 351-1: INDIVIDUAL MILITARY EDUCATION AND TRAINING
60	COPY #1 - AR 350-1: ARMY TRAINING
61	COPY #2 - AR 350-1: ARMY TRAINING
62	COPY #3 - AR 350-1: ARMY TRAINING
63	COPY #2 - ENLISTED PERSONNEL MANAGEMENT
64	COPY #2 - ENLISTED RANKS PERSONNEL UPDATE
65	PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY - VOLUME I - FEBRUARY 1985
66	PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY - VOLUME II - IMPLEMENTATION PLAN
67	PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY - VOLUME III - SYSTEMS-WIDE ISSUES
68	PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY - VOLUME IV - DEVELOPMENT PERIODS
69	PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY - VOLUME V - POLICY IMPACT ANALYSIS
70	MEMO TO BG GANEY: WHAT IS A SERGEANT MAJOR?
71	USAWC MILITARY STUDIES PROGRAM PAPER: LEADERSHIP, FOLLOWERSHIP, AND DISSENT

FILE #	SUBJECT
72	TRAINING, MOTIVATION AND INTRINSIC TASK VALUE: ESSENTIAL ELEMENTS OF EXCELLENCE (READINESS) BY COLONEL CHARLES O. HAINES
73	DA/TRADOC COMMUNICATIONS ON INDIVIDUAL TRAINING EVALUATION PROGRAM (ITEP) - DEC 84 - MAY 85
74	TRAINING - VALUE SYSTEMS - ATTITUDES
75	DELTA FORCE NOTEBOOK
76	SOLDIER'S MANUAL: 11M10 FIGHTING VEHICLE INFANTRYMAN - SKILL LEVEL 1
77	SOLDIER'S MANUAL: 13M MULTIPLE LAUNCH ROCKET SYSTEM CREW MEMBER - SKILL LEVEL 1/2
78	WOMEN CONTENT IN THE ARMY - REFORGER 77
79	AN INVESTIGATION OF LOST TIME AND UTILIZATION IN A SAMPLE OF FIRST-TERM MALE AND FEMALE SOLDIERS
80	CORRELATES OF MILITARY SATISFACTION AND ATTRITION AMONG ARMY PERSONNEL
81	METHOD OF REPRODUCTION AND THE IDENTIFICATION OF ELEMENTARY AUDITORY DISPLAYS
82	STUDY PROJECT: WHAT IS A QUALITY SOLDIER?
83	TRADOC ENLISTED PERSONNEL MANAGEMENT SYSTEM REVIEW: FINAL REPORT - JUNE 85
84	AN INVESTIGATION OF LOST TIME AND UTILIZATION IN A SAMPLE OF FIRST-TERM MALE AND FEMALE SOLDIERS
85	EARLY DEVELOPMENT OF THE MILITARY APTITUDE PREDICTOR (MAP)
86	NCO LEADERSHIP: TASKS, SKILLS AND FUNCTIONS (APPENDIXES E AND F)
87	FIRST-TOUR ATTRITION: IMPLICATIONS FOR POLICY AND RESEARCH
88	NCO LEADERSHIP: TASKS, SKILLS AND FUNCTIONS

FILE #	SUBJECT
89	DEVELOPMENT OF A FIRST SERGEANT GUIDEBOOK
90	FIELD EVALUATION OF THE COMBAT COMMANDER'S GUIDE TO AERIAL SURVEILLANCE AND RECONNAISSANCE RESOURCES
91	TRAINEE & INSTRUCTOR ATTITUDES TOWARD ONE STATION AND TWO STATION INITIAL ENTRY TRAINING
92	CONSTRUCTION OF THE EXPERIMENTAL NCO LEADERSHIP APTITUDE BATTERY
93	TRAINING INDIVIDUALS IN ARMY UNITS: COMPARATIVE EFFECTIVENESS OF SELECTED TEC LESSONS AND CONVENTIONAL METHODS
94	DEVELOPMENT OF NEW TRAINING CONCEPTS AND PROCEDURES FOR UNIT TRAINERS
95	CORRELATES OF MILITARY SATISFACTION AND ATTRITION AMONG ARMY PERSONNEL
96	DEVELOPMENT OF JOB-BASED READING TESTS
97	STUDY OF EFFECTIVENESS OF ARMY CONTINUING EDUCATION SYSTEM
98	ACCEPTABILITY OF ASSOCIATE RATINGS AT BRANCH BASIC SCHOOLS
99	IMPROVING THE SELECTION, CLASSIFICATION, AND UTILIZATION OF ARMY ENLISTED PERSONNEL: TECHNICAL APPENDIX TO THE ANNUAL REPORT
100	DEVELOPMENT OF THE ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB): FORMS 2 AND 3
101	USING AN ASSESSMENT CENTER TO PREDICT FIELD LEADERSHIP PERFORMANCE OF ARMY OFFICERS AND NCOS
102	FUNCTIONAL SPECIFICATIONS: THE ARMY EDUCATION INFORMATION SYSTEM (AREIS)
103	VOLUME II: DEVELOPER'S GUIDE - HOW TO DEVELOP TASK SUMMARIES FOR SOLDIER'S MANUALS

FILE #	SUBJECT
104	RETENTION OF BASIC SOLDIERING SKILLS
105	TESTING AND TRAINING METHODS FOR SKILL QUALIFICATION TESTING (SQT)
106	MILITARY, BIOGRAPHICAL, AND DEMOGRAPHIC CORRELATES OF ARMY CAREER INTENTIONS
107	TASK TRACKING ROSTER - AS OF 20 JUNE 1985
108	AN EXPLORATORY INVESTIGATION OF THE SKILL QUALIFICATION TESTING SYSTEM
109	AUTOMATED AIDS TO ON-LINE TACTICAL DATA INPUTTING
110	SCORES, MEANS AND SIGMAS ON APTITUDE TESTS
111	AN IMPROVED DIFFERENTIAL ARMY CLASSIFICATION SYSTEM
112	I AM THE AMERICAN SOLDIER - FIELD CIRCULAR
113	I AM THE AMERICAN SOLDIER - FIELD CIRCULAR
114	I AM THE AMERICAN SOLDIER - FIELD CIRCULAR
115	I AM THE AMERICAN SOLDIER - FIELD CIRCULAR
116	I AM THE AMERICAN SOLDIER - FIELD CIRCULAR
117	ITEP SURVEY ON JOB BOOKS - PART I & II
118	GAO REPORT - THE ARMY NEEDS TO MODIFY ITS SYSTEM FOR MEASURING INDIVIDUAL SOLDIER PROFICIENCY
119	REPORT OF THE DEPARTMENT OF THE ARMY BOARD TO REVIEW ARMY OFFICER SCHOOLS
120	REPORT OF THE DEPARTMENT OF THE ARMY BOARD TO REVIEW ARMY OFFICER SCHOOLS - VOL I
121	REPORT OF THE DEPARTMENT OF THE ARMY BOARD TO REVIEW ARMY OFFICER SCHOOLS - VOL II

FILE #	SUBJECT
122	REPORT OF THE DEPARTMENT OF THE ARMY BOARD TO REVIEW ARMY OFFICER SCHOOLS - VOL IV
123	SIMPO-I CAREER NONCAREER MODEL
124	COMMON SENSE TRAINING REVISITED
125	TRADOC REVIEW OF THE ENLISTED PERSONNEL MANAGEMENT SYSTEM (EPMS)
126	AN EXPLORATION OF ALTERNATIVES TO THE CURRENT USAF ENLISTED CAREER PROGRESSION SYSTEM
127	REPORT OF THE DEPARTMENT OF THE ARMY BOARD TO REVIEW ARMY OFFICER SCHOOLS - VOL III
128	WOMEN IN THE ARMY POLICY REVIEW
129	MICROFICHE: MISCELLANEOUS LOGISTICS TOPICS - ARMY LOGISTICIAN FORT LEE VA
130	MICROFICHE: MANAGEMENT OF THE BASIC LEVEL NONCOMMISSIONED OFFICERS EDUCATION SYSTEM (NCOES) - US ARMY WAR COLLEGE CARLISLE BARRACKS PA
131	MICROFICHE: MISCELLANEOUS LOGISTICS ARTICLES - ARMY LOGISTICIAN FORT LEE VA
132	MICROFICHE: THE NAVAL DENLISTED PROFESSIONAL DEVELOPMENT INFORMATION SYSTEM (NEPDIS) FRONT AND ANALYSIS (FES) PROCESS
133	MICROFICHE: DESCRIPTION OF OFFICERS AND ENLISTED PERSONNEL IN THE US ARMED FORCES A REFERENCE FOR MILITARY MANPOWER ANALYSIS
134	MICROFICHE: JUNIOR NCO LEADERSHIP
135	MICROFICHE: CONCEPTUAL DESIGN OF AN ENLISTED FORCE MANAGEMENT SYSTEM FOR THE AIR FORCE
136	MICROFICHE: ENLISTED PERSONNEL INDIVIDUALIZED CAREER SYSTEM (EPICS) DESIGN DEVELOPMENT AND IMPLEMENTATION

FILE #	SUBJECT
137	MICROFICHE: ENLISTED PERSONNEL INDIVIDUALIZED CAREER SYSTEM (EPICS) TEST AND EVALUATION INTERIM REPORT
138	MICROFICHE: US ARMY REGIMENTAL PERSONNEL ALLOCATION STUDY (REPAST)
139	MICROFICHE: LEADERSHIP JOB DIMENSIONS AND COMPETENCY REQUIREMENTS FOR COMMISSIONED AND NONCOMMISSIONED OFFICERS TASK 2A - REMEDIATE ETC
140	AIR COMMAND AND STAFF COLLEGE: INCENTIVES FOR PROFESSIONAL DEVELOPMENT
141	I AM THE AMERICAN SOLDIER - FIELD CIRCULAR
142	A REDESIGNED PERFORMANCE APPRAISAL SYSTEM FOR NONCOMMISSIONED RANKS IN THE CANADIAN ARMED FORCES
143	ARMY CAN BETTER USE ITS SOLDIERS TRAINED IN CRITICAL SHORTAGE OCCUPATIONS
144	NONCOMMISSIONED OFFICER EDUCATION AND PROFESSIONAL DEVELOPMENT STUDY
145	DCSPER TALK (4 JUNE 1985)
146	AN ANALYSIS OF...ARMY LIFE CYCLE MANAGEMENT
147	INFORMATION FOR DECISION MAKERS (IDM) "THE MANNING TF" MAY 82
148	A SYSTEMS APPROACH TO TRAINING (TRADOC REG 350-7)
149	THE PERSONNEL FAMILY: CATALYST FOR COMMAND CLIMATE (DRAFT ARTICLE FOR ARMY GREEN BOOK)
150	BRIEFING SLIDES-ARMY PLANNING GUIDANCE (1992-2005)
151	WORKING PAPERS-ARMY PLANNING GUIDANCE (1992-2005) (IN CLASSIFIED SAFE)
152	BRIEFING SLIDES-KEY OPERATIONAL CAPABILITIES FOR THE ARMY (1985-2000)

FILE #	SUBJECT
153	INFORMATION PAPER-SUBJECT: ARI AARMY ENLISTED EXIT SURVEY
154	INFORMATION PAPER-SUBJECT: ARMY EXPERIENCE SURVEYS
155	PERSONNEL UTILIZATION TECHNICAL AREA WORKING PAPER
156	NCO SELECTION BOARD AFTER ACTION REPORTS (MISC)
157	SOLDIER'S MANUAL: CAVALRY SCOUT - MOS 19D (SKILL LEVEL 1)
158	SOLDIER'S MANUAL: TRAINER'S GUIDE CAVALRY SCOUT - MOS 19D (SKILL LEVEL 2/3/4)
159	ARMY TRAINING ROLES AND RESPONSIBILITIES STUDY - VOLUME I (FINDINGS AND RECOMMENDATIONS)
160	ARMY TRAINING ROLES AND RESPONSIBILITIES STUDY - VOLUME II (SYSTEMS DESCRIPTIONS)
161	ARMY TRAINING ROLES AND RESPONSIBILITIES STUDY - VOLUME I (FINDINGS AND RECOMMENDATIONS-COPY #2)
162	ARMY TRAINING ROLES AND RESPONSIBILITIES STUDY - VOLUME II (SYSTEMS DESCRIPTIONS-COPY #2)
163	NONCOMMISSIONED OFFICER EDUCATION AND PROFESSIONAL DEVELOPMENT STUDY
164	MOBILIZATION MANAGEMENT
165	FIRST TEAM COMMAND SYSTEM
166	OPMS STUDY GROUP FINAL REPORT-OCTOBER 1984 VOL #1
167	A REVIEW OF EDUCATION AND TRAINING FOR OFFICERS-VOL 1 OF 5 AN OVERVIEW
168	A REVIEW OF EDUCATION AND TRAINING FOR OFFICERS-VOL 2 OF 5 CAREER PROGRESSION

FILE #	SUBJECT
169	A REVIEW OF EDUCATION AND TRAINING FOR OFFICERS-VOL 3 OF 5 THE DATA BASE
170	A REVIEW OF EDUCATION AND TRAINING FOR OFFICERS-VOL 4 OF 5 RANK-INDEPENDENT ISSUES
171	A REVIEW OF EDUCATION AND TRAINING FOR OFFICERS-VOL 5 OF 5 SPECIAL GROUPS
172	AR 350-10 - MANAGEMENT OF ARMY INDIVIDUAL TRAINING REQUIREMENTS AND RESOURCES
173	PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY - VOLUME VI - FEBRUARY 1985
174	PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY - VOLUME VI - FEBRUARY 1985
175	PROFESSIONAL DEVELOPMENT OF OFFICERS STUDY - VOLUME VI - FEBRUARY 1985
176	DRAFT AR 600-3, THE ARMY SPECIALTY PROPONENT SYSTEM
177	WHAT'S A SERGEANT MAJOR? (4 PARTS)
178	SIGNIFICANT BRIEFINGS/PRESENTATIONS (CSA, CG TRADOC)
179	LEADERSHIP ARTICLES (1985)
180	THE ARMY ENLISTED PERSONNEL MANAGEMENT PLAN (FY 1987-91)
180-A	BRIEFING - 8 MAY 85 THE ARMY ENLISTED PERSONNEL MANAGEMENT PLAN (FY 1986-90)
181	COMMANDERS CALL (EPMS)
182	INDIVIDUAL TRAINING EVALUATION PROGRAM (ITEP) - MISC HISTORICAL INFO
183	TRADOC REG 351-7
184	SELECTED COMMENTS/READINGS FROM GEN BLANCHARD
185	AR 220-1 - UNIT STATUS REPORTING

FILE #	SUBJECT
186	"STANDARD-BEARERS: NON-COMMISSIONED OFFICERS AS LEADERS MAKE THE DIFFERENCE" - REMARKS BY GENERAL JOHN A. WICKHAM, JR AT THE AUSA SERGEANTS MAJOR RECEPTION AND BUFFET LUNCHEON
187	AFTER-ACTION REPORT, 1985 MACOM COMMAND SERGEANTS MAJOR CONFERENCE
188	THE CUTTING EDGE - CSM BARKER (FORSCOM CSM) AND CSM CRAFT (USAREUR CSM) INTERVIEWED
189	LEADERSHIP STATEMENTS AND QUOTES
190	ASSESSMENT OF STANDARDIZATION IN THE ARMY
191	THE ARMY ENLISTED PERSONNEL MANAGEMENT PLAN (FY 1987-91)
192	THE COMMANDER'S GUIDE TO LEADER DEVELOPMENT
193	AR 635-40 - PHYSICAL EVALUATION FOR RETENTION, RETIREMENT, OR SEPARATION
194	AR 350-4 - QUALIFICATION AND INSTRUCTIONAL FIRING WITH WEAPONS AND WEAPONS SYSTEMS
195	AR 614-5 - STABILIZATION OF TOURS - ASSIGNMENTS, DETAILS, AND TRANSFERS
196	AR 10-5 - ORGANIZATION AND FUNCTIONS
197	TRADOC MISSION
198	NONCOMMISSIONED OFFICER DEVELOPMENT PROGRAM (NCODP)
199	NCOPDS CONSIDERATION OF THE TRADOC REVIEW OF THE ENLISTED PERSONNEL MANAGEMENT SYSTEM (JUN 85)
200	DIRECTOR OF THE ARMY STAFF PDOS IPR
201	PRE-COMMAND COURSE
202	EPMD'S MISSION
203	TRADOC EPMS REVIEW

FILE #	SUBJECT
204	WESTCOM COMMENTS ON COMMAND SERGEANTS MAJOR CONFERENCE ISSUES - MARCH 85
205	MEMORANDUM FOR SERGEANT MAJOR OF THE ARMY - SOLDIER STUDY GROUP STUDY -- RECOMMENDATIONS REGARDING ITEP
206	INFORMATION -- NOMINATION/SELECTION OF EQUAL OPPORTUNITY ADVISORS (EOA)
207	ARMY TRAINING 1990 (AT90)
208	THE WARRIOR SPIRIT: BY JEFFREY W. ANDERSON
209	UNIVERSITY TRAINING PLAN - MEN
210	COMMANDERS CALL (NCO SPECIAL)
211	THE ARMY FAMILY ACTION PLAN II
212	FORCE ALIGNMENT PLAN II (FAP II)
213	MILITARY REVIEW
214	PDOS DECISION BRIEFING
215	NCO LEADERSHIP: BY SMA GLEN E. MORRELL
216	AREAS OF CONCERN TO THE SERGEANT MAJOR OF THE ARMY
217	MIDTERM TRAINABILITY CRITERIA
218	RE-ENGAGEMENT - MEMBERS OTHER THAN OFFICERS - REGULAR FORCE
219	EPMS REVIEW

Appendix L

General Officer and CSM Questionnaire

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present the questionnaire as forwarded to selected Active Component (AC) and Reserve Component (RC) General Officers and Command Sergeants Major, and a summary of the results obtained from the questionnaire.

2. DISCUSSION: Copies of the letter with the enclosed questionnaire as forwarded to selected AC and RC General Officers and Command Sergeants Major are at Enclosure 1 and 2. A summary of the number of General Officers and Command Sergeants Major who were forwarded questionnaire along with the number who actually returned the questionnaires is at Enclosure 3. A summary of the questionnaire data along with selected comments from the respondents is at Enclosure 4.

Enclosures
1 - Letter with questionnaire as forwarded to selected General Officers.
2 - Letter with questionnaire as forwarded to selected Command Sergeants Major.
3 - Summary of respondents.
4 - Summary of questionnaire data with selected comments.

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D.C. 20310

DACS-NCOPDS

SUBJECT: NCO Professional Development

1. A Noncommissioned Officer Professional Development Study Group was established on 17 June 1985 by direction of the Chief of Staff, Army. The study group is composed primarily of NCOs. Report findings and recommendations are to be briefed to the CSA in December 1985.

2. The purpose of this letter is to provide you an opportunity to participate in the effort. Attached are questions which we would like you to address. In addition, we would welcome any thoughts, insights or perspectives that you desire to share with the study group for consideration as we embark on this challenging endeavor. In this regard, the study of NCO Professional Development is not limited to training and education. It will also address the environment and other experiences that influence professional development.

3. For information, we are also corresponding with selected General Officers and will be visiting selected locations throughout the Army. Under the circumstances, you may desire to provide a joint response in coordination with your commander. Please feel unconstrained in the direction and scope of your comments. Your input will be used internal to the team.

4. In summary, the study represents a unique opportunity to make a lasting contribution to our Army as we evaluate current NCO Professional Development and make recommendations regarding the future. Request your response NLT 23 August.

Encl

OSCAR L. BARKER
CSM, USA
Co-Director, Soldiers Study

WILLIAM G. GANEY
Brigadier General, USA
Co-Director, Soldiers Study

1. From your most recent observations and experiences do you feel our noncommissioned officers are adequately trained/educated to support your mission? Explain.

2. Army Regulation 350-17 lays out the Noncommissioned Officer Development Program (NCODP) which is designed to strengthen the leadership of Noncommissioned Officers and to assist in the continuing development of NCO's. What is your opinion of the effectiveness of the NCODP? What improvements would you recommend?

3. The objectives of the Noncommissioned Officer Education System (NCOES) are to train NCO's to be leaders and trainers, to enhance their technical skills and to improve unit readiness through individual proficiency. What are your thoughts concerning the effectiveness of NCOES? What are the costs/benefits to unit readiness for sending soldiers to PLDC, PTC, BTC, BNCOC, ANCOC, First Sergeant Course and Sergeants Major Academy?

4. The Individual Training Evaluation Program (ITEP) consists of three components (Skill Qualification Test (SQT), Common Task Test (CTT) and Commander's Evaluation) which evaluates soldier proficiency. Currently, SQT scores are linked through EPMS to promotion. This provides a discriminator for use in a critical personnel management decision. In contrast a number of people argue that SQT has been diverted from its original intent as feedback for training. Under these circumstances these people argue that SQT scores should be delinked from promotion. What are your thoughts about delinking SQT scores from promotion? Could the SQT remain viable without the link to promotion? How?

5. The Total Army concept requires that the Reserve Components (RC) maintain a viable program of professional development for their NCOs. What problems, if any, do you see with this requirement?

6. During the past four to five years the Army has achieved a great deal of success in recruiting quality accessions - soldiers achieving high test scores. What are your thoughts in using education to instill values and attitudes as a motivator for retention.

7. Noncommissioned Officer Education System (NCOES) is designed to provide progressive, continuous training from the primary level through the senior level in each MOS. The Army is considering linking NCOES course completion to promotion e.g., PLDC be mandatory for promotion to grade E6. What are your thoughts about linking NCOES with promotion?

8. A great deal of discussion has been generated throughout the Army about the value of civilian education in the professional development of the NCOs. What is the value of civilian education to NCO Professional Development?

9. The EPMS is a significant influence in the professional development of noncommissioned officers. Do you believe our current promotion, assignment, retention and classification systems meet the demands of the Army? If not, why not?

10. If you were the Director of the NCO Study what is the single most important change you would recommend to improve professional development of our NCOs?

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Brigadier General, USA
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9. The EPMS is a significant influence in the professional development of noncommissioned officers. Do you believe our current promotion, assignment, retention and classification systems meet the demands of the Army? If not, why not?

10. If you were the Director of the NCO Study what is the single most important change you would recommend to improve professional development of our NCOs?

Summary of Respondents

	LETTERS SENT	RESPONSES RECEIVED
MACOM	11	11
CORPS	10	10
DIVISION	34	34
RES COMP	29	17
OTHER	36	32
TOTAL	120	104

SUMMARY DATA FOR QUESTION #1

QUESTION #1: From your most recent observations and experiences, do you feel our noncommissioned officers are adequately trained/educated to support your mission?

SUMMARY OF RESPONSES: Most of the respondents (75 out of 104) felt that NCOs are adequately trained and educated to support their missions. The consensus was that NCOs could be improved by:

a. Insuring the right NCOs are selected to attend the right NCOES courses at the right times.
b. Insuring that NCOs are properly utilized in their MOS.
c. Providing refresher training to NCOs who arrive in units from non-MOS related assignments.
d. Requiring NCOs to improve their communicative skills.

RESPONDENTS	YES	NO	NONE	COMMENTS
MACOM Cdr	5		1	Majority agree, however, the respondents emphasized that commanders must allocate time, provide a viable unit training program and insure that the right NCOs attend NCOES in order for NCOs to maintain proficiency.
Corps Cdr	3	2	0	Majority agree, however, NCOs need to improve their communicative skills and be provided refresher training when arriving from non-MOS related assignments in order to better perform their mission.
Division Cdr	12	15	0	Majority agree. Most said NCOs will require better communicative skills, sustainment training on leadership and technical tasks and work in their MOS to be proficient. Emphasis should be targeted on junior NCOs.

RESPONSES TO NCO PROFESSIONAL DEVELOPMENT QUESTIONNAIRE

QUESTION #1: From your most recent observations and experiences, do you feel our noncommissioned officers are adequately trained/educated to support your mission?

RESPONDENTS	YES	NO	NONE	COMMENTS
MACOM Cdr, Gen. (R-4)	XX			... some training deficiencies. We are not getting the right NCO to the NCO advanced education system. Usually it is the NCO we can spare.
MACOM Cdr, LTG (R-18)	XX			
MACOM Cdr, Gen. (R-69)	XX			I do feel, however, that in those cases where an NCO has been working out of his field for several years, a refresher course should be afforded him.
MACOM Cdr, LTG (R-72)	XX			It is incumbent upon the unit commander to insist that a structured and comprehensive training program be formulated, supported and strictly adhered to so that NCOs remain "up to speed."
MACOM Cdr, GEN (R-78)			XX	Good NCOs find ways to learn and contribute; poor NCOs, with the prerequisite education, will continue to perform below standard. Our education system should be involved in setting the standards and providing the tools to our NCOs in order for them to achieve more than the minimum. Just to "support the mission" is too narrow a goal.
MACOM Cdr, GEN (R-82)	XX			Generally, yes. However, we cannot expect too much from our young NCOs. We must continue to evaluate their capabilities and plan accordingly to train them.
MACOM C/S, LTG (R-80)	XX			For the most part, our NCOs are well trained. Their greatest problem is training sustainment or skill maintenance. The degree to which we can provide our NCOs with programmed texts and exercises which they can conduct at their home stations is the extent to which we will solve this skill loss problem.
LTG, Ret. (R-15)			XX	Some are and some aren't. Solution ... lies more in methods of selection, promotion and fitness for a particular MOS (the selection criteria) than in any revision to the training model.

RE. DENTS	YES	NO	NONE	COMMENTS
Corps Cdr, LTG (R-12)	XX			
Corps CDR, LTG (R-26)		XX		Approximately 40-50 percent of NCOs are totally qualified in their PMOS at present grade. In combat service support career fields, most NCOs appear to be technically qualified, but are not leaders. Identify habitual poor performers and eliminate early in their careers.
Corps Cdr, LTG (R-28)		XX		Thirty percent of the NCOs are totally qualified in both the technical and leadership aspects of their PMOS at present grade. Forty percent are generally qualified in the technical aspects of their PMOS. Thirty percent are partially qualified in the technical aspects of their PMOS; but are unqualified as leaders. Forty percent of the NCOs need more civilian education. Reading, writing, and mathematics are major problem areas.
Corps Cdr, LTG (R-58)	XX			However, I have observed some weaknesses in the leadership and training skills areas.
Corps Cdr, LTG (R-67)	XX			Some NCOs must, however, be trained upon arriving at a new unit due to the amount of new equipment coming on board, as well as the fact that many NCOs come to TOE units after long periods of service w/Recruiting Command, RC duty, ROTC, or duty with high level staff elements.
Division Cdr, MG (R-6)	XX			
Division Cdr, MG (R-7)	XX			Generally. The size of the TDA Army and the resultant drain on the NCO Corps places a premium on requirement for program that forces NCOs (and officers) to maintain currency in professional skills. All of us get too many NCOs who have been away from their PMOS too long ... .

RESPONDENTS	YES	NO	NONE	COMMENTS
Division Cdr, MG (R-11)	XX			Partly. There is a need for increased education.
Division Cdr, MG (R-16)	XX			Technical competence is still a problem at the sergeant/staff sergeant level. Because of this lack of technical competence, they also lack the confidence necessary to lead soldiers. Among the more senior NCOs, lack of training is probably secondary to lack of initiative or sense of responsibility in cases where they fail to measure up to leadership standards.
Division Cdr, MG (R-21)		XX		I would say that 40% or so need improvement in their basic skills.
Division Cdr, MG (R-24)	XX			...adequately trained...technically competent. They are capable of leading their soldiers, but until we allow them to do it, I do not see how we can verify their adequacy.
Division Cdr, MG (R-30)	XX			... but many lack those skills that allow them to communicate this knowledge in the training of their subordinates. Knowledge is not enough. Having the ability to impart what we know to others is all important.
Division Cdr, MG (R-35)	XX			Adequately trained, yes. Education needs more work. The NCO Corps' scholastic ability has not changed from the '60s and '70s. The high tech Army of the future will need smarter sergeants to train the already smart junior soldiers.
Division Cdr, MG (R-46)	XX			... 40 to 50 percent of the junior NCOs have not had the training or experience to adequately support the mission. This has occurred as a result of inadequate school slots to meet the needs of the junior NCOs in the Division.
Division Cdr, MG (R-49)	XX			Certainly we still have work to do in the areas of training, education, and policing our corps of marginal or poor performers, but we are getting better at that every day.

RESPONDENTS	YES	NO	NONE	COMMENTS
Division Cdr, MG (R-51)		XX		We have made much progress in recent years... . I see NCOs throughout this division who are technically qualified in their MOS but are still lacking in areas such as programming time, counseling techniques and writing, in particular.
Division Cdr, MG (R-57)		XX		They are inadequately prepared to communicate and understand their officer counterpart.
Division Cdr, MG (R-59)	XX			... best that it has ever been. If there is a problem, it is in the timing and selection process. With regard to timing, a promotion should only be considered after the training process is complete. With regard to selection, there needs to be more input from the soldier's NCO Support Channel.
Division Cdr, MG (R-60)		XX		The education program for NCOs in the U.S. Army is too classically oriented.
Division Cdr, MG (R-63)	XX			... however, as modernized pieces are fielded, more technical training will be needed. Also, more emphasis is needed on basic and advanced individual training.
Division Cdr, MG (R-73)	XX			... however, much remains to be done. Commanders must get involved in NCODP and remember that though the CSM may run the program, the program is actually theirs to monitor.
Division Cdr, MG (R-77)		XX		Approximately 30% of NCOs are totally qualified on both the technical and leader aspects of their PMOS at present grade. About 40% ... lack leadership qualities. A large percent ... need more civilian education. Reading, writing and mathematics are major problem areas.
Post/School Cdr, MG (R-34)	XX			... in most cases. However, in FORSCOM units and in the TRADOC instructor personnel, there is a continuing need for skill training at the NCO level.

RESPONDENTS	YES	NO	NONE	COMMENTS
Post/School Cdr, LTG (R-45)	XX			However, the Army may not be fully capitalizing on the newly acquired knowledge once the NCO returns to the unit. Units must require NCOs to maintain proficiency in their MOS by actively using their new skills.
Post/School Cdr MG (R-53)	XX			The lack of a sound foundation in basic skills from civilian education hampers many in their progression.
Post/School Cdr MG (R-65)	XX			
Post/School Cdr MG (R-79)		XX		The ARMY is too concerned with time spent in school to support NCOES. BNCOC is the single most important school. Get the BS out of BNCOC and start training and graduating true graduates. We need to relearn how to train around unit problems. SQT is not a good test to test SL competency.
Support Cmd Cdr, LTG (R-75)		XX		NCOs are efficient in their PMOS but lack basic leadership skills. They have a trend to be technicians rather than leaders.
Separate Cmd, MG (R-14)	XX			Marginally. The best and most professional NCOs are often over-utilized and commanders feel they cannot spare them for important military and civilian education courses.
Separate Cmd, MG (R-27)	XX			
Separate Cmd MG (R-81)	XX			Overall, yes, with exceptions. Many NCOs have been recently promoted or had been previously malassigned on recruiting duty, drill status, whatever. These key people who have not kept their proficiency have an adverse impact on the unit mission.

RESPONDENTS	YES	NO	NONE	COMMENTS
ARNG Div Cdr, MG (R-5)	XX			However, in many instances, not trained at mid-level NCO.
ARNG Div Cdr, MG (R-42)	XX			... for the most part. A few isolated cases of some "good old boys" still around, those that are not trained nor educated within today's standards.
ARNG Div Cdr, MG (R-43)		XX		Combat and leadership skills are lacking due to lack of knowledge and infrequent use of skills learned during basic and subsequent training. Lack of motivation and cross-training of troops by NCOs. End result is a weak NCO Corps which loses control of its destiny because it doesn't take charge, and is no longer the backbone of the Army.
ARNG Div Cdr, MG (R-74)		XX		The NCOs lack knowledge and, in many cases, also lack the ability to put out the information to their troops.
ARCOM Cdr, MG (R-3)	XX			... we are constantly in a state of needing more training/education.
ARCOM Cdr, MG (R-9)	XX			
ARCOM Cdr, BG (R-10)		XX		Not entirely.
ARCOM Cdr, MG (R-23)	XX			However, NCODP subjects are not the key to train/educate, or support our (RC) mission, based on the limited time per drill that can be devoted to the NCO Development Program. A MUTA 4 is not the time to train soldiers; it's the time all SM must devote to all immediate requirements by ARCOM and higher HQ.
ARCOM Cdr, MG (R-25)	XX			... for the most part. They need more experience, more seasoning, and more peer interaction.

RESPONDENTS	YES	NO	NONE	COMMENTS
ARCOM Cdr, MG (R-31)		XX		But with the advent of PLDC and the 1SG Course, this will change. The best training available is the NCODP. We need to get the right people in the job -- Get away from the "Good Old Boys"!
ARCOM Cdr, MG (R-36)		XX		One of the shortcomings in the education level of our senior NCOs is the lack of soldiering skill at the platoon sergeant level.
ARCOM Cdr, BG (R-38)	XX			
ARCOM Cdr, MG (R-44)		XX		... highly motivated and capable group of NCOs who do not have all the information and training required to do their jobs.
ARCOM Cdr, BG (R-50)	XX			Most of our senior NCOs felt the limiting factor was convincing their superiors of their expertise and assuming jobs/missions with commensurate responsibility. Underwriting the honest mistakes of aggressive junior NCOs is the biggest trainer and motivator available to our Army today.
ARCOM Cdr, MG (R-52)	XX			All too often, however, I feel that promotions are made faster than the comparable military education is gained to support the responsibility of the grade held.
ARCOM Cdr, MG (R-62)		XX		We must do a better job of assigning NCOs responsibility and accountability. Too often officers do NCO jobs because of the failure-fear syndrome. Continuous changes in MTOES present additional challenges to RC NCO training and education programs. Education should be accomplished through correspondence courses as much as possible.
ARCOM Cdr, MG (R-70)	XX			NCOs of today have the desire and motivation to pursue a progressive military education, if given the opportunity.

RESPONDENTS	YES	NO	NONE	COMMENTS
Bde Cdr, MG (R-17)	XX			The key to correcting the identified shortcomings is an aggressive NCOPD program at company and battalion level.
Bde Cdr, MG (R-69)	XX			I do feel, however, that in those cases where an NCO has been working out of his field for several years, a refresher course should be afforded him.
Army DCG, MG (R-19)	XX			... however, we don't afford them the opportunity to practice and teach the basic skills ... .
(R-20)		XX		They understand what is needed for training our soldiers, developing NCOs, the importance of families, and the overall effectiveness of readiness and retention.
MACOM CSM (R-18)	XX			
MACOM CSM (R-47)		XX		Fifty percent are qualified in both the leadership and technical aspects of their PMOS.
MACOM CSM (R-48)	XX			We cannot expect too much from a soldier that is newly promoted to sergeant. Time, unit training and formal schooling must be allocated to our young NCOs if we expect them to develop and remain in the Army. We have got to develop a better system of policing our senior ranks.
MACOM CSM (R-69)	XX			I do feel, however, that in those cases where an NCO has been has been working out of his field for several years, a refresher course should be afforded him.
MACOM CSM (R-72)	XX			It is incumbent upon the unit commander to insist that a structured and comprehensive training program be formulated, supported and strictly adhered to so that NCOs remain "up to speed."

RESPONDENTS	YES	NO	COMMENTS
Corps CSM (R-12)	XX		
Corps CSM (R-26)		XX	Approximately 40-50 percent of NCOs are totally qualified in their PMOS at present grade. In combat service support career fields, most NCOs appear to be technically qualified, but are not leaders. Identify habitual poor performers and eliminate early in their careers.
Corps CSM (R-28)		XX	Thirty percent of the NCOs are totally qualified in both the technical and leader aspects of their PMOS at present grade. Forty percent are generally qualified in the technical aspects of their PMOS. Thirty percent are partially qualified in the technical aspects of their PMOS; but are unqualified as leaders. Forty percent of the NCOs need more civilian education. Reading, writing, and mathematics are major problem areas.
Corps CSM (R-56)	XX		
Corps CSM (R-67)	XX		Some NCOs must, however, be trained upon arriving at a new unit due to the amount of new equipment coming on board, as well as the fact that many NCOs come to TOE units after long periods of service w/Recruiting Command, RC duty, ROTC, or duty with high level staff elements.
Division CSM (R-1)	XX		...adequately trained...technically competent. They are capable of leading their soldiers, but until we allow them to do it, I do not see how we can verify their adequacy.
Division CSM (R-7)	XX		Generally...The size of the TDA Army and the resultant drain on NCO Corps places a premium on requirement for program that forces NCOs (and officers) to maintain currency in professional skills. All of us get too many NCOs who have been away from their PMOS too long ...

RE. .D NTS	YES	NO	NONE	COMMENTS
Division CSM (R-11)	XX			Partly. There is a need for increased education.
Division CSM (R-13)	XX			
Division CSM (R-22)		XX		Approximately 30% of NCOs are totally qualified on both the technical and leader aspects of their PMOS at present grade. About 40% ... lack leadership qualities. A large percent ... need more civilian education. Reading, writing and mathematics are major problem areas.
Division CSM (R-30)	XX			... but many lack those skills that allow them to communicate this knowledge in the training of their subordinates. Knowledge is not enough. Having the ability to impart what we know to others is all important.
Division CSM (R-32)	XX			NCOES is doing the job. PTC and BTC should concentrate on training our NCOs on new equipment and technical aspects of different MOSs. Delete leadership, drill, common subjects and reduce redundancy in all NCOES courses.
Division CSM (R-33)	XX			I personally feel training and cultivating the NCO to mission requirements is the responsibility of the unit, and here is where we need the emphasis on resources to be made available to our senior noncommissioned officers. I am talking primarily of time furnished by the commander.
Division CSM (R-35)	XX			Adequately trained, yes. Education needs more work. The NCO Corps' scholastic ability has not changed from the '60s and '70s. The high tech Army of the future will need smarter sergeants to train the already smart junior soldiers.

ONDENTS	YES	NO	NONE	COMMENTS
Division CSM (R-37)		XX		Most are generally qualified in the technical aspects of their PMOS. A small percentage on NCOs are partially qualified in the technical aspects of their PMOS but are unqualified as leaders. Reading, writing and mathematics are major problem areas.
Division CSM (R-46)		XX		... 40 to 50 percent of the junior NCOs have not had the training or experience to adequately support the mission. This has occurred as a result of inadequate school slots to meet the needs of the junior NCOs in the Division.
Division CSM (R-49)	XX			Certainly we still have work to do in the areas of training, education, and policing our corps of marginal or poor performers, but we are getting better at that every day.
Division CSM (R-51)		XX		We have made much progress in recent years... . I see NCOs throughout this division who are technically qualified in their MOS but are still lacking in areas such as programming time, counseling techniques and writing, in particular.
Division CSM (R-57)		XX		NCOs are inadaquately trained/educated to meet the requisites necessary to execute the many responsibilities required of them each duty day. They are inadequately prepared to communicate and understand their officer counterpart.
Division CSM (R-59)	XX			... best that it has ever been. If there is a problem, it is in the timing and selection process. With regard to timing, a promotion should only be considered after the training process is complete. With regard to selection, there needs to be more input from the soldier's NCO Support Channel.
Division CSM (R-63)	XX			However, as modernized pieces are fielded, more technical training will be needed. Also, more emphasis is needed on basic and advanced individual training.

RE. .DENTS	YES	NO	NONE	COMMENTS
Division CSM (R-68)	XX			There is a problem, however, with some NCOs who have been out of their MOS performing necessary duties on ROTC, recruiting, drill sergeant duty, etc.
Post/School CSM (R-34)	XX			... in most cases. However, in FORSCOM units and in the TRADOC instructor personnel, there is a continuing need for skill training at the NCO level.
Post/School CSM (R-45)	XX			However, the Army may not be fully capitalizing on the newly acquired knowledge once the NCO returns to the unit. Units must require NCOs to maintain proficiency in their MOS by actively using their new skills.
Post/School CSM (R-53)	XX			The lack of a sound foundation in basic skills from civilian education hampers many in their progression.
Post/School CSM (R-65)	XX			
Post/School CSM (R-79)		XX		The ARMY is too concerned with time spent in school to support NCOES. BNCOC is the single most important school. Get the BS out of BNCOC and start training and graduating true graduates. We need to relearn how to train around unit problems. SQT is not a good test to test SL competency.
Separate Cmd CSM (R-8)	XX			Marginally. The best and most professional NCOs are often over-utilized and commanders feel they cannot spare them for important military and civilian education courses.
Separate Cmd CSM (R-27)	XX			

RESPONDENTS	YES	NO	NONE	COMMENTS
Separate Cmd CSM (R-81)	XX			Overall, yes, with exceptions. Many NCOs have been recently promoted or had been previously malassigned on recruiting duty, drill status, whatever. These key people who have not kept their proficiency have an adverse impact on the unit mission.
Support Cmd CSM (R-61)		XX		NCOs, for the most part, require additional training and education in basic skills. Many of the SSGs and SFCs came in during VOLAR and have not made the mental shift to holding their soldiers to firm standards. Many are not technically proficient and do not set the example.
Brigade CSM (R-2)	XX			Commanders and senior NCOs must be involved in selecting NCOs for attendance to schools.
Brigade CSM (R-64)	XX			However, through no fault of the individual, overseas units continue to receive NCOs who have been out of the system for long periods. When these individuals arrive, they must be trained/retrained into current systems and methods.
Promotion Board Mbr, BG (R-12)	XX			... partially trained. Many NCOs appear to have spent a considerable amount of time and effort in other than their career fields.
Promotion Board Mbr, SGM (R-29)	XX			This is especially true in our high tech MOSs.
Promotion Board Mbr, CSM (R-39)	XX			... but we still have a problem in terms of level of training, i.e. increased proficiency. Officers don't enforce a training program that demands increased proficiency.

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Promotion Board Mbr, Col (R-41)	XX				In aviation-related CMFs, there must be a concentrated effort to insure NCOs are as well qualified in leadership skills as they are in technical areas.
Promotion Board Mbr, CSM (R-71)	XX				
OTHER, MG (R-83)	XX				By in large, I feel the NCOs are adequately trained/educated to support the mission. However, I have found senior E5s and E6s to be inadequately trained. I attribute this to no strong program nor incentive for our middle management NCOs to continue to maintain the high level of knowledge that they have when they are aggressive young sergeants.

SUMMARY DATA FOR QUESTION #2

QUESTION #2: Army Regulation 350-17 lays out the Noncommissioned Officer Development Program (NCODP) which is designed to strengthen the leadership of Noncommissioned Officers and to assist in the continuing development of NCOs. What is your opinion of the effectiveness of the NCODP? What improvements would you recommend?

SUMMARY OF RESPONSES: The majority of respondents (70 out of 104) considered NCODP to be effective. A great majority felt that AR 350-17 was adequate and that any improvements in NCODP would have to be effected by the field. NCODP could be improved if NCODP had the full support (to include time and resources) of the commander, CSM and the entire chain of command.

RESPONDENTS	FAVORABLE	UNFAVORABLE	NOT EXPRESSED	COMMENTS
MACOM Cdr	5	1		Majority considered NCODP favorably. NCODP varies among units and success is based on CDR/CSM joint support. NCODP should include certification of NCOs within 90 days after assignment.
Corps Cdr	2	3		NCODP needs to be strengthened and focus should be on chain training (senior NCOs training junior NCOs). Subjects taught should be job oriented, not a laundry list of mandatory topics.
Division Cdr	12	4	1	Majority felt NCODP should provide the commander with the flexibility to focus on the needs of the assigned NCOs. Providing time, resources, command involvement and focusing on NCO shortcomings are the key ingredients.

QUESTION #2: Army Regulation 350-17 lays out the Noncommissioned Officer Development Program (NCODP) which is designed to strengthen the leadership of Noncommissioned Officers and to assist in the continuing development of NCOs. What is your opinion of the effectiveness of the NCODP? What improvements would you recommend?

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
MACOM Cdr, GEN (R-4)	XX			...so long as the commander makes it so.
MACOM Cdr, LTG (R-18)	XX			... varies from unit to unit depending on the motivation of senior NCOs and commanders.
MACOM Cdr, GEN (R-69)	XX			I would like to see an "executive" program for the senior NCO, other than Sergeants Major Academy, which reinforces previously taught leadership techniques and offers new philosophy and ideas on being an effective leader. The 1SG Course at Bliss is an example of the type of "executive" course I'm suggesting. One subject which could be included is the civilian personnel system from a supervising and managing executive's view.
MACOM Cdr, LTG (R-72)		XX		The major weakness in the program stems from the fact that too many commanders feel that NCODP is a 1SG/CSM program and do not support it as fully as they should. NCODP is the commander's program and should be treated as such. NCODP in too many units tends to be classroom oriented. There is a more overriding need to use the NCODP to reinforce common skills, MOS skills and special skills that NCOs are required to be expert in ...

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
MACOM Cdr, GEN (R-78)	XX			... a good first start. The POI needs continued review, promotions need to be tied to the NCOES, and we need to push our sales program on NCOES to the entire Army
MACOM Cdr, GEN (R-82)	XX			... only if commander includes it in his training program. The formal program must include a time-phased certification of newly assigned NCOs in critical areas that impact on the mission of the unit: (1) 1-30 days after assignment: Unit orientation, mission, history, command policies, SOPs, training program, weapons qualification, NBC equipment fitted and tested, GDP/EDP, diagnostic testing (APRT, leadership, combat survival skills), and formal initial counseling. (2) 30-60 days after assignment: MOS Skills evaluation, maintenance and supply accountability evaluation. (3) 60-90 days after assignment: leadership evaluation, caring for soldiers, drill, inspection, land navigation, chain of command, and formal counseling. (4) If the NCO receives a GO in these areas, he/she is placed in the unit NCODP program. (5) Benefits the NCO by being able to integrate into the new unit of assignment without downgrading due to inexperience and inabilities. Enable NCO to demonstrate certain levels of proficiency before they demonstrate inefficiency to their subordinates, thereby enhancing the prestige of the NCO. Benefits the soldier (by providing) best leadership, training and guidance.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
				(6) We need to develop a method of formal evaluation of NCOs on how well they develop their subordinates. This is in my opinion the weak area in our NCODP.
LTG, Ret. (R-15)			XX	
Corps Cdr, LTG (R-12)	XX			NCODP is an invaluable training tool; however, many units use the NCODP training as make-up for required training. This trend needs to be reversed.
Corps Cdr, LTG (R-26)		XX		A unit's NCODP is only as effective as the support the Battalion Commander gives it. In too many cases, it is treated as a program with a low priority. Guidance in AR 350-17 is adequate.
Corps Cdr, LTG (R-28)		XX		The effectiveness of NCODP varies in every unit. Most programs do not incorporate all aspects of NCO development. DA assignments do not always support development of NCOs.
Corps Cdr, LTG (R-58)	XX			I believe it could be strengthened ... by decentralization ... to the maximum extent; by increasing the emphasis on day-to-day leadership skill training as opposed to the completion of a laundry list of mandatory subjects; and by taking the program further to include one-on-one coaching of junior NCOs.
Corps Cdr, LTG (R-67)		XX		NCODP is, in its present form, ineffective. The topics chosen are historically chosen by 1SGs that are very narrow in scope. The unit's NCODP

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
				should stress "chain training", CSMs training 1SGs; training PSGs; training squad leaders. They should be subjects that junior NCOs need primarily to do their day to day job of training for their tactical mission. It should support the Cdr's quarterly training objective. It should be "hands on." Most NCODP classes are purely administrative subjects.
Division Cdr, MG (R-6)	XX			...nothing wrong with governing AR. Make definite plans for NCODP, put it on the master training schedule, stick with it on the weekly schedule, and remain committed to it.
Division Cdr, MG (R-7)		XX		Formalized program emphasized in AR 350-17 is just one small portion of an effective NCODP. NCODP is an every day - all day program built on mentoring and coaching at every level. Effectiveness of NCODP varies considerably from unit to unit based on climate and philosophy of commanders and CSMs.
Division Cdr, MG (R-11)	XX			If complied with. However, in many cases, (AR 350-17) has been so supplemented at intermediate levels that units are able to comply only with the directed programs. (Should have) centralized (AR) guidance and very decentralized execution.
Division Cdr, MG (R-16)	XX			... problem ... in the manner in which commanders implement it.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
Division Cdr, MG (R-21)		XX		... too many NCODP programs involve nice-to-know vice need-to-know topics. NCOs should concentrate on knowing and instructing in "go to war skills", "how to inspect" and general hands-on type programs.
Division Cdr, MG (R-24)	XX			Only improvements needed to be made are at local commander level. AR 350-17 and the SMA emphasis on NCODP is sufficient. To do anything else at DA level would destroy flexibility...
Division Cdr, MG (R-30)	XX			... excellent tool to assist in the training and development of NCOs. The commander is the key to a successful program. Commanders must get involved, must stop paying only "lip service" to NCO development...
Division Cdr, MG (R-35)	XX			... most effective at battalion and company level. To properly train all sergeants in a given unit, we must identify the NCO's total individual training needs and progressively structure his own individual NCODP.
Division Cdr, MG (R-46)	XX			The quality and effectiveness of NCODP should be made a matter of specific comment on the commander's, command sergeant major's, and first sergeant's efficiency reports.
Division Cdr, MG (R-49)	XX			... certainly performed its purpose. There seems to be a perception of some that NCODP is a 2-hour block of instruction, and attendance at NCOES. We might want to change the focus more to day-to-day activities and more involvement of commanders in the program. Attempt to eliminate

				the perception that NCODP is only sergeant's business. Establish reading list, and require higher levels of training at different grade levels.
	Division Cdr, MG (R-51)	XX		... when it has the support of the unit commander. It is the commander's program. We cannot allow valuable time set aside for NCODP to be used for catch-all subjects.
	Division Cdr, MG (R-57)		XX	NCODP is not as effective as the intent of AR 350-17 because of the structure of some organizations and poor selection of the subjects taught. Subjects should be based on trends found weak in the NCO Corps throughout the Army. These subjects/programmed texts should be provided by TRADOC.
	Division Cdr, MG (R-59)		XX	... varies from very poor to excellent. There needs to be some time spent in our NCOES teaching NCOs how to do a needs assessment of their particular unit. An NCODP program can then be tailored to meet those needs. An effort should be made to educate our commanders that NCODP is a commander's program.
L-4-22	Division Cdr, MG (R-60)		XX	There is too much "how to inspect," "how to conduct maintenance," "how to counsel," and "NCO business." NCOs need to learn these things by doing and realistic application -- not philosophical/classical instruction in the classroom.
	Division Cdr, MG (R-63)	XX		I submit that problem areas in this program should remain within the purview of field commanders to fix.

RE. .IDENTS	FAVORABLE	UNFAVORABLE	N/C	.OMMENTS
Division Cdr, MG (R-73)	XX			... somewhat effective. At times, inexperienced instructors and insufficient training time has resulted in NCODP becoming a "show and tell" made of instruction rather than a "leadership development" made of instruction.
Division Cdr, MG (R-77)	XX			Those units that truly have well-thought-out programs are definitely strengthening the NCO leadership in their units. There are no drastic improvements recommended to AR 350-17.
Post/School Cdr, MG (R-34)		XX		Initially the program was effective. However, the interest and effectiveness have diminished. This is due to a belief that the suggested topics in AR 350-17 are a continuing requirement. Recommend that the listing of topics be deleted. Also, recommend that a quarterly publication such as Commanders Call or FOCUS be produced so as to provide updated and new informational topics in support of the program.
Post/School Cdr, LTG (R-45)	XX			However, the program might be more effective. Combat Arms and Combat Support seem to have better programs than their Combat Service Support counterparts.
Post/School Cdr, MG, (R-53)	XX			... as effective as the individual CSM, 1SG and senior NCOs make it. I would recommend no laundry list of subjects ... but that a guide outlining successful programs and initiatives be collected and fielded for guidance.
Post/School Cdr MG, (R-65)	XX			For now, let's let it (AR 350-17) stand as is. It is a good tool for the commander and allows unit flexibility in implementation.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
Post/School Cdr MG (R-79)		XX		The effectiveness of NCODP is totally dependent on the commander and CSM of the unit. NCODP should flow with the mission and problems of the unit. Tailor the instruction around the unit's annual training schedule ... concentrate on real world problems!
Support Cmd Cdr, LTG (R-75)	XX			... as effective as the commander and CSM make it.
Separate Cmd, MG (R-14)	XX			... require comments in superiors' EERs as to the development of subordinates. Decentralization to the lowest possible level is essential.
Separate Cmd, MG (R-27)	XX			Commanders should continue to leave NCODP in the hands of the CSM. The program is only as effective as the commander who is responsible for and supports it; and the CSM who designs, supervises, and manages the program. The program is the only vehicle that forces NCOs to manage their own educational and training needs, and should be continued.
Separate Cmd, MG (R-81)	XX			AR 350-17 is right on! NCODP is good as long as the chain of command supports it. The CSM/1SG is the key to this program. The regulation is well written, easy to follow, yet many MACOM/Bn have a tendency to supplement it and it becomes an administrative nightmare.
ARNG Div Cdr, MG (R-5)	XX			... when accomplished at platoon and section level. In the RC, time is the major deterrent.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
ARNG Div Cdr, MG (R-42)		XX		I question the program as currently established. In an IDT status there is so little time to train the NCOs in length. Some units use the one-half of all NCOs on a Saturday and the other half on a Sunday which leaves a question of are they both the same standard. Some units have a NCODP class one hour before or after training assembly. I question is the time established creates a learning environment.
ARNG Div Cdr, MG (R-43)		XX		The effectiveness of any program can be measured in exact proportion to the dedication and capabilities of those individuals responsible for its execution. We cannot be fully effective until we eliminate the problems noted in question 1 (Combat and leadership skills are lacking due to lack of knowledge, and infrequent use of skills learned during basic and subsequent training. Lack of motivation and cross-training of troops by NCOs. End result is a weak NCO corps which loses control of its destiny because it doesn't take charge, and is no longer the backbone of the Army.)
ARNG Div Cdr, MG (R-74)	XX			The program, as written, is fine. However, within units, it is not executed. The NCODP is too often looked upon as additional duty.
ARCOM Cdr, MG (R-3)	XX			Command emphasis must be given and resources devoted to improve the system.
ARCOM Cdr, MG (R-9)		XX		AR 350-17 ... is too general in content and is applicable to the NCO of the '70s. I suggest the AR contain:

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
				- design of standard NCO development plan by grade. - design an evaluation process that requires commanders to accurately monitor and evaluate the program. - emphasize current doctrine/trends that will affect NCOs for the Army 21. - clarify and specify the components of NCODP.
ARCOM Cdr, BG (R-10)	XX			
ARCOM Cdr, MG (R-23)	XX			... only as effective as the personnel teaching and the personnel allowed to attend. The biggest problem is pulling EM from sections to teach subjects when sections need work completed for ARCOM or higher HQ.
ARCOM Cdr, MG (R-25)	XX			The regulation needs to be used as a guideline, but needs to be flexible to meet the various needs of our NCOs.
ARCOM Cdr, MG (R-31)	XX			It just has to get away from the "group class" and focus on individual weaknesses.
ARCOM Cdr, MG (R-36)	XX			Suggested improvements should include mandatory classes, on non-drill hours, or some type of an additional pay status. Funding for NCODP will help.
ARCOM Cdr, BG (R-38)	XX			... allows for excellent sustainment training and a chance for NCOs to exchange ideas and share their experiences.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
ARCOM Cdr, MG (R-44)	XX			In units where NCODP has command support, the program is effective and valuable.
ARCOM Cdr, BG (R-50)	XX			"Hip pocket" training experiences and concerned senior leaders produce an effective NCODP, whereas formal POIs and structured learning often do not.
ARCOM Cdr, MG (R-52)	XX			The biggest problem in the USAR is the availability of USAR soldiers to participate.
ARCOM Cdr, MG (R-62)	XX			A "yardstick" should be developed to evaluate NCODP effectiveness in each unit. What I would not recommend is any change which would require NCOs to be removed from their units.
ARCOM Cdr, MG (R-70)		XX		NCODP is a palliative. It is an effort to train NCOs to be leaders. If NCOs are given real authority, they will grow professionally. NCOs should be a group selected for leadership qualities and not, as is the current trend, individuals selected for promotion then force-fed leadership training.
Brigade Cdr, MG (R-17)	XX			... when it receives command interest, support and emphasis. The program should be tailored to meet the needs of each unit.
Brigade Cdr, MG (R-69)	XX			I would like to see an "executive" program for the senior NCO, other than Sergeants Major Academy, which reinforces previously taught leadership techniques and offers new philosophy and ideas on being an effective leader. The 1SG

[redacted]NDENTS	FAVORABLE	UNFAVORABLE	N/C	[redacted]OMMENTS
				Course at Bliss is an example of the type of "executive" course I'm suggesting. One subject which could be included is the civilian personnel system from a supervising and managing executive's view.
Army DCG, MG (R-19)	XX			NCODP is as effective as the commander wants it to be. It must be directive from the higheat (division) level, executed by the CSMs, and inspected by commanders.
(R-20)		XX		In most cases, NCODP is given lip service. A training plan exists only because it is directed by HQDA and looked at on inspections by higher HQ and the IG. In those units where NCODP is supported by the commander, a very strong program exists and is very effective. This is not the case in the majority of units in our Army. NCODP should be a commander's program. If it is not, it will never attain the results desired.
MACOM CSM (R-18)	XX			... varies from unit to unit depending on the motivation of senior NCOs and commanders.
MACOM CSM (R-47)	XX			AR 350-17 gives all the guidance that is needed. We don't need a checklist. The problems with NCODP that it has, have to be fixed in the field.
MACOM CSM (R-48)	XX			... only if commander includes it in his training program. The formal program must include a time-phased certification of newly assigned NCOs in critical areas that impact on the mission of the unit:

RE.. DENTS	FAVORABLE	UNFAVORABLE	N/C	..MMENTS
				(1) 1-30 days after assignment: Unit orientation, mission, history, command policies, SOPs, training program, weapons qualification, NBC equipment fitted and tested, GDP/EDP, diagnostic testing (APRT, leadership, combat survival skills), and formal initial counseling. (2) 30-60 days after assignment: MOS Skills evaluation, maintenance and supply accountability evaluation. (3) 60-90 days after assignment: leadership evaluation, caring for soldiers, drill, inspection, land navigation, chain of command, and formal counseling. (4) If the NCO receives a GO in these areas, he/she is placed in the unit NCODP program. (5) Benefits the NCO by being able to integrate into the new unit of assignment without downgrading due to inexperience and inabilities. Enable NCO to demonstrate certain levels of proficiency before they demonstrate inefficiency to their subordinates, thereby enhancing the prestige of the NCO. Benefits the soldier (by providing) best leadership, training and guidance. (6) We need to develop a method of formal evaluation of NCOs on how well they develop their subordinates. This is in my opinion the weak area in our NCODP.
MACOM CSM (R-69)	XX			I would like to see an "executive" program for the senior NCO, other than Sergeants Major Academy, which reinforces previously taught leadership techniques and offers new philosophy and ideas on being an effective leader. The 1SG

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
				Course at Bliss is an example of the type of "executive" course I'm suggesting. One subject which could be included is the civilian personnel system from a supervising and managing executive's view.
MACOM CSM (R-72)		XX		The major weakness in the program stems from the fact that too many commanders feel that NCODP is a 1SG/CSM program and do not support it as fully as they should. NCODP is the commander's program and should be treated as such. NCODP in too many units tends to be classroom oriented. There is a more overriding need to use the NCODP to reinforce common skills, MOS skills and special skills that NCOs are required to be expert in.
Corps CSM (R-12)	XX			NCODP is an invaluable training tool; however, many units use the NCODP training as make-up for required training. This trend needs to be reversed.
Corps CSM (R-26)		XX		A unit's NCODP is only as effective as the support the battalion commander gives it. In too many cases, it is treated as a program with a low priority. Guidance in AR 350-17 is adequate.
Corps CSM (R-28)		XX		The effectiveness of NCODP varies in every unit. Most programs do not incorporate all aspects of NCO development. DA assignments do not always support development of NCOs.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
Corps CSM (R-56)		XX		Many problems exist: Commanders do not hesitate to change training periods or cancel classes. In the final analysis, it is the Commander's program. The program must be more directive in nature -- not particularly the subjects but the time that will be set on the training schedules. Give it back to the CSM. He will know how to execute the program.
Corps CSM (R-67)		XX		NCODP is, in its present form, ineffective. The topics chosen are historically chosen by 1SGs that are very narrow in scope. The unit's NCODP should stress "chain training", CSMs training 1SGs; training PSGs; training squad leaders. They should be subjects that junior NCOs need primarily to do their day to day job of training for their tactical mission. It should support the Cdr's Quarterly training objective. It should be "hands on." Most NCODP classes are purely administrative subjects.
Division CSM (R-1)	XX			Only improvements be made at local commander level. AR 350-17 and the SMA emphasis on NCODP is sufficient. To do anything else at DA level would destroy flexibility.
Division CSM (R-7)		XX		Formalized program emphasized in AR 350-17 is just one small portion of an effective NCODP. NCODP is an every day - all day program built on mentoring and coaching at every level. Effectiveness of NCODP varies considerably from unit to unit based on climate and philosophy of commanders and CSMs.

[redacted]	FAVORABLE	UNFAVORABLE	N/[redacted]	COMMENTS
Division CSM (R-11)	XX			If complied with. However, in many cases, (AR 350-17) has been so supplemented at intermediate levels that units are able to comply only with the directed programs. (Should have) centralized (AR) guidance and very decentralized execution.
Division CSM (R-13)	XX			We, the CSMs, must ensure that the NCOs are taught the skills that are a must.
Division CSM (R-22)	XX			Those units that truly have well thought out programs are definitely strengthening the NCO leadership in their units. There are no drastic improvements recommended to AR 350-17.
Division CSM (R-30)	XX			... excellent tool to assist in the training and development of NCOs. The commander is the key to a successful program. Commanders must get involved, must stop paying only "lip service" to NCO development.
Division CSM (R-32)	XX			AR 350-17 is ok as it is. We have to make people understand that NCOES is just one part of NCOPD. We must develop NCOs just like we develop discipline, day by day, little by little.
Division CSM (R-33)	XX			... however, for NCODP to succeed there must be command interest and support as well as execution by the senior NCOs within the unit.
Division CSM (R-35)	XX			... most effective at battalion and company level. To properly train all sergeants in a given unit, we must identify the NCO's total individual training needs and progressively structure his own individual NCODP.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
Division CSM (R-37)	XX			AR 350-17 gives sufficient guidance. Effectiveness varies in every unit.
Division CSM (R-46)	XX			The quality and effectiveness of NCODP should be made a matter of specific comment on the commander's, command sergeant major's, and first sergeant's efficiency reports.
Division CSM (R-49)	XX			... certainly performed its purpose. There seems to be a perception of some that NCODP is a 2-hour block of instruction, and attendance at NCOES. We might want to change the focus more to day-to-day activities and more involvement of commanders in the program. Attempt to eliminate the perception that NCODP is only sergeant's business. Establish reading list, and require higher levels of training at different grade levels.
Division CSM (R-51)	XX			... when it has the support of the unit commander. It is the commander's program. We cannot allow valuable time set aside for NCODP to be used for catch-all subjects.
Division CSM (R-57)		XX		NCODP is not as effective as the intent of AR 350-17 because of the structure of some organizations and poor selection of the subjects taught. Subjects should be based on trends found weak in the NCO Corps throughout the Army. These subjects/programmed texts should be provided by TRADOC.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
Division CSM (R-59)			XX	... varies from very poor to excellent. There needs to be some time spent in our NCOES teaching NCOs how to do a needs-assessment of their particular unit. An NCODP program can then be tailored to meet those needs. An effort should be made to educate our commanders that NCODP is a commander's program.
Division CSM (R-63)	XX			I submit that problem areas in this program should remain within the purview of field commanders to fix.
Division CSM (R-68)	XX			Nothing (needs to be done) at DA; each unit needs to tailor it to their needs and make sure it's done.
Post/School CSM (R-34)		XX		Initially the program was effective. However, the interest and effectiveness have diminished. This is due to a belief that the suggested topics in AR 350-17 are a continuing requirement. Recommend that the listing of topics be deleted. Also, recommend that a quarterly publication such as Commanders Call or FOCUS be produced so as to provide updated and new informational topics in support of the program.
Post/School CSM (R-45)	XX			However, the program might be more effective. Combat Arms and Combat Support seem to have better programs than their Combat Service Support counterparts.

RE[illegible]MENTS	FAVORABLE	UNFAVORABLE	N/C	[illegible]MENTS
Post/School CSM (R-53)	XX			... as effective as the individual CSM, 1SG and senior NCOs make it. I would recommend no laundry list of subjects ... but that a guide outlining successful programs and initiatives be collected and fielded for guidance.
Post/School CSM (R-65)	XX			For now, let's let it (AR 350-17) stand as is. It is a good tool for the commander and allows unit flexibility in implementation.
Post/School CSM (R-79)		XX		The effectiveness of NCODP is totally dependent on the Commander and CSM of the unit. NCODP should flow with the mission and problems of the unit. Tailor the instruction around the unit's annual training schedule ... concentrate on real world problems!
Separate Cmd CSM (R-8)	XX			...most effective programs at unit level are those that require comments in supervisors' EERs as to the development of subordinates.
Separate Cmd CSM (R-27)	XX			Commanders should continue to leave NCODP in the hands of the CSM. The program is only as effective as the commander who is responsible for and supports it; and the CSM who designs, supervises, and manages the program. The program is the only vehicle that forces NCOs to manage their own educational and training needs and should be continued.
Separate Cmd CSM (R-81)	XX			AR 350-17 is right on! NCODP is good as long as the chain of command supports it. The CSM/1SG are the key to this program. The regulation is well written, easy to follow, yet many MACOM/Bn have a tendency to supplement it and it becomes an administrative nightmare.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
Support Cmd CSM (R-61)	XX			I think it is an excellent program. The effectiveness of NCODP depends upon the company or battalion. I would like to see a standard leader notebook. It could replace PT cards, weapons cards and other records maintained by the training NCO. The Bn CSM would have an effective tool in fixing responsibility. NCOs would be required to know their people.
Brigade CSM (R-2)	XX			...should be tailored to the needs of each unit.
Brigade CSM (R-64)	XX			
Promotion Board Mbr, BG (R-12)		XX		... partially trained. Many NCOs appeared to have spent, a considerable amount of time and effort in other than their career fields.
Promotion Board Mbr, CSM (R-29)		XX		I personally do not like NCODP. It usually follows in the line of old Command Information Classes, and does little in the development of NCOs. NCODP probably could be at its best in TOE units, but has little effectiveness in TRADOC type units.
Promotion Board Mbr, CSM (R-39)		XX		AR 350-17 leaves too much room for interpretation at each successive level it goes through. Standard guidelines should be dictated from the top down.

RESPONDENTS	FAVORABLE	UNFAVORABLE	N/C	COMMENTS
Promotion Board Mbr, Col (R-41)			XX	
Promotion Board Mbr, (R-71)		XX		The effectiveness of the NCODP is lacking in most Active Army units. Organizations that have an effective NCODP are in the minority. I would favor keeping AR 350-17 updated. Senior NCOs must be held responsible for conducting NCODP.
Other, LTG (R-80)			XX	
Other, MG (R-83)		XX		NCODP, as taught at most Army posts, is ineffective. My emphasis on a NCODP would be on the word "development." Subjects which would broaden their horizons; and assist in the transition from junior grades to senior grades.

SUMMARY DATA FOR QUESTION #3

QUESTION #3: The objectives of the Noncommissioned Officer Education System (NCOES) are to train NCOs to be leaders and trainers, to enhance their technical skills and to improve unit readiness through individual proficiency. What are your thoughts concerning the effectiveness of NCOES? What are the costs/benefits to unit readiness for sending soldiers to PLDC, PTC, BNCOC, ANCOC, First Sergeant Course and Sergeants Major Academy?

SUMMARY OF RESPONSES: An overwhelming majority (95 out of 104) respondents agreed that NCOES is highly effective. The majority said the system is sound and requires only some fine-tuning. Most felt that, although there is some short term cost to unit readiness, the long term gains to the unit, the NCO and the Army are well worth those costs. They felt the greatest challenge is getting the right NCOs to NCOES at the right time in their careers.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	NO COMMENT	COMMENTS
MACOM Cdr	6	0	0	Unanimous. NCOES is an excellent investment with high returns. Reduction of unit readiness is offset by long term gain. Insuring most deserving soldiers attend NCOES at the right time and are properly utilized after completion of school are keys. Combine PTC/BTC into one course.
Corps Cdr	5	0	0	Unanimous - NCOES is an essential and integral part of NCO development. The contributions a well-trained NCO can make to overall unit readiness are great compared to the cost.
Division Cdr	15	2	0	Majority agree NCOES is achieving the desired results expected in the field. NCOES does not detract from unit readiness; but enhances it. NCOES is money in the bank.

QUESTION #3: The objectives of the Noncommissioned Officer Education System (NCOES) are to train NCOs to be leaders and trainers, to enhance their technical skills and to improve unit readiness through individual proficiency. What are your thoughts concerning the effectiveness of NCOES? What are the costs/benefits to unit readiness for sending soldiers to PLDC, PTC, BNCOC, ANCOC, First Sergeant Course and Sergeants Major Academy?

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
MACOM Cdr, GEN (R-4)	XX		It costs us, but we need it. Any reduction ... of unit readiness... is totally offset by the long-term gain to the unit.
MACOM Cdr, LTG (R-18)	XX		NCOES is well worth the monies, time and sacrifices to train, educate and develop soldiers. We are not sure that we need both PTC and BTC.
MACOM Cdr, GEN (R-69)	XX		We (commanders in the field) need to do a better job of getting our junior NCOs into these schools.
MACOM Cdr, LTG (R-72)	XX		... the most cost effective program in the Army, bar none. There should never be an excuse for not sending soldiers to PLDC, BNCOC, ANCOC, etc.
MACOM Cdr, GEN (R-78)	XX		We are on track. I would combine PTC/BTC
MACOM Cdr, GEN (R-82)	XX		We have got to get hard nosed about sending best, deserving soldiers at the right time, to school. We must utilize the NCOs after they complete NCOES courses.

[redacted]PONDENT	EFFECTIVE	NOT EFFE[redacted]E	COMMENTS
LTG, Ret. (R-15)			PTC probably unnecessary, considering PLDC content. MACOMs should have a greater role in selection (for ANCOC). SMA tends too much toward War College.
Corps Cdr, LTG (R-12)	XX		NCOES is an essential and integral part of successful NCO development. The cost is minimal compared to the contributions a well-trained NCO can make to overall unit readiness. The exception is PTC, which in too many areas duplicates BTC.
Corps Cdr, LTG (R-26)	XX		... best we have ever had. Only soldiers identified to appear before E5 boards should be sent to PLDC. All NCOES courses must ... also be concerned about leadership.
Corps Cdr, LTG (R-28)	XX		... best ever. We are training too many soldiers at our schools. Only the best can be allowed to attend these courses.
Corps Cdr, LTG (R-58)	XX		... worth every penney spent on it.
Corps Cdr, LTG (R-67)	XX		I feel, however, that at ANCOC in particular, more emphasis should be placed on individual discipline.
Division Cdr, MG (R-6)	XX		The benefits of a professionally competent NCO Corps far outweigh the investment in time and resources to get the NCO Corps where it needs to be. Eliminate unnecessary redundancy, cut costs, focus on essential, hold time away from units to absolute minimum.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Division Cdr, MG (R-7)	XX		... absolutely essential to strength and viability of NCO Corps. Cannot continue to permit commanders and units to emphasize present at expense of future -- must force release of right people for NCOES at right time.
Division Cdr, MG (R-11)	XX		I do have some concern about failures and dropouts. TRADOC should not simply drop the soldier; we need a system that either trains him or clearly documents his untrainability so units can then begin his removal from the Army.
Division Cdr, MG (R-16)	XX		... essential that unit send the right soldier to the right courses at the right times.
Division Cdr, MG (R-21)	XX		We do need to be more selective in who we train.
Division Cdr, MG (R-24)	XX		No costs to unit readiness; only benefits. Problem is utilizing the NCO in his proper role.
Division Cdr, MG (R-30)	XX		The system is very responsive to the needs of the NCO Corps, and is continually changing to fit the needs of the Army. Overall, NCOES pays great dividends to the U.S. Army.
Division Cdr, MG (R-35)	XX		Readiness is not at stake when soldiers attend school; units have the flexibility to defer those who are critical to unit mission. (NCOES) is money in the bank.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Division Cdr, MG (R-46)	XX		The program should not be altered from its present configuration.
Division Cdr, MG (R-49)	XX		
Division Cdr, MG (R-51)	XX		The cost is high but we must look at the end product. The organization mission is never so important that the NCO cannot be excused to attend school.
Division Cdr, MG (R-57)	XX		However, the current thoughts about what NCOES should be teaching, based on the role of the NCO, are short-cutting the NCO Corps; thereby contributing to making NCO far less effective and not capitalizing on his/her ability.
Division Cdr, MG (R-59)		XX	To be an NCO leader and trainer requires competence and confidence. NCOES has provided the competence; however, there is a deficiency in the area of confidence. If NCOES schools could be so managed as to allow the soldier to go to school prior to signing into the unit, it would eliminate some of the problems (with impact on readiness).
Division Cdr, MG (R-60)		XX	Possibly in AMCOC we can afford to become more classically oriented, but even there those senior leaders need to know weapons, field craft, marksmanship and small unit tactics -- all subjects best learned in a field environment.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Division Cdr, MG (R-63)	XX		There are short-term costs to each unit which loses NCOs during critical periods but the long-term benefits make us a better Army, so we must continue supporting this very important program.
Division Cdr, MG (R-73)	XX		
Division Cdr, MG (R-77)	XX		... best ever. We are training too many soldiers at our schools. PTC, BTC, BNCOC, and ANCOC attendance must be more selective. Only the best can be allowed to attend these courses.
Post/School Cdr, MG (R-34)	XX		Obviously a unit suffers during the period that the NCO leaders are away in school, however, the benefits gained in technical and leadership skills offset the short term absence of the NCO leaders.
Post/School Cdr, LTG (R-45)	XX		It provides standardized and structured education at critical points in the NCO's career that cannot be accomplished in local commands. If the unit is properly organized and trained, the loss of the NCO for schooling should have very little, if any, impact on unit readiness.
Post/School Cdr, MG (R-53)	XX		... impact on readiness is not severe ...

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Post/School Cdr, MG (R-65)	XX		Not only do we train an NCO to be more technically qualified ..., but we also allow the more junior NCO ... to excel and gain valuable leadership/management experience by filling key NCO positions during the absence of the NCO.
Post/School Cdr, MG (R-79)	XX		Make it mandatory. We need to strengthen BNCOC and ANCOC. The impact on readiness is far better than what the unit can do or what we have had in the past.
Army DCG, MG (R-19)	XX		... short term cost for a long term benefit. Quotas must be set, OMLs established, no-shows not tolerated (as well as overweight and unqualified soldiers) ...
Support Cmd Cdr, LTG (R-75)	XX		... benefits are immeasurabale.
Separate Cmd Cdr, MG (R-14)		XX	Standards have been brought down to the lowest common denominator ... making it more difficult to discriminate between the truly outstanding and the marginal NCO.
Separate Cmd Cdr, MG (R-27)	XX		... benefits far outweigh any disadvantages of the current system. ... exposure to NCOES introduces the NCO to many soldiers form different environments. Nothing should get in the way of a soldier attending an NCOES career development course!

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Separate Cmd Cdr, MG (R-81)	XX		NCOES is most effective and more so as we keep on revising the courses. That is most important teaching current doctrine. The cost is staggering both in money and time. However, the benefits derived to the soldier and unit far exceed the cost of time and money.
ARNG Div Cdr, MG (R-5)	XX		The single most deterrant to NCOES is the inability of unit leaders to give outstanding NCOs the opportunity to attend. All must look down the line at the help that will be gained from structural training.
ARNG Div Cdr, MG (R-42)	XX		The end result is that readiness and effectiveness are greatly enhanced. The hidden benefit of having our leaders away is the development of our junior leaders.
ARNG Div Cdr, MG (R-43)	XX		Again, the system is only as good as the individuals involved in it. NCOES can be highly effective.
ARNG Div Cdr, MG (R-74)	XX		Education is well worth the cost. We can improve the program overall by doing two things: sending more people and perhaps most important, convincing commanders of the long term gain ...
ARCOM Cdr, MG (R-3)	XX		... well worth the costs.
ARCOM Cdr, MG (R-9)	XX		...cost of NCOES for RC unit readiness exists only when the decision must be made whether to send the NCO to school versus annual training.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
ARCOM Cdr, BG (R-10)	XX		...the only progressive NCO training program available to the RC. The costs...are minimal when compared to the benefit of better informed, eager soldiers returning to the unit.
ARCOM Cdr, MG (R-23)	XX		Currently, more education and soldiers skills are produced through NCOES courses than ... through NCODP, and only because the entire time a SM is in school, his time is directed to subjects taught and not to unit requirements.
ARCOM Cdr, MG (R-25)	XX		The benefits outweigh the costs threefold.
ARCOM Cdr (R-31)	XX		... necessary and effective program.
ARCOM Cdr, MG (R-36)	XX		The cost of a temporary inconvenience of losing a soldier for a 2 to 8 week period results in a permanent improvement and benefits the unit and the Army. Cost to RC budget definitely supports continuance of the established program.
ARCOM Cdr, BG (R-38)	XX		Improved proficiency of our NCO Corps improves unit readiness.
ARCOM Cdr, MG (R-44)	XX		Commanders who are reticent to release soldiers for NCOES must be convinced of the long term investment returns as well as the immediate advantage to the unit in terms of expertise, professionalism, and long range influence upon subordinates.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
ARCOM Cdr, BG (R-50)	XX		There is some hesitation within the RC to provide excusals from unit Annual Training to attend such training.
ARCOM Cdr, MG (R-52)	XX		
ARCOM Cdr (R-62)	XX		The problem RC NCOs face is time. When he is away from the unit, the unit suffers more so than an active unit would because of the limited time RC members have. Increased full time manning will increase time available.
ARCOM Cdr, MG (R-70)	XX		Cost effectiveness should not be a consideration. It is a needed item for preparing soldiers in the event of mobilization.
Brigade Cdr, BG (R-17)	XX		The benefits to unit readiness and the proficency of our trainers far outweigh the cost and short time we lose the soldiers while attending schools.
Brigade Cdr, MG (R-69)	XX		We (commanders in the field) need to do a better job of getting our junior NCOs into these schools.
(R-20)		XX	NCOES was developed to strengthen the NCO Corps of our Army. A combat arms soldier will spend 45 to 50 weeks in school, if selected to attend, and that is a small price to pay for the mileage we get out of them in a 20 to 30 year career. Unit readiness will suffer if NCOs are not trained and soldiers will not be able, nor qualified, to fulfill the unit's mission.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
MACOM CSM, (R-18)	XX		NCOES is well worth the monies, time and sacrifices to train, educate and develop soldiers. We are not sure that we need both PTC and BTC.
MACOM CSM (R-47)	XX		... best ever from PLDC to SMA. ... time and money well spent.
MACOM CSM (R-48)	XX		We have got to get hard nosed about sending our best, deserving soldiers at the right time, to school. We must utilize the NCOs after they complete NCOES courses.
MACOM CSM (R-69)	XX		We (commanders in the field) need to do a better job of getting our junior NCOs into these schools.
MACOM CSM, (R-72)	XX		... the most cost-effective program in the Army, bar none. There should never be an excuse for not sending soldiers to PLDC, BNCOC, ANCOC, etc.
Corps CSM, (R-12)	XX		NCOES is an essential and integral part of successful NCO development. The cost is minimal compared to the contributions a well-trained NCO can make to overall unit readiness. The exception is PTC, which in too many areas duplicates BTC.
Corps CSM (R-26)	XX		... best we have ever had. Only soldiers identified to appear before E5 boards should be sent to PLDC. All NCOES courses must ... also be concerned about leadership.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Corps CSM, (R-28)	XX		... best ever. We are training too many soldiers at our schools. Only the best can be allowed to attend these courses.
Corps CSM (R-56)	XX		BTC/PTC seems to be floundering but could be fixed using a quota system.
Corps CSM, (R-67)	XX		I feel, however, that at AMCOC in particular, more emphasis should be placed on individual discipline.
Division CSM (R-1)	XX		No costs to unit readiness; only benefits. Problem is utilizing the NCO in his proper role.
Division CSM (R-7)	XX		... absolutely essential to strength and viability of NCO Corps. Cannot continue to permit commanders and units to emphasize present at expense of future -- must force release of right people for NCOES at right time.
Division CSM (R-11)	XX		I do have some concern about failures and dropouts. TRADOC should not simply drop the soldier; we need a system that either trains him or clearly documents his untrainability so units can then begin his removal from the Army.
Division CSM (R-13)	XX		We must start looking 5 years ahead at what we want the NCO Corps to be, instead of the next FTX or ARTEP.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Division CSM (R-22)	XX		... best ever. We are training too many soldiers at our schools. PTC, BTC, BNCOC, and ANCOC attendance must be more selective. Only the best can be allowed to attend these courses.
Division CSM (R-30)	XX		The system is very responsive to the needs of the NCO Corps, and is continually changing to fit the needs of the Army. Overall, NCOES pays great dividends to the U.S. Army.
Division CSM (R-32)	XX		We need to reduce redundancy and standardize courses where possible. Our investment is approximately one year to train an NCO through all five levels of NCOES. When this is spread over 20 years or more, the return on our investment is extremely high. The benefit of quality NCOs cannot be measured in time or dollars.
Division CSM (R-33)	XX		EPMS/NCOES course alignment is the best formula we have for preparing our soldiers for leadership, combat readiness and to be competent trainers.
Division CSM (R-35)	XX		Readiness is not at stake when soldiers attend school; units have the flexibility to defer those who are critical to unit mission. (NCOES) is money in the bank.
Division CSM (R-37)	XX		... best ever. NCOES attendance must be more selective.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Division CSM (R-46)	XX		The program should not be altered from its present configuration.
Division CSM (R-49)	XX		
Division CSM (R-51)	XX		The cost is high but we must look at the end product. The organization mission is never so important that the NCO can not be excused to attend school.
Division CSM (R-57)	XX		However, the current thoughts about what NCOES should be teaching, based on the role of the NCO, is shortcutting the NCO Corps. Thereby contributing to making NCO far less effective and not capitalizing on his/her ability.
Division CSM (R-59)		XX	To be an NCO leader and trainer requires competence and confidence. NCOES has provided the competence; however, there is a deficiency in the area of confidence. If NCOES schools could be so managed as to allow the soldier to go to school prior to signing into the unit, it would eliminate some of the problems (with impact on readiness).
Division CSM (R-63)	XX		There are short-term costs to each unit which loses NCOs during critical periods, but the long-term benefits make us a better Army, so we must continue supporting this very important program.
Division CSM (R-68)	XX		Commanders must be educated on it and what it can do for them. The costs are minimal compared to the benefits to unit readiness.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Post/School CSM (R-34)	XX		Obviously a unit suffers during the period that the NCO leaders are away in school, however, the benefits gained in technical and leadership skills offset the short term absence of the NCO leaders.
Post/School CSM (R-45)	XX		It provides standardized and structured education at critical points in the NCO's career that cannot be accomplished in local commands. If the unit is properly organized and trained, the loss of the NCO for schooling should have very little, if any, impact on unit readiness.
Post/School CSM (R-53)	XX		... impact on readiness is not severe ...
Post/School CSM (R-65)	XX		Not only do we train an NCO to be more technically qualified, but we also allow the more junior NCO ... to excel and gain valuable leadership/management experience by filling key NCO positions during the absence of the NCO.
Post/School CSM (R-79)	XX		Make it mandatory. We need to strengthen BNCOC and ANCOC. The impact on readiness is far better than what the unit can do or what we have had in the past.
Separate Cmd CSM (R-8)		XX	Standards have been brought down to the lowest common denominator.

RESPONDENT	EFFECTIVE	NOT EFFECTIVE	COMMENTS
Separate Cmd CSM (R-27)	XX		... benefits far outweigh any disadvantages of the current system. Exposure to NCOES introduces the NCO to many soldiers from different environments. Nothing should get in the way of a soldier attending an NCOES career development course!
Separate Cmd CSM (R-81)	XX		NCOES is most effective and more so as we keep on revising the courses. That is most important teaching current doctrine. The cost is staggering both in money and time. However, the benefits derived to the soldier and unit far exceed the cost of time and money.
Support Cmd CSM (R-61)	XX		The unit gains a more skilled and efficient NCO who usually returns with more confidence.
Brigade CSM (R-2)	XX		The benefits to unit readiness and the proficiency of our trainers far outweigh the cost and short time we lose the soldiers while attending schools.
Brigade CSM (R-64)		XX	We are lacking in educating our junior enlisted. Soldiers can be recommended for promotion or be promoted all the way to E7 and never attend NCOES.
Promotion Board Mbr, BG (R-12)	XX		
Promotion Board Mbr, SGM, (R-29)	XX		It is the best thing that ever happened to the NCO Corps. I feel strongly that NCOES should be tied directly to promotion as we pick only the best to attend NCOES.

RESPONDENT	EFFECTIVE	NOT EFFEC	COMMENTS
Promotion Board Mbr, CSM, (R-39)	XX		... no doubt about it. The system could be expanded to include 2-4 weeks specialty type courses for senior staff NCOs about to occupy critical positions.
Promotion Board Mbr, Col (R-41)	XX		... absolutely mandatory that NCOs be provided the opportunity to attend leadership development courses.
Promotion Board Mbr, CSM, (R-71)	XX		... however, I feel that we have too many different schools and it should be feasible to combine the PLDC LOI with BNCOC and also consider PLDC POI combination with PTC and BTC. There are too many NCOs attending the (First Sergeants) course that do not meet the prerequisites.
Other, LTG (R-80)	XX		NCOES as presently conceived is effective. Like many other activities, it competes for prime time. Sending NCOs to courses TDY enroute to new assignments to the maximum degree tends to diminish the psychological impact of their loss to commanders.
Other, MG (R-83)			I like the current NCOES. My complaint is that not all NCOs are required or have the opportunity to attend these courses.

SUMMARY DATA FOR QUESTION #4

QUESTION #4. The Individual Training Evaluation Program (ITEP) consists of three components (Skill Qualification Test (SQT), Common Task Test (CTT) and Commander's Evaluation) which evaluate soldier proficiency. Currently, SQT scores are linked through EPMS to promotion. This provides a discriminator for use in critical personnel management decisions. In contrast, a number of people argue that SQT has been diverted from its original intent as feedback for training. Under these circumstances, these people argue that SQT scores should be delinked from promotion. What are your thoughts about delinking SQT scores from promotion? Could the SQT remain viable without the link to promotion? How?

SUMMARY OF RESPONSES: Sixty-five out of 104 respondents favor linking of SQT to promotions now. An additional 22 respondents would favor such linking once inequities in the SQT system are resolved, i.e. when there is an SQT for every MOS and when the SQT becomes a more credible discriminator. A few favor total linkage of SQT, APRT, height and weight requirements, and NCOES course completion to promotions.

RESPONDENT	LINK	NO LINK	N/C	COMMENTS
MACOM Cdr	6			Unanimous. All agreed SQT should remain linked; however, there should be fair SQTs for all MOSs and they should measure job knowledge.
Corps Cdr	1	4		Majority favored delinking of SQT because not all MOSs have SQTs. If delinked, SQTs could be used as a training vehicle by the commander to determine NCO shortcomings.
Division Cdr	12	4	1	Majority felt the SQT provides the incentive to the soldier to train in his PMOS and compete for promotion. Provided SQT is fair, it is a sound discriminator for evaluating how well the NCO can actually perform in his MOS. The SQT must be for all MOSs and designed to measure job performance. The reasons given by those disagreeing were all MOSs do not have a SQT and the test is unfair.

QUESTION #4. The Individual Training Evaluation Program (ITEP) consists of three components (Skill Qualification Test (SQT), Common Task Test (CTT) and Commander's Evaluation) which evaluate soldier proficiency. Currently, SQT scores are linked through EPMS to promotion. This provides a discriminator for use in critical personnel management decisions. In contrast, a number of people argue that SQT has been diverted from its original intent as feedback for training. Under these circumstances, these people argue that SQT scores should be delinked from promotion. What are your thoughts about delinking SQT scores from promotion? Could the SQT remain viable without the link to promotion? How?

RESPONDENT	LINK	NO LINK	COMMENTS
MACOM Cdr, GEN (R-4)	XX		Get all SQTs operating and then link SQT together with promotion.
MACOM Cdr, LTG (R-18)	XX		If it (SQT) is to be used as a promotion discriminator, it should be used fairly. Delinking of SQT and promotion may jeopardize the SQT program and unit readiness if soldiers are allowed to develop a lack of concern for the results of SQT.
MACOM Cdr, GEN (R-69)	XX		Offering incentives such as award of promotion points to a soldier for his personal efforts ... benefits the soldier.
MACOM Cdr, LTG (R-72)	XX		To promote a non-performer rewards mediocrity. Reality tells us that few commanders use the test as a feedback mechanism (for training). If the job/skill knowledge isn't there, the soldier should not be promoted.
MACOM Cdr, GEN (R-78)	XX		A few situations preclude some from taking the test, but don't be sidetracked -- must be a part of the promotion system
MACOM Cdr, GEN (R-82)	XX		However, the proponents must provide SQTs for all MOSs for each skill level. Waivers for promotion and reenlistment should not be authorized.
LTG, Ret. (R-15)		XX	SQT ... cannot be fairly administered, tends to distort the test, and is sometimes the cause of phony training.

RE. .DENT	LINK	NO LINK	COMMENTS
Corps Cdr, LTG (R-12)	XX		SQT can be used as an indicator of a soldier's ability to perform at a given level. Delinking ... could give the false impression that the importance of the SQT has decreased.
Corps Cdr, LTG (R-26)		XX	... unless SQTs are developed for all MOS and waivers are discontinued. SQT results should continue to be used to evaluate individual training up to and including battalion level.
Corps Cdr, LTG (R-28)		XX	SQT should be used as a training proficiency evaluation. SQTs cannot be effectively used for promotion or personnel management until all personnel in all PMOS are tested and waivers discontinued.
Corps Cdr, LTG (R-58)		XX	A strong argument can be raised for delinking it because not all MOS have SQT. Consequently, SQT is not a discriminator in all cases. If the SQT was delinked, it could be effectively used as a no-notice test by unit commanders with the results forming the basis for the planning and conduct of internal unit training.
Corps Cdr, LTG (R-67)		XX	Until every MOS has a valid SQT test, the SQT score should be delinked from promotion.
Division Cdr, MG (R-6)			Whether it is linked or de-linked, a good and valid SQT system must be developed in support of MCOPD.
Division Cdr, MG (R-7)		XX	There are gross discrepancies in SQT program, ie, way too many NCOs not taking and too many CMFs without tests. Need uniformity in testing. I believe SQT could be delinked from promotion without hurting its viability.
Division Cdr, MG (R-11)	XX		... SQT is the only real source of information we have on the soldier's ability to perform to standards. However, if SQT remains only a written test, it will always be suspect.

RESPONDENT	LINK	NO LINK	COMMENTS
Division Cdr, MG (R-16)	XX		... acquiring technical competence is an individual responsibility and soldiers who fail to put forth the effort should be penalized.
Division Cdr, MG (R-21)		XX	SQT should be used as a training proficiency evaluation. Results of SQTs should not be used higher than battalion level.
Division Cdr, MG (R-24)	XX		SQT would not be viable without the link to promotion.
Division Cdr, MG (R-30)	XX		(If de-linked) it would become a useless tool for the commander and a waste of time for the soldier. I would like to see the linking of SQT to promotions strengthened by mandating "no passing score, no promotion." With our present SQT system, so much depends on the unit helping the soldier get ready to take the test that few, if any, would ever pass if left to fend for themselves. Units would have an increased role in helping the soldier get ready to take the test.
Division Cdr, MG (R-35)	XX		... delinking would tend to deemphasize the importance of job proficiency and a means by which to measure that proficiency.
Division Cdr, MG (R-46)	XX		... provides an incentive to the soldier to train in his PMOS and compete for promotion.
Division Cdr, MG (R-49)	XX		In any system where certain members of a group be advanced/rewarded before others, then there must be a set of discriminators established which apply to the whole group and will allow this selection. The SQT is one of those effective discriminators. If SQT scores

RESPONDENT	LINK	NO LINK	COMMENTS
			were delinked from promotion, then another discriminator would have to be established. The SQT could remain viable without being linked to promotion but only under a particularly narrow set of circumstances which would be similar to the old "proficiency pay" program, where successful competitive testing compared with your peers in your MOS brought financial reward.
Division Cdr, MG (R-51)	XX		To keep the importance of the SQT, I believe it should remain linked to promotion, only in that a soldier be required to verify his/her SQT prior to promotion -- no waivers. And that a SQT be available for all MOSs.
Division Cdr, MG (R-57)	XX		However, it should be delinked until such a time that all MOS have an SQT.
Division Cdr, MG (R-59)	XX		
Division Cdr, MG (R-60)	XX		Personnally, I would like to see the SQT linked to promotion. Until the Army gets serious and either links or delinks the SQT to promotion, we're not going to make any progress.
Division Cdr, MG (R-63)		XX	The fact that commanders frequently waive this criteria supports the position that day-to-day performance is more cogent than SQT performance. Using the SQT as a part of the promotion system will only be viable when all CMFs have a reliable test instrument.
Division Cdr, MG (R-73)	XX		The SQT not only is the substitute for the old MOS test, but also provides a direct feedback to training and insures the most qualified soldiers are promoted.

RESPONDENT	LINK	NO LINK	COMMENTS
Division Cdr, MG (R-77)		XX	SQT should now be used as a training proficiency evaluation and the results should not be used higher than battalion level. SQTs cannot be effectively used for promotion or personnel management until all personnel in all PMOS are tested and waivers discontinued. Once this occurs, then scores should be linked.
Post/School Cdr, MG (R-34)	XX		Soldiers should have some personal responsibility to prepare for their test. Soldiers should understand that to be promoted they must prepare well and pass the SQT.
Post/School Cdr, LTG (R-45)	XX		The SQT provides a sound discriminator for evaluating how well the NCO can actually perform in his MOS. However, it is absolutely essential to remember that the primary purpose of the SQT is to provide feedback for evaluating training effectiveness. Therefore, it should be managed by the training system, not the personnel system, and it should not be changed as often as it is now.
Post/School Cdr, MG (R-53)	XX		Design SQT for all MOS and allow no waivers. The SQT will not remain viable should the link to promotion be cut. The Common Task Test and the Commanders Evaluation are excellent tools for evaluation of potential at the unit level; however, the formal technical oriented SQT provides an evaluation of the soldier which requires preparation and emphasis by both the unit and the soldier, serves to enhance the technical skills required in each MOS, and provides a basis for standard evaluation of each soldier across the Army.

RESPONDENT	LINK	NO LINK	COMMENT
Post/School Cdr, MG (R-65)		XX	If we are to put the responsibility where it should be -- with the unit commanders -- we need to de-link the total concept of the Individual Training Evaluation Program (ITEP) from promotions and personnel management. Let's be honest, it has never worked as a management tool.
Post/School Cdr, MG (R-79)	XX		...put into promotion system and school selection system and any other system that is considered to be career enhancing
Army DCG, MG (R-19)		XX	... SQT runs diverted from its original intent. It should not be a promotion criteria unless all MOS have an SQT.
Support Cmd Cdr, LTG (R-75)	XX		Promotion points received for high SQT scored are the prime motivator for soldiers to do well on this test.
Separate Cmd, MG (R-14)		XX	As long as the current disparity between the various MOS exists, to include numerous specialties that have no SQT, skill testing should not be linked to promotion.
Separate Cmd, MG (R-27)	XX		SQT will not be viable if it is not linked to promotions. The third component should not be the commander's evaluation; it should be the immediate supervisor's. I strongly support SQT as a discriminator for promotion when the whole Army is required to be tested and all soldiers have the opportunity to compete on a fair and equitable basis.
Separate Cmd Cdr, MG (R-81)		XX	If all MOSs were tested and the tests were current, I would most certainly agree to link to EPMS. They are not, and consequently, they are unfair to those soldiers who are tested or who compete against soldiers who are given credit through administrative process.

RESPONDENT	LINK	NO LINK	COMMENTS
ARNG Div Cdr, MG (R-5)		XX	NG does not link SQT scores to promotion; this de-linked situation should remain.
ARNG Div Cdr, MG (R-42)		XX	... should be and remain as a training assessment only. The SQT can only give you a status of what an individual has retained from a small amount of learning experience.
ARNG Div Cdr, MG (R-43)		XX	There are many other management tools available to arrive at proficiency evaluation. SQT/ITEP was designed as a management tool for unit self-evaluation... The present EPMS practice of tieing SQT/ITEP scores to promotability is discriminatory in that it does not encompass all grades. SQT/ITEP can and should stand on its own for the purpose for which it was designed.
ARNG Div Cdr, MG (R-74)	XX		Demonstrated ability to do the job should be the [illegible]n criterion for promotion.
ARCOM Cdr, MG (R-3)	XX		
ARCOM Cdr, MG (R-9)		XX	...due, in part, to focusing on scholastic skills of the tested soldier.
ARCOM Cdr, BG (R-10)			No impact on the RC at this time.
ARCOM Cdr, MG (R-23)	XX		If a soldier is not qualified in his assigned MOS, he/she should not be promoted. SQT is the only way the leadership has to monitor the soldier's skills.
ARCOM Cdr, MG (R-25)	XX		The USAR is at somewhat of a disadvantage with the SQT, because we often train with outdated equipment but are tested on newer, up to date equipment. ... There is no profit in testing people, and then failing to respond to the results. Do not de-link SQT from promotions.

RESPONDENT	LINK	NO LINK	COMMENTS
ARCOM Cdr, MG (R-31)	XX		SQTs are an evaluation of the individual soldiers' efficiency in their MOS. I do not believe we should do away with the SQT link to promotion.
ARCOM Cdr, MG (R-36)		XX	The SQT is an evaluation tool to measure a soldier's progress and proficiency.
ARCOM Cdr, BG (R-38)		XX	SQT ... is a tool for the commander in determining training weaknesses of individuals and systemic problems within his/her command. Linking SQT results to promotion detracts from the SQT program's intended purpose.
ARCOM Cdr, MG (R-44)			Currently, SQT does not affect USAR promotion.
ARCOM Cdr, BG (R-50)	XX		The link is desirable because it encourages individual excellence and provides a more uniform level of MOS expertise within the NCO Corps. The two should be linked in the interest of the long-term health of our Army.
ARCOM Cdr, MG (R-52)	XX		In the USAR, SQT is not linked to promotion. Because of this, the program is not taken very seriously. SQT should be an important area for promotion consideration in the USAR. If a soldier cannot pass his SQT (score 60%), how can we justify promotion to a higher skill level?
ARCOM Cdr, MG (R-62)		XX	MTOE turbulence and time constraints make linking virtually impossible.
ARCOM Cdr, MG (R-70)	XX		SQT measures the mental process with today's sophistication of weapons and other technology. ... should not be delinked.

RESPONDENT	LINK	NO LINK	COMMENTS
Brigade Cdr, BG (R-17)	XX		All three components of ITEP should continue to be linked to promotion.
Brigade Cdr, MG (R-69)	XX		Offering incentives such as award of promotion points to a soldier for his personal efforts ... benefits the soldier.
(R-20)		XX	SQT provides leaders with feedback on how knowledgeable soldiers are in their MOS. This is positive feedback. If we cannot get the problems worked out about developing a good test, which I do not believe will ever happen, then the whole SQT program should be eliminated. I recommend we continue SQT, but we must get the proponents to devise a viable program to strengthen training throughout the Army.
MACOM CSM (R-18)	XX		If it (SQT) is to be used as a promotion discriminator, it should be used fairly. Delinking of SQT and promotion may jeopardize the SQT program and unit readiness if soldiers are allowed to develop a lack of concern for the results of SQT.
MACOM CSM (R-47)		XX	SQT scores should be separated from promotion and personnel management until SQTs are developed for all MOS and all waivers stopped.
MACOM CSM (R-48)	XX		However, the proponents must provide SQTs for all MOSs and for each skill level. Waivers for promotion and reenlistment should not be authorized.
MACOM CSM (R-69)	XX		Offering incentives such as award of promotion points to a soldier for his personal efforts ... benefits the soldier.

RESPONDENT	LINK	NO LINK	COMMENT
MACOM CSM (R-72)	XX		To promote a non-performer rewards mediocrity. Reality tells us that few commadners use the test as a feedback mechanism (for training). If the job/skill knowledge isn't there, the soldier should not be promoted.
Corps CSM (R-12)	XX		SQT can be used as an indicator of a soldier's ability to perform at a given level. Delinking could give the false impression that the importance of the SQT has decreased.
Corps CSM (R-26)		XX	... unless SQTs are developed for all MOS and waivers are discontinued. SQT results should continue to be used to evaluate individual training up to and including battalion level.
Corps CSM (R-28)		XX	SQT should be used as a training proficiency evaluation. SQTs cannot be effectively used for promotion or personnel management until all personnel in all PMOS are tested and waivers discontinued.
Corps CSM (R-56)	XX		Should only be linked to promotions when all MOS have an SQT. Could be viable without link to promotion.
Corps CSM (R-67)		XX	Until every MOS has a valid SQT test, the SQT score should be delinked from promotion.
Division CSM (R-1)	XX		SQT would not be viable without the link to promotion.
Division CSM (R-7)		XX	There are gross discrepancies in SQT program, i.e. way too many NCOs not taking and too many CMFs without tests. Need uniformity in testing. I believe SQT could be delinked from promotion without hurting its viability.

RESPONDENT	LINK	NO LINK	COMMENTS
Division CSM (R-11)	XX		...SQT is the only real source of information we have on the soldier's ability to perform to standards. However, if SQT remains only a written test, it will always be suspect.
Division CSM (R-13)	XX		... incentive for the soldier to excel. I do strongly suggest that all MOS have a SQT.
Division CSM (R-22)		XX	SQT should now be used as a training proficiency evaluation and the results should not be used higher than battalion level. SQTs cannot be effectively used for promotion of personnel management until all personnel in all PMOS are tested and waivers discontinued. Once this occurs, then scores should be linked.
Division CSM (R-30)	XX		(If de-linked) it would become a useless tool for the commander and a waste of time for the soldier. I would like to see the linking of SQT to promotions strengthened by mandating "no passing score, no promotion." With our present SQT system, so much depends on the unit helping the soldier get ready to take the test that few, if any, would ever pass if left to fend for themselves. Units would have an increased role in helping the soldier get ready to take the test.
Division CSM (R-32)	XX		Having said this, we need to clean up the SQT! Every MOS needs an SQT. Proponent schools must do a better job of preparing and validating SQT before administering test to soldiers.

RESPONDENT	LINK	NO LINK	COMMENTS
Division CSM (R-33)	XX		We need soldiers that will take the initiative to study, be receptive to training, and retain what they have learned. The only problem I have with SQT scores is that we allow commanders to waiver the scores.
Division CSM (R-35)	XX		... delinking would tend to deemphasize the importance of job proficiency and a means by which to measure that proficiency.
Division CSM (R-37)		XX	SQTs cannot be effectively used for promotions or personnel management until all personnel in PMOS are tested. No waivers should be granted.
Division CSM (R-46)	XX		... provides an incentive to the soldier to train in his PMOS and compete for promotion.
Division CSM (R-49)	XX		In any system where certain members of a group be advanced/rewarded before others then there must be a set of discriminators established which apply to the whole group and will allow this selection. The SQT is one of those effective discriminators. If SQT scores were delinked from promotion then another discriminator would have to be established. The SQT could remain viable without being linked to promotion but only under a particularly narrow set of circumstances which would be similar to the old "proficiency pay" program, where successful competitive testing compared with your peers in your MOS brought financial reward.
Division CSM (R-51)	XX		To keep the importance of the SQT, I believe it should remain linked to promotion, only in that a soldier be required to verify his/her SQT prior to promotion -- no waivers. And that a SQT be available for all MOSs.

RESPONDENT	LINK	NO LINK	COMMENTS
Division CSM (R-57)	XX		However, it should be delinked until such a time that all MOS have an SQT.
Division CSM (R-59)	XX		
Division CSM (R-63)		XX	The fact that commanders frequently waive this criteria supports the position that day-to-day performance is more cogent than SQT performance. Using the SQT as a part of the promotion system will only be viable when all CMFs have a reliable test instrument.
Division CSM (R-68)	XX		
Post/School CSM (R-34)	XX		Soldiers should have some personal responsibility to prepare for their test. Soldiers should understand that to be promoted they must prepare well and pass the SQT.
Post/School CSM (R-45)	XX		The SQT provides a sound discriminator for evaluating how well the NCO can actually perform in his MOS. However, it is absolutely essential to remember that the primary purpose of the SQT is to provide feedback for evaluating training effectiveness. Therefore, it should be managed by the training system, not the personnel system, and it should not be changed as often as it is now.
Post/School CSM (R-53)	XX		Design SQT for all MOS and allow no waivers. The SQT will not remain viable should the link to promotion be cut. The Common Task Test and the Commanders Evaluation are excellent tools for evaluation of potential at the

RESPONDENT	LINK	NO LINK	COMMENT
			unit level; however, the formal technical oriented SQT provides an evaluation of the soldier which requires preparation and emphasis by both the unit and the soldier, serves to enhance the technical skills required in each MOS, and provides a basis for standard evaluation of each soldier across the Army.
Post/School CSM (R-65)		XX	If we are to put the responsibility where it should be -- with the unit commanders -- we need to de-link the total concept of the individual training evaluation program (ITEP) from promotions and personnel management. Let's be honest, it has never worked as a management tool.
Post/School CSM (R-79)	XX		...put into promotion system and school selection system and any other system that is considered to be career enhancing
Separate Cmd CSM (R-8)		XX	As long as the current disparity between the various MOS exists, to include numerous specialties that have no SQT, skill testing should not be linked to promotion.
Separate Cmd CSM (R-27)	XX		SQT will not be viable if it is not linked to promotions. The third component should not be the commander's evaluation; it should be the immediate supervisor's. I strongly support SQT as a discriminator for promotion when the whole Army is required to be tested and all soldiers have the opportunity to compete on a fair and equitable basis.
Separate Cmd CSM (R-81)		XX	If all MOSs were tested and the tests were current, I would most certainly agree to link to EPMS They are not, and consequently, they are unfair to those soldiers who are tested or who compete against soldiers who are given credit through administrative process.

RESPONDENT	LINK	NO LINK	COMMENTS
Support Cmd CSM (R-61)	XX		Everyone in the Army in the PMOS and skill level competes against each other. How good your score is can be attributed to how well you prepared to take the test.
Brigade CSM (R-2)	XX		...to give it teeth. Schools should do a better job in writing SQT and test should be validated in the field.
Brigade CSM (R-64)		XX	The SQT could be viable without being linked to promotion if the soldiers were to receive a monetary bonus for passing scores. The system can't be really viable though until all MOSs have an SQT. I do believe in awarding promotion points for SQT scores.
Promotion Board Mbr, BG (R-12)	XX		SQT is another aid that boards need to obtain a good profile of a soldier in a short time.
Promotion Board Mbr, SGM (R-29)		XX	... should be delinked immediately. SQT would receive more support from soldiers and NCOs if it were linked more toward training and not as a personnel management tool.
Promotion Board Mbr, CSM (R-39)		XX	If the SQT remains as it is, in the written format, then I strongly agree with delinking it from promotions. In fact, in my opinion, it's really not much good as a feedback to promotion. I can cite many SQT tests that aren't worth the paper they are written on. If it goes to a hands on format -- at least for 50% of the test -- then it could be linked to promotions.
Promotion Board Mbr, COL (R-41)	XX		There must be a series of discriminators linked to promotion: SQT scores, APRT, height and weight, NCOES completion. If there is no incentive tied to SQT, then the tremendous expenditure of resources to support it will be wasted.

RE. .DENT	LINK	NO LINK	COMMEN.
Promotion Board Mbr, CSM (R-71)	XX		We need higher quality personnel in some sensitive positions who have demonstrated their ability to perform well ...
Other, LTG (R-80)	XX		The ITEP will shrivel into impotence unless it is linked to the promotion system in some way. Retain the linkage or you will give it "lip service."
Other, MG (R-83)	XX		I personally feel that SQT should be linked to promotion. I am a strong believer in standards, and if NCOs can't measure up, they should not be advanced to the next higher grade.

SUMMARY DATA FOR QUESTION #5

QUESTION #5: The Total Army concept requires that the Reserve Components (RC) maintain a viable program of professional development for their NCOs. What problems, if any, do you see with this requirement?

SUMMARY OF RESPONSES: The majority (76 out of 104) of the commanders and CSMs, to include RC commanders, agree that there are some problems for the Reserve Components. The lack of time, compounded by civilian occupation constraints, unit mission conflicts, and family responsibilities are the most limiting factors in maintaining a viable program of professional development for RC NCOs. Many suggest, given the current system of NCO professional development, that self-directed learning in combination with proper leadership and incentives can compensate for many of these problems. RC commanders also cite the need for more command emphasis on NCO professional development.

RESPONDENT	SOME	NONE	N/C	COMMENTS
MACOM Cdr	4	2		All agreed that in order to maintain a viable RC NCOPD program, time must be made available. Some stated that a unit correspondence program will enhance NCOPD for the RC NCO.
Corps Cdr	5			All agreed that RC face a great challenge in maintaining their NCOs' proficiency. Some NCOs attend NCOES during their AT and are being penalized. Plate is getting full for the RC and NCOPD must be prioritized.
Division Cdr	14	3		Majority felt time and resources are the greatest constraints. RC NCOPD's most effective programs appear to be the home study or nonresident courses because of family and civilian job considerations. Additionally, some felt additional incentives, such as paid drills, should be provided.

QUESTION #5: The Total Army concept requires that the Reserve Components (RC) maintain a viable program of professional development for their NCOs. What problems, if any, do you see with this requirement?

RESPONDENT	SOME	NONE	COMMENTS
MACOM Cdr, GEN (R-4)	XX		Any problems that accrue must be overcome in favor of NCO development.
MACOM Cdr, LTG (R-18)	XX		Time.
MACOM Cdr, GEN (R-69)		XX	I see no major problems with this requirement. The main challenge ... is lack of available time. Considering the relatively low salaries of RC NCOs, additional monetary incentives or compensatory measures could be developed to encourage or enable the part time soldier to cut into his civilian professional time.
MACOM Cdr, LTG (R-72)		XX	We see no problem with the RC establishing a viable NCOPD that will benefit NCOs/units if effective time management is given utmost consideration.
MACOM Cdr, GEN (R-78)	XX		RC needs more time to complete (NCOPD) and should focus on the 2-week AT period
MACOM Cdr, Gen (R-82)	XX		Time. The only way to have an effective RC program is through unit correspondence, read-ahead system.
LTG, Ret. (R-15)	XX		... inadequate time ...
Corps Cdr, LTG (R-12)	XX		If, in the future, promotion is linked to NCOES completion, we must ensure that a greater number of qualified RC NCOs are afforded the opportunity to attend NCOES at all levels.

RESPONDENT	SOME	NONE	COMMENTS
Corps Cdr, LTG (R-26)	XX		RC training will require more time to accomplish NCO development.
Corps Cdr, LTG (R-28)	XX		RC will experience slower paced training. Proficiency will be much lower than in the active Army.
Corps Cdr, LTG (R-58)	XX		... lack of training time. RC units are currently being penalized for NCOs being absent from AT periods to attend NCO schools.
Corps Cdr, LTG (R-67)	XX		The only problems I can see are maintaining continuity over long periods of time, as well as limited training time.
Division Cdr, MG (R-6)	XX		Time and...availability of new equipment are the two big problems.
Division Cdr, MG (R-7)		XX	None, with the requirement itself. Time is not there for formal programs except at cost of something else. Informal, hands-on, learn by doing is key in RC.
Division Cdr, MG (R-11)		XX	...with exception of NCOES scheduling.
Division Cdr, MG (R-16)	XX		... few incentives to have the NCOs seek additional training over and above scheduled drills.
Division Cdr, MG (R-21)	XX		Reserve Components will experience slower paced training. Proficiency will be much lower than the active Army.
Division Cdr, MG (R-24)	XX		... none that can't be resolved.
Division Cdr, MG (R-30)	XX		We need to require RC NCOs to attend schools as we do AC NCOs. ... insure that all our training is geared toward a common objective.

RESPONDENT	SOME	NONE	COMMENTS
Division Cdr, MG (R-35)	XX		Many reservists have cited conflicts with their civilian jobs or their family lives as the cause for opting out of NCO professional development. The most productive NCO development program for RC personnel is the home study or nonresident type.
Division Cdr, MG (R-46)	XX		... available time ... . RC NCODP would best be performed as an individual effort or through the addition of paid drill time especially for NCODP.
Division Cdr, MG (R-49)	XX		... limited time ... 29 training days per year. This makes self study, correspondence courses, reading lists a must and can be very successful with proper leadership and motivation.
Division Cdr, MG (R-51)	XX		Time. We need a system whereby RC NCOs can do a self-paced NCODP with follow up drill evaluation and leadership courses. However, we should still get as many RC NCOs to active duty PLDC courses as possible.
Division Cdr, MG (R-57)		XX	
Division Cdr, MG (R-59)	XX		The primary problem is time constraints. The most viable NCODP program ever developed, to include the active Army, can be found in the 100th Reserve Division.
Division Cdr, MG (R-60)	XX		Many RC NCOs have great difficulty obtaining time off to perform and meet scheduled training requirements.
Division Cdr, MG (R-63)	XX		Time
Division Cdr, MG (R-73)	XX		... time and resources... .

RESPONDENT	SOME	NONE	COMMENTS
Division Cdr, MG (R-77)	XX		RC will experience slower paced training. Proficiency will be much lower than the Active Army.
Post/School Cdr, MG (R-34)	XX		The RC probably feel that it would be impossible (NCO professional development), however, if the NCO professional development was linked to their advancement, there would be a greater interest and, like many AC NCOs, more would seek schooling through the nonresident instruction.
Post/School Cdr, LTG (R-45)	XX		The problems ... are time factors that are inherent with the RC. RC program should provide a linkage with the Active Army, highlighting the RC unique areas. It is too late to accomplish professional development activities after mobilization.
Post/School Cdr, MG, (R-53)	XX		... problems with execution. Limited training time... Training continuity is difficult due to the time lapse between training sessions.
Post/School Cdr, MG, (R-65)	XX		We must continue to develop one standard for the total Army. Under the best conditions, the idea of we/them is still present.
Post/School Cdr, MG (R-79)	XX		Armor sees "one Army". Standards are the same! How you get there is different, time especially. Develop a real program they can obtain and maintain.
Army DCG, MG (R-19)	XX		Priorities: NCO Professional Development versus maintenance requirements, training, civilian requirements to make a living, ... The RC program won't move as rapidly as the AC. The AC should not expect it to do so. The RC should not believe it can.

RESPONDENT	SOME	NONE	COMMENTS
Support Cmd Cdr, LTG (R-75)		XX	
Separate Cmd, MG (R-14)	XX		Time ... lack of standardization (MCOES)
Separate Cmd, MG (R-27)	XX		RC would have great difficulty finding the time to integrate the Army's formal MCOPD into their limited active training time. Through the use of correspondence courses and programmed texts, the RC could enhance their programs. Bottom line is that the RC should be required to have a viable professional development program that is compatible to the active force.
Separate Cmd, MG (R-81)			No response.
ARNG Div Cdr, MG (R-5)		XX	
ARNG Div Cdr, MG (R-42)	XX		The problem is to find the time to train our personnel.
ARNG Div Cdr, MG (R-43)		XX	There is no problem with the requirement for RC to maintain an MCODP.
ARNG Div Cdr, MG (R-74)	XX		Time. The MCODP is conducted during headquarters nights which are technically not mandatory and for which the MCO is not paid.
ARCOM Cdr, MG (R-3)		XX	
ARCOM Cdr, MG (R-9)	XX		...program as outlined in AR 350-17 is not clear. This has created monitoring and evaluation problems.

RESPONDENT	SOME	NONE	COMMENTS
ARCOM Cdr, BG (R-10)		XX	
ARCOM Cdr, MG (R-23)	XX		RC needs NCODP, but it also needs the full attention of all personnel and the time to present it to all personnel.
ARCOM Cdr, MG (R-25)	XX		The problem is in securing the required schooling for small groups and individuals. No problem in the large group requirements. Unit commanders are reluctant to let key individuals go to school because the commander relies so heavily upon that key NCO during the limited training days.
ARCOM Cdr, MG (R-31)		XX	NCOES courses (for RC) are much more productive when given in a resident mode. However, the situation is one the RC has to live with because of time and employment constraints. I see no problem with this program.
ARCOM Cdr, MG (R-36)	XX		The element of time.
ARCOM Cdr, BG (R-38)	XX		Extended leave from civilian employment ... would be a problem for most reservists.
ARCOM Cdr, MG (R-44)		XX	Professional development standards in the USAR should mirror those of the active component. The training and personnel problems change very little from one component to another ...
ARCOM Cdr, BG (R-50)	XX		NCODP, like all training within the RC, is limited by the training time available (48 drills and 2 weeks AT per year). Aggressive senior NCOs maximize this time by hip-pocket type classes and training applicable to ongoing and planned unit activities.

R. ONDENT	SOME	NONE	COMMENTS
ARCOM Cdr, MG (R-52)	XX		Time. The USAR soldier is primarily a civilian whose principal income comes from his civilian employer. He is also a family man who has obligations beyond being a part-time soldier.
ARCOM Cdr, MG (R-62)	XX		The biggest problem is time, the second biggest is turbulence. The greatest challenge to developing and maintaining a viable professional development program for NCOs is to convince Unit Commanders to take short term readiness risks/degradations to promote longer term development. USR measures short term sucess; nothing measures long term improvement.
ARCOM Cdr, MG (R-70)	XX		... time to do all that is being loaded onto the RC.
Brigade Cdr, MG (R-17)	XX		Problem is quality of instructors teaching RC soldiers, since in many units instructors are selected based on their ability to take off from their civilian job.
Brigade Cdr, MG (R-69)		XX	I see no major problems with the requirement.
(R-20)		XX	RC units do just about whatever they think is important. They do not follow policy in accordance with DA directives.
MACOM CSM (R-18)	XX		Time.
MACOM CSM (R-47)		XX	Maintaining "state of the art" training.
MACOM CSM (R-48)	XX		Time. The only way to have an effective RC program is through a unit correspondence, read-ahead system.
MACOM CSM (R-69)		XX	I see no major problems with the requirement.

RESPONDENT	SOME	NONE	COMMENTS
MACOM CSM (R-72)		XX	We see no problem with the RC establishing a viable NCOPD that will benefit NCOs/units if effective time management is given utmost consideration.
Corps CSM (R-12)	XX		If, in the future, promotion is linked to NCOES completion, we must ensure that a greater number of qualified RC NCOs are afforded the opportunity to attend NCOES at all levels.
Corps CSM (R-26)	XX		RC training will require more time to accomplish NCO development.
Corps CSM (R-28)	XX		RC will experience slower paced training. Proficiency will be much lower than in the active Army.
Corps CSM (R-56)	XX		If money were to be budgeted, possibly NCODP could be presented one Saturday per month. NCODP would not be in competition for drill time.
Corps CSM (R-67)	XX		The only problems I can see are maintaining continuity over long period of time, as well as limited training time.
Division CSM (R-1)	XX		...but none that can't be resolved.
Division CSM (R-7)		XX	None, with the requirement itself. Time is not there for formal programs except at cost of something else. Informal, hands-on, learn by doing is key in RC.
Division CSM (R-11)		XX	...with exception of NCOES scheduling.
Division CSM (R-13)		XX	

RESPONDENT	SOME	NONE	COMMENTS
Division CSM (R-22)	XX		RC will experience slower paced training. Proficiency will be much lower than the Active Army.
Division CSM (R-30)	XX		We need to require RC NCOs to attend schools as we do AC NCOs. ... insure that all our training is geared toward a common objective.
Division CSM (R-32)	XX		RC need to concentrate on developing the basic skills for their NCOs. They also need to train their NCOs as trainers. They should maximize use of active Army schools where possible.
Division CSM (R-33)		XX	
Division CSM (R-35)	XX		Many reservists have cited conflicts with their civilian jobs or their family lives as the cause for opting out of NCO professional development. The most productive NCO development program for RC personnel is the home study or nonresident type.
Division CSM (R-37)	XX		RC will experience slower paced training.
Division CSM (R-46)	XX		... available time ... . RC NCODP would best be performed as an individual effort or through the addition of paid drill time especially for NCODP.
Division CSM (R-49)	XX		... limited time ... 29 training days per year. This makes self study, correspondence courses, reading lists a must and can be very successful with proper leadership and motivation.
Division CSM (R-51)	XX		Time. We need a system whereby RC NCOs can do a self-paced NCODP with follow up drill evaluation and leadership courses. However, we should still get as many RC NCOs to active duty PLDC courses as possible.

RESPONDENT	SOME	NONE	COMMENTS
Division CSM (R-57)		XX	
Division CSM (R-59)	XX		The primary problem is time constraints. The most viable NCODP program ever developed, to include the active Army, can be found in the 100th Reserve Division.
Division CSM (R-63)	XX		Time
Division CSM (R-68)	XX		... time constraints.
Post/School CSM (R-34)	XX		The RC probably feel that it would be impossible (NCO professional development), however, if the NCO professional development was linked to their advancement, there would be a greater interest and like many AC NCOs, more would seek schooling through the nonresident instruction.
Post/School CSM (R-45)	XX		The problems ... are time factors that are inherent with the RC. RC program should provide a linkage with the Active Army, highlighting the RC unique areas. It is too late to accomplish professional development activities after mobilization.
Post/School CSM (R-53)	XX		... problems with execution. Limited training time... Training continuity is difficult due to the time lapse between training sessions.
Post/School CSM (R-65)	XX		We must continue to develop one standard for the total Army. Under the best conditions, the idea of we/them is still present.

RESPONDENT	SOME	NONE	COMMENTS
Post/School CSM (R-79)	XX		Armor sees "one Army". Standards are the same! How you get there is different, time especially. Develop a real program they can obtain and maintain.
Separate Cmd CSM (R-8)	XX		The problem with NCOES in the RC is the lack of standardization. The other problem is MOS immaterial NCO academies where the emphasis is on garrison type leadership or infantry type leadership only, regardless of any other MOS, or needs within the State.
Separate Cmd CSM (R-27)	XX		RC would have great difficulty finding the time to integrate the Army's formal NCOPD into their limited active training time. Through the use of correspondence courses and programmed texts, the RC could enhance their programs. Bottom line is that the RC should be required to have a viable professional development program that is compatible to the active force.
Separate Cmd CSM (R-81)			No response.
Support Cmd CSM (R-61)		XX	
Brigade CSM (R-2)	XX		Problem is the quality of instructors teaching soldiers since they are selected based on their ability to take off from their civilian job. More RC soldiers should be required to attend regular Army NCOES.
Brigade CSM (R-64)	XX		Time.
Promotion Board Mbr, BG (R-12)	XX		More drill days are needed.

RESPONDENT	SOME	NONE	COMMENTS
Promotion Board Mbr, SGM (R-29)		XX	...if the requirement is enforceable and the need exists.
Promotion Board Mbr, CSM (R-39)			No comment.
Promotion Board Mbr, Col (R-41)	XX		The major problem with RC upward mobility is the political environment within the RC. Generally, promotion systems are controlled by personality rather than by performance. Another problem is the limited training time and the consequent competition for priority.
Promotion Board Mbr, (R-71)		XX	
Other, LTG (R-80)	XX		The problem with training in the RC remains one of time and resources. Units can rarely rise above the very basic levels even though individuals can achieve significant personal qualifications.
Other, MG (R-83)	XX		From my observation, NCO professional development is bankrupt in the RC. Across the board, from the most senior officers down to the most junior NCO, there is a lack of individual technical proficiency on the part of the RC. Therefore, during weekend drills and at annual training, RC senior NCOs cannot teach junior NCOs their trade simply because the senior NCOs don't know it themselves. The desire is there but the knowledge and experience are not.

DUE TO THE FACT THAT THERE WAS SOME CONFUSION AMONG RESPONDENTS CONCERNING QUESTION #6, THAT QUESTION WAS NOT INCLUDED IN THE STUDY GROUP ANALYSIS.

SUMMARY DATA FOR QUESTION #7

QUESTION #7: Noncommissioned Officer Education System (NCOES) is designed to provide progressive, continuous training from the primary level through the senior level in each MOS. The Army is considering linking NCOES course completion to promotion, e.g., PLDC be mandatory for promotion to grade E6. What are your thoughts about linking NCOES with promotion?

SUMMARY OF RESPONSES: An overwhelming majority (98 out of 104) favored linking NCOES course completion to promotion IF the training capacity is adequate to accommodate eligible NCOs. They indicated that lilnkage should occur at PLDC, BNCOC and ANCOC levels. Many said that this linkage would help ensure that NCOs are trained before they get promoted.

RESPONDENT	YES	NO	OPEN	COMMENTS
MACOM Cdr	5	1		Majority favor linking NCOES to promotion if the training capacity is adequate to train quality NCOs. One favored linkage up through the rank of SFC.
Corps Cdr	5			All felt that NCOES should be linked. Some said that when NCOs are selected, they must attend or action be taken to preclude their promotion.
Division Cdr	16	1		The great majority agreed that it would be and effective way of insuring the right soldier is trained and that only the trained are promoted. Additionally, it will require commanders to release their best NCOs for NCOES.

QUESTION #7: Noncommissioned Officer Education System (NCOES) is designed to provide progressive, continuous training from the primary level through the senior level in each MOS. The Army is considering linking NCOES course completion to promotion, e.g., PLDC be mandatory for promotion to grade E6. What are your thoughts about linking NCOES with promotion?

RESPONDENT	YES	NO	COMMENTS
MACOM Cdr, GEN (R-4)	XX		We should establish sufficient quotas and quantities to be able to give each candidate the opportunity to attend NCOES in order to have that opportunity for promotion.
MACOM Cdr, LTG (R-18)	XX		However, before this can be made mandatory, the Army must ensure there are enough school seats available for all quality soldiers to fill prior to being eligible for promotion.
MACOM Cdr, GEN (R-69)	XX		Let's insure we can educate sufficient numbers through NCOES to satisfy the requirements of the Army.
MACOM Cdr, LTG (R-72)		XX	Do not link. NCOES attendance can be linked to promotion only when commanders and the system will support such a goal. What should be looked at by promotion boards is whether a soldier/NCO, when selected to attend NCOES, did, in fact, graduate.
MACOM Cdr, GEN (R-78)	XX		...we need to link education at least through the grade E-7. However, we must ensure that we have the commitment in resources to do the job.
MACOM Cdr, GEN (R-82)	XX		It should be done immediately with no waivers.
LTG, Ret. (R-15)	XX		OK at lower level, i.e. PLDC for promotion to E6. Be careful beyond that as we are imbalanced between missions and resources.
Corps Cdr, LTG (R-12)	XX		Some of our NCOs don't measure up when they are required to perform along side peers in a school environment. The DA Form 1059 identifies these shortcomings. For this reason, I feel that some of our NCOs attempt to avoid attendance at NCOES courses.

RESPONDENT	YES	NO	COMMENTS
Corps Cdr, LTG (R-26)	XX		Recommend that the following courses be made a prerequisite for promotion to grades indicated: E4 graduates from PLDC before promotion to E5; E5 graduates from BNCOC/BTC before promotion to E6; E6 graduates from ANCOC before promotion to E7.
Corps Cdr, LTG (R-28)	XX		PLDC for promotion to E5, BNCOC/BTC for promotion to E6, and ANCOC for promotion to E7.
Corps Cdr, LTG (R-58)	XX		NCOs who refuse to attend any course should be banned from further promotion consideration and from reenlistment.
Corps Cdr, LTG (R-67)	XX		I think it's great.
Division Cdr, MG (R-6)	XX		...there would be more support at small unit level, and NCOs would be more inclined to prepare themselves for the next level schooling.
Division Cdr, MG (R-7)	XX		I agree, providing lack of dollars or quotas does not hold back the NCO from promotion.
Division Cdr, MG (R-11)	XX		...an effective way of insuring that the right soldier is trained, and that only the trained are promoted. The link should be rigid.
Division Cdr, MG (R-16)	XX		... places a moral obligation on his commander to release him. I think it is criminal that there is a 37% no-show rate to ANCOC.
Division Cdr, MG (R-21)	XX		Need to insure military education supports future retention requirements. There must be a waiver authority at some level or constructive credit authority of some kind.

RESPONDENT	YES	NO	COMMENTS
Division Cdr, MG (R-24)		XX	If we are going to train the leaders in the Army required to meet the leadership positions, then I concur with linking NCOES course completion with promotion. If we are going to continue training "numbers" then I do not.
Division Cdr, MG (R-30)	XX		I strongly agree with linking attendance at PLDC with promotion to the grade of E6. I would not recommend linking promotion with attendance at other NCOES courses because of limited population that has the opportunity to attend these schools.
Division Cdr, MG (R-35)	XX		Although this is not yet the official policy, it is a fact of life that candidates for promotion who have completed the appropriate level of NCOES have an edge on their contemporaries. The chain of command supports this.
Division Cdr, MG (R-46)	XX		If NCOES and promotion were linked, competition would be enhanced and the NCO structure would be more productive and efficient.
Division Cdr, MG (R-49)	XX		But it (NCOES) must be used to front load the system and prepare the soldier for the next higher grade. Then it would be an effective discriminator, advancing only those who could meet and/or exceed the standard.
Division Cdr, MG (R-51)	XX		If and when we get all of our E5/E6 force trained, I would advocate making PLDC a prerequisite for promotion to E5.
Division Cdr, MG (R-57)	XX		Anytime there is a system which permits an individual to progress without meeting certain requirements, it perpetuates an environment of not getting those trained who truly need the limited training we now offer. PLDC should be linked to grade E5, not E6. BNCOC and BTC should be linked to E6, etc.

RESPONDENT	YES	NO	COMMENTS
Division Cdr, MG (R-59)	XX		It should never be perceived or accepted as an automatic occurence -- go to school, get promoted. It should, however, be a requirement. Promoting a soldier into a new job without the necessary training is much like requiring him to dig a foxhole without an entrenching tool.
Division Cdr, MG (R-60)	XX		PLDC should be mandatory for promotion to E-5, and BNCOC should be mandatory for promotion to E-6, where applicable.
Division Cdr, MG (R-63)	XX		... however, courses must be available on a timely basis to support concept. Additionally, retention could suffer if good soldiers perceive an inability to attend NCOES.
Division Cdr, MG (R-73)	XX		... provides a motivator and a good, healthy competitive atmosphere. In the long run, the cost of training all the E5s may far outweigh the overall benefit of the schooling. Additionally, the lost time from the units for the individual training may not be worth the cost.
Division Cdr, MG (R-77)	XX		
Post/School Cdr, MG (R-34)	XX		It should be in effect now.
Post/School Cdr, LTG (R-45)	XX		Course attendance can be linked to promotion only for those courses that can train the total number of eligible students.
Post/School Cdr, MG (R-53)	XX		I recommend our goals for the future should be to link promotion to grades with attendance at corresponding levels of NCOES as follows: To Sgt: Graduate PLDC To SSG: Graduate BNCOC To SFC: Graduate ANCOC To accomplish this, recommend selection for ANCOC be given to the field.

RESPONDENT	YES	NO	COMMENTS
Post/School Cdr, MG (R-65)	XX		Three things should be linked: promotions, retention/reenlistment, and military schooling.
Post/School Cdr, MG (R-79)	XX		The only way to go!
Army DCG, MG (R-19)		XX	Not all the best NCOs are afforded the opportunity to attend schools at career points most advantageous to the Army and the NCO.
Support Cmd Cdr, LTG (R-75)	XX		If it were possible to allocate slots for all eligible personnel, I would recommend PLDC for promotion to SSG and ANCOC for promotion to SFC.
Separate Cmd, MG (R-14)	XX		
Separate Cmd, MG (R-27)	XX		... must be linked. ...will make leaders manage their personnel more effectively.
Separate Cmd, MG (R-81)	XX		Absolutely PLDC should be mandatory for promotion to E6! Especially now that everyone is going to be hard stripes. We have more than enough academies to accomplish this requirement.
ARNG Div Cdr, MG (R-5)	XX		...the commanders will understand the importance of sending good NCOs to school.
ARNG Div Cdr, MG (R-42)			Our leaders must have training in order to lead the smarter, better educated soldiers that we are getting in the ARNG today.
ARNG Div Cdr, MG (R-43)	XX		This is one way to help us be sure that our NCOs are at least exposed to the proper level of administrative, military and leadership subjects required to allow them to function at the next level.

RESPONDENT	YES	NO	COMMENTS
ARNG Div Cdr, MG (R-74)	XX		... but all soldiers do not have an equal opportunity to attend schooling at the proper time in their career. The requirement must be sufficiently flexible ...
ARCOM Cdr, MG (R-3)	XX		
ARCOM Cdr, MG (R-9)	XX		
ARCOM Cdr, BG (R-10)	XX		...will help the BC to broker the NCO programs.
ARCOM Cdr, MG (R-23)	XX		
ARCOM Cdr, MG (R-25)	XX		... totally agree that NCOES, appropriate to the grade level, should be linked to all promotions.
ARCOM Cdr, MG (R-31)	XX		
ARCOM Cdr, MG (R-36)	XX		
ARCOM Cdr, BG (R-38)	XX		... ensure that qualified individuals are filling senior NCO positions.
ARCOM Cdr, MG (R-44)	XX		NCOES is now a factor in the promotion point worksheet. A more positive step would be to require the successful completion of the appropriate level of NCOES for promotion, without regard for "on the job experience."

RESPONDENT	YES	NO	COMMENTS
ARCOM Cdr, BG (R-50)	XX		... PLDC with promotion to E6 ...
ARCOM Cdr, MG (R-52)	XX		
ARCOM Cdr, MG (R-62)	XX		NCOES course completion is now linked to promotion for the Army Reserve Component personnel. We must insure that soldiers are allowed the opportunity to attend NCOES training and this insurance is more difficult for Reserves than it is for active units.
ARCOM Cdr, MG (R-70)	XX		
Brigade Cdr, MG (R-17)	XX		(Leaders) would need to do a better job in selecting the right soldiers for PLDC if it was mandatory for promotion.
Brigade Cdr, MG (R-69)	XX		Let's insure we can educate sufficient numbers through NCOES to satisfy the requirements of the Army.
(R-20)	XX		This should be done as soon as possible. We should link it to PLDC for Sergeant, BNCOC for Staff Sergeant, and ANCOC for Sergeant First Class.
MACOM CSM (R-18)	XX		However, before this can be made mandatory, the Army must ensure there are enough school seats available for all quality soldiers to fill prior to being eligible for promotion.
MACOM CSM (R-47)	XX		If we are going to promote a soldier, then the soldier has to be trained.
MACOM CSM (R-48)	XX		It should be done immediately with no waivers.
MACOM CSM (R-69)	XX		Let's insure we can educate sufficient numbers through NCOES to satisfy the requirements of the Army.

RESPONDENT	YES	NO	COMMENTS
MACOM CSM (R-72)		XX	Do not link. NCOES attendance can be linked to promotion only when commanders and the system will support such a goal. What should be looked at by promotion boards is whether a soldier/NCO, when selected to attend NCOES, did, in fact, graduate.
Corps CSM (R-12)	XX		Some of our NCOs don't measure up when they are required to perform alongside peers in a school environment. The DA Form 1059 identifies these shortcomings. For this reason, I feel that some of our NCOs attempt to avoid attendance at NCOES courses.
Corps CSM (R-26)	XX		Recommend that the following courses be made a prerequisite for promotion to grades indicated: E4 graduates from PLDC before promotion to E5; E5 graduates from BNCOC/BTC before promotion to E6; E6 gratuates from ANCOC before promotion to E7.
Corps CSM (R-28)	XX		PLDC for promotion to E5, BNCOC/BTC for promotion to E6, and ANCOC for promotion to E7.
Corps CSM (R-56)	XX		We should proceed with caution. We don't always send the best soldier to school. Based on mission requirements, many young commanders send the one they could afford to do without.
Corps CSM (R-67)	XX		I think it's great.
Division CSM (R-1)		XX	If we are going to train the leaders in the Army required to meet the leadership positions, then I concur with linking NCOES course completion with promotion. If we are going to continue training "numbers" then I do not.
Division CSM (R-7)	XX		I agree, providing lack of dollars or quotas does not hold back the NCO from promotion.

RESPONDENT	YES	NO	COMMENTS
Division CSM (R-11)	XX		...an effective way of insuring that the right soldier is trained, and that only the trained are promoted. The link should be rigid.
Division CSM (R-13)	XX		... should have been done years ago.
Division CSM (R-22)	XX		
Division CSM (R-30)	XX		I strongly agree with linking attendance at PLDC with promotion to the grade of E6. I would not recommend linking promotion with attendance at other NCOES courses because of the limited population that has the opportunity to attend these schools.
Division CSM (R-32)	XX		This will require us to send the right man to school.
Division CSM (R-33)	XX		This would be a good incentive, as long as we can get commanders and NCOs to send the right people to school. I have a gut feeling that if we centralized attendance to PLDC/BNCOC at the division level, this program would be very effective.
Division CSM (R-35)	XX		Although this is not yet the official policy, it is a fact of life that candidates for promotion who have completed the appproprìate level of NCOES have an edge on their contemporaries. The chain of command supports this.
Division CSM (R-37)	XX		PLDC for promotion to E5, BNCOC/BTC for promotion to E6, and ANCOC for promotion to E7.

RESPONDENT	YES	NO	COMMENTS
Division CSM (R-46)	XX		If NCOES and promotion were linked, competition would be enhanced and the NCO structure would be more productive and efficient.
Division CSM (R-49)	XX		But it (NCOES) must be used to front load the system and prepare the soldier for the next higher grade. Then it would be an effective discriminator, advancing only those who could meet and/or exceed the standard.
Division CSM (R-51)	XX		If and when we get all of our E5/E6 force trained, I would advocate making PLDC a prerequisite for promotion to E5.
Division CSM (R-57)	XX		Anytime there is a system which permits an individual to progress without meeting certain requirements, it perpetuates an environment of not getting those trained who truly need the limited training we now offer. PLDC should be linked to grade E5, not E6. BNCOC and BTC should be linked to E6, etc.
Division CSM (R-59)	XX		It should never be perceived or accepted as an automatic occurence -- go to school, get promoted. It should, however, be a requirement. Promoting a soldier into a new job without the necessary training is much like requiring him to dig a foxhole without an entrenching tool.
Division Cdr (R-63)	XX		... however, courses must be available on a timely basis to support concept. Additionally, retention could suffer if good soldiers perceive an inability to attend NCOES.
Division CSM (R-68)	XX		We should have been doing this all along.
Post/School CSM (R-34)	XX		It should be in effect now.

RESPONDENT	YES	NO	COMMENTS
Post/School CSM (R-45)	XX		Course attendance can be linked to promotion only for those courses that can train the total number of eligible students.
Post/School CSM (R-53)	XX		I recommend our goals for the future should be to link promotion to grades with attendance at corresponding levels of NCOES as follows: To Sgt: Graduate PLDC To SSG: Graduate BNCOC To SFC: Graduate ANCOC To accomplish this, recommend selection for ANCOC be given to the field.
Post/School CSM (R-65)	XX		Three things should be linked: promotions, retention/reenlistment, and military schooling.
Post/School CSM (R-79)	XX		The only way to go!
Separate Cmd CSM (R-8)	XX		
Separate Cmd CSM (R-27)	XX		... must be linked. ...will make leaders manage their personnel more effectively.
Separate Cmd CSM (R-81)	XX		Absolutely PLDC should be mandatory for promotion to E6! Especially now that everyone is going to be hard stripes. We have more than enough academies to accomplish this requirement.
Support Cmd CSM (R-61)	XX		... if it is possible to allocate slots for all eligible personnel. Too many soldiers find reasons not to attend and are still promoted.
Brigade CSM (R-2)	XX		Senior NCOs/Cdrs would do a better job in selecting the right soldier for PLDC if it was mandatory for promotion.

RESPONDENT	YES	NO	COMMENTS
Brigade CSM (R-64)	XX		
Promotion Board Mbr, BG (R-12)	XX		... should be done formally.
Promotion Board Mbr, SGM (R-29)	XX		The time is right. ...will directly add to the credibility of, and enhance NCOES.
Promotion Board Mbr, CSM (R-39)	XX		I agree with linking completion of PLDC to promotion to SSG. Some time in the future, I would also link attendance at BNCOC to be mandatory for consideration for SFC. Above that level I don't think NCOES should be linked to promotion.
Promotion Board Mbr, COL (R-41)	XX		In those instances where soldiers have not completed the appropriate NCOES course for their current grade, they should not be considered for promotion to the next higher grade.
Promotion Board CSM (R-71)	XX		With elimination of the Specialist rank, we should require completion of PLDC prior to promotion to E6.
Other, LTG (R-80)	XX		Provided that the Army can manage such a linkage, I would support connecting NCOES with the promotion system.
Other, MG (R-83)	XX		I agree with linking NCOES to promotion. We ought to set standards and expect NCOs to meet them prior to promotion. If we link promotion to schooling, then we must be very sure that NCOs have the opportunity to go to school.

SUMMARY DATA FOR QUESTION #8

QUESTION #8. A great deal of discussion has been generated throughout the Army about the value of civilian education in the professional development of the NCOs. What is the value of civilian education to NCO professional development?

SUMMARY OF RESPONSES: Most respondents (80 out of 104) indicated that civilian education has some value in NCO professional development. Most expressed the idea that military education should be the first priority and civilian education the second. Some felt that the civilian requirements, particularly the communication skills, should be integrated into NCOES. There was general caution about how much civilian education the NCO corps really needs beyond the high school level.

RESPONDENT	SOME	NONE	OPEN	COMMENTS
MACOM Cdr	4	2		All respondents agreed that NCOs should have a high school degree or equivalent. Military education should have priority unless civilian education is geared to enhance military skills of NCOs. Civilian education should never serve as ticket-punch for promotion or assignment.
Corps Cdr	4	1		Civilian education should enhance military skills and be a part of NCOES.
Division Cdr	13	4		Majority felt military skills are more important, however, NCOs need additional training in reading, writing and math. Civilian education should not have priority over mission, but NCOs should be given the opportunity to get civilian education on their own time.

QUESTION #8. A great deal of discussion has been generated throughout the Army about the value of civilian education in the professional development of the NCOs. What is the value of civilian education to NCO professional development?

RESPONDENT	SOME	NONE	COMMENTS
MACOM Cdr, GEN (R-4)	XX		We should link promotion at the higher levels with reasonable achievement in civilian education.
MACOM Cdr, LTG (R-18)		XX	Military education should be the first priority unless the civilian education is geared to enhance the military skills of the soldier. In this case, civilian education should be made a part of NCOES.
MACOM Cdr, GEN (R-69)		XX	This form of education must have been obtained prior to active duty. To return a soldier to civilian school while on active duty would not be cost nor time effective.
MACOM Cdr, LTG (R-72)	XX		It stands to reason that an Army of poorly educated soldiers will not be able to accomplish its mission without lockstep supervision. Once you learn something, no matter what it is, you are brighter than before and you have proven to yourself that you have a capacity for learning.
MACOM Cdr, Gen (R-78)	XX		Continuous and prudent pressure to upgrade the civilian shooling levels is a must. A high school education is a must for the NCO of today. I would be careful on how far we go beyond that level. Want fighters, not professors
MACOM Cdr, Gen (R-82)	XX		Civilian education is always helpful. Under no circumstances should civilian education outweigh military training and education. It should never serve as a ticket-punch for promotion and assignments.
LTG, Ret. (R-15)		XX	Not very great (benefit) past high school level. But we must insist on fluency in written and spoken English. The NCO Corps is not the Officer Corps.

RESPONDENT	SOME	NONE	COMMENTS
Corps Cdr, LTG (R-12)	XX		My only concern ... is that (we) must be cautious not to penalize those NCOs who have spent most of their careers with the troops, and therefore don't have much civilian schooling. We must balance assignments versus opportunities. It is not required that all NCOs have a higher (education) degree...
Corps Cdr, LTG (R-26)	XX		NCOs must have a sufficient level of civilian education to properly perform within their career field and grade. Recommend nonwaiverable standards are established as a prerequisite for promotion.
Corps Cdr, LTG (R-28)	XX		NCOs must have sufficient education to cope with problems within their career fields at all assignment levels. Civilian education improvement must come early in the NCO's career. Education requirements must be determined for each career field. These education requirements must be accomplished in conjunction with attendance at military schools and promotion.
Corps Cdr, LTG (R-58)		XX	A high school education is a sufficient foundation upon which to build a successful career as an NCO. The NCOES meets the educational needs of NCOs ...
Corps Cdr, LTG (R-67)	XX		It gives NCOs a broader base, increases their awareness and generates interest in further educational programs. It should not be overstated.
Division Cdr, MG (R-6)	XX		...successful completion of useful civilian courses increases the NCO's potential. Courses designed to improve verbal and written expression and similar skills would be useful.
Division Cdr, MG (R-7)		XX	Society, to include the military, has a tendency to value education for education's sake. Too many of us are educated beyond our intelligence! Performance ability, i.e. performance on the ground, is the final goal.

RESPONDENT	SOME	NONE	COMMENTS
Division Cdr, MG (R-11)	XX		Von Steuben suggested that an NCO who didn't "read and write in a tolerable manner" could not be considered qualified. Nowadays, merely "tolerable" is not good enough.
Division Cdr, MG (R-16)		XX	... little direct value and for that reason should not be given undue emphasis. I would rather have an E8 with 2 years 1SG experience than 4 years of college. We have got to have education programs that support military requirements... .
Division Cdr, MG (R-21)	XX		... must have sufficient education to cope with problems within their career field at all assignment levels. Civilian education improvement must come early in the NCO's career. Education requirements must be determined for each career field.
Division Cdr, MG (R-24)		XX	
Division Cdr, MG (R-30)	XX		Civilian education must be viewed as being intensely important to the noncommissioned officer. Civilian education is not only a key to learning facts and figures, but is the tool used to refine those thought processes and reasoning abilities that are vital to leadership.
Division Cdr, MG (R-35)	XX		The intelligent soldier wants to be led by intelligent leaders. Civilian education is part of professional development. It allows NCOs to grasp the concepts more easily and apply them using different techniques.
Division Cdr, MG (R-46)	XX		... difficult to measure. Civilian education is important to personal development; however, military education must take priority. Benefits are ... a means to improve both oral and written communication skills and a measure of motivation to improve oneself.

RESPONDENT	SOME	NONE	COMMENTS
Division Cdr, MG (R-49)	XX		While this is highly desirable in the development of our NCOs, we must remain sensitive to the job that the NCO is performing. In many instances, mission and training requirements coupled with dedication to the job, preclude our best NCOs from participating in civilian education programs.
Division Cdr, MG (R-51)	XX		Civilian education enhances NCO professional development. I believe all NCOs should possess the basic skills of writing, reading comprehension, and communications skills, and all mid-level and senior NCOs should have the equivalent of an Associates Degree if they are to be successful.
Division Cdr, MG (R-57)	XX		Take a look at the Officer Corps; one can see the value of a civilian education. The more education an individual has means a more professional product. The NCO has been shortcutted by not being permitted to participate in the degree completion program.
Division Cdr, MG (R-59)	XX		Key factors in leadership are the ability to communicate and understand what motivates the soldiers you lead. Civilian education emphasizes communication, both written and oral. Through the study of the humanities comes an understanding of why people are what they are and do.
Division Cdr, MG (R-60)		XX	The U.S. Army must stop making promises about civilian education that we cannot and do not keep for reasons beyond our control. Since we cannot afford all soldiers the opportunity to pursue a degree, we should definitely not make it a discriminator for promotion.

RESPONDENT	SOME	NONE	COMMENTS
Division Cdr, MG (R-63)	XX		Civilian education can be beneficial in teaching analytical and comprehension skills not available in NCOES. However, there is an inherent disadvantage incurred by those NCOs assigned to tactical units versus their contemporaries assigned to staff jobs because time for the former is typically consumed by extended working hours and field duty.
Division Cdr, MG (R-73)	XX		... represents an opportunity to contract out what we do not have the capability to develop ourselves. Further schooling in computational and analytical skills may be best met through the civilian educational system.
Division Cdr, MG (R-77)	XX		NCOs must have sufficient education to cope with problems within their career field at all assignment levels. Civilian education improvement must come early in the NCOs career.
Post/School Cdr, MG (R-34)	XX		The tasks that soldiers must do are, in many cases, more technical and demanding than in the civilian sector. To practice some of the civilian jobs, one must have an education so as to understand the various facets of that job. The same holds true in the Army. A more educated soldier is a better trained soldier and better able to understand the job, the world's political systems, the country in which assigned, and all facets of interpersonal relationships with other soldiers.
Post/School Cdr, LTG (R-45)	XX		Civilian education can be a valuable tool for enhancing NCO professional development; however, the ACES must be linked to NCOES. Civilian education for the NCO should be geared to enhancing his military training and job performance.
Post/School Cdr, MG, (R-53)		XX	First priority must be given to the development of the NCO through the NCOES system. Communicative skills, such as English comprehension, speech, writing, and counseling should be made a formal part of the various levels of NCOES.

RESPONDENT	SOME	NONE	COMMENTS
Post/School Cdr, MG, (R-65)	XX		This is becoming more and more important with the Army.
Post/School Cdr, MG (R-79)	XX		Extremely valuable after he becomes a soldier and NCO. But you cannot learn to be a tanker or cavalryman by taking subcourses. Civilian education can follow.
Army DCG, MG (R-19)	XX		
Support Cmd Cdr, LTG (R-75)	XX		Civilian education should be encouraged and used as a stepping stone for advancement to higher level assignments.
Separate Cmd, MG (R-14)	XX		... leaders should be better educated than their subordinates.
Separate Cmd, MG (R-27)	XX		We must integrate higher civilian education into NCOES because communication by writing and speaking is absolutely essential in our Army. Those blocks of civilian education provided during NCOES must be college accredited courses.
Separate Cmd, MG (R-81)	XX		No argument. Civilian education is very important in the development of the NCOs. Where, when, how do we accomplish this? The plate is full. Most NCOs at battalion or lower simply do not have the time to achieve education.
ARNG Div Cdr, MG (R-5)		XX	Can help, but I do not feel it will help the NCO become more professional in his specified field.
ARNG Div Cdr, MG (R-42)	XX		You do not have to have a formal education to be a manager and leader of soldiers. You must know and understand the soldier and I am not sure you find all about that in a formal school. The civilian education tends to broaden the knowledge base that individuals possess. Then they can better communicate and relate to their soldiers.

RESPONDENT	SOME	NONE	COMMENTS
ARNG Div Cdr, MG (R-43)	XX		This point cannot be strongly enough endorsed. Requiring senior NCOs to have an Associates Degree is not unrealistic. An educated NCO Corps would be better mentally equipped to take charge and once again be the backbone of the Army.
ARNG Div Cdr, MG (R-74)	XX		... very valuable in terms of knowledge and self-confidence. We must be careful to consider the inequities of opportunity to attend civilian schooling.
ARCOM Cdr, MG (R-3)			No comment
ARCOM Cdr, MG (R-9)			For the most part in RC units, the issue has not arisen. RC soldiers often receive civilian education as part of their primary occupation.
ARCOM Cdr, BG (R-10)	XX		...bring better oral and written communication skills to our NCOs. At a time in the future, all top three grades should be required to possess at least 2 years of college.
ARCOM Cdr, MG (R-23)	XX		Any education is good. ... most soldiers will not or can not take the time to complete more civilian education.
ARCOM Cdr, MG (R-25)	XX		Any education is valuable; the more education our NCOs have, the more effective they are.
ARCOM Cdr, MG (R-31)	XX		In the lower ranks, I don't think it impacts as much. However, education is never wasted and will always be an asset to the individual NCO.
ARCOM Cdr, MG (R-36)	XX		Communicatory and literacy aspects are important.

RESPONDENT	SOME	NONE	COMMENTS
ARCOM Cdr, BG (R-38)	XX		Well rounded civilian education gives the NCO a more diversified background.
ARCOM Cdr, MG (R-44)	XX		Participation in post high school or university studies is an indication that the soldier cares about self-improvement and personal development.
ARCOM Cdr, BG (R-50)		XX	Often, dedicated NCOs are working full time at a civilian job and working almost nightly to insure that a unit conforms to the One Army standard. There is little available time for such NCOs to pursue higher levels of education. This opportunity may be more beneficial to the AC.
ARCOM Cdr, MG (R-52)	XX		Any form of education will obviously produce a better product, if coupled with common sense approaches to the task at hand.
ARCOM Cdr, MG (R-62)	XX		NCOs who have accomplished much within the military education system frequently have also accomplished much on the civilian side. This is particularly evident in the RC.
ARCOM Cdr, MG (R-70)	XX		The skills that civilian education has and continues to bring to the Army are and have been invaluable.
Brigade Cdr, MG (R-17)	XX		Soldiers should be able to read and comprehend at 10th grade level. Civilian education should be required if a soldier falls below this level.
Brigade Cdr, MG (R-69)		XX	This form of education must have been obtained prior to active duty. To return a soldier to civilian school while on active duty would not be cost nor time effective.

RESPONDENT	SOME	NONE	COMMENTS
(R-20)		XX	We must never sacrifice military education over civilian education. Civilian education should be stressed to soldiers, but at the same time the Army cannot fund it, or allow the time for soldiers to attend. We should include some continuing education programs into each of our NCO courses which would provide the Army with a better educated soldier and leader.
MACOM CSM (R-18)		XX	Military education should be the first priority unless the civilian education is geared to enhance the military skills of the soldier. In this case, civilian education should be made a part of NCOES.
MACOM CSM (R-47)		XX	None for military traits. At the NCO level, we need leaders, not managers.
MACOM CSM (R-48)	XX		Civilian education is always helpful. Under no circumstances should civilian education outweigh military training and education. It should never serve as a ticket-punch for promotion and assignments.
MACOM CSM (R-69)		XX	This form of education must have been obtained prior to active duty. To return a soldier to civilian school while on active duty would not be cost nor time effective.
MACOM CSM (R-72)	XX		It stands to reason that an Army of poorly educated soldiers will not be able to accomplish its mission without lockstep supervision. Once you learn something, no matter what it is, you are brighter than before and you have proven to yourself that you have a capacity for learning.
Corps CSM (R-12)	XX		My only concern is that (we) must be cautious not to penalize those NCOs who have spent most of their careers with the troops, and therefore don't have much civilian schooling. We must balance assignments versus opportunities. It is not required that all NCOs have a higher degree.

RESPONDENT	SOME	NONE	COMMENTS
Corps CSM (R-26)	XX		NCOs must have a sufficient level of civilian education to properly perform within their career field and grade. Recommend nonwaiverable standards be established as a prerequisite for promotion.
Corps CSM (R-28)	XX		NCOs must have sufficient education to cope with problems within their career field at all assignment levels. Civilian education improvement must come early in the NCO's career. Education requirements must be determined for each career field. These education requirements must be accomplished in conjunction with attendance at military schools and promotion.
Corps CSM (R-56)	XX		An educated NCO is much more capable of dealing with the spectrum of responsibilities placed on him in today's Army. Those who talk down education, in many cases, are the ones without.
Corps Cdr (R-67)	XX		It gives NCOs a broader base, increases their awareness and generates interest in further educational programs. It should not be overstated.
Division CSM (R-1)		XX	
Division CSM (R-7)		XX	Society, to include the military, has a tendency to value education for education's sake. Too many of us are educated beyond our intelligence! Performance ability, ie, performance on the ground, is the final goal.
Division CSM (R-11)	XX		Von Steuben suggested that an NCO who didn't "read and write in a tolerable manner" could not be considered qualified. Nowadays, merely "tolerable" is not good enough.
Division CSM (R-13)	XX		Civilian education is a must for the NCO as we progress into the late 80s and 90s. The administrative, reading and writing load on the NCOs will increase.

RESPONDENT	SOME	NONE	COMMENTS
Division CSM (R-22)	XX		NCOs must have sufficient education to cope with problems within their career field at all assignment levels. Civilian education improvement must come early in the NCO's career.
Division CSM (R-30)	XX		Civilian education must be viewed as being intensely important to the noncommissioned officer. Civilian education is not only a key to learning facts and figures, but is the tool used to refine those thought processes and reasoning abilities that are vital to leadership.
Division CSM (R-32)	XX		Civilian education should be available to selected NCOs on a competitive or incentive basis. We need to recognize that civilian education is not necessary to be a good NCO and that we can't afford to send all our NCOs off to college. We should not require NCOs to have civilian education above the high school level. We should not support civilian education for NCOs if it is not related to the individual's career development needs.
Division CSM (R-33)	XX		The value of education increases when the NCO increases in rank and responsibility. The importance of education has been placed on first term soldiers. These soldiers benefit by the education received when they leave the military. The military only benefits from the soldiers that reenlist. Why not let education be a 2d term motivator?
Division CSM (R-35)	XX		The intelligent soldier wants to be led by intelligent leaders. Civilian education is part of professional development. It allows NCOs to grasp the concepts more easily and apply them using different techniques.

RESPONDENT	SOME	NONE	COMMENTS
Division CSM (R-37)	XX		NCOs must have sufficient education to cope with problems within their career field at all assignment levels. Civilian education improvement must come early in the NCO's career. Education requirements must be determined for each career field. These education requirements must be accomplished in conjunction with attendance at military schools and promotion.
Division CSM (R-46)	XX		... difficult to measure. Civilian education is important to personal development; however, military education must take priority. Benefits are ... a means to improve both oral and written communication skills and a measure of motivation to improve oneself.
Division CSM (R-49)	XX		While this is highly desirable in the development of our NCOs, we must remain sensitive to the job that the NCO is performing. In many instances, mission and training requirements coupled with dedication to the job, preclude our best NCOs from participating in civilian education programs.
Division CSM (R-51)	XX		Civilian education enhances NCO professional development. I believe all NCOs should possess the basic skills of writing, reading comprehension, and communications skills, and all mid-level and senior NCOs should have the equivalent of an Associates Degree if they are to be successful.
Division CSM (R-57)	XX		Take a look at the Officer Corps; one can see the value of a civilian education. The more education an individual has means a more professional product. The NCO has been shortcutted by not being permitted to participate in the degree completion program.
Division CSM (R-59)	XX		Key factors in leadership are the ability to communicate and understand what motivates the soldiers you lead. Civilian education emphasizes communication, both written and oral. Through the study of the humanities comes an understanding of why people are what they are and do.

RESPONDENT	SOME	NONE	COMMENTS
Division CSM (R-63)	XX		Civilian education can be beneficial in teaching analytical and comprehension skills not available in NCOES. However, there is an inherent disadvantage incurred by those NCOs assigned to tactical units versus their contemporaries assigned to staff jobs because time for the former is typically consumed by extended working hours and field duty.
Division CSM (R-68)		XX	I'm not sure civilian education has much value as far as being a professional soldier. It is definitely an indication of his potential.
Post/School CSM (R-34)	XX		The tasks that soldiers must do are, in many cases, more technical and demanding than in the civilian sector. To practice some of the civilian jobs, one must have an education so as to understand the various facets of that job. The same holds true in the Army. A more educated soldier is a better trained soldier and better able to understand the job, the world's political systems, the country in which assigned, and all facets of interpersonal relationships with other soldiers.
Post/School CSM (R-45)	XX		Civilian education can be a valuable tool for enhancing NCO professional development; however, the ACES must be linked to NCOES. Civilian education for the NCO should be geared to enhancing his military training and job performance.
Post/School CSM (R-53)		XX	First priority must be given to the development of the NCO through the NCOES system. Communicative skills, such as English comprehension, speech, writing, and counseling should be made a formal part of the various levels of NCOES...
Post/School CSM (R-65)	XX		This is becoming more and more important with the Army.

RESPONDENT	SOME	NONE	COMMENTS
Post/School CSM (R-79)	XX		Extremely valuable after he becomes a soldier and NCO. But you cannot learn to be a tanker or cavalryman by taking subcourses. Civilian education can follow.
Separate Cmd CSM (R-8)	XX		...leaders should be better educated than their subordinates.
Separate Cmd CSM (R-27)	XX		We must integrate higher civilian education into NCOES because communication by writing and speaking is absolutely essential in our Army. Those blocks of civilian education provided during NCOES must be college accredited courses.
Separate Cmd CSM (R-81)	XX		No argument. Civilian education is very important in the development of the NCOs. Where, when, how do we accomplish this? The plate is full. Most NCOs at battalion or lower, simply do not have the time to achieve education.
Support Cmd CSM (R-61)	XX		Civilian education plays a great part in professional development of NCOs. However, some people have gotten carried away with it to the extent that their jobs suffer. At the NCO level, we need leaders, not managers.
Brigade CSM (R-2)	XX		Soldiers should be able to read and comprehend at the 10th grade level.
Brigade CSM (R-64)	XX		Education is great but harder to come by for some soldiers. NCOs must be as smart or smarter than the soldiers they are leading.
Promotion Board Mbr, BG (R-12)	XX		... improves communication skills.

RESPONDENT	SOME	NONE	COMMENTS
Promotion Board Mbr, SGM (R-29)			Civilian education has enhanced the NCO Corps without a doubt. However, not all branches feel civilian education is that important. Comments such as "he was more concerned with getting a civilian education than he was with taking care of troops" were common place in some panels. If this is to be the perception, then its value is not applied equally as it was intended to be.
Promotion Board Mbr, CSM (R-39)	XX		We don't do enough for the NCO in terms of developing his total potential. We work hard at developing his technical and leadership skills, but not nearly enough in making him the "whole NCO." That's where civilian education comes in. We need to reinstitute a system which allows NCOs to use their GI bill or VEAP entitlements to "bootstrap" in MOS-related areas for 9-15 months to get an associate degree or higher. There would have to be a 3-4 year lock-in after completion.
Promotion Board Mbr, COL (R-41)	XX		A solid background of military education and leadership training is more important than advanced civilian education in the professional development of NCOs from E5 to E7. Additional civilian education does assist soldiers in grasping the theories presented in senior leadership instruction, however. Advanced civilian education will normally enable soldiers to make better evaluations of issues involving national interests.
Promotion Board Mbr, CSM (R-71)	XX		Civilian education is the foundation of military education and should be required until we achieve a desirable blend of military and civilian education.

RESPONDENT	SOME	NONE	COMMENTS
Other, LTG (R-80)	XX		While there is great value in acquiring increased levels of civilian education, it is not a panacea for insuring high quality NCOs. There is no doubt that a senior NCO is more effective as a counselor and leader if he has a broad perspective of the issues of the day and has learned to cope with these issues through a solid academic background.
Other, MG (R-83)		XX	We have overdone it in this area. I have far more interest in my NCOs concentrating on their leadership and technical military competence than I have in their pursuing civilian education. I have always said that a lousy officer with a masters degree is still a lousy officer. The same applies to an NCO.

SUMMARY DATA FOR QUESTION #9

QUESTION #9: The EPMS is a significant influence in the professional development of noncommissioned officers. Do you believe our current promotion, assignment, retention and classification systems meet the demands of the Army? If not, why not?

SUMMARY OF RESPONSES: A slight majority (63 out of 104) indicated that EPMS is meeting the demands of the Army, and most of those had some reservations. Reclassifications, imbalanced MOSs and their impact on promotions, and problems in the assignments system are the key sources of dissatisfaction.

RESPONDENT	YES	NO	OPEN	COMMENTS
MACOM Cdr	6			All said EPMS is meeting the needs of the Army; however, there are some problems. Their concerns focus on the centralized promotion system and the reclassification system. Promotions need to be decentralized and trust placed in commanders. The reclassification system does not meet the needs of the Army and takes too much time to accomplish.
Corps Cdr	1	4		Majority felt EPMS is not meeting the demands of the Army. Concerns were the same as those of the MACOM commanders.
Division Cdr	12	5		Majority felt EPMS is adequate but needs some adjustments. A need exists to find ways to promote the best young NCOs. High cutoff scores in certain MOSs are forcing good soldiers out of the Army. The other adjustment is a better method of tracking assignments of NCOs to insure they are properly rotated between TOE and TDA units.

QUESTION #9: The EPMS is a significant influence in the professional development of noncommissioned officers. Do you believe our current promotion, assignment, retention and classification systems meet the demands of the Army? If not, why not?

RESPONDENT	YES	NO	COMMENTS
MACOM Cdr, Gen (R-4)	XX		We still must address the personnel system need of revision if we are to achieve the concept of cohort and regimental system.
MACOM Cdr, LTG (R-18)	XX		Selected personnel should be allowed to remain on active duty more liberally, especially in the high technical and critical shortage fields.
MACOM Cdr, Gen (R-69)	XX		However, I feel a shortfall lies in utilization.
MACOM Cdr, LTG (R-72)	XX		... but a concerted effort to properly align our MOS structure would be beneficial. Too many highly deserving soldiers are deprived of promotion becasue of high MOS cutoff scores. The new promotion points worksheet have not helped.
MACOM Cdr, Gen (R-78)	XX		In the main, caution against our continued move to centralize the personnel system. Milpercen continues to demonstrate, despite automation, that they do not have the capability of managing to the specificity they talk about
MACOM Cdr, Gen (R-82)	XX		The current reclassification system does not meet the needs of Army. It is too complicated, it takes too much time to accomplish, and the reclassification proponency training is not focused at all skill levels.
LTG, Ret. (R-15)		XX	We are too centralized in EPMS. Select field commanders carefully and then trust them.
Corps Cdr, LTG (R-12)		XX	With the aggressive war on the military budget and retirement systems that is currently taking place, I feel we should plan now for extended military careers and consider the impact of these longer careers on promotions and assignments to prevent stagnation. Some of our NCOs have been promoted much too quickly ... .

RESPONDENT	YES	NO	COMMENTS
Corps Cdr, LTG (R-26)		XX	Due to too many slow progressing MOS, deserving, outstanding soldiers are leaving the service because advancement is too slow. Prerequisites for retention must be alined with prerequisites for promotion and school attendance. Reclassification procedures ... have never produced the quality NCO needed to do the job in the field.
Corps Cdr, LTG (R-28)		XX	a. Outstanding young men are leaving the Army because of promotion. System is not putting proper grade soldiers on the ground. b. Far too many NCOs are improperly assigned. DA assignments of senior NCOs does not balance leader and technical experience. c. (Classification system is) a totally ineffective numbers game that does not solve the problem. Seventy-five percent of soldiers in grades E6-E9, reclassified into a new PMOS never perform satisfactorily in their new PMOS. Soldiers should not be permitted to change their PMOS after their first reenlistment or attendance at BNOC. They must be locked into their PMOS.
Corps Cdr, LTG (R-58)	XX		... exception is the reclassification program, which takes too long and places NCOs in new career fields with little formal training.
Corps Cdr, LTG (R-67)		XX	Need to return to Co/Bn level some promotional authority, ie, "blood stripe" for SGT at Co.; SSG at Bn. NCOs are the executors of battle plans and need to be responsibe to the commander on the scene. We have gone too far in taking responsibility for personnel actions from leaders and thus permitting, even encouraging, soldiers to serve in non-TOE positions.
Division Cdr, MG (R-6)	XX		...driving factor...must be to first meet the needs of the Army.
Division Cdr, MG (R-7)	XX		... but it will continue to need fine-tuning to keep pace with the Army -- just as we're doing now.

RESPONDENT	YES	NO	COMMENTS
Division Cdr, MG (R-11)		XX	I do have problems with the retention system, in that we cannot seem to decide what our policy is going to be. We should not have retention rules that bend in every breeze.
Division Cdr, MG (R-16)	XX		
Division Cdr, MG (R-21)		XX	a. Outstanding young men are leaving the Army because of promotion. System is not putting proper grade soldiers on the ground. b. Far too many NCOs are improperly assigned. DA assignments of senior NCOs does not balance leader and technical experience. c. (Classification system is) a totally ineffective numbers game that does not solve the problem. Seventy-five percent of soldiers in grades E6-E9, reclassified into a new PMOS never perform satisfactorily in their new PMOS. Soldiers should not be permitted to change their PMOS after their first reenlistment or attendance at BNOC. They must be locked into their PMOS.
Division Cdr, MG (R-24)	XX		Best we have had in over 30 years.
Division Cdr, MG (R-30)	XX		High cutoff scores keep outstanding soldiers from being promoted for years, forcing them to change from a job they both like and do very well, to a job they don't like and don't do very well in order to be promoted. Soldiers are still able to reenlist or be promoted even though they have not demonstrated proficiency in their MOS.
Division Cdr, MG (R-35)	XX		... but can be improved by tracking more closely assignments to TO&E/TDA units. Soldiers should alternate in and out of these two very different types of units for experience in both.

RESPONDENT	YES	NO	COMMENTS
Division Cdr, MG (R-46)	XX		... effective system ... . Concerns are: (1) OCONUS Senior NCOs may not receive their stateside assignment until they are within 30 days of DEROS. (2) A Senior NCO's MOS is reported as balanced or overage but are critically short within a corps or theater. (3) Enlisted promotions need to be more closely regulated so that the Army can promote on a monthly basis without extreme changes in MOS cutoff scores.
Division Cdr, MG (R-49)		XX	For all their combined effect, they cause a tremendous waste of all resources available including time, money, and manpower. Our systems are outdated, self generating and ineffective, and all this can be poignantly demonstrated by analyzing one fact, to wit: Any organization which has 10 to 14 percent of its personnel moving at any one time can never achieve rudimentary efficiency.
Division Cdr, MG (R-51)	XX		We don't need to fix it for it isn't broken.
Division Cdr, MG (R-57)	XX		... except in classification. When a soldier is classified or reclassified, he/she should be given formal training before performing duties in their assigned MOS.
Division Cdr, MG (R-59)	XX		There is still progress to be made. There are still soldiers being considered by the DA boards who have spent too much time as a drill sergeant or on ROTC. Our most qualified combat arms E6/7s are being taken out of our FORSCOM units to support the TRADOC mission.
Division Cdr, MG (R-60)	XX		EPMS is beginning to take. I think we must let the system work a little longer before we pass final judgment.
Division Cdr, MG (R-63)		XX	Well qualified junior soldiers are choosing to leave the Army because they are frustrated by seemingly slow promotions -- especially in the support CMFs. Yet, commanders are forced to fill some positions with soldiers one or two grades below the authorized grade, or worse, assign soldiers outside of their PMOS. Secondly, many middle-grade NCOs have been reclassified into a new MOS with little or no formal training.

RESPONDENT	YES	NO	COMMENTS
Division Cdr, MG (R-73)	XX		... does not really tie the promotion, assignment retention, and classification areas into one interrelated system.
Division Cdr, MG (R-77)		XX	a. A large percentage of positions are filled with individuals one to two grades below the authorized grade for the position. b. Far too many NCOs are improperly assigned. DA assignments of senior NCOs does not balance leader and technical experience. c. NCOs reclassified into a new PMOS never perform satisfactorily in their new PMOS. Most soldiers reclassified from non-combat areas PLOS to combat areas PMOS continue to work in their original PMOS. Soldiers should not be permitted to change their PMOS after their first reenlistment or attendance at BNOC.
Post/School Cdr, MG (R-34)	XX		There are occasional problems in meeting certain MOS skill level needs. I am certain the technoloby exists that could help forecast the needs better.
Post/School Cdr, LTG (R-45)	XX		Although these systems are not perfect, they do meet the needs of the Army.
Post/School Cdr, MG (R-53)	XX		... needs fine-tuning. Requirements for promotion and retention need to be brought together. Assignments outside the mainstream of the Army need close management to preclude back to back or repetitive assignments in such jobs at the degradation of the soldier's ability to perform in his PMOS. The constant changes of the EPMS has demoralizing effects on the force -- identify the standard and stick to it.
Post/School Cdr, MG (R-65)	XX		But management of such a large force from the top will never be as effective as a more refined and delegated decentralized system at a lower echelon of command.
Post/School Cdr, MG (R-79)	XX		Very difficult question!...if you don't watch closely the personnel system will do what it wants to do. ASI has become about worthless, retention fails to identify quality. Classification and reclassification is becoming better because of the training program. Promotions, don't screw with it!

RESPONDENT	YES	NO	COMMENTS
Army DCG, MG (R-19)		XX	We have so centralized our personnel systems and so tied them to automation that the hands of commanders in the field are tied. ... too many impersonal decisions made a DA that could be better made in the field with a personal touch.
Support Cmd Cdr, LTG (R-75)		XX	Selection rates of 5-10% do nothing to encourage NCOs to remain. The best ones depart early and the "also rans" remain. Too many changes are being made on assignments.
Separate Cmd, MG (R-14)	XX		... room for improvement. A system for career progression for CSM needs to be developed with commensurate remuneration at each level.
Separate Cmd, MG (R-27)	XX		... in most cases, but there are too many soldiers working in nonexistent positions or out of their MOS. ... we must link NCOES and SQT to promotions.
Separate Cmd, MG (R-81)			No comment.
ARNG Div Cdr, MG (R-5)			Different procedures. Cannot answer.
ARNG Div Cdr, MG (R-42)	XX		The system is theoretically sound. The problems are units are faced with applying the EPMS system to antiquated MTOEs. If a soldier wants to progress, he is often faced with changing units and career fields to do so.
ARNG Div Cdr, MG (R-43)	XX		
ARNG Div Cdr, MG (R-74)	XX		Considerable disagreement among the advisor NCOs concerning this issue. Most feel the system is OK. Some feel that the important decisions concerning NCO promotion and assignment are being made by high level HQ without sufficient input from the NCO support channels.
ARCOM Cdr, MG (R-3)			Many soldiers must change MOS in RC if they stay with this program. This concept must be understood with a centralized system.

RESPONDENT	YES	NO	COMMENTS
ARCOM Cdr, MG (R-9)		XX	...not for Reserve soldiers. USAR soldiers are simply "limited geographically." The Active Army system must be flexible to address the civilian role of RC soldiers.
ARCOM Cdr, BG (R-10)			No impact on RC at this time.
ARCOM Cdr, MG (R-23)	XX		
ARCOM Cdr, MG (R-25)		XX	I feel the AC is adequate. The RC needs to find more ways to broaden NCO exposure to problems and solutions by moving them through several units instead of going from PV1 to SGM in the same unit. ...more RC soldiers should be selected for the Sergeants Major Academy.
ARCOM Cdr, MG (R-31)			No Comment
ARCOM Cdr, MG (R-36)		XX	It does not meet the needs of the RC. There is not an assignment system for the CSM tenure program.
ARCOM Cdr, BG (R-38)		XX	Promotion system should be brought in line with the system used for AC personnel. This would eliminate the "Good Old Boy" policy that exists in some units.
ARCOM Cdr, MG (R-44)	XX		Current regulations provide the framework for an EPMS.
ARCOM Cdr, BG (R-50)		XX	EPMS is more applicable to the AC. NCOs within the RC tend to remain in the same location for most of their career. They manage their own career ...
ARCOM Cdr, MG (R-52)		XX	Geographic considerations limit the program for application within the USAR.

RESPONDENT	YES	NO	COMMENTS
ARCOM Cdr, MG (R-62)	XX		Problems include the frequent inability to recognize a soldier's potential because of a lack of positions vaailable for promotion/advancement. Also frequent TDA/TOE organization and mission changes create havoc for the RC.
ARCOM Cdr, MG (R-70)	XX		
Brigade Cdr, BG (R-17)	XX		... however, in my view promotions should be linked to NCOES.
Brigade Cdr, MG (R-69)	XX		However, I feel a shortfall lies in utilization.
(R-20)		XX	We cannot now assign the right people to the right jobs down to unit level where it is most important. We cannot promote to Sergeant and Staff Sergeant because of high cut-off scores. We need to quit accessing more people than we need into our Army. We are also retaining more soldiers in overage MOS than we need.
MACOM CSM (R-18)	XX		Selected personnel should be allowed to remain on active duty more liberally, especially in the high technical and critical shortage fields.
MACOM CSM (R-47)	XX		Classification procedures by and large have never produced the quality NCO needed to do the job in a unit. NCOES is not set up to support reclassified NCOs.
MACOM CSM (R-48)	XX		The current reclassification system does not meet the needs of the Army. It is too complicated, it takes too much time to accomplish, and the reclassification proponency training is not focused at all skill levels.
MACOM CSM (R-69)	XX		However, I feel a shortfall lies in utilization.
MACOM CSM (R-72)	XX		... but a concerted effort to properly align our MOS structure would be beneficial. Too many highly deserving soldiers are deprived of promotion becasue of high MOS cutoff scores. The new promotion points worksheet have not helped.

RESPONDENT	YES	NO	COMMENTS
Corps CSM (R-12)		XX	With the aggressive war on the military budget and retirement systems that is currently taking place, I feel we should plan now for extended military careers and consider the impact of these longer careers on promotions and assignments to prevent stagnation. Some of our NCOs have been promoted much too quickly ... .
Corps CSM (R-26)		XX	Due to too many slow progressing MOS, deserving, outstanding soldiers are leaving the service because advancement is too slow. Prerequisites for retention must be alined with prerequisites for promotion and school attendence. Reclassification procedures ... have never produced the quality NCO needed to do the job in the field.
Corps CSM (R-28)		XX	a. Outstanding young men are leaving the Army because of promotion. System is not putting proper grade soldiers on the ground. b. Far too many NCOs are improperly assigned. DA assignments of senior NCOs does not balance leader and technical experience. c. (Classification system is) a totally ineffective numbers game that does not solve the problem. Seventy-five percent of soldiers in grades E6-E9, reclassified into a new PMOS never perform satisfactorily in their new PMOS. Soldiers should not be permitted to change their PMOS after their first reenlistment or attendance at BNOC. They must be locked into their PMOS.
Corps CSM (R-56)	XX		... to a degree. Difficulties experienced in aligning our force. There are still problems in averages, cutoff scores. Let's clean up what we have and make it serve the needs of the soldiers.

RESPONDENT	YES	NO	COMMENTS
Corps CSM (R-67)		XX	Need to return to Co/Bn level some promotional authority, ie, "blood stripe" for SGT at Co.; SSG at Bn. NCOs are the executors of battle plans and need to be responsibe to the commander on the scene. We have gone too far in taking responsibility for personnel actions from leaders and thus permitting, even encouraging, soldiers to serve in non-TOE positions.
Division CSM (R-1)	XX		Best we have had in over 30 years.
Division CSM (R-7)	XX		... but it will continue to need fine-tuning to keep pace with the Army -- just as we're doing now.
Division CSM (R-11)		XX	I do have problems with the retention system, in that we cannot seem to decide what our policy is going to be. We should not have retention rules that bend in every breeze.
Division CSM (R-13)		XX	At the present time, we can promote a soldier who is not eligible for retention or we can retain a soldier who is not eligible for promotion. We have to change this.
Division CSM (R-22)		XX	a. A large percentage of positions are filled with individuals one to two grades below the authorized grade for the position. b. Far too many NCOs are improperly assigned. DA assignments of senior NCOs does not balance leader and technical experience. c. NCOs reclassified into a new PMOS never perform satisfactorily in their new PMOS. Most soldiers reclassified from non-combat areas PLOS to combat areas PMOS continue to work in their original PMOS. Soldiers should not be permitted to change their PMOS after their first reenlistment or attendance at BNOC.

RESPONDENT	YES	NO	COMMENTS
Division CSM (R-30)	XX		High cutoff scores keep outstanding soldiers from being promoted for years, forcing them to change from a job they both like and do very well, to a job they don't like and don't do very well in order to be promoted. Soldiers are still able to reenlist or be promoted even though they have not demonstrated proficiency in their MOS.
Division CSM (R-32)	XX		Overall. We have had some serious problems with reclassification at E6/E7 grades. We seem to have corrected NCO shortages by accelerated promotions and reclassification. This is not the answer. Training and experience are what we need.
Division CSM (R-33)	XX		
Division CSM (R-35)	XX		... but can be improved by tracking more closely assignments to TO&E/TDA units. Soldiers should alternate in and out of these two very different types of units for experience in both.
Division CSM (R-37)		XX	a. A large percentage of positions are filled with individuals one to two grades below the authorized grade for the position. b. Far too many NCOs are improperly assigned. DA assignments of senior NCOs does not balance leader and technical experience. c. NCOs reclassified into a new PMOS never perform satisfactorily in their new PMOS. Most soldiers reclassified from non-combat areas PLOS to combat areas PMOS continue to work in their original PMOS. Soldiers should not be permitted to change their PMOS after their first reenlistment or attendance at BNOC.

RESPONDENT	YES	NO	COMMENTS
Division CSM (R-46)	XX		. . effective system ... . Concerns are: (1) OCONUS Senior NCOs may not receive their stateside assignment until they are within 30 days of DEROS. (2) A Senior NCO's MOS is reported as balanced or overage but are critically short within a corps or theater. (3) Ealisted promotions need to be more closely regulated so that the Army can promote on a monthly basis without extreme changes in MOS cutoff scores.
Division CSM (R-49)		XX	For all their combined effect, they cause a tremendous waste of all resources available including time, money, and manpower. Our systems are outdated, self generating and ineffective, and all this can be poignantly demonstrated by analyzing one fact, to wit: Any organization which has 10 to 14 percent of its personnel moving at any one time can never achieve rudimentary efficiency.
Division CSM (R-51)	XX		We don't need to fix it for it isn't broken.
Division CSM (R-57)	XX		... except in classification. When a soldier is classified or reclassified, he/she should be given formal training before performing duties in their assigned MOS.
Division CSM (R-59)	XX		There is still progress to be made. There are still soldiers being considered by the DA boards who have spent too much time as a drill sergeant or on ROTC. Our most qualified combat arms E6/7s are being taken out of our FORSCOM units to support the TRADOC mission.
Division CSM (R-63)		XX	Well qualified junior soldiers are choosing to leave the Army because they are frustrated by seemingly slow promotions -- especially in the support CMFs. Yet, commanders are forced to fill some positions with soldiers one or two grades below the authorized grade, or worse, assign soldiers outside of their PMOS. Secondly, many middle-grade NCOs have been reclassified into a new MOS with little or no formal training.

RESPONDENT	YES	NO	COMMENTS
Division CSM (R-68)	XX		... the best we've ever had and is improving.
Post/School CSM (R-34)	XX		There are occasional problems in meeting certain MOS skill level needs. I am certain the technoloby exists that could help forecast the needs better.
Post/School CSM (R-45)	XX		Although these systems are not perfect, they do meet the needs of the Army.
Post/School CSM (R-53)	XX		... needs fine-tuning. Requirements for promotion and retention need to be brought together. Assignments outside the mainstream of the Army need close management to preclude back to back or repetitive assignments in such jobs at the degradation of the soldier's ability to perform in his PMOS. The constant changes of the EPMS has demoralizing effects on the force -- identify the standard and stick to it.
Post/School CSM (R-79)	XX		Very difficult question!...if you don't watch closely the personnel system will do what it wants to do. ASI has become about worthless, retention fails to identify quality. Classification and reclassification is becoming better because of the training program. Promotions, don't screw with it!
Post/School CSM (R-65)	XX		But management of such a large force from the top will never be as effective as a more refined and delegated decentralized system at a lower echelon of command.
Separate Cmd CSM (R-8)	XX		We need to cut down on diversions. A system for career progression for CSM needs to be developed with commensurate renumeration of each level.
Separate Cmd CSM (R-27)	XX		... in most cases, but there are too many soldiers working in nonexistent positions or out of their MOS. ... we must link NCOES and SQT to promotions.
Separate Cmd CSM (R-81)			No comment.

RESPONDENT	YES	NO	COMMENTS
Support Cmd CSM (R-61)		XX	Too many assignments are changed. Promotions in some areas are too tight. Seclection rates of 5 to 8 percent run good people out the the "dead wood" stay. After years in an MOS people don't want to start over. Something needs to be done to correct this.
Brigade CSM (R-2)		XX	MCOES should be tied to promotions.
Brigade CSM (R-64)	XX		
Promotion Board Mbr, BG (R-12)			No comment
Promotion Board Mbr, SGM (R-29)		XX	We must integrate MCOES as a criteria for promotion. Retention in the Army has too much emphasis on potential for leadership versus technical ability. Not all good quality soldiers will become leaders.
Promotion Board Mbr, CSM (R-39)		XX	Shortening the time required to be eligible for promotion to SSG is a mistake. In my mind, 5-7 years is an appropriate time to make SSG. Inequities in the promotion system because of high cut off scores for overstrength MOS are a definite retention problem.
Promotion Board Mbr, Col (R-41)			No Comment
Promotion Board Mbr, CSM (R-71)	XX		
Other, LTG (R-80)	XX		While EPMS needs continuous development and refinement enabled by increased computerization, the concept is right and should be retained.
Other, MG (R-83)	XX		I guess my answer would be yes. The system needs some fine tuning, but I leave that to personnel experts.

SUMMARY DATA FOR QUESTION #10

QUESTION #10. If you were the Director of the NCO Study, what is the single most important change you would recommend to improve professional development of our NCOs?

RESPONDENT	COMMENTS

QUESTION #10. If you were the Director of the NCO Study, what is the single most important change you would recommend to improve professional development of our NCOs?

RESPONDENT	COMMENTS
MACOM Cdr, GEN (R-4)	Make NCOES mandatory. Correlate selection with SEER system. NCOs with good SEER should be forced to attend.
MACOM Cdr, LTG (R-18)	Ensure NCOs are placed in positions of responsibility ... and hold them responsible for their performance and actions. Care for enlisted careers the same as we care for officers' careers. Other thoughts: a. The inflation of the EER system renders the value of the reports almost meaningless. b. Recommend changes affecting enlisted personnel be disseminated to the field for comments, evaluations, and recommendations by field senior NCOs. c. Examine all leadership POIs to ensure the courses prove to the students that they do have the courage and intelligence to be effective leaders. d. Individual training in support elements should be reviewed and, if appropriate, more stringent controls applied. e. HQDA should ensure that capper MOSs are awarded only in cases where individuals have been properly trained for the MOS.
MACOM Cdr, GEN (R-69)	Clearly link NCOES and promotion.
MACOM Cdr, LTG (R-72)	... the current NCODP regulation has some holes that should be plugged to make it more effective. ... absolute need for commanders to underwrite the program. The dynamo has got to be the CSM/1SG, but the spark that sets everything in motion is the concerned, caring and totally supportive commander who is as dedicated to his NCOs at to his officers.
MACOM Cdr, GEN (R-78)	Let the Army continue to focus on standards and ensure that each NCO is responsible for his/her own professional development. We must be able to send the NCO to school when it is time, and the commander must be able to pick up the slack with qualified replacements arriving on time. MILPERCEN cannot handle this issue alone and must be prepared to work with the MACOMs.

RESPONDENT	COMMENTS
MACOM Cdr, Gen (R-82)	Link promotion to NCOES and commander involvement in the unit NCODP.
LTG, Ret. (R-15)	De-link SQT (ITEP) and promotion.
Corps Cdr, LTG (R-12)	Increase NCO responsibility by providing more command positions for senior NCOs and more units in which the entire chain of command consists of NCOs.
Corps Cdr, LTG (R-26)	NCOES needs synchronization, i.e. even though a common core POI is directed for PLDC by DA, every command modifies it whenever it doesn't agree with it. ANCOC must be standardized, so that all schools teach, in addition to technical proficiency, the same standards in leadership, which is not happening now. Concurrent with military education, there must be requirements for civilian education that are tailored to the individual's MOS. Requirements for education should increase with progression in rank and be made a mandatory prerequisite for promotion. Align prerequisites for retention, schooling and promotion. Do not permit waivers. There are too many.
Corps Cdr, LTG (R-28)	Assignments, utilization, training, reenlistment, promotion, and elimination policies must support each other. Unwaiverable performance and eligibility standards must be established. Promotion and retention eligibility must require each individual to meet established standards.
Corps Cdr, LTG (R-58)	Increase the command emphasis on the NCOES and establish separate, standardized NCODPs for junior and senior NCOs.
Corps Cdr, LTG (R-67)	Strengthen NCODP and do more decentralization.
Division Cdr, MG (R-6)	...work on problems associated with MOS overages and shortages.

RESPONDENT	COMMENTS
Division Cdr, MG (R-7)	Reduce assignment turbulence and time out of PMOS. Institutionalize throughout the Army the vast majority of leadership programs in place at Fort Hood.
Division Cdr, MG (R-11)	The most important element of PD in the years to come is going to be education. By "education" I don't mean degrees--rather the development of cogitive skills, built on a solid foundation of reading, writing, and arithmetic.
Division Cdr, MG (R-16)	We need to improve the technical competence of the junior NCO. Second, we have got to find a way to put the sergeant back in the loop for responsibility. I think the biggest problem in NCO development is the Officer Corps. Officers get overly involved in things that should be strictly in the purview of the NCO Corps.
Division Cdr, MG (R-21)	Assignments, utilization, training, reenlistment, promotions and elimination policies must support each other. Unwaiverable performance/eligibility standards must be established. Promotion and retention eligibility must require each individual to meet these established standards.
Division Cdr, MG (R-24)	Require that the number of soldiers eligible to take the SQT and the number of pass/failures be stated in platoon leaders', company commanders' and battalion commanders' OERs.
Division Cdr, MG (R-30)	Ask commanders at all levels to be serious about developing their NCOs. (1) Centrally manage all NCOES courses at installation level. (2) Rewrite AR 351-1 as pertains to NCOES and get agreement by TRADOC and FORSCOM on just how the NCOES System should work. (3) If an installation runs a BNCOC course, I would not have it be "live-in" for those NCOs that are from that installation. (4) Shorten ANCOC where duplication (with BNCOC) exists. (5) Delete the requirement that 70% of job book tasks be completed in past six months prior to attendance at PLDC.

RESPONDENT	COMMENTS
Division Cdr, MG (R-35)	
Division Cdr, MG (R-46)	Develop a leadership test for NCOs and link it to promotions along with SQT and NCOES.
Division Cdr, MG (R-49)	Stabilize the environment. Reduce movement of NCOs externally and internally. The Cohort concept and Regimental System may help with this. However, it is needed in all units.
Division Cdr, MG (R-51)	Start the NCODP process with newly promoted Sp4/Cpl.
Division Cdr, MG (R-57)	Create a more demanding military and civilian education program. NCOs who refuse to attend military schooling (should) be denied promotion forever.
Division Cdr, MG (R-59)	The one item that is missing from the (centralized promotion) system is the opportunity for direct impact to the board by the NCO support chain of the considered SM. A simple DF-type form with a "yes" or "no" block to be checked would suffice.
Division Cdr, MG (R-60)	We need to do something dramatic in NCO schooling and stop modeling NCO courses on what we do for officers. Officers' and NCOs' roles, training, and mission are different.
Division Cdr, MG (R-63)	Regardless of the issue, tough standards must be set and enforced -- from DA to units in the field.
Division Cdr, MG (R-73)	Limit overseas tour to one extension only. Provide refresher course for NCOs, especially those who have been away from troops for an extended period. Change CMFs that have inherent grade infeasibility.
Division Cdr, MG (R-77)	Promotion and retention eligibility must require each individual to meet established standards.
Post/School Cdr, MG (R-34)	Mandatory training for all NCO to advance to the various levels. The schools are in place. Make it policy and do it. Do not permit exceptions.

RESPONDENT	COMMENTS
Post/School Cdr, LTG (R-45)	Every leader in the chain of command must be made accountable to his immediate supervisor to his soldiers' performance on the SQT; i.e. this performance should be included on the OER Support Form.
Post/School Cdr, MG, (R-53)	Link promotion of SGT through SFC to completion of appropriate level of NCOES.
Post/School Cdr MG, (R-65)	Recommend the development of a common core course of instruction for all serving E7 and E8s that have completed advance level NCOES in their career field.
Post/School Cdr, MG (R-79)	School-experiences are the factors that gives the NCO the basics. It should be followed by an assignment to a TOE unit to round out the skills. Make NCOES mandatory for promotion. Force reclass or discharge programs for below quality soldiers. Insure NCOs (E-5 to E-7) do not receive back-to-back TDA tours or remain in TDA assignments for a prolonged period. BNCOC is the skill level (SL3) we should be directing our best efforts at.
Army DCG, MG (R-19)	I would recommend that NCOs be selected annually for schooling by name; that the names be forwarded to field commanders with direction to school those NCOs during the training year; that field commanders be assured the requisite quotas monthly to meet the annual requirements; and TRADOC and FORSCOM insure that the seats in the schools are filled. Get DA out of the business other than selection.
Support Cmd Cdr, LTG (R-75)	We must instill discipline in the NCO Corps. Too many NCOs have become far too tolerant in regards to Army standards, both in conduct and performance.
Separate Cmd Cdr MG, (R-14)	Tie NCOES course completion to promotion eligibility.
Separate Cmd Cdr MG, (R-27)	Mandatory attendance at all levels of NCOES, with promotion hinging on successful completion as well as duty performance.

Separate Cmd Cdr MG, (R-81)	Tie NCOES course completion to promotion eligibility.
ARNG Div Cdr, MG (R-5)	Let sergeants' business truly be sergeants' business and not interfered with by officers.
ARNG Div Cdr, MG (R-42)	Provide for an avenue of MOS refresher training. I do not mean a formal school, just an overview or up-to-date training forum to keep abreast of current trends and doctrine.
ARNG Div Cdr, MG (R-43)	All of my recommendations stem from one single point -- Education.
ARNG Div Cdr, MG (R-74)	Give the squads and platoons back to the NCO leaders. Make the NCOs responsible for the training of their soldiers. Allow less instruction by the officers.
ARCOM Cdr, MG (R-3)	Develop a sound program and stay with it. We are constantly changing sound programs.
ARCOM Cdr, MG (R-9)	Change NCODP to NCO Development Plan (Integrated). The system (Plan) should incorporate programs and other training that is timelined, evaluated and documented.
ARCOM Cdr, BG (R-10)	That commanders at all levels understand that these program require more than lip service.
ARCOM Cdr, MG (R-23)	Require NCOES completion before promotion.
ARCOM Cdr, MG (R-25)	I would work only to improve on what we already have.
ARCOM CSM (R-31)	I can't say we need any changes. Too many courses (USAR) seem to rubber stamp NCOs through the various courses. These same NCOs then produce soldiers that are not properly trained and motivated.

RESPONDENT	COMMENTS
ARCOM Cdr, MG (R-36)	Make the program mandatory, to be presented at off drill hours and in an ATA/MDS pay status. Routine refresher training programs and/or seminars in basic soldiering subjects should be scheduled.
ARCOM Cdr, MG (R-44)	Command emphasis upon and awareness of existing NCOES and NCOPD programs.
ARCOM Cdr, BG (R-50)	The critical task of setting standards and responsibilities for all NCOs, evaluating performance, providing feedback, and (based on performance and potential) assigning the right person to the right job remains the single most important task inherent in efforts to improve this program.
ARCOM Cdr, MG (R-52)	Continued command involvement is a must to insure the intent of the program is fostered.
ARCOM Cdr, MG (R-62)	I would recommend the establishment of a nonresident E2 through E9 course study pertaining to leadership techniques that relate to the different skill levels involved. This recommended nonresident course would do much towards filling this gap in the military education of RC soldiers.
ARCOM Cdr, MG (R-70)	Providing a career path that would produce a well-rounded soldier and that, in turn, would have a positive effect on morale and effective leadership.
ARCOM Cdr, BG (R-38)	Civilian education requirements should be established for NCOs to correspond with the military education and grade levels.
Brigade Cdr, BG (R-17)	PTC should be discontinued and more assets placed on BTC.
Brigade Cdr, MG (R-69)	Clearly link NCOES and promotion.
(R-20)	Make it mandatory for a soldier to attend NCOES. Once selected for training, the only exceptions made should be for compassionate or medical reasons, and CID investigations.

RESPONDENT	COMMENTS
MACOM CSM (R-47)	All leadership schools should be mandatory. All advance schools would be attended only by reenlisting after initial tour and requiring a longer retainability.
MACOM CSM (R-48)	Link promotion to NCOES and commander involvement in the unit NCODP.
Corps CSM (R-26)	NCOES needs synchronization, i.e. even though a common core POI is directed for PLDC by DA, every command modifies it whenever it doesn't agree with it. ANCOC must be standardized, so that all schools teach, in addition to technical proficiency, the same standards in leadership, which is not happening now. Concurrent with military education, there must be requirements for civilian education that are tailored to the individual's MOS. Requirements for education should increase with progression in rank and be made a mandatory prerequisite for promotion. Align prerequisites for retention, schooling and promotion. Do not permit waivers. There are too many.
Corps CSM (R-56)	Write regulations pertaining to NCOPD more directive in nature to cut down on interpretations.
Division CSM (R-1)	Require that the number of soldiers eligible to take the SQT and the number of pass/failures be stated in platoon leaders', company commanders' and battalion commanders' OERs.
Division CSM (R-13)	Hold the NCO Corps responsible for the training and caring of the soldiers. All of the rules and regulations we will ever need are on hand. Now, let's enforce them.
Division CSM (R-22)	Promotion and retention eligibility must require each individual to meet established standards.

RESPONDENT	COMMENTS
Division CSM (R-32)	I would start by developing a model NCODP (sic) that could be taught to our officers and NCOs in the Army school system. Stress the importance of developing NCOs on a daily basis with chain of command involvement at the lowest level. Next I would recommend a review of ARs and policies with a view towards enhancing NCO duties, responsibility, authority and prestige. Finally, I would recommend we tighten up our personnel management practices and insure NCOs are utilized in their PMOS.
Division CSM (R-33)	PLDC needs more leadership training. We need an old time NCO Academy that teaches leadership and discipline.
Division CSM (R-37)	Assignments, utilization, training, reenlistment, promotion, and elimination policies must support each other. Unwaiverable performance and eligibility standards must be established. Promotion and retention eligibility must require each individual to meet established standards.
Division CSM (R-49)	Stabilize the environment. Reduce movement of NCOs externally and internally. The Cohort concept and Regimental System may help with this. However, it is needed in all units.
Division CSM (R-51)	Start the NCODP process with newly promoted Sp4/Cpl.
Division CSM (R-57)	Create a more demanding military and civilian education program. NCOs who refuse to attend military schooling (should) be denied promotion forever.
Division CSM (R-48)	We need to get our NCOs into the positions they were trained for. We need enough positions and enough NCOs to cover our needs. Insure soldiers are qualified and trained before promotion. Schooling before promotion would speed things up significantly.
Post/School CSM (R-53)	Link promotion of SGT through SFC to completion of appropriate level of NCOES.

RESPONDENT	COMMENTS
Post/School CSM (R-65)	Recommend the development of a common core course of instruction for all serving E7s and E8s that have completed advance level NCOES in their career field.
Separate Cmd CSM (R-81)	Tie NCOES course completion to promotion eligibility.
Support Cmd CSM (R-61)	Teaching of basics at every level and a standard leader's notebook.
Brigade CSM (R-2)	PTC should be discontinued and more assets placed on BTC.
Brigade CSM (R-64)	Better education at the E4(P) level and make NCOES mandatory in all MOSs. When doing on-site studies, look for the major distractors that hurt not only NCODP but the unit itself.
Promotion Board Mbr, CSM, (R-71)	Require a minimum of four hours NCODP training semi-annually and record results in the OMPF.

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Appendix M

Field Structured Group Interviews

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present the results of structured interviews with groups of unit commanders and Command Sergeants Major, groups of senior NCOs (grades E7 through E9), and groups of junior NCOs (grades E5 and E6) in units and schools worldwide.

2. DISCUSSION: NA

SUMMARY OF INTERVIEW DATA

Question #1: What is NCOPD? Who is responsible for NCOPD?

OVERALL SUMMARY: A slight majority (98/143) of responses viewed NCOPD as developing NCOs to be better leaders and trainers. A minority (29/143) saw NCOPD as increasing MOS knowledge. Another view (16/143) was that NCOPD is "train the trainer." On the question of responsibility for NCOPD the most frequent response (87/220) viewed the Cdr and NCO support channel as responsible. The second most frequent response (44/143) saw the commander as responsible.

RESPONDENTS/COMMENTS

CDR/CSM: Forty-eight of 105 groups indicated that responsibility for NCOPD was a shared responsibility between the commander CSM and NCO support channel. The next most popular response (32/105) indicated that the commander was responsible. On the question as to whether commanders understood NCOPD, the majority of the groups responded was no (5/8).

SCHOOLS: Groups (15/49) in this catagory most frequently viewed responsiblity for NCOPD as resting with the Commander and the CSM/NCO support channel. The next most popular response saw the Commander as responsible (12/49). The majority (10/13) said commanders did not understand NCOPD.

SGT/SSG (UNITS): Again the most frequent response (13/35) was that responsibility for NCOPD rests jointly with the Cdr/CSM and NCO support channel. An overwhelming majority (9/10) of the group that responded indicated Commanders did not understand NCOPD.

SFC/MSG/SGM (UNITS) Eleven of 31 groups responding saw NCOPD as a shared responsibility between the Cdr and the CSM/NCO support channel. A majority (10/12) of the groups responding thought that Commanders did not understand NCOPD.

OTHER COMMENTS:
- 23/220 responses seemed to confuse NCOPD with NCODP.
- A small number (13) saw CS/CSS soldiers as lagging behind their CA counterparts in leadership development.
- The components of NCOPD were seen as military schooling/education (62/132), experience gained in units (57/132) and civilian education (13/132).

SUMMARY OF INTERVIEW DATA

Question #2: What is the NCO support channel? Is it needed? Does it work? Are NCOs held accountable?

OVERALL SUMMARY: The support channel was seen as: NCOs helping other NCOs (47/112), a communications demand (40/112), an enlisted chain of command (25/112). The NCO support channel was overwhelmingly seen as being needed (95/100). It was seen as not working by a slight majority (54/95). A majority (46 of 67) saw NCOs as being held accountable.

RESPONDENTS/COMMENTS

SCHOOLS: A vast majority (42/43) saw a need for the NCO support channel. A slight majority (19/36) thought the NCO channel was not working. The majority (12/20) saw NCOs as being held accountable.

SGT/SSG (UNITS): Majority (22/25) thought NCO support channel was needed, but not working (18/29). Majority (16/21) also saw NCOs as being held accountable.

SFC/MSG/SGM (UNITS): Again the overwhelming responses were that NCO support channel was needed (31/32) but not working (17/30) and that NCOs were being held responsible (18/26).

OTHER COMMENTS: The NCO support channel is only as good as the Sr NCO (CSM/1SG) in it (20).
Too often the NCO support channel only works on way down (17).
We need to educate officers as to what the NCO support channel is and what it can do (34).

SUMMARY OF INTERVIEW DATA

Question #3: Does the Army NCO Guide (FM 22-600-20) adequately address the duties and responsibilities of today's NCO? Does the Army need an NCOPD guide?

OVERALL SUMMARY: The two most common responses were that the Guide is adequate (52/111) or that the Guide is good but needs update or revision (45/111). A small number (14/111) found the Guide inadequate. Most groups (76/111) expressed a need for an NCOPD Guide.

RESPONDENTS/COMMENTS

SCHOOLS: The majority thought the Guide was adequat (26/44) with sizable minority (14/44) wanting the Guide updated or revised. Most (31/44) wanted an NCOPD Guide.

SGT/SSG (UNITS): The majority thought the Guide was good but needed revision/update (18/34). Next largest response was that Guide was adequate (13/34) in current form. Majority (21/34) expressed a need for a NCOPD Guide.

SFC/MSG/SGM (UNITS): A consensus could not be reached by these groups in that 13/33 viewed the Guide as adequate, while a like number viewed the guide as needing updating. Again most (24/33) expressed a need for a NCOPD Guide.

OTHER COMMENTS: A majority (53/76) expressed a desire for an NCOPD Guide as a separate document from the NCO Guide.

SUMMARY OF INTERVIEW DATA

Question #4: Should attendance at military schools be mandatory?

OVERALL SUMMARY: Of the 148 groups interviewed, there was general agreement in 125 of them that attendance at military schools be mandatory and there was general agreement in ten of them that it should not be mandatory. Thirty-five groups commented that the system must insure that soldiers have an opportunity to attend and 45 groups commented that Commanders must have the opportunity to delete soldiers scheduled for training.

RESPONDENTS/COMMENTS

SCHOOLS: The majority (41/51) said yes; ten of fifty-one said attendance should be mandatory, three said mandatory but not for promotion, 16 mandatory for promotion to SGT/SSG, ten mandatory if systems insures soldiers opportunity to attend, two mandatory with soldier option to decline. A minority said no; (one) because selection criteria not equitable, (one) because everyone doesn't have opportunity to attend, one without rationale. Major comments; 19 said commander must not be able to delete, seven said DA control at all levels and six said DA control for ANCOC and above.

SGT/SSG (UNITS): The majority (48/55) said yes; 14/55 said should be mandatory, three said mandatory but not for promotion, 21 mandatory for promotion to SGT/SSG, eight mandatory if systems insures soldiers opportunity to attend, two mandatory with soldier option to decline. A minority said no; one because lowers academic standards, two because everyone doesn't have opportunity to attend, one without rationale. Major comments; 16 said commander must not be able to delete, 14 said DA control at all levels and three said DA control for ANCOC and above.

SFC/MSG/SGM (UNITS): The majority (36/42) said it should be mandatory, one said mandatory but not for promotion, 17 indicated it should be mandatory for promotion to SGT/SSG, 17 mandatory if system insures soldiers opportunity to attend. A minority said no; because everyone doesn't have opportunity to attend, one said it is preferred but should not be required. Major comments: ten groups said commander must not be able to delete and 11 said DA Control at all levels.

SUMMARY OF INTERVIEW DATA

Question #5: Do NCOES Courses assist you as an NCO?

OVERALL SUMMARY: A majority (89/114) groups agreed that the Noncommissioned Officers Education System Courses do assist the NCO and build upon knowledge/training previously acquired. Additionally these groups felt that courses were repetitious but reinforced the training they had already received. These groups felt the training motivated the soldiers and prepared them for positions with increased responsibility. Eighteen (18/114) expressed the concern that full benefit of the training which soldiers received at these courses was not realized because the efforts or initiatives of many of these same soldiers were being stifled or suppressed once they returned to their parent organization.

RESPONDENTS/COMMENTS

SCHOOLS: The groups (36/36) unanimously stated that NCOES courses assist the NCO. They also agreed that the courses were repetitious, but served as a good refresher for prior training or built on training they had already received. The groups were split evenly (18/36) as to the issue of whether or not knowledge/training that soldiers received at the NCOES courses was being fully realized since initiatives of many of the soldiers apparently were being stifled once they returned to their parent organization.

SGT/SSG (UNITS): A majority (24/43) of the groups stated that NCOES courses build on the skills/knowledge previously obtained in NCOES courses. These same groups felt that NCOES courses motivated the soldiers and prepared them for positions of increased responsibility.

SFC/MSG/SGM (UNITS): The majority (29/35) of these groups stated that NCOES courses were repetitious, served as a good refresher or built upon knowledge/training previously attained. A minority (6/35) stated that the courses were too general in nature, not demanding enough, and did not train to the appropriate skill level.

SUMMARY OF INTERVIEW DATA

Question #6: In apparent conflict between school attendance and near-term readiness: Should commanders be able to delete names from "selected" list? If so, how many times before attendance is mandatory? What conditions should exist for commanders to delete?

OVERALL SUMMARY: A majority (59/100) of the groups of NCOs do not think commanders should have the authority to delete names from a school selection list. A minority of the groups interviewed suggested a disinterested party control school attendance. Only a marginal number thought the commander should have the authroity to delete one time for readiness reasons.

RESPONDENTS/COMMENTS

SCHOOLS: A majority (22/35) groups agreed commanders should not delete names from a selected list. A minority (13/35) suggested school attendance be resolved by a disinterested party. A few (9/35) interviewed recommended, if given the authority to delete, commanders should delete only for emergency and personal reasons or for soldiers who do not meet the course prerequisites.

SGT/SSG (UNITS): A majority of the groups (22/33) indicated commanders should not be allowed to delete names from a school list. A minority (9/33) recommended an outside source control school attendance. While two groups (2/33) thought commanders should be authorized to delete one time for readiness.

SFC/MSG/SGM (UNITS): A split (15/32) suggested commanders not have the authority to delete names while a minority (11/32) recommended a disinterested source control school attendance. Two groups expressed the opinion that school attendance was not a proglem in their organization. A minority (4/32) thought commanders should be given minimum deletion and deferment authority.

SUMMARY OF INTERVIEW DATA

Question #10(O) & #7(E): Do we have duplication of training in the field (division schools) and the "schoolhouse?"

OVERALL SUMMARY: Approximately one-third (40/125) of the groups interviewed stated that there is a duplication of training in the field (division schools) and the "schoolhouse". A majority of the groups, (71/125), stated that the training received in unit schools reinforces the formal "schoolhouse" instructions. Fourty-eight (48/125) of the groups support continuation of the training and only seven of 125 groups think the training should be eliminated. Some (30/125) groups stated the training should be standardized.

RESPONDENTS/COMMENTS

CDR/CSM: A majority, 23/28, of the Cdrs and CSM believe that division schools serve a useful purpose and reinforce individual training. Two groups interviewed states that division schools do not satisfy training requirements, and should be eliminated. Five groups voiced concern that the courses being taught are not standard. Eight groups recommended that proponent schools support troop schools by providing lesson support material. Eleven groups, recommended continuation of division schools and only four groups, stated that training is duplicated.

SCHOOLS: Of the 34 groups one group was not familiar with the subject. Twenty-one groups agreed that troop schools reinforce individual training and twelve groups supported extending credit to those who complete courses of instruction. Four stated that credit should not be awarded. Three groups felt that troop schools teach new skills. Sixteen groups stated that training is duplicated. Five groups feel that the courses should be standardized. Eighteen groups support continuation of troop schools and two groups do not.

SGT/SSG (UNITS): Of the 26 groups, three groups felt that the training is needed, and nine groups stated that the training reinforces formal training. Approximately one-third believe that training is duplicated. Seven groups support continuation of division type schools and only one group did not. A minority of the groups interviewed stated that courses taught should be standardized. Three groups supported awarding credit to graduates. Two groups did not support awarding credit for completing courses of instruction.

SFC/MSG/SGM (UNITS): Approximately one-half (18/37) of the groups interviewed stated that the training reinforced "schoolhouse" courses. Five groups felt that the training was not needed, served no purpose and eight groups stated that formal credit should not be awarded for attendance. Ten groups did support awarding credit for attending and completing courses of instruction. Twelve groups believe that training is duplicated. Twelve stated that schools should be continued and two groups recommended elimination. Seven groups recommended standardization of training in division schools.

SUMMARY OF INTERVIEW DATA

Question #8: Should resident and nonresident courses be equal?

OVERALL SUMMARY: Of the 136 groups interviewed, there was general agreement (109 groups) that resident and nonresident training should not be equal. The more significant reasons (67 groups) were no control/cheating on end of course tests and (25 groups) lack of hands-on training in the nonresident course. There was general agreement in 25 groups that resident and nonresident training should equate. The most popular reason (8 groups) was not everyone has an opportunity to attend the resident course.

RESPONDENTS/COMMENTS

SCHOOLS: The majority (35/41) said no; six gave no reason, 28 due to cheating on tests, 12 because hands-on and team building not available in nonresident, three perceived nonresident not as difficult and three because POIs are different/outdated. A minority (6) said yes; one gave no reason and one if POIs are standardized. A minority (four) stated the individual shows initiative by taking non-resident courses, and four had no opinion.

SGT/SSG (UNITS): The majority (42/53) said no; four gave no reason, 24 because of cheating on test, 12 because hands-on and team building not available in nonresident, six because nonresident not as difficult and seven because POIs are different/outdated. A minority (9) said yes; two gave no reason, six because not everyone has opportunity to attend resident course, and one if POIs are standardized. A minority (2) stated nonresident shows individual initiative and (two) stated soldier learns more in resident course.

SFC/MSG/SGM (UNITS): The majority (32/42) said no; three gave no reason, 15 because of cheating on test, one because hands-on and team building not available in nonresident, two because nonresident not as difficult and two because POIs are different/outdated. A minority said yes; six gave no reason, two because not everyone has opportunity to attend resident course, and two if POIs are updated.

SUMMARY OF INTERVIEW DATA

Question #9: Under what circumstances should an NCO be reclassified?

OVERALL SUMMARY: Of the 168 groups, 64 agreed the NCO should be reclassified when they are no longer able to perform in his MOS either for medical or other reasons for disqualification (PRP, UCMJ, etc.) and the majority (102) agreed that the NCO must receive formal training before he is required to work in his new MOS. Many believe the SQT should not be taken until one year after training is completed (26 groups).

RESPONDENTS/COMMENTS

CDR/CSM: Of the 37 groups, four expressed the opinion that CA NCOs who are reclassified into CSS fields do not perform well. NCOs should be reclassified when they cannot perform PMOS duties (3). Experience is the key (16). Involuntary reclassications above E5 do not work (2). Reclassify into similar MOS within CMF (5). Reclassified NCO must have formal training (21). Some believed there's a need for grade limits on reclassifications (4).

SCHOOLS: Of the 37 groups, 28 expressed the opinion that formal training is a must. Limit reclassifications (except for MOS disqualifications) to SGT/SSG (15). Reclassify NCO only in CMF (14). Medical reclassification and reclassifications for mandatory reasons, is justified (9). Verify MOS one year after training (5).

SGT/SSG (UNITS): Of the 53 groups, 29 agreed that medical reclassifications are justified when the NCO is no longer qualified. The majority felt formal training is required (39). Reclassification should be limited by grade and time-in-service (19). SQT should be taken one year or more after training (15).

SFC/MSG/SGM (UNITS): Of the 29 groups, 23 agreed that medical reclassifications when the NCO is no longer qualified is justified. The majority agreed formal training is required (17). Reclassification should be limited by grade and TIS (12). SQT should be taken one year or more after training (6).

SUMMARY OF INTERVIEW DATA

Question #10a: Does unit leadership training reinforce, build on or discount what you learned?

OVERALL SUMMARY: Of 89 groups, 23 felt that learning from schools was reinforced in units. Forty eight felt they were not allowed to utilize in the unit what they learned in school. Seven were told to forget what they learned.

RESPONDENTS/COMMENTS:

SCHOOLS: Of 32 groups, six felt that what they learned in school applied in the unit; 17 felt they were not being allowed to utilize what they were taught in school; and three were told to forget what they learned in school.

SGT/SSG (UNITS): Of 30 groups, 15 felt they were not allowed to apply what they had learned in schools; five felt it depended on the unit; four said they were told to forget what they had been taught.

SFC/MSG/SGM (UNITS): Of 27 groups, 16 felt the unit did not reinforce or build on what was taught at schools; 11 felt they were allowed to use what was taught.

Question #10b: Does the chain of command provide a climate for learning from mistakes?

OVERALL SUMMARY: Of 76 groups, 51 felt that the command climate did not allow for learning from mistakes. Six said it depends on the unit.

RESPONDENTS/COMMENTS:

SCHOOLS: Of 16 groups, ten felt they were not allowed to learn from their mistakes. Six felt it depended upon the unit.

SGT/SSG (UNITS): Of ten groups, half felt they were not allowed to learn from their mistakes.

SFC/MSG/SGM (UNITS): Of 50 groups, 36 felt the command did not provide a climate for learning from mistakes.

Question #10c: How do we implement "train the trainer" concept?

OVERALL SUMMARY: Of seven groups, two felt NCODP should train the trainer, one said NCOES, and four did not know how it was accomplished.

RESPONDENTS/COMMENTS:

SCHOOLS: Of three groups, two said there wasn't enough time to train the trainer.

SGT/SSG (UNITS): Two groups felt "train the trainer" was done at unit NCODP or not at all.

SFC/MSG/SGM (UNITS): Of four groups, three did not know; one said it was accomplished through NCOES or OJE.

Question #10d: Ar job books used properly?

OVERALL SUMMARY: Of 53 groups, 20 said job books were good, 26 said they were a waste of time, and seven felt they were not used properly.

RESPONDENTS/COMMENTS:

SCHOOLS: Of 21 groups, eight felt job books were good. Ten felt they were not used properly. Five said they were used only for inspections; five said they were a waste of time and were not used.

SGT/SSG (UNITS): Of ten groups, half felt the job books were good. The remainder felt they were a burden.

SUMMARY OF INTERVIEW DATA

Question #11: What is the role of civilian education in NCOPD?

OVERALL SUMMARY: The majority (116/187) of the groups responding felt a college degree is not needed for an NCO to be a good soldier; however, in most instances, there existed a need for communicative skills. Some (39/187) groups felt that NCOs need at least two years of college by the time they are promoted to MSG. The need to reinstate "Bootstrap" was opined by 18 groups, and 14 groups felt that training and experiences are more valuable than civilian education. Consequently, the majority of those interviewed felt that college degrees are not needed for NCOs; however, there is a need for some college courses in communicative skills, i.e., reading, writing, math.

RESPONDENTS/COMMENTS

CDR/CSM: Thirty-four out of 53 groups said, "College degree is not needed" for an NCO to be an effective soldier; however, communicative skills incorporated into NCOES with college credit awarded is warranted. Nine of 53 felt training and experiences are more valuable than civilian education. Eight of 53 felt NCOs should have two years of college by promotion to MSG. Two of 53 felt "BOOTSTRAP" should be reinstituted for NCOs who are within one year of a baccalaureate degree.

SCHOOLS: Twenty-eight of 48 groups indicated NCOs do not need degrees, but should have more communicative skills instruction; i.e. english, math, speech, management, etc. Twelve of 48 felt NCOs should have two years of college by promotion to MSG. Eight of 48 said college courses are not needed because of limited opportunity for some to attend.

SGT/SSG (UNITS): Thirty-six of 68 groups indicated that a college degree is not needed, but some college courses are desirable. Thirteen of 68 indicated a need to reinstitute "BOOTSTRAP" for NCO, nineteen of 68 said NCOs should have two years of college by promotion to MSG.

SFC/MSG/SGM (UNITS): Ten of eighteen said NCOs don't need a college degree but need exposure to college courses in english, speech, and math. Five of eighteen felt training and experiences are more valuable than civilian education. Three of eighteen felt "BOOTSTRAP" should be reinstated for NCOs.

SUMMARY OF INTERVIEW DATA

QUESTION # 6(O) and #12(E): Should the Officers and NCOs education system have common core subjects ?

OVERALL SUMMARY: An overwhelming majority (123/137) of the groups supported the proposal to have common subjects taught in both the Officers and NCOs education systems. Additionally they stated the courses should be taught in the Officer Basic Course and BNCOC/ANCOC. A majority (83/137) of the groups responding suggested the common subjects taught Officers and NCOS should be: UCMJ, leadership, counseling techniques, responsibilities of NCOs and Officers.

RESPONDENTS

COMMENTS

CDR/CSM: The majority (19/28) of these groups stated that officers and NCOs should have common subjects in their education systems. The common subjects should include: duties/responsibilities of Officers/NCOs. The majority of these groups (16/28) recommended that the common subjects be taught initially at OBC and BNCOC/ANCOC. Fourteen of the twenty-eight groups made specific recommendations as to the subjects to be taught as follows: UCMJ, leadership, and communicative skills.

SCHOOLS: The majority (34/40) of these groups agreed that officers and NCOs should be taught common subjects in their education systems. They also felt that these courses should be taught at BNCOC/ANCOC level and at the OBC level. Thirty-one (31/40) of the groups made specific recommendations as to the subjects which should be taught as common courses which are: duties/responsibilities, leadership, EPMS, communicative skills.

SGT/SSG: The majority (23/35) of the groups stated that Officers and NCOs should have common subjects in their education systems. These same groups felt that the common subjects should be taught at OBC level and BNCOC/ANCOC. They recommended the following subjects should be included in the common subject to be taught: drill & ceremonies, leadership, tactics, UCMJ, and communicative skills. Twenty of the groups agreed that Officers and NCOs did not understand the duties and responsibilities of the each other.

SFC/MSG/SGM: The majority (18/34) of these groups agreed that officers and NCOs should have common subjects but we should avoid having the NCO system mirror the officer's system. A minority (3) of the groups stated that officers should be given an overview of the NCO Professional Development Process in all officer courses.

SUMMARY OF INTERVIEW DATA

Question #13: What role does or should ITEP play in EPMS/NCOPD?

OVERALL SUMMARY: The majority (113/181) of the groups interviewed favored delinking ITEP SQT from EPMS.

RESPONDENTS/COMMENTS

CDR/CSM: Slightly more than one-half (31/61) of Cdrs/CSMs favored linking ITEP SQT to EPMS. Slightly less than one-half (30/61) favored delinking ITEP from EPMS.

SCHOOLS: Only eight of 40 groups favored linking SQT to EPMS. The majority (32/40) favored delinking SQT from EPMS.

SGT/SSG (UNITS): Only 11 of 39 groups favored linking SQT to EPMS. The majority (25/39) favored delinking SQT from EPMS. Three of 39 NCOs had no opinion.

SFC/MSG/SGM (UNITS): Approximately, one-third (15/41) favored linking SQT to EPMS. Over one-half (26/41) favored delinking SQT from EPMS.

SUMMARY OF INTERVIEW DATA

Question #14: What are your feelings about the EER?

OVERALL SUMMARY: Of the 126 groups interviewed, 88 believe the enlisted evaluation report is inflated. In addition 40/126 groups expressed the concern there is a lack of communication between the rater and rated, whereas 52/126 stated the numerical section of the EER needs to be eliminated. Twenty two of 126 groups expressed a perceived need for a support form.

RESPONDENTS/COMMENTS

SCHOOLS: A majority (32/44 groups) stated the EER is inflated, with 19 groups indicating there exis[illegible] lack of communication between rated and raters. A minority, (12/44 groups) stated the numerical sections o[illegible]he EER need to be eliminated, and three groups commented on the possible use of a support form.

SGT/SSG (UNITS): A slight majority (24/37 groups) stated the EER is inflated, and 17 groups indicated there exists a lack of communication between the rated and raters. A majority (19/37 groups) stated the numerical sections of the report need to be eliminated, with eight groups commenting on the possible use of a support form.

SFC/MSG/SGM (UNITS): A majority (32/45 groups) stated the EER is inflated or very inflated, and a minority (4/45 groups) indicated there exists a lack of communication between the rated and raters. A minority (21/45 groups) stated the numerical sections of the report need to be eliminated, with 11/45 groups commenting on the possible use of a support form.

SUMMARY OF INTERVIEW DATA

Question # 15: The Army is undergoing a great deal of change. Is this having a good or bad effect on NCOPD?

OVERALL SUMMARY: Of the 28 groups interviewed, 27 indicated that the biggest problem was not receiving changes on doctrine fast enough to keep up with equipment changes. Additionally, there is a need for education and training related to the new equipment. Twenty-three of the 28 indicated problems with personnel problems related to COHORT and the Regimental system. Primary problems stated were reduced promotion potential, limited assignment possibilities and general lack of knowledge as to career progression within a COHORT or Regimental system.

RESPONDENTS/COMMENTS

SCHOOLS: A majority (19/28) said they were receiving changes on doctrine fast enough (old vs new) and they need more education on the new equipment to keep up. A few NCOs (8/28) stated COHORT/Regimental system too new to evaluate. One of 28 stated COHORT hinders career progression. A few NCOs (3/28) soldiers said they were trained on new equipment, however new equipment is not in the unit.

SGT/SSG (UNITS): One group (of 28 groups) believed (1/28) automation is good. A few (5/28) stated NCOs need more education and training on new equipment. A majority of NCOs (16/28) said new changes are too fast, particularly TOE changes. Few NCOs (5/28) indicated problems with COHORT. Some NCOs (2/28) said promotion allocations are fewer in COHORT. One of 28 stated there is no clear career progression under COHORT.

SFC/MSG/SGM (UNITS): A few NCOs (4/25) stated changes are not standard. A few (4/25) NCOs are not trained on new equipment. Some (6/25) NCOs need to be educated on new equipment. Some (7/25) NCOs are stagnated under COHORT; however, the system is good. A few (4/25) stated that equipment changes are coming too fast to allow NCOs to stay ahead of the people they are supposed to train.

SUMMARY OF INTERVIEW DATA

Question #3: Are NCOs who attend the various NCOES schools (PLDC, BNCOC, ANCOC, 1SG Course, USASMA) better as a result of their attendance than those who do not?

OVERALL SUMMARY: The overwhelming consensus among senior commanders and CSMs was that those NCOs who attend NCOES are better. They felt those NCOs are more technically and tactically proficient, more confident, more well-rounded and can effectively train soldiers better.

RESPONDENTS/COMMENTS

CDR/CSM: All 73 groups agreed that NCOs who attend NCOES are better as a result of their attendance than those who do not. A majority (57/73) of the groups indicated that NCOES attendance should be mandatory for promotion. The remaining groups (16/73) had no opinion.

SUMMARY OF INTERVIEW DATA

Question #5: Do you believe our current system for promotion and assignment influences the professional development of NCO?

OVERALL SUMMARY: Assignments and promotions have the greatest impact on NCOPD.

RESPONDENTS/COMMENTS

CDR/CSM: ASSIGNMENTS: Of those interviewed, 31/37 expressed concerns with the impact of assignments on NCOPD. The most frequent comments included: NCOs are wasting their formal training by not working in their MOS (14 groups), NCO should not receive back to back immaterial duty assignments e.g., recruiting command, DI, ROTC, etc. (4 groups), NCO should alternate between TOE and TDA units (4 groups), and the individuals to influence the utlimate their ultimate duty assignment position (15 groups). On the positive side, 6 groups stated satisfaction with the current assignment policy and 5 groups were satisfied with the ability of the system to assign NCO to jobs in which they were trained. PROMOTIONS: Promotions to E5/E6 are not standardized across the Army (12 groups); promotions to E7-E9 are perceived as fair (5), some cutoff scores are too high (2 groups), unfair promotions in that not all who are qualified get promoted (2 groups); train, promote, utilize (1 group); need equity among MOS for promotion opportunity (4 groups).

SUMMARY OF INTERVIEW DATA

Question #8: How do you manage the turbulence in unit readiness created by sending NCOs to school?

OVERALL SUMMARY: The consensus of senior commanders and CSMs was that NCOs must be sent to NCOES when eligible to ensure the right soldier goes to school at the right time. CDRs/CSMs indicated that NCOES attendance supported long term readiness for the Army. The Army must "BITE THE BULLET" during the short term to ensure long term readiness. By planning ahead and training-up NCOs to fill in when other NCOs are in school, commanders can send soldiers to school on schedule regardless of key unit training events.

RESPONDENTS/COMMENTS

CDR/CSM: The majority of the groups (36/40) indicated that NCOs should be sent to NCOES when eligible, i.e., send the top man on the order of merit list. Don't deprive NCOs from attending NCOES because of key unit training events. Train-up another individual to fill in for the NCO while he/she is at school.

SUMMARY OF INTERVIEW DATA

Question #11: Does the NCO promotion system recognize those best able to serve at higher levels of responsibility?

OVERALL SUMMARY: Most of the commanders and CSMs interviewed agreed that the present system recognizes those who are best able to serve at higher levels of responsibility.

RESPONDENTS/COMMENTS

CDR/CSM: The majority of the groups (13/18) believed that the promotion system recognizes those soldiers best qualified to serve at higher levels of responsibility. Only (5/18) groups believed that the Army does not have a valid method to measure technical proficiency. Additionally, others perceived that the SQT was used at the SGT/SSG selection level (semi-centralized promotion system) but not at SFC/MSG selection level (centralized promotion system). The new 1000 point promotion worksheet is perceived as unfair because of SQT computations.

SUMMARY OF INTERVIEW DATA

Question #12a: What are the most important aspects in implementing NCODP?
#12b: Who is in charge?
#12c: What problems are there in NCODP?

RESPONDENTS/COMMENTS

CDR/CSM:

Question #12a: A total of 11 responses were received. Three of 11 stressed that NCODP requires command emphasis. Five of 11 said the training should be focused on the unit mission. Two of the 11 said that NCODP is full day, every day training that begins at first formation. One said the training should focus on common tasks and be decentralized to company level.

Question #12b: A total of ten responses were received. Seven groups felt the battalion commander runs the program. Two others said the CSM/1SG were responsible. One felt the program was run at division level.

Question #12c: Nine groups felt that AR 350-17 was adequate as written. Seven felt there were problems: three felt there was no command emphasis; two felt NCODP was just an administrative requirement; three felt that not enough time was set aside for NCODP; and four felt that AR 350-17 needed to be more directive and that too many intermediate commanders were supplementing the AR.

SUMMARY OF INTERVIEW DATA

Question #13: Do you consider the ARTEP an NCOPD tool?

OVERALL SUMMARY: Data from the field suggests that the Commanders and CSMs believe ARTEP is a valuable tool however it needs to be a training tool not a test.

RESPONDENTS/COMMENTS

CDR/CSM: All (13) groups interviewed considered ARTEP a valuable tool to measure the effectiveness of NCOPD. All groups responding indicated the ARTEP is the ultimate training vehicle to assess unit and NCO effectiveness. Approximately half of the groups responding felt ARTEP is going in the wrong direction and is fast becoming a test rather than a training tool.

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Appendix N

Field Questionnaires

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To obtain the views and opinions of noncommissioned officers about NCO professional development.

2. DISCUSSION: The questionnaire at Enclosure 1 was completed by 2,768 noncommissioned officers of differing ranks and MOS across the Army. The demographic analysis of the respondents is at Enclosure 2, with an analysis of their responses at Enclosure 3.

Enclosures
1 - Questionnaire.
2 - Demographics.
3 - Analysis of Responses.

THE FRONT OF THE ANSWER SHEET CONTAINS LETTERED COLUMNS. THESE COLUMNS ARE USED TO STATE BACKGROUND INFORMATION AS OF TODAY'S DATE. PLEASE COMPLETE THE LETTERED COLUMNS AS FOLLOWS:

COLUMN A: Blacken the circle corresponding to your pay grade.

COLUMN B: Blacken the circle corresponding to your Military Occupational Speciality, MOS (eg. 11B, 76Y, etc.)

COLUMN C: Indicate the highest civilian education received by selecting the appropriate code from the table below and blackening the proper circle in Column C.

A. Non high school graduate
B. GED or equivalent
C. Some College (2 yrs or less)
D. 2 yr college degree (AA, AS, etc.)
E. 2-4 yrs college (no degree)
F. 4 yr college degree (BA, BS, etc.)
G. Graduate degree (MBA, MS, PhD, etc.)

COLUMN D: Indicate your racial and ethnic background by selecting the appropriate code and blackening the corresponding circle in Column D.

A. White, not of Hispanic origin
B. Black, not of Hispanic origin
C. Hispanic
D. Asian/Pacific Islander
E. American Indian/Alaskan native
F. Other

COLUMN E: Indicate your time in service in years (round off to nearest year) by blackening the appropriate circle in Column E.

COLUMN F: Indicate the type of unit to which you are assigned by selecting the appropriate code from the table below and blackening the proper circle in Column F.

00 Combat (Infantry, Armor, Artillery, ADA)
11 Combat Support (Engineers, Signal, Military Police, M.I., Aviation)
22 Combat Service Support (All others)
33 Garrison/Installation Staff
44 Divis[illegible] Staff
55 Corps [illegible] Higher Staff
66 Service School Staff & Faculty
77 Student
88 Reserve or National Guard
99 Other

COLUMN G: Indicate your time in grade in months (round off to nearest month) by blackening the appropriate circle in Column G.

COLUMN H: Indicate your current job by selecting the appropriate code from the table below and blackening the proper circle in Column H.

00 Command Sergeant Major
11 Staff SGM (BN, Bde, Div, Corps)
22 First Sergeant
33 Platoon Sergeant
44 Section Chief
55 Squad Leader/Tank Commander, etc.
66 Team Leader
77 Instructor
88 Other

COLUMN I: Indicate your time in current job by selecting the appropriate code from the table below and blackening the proper circle in Column I.

A. Less than 6 months
B. 6 to 12 months
C. 12 to 18 months
D. More than 18 months

COLUMN J: Please indicate your gender.

A. Male
B. Female

COLUMN K: Do you plan to make the Army a career? (That is, 20 or more years of service.)

A. Yes, I plan to remain in the Army as long as I can beyond 20.
B. Yes, I plan to retire at 20.
C. Yes, but I am undecided as to when I will retire.
D. I have made no decision as to whether or not I will make the Army a career.
E. No, I do not plan to make the Army a career.

COLUMN L: Enter how old you were on your last birthday by blackening the appropriate circles in Column L.

TURN THE ANSWER SHEET OVER AND ANSWER THE FOLLOWING QUESTIONS BY BLACKENING THE APPROPRIATE CIRCLE IN ITEMS 1-38.

1. I have completed Primary NCO Course (PNCOC).

   A. Yes
   B. No

2. I have completed Primary Technical Course (PTC).

   A. Yes
   B. No

3. I have completed Primary Leadership Development Course (PLDC).

   A. Yes
   B. No

4. I have completed Basic NCO Course (BNCOC).

   A. Yes
   B. No

5. I have completed Basic Technical Course (BTC).

   A. Yes
   B. No

6. I have completed Advanced NCO Course (ANCOC).

   A. Yes
   B. No

7. I have completed First Sergeants Course (at Ft. Bliss or Munich).

   A. Yes
   B. No

8. I have completed the U.S. Army Sergeants Major Academy (USASMA).

   A. Yes
   B. No

NCO Professional Development means "a process of training, education, and other experiences which prepares soldiers for progressive levels of responsibility."

FOR EACH ITEM BELOW, INDICATE THE DEGREE TO WHICH YOU AGREE OR DISAGREE

NCO QUALITIES

9. The NCOs I know demonstrate a high degree of professionalism.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

10. The NCOs I know are good trainers.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

11. The NCOs I know are good at coaching and counseling.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

12. The NCOs I know strive for technical competence.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

13. NCOs are responsibe for their own professional development.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

TRAINING AND EDUCATION

14. There should be more emphasis on writing and communications skills in NCO courses.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

15. NCOs should not be promoted until they complete the appropriate level NCOES schooling. (For example, Primary Leadership Development Course for SSG, etc.)

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

16. My professional development has been hampered in the name of unit readiness.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

17. The Army should pay for civilian education which helps to develop an NCO professionally.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

18. The SQT accurately measures my ability to perform critical MOS tasks.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree
G. I have never taken an SQT

19. Civilian education beyond high school is <u>not</u> necessary for the professional development of NCOs.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

20. I am very confident in my ability to train soldiers.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

21. In the formal schooling I have attended in the Army, there has been too much emphasis placed on specific skill training and not enough emphasis on creative problem solving.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

ARMY WIDE MANAGEMENT SYSTEMS

22. The current promotion system selects those best qualified for duties at higher levels of responsibility.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

23. The Army programs for professional development have helped me grow in my career.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

24. In order to maintain quality in the NCO Corps, it is necessary to have an "up-or-out" (QMP) policy.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

25. NCOs should <u>not</u> be promoted if they fail their SQT.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

26. The ITEP (SQT, CTT, Commander's Evaluation) has been very helpful in my professional development.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

27. I am pleased with my career progress in the Army.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

28. I have confidence that the Enlisted Personnel Management System (EPMS) is helping my career goals.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

29. In order to balance MOS strengths, involuntary MOS reclassification of NCOs is necessary.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

30. I would use a handbook which tells NCO's everything they need to know about professional development.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

31. The current EER provides an accurate picture of a soldier's job performance.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

PROFESSIONAL DEVELOPMENT IN THE UNIT

32. The NCOs I know are concerned with individual soldiers at the squad/platoon/company levels.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

33. The NCOs I know are committed to the mission of their unit.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

34. I can depend on my CSM to present NCO issues to the commander.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

35. My unit's NCO Development Program (NCODP) has been very helpful in my professional development.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree
G. I am not familiar with my unit's NCODP.

36. Commanders should be able to utilize NCOs outside their PMOS based on unit requirements.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

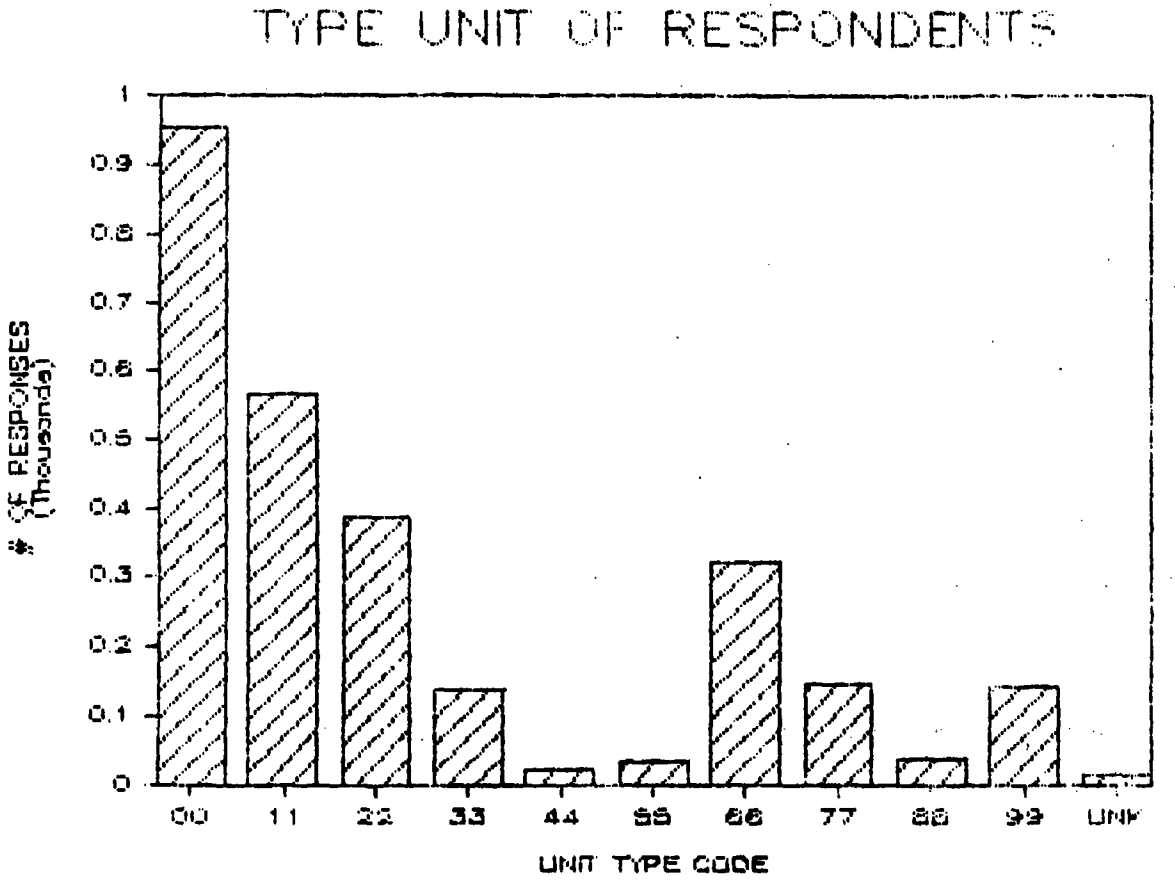
37. In my unit, the NCOES course graduates (PLDC, BNCOC, ANCOC) get to practice what they learned at school.

A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

38. My chain of command is concerned about NCO professional development.

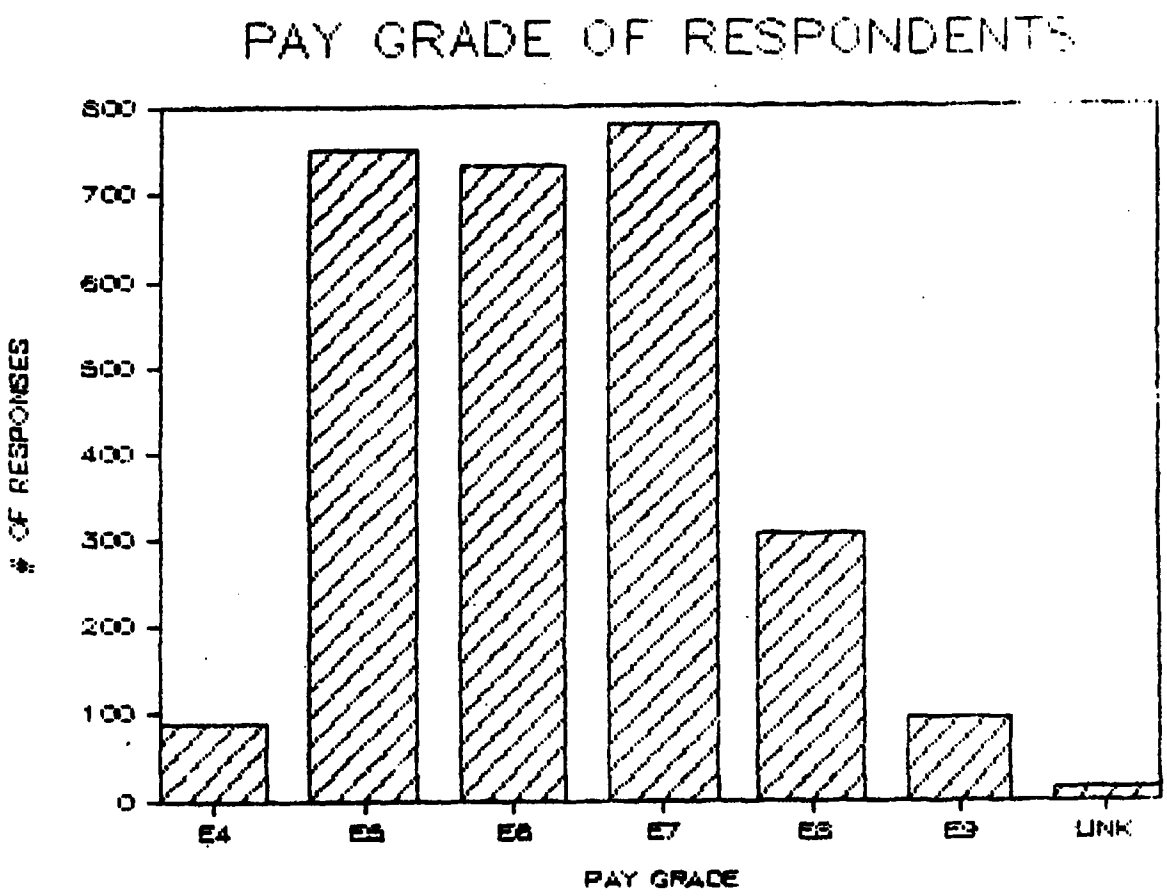
A. Strongly agree
B. Agree
C. Slightly agree
D. Slightly disagree
E. Disagree
F. Strongly disagree

THIS IS THE END OF THE QUESTIONNAIRE.

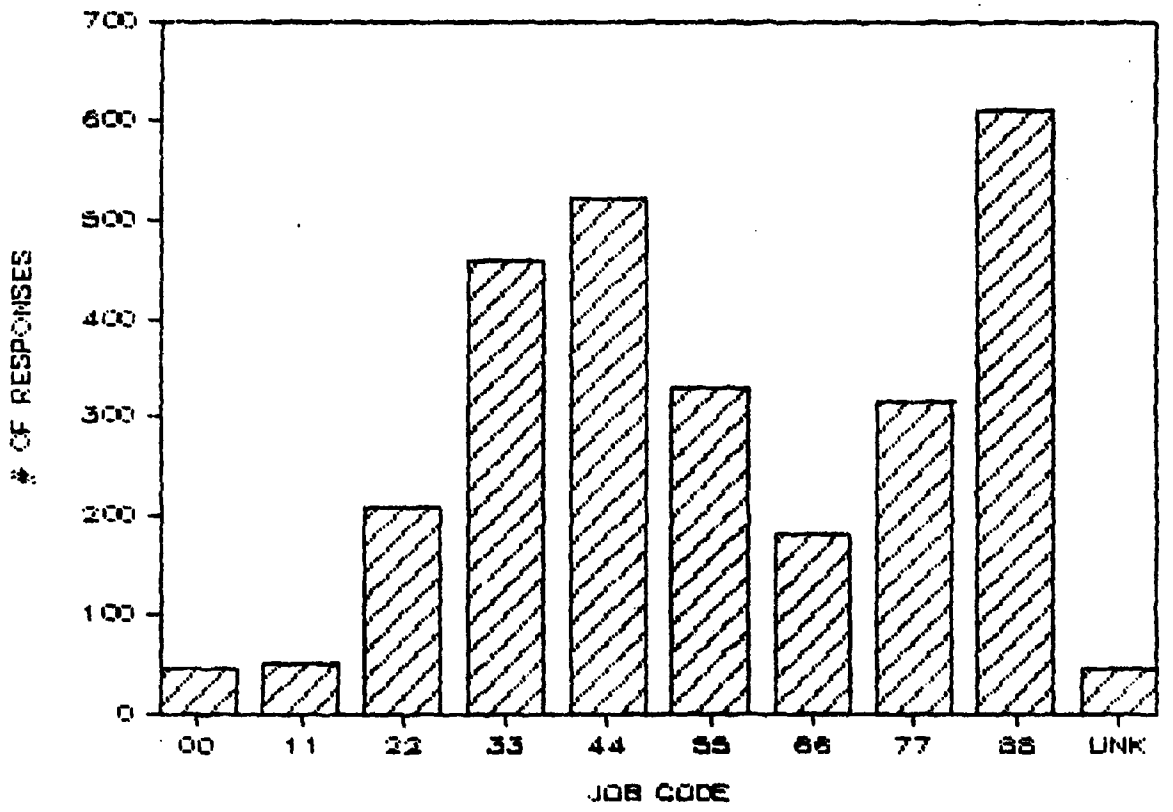


COLUMN F: Indicate the type of unit to which you are assigned by selecting the appropriate code from the table below and blackening the proper circle in Column F.

00 Combat (Infantry, Armor, Artillery, ADA)
11 Combat Support (Engineers, Signal, Military Police, M.I., Aviation)
22 Combat Service Support (All others)
33 Garrison/Installation Staff
44 Division Staff
55 Corps or Higher Staff
66 Service School Staff & Faculty
77 Student
88 Reserve or National Guard
99 Other


PAY GRADE OF RESPONDENTS
800
700
600
500
400
300
200
100
0
OF RESPONSES
E4
E5
E6
E7
E8
E9
UNK
PAY GRADE

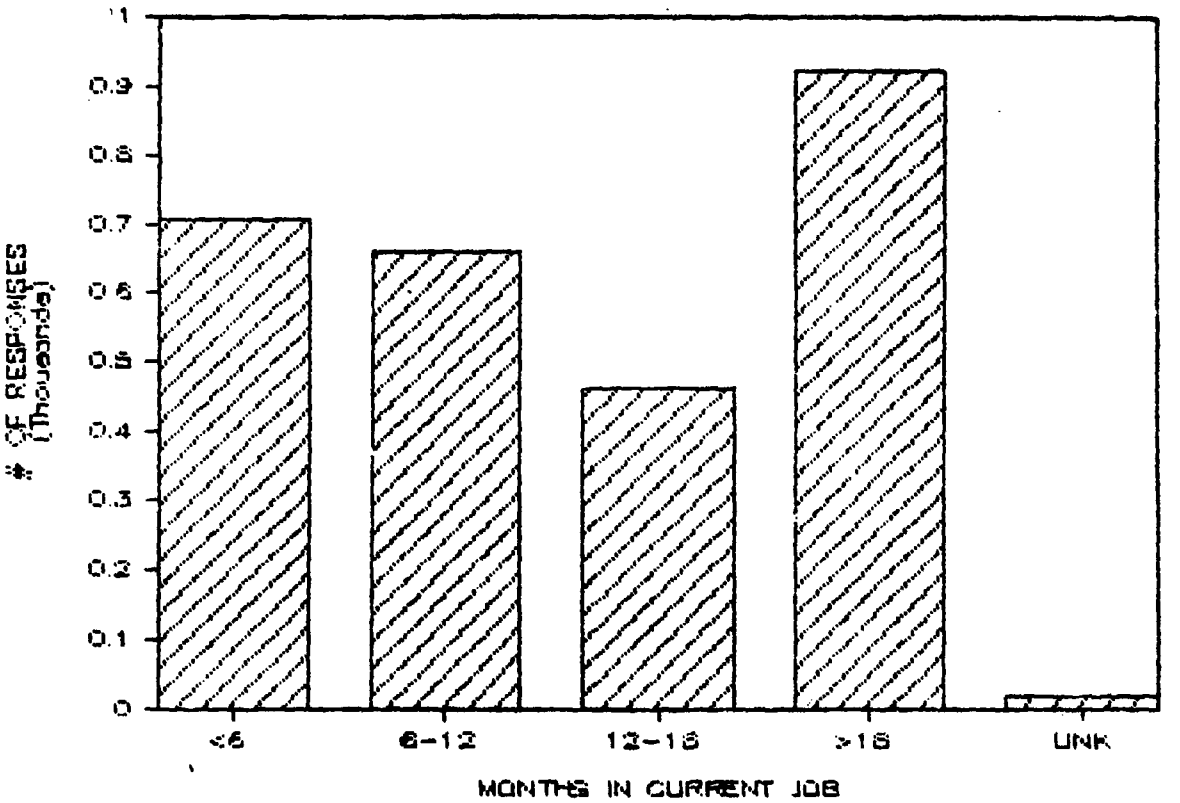
CURRENT JOB OF RESPONDENTS



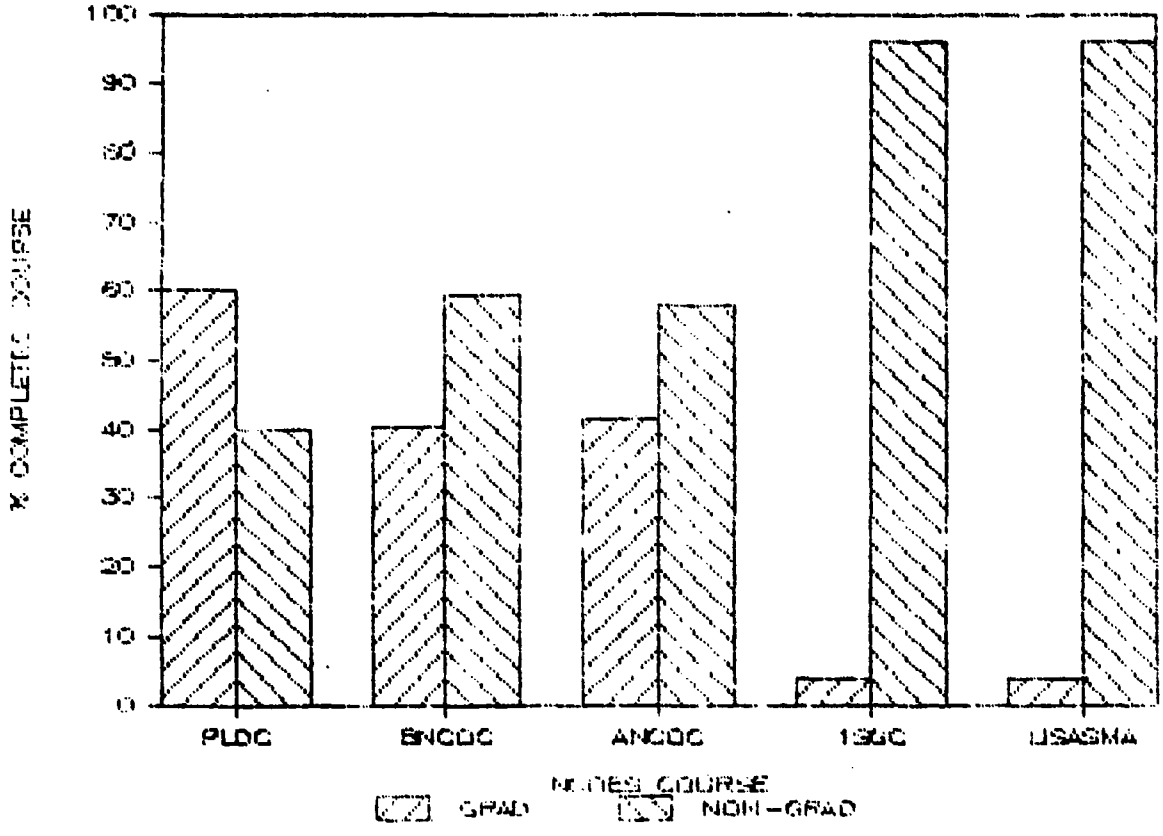
COLUMN H: Indicate your current job by selecting the appropriate code from the table below and blackening the proper circle in Column H.

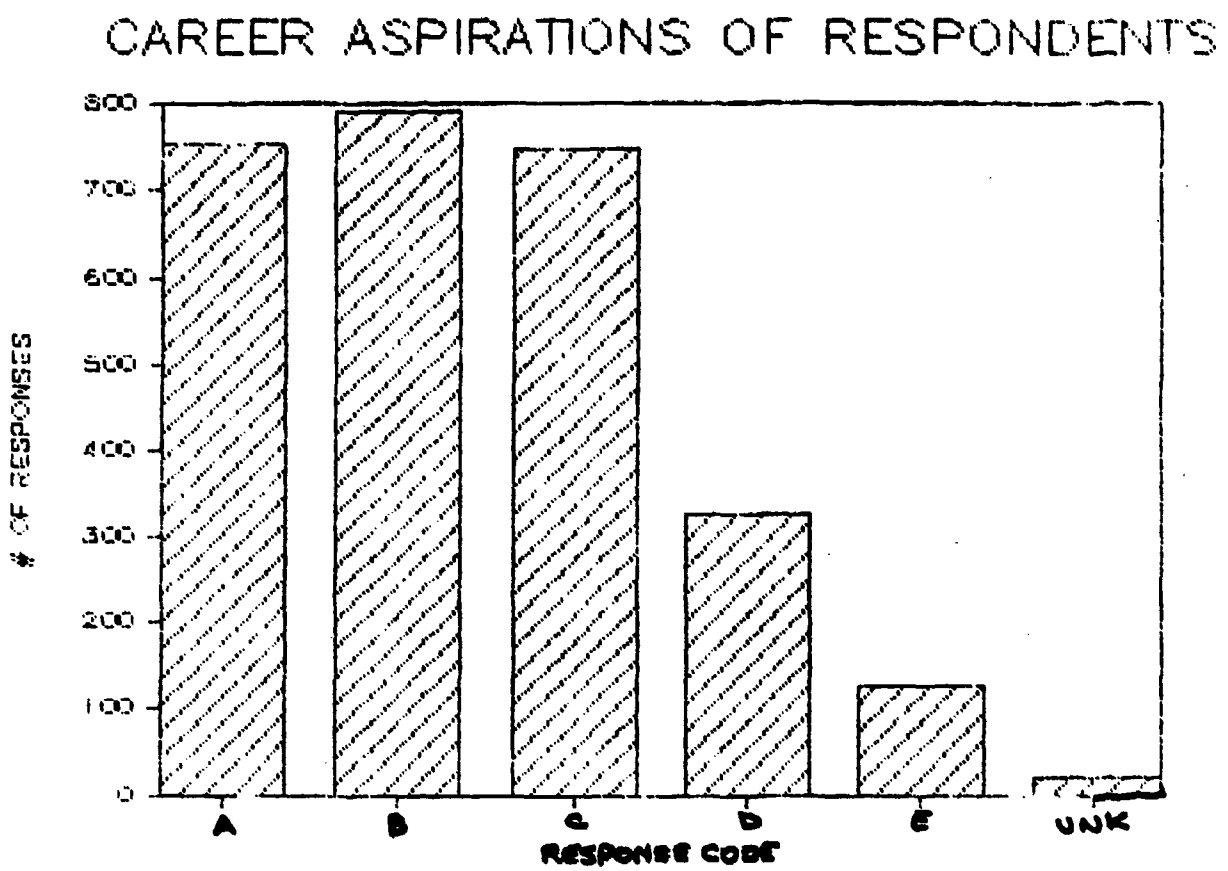
00 Command Sergeant Major
11 Staff SGM (BN, Bde, Div, Corps)
22 First Sergeant
33 Platoon Sergeant
44 Section Chief
55 Squad Leader/Tank Commander, etc.
66 Team Leader
77 Instructor
88 Other

TIME IN CURRENT JOB OF RESPONDENTS



PERCENTAGE OF NCOES GRADUATES

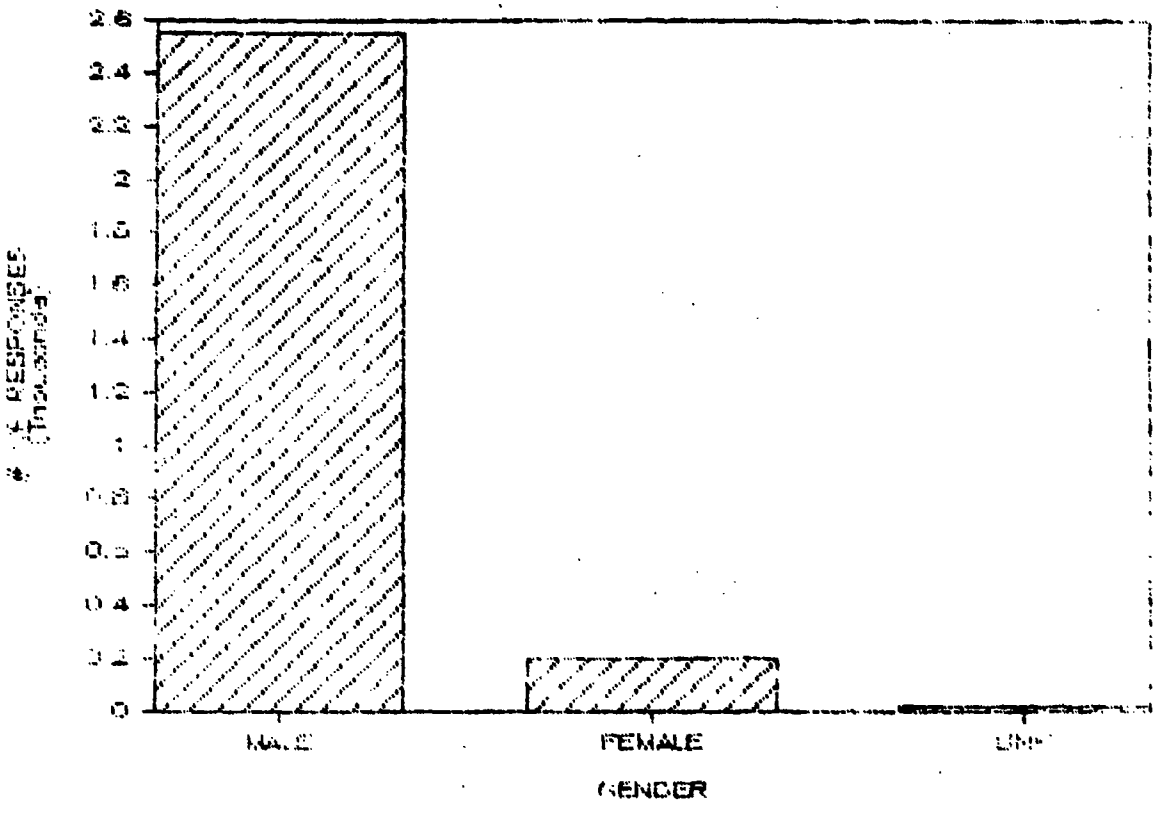




COLUMN K: Do you plan to make the Army a career? (That is, 20 or more years of service.)

A. Yes, I plan to remain in the Army as long as I can beyond 20.
B. Yes, I plan to retire at 20.
C. Yes, but I am undecided as to when I will retire.
D. I have made no decision as to whether or not I will make the Army a career.
E. No, I do not plan to make the Army a career.

GENDER OF RESPONDENTS



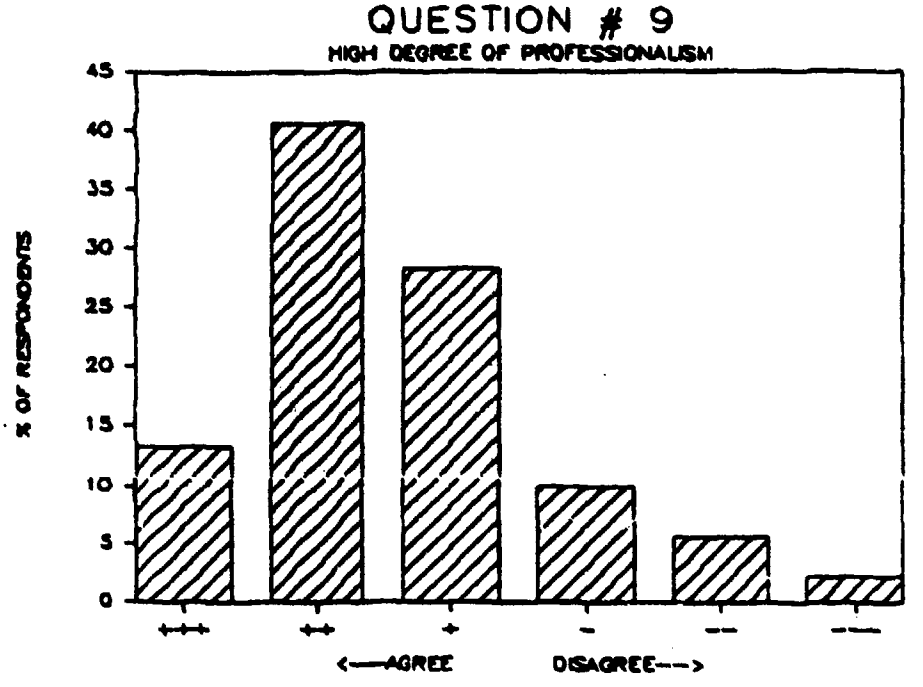
9. THE NCOs I KNOW DEMONSTRATE A HIGH DEGREE OF PROFESSIONALISM.

The vast majority of the respondents (82.3%) indicated agreement with this statement.

This agreement increased slightly with grade (E9s were more likely to agree than E5s).

Nearly 30% of the E4s and over 25% of the E5's expressed disagreement with the statement.

The "average" response was "AGREE SLIGHTLY" while the most frequent response was "AGREE".



	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	6	68	108	115	46	17	362
	6.8	9.1	15.0	14.9	15.8	17.9	13.3
AGREE	23	246	287	349	151	41	1109
	26.1	33.0	39.9	45.1	53.0	43.2	40.7
SLIGHTLY AGREE	34	261	214	196	54	25	772
	38.6	32.3	29.7	25.1	21.1	26.3	28.3
SLIGHTLY DISAGREE	16	100	60	73	17	6	272
	18.2	13.4	8.3	9.4	5.6	6.3	10.0
DISAGREE	6	62	31	35	18	5	158
	6.8	8.3	4.3	4.7	4.3	5.3	5.8
STRONGLY DISAGREE	3	28	20	6	8		
	3.4	3.8	2.8				

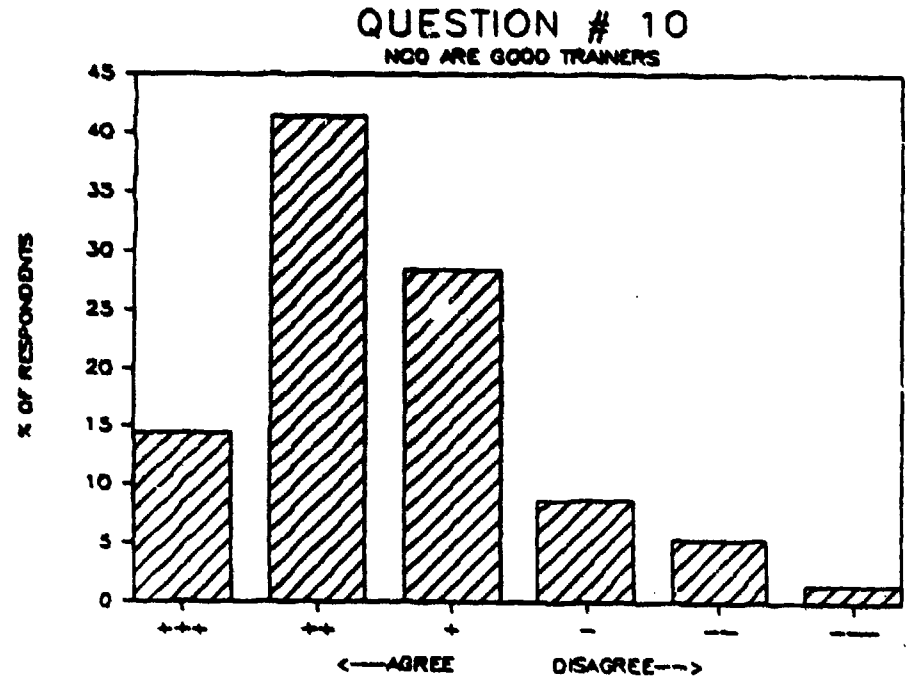
10. THE NCOs I KNOW ARE GOOD TRAINERS.

The overwhelming majority (84.3%) of respondents agreed with this statement.

The amount of agreement increased with grade e.g., E9's agreed more strongly with the statement than E5s etc.

The average response was between "AGREE - AGREE SLIGHTLY".

No grade (E4 thru E9) "AGREED STRONGLY" as a modal response and the most disagreement came from the lower ranks.

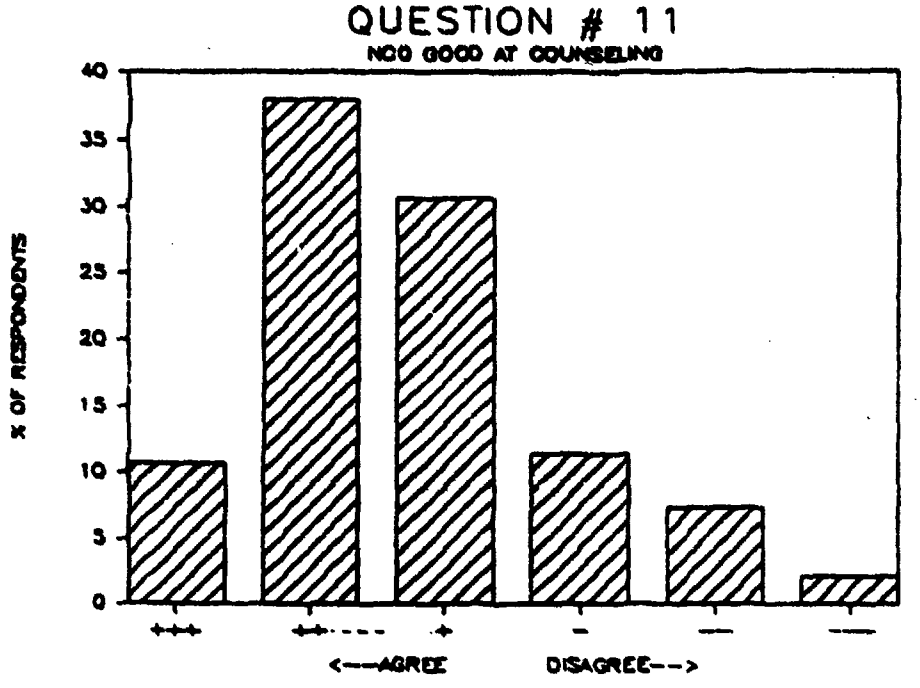


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	12 13.6	89 12.0	117 16.1	120 15.6	42 13.8	16 16.7	396 14.5
AGREE	28 31.8	274 36.8	291 40.0	351 45.5	138 45.2	49 51.0	1133 41.4
SLIGHTLY AGREE	26 29.5	241 32.4	191 26.2	208 27.0	89 29.2	22 22.9	777 28.4
SLIGHTLY DISAGREE	10 11.4	75 10.1	71 9.8	58 7.5	25 8.2	2 2.1	241 8.8
DISAGREE	7 8.0	51 6.9	45 6.2	27 3.5	11 3.6	6 6.3	147 5.4
STRONGLY DISAGREE	5 5.7	14 1.9	13 1.8	7 .9	0 .0	1 1.0	40 1.5
COLUMN TOTAL	88 3.2	744 27.2	728 26.6	771 28.2	305 11.2	96 3.5	2734 100.0

11. THE NCOs I KNOW ARE GOOD AT COACHING & COUNSELING

84.3% of the respondents agreed with this statement. Disagreement was higher among the junior ranks than the senior ranks, particularly for E4's and E5s who expressed disagreement as compared to 14.5% for E9's.

The average response was "SLIGHTLY AGREE".

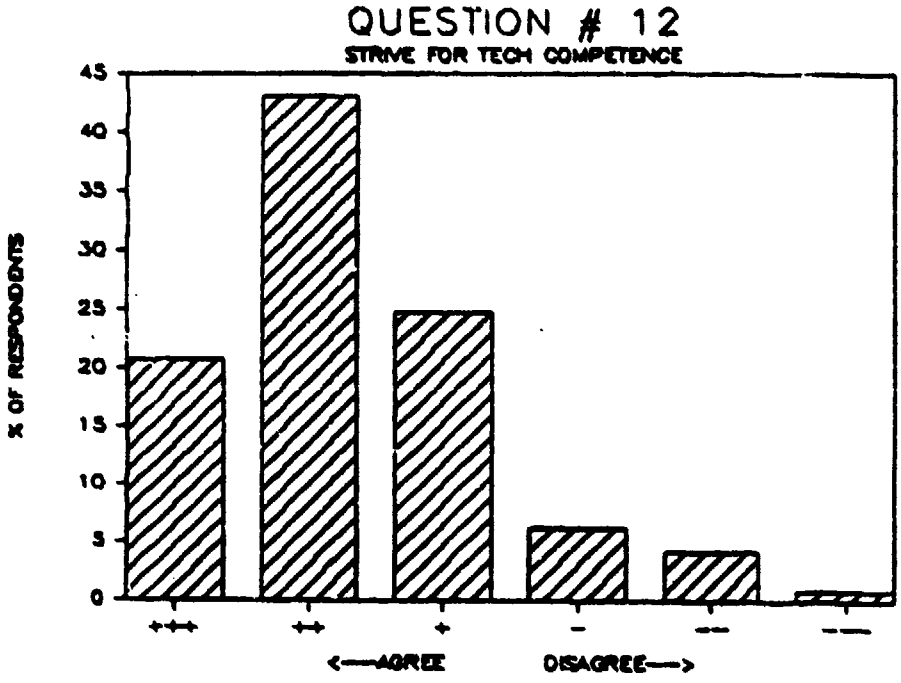


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	5 5.7	75 10.1	86 11.8	89 11.5	25 8.2	12 12.5	293 10.7
AGREE	25 28.4	248 33.3	295 40.6	298 38.6	128 41.8	43 44.8	1038 38.0
SLIGHTLY AGREE	26 29.5	235 31.6	198 27.2	261 33.8	93 30.4	27 28.1	840 30.7
SLIGHTLY DISAGREE	15 17.0	85 11.4	88 12.1	81 10.5	31 10.1	8 8.3	308 11.3
DISAGREE	13 14.8	84 11.3	43 5.9	34 4.4	21 6.9	3 3.1	198 7.2
STRONGLY DISAGREE	4 4.5	17 2.3	17 2.3	9 1.2	8 2.6	3 3.1	58 2.1
COLUMN TOTAL	88 3.2	744 27.2	727 26.6	772 28.2	306 11.2	96 3.5	2735 100.0

12. THE NCOs I KNOW STRIVE FOR TECHNICAL COMPETENCE.

The overwhelming majority (79.4%) of the respondents agreed with this statement. The agreement was fairly uniform across grades except for E4s of whom 32% disagreed.

The average response was "AGREE".

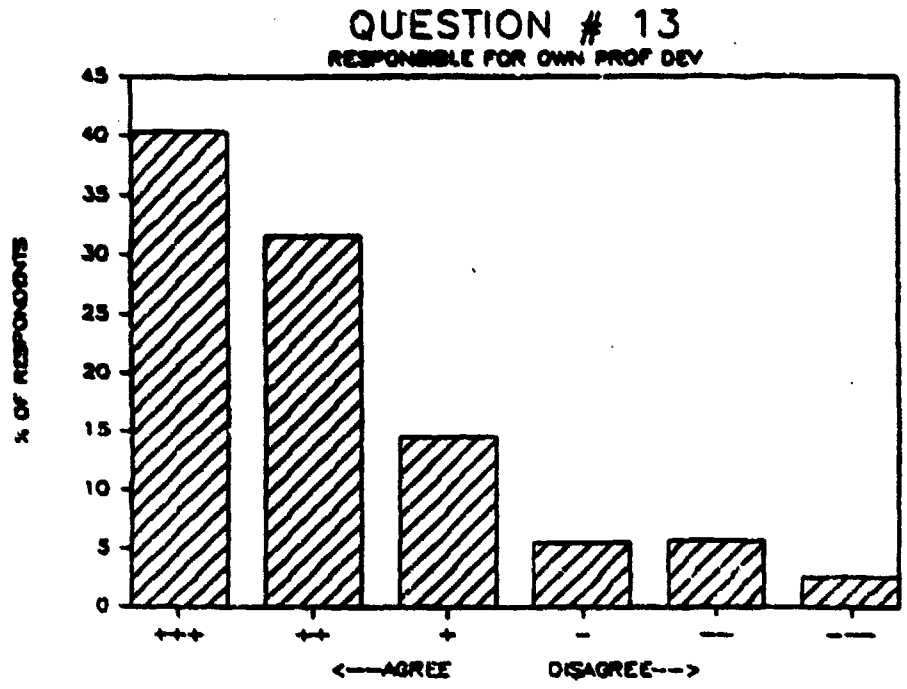


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	9 10.2	120 16.1	150 20.7	178 22.9	85 27.7	26 27.1	569 20.8
AGREE	28 31.8	292 39.1	302 41.7	373 48.1	144 46.9	63 44.8	1183 43.2
SLIGHTLY AGREE	28 31.8	226 30.3	182 25.1	164 21.1	50 16.5	19 19.8	679 24.8
SLIGHTLY DISAGREE	11 12.5	55 7.4	54 7.4	35 4.5	10 3.3	6 6.3	171 6.2
DISAGREE	9 10.2	41 5.5	30 4.1	24 3.1	8 2.6	2 2.1	114 4.2
STRONGLY DISAGREE	3 3.4	13 1.7	7 1.0	2 .3	0 .0	0 .0	25 .9
COLUMN TOTAL	88 3.2	747 27.3	725 26.5	776 28.3	307 11.2	96 3.5	2741 100.0

13. NCOs ARE RESPONSIBLE FOR THEIR OWN PROFESSIONAL DEVELOPMENT.

The majority of the respondents (86.4%) agreed with this statement. However, disagreement <u>increased</u> with grades

	E4	E5	E6	E7	E8	E9
SLIGHTLY DISAGREE DISAGREE STRONGLY DISAGREE	12.3%	11.8%	12.4%	13.4%	19.6%	22.1%

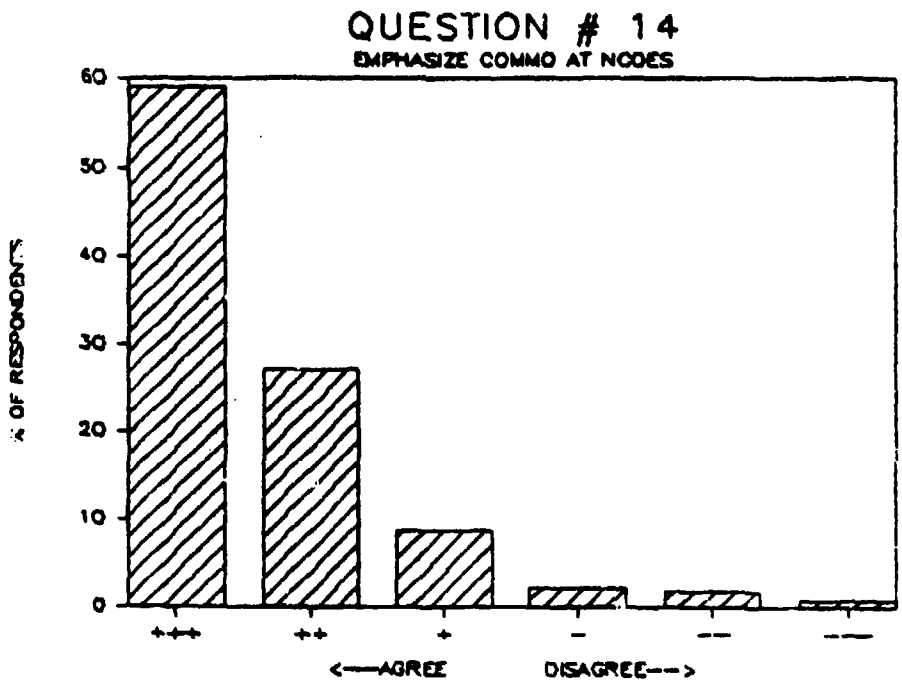


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	27 30.7	293 39.5	305 42.0	337 43.7	100 32.8	37 38.9	1100 40.3
AGREE	36 40.9	253 34.1	227 31.3	237 30.7	88 28.9	21 22.1	863 31.6
SLIGHTLY AGREE	14 15.9	109 14.7	104 14.3	95 12.3	57 18.7	16 16.8	395 14.5
SLIGHTLY DISAGREE	3 3.4	42 5.7	40 5.5	40 5.2	15 4.9	9 9.5	149 5.5
DISAGREE	5 5.7	34 4.6	29 4.0	44 5.7	30 9.8	10 10.5	152 5.6
STRONGLY DISAGREE	3 3.4	11 1.5	21 2.9	19 2.5	15 4.9	2 2.1	71 2.6
COLUMN TOTAL	88 3.2	742 27.2	726 26.6	772 28.3	305 11.2	95 3.5	2730 100.0

14. THERE SHOULD BE MORE EMPHASIS ON WRITING AND COMMUNICATIONS SKILLS IN NCO COURSES.

The overwhelming majority of respondents (94.9%) indicated agreement with this statement. Fewer than 1% strongly disagreed and those were predominantly E5s. A greater percentage of E4s disagreed (10.2%) than any other rank.

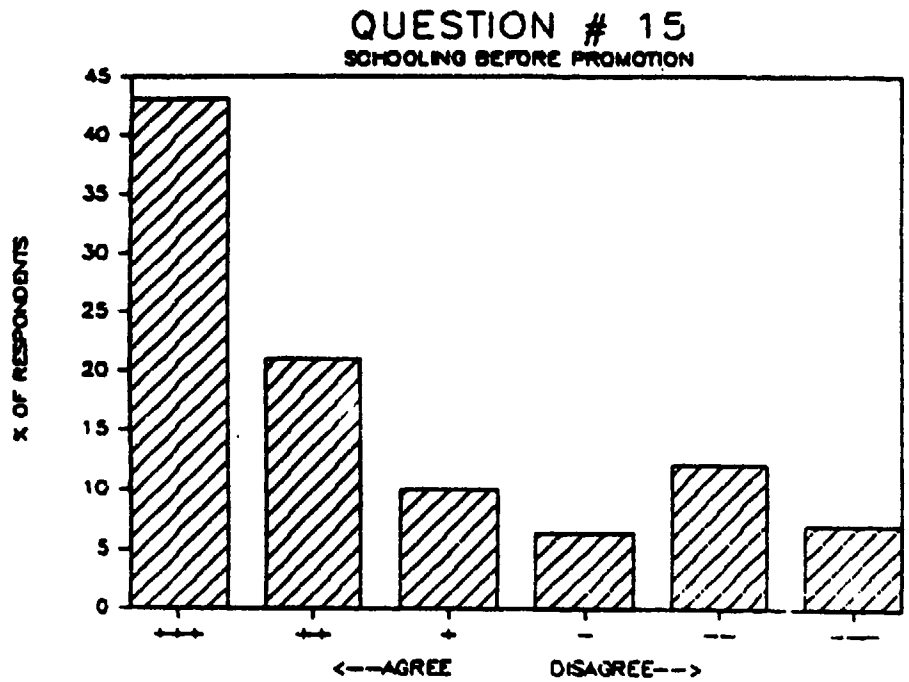
There was also high concensus (std deviation = .969) around the response "AGREE". Nearly 60% "AGREED STONGLY".

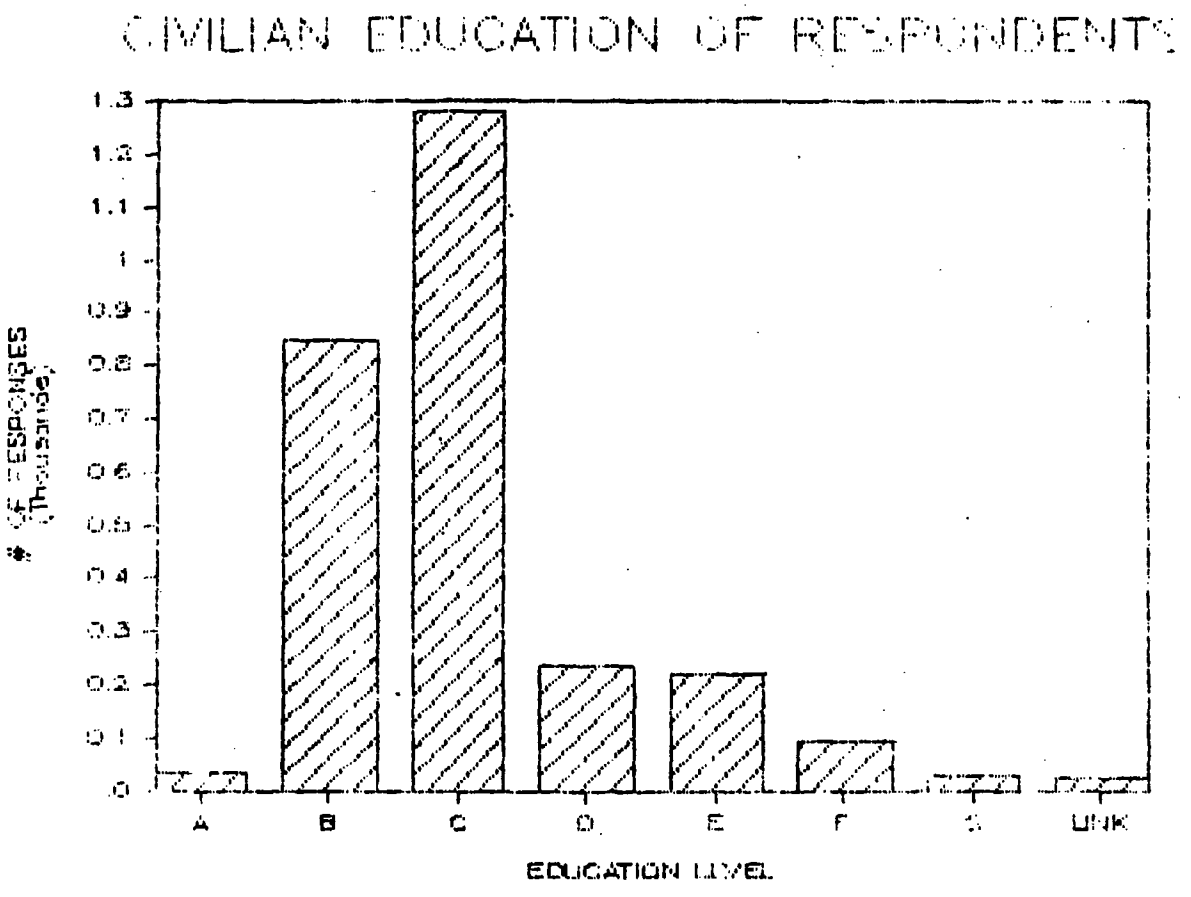


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	34 38.6	371 49.9	404 55.9	492 63.4	235 77.0	78 82.1	1616 59.1
AGREE	36 38.6	259 34.8	217 30.0	179 23.1	62 13.8	10 10.5	741 27.1
SLIGHTLY AGREE	11 12.5	72 9.7	63 8.7	65 8.4	22 7.2	6 6.3	239 8.7
SLIGHTLY DISAGREE	5 5.7	12 1.6	26 3.6	18 2.3	1 .3	0 .0	62 2.3
DISAGREE	4 4.5	20 2.7	6 .8	18 2.3	3 1.0	1 1.1	52 1.9
STRONGLY DISAGREE	0 .0	10 1.3	7 1.0	4 .5	2 .7	0 .0	23 .8
COLUMN TOTAL	88 3.2	744 27.2	723 26.5	776 28.4	305 11.2	95 3.5	2733 100.0

15. NCOs SHOULD NOT BE PROMOTED UNTIL THEY COMPLETE THE APPROPRIATE LEVEL NCOES SCHOOLING.

About three quarters (74.4%) of the respondents expressed agreement with this statement. Of those who disagreed, the responses were about evenly spread across the grades. The most frequent response was "STRONGLY AGREE" (43.2%).

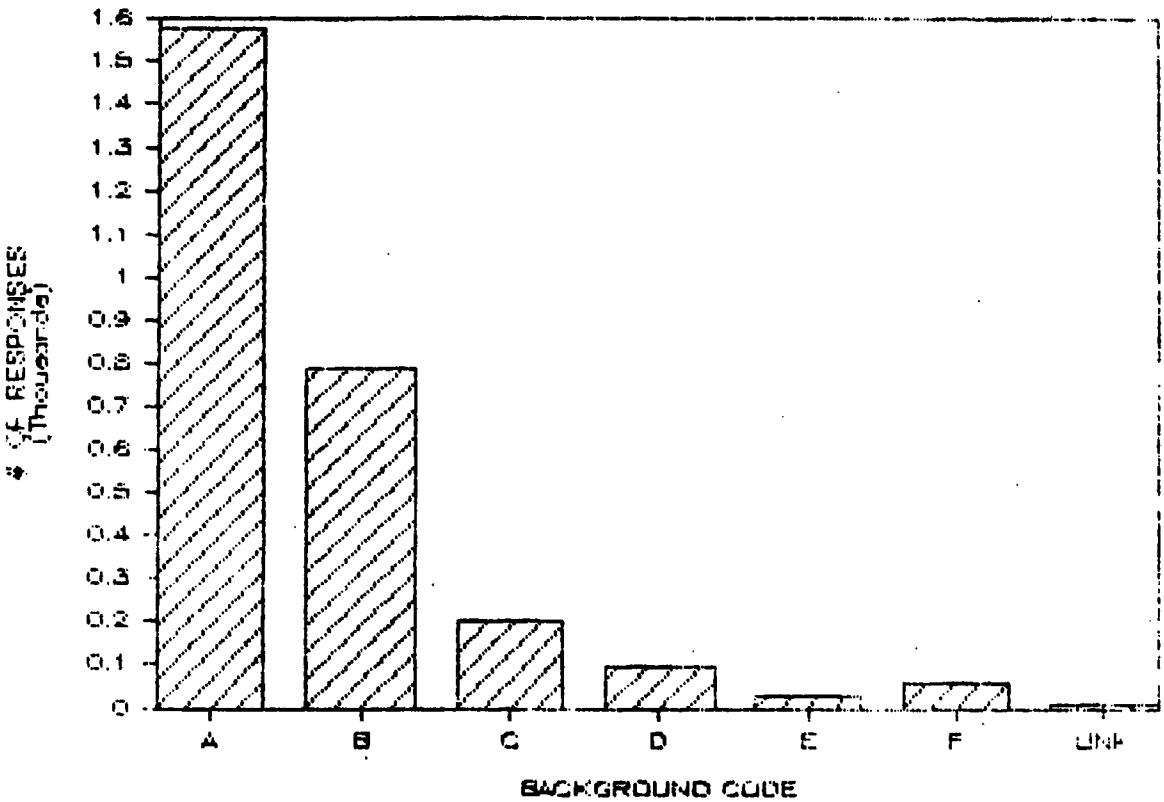




COLUMN C: Indicate the highest civilian education received by selecting the appropriate code from the table below and blackening the proper circle in Column C.

A. Non high school graduate
B. GED or equivalent
C. Some College (2 yrs or less)
D. 2 yr college degree (AA, AS, etc.)
E. 2-4 yrs college (no degree)
F. 4 yr college degree (BA, BS, etc.)
G. Graduate degree (MBA, MS, PhD, etc.)

RACIAL/ETHNIC BACKGROUND OF RESPONDENTS



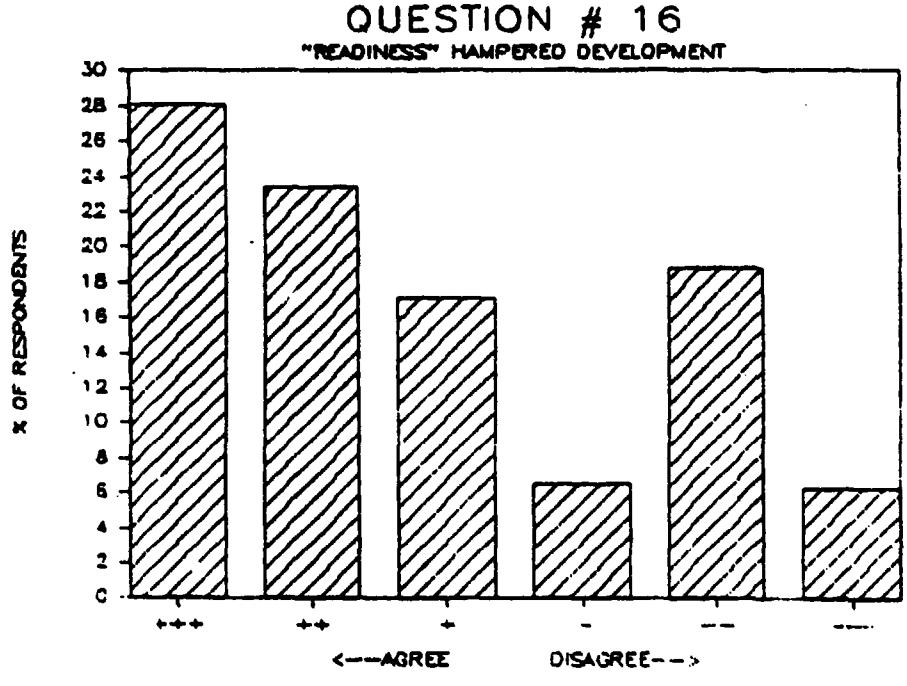
COLUMN D: Indicate your racial and ethnic background by selecting the appropriate code and blackening the corresponding circle in Column D.

A. White, not of Hispanic origin
B. Black, not of Hispanic origin
C. Hispanic
D. Asian/Pacific Islander
E. American Indian/Alaskan native
F. Other

16. MY PROFESSIONAL DEVELOPMENT HAS BEEN HAMPERED IN THE NAME OF UNIT READINESS.

A majority of the respondents (69.3%) agreed with this statement. The agreement was highest at the E6-E7 level (70.2 & 70.4% respectively) presumably because of recent ANCOC deferments. Those expressing the strongest disagreement were E8's and E9's (36.7 and 42.7% respectively).

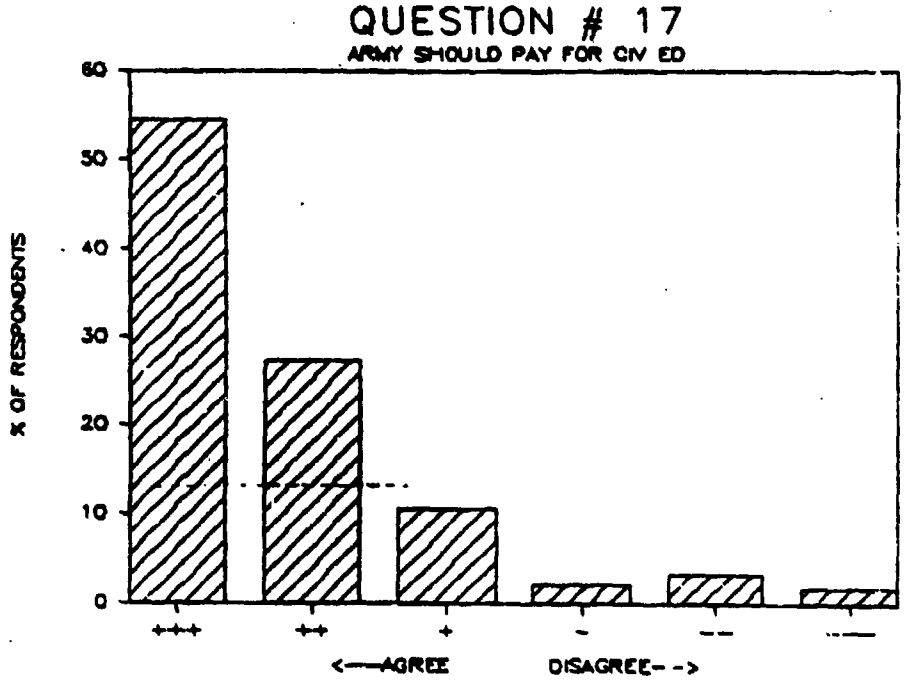
The most frequent response for all grades was "STRONGLY AGREE".



17. THE ARMY SHOULD PAY FOR CIVILIAN EDUCATION WHICH HELPS TO DEVELOP AN NCO PROFESSIONALLY.

The overwhelming majority of respondents (92.4%) agreed with this statement.

The distribution of those agreeing was even across all ranks and the most frequent response was "STRONGLY AGREE" (54.6%).



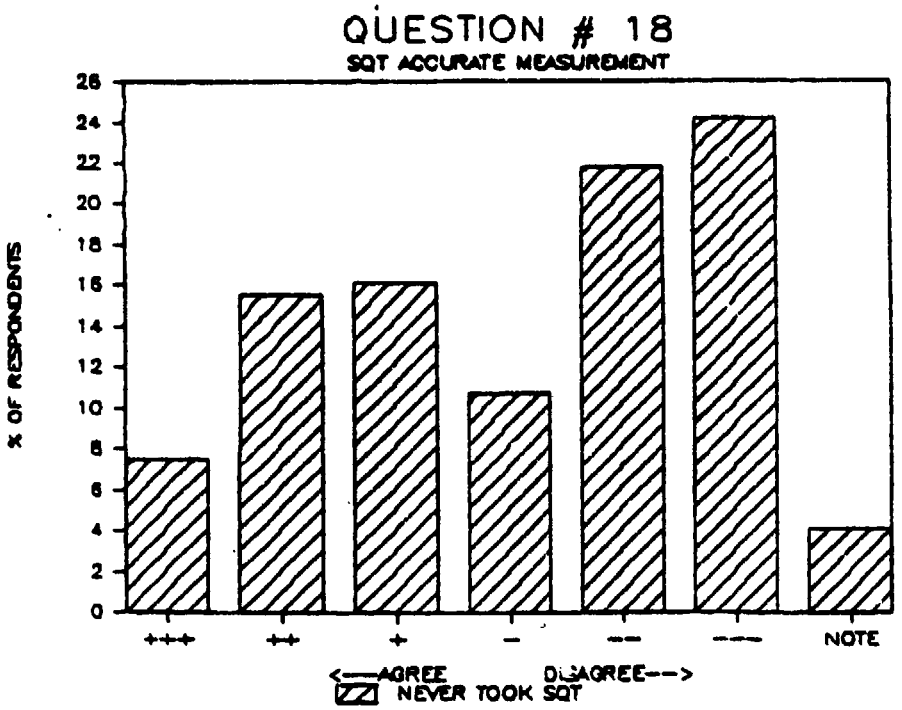
18. THE SQT ACCURATELY MEASURES MY ABILITY TO PERFORM CRITICAL MOS TASKS.

The majority of the respondents (57.1%) disagreed with this statement. The most frequent (24.7%) response was "STRONGLY DISAGREE". Strong disagreement was highest among E7's (31%). "STRONGLY AGREE" with the statement went down as rank went up.

	E4	E5	E6	E7	E8	E9
STRONGLY AGREE	13.8%	10.2%	8.3%	5.6%	4.0%	3.2%

This may reflect the fact that as an NCO's job complexity increases, it is more difficult to measure accurately.

4.1% of the respondents could neither agree nor disagree because they had never taken an SQT including, 5.7% of the E4s, 3.5% of the E5's, 2.2% of the E6's, 2.6% of the E7's, 7.9% of the E8's, and 23.2% of the E9's.

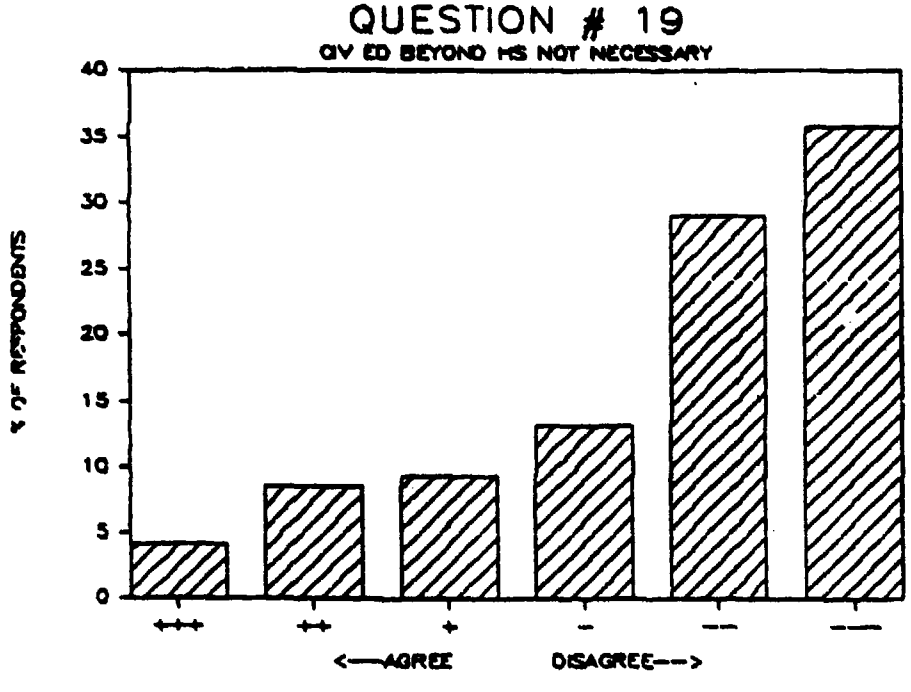


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	12	76	60	43	12	3	206
	13.8	10.2	8.3	5.6	4.0	3.2	7.5
AGREE	22	143	116	85	42	15	423
	25.3	19.2	16.0	11.0	13.9	15.8	15.5
SLIGHTLY AGREE	11	104	133	121	55	16	441
	12.6	14.0	18.3	15.7	18.2	16.8	16.1
SLIGHTLY DISAGREE	12	85	68	84	29	12	291
	13.8	11.4	9.4	10.9	9.6	12.6	10.7
DISAGREE	17	152	152	180	79	16	596
	19.5	20.4	20.9	23.3	26.1	16.8	21.8
STRONGLY DISAGREE	8	159	182	239	62	11	661
	9.2	21.3	25.0	31.0	20.5	11.6	24.2
I have never taken an SQT	5	26	16	20	24	22	113
	5.7	3.5	2.2	2.6	7.9	23.2	4.1
COLUMN TOTAL	87	745	727	772	303	95	2731
	3.2	27.3	26.6	28.3	11.3	3.5	100.0

19. **CIVILIAN EDUCATION BEYOND HIGH SCHOOL IS NOT NECESSARY FOR THE PROFESSIONAL DEVELOPMENT OF NCOs.**

The majority of the respondents (77.8%) disagreed with the statement. The most frequent response was "DISAGREE COMPLETELY" (35.8%).

Senior NCO's E7-8-9 disagreed to a greater extent than junior NCOs (E4-E5-E6).



	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	5 5.7	33 4.1	36 5.0	34 4.4	7 2.3	4 5.3	117 4.3
AGREE	9 10.2	62 8.4	65 9.1	63 8.2	23 7.5	8 8.4	230 8.5
SLIGHTLY AGREE	7 8.0	61 8.3	78 10.9	80 10.4	22 7.2	6 6.3	254 9.4
SLIGHTLY DISAGREE	15 17.0	98 13.3	94 13.1	103 13.4	36 11.8	8 8.4	355 13.1
DISAGREE	27 30.7	213 28.9	216 30.1	208 27.1	95 31.1	24 25.3	783 28.9
STRONGLY DISAGREE	25 28.4	272 37.0	228 31.8	280 36.5	122 40.0	44 46.3	971 35.8
COLUMN TOTAL	88 3.2	736 27.1	717 26.4	768 28.3	305 11.3	95 3.5	2711 100.0

20. I AM CONFIDENT IN MY ABILITY TO TRAIN SOLDIERS.

Almost everybody (97.8%) expressed agreement with this statement.

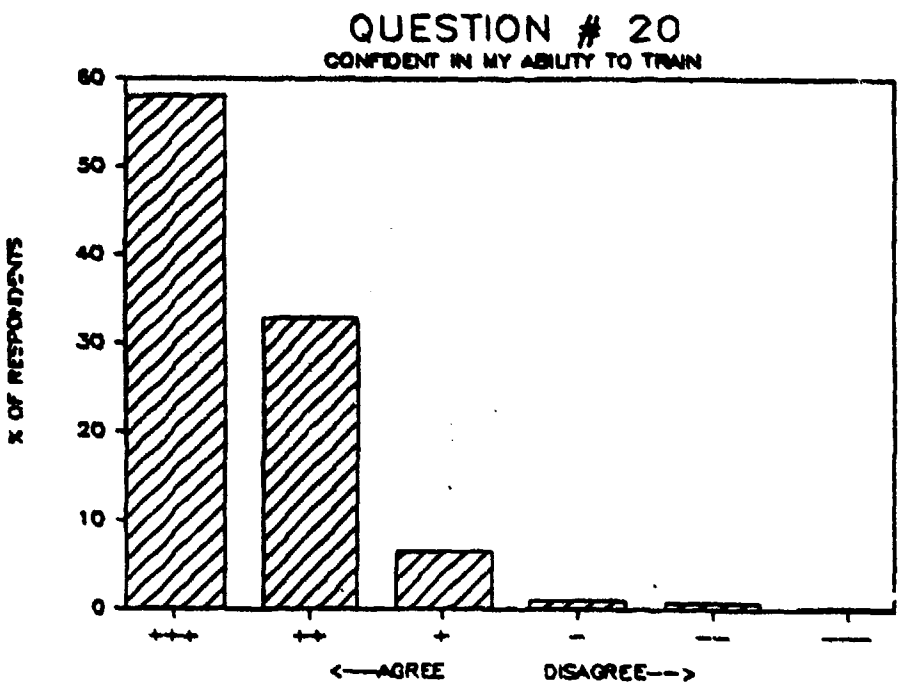
STRONGLY AGREE was the most frequent (58.2%) of all responses.

This confidence increases dramatically with grades:

	E4	E5	E6	E7	E8	E9
STRONGLY AGREE	33.0%	40.7%	61.1%	66.5%	75.5%	79.2%

This says something for development. Of all items on the questionaire, this item had the highest positive response and the most consensus.

AVG ANSWER: STONGLY AGREE
STD DEVIATION: .774

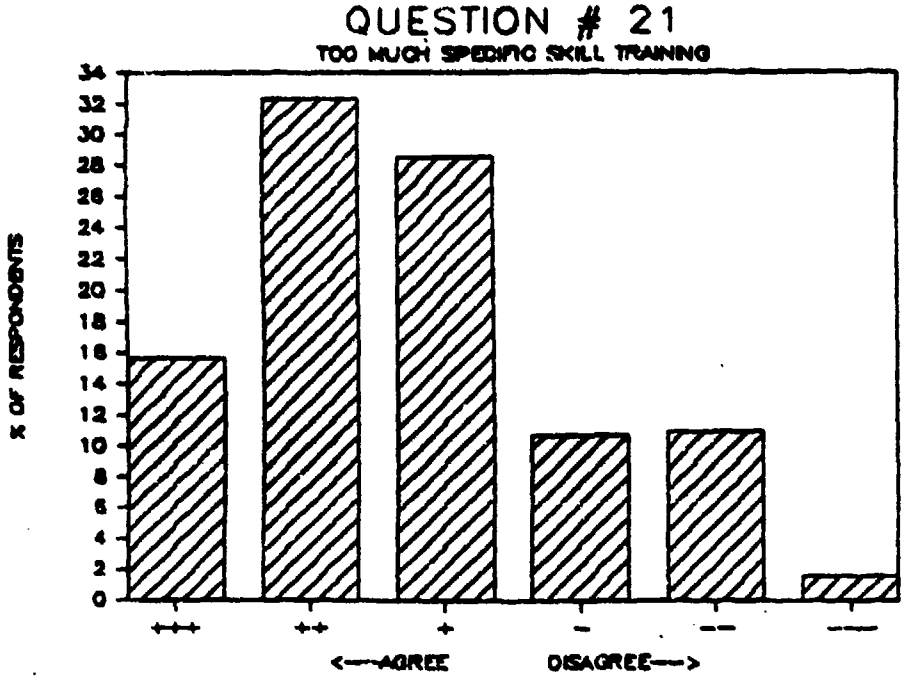


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	29 33.0	304 40.7	444 61.1	515 66.5	225 73.5	76 79.2	1595 58.2
AGREE	41 46.5	335 44.8	220 30.3	219 28.3	75 24.5	16 16.7	906 33.1
SLIGHTLY AGREE	13 14.8	85 11.4	48 6.6	26 3.4	4 1.3	3 3.1	179 6.5
SLIGHTLY DISAGREE	4 4.5	13 1.7	5 .7	6 .8	1 .3	0 .0	29 1.1
DISAGREE	1 1.1	9 1.2	8 1.1	5 .6	0 .0	1 1.0	24 .9
STRONGLY DISAGREE	0 .0	1 .1	2 .3	3 .4	1 .3	0 .0	7 .3
COLUMN TOTAL	88 3.2	747 27.3	727 26.5	774 28.2	306 11.2	96 3.5	2740 100.0

21. IN THE FORMAL SCHOOLING I HAVE ATTENDED IN THE ARMY, THERE HAS BEEN TOO MUCH EMPHASIS PLACED ON SPECIFIC SKILL DEVELOPMENT AND NOT ENOUGH EMPHASIS ON CREATIVE PROBLEM SOLVING.

The majority of the respondents (76.7%) agreed with this statement, and the most frequent response was AGREE.

There seemed to be no grade differen iation.



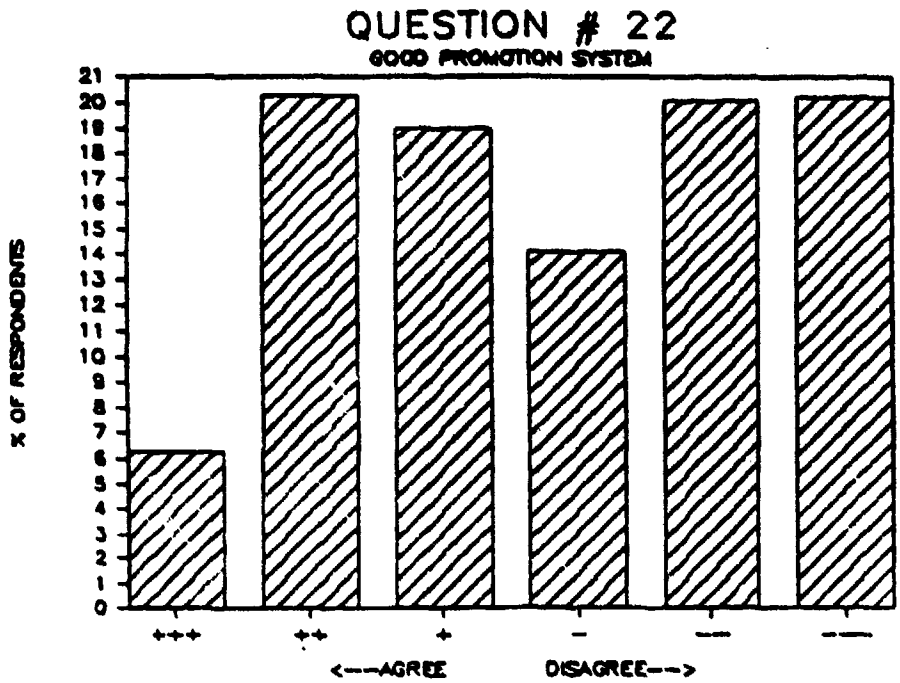
22. THE CURRENT PROMOTION SYSTEM SELECTS THOSE BEST QUALIFIED FOR DUTIES AT HIGHER LEVELS OF RESPONSIBILITIES.

54.4% of the respondents <u>disagreed</u> with this statement while 45.6% agreed with it.

Agreement tended to increase with rank:

	E4	E5	E6	E7	E8	E9
STONGLY AGREE AGREE SLIGHTLY AGREE	31.8%	40.3%	39.5%	48.9%	63.4%	69.4%

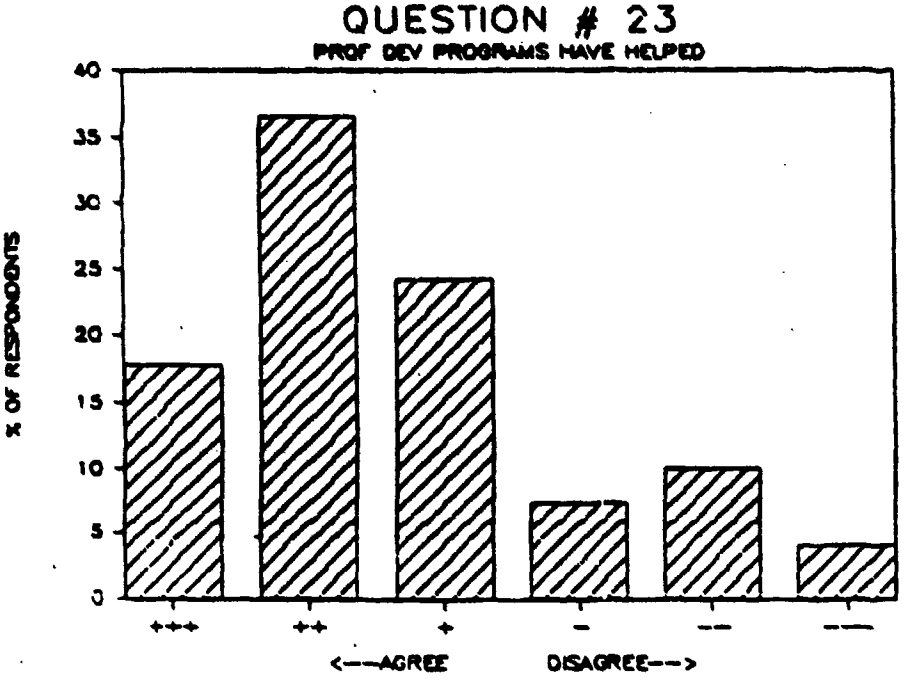
It appears that those who have benefited from the promotion system the most (more promotions) tend to view the system in a more favorable light.



	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	1 1.1	55 7.4	40 5.5	34 4.4	26 8.6	16 16.8	172 6.3
AGREE	23 22.7	126 16.9	120 16.6	164 21.2	97 32.0	29 30.5	556 20.3
SLIGHTLY AGREE	7 8.0	119 16.0	126 17.4	177 22.9	69 22.8	21 22.1	520 19.0
SLIGHTLY DISAGREE	17 19.3	95 12.7	92 12.7	134 17.3	40 13.2	8 8.4	386 14.1
DISAGREE	15 17.0	177 23.7	157 21.7	139 18.0	43 14.2	16 16.8	548 20.1
STRONGLY DISAGREE	28 31.8	174 23.3	190 26.2	126 16.3	28 9.2	5 5.3	551 20.2
COLUMN TOTAL	88 3.2	746 27.3	725 26.5	774 28.3	303 11.1	95 3.5	2733 100.0

23. THE ARMY PROGRAMS FOR PROFESSIONAL DEVELOPMENT HAVE HELPED ME GROW IN MY CAREER.

The majority of respondents (78.6%) agreed with this statement, with the strongest agreement coming from the E4's (85%).

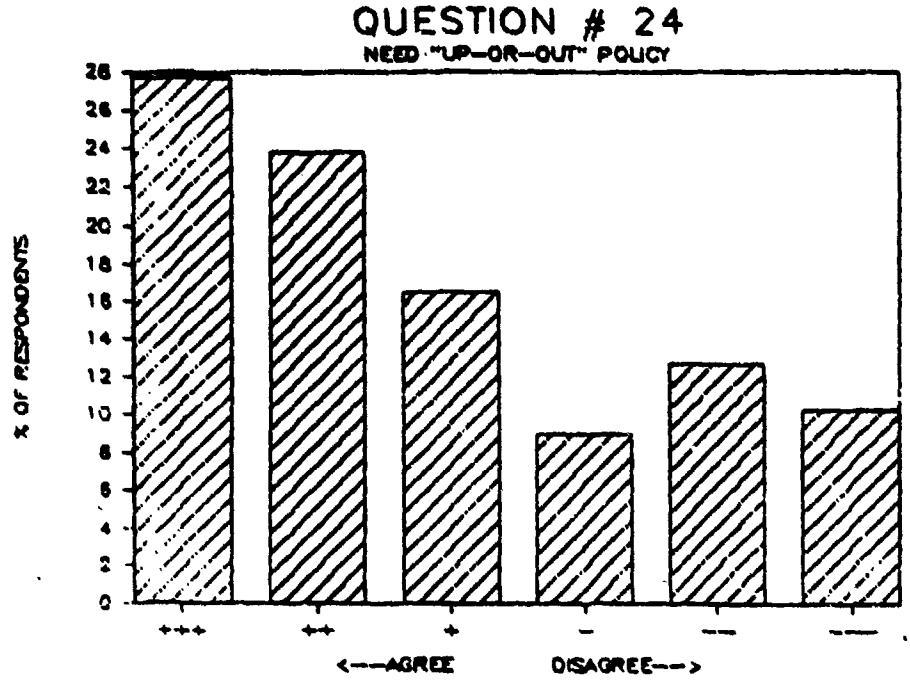


24. IN ORDER TO MAINTAIN QUALITY IN THE NCO CORPS, IT IS NECESSARY TO HAVE AN "UP-OR-OUT" (QMP) POLICY.

The majority of the respondents (68.1%) agreed with this statement. Disagreement increased with grade.

	E4	E5	E6	E7	E8	E9
SLIGHTLY DISAGREE DISAGREE STRONGLY DISAGREE	26.1%	25.5%	31.6%	33.7%	41.8%	50.1%

The more senior the NCO, the less an up-or-out policy is deemed to be necessary.

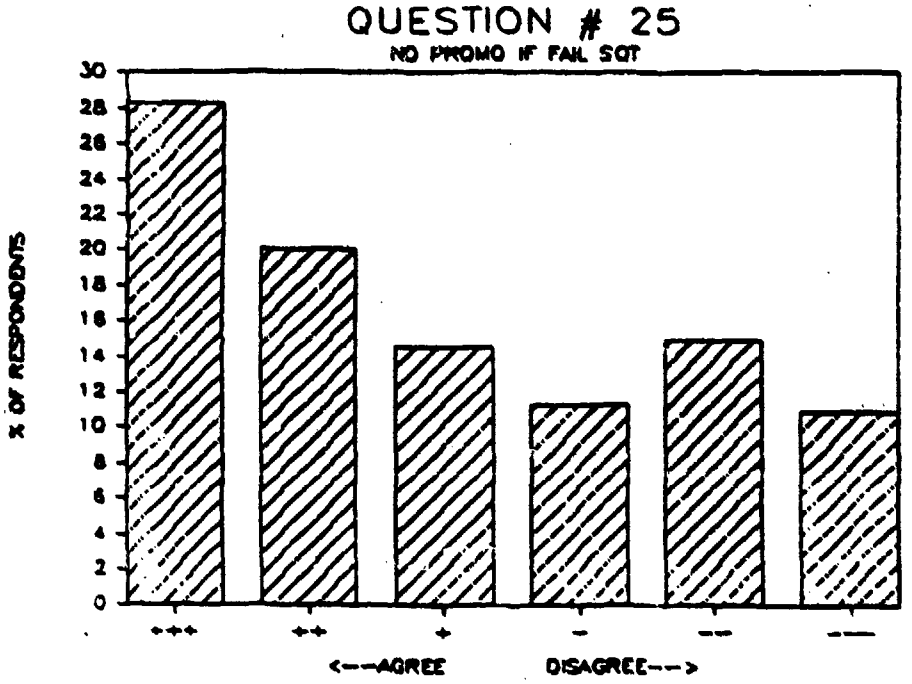


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	25 26.1	188 25.4	201 27.8	229 29.6	88 28.9	29 30.2	758 27.8
AGREE	31 35.2	215 29.0	178 24.6	163 21.1	50 16.4	12 12.5	649 23.8
SLIGHTLY AGREE	19 21.6	149 20.1	116 16.0	120 15.5	39 12.8	7 7.3	451 16.5
SLIGHTLY DISAGREE	10 11.4	59 8.0	59 8.2	75 9.7	27 8.9	14 14.6	244 8.9
DISAGREE	2 2.3	70 9.4	101 14.0	107 13.8	47 15.5	18 18.8	346 12.7
STRONGLY DISAGREE	3 3.4	60 8.1	68 9.4	79 10.2	53 17.4	16 16.7	279 10.2
COLUMN TOTAL	88 3.2	741 27.2	723 26.5	773 28.3	304 11.1	96 3.5	2727 100.0

25. NCOs SHOULD NOT BE PROMOTED IF THEY FAIL THEIR SQT.

The majority of the respondents (62.9%) agreed with this statement. The most frequent response was "STRONGLY AGREE" (28.3%).

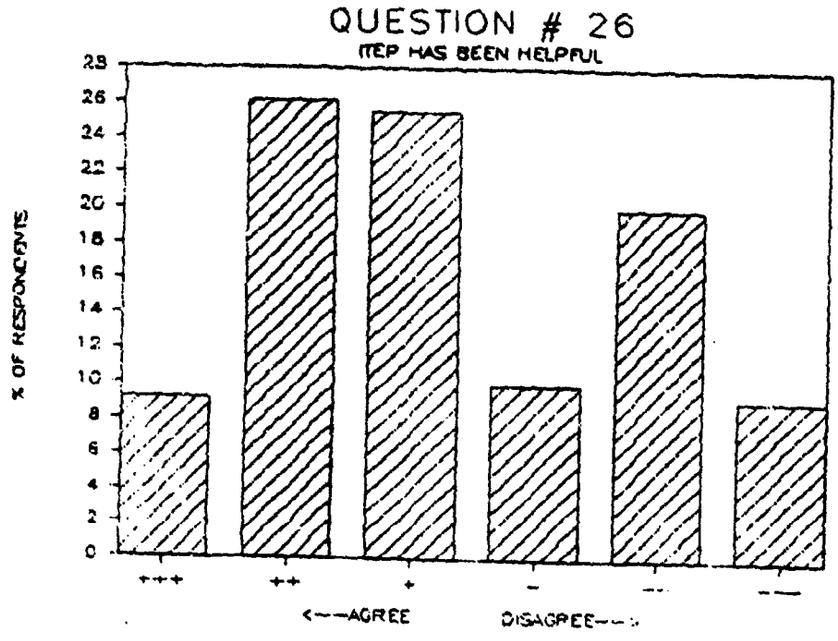
E5s, E6s and E7s tended to disagree more than E4s, E8s, E9's.



	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	32 36.8	240 32.7	182 25.3	171 22.6	100 33.0	38 40.0	763 28.3
AGREE	31 35.6	146 19.9	155 21.4	132 17.4	55 18.2	19 20.0	539 20.0
SLIGHTLY AGREE	10 11.5	96 13.1	111 15.4	116 15.3	49 16.2	13 13.7	395 14.6
SLIGHTLY DISAGREE	3 3.4	77 10.5	82 11.4	87 11.5	41 13.5	14 14.7	305 11.3
DISAGREE	9 10.3	93 12.7	101 14.0	152 20.1	38 12.5	8 8.4	401 14.9
STRONGLY DISAGREE	2 2.3	83 11.3	89 12.2	99 13.1	20 6.6	3 3.2	295 10.9
COLUMN TOTAL	87 3.2	735 27.2	719 26.6	757 28.1	303 11.2	95 3.5	2698 100.0

26. THE ITEP (SQT, CTT, COMMANDER'S EVALUATION) HAS BEEN VERY HELPFUL IN MY PROFESSIONAL DEVELOPMENT.

A slight majority (50.8%) agreed with this statement. E4's tended to agree more (74.7%) than any other grade (68.3% for E5, 61.9% for E6, 53.2% for E7, 56.5% for E8 and 56.5% for E9).



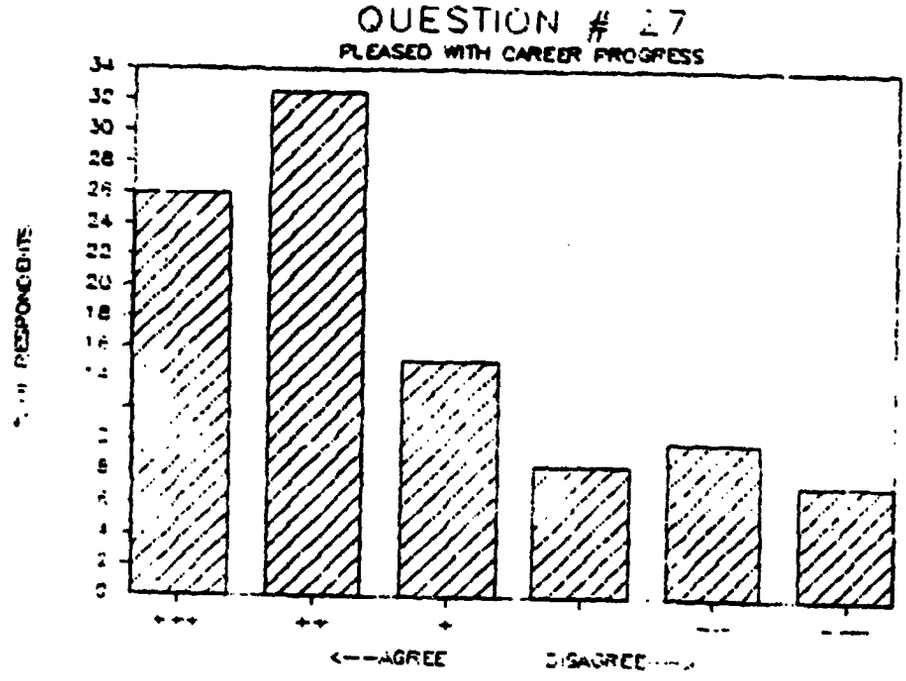
	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	11 12.6	74 10.0	62 8.6	58 7.6	33 10.8	10 10.9	249 9.2
AGREE	30 34.5	229 30.9	198 27.4	153 19.9	72 23.5	28 30.4	709 26.1
SLIGHTLY AGREE	24 27.6	202 27.4	187 25.9	197 25.7	68 22.2	14 15.2	693 25.5
SLIGHTLY DISAGREE	6 6.9	72 9.8	73 10.1	87 11.3	28 9.2	5 5.4	271 10.0
DISAGREE	13 14.9	121 16.4	124 17.2	184 24.0	75 24.5	26 28.3	563 20.0
STRONGLY DISAGREE	3 3.4	41 5.6	78 10.8	89 11.6	30 9.8	9 9.8	250 9.2
COLUMN TOTAL	87 3.2	738 27.2	722 26.6	768 28.3	306 11.3	92 3.4	2715 100.0

27. I AM PLEASED WITH MY CAREER PROGRESS IN THE ARMY.

The majority (74%) agreed with this statement. Of those who strongly agreed, agreement increased with rank:

	E4	E5	E6	E7	E8	E9
STRONGLY AGREE	8.5%	18.6%	18.7%	28.5%	47.9%	65.3%

Likewise disagreement tended to decrease with rank.



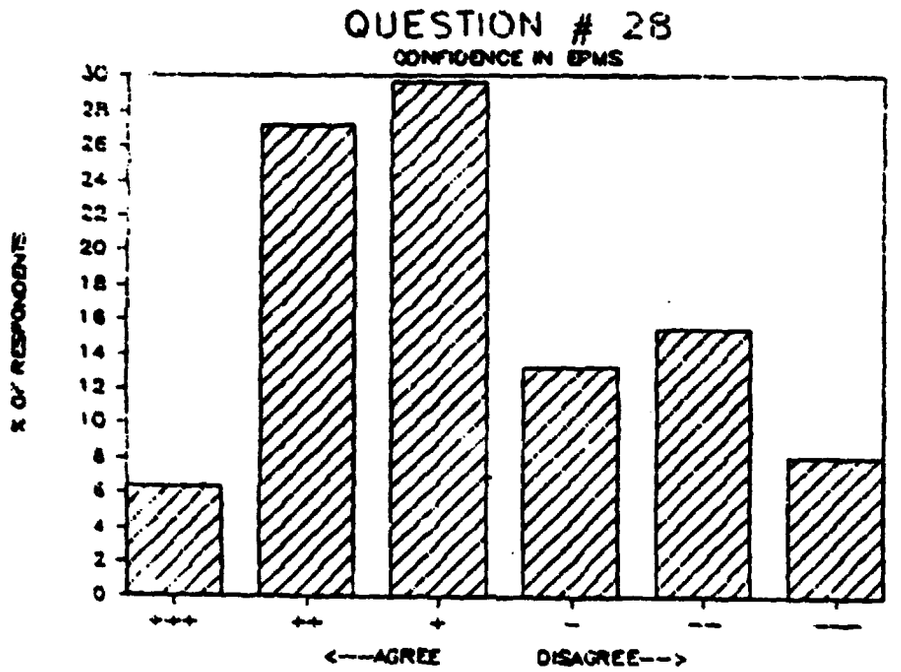
	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	7 8.5	137 18.6	136 18.7	217 28.5	146 47.9	62 65.3	703 26.1
AGREE	33 40.2	246 33.4	202 28.2	280 36.7	94 30.8	25 26.3	880 32.6
SLIGHTLY AGREE	13 16.3	129 17.5	125 17.5	108 14.2	32 10.5	5 5.2	413 15.3
SLIGHTLY DISAGREE	8 9.8	71 9.6	80 11.2	56 7.3	13 4.3	2 2.1	230 8.5
DISAGREE	11 14.6	91 12.4	89 12.4	69 9.1	11 3.6	0 .0	272 10.1
STRONGLY DISAGREE	7 8.5	62 8.4	86 12.0	32 4.2	9 3.0	3 3.2	200 7.4
COLUMN TOTAL	82 3.0	736 27.3	716 26.5	762 28.2	305 11.3	95 3.5	2698 100.0

28. I HAVE CONFIDENCE THAT THE ENLISTED PERSONNEL MANAGEMENT SYSTEM (EPMS) IS HELPING MY CAREER GOALS.

A majority of respondents (63.2%) agreed with this statement, however, there was a dramatic increase with rank:

	E4	E5	E6	E7	E8	E9
STRONGLY AGREE	4.5%	3.4%	4.7%	6.6%	12.1%	23.2%

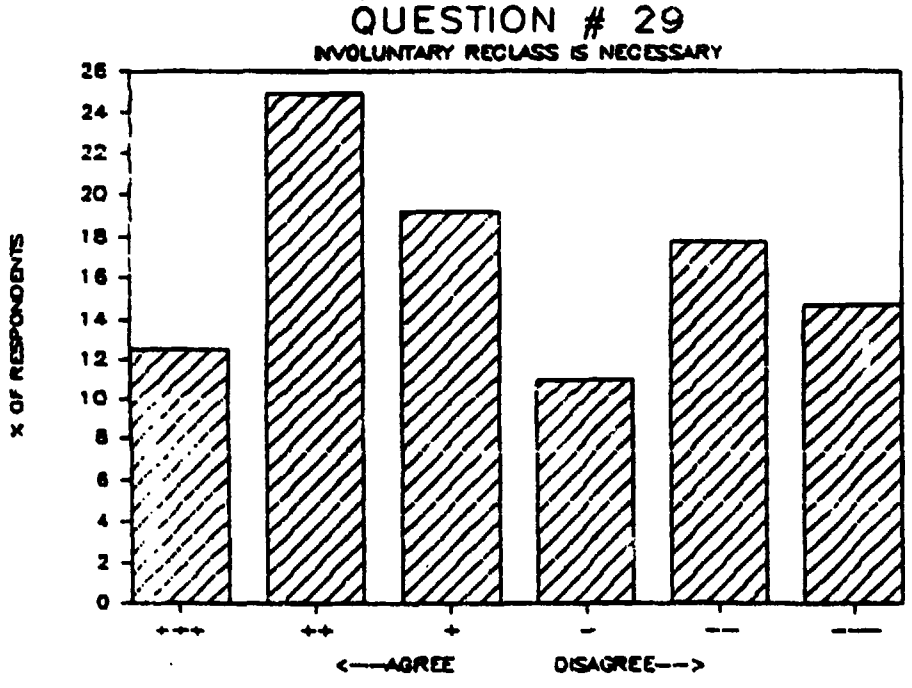
This may indicate that as NCOs progress and develop, they gain confidence in the system's ability to work. It may point to a need for more familiarity with the system at the lower grades.



	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	6	25	34	51	37	24	173
	6.5	3.4	4.7	6.6	12.1	23.2	6.3
AGREE	23	189	176	217	107	30	743
	26.1	25.5	24.3	28.0	34.9	31.6	27.2
SLIGHTLY AGREE	23	239	210	244	76	19	811
	26.1	32.3	29.0	31.5	24.8	20.0	29.7
SLIGHTLY DISAGREE	14	120	101	90	32	6	363
	15.9	16.2	13.9	11.6	10.4	6.3	13.3
DISAGREE	18	120	124	117	32	10	421
	20.5	16.2	17.1	15.1	10.4	10.5	15.4
STRONGLY DISAGREE	4	47	80	55	23	8	220
	4.8	6.4	11.0	7.1	7.5	8.4	8.1
COLUMN TOTAL	88	740	725	774	307	95	2731
	3.2	27.1	26.5	28.3	11.2	3.5	100.0

29. IN ORDER TO BALANCE MOS STRENGTHS, INVOLUNTARY MOS RECLASSIFICATION OF NCOs IS NECESSARY.

A majority (56.6%) agreed with this statement. This item appeared to be highly correlated with grade. 71.6% of the E9's agreed while 54.8% of the E5's disagreed.



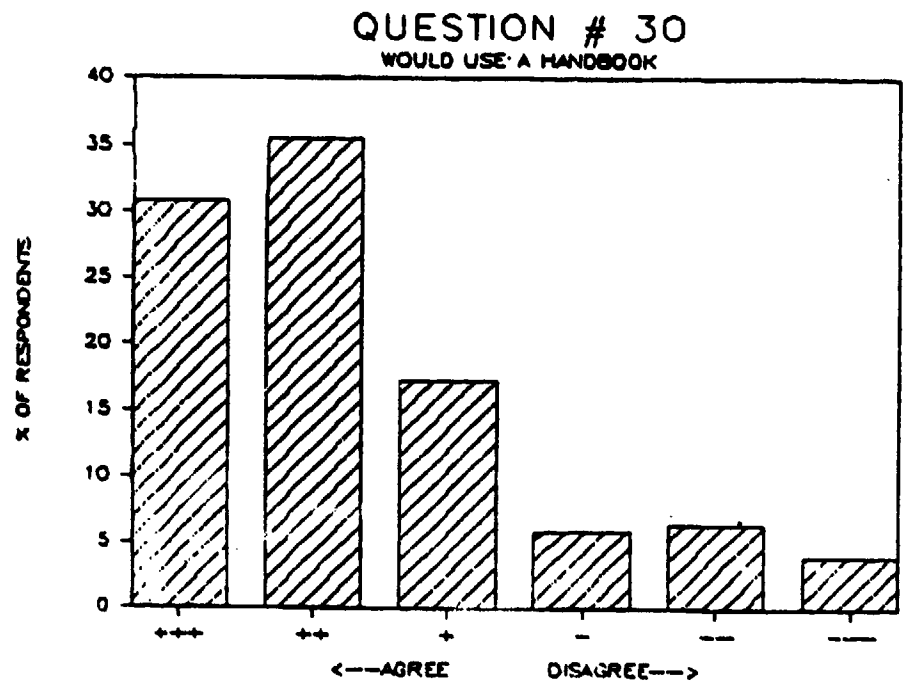
	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	8 9.2	70 9.5	94 13.0	103 13.4	45 14.7	20 21.1	340 12.5
AGREE	23 26.4	136 18.5	177 24.5	211 27.5	100 32.6	27 28.4	675 24.9
SLIGHTLY AGREE	12 13.8	126 17.1	133 18.4	167 21.8	61 19.9	21 22.1	520 19.2
SLIGHTLY DISAGREE	9 10.3	76 10.3	89 12.3	90 11.7	24 7.8	11 11.6	300 11.0
DISAGREE	14 16.1	167 22.7	131 18.1	108 14.1	51 16.6	10 10.5	481 17.7
STRONGLY DISAGREE	21 24.1	160 21.8	99 13.7	87 11.4	26 8.5	6 6.3	399 14.7
COLUMN TOTAL	87 3.2	735 27.1	723 26.6	766 28.2	307 11.3	95 3.5	2715 100.0

30. I WOULD USE A HANDBOOK WHICH TELLS NCOs EVERYTHING THEY NEED TO KNOW ABOUT PROFESSIONAL DEVELOPMENT.

The majority of the respondents (83.6%) agreed with this statement.

A greater percentage of E9's (24.2%) disagreed than any other rank.

The most frequent response was "AGREE" (35.5%).



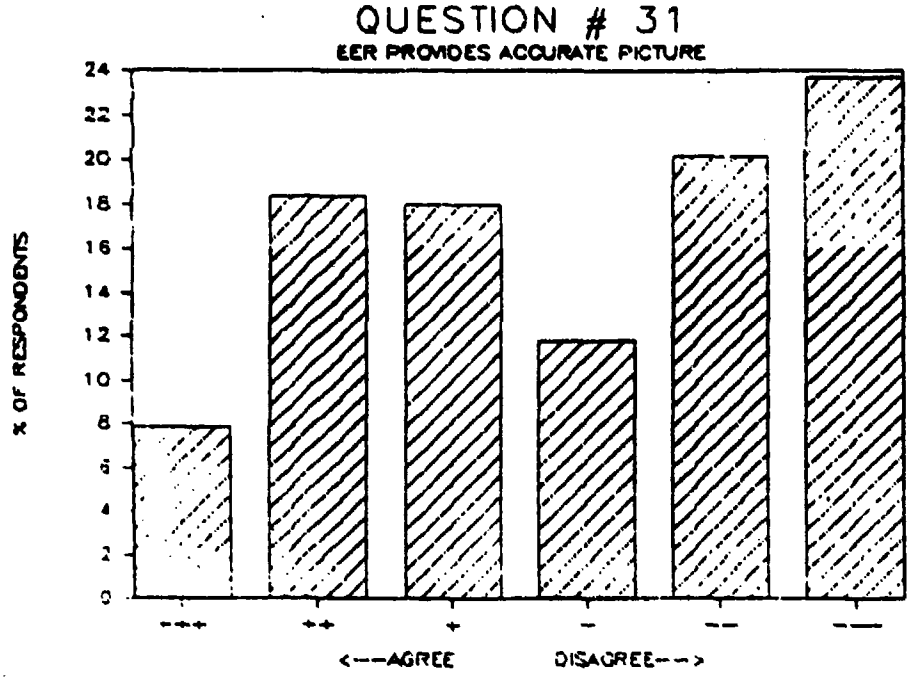
	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	22 25.0	250 33.9	204 28.2	234 30.4	89 29.4	38 40.0	837 30.8
AGREE	33 37.5	259 35.1	274 37.8	270 35.1	110 36.3	17 17.9	964 35.5
SLIGHTLY AGREE	12 13.6	123 16.7	129 17.8	138 17.9	50 16.5	17 17.9	470 17.3
SLIGHTLY DISAGREE	10 11.4	42 5.7	40 5.5	48 6.2	17 5.6	6 6.3	163 6.0
DISAGREE	11 12.5	37 5.0	50 6.9	46 6.0	25 8.3	8 8.4	177 6.5
STRONGLY DISAGREE	0 .0	27 3.7	27 3.7	33 4.3	12 4.0	9 9.5	108 4.0
COLUMN TOTAL	88 3.2	738 27.1	724 26.6	769 28.3	303 11.1	95 3.5	2719 100.0

31. THE CURRENT EER PROVIDES AN ACCURATE PICTURE OF A SOLDIER'S JOB PERFORMANCE.

A majority of the respondents (55.7%) disagreed with this statement.

There appeared to be no differentiation by grade as relatively even percentages of all grades responded to each of the categories.

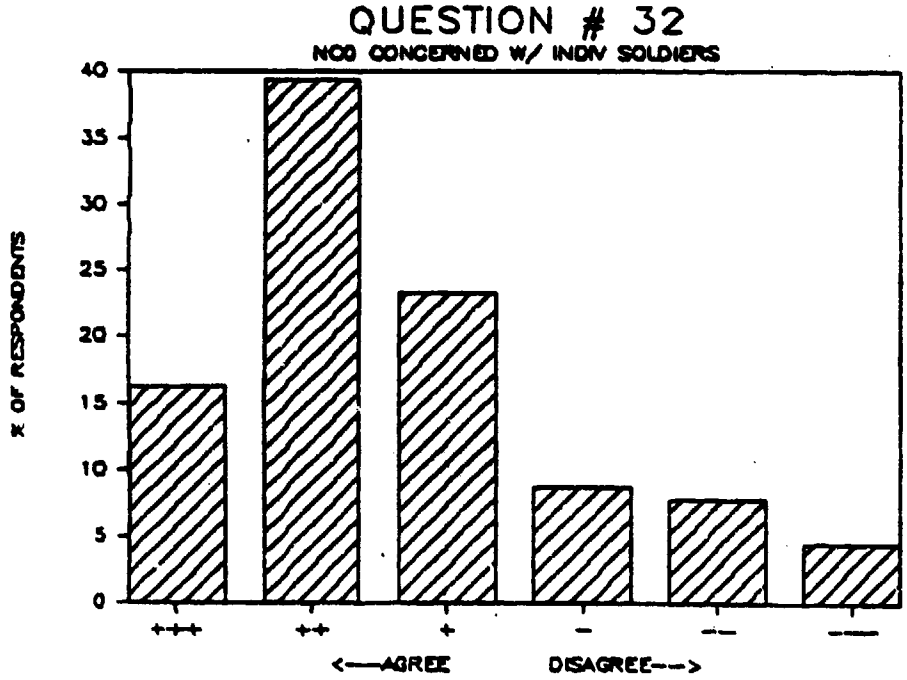
The least disagreement came from the E4 respondents.



32. THE NCOs I KNOW ARE CONCERNED WITH INDIVIDUAL SOLDIERS AT THE SQUAD/PLATOON/COMPANY LEVELS.

The overwhelming majority of the respondents (79%) agreed with this statement. The most frequent response was "AGREE" (39.4%).

Agreement tended to increase with grade. 33.3% of the E4's expressed disagreement as opposed to 12.7% of the E9's.

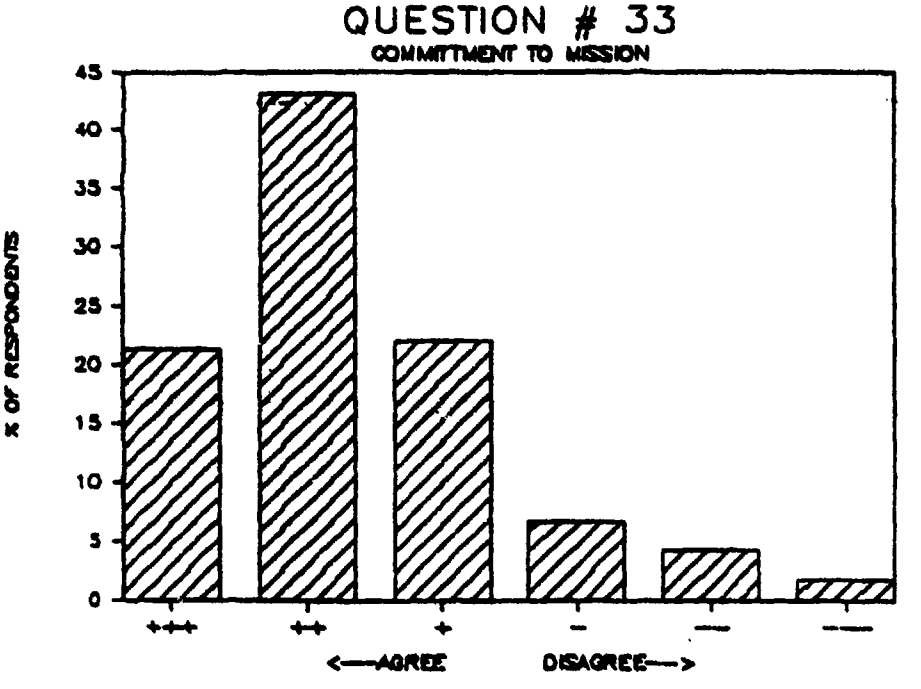


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	6 6.9	89 12.0	114 15.7	156 20.3	60 19.7	18 18.9	444 16.3
AGREE	31 35.6	261 35.3	269 37.2	332 43.2	143 46.9	35 36.8	1071 39.4
SLIGHTLY AGREE	21 24.1	176 23.8	180 24.9	162 21.1	65 21.3	30 31.6	635 23.3
SLIGHTLY DISAGREE	12 13.8	82 11.1	64 8.8	57 7.4	13 4.3	8 8.4	236 8.7
DISAGREE	6 6.9	82 11.1	64 8.8	37 4.8	20 6.6	3 3.2	212 7.8
STRONGLY DISAGREE	11 12.6	50 6.8	33 4.6	24 3.1	4 1.3	1 1.1	123 4.5
COLUMN TOTAL	87 3.2	743 27.2	724 26.6	768 28.2	305 11.2	95 3.5	2721 100.0

33. THE NCOs I KNOW ARE COMMITTED TO THE MISSION OF THEIR UNIT.

The overwhelming majority of the respondents (86.8%) agreed with this statement. The most frequent response was "AGREE" (43.2%).

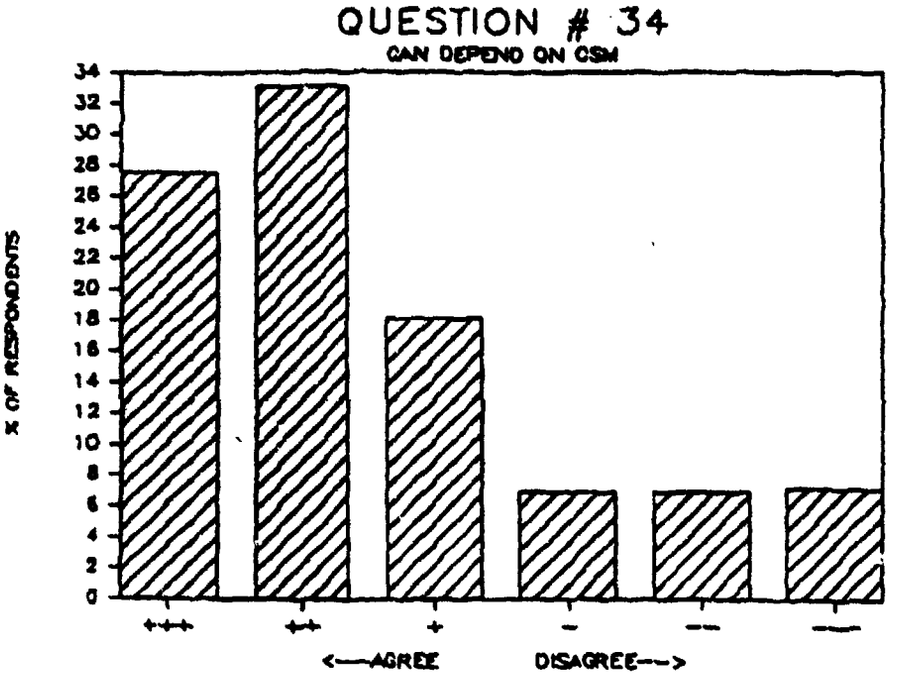
Agreement tended to increase with grade (28.6% of E4's disagreed as compared to only 6.4% E9's).



	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	8 9.5	110 15.1	155 21.6	184 24.2	92 30.2	26 27.7	575 21.4
AGREE	30 35.7	310 42.5	284 39.6	348 45.8	144 47.2	45 47.9	1162 43.2
SLIGHTLY AGREE	22 26.2	177 24.2	173 24.1	160 21.1	48 15.7	17 18.1	598 22.2
SLIGHTLY DISAGREE	15 17.9	65 8.9	58 8.1	34 4.5	9 3.0	6 6.4	187 6.9
DISAGREE	7 8.3	44 6.0	31 4.3	27 3.6	9 3.0	0 .0	118 4.4
STRONGLY DISAGREE	2 2.4	24 3.3	17 2.4	6 .8	3 1.0	0 .0	52 1.9
COLUMN TOTAL	84 3.1	730 27.1	718 26.7	759 28.2	305 11.3	94 3.5	2692 100.0

34. I CAN DEPEND ON MY CSM TO PRESENT NCO ISSUES TO THE COMMANDER.

The overwhelming majority of respondents (79%) agreed with this statement. The most frequent response was "AGREE" (33.2%).



	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	21 24.7	196 26.6	183 25.5	198 26.0	103 33.8	44 46.3	745 27.6
AGREE	30 35.5	259 35.2	227 31.7	253 33.2	98 32.1	29 30.5	897 33.2
SLIGHTLY AGREE	18 21.2	152 20.7	125 17.4	141 18.5	45 14.8	12 12.6	493 18.2
SLIGHTLY DISAGREE	8 9.4	45 6.1	54 7.5	53 6.9	21 6.9	4 4.2	186 6.9
DISAGREE	4 4.7	41 5.6	63 8.8	58 7.6	19 6.2	4 4.2	189 7.0
STRONGLY DISAGREE	4 4.7	43 5.8	65 9.1	60 7.9	19 6.2	2 2.1	193 7.1
COLUMN TOTAL	85 3.1	736 27.2	717 26.5	763 28.2	305 11.3	95 3.5	2703 100.0

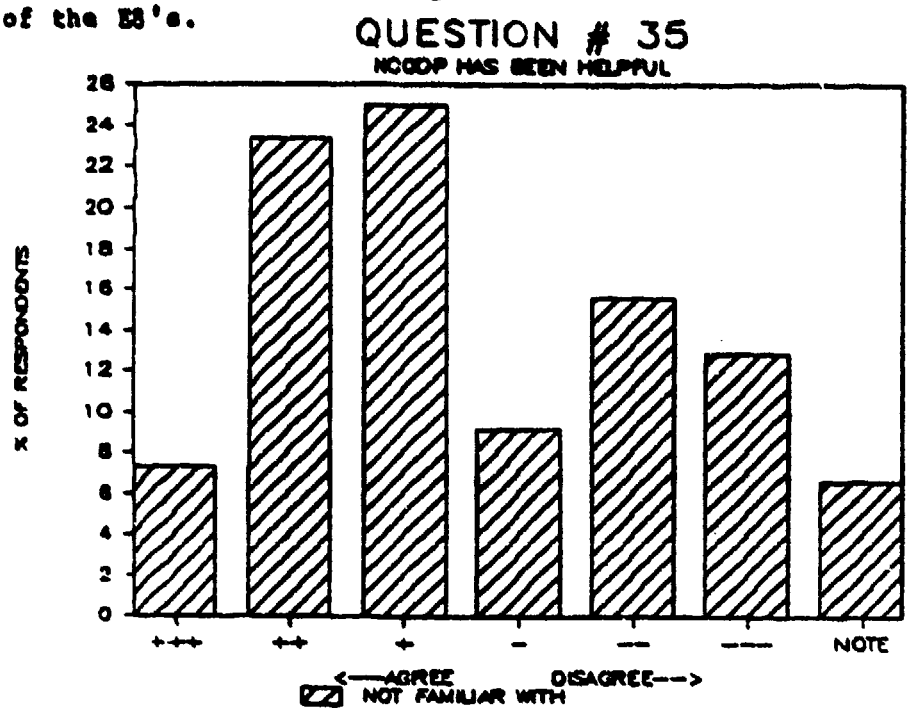
35. MY UNIT'S NCO DEVELOPMENT PROGRAM (NCODP) HAS BEEN VERY HELPFUL IN MY PROFESSIONAL DEVELOPMENT.

A slight majority (55.7%) agreed with this statement while 37.9% disagreed. The most frequent response was "SLIGHTLY AGREE" (25%).

NCODP has been most helpful to E9's and E8's and least helpful for E7's.

28.5% of all respondents either DISAGREED or STRONGLY DISAGREED and this was consistent across all ranks indication that some other variable accounts for differences, such as unit of assignment.

Additionally, 6.7% of the respondents stated that they were not familiar with their unit's NCODP. This ranged from over 20% of the E4's to less than 1% of the E8's.

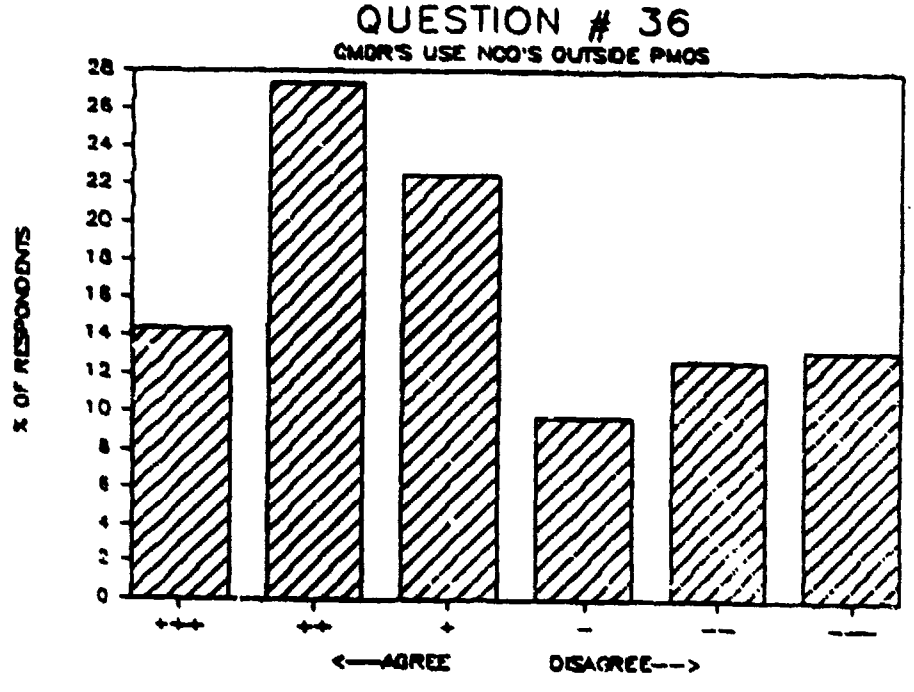


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	6 4.5	55 7.4	50 7.0	43 5.6	30 9.8	15 15.8	197 7.3
AGREE	24 27.3	171 23.1	167 23.2	157 20.5	83 27.1	32 33.7	634 23.4
SLIGHTLY AGREE	16 18.2	201 27.2	165 22.9	198 25.9	78 25.5	20 21.1	679 25.0
SLIGHTLY DISAGREE	11 12.5	66 8.9	69 9.6	75 9.8	25 8.2	5 5.3	251 9.2
DISAGREE	5 5.7	100 13.5	124 17.2	127 16.6	56 18.3	12 12.6	424 15.6
STRONGLY DISAGREE	10 11.4	75 10.1	102 14.2	120 15.7	32 10.5	10 10.5	349 12.9
I am not familiar with my unit's NCODP	18 20.5	72 9.7	42 5.8	45 5.9	2 .7	1 1.1	181 6.7
COLUMN TOTAL	88 3.2	740 27.3	719 26.5	765 28.2	306 11.3	95 3.5	2715 100.0

36. COMMANDERS SHOULD BE ABLE TO UTILIZE NCOs OUTSIDE THEIR PMOS BASED ON UNIT REQUIREMENTS.

A majority of the respondents (64.3%) agreed with this statement. The most frequent response was "AGREE" (27.4%).

The greatest amount of disagreement came from the E7s (nearly 40%).

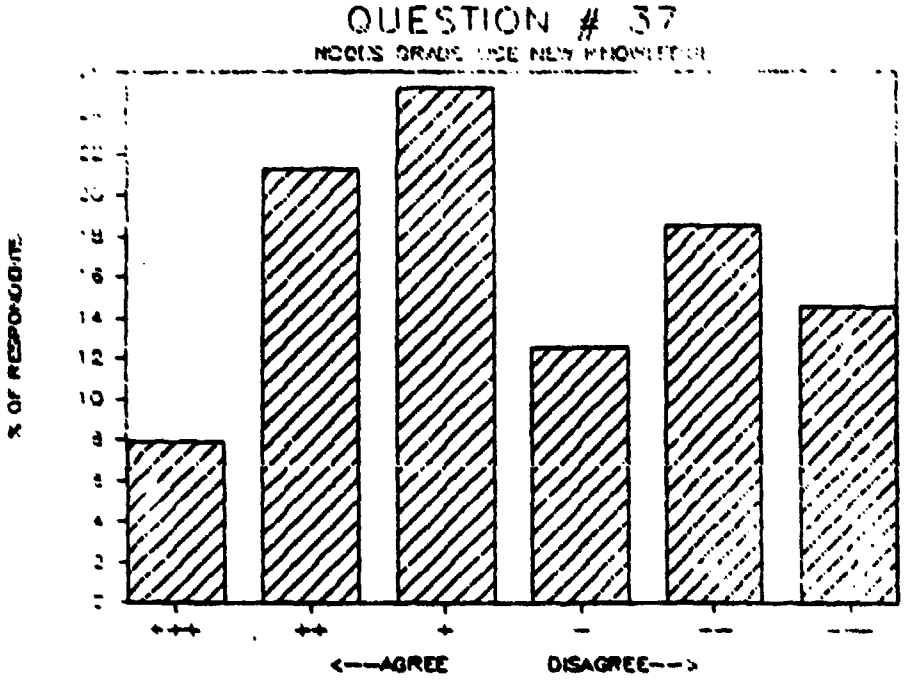


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	14 18.2	111 14.9	90 12.4	95 12.3	58 18.8	23 24.2	394 14.4
AGREE	33 37.5	222 29.8	198 27.3	188 24.4	85 27.6	22 23.2	749 27.4
SLIGHTLY AGREE	17 19.3	160 21.5	165 22.7	182 23.6	71 23.1	20 21.1	615 22.5
SLIGHTLY DISAGREE	9 10.2	79 10.3	77 10.6	66 8.5	30 9.7	5 5.3	265 9.7
DISAGREE	7 8.0	83 11.1	96 13.2	123 15.9	32 10.4	8 8.4	349 12.8
STRONGLY DISAGREE	6 6.8	91 12.2	100 13.8	118 15.3	32 10.4	17 17.9	364 13.3
COLUMN TOTAL	88 3.2	745 27.2	726 26.5	772 28.2	308 11.3	95 3.5	2736 100.0

37. IN MY UNIT, THE NCOES COURSE GRADUATES (PLDC, BNCOC, ANCOC) GET TO PRACTICE WHAT THEY LEARNED AT SCHOOL.

A slight majority (54.5%) agreed with this statement.

The data suggest that agreement with this statement is highly correlated with grade i.e. The more senior the NCO was, the more he or she tended to believe that course graduates are given the opportunity to practice what they were taught at NCOES.

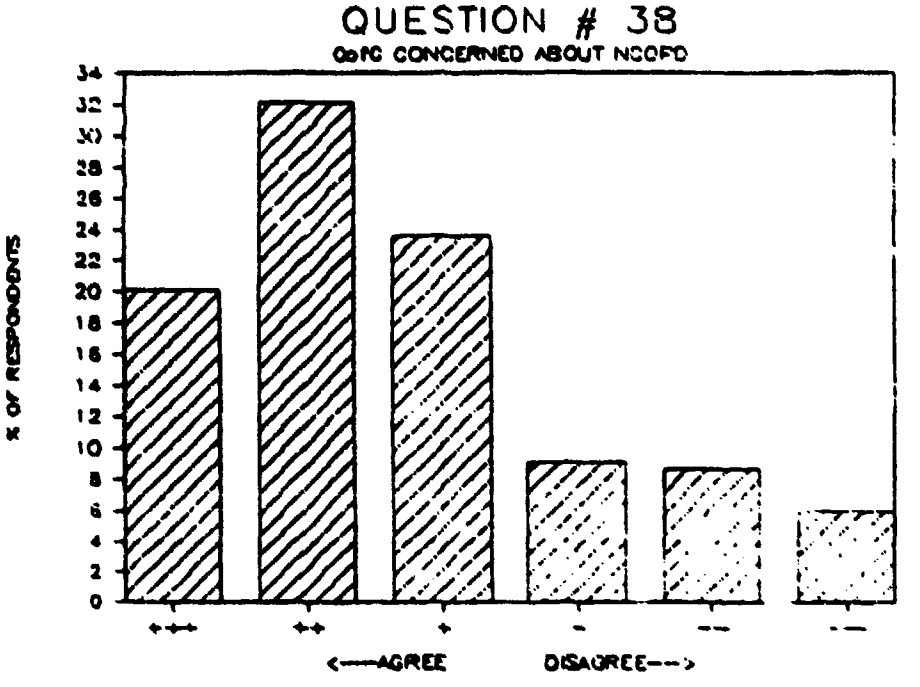


	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	3	41	50	58	44	19	215
	3.4	5.6	7.0	7.6	14.4	20.0	7.9
AGREE	13	140	127	175	93	28	576
	14.8	19.1	17.8	22.8	30.4	29.5	21.3
SLIGHTLY AGREE	20	159	163	212	92	37	685
	22.7	21.7	22.8	27.7	30.1	38.9	25.3
SLIGHTLY DISAGREE	11	96	99	102	28	1	337
	12.5	13.1	13.8	13.3	9.2	1.1	12.5
DISAGREE	22	164	148	129	31	7	501
	25.0	22.4	20.7	16.8	10.1	7.4	18.5
STRONGLY DISAGREE	19	133	128	90	18	3	391
	21.6	18.1	17.9	11.7	5.9	3.2	14.5
COLUMN TOTAL	88	733	715	766	306	95	2705
	3.3	27.1	26.4	28.3	11.3	3.5	100.0

38. MY CHAIN OF COMMAND IS CONCERNED ABOUT NCO PROFESSIONAL DEVELOPMENT.

Over three quarters (76%) of the respondents agreed with this statement. The most frequent response was "AGREE" (32.2%).

Disagreement was highest among the junior NCOs.



	E4	E5	E6	E7	E8	E9	ROW TOTAL
STRONGLY AGREE	14 16.7	126 17.2	143 20.1	136 18.0	93 30.4	31 33.0	543 20.2
AGREE	32 38.1	242 33.0	221 31.1	248 32.8	86 28.3	35 37.2	865 32.2
SLIGHTLY AGREE	23 27.4	166 22.6	169 23.8	189 25.0	68 22.4	17 18.1	633 23.6
SLIGHTLY DISAGREE	7 8.3	81 11.0	65 9.1	75 9.9	17 5.6	3 3.2	248 9.2
DISAGREE	5 6.0	75 10.2	57 8.0	63 8.3	30 9.9	4 4.3	234 8.7
STRONGLY DISAGREE	3 3.6	44 6.0	56 7.9	44 5.8	10 3.3	4 4.3	161 6.0
COLUMN TOTAL	84 3.1	734 27.3	711 26.5	755 28.1	304 11.3	94 3.5	2684 100.0

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Appendix O

NCOPDS Teleconferencing Network

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To describe the operations and scope of the computer-based teleconferencing network used by the Noncommissioned Officer Professional Development Study Group.

2. DISCUSSION: The NCO Professional Development Study Network (NCOPDSNET) was in operation from 1 July 1985 through 13 January 1986. During this time, a dialogue was established with the proponent schools and other interested agencies. At Enclosure 1 is a copy of the letter sent to each agency inviting participation in the net. A list of the agencies invited to participate in the net is attached at Enclosure 2. During the period of time that the net was in operation, a total of 38 agencies/ individuals participated. The initial item placed on the net was an orientation to NCOPDSNET and is shown at Enclosure 3. The second item placed on the net outlined the NCOPD Study Group's starting philosophy for the study project (Enclosure 4). The remainder of the items on the net surfaced or addressed issues or topics surrounding NCO professional development as they arose. Information was shared with network participants and their active input was solicited. Crossover discussions from other Army Forum nets were also entered on NCOPDSNET. The net closed with an item expressing thanks for net participation and is attached at Enclosure 5.

Enclosures
1 - Letter of invitation to participate in NCOPDSNET.
2 - List of agencies invited to participate in NCOPDSNET.
3 - First item of information placed on NCOPDSNET.
4 - Second item placed on NCOPDSNET.
5 - Last item placed on NCOPDSNET.

DEPARTMENT OF THE ARMY
OFFICE OF THE CHIEF OF STAFF
WASHINGTON, D C 20310

DACS-NCOPDS

SUBJECT: NCO Professional Development Net

Dear :

1. A Noncommissioned Officer Professional Development Study (NCOPDS) Group was established on 17 June 1985 by direction of the Chief of Staff, Army (CSA). The study group is composed primarily of NCOs and is co-directed by CSM Oscar L. Barker. Although focusing on training and education, the study will also address the environment and other experiences that influence NCO professional development. Report findings and recommendations are to be briefed to the CSA on 17 December 1985.

2. The purpose of this letter is to invite you to participate in a computer-based teleconferencing network regarding NCO professional development. The NCOPDSNET is being established to provide a forum for substantive group discussion and to exchange messages and information in support of the study effort. The NCOPDSNET will use the CONFER system which is available through the US Army FORUM. Similar networks were established in support of recent studies (Officer Personnel Management System Study and Professional Development of Officers Study) and found to be beneficial.

3. An overview of the US Army FORUM, a User's Guide and other information items are provided as enclosures. An introductory message through the US Army FORUM will "kickoff" the NCOPDSNET. Elaboration on the US Army FORUM can be obtained by contacting LTC Mike Rodier, Director, USA FORUM, Commercial 695-8029, AV 225-8029.

DACS-NCOPDS
SUBJECT: NCO Professional Development Net

4. In Summary, we welcome your involvement in the NCO Professional Development Study and look forward to your insights, perspectives and comments as we embark on this challenging mission. My POC is MAJ Bruce Murphy, AV 227-6538/78, Commercial (202) 697-6550/60.

Sincerely,

WILLIAM G. GANEY
Brigadier General, USA
Co-Director, NCOPDS

8 Enclosures
1. The FORUM Use of Computer-Based Technology
2. US Army FORUM Overview
3. Army Times Article
4. Navy Times Article
5. List of Subnets
6. Pocket Reference Guide for Confer II
7. List of AUTONET/TELENET Numbers
8. FORUM Users Guide

NOT INCLUDED IN THIS PUBLICATION

AGENCIES/INDIVIDUALS INVITED TO PARTICIPATE IN NCOPDS TELECONFERENCING NET (NCOPDSNET)

DCG for Training, USA TRADOC Ft. Monroe, VA 23651-5000

DCG, USA FORSCOM
Ft. McPherson, GA 30330-6000

CG, III Corps & Ft. Hood, TX 76544

Dir, Military Personnel Management, ODCSPER
Washington, DC 20310-0200

CG, 82nd Abn Div
Ft. Bragg, NC 28307

DCS-Training TRADOC, Ft. Monroe, VA 23651-5000

Dir of Resources and Management,
ODCSLOG, HQDA, Washington, DC 20310-5000

Deputy Director, EPMD, 2461 Eisenhower Ave,
Alexandria, VA 22331

Acting Dir, Training, ODCSOPS, HQDA, Washington,
DC 20310

Chief of Staff, HQ USAREC, Ft. Sheridan, IL
60037

Sergeant Major of the Army
Room 3E677, Pentagon
Washington, D.C. 20310-0200

Proponent Schools

CG, USA Logistics Center	Ft. Lee, VA 23801
Cmdt, USA Armor School	Ft. Knox, KY 40121
CG, Missile & Munitions School	Red Stone Aresenal, AL 35898
Cmdt, USA Field Artillery School	Ft. Sill, OK 73503
Soldier Support Center	Ft. Benjamin Harrison, IN 46216
Cmdt, USA Infantry School	Ft. Benning, GA 31905-5000
Cmdt, USA Engineer School	Ft. Belvoir, VA 22060
Cmdt, USA Transportation School	Ft. Eustis, VA 23604
Cmdt, USA Air Defense School	Ft. Bliss, TX 79916
Cmdt, USA Aviation School	Ft. Rucker, AL 36362
CG, USA Ordnance Center & School	Aberdeen Proving Ground, MD 21005
Cmdt, USA Signal School	Ft. Gordon, GA 30905
Cmdt, USA Quartermaster School	Ft. Lee, VA 23801
Cmdt, USA Chemical School	Ft. McClellan, AL 36205
CG, USA JFK Special Warfare Center	Ft. Bragg, NC 28307
Cmdt, USA Intelligence School	Ft. Huachuca, AZ 85613-7000
Cmdt, USA MP School	Ft. McClellan, AL 36205
Sergeants Major Academy	Ft. Bliss, TX 79918

Proponent Schools

Cmdt, USA Chaplain School, Ft. Monmouth, NJ
07703-5511

Cdr, USA Intelligence School, Ft. Devens
Ft. Devens, MA 01433-6301

Chief, Speciality Proponent Coordination Center
SSC-NCR
ATTN: ATZI-NS
2000 Stovall St.
Alexandria, VA 22332-0400

Other Interested Participants

Malone, Dandridge M.	COL/RET	502 Lighthouse Way Sanbael Island, FL 33957
Nye, Roger	COL/RET	Web Lane Highland Falls, NY 10928
		Chief, Leadership Branch DCSPER Ft. McPherson, GA 30330
		Behavioral Science & Leadership Dept USMA MADN-L West Point, NY 10996
		Director, School of Advanced Military Studies Command and General Staff College Ft. Leavenworth, KS 66027-5000
		U.S. Army War College ATTN: AWCAA Carlisle Barracks, PA 17013-5050

10:43 Jul15/85 83 lines
Bruce Murphy
NCOPDSNET ORIENTATION AND GROUNDRULES

NCO PROFESSIONAL DEVELOPMENT STUDY NET (NCOPDSNET) ITEM 2

Welcome to the NCO Professional Development Study Net (NCOPDSNET) - a net for discussing issues surrounding the professional development of noncommissioned officers.

HISTORY NCOPDSNET was organized in June 1985 to provide input to the NCO Professional Development Study Group (NCOPDSG). NCOPDSG was established by CSA with the mission to "evaluate noncommissioned officer professional development in terms of training, education, experiences and supporting systems; focus on schools and units; identify strengths and weaknesses; develop findings and make recommendations to the CSA for the Total Army through the year 2000." This net is part of a methodology which includes literature search, letters to general officers and command sergeants major, and field visits.

GOAL NCOPDSNET's goal is to enhance the professional development of noncommissioned officers by identifying how the BE-KNOW-DO attributes of NCOs should be achieved through the year 2000.

INFORMATION DOMAIN We are not bound by traditional lines or relationships. We are dedicated to an intergrated, systemic, and multidisciplinary approach to NCO professional development. Any professional development topic, issue, or problem is addressed.

FOCI
* NCO Professional Development
* Training and Education
* Unit experiances
* Supporting Systems
* The Future

VALUES Courage...say it.
Competence...use your area of expertise.
Candor...be responsible, frank and timely.
Commitment...be active.

OUR CONTRI-BUTION	This is a free-energy net for structured and unstructured exchanges. We tangibly contribute to the readiness of our Army by processing ideas, concepts, issues and discussions for consumption by the Army at large...widely sharing our thoughts and planting the seeds for positive change.
ITEM PROCESSING	1. AUTHOR enters item (an issue, concept or problem) trying to stay within our Foci.
	2. PARTICIPANTS discuss issue, concept or problem.
	3. AUTHOR forces closure...synthesized conclusion: recommendation, action, etc.
	4. REFERENCE LIBRARIAN knowledge - profiles the item...creating a short bibliography based on key words in context.
	5. If appropriate, AUTHOR synthesizes the basic item, discussion, vote, bibliography, etc. into a two-page concept paper which is sent to net organizer.
	6. NET ORGANIZER edits, publishes and distributes the concept paper to net members, who then reproduce and distribute locally.
SUMMARY	In this manner, we influence the thinking of our Army on the wide-ranging, complex and essential element in the backbone of the Army...the professional development of noncommissioned officers!

PLEASE ACKNOWLEDGE...

15:11 Jul22/85 104 lines Prime=3
Bruce Murphy
PHILOSOPHY AND DEFINITIONS

This item will focus on a definitional and philosophical understanding of NCO Professional Development. Consider this to be our actions in the assembly area. Once we are all on relatively similar sheets of music, we can begin to move toward the objective. Subsequent items will confront issues surrounding the NCO Professional Development System. Our proposed philosophy for NCO professional development is built upon foundations laid by the Officer Personnel Management System (OPMS) and Professional Development of Officers Study (PDOS) Groups and adapted for noncommissioned officer. Differences in the characteristics and responsibilities of commissioned and noncommissioned officers necessitate a different frame of reference for this study. These are outlined below.

- Proposed Philosophical Foundations:
  - Fosters the professional Army ethic.
  - Demands candor & high ethical conduct.
  - Develops and assigns noncommissioned officers to support valid Army requirements.
  - Recognizes the unique talents and potential of each noncommissioned officer.
  - Provides continuous and progressive professional development through a full career.
  - Provides as much opportunity as excellence allows.
  - Rejects self-serving motives

- Proposed Principles (fundamental assumptions of NCO professional development):
  - Fosters professionalism
  - Fosters warrior spirit
  - Fosters action-orientation
  - Fosters being a trainer
  - Fosters being a coach/counselor/mentor
  - Fosters technical competence
  - Fosters primary focus on individual soldier at the squad/platoon/company level
  - Develops leadership

With the following working definitions:

- Professionalism is characterized by or conforming to the technical and ethical standards of the military profession;
- Warrior spirit is the state of mind and preparedness required of each NCO which blends all the physical, mental, moral and psychological qualities essential for an NCO to lead the Army in its mission of protecting the Nation;
- Mentor is role model, a teacher, a coach, an advisor and a guide;
- Focus on Individual means attention to the soldier rather than to self; and
- Leadership is the process of influencing human behavior so as to accomplish the goals of the organizationally appointed leader.

Question #1: What modifications and/or additional principles should be part of the NCO Professional Development philosophy?

o The study group has defined noncommissioned officers as "Enlisted leaders, selected from the ranks, responsible for mission accomplishment to include fighting, training and caring for soldiers and maintainin equipment entrusted to them. NCOs are unique in that they account for personnel and equipment."

Question #2: Is this definition of noncommissioned officers inclusive enough to encompass all noncommissioned officers in the Army?

Question #3: How do we translate the definition of "Be-Know-Do" for the noncommissioned officers at each level?

o The study group has defined professional development as

> "A process of training, education, and other experiences which prepares soldiers for progressive levels of responsibility."

Question #4: Is this definition adequate to convey all aspects of NCO professional development or does it need to be expanded?

Question #5: Does this definition of professional development imply progression from corporal to command sergeant major? Should it?

PLEASE RESPOND TO THIS ITEM AS SOON AS POSSIBLE.

15:58 Jan13/86 10 lines No responses

Bruce Murphy
NCOPDSNET SIGNOFF

As you are aware, the Noncommissioned Officer Professional Development Study (NCOPDS) Group presented a decision briefing to CSA on 4 December 1985. A final study report, a summary of the NCO Corps, a NCOPDS Implementation Action Plan and a marketing plan are several ongoing initiatives.

On behalf of the study group's co-directors, BG Ganey and CSM Barker, I would like to thank each of you for your contribution to the study effort.

The NCOPDS Net will cease operation on 13 January 1986.

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Appendix P

Issue: What should the NCOPD philosophy be?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of developing an NCOPD philosophy.

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

1. Issue: What should the NCOPD philosophy be?

2. Discussion: The philosophical foundations of a system serve to measure both the system and its products. Without a clear statement of philosophy, the NCO Professional Development program has no direction or focus.

a. Policies:

(1) A soldier will not be selected for a course which trains at a skill level lower than that for which he or she is currently qualified. (AR 600-200)

(2) The fact that a soldier wears sergeant stripes means he has been chosen to be a leader. (FM 22-600-20)

(3) Soldiers will be recommended for promotion only after they develop skills and abilities to perform duties and responsibilities of the next higher grade. (AR 600-200)

(4) All enlisted soldiers in grades E5 through E9 are sergeants/noncommissioned officers. (DA Msg R-281450Z May 85, Subject: Elimination of Specialist Ranks).

(5) NCOs must have the skill, ability and leadership to train soldiers for combat and lead them in combat. (FM 22-600-20)

(6) Soldiers who are qualified and selected by proper authority to attend NCOES courses of instruction will attend, unless deferred by proper authority. (AR 351-1)

(7) NCODP helps develop an environment in the unit that will permit NCOs to perform to their full potential. (AR 350-17)

b. Components: N/A

c. Responsibilities:

(1) Deputy Chief of Staff for Operations and Plans (DCSOPS):

(a) Is the focal point for training policy (AR 350-1).

(b) Has Army General Staff supervision for developing concepts, policies, and programs for individual and collective training (AR 350-1).

(c) Develops policy for direction of education and training in civilian, industrial and other institutions (AR 351-1).

(d) Monitors, reviews and validates all common military education and training requirements of proponent agencies (AR 351-1).

(e) Coordinates development of policies for Army Continuing Education System (ACES) programs and military education and training (AR 351-1).

(2) Deputy Chief of Staff for Personnel (DCSPER): Supervises the US Army Military Personnel Center (MILPERCEN) in managing the professional development of active duty soldiers (AR 350-1).

(3) CG, US Army Training and Doctrine Command (TRADOC): Develops and standardizes training doctrine (AR 350-1).

(4) Commanders and other leaders: Develop, implement, supervise and evaluate training.

d. Specific Concerns:

(1) What should be the sequence philosophy concerning the professional development contributors of training, utilization, and promotion?

(2) Should the NCO Professional Development System train all NCOs in the same manner, or should the leadership-to-technical content of courses vary from Combat Arms NCOs to Combat Support and Combat Service Support NCOs?

(3) Does NCO professional development detract from or add to unit readiness?

(4) How can schoolhouse education and unit training best combine for the complete professional development of the NCO?

e. Findings:

(1) Army regulations and policies show there is no clear philosophy concerning the utilize-train-promote sequence, although there is some indication that NCOs should be trained prior to being promoted.

(2) Seventy four percent of NCOs interviewed stated that an NCO should attend the appropriate skill level NCOES course prior to being promoted. This indicates a preference for training prior to promotion.

(3) Ninety four percent of the General Officers and Command Sergeants Major who were queried favor linking promotion to successful completion of the proper level of NCOES schooling. This indicates a further preference for the "train, then promote" sequence.

(4) Seventy six percent of NCOs interviewed stated that too much emphasis is placed on skill development in our NCOES system. This finding tends to support more concentration on leadership skills in NCOES courses for all NCOs.

(5) Most NCOs who were interviewed (59%) said unit mission has priority over NCOPD. There is general agreement in the field that unit mission is a legitimate factor in a commander's decision on whether or not to release an NCO for professional development training/education.

(6) Some commanders and NCOs (in interviews and in letter replies from General Officers and CSMs) said that the best qualified NCOs are not always allowed to attend NCOES courses because of unit requirements. While commanders need some flexibility, most say that the system is hurt when commanders keep back good NCOs due to mission requirements and release marginal performers for professional development.

(7) The majority of soldiers (all ranks) said that NCOPD enhances unit readiness/effectiveness. Most indicated that although there are short term costs to unit readiness, the long term benefits to the Army and the units far outweigh the costs.

f. Analysis:

(1) What should be the sequence philosophy concerning the professional development contributors of training, utilization, and promotion?

(a) Should we train, promote, utilize; promote, train, utilize; or utilize, train, promote? Current policy is vague and several variations of these sequences currently exist in the field. AR 600-200 states that: "a soldier will not be selected for a course which trains at a skill level lower than that in which he or she already qualifies," yet we have Sergeants First Class attending skill level two and skill level three NCOES courses. The regulation also states that "training should be progressive," yet field findings revealed some NCOs attending schools in reverse order, i.e., ANCOC prior to BNCOC, BNCOC prior to PLDC.

(b) Airland Battle Doctrine implies that soldiers should be trained one or two levels above the grade they currently hold. FM 100-5 also dictates the need for NCOs to be developed to exercise initiative and to make rapid decisions in high risk situations.

(c) Field findings indicate soldiers are being trained and utilized in sequences and variations that meet short-term needs. Seventy-four percent of NCOs interviewed and (87.8 percent) of the letter responses from commanders and Command Sergeants Major supported making NCOES course completion mandatory for promotion. Therefore, the field definitely supports the concept of training prior to promoting.

(d) FM 100-5 should form the doctrinal basis for NCO training, promotion and utilization. The train - promote - utilize philosophy will provide the Army with NCOs who possess the background necessary for them to perform effectively in assignments that call for more and more responsibility and independent action. This sequence helps ensure

the placement of a trained NCO in the next promotion level, which in turn supports the "train the trainer" concept. This sequence allows for utilization of the most qualified soldiers and provides the Army with a trained pool to pull from when necessary. The disadvantage is the increased training requirement for the school system and the potential increase in personnel absence from the units.

(e) If we promote and then train, we reduce the training requirements since we only train those NCOs who have been promoted. The school would be training students who are theoretically more capable of assimilating the training (due to the fact that they have already met the requirements for promotion) and, there would be fewer soldiers in the school system and more soldiers in the units. On the negative side, implementation of this sequence may cause us to have untrained NCOs leading soldiers while those NCOs are awaiting opportunities to attend the proper schools. This also forces us to address the problem of utilization of those NCOs who fail to complete the courses. Promotion prior to training also minimizes the perceived benefit of course attendance.

(2) Should the NCO Professional Development System train all NCOs in the same manner, or should the leadership-to-technical content of courses vary from Combat Arms NCOs to Combat Support and Combat Service Support NCOs?

(a) NCOs, by definition, are leaders. They must also be technically skilled in their MOS. Some NCO jobs require more leadership than others; while some require more technical expertise than leadership. A professional development philosophy should address questions such as: What is the proper balance of each? Which is more important?

(b) The Army's direction today is that an NCO is a leader and all leaders should be trained equally in leadership skills. The recent move to have a Common Core Leadership block of instruction for CA, CS and CSS; and the specialist rank conversion to NCO, effective 1 October 1985, seem to confirm this school of thought. Field findings revealed that 76 percent of the NCOs interviewed think that too much emphasis is placed on specific skill development and not enough on leadership skills. But, with today's high tech Army, there must also be provisions for technical specialization and training? Technical and tactical proficiency are keys to successful leadership.

(3) What is the impact of individual professional development on unit readiness?

(a) There is overwhelming recognition in the field (78.6% of personnel interviewed, in addition to responses from General Officers and CSMs) at all levels (from MACOM Commanders and CSMs down to individual NCOs) that NCO professional development enhances the professionalism and expertise of the NCO and that, in turn, enhances

the overall readiness of the units to which trained NCOs are assigned and to the readiness of the Army, in general. There is also general agreement that there is some short-term cost to unit readiness when key NCOs are away attending schools. That leads some commanders to defer NCO professional development in order to meet immediate mission requirements. For example, 69.3 percent of the NCOs interviewed agree that their individual professional development has been hampered in the name of unit readiness. This perception leads to the further perception that, too often, the best NCOs are not allowed to attend professional development courses -- only those the commander can "afford" to let go are sent. A professional development philosophy does not exist which defines the importance of NCO professional development to unit readiness and to the readiness of the Army as a whole.

(b) "Costs" of NCO professional development to unit readiness. Based on field interviews, questionnaire results and letters from General Officers and Command Sergeants Major, short term costs include:

(1.) Lowering of mission accomplishment capability in key exercises, ARTEPs, inspections, etc.

(2.) Increased strain and workload on those key leaders who remain in the unit while others are attending professional development training.

(c) Benefits derived from NCO professional development training:

(1.) NCO has increased technical skills which assist him in doing his job better and in training others to do their jobs.

(2.) NCO is more confident.

(3.) Subordinates perceive the trained NCO as being more competent.

(4.) Junior NCOs who filled in for the NCOs who attended training gained practical leadership experience as part of their own development.

(d) The overall consensus is that the long term benefits of a professionally trained and developed NCO Corps far outweigh the short term costs to unit readiness. In addition, many senior leaders believe that short term costs could be further reduced by proper planning at unit level and more decentralization of scheduling NCOs for courses.

(4) How can schoolhouse education and unit training best combine for the complete professional development of the NCO?

(a) Three findings from the field are significant:

(1.) NCOES is highly regarded by NCOs and officers as an effective schooling system (79% of NCOs via questionnaire; 91% of general officers and CSMs queried by letter; and 90% of NCOs in group interviews).

(2.) NCODP is a good unit training program (although quality does vary from unit to unit).

(3.) Based on field interviews, many NCOs feel that what they learned in NCOES is not reinforced in their units.

(b) Thus, the Army has good, credible mechanisms in place for both schoolhouse education and unit-level professional development training. However, some fine-tuning may be needed between the systems so that schoolhouse education is reinforced in units and vice versa. An NCOPD Philosophy must address this point.

3. Conclusion: The Army has an outstanding NCO Corps and the professional development system in place now is a good one. However, some fine-tuning is necessary to improve the professional development system's utility to the NCO Corps and the Army. A necessary beginning in that fine-tuning is a clear statement of an NCO Professional Development System from the Army's top leaders.

4. Recommendation: That the NCO Professional Development Philosophy attached as Enclosure 1 be approved by the Chief of Staff of the Army and given widest dissemination throughout the chain of command.

5. Resource Implications: Costs of implementing the Train - Promote - Utilize philosphy, particularly the impact on training base capacity, are addressed under other issues.

6. Implementation:

7. Appendices: None

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Appendix Q

Issue: How can NCOES be made more effective?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of making NCOES more effective.

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

I. ISSUE: How can NCOES be made more effective?

II. DISCUSSION

A. Description of Issue:

1. Current Policy:

a. AR 351-1 Individual Military Education and Training, dtd 15 Jan 84.

b. AR 611-201 Enlisted Career Management Fields and Military Occupational Specialties, dtd 20 Feb 85.

c. DA PAM 351-20 Army Correspondence Course Program (ACCP).

d. AR 108-2 Army Training and Audiovisual Support.

e. AR 672-5-1 Military Awards w/change 2, dtd 12 Apr 84.

f. Cdr MILPERCEN msg dtg 021530Z Jul 85, Subj: Student/Trainee Management System-Enlisted Phase II (STRAMS E2).

g. Cdr MILPERCEN msg dtg 121200Z Jul 85, Subj: Availability of Primary Technical Course (PTC) Basic Technical Course (BTC).

2. Overview of the Noncommissioned Officer Education System (NCOES):

a. The NCOES, in both its Active Component (AC) and Reserve Component (RC) versions, is intended to provide training for NCOs throughout their careers. It should provide progressive, continuous MOS training from the primary through the senior level. The primary objectives of NCOES are to train NCOs to be trainers and leaders, provide MOS proficiency training, and improve unit readiness through individual proficiency.

b. Soldiers are trained in skills to support promotion and utilization. Each MOS is assigned to a proponent service school which develops and maintains the Individual Training Plan (ITP), i.e., a training road map from Skill Level (SL) 1 through SL5. NCOES courses focus on tasks in the next higher skill level except for specific MOSs where merger training is required. Merger training occurs when a soldier is promoted into an MOS that requires supervision of others who have an MOS in which he or she has not been trained. In this instance, training will be limited to that which is necessary to correct the deficiency.

c. The AC NCOES currently includes both resident and extension training. Resident training is composed of four NCOES levels: Primary, (PLDC and PTC), Basic (BNCOC and BTC), Advanced (ANCOC), and Senior (1SG Course and the US Army Sergeants Major Academy). Extension training, with respect to the NCOES, includes the Army Correspondence Course Program (ACCP) and the Training Extension Courses (TEC).

d. The levels of NCOES training are as follows:

(1) Primary Level Training: Primary level training prepares selected SL1 soldiers for leadership duties at SL2 (SGT). The courses include Primary Leadership Development Course (PLDC) and the Primary Technichal Course (PTC).

(a) Primary Leadership Development Course (PLDC): The PLDC is a non-MOS-specific leadership course. Its emphasis is on how to lead, train, and perform the duties and carry out the responsibilities and authority of an NCO. It is a four week course with emphasis on leadership in a combat environment. The course is presented in 29 noncommissioned officer academies (NCOA) worldwide. Effective 1 July 1986, PLDC will be a requirement for promotion to staff sergeant.

(b) Primary Technical Course (PTC).

1. PTC focuses on training for critical tasks listed in the SL2 Soldiers Manual (SM) for a given MOS. PTC may be taught in the proponent service school or via ACCP. It may also be taught in MACOM troop schools provided the schools meet TRADOC accreditation. Not every MOS has a PTC, and the course lengths will vary for those MOSs that do. Soldiers selected for promotions to SGT, and SGTs performing in or being assigned at SL2, are given first priority for attendance. SP4s/CPLs performing in SL2 positions are given second priority. SP4s and SGTs are eligible for nonresident (ACCP) PTC.

2. Commanders are currently required to nominate qualified soldiers to MILPERCEN via DA Form 4187 (Personnel Action) within 30 days of attaining SGT promotion list status, all those SGTs who have not attended and are assigned to a PTC DMOS position, or SP4s performing in SGT positions. Soldiers attend in a TDY and return or TDY enroute status.

3. Effective 1 Jan 86, all PTCs will be discontinued as part of a TRADOC initiative to align combat support (CS) and combat service support (CSS) NCOES training with the combat arms (CA).

(2) Basic Level Training: The basic level of training prepares SGTs (SL2) for SSG (SL3) duties. The courses include BNCOC for the combat arms MOS and BTC for the combat support and combat service support MOSs.

(a) Basic NCO Course (BNCOC): The BNCOC stresses performance-oriented training techniques. Soldiers are trained in MOS-critical job tasks to specified standards. The courses are approximately five weeks in length and presented to SGTs and SSGs. The program of instruction provides the opportunity to perform in leadership positions and exercise training skills. The course produces squad leaders, section leaders, tank commanders, and weapons/equipment experts who can lead and train soldiers in a combat environment. The course is MOS specific for Armor, Field Artillery, Engineer, Air Defense and Infantry sergeants. The course is presented in 17 NCOAs worldwide. Students are selected to attend by their commanders using the guidelines in Chapter 6, AR 351-1.

(b) Basic Technical Course (BTC).

1. The current BTC focuses on training MOS specific SL3 critical tasks. However, in some cases, BTC may train critical SL1 and/or SL2 tasks when the MOS merges at SL3. Like PTC, BTC may be taught in the resident or nonresident mode. It may also be taught in MACOM troop schools provided the schools meet TRADOC accreditation standards.

2. Not every MOS has a BTC, and for those that do, the course lengths vary by MOS. Soldiers selected for promotion to SSG, and SSGs performing in or being assigned to a SL3 position will be given first priority for attendance. SGTs performing SL3 positions are given second priority. SP4s through SSG are eligible for nonresident (ACCP) BTC.

3. Commanders currently nominate qualified AC soldiers to MILPERCEN via DA Form 4187 (Personnel Action) within 30 days of attaining SSG promotion list status. Those SSGs who have not attended, or SGTs performing in SSG positions, will attend in a TDY and return or TDY enroute status.

4. The BTC program will be changed by a MILPERCEN initiative to manage training quotas by linking the Enlisted Master File (EMF) to the Army Training Requirements and Resource System (ATRRS). In addition, the name of BTC will be changed to BNCOC. Under this initiative, which is called STRAMS E2, MILPERCEN establishes an automated centralized management system to identify eligible soldiers by priority and assign training seats by name. The EMF will provide data to ATRRS each quarter on all soldiers in pay grades E4(P), E5 and E6. Based on DA DCSOPS guidelines, ATRRS will generate an Army-wide order of merit list, review available class seats, and allocate MACOM quotas based on the percentage of MACOM eligibles. A tentative reservation list, along with all other eligibles, will be provided to MILPERCEN for screening. MILPERCEN will provide unit commanders a reservation list containing names and class dates of personnel tentatively scheduled, a substitute roster, and an exclusion report. The exclusion report lists all assigned soldiers who are PLDC candidates, but who are ineligible for administrative reasons such as DEROS outside TDY and return window, or MOS does not have a resident BNCOC. If a soldier is ineligible due to inaccurate administrative data, upon correction, the commander, in coordination with DA MILPERCEN, can substitute that soldier for a nominated soldier if he/she meets all other prerequisites. Unit commanders will provide MILPERCEN with deferment and substitution data. MILPERCEN will post changes to ATRRS and school seats will be locked in. Upon successful completion of training, ATRRS will update the EMF which will update SIDPERS. The use of ATRRS as the primary means to update the MCOES code in the EMF is expected to reduce error rate within 4 or 5 iterations. Automated selection was effective Jul 85 when it began identifying PTC/BTC soldiers for courses that will begin after 1 Jan 86.

(3) Advanced Level Training: The advanced level of training prepares career soldiers for SFC duties. This level consists of MOS specific Advanced Noncommissioned Officers Courses (ANCOC) for the AC and a non-MOS specific ANCOC for the RC.

(a) ANCOC for the AC is a SL4 career progression course that emphasizes technical and leadership skills needed to train and lead other soldiers at the platoon and comparable levels. SSGs are selected by a DA selection board to attend ANCOC. However, soldiers selected for promotion to SFC who have not attended ANCOC will be scheduled to go. ANCOC is offered in both service schools and through the ACCP. SGTs, with their commander's approval, and SSGs and above may enroll in the appropriate ACCP ANCOC course. Individuals who complete ANCOC via the nonresident program may not attend the resident course. Soldiers are scheduled to attend resident training by MILPERCEN in either a TDY and return status or a TDY enroute status.

(b) ANCOC for the RC is an MOS immaterial course that stresses leadership training at the platoon and comparable levels. It is taught in USAR schools and ARNG academies. Candidates must be in grade E6 or E7 (no waivers), recommended by their first sergeant, and meet standards outlined in AR 600-9. ANCOC is a prerequisite for promotion to SFC in the RC.

(4) Senior Level Training: Senior level training prepares soldiers in grades E7 and E8 for duties at grades E8 and E9 (SL5). Except for two courses (ADA Senior Sergeants Course and AG Senior Course), proponent schools have not developed SL5 MOS specific courses. The 1SG Course is the only recognized course for award of the numeral "4" on the NCO Professional Development Ribbon. (See recommendation with respect to the numerals on the NCO Professional Development Ribbon in section VI.) The First Sergeant Course and the Sergeants Major Course are currently the only two senior level courses.

(a) The 1SG Course represents the level of education and training needed for individuals to perform effectively and efficiently as a unit first sergeant. The student body is composed of personnel with varied MOSs, in the grades E7 and E8, selected for or serving in the position of first sergeant. This resident course provides a detailed study of contemporary leadership subjects and educational broadening experience through peer association. The curriculum creates an opportunity for individual and group study of problems encountered by today's first sergeant. The course is eight weeks in length for NCOs of all MOSs. Students are selected by their commanders (90%) and MILPERCEN (10%) based on their duty position, and attend in either TDY and return or TDY enroute status. Because this course is designed to train specific 1SG duties, it should fall into the category of a functional course rather than part of the NCOES. Accordingly, TRADOC has recommended that the 1SG Course be moved from Chapter 6 (NCOES), AR 351-1, to Chapter 8. The same rationale would apply to the Operations and Intelligence (O & I) course when it is developed.

(b) The USASMC is the capstone of senior noncommissioned officer training. The course trains carefully selected NCOs for positions of highest responsibility throughout the Army and Department of Defense (DOD). The course is 22 weeks long for NCOs of all MOSs. Students are selected by a DA selection board. Major subject areas include leadership, national security affairs, resource management, military studies, research projects, physical training and appearance, professional development, and a college electives program. Emphasis throughout the course is on the assigned and inherent

duties, responsibilities, and authority of the senior NCO in today's Army. No honor or distinguished graduate is designated nor are the students ranked in order of merit.

e. The TRADOC initiatives to eliminate PTC and change BTC to BNCOC will standardize the enlisted training strategy by bringing the CS and CSS in line with the CA, i.e. PLDC(SL2), BNCOC(SL3), ANCOC(SL4), etc. This system will be similar to the officer system in that it will require mandatory formal training at designated career points. The focus at SL2 (PLDC) will be on leader training for all NCOs. BNCOC will provide standardized (Sergeants Major Academy developed common core) leader training and MOS critical job tasks to specific standards (proponent developed). ANCOC will provide advanced leader training and MOS skills needed to train and lead soldiers. This is a sequential process with each level building on the foundation of the previous level. TRADOC will accredit all BNCOC to enforce standardization. Although the proposal is to "eliminate PTC," in reality it will not change the proponents' ability to provide MOS specific critical task training to SL2 soldiers whose job descriptions place them in a leadership position at that level. For example, SL2 MOS specific critical task training will also be required for those MOSs that merge at SGT, thus creating a capper supervisory MOS. Soldiers in these special categories will attend BNCOC at the SP4(P)/SGT rank. The majority of BNCOCs, however, will be targeted for SGT(P)/SSGs.

f. Army Extension Training (AET): The major areas of AET that affect NCOPD are the Army Correspondence Course Program (ACCP) and Army Training Extension Course (TEC) Program. ACCP is the only AET program that is tied directly to NCOES, i.e. completion of BNCOC and ANCOC ACCP courses equate to resident training. AET also includes the Army Audiovisual/Graphic Training Aids (GTA) programs, the Army Training and Doctrinal Literature Program (ATLDP) and other extension programs designed specifically for the reserve components.

(1) The ACCP provides a variety of exportable training courses, both MOS/CMF specific and professional development oriented. While BNCOC and ANCOC nonresident courses are considered equal to the resident courses, there is no direct link to the EMF to insure successful completion is recorded. The courses are composed of individual subcourses on specific topics. The final test is contained in the subcourse booklet and there are no controls on test administration. These subcourses are developed by the proponent schools and may be taken individually. Soldiers can be enrolled in ACCP via a self-enrollment/self-study program or in the group enrollment program. Group enrollment allows a supervisor to utilize the ACCP to supplement individual training. This has the benefit of providing supervisors with professionally structured training courses and associated training materials. Soldiers are awarded promotion points for successful completion of each subcourse.

(2) The Army Training Extension Course (TEC) Program is a self-paced training tool for individuals and groups. The training is oriented toward common skills and critical MOS tasks. TEC courses are developed by the

proponent schools and validated by soldiers in each MOS. They are used in the group mode as part of unit training, or by individuals for self-study. TEC is usually placed in unit learning centers based on assigned MOS; however, individual TEC lessons can be requisitioned. TEC lessons are in various formats, i.e., printed, audiovisual, audio, and job performance training aids. Printed lessons are the most predominate form.

(3) Both ACCP and TEC have the potential to provide soldiers an excellent source of information to maintain MOS qualification, especially on those tasks they do not perform daily during unit training. Nonresident training (ACCP) has been used in the past as a prerequisite for resident training. The ACCP is also a primary source of materials for the supervisor to use to supplement individual and collective training programs.

(4) Many of the problems within the AET arena can be traced directly to the diversity of subject materials and the size of the force to be served. Limited automation and resources are critical factors in maintaining currency, providing timely service, and improving testing procedures.

(5) TRADOC and the Army Training Support Center (ATSC) have several ongoing initiatives as follows:

(a) The Institute Management Information System (IMIS) is anticipated to be implemented in FY 86-87. It is an automated system designed to provide ACCP with faster response time, new abilities to manage the program, and timely, up-to-date information for telephonic and written student inquiries.

(b) The Army Authoring Project is a data base of technical information into which Army Materiel Command (AMC) inputs and updates constantly. This data base is then drawn on by training developers to produce training products. Currently, the publication of training materials for newly fielded systems lags by more than 18 months. This system will automate and accelerate the development of those training materials. In addition, it will require the concurrent resident, nonresident development/revision of training products. The author and his/her office will be identified by name, address and phone number in each ACCP lesson. This will foster pride in authorship and provide a point of contact for the soldier in the field. The lead agency within TRADOC has yet to be identified and an Operational and Organizational (O&O) Plan must be written.

(c) The School of the Air (SOA): In Nov 1982, ATSC was designated the TRADOC proponent for development of a teletraining network. Simply stated, it is a televised training media using satellites. The SOA mission is to examine the use and effectiveness of video-teletraining through actual application for teleconferencing, live interactive teletraining, and support in the conduct of map and interservice exercises. This program is envisioned to provide a direct training media from the proponent school to the soldier and to narrow the gap between AC and RC training by standardization.

(d) The Electronic Information Delivery System (EIDS) is an automated delivery system used to deliver self-paced total job training packages, refresher training, and individual or on-the-job training to soldiers in the Active Army and Reserve Components. The basic EIDS consists of a video disc player under microprocessor control and TV monitor type display, and uses a variety of input/output devices to permit delivery of instructional materials, simulation, testing, and training management. Pilot interactive courseware projects within TRADOC schools are positive and reinforce the need for immediate fielding of EIDS. In support of the EIDS and the existing communicative education and training systems, the Interactive Courseware Management Plan (ICMP) standardizes the design and development of the interactive training materials. The EIDS program is well under way with an approved Required Operational Capability (ROC) and Organization and Operational (O&O) Concept.

(e) The Communicative Education Training System (CETS) Plan provides the mechanism for the unified development of plans, programs, guidance, and standards required by the user community to implement and institutionalize delivery systems and materials. A TRADOC approved plan is projected by 3 Jan 86.

(f) The Army Training Support Center (ATSC) is pursuing an improved program for the evaluation of Extension Training Materials (ETM). Because of the tremendous size of the administrative task and limited personnel resources, the collecting, record-keeping, reporting and analyzing tasks must be automated. Initiatives for automated computer management and inventory control have been included in the TRADOC Information Mission Management Plan.

(g) Soldiers Training Course (STC) Concept: A STC is a sequence of modules, lessons, and sub-lessons that follow an instructional management plan (training map) for achieving an individual training objective such as completing integration training, cross training to another duty position, preparing for a NCOES course, studying for the common task and skill qualification test, training up to a higher skill level, and developing leadership skills. The training map would be developed by the proponent schools and the applicable extension training material and other training support products would be available through the installation network of learning centers.

(h) PLATO Computer-Based Instructional System (CBIS): PLATO is the name of an instructional delivery system, not an acronym. It is a series of mainframe computers owned by Control Data Corporation that contain libraries of instructional courseware, authoring capabilities, and computer-managed instructional capabilities. PLATO is the foundation for the Army Computer-Based Information System, a network of three mainframes and 500 terminals. First Quarter, FY86 plans call for a CBIS net of five mainframes and 1880 terminals located at FORSCOM and TRADOC installation learning centers. CBIS will support institutional and extension training. One of the objectives of the STC pilot project is to use CBIS to computer manage the

administration of the STC. The STC map and test questions and answers would be placed into CBIS. CBIS would manage enrollment, course map prescription, quiz and test taking, test grading, wrong answer test item prescription, soldier record keeping, certificate issue, and reporting of management/evaluation data.

(i) Computer Managed Extension Training (CMET): The co-location of CBIS and EIDS at learning centers provides a computer based extension training delivery system.

3. Responsibilities:

a. The DCSOPS: Establish broad policies and plans governing resource allocations, development and operations of the NCOES, and determine methodology for computation of training requirements.

b. MILPERCEN: Under the General Staff supervision of the DCSPER, control operational aspects of the NCOES for active duty personnel and computes NCOES Army Training Requirements.

c. TRADOC and Health Services Command: Establish NCOES courses to provide job proficiency training to all enlisted personnel in all components of the Army.

d. FORSCOM: Provide course quota control and monitors class input for resident NCOES at NCOAs. Additionally, coordinate with MILPERCEN and TRADOC in developing CONUS NCOA ATRs.

e. Eighth U.S. Army (EUSA): Provide course quota control and monitor class input for resident NCOES and schools located in EUSA area of responsibility. Coordinate with MILPERCEN in developing EUSA ATRs.

f. USAREUR: Provide course quota control and monitor class input for resident NCOES courses and schools located in the CINCUSAREUR's area of responsibility. Coordinate with MILPERCEN in developing USAREUR NCOA ATRs.

g. WESTCOM: Provide quota control policy and monitor class input for active component and reserve component NCOES courses and USAR schools. Coordinate with MILPERCEN in developing WESTCOM NCOA ATRs.

h. All MACOM Commanders: Insure attendance of fully qualified soldiers at NCOES courses in accordance with the criteria established by AR 351-1.

i. The Chief, National Guard Bureau (CNGB) and Chief, Army Reserve (CAR): Select ARNG and USAR personnel for attendance at NCOES courses. The CNGB and the CAR approve waivers of MOS prerequisites for RC personnel considered for USASMA.

j. Battalion commanders and command sergeants major: Insure that the right soldier receives the right training at the right time in the soldier's career.

B. Specific Concerns:

1. Who should attend?

2. Which courses should be presented at what level?

3. Selection process (centralized vs. decentralized)?

4. When should attendance occur (TDY-return, TDY enroute)?

5. What are the requirements for CA vs CS/CSS?

6. What are the needs vs. the capacity of current system?

7. Should attendance be mandatory?

8. Should NCOES be linked to promotion?

9. Resident vs. nonresident?

C. General Findings:

1. The overwhelming consensus of commanders and NCOs in the field is that NCOES is a strong system. In fact, many NCOs and senior commanders said it was the best system ever. Information taken from questionnaires administered to 2768 NCOs revealed the following:

a. NCOES helps NCOs grow in careers (79%).

b. NCOES graduates can apply school learning (55%).

c. NCOs should not be promoted without it (74%).

d. NCOES is highly effective (91%).

e. NCOES should be linked to promotion (94%).

f. NCOES should be mandatory (85%).

g. NCOES courses assist NCOs to do their job (78%).

2. Notwithstanding the generally favorable view of the field, the study group found that the system is neither progressive nor sequential. That is, soldiers can and do attend courses out of order or skip a level -- such as going from PLDC to ANCOC. Also, it is not a coordinated system. Individual courses tend to evolve independently of other courses and levels of NCOES. Finally, NCOES is not now mandatory nor linked to promotions, except for PLDC which will be linked to staff sergeant promotion on 1 July 1986.

3. These and other specific findings will be discussed in more detail under each specific concern.

D. ANALYSIS:

1. Specific Concern: Who should attend NCOES?

a. The NCOES training structure is characterized by four skill levels, representing progressively higher levels of performance capability, experience and grade. The four levels of training (primary, basic, advanced and senior) comprise NCOES. AR 351-1 and Section II A 2 of this paper describe who should attend NCOES. At the higher levels of NCOES (advanced and senior) a DA board selects those NCOs who are to attend NCOES. At the lower levels of NCOES (primary and basic) commanders in concert with MILPERCEN (and TRADOC in the case of NCO academies) decide who will attend NCOES. The flaw in the current system is that commanders do not always send the right NCO to school because of short-term unit readiness requirements. The Army thus suffers in the long term.

b. The current thrust of NCOES attendance is to train soldiers after they are promoted. Thus, attendance at NCOES is not mandatory for promotion. Nor is NCOES attendance progressive and sequential to the next higher rank. For example, there are instances when NCOs attend BNCOC when in fact they should have attended PLDC first.

c. The proponent schools tend to be MOS task oriented and their emphasis is directed toward a soldier's MOS development. The USASMA, as proponent for PLDC, BNCOC and ANCOC common core and the Sergeants Major Course (SMC), is actually responsible for all non-MOS aspects of NCOES. By moving toward an NCOES that is sequential, progressive and mandatory for all soldiers, the USASMA can develop a career professional development training strategy. That systems approach to NCOES will mandate that all career soldiers attend each level of the NCOES.

d. The overwhelming majority of senior commanders and CSMs said that those NCOs who attend NCOES are better. They are more technically and tactically proficient, more confident, more well rounded and can train soldiers better. Association with peers was also considered an important benefit of NCOES attendance. Many commanders/CSMs strongly favor NCOES attendance because of the long term readiness benefits, associated with the skills obtained at the service schools and NCO academies.

e. Commanders/CSMs and NCOs of all ranks strongly supported linking NCOES attendance to promotion as long as the training base can accommodate eligible NCOs. Commanders/CSMs indicated that all eligible NCOs should attend NCOES in a progressive, sequential manner commensurate with each NCO's skill level.

f. In summary, a train-promote philosophy dictates that soldiers attend NCOES courses in the grades shown below:

PLDC - CPL/SP4
BNCOC - SGT

ANCOC - SSG
USASMC - MSG/1SG

2. Specific Concern: Which courses should be presented at each level?

a. As discussed in the previous analysis, the NCOES consists of four levels (primary, basic, advanced and senior). Currently the following courses are taught at each level.

(1) Primary - Primary Leadership Development Course (PLDC)
Primary Technical Course (PTC)

(2) Basic - Basic Noncommissioned Officer Course (BNCOC)
Basic Technical Course (BTC)

(3) Advanced - Advanced Noncommissioned Officer Course (ANCOC)

(4) Senior - First Sergeant Course (will become functional course)
US Army Sergeants Major Course (USASMC)

b. The revised NCOES training strategy to eliminate PTC and change "BTC" to "BNCOC," as outlined in paragraph II A b (2), has received wide spread support, particularly from FORSCOM, USAREUR and the ARSTAF.

c. PTC is currently MOS specific, critical task training at SL2 and BTC at SL3. The revised NCOES training strategy will title both courses BNCOC, but entry will be either at SL2 or SL3 depending on the level where the job description designates the MOS as a first line supervisor or a merger MOS. This is a change to the current system in which some MOSs have both a PTC and BTC. There is insufficient data to determine analytically if there is a valid need for an NCOES that provides MOS specific resident training at SL2 and SL3. The few MOSs that had both a PTC and a BTC also had a high no show rate in one of the two courses. This could indicate that there is limited value to a NCOES with technical training at SL2 and SL3. A BNCOC (CS/CSS), as outlined in the revised NCOES training strategy, places MOS technical training at the right level within the NCOES. If the proponent decides that soldiers in an MOS must have MOS technical training at both SL2 and SL3, they can do that outside the NCOES via a functional course.

d. In summary, the following courses should be presented at each level of NCOES:

Primary	-	PLDC
Basic	-	BNCOC
Advanced	-	ANCOC
Senior	-	USASMC

e. Additionally, all nonresident ACCP NCOES courses should be available to all enlisted grades and MOSs for self-improvement only. Detailed

analysis of eliminating nonresident training as satisfactory completion of a specific NCOES course will be discussed in paragraph II D 9 f.

3. Specific Concern: Selection process (centralized vs. decentralized)?

a. Currently, the selection process for NCOES attendance is centralized (i.e., DA selection board) at the upper two levels (advanced and senior) except for the First Sergeant Course, and decentralized at the lower two levels (primary and basic).

b. The Primary Leadership Development Course decentralized selection process has demonstrated success in achieving Army training requirements. Decentralized selection provides the first line supervisor and commanders direct input to career development of their soldiers. Army Regulation 351-1, Chapter 6, provides specific attendance selection criteria and outlines the procedures for the use of an order of merit listing to provide the most eligible soldiers and opportunity to attend. The order of merit list is maintained at battalion level and it is the responsibility of the battalion commander.

c. BNCOC (CA) is managed in a similar fashion to the PLDC decentralized selection process and has proven a viable system. In short, the PLDC and BNCOC (CA) decentralized selection process affords immediate supervisors/commanders professional development opportunities for the benefit of their soldiers. In the event that a requirement exists for a centralized selection system, then an obvious choice would be the STRAMS E-7 (which was implemented in August 1985) utilized by MILPERCEN for attendance at PTC/BTC. Field interview data, however, surfaced a negative aspect of this system, i.e., the reluctance of unit commanders to release their soldiers for training when the training conflicts with short term unit readiness. The data gathered from the soldiers in the field indicated that soldiers working in leadership positions were being deprived of the opportunity to attend PLDC/BNCOC due to an immediate concern for short term unit readiness.

d. PTC/BTC (BNCOC CS/CSS): Traditionally, the Primary and Basic Technical Courses have only filled approximately 75% of the available seats. While commanders were supposed to nominate NCOs to attend PTC/BTC IAW AR 351-1, the fact remains that MILPERCEN was centrally managing attendance at these courses. Commanders simply have not had a good track record in this arena. In fact, historical data reveals that MILPERCEN was sending 80% to PTC/BTC while commanders were only sending 20%.

e. One of the greatest concerns expressed during field interviews was the commander's ability to delete soldiers from training due to mission requirements. While senior commanders and CSMs espouse the need for NCO training, even at the cost of short term readiness, a company commander's performance is judged by short-term accomplishments during his tour of duty. Activities which may have longer range benefits, such as NCO training, are sometimes given a lower priority for consideration. This is a particular

problem for low density (one-of-a-kind) MOSs. STRAM-E2 provides flexibility as commanders will be able to project NCO training six months in advance and to delete/substitute a soldier from a scheduled class date; however, continued deletion of the same soldier will be brought to the attention of his/her chain of command. This is in the soldiers interest, especially if the NCOES is directly tied to promotion.

f. PTC/BTC (BNCOC CS/CSS): Without regard to the revised NCOES training strategy to eliminate PTC and the name-change from BTC to BNCOC as outlined in paragraph II A b (2), the selection process and management will now become even more centralized. The commander indirectly selects/recommends a soldier for training by placing a soldier on the promotion standing list. The STRAM-E2 will then place that soldier on an Army wide OML. The centralized management via the STRAM-E2 will result in a more accurate NCOES code in the EMF which will allow for more accurate funding and management of existing NCOES resources.

g. ANCOC: Selection for ANCOC is accomplished by a DA centralized selection board concurrent with the SFC promotion board. The selection of NCOs for ANCOC is a time proven efficient process and is a fair system. The major potential obstacle, as with the basic level of NCOES, is reluctance on the part of commanders to release their NCOs for schooling in the desire to maintain short term unit readiness. However, overall the DA centralized selection system managed by MILPERCEN is more efficient than leaving selections solely to commanders who have other major concerns competing for their attention at unit level.

h. Senior Level

(1) 1SG Course: The selection process for this course is decentralized at the MACOM level (90%) and centralized at MILPERCEN level (10%). The MACOM /Installations select/recommend noncommissioned officers (SFC, SFC(P), MSG) for 1SG Course training who are designated to fill 1SG positions or incumbents who will have 12 months or less in the position as of the course start date. MILPERCEN selects qualified noncommissioned officers (MSG, SFC(P), SFC) in a PCS status to and from OCONUS assignments for 1SG course attendance in TDY enroute status. The present combination of centralized/decentralized selection overall has proven to be efficient when compared to other NCOES courses. The "no show" problem is virtually nonexistent at the 1SG Course. Course attendance is viewed by some as a "ticket punching" course. In substantiation, a recent MILPERCEN survey discovered that approximately 1/3 of the noncommissioned officers who graduated from the three most recent 1SG classes were not in 1SG positions. Commanders and CSMs will have to insure that 1SG Course graduates are placed in 1SG positions. This malutilization problem does not exist with those noncommissioned officers selected by the MILPERCEN centralized selection board.

(2) US Army Sergeants Major Course (USASMC): Selection is by DA centralized selection board concurrent with the Sergeants Major promotion board. The selection has proven to be very efficient and attendance problems

do not exist for this course. When selected for the USASMC, students report unless placed in deferred status. When a student is deferred, an individual from the alternate list replaces the deferred student.

i. The selection process for the USASMA nonresident course is also centralized. The nonresident course requires students to attend two weeks in resident training. Additionally, students are assigned resident advisors. These are capacity constraints. Because of these capacity constraints the centralized selection has proven to be the best method of selecting students for attendance.

4. Specific Concern: When should attendance occur (TDY - return, TDY enroute)?

a. There is no one best solution as to whether NCOs should attend NCOES in a TDY and return to unit status, or TDY enroute to the next assignment. Instead, several factors must be considered. For example, for some soldiers, particularly those who are married, TDY enroute may be very inconvenient because of the additional expenses that may be incurred when the soldier's family accompanies him/her to an NCOES course. If school age children are involved with the move their schooling could be interrupted. On the other hand, TDY enroute may present fewer difficulties to the single NCO. TDY and return to the unit, of course, involves disruption to the unit and to the family. Therefore, many commanders do not prefer this method and would rather wait until their NCOs are reassigned.

b. PLDC: Since PLDC is only a four week course, attendance is primarily conducted in a TDY and return status; however, MILPERCEN has the option to send a soldier to PLDC in a TDY enroute mode.

c. BNCOC (CA) attendance is also primarily conducted in a TDY and return status; however, MILPERCEN can elect to have the soldier attend in a TDY enroute status. BNCOC (CA) is the basic leadership training course for soldiers and provides continuity to the progressive/sequential nature of the NCOES system.

d. PTC/BTC (BNCOC CS/CSS): Currently, MILPERCEN is managing approximately 80% of the PTC/BTC quotas and PTC/BTC attendance has been primarily in a TDY enroute status. The revised NCOES training strategy to eliminate PTC and change the name of BTC to BNCOC will not affect the mode of attendance. TDY enroute would have the least impact on units; however, turnaround time varies by MOS and limiting attendance only to PCS movement would be impractical. STRAMS-E2 uses both TDY and return and TDY enroute. DEROS windows are programmed. In order to insure attendance in a timely manner, both methods must be employed.

e. ANCOC: ANCOC attendance, particularly from CONUS, is conducted primarily in a TDY and return status since the average ANCOC is approximately 10 weeks in length. ANCOC attendance from OCONUS assignments is primarily TDY enroute. Both modes of attendance should be used for ANCOC.

f. Senior Level

(1) 1SG Course: Attendance occurs in either a TDY and return or TDY enroute status. There have been no problems associated with the present system.

(2) USASMC: USASMC is a 22 week course which makes it the only NCOES course that involves a PCS move. There have been no problems associated with this system.

5. Specific Concern: What are the requirements for CA vs CS/CSS?

a. PLDC: PLDC is a non-MOS specific leadership course. It replaced the Primary Noncommissioned Officer Course (PNCOC) for combat arms (CA) NCOs and the Primary Leadership Development Course for combat support/combat service support (CS/CSS) NCOs because the Army wanted to standardize leadership training. The thrust was that all NCOs must be leaders regardless of MOS. PLDC is conducted in NCO academies worldwide.

b. BNCOC (CA): BNCOC is designed specifically for CA NCOs and is also conducted in NCO academies worldwide. The course is structured to be presented in a 24-hour-a-day environment to establish a learning and leadership atmosphere.

c. PTC/BTC (BNCOC CS/CSS): The revised NCOES training strategy to eliminate PTC and change the name of BTC to BNCOC is a major step in standardizing basic level (SL2/3) training in the CA, CS and CSS. The USASMA is proponent for the BNCOC (CA) POI and will write the common core for BNCOC (CS/CSS). The respective proponent schools are responsible for MOS specific task training in BNCOC (CS/CSS). TRADOC currently certifies the BNCOC(CA) and will begin BNCOC (CS/CSS) certification. This initiative will be a major step in standardizing the NCOES.

d. ANCOC is MOS specific. There are no CA vs. CS/CSS implications.

e. Senior Level

(1) The 1SG Course is performance oriented, competency-based, and designed to provide training on selected tasks deemed critical to the position of first sergeant. There are no differing requirements between the way CA/CS/CSS personnel are trained.

(2) USASMC: The USASMC does not train for a specific MOS. The USASMC provides a program of study to prepare master sergeants/first sergeants for positions of greater responsibility throughout the Defense establishment. There are no differences between the way CA/CS/CSS personnel are trained.

6. Specific Concern: What are the needs vs. the capacity of the current system?

a. The needs are interpreted here as Annual Training Requirement (ATR) with all eligible soldiers attending. The capacity is the ability of the school to train the ATR.

b. PLDC: The needs of PLDC have recently been increased with the approval of the requirement for graduation from PLDC prior to promotion to SSG. TRADOC has reviewed the estimated increase in the Army Training Requirement (ATR) and has stated that current training capacity (schoolhouse seats) can accommodate the required increase. The following information is provided by the Enlisted Training Directorate of TRADOC:

Current training capacity-	50,708 Annually
Estimated Army Training Requirements-	49,353 Annually

c. BNCOC (CA): The current Army Training Requirement is 9,789 and the capacity for training is adequate to accommodate the present requirement. The requirement for BNCOC completion prior to promotion to SSG will increase the training requirement for BNCOC.

d. PTC/BTC (BNCOC CS/CSS): The revised NCOES training strategy to eliminate PTC and change the name of BTC to BNCOC will have little overall affect on capacity requirements. For the most part those MOS that had a PTC will become SL2 BNCOC candidates and those BTC MOS will become SL3 BNCOC candidates. For those MOSs that had both a PTC and BTC, the proponent school will select the skill level for BNCOC technical training. The point is that needs and capacity are going to be MOS specific.

(1) NEEDS:

(a) The specific MOS and the BNCOC entry SL will influence the ATR in terms of numbers of eligible soldiers. The MOS promotion rate and average TIG will influence the amount of time the system has to insure each soldier receives training at the appropriate SL. The ATR will equal the MOS annual promotion rate in the static state. The ATR will be significantly increased during an initial catch up mode. The catch up mode would be the effort to train all those soldiers in a particular MOS whose rank is equal to or above the BNCOC MOS SL. The density of the MOS at that particular skill level will determine the overall training impact.

(b) When viewed from the system perspective, there is a need for a generic BNCOC for those MOSs that do not have MOS specific BNCOC (CS/CSS). In order to design a system that is sequential and progressive, a method must be provided for all soldiers to attend each level. The USASMA cannot develop a common core that links each level of NCOES, one level building on and reinforcing the other, unless everyone does attend all levels. Soldiers in MOSs without a BNCOC would have a 10 year gap (average time between PLDC and ANCOC) in their NCOES professional development. In addition, it would serve to convey a sense of fairness. While it is recognized that soldiers only compete for promotion within their MOS, those who are in an MOS that has a BNCOC perceive it as a hurdle (especially if

BNCOC is linked to promotion) they must cross. Whereas fellow soldiers who do not have a BNCOC perceive they are being cheated out of an opportunity to attend and thus gain more promotion points.

(2) CAPACITY: Capacity is MOS specific. Other than the normal resources, i.e., bed space, class space and instructors, the following are key factors that each school must consider on an annual basis when determining capacity:

(a) Shared equipment and class space. Often a technical course must share equipment and facilities with advanced individual training (AIT) courses, additional skill identifiers (ASI) courses, functional courses, officer courses, and other NCOES courses. This is particularly a problem with one-of-a-kind or very high cost systems. An example is the AUTODIN training facility at Fort Gordon, GA. It is a one-of-a-kind system that trains combinations of all of the above courses.

(b) Structured Manning Decision Review (SMDR): The SMDR is a process where DA provides instructor resources to TRADOC based on the ATR. The SMDR addresses every course three years in advance. The proponent schools must project capacity limits and constraints for the SMDR. Capacity then dictates priorities. Force modernization requirements tend to have the higher priorities for instructor resourcing.

(3) The MOS specific training capacities in the ATRs are projections based on projected ATRs. Those ATR projections are deflated due to the historical PTC/BTC no show rate and training the force (appropriate SL) in a five year time span. In addition, the basic understanding and philosophy on what and how to implement the PTC/BTC training program has been an evolutionary process. Some schools used PTC and or BTC to train new equipment, others linked them to specific parts of a system. The bottom line is that the ATR capacities do not reflect data that could be used in support of, or against, the philosophies or recommendations in this paper. BNCOC (CA/CSS) capacity becomes a matter of funding priorities at DA level.

d. ANCOC needs and capacity are subject to the same constraints as listed above in the PTC/BTC. A major consideration is that the ATR (as computed by Specialized Training Branch, USA MILPERCEN) is 75% of the average promotion rate to SFC. What that means is that capacity, which is driven by the ATR, has never been pushed to meet the minimum Army needs. In addition, ANCOC, in some instances, has experienced a 25% "no show" rate. The combination of the below minimum ATR and no show rate, in reality, provides resident training to approximately 50% of the SL4 force. A TRADOC action that would make completion of the nonresident ANCOC course for self-improvement only and require all soldiers to attend the resident phase will impact on the resident ATR. That action will be discussed in detail in paragraph II D 9. ANCOC nonresident training issues will be discussed in paragraph f.

e. Senior Level

(1) 1SG Course: The needs of the 1SG Course have been interpreted as the ATR and the capacity as the number of available seats.

NEEDS: The needs of the 1SG Course are not MOS specific. It is not the goal of the Army to have every NCO qualified as a 1SG. Approximately 33% (4425) of the Army's authorized E8 positions are designated 1SG positions. The Army has the capability to train approximately 30% of these authorized positions each year (1310 vs 4425). There has not been a definitive study to determine the average length of time 1SGs occupy in their positions. A study of this nature will have an impact on both the needs vs capacity of the 1SG Course.

CAPACITY: The 1SG Course is training to capacity.

(2) USASMC: The needs of the USASMC have been interpreted as the ATR and the capacity as the number of available seats.

NEEDS: The needs of the USASMC, unlike other NCOES courses, are not MOS specific; consequently, constraints are fewer. The current policy on selecting course attendees is to select enough to fill available seats (train to capacity). Not all MSG/1SG will get the opportunity to attend the course since only the "best qualified" are selected. Once the question of how many course graduates the Army needs in the force is answered, an ATR could be established. Should all MSGs/1SGs attend the course or should the Army train enough to keep a certain level of expertise within the Sergeant Major Corps? None of the proponents seems to have an answer to this question. If the goal is to have every MSG/1SG in the force a course graduate, then training shortfalls will exist. If the goal is to maintain a certain level of expertise, an ATR could be established and managed. At present the course trains approximately (resident and nonresident) 64% of the SGM promotion rate (580 graduates per year) vs 900 SGM promotions per year. Presently 52% (approximately) of all E9 positions are occupied by course graduates. When the MCA expansion project is completed at the USASMA in CY 86, graduates (resident/nonresident) will increase by about 38%. An ATR could be established and maintained if the goal of maintaining a certain level of expertise among the SGM/CSM Corps were established.

CAPACITY: The USASMC is training to capacity.

f. ANCOC nonresident courses are virtually unlimited in terms of capacity. Under current policy, completion of ANCOC via the ACCP is considered equivalent to resident training. With a resident training course that does not train the entire number eligible to attend, nonresident training provides a potentially viable alternative. It also allows flexibility for soldiers who cannot attend in residence, who have been reclassified, who are working in a secondary MOS and/or seeking self improvement. Results from field interviews indicate that the nonresident ANCOC is only statistically adding to the ANCOC completion rate. Test swapping, non-standard or outdated

POIs, and lack of the USASMA common core detract from the value of "real" training. There is a real need to supplement resident training and provide a means for self improvement. The entire nonresident program as it pertains to NCOES will be analyzed in paragraph II D 9.

g. In summary, the capacities of the various NCOES courses have evolved to their current levels without respect to a true train-promote philosophy. If such a philosophy was fully implemented, there would be an aggregate capacity shortfall in the BNCOCs, ANCOCs, and USASMC. The implications of this shortfall are discussed in detail in the Specific Concern regarding promotion linkage.

7. Specific Concern: Should attendance be mandatory?

a. As mentioned previously, commanders/CSMs and NCOs of all levels strongly agreed that those NCOs who attend an NCOES course are better than those who did not attend. Almost 79% of those senior commanders/CSMs interviewed indicated that NCOES attendance should be mandatory and tied to promotion. The remaining 21% of those commanders/CSMs who were interviewed, although they did not express any opinion, did not oppose linking NCOES to promotion. Approximately 94% of the General Officer/CSM letters reflected that NCOES should be linked to promotion. Additionally, 85% of NCOs in structured interviews favored mandatory NCOES attendance.

b. PLDC: The CSA has approved the concept of graduation from PLDC prior to promotion to SSG. This becomes effective 1 July 1986.

c. BNCOC (CA/CS/CSS): The support for making NCOES mandatory is overwhelming. Commanders, CSMs, and NCOs support making NCOES courses mandatory. BNCOC is the first opportunity for soldiers to return for resident technical training after they complete Advanced Individual Training (AIT). It is well established that a soldier's ability to learn and comprehend is increased after one, two or three years of on the job experience. This provides an opportunity to provide critical SL2/3 technical training necessary for a soldier to assume the role of trainer. This is particularly important in merger MOSs. In addition, BNCOC common core training is a critical link in developing leadership skills vital to the first line supervisor. The common core builds upon the leadership skills received in PLDC and the soldier's experiences. Skills learned in BNCOC serve as a foundation for ANCOC leadership and MOS specific training. Making attendance mandatory and linking to promotion will put teeth in the system to insure the right soldier gets the right training at the right time. The revised NCOES training strategy to eliminate PTC and change the name of BTC to BNCOC will have no effect on the issue of whether PTC/BTC should be mandatory.

d. ANCOC: Most of the rationale for providing critical technical training at SL2/3 and making attendance mandatory is magnified at SL4. At the platoon level, a NCO is supervising four times the number of people with a variety of MOS. As a SFC, leadership and technical skills have significant impact on the unit mission and development of subordinate soldiers. SL4 is

more often a merger within the CMF structure. It is even more important at this stage to make ANCOC mandatory and link it to promotion to MSG/1SG (E8) in the short term and SFC in the long term (1989). Note that ANCOC is already linked to SFC promotion since those NCOs selected for SFC are automatically programmed to attend ANCOC.

e. Senior Level:

(1) First Sergeant Course: Since the First Sergeant Course is a functional course directed only at First Sergeant designees and First Sergeant incumbents with less than 12 months on the job, it would be inappropriate to link this course to promotion.

(2) USASMC: There are insufficient seats available at the USASMA to train all eligible MSGs/1SGs. The course trains 580 graduates per year vs 900 promotions to SGM/CSM per year. The completion of the MCA project in 1987 will allow approximately 624 resident and 200 nonresident graduates per year. Space is a major problem at the USASMA. It would be unfair to link this course to promotion to SGM.

f. A detailed analysis of nonresident training and its impact on NCOES will be discussed in paragraph II D 9. However, linking nonresident ACCP BNCOC and ANCOC course completion to promotion is not a viable option since many of these courses are not current, have no test controls and lack the USASMA common core. A NCOES that is mandatory and linked to promotion may require the proponents, on a MOS or CMF basis, to develop a nonresident corresponding studies course program that is comparable to the resident course, to include a resident phase for MOS specific hands-on task training, weigh-in, PT testing and a final end of course test.

g. In summary, PLDC, BNCOC and ANCOC should be mandatory.

8. Specific Concern: Should NCOES be linked to promotion?

a. The same rationale for making NCOES mandatory in the previous paragraphs applies to linking the NCOES to promotion.

b. There is very strong support for this initiative in the field beginning with senior commanders/CSMs down through the NCO ranks. The only caveat, mostly from those NCOs who would be affected, was that there should be sufficient class seats and they have an opportunity to attend in a time frame that would not delay their promotion.

c. Linking the NCOES to promotion is a mechanism to put "teeth" into a mandatory NCOES. It will tie the NCOES with the EPMS and be the impetus for regulatory and resource changes necessary to align both systems in a manner that will insure the right soldier is trained and promoted at the right time. It will be a prime motivator for the soldier to attend an NCOES course and for his commander to insure he/she has an opportunity to attend.

d. The grade to which each level of the NCOES is linked is critical in terms of the window of opportunity and the impact one course has on the other. The window of opportunity is defined as the time a soldier becomes eligible for an NCOES course until he/she is denied promotion. Linking PLDC to SSG, BNCOC to SFC and ANCOC to MSG provides for an ample window of opportunity; however, it does not support a train-promote philosophy. The train-promote philosophy, i.e., link PLDC to SGT, BNCOC to SSG and ANCOC to SFC, decreases the window of opportunity and magnifies the influence the NCOES will have on the EPMS and vice versa. Although there is general agreement that train-promote is the ideal sequence, there are some differing views as to whether or not it can be implemented, and when it can be implemented. These differing views are based on possible school capacity constraints and the ability of the system to provide a window of opportunity that is fair to the soldier.

e. Clearly, there is overwhelming agreement that NCOES should be linked to promotion at all levels. The problem, however, lies in matching the capacity/annual training requirement of the various courses to the annual promotion flow. As indicated in the previous discussion of capacity vs needs, there is insufficient capacity in the BNCOCs, ANCOCs, and USASMC to link them to promotion at the appropriate skill level. The USASMC poses an additional problem in that the course is longer than the other levels of NCOES and involves a PCS. Thus, it would be cost prohibitive to train all MSGs with the potential to be selected for SGM, or select them for promotion first, then train them before actually advancing them in grade.

f. With the exception of the USASMC, all other levels of NCOES can be linked to promotion if the following changes are made:

(1) Change the methodology of selecting soldiers for NCOES to key attendance to their selection for promotion.

(2) Change this methodology of computing the ATR to align it with the promotion rate.

(3) Expand the capacity of the BNCOCs and ANCOCs, or develop credible nonresident courses to offset capacity shortfalls.

9. Specific Concern: Resident vs. Nonresident Training

a. Nonresident training that supports NCOES is currently provided through ACCP (BNCOC and ANCOC) and corresponding studies (USASMA). Under current policy (AR 351-1), those who complete nonresident NCOES are given "credit" equal to that of the resident course and are ineligible to attend the resident course. The degree of support provided by these nonresident programs are as follows:

(1) BNCOC: All courses considered, there are approximately 36,000 AC soldiers enrolled with an average of 9,000 graduates annually.

(2) ANCOC: All courses considered, there are approximately 21,566 AC soldiers enrolled with an average of 6,800 graduates annually.

(3) USASMA: The USASMA conducts two corresponding studies courses per year (includes a two week resident phase) graduating a total of 150 students. It should be noted that this course is not part of ACCP.

b. It is apparant that ACCP is tied to NCOES without regard to its role in the system as a whole. Except for the USASMA nonresident course, ACCP has not kept pace with the evolution of the NCOES courses. This is especially true in the lack of a nonresident USASMA common core in the BNCOC and ANCOC programs and no direct link between development of the resident and nonresident NCOES course POIs.

c. The majority of soldiers interviewed indicated that completion of a nonresident ANCOC should not equate to resident training. The primary reasons were no controls on end of course tests, lack of hands-on experience, and nonstandard/outdated POIs. Test control was the biggest issue. The fact that soldiers could simply look up answers without covering the material was one minor concern. A greater concern was that 'cheating' was rampant. It is apparent that end of course test answers are being passed around and courses are being taken in groups. Some form of a proctored test was the most popular solution.

d. In discussing the possibility of a proctored test with ATSC, it appears that the system is just not structured to accommodate that type of change. It is administratively not practical at this point. ATSC is recommending changes to DA PAM 351-10 that specifically delineates that passing the test around is punishable under the UCMJ. The current DA PAM is vague in this area and it is believed that the change would give the commander authority to take action against those who cheat. ATSC opinion is that it is more of an integrity problem than a test problem.

e. In order to provide flexibility, there is a real need for nonresident training in the NCOES. This need can be met by the development of an ANCOC nonresident program by HQ TRADOC similar to the USASMA nonresident course. Under the current program, the training value to the individual soldier and the Army is suspect. Nonresident ANCOC graduates only serve to provide a false picture of professional development within the NCO Corps. TRADOC is currently staffing a paper that will make completion of nonresident NCOES courses for self-improvement only. That action needs to be expedited and approved immediately.

f. The ACCP courses that are part of the NCOES are only a portion of the courses available through the ACCP. Other ACCP courses are indirectly tied to the NCOES and NCO professional development by providing the soldier an opportunity for supplemental training in his/her MOS/CMF, training to acquire/maintain an SMOS, and knowledge of Army systems at the DA, MACOM, or command level. The identified problems, i.e., outdated materials and test controls, apply to the entire ACCP. The ACCP is a valuable training source for the reserve components as well as the active component. The reserve

component recommendation to resource, update, and maintain a credible ACCP is vital to the overall professional development of the NCO Corps.

E. RC Implications: The RC implications of NCOES are discussed in detail in the RC issue paper.

III. CONCLUSIONS:

A. The NCOES is clearly a major component of NCO professional development. It provides critical training in the areas of job proficiency and MOS competency. NCOs who attended are better prepared to lead and train their subordinates, and are more skilled in the technical aspects of their assignments. Attendance at NCOES should be mandatory.

B. All soldiers should be trained in the requirements of the next higher grade efore they are promoted. This is especially true of the leadership skills required an NCO. Therefore, a train-promote-utilize philosophy should be the goal of NCOES.

C. The structure of NCOES should be progressive and sequential. That is, each level should be a logical extension of the previous level, and should lay the foundation for the next level. Soldiers should not attend these levels out of sequence. Functional courses should not be included in the NCOES structure.

D. An NCOES that is mandatory, progressive, sequential, and linked to promotion is a feasible goal. However, it will require overcoming capacity shorfalls in the resident courses. This can be accomplished by changing the methodologies for identifying soldiers for NCOES and computing the ATRs (key them to actual requirements as determined by the promotion flow), and expanding the capacities of certain BNCOCs and ANCOCs, or augmenting the resident course shorfalls with a credible corresponding studies program. The Implementation Plan in Section VI of this paper ties NCOES to promotion at the levels indicated below:

Course	Prerequisite for Promotion To	Training Population
PLDC	SGT	E4(P)
BNCOC	SSG	E4(P) SL2 MOS BNCOC E5(P) SL3 MOS BNCOC
ANCOC	SFC	E6(P)
USASMC	N/A	E8/9

IV. RECOMMENDATIONS:

A. Chief of Staff approve as a long range goal, an NCOES that is mandatory, sequential, progressive and linked to promotion.

B. TRADOC conduct a feasibility study to determine earliest implementation date for this goal by end FY 86.

C. TRADOC continue with the plan to eliminate PTCs and change BTCs into BNCOCs for CS/CSS effective FY 86.

D. TRADOC examine the feasibility of developing generic BNCOCs for MOSs without a BNCOC. A plan to provide basic level training to all NCOs should be developed by end FY 86.

E. ODCSOPS change AR 351-1 to delete 1SG Course from NCOES and list it as a functional course.

F. ODCSPER change AR 672-5-1 to reflect the removal of 1SG Course from NCOES. Numerals for the NCOPD Ribbon should be changed as follows:

PCDC - 2 ANCOC - 4
BNCOC - 3 SMA - 5

G. ODCSPER, in coordination with ODCSOPS, change AR 600-200 to require ANCOC for promotion to MSG effective end FY 87.

H. ODCSOPS change AR 351-1 to discontinue awarding resident course credit for BNCOC and ANCOC ACCP effective end FY 86.

I. TRADOC develop as required BNCOC and ANCOC nonresident corresponding studies courses with a resident phase for proponent specified MOSs to offset resident course capacity shortfalls.

V. RESOURCE IMPLICATIONS: Cost to expand BNCOC and ANCOC to allow making attendance at these courses mandatory for promotion to SGT/SSG respectively:

BNCOC expansion from 19K to 24.5K students per year = $ 29 million per year
ANCOC expansion from 10K to 14.5K students per year = $ 29 million per year

VI. IMPLEMENTATION:

A. Several of the recommendations cited above are needed refinements to the current system and can be implemented without resource implications. Specifically, recommendations in paragraphs IV A, C, E, F, G, and H should be implemented on the dates indicated.

B. The remaining recommendations in paragraph IV relate to achieving a long range NCOES goal of linking each level to promotion. This can be accomplished by basing attendance at NCOES on selection for promotion as follows:

1. First, the order of merit list (OML) for attendance at a school must be based on the results of appropriate selection boards. For example, attendance at PLDC would be predicated upon the individual's appearance before the unit SGT selection board and being recommended for promotion by that

board. Individuals recommended for promotion would be scheduled for school attendance by the commander as soon as possible after board appearance (NLT 90 days after the board).

2. Second, only after an individual has been recommended for promotion and successfully completed the required course, will he/she be considered by DA as fully qualified for promotion and available for placement on a "standing promotion list."

C. Other actions required to fully implement train-promote linkage for NCOES include:

1. Development of BNCOC for all MOS/CMFs not currently having a BNCOC. In conjunction with this, TRADOC must consider the feasibility of developing generic BNCOCs for low density MOSs of a similar type.

2. Increase BNCOC capacity to 24,500 or establish valid, current, rigorous corresponding studies programs to overcome potential capacity shortfalls.

3. Increase ANCOC capacity to 15,500 or establish valid, current, rigorous corresponding studies programs to overcome potential capacity shortfalls.

D. This concept is portrayed graphically in Appendices 1 and 2, and in the time-phased chart below.

Time Phased NCOES/Promotion Linkage

NCOES	FY 86	FY 87	GOAL
PLDC	SSG(1)	SSG	SGT
BNCOC	-	-	SSG(3)
ANCOC	-	MSG(2)	SFC(3)
SMA	-	-	-

NOTES (1) Approved for 1 Jul 86
(2) Current policy slates E6(P) to ANCOC
(3) Requires capacity increase or nonresident program to offset shortfall.

E. See Appendix 3 for computation of training requirements and costs.

F. The above concept supports the Army train-promote philosophy by making graduation from PLDC/BNCOC/ANCOC mandatory for promotion to SGT/SSG/SFC, respectively. It does not provide an opportunity for every soldier to attend each school at all levels (i.e., not all E4s will attend PLDC). However, it does provide sufficient capacity at each level to provide training to:

1. Satisfy training requirements for the annual promotion flow to the next skill level. (Minimum Annual Training Requirement)

2. Satisfy training requirements for seasonality and erratic promotion raters. Provides additional seats for commanders to recognize outstanding junior soldiers. (Make-up Allowance)

3. Satisfy identified RC requirements at AC NCOES. (RC)

VII. **APPENDICES:**

1. PLDC Strategy/Capacity
2. BNCOC and ANCOC Strategy/Capacity
3. Computation of NCOES Training Requirements

Appendix 3 Computation of NCOES Training Requirements

1. Computation of Annual Training Requirement (ATR) for NCOES

a. Algorithm used:

Minimum Training Requirement (Prom Flow to Next SL)	+	Make-up Allowance for Personnel Not Avail for Last Yrs Training (1/AVG TIG X Min Tng Rqmt)	+RC Requirement (RC)

b. Requirements by course:

Course	Minimum Tng Rqmt	+	Make-up Allowance	+	RC	=	ATR
PLDC	34K	+	(1/2.3 X 34K)	+	1700	=	50,700
BNCOC	19K	+	(1/3.6 X 19K)	+	325	=	24,525
ANCOC	12K	+	(1/4.6 X 12K)	+	1000	=	15,500
USASMA	9K	+	(1/4.6 X .9K)	+	50	=	1,145

2. RELATED DATA

RANK	AUTH	AVG PROMO POINT	AVG TIG	AVG MIN ANNUAL TRAINING RQMT (PROMO FLOW TO NEXT SL)
SP4	194K	1.5 YR TIS	2.2 YR	34K
SGT	121K	3.4 YR TIS	3.6 YR	19K
SG	87K	7.4 YR TIS	7.4 YR	12K

RC NCOES Requirements in AC Schools (RC)

	USAR	ARNG	TOTAL
PLDC	1200	500	1300
BNCOC	25	300	325
ANCOC	500	500	1000

Current Annual Capacities

PLDC	50,400	
BNCOC	19,000	
ANCOC	10,000	
USASMA	650 (FY 87 824)	Includes nonresident corresponding program.

3. COST

Course	ATR	vs	Current Capacity	=	Req'd Expansion	X	Cost Amount	=	Cost
PLDC	50.5	-	50.5K	=	0		-	=	0
BNCOC	24.5K	-	19K	=	5.5K	X	$5.2K	=	$29 Mil
ANCOC	15.5K	-	10K	=	5.5K	X	$5.2K	=	$29 Mil
									$58 Mil

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Appendix R

Issue: To what extent should civilian education be included in NCOPD?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of the role of civilian in NCOPD.

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

ISSUE: To what extent should civilian education be included in NCOPD?

DISCUSSION:

1. Description of System

a. Soldier voluntary education programs are presently offered through the Army Continuing Education System (ACES). The system provides a full spectrum of educational services for soldiers both on and off-duty. ACES operates under the authority of Title 10 US Code 4302 which provides for soldiers to study to improve their military efficiency and to enable them to return to civilian life better equipped for industrial, commercial, and business occupations. DoD Directive 1322.8 states that "educational programs shall be established to provide educational, vocational, and career goals to further the belief that military service members, as citizens in uniform, should share the same opportunities for education that are provided all eligible citizens." Tuition assistance is paid under Section 772, PL 96-154 and PL 96-257, dated 15 December 1980.

b. ACES exists to fulfill the Army's responsibility of developing and conserving its human resources by providing on-duty, job-related educational programs and off-duty educational opportunities for professional and personal development. ACES benefits Army units and commanders by supporting readiness through improved professionalism and skill proficiency, providing an incentive for the enlistment and retention of highly motivated and qualified soldiers, and providing the degree of expertise needed by the Army to use advanced technology. ACES supports the individual by enhancing the soldier's professional development, military effectiveness, and leadership abilities. It prepares soldiers for positions of greater responsibility and increases self-esteem and motivation for continued learning.

c. The ACES mission is to provide quality educational opportunities in support of the Total Army goals, to enhance the quality of life within the entire military community, and to offer personal growth experiences through career development and other voluntary educational programs.

d. The ACES goal is to provide on-duty, job-related basic educational skills development for the service member which will improve his/her:

(1) Likelihood of performing satisfactorily both in training and on the job.

(2) Capability of functioning effectively in the Army community outside the immediate work setting.

(3) Potential for completing high-quality, off-duty high school, college, or other educational programs.

(4) Potential for pursuing the wide variety of educational programs covered by veterans benefits.

e. AR 621-5 states that enlisted service members' educational goals should consist of the following:

(1) Master basic educational skills needed to perform duties of Primary Military Occupational Specialty (PMOS).

(2) Earn a high school diploma (or equivalent) before completion of first enlistment.

(3) Earn an associate degree or complete 60 semester hours toward a college degree in a field related to one of their specialties before their fifteenth year of service.

f. In addition to providing quality educational opportunities in support of the Total Army goals, some objectives of ACES are:

(1) To offer personal growth experience through career development and other voluntary educational programs.

(2) To provide service members who are not high school graduates an opportunity to earn a high school diploma or its equivalent.

(3) To provide second language soldiers English language training necessary to accomplish military duties.

2. Current Policy

a. Army Regulation (AR) 621-5, Army Continuing Education System (ACES), dated 25 September 1985, identifies educational goals for enlisted personnel. The educational goals as stated above, are designed to provide vocational and educational programs which can satisfy the skill development and occupational needs of the Army in defense of the nation, and increase soldier career potential, job satisfaction, and educational growth. These goals are not mandatory requirements for promotion, schooling, or job selection. They are realistic educational goals which should be sought and used as the foundation for relevant educational programs.

b. Educational requirements for promotion are outlined in AR 600-200, paragraph 7-15j (1) and (2). For promotion to sergeant (SGT), a soldier must complete eighth grade or general education development (GED) equivalent, or higher education. For promotion to staff sergeant (SSG), a soldier must have a high school diploma, or GED equivalent, or higher degree. Effective 1 March 1987, a high school diploma/GED equivalent or higher degree will be required for promotion to SGT. Additionally, education is one of the factors that is considered when classifying/reclassifying, training, and assigning soldiers.

3. Components

a. The programs and services offered through ACES include:

(1) The Basic Skills Education Program (BSEP) I and II
(2) Career Soldier Education Program (CSEP) I and II
(3) The High School Completion Program (HSCP)
(4) Servicemembers Opportunity College Associate Degree Program (SOCAD)
(5) Lower level college - Associate Degree
(6) Upper level college - 4 Year BA Degree
(7) Graduate level college - Masters Degree
(8) Army Apprenticeship Program
(9) Army/American Council on Education Registry Transcript System (AARTS)
(10) Tuition Assistance
(11) English-as-a-Second Language (Permanent Duty Station)
(12) English-as-a-Second Language (Defense Language Institute)
(13) Counseling Services
(14) Testing Services

b. The Basic Skills Education Program (BSEP) I is designed to provide enlisted members with the basic academic competencies necessary to complete Initial Entry Training (IET) successfully. BSEP II provides enlisted members private (PVT) through sergeant (SGT) with job related basic academic competencies necessary to improve skills required for proficiency in military duties.

c. The Career Soldier Education Program (CSEP) is designed to provide SP4/CPL through SGM/CSM with the basic academic competencies necessary to perform successfully in the Noncommissioned Officers Education System (NCOES). CSEP II will provide SSG through SGM/CSM with job-related basic academic competencies necessary to improve skills required for proficiency in military duties, or to meet reenlistment requirements.

d. The High School Completion Program (HSCP) gives soldiers a chance to earn a high school diploma or state-issued equivalency certificate. All soldiers with less than a high school education will have the opportunity to attain a high school diploma or its equivalent. HSCP courses will be conducted during off-duty time.

e. Lower level college, i.e., Associate degree, allows a student the opportunity to earn an Associate degree from a community or junior college in an academic or technical course of study. Many 4-year colleges also award Associate degrees. The Servicemembers Opportunity Colleges (SOC) developed the Servicemembers Opportunity Colleges Associate Degree (SOCAD) program, which allows soldiers the opportunity to earn a degree without some of the usual hassles; and, regardless of mobility, SOCAD guarantees transfer of credits within each area of study. This program provides for common curriculums in specific disciplines related to Army MOS and career-specialty programs. College credits are awarded by accredited colleges for selected NCOES, MOS, and service school courses.

f. Upper level college and graduate level college, i.e., 4 year Baccalaureate degrees and Master's degrees, are available for soldiers who have the opportunity to pursue them. These components of ACES offer an incentive for professional development, personal growth, and postservice preparation. Each installation should have at least one bachelor's and one graduate-degree program available to soldiers on-post or within reasonable commuting distance. These programs must be offered by a school that is accredited by a regional accrediting association.

g. The Army Apprenticeship Program provides enlisted members an opportunity to document specific work experiences they gain while on active duty. Each Army apprenticeship is registered with the Department of Labor (DOL), Bureau of Apprenticeship and Training (BAT). Upon completion of the required number of hours of work processes and related instruction, a DOL Certificate of Completion may be awarded.

h. The Army/American Council on Education Registry Transcript System (AARTS) is an automated system that provides transcripts to active duty enlisted members. The transcripts document military training and selected educational achievements of soldiers while on active duty.

i. Tuition assistance is authorized for Active Army, Army Reserve, and Army National Guard personnel on active duty and for military personnel of other services who are provided support by an Army Education Center (AEC) under provisions of an interservice support agreement (ISSA). Tuition assistance payment is authorized only for soldiers who attend off-duty classes at schools that are accredited by regional accrediting agencies.

j. English language skills are needed to perform military duties and to communicate with superiors, subordinates and peers. English-as-a-Second Language (ESL) programs are designed to provide second language service members with these skills. These programs are conducted at the Defense Language Institute, English Language Center (DLIELC) before Initial Entry Training (IET) for non-prior service accessions and at permanent duty stations for eligible non DLIELC ESL graduates.

k. ACES counseling and testing services will be made available to all soldiers. Counseling helps soldiers grow professionally when they take part in education programs.

4. On-Going Initiatives

a. An effort to increase the ACES and training relationship is an ongoing process. The American Council on Education (ACE) is contracted to evaluate NCOES courses, service school courses and MOS training for the purpose of awarding college credit. This process is in place and is being expanded on a continuous basis, where appropriate.

b. In September 1983 the Army Vice Chief of Staff directed that ACES be extended to the Reserve Components on an equal basis with the Active Component.

5. Responsibilities

a. The Deputy Chief of Staff for Personnel (DCSPER) establishes policies consistent with Federal statutes and DoD Directive 1322.8, and appropriate Army directives. DCSPER establishes policies; provides resources for ACES programs, services and Learning Centers (LCs); and provides technical assistance to the Major Army Commands (MACOMs).

b. The Deputy Chief of Staff for Operations (DCSOPS) establishes policy; and provides resources for MOS Improvement Training, CSEP and Non-Resident Foreign Language Programs. DCSOPS coordinates training staff actions that impact ACES with DCSPER and integrates BSEP into Army training schedules.

c. Chief of Public Affairs (CPA) assists in determining appropriate focus and emphasis concerning publicity and promotion of ACES programs and services, and publicizes ACES programs and services.

d. United States Army Recruiting Command (USAREC) coordinates with DCSPER all ACES-related advertising, commercials, promotion and information materials for policy review before their release. USAREC provides DCSPER results of research and analysis regarding impact of education on recruiting and provides training for USAREC Education Coordinators concerning ACES programs.

e. United States Army Training and Doctrine Command (TRADOC) conducts BSEP I and provides guidance for the conduct of BSEP I to other MACOMs; determines prerequisite academic skills needed by enlisted members to perform successfully in their MOSs; operates the Army Apprenticeship Program (AAP); and operates the Army/American Council on Education Registry Transcript System (AARTS).

f. Major Army Commands (MACOMs) establish policies and provide guidance to subordinate elements consistent with AR 621-5; provide resources, programs and services for subordinate elements; submit the quarterly costs/participation report and the annual program evaluation report to DCSPER. The MACOMs establish measurable program objectives at subordinate elements which support DCSPER goals, provide technical assistance to subordinate elements, conduct BSEP I using TRADOC guidance, schedule appropriate budget training for ACES personnel assigned budget duties, and provide full range of ACES services to all service members serving on installations regardless of soldier's assigned unit.

g. The Installation Military Personnel Office (MILPO) provides the Education Services Officer (ESO) with soldiers' civilian educational levels, list of eligible soldiers, by MOS, identified for the Servicemembers Opportunity Colleges Associate Degree (SOCAD) program and the Army Apprenticeship Program. The MILPO will establish procedures for incoming and departing soldiers to process at the Army Education Center (AEC).

6. Specific Concerns

a. Should civilian education be a goal or a requirement?

b. What subjects/disciplines should be pursued?

c. Should civilian education be linked to promotion?

d. Should civilian education be included in NCOES?

e. Should participation be MOS dependent?

f. Should civilian education be used as a motivator?

7. Findings

a. Civilian education above high school level or GED equivalent is not currently a requirement. However, the need for civilian education beyond high school is perceived by approximately 64% of noncommissioned officers as being a requirement for promotion. That perception has been reinforced by the profile analysis that is a part of selection board results and news media statements such as, "The soldier who had completed the Sergeants Major Academy and at least two years of college had the top advantage before the board." (Army Times). Messages of this type have a direct impact on conclusions drawn by soldiers as to what is required for promotion.

b. In interviews with senior commanders and senior noncommissioned officers, 94% indicated that a civilian education beyond high school should be a goal not a requirement for noncommissioned officers. The vast majority of commanders and CSMs were primarily interested in an NCO knowing his MOS and being technically and tactically proficient. They believed that civilian education beyond high school completion should be encouraged only. Most senior commanders and CSMs did not believe that the Army could afford to send all its NCOs to school during duty hours. They were adamant that NCOs who did not possess college level credits not be penalized when being considered for promotion because of the time constraints for some NCOs in TOE units. The overwhelming consensus was that commanders wanted NCOs who were competent in their MOS, knew how to train soldiers, and who were good leaders.

c. Approximately 30% of those NCOs interviewed said there would be limited opportunity for them to attain college credits because of mission requirements. This was true particularly for soldiers in Combat Arms (CA) and those stationed overseas. Unit mission sustentation and recurring field exercises occupy most of the soldier's time, thereby, limiting the opportunity to pursue college courses.

d. Interviews with groups of NCOs revealed that approximately 74% believe that a college degree was not necessary to be an effective NCO. However, they did concede that courses in communicative skills would be beneficial in carrying out their duties. Approximately 78% of the NCOs who

completed a study group questionnaire perceived that civilian education beyond high school was necessary for advancement. Senior NCOs (E7-E9) agreed to a greater extent than junior NCOs (E4-E6).

e. There is a consensus on the part of those NCOs who were interviewed that there is a real need for more communicative skills, both oral and written. There also appears to be a need for courses in psychology and basic mathematics. A large majority (89 percent) of those interviewed indicated that these courses could be added to the Program of Instruction (POI) within each level of instruction of Noncommissioned Officers Education System (NCOES).

f. The overwhelming majority of NCO respondents (94.9%) indicated on their questionnaires that there should be more emphasis on writing and communication skills in NCOES.

g. The overwhelming majority of NCO respondents (92.4%) agreed that the Army should pay for civilian education which helps to develop an NCO professionally.

8. Analysis

a. Specific Concern: Should civilian education be a goal or a requirement?

(1) This question is perhaps the most crucial question with respect to what extent civilian education should be included in the NCOs professional development. There is no question that the majority of NCOs believe that civilian education is important particularly in writing and communication skills. However, many NCOs say that certain mission requirements and some jobs make it extremely difficult to obtain college credits and almost impossible to complete college degrees. Commanders and senior NCOs are concerned that if a civilian education beyond high school is made a requirement for promotion, good NCOs may be penalized unnecessarily in the promotion process. Most commanders and senior NCOs favor encouraging civilian education as a goal to achieve, but not as an established requirement (e.g., an Associate Degree completed by 15 years of service). Commanders almost unanimously agree that they want their NCOs proficient in leadership and their MOS and that civilian education should be secondary to mission requirements. Commanders want NCOs who can train soldiers; they don't need academicians.

(2) Although NCOs feel strongly about civilian education beyond the high school level as a requirement for professional development, the majority (74%) believe that a college degree is not necessary to be an effective NCO.

(3) ACES offers educational opportunities as a goal for those soldiers who desire to further their civilian educational skills. About 75% of the 14,000 soldiers enrolled in SOCAD are NCOs. There is a great deal that

a NCO can do for himself, particularly during those periods when not assigned to a TOE unit, to enhance his civilian educational skills. Many NCOs are taking advantage of these opportunities through their local Army Education Centers.

(4) Although the opportunities are there for individual soldiers to further their civilian education beyond the high school level, the time and the resources are simply not available to make civilian education a requirement. Thus, mission requirements dictate that civilian education remain a goal. However, NCOs should be encouraged to participate in ACES on a voluntary basis. There are on-duty educational programs for those enlisted soldiers who the commander may send to school to assist those soldiers with the basic academic competencies to perform effectively. In FY84, enrollment in the Basic Skills Education Program totalled 267,846. This indicates that commanders are referring their soldiers, when appropriate, for job related basic academic competencies necessary to improve skills required for proficiency in their military duties.

b. Specific Concern: What subjects or disciplines should be pursued?

(1) When this question was asked of senior commanders/CSMs the answer was fairly standard - reading, writing and communication skills. NCOs strongly agreed with this because some felt inadaquate in their reading, writing and oral communication abilities. NCOs believed that many of their perceived shortcomings could be overcome by adding these subjects to all levels of NCOES. Commanders/CSMs also supported the addition of communicative skills to NCOES.

(2) Other subjects deemed important to an NCO's professional development were mathematics, behavorial and social sciences and management. Approximately 95% of those NCOs interviewed indicated a need for communicative courses as a soldier progresses through the ranks. They believed that further training and education in the above areas would assist them in accomplishing their duties as NCOs in caring for, counseling and managing their soldiers.

(3) This issue is developed further in the next specific concern.

c. Specific Concern: Should civilian education be included in NCOES?

(1) NCOES courses already include civilian education related subjects such as written and oral communication skills. Additionally, each course is evaluated by the American Council on Education for award of college level credit. The issue, therefore, is whether or not to increase the current level of civilian education in NCOES.

(2) The question of including civilian education in NCOES could involve increasing NCOES course lengths in order to add selected civilian courses to the curriculum. In 1984 TRADOC, with the full support of FORSCOM and other MACOMs, reduced the lengths of its primary and basic technical

course (PTC/BTC) lengths. The course lengths were reduced because the VCSA and MACOM commanders were concerned with the proliferation of NCOES course lengths and the time that NCOs were away from their units.

(3) There can be no question from any sector of the NCO corps that there is a perceived need to include writing and communication skills in NCOES. The overwhelming majority of NCO respondents (94.9%) agreed with adding more emphasis on writing and communication skills in NCOES. Approximately 73% of senior commanders favored including civilian education courses in NCOES.

(4) The Army Correspondence Course Program (ACCP) and the Training Extension Course (TEC) Program offer communicative type courses. Both ACCP and TEC have the potential to provide soldiers with materials to improve their communication skills. ACES has Army Learning Centers (ALCs) at most installations. These Centers provide educational and training support services for the individual soldier. TEC materials and equipment are in place at ALCs to meet the educational needs of the soldiers to improve their current and anticipated job performance.

(5) The ideal situation would be to add or increase writing and communication courses in NCOES without increasing course lengths. However, this would require HQ TRADOC to determine how these courses can be added to the common core of instruction at each level of NCOES, particularly the primary, basic and advanced levels, without increasing course lengths. Each proponent school in concert with the USASMA would have to determine what trade-offs, if any, can be made to expand writing and communication coursework or training in NCOES.

d. Specific Concern: Should civilian education be linked to promotion?

(1) There is already linkage between high school completion and promotion to Staff Sergeant. Additionally, the CSA has approved a policy change to require high school or a GED for promotion to SGT effective 1 March 1987.

(2) The consensus of interviewees is that the linkage should stop at the high school diploma level. About 80% of those NCOs interviewed agreed that high school completion should be a requirement for promotion. The remaining 20% believed that high school completion should be encouraged, but not a requirement.

(3) This question requires some serious thought and begs other questions to be asked with respect to linking civilian education to promotion. First, can the Army afford the costs associated with linking civilian education, beyond that of high school, to promotion? If the Army were to link civilian education to promotion, it would have to ensure that every NCO had the opportunity to attend civilian education programs. In short, the Army should not require civilian education for its NCOs if it is not willing to pay for it.

(4) Second, can the Army's mission requirements be subordinated to the civilian education requirement? The answer was a clear "no" for the overwhelming number of senior commanders/CSM. Although senior commanders/CSMs thought that educational opportunities should be made available on a voluntary basis, they did not favor linking civilian education to promotion. Commanders/CSM indicated that it would be unfair to link civilian education to promotion because not all NCOs have the same opportunity to attend civilian classes due to assignments in TOE units and overseas missions.

e. Specific Concern: Should participation be MOS dependent?

(1) Many of the courses that the vast majority of NCOs (94.9%) want or perceive that they need are not MOS dependent. Courses such as reading, writing, basic mathematics, behavioral and social sciences and management courses could serve as a broadening influence on the NCO's career regardless of MOS. By improving their basic educational and communicative skills and by broadening their educational base, these types of courses can assist NCOs in becoming more perceptive, intelligent leaders.

(2) Approximately 77% of those NCOs who were surveyed indicated that attendance at formal schools, while placing much emphasis on specific MOS skill development, did not place sufficient emphasis on creative problem solving. Only 23% of the NCOs surveyed believed that civilian education should be linked to MOS skills.

(3) Participation in ACES is voluntary. Approximately 90% of the soldiers who enroll in SOCAD, enroll in programs that are related to their primary MOS. Soldiers should be encouraged to continue to select courses which improve their MOS skills. However, it should not become a requirement that a course be MOS dependent.

f. Specific Concern: Should civilian education be used as a motivator?

(1) Civilian education is currently being used as a motivator by USAREC through Army advertising in the media. When the Army promises young men and women to "Be All You Can Be," it is believed by many of our Nation's youth that education opportunities will be made available through the Army. This is good, healthy advertising and a tremendous motivator to many young Americans. ACES and the Army College Fund programs must continue to offer these incentives.

(2) Approximately 90% of those NCOs questioned indicated that the use of civilian education through ACES is a good incentive for retention. Many young people who join the Army simply would not have had the opportunity to pursue any form of civilian education. By offering this opportunity many individuals are motivated to enlist in the Army. Today's Army is better educated and has a higher aptitude than the general population. Consequently, the high quality young men and women who join the Army today are joining other highly motivated, quality young adults, thus motivational ideas are used as enlistee influencers.

9. Reserve Component Implications: The Army Continuing Education System (ACES) does not currently include the Reserve Components unless the individual Reservist is on active duty. This is not in keeping with the Total Army concept. At the direction of the Vice Chief of Staff, the Education Division (DAPE-MPE) submitted to and received approval from Congress for funds to support the extension of civilian education opportunities to the Reserve Components.

CONCLUSIONS:

1. ACES should continue to offer educational opportunities as a goal. Commanders/CSMs are concerned that by making civilian education a requirement many NCOs will be penalized unfairly at promotion time. Most commanders/CSM favor voluntary participation in ACES. Commanders are using BSEP to develop the soldiers' educational competencies when required for job performance, skill qualification and career growth. NCOs are using post secondary programs which include SOCAD, lower, upper and graduate college programs for personal and professional growth.

2. NCOs and many of their commanders/CSMs indicated that there was a great need for reading, writing and other communicative skills among the NCO ranks. NCOs and some commanders/CSMs believed the Army should consider including these types of courses in NCOES at all levels. Civilian education subjects/disciplines should be pursued by individual soldiers on off-duty time for their own personal growth, while the Army should provide the basic education and training required to perform their military duties. However, if NCOs want to pursue additional education in their skill, or in an area that will complement that particular skill, they should be encouraged to do so.

3. Linking civilian education to promotion would be difficult in that every qualified NCO would have to have an equal opportunity to attend civilian schooling. The only linkage in effect is that of high school completion being tied to promotion to Staff Sergeant.

4. NCOs (and some commanders) strongly favor the idea of including selected civilian education courses in NCOES, namely, reading, writing, and communication courses. There appears to be a great deal of merit in providing these courses to an NCO through the various levels of NCOES. NCOs perceive that exposure to these courses will be of tremendous benefit to them both in training and counseling their soldiers.

5. The majority of NCOs indicated that the civilian courses they need are not directly MOS dependent. However, courses that enhance reading, writing and communication skills can be considered indirectly MOS dependent because a good foundation in these skills will assist NCOs to do a better job regardless of their MOS.

6. Basic educational skills such as those acquired in high school are necessary to fully develop an NCO's potential.

Appendix S

Issue: What should be the role of ITEP in Professional Development?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of the role of ITEP in NCOPD.

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

ISSUE: What should be the role of ITEP in professional development?

DISCUSSION:

1. Description of Issue/Program:

a. The Individual Training Evaluation Program (ITEP) has been established to formalize the role of individual evaluation in units and organizations throughout the Army. The training of a soldier follows a specific process for each MOS, unit, and item of equipment. The soldier is trained on individual tasks and then on collective tasks critical to the unit mission. Following training, an evaluation is conducted to determine training effectiveness by measuring performance against soldier's manual and Army Training Evaluation Program (ARTEP) standards. Evaluation of the individual soldier is a critical part of the training process. It provides feedback which is essential to the effective management of training. Soldiers found deficient are retrained as necessary on specific individual or collective tasks.

b. The Individual Training Evaluation Program (ITEP) is designed to:

(1) Evaluate individual proficiency as a part of the Army training system.

(2) Promote standardization of individual training.

(3) Improve unit cohesiveness through evaluation of individual tasks which support the unit mission.

(4) Provide information to commanders and military occupational specialty (MOS) proponents on the effectiveness of individual training.

(5) Provide objective indicators of a soldier's MOS knowledge for use in career management decisions.

c. The ITEP consists of three interrelated components, each designed to train and evaluate individual proficiency from a different perspective. They are:

(1) Commander's Evaluation (C-E). The C-E is a local hands-on test or assessment of soldier proficiency on those MOS tasks or common tasks determined to be critical to the unit's mission. These evaluations can be conducted at any time and place by the chain of command and should be integrated into a soldier's training. Evaluations are conducted using evaluation guides in MOS-specific soldier's manuals (SMs) and FM 21-2 and FM 21-3, two volumes of the Soldier's Manual of Common Tasks (SMCT). The evaluation results remain within the unit chain of command and provide training diagnostic information. The results for skill levels 1 and 2 should be entered in the soldier's job book. Results are used by the supervisor to develop training depending on "Go" or "No Go" results, and for local personnel actions.

(2) Common Tasks Test (CTT). The CTT is a performance-oriented test designed to measure individual soldier proficiency in combat and survival skills. The test consists of 17 tasks taken from the SMCT. CTT evaluations should be administered annually to all active duty soldiers in grades PVT (E1) through SFC (E7) regardless of MOS. The tasks are tested and scored in the unit. The results are reported to TRADOC. Commanders and supervisors use the results in SP4/CPL promotions, when preparing enlisted evaluation reports, and when making recommendations for promotions to SGT and SSG. Written test is provided for situations where equipment needed for hands-on test is unavailable.

(3) Skill Qualification Test (SQT)

(a) The SQT is a performance-oriented, written test that is designed to evaluate a soldier's ability to perform tasks or apply the knowledge necessary to perform tasks in his or her MOS and skill level. The tasks chosen for testing come from the MOS-specific Soldier's Manual. Each selected task is tested with a set of multiple choice questions. Each question has one correct answer.

(b) All active duty component soldiers, skill levels 1 through 4 whose MOS has an SQT, should be tested annually. SQTs are designed to be approximately two hours long. Although the test will normally not exceed two hours, TRADOC can modify the rule where highly technical MOSs require a longer test period.

(c) SQT results are entered into the Enlisted Master File (EMF) for use in the Enlisted Personnal Management System (EPMS). Reserve Component soldiers are tested every 2 years during Inactive Duty for Training (IDT). Their results are used for training purposes only.

(d) SQTs can be used to evaluate and compare soldiers in the same MOS or merging MOSs within a career management field and skill level. They can provide an MOS knowledge indicator for use in the (EPMS) decisions (Active Army only), and provide a source of objective information for the commander on soldier strengths and weaknesses.

(e) The ITEP uses three documents to identify and report individual strengths and weaknesses:

(1) Unit Summary Report (USR). The USR is produced for each SQT and the CTT. It provides the commander with a total number of soldiers tested (SQT) and a percent by score range (100 80, 79-60, etc.). It also provides a number of "Go" or "No Go" rates for the unit (CTT). The commander can use this report to help plan future training or to address poor performance. Tasks with performance rates below 60% should get priority for training.

(2) Individual Soldiers Report (ISR). The ISR contains the soldier's interim SQT score and lists those tasks in which the soldier has

shown a weakness. Soldiers are counseled by their commanders on weaknesses and referred to their first-line supervisors for additional training in those areas.

(3) Job Book (JB). The JB is a record of individual MOS/common tasks each soldier must be able to perform. This booklet allows the supervisor to keep at hand a current record of his soldiers' ability to perform critical MOS/common tasks.

2. Policies:

a. AR 350-37, Individual Training Evaluation Program (ITEP), promulgates all policies concerning ITEP. The DCSOPS is the proponent for this regulation.

b. DA Pam 350-37, Handbook for Administration of the Individual Training Evaluation Program, provides guidance on administration of the ITEP. The DCSOPS is the proponent for this pamphlet.

c. AR 600-200 Enlisted Personnel Management System (EPMS), promulgates policies concerning personnel management to include the use of SQT in personnel management decisions. The DCSPER is the proponent for this regulation.

3. Responsibilities:

a. The DCSOPS has overall General Staff responsibility for ITEP. As such, he:

(1) Approves exceptions to policies governing ITEP.

(2) Announces the SQT and CTT schedule for each fiscal year.

(3) Coordinates with DCSPER on the use of SQT results in personnel management decisions.

b. The DCSPER has overall General Staff responsibilities for enlisted personnel management. As such, he:

(1) Establishes policies governing the use of SQT scores in EPMS.

(2) Recommends priorities for the development of SQTs.

c. The MACOM commanding generals have overall responsibility to support the development of field tryouts of SQTs and Soldier Training Publications (STPs) such as Soldier's Manuals, trainer's guides, and job books. This is to insure these products are accurate and of high quality. At present the FORSCOM CSM participates in support of this requirement and has a MOA with TRADOC to regulate that support. Other MACOMs participate in a limited basis and coordinate directly with TRADOC schools.

d. The Commanding General, TRADOC has overall responsibility to:

(1) Plan, develop, and update the ITEP.

(2) Develop Soldier Training Publications (STPs) for use in planning, conducting, and managing individual training and evaluation.

(3) Develop, publish, and distribute SQTs for use in evaluating soldier competency in MOS tasks.

(4) Develop, publish, and distribute CTT for use in evaluating soldier proficiency in common tasks.

(5) Develop and operate a scoring and feedback system.

(6) Establish and maintain a data base on SQT and CTT results.

(7) Plan, develop, and operate quality assurance mechanisms to insure that SQTs and CTTs are valid and up-to-date.

e. Unit commanders have overall responsibility to establish and conduct individual training and evaluation programs consistent with their unit missions and to ensure soldiers receive training, test notifications, and have access to training materials.

4. Specific Concerns:

a. What is the level of awareness about ITEP?

b. How should ITEP be validated?

c. What inequities exist with ITEP?

d. How should ITEP be administered?

e. How should MOS certification take place?

f. Should ITEP be linked to EPMS?

5. Findings:

The following are general findings concerning the broad issue of ITEP's role in NCO professional development. Detailed findings will be addressed within each specific concern.

(a) On the basis of field interviews, it was found that ITEP in general, and SQT in particular, are controversial subjects among soldiers, NCOs, and commanders. The controversy springs from the likely uses of the ITEP's results outside the unit training context. For example, a slight

majority (57%) of letters from MACOM, Corps, divisions and separate brigade commanders and their CSMs indicated the SQT should be used in personnel management decisions, i.e., EPMS. On the other hand, (69%) of the junior and mid-level NCOs, those most likely to take a SQT, are concerned about fairness and equity and believe it should not be linked to EPMS. This specific concern, i.e., linkage of ITEP to EPMS, will be discussed in greater detail as a specific concern.

(b) The current ITEP, excludes or exempts about 46.3% of SL 1-4 soldiers. This includes soldiers who are excused from testing, plus those for whom an SQT has not been developed. The fact that almost half of the soldiers are exempted contributes to perceptions of inequity and raises questions about the utility of the program overall.

(c) Commanders often criticize the program because it orients on individual tasks, not collective tasks, and it requires knowledge in areas beyond the mission of the unit. Training for an ITEP can draw heavily on a unit's time and resources, thus reducing the time spent on mission oriented collective tasks.

(d) Proponent schools are required to notify Army Training Support Center (ATSC) of their validation requirements. In turn, ATSC must notify the MACOM units of the validation requirement 6 months in advance. Despite this time frame, ATSC reports that units often do not send enough soldiers of the right MOS and skill level for the test validation.

6. Analysis

a. Specific concern: What is the level of awareness about ITEP?

(1) ITEP was instituted into the Army's training lexicon in 1983. It is an acronym not well known to some individuals in the field. Approximately 18% of the NCOs interviewed in the field did not understand the term ITEP. However, at the unit level, especially where ITEP is administered, there is little confusion about the major components of the program.

(2) The SQT and CTT enjoy a relatively high level of awareness because they are based on SMs and SMCTs, both of which have visibility. The SQT also gets considerable attention because of its linkage to EPMS.

(3) The component understood least is the Commander's Evaluation. This part of the program is used to assess individual job proficiency on tasks critical to the unit mission. The assessment can be made by the commander or the soldier's supervisor. In an attempt to convey a clear meaning of the component, ATSC has proposed to change the name from Commander's Evaluation to "Soldiers Duty Performance." This does not appear to accomplish the objective. If the purpose of the component is to assess job site proficiency, the title should be "Job Site Evaluation."

(4) TRADOC has an ongoing program to educate the field on the purpose of ITEP. MACOM briefings, CSA Weekly Summary, "Trainer" and "Soldiers" magazines, ITEP handbooks, and DA Pamphlet 350-37 are the primary methods used to keep the field informed.

(5) As with any new program in the Army, it takes time for personnel to become familiar with its terminology. With the ongoing efforts of TRADOC, the awareness level of ITEP and its components will grow.

b. Specific Concern: How should ITEP be validated?

(1) SQT validation is currently conducted by the proponent schools. The proponents select tasks to be tested, prepare draft test booklets and develop post-test interview guides to obtain the soldier's assessment of the questions asked. The proponent school then notifies ATSC of their tryout requirements to include identifying the soldiers, equipment, and facilities needed.

(2) ATSC must notify the MACOM unit (FORSCOM) 6 months in advance of the proponent requirement. The MACOM requirement is to provide a cross section of soldiers and their supervisors in the right MOS and skill level to take the proposed test. From the field tryout, the proponent school determines the time required to complete each task and the task testability, and to differentiate skilled tasks performers from non-performers. Soldier tryouts also determine if the test is understandable and perceived as fair to the soldiers being tested.

(3) The current method of selecting soldiers to perform the "soldier validation test" leaves the validation procedure open to criticism. The current procedure relies upon the commanders of units from one MACOM (FORSCOM) to provide soldiers of a specific MOS/skill level to validate the test. This technique is subject to question in two ways:

(a) Will the soldiers provided be a statistically valid, randomly selected match for skilled and unskilled soldiers of that MOS/skill level worldwide? Probably not. The soldier who takes the test is likely to be the "most available" rather than the "best match."

(b) Even if that sample does happen to actually match the worldwide MOS/skill level population, a perception will exist in the field that "the SQT is biased because they only validated it using soldiers at Ft. Hood." MACOM unique circumstances could influence results or contribute to the perception that the test is invalid.

(4) Despite the problems cited above, having soldiers actually take the test provides a reasonable mechanism for validating questions. In other words, this process should ensure that soldiers understand the questions being asked, and how those questions relate to their job. Ideally, tryouts would be conducted using a representative sample of soldiers, both skilled and unskilled from all MACOMs.

(5) On balance, it can be concluded that the current methodology for validation is adequate, but the procedures could be strengthened by involving all MACOMs and randomizing the selection of skilled and unskilled soldiers to be used in the tryout.

c. Specific Concern: What inequities exist within ITEP?

(1) Currently there are a number of actual and perceived inequities with ITEP. They are:

(a) All MOS's do not have a SQT. Of the 348 MOS, there are 121 MOS that do not have a SQT. It is estimated that 50,000-30,000 soldiers per year will be exempt from taking their SQT for this reason. These exemptions are being created by initial entry trainees, low density MOSs, changes in equipment, and MOSs undergoing changes in doctrine. Additionally, the study group field findings indicate:

1. 79% of the letters from general officer commanders and their CSMs said that SQT should be linked to EPMS; however, most said the linkage should not occur until all MOS have a SQT.

2. 69% of the NCOs who participated in structured interviews believed the present SQT was not fair because not all MOSs have a SQT.

(b) All eligible soldiers with a SQT are not being tested. In FY 84, 70.0 % (287,769) of soldiers from a population of 410,999 soldiers were tested.

(c) The SQT tests soldiers on tasks that are not performed in the unit. For example, 12C Bridge Crewmen who are in Airborne units do not have access to bridges. Additionally the study group findings indicate:

1. 14% of the commanders and CSMs interviewed in the field said that the present SQT is not fair because it tests on tasks that are not performed in present duty assignments.

2. 69% of the NCOs in structured interviews said the present SQT was not fair because it tested people on tasks that are not performed in their present duty assignments.

3. Literature search revealed that the SQT system is designed to test all soldiers in the same MOS/skill level. Therefore, all soldiers within the spectrum are treated fairly because all soldiers compete within their CMFs for promotion. Inequities could exist in situations involving a capper MOS (different MOSs merging at a particular grade level to form a different MOS); however, there are currently no situations where one capper MOS has an SQT and the other does not.

(d) SQT scores are not posted promptly to the Enlisted Master File. The FY84 SFC Promotion Board revealed that of 49,715 personnel considered for promotion only 9,940 personnel or 19.9% had a current SQT score. However, the FY85 SFC Promotion Board revealed of the 49,209 personnel considered for promotion, 42,519 personnel or 86.4% had a current SQT score. This indicates that posting of scores is improving.

(e) There are SQT scores on the EMF in excess of 24 months old. In June 1985, data was extracted from EMF indicating 11% of the scores were older than 2 years. SQT scores older than 2 years are of dubious value and contribute to the perception that some soldiers deliberately evade taking a test once they have a "good" score posted.

(f) The SQT is the only portion of ITEP reported to the EMF and directly used in centralized and decentralized EPMS decisions. This tends to inflate the relative importance of the written test over the other two components.

(2) Despite the potential inequities associated with ITEP, the program remains fundamentally sound. The inequities can be alleviated through improvements in administration and development of SQTs for all MOSs. Specific methods for dealing with these inequities are contained in the recommendations section of this paper.

d. Specific Concern: How should ITEP be administered?

(1) The SQT is administered annually to Active Component soldiers and biennially to Reserve Component soldiers. The SQT test windows are published in a DA circular. TRADOC distributes a SQT booklet 60 days before each test period. The booklet contains a list of tasks from the MOS specific Soldier's Manual on tasks that may be tested on the SQT. The SQT is administered during a 3-month test window which usually occurs the same time each year.

(2) CTT notices are fielded 60 days prior to each test period. The test period will be for one fiscal year. The administration of CTT and C-E are left to the discretion of the unit commander. It is recommended that CTT and C-E be integrated into the normal training program and not used as separate events. CTTs are scored locally and the results are provided to TRADOC.

(3) The current system meets the Army requirements for administering the SQT to soldiers. The method used provides soldiers with an advanced warning of the test date and an indication of the tasks to be tested. The administration of CTT and C-E are left to the discretion of the unit commander as long as the tests are given within the fiscal year. This procedure allows for differences in equipment, MOS density, and unit mission due to geographical locations.

e. Specific Concern: How should MOS certification take place?

(1) The Army currently "certifies" soldiers in their MOSs by using the ITEP. The program evaluates the soldier's overall knowledge in his MOS skill level through the use of the SQT and the C-E. The SQT, as explained in other areas of this report, tests the knowledge of how to perform a representative sample of MOS tasks, while the C-E tests the soldier's ability to perform just those MOS tasks critical in his current job assignment. When the feedback from these reports is received by the unit commander, the training needs of the soldier and the unit can be determined.

(2) The current "certification" is a two-phased process:

a. MOS knowledge (SQT): TRADOC announces the test dates; circulates manuals to the field listing tasks to be tested from the Soldier's Manual; scores the results and provides feedback to soldiers, unit commanders and appropriate EPMS managers.

b. Job proficiency (CE/CTT): Unit commander selects tasks from the Soldiers Manual to test MOS specific areas. The C-E measures soldiers' ability to perform MOS critical tasks that are mission related. CTT evaluates soldiers' critical combat survival skills.

(3) ITEP measures MOS knowledge and job proficiency. A soldier who has successfully demonstrated his MOS knowledge and job proficiency should be considered as certified in his MOS.

(4) ITEP should continue to serve the Army's requirement for MOS certification. The program provides the Army with a standardized method for evaluating the total force.

f. Specific Concern: Should ITEP be linked to EPMS?

(1) The ITEP is already linked to EPMS. SQT scores are being entered into the EMF at MILPERCEN to serve as a discriminator in determining which soldiers have the most potential for performing at higher grade levels in their MOS. The career management systems affected by this linkage are promotions, NCOES, EERs, reclassification, assignments, separations and reenlistments.

(2) SQT results for SL1/2 soldiers are reported to the EMF but not used in the centralized promotion system. Rather, the results are used primarily for point computations on the 1000 point worksheet under the semi-centralized promotion system and for making other personnel decisions at the local level.

(3) CTT and C-E are the decentralized components of ITEP used at the unit level. Commanders and supervisors are encouraged to consider the results from CTT and C-E when evaluating soldiers for EPMS purposes.

(4) The field's perception about the linkage of ITEP to EPMS varies. A slight majority (51%) of commanders and senior NCO interviewed tend to favor linkage while 69% of the lower ranking NCOs tend to favor delinking ITEP from EPMS.

(5) Field findings:

a. Sixty-one percent of the GO and CSM respondents favored linkage of SQT to promotion now. Delinking could give the false impression that the importance of the SQT has decreased and could cause soldiers to discontinue preparing for the SQT. This in turn would lead to a decrease in MOS knowledge.

b. Seventy-nine percent of the GO and CSM respondents believe SQT should be delinked from EPMS until all MOS have an SQT. TRADOC is working to ensure that all MOS have a test where it is cost effective. (There are currently 348 MOS, of which 121 do not have a test at some particular grade level.)

c. A majority (69%) of the NCO interviewed in the field stated that SQT should not be linked to EPMS because SQT measures tasks which soldiers are not required to perform in their present duty assignment.

d. 61% of the NCO questionnaire respondents indicated SQT measures a soldier's ability to take an exam, and does not measure the soldier's ability to perform critical tasks.

(6) If properly used, the ITEP components can be included in the evaluation of the "whole person." That is, MOS knowledge and job proficiency can be evaluated in part by using the SQT and CTT/C-E. These components, combined with other information available to commanders, personnel managers and selection board members, can aid in the evaluation of a soldier's ability and potential.

(7) The Army currently has an effective evaluation system for measuring MOS knowledge via the SQT. Linkage of SQT to EPMS has also created an incentive for soldiers to study their Soldier's Manuals. This incentive drives the soldier to become and remain competent in areas of his/her MOS beyond those practiced in a current assignment. This linkage should continue, but in a slightly modified form which is explained in the "Recommendations" section of this paper.

(8) The rationale for linking SQT applies equally to CTT and C-E. These components, however, are not used in the centralized management systems. Because the CTT and C-E deal with job proficiency, they should be included on the EER and, thereby, linked to EPMS. This is discussed further in the "Recommendations."

7. Reserve Component Implications: Due to equipment differences and lack of training time available, the SQT and other components of ITEP should continue

to be used as they are now in the Reserve Components, i.e., for training and award of PMOS only. This subject is discussed in detail in the Reserve Component issue paper.

CONCLUSIONS:

1. There is a clear requirement that all soldiers possess a degree of MOS knowledge. That knowledge must extend beyond current duty assignment requirements in order to provide flexibility in future assignments and duties and permit NCOs to train and evaluate other soldiers.

2. There must be some method of evaluating MOS knowledge of soldiers. This is necessary to ensure that individual soldiers possess the required skills for their MOS, and it permits an assessment of the effectiveness of the training system, both institutional and unit. As a test of MOS skill level knowledge, the SQT can meet these requirements. However, it must contain valid questions drawn from a source readily available to soldiers.

3. The Soldier's Manual currently provides or references all the critical task information proponents expect a soldier to know about a specific MOS. The Soldier's Manual can and should serve as the primary source document for all MOS tests.

4. In addition to MOS knowledge, a soldier must be proficient in his duties, even if those duties extend beyond his MOS. As with MOS knowledge, there must be a method of evaluating job proficiency.

5. The Army currently evaluates job proficiency by using the EER to reflect the supervisor's subjective opinion of an individual's performance. The EER also provides a measure of job proficiency outside one's MOS. The C-E and CTT portions of the ITEP, coupled with the EER and ARTEP provide an adequate means of measuring individual job proficiency.

6. If soldiers are expected to possess MOS knowledge beyond their current duties, they must have an incentive to study their Soldier's Manuals. That incentive can come from a linkage of the MOS evaluation, i.e., SQT, to something important such as promotions. However, it is of paramount importance that soldiers perceive the linkage to be fair and equitable. That is, the test must cover information important to the MOS, be valid, and be administered equitably.

7. As currently administered, the SQT is perceived to be unfair (it tests obscure bits of knowledge or knowledge infrequently used in duties), inequitable (not everyone who has a test takes the test, nor is there a test available for everyone), and poorly administered (late posting of scores).

RECOMMENDATIONS:

1. The ITEP should continue to be used as the primary system of evaluating both job proficiency and MOS knowledge.

2. Job proficiency outside the PMOS should continue to be evaluated using the subjective system of the EER.

3. All three portions of the ITEP should be linked to the personnel management system (EPMS) Options for linkage are at appendix 1. The following is considered to be the most equitable combination of options:

a. C-E and CTT (OPT A): Entered as "GO" or "NO GO" in part III A9 of DA Form 2166-6 in the same manner as height/weight information is indicated; or specific comments could be required by raters in part III C1. AR 623-205, Enlisted Evaluation Reporting System, would require change to make this directive in nature.

b. SQT (OPT C): Entered onto the EMF those scores determined by the proponent to be passing as a "GO" and those scores that are not passing as "NO GO".

c. Promotion Worksheet (OPT B): The 1000 point promotion worksheet should assign promotion points for ITEP using a GO or NO GO standard. That is, a soldier will receive all or none of the points allowed for each component of ITEP as determined by the DCSPER. Soldiers with an MOS for which there is no SQT will receive all the points allowed (there is no inequity because soldiers compete within their MOS).

4. In order to meet the Army requirement to evaluate MOS knowledge in all MOSs, TRADOC should reduce to the lowest number practicable, the number of MOSs for which there is no SQT. All MOSs should have some form of MOS test/certificate by FY89.

5. DCSPER/USAMILPERCEN should implement a system of edit checks to remove all SQT scores from the EMF which are over 24 months old.

6. DCSOPS and DCSPER should tighten the "no show" exemption policies associated with SQT to reduce the number of eligible soldiers who are not tested. (See appendix 2)

7. TRADOC should change the name of Commander's Evaluation to "Job Site Evaluations" and continue the on-going program to educate the field on its purpose and uses. Additionally, should increase the awareness of ITEP in general through a series of articles in "Trainer" and "Soldiers" magazines.

8. TRADOC should develop an improved method of randomly selecting soldiers to participate in the test tryouts. The object should be to obtain a cross section of the soldiers in the MOS by SL.

9. ITEP should continue to serve the Army's requirements for MOS certification because the program measures both MOS knowledge and job proficiency.

RESOURCE IMPLICATIONS:

1. There are no resource implications associated with linking C-E and CTT to the EER system.

2. ATSC estimates it would cost TRADOC at least $11.2 million to develop a SQT for all MOSs. This figure is at least $3.2 million more than the cost currently budgeted for FY 86.

3. There are no resource implications associated with the edit checks recommended for removal of SQT scores.

4. There will be some increase in costs associated with the validation process if validation teams are sent to overseas MACOMS. These costs cannot be determined until the method of random sampling is developed.

IMPLEMENTATION:

1. AR 623-205, Chapter 6, paragraph 5(1), should be changed at next update to include results of CTT and C-E evaluations on the EER.

2. AR 350-37, Chapter 2, paragraph 2-2: Change "are encouraged to" to "will use"; change "may be" to "will be."

3. AR 350-37, Chapter 3, paragraph 3-2: Add: Results of Commander's Evaluation will be used by commanders and supervisors when preparing enlisted evaluation reports (see AR 623-205) and in making recommendations for promotions and other personnel management decisions.

4. DA Pamphlet 350-37, Chapter 8, para 8-5 should be changed at the next update in accordance with the attached DA Form 2028.

5. MILPERCEN include an edit check to remove SQT scores over 24 months from the EMF effective with the next update.

3 Appendices

Appendix T

Issue: How can NCODP (Bn Program) be strengthened?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of how to strengthen the NCODP (Bn Program).

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

ISSUE: How can NCODP (BN Program) be strengthened?

DISCUSSION:

1. Description of Issue/Program

a. The Noncommissioned Officer Development Program (NCODP) is a leadership development program to be used at battalion or equivalent level in both TOE and TDA units. NCODP is not a system of structured classes, but a part of the unit training day. It is not a four hour a month training program, but a continuous daily training process from the time an NCO arrives in his unit until his departure. NCODP is a major tool in developing NCOs; it should stress the "whole person concept."

b. The NCODP is a program that encompasses the principles of the Army's Training Management System (TMS). Training is developed at unit level to meet the unique needs of the unit. The goals of the program are:

(1) To strengthen and enhance leadership development.

(2) To assist and provide guidance in the continuation of leadership development.

(3) To increase the confidence of NCOs.

(4) To realize an NCO's full potential.

(5) To improve unit effectiveness.

c. Army Regulation 350-17 stipulates that:

(1) The NCODP is a command responsibilty. It is the responsibility of the NCO support channel to train subordinate NCOs.

(2) NCO development training will be scheduled and reflected on unit/organization master training programs and schedules. Such training will be appropriately structured to the needs of the unit and noncommissioned officers as assessed by the commander.

(3) All soldiers who demonstrate the potential for, or are performing duties in a leadership position, or are designated as an acting noncommissioned officer will participate in NCODP.

(4) Separate periods of instruction may be conducted for separate grades as appropriate to the subject matter.

d. Responsibilities for NCODP are delineated in AR 350-17. The responsibilities will be discussed in detail later in this paper as a "specific concern" of the overall program (paragraph 4d).

e. Specific policy documents relevant to NCODP are:

(1) AR 350-17, Noncommissioned Officer Development Program, promulgates basic policy affecting NCODP. ODCSOPS is the proponent.

(2) AR 600-20, Army Command Policy and Procedures, provides guidance on the enlisted aspects of command. Chapter 4 assigns responsibility for administering NCODP to the CSM and 1SG.

2. Specific Concerns:

a. Is the current guidance (AR 350-17) adequate?

b. At what level should the program be managed?

c. What is the current level of awareness about the program?

d. What are the various responsibilities regarding the program?

e. Is there proper command emphasis on the program?

f. How does NCODP fit into NCOPD?

g. How can daily experiences be integrated into NCODP so the program is not viewed as a weekly training session?

3. Findings:

a. The field's perception of the NCODP is that the implementing regulation (AR 350-17) provides adequate guidance, and that the overall program is effective. Details concerning these perceptions will be discussed in the analysis of each specific concern.

b. Notwithstanding the field's perception that the guidance is adequate, it should be noted that AR 350-17 does not clearly define the role of the NCO in the program. Commanders, command sergeants major, and first sergeants are given the same responsibilities for NCODP.

c. Also noteworthy is the fact that commanders above battalion frequently supplement AR 350-17 with additional guidance concerning the administration of the program. While supplements can be useful in establishing MACOM priorities and addressing other unique aspects of the command (mission, geography, etc.), they have the potential to be overly restrictive and counterproductive.

4. Analysis:

a. Specific Concern: Is the current guidance (AR 350-17) adequate?

(1) As indicated in the major findings cited above, a majority of the general officers, commanders, and NCOs surveyed believe the guidance on NCODP is adequate. Specific findings are:

(a) From letters received from MACOM Corps, Division, Separate Brigade, and Reserve Component commanders and command sergeants major:

1. Most of the commanders and CSMs who commented on NCODP said the present regulation provides adequate guidance and requires only minor changes.

2. A majority of both groups felt the NCODP was an effective program.

3. A majority of the respondents further stated that the effectiveness of the program varies from unit to unit depending on command emphasis.

(b) The following observations about NCODP are based on responses to an Army-wide questionnaire and structured interviews with noncommissioned officers.

1. Senior NCOs. A majority indicated that the NCODP was a good program, with a small percentage further emphasizing that the program is a daily training process that works effectively at platoon level. Thirty-six percent of the respondents said the program needed more command emphasis and senior NCO involvement. Half of the senior NCOs felt that the program could be improved if the instructors were better prepared; there was more hands-on training; and more emphasis on communication skills, unit mission and MOS. Six percent felt that the training should be mandatory for all NCOs and that more time should be devoted to NCO development at unit level. Fourteen percent perceived the program as a training requirement composed of repetitive classes and gripe sessions. Only a small percentage (5%) felt the regulation needs to be more specific on how to establish a unit program. Eleven percent felt that there was too much direction from intermediate commanders on what subjects to teach.

2. Junior NCOs. A majority indicated that the NCODP was a good program. One-third of the respondents said the program needed more command emphasis and senior NCO involvement. One quarter of the junior NCOs said that the program could be improved if the instructors were better prepared, more hands-on training was conducted, communication skills were stressed, and mission and MOS training were incorporated. Twenty percent said that the training should be mandatory for all NCOs and that more time should be devoted towards development at unit level. Fifteen percent perceived the program as a training requirement composed of repetitive classes and gripe sessions.

(2) Despite the generally positive perceptions noted above, AR 350-17 does not clearly define the role of the noncommissioned officer in the program. Commanders, command sergeants major, and first sergeants have the same responsibilities for NCODP and that leads to confusion as to who is really responsible for what.

(3) The NCODP regulation does not give guidance on how the commander and command sergeant major assess the development needs of the NCOs in order to develop an NCODP within the unit. That is, the regulation does not encompass the principles of the Army's Training Management System (TMS).

(4) AR 350-17 is currently supplemented by many intermediate commands. A review of selected MACOM and division supplements reveals that most attempt to provide helpful guidance and direct the programs into areas considered important to the command. However, potential problems arise when the supplements restrict the battalion commander's flexibility, or levels of supervision and responsibility are established which are inconsistent with NCODP in general. While the AR requires ODCSOPS's prior approval of supplements, some supplements are not being forwarded for approval. In addition, some local commands are issuing SOPs which, while well intended, do not require HQDA approval and can therefore inadvertantly introduce detractors to subordinate unit NCODPs.

(5) It can be concluded from the foregoing that the guidance contained in AR 350-17 is adequate; however, the regulation can be improved to better define the program and clarify responsibilities.

b. Specific Concern: At what level should the program be managed?

(1) AR 350-1 states that battalion level commanders are the principal training managers and will develop, coordinate, implement, supervise, and evaluate performance-oriented training programs within the guidance and resources provided by higher headquarters; develop specific training objectives to correct training deficiencies; reduce training detractors and personnel and unit turbulence; and coordinate resources for subordinate units.

(2) Additionally, FM 25-2, Unit Training Management, stipulates that commanders should not assume the training or training management responsibilities of their subordinates. For example, battalion and company training is best planned and conducted by the leadership at that level. Commanders of higher headquarters provide guidance, approve plans, allocate resources, and inspect or evaluate when necessary to ensure that subordinate programs comply with command guidance.

(3) The planning of training requires guidance, goals, objectives, and resources from higher headquarters. Commanders at all levels provide quarterly, semi-annual, and annual training guidance to subordinate commanders. As part of this training guidance the leader development programs, i.e. Officer Professionalism Program (OPP) and NCODP, should be addressed. The battalion level commanders should integrate this guidance into their leader development programs using the principles of TMS.

(4) AR 350-17 places responsibility for NCODP squarely on the shoulders of battalion level commanders. Specifically, commanders must:

(a) Ensure the program satisfies the needs of the unit and enhances the development of the Noncommissioned Officers.

(b) Ensure time and resources are provided for the conduct of NCO development training. This includes periods of instruction and timely counseling of NCOs as an integral part of NCO development.

(c) Ensure that there is, throughout their units, a clear identification of noncommissioned officer task/responsibilities.

(d) Ensure that a noncommissioned officer support channel is established.

(e) Assist NCOs by providing the means and support for coordinating existing programs affecting NCOs.

(f) Assist NCOs by providing the means and support for developing initiatives to promote NCO professional development, particularly in weak areas.

(5) Current training philosophy and principles dictate that training be decentralized to the lowest level feasible. The regulation indicates that battalion level is the lowest level that can obtain and allocate the resources necessary to manage NCODP. Moving the responsibility to manage the program to a higher level causes micro management and violates the current principles and philosophies of training management. Placing the responsibilities at company level is impractical, normally the unit does not have the ability to allocate the resources necessary to manage the program. The current regulation places the responsibility for management of the program at the proper level, i.e., the battalion.

c. Specific Concern: What is the current level of awareness about the program?

(1) The NCODP gets visibility as a topic in the following military courses:

(a) USASMA- The USASMA teaches a five hour block of instruction to prospective command sergeants major/sergeants major.

(b) 1SG Course- The 1SG Course devotes ten hours to "Contemporary Training Environment." This period includes NCODP, an overview of the Reserve Components, and the characteristics of training simulation systems such as MILES.

(c) Officer courses- Officer basic courses (OBC) and officer advance course (OAC) do not teach NCODP directly; however, the NCO's authority, duties and responsibilities, and officer and NCO relationships are addressed in the course POIs. At the Precommand Course (PCC) at Ft Leavenworth, two blocks of instructions, totaling two and one-half hours, are

presented by CSMs. One block deals with NCOPD and how to utilize the CSM in the unit. The other block of instruction, titled "Training to Fight," discusses current training issues to include NCODP.

(2) In letters from senior commanders and command sergeants major/sergeants major and structured interviews with noncommissioned officers, a majority stated that the success of the program was dependent upon the command emphasis and involvement of the senior noncommissioned officers.

(3) Although, in discussing NCODP with commanders/command sergeants major/noncommissioned officers, many used the term or acronym NCOPD instead of NCODP, with few exceptions, they were referring to and familiar with the unit development program. Overall, there does not seem to be a problem with awareness of the program in the field.

d. Specific Concern: What are the various responsibilities regarding the program?

(1) The Deputy Chief of Staff for Operations and Plans (DCSOPS) is responsible for policies, resources, and standards in support of NCODP. This is consistent with his overall functional responsibilities for individual training.

(2) The Deputy Chief of Staff for Personnel (DCSPER) coordinates all personnel management initiatives and policies which relate to NCODP with the DCSOPS.

(3) Sergeant Major of the Army (SMA) acts as the focal point for required DA NCODP actions which do not otherwise define themselves by functional staff responsibility. AR 350-17 also makes him the focal point for all HQDA agencies and their field operating agencies (FOAs) on decisions which impact on noncommissioned officer development or NCODP policies. However, this appears to overlap with the responsibilities of the DCSOPS. He also renders an annual report to the Chief of Staff, US Army (CSA), on the state of the Army's Noncommissioned Officer Corps. This includes an assessment of the implementation of NCODP in Major Army Commands (MACOMs), the ARNG, and the USAR.

(4) Chief, National Guard Bureau (CNGB) and Chief, Army Reserve (CAR) integrate the NCODP into pertinent directives and programs unique to their components and provide advice and assistance to the DCSOPS as appropriate.

(5) The Inspector General (TIG) inquires into the effectiveness of NCODP during scheduled inspections and staff visits and provides appropriate feedback to the Army Staff.

(6) The Adjutant General (TAG) coordinates with DCSOPS the Quality of Life (QOL) initiatives which impact upon NCODP and insures that educational polices which impact upon noncommissioned officer development support NCODP.

(7) Major Army Commands (MACOMs) provide the support and means to promote effective NCODPs in units, organizations, and activities and ensure that intermediate headquarters assist in supporting battalions and equivalent commands to develop formal NCODPs. Additionally, the Commanding General, US Army Forces Command (FORSCOM) provides NCODP guidance and assistance to the ARNG and the USAR.

(8) Battalion Commanders and Command Sergeants Major:

(a) AR 350-17 stipulates that commanders, CSMs, and 1SGs of battalions and separate companies will-

1. Be responsible for developing NCODP.

2. Ensure the program satisfies the needs of the unit and enhances the development of the Noncommissioned Officers.

3. Ensure that time and resources are provided for the conduct of unit professional development training. This includes periods of instruction and timely counseling of NCOs as an integral part of development.

4. Ensure that there is, throughout their units, a clear identification of those tasks that are noncommissioned officer business.

5. Ensure that a noncommissioned officer support channel is established.

6. Assist NCOs by providing the means and support for coordinating existing programs.

7. Assist NCOs by providing the means and support for developing initiatives to promote NCO professional development, particularly in weak areas.

(b) In actuality, the commander has the responsibilities stated above, and the command sergeant major or senior noncommissioned officers of battalions, separate companies, and equivalent organizations have the following responsibilities:

1. Principal advisors to their commanders on developing the NCODP.

2. Implement the NCODP in their organizations.

3. Advise commanders on the state of the development within their organization.

4. Assist senior NCOs in subordinate units in implementing NCODP.

5. Ensure that an effective NCO support channel is established.

(9) In addition to the responsibilities cited above, AR 600-20 states the following:

(a) The noncommissioned officer support channel supplements the chain of command and is responsible for accomplishing the important task of administering the noncommissioned officer development program, i.e., setting up and maintaining the professional standards of the noncommissioned officers and their job performance (para 2-2).

(b) The command sergeant major administers the unit NCODP at battalion level. This program operates through the noncommissioned officer support channel; however, the NCODP should be based on written directives (para 4-1b).

(c) The first sergeant administers the unit noncommissioned officer development program at company level.

(10) FM 25-3, Training in Units, further adds that the role of the officer is to command and lead his unit in the execution of collective tasks, to train his officers and senior noncommissioned officers, and to manage the unit's resources. The commanders retain overall responsibility for the mission, training, and unit leadership by guiding, supervising, inspecting, and evaluating duties conducted by sergeants and subordinate officers.

(11) With the two exceptions cited in paragraph 4d(3) and 4d(8)(b) of this document, AR 350-17 is clear and concise as to the various responsibilities regarding the program. Recommendations to clarify the responsibilities of the SMA, commander, and CSMs are adressed in the proposed change to AR 350-17 later in this paper.

e. Specific Concern: Is there proper command emphasis on the program?

(1) A majority of general officers (62%), commanders, and CSMs (78%) stated that command emphasis was the key to a successful NCODP.

(2) When questioned about their commands, every commander was emphatic about his strong support of NCODP. However, 30% of the NCOs surveyed indicated the program needed more command emphasis.

(3) In his Oct 84 Annual Assessment of NCODP, the SMA stated that "Innovative (NCODP) programs exist and are provided proper emphasis in many locations."

(4) AR 350-17 states that the NCODP is a command responsibilty, and command emphasis will enhance success of the program.

(5) It is evident from the information available that command emphasis varies from unit to unit. That is, some commanders give the program priority attention not only in words, but in actions. They are involved in the development of the program and, most importantly, they follow up to see that the program is being implemented properly. They do not abdicate their responsibilities to the CSM, rather they back him and the other NCOs with the time, resources, and personal attention necessary to make the program succeed.

(6) Command emphasis must start at the top. Commanders responsible for NCODP will respond to the priorities established by their senior commanders. Therefore, leader training in general, and NCODP in particular, must be a matter of continuing interest at all echelons above battalion. Publications such as the CSA Weekly Summary and "Trainer" magazine can give the program visibility. Additionally, the SMA's Annual Assessment of NCODP can be used to provide feedback to MACOM commanders with the CSA's personal observations regarding the program.

f. Specific Concern: How does NCODP fit into NCOPD?

(1) The following are among the primary objectives of NCODP, according to AR 350-17:

(a) NCODP builds upon the contributions of the Army's Enlisted Personnel Management System (EPMS) and the Noncommissioned Officer Education System (NCOES). These two systems provide a valuable foundation for the development of noncommissioned officers; however, it is through the application of skills in the unit that soldiers become quality noncommissioned officer.

(b) Provide educational opportunities directed toward NCO needs, both on and off duty.

(c) Provide professional education opportunities to teach the NCO how to be more effective.

(2) FM 25-3, Training in Units, states further that: "Leader training consists of individual training to equip leaders to perform leadership tasks associated with the operational mission of the unit. It prepares a leader to lead his unit, make decisions, and develop tactical and technical proficiency. The leader-training program includes both the Officer Professional Program (OPP) and NCODP."

(3) Professional development involves the full range of training, education, and other experiences received thoughout a career. The NCODP is one of the more important elements of professional development as it is the leader training an NCO receives while a member of a unit.

(4) The NCODP is the commander's formal program for developing the leadership skills and professional attributes of the unit's enlisted leaders. It is a program that encompasses all forms of leader training from

individual coaching and counseling to formal instruction for groups of NCOs. It is a program tailored to the unique requirements of the unit and its NCOs.

g. Specific Concern: How can daily experiences be integrated into NCODP so the program is not viewed as a weekly training session?

(1) AR 350-17 provides the following implementing guidance with respect to integrating NCODP into daily training:

(a) Noncommissioned officer development training should be programmed as integral portions of formal and informal periods of instruction at the lowest level feasible. This may be company, troop, battery, or separate detachment.

(b) Unit programs will complement formal training presented at military and civilian institutions such as that offered by NCOES and civilian schooling.

(c) NCODP professional development training will include instruction applicable to soldiers of all career management fields.

(d) Portions of the NCODP may be formalized into periods of noncommissioned officer development training which should be institutionalized in all commands. The topics selected should be attuned to the geography, mission, and deficiencies of the unit. They should supplement training gained from daily, routine operations.

(e) NCO communications links at battalion levels and higher should be established. The purpose is to consider, but not be limited to, problems and recommendations related to improvements in the development and QOL of all NCOs and enlisted personnel. They also serve to provide recommendations to commanders on topics which affect enlisted personnel.

(2) Based on this implementing guidance, it is clear that NCODP consists of two closely linked elements: structured courses specifically related to NCODP and, perhaps more importantly, the everyday training and experiences that regularly occur in units and on job sites. Therefore, the following activities are already integrated into NCODP:

(a) The unit's leader-training program develops the leadership skills of the subordinates. In some cases, the program may concentrate on preparing NCOs to supervise one or more MOSs at a lower skill level when a particular MOS merges with another at a higher level.

(b) Supervised On-the-job Training (SOJT) is also an effective method for conducting merger and other leader-development training. A valuable part of SOJT is instruction through the use of the role models. Soldiers can learn more through observing a technically correct and effective leader than in any other way.

(c) Tactical exercises without troops (TEWTs), command post exercises (CPXs), and field training exercises (FTXs) are good performance-oriented exercises for training leaders.

(d) Other techniques include developing and practicing hands-on leadership skills such as: conducting PT, performing inspections, training drills, coaching and critiquing on-the-job performance, "footlocker" counseling, presenting classroom instruction, and studying independently.

(3) The best way to integrate daily experiences into NCODP is to make all soldiers aware of the fact everything that goes on in the unit contributes to professional development and is, therefore, part of NCODP. By ensuring that the daily activities are positive contributors to professional development and by supplementing those daily activities with specific classes to supplement those activities as needed, NCODP will be fully integrated.

e. RC Implications: There are no unique Reserve Component (RC) implications in this issue. The RC use the same regulation as the Active Component (AC).

CONCLUSIONS:

1. NCODP is most effective when it receives command emphasis.

2. Current policy guidance on NCODP (AR 350-17) is adequate; however, the regulation can be improved to clarify responsibilities and NCODP philosophy.

3. NCODP should be managed at the battalion level. The regulation currently places management responsibility at the appropriate level. However, intermediate headquarters frequently supplement AR 350-17, or establish SOPs for the conduct of NCODP. Since these supplements can inadvertantly detract from NCODP, they should be reviewed critically by ODCSOPS.

4. While the term NCOPD is often confused with NCODP, there is little confusion over what the latter involves. Commanders and CSMs, especially at the battalion level, are generally familiar with the program's goals and objectives.

5. Instruction on NCODP should be institutionalized at military courses for officers and NCOs.

RECOMMENDATIONS:

1. ODCSOPS change AR 350-17 to better define the NCODP and clarify responsibilities. A draft AR 350-17 is attached.

2. TRADOC include a block of instruction on NCODP in the common core of all OACs. This should be done in a manner that does not extend the length of the course, thus precluding resource implications.

3. ODCSOPS should conduct a critical review of all supplements to AR 350-17 to insure the spirit and intent of the basic policies are not being diluted.

4. SMA's Annual Report on NCODP be provided to the MACOMs as a form of feedback on the "health" of the program.

RESOURCE IMPLICATIONS:

1. Cost of publishing new regulation: $2500.

2. There will be no costs associated with including NCODP instruction in the OACs if the course lengths are not extended.

IMPLEMENTATION:

1. ODCSOPS publish the changes to AR 350-17 as indicated on the attached Recommended Changes to Publications and Blank Forms (DA Form 2028) with next update.

2. TRADOC review the common core POIs for all OACs and determine where NCODP instruction can be inserted without expanding the course length. NCODP instruction should begin NLT end FY 86.

3. Commencing immediately, ODCSOPS should require compliance with the supplementation policy of AR 350-17 which states: "Supplementation ... (is) prohibited without prior approval from HQDA (DAMO-TRI)..."

4. The SMA's Annual Report on NCODP be disseminated to all MACOMs as soon as it has been reviewed and approved by the CSA.

APPENDICES:

1. DA Form 2028 (Recommended changes to AR 350-17)

2. Proposed draft of AR 350-17 with changes.

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Appendix U

Issue: How should reclassified NCOs be redirected?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of how reclassified NCOs should be retrained.

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

1. ISSUE: How should reclassified NCOs be redirected?

2. DISCUSSION

a. Description of Issue

(1) General.

(a) According to AR 600-200, the purpose of reclassification is "to provide for the movement of qualified, trained personnel to meet force modernization changes and force structure requirements." Reclassifications assist in maintaining MOS balance and controlling migration across MOS. Reclassification of soldiers is targeted from overstrength MOS to shortage MOS.

(b) The CG MILPERCEN is the reclassification authority for all centrally managed soldiers (SSG and above).

(c) Until 1 Sep 85 (Reclassification authority temporarily suspended) the following Commands had total reclassification authority (PVT-SGT):

* Commanders of CONUS Armies
* US Army Military District of Washington
* US Army Materiel Development and Readiness Command
* US Army Communications Command
* US Army Health Services Command
* US Military Academy
* US Army Criminal Investigation Command
* US elements of defense agencies, joint activities and Army components of unified commands
* US Army Recruiting Command
* US Army Reserve Officers' Training Corps (ROTC) Regions
* Military Traffic Management Command
* Heads of HQDA agencies who have been delegated administrative support for assigned personnel
* Commanders of US Army Forces Command (FORSCOM) and Army training and Doctrine Command (TRADOC) installations and activities having personnel requisition authority
* Major oversea commanders including Eighth US Army, who may further delegate this authority to installations or units commanded by a general officer.

(2) There are four major categories of reclassifications:

(a) VOLUNTARY RECLASSIFICATIONS - Based upon:
* NEEDS OF THE ARMY and soldiers' request
* Soldiers in overstrength MOS requesting a shortage or balanced MOS
* Exceptions for critically short MOS

(b) INVOLUNTARY RECLASSIFICATIONS - Based upon:
* Reclassification into shortage/balanced MOS and needs of the Army

* Loss of qualification for drug or alcohol abuse, UCMJ actions, apathy, leadership inability (NCO)
* Loss of security clearance (drug and alcohol, disciplinary or indebtedness problems, moral turpetude)
* Personnel Reliability Program (PRP) disqualifications - Soldiers involved in nuclear security activities which require PRP as a requirement and lose qualifications (drug/alcohol abuse, commander's evaluation, etc.)

(c) DA DIRECTED RECLASSIFICATIONS - Based upon:

* MOS Conversions
* Reduction in MOS authorizations
* Civilianization of MOS
* Promotions
* Reclassification to shortage/balanced MOS

(d) MEDICAL RECLASSIFICATIONS - Based upon:

*Profiled soldiers (P3/4) with physical limitations
** Reviewed by MOS/Medical Retention Board to determine worldwide deployability in PMOS
** Refer to disability system when medical condition is too restrictive to preclude satisfactory performance in any MOS under worldwide field conditions

(3) Reclassifications by type for FY 83 and FY 84 were as follows:

TYPE	FY83	FY84	DESCRIPTION
DA-DIRECTED	394	440	INVOL (MOS CONV)
MANDATORY	1217	116	INVOL (MED, QUAL LOSS)
VOLUNTARY	3864	5803	VOL - SOLDIER INITIATED
REENLISTMENT	2864	3684	VOL - ARMY SCHOOL RETRAINING
BEAR	707	884	VOL - BONUS EXT & RETRAINING
TOTAL INVOLUNTARY	1611	556	
TOTAL VOLUNTARY	7435	10371	
TOTAL	9046	10927	

(4) Effective Jul 84, all P3 and P4 profiled soldiers with severe physical limitations were reviewed by an MOS/Medical Retention Board (MMRB) for the purpose of determining or ensuring that soldiers were physically capable of performing the duty requirements of his/her PMOS worldwide under field conditions. When a soldier is not physically or mentally qualified for retention in PMOS or reclassification into a new MOS, retention solely for the purpose of providing the soldier continued service is not appropriate. Referral of soldiers to the Disability System is directed only after all efforts to accomplish reclassification have been exhausted.

(5) Reclassification actions are deemed necessary to ensure the NCO is utilized in positions where ARMY REQUIREMENTS exist and to move the NCO

from positions when they are no longer qualified to perform required duties into positions where they can be utilized. Total NCO reclassifications (minus medical) for FY 85 were as shown below.

	Number Reclassified
SGT	2068
SSG	1175
SFC	544
MSG	61
SGM	8
TOTAL	3856

Medical reclassifications for NCOs during the same time period were about 305.

(6) Policies.

(a) References:

* AR 600-200, Enlisted Personnel Management System
* AR 611-201, Enlisted Career Management Fields and Military Occupational Specialties (Used to identify physical tasks required of a MOS in a worldwide environment)
* AR 351-1, Individual Education and Military Training (Outlines the training requirements in a MOS)
* DA CIR 611-84-4, (Identifies shortage/balanced MOS)
* Retain/Skill Alignment Module (TSAM) - Identifies available MOS based upon soldiers qualifications and needs of the Army.
* AR 600-60, (Outlines procedures for MED reclassifications)

(7) Components - Key points in the Regulations concerning EPMS REQUIREMENTS, TRAINING, ASSIGNMENTS AND UTILIZATION

(a) EPMS Requirements

* If soldiers fail the SQT in their PMOS three consecutive times, the commander will reconsider reclassification.
* Soldiers will be reclassified into shortage and balanced MOS only, provided all prerequisites for award of the MOS are met, as established in AR 611-201.
* A soldier will not be reclassified during his current term of enlistment if he reenlisted for the current term in a new PMOS which involved the following:

  ** Funds for travel.
  ** Selection for training or use of a school quota granted by HQDA.
  ** Compliance with reclassification instructions by HQDA.
  ** Received an enlistment bonus for the current period of service.

* Reclassification from PMOS for first term soldiers is prohibited except by special exception to policy.
* Soldiers (except first termers) may submit a voluntary request for reclassification.
* A soldier on the recommended promotion list who is voluntarily or involuntarily reclassified will normally compete against the announced DA promotion point cut-off scores in the new MOS.
* Promotion points granted for SQT in prior PMOS will be recomputed as of the effective date of reclassification.
* The soldier must be fully informed as to the requirements of:

    ** PMOS and SMOS.
    ** Grades authorized for positions carried in the MOS.
    ** MOS composition of his CMF.
    ** Opportunities for training and progression in PMOS and SMOS within the CMF.

* Counseling for career planning is just part of what a good leader does for his/her subordinates. During the 8 to 10 months before expiration of term of service, soldiers should consider a reenlistment option (MOS) which:

    ** Meets his/her qualifications.
    ** Offers the best opportunity for progression to SGM.
* All CMF in the AR 611-201 show a line of normal progression leading to SGM, however, in some cases MOS changes within the CMF are required.

(b) Training

* All training required by a reclassification action will be accomplished IAW AR 600-200 and AR 611-201.
* Training to support qualification for awarding the new MOS will be the responsibility of the reclassification authority. Major overseas commanders with reclassification authority will not reclassify soldiers when training cannot be accomplished before the date the soldier is eligible for return from overseas (DEROS).
* All soldiers being reclassified will receive formal resident training to the appropriate skill level.
* The reclassification authority will ensure availability of existing initial entry training (IET), MCOES or transition courses. As a general rule, formal resident training to the appropriate skill level will be mandatory before award of the new MOS.
* Soldiers attending school due to DA directed involuntary reclassification will incur no additional service obligation for the training received.
* If no resident MCOES course is available the new MOS should only be awarded after the following:

    ** Completion of an appropriate Army Correspondence Course Program (ACCP).
    ** Demonstration of competence on the job (OJE/OJT).

* A soldier must demonstrate mastery of his new MOS by achieving a score of 60 or more points on the SQT.
* Soldiers already on a promotion list, attending MOS reclassification training through service schools or OJE/OJT will have their promotion score computed effective the first day of the month following the month of graduation.

(c) Assignment and Utilization

* All reclassified soldiers will be assigned to a position utilizing their new PMOS, consistent with PCS restrictions.
* Enlisted personnel will be used in positions classified in their PMOS or SMOS. If an individual is used in an additionally awarded MOS (AMOS), the MOS should be related to the CMF of the PMOS.

(8) Responsibilities

(a) MILPERCEN responsibilites include:

* Restrict reclassification IAW MOS overage, balanced and shortage projections.
* Direct soldier to appear before reclassification board as appropriate.
* Approval/disapproval of all exceptions to policies.

(b) Field reclassification authority responsibilities include:

* Reclassification from overage MOS to Army-wide shortage MOS for ranks SGT and below, except for SIMOS and controlled MOS.
* Publish reclassification orders as appropriate.
* Determine the appropriate PMOS for the soldier.
* Reclassify soldiers except MSG/1SG(P) and SGM who become disqualified from the Personnel Reliability Program (PRP) if PRP is a requirement for awarding the MOS.
* Advise HQDA of any incident causing MOS disqualification.
* Award MOS upon completion of OJE/OJT or other training not directed by DA, if the award results in a new PMOS.

3. SPECIFIC CONCERN -UNDER WHAT CIRCUMSTANCES SHOULD RECLASSIFICATION OCCUR?

a. FINDINGS:

* The majority of those interviewed believed that reclassification for medical reasons was justified. Reclassifications for reasons where the NCO is no longer qualified in his MOS were also justified (e.g. PRP, loss of clearance, UCMJ, etc). There were no objections to soldier initiated voluntary reclassificiations.

* Some soldiers suggested that MILPERCEN realign the management system which causes imbalances within some MOS. The perception is that the NCO is being punished for a management problem when he is forced to involuntarily reclassify (due to MOS imbalance) into another PMOS.

* The majority agreed that if reclassification is necessary to balance a MOS, the Army should continue to ask for volunteers first; If the required reclassification cannot be achieved by volunteers, those mandatory reclassifications should be limited to the current CMF of the NCO and consider the prior experience of the NCO in the selection of those to be processed for reclassification.

* Limit the number of NCO (all grades) reclassified outside their CMF, unless medical or other mandatory reasons so dictate - MILPERCEN must manage at least at the CMF level.

* Current regulations fail to consider the value of experience. In some MOS, to gain the necessary supervisory skills and required knowledge and experience, serving in junior grades is necessary.

* The reclassification process must consider leadership and troop experience. Reclassification authorities must emphasize equity and ensure quality NCOs are equally distributed.

b ANALYSIS

(1) In FY84, MILPERCEN began a program to realign the enlisted MOS strength postures using voluntary reclassification initiatives in lieu of previously employed involuntary reclassification efforts. During FY85 and continuing in FY86, the Army will continue to attack selective MOS imbalances through an aggressive voluntary reclassification program. Beginning in FY84, the program has not solved all force alignment problems, but has made progress where reclassifications for MOS imbalance are concerned.

(2) During Quarterly CMF Reviews, short, balanced, and overage MOS are identified. The criteria used is as follows:

If the Operating Strength is-	
** 95%	- The MOS is short
**95% to 105%	- The MOS is balanced
** 105%	- The MOS is overstrength

When MOS imbalances occur, the overage MOS are identified and become the source for "draw down." Shortage MOS are identified as available to those NCOs selected for possible reclassification. ASVAB test prerequisites and grade requirements for the shortage MOS are primary considerations in determining the NCOs selected to be reclassified and what MOS they will be offered. Some consideration is given to the CMF involved, particularly if the reclassification is for medical reasons involving soldiers who are no longer qualified for duty in combat arms. Ongoing initiatives (FAP I) are designed to reduce the impact of some of the management problems which cause MOS imbalance.

(3) The primary reason for DA directed reclassifications is a "phase-out" of the MOS. If the MOS is phased out the NCO must select a new

MOS. If the MOS is "phased-out," reclassification is the only viable alternative.

(4) Rules which generally apply when screening individuals for possible reclassification:

(a) If 25 NCOs must be reclassified into a shortage MOS from a overstrength MOS, letters are mailed to 125 NCO (1.5 ratio) . Those who fail to select a new MOS will generally remain in the overstrength MOS. This is currently the MILPERCEN method of seeking volunteers.

(b) If the installation is short in an "Army wide" overage MOS, the NCOs assigned to the installation will not be reclassified.

(c) MILPERCEN will not reclassify an individual with less than 6 months remaining before ETS.

(5) If the soldier is disqualified for duty in his PMOS for medical or other "mandatory" reasons he must be reclassified to continue his career. The needs of the Army have to be the primary consideration in determining what MOS will be offered the NCO. If time in grade or time in service limits are established they would not be applicable for mandatory reclassifications.

(6) Voluntary reclassification actions are also deemed necessary to solve problems when there is limited promotion opportunity in some MOS. NCOs desiring advancement, but having a PMOS which is capped at their current grade may request reclassification into another MOS. This type of reclassification is considered voluntary because it is soldier initiated. Similarly, if a soldier accepts a promotion which requires a change in MOS he is considered to have volunteered for reclassification.

c. CONCLUSION(S)

(1) Reclassifications are valid and necessary to ensure Army personnel requirements are filled by MOS and to:

(a) Realign personnel when MOS are phased-out.

(b) When the soldier loses his security clearance or is no longer qualified to perform in his PMOS for reasons other than medical.

(c) When the soldier is medically disqualified to perform in his PMOS.

(2) Reclassifications are less disruptive in the lower enlisted grades.

(3) Soldier initiated voluntary reclassifications are not a major concern. Voluntary reclassifications also help solve some of the problems associated with "CAPPER MOS."

(4) DA Directed Reclassifications are seen as a process designed to correct management flaws in the career management system, particularly if the reclassification occurred because of MOS overages/shortages. Although they continue to decline, reclassifications to corrected MOS imbalance problems must be limited and the selection process should consider the prior experience of the NCO.

(5) Reclassification actions will continue to be necessary for many reasons. The current reclassification program must emphasize the need to reduce the amount of MOS/grade imbalances which contribute to the need to reclassify soldiers. Volunteers for DA directed reclassifications should continue to be sought first and, if feasible, soldiers should be reclassified within their CMF.

d. RECOMMENDATION(S)

(1) MILPERCEN review current MOS management system to reduce the impact of management problems which cause MOS imbalances, subsequently reducing the number of NCOs involuntarily reclassified. Particular attention is required in the senior NCO ranks since the impact of reclassification actions is more significant at that level.

(2) The current method of seeking volunteers should be continued.

(3) MILPERCEN refine the policy which restricts or limits involuntary reclassifications to the current CMF of the NCO. Exceptions to this policy may be reclassification involving disqualification and reclassifications for medical reasons.

e. RESOURCE IMPLICATIONS

(1) No additional resources are required to implement the above recommendations.

(2) Recommendations will involve changing policies or revising operating systems currently in use.

(3) Since MILPERCEN FY85-FY86 Reclassification Program calls for a reduction in the number of NCOs reclassified due to MOS imbalance, no additional training costs are anticipated.

f. IMPLEMENTATION:

MILPERCEN incorporate recommendations into the FY84-FY86 Reclassification Program.

4. SPECIFIC CONCERN -WHAT SHOULD BE THE RETRAINING SYSTEM?

a. FINDINGS:

* During the structured survey, the majority of the NCOs agreed that reclassified NCOs need training. The NCO should be afforded full skill level

training. It was generally believed by some that senior NCOs must attend AIT -- PLDC -- BNCOC -- ANCOC to be fully qualified in his/her MOS.

* Many commanders and senior NCOs stated the quality of the training provided reclassified NCOs, varies significantly at proponency and unit levels. OJE/OJT programs designed to prepare the NCO to take the SQT and for subsequent utilization in the new MOS are generally not very effective.

b. ANALYSIS

(1) AR 600-200, Enlisted Personnel Management System, places the responsibility for training reclassified soldiers and awarding the new MOS on the reclassification authorities. AR 351-1, Individual Education and Military Training, specifically states that "all soldiers being reclassified will receive formal resident training" (school house training). Training to the appropriate skill level, as a general rule, will be provided.

(2) The issues with retraining are varied and the level of training needed depends on the NCO experience, qualifications, the degree of familiarity with his/her new MOS and if the MOS is within his/her CMF. The need for formal training is apparent and valid for the reclassified NCO. However, recommendations concerning what level of training should be required ranged from AIT through ANCOC for reclassified SFC, to recommendations that only technical courses be attended. In some MOS, AIT represents the minimum training needed to ensure the NCO is knowledgeable. NCOs taking AIT are currently trained with lower ranking personnel. Every effort should be made to segregate the senior NCO in AIT from lower ranking personnel. Some MOS also require technical training before the NCO has the necessary skills to do his/her job.

(3) Of particular concern is the NCO who is reclassified into a MOS which does not have a formal training program. Correspondence courses and OJE/OJT programs verified by demonstrated job performance, becomes the training base. There were significant reservations concerning the use of OJE/OJT programs to train the NCO in his/her new MOS since some units tend to give these programs little attention and there is an apparent lack of standardization among units.

(4) MILPERCEN currently sends the reclassified NCO to the first available AIT. However, technical courses (BTC/PTC), if required for the new MOS may not be available to the reclassified NCO until months later (six to eighteen months).

(5) Formal training should be the primary source for reclassification training. Additionally, the minimum formal training requirements for each MOS by grade must be clearly delineated. While AR 611-201 outlines the training requirements for each MOS, it does not specifically address those training requirements pertaining to reclassification actions. In other words, a Combat Service Support SFC, being reclassified into Combat Arms as a 11B should have the minimum formal training

requirements clearly identified for his new MOS. The minimum formal training requirements should consider the grade or NCO being reclassified, the new MOS and whether the reclassification is within or outside of the CMF. A matrix similar to that shown could be developed.

RECLASSIFICATION MATRIX
FOR MOS_____

IF THE NCO IS RECLASSIFIED FROM:
*THE MINIMUM TRAINING REQUIREMENTS ARE:

GRADE	CA	CS	CSS
E5	AIT, PLDC	AIT	
E6	AIT, PLDC, ANCOC		
E7	ETC		
E8			
E9			

*NCO's PRIOR EXPERIENCE MAY SUBSTITUTE FOR SOME RECOMMENDED MINUMUM TRAINING. THE ABOVE MATRIX SHOULD BE DEVELOPED FOR EACH MOS AND PLACED IN AN APPENDIX TO AR 611-201.

c. CONCLUSION(S)

(1) Regardless of the reason for reclassifying, training in the new MOS is a necessity. Formal training (beginning with AIT if necessary) facilitates the NCO's skill development. The amount of training necessary depends on how familiar the NCO is with his/her new MOS. Also, prior experience and grade (grade being an indication of the amount of responsibility of the inividual in the new MOS) at the time of reclassification must be considered. Reclassifications without training can reduce the NCO's opportunity for further advancement.

(2) When a senior NCO is involuntarily reclassified, retraining is more difficult and costly.

(3) OJE/OJT programs are not effective because they do not provide the NCO with the knowledge and skills necessary to perform in the new MOS.

d. RECOMMENDATION(S)

(1) ODCSPER and ODCSOPS formalize and standardize the training requirements for reclassified NCO and add an Appendix to AR 611-210 outlining minimum training requirements for reclassified soldiers.

(2) OJE/OJT programs at unit level should only be used as an exception to policy when no formal training for the MOS exists. A permanent policy should be developed restricting the use of OJE/OJT programs.

e. RESOURCE IMPLICATIONS

(1) No additional resources are required to implement the above recommendations.

(2) Recommendations will involve changing policies or revising operating systems currently in use.

f. IMPLEMENTATION:

MILPERCEN incorporate recommendations into the FY84-FY86 Reclassification Program.

5. SPECIFIC CONCERN -HOW SHOULD RECLASSIFIED NCOS BE UTILIZED?

a. FINDINGS:

* Although the NCO possesses the MOS, some commanders are reluctant to use reclassified NCOs in positions of great responsibility.

* Some commanders indicated few reclassified senior NCO's succeed in the new MOS.

b. ANALYSIS

(1) Generally, all of those soldiers interviewed, and as outlined in AR 600-200, place emphasis on the necessity to utilize the NCO in his new MOS once training is completed. When an NCO is reclassified he should be assigned to a duty position in that PMOS. Without this opportunity, he will never gain the experience needed to succeed in the MOS an will not be professionally developed.

(2) The commander's reluctance to use a reclassified NCO in his/her new MOS appears to be caused by the perception that "he is not fully qualified." This shows a lack of faith in the reclassification sytem. Also the commander's reluctance emphasizes the need for formal training because commanders apparently are more prone to use someone coming from a school rather than trained in a previous unit's OJT/OJE program. If grade limits were placed on reclassification actions, the NCO would be trained at the lower grades before he has the greater responsibilities of a senior NCO.

c. CONCLUSION(S)

(1) The reclassified NCO should be used in his new MOS. Solving the training problems may provide a knowledgeable NCO capable of demonstrating job competency. This may remove the apparent reluctance of commanders to utilize the reclassified NCO in positions of greater responsibility.

(2) The reclassified NCO must be properly utilized to remain competitive and progressive.

d. RECOMMENDATION(S)

(1) Continue current policy which reclassifies the NCO in his/her CMF when possible.

(2) Reclassification authorities must require subordinate units to utilize the NCO in his/her new MOS - NCO must be afforded the opportunity to work in their new MOS.

e. RESOURCE IMPLICATIONS

(1) No additional resources are required to implement the above recommendations.

(2) Recommendations will involve changing policies.

f. IMPLEMENTATION:

MILPERCEN incorporate recommendations into the FY84-FY86 Reclassification Program.

6. SPECIFIC CONCERN -SHOULD RECLASSIFICATION BE LIMITED BY GRADE AND/OR TIME IN SERVICE?

a. FINDINGS:

* Many believed that involuntary reclassifications should be limited to a certain number of years in service (except for medical or reasons involving MOS disqualification).

* Field findings indicate that involuntary reclassification actions should be limited to junior NCO grades (E5 and junior E6). Reclassifying senior NCOs is too traumatic and costly.

b. ANALYSIS

(1) The training requirements are extensive for an SFC reclassified in an unrelated MOS. You cannot make up for the loss of 10-15 years of experience, even if the NCO goes to school. This is particularly true if the NCO is moving from one CMF to another.

(2) With the exception of medical or other mandatory reasons, limiting involuntary reclassifications to a certain number of years in service (8 - 10) and grade (SGT and junior SSG maximum) would ease some of the training problems and give the junior NCO a better chance of becoming competitive in the new MOS.

(3) The commander's reluctance to utilize the reclassified NCO seems more prevalent for NCOs in the senior grades, when the NCO has greater responsibilities.

c. CONCLUSION(S)

(1) The later in a career the NCO is reclassified the more difficult the training process and the less chance of success in the new MOS. Also, the

more senior the NCO the greater the experience gap between the junior and senior NCO, therefore senior NCO should be reclassified only if disqualified in their PMOS.

(2) Reclassification actions are less disruptive for the soldier and unit if the soldier is reclassified in the lower grades before acquiring a substantial number of years in service.

d. RECOMMENDATION(S)

Establish policy limiting involuntary reclassifications to correct MOS imbalances to the grade SSG or NCOs with less than 10 years in service.

e. RESOURCE IMPLICATIONS

(1) No additional resources are required to implement the above recommendations.

(2) Recommendations will involve changing policies.

f. IMPLEMENTATION:

MILPERCEN incorporate recommendations into the FY84-FY86 Reclassification Program.

7. SPECIFIC CONCERN -HOW SHOULD COMPETENCY IN THE NEW MOS BE VALIDATED?

a. FINDINGS:

* Most NCOs agreed that there should be a way to measure their ability to perform in their skill.

* The SQT is currently used to measure the NCOs ability to perform to the appropriate skill level.

* Recommendations concerning the amount of time which should be allowed after relassification before the SQT is administered, ranged from six to eighteen months. The consensus appeared to be twelve months after training is completed.

b. ANALYSIS

(1) There must be some method to validate the knowledge of the reclassified soldier. Awarding the MOS after completion of formal training coupled with experience on the job should ensure the NCO has the necessary knowledge to successfully pass his/her SQT.

(2) The current requirement is that the reclassified NCO takes the SQT in its next scheduled window even if this is only 90 days from his

reclassification. This may not be enough time to ensure adequate MOS competency. When the NCO is reclassified MILPERCEN will generally send the NCO to the first available AIT if a formal program exist in the MOS. In most MOS this is not a problem because AIT courses are regularly conducted. However, the NCO may not be able to attend the technical (BTC or FTC) courses, if appropriate, until much later. These technical courses and some working experience are needed before the NCO takes the SQT.

(3) The requirement to take the SQT so soon after reclassification is further compounded if the NCO is required to reclassify and use OJT as the primary training method. If the NCO is able to pass the SQT it will only be after he gains the necessary experience, which in most MOS will undoubtedly require more than ninety days.

c. CONCLUSION(S)

The SQT is required to ensure the NCO is knowledgeable in his MOS. The reclassified NCO should be afforded an opportunity to work in the MOS before being required to take the SQT for MOS validation.

d. RECOMMENDATION(S)

Require reclassified NCOs to take the SQT one year after the MOS is awarded (SFC and below).

e. RESOURCE IMPLICATIONS

(1) No additional resources are required to implement the above recommendations.

(2) Recommendations will involve changing policies.

f. IMPLEMENTATION:

MILPERCEN incorporate recommendations into the FY84-FY86 Reclassification Program.

6. RC CONSIDERATIONS.

a. The unit commander is responsible for reviewing personnel records to determine which MOS should be awarded the individual (Vacancies in the unit are the primary facor in determining the MOS). Review is based on the individual's ability to meet the minimum qualifications for the MOS being considered and his ability to perform the duties in the position as prescribed in AR 611-201.

b. Occupation clasification for MOS Award may be attained through satisfactory completion of advanced individual training, service school training, on-the-job experience and on-the-job training (OJE/OJT) program, or on the basis of civilian education or work experience.

c. A verification score of 60 percent attained on the SQT denotes minimum verification of the current PMOS and skill level evaluated. Personnel who fail to attain the minimum SQT verification score will be counseled by the commander. If the SQT is not in the system, a no fault clause is used to indicate qualification until the SQT becomes a test for record.

d. Successful completion of a minimum six months OJE (12 Multiple Unit Training Assembies - 2; or 24 Unit Training Assemblies) for those MOS requiring less than nine weeks AIT at a formal service school, or completion of a period of annual training (AT). For AIT greater than nine weeks additional training time is required.

e. Those individuals not medically qualified to perform in their MOS are usually discharged since the ARNG is primarily CMF CA.

f. The problem of reclassifying NCOs is compounded by the limited amount of time currently available for training in RC units. It is difficult for some personnel to obtain sufficient time to attend drills or annual training. To attend a two to six week school to qualify for a new MOS is almost impossible. OJE programs in RC units require a significant amount of time to complete.

APPENDICES:

A. MILPO MSG 85-266, JUN 85 SUBJ: FORMAL TRAINING INCONJUNCTION WITH RECLASSIFICATION

B. DATA SUMMARY FROM INTERVIEWS AND SURVEYS

Appendix V

Issue: How can the assignment system better support profession development?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of how the assignment system can better support professional development.

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

1. Issue: How can the assignment system better support professional development?

2. Discussion

a. Description of Issue:

(1) The Enlisted Assignment System is designed to satisfy the personnel requirements of the Army, maintaining personnel readiness through the worldwide distribution of trained soldiers. The secondary goals of the enlisted assignment system, as outlined in AR 600-200, are to:

(a) Equalize desirable and undesirable assignments by reassigning the most eligible soldier from among those in like MOS and grade.

(b) Equalize hardships of the military service.

(c) Meet personal desires of the soldier.

(d) Assign each soldier so that he/she will have the greatest opportunities for professional development and promotion advancement.

(2) The assignment process is initiated by the unit/installation Military Personnel Office (MILPO) preparation of personnel requisitions. This is done in coordination with units served by the MILPO, comparing authorized and projected positions to currently assigned strength, adjusted by projected gains and losses. This determines the number and type (MOS/grade) of requirements. Requisitions for these personnel requirements are prepared and submitted to MILPERCEN. MILPERCEN validates all submitted requisitions against their authorization and projected strength data.

(3) Validated requisitions are then processed by the Centralized Assignment Procedure (CAP III). CAP III is an automated procedure designed to assist assignment and distribution managers to select and deploy all soldiers in accordance with the validated requisitions. AR 614-200 describes CAP III as an automated nomination and assignment procedure. In reality, CAP III nominates, while the assignment managers within the MILPERCEN enlisted branches make the assignments. The nomination procedure of CAP III compares qualitative requirements recorded on the requisitions against selected qualification factors for each soldier available for assignment. Examples of the type of qualification factors considered in the nomination process are:

(a) Grade
(b) MOS and skill level
(c) SQI
(d) ETS
(e) Months since last PCS
(f) Months since return from overseas
(g) ASI
(h) Soldiers availability month compared with requirement month

(4) Each soldier is compared to each requisition and awarded points ranging from 1 to 198 or given a pass/fail score. CAP III then selects the slate of nominations that provides the best overall requisition fill in terms of quality and quantity. Assignment preference of soldiers is considered in this nomination process, however, needs of the Army are given primary consideration. A soldier will be assigned according to his/her preference only if the needs of the Army are also filled.

(5) The CAP III nominations matching the requisitions are passed to the branch assignment managers for consideration and decision. Based on a review of all available information, (updated personnel documents, Enlisted Data Base, and the Career Management Information File), the assignment manager either accepts or rejects each nominee. Unfilled requisitions are returned to the selection process for new nominations. A qualified soldier may also be selected manually by the assignment manager to match the requisition regardless of nomination by the CAP III system.

(6) After this nomination and assignment process is completed, assignment instructions are transmitted to the losing and gaining command or installation by the Automatic Digital Network (AUTODIN). The losing commander (MILPO) notifies the soldier and verifies his/her assignment eligibility. (Because of delays in reporting and errors in the personnel information data bases, some selected soldiers may not qualify or be available for the assignment.) The MILPO will interview the soldier and review his/her personnel records. If the soldier is qualified, the assignment process is completed and necessary orders are issued. If the soldier does not qualify or cannot qualify in time to meet the requirement, then an assignment deletion or deferment is submitted.

(7) The deletion and deferment process augments the enlisted assignment system. This process is used when a soldier is placed on assignment instructions (AI) and he/she cannot or is unwilling to comply (regulatory reasons). Additionally, it allows commanders to request cancellation of a soldier's AI due to operational mission requirements.

(a) A deferment is any delay in a soldier's reporting to the new unit up to 120 days after the originally scheduled arrival month. If a delay of more than 120 days is involved, deletion from the assignment is appropriate.

(b) As of 16 September 1985, major policy changes in the current deletion/deferment process, resulting from the Army of Excellence study, were approved. Effective 1 October 1985, CONUS commanders no longer have the following deletion/deferment options:

(1) Operational deletions (2,068 in 1984)
(2) Operational deferments (870 in 1984)
(3) FORSCOM's Cdrs' Key Soldier Deletion Program (1,122 in 1984)

(c) Effective 1 Jan 86, European commanders will no longer have authority to approve. Foreign Service Tour Extensions (FSTE) for soldiers who have already been placed on assignment instructions (8,896 in 1984). In long

tour overseas commands commanders are now required to ensure FSTE in ranks SGT-SGM are approved 12 months prior to DEROS, and for ranks PV1-SP4, 6 months prior to DEROS.

(d) Both CONUS and oversea commanders may request exceptions to these policy changes. The requirements for requesting exceptions are: Hard-copy request (DA Form 4187), personal indorsement by the first general officer in chain of command, MACOM recommendation, and that it be submitted in time to arrive at MILPERCEN within 45 days of the CAP III cycle date.

b. Specific Concerns:

(1) What priority should professional development play in the assignment system?

(2) What should be the policy on MOS utilization?

(3) What is the impact of deletions/deferments on professional development?

(4) What should be the policy on special assignments?

(5) How does the New Manning System impact on professional development?

c. Findings: The following findings were derived from interviews in the field and questionnaire input provided by General Officer commanders and Command Sergeants Major.

(1) Far too many NCOs are improperly assigned. DA assignments of senior NCOs do not balance leader and technical experience. Too many NCOs work in nonexistent positions or out of their MOS.

(2) NCOs waste their formal training by not working in their MOS.

(3) Malassignment and duty outside of PMOS significantly detract from NCO professional development.

(4) A better method of tracking NCO assignments is needed to ensure they are properly rotated between TOE and TDA units.

(5) NCOs should not receive repetitive assignments away from troops. They should not receive back to back immaterial duty assignments, e.g., recruiting, DI, ROTC, etc.

(6) Many NCOs manage to get the right job using their own initiative to influence the system.

(7) Despite automation, MILPERCEN does not have the capability of managing to the specificity they desire. Caution against continued move to centralizing the personnel system.

3. Discussion of each specific concern of this issue follows.

a. What priority should professional development play in the assignment system?

(1) Analysis

(a) The primary goal of the Enlisted Assignment System is to satisfy personnel requirements of the Army through the worldwide distribution of trained soldiers. As a first priority, assignment policies and procedures should be established to support this goal.

(b) Professional development is one of the secondary goals of the assignment system. The goal is to assign soldiers so they have the greatest opportunity for professional development and advancement. For a number of reasons, professional development considerations currently do not play a major role in the assignment system.

(1) Accomplishment of the primary goal, distribution to satisfy personnel requirements, is a difficult and full time mission even when not further complicated by individual soldier considerations. Due to the magnitude of this mission, the majority of effort is dedicated to distribution - making the number of people equal the number of requirements.

(2) A myriad of individual soldier considerations must be incorporated into the assignment system. In most cases these play a more important role than professional development in assignments. AR 614-200 also lists as secondary goals of the assignment system achieving individual equity and meeting individual desires.

(3) To achieve a professionally developing assignment, not only MILPERCEN, but also the gaining command/unit must consider the individual's professional development needs when making an assignment. Except in very few cases, MILPERCEN only assigns to requisitioning agency level. The actual job assignment is totally in the hands of commanders.

(4) Army Regulatory guidance dictate assignments not be made solely for professional development purposes.

(c) The impact that professional development has on the assignment system could be increased by the following:

(1) Professional development could be included as a qualification factor in CAP III nomination process. For example, soldiers in TDA units eligible for assignment should be awarded higher points for nomination against a TOE requisition in comparison to eligible soldiers already in TOE units. Such a qualification could possibly eliminate back to back assignments in the same type unit.

(2) The Professional Development NCOs/Career Advisors assigned to the career branches in EPMD, should have DA Pam XX, Army NCO Professional Development Guide and the professional development guides

published by specialty proponents for their respective CMF. These would be used when screening assignments for their professional development aspects. These same guides should be available to MACOM/unit assignment personnel.

(3) Providing job titles on NCO requisitions submitted to MILPERCEN would allow the PDNCO at MILPERCEN a better means to identify the NCO who needs this particular experience for professional development. Current requisitions only contain MOS/grade information.

(4) Assignment personnel at the MACOM/unit level must become more conscious of professional development in their assignment process. Besides strict utilization in the correct PMOS/CPMOS at the appropriate grade level, a varied assignment pattern is also desirable. Currently, selection of repetitive type jobs seem to be more prevalent. For example, NCO academies tends to look for NCOs with previous instructor experience; or if an Operations SGT is required, an NCO with Operations SGT experience is selected.

(5) In the case of USAREUR, pinpoint assignments are normally made on NCOs in order to provide travel instructions. Currently, only PMOS and grade information on the inbound NCO is provided. For NCOs, either more background assignment information or a recommended job position should be provided. The MSG/SFC(P) pinpoint assignment system recently initiated for USAREUR is a good example of the procedure that could be employed. The information transmitted to USAREUR requesting the pinpoint assignment includes duty position/duty title in present assignment and a professional development recommendation, i.e., 1SG, Opns Sgt, etc. Expansion of this system to the other NCO grades would increase the consideration of professional development when making assignments.

(6) For CONUS assignments, additional information regarding the inbound NCO should be provided. Information similar to that used in the European E8 pinpoint assignment program should be considered. This would allow CONUS installations to also preprogram assignments considering professional development.

(2) Conclusions:

(a) While satisfying personnel requirements must always be the first priority of the assignment system, professional development of the individual NCO could be made a greater consideration in the process. The objective is to put the right soldier in the right job. The first priority of the system is and should continue to be filling Army requirements. Second, a soldier should be assigned in his PMOS/CPMOS at his grade level or higher and, third, the specific assignment should add to the soldier's professional growth.

(b) Refinements to the assignment system, such as including professional development in CAP III, identifying requisitions by job title, use of professional development guides, and providing additional information on inbound NCOs would allow greater professional development consideration in the selection of specific job assignments.

(c) MILPERCEN and MACOM/unit assignment managers have an equal burden in the assignment process to ensure NCO professional development is considered.

(3) Recommendations: ODCSPER direct MILPERCEN to:

(a) Include professional development as a qualification factor in the CAP III nomination process.

(b) Require NCO requisitions to contain duty position title.

(c) Provide to the gaining command job history and professional development recommendations for inbound NCOs.

(4) Resource Implications: A systems cost will be incurred if the present CAPIII system nominative criteria program is changed or modified to accomodate the expansion of nominative criteria. Special Instruction Trailer Cards (DA Form 477A) are available and are already being used by requisitioning activities in conjunction with the requisition (DA Form 477). Therefore, no additional cost should be incurred by implementing the use of DA Form 477A to reflect duty position title. There should be no resource implication in providing job history for inbound NCOs. A copy of the soldier's DA Form 2-1 could be mailed together with the DA Form 4787 (reassignment processing), which is already being mailed to the gaining unit by the MILPO.

(5) Implementation:

(a) Expand nominative criteria of CAP III to consider professional development. For example, award higher points to a soldier in a TDA unit over a TOE soldier nominated to a TOE unit.

(b) Special Instruction Trailer Cards can be submitted in conjunction with a requisition listing the position title.

(c) At the time a soldier is being interviewed for deployment, a copy of the individuals DA Form 2-1 (Personnel Qualification Record) could be made and mailed to the gaining command.

b. What should be the policy on MOS utilization?

(1) Analysis:

(a) The most repeated comments from NCOs during field interviews and input from CDR and CSM regarding the assignment system had to do with NCOs being improperly assigned to positions that do not require their PMOS. The results of these malassignments are the waste of NCO's training and experience in their PMOS and their inability to further their own professional development.

(b) Questionnaire comments made by members of recent promotion/selection boards (FY 86 and 85 CSM/SGM, FY 87 and 86 SMA, FY 85 and 84 MSG, FY 85 and 84 SFC/ANOC) reinforce the importance of proper assignments. When rank ordering factors that influenced their selection decisions, challenging duty positions was ranked first and assignment pattern fourth (EER scores and EER narratives were ranked two and three). Most also agree that performance in key duty positions carried more weight than performance of equal quality in other positions. This clearly indicates the impact assignments have on NCOs.

(c) The most common reasons cited as a cause of malassignment are: improper MOS/grade distribution, shortages of required MOS, undocumented/unresourced positions, and commander's assignment perogatives.

(1) Proper distribution of soldiers by MOS/grade to meet Army requirements at MACOM and CONUS installation level is a MILPERCEN responsibility. How well the system is able to accomplish this distribution is the first step in proper soldier utilization. Obviously, when a NCO is assigned to a location not authorized or overstrength in his MOS/grade, he cannot be used in his PMOS at his grade level. Equally true, when a needed MOS is understrength but duties must still be performed, NCOs with different MOS will be required to fill these voids.

(2) Many factors impact on distribution, for example:

(a) Overall overage or shortage status of a MOS/grade as compared to authorizations.

(b) The accuracy of authorization documents and how often and the degree to which they are changed.

(c) The accuracy of the Enlisted Master File (EMF) data base.

(d) Limiting parameters established with respect to individual soldiers - PCS restrictions, PCS/tour equity, stabilization, tour turn around time, joint domiciles, hardship assignments, etc.

(e) Force structure, modernization and unit location changes.

(3) Except in the case of special assignments, MILPERCEN distribution is normally to MACOM or CONUS installation level. From this point the NCO is assigned to a specific job by MACOM, installation or unit. This local assignment is just as important as the initial MILPERCEN action. Even if the MILPERCEN assignment is to a location where PMOS/grade position is authorized, unless the NCO is placed in this position by the command, malutilization still occurs.

(4) The existence of undocumented positions often cause NCOs to be malassigned. These are requirements the commander determines are valid and necessary to accomplish even though unresourced. These positions, whether in

the unit (operation NCO, training NCO, reenlistment NCO) or post/community support requirements (protocol NCO, sports NCO, operations NCO) if not documented, cause NCOs to work outside their PMOS. Easy solutions would be to resource/authorize these positions or order commanders not to assign personnel in this fashion. But, both of these do not face reality. Current Army end strength limitations do not permit resourcing these positions and commanders will continue to assign NCOs to do the things they believe must be done to accomplish their overall mission. The most practical recommendation is to stress the importance of an NCO's proper assignment in PMOS, ask that assignments other than in PMOS be limited as much as possible and, if they are assigned to other than PMOS positions, NCOs be required to spend as little time as possible in this type assignment. The same recommendation applies to assignments into positions with a different MOS than the NCO's PMOS. This is normally caused when local MOS shortages exist and key positions are unfilled (11B SSG serving as Supply Sgt because no 76Y SSG is available).

(5) AR 600-200, Chapter 3, defines the procedures and priorities for proper utilization. As stated in the AR, "Every commander, supervisor and unit personnel officer is responsible for effective utilization and proper utilization of soldiers must receive the constant personal attention of commanders at all echelons of command. The intent is to give the soldier professional development protection especially in PMOS SQT evaluation and proper OJE credit. These benefits impact directly on the soldier's career progression and personnel management programs such as promotion, reenlistment, QMP and schooling." The AR then goes on to set a priority of proper utilization if PMOS or CPMOS is not possible. It lists SMOS, MOS substitute for PMOS, AMOS, or shortage/balanced MOS to be trained if PMOS is overstrength. This portion of the regulation dealing with proper utilization should be rewritten. The only <u>proper</u> utilization of a NCO is in his PMOS or CPMOS at correct grade or higher. The other uses are only reasons to justify incorrect distribution by adding greater flexibility. While recognizing that ideal distribution will probably never be achieved and occasions for other than PMOS/CPMOS assignments are required, there should be a limit on the time spent in these type assignments. The use of the Surplus Report should be enforced so they remain visible for corrective action to be taken.

(2) Conclusions:

(a) Assignment of NCOs to positions requiring other than their PMOS or CPMOS has a negative impact on NCO professional development.

(b) Proper MOS/grade distribution by MILPERCEN is a necessary factor in achieving proper utilization.

(c) Local assignment practices are significant in achieving proper utilization.

(d) Commanders must limit non-PMOS assignments and restrict the time a NCO spends in this type of assignment.

(a) Chapter 3, AR 600-200 definition of proper utilization should be changed to read that only PMOS or CPMOS, at grade level or higher, is a proper assignment.

(3) Recommendations:

(a) DCSPER implement policy establishing a time limit on assignments in non-PMOS or undocumented position. Recommend this limit be 12 months.

(b) ODCSPER rewrite Chapter 3, AR 600-200 defining proper assignment utilization as assignment in position requiring PMOS/CPMOS at appropriate grade or higher.

(4) Resource Implications: There will be no resource implications coinciding with this proposed recommendation being implemented.

(5) Implementation: Emphasis on proper assignment utilization can be achieved by rewriting Chapter 3, AR 600-200.

c. What is the impact of deletions/deferments on professional development?

(1) Analysis:

(a) The high number of deletions/deferments (in 1984, 132K out of 391K assignment instructions issued resulted in deletions/deferments) over the past years, has had a negative impact on professional development. An orderly assignment process can not be achieved. Gaining commands mistrust inbound personnel information and cannot effectively program assignments ahead of the NCO's arrival. The lead time of the assignment process is greatly restricted because "short notice" assignments are made to replace deleted NCOs. Underlap situations are created when deleted or deferred gains fail to report as scheduled. Internal turbulence is a result and malassignment may occur when the inbound NCO finally arrives. Accurate distribution by PMOS/grade requires projected assigned strengths to be used to validate requisitions with 10 (OCONUS) or 6 (CONUS) month leadtimes. Deletion/deferments cause these projected strengths to be incorrect causing some distribution imbalances. This further leads to NCOs being assigned out of their PMOS or into nonexistent positions.

(b) The recently approved policy changes regarding key soldier and foreign service tour extensions discussed earlier will have a positive impact on this situation. The assignment process will flow much smoother. The common "short notice" assignment to meet a requirement left vacant by a deletion will be the exception rather than the rule. In actuality, only those bona fide and documented cases of hardship or administrative reasons should cause a deletion or deferment. Hopefully, this will improve distribution accuracy, decrease malassignments, and allow assignments to be programmed with greater professional development consideration.

(c) MILPERCEN and MACOM/unit assignment managers have an equal burden in the assignment process to ensure NCO professional development is considered.

(3) Recommendations: ODCSPER direct MILPERCEN to:

(a) Include professional development as a qualification factor in the CAP III nomination process.

(b) Require NCO requisitions to contain duty position title.

(c) Provide to the gaining command job history and professional development recommendations for inbound NCOs.

(4) Resource Implications: A systems cost will be incurred if the present CAPIII system nominative criteria program is changed or modified to accomodate the expansion of nominative criteria. Special Instruction Trailer Cards (DA Form 477A) are available and are already being used by requisitioning activities in conjunction with the requisition (DA Form 477). Therefore, no additional cost should be incurred by implementing the use of DA Form 477A to reflect duty position title. There should be no resource implication in providing job history for inbound NCOs. A copy of the soldier's DA Form 2-1 could be mailed together with the DA Form 4787 (reassignment processing), which is already being mailed to the gaining unit by the MILPO.

(5) Implementation:

(a) Expand nominative criteria of CAP III to consider professional development. For example, award higher points to a soldier in a TDA unit over a TOE soldier nominated to a TOE unit.

(b) Special Instruction Trailer Cards can be submitted in conjunction with a requisition listing the position title.

(c) At the time a soldier is being interviewed for deployment, a copy of the individuals DA Form 2-1 (Personnel Qualification Record) could be made and mailed to the gaining command.

b. What should be the policy on MOS utilization?

(1) Analysis:

(a) The most repeated comments from NCOs during field interviews and input from CDR and CSM regarding the assignment system had to do with NCOs being improperly assigned to positions that do not require their PMOS. The results of these malassignments are the waste of NCO's training and experience in their PMOS and their inability to further their own professional development.

(b) Questionnaire comments made by members of recent promotion/selection boards (FY 86 and 85 CSM/SGM, FY 87 and 86 SMA, FY 85 and 84 MSG, FY 85 and 84 SFC/ANOC) reinforce the importance of proper assignments. When rank ordering factors that influenced their selection decisions, challenging duty positions was ranked first and assignment pattern fourth (EER scores and EER narratives were ranked two and three). Most also agree that performance in key duty positions carried more weight than performance of equal quality in other positions. This clearly indicates the impact assignments have on NCOs.

(c) The most common reasons cited as a cause of malassignment are: improper MOS/grade distribution, shortages of required MOS, undocumented/unresourced positions, and commander's assignment perogatives.

(1) Proper distribution of soldiers by MOS/grade to meet Army requirements at MACOM and CONUS installation level is a MILPERCEN responsibility. How well the system is able to accomplish this distribution is the first step in proper soldier utilization. Obviously, when a NCO is assigned to a location not authorized or overstrength in his MOS/grade, he cannot be used in his PMOS at his grade level. Equally true, when a needed MOS is understrength but duties must still be performed, NCOs with different MOS will be required to fill these voids.

(2) Many factors impact on distribution, for example:

(a) Overall overage or shortage status of a MOS/grade as compared to authorizations.

(b) The accuracy of authorization documents and how often and the degree to which they are changed.

(c) The accuracy of the Enlisted Master File (EMF) data base.

(d) Limiting parameters established with respect to individual soldiers - PCS restrictions, PCS/tour equity, stabilization, tour turn around time, joint domiciles, hardship assignments, etc.

(e) Force structure, modernization and unit location changes.

(3) Except in the case of special assignments, MILPERCEN distribution is normally to MACOM or CONUS installation level. From this point the NCO is assigned to a specific job by MACOM, installation or unit. This local assignment is just as important as the initial MILPERCEN action. Even if the MILPERCEN assignment is to a location where PMOS/grade position is authorized, unless the NCO is placed in this position by the command, malutilization still occurs.

(4) The existence of undocumented positions often cause NCOs to be malassigned. These are requirements the commander determines are valid and necessary to accomplish even though unresourced. These positions, whether in

(c) To further smooth the process, consideration should be given to adjusting the CAP III assignment notification system to ensure assignment gain information is not transmitted until the losing command has verified the NCO's ability to comply with the proposed assignment instructions. If this was done, gaining commands could put almost total reliance on inbound projections, further smoothing their assignment process.

(d) The largest percentage of deletion/deferment actions is caused by inaccurate data in the Enlisted Master File (EMF). Efforts to correct this problem have yet to be successful. The TRADOC Review of EPMS determined that approximately 24K or 18 percent of total deletions in 1984 were attributed to inaccurate data in the EMF. Personnel actions such as reclassification, ETS change, promotion, DEROS change, separation, and flagging, which were not immediately entered in the EMF, erroneously allowed the assignment system to treat these soldiers as eligible for assignment and placed them on assignment instructions. A survey done by the TRADOC Review revealed that a major cause of this inaccurate data was soldier failure to make their annual records check. Of the installations checked, those with the lowest percentage of soldiers failing to complete the records check used an annual unit stand-down solely for the purpose of auditing records. While this should not be a HQDA directed requirement, records review done by unit rather than the current individual system, (audit during birth month), would appear to be a much more effective process. To place emphasis in this area, suggest that units conduct record audits in conjunction with the variety of unit activities that are now required, e.g., Personnel Asset Inventories, Musters, Emergency Deployment Readiness Exercises, etc. Local inspection of the completeness and accuracy of records audits would also add emphasis.

(e) There are systems currently under development to allow on line interface between units, MILPO and MILPERCEN. When this is reality, a great deal of the data base problem should be eliminated.

(2) Conclusions:

(a) Recent changes in deletion/deferment policy should significantly decrease the number of deletions/deferment which occur. This should smooth the assignment process, better serving gaining commands, and allowing greater consideration of professional development. Because some deletion/deferment will continue, consideration should be given to adjusting CAP III to not transmit inbound data until assignments are confirmed.

(b) Efforts to improve EMF data base accuracy should be emphasized. Records audit by unit should be encouraged. Data record review should be made an item of inspection to ensure compliance. Automation initiatives to eliminate this problem should continue.

(3) Recommendations:

(a) DCSPER direct MILPERCEN to change the CAP III assignment notification process to transmit inbound personnel information to the gaining unit only after the assignment has been verified by the losing unit.

(b) DCSPER direct personnel records audits be a unit responsibility to be completed by the end of each fiscal year.

(c) DCSPER direct records audit compliance be made an item of interest at all levels of IG, PERMAS and Army Audit Agency inspections.

4. Resource Implication: There will be resource implications which will coincide with the implementation of the recommendation to adjust CAP III. However, exact cost cannot be determined at this time. A pilot test is proposed to determine feasibility and cost. Implementation of the other recommendations will not effect resource cost.

d. What should be the policy on special assignments?

(1) Analysis:

(a) Special assignments are normally MOS immaterial. Soldiers may be selected for these assignments regardless of their PMOS (except as noted below). Special assignments include, but are not limited to the following: Recruiting duty, Drill Sergeant duty, Reenlistment NCO, Enlisted Aide program, US Army Parachute Team, US Army Marksmanship Team and Alcohol and Drug Abuse Prevention and Control Program (ADAPCP) Counselor.

(b) Because these are "special" requirements, MILPERCEN handles them differently than routine requisitions. Normally specific guidance is prepared addressing: whether voluntary or involuntary selection will be used; specific selection criteria which must be met; and, the amount of time which can be spent in the special assignment tour. Soldiers with certain MOS are precluded from special assignment consideration if they meet three of the following:

(1) In a shortage status (less than 85% fill)
(2) A low density MOS (500 or fewer)
(3) Require costly, highly specialized training of 20 weeks or longer
(4) SIMOS
(5) Impact on unit readiness (based on analysis of Unit Status Reports and critical MOS reports).

(c) None of the operating instructions pertaining to special assignments specifically prohibit back-to-back special assignments, e.g., from Drill Sergeant duty to Recruiter. This type of back-to-back assignment would normally be precluded by the MILPERCEN career branch Professional Development NCO.

(d) Special assignments have an impact on NCO professional development. Drill Sergeant and Recruiter duty are the two that impact the most. NCOs are required to serve two or three year tours in positions outside their PMOS. Special instructions are provided to promotion selection boards indicating the need and value of these assignments. Both are now considered

career enhancing. This has been substantiated by NCO selection board summaries which have indicated the board members recognize the high risk in these positions and are willing to promote the good performers. This holds true only for NCOs who serve one-time tours in these type assignments. Repetitive immaterial MOS tours cause failure to maintain qualification in PMOS and are adverse to good professional development. When selecting NCOs for these assignments or determining their reassignment, professional development must be a major consideration. If possible the prior assignment of the selectee should have been troop related. Reassignment should be to troop units rather than to headquarters staff or TDA positions. Procedures should not permit back-to-back special assignments.

(e) Specific assignment criteria are used for selection of NCOs to perform recruiting and drill sergeant duty. This criteria has been tailored to assign NCOs with the best chance to succeed in these duties. For this reason, the selection criteria are more restrictive than that applied for other assignments. For example, criteria for drill sergeant includes completion of PLDC, evaluations in the upper half of peers and a LTC commander recommendation. Recruiter criteria is even more restrictive, including; greater than 115 EER average, GT score of 110 or 100 with ST of 100, high school graduate (GED acceptable only if NCO also has one year of college), number of dependents allowable is limited by the NCOs grade, no sole parents and no joint domiciles unless both NCOs qualify. Since repetitive assignment in these positions is not desirable, this selection criteria must not be allowed to be so restrictive that qualified NCOs are required to serve repeat tours in order to meet manning requirements.

(f) In the case of drill sergeant duty, an end of tour assignment option is offered as an incentive for NCOs to extend an additional 12 months beyond the required 24 months. Under the extension/assignment option, drill sergeants will be reassigned to the location of their choice provided a valid requirement exists at the location. However, the location may not provide the professional development experience needed by the soldier. For example, a soldier having spent 3 years as a Drill Sergeant requests assignment to a Recruiter position. By requesting this type of assignment, the soldier will again spend 2-3 years out of his/her PMOS.

(2) Conclusions:

(a) Reassignment policy must preclude back-to-back special assignments. Repetitive special assignments should be eliminated. Selection criteria should not be so restrictive that it causes qualified soldiers to serve repeat special assignments.

(b) Professional development should be a major consideration in a NCO's reassignment from a special assignment. The drill sergeant extension and reassignment option should be eliminated as it could have a negative professional development impact on the extending NCO.

(3) Recommendations:

(a) DCSPER direct MILPERCEN to institute an assignment policy which precludes back-to-back special assignments, and emphasizes professional development considerations upon reassignment from special assignments.

(b) DCSPER direct MILPERCEN to monitor special assignments and their selection criteria to preclude repetitive, involuntary assignments of qualified NCOs.

(c) DCSPER eliminate the drill sergeant extension and reassignment option as outlined in Section II, Chapter 8, AR 614-200.

(4) Resource Implications: There will only be routine cost associated with these recommendations. The routine cost is that which is normally incurred when a regulation is changed.

e. How does the New Manning System impact on professional development?

(1) Analysis:

(a) New Manning System (NMS) policies were developed as "a new way of doing business" to reduce turbulence in order to increase cohesion and ultimately combat effectiveness. Since its inception a "fix as you go" methodology has been pursued to evaluate the impact of NMS personnel policies on the Army, its soldiers and their families. These policies have been modified as necessary to increase their effectiveness in supporting NMS objectives. A review of these policies indicates that soldiers in COHORT units have equal or greater opportunity for professional development and promotions when compared to their non-COHORT counterparts. Soldiers serve in their PMOS, are stabilized in a unit environment, and have equal access to all professional development schooling.

(b) As part of the TRADOC Review of EPMS, observations were made suggesting the long-term stabilization required by the battalion rotation concept could possibly detract from NCO professional development. This study's analysis does not agree. Battalion rotation stabilization policies, while for a longer period than any currently in effect, adequately consider NCO professional development. No schooling is denied and reassignment is allowed when an NCO is promoted and no valid job exists in the unit. Commanders will have to address the possibility of "burnout" for NCOs in demanding TOE positions and prevent the feeling of stagnation which could occur after long periods in the same unit.

(c) Since the first battalion rotations are scheduled for June 1986, no hard data upon which to evaluate the impact of stabilization will be available for some time. But, an evaluation plan is already in place and this is one of the factors being watched. Any changes considered must be evaluated in terms of, not only the impact on the individual NCO, but also upon unit readiness. It must be remembered that NMS policies have as their ultimate

objective to increase combat readiness and unit effectiveness. If greater stabilization and restriction of what are now considered professional development opportunities accomplish this increase in readiness and effectiveness, current concepts of professional development opportunity must change, not the stabilization.

(2) Conclusions:

(a) The current NMS battalion rotation concept should be implemented as planned so it can be determined if NMS policies are on the right track.

(3) Recommendations:

(a) Continue COHORT battalion rotation program as currently designed.

(4) Resource Implications: There is no cost incurred with this recommendation.

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Appendix W

Issue: How can the promotion system better support NCOPD?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of how the promotion system can better support professional development.

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

I. ISSUE: How Can Promotion System Better Support NCOPD?

II. DISCUSSION:

A. Description of Issue

1. General:

a. The current Army promotion policy outlines how soldiers who are qualified and willing to accept worldwide assignments, are promoted. Only those soldiers who develop skills and abilities to perform duties and assume responsibilities at the higher grade are recommended for promotion. Commanders and supervisors are directed to counsel soldiers who hold the rank of Sergeant and below who meet advancement or promotion eligibility, without waiver, but have not been recommended for promotion.

b. The objectives of the Army enlisted promotion system are to:

(1) Fill authorized enlisted spaces with qualified soldiers.

(2) Provide for career progression and rank opportunity in line with individual potential.

(3) Recognize the best qualified soldier in the expectation of attracting and retaining the highest caliber soldiers for careers in the Army.

(4) Preclude promoting unproductive or unqualified soldiers.

(5) Provide an equitable system for all soldiers.

c. Current promotion authorities are:

(1) Unit commanders may advance or promote assigned soldiers (including Reserve Component soldiers on active duty) in the rank of Specialist Four (SP4)/Corporal (CPL) and below. They may advance eligible attached soldiers to the rank of Private 2 (PV2), Private First Class (PFC), and SP4/CPL subject to concurrence of their assigned commander.

(2) Commander, MILPERCEN is the promotion authority for advancement to PV2, PFC, and SP4/CPL, for soldiers who meet eligibility requirements, without waiver, while in a transit status.

(3) Units authorized a field grade commander in grade of lieutenant colonel or higher may promote assigned soldiers, soldiers of units that are attached/assigned, TDY soldiers or those attached to their command or installation for military justice and administration to the rank of SGT and SSG. Authority is not to be further delegated.

(4) HQDA is promotion authority to Sergeant First Class (SFC), Master Sergeant (MSG) and Sergeants Major (SGM).

(5) Commanders of medical facilities may promote hospitalized soldiers to SSG and below.

(6) Commandants and commanders of training installations and activities are promotion authorities for students through the rank of SSG.

d. A higher level commander within the chain of command may restrict promotions by a lower level commander. (This does not deprive the lower level commander of applicable reduction authority.) Commanders of provisional units have the same promotion authority as comparable commanders of equivalent MTOE and TDA units. Advancement to SP4/CPL and below and rank restorations will be announced on DA Form 4187. Promotions to SGT through SGM and grade restorations will be announced on official orders.

2. Promotion System: The enlisted promotion system is divided into three subsystems: decentralized, semi-centralized, and centralized. The following discussion highlights current Army promotion policy on these three subsystems as they effect the Active and Reserve Components (Reserve Component includes Army National Guard and United States Army Reserve).

ACTIVE COMPONENT

a. Decentralized advancements from Private 1 (PV1) thru SP4/CPL are managed by the servicing Military Personnel Office (MILPO) and the unit commander. To better illustrate how this system works we will discuss advancement for each grade.

(1) Private 2: In most instances advancement to PV2 is automatic and is completed by the servicing MILPO when the soldier completes requirement for advancement to PV2. In order for unit commanders to recognize those outstanding PV1 soldiers, he may advance a soldier to PV2 as long as that advancement does not exceed 20% of the units assigned/attached PV2 strength having less than six months AFS. Soldiers that the commander feels should not be advanced to PV2 will be denied advancement on DA Form 4187.

(2) Private First Class: Advancement in rank to PFC is automatic upon completing 12 months AFS and four months in grade as PV2. The servicing MILPO will forward, monthly, to the unit commander, a report (AAC-C01 Enlisted Personnel Eligible for Promotion) listing those eligible soldiers. Commanders may advance exceptional soldiers to PFC provided the soldier has completed six months time in service (TIS) and two months time in grade (TIG) as a PV2. Here again, advancement of these soldiers to PFC may not result in more than 20% of the units assigned/attached PFC strength. Advancement to PFC may be denied those soldiers the commander feels is not worthy by initiation of DA Form 4187.

(3) Specialist 4/Corporal: Unlike advancements to PV2 and PFC, advancement to SP4/CPL is not automatic and takes the approval of the

unit commander. To be eligible for advancement to SP4/CPL a soldier must have completed at least 24 months TIS and six months TIG. Monthly, the servicing MILPO will forward to the unit commander the Enlisted Personnel Eligible for Promotion Consideration report indicating all soldiers who are currently a PFC. Based upon recommendations from the soldiers NCO support channel and chain of command, the commander determines those soldiers qualified for advancement. Superior PFC soldiers may be accelerated to SP4/CPL upon completion of 12 months TIS and three months TIG, provided the accelerated advancement does not exceed 20% of the units assigned SP4/CPL strength having less than 24 months TIS. Some soldiers may be required to appear before a promotion selection board to obtain an order-of-merit list status prior to advancement to SP4/CPL. Though selection boards to SP4/CPL are not mandatory, if conducted, must be in accordance with established promotion board procedings (see SGT and SSG below). Those soldiers requiring a security clearance for advancement to SP4/CPL may be advanced based on an interim clearance. Soldiers may be advanced to SP4/CPL upon completion of 24 months TIS without regard to the 20% assigned strength requirement.

b. Semi-centralized promotion to Sergeant and Staff Sergeant:

(1) The name semi-centralized is given as the soldier is recommended by the unit commander, approved for promotion board appearance/consideration by the promotion authority (first LTC (or above) commander), and is promoted upon meeting or exceeding promotion cut off scores announced monthly by Headquarters, Department of the Army (HQDA).

(2) Upon recommendation of the unit commander and approval for appearance/consideration by the promotion authority, the servicing MILPO prepares a DA Form 3355 (Promotion Board Worksheet). The promotion worksheet is a listing of the soldiers administrative points, for the following items with a maximum of 800 points:

ITEM	MAXIMUM POINTS
Duty Performance	200
Skill Qualification Test	200
Awards and Decorations	50
Military Education	150
Civilian Education	100
Military Training (Marksmanship and Physical Readiness Test)	100

Verification of the administrative data is accomplished by signature of the recommended soldier.

(3) Soldiers may compete for promotion to SGT or SSG only in their Career Progression MOS (CPMOS) or Secondary Military Occupational Speciality (SMOS) for Space Imbalance MOSs (SIMOS) personnel in either the primary or secondary zone as determined by their TIS. It is noted that a

soldier may compete for promotion three months prior to primary or secondary zone consideration. Those soldiers attaining recommended secondary list status are administratively placed in the primary zone three months prior to meeting primary zone TIS requirements. In the interim period between secondary and primary zone placement, the soldier continues to compete within the secondary zone.

(4) Sergeant: To initially compete in the primary zone, soldiers must possess a minimum of 36 months TIS. For secondary zone consideration, candidates must possess a minimum of 18 months TIS. TIG requirements as SP4/CPL being considered to SGT in the primary or secondary zone is eight months, of which four months may be waived by the promotion authority. Upon promotion to Sergeant, the individual incurs a three month service obligation.

(5) Staff Sergeant: For primary zone consideration to SSG, SGTs must possess at least 84 months TIS. To be considered for the secondary zone, SGTs are required to have a minimum of 48 months and obtain a minimum of 575 administrative points. TIG for SSG consideration, for both zones, is ten months of which five months may be waived by the promotion authority. Upon promotion to SSG a twelve month time remaining service obligation is incurred.

(6) Regardless if competing for Sergeant or Staff Sergeant, Primary or Secondary Zone; all soldiers must appear before a promotion selection board convened by the promotion authority. A Board Member Appraisal Worksheet (DA Form 3356) is used to evaluate the soldier. A maximum of 200 board points is possible for the following areas:

AREA	MAXIMUM POINTS
1. Personal Appearance, Bearing and Self-confidence	30
2. Oral Expression and Conversational Skill	35
3. Knowledge of World Affairs	25
4. Awareness of Military Programs	25
5. Knowledge of Basic Soldiering (Soldiers Manual)	45
6. Soldiers Attitude (Includes - Leadership and Potential for Advancement, Trends in Performance, etc.)	40

Upon selection by the promotion board and approval by the promotion authority, names of selectees are placed on a Recommended List for Promotion of Enlisted Personnel (AAC-C10) report. In order to be placed on the AAC-C10, soldiers approved to SGT must have a minimum of 450 administrative and board points. For those approved to SSG a total of 550 administrative and board points is

required. The servicing MILPO is responsible for data computation, and updating both the Standard Installation Division Personnel System (SIDPERS) and the Enlisted Master File (EMF) by the soldiers Promotion/Progression MOS (PRMS) and total promotion points. Should a soldier not attain the minimum administrative board points or not be recommended by a majority of the promotion board, they will not be integrated into the ACC-C10 and are required to be counseled by the recommending commander where there are weak areas and ways to improve are to be discussed. Non-selected soldiers are eligible to reappear before another promotion board after a minimum of three months.

(7) Soldiers competing for SGT or SSG, either primary or secondary zone, will have their administrative points automatically recomputed yearly, by the servicing MILPO, without board reappearance. Those soldiers having 50 or more additional administrative points may request administrative reevaluation at any time and may opt to reappear before the promotion selection board. Soldiers having less than 50 administrative points may request reevaluation six months subsequent to initial board appearance or reevaluation, but must reappear before the promotion selection board. Those soldiers opting for or required to reappear before the promotion selection board will receive the new administrative and board points effective three months following board reappearance. Those reappearing soldiers not recommended by the board majority, will be immediately removed from the ACC-C10 report.

(8) Soldiers who volunteer for or are involuntarily reclassified, for reasons other than listed below, will retain recommended list status in the new CPMOS. CPMOS becomes effective 90 days following a reclassification action; the old CPMOS is used during this 90 day period.

(9) Mandatory removal from an approved promotion list - SGT or SSG is necessitated due to:

(a) Failure to submit to SQT evaluation (own fault) or two consecutive SQT failures (failures may be waived by unit Cdr).

(b) Failure to qualify for appropriate security clearance (own fault).

(c) Failure to meet (extend current enlistment/reenlist) time remaining service obligation prior to the effective date of the promotion orders.

(d) Approval and imposition of a local or DA imposed bar to enlistment/reenlistment.

(e) Involuntary reclassification due to misconduct, inefficiency, or loss of qualification.

(f) Administrative error (lack of qualifying criteria i.e., TIS, TIG).

(g) Lack of satisfactory performance on the unit weight control program or exceeding body/fat (though performance may be satisfactory).

(h) Failure to satisfactorily complete an approved course of instruction due to a directed reclassification action.

(i) Reduction in grade.

(10) A promotion authority will consider removal of a soldier due to:

(a) A recommendation as a result of a removal board.

(b) Punishment from recent UCMJ action.

(c) Written request of the soldier.

(11) Due to an Army of Excellence initiative, a fully automated promotion worksheet for SGT and SSG and recomputation of administrative points will be initiated in Jan 88. This new worksheet will also be used to "upload" data into the EMF.

(12) Those soldiers, PV1 - SSG, who have received an enlistment/reenlistment/variable reenlistment or selective reenlistment bonus are excluded from being promoted outside of their CPMOS except for mandatory reclassification action. Further, soldiers enlisting in the Army based upon the Army Civilian Acquired Skills Program (ACASP) may be appointed/promoted thru SSG irrespective of TIG, TIS and unit percentages as previously discussed, based upon their enlistment contract and concurrence of the unit commander.

c. Centralized promotion to Sergeant First Class, Master Sergeant, Sergeant Major and Command Sergeant Major:

(1) Centralized promotions to these grades are done by yearly convened boards by HQDA. Like previously described advancements and promotions; promotions to the senior NCO ranks is divided into a primary and secondary zone. The exception to this rule is consideration to Command Sergeant Major, where all personnel in consideration for SGM, soldiers who are currently a SGM or NCO previously selected for SGM are considered for CSM appointment.

(2) Soldiers will be notified, via their servicing MILPO, as to which zone, based upon TIG, they will be eligible for consideration. Further, NCOs eligible for promotion consideration, will be asked to verify a portion of their local personnel records and certify their current height and weight by their signature which will be used by the promotion board. Soldiers unable, due to TDY or other reasons (unable or unwilling), to verify their local personnel records will have the record certified by the servicing MILPO.

(3) Soldiers in the zones of consideration are not personally permitted to appear before the promotion board. However, they may forward to the promotion board president, any correspondence they feel may better describe their qualifications from that contained within their official records. Letters from other personnel, than those being individually considered, is not allowed.

(4) Board action - As previously stated, promotion boards are convened annually to consider those soldiers in the primary and secondary zones for promotion. All soldiers, within the established zones are automatically considered. As an exception to this policy, those NCOs eligible for CSM consideration may decline. Promotion boards are comprised of a minimum of five voting members with the president being a general officer. When desired, a promotion board may be subdivided into panels, to consider soldiers within Career Management Fields (CMF). The promotion board will receive a letter of instruction from HQDA (DCSPER) outlining the maximum number of selectees from each of the two zones and the maximum number of CSM designees based upon projected grade end strength and current needs of the Army. Like other promotion boards, centralized boards are to select the most outstanding NCOs based upon a review of the Official Military Personnel File (OPMF), types of positions held, and enlisted efficiency reports (EERs) utilizing the "whole person" concept.

(5) Soldiers selected for promotion to SFC, MSG or SGM will be given a promotion sequence number relative to their DOR among others selected. NCO designees to CSM will be appointed to CSM upon a position vacancy. Those soldiers not selected are not provided with reasons for nonselection nor ways to improve their promotion competiveness. However, nonselectees should review the demographics provided with the selection list to see how they compare with those selected.

(6) Upon promotion to SFC, MSG or SGM, the NCO incurs a two year remaining service obligation effective upon the effective month of the order. Some NCOs may be recommended for and promoted outside their current CMF and CPMOS based upon previously held positions and/or current/projected needs of the Army. Soldiers accepting the promotion will, in this case, have the recommended promotion MOS designated as their PMOS. Should the NCO not accept the new MOS, he is then deleted from recommended promotion list status effective the month of the promotion order.

(7) Enlisted Standby Advisory Board (STAB) performs two functions:

(a) First, the STAB is used to consider NCOs who were erroneously omitted from initial consideration. Further it is charged to review NCO records that were improperly constituted due to derogatory information that has subsequently developed and may warrant removal from the promotion list. It is also to consider those NCOs erroneously not considered, those soldiers previously not considered by prior board(s) and for those NCOs where inaccurate information is listed on the performance fiche (i.e., an

adverse EER appeal that was granted and remains on the performance fich or UCMJ action of another).

(b) Second, the STAB will consider recommended NCOs for removal from recommended list status to the senior NCO ranks due to reasons described for Sergeant and Staff Sergeant. Removal consideration must be implemented by the soldier's chain of command and must allow the NCO to acknowledge receipt and submit statements in rebuttal. Recommended removal action (including rebuttal statements) are forwarded via command channels to the Army General Courts Martial (GCM) convening authority or first Army general officer with a Judge Advocate for removal consideration by HQDA. It is noted that the request for removal action may be disapproved by any commander within the chain of command.

RC CONSIDERATIONS

a. Army National Guard

(1) General. The ARNG promotion system will:

(a) Fill authorized enlisted vacancies with qualified soldiers who have demonstrated potential for increased responsibility.

(b) Provide for career progression commensurate with ability and potential.

(c) Attract and retain high caliber individuals for careers in the ARNG.

(d) Provide equitable treatment for all soldiers.

(e) Preclude from promotion individuals who are nonproductive/nonpromotable.

(2) Promotion Authority

To grade	CO, BTRY, UNIT COMMANDERS	LTC LEVEL COMMANDER	COL LEVEL COMMANDER
E2 - E4	X		
E5 - E6	X		
*E7 - E9		X	

* Promotions to MSG and SGM are controlled for AGR (ARNG) personnel. Authority must be obtained from NGB.
Reduction authority is the same as promotion authority listed above.

(3) General Promotion Criteria

(a) Be in the active ARNG.

(b) Be assigned to a Federally recognized unit position as authorized by TOE, MTOE, TDA, MTDA.

(c) Be recommended by the unit commander.

(d) Be serving in the pay grade next below that to which promotion is to be made.

(e) Satisfy the time in pay and grade requirements.

(f) Be qualified in the MOS for which the promotion is being made.

(g) Meet the standards of AR 600-9.

(4) Promotion Boards

(a) Selection Boards will accomplish the following:

((1)) Review all documentation attached to each recommendation for promotion to ensure accuracy and completeness of administrative points awarded each individual.

((2)) Each board member will complete an Appraisal Worksheet for each enlisted member being considered for promotion. Recorders will arrange the list of names in order of merit based on the total points indicated on the form.

((3)) Recommend for promotion only those enlisted members who have achieved the minimum promotion selection board total scores. The score is a composite of administrative requirements, commander's evaluation, and board evaluation points. In no case will an individual be recommended for promotion on administrative points alone.

(b) After approval of the board action by the appointing authority, the recorder will return the completed worksheet through the appropriate promotion authority to the individual's commanding officer for counseling and promotion.

b. United States Army Reserve

(1) General

(a) In order to standardize promotion qualification throughout the US Army Reserve and ensure promotion of the best qualified individual, enlisted promotion selection board action will be required for all individuals promoted to SGT through SGM.

(b) Promotion to SGT through SGM will be based solely on the members qualifications and on appropriate MTOE/TDA position vacancies. In the case of promotions to SGT through MSG, the promotion may not exceed the cumulative vacancies for that pay grade.

(c) TOE and TDA troop program units (TPU) are authorized to recruit 25 percent overstrength of the required strength.

(2) Promotion Authority

To grade	CO, BTRY, UNIT COMMANDERS	LTC LEVEL COMMANDER	COL LEVEL COMMANDER
E3 - E4	X		
*E5 - E6	X		
*E7 - E8		X	

* AGR (USAR) SSG - SGM promotions are controlled by HQDA (CG, RCPAC). Reduction authority is the same as promotion authority listed above.

(3) PV2 promotions are based upon TIS (six months), personnel promoted without regard to unit vacancy status.

(4) Unit vacancy and selection board results determine if a soldier will be promoted from SGT - SGM. To be eligible the soldier must:

(a) Be a member of the Ready Reserve.

(b) Be recommended by commander.

(c) Have TIG/TIS requirements.

(d) Meet minimum education requirements.

((1)) 8th grade completion for SGT (effective June 86 - HSAG required)

((2)) HSDG or GED for SSG - SGM

(5) IRR

(a) PFC through SSG promotions considered without regard to unit vacancies.

(b) Promotions limited to grades PFC - SFC below DA level.

(c) MSG and SGM promotions through DA selection board.

(6) Promotion Boards

(a) Selection Board Actions

((1)) Selection boards consider all documentation attached to each recommendation for promotion to ensure accuracy and completeness of administrative points awarded each individual.

((2)) Enlisted personnel are subject to personal appearance before promotion selection boards at the discretion of the commander exercising convening authority.

((3)) Each board member will complete a DA Form 3356 (promotion worksheet) for each enlisted member being considered for promotion.

((4)) The recorder places selectee names in order of merit.

((5)) Selection boards may recommend for promotion only those enlisted members who have achieved the following minimum total scores (composite of administrative points and board evaluation points).

PROMOTION TO GRADE	MINIMUM TOTAL SCORE
E5	500
E6	550
E7	600
E8	650
E9	700

(b) Unit commanders will promote and counsel individuals as appropriate.

3. Qualitative Management Program

References:

AR 600-200
AR 601-280
AR 635-200

a. The Army's goal is to retain highly motivated, disciplined, and productive soldiers capable of contributing to the demanding missions of the 1980's and beyond. The Qualitative Management Program (QMP) exists to insure that the enlisted force remains vigorous, productive and professional. It minimizes promotion stagnation and prevents aging of the force by denying reenlistment to nonprogressive and nonproductive soldiers. In application, the program denies reenlistment to those who do not measure up to the Army's standard.

b. QMP is really two subprograms which operate independently of each other. They are the Qualitative Retention Subprogram and the Qualitative Screening Subprogram. Following is a brief description of these two different subprograms:

(1) Qualitative Retention Subprogram. The subprogram is commonly referred to as the "up or out" program. Proponency for this program is AR 601-280 (Reenlistment). It establishes time limitations (known as reenlistment ineligibility points) or "suspense" dates for promotion to the next higher grade. If the soldier fails to attain recommended list status to the next higher grade by the reenlistment ineligibility point, he/she must separate at normal ETS unless granted a waiver. The chart below illustrates these reenlistment ineligibility points:

Grade	Total Active Service
E4	8 years
E5	13 years
E6	20 years
E7	24 years (30 years)
E8	27 years (33 years)
E9	30 years (33 and 35 years)

(The figures in parenthesis apply to special bandsman and to SGM and CSM under the SGM and CSM Retention Programs)

(a) Thus, a SP4/CPL must attain recommended list status to SGT by the 8th year of active Federal service; if not, he/she is not qualified to reenlist because of grade criteria. (Chapter 2, AR 601-280). Soldiers who are on the local order of merit list to grades SGT/SSG will be considered for reenlistment under the criteria of the grade to which they will be promoted.

(b) General Court-Martial Convening Authorities (GCMCA), the first general officer in the chain of command, and CG, MILPERCEN may grant waivers to these reenlistment ineligibility points in certain cases.

(2) Qualitative Screening Subprogram.

(a) The other subprogram of the QMP is qualitative screening by HQDA centralized selection boards. This feature is commonly referred to as a HQDA Bar to Reenlistment. All SGTs (who have completed 11 years AFS) through SGM are screened. SGTs with over 11 years AFS are identified to be considered by the MSG promotion board. Those in the rank of SFC through SGM are considered for promotion/selection by the appropriate board and if nonselect, are considered for QMP. Command Sergeants Major and personnel with 28 years AFS are exempt from screening. The qualitative screening subprogram procedures result in DA imposed bars to reenlistment for those soldiers who do not meet Army standards.

(b) Centralized promotion boards for selection to SFC through SGM identify those soldiers whose overall records warrant being barred from reenlistment. These boards consider the entire OMPF and closely scrutinize trends on evaluation reports, disciplinary action and performance. Although the board does not record every reason for the final decision to impose the bar to reenlistment, those documents which most significantly contribute to that decision are identified.

The chart below shows the number of soldiers separated under the QMP program by year, beginning in 1983 through Jul 1985.

FY	E4	E5	E6	E7	E8	E9	TOTAL
83		437	697	384	33	14	1565
84		456	793	135	199	76	1659
85		0	359	0	77	20	456
TOTAL		893	1849	519	309	110	3680

(4) CMF

As mentioned in the description of the semi-centralized and centralized systems, the number of soldiers promoted in each MOS is determined by what is needed to meet Army requirements. These requirements are identified by comparing inventories and current and projected authorizations by MOS. Because authorizations and inventories vary by MOS, promotion opportunity will also vary by MOS.

(5) Capper MOS

Career planning is a responsibility of the individual soldier and the chain of command. HQDA provides CMF management that gives the soldier an opportunity for utilization in related MOS as well as progression to SGM. If a soldier's PMOS does not facilitate progression to SGM, at certain points in a career, soldiers must make decisions that will effect their future. The soldier must be informed of the MOS which offers the best opportunity, at that time for career progression.

B. Specific Concerns

1. Should SGTs be allowed to stay for 20 years (QMP)?

2. Selection criteria for promotion to SGT/SSG is not standard.

3. Is the promotion worksheet equitable?

4. Do promotion opportunities vary by MOS?

5. Do capped MOS realistically allow promotion opportunity?

III. Concern: Should sergeants be allowed to stay for 20 years (QMP)?

A. Findings

1. The field perception is that:

a. The up-or-out program has an impact on those MOSs that have a perpetually high cut off score (SGT and SSG).

b. Some soldiers do not want to be supervisors (would rather do technical jobs).

c. Promotion opportunity is increased if soldiers are released at their reenlistment ineligibility point.

2. Some soldiers are unaware of QMP waiver option.

3. CDRs/CSMs stated there is a loss of experienced soldiers to perform technical operations at the lower grades.

B. Analysis

1. While it is true that the Qualitative Retention Program acts as a check valve to eliminate substandard or marginal performers, the possibility exists that some soldiers are promoted beyond their capabilities or personal desires by a well meaning chain of command who inflates ratings in an attempt to protect a good technician from possible QMP action. How many soldiers would stay in the Army as a SP4/CPL or SGT because of job satisfaction or how many are promoted beyond their capabilities is difficult to determine.

2. Of particular concern is the loss of experienced soldiers, who perform technical operations at the lower grades, either to promotion (into a supervisory position) or ETS. A recent survey conducted at Aberdeen Proving Ground highlights the technical experience level differences of civilian and military mechanics - average civilian had 18 years experience while the average soldier had only 15 months. Soldiers averaging only 15 months experience do not have the opportunity to really become effective.

3. The field perception that the up-or-out program impacts on those MOS that have a high cut off score is invalid. They reason that a soldier can't get promoted in those MOS because of the high score, and therefore, fall into the QMP program at their 11th year in service. What they fail to realize is promotion list standing makes them eligible for the next higher rank reenlistment ineligibility QMP point. For example, QMP point for a SP4 (P) is 13 years.

4. The TRADOC EMPS Study Group addressed the perception that retention of the SGT who does not advance will stagnate promotions to SGT. They used a computer model, the Personal Objective Support System-Enlisted (POSS-E) to address this concern. Their analysis of 12 MOS selected at random

shows that the promotion potential for SP4/CPL to SGT would not change if the ineligibility point were extended to 20 years.

5. Our present QMP retention policy seems at odds with forecasted accession difficulties. Those projected recruiting difficulties will be the result of a steadily decreasing 18-23 year old population through 1991. Based on those projections, any additional demands for manpower replacements will encounter increasing competition and make accessions more difficult to recruit.

6. Some soldiers believe the up or out policy is iron clad and are unaware of possible waivers as evidenced by the desire to have a counterpart to the commissioned officer selective retention program.

7. As a result of recent Army of Excellence (AOE) initiatives, administrative requirem ts associated with QMP selection notification have been streamlined. Beginning Jan 88, the requirement to submit a QMP option statement after being notified of QMP selection has been eliminated and replaced with DA Form 4941-R (addresses both counseling and soldier options).

8. Reserve Components are not affected by this decision as ARNG and USAR SGTs are not considered for QMP review until their 20th and 21st year respectively.

C. Conclusions

1. The health of our NCO Corps can only be improved as a result of the positive benefits gained by extending the ineligibility reenlistment ineligibility point to 20 years. Soldiers remaining on active duty will enjoy an increased sense of job security and provide a nucleus of skilled trainers. Additionally the administrative workload associated with a waiver request will be eliminated. Finally, any confusion or misperception about program waivers will be eliminated.

2. The quality of those affected by this proposed policy change will remain high as they will continue to be subjected to the present qualitative review.

D. RC Implications: None

E. Recommendations: Extend SGT reenlistment ineligibility point to 20 years.

F. Resource Implications: None

IV. Concern: Selection criteria for promotion to SGT/SSG is not standard.

A. Findings

1. Semi-centralized board findings included:

a. 32% of the commanders/CSMs interviewed stated that selection criteria is not standard but varies with specific commander requirements. Examples cited included: require attendance at PLDC, passing score on SQT, and demonstrated CTT proficiency.

b. 72% of the Cdrs/CSM's addressing promotions stated the "BEST" were selected for promotion.

2. Centralized board findings included:

a. Although 72% of the commander/CSM groups commenting on the quality of those selected stated that the promotion system recognized those soldiers best qualified to serve at a higher level of responsibility, only 46% of NCO respondents agreed (agreement tended to increase with rank).

b. 79% of those NCO groups interviewed stated the EER was inflated.

c. 79% of the respondents perceive that college courses are required to be competitive - the more the better.

d. Thirteen of eighteen groups of commanders/CSM's interviewed believed the overall system is good and the Army is promoting the right soldier.

B. Analysis

1. General

a. In determining the effectiveness of the promotion system it is important to emphasize the primary reason the promotion system exists - to meet Army requirements by MOS and grade. The number and MOS of soldiers to be promoted must be based on what is needed to fill current or projected Army authorizations. How well the system fulfills this requirement is the first measure of the effectiveness of the system.

b. For the promotion system to be effective it must be able to select the right people. This means selecting the best qualified soldiers in the MOS being considered. "Best qualified" is determined by examining how soldiers stack-up using the "Whole Person Concept". Some factors considered include: education (both military and civilian), SQT score, job history, EERs and physical profile status. Promotion is not a reward for past service, rather it is recognition that the individual possesses the potential to successfully fulfill the requirements of the higher grade.

c. The promotion system also provides career progression for those who demonstrate potential. Limited by the Army requirement factors discussed earlier, the system does provide selected soldiers, the opportunity for career progression by allowing them to demonstrate their ability at higher levels of responsibility and authority. This allows and fosters professional

development as promotion signals additional training and education required and causes assignments in the higher grade. Since promotion evaluation is based on demonstrated potential it pushes soldiers to seek responsibility and individual development. Although not the primary purpose, the promotion system does support professional development.

d. Findings from the field and comments from Commanders and Command Sergeants Major, indicate the current promotion system is doing a satisfactory job.

(1) Currently, the Army has approximately 100 percent of the NCOs authorized in each grade. While overages and shortages continue to exist within MOS, Force Alignment Plan I (FAP I) actions are working to correct this at MOS level. The number of soldiers in critically imbalanced MOS (outside the 80-120 percent fill range) was reduced from 29,000 in Jun 84 to less than 16,000 in Sep 85. It is expected that through the use of more precise SGT/SSG promotion cut off scores and strict adherence of SFC - SGM promotions in accordance with Army needs, overages and shortages will continue to decrease.

(2) While promotion by MOS is in accordance with Army requirements, a concession is made to ensure the best qualified soldiers are selected. To accomplish this, the semi-centralized and centralized systems do not consider grade shortages by command, but instead base promotion on those who meet the MOS cut off score or are judged the best qualified under the "whole person" concept. This sometimes causes grade imbalances by command, but is accepted in order that the best soldier will be selected rather than promoting those who happen to be at the right place at the right time. While a system could be devised allowing commanders to select in a completely decentralized method, only those soldiers where vacancies exist would be considered and thus would not insure that the best soldiers were always selected. Commanders and CSMs are comfortable, that for the most part, the right soldier is being selected, and believe the current system is adequate.

e. Items of dissatisfaction with the current promotion system have more to do with "fine-tuning" some of the specific processes than an overhaul of the total system.

2. Semi-centralized

The finding that selection criteria for promotion board appearance is not the same throughout the Army is accurate. Criteria varies from unit to unit and command to command. This variation exists because different requirements are established by commanders of those organizations. Regardless of those variances, the majority of Battalion Commanders and Command Sergeants Majors stated that the current system is meeting the Army requirements and the best qualified soldiers are being promoted.

3. Centralized

a. Centralized selection boards are unable to select all soldiers considered to be fully qualified because promotion opportunity must

be dictated by Army Requirements. Therefore, only the highest quality NCO is selected for promotion. In determining whether an NCO under consideration is fully qualified for selection, the board satisfies itself that the NCO is qualified professionally and morally, has demonstrated integrity, is physically fit and is capable of performing duties expected of an NCO with his or her qualifications in the next higher grade or position. This is evidenced by the profile analyis LOI published upon completion of every board and forwarded to the field for review. Below is but one example of the data provided in the profile analysis:

PROFILE ANALYSIS
SENIOR ENLISTED PROMOTION SELECTION BOARD - E9
RCS - CAPCX298

EDUCATION

PRIMARY ZONE

		COLLEGE GRADUATE		3 YEARS COLLEGE		2 YEARS COLLEGE		1 YEAR COLLEGE		HS-GRADUATE GED			AVERAGE EDUCATION
CMF	MOS	SEL	NON	SEL	NON	SEL	NON	SEL	NON	SEL	NON	TOTAL	FOR SELECTS
	11B	6	2	7	6	21	43	18	43	45	213	404	13.1 years
	12Z	0	1	3	2	11	5	4	8	12	39	85	13.2 years

b. At the present time civilian education above a high school diploma or GED equivalent is not a requirement. However, the need for civilian education beyond that of high school completion is perceived by approximately 64% of noncommissioned officers as being a requirement for promotion. That perception has been reinforced by the profile analysis, above, that is a part of selection board results and news media statements such as, "The soldier who had completed the Sergeants Major Academy and had completed at least two years of college had the top advantage before the board." (Army Times). Messages of this type have a direct impact on conclusions drawn by soldiers as to what is required for promotion.

c. Most soldiers believe a near maximum EER score is required for promotion. EER average scores as of July 85 were; SGT 121.64, SSG 122.92, SFC 123.88, MSG/1SG 124.17, and SGM/CSM 124.56 out of a maximum 125 points. In spite of that field perception, recent promotion/school selection questionnaire analysis highlighted the adequacy of the present enlisted evaluation report as a tool in the selection process.

d. Thirteen of eighteen commander/CSM groups interviewed believe that the promotion system is good and the Army is promoting the right soldiers.

C. Conclusions

1. Though selection criteria for promotion varies by unit and command, the combination of unit/board recommendation and the HQDA cut off score creates a satisfactory selection/promotion system.

2. There are differences in the specific guidance given to each and every board for selection of soldiers to the next higher grade. These differences are necessary to allow the personnel system an opportunity to react to changing Army requirements. Through that guidance the best qualified soldiers are selected to meet the needs of the Army.

D. RC Implications: None

E. Recommendations: No change to the selection/promotion process is required.

F. Resource Implications: None

V. Concern: Is the promotion worksheet equitable?

A. Findings

1. Field findings included:

a. Promotion worksheet generally good.

b. A few field responses perceived it unfair to award points for GED completed after entering service.

2. All soldiers do not have equal opportunity to improve weapons qualification score/promotion points.

B. Analysis

Soldiers and commanders understand the use of the 1000 point worksheet and are basically satisfied with its use. Sections of the worksheet which illicited comments during field interviews are:

1. Civilian Education:

a. Complaints regarding the award of 10 points to non-high school graduates who obtain their degree or GED while in the service, indicate a misunderstanding of the purpose behind this award. The intent of this 10 points is to cause soldiers to strive to improve themselves with regard to their education. These same 10 points are awarded to high school graduates for the first college class or CLEP exam they successfully complete. There is not an inequity in this point award since it is not the high school degree, per se, which merits the points, but the demonstration of improvement which is available to all soldiers. As of 1 MAR 87, when promotion to sergeant will require HSD/GED, the award of points will be discontinued, as obtaining the degree becomes a necessity rather than a demonstration of initiative.

b. There was some concern expressed regarding the difficulty some soldiers have acquiring civilian education. This primarily involves combat arms soldiers required to participate in extensive field exercises. This possible inequity in opportunity to attend college classes, due to duty requirements cannot be denied. But, the degree to which this opportunity is limited varies greatly and primarily depends on how well classes are scheduled to accomodate field requirements. Most commanders are aware of the soldier's concern and take steps to provide educational opportunity. As should be the case, mission and military training requirements take priority. Because different MOS have different duty requirements, the perception of inequity between MOS will always exist. This should not negate the reward of educational achievement and no change to the points awarded is necessary.

2. Weapons Qualification

a. The next issue to be brought to light as possibly being unfair is the weapons qualification score. The importance of junior soldiers demonstrating weapons proficiency was reinforced during the last modification to the promotion worksheet. Currently, a soldier can obtain up to 50 promotion points for his/her weapons qualification score. The following breakout is listed:

EXPERT - 50
SHARPSHOOTER - 30
MARKSMAN - 10

For purposes of computation, a soldier's latest score is used to award points. There are, however, a number of soldiers who cannot improve their point total because there is no requirement nor opportunity for them to fire for qualification. Soldiers in duty positions not assigned individual weapons, are not required to train or qualify with a weapon. (AR 350-4)

b. Resource constraints (time, money, and facilities) prohibit everyone from firing. Upcoming changes to AR 350-4 will also make the weapons qualification program more restrictive by requiring more preliminary marksmanship instruction prior to record firing. Recent visits to the field indicate that a few senior soldiers in TDA positions who have not fired a weapon since Advanced Individual Training. In a number of cases soldiers had gone as long as 15-17 years since firing their individual weapon.

c. Promotion points for markmanship performance is a great incentive, but our system must ensure that all soldiers have the opportunity to benefit from such a program. As currently outlined, the point breakdown is fair by virtue of the level of proficiency a soldier attains; however, resource limitations realistically prohibit this program.

C. Conclusions

1. Civilian Education

The current award of civilian education points on the promotion worksheet provides an incentive for soldiers to seek improvement. There is no reason to change the scoring breakout at this time. Soldier attempts to acquire civilian education should be encouraged as much as possible within the constraints of mission requirements. This should include tailoring educational opportunities to better meet unit field training schedules.

2. Weapons Qualification

a. The importance of weapons training and resulting weapons qualification as an indication of promotion potential was reemphasized when it was included on the promotion worksheet.

b. Granting promotion points for weawpons qualification scores, while not providing everyone an equal opportunity to fire, creates an inequity in our current system.

c. That inequity occurs because of the current exemption for soldiers not asigned individual weapons and only affects those who last fired marksman or sharpshooter. That inequity is further reduced because numerous commands, although not required, seek opportunities for their soldiers to fire/qualify.

D. RC Implications: None

E. Recommendations:

1. No change is required on the 1000 point promotion worksheet.

2. ODCSOPS explore ways to correct weapons qualification inequity.

F. Resource Implications: None

VI. Concern: Do Promotion Opportunities Vary by MOS?

A. Findings

Field findings included:

1. Promotion opportunity is severely restricted in some MOS.
2. Many MOSs had high promotion cut off scores(e.g. overstrength MOS).
3. Army is losing highly qualified soldiers because they believe advancement opportunity is limited.

B. Analysis

1. As has been indicated, the first priority of the promotion system is to meet Army requirements. This is done as promotion cut off scores and

promotion objectives to centralized boards are determined on an MOS-by-MOS basis, comparing current inventory by grade, current and projected authorizations, and the number of people on the recommended promotion list. The cut off score and objectives are then selected to cause the number of promotions in each MOS that will equal the number needed to fill Army requirements. This process limits the number of promotions and may cause promotions to be slow in certain MOS.

2. In the initial development of EPMS, MOS/CMF were designed to provide promotion opportunity for each MOS and a progression path allowing each individual to achieve SGM depending on their ability and demonstrated potential. Factors, such as MOS grade structure, design norms and standards of grade authorizations, are used to maintain an MOS's promotability. Even with this, there are several reasons why promotion opportunity may be limited or low in an MOS: overstrength in the MOS or grade in question, a decrease in projected requirements for the MOS due to a restructuring or modernization action, or a constrained structure for the MOS (limited requirements at higher grades).

3. The problem of limited promotion opportunity is recognized by the promotion system. Specialty proponents are tasked to review their MOS/CMF and initiate action when they determine this limiting of opportunity is occurring. ODCSPER and MILPERCEN review the promotion track record of each MOS as they establish cut off scores and objectives and also look for ways to correct limiting which is discovered. The ability of the system to correct or change the promotion opportunity of an MOS is not easy, and in some cases cannot be accomplished. Efforts to correct the problem are on going. Recent force alignment actions have urged reclassification to balance overstrength and understrength MOS. Force structure and modernization actions are examined to project the impact these may have on an MOS's grade structure and ensure this is considered in the resulting decisions. Proponents constantly review the feasibility of their CMF/MOS overall structure and make recommendations for change when appropriate. ODCSPER has initiated a program to issue Program Budget Guidance (PBG) by skill and grade in order to control authorization changes and move to more feasible grade structures. In the final analysis, Army requirements are first priority and it is possible a personnel management issue such as promotion opportunity for an MOS will not be the deciding factor. In these cases, limited opportunity may continue to exist and the individual affected will have to recognize this fact and take the individual action he believes is appropriate: attempt to reclassify to another MOS, or continue to work in the MOS competing for the promotions available even though somewhat limited.

C. Conclusions

Promotion opportunity by MOS is unequal. The need to promote to meet Army requirements by MOS does cause promotions to be slow or fast based on the MOSs inventory and authorizations. Army mission requirements do not always permit an MOS to have a feasible grade structure; there will always be MOS whose promotion opportunity is less than that of other MOS. This promotion inequity

by MOS is recognized and numerous actions and processes are in place to limit it is as much as possible. ODCSPER, with overall staff responsibility, must ensure this situation is watched in relation to the loss of needed and qualified soldiers.

D. RC Implications: None

E. Recommendations:

ODCSPER continue initiatives to achieve feasibility in MOS grade structure and balanced inventories by MOS and grade thereby lessening promotion bottlenecks. Proponents review structure and inventory, determining the impact on soldiers in their CMF/MOS, and develop corrective action as necessary.

F. Resource Implications: None

VII. Concern: Do capped MOS realistically allow promotion opportunity?

A. Findings

Field findings included:

1. Some MOS's do not have a logical "path" to SGM.
2. Different accession requirements exist between capper MOS and the merged MOS.

B. Analysis

1. Career management fields (CMF) are groupings of related MOS which provide visible and logical progression from entry into the training base to retirement as a SGM. MOS in any CMF are so related that soldiers in their specialty are thought to have the potential abilities and aptitudes for training and assignment in most of the other specialties in that CMF. However, paths in some CMF are not logical. Examples of paths in some CMF considered unfeasible are as shown below:

a. The transition from 51M40 SFC, Water Treatment Specialist to 76W50, MSG/SGM, Petroleum Supply Specialist appear to be unrelated fields. The water treatment specialist supervises or performs installation, operation and maintenance of water supply and treatment equipment and systems. Other than supervisory responsibilities, duties vary only minimally among skill levels. The petroleum laboratory specialist supervises or receives, stores, accounts and cares for, dispenses, issues, and ships bulk or packaged petroleum, oils and lubricant (POL) products. Major duties for the 50 skill level include "serves as principal or staff NCO in petroleum battalion, brigade or group, or in a comparable or higher level organization." While supervisory functions may include the water treatment specialist, the ability of this NCO to assist command/staff officers in appraisals of petroleum operations and training activities is doubtful.

b. The progression from 54C40, SFC, Smoke Operations Specialist, to 54Z50, MSG, Chemical Senior Sergeant, seems to leave a wide experience void for these senior NCOs who do transition. The duty requirements are dissimilar and the progression patterns, particularly type units assigned, differ greatly.

c. The progression from 64C40 SFC, Motor Transport Operator, to 64Z50, MSG, Transportation Senior Sergeant requires review. While the motor transport operation, SFC, is primarily charged with supervisory responsibility for subordinate personnel, the transportation senior sergeant may be required to perform the duties of a movement control officer, principle NCO in a transportation section of a division headquarters, or principle NCO in a terminal service company.

d. The transition from a 76C20 SGT, Equipment Records and Parts Specialist to a 76Y30, SSG, Unit Supply Specialist, is a difficult move. The sergeant usually works in the vicinity of the motor pool in most TOE units and is responsible to the motor sergeant and not the supply sergeant.

e. The problems in the medical field involve those specialties which require transition from highly specialized SFC positions, most of which are TDA positions to a 91B50, MSG/SGM position. This requires NCOs working continually in a hospital TDA position to perform the duties of a medical company first sergeant.

2. Different accession requirements may exist between the "capper" MOS and the merged MOS. If the NCO was unqualified for a MOS at the time of enlistment, he still may be unqualified for the MOS as an NCO, particularly if a higher mental category or scores in specific areas were required for the merged MOS. While prior experience may provide some leverage, that is only true if the merged MOS is related to the prior MOS of the soldier.

C. Conclusions

1. As evidenced by several examples cited in the analysis, some capper MOS do not allow realistic promotion opportunity.

2. Some specialties do not have a feasible path to SGM because the merger MOS is not related to the "capper" MOS and newly reclassified NCO are not perceived to possess the technical knowledge required of his new MOS.

3. The requirement for some merged MOS do not align with the prerequisites of the "capper" MOS.

4. MOS merging creates problems in some CMF. The problems usually involve NCOs who are promoted in merged MOS, without the necessary experience/unit training needed to function efficiently.

D. RC Implications: None

E. Recommendations: Soldier Support Center review the current MOS structure to insure logical relationships exist between the capper MOS and the MOS being merged. Insure the prerequisites for both the capper MOS and merged MOS are similar.

F. Resource Implications: None

Appendix X

Issue: How can the evaluation system better support professional development?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of how the evaluation system can better support professional development.

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

I. How can the Evaluation System better support professional development?

II. Discussion:

A. Description of the Issue:

1. References: AR 623-205 - Enlisted Evaluation Reporting System
AR 350-37 - Army Individual Training Evaluation Program, 15 Nov 83
Unclassified Message P151522Z May 85
Individual Training Evaluation Program

2. The Enlisted Evaluation Reporting System (EERS) is designed to support the Army's personnel management program and the career progression/development of the enlisted soldiers of the force. The Enlisted Evaluation Report (EER), measures the quality of the NCO Corps which in turn aids in determining the senior enlisted leadership of our Army.

3. AR 623-205 specifies that evaluation reports are designed to provide formal recognition for a soldier's performance of duty, a measurement of professional and personal traits, and to serve as a basis for counseling by rating officials on career progression and development. Communication between senior and subordinate is key to an effective evaluation system and is a necessity if the Army is to maintain high standards. The needs of the Army, the information provided in the evaluation reports, and the soldier's qualifications and potential are used to determine such favorable personnel actions as promotions, school selection, assignments, MOS classifications, and Command Sergeant Major designation. Further, the evaluation report is used when a soldier is being considered for unfavorable personnel action such as the Qualitative Management Program (QMP).

4. AR 623-205 applies to all noncommissioned officers in the Active Army, Army National Guard (ARNG), and the US Army Reserve (USAR).

B. Specific Concerns:

1. Is the EER a valid evaluation tool?

2. Does the EER encourage professional development?

3. Should ITEP be a major part of the evaluation system?

III. Specific Concern 1: Is the EER a valid evaluation tool?

A. Findings resulting from field visits:

1. A majority of NCOs perceive that the EER is too inflated.

2. A number of soldiers believe that if the senior-subordinate communication link were strengthened, the EER would be more useful.

3. Almost half of the soldiers interviewed believe the numerical portion needs to be eliminated.

4. Over half of the soldiers questioned indicated that the current EER failed to provide an accurate picture of their job performance.

5. The majority of commanders and command sergeants major believed that the best qualified NCO were being selected for promotion.

6. Many NCO perceive that raters do not take the time to properly prepare the narrative portion of the EER..

B. Analysis:

1. The EER numerical ratings are highly inflated (average scores by grade as of month end July 85; SGT 121.164, SSG 122.92, SFC 123.88, MSG/1SG 124.17, and SGM/CSM 124.56, -- maximum score is 125). The majority of the soldiers believe that because of the higher degree of inflation, as well as poorly written narratives, a true performance picture cannot be obtained from the current EER. Because of the inflated numerical portion, the narrative becomes the only discriminator. Unfortunately, soldier perceptions concerning this narrative are valid--raters do not take the necessary time to properly prepare the narrative. Some raters are poor writers and some do not fully comprehend the importance of the narrative portion and duty description. Thus, whenever a selection board reviews the EER, the rater's writing ability both good and bad, has significant influence. A majority of board members believe that the current EER provides the necessary discriminators to make the "best" selections.

2. Several additional factors have contributed to the present system's inflation. First is the length of time since the implementation of the current system. Historically, the longer a system is in effect, the greater the chance for increasing inflation. Further, the EER weighted averages were published by rank until 31 December 1983. By publishing these statistics, raters believed that they needed to rate their soldiers even higher to ensure they would remain above this average and make their soldiers competitive. Eliminating these statistics in 1983 did not eliminate inflation. Lastly, our current EER system has been unable to correlate the narrative comments or lack of narrative comments with the numerical portion.

3. Soldiers in the field offered a number of suggestions in an attempt to counter the problem of inflation. Most of the groups interviewed favored eliminating the numerical scores and proposed a methodology of "yes/no" in Part III in lieu of the current "1 through 5" numerical scores. The use of check marks was also suggested. Although these methods are a bit different, inflation would still appear, i.e., everyone would be given a "yes" or a check mark and the system would still not be able to discriminate. Removing the numbers is not in itself the answer to dampening the inflation problem.

4. Although mentioned a few times, another recommended change voiced during the structured interviews was a possible senior rater profile similiar to that used in the officer system. The profile could be beneficial in restricting inflation. However, the administrative burden may make it impractical unless restricted to selected ranks (There are significantly more NCO than officers).

5. Since the numerical inflation is so high, the narrative portion becomes a critical discriminator on the report itself. Comments obtained during field visits indicate a perception by NCOs that many raters do not take the required time, some are not capable of writing well, and some do not understand the importance of the narrative portion and duty description. In these cases, soldiers perceive the rater's ability to write as having a greater impact on promotion and selection board decisions than the actual job performance of the rated soldier.

6. The EER is the basis for generating communication between the rater and rated. Job requirements, performance objectives, and feedback on these requirements are the issues to be discussed. This communication line often will lead to improved job performance. If soldiers are to have an idea of their performance, communication, counseling or dialogue between rater and rated is necessary.

7. Despite the problems of inflation and narrative accuracy, comments from commanders and CSMs, as well as selection boards indicated that the best NCOs are being selected. These comments validate board evaluation of the EER as a useful selection tool. However, the negative perceptions of the validity of the EER must be addressed. To accomplish this, the EER managers need to correct the deficiencies of inflation and weak narratives in the current system. Unless there is an improvement in the system, NCOs will continue to perceive that the current EER as not providing an accurate picture of job performance.

C. Conclusions:

1. The EER can be a valid tool, however, there is need to correct the existing deficiencies either modifying the current system or developing a new one.

2. The EER is inflated and makes it difficult to identify the truly outstanding soldiers.

3. The EER does not provide a valid evaluation of the soldier's job performance.

4. There is a need for more rater - rated dialogue.

D. RC Implications: Same analysis applies to the Reserve Components.

E. Recommendations:

1. Evaluation Branch, MILPERCEN, in coordination with Office of the Chief of Public Affairs, continue to stress the importance of educating raters/indorsers in the proper preparation/completion of the duty description and narrative sections of EER.

2. Commanders need to continue emphasis on the importance of the EER, the need for a rater - rated line of communication, and to educate soldiers on how to prepare EER for their subordinates.

3. Evaluation Branch, MILPERCEN needs to look at ways to correct the existing deficiencies of inflation and weak narratives of the current system.

IV. Specific Concern 2: Does the EER adequately encourage professional development?

A. Findings:

1. Selection boards indicate they have no problem in making the best selections, and professional development discriminators are easy to pick out.

2. Part III, Section A of the current report touches upon professional development attributes (i.e. "seeks self-improvement" and "develops subordinates").

B. Analysis:

1. One purpose of the evaluation instrument, according to AR 623-205, is to generate communication between rater and rated on job requirements and feedback on performance and professional growth. Communication should lead to improved job performance. Nearly one-third of the groups interviewed expressed concern about the lack of communication between the NCO and the rater. Counseling, in general, was perceived to be non-existent and seldom were job performance objectives discussed until after the EER was written. Some soldiers did say the EER provided a communication tool, but usually in a negative manner, such as a threat. The communication that could result from the rater and rated discussing the EER could be a valuable contribution to professional development.

2. On the current EER, several blocks in Part III, Section A (Professional Competence) identify areas related to professional development (i.e., seeks self improvement and develops subordinates). A possible alternative is to align professional development in a section by itself, thus the values and attributes desired of NCOs could be reinforced. Besides the two items mentioned above, the eight requirements established by the study group to highlight what the Army expects of the NCO, need to be incorporated into the EER. This would increase the focus on professional development. These requirements are training skills, MOS competency, physical fitness/military bearing, basic educational skills, leadership skills, job proficiency, responsibility and accountability for actions, and committment to professional values and attributes. The EER is a evaluation which allows

those evaluated to know whether they have met the standards of excellence which apply to the soldier's job proficiency, MOS competency and the professional attributes determined by the other six requirements. Further, the EER should measure the total performance and this form of measurement must be understood, be valid and be consistent. These measured results should be made available to the soldier and need to be placed in his/her permanent record. The EER also becomes a tool which can be used by selection boards for promotion and school selection as well as its use for assignments.

3. Few soldiers in the structured interviews suggested possible use of an EER support form similiar to that used in the officer system. The suggestion did not generate much dialogue and was perceived by most to be an administrative burden. Most soldiers were not aware of the purpose of the support form, but a few did indicate that their units were using them. The underlying interest generated by the support form was that it provided another mechanism for senior/subordinate communication. Using a support form as such shifts more responsibility to the rated soldier and provides him/her a greater opportunity to impact on mutually agreed upon job goals at the beginning of the rating period. Further, impact at the end of the rating period could ensure a more accurate and complete narrative preparation.

4. Counseling statement requirements should be considered. However, senior - subordinate written counseling is already being done, thus a support form of sorts does not seem necessary. Currently the absence of well written, accurate, complete, and timely EERs are cause for concern. Administratively, it becomes a quality control workload and burden on those who monitor the system at unit level. Efforts in this area are definitely needed and ways to improve need to be examined.

C. Conclusions:

1. A separate section in the EER devoted to professional development is desired and would require the rater to comment on the rated soldier's motivation in each of the categories.

2. The eight requirements established by the study group should be incorporated into the EER either as a weighted section or as part of the narrative.

D. RC Implications: Same analysis applies to Reserve Components.

E. Recommendations.

1. That ODCSPER direct the Evaluation Branch, MILPERCEN, to develop an EER (either modify existing one or develop a new one) which will reduce inflation, include a section on professional development and include a section which would ensure rater/ratee communication. For example, focus on professional development by incorporating the eight requirements for Army PD of NCOs.

- Training Skills
- MOS Competency
- Physical Fitness Military Bearing
- Basic Educational Skills
- Leadership Skills
- Job Proficiency
- Responsibility and Accountability for Actions
- Commitment to Professional Values and Attributes

F. Resource Implications: Cost factors are being determined by ODCSPER in conjunction with the Evaluation Branch, MILPERCEN.

G. Implementation: Evaluation Branch at MILPERCEN modify existing system or develop a new system by June 86. Testing and actual implementation dates will be determined by the ODCSPER.

V. Specific Concern 3: Should ITEP be a major part of the evaluation system?

A. Findings:

1. ITEP provides information on individual job proficiency and MOS knowledge. That portion that deals with job proficiency should be included on the EER.

2. A proposed change to AR 623-205 will require commanders to consider Common Task Test (CTT) results, and Commanders' Evaluation results (CE) in preparation of the EER.

B. Analysis:

1. The current portion of ITEP linked to the personnel system is the evaluation of MOS knowledge provided by the SQT. This evaluation is reported directly to the Enlisted Master File and is considered during EPMS decisions. The other portions of ITEP, i.e., Common Task Test (CTT) and Commander's Evaluation (CE), although decentralized at the unit level, are used to determine the soldier's duty performance/job proficiency. A proposed change to AR 623-205 will require commanders to consider Common Task Test (CTT) and Commander's Evaluation (CE) results in preparation of the EER. This will then provide a full evaluation of job proficiency.

2. In order to specifically link CTT and CE with the EER, these results should be entered either as a "go" or "no go" directly on the EER. This is discussed in greater detail in the ITEP position paper.

C. Conclusion: CTT and CE results should be included on the EER. This addition would provide an evaluation of the soldier's total job performance.

D. RC Implications: Same analysis applies to the Reserve Components.

E. Recommendation: CTT and CE results should be entered on the EER as a "go" or "no go".

VI. Implementation: As outlined in the ITEP position paper.

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Appendix Y
Issue: Is the NCOPD system adequate for the Reserve Component?

Volume II
NCO Professional Development Study
Final Report

1. PURPOSE: To present individual research concerning the issue of the adequacy of the NCOPD system for the Reserve Component.

2. DISCUSSION: The NCOPDS issue papers were developed to elaborate on issues/problems identified by the NCO Professional Development Study Group. The papers represent the work of individual study group members and/or their respective NCOPDS team. The conclusions and recommendations cited in the issue papers were considered along with other inputs in the overall study effort and, specifically, in the development of the final recommendations presented to the Chief of Staff, Army on 4 December 1985.

1. Issue: Is the NCOPD system adequate for the Reserve Component?

2. Discussion:

a. Description of Issue:

To determine the adequacy of the NCOPD system for the Reserve Component (RC) NCO, certain constraints, unique to the RC soldier, and other problems areas must be addressed. RC personnel are authorized a minimum of 39 days for training per year (24 days in an Inactive Duty Training status and 15 days for Annual Training). The available time for individual training is further hampered by the following:

- o Civilian occupation commitments.
- o Conflicts between individual and collective training.
- o Excessive travel distance to training sites.
- o Family responsibilities.

Additionally, the Reserve Component Noncommissioned Officer Education System (RC NCOES) in its present form contains virtually no MOS training. Individual training opportunities in RC units are often restricted by the lack of facilities and equipment. Resource support to provide for training aids, devices, simulations and simulators historically lags the Active Component. To further complicate the issue, sufficient dedicated quotas in the Active Component (AC) service schools and major command (MACOM) noncommissioned officers academies (NCOA) are not available.

Current Military Occupational Specialty Qualification (MOSQ) programs in the RC are inadequate. The use of supervised on-the-job training (SOJT) as a key source of MOSQ does not meet the training needs of the individual soldier requiring reclassification. The Army Correspondence Course Program (ACCP) has not been adequately maintained. Outdated course materials do not provide for the RC soldier's needs. Insufficient resourcing in TRADOC service schools for course maintenance precludes simultaneous development of ACCP courseware.

The effectiveness of United States Army Reserve (USAR) schools is not being maximized due to a failure to identify accurately training requirements in a timely manner, the delays in developing appropriate courseware for use by USAR schools, and the turbulent nature of USAR schools TDA. Army National Guard (ARNG) academies and USAR schools are not staffed with sufficient members of permanent staff to accomplish the number of classes required to train the RC soldiers.

Lastly, the training experiences and professional development requirements of the noncommissioned officer assigned to the Individual Ready Reserve (IRR) differ significantly from that required of the NCO in the troop program unit.

Based on the constraints and problem areas identified, it seems logical that the development of a complete, requirements driven individual training system for RC noncommissioned officers should require at least as much attention, analysis and resourcing as was taken to develop a system for AC noncommissioned officers. However, up to this point in time, development of RC Courses has been, quite often, an after thought or adaptation of AC courses to supposedly meet the needs of the RC. This approach has not been necessarily unsuccessful because we really are basically "One Army" and the adaptation has been accomplished with some rational thought processes. To provide the best possible system for the RC, development must be based on a front end analysis of needs and alternatives required. All systems, AC and RC, must be developed and managed on an integrated basis with equal priorities. Changes to one will almost always impact on the other and therefore, cannot be made in isolation.

(1) Policies

Possibly, the most significant challenge facing the Army training community is the development of a system that is requirements driven and meets the constraints of Reserve Component units and individuals. Training and training support for ARNG and USAR individuals and units, and sustainment training of Individual Ready Reserve (IRR) members must have a high priority in the development of training programs and training support materials, facilities and services. Total Army readiness for war demands that increased priority be given to the training needs of the Reserve Components.

Three central themes guide the Army Training Program:

Standardization of procedures, techniques, and instructional programs where it makes sense; and standardization of standards for task proficency Army-wide.

Decentralization of training execution to the appropriate level of the force.

Sustainment of individual and collective skills in forces by developing and distributing necessary and useful training support.

The focus of all training and training support programs, beginning with initial entry training, must be toward fielding and sustaining combat ready units, both Active and Reserve Component.

The Reserve Component Noncommissioned Officer (RC NCO) Corps provides both the first line leader and trainer of soldiers and the professional developers of the Reserve Component NCO Corps. The junior NCO focuses more on the leading while the more senior NCO handles the training. Therefore, the NCO, whether AC and RC, is the Army's principal trainer, and "training the trainer to train to standards" is the major objective of NCO training.

Noncommissioned officer training must provide the NCO with the tactical and technical competence needed to lead, train and supervise the

operators and maintainers of the sophisticated new weapons systems and support equipment. Training strategies for individual training must combine the contribution of institutions and forces into a mutually supporting, resource effective, cohesive program that will produce an NCO who can "lead, train, maintain, and fight" in the any environment.

The Noncommissioned Officer Education System (NCOES) provides the basis upon which to structure NCO training in the RC and is a subsystem of the Enlisted Personnel Management System (EPMS). NCOES is available to the RC soldier through either the resident AC version or a specially designed RC version. The RC version of NCOES is tailored to accommodate the RC soldiers' limited available time. Completion of the appropriate level of either version of NCOES is linked to promotion of the RC soldier. Thus, NCOES is the major career progression mechanism for the RC NCO and provides that training designed to ensure competence at the next higher grade. NCOES courses are supplemented by a variety of functional and transitional courses. To be of maximum effectiveness, these NCO training experiences must be linked to the actual use of NCOs in units as trainers. In recognition of the total effort required to develop and train a professional NCO Corps in the RC, commanders and others must ensure that only those NCOs who have potential for acceptance of greater responsibility and who are being considered for promotion to higher ranks are selected to attend these training experiences.

The NCOES is an integrated system that provides job-related training for NCOs throughout their careers through resident training (US Army service schools and AC NCOA, and ARNG academies and USAR schools), supervised on-the-job training (SOJT), self-study and on-the-job experience (OJE).

Additionally, the NCOES is designed to provide, as required in each MOS, progressive, continuous training from the primary through the senior level. NCOES training upgrades readiness, supports mobilization, sustains the Total Army with trained leaders and technicians during wartime and serves as an integral part of the EPMS.

The objectives of NCOES are:

o To train NCOs to be trainers and leaders of soldiers who will work and fight under their supervision.

o To provide necessary job proficiency training to NCOs.

o To improve unit readiness and collective mission proficiency through individual proficiency of NCOs and subordinate soldiers.

Initial Entry Training (IET), combined with subsequent levels of training in NCOES and where applicable, functional courses, comprises the formalized schoolhouse portion of a system for enlisted training. Regardless of the level, NCOES is designed to prepare soldiers to perform in duty positions at higher skill levels. Currently, NCOES courses at the basic and advanced level have not been developed for all MOS, particularly those of low

density. In these cases, OJE or SOJT is used to satisfy these training requirements.

The AC version of NCOES consists of courses at the primary, basic, advanced and senior levels of training. These courses are designed to prepare the soldier to assume positions of leadership and responsibility at EPMS skill levels 2 through 5. The AC version is available to the RC soldier on a quota basis, however sufficient quotas are not available for all RC soldiers to attend. In addition, the length of the courses would prohibit most RC soldiers from attending.

At the primary level of training, AC NCOES courses include the Primary Leadership Development Course (PLDC) and the Primary Technical Course (PTC). The PLDC is a leadership course and not MOS specific. Emphasis is on how to lead and train and on the duties, responsibilities, and authority of the NCO. Throughout the course, leadership in a combat environment is stressed heavily. This course replaces what was formerly the Primary Noncommissioned Officer Course (PNCOC) and the Primary Leadership Course (PLC) and is 4 weeks in length. Soldiers are selected to attend the PLDC course by the unit commanders with first priority going to soldiers who have been selected for promotion to sergeant, and sergeants and staff sergeants who have not previously attended an NCOES leadership course. Second priority is for Specialists and soldiers in pay grade E4 who, because of unit NCO shortages, are serving in sergeant or staff sergeant leadership positions for which the course is necessary.

The Primary Technical Course (PTC) focuses on training for critical tasks listed in the Skill Level (SL) 2 Soldier's Manual for a given MOS. Course length varies by MOS and mode of training. Soldiers, in an MOS for which a PTC is established, who have been selected for promotion to sergeant, or sergeants who are performing in or being assigned in grades E5 (SL2) in their MOS, will be given first priority. Specialists and soldiers in pay grade E4 who, because of unit NCO shortages, are performing in sergeant's positions for which the training is necessary, will be given second priority. ARNG and USAR soldiers who are selected to attend a resident PTC must meet Active Army prerequisites. Effective 31 December 1985, the Primary Technical Course will be eliminated and the Primary Leadership Development Course will become the primary course in NCOES.

At the basic level, AC NCOES courses currently consist of a Basic Noncommissioned Officer Course (BNCOC) and a Basic Technical Course (BTC). These courses are designed to prepare career soldiers in the grade E5 (SL2) for duties at the grade E6 (SL3). These courses stress performance oriented training techniques and provide concentrated training for specific MOSs.

Training received in the BNCOC course complement the leadership training received in the primary level. Leadership skills and techniques are developed by rotating students through leadership positions during the training. Objectives of the BNCOC are to provide a squad leader, section leader, tank commander, and weapons and equipment expert who can lead and

train soldiers in the combat environment. The course is structured to be presented in a 24 hour-a-day NCOA environment to establish the desired learning and leadership atmosphere. Qualified soldiers are selected for attendance at BNCOC by the unit commander. First priority for attendance at BNCOC are the soldiers who have been selected for promotion to staff sergeant and staff sergeants who have not previously attended the course. Second priority are the promotable specialists and sergeants who because of unit NCO shortages are performing in staff sergeant leadership positions.

The BTC focuses on critical tasks listed in the SL3 Soldiers' Manual for a given MOS. Some BTC courses may also train critical SL1 and SL2 tasks when MOS merges at SL3. Course length will vary by MOS and mode of training. Soldier's who have been selected for promotion to staff sergeant and staff sergeants who are performing in or being assigned to SL3 positions for which the training is designed, will be given first priority. Sergeants and promotable specialists who because of unit shortages are performing in Staff Sergeant positions will be given second priority. Effective 31 December 1985, the BTC will be consolidated with the BNCOC. The US Army Sergeants Major Academy is currently developing a BNCOC "common core" that will provide the NCO with those fundamentals of leadership, trainer skills and the basic tactical principals which build upon the individual's PLDC experiences. The BNCOC common core is scheduled for implementation on 1 March 86.

The advanced level of training, the AC Advanced Noncommissioned Officer Course (ANCOC), prepares soldiers for duties at grade E7. The NCO advanced courses stress MOS-related tasks and are MOS specific with regard to attendance. The ANCOCs provide the NCO with the supervisory skills and knowledge needed to perform the duties of a platoon sergeant or comparable position in Combat Service or Combat Service Support units.

The United States Army Sergeants Major Academy (USASMA) is designed to provides a comprehensive, professional educational environment where selected NCOs may prepare to assume and fully discharge the total range of senior NCO responsibilities, including those of the Command Sergeant Major. Specific emphasis is placed on leadership, human relations, and training problems. Students receive instruction in the tactical and administrative operations of divisions and are updated on contemporary Army problems. Communications skills are improved and intellectual depth and analytical ability are developed.

Completion of the USASMA may be achieved through attendance at the resident course or through a corresponding studies program. The USASMA resident course is located at Fort Bliss, TX. It represents the highest level of NCO professional military education in the Army. The student body is composed of senior noncommissioned officers in grades E8 and E9 from the Active Army, Reserve Components, and sister services. This 22 week course is conducted biannually and designed to provide an educationally and intellectually broadening experience as well as detailed study of contemporary leadership subjects. The curriculum provides an opportunity for individual and group study of problems directly affecting today's NCO. The course is a

permanent change of station. The Army National Guard (ARNG) and the United States Army Reserve (USAR) are allocated quotas for each class.

The Corresponding Studies Program provides a course that parallels the USASMA resident course in preparing selected NCOs for positions of greater responsibility throughout the defense establishment. The course is designed to be completed in 2 years or less, and consists of 7 nonresident phases and a 2 week resident phase at Fort Bliss, TX. As in the resident course, the ARNG and USAR are allocated quotas for each class.

The RC version of NCOES (RC NCOES) is a career development program specifically designed for the enlisted members of the Reserve Component of the Army who are unable to attend AC version of NCOES. The RC NCOES consists of courses in three levels of training: the Primary Leadership Development Course - Reserve Components (PLDC-RC), the Advanced Noncommissioned Officers Course - Reserve Components (ANCOC-RC), and the Senior Noncommissioned Officers Course - Reserve Components (SNCOC-RC). Currently at TRADOC, ANCOC-RC is scheduled to undergo reconfiguration and a Basic Noncommissioned Officer Course - Reserve Components (BNCOC-RC) is to be developed. The RC NCOES courses are designed to instill in the NCO of the ARNG and the USAR an understanding of the responsibilities of the NCO and a willingness to accept these responsibilities, confidence to apply technical knowledge, leadership skills and techniques, high personal and professional standards and a thorough knowledge of how to train and lead soldiers.

The RC NCOES programs of instruction (POI) are approved by the TRADOC and define the minimum training objectives of each course. The POI contains the required core subjects and minimum hours of instruction. The courses developed from the RC NCOES POI are available at either the ARNG State and Regional Military Academies or the USAR schools. With the concurrence of the State Adjutant General or Major United States Army Reserve Commander, as appropriate, ARNG students are authorized to attend USAR schools, and USAR students are authorized to attend ARNG State and Regional Military Academies. State Adjutants General/ CONUSA commanders may also expand training as desired, however, the core POI training objectives must be taught.

PLDC-RC is a leadership development course for RC soldiers in the Combat Arms (CA), Combat Support (CS), and Combat Service Support (CSS). PLDC-RC was developed on the premise that there is a definite requirement to extend combat skills training to the CS and CSS soldiers. The course is conducted along the lines of the Active Component PLDC. The instructional concept is the small group method where the cadre trainer acts as a role model, and the soldiers are able to share their experiences and ideas about motivation, leadership styles, and technical skills. The course is the first level of RC NCOES and is developed to provide training at Skill Level (SL) 2/3. It is a 15 day course consisting of 123.5 hours of instruction. During the course there is a 48 hour field training exercise where the soldiers conduct defensive and offensive operations. All soldiers receive training on the same defensive/offensive tasks, however, the scenario differs for the CS/CSS and CA soldiers. The scenario for the CA soldier orients on squad and

platoon operations. The CS/CSS scenario is structured around rear area and trains area operations.

The purpose of the ANCOC-RC is to develop leadership skills and techniques for the RC soldier in grades of E6 and E7 (SL 3/4). The course provides training for soldiers in varied MOS in the CA, CS, and CSS, and provides career development instruction for RC soldiers to ensure accomplishment of the "train-the-trainer" concept. Evaluation, analysis, and critique are a continuous process. Training is performance-oriented to the maximum extent possible. The determination of satisfactory completion rests with the cadre and course commandant, based upon satisfactory completion of each subject area.

The purpose of the SNCOC-RC is to develop leadership skills and techniques in the senior NCO of the ARNG and USAR in the grades of E8 and E9 (SL5). The courses provides training for soldiers in varied MOS in the CA, CS, and CSS, and provides career development instruction for senior RC soldiers to ensure accomplishment of the "train-the-trainer" concept. Evaluation, analysis, and critique is a continuous process. Training is performance oriented to the maximum extent possible. The determination of satisfactory completion rests with the cadre and course commandant, based upon satisfactory completion of each subject area.

In addition to NCOES, AC and RC, other courses of instruction, more functional in nature, have been developed to guide the NCO throughout his career. The training which the NCO receives is designed to complement the train-to-train skills taught in the NCOES and RC NCOES.

The Army National Guard (ARNG) Noncommissioned Officer Battle Skills Course (BSC) is the result of a National Guard Bureau (NGB) initiative to develop a course for ARNG NCO in basic and advanced technical and tactical skills for squad/team leaders. This course was developed by ARNG NCO and the Basic Noncommissioned Officers Course branch of the NCO Academy, Fort Benning, Georgia.

The ARNG BSC is designed to provide instruction in the technical aspects of squad and platoon weapons and their tactical employment, live fire familiarization, and the use of nonorganic supporting weapons. The training is designed to complement the train-to-train skills taught in the RC NCOES. The BSC is primarily a field training exercise utilizing the squad training methods based on current tactics and doctrine for small units on "how to fight and survive on the battlefield." The course is conducted in a centralized mode on a year round recurring basis at Camp Robinson in North Little Rock, Arkansas; 17 iterations, 144 students per iteration. This course can produce 2,448 trained RC soldiers per year. The course consists of a 15 day period with 152 hours of scheduled field training. It is based on a go/no go for all instruction. Training is very intense and becomes progressively more demanding during the course as responsibilities shift from cadre trainers to students and from daylight to night time operations. Successful mastery of all task clusters (33) is a prerequisite for graduation.

The Reserve Component Tank Commander's Course (RCTCC) prepares RC soldiers for the duty position of tank commander (TC) in a tank company or cavalry troop. The course complements the Reserve Components Noncommissioned Officers Education System (RC NCOES). Prior to the implementation of the RCTCC there was no comparable training available for RC units to train their TC. Training conducted at the US Army Armor School is oriented to equipment issued to the Active Component (AC), i.e., M60A3 and M1 Main Battle Tank and systems. RC soldiers who attend the AC course of instruction must be retrained on the equipment issued to their respective units either by SOJT or other means that time and resources allow. The RCTCC is taught at Gowen Field, Boise, Idaho, on a recurring basis, 17 classes per year, 48 students per class. The Tank Commander Training Detachment is staffed by RC soldiers and the training is specific for equipment assigned to the RC thereby allowing graduates to return to their respective units prepared to train their tank crews on their assigned tasks. The RCTCC trains students to Skill Level (SL) 3 proficiency and provides them the necessary knowledge to train their crews in SL 1 and 2 tasks and in crew drill. Eventually, a majority of all ARNG and USAR soldiers assigned to Armor or Armored Cavalry units will receive training at the RCTCC with the exception of those in units which have been issued the M60A3 or M1 tanks. Training is available for both ARNG and USAR soldiers. Students are trained in all tank crew positions and are qualified on the same type equipment issued to their units. The training is accomplished in a timely manner, two weeks, and commanders can concentrate on collective training during Annual Training (AT), thereby reducing the time a unit would otherwise have to direct at individual training and qualification. Additional funding has been made available for attendance at the RCTCC for the RC.

The First Sergeants Course (FSC) represents the level of education needed for individuals to perform more effectively as first sergeants. The student body is comprised of personnel with varied Military Occupational Specialities, in the grades of E7 and E8, and who are assigned as first sergeants. The course is designed to provide an educational experience as well as a detailed study of contemporary leadership subjects. The curriculum offers the opportunity for individual and group study of problems directly affecting today's first sergeant. Additionally, the course prepares the graduates to assist commanders in solving problems and in developing and maintaining discipline in their units. Students receive instruction in tactical, administrative, and training operations at company level, and in improving personal communication skills. The ARNG and USAR are each allocated quotas for each 8 week course conducted at the United States Army Sergeants Major Academy, Fort Bliss, Texas.

A TRADOC approved POI of 74 hours for a resident FSC RC has been implemented in the RC and is available for the NCO who cannot attend or was not selected to attend the FSC at Fort Bliss, Texas. Attendance is authorized at academies/schools operated by the ARNG or the USAR for members of the RC. Coordination between the ARNG and the USAR is encouraged to maximize training resources.

Reserve Component soldiers are encouraged to enroll in the Army Correspondence Course Program (ACCP) for MOS/job related training. Supervised on-the-job training and self-study are two other types of training which may also be utilized for this purpose and support extension/nonresident training programs. Although, some NCOES courses do exist in the ACCP, completion of these courses by the RC soldier will not satisfy the individual's military education requirements for promotion. RC NCOES in its present form is predominately leadership and substitution of leadership correspondence courses in lieu of attending courses taught in RC NCOES is prohibited by AR 351-1. Army Regulation 140-158 further directs that satisfactory completion of NCOES for the RC soldier is achieved only through attendance at RC NCOES or AC resident NCOES.

All RC selectees for AC or RC course of instruction must meet the standards of AR 600-9 and AR 350-15.

In an effort to provide additional training opportunities for RC NCO, the National Guard Bureau has developed a regional program. Five regional academies have been established and resourced to conduct a series of PLDC-RC courses on a continuing basis - Mississippi, Nebraska, Pennsylvania, South Carolina, and Utah. The ANCOC-RC is conducted in only one regional academy, the Louisiana Military Academy. In addition, Army Area schools have been established at active army installation using the assets of the USAR schools to conduct PLDC-RC for members of TPUs and the IRR. These regional programs and Army Area schools will enhance the RC's ability to overcome the shortfall of RC NCO required training. Reconfiguration to cause RC NCOES to become more aligned with AC NCOES is discussed later.

The principal tool of the evaluation system in the RC is the Individual Training Evaluation Program (ITEP). The ITEP consists of the Skill Qualification Test (SQT), the Common Tasks Test (CTT) and the Commander's Evaluation (CE). The Skill Qualification Test serves both as an evaluation mechanism and as a means to stimulate individual training. As an evaluation tool, SQT in the RC follows generally the same model as in the AC; however, personnel management differences and time and equipment limitations require some differences in SQT policy. Within the RC, SQT is administered on a two year cycle and is not formally linked to EMPS.

The classification system in conjunction with individual training and MOS proficiency as defined in the individual's Enlisted Evaluation Report serve as the basis for assignment of RC soldiers to duty positions in troop program units. Occupational qualifications for MOS award may be attained through satisfactory completion of advanced individual training, service school training, on-the-job experience, and on-the-job training programs or on the basis of civilian education or work experience. A verification score of 60 percent attained on the SQT denotes minimum verification of the current duty MOS and skill level evaluated. Personnel who fail to attain the minimum MOS verification score will be counseled by the unit commander, and appropriate actions will be taken as needed.

Promotion of the RC soldier in the troop program unit occurs when the soldier has demonstrated technical proficiency in the MOS for which he/she is being considered for promotion, has demonstrated leadership abilities or potential, is classified in an MTOE/TOE/TDA/MTDA unit vacancy for which promotion is being considered, has been recommended for promotion by the unit commander and has recieved favorable selection board consideration. The commander's recommendation is contingent upon the soldier having completed the required time in grade and time in service, having met minimum civilian education requirements and having successfully completed NCOES at the appropriate skill level. (Promotion of RC soldiers to the grades E6 through E9 was linked to successful completion of NCOES, AC or RC, at the appropriate skill level for the ARNG on 1 June 1984 and for the USAR on 1 Jul 1985.) Members of the RC are not required to possess an SQT qualification score for promotion purposes.

Enlisted members of Inactive Army National Guard (ING) are not considered for promotion while in an inactive status, however, enlisted members of the IRR are promoted without regard to vacancy (E5 thru E7) and completion of NCOES is not a requirement. Promotion to the grade of E8/E9 is limited to NCOs serving in Individual Mobilization Augmentee (IMA) positions and is vacancy dependent.

(2) Components

Enlisted Personnel Management System (EPMS) is the total process by which enlisted personnel are professionally developed to satisfy force structure authorizations (for example, accessing, recruiting, training, assigning, promoting, rotating, professional developing, transferring, discharging, reenlisting and retiring military personnel).

Noncommissioned Officer Education System (NCOES) consists of four levels of training, primary, basic, advanced and senior. Within each level of NCOES, the training prescribed will be resident, extension, or OJE. Regardless of the mode, NCOES is designed to prepare soldiers to assume, or perform, duty positions at higher skill levels.

Reserve Component Noncommissioned Officer Education System (RC NCOES) consists of three levels of training, primary, advanced and senior. All courses POI are approved by TRADOC and are taught both in the ARNG academies and the USAR schools. The courses are leadership oriented and are not MOS specific. RC NCOES is a career development program for the enlisted member of the RC.

Individual Training Evaluation Program (ITEP) is the principal tool of the evaluation system in the RC and consists of three parts:

The Skill Qualification Test (SQT).

The Common Tasks Test (CTT).

The Commander's Evaluation (CE).

Enlisted Evaluation Reporting System (EERS) is designed to support the Army's personnel management programs and the career development of individuals soldiers. It influences the soldiers' career objectives, measures the quality of the NCO Corps, and largely determines the senior enlisted leadership in the RC.

b. Specific Concerns

(1) To what extent can RC NCOs be professionally developed given limited time and civilian occupation constraints?

(2) Can employer support programs be expanded?

(3) Who is responsible for RC NCODP?

(4) How should the IRR and TPU NCOPD differ?

(5) Should there be special constraints on reclassification of RC NCO?

(6) To what extent should AC and RC NCOES be comparable?

(7) What is the impact of RC NCOES on RC unit readiness?

(8) What is the capacity of the schoolhouse to satisfy RC NCOES needs?

(9) Should RC NCOES be linked to promotion?

(10) What should be the role of SQT in RC NCOPD?

c. Findings

(1) Limited time available to the RC NCO is further compounded by civilian job constraints, conflicts between individual training needs and unit training missions and family considerations.

(2) Reserve Component Noncommissioned Officer Education System (RC NCOES)

(a) Utilizes TRADOC approved POI for all courses.

(b) Possesses a high degree of flexibility.

(c) Provides much needed leadership training.

(d) TRADOC reconfigurations over the next five years should more closely align RC NCOES with NCOES.

(e) Current RC NCOES lacks MOS specific course content at all skill levels.

(f) Current shortfall in facilities and staff exist that prohibits year round training.

(g) USAR school effectiveness is not being maximized.

(3) Programs of nonresident instruction widely utilized by the RC are not being developed concurrent with resident programs nor adequately maintained.

(4) There appears to be a lack of understanding at the unit level of the potentially positive impact that the national and state committees for Employer Support for the Guard and the Reserve can have on enhancing employer awareness and support of the Guard and Reserve.

(5) The professional development of the NCO in the Individual Ready Reserve (IRR) differs from that of the NCO in the troop program units (TPU).

(6) A comprehensive long range training strategy for the professional development for members of the IRR does not currently exist.

(7) The IRR enlisted personnel management system in ARPERCEN is currently not adequately staffed and equipped to undertake the responsibility for professional development of the NCO in the IRR.

d. Analysis

(1) To what extent can RC NCO be professionally developed given limited time and civilian occupation constraints?

Based on the mission to examine the NCO professional development system from a "Total Army" perspective through the year 2000, this study has examined the current system as it applies to both the AC and the RC noncommissioned officer. One thing which has quickly become apparent is that even though we are a "Total Army," the RC is a unique portion of that Army. They have unique constraints, needs, requirements, and in some instances, organizations. All these things must be recognized, understood, and considered in the application of a professional development system.

The environment in which the RC operates is also unique. The RC NCO is a member of the civilian community and periodically changes into a military uniform for brief periods of active duty throughout the year. The RC NCO is a civilian and is an employee in the civilian sector yet as a citizen soldier he must be professionally qualified and ready to mobilize at a moment's notice. This situation requires simultaneous refinement of both civilian and military skills. Time must be wisely used. It is therefore necessary that the Army system for NCO professional development take into consideration the RC noncommissioned officers limited available time and ensure that the design of the professional development system takes full advantage of this limited commodity.

A noncommissioned officer education system has been developed for the Reserve Component that is similar to that of the active component and in the future will mirror even more closely the active component system. An enlisted personnel management system exists within the RC that manages the entire career

of the RC soldier from accession to separation. The RC soldier has a variety of assignments throughout his career. Many of these assignments tend to be in the same unit or group of units and with the same group of personnel. Additionally, this assignment pattern may tend to create stability however it does not provide for the widest experiencial opportunities for personal and professional development. Although this lack of experiential opportunity may be seen initially as a weakness, it also can be vei ed as a strength if taken in the context of the purpose of the Reserve Component. By remaining within the same unit or small group of units throughout a career, the RC NCO can become very proficient in his duty assignment, attain a high level of esprit and yet, retain his civilian occupation. Thus, the RC soldier truly becomes the citizen soldier. The current system for professional development of the RC NCO is making excellent use of limited time and with prior planning will not adversely conflict with the individual's civilian employers. Although this system for professional development is well received in the troop program units and appears to be functioning well, it is not being highly utilized by personnel in the IRR.

(2) Can employer support programs be expanded?

Since 1973, our nation has met its military personnel requirements without the aid of a draft. The Army National Guard and US Army Reserve have been assigned increasingly important roles in the all-volunteer total force and are the primary source for augmentation in any emergency requiring rapid and substantial expansion of the active forces. Because of this increased reliance, the training and readiness of the Guard and Reserve forces must be maintained at the highest possible level. Recruiting has been improved and the Guard and Reserve are being provided with more modern equipment, aircraft, vehicles and armament. However, much of the success in obtaining and maintaining a strong Guard and Reserve depends upon this nation's employers.

Guard and Reserve members are citizens who undertake an added responsibility for the security of the nation. They put service to their country ahead of comfort and are willing to leave family and friends when duty calls. In turn, they require employment security and the support and understanding of their fellow citizens.

Supporting employees who are in the Guard and Reserve may require some sacrifice by employers. Generally, these employees attend training two or three days or nights each month and two weeks each year and sometimes require time off from work. Additionally, management must face the possibility of losing its employees through recall or mobilization. But, these are necessary adjustments if we are to maintain a strong national defense.

Under current law, employees have the right to participate in the Guard and Reserve without loss of job security or benefits. The law does <u>not</u> require employers to pay employees for time they spend away from work on Guard and Reserve duty. Neither does the law require employers to provide alternate work schedules for employees who exercise their right to be away from the job

for military training. But many firms and agencies do, however, voluntarily provide full or partial pay during employees' military duty time, and many also help their employees arrange work schedules to accommodate Guard and Reserve needs.

The National Committee for Employer Support of the Guard and Reserve (NCESGR) is a Department of Defense organization under the supervision of the Assistant Secretary of Defense (Reserve Affairs) (ASD (RA)) which was established for the purpose of promoting both public and private understanding of the National Guard and Reserve in an effort to gain U.S. employer and community support through programs, personnel policies, and practices that will encourage employee and citizen participation in National Guard and Reserve programs. NCESGR working through its State/Territorial Committees (S/TC), which consist of prominent civilian leaders and senior Guard and Reserve commanders who serve without compensation, asks all employers to sign a Statement of Support for the Guard and Reserve. By doing so these employers show their support by ensuring the same job and career opportunities to Guard and Reserve soldiers as to other employees and by granting leaves of absence for military training without sacrifice of vacation time. While these actions are no more than what is required by law, signing indicates the willingness of employers to cooperate fully and to support the total force policy.

Employer support only becomes an item of interest to individuals in the active component when those individuals are assigned either to RC units or are given a mission that is in support to the Reserve Component. Since the number of Active Component individuals serving in Reserve Component or in support of the RC is limited (Senior Advisors and a few full-time support personnel plus the staffs at the Continental United States Armies (CONUSA) and FORSCOM), the ability to inform the future military leadership about the role of the Guard and Reserve in the Total Force/Total Army is limited--and, therefore, the understanding of the importance of employer/family support in the RC is limited.

Reserve Component leaders in many cases are not fully informed about Employer Support of the Guard and Reserve (ESGR) and the related benefits . In a large measure, employer support has not been a high priority issue and has not received command emphasis. In most cases it has received, at best, limited publicity at the small unit level. There is an ongoing effort by the National Committee for Employer Support of the Guard and Reserve (NCESGR) to forward current command information material about employer support to both the RC and AC. The success of this effort again depends on the command emphasis at all level of command.

Army Reserve magazine, National Guard magazine, and a limited number of command information (CI) newspapers in the Guard and Reserve have reacted to NCESGR materials or have worked with NCESGR to provide CI on ESGR to soldiers. The effectiveness of the CI effort in ARNG and USAR unit publications is limited by the fact that ESGR is not an Army-designated Command Information topic in the Public Affairs Plan at FORSCOM or CONUSA level.

ESGR emphasis is a matter of continued discussion at FORSCOM, CONUSA and Major United States Army Reserve Command (MUSARC) level, although it probably is better understood and defined at the State/Territorial Committee level. The proponent for employer support at CONUSA, MUSARC and State/Territorial level varies with the outgrowth being that the PAOs at CONUSA and MUSARC levels, who are the communicators, frequently are not action officers/agencies on ESGR issues, and consequently, ESGR is not included as Areas of Emphasis from CONUSA PAOs to MUSARC PAOs. The limited ability of CONUSA PAOs to influence ARNG Public Affairs staffs also limits forming strong, Army area guidance via PAO channels to MUSARC and state ARNG PAOs.

Employer (and family) support in the Reserve Components should be a Command Information topic for the Total Army (DA/FORSCOM/CONUSA public affairs planning). CI topics should be developed to support ESGR efforts, to include an annual rights and responsibilities briefing for unit members. (A similar briefing should be developed for family members on benefits, etc.). ESGR efforts by PAOs at state and ARCOM/GOCOM levels should be items of interest in annual evaluations and inspections of Public Affairs officers and detachments of the ARNG and USAR.

The National Committee for ESGR has printed and distributed several fact sheets in an effort to further enhance employer awareness and support of the RC. These fact sheets can be readily obtained from the Office of the National Committee for Employer Support for the Guard and Reserve.

(3) Who is responsible for RC-NCOPD?

With the limited time spent in a schoolhouse experience by the RC NCO, an increased need for a program or self-development becomes apparent. A program of self-development which enhances education and training prepares the NCO for future assignments. Further, if the education and training are relevant to Total Army needs, the NCO will be more confident and contribute directly to successful mission accomplishment.

It is the resonsibility of the noncommissioned officer to learn what is necessary to perform his/her duties effectively. It is the responsibility of the Army to state the skills and knowledge which the NCO should learn and to provide the basic wherewithal for the NCO to learn. It is the responsiblity of the chain of command and the channel of support to provide the NCO with the opportunity, guidance, example, and the motivation to become a qualified, professional NCO.

(4) How should the IRR and TPU NCOPD differ?

Professional development of the NCO consists of a combination of education, training and other experiences accomplished throughout an individual's career. The major contributor to the education component in the professional development of the noncommissioned officer is the Noncommissioned Officer Education System (NCOES). The completion of NCOES courses at the appropriate level is required as a condition for promotion eligibility for the

NCO in the RC TPU. NCOES courses are available to the RC NCO in a variety of modes including attendance at Active Component courses as well as attendance at courses especially developed for the RC by TRADOC and taught at ARNG academies, ARNG regional schools, USAR schools and Army Area schools. These RC NCOES courses are specifically designed so that they can be completed in most cases in one year with an active duty requirement usually not to exceed two weeks. The Primary Leadership Development Course (PLDC) is the entry level course in NCOES and completion is required for promotion elgibility to the grade of E6 in the TPU. For the RC NCO this course is currently being taught in three modes; the four week resident AC course for which limited quotas are available to the RC, a two week active duty RC course taught at a military installation by ARNG academies, ARNG regional schools, USAR schools or Army Area schools, and a special RC course consisting of a combination of four weekends of inactive duty training and eight days of active duty conducted at a military installation by USAR schools.

To obtain the full benefit of a NCOES experience, NCO training opportunities must parallel and build upon the educational experience of NCOES. In turn, subsequent attendance at higher level NCOES should build upon the individual's training and assignment experiences. Ideally, a duty assignment for a NCO at the E-5 level in a primary leadership position should follow completion of the Primary Leadership Development Course (PLDC). Each year afterwards a similar experience should occur until the individual is promoted to the next higher grade and then he/she should return to the schoolhouse for the next NCOES course. This pattern of education and training experiences should continue throughout the NCO's career.

The professional development requirements of the NCO in the Individual Ready Reserve (IRR) do not parallel those of the NCO in the TPU in that the IRR NCO is not required to complete any NCOES courses and the training and assignment experiense are also very limited. At the best, the IRR NCO is encouraged to attend NCOES courses. Since there is no direct link between NCOES and NCO promotions in the IRR, most of the incentive to complete NCOES courses is absent. Additional facts bearing on this subject are that promotion of the typical IRR NCO (not filling an IMA position) is limited to the grade of E5 through E7 and the RC NCO can remain in the IRR until age 60. Currently, there are approximately 28,000 NCO in the IRR of the grade of E5. During the current training year, two classes of PLDC were taught at Ft Riley, KS, specifically for IRR NCO in which approximately 225 NCO of E5/E6 grade attended. The course completion rate was about 80%. Because of the large number of ARNG academies, ARNG regional school and USAR schools and their equally wide dispersion throughout the United States, large numbers of the NCO in the IRR could complete NCOES courses with relative ease using existing structure with relatively small increases in assets. In addition, if NCOES were linked to promotion of the IRR NCO, a critical shortfall in MOS training could be partially overcome because the RC configured BNCOC and ANCOC courses currently being developed by TRADOC will contain MOS specific instruction at skill level 3 and 4.

Ideally, if NCOES were required as a condition of promotion eligibility in the IRR, the training opportunities like those of the TPU NCO should parallel and build upon educational experience and in turn, additional NCOES opportunities would build upon training experience. Critical to this pattern of professional development are the actions of the Enlisted Personnel Management Directorate at ARPERCEN. This directorate, through its enlisted career advisor, coordinates all personnel, finance, training and logistic actions that pertain to the entire Individual Ready Reserve. Currently, there are about 250,000 enlisted personnel in the IRR of which about 47,000 are NCO and yet there are less than 100 enlisted career advisors to manage this force. The problem of force management of the IRR is further compounded by the fact that the military personnel records of the IRR are retained by RCPAC and are still paper based. During the current training year, about 5.0% of the IRR NCO enhanced their readiness and professional development by performing at least one tour of active duty with an AC unit, RC unit, or as a student in pursuit of military education. About 40% of these same NCO performed more than one tour of active duty. The results of the 1984 DA promotion selection board for the IRR at RCPAC further attest to the problems of professional development for NCO in the IRR where less than 200 E6 through E9 were selected for promotion out of approximately 3000 who were considered.

In light of the mission of the RC and the time constraints within which it must operate, an alignment of professional development requirements of all RC NCO should be achieved. Thus professional development of the NCO in the IRR should be made to mirror as closely as possible the professional development of the NCO in the RC-TPU and in turn, that of the active component. To accomplish this alignment will require a linking of NCOES to promotions in the IRR and a long range, carefully planned and managed series of military education and training experiences. The linking of NCOES to promotion of the IRR NCO is easily accomplished, however the reality is that the IRR NCO is for the most part a volunteer without any obligation and if that NCO is to be educated and trained it will be as a result of self motivated and prior planning. Current regulations provide limited opportunities for professional development of the IRR NCO. Utilization of these opportunities is based upon the individual's personal choice, his available time and the capabilities of the IRR enlisted management system to match the individual with the opportunity at the right time and place. To link NCOES to promotion will help those IRR NCO who are motivated and may very well have a synergistic effect on the entire IRR NCO population because it will provide a guide for possible upward mobility. It will also require the IRR management system to focus more directly upon the professional development of the IRR NCO. For the NCO who is not motivated and does not now desire to participate in military education and training, the linking of NCOES to promotion will change nothing because this individual would rarely be considered for promotion to the next higher grade. Currently, the NCO in the IRR is an individual mobilization asset for whom a long range coordinated plan for professional development must exist.

(5) Should there be specified constraints on reclassification of RC NCOs?

The policy and procedures for the identification, classification, and reclassification of enlisted personnel not serving on initial entry training (IET) or active duty (AD) in an Active Guard Reserve (AGR) status are outlined in Chapter 4 of National Guard Regulation 600-200 and in Chapter 2 of Army Regulation 140-158. Personnel serving on IET status will be classified or reclassified, if necessary, in accordance with Chapter 2 of AR 600-200. Additionally, NGR 600-200, AR 135-18, and AR 600-200 address RC soldiers serving in an Active Guard/Reserve (AGR) status.

Reclassification of Reserve Component noncommissioned officers is necessitated primarily as a result of the following actions:

(a) Reorganization of RC units.

(b) Incompatibility of prior service MOS with existing unit vacancies.

(c) Geographic relocation of RC member.

(d) Merger MOS training for career progression within Career Managment Fields.

(e) Promotion opportunities.

Policies and procedures for reclassification of Reserve Component noncommissioned officers are well defined and training systems are in place to provide the necessary MOS training for the RC NCO. Since unit and individual readiness must remain a priority issue and reclassification of RC NCO is primarily a result of force structure change or the personal action of the individual NCO, special constraints or restrictions on MOS reclassification of the RC NCO do not at this time appear to be warranted. Although the use of supervised on-the-job training (SOJT) as a key source for MOS qualification of the soldier undergoing reclassification does not ideally meet the training needs of that soldier, the alternatives to reclassification for the RC NCO would be discharge (if not longer obligated), transfer to the IRR, or remain in the TPU in an unqualified status. All of these courses of action would have the same negative effect on unit readiness and could result in the loss of what otherwise may be an outstanding RC NCO. The need for improvement of programs for MOS training of the RC soldier such as an up-to-date Army Correspondence Course Program are being addressed by TRADOC and recommendations are included herein.

(6) To what extent should AC and RC NCOES be comparable?

Army Regulation (AR) 351-1, Chapter 6 establishes policy for the Noncommissioned Officer Education System (NCOES). The system in both its Active Component (AC) and Reserve Component (RC) versions is an integrated system that provides job-related training for NCOs throughout their careers. NCOES applies to all enlisted personnel of all components of the Army. Modifications of selected resident Programs of Instruction (POI) may be necessary to meet RC requirements in the RC NCOES program. The NCOES and the

Army Continuing Education System (ACES) are complementary programs that can help guide the professional development of NCO.

Effective 1 June 1984, ARNG enlisted personnel must have successfully completed the appropriate TRADOC approved NCOES courses for promotion to grades E6 through E9 (Chapter 6, NRG 600-200), and effective 1 July 1985, NCOES was linked to promotion for the USAR in grades E6 through E9 (Chapter 3, AR 140-158). Completion of either the RC or AC version of the appropriate NCOES course will satisfy this promotion requirement for the NCO in the Reserve Component. This linkage underscores the commitment by the RC to improve its NCO leadership's technical and tactical competence.

The Army Training Plan has generated a list of initiatives that required restructuring RC NCOES to make it more comparable with the AC NCOES. A Primary Leadership Development Course (PLDC) and First Sergeant Course have been developed and implemented for the RC. The initiative to restructure RC NCOES to include MOS-specific training by developing RC courses concurrent with the development of AC courses is on the line, however, this action is moving rather slowly and is addressed herein as a recommendation.

In an attempt to make RC NCOES comparable with AC NCOES, it is imperative to consider constraints that are germane to the RC structure. The RC environment, the mobilization mission, and the normal RC peacetime operational and training requirements will dictate the extent to which the two systems should be comparable. It should be realized that full parity between AC and RC courses may be impossible to achieve because of dissimilarities between the two components (i.e., time and resource constraints). However, initiatives should continue and efforts be maximized to produce a quality RC NCOES system.

(7) What is the impact of RC NCOES on Unit Readiness?

RC NCOES trains NCO to be trainers and leaders of soldiers. RC NCOES is committed to providing Army National Guard and Army Reserve soldiers with the leadership, tactical and technical skills, and knowledge required to support operational readiness and force modernization missions.

Current RC NCOES courses are exclusively leadership oriented, lack MOS level of detail at the various skill levels, and do not provide the technical skills essential to produce effective MOS qualified trainers. The Army is in the process of restructuring RC NCOES and in resource augmentation of these courses for export to ARNG academies and USAR schools. In addition, a Prior Service (PS) Training Program was implemented in August 1983 that is designed to provide retraining for PS personnel whose primary skill does not match that of the position to which they are accessioned in the Reserve Component unit. This program is expected to increase unit personnel readiness and reduce retraining requirements by the Reserve Component units.

Many RC members cannot attend resident schools due to civilian employment conflicts. Resources must be provided to expand the limited

capability of ARNG academies and USAR schools through increased part-time instructor manpower to teach the RC-unique configured courses for RC NCOES.

The mission of the RC is to meet Department of the Army (DA) mobilization requirements. Under DA mobilization plans, units will be provided that are of prescribed strength, properly trained, and have the appropriate equipment to be deployed. The requirement for properly trained personnel dictates the need for RC NCOES and the impact it will have on unit readiness. Failure to send the right soldier to the right school at the right time will deter unit readiness. Any negative impact of a brief loss of a key NCO for two weeks to complete a NCOES course is far outweighed by the same NCO's enhanced ability upon return from the NCOES experience.

(8) What is the capability of the schoolhouse to satisfy RC NCOES needs?

With the adoption of the Total Army policy in the early 1970's, together with increased global responsibilities, the contributions of the Army's Reserve Component forces to national defense have become critical - possibly even decisive. When mobilized, they augment, reinforce, support and sustain the active force, as well as expand the training and logistics bases. They are a cost effective means of fulfilling these essential functions, and they are also an important indicator of national resolve.

This critical role of the Reserve Component forces is fully reflected in the evolved composition of the Army force structure over the last 10 years. That structure reflects a deliberate shift to expand the role of the Reserves to deter war or to fight if deterrence fails.

Consistent with the reshaping of the Reserve forces is the Army's commitment to improve the readiness of those forces as a top priority requirement. For example, in FY 84 new equipment valued at over 900 million dollars was issued to the Reserve Component and an additional approximately 2.0 billion dollars targeted for FY 86.

In tandem with the effort to modernize the Reserve Component is the imperative to enhance the training readiness of those forces. Most scenarios in which the Army would go to war envision partial or full mobilization of the Reserve Component. However, the nature of the present-day threat has erased the comfortable cushion of time once afforded to our Reserve Component to prepare for the rigors of battle. Mobilization will not allow for months or even weeks of preparation. This need for swift reaction demands that the Army training community, together with the Reserve forces it serves, ensures that maximum productive activity is derived from the time and resources available to train.

Substantive opportunities exist to improve both the technical and the professional competence of individuals and units within the Reserve Components. In this regard, a recently completed TRADOC study assessed Reserve Component training with an eye toward identifying weaknesses and deficiencies in the current approach to training, identifying policies and procedures where

changes are warranted to improve training, and prescribing methods and approaches to enhance and increase TRADOC participation in and support of Reserve forces training. The study effort was closely coordinated with the United States Army Forces Command (FORSCOM), the Continental United States Army (CONUSA) commanders, the Chief of the National Guard Bureau (CNGB), and the Chief of the Army Reserve (CAR).

Within the area of noncommissioned officer training, the two major subsets are the Reserve Component Noncommissioned Officer Education System (NCOES) and training for full-time unit support noncommissioned officers. In the former, a serious shortcoming exists. The weakness is that current courses are exclusively leadership-oriented, lack Military Occupational Skill (MOS) level of detail at the various skill levels, and do not provide for acquiring the technical skills essential to be effective trainers. This weakness fosters a competency gap between Active and Reserve noncommissioned officers which must be closed.

The remedial strategy to close that gap is first to make seats available for Reserve Component noncommissioned officers to attend resident courses at service schools and major command noncommissioned officer academies. Second, recognizing that many drilling Reservists cannot take time from civilian careers to pursue the resident courses, TRADOC will export each course to the Reserve Component for presentation by the ARNG academies and USAR schools. These academies and schools must be provided with modern training aids and devises, state-of-the-art facilities and equipment, up-to-date courseware and course support materials and the sufficient instructors and support personnel. Proponent schools will be required to configure courses using combinations of inactive duty training and active duty training. The configuration will necessarily involve selecting those tasks which the proponents consider as wartime critical in an effort to scale the courses to a length consistent with Reserve Component unique constraints. The requirements for additional Active Guard/Reserve (AGR) positions at TRADOC service schools to assist in the development of these wartime critical tasks have been recognized by HQ TRADOC with 25 AGR personnel programmed for FY 85, together with additional positions in the outyears.

With the increasing role of Reserve Component academies/schools, it will be important that close ties be established between these institutions and the TRADOC service schools as we move toward truly making the Reserve Component academies/schools an extension of the TRADOC service schools. A major step in this direction has recently begun to take shape with the establishment of the TRADOC USAR School Affiliation Program.

Concerning the latter subset of noncommissioned officer training, the full-time unit support program has significant potential to improve Reserve Component training. In order to maximize the effectiveness of the full-time noncommissioned officers, it is necessary both to prepare them to be effective trainers and to provide them follow-on sustainment training. In the near-term, all full-time soldiers who have not attended NCOES will be required to do so. Subsequently, future selection of full-time soldiers will require

them to be graduates of an appropriate skill level NCO Course. Sustainment training of full-time support soldiers will be directed by the Reserve Component unit commander in light of the unit mission, deployment priority, geographic and equipment constraints, and drawing upon the full range of training support resources available.

(9) Should RC NCOES be linked to promotion?

NCOES is a major contributor to the professional development of the RC NCO. This system prepares the RC soldier for career progression, greater responsibility, and a diversity of assignments. NCOES strengthens and broadens the leadership qualification of the RC NCO and provides RC commander with an inventory of skilled, knowledgeable soldiers who possess leadership abilities. In short, the completion of NCOES by RC soldiers has a long term positive impact on unit readiness. The soldier also develops a career interest in the RC by being provided continued training and education opportunities, and a "road map" for career enhancement and upward mobility.

Because of this long term, positive impact of NCOES on unit readiness as well as on the professional development of individual soldiers within RC units, commanders should ensure that every soldier attends the NCOES course appropriate for his rank and/or position of assignment. Since within the RC, time is even more critical than in the AC, unit commanders must elevate the planning priority afforded NCOES within his unit training plans and programs. By linking NCOES to promotion, the RC commander becomes directly responsible for ensuring that the soldiers within his command are afforded an opportunity to attend the appropriate NCOES course. In addition by linking NCOES to promotion, the individual RC soldier has a greater reason to complete NCOES since his career progression in the RC is dependent upon completion of these training experiences. More importantly however, linkage ensures the soldiers who are promoted and assume positions of greater responsibility that they will receive the training designed to increase their capacity for success in the new assignment.

Completion of NCOES in either its AC or RC version at the appropriate skill level is a prerequisite for promotion consideration of the RC soldier in a Troop Program Unit. This linkage became effective 1 June 1984 for ARNG enlisted personnel in pay grades E5 through E9 (Chapter 6, NGR 600-200) and on 1 July 1985 for USAR TPU enlisted personnel in same pay grades (Chapter 3, AR 140-158). Currently, enlisted personnel in the IRR have no requirement to complete any NCOES course as a condition for promotion consideration while enlisted members of the Inactive National Guard (ING) are not considered for promotion while in an inactive status.

The Reserve Components, in concert with the DCSOPS, FORSCOM and TRADOC, will continue to develop and implement programs that enhance quality of instruction, training support, and training products. Emphasis will continue on individual leader development and proficiency training will focus on technical and tactical expertise, how to train, and how to fight units or how to support combat units.

(10) What should be the role of SQT in RC NCOPD.

Current regulations in the ARNG and USAR specify that members of the RC are not required to possess an SQT qualification score for promotion purposes. In the ARNG, occupational qualifications for MOS award may be obtained by attaining a verifying score in an MOS identified in AR 611-201 and authorizing the use of the Enlisted Evaluation System or SQT. A verification score of 60 percent attained on the SQT denotes minimum verification of the current DMOS and skill level evaluated. Personnel who fail to attain the minimum MOS verification score will be counseled by the unit commander, and appropriate action will be taken.

The SQT is used in the RC for the purpose of evaluating individual training proficiency. The SQT is administered every two years, however, the unit commander may administer the test on an annual basis if desired. The SQT for the RC is quite inequitable in that a test is not available for every MOS in the inventory. Additionally, several tests are invalid for the RC because of the lack of compatible equipment.

The RC continues to maximize use of the SQT and plans for potentially linking of the EPMS to the SQT is being considered for the ARNG.

3. Conclusions:

a. The current reliance on the RC and their importance in mobilization scenarios mandates that RC NCO receive the best possible professional development. At the same time the Army must recognize the unique considerations of the RC NCO in that proficiency must be maintained in two careers (civilian and military). Education and training requirements must be based on active needs, held to the absolute minimum, and offered in multiple modes to make it possible for RC NCO to fit military duties into an already demanding schedule. The current system and on-going initiatives meet the needs of the RC NCO fairly well. Several options are available to RC NCO to accomplish required training and education.

Tremendous strides have been taken over the last several years to provide information to both employers and employees and in turn soliciting additional support for the RC. The National Committee for Employer Support to the Guard and Reserve is an active organization and continues its efforts to educate the employers and members of the RC.

The professional development requirements and opportunities for the Individual Ready Reserve (IRR) soldier do not parallel those of the RC soldier in a Troop Program Unit. The IRR NCO is not required to complete any formal military training and assignment opportunities are very limited. Professional development for the IRR NCO is inadequate.

Reclassification of RC NCO is understood by the field, addresses those personnel actions required, and is not an administrative burden on the unit.

Training and education procedures are identified and several modes of qualifying the reclassified RC NCO are available in both resident and non-resident courses of instruction.

The Army Training Plan establishes definitive goals for the Army Training System. This document describes an objective training system to meet those goals. One of those goals is readiness. "Total Army" readiness for war demands that increased priority be given to the training needs of the RC. RC NCOES significantly contributes to providing the RC NCO the tactical and technical competance needed to lead, train, and supervise the operators and maintainers of new weapons systems and support equipment. Additionally, RC NCOES provides a cohesive program that produces NCOs who "lead, train, maintain, and fight" in the unit environment.

RC NCOES will be expanded over the next 5 years to improve leadership training and provide technical MOS training. MOS training will provide NCO technical competence in the RC. Maximum use of modern communicative technology will be made to improve training management and to help overcome the lack of time, equipment and facilities which restrict training in RC units, ARNG Academies and USAR schools. With both the additional and the improved existing training facilities, the RC NCO will be provided ready access to learning/training centers equipped with "state of the art" instructional material which will provide additional time for individual training and MOS specific training programs which are being developed by proponent school to support the RC.

Within the area of noncommissioned officer training, the two major subsets are the Reserve Component Noncommissioned Officer Education System (NCOES) and training for full-time unit support noncommissioned officers. In the former, a serious shortcoming exists. The weakness is that current courses are exclusively leadership-oriented, lack Military Occupational Skill (MOS) level of detail at the various skill levels, and do not provide for acquiring the technical skills essential to be effective trainers. This weakness fosters a competency gap between Active and Reserve noncommissioned officers which must be closed.

The remedial strategy to close that gap is first to make seats available for Reserve noncommissioned officers to attend resident courses at service schools and major command noncommissioned officer academies. Second, recognizing that many drilling Reservists cannot take time from civilian careers to pursue the resident courses, TRADOC will export each course to the Reserve Component for presentation by the Army National Guard (ARNG) academies and United States Army Reserve (USAR) schools. Proponent schools will be required to configure courses using combinations of inactive duty training and active duty training. The configuration will necessarily involve selecting those tasks which the proponents consider as wartime critical in an effort to scale the courses to a length consistent with Reserve Component unique constraints. The requirements for additional Active Guard/Reserve (AGR) poisitions at TRADOC service schools to assist in the development of these wartime critical tasks have been recognized by HQ TRADOC with 25 AGR personnel programmed for FY 85, together with additional positions in the outyears.

With the increasing role of Reserve Component institutions, it will be important that close ties be established between ARNG academies, USAR schools and the TRADOC service schools as we move toward truly making the Reserve Component schools an extension of the TRADOC service schools. The recent initiative by TRADOC which established the TRADOC USAR School Affiliation Program appears to be a beginning to this process and should be continued.

Concerning the latter subset of noncommissioned officer training, the full-time unit support program has significant potential to improve Reserve training. In order to maximize the effectiveness of the full-time noncommissioned officers, it is necessary both to prepare them to be effective trainers and to provide them follow-on sustainment training. In the near-term, all full-time manners who have not attended resident service school NCOES will be required to do so. subsequently, future selection of full-time manners will require them to be graduates of an appropriate skill level NCO Course. Sustainment training of full-time manners will be directed by the Reserve Component unit commander in light of the unit mision, deployment priority, and geographic and equipment constraints, drawing upon the full range of training support resources available. As a minimum, a program of formal refresher training will be required for AGR personnel.

Regulations require the completion of NCOES/RC NCOES courses for RC promotion consideration. This linkage emphasizes the commitment by the RC to improve the tactical and technical competance. Commanders select NCO for training who have promotion potential and ensure that the soldiers are provided the opportunity to pursue professional development at the appropriate time in their career.

The SQT is used in the RC for the purpose of evaluating individual training proficiency and will continue until SQT tests are available for all MOS.

The individual RC NCO is now recognized as having a far greater role and stake in the system - both as a soldier concerned with self development and as a leader responsible for setting the example and development of subordinates.

4. Recommendations:

a. Restructure RC NCOES to include MOS-specific training to the appropriate skill level (DCSOPS, TRADOC, FORSCOM, NGB, OCAR, ARPERCEN).

b. Identify RC requirements for training aids, devices, simulations and simulators (TADSS) and develop a fielding plan with specific purchase requirements for RC use (DCSOPS, TRADOC, FORSCOM, AMC, NGB, OCAR, ARPERCEN).

c. Develop courses of nonresident instruction in tandem with resident programs and ensure they are maintained current. (DCSOPS, TRADOC).

d. Develop a long range comprehensive training strategy for the IRR that will insure noncommissioned officer professional development alignment

throughout the entire Reserve Component and will provide systematic readiness/training opportunities for personnel in accordance with individual deployment priorities. (DCSOPS, TRADOC, FORSCOM, OCAR, ARPERCEN).

e. Identify and resource Regional Training Sites, Local Training Areas, and Consoldiated Training Facilities to provide individual training for RC NCO during IDT and AT (DCSOPS, TRADOC, FORSCOM, AMC, NGB, OCAR, ARPERCEN).

f. Improve the quality of USAR school training and increase the use of ARNG academy and USAR school assets (DCSOPS, FORSCOM, TRADOC, NGB, OCAR, ARPERSCEN).

5. Implementation:

The RC portion of the implementation action plan includes a list of the CSA approved actions with supporting actions necessary for implementation of the approved action, those agencies involved in the implementation and target completion dates.