

Infantry Branch

1. Unique features of the Infantry Branch

a. Unique purpose of the Infantry Branch. Infantry Branch is the only maneuver branch with the mission to close with and destroy the enemy by means of fire and movement to defeat or capture him, or repel his assault by fire, close combat and counterattack. The Infantry is the only branch specifically designed to engage the enemy in direct ground combat. Infantry officers are valued for their physical and mental toughness, and their innate ability to focus on mission accomplishment in the most austere environments.

b. The way ahead. The continued evolution of the Army after ten plus years of protracted conflict, changes in strategic focus, and unprecedented resourcing challenges will alter but not significantly change how Infantry Branch trains, assigns, and develops officers. Although the means, methods, and time available to develop Infantry officers may change in the upcoming years, the fundamental goal and requirements remain unchanged. The end state remains the development of agile, adaptable, physically and mentally tough Infantry officers with a solid foundation in the core warfighting skills required to close with and destroy the enemy in close ground combat. While the focus of the Infantry Branch has always been the development of combined arms warriors, the Army's development and fielding of combined arms formations has amplified this requirement. These formations require a deliberate focus on the development of Infantry company grade officers who are experts in branch specific individual, leader, and collective tasks, who can employ their units as part of a combined arms element. Field grade officers in these organizations require a broader understanding in the application of combined arms maneuver, joint and coalition capabilities to plan and execute BCT level tactical operations in support of unified land operations (ULO). As the Infantry officer progresses through the ranks, their development must also prepare them to successfully serve across the entire joint, international, intergovernmental, and multinational (JIIM) environment. The assignment of Infantry officers will continue to be made based on (1) the needs of the Army, (2) the professional development needs of the officer and (3) the officer's preference. While Human Resources Command will make every effort to synchronize the three priorities, the needs of the Army and the professional development needs of the officer must continue to take precedence over individual preference.

c. Unique functions performed by the Infantry Branch. Infantry leaders are expected to synchronize all elements of combat power on the battlefield to defeat the enemy. Infantry officers are prepared to train, lead, and employ all types of Infantry and other maneuver and fire assets on the battlefield in unified land operations (offense, defense, and stability operations). The Infantry arrives on the battlefield by parachute assault, air assault, mechanized vehicle, wheeled vehicle or on foot. Insertion means are dependent upon the mission, enemy, terrain and weather, troops and support available, time available and civilian considerations (METT-TC).

d. Unique features of work in the Infantry Branch. Infantry officers work at all levels of command and staff and can perform the following functions and tasks:

- (1) Execute mission command of infantry and combined arms forces in combat.
- (2) Provide coordination for employment of combined arms forces at all levels of joint, Army, and coalition commands.
- (3) Develop doctrine, organizations, and equipment for Infantry unique missions and formations.
- (4) Instruct Infantry skills at service schools and combat training centers.
- (5) Serve in positions requiring general combat skills such as staff officers in all levels of headquarters and activities requiring Infantry or maneuver expertise.
- (6) Serve as Infantry instructors at pre-commissioning programs, service schools and colleges.
- (7) Serve as Infantry advisors to foreign military, Army National Guard, and U.S. Army Reserve organizations.

e. Branch detail. Infantry Branch participates in the branch detailing of officers into Infantry for development and growth at the grade of lieutenant. Officers detailed Infantry (branch code 11) will lose their Infantry designation once they reach their branch detail expiration date and they have been re-assigned into their new branch. Branch detailed officers usually remain in their designated skill for 36 months or until they are

promoted to the grade of Captain. Officers who are branch detailed are not eligible to return to their basic branch until they have completed their initial time in Infantry Branch. Branch detailed officers should also look to serve in Infantry coded positions and not their basic branch. The promotion board is selecting officers for promotion based on their performance as an Infantry officer, not their basic branch.

f. Branch eligibility. Specific eligibility requirements can be found in DA Pam 611-21. Officers of other branches who desire a branch transfer to Infantry should submit a request in accordance with AR 614-100, chapter 4. Voluntary transfer is done on a case by case basis since Infantry Branch is historically overstrength at all grades.

2. Officer characteristics required

a. General. Infantry Branch requires officers who are, first and foremost, leaders of Soldiers. They should be mentally and physically disciplined and well-versed in Infantry and combined arms tactics, techniques and procedures. Infantry leaders will embody the warrior ethos. They will place the welfare of their Soldiers ahead of their own, and they will live the Army Values without exception. Their example will inspire others to achieve the same level of commitment and professionalism. The Infantry must produce agile and adaptive leaders who are flexible, critically reflective, and comfortable with ambiguity and uncertainty, and agents of change. Infantry officers must be challenged and imbued with the confidence to be innovative and adaptive while competently performing in a JIIM environment. Infantry officers must be:

- (1) Proficient in the art and science of the profession of arms.
- (2) Comfortable employing both lethal and nonlethal means.
- (3) Able to confront the uncertain situations of the contemporary operational environment.
- (4) Adept at using ethical decision-making to solve complex, dynamic problems.
- (5) Team builders, able to confidently lead Soldiers while engendering loyalty and trust.

Additionally, there are several branch unique skills that require professional development. Infantry Branch is the proponent for the following skill identifiers (SIs) (detailed descriptions contained in DA Pam 611-21):

- (a) 2B-Air Assault
- (b) 3X-Bradley Leader
- (c) 3Z-Mortar Unit Officer
- (d) 5P-Parachutist
- (e) 5R-Ranger
- (f) 5S-Ranger/Parachutist
- (g) 5Q-Pathfinder
- (h) 5W-Jumpmaster

b. Competencies and actions common to all. Infantry officers are valued for their skills as leaders, trainers and planners: these skills are acquired and perfected through realistic training, professional military education and service in the most demanding positions Infantry Branch offers. Infantry officers must be proficient at maneuvering both vehicular and non-vehicular Infantry formations as well as serving in equally critical assignments within the generating force. The goal of the branch is to provide each officer with a series of leadership, staff and developmental assignments; institutional training; and self-development opportunities in order to develop combined arms warriors with broad experience who can successfully operate in infantry specific, branch immaterial and JIIM assignments.

c. Unique skills. Infantry officers should consistently display outstanding performance across a wide variety of operating and generating force positions. Infantry officers should demonstrate excellence in their warfighting skills; technical proficiency; a well-developed understanding of combined arms, joint, and coalition warfare; and the ability to lead, train, motivate and care for Soldiers.

3. Critical officer developmental assignments

a. Lieutenant. The professional development objective for this phase of an officer's career is to develop the requisite Infantry Branch skills, knowledge and abilities. Lieutenants will focus on development of Infantry tactical and technical warfighting skills and the utilization of these skills in an operating force assignment.

- (1) *Education.* Infantry officers will attend the Infantry Basic Officer Leader Course. The IBOLC course

takes the graduate of OCS/ROTC/USMA and continues his/her development with the mission to “Educate and train Infantry lieutenants who are competent, confident, and professional leaders; able to lead platoons to fight and win in any operational environment.” The IBOLC endstate is: A physically rugged, competent and confident Infantry officer proficient in Infantry skills who is adaptable, flexible, and prepared to train and lead Infantry platoons on any mission in any terrain. To further the development and tactical and technical proficiency required of Infantry officers there are a multitude of functional and combat/specials skills courses available following IBOLC. It is the goal of the branch to provide all Infantry lieutenants with the opportunity to attend the Ranger Course following IBOLC. The Ranger Course is essential in developing the knowledge, skill, abilities required to serve as a rifle platoon leader. Additionally, any officer assigned to an Airborne Brigade, Armored Brigade Combat Team (ABCT) or a Stryker Brigade Combat Team (SBCT) should attend Airborne School, Bradley Leaders Course (BLC), the Stryker Leader Course (SLC) or Jumpmaster Course if the officer has the pre-requisites needed to complete the course prior to reporting to their follow on assignment. Some officers will be selected to attend the Infantry Mortar Leader Course. Regardless of unit of assignment and follow-on schools, the objective is for Infantry lieutenants to complete all the required and branch directed training within ten months from the 1st day of IBOLC in order to ensure that they are able to complete the requisite assignments in their first duty station to provide them with the skills, knowledge, and experience necessary to build a strong foundation. The Infantry expects all Infantry lieutenants to volunteer for and complete Ranger training. The Ranger course develops the technical and tactical proficiency of Soldiers to improve their ability to plan and conduct missions to close with and destroy the enemy in direct ground combat normally associated with Infantry platoons. Successful completion of the Ranger Course is an indication that an officer possesses the skills and stamina necessary to effectively lead Soldiers in the Infantry.

(2) *Operational and Broadening Assignments.* The typical Infantry lieutenant will be assigned to a Brigade Combat Team as his/her first unit of assignment. The key developmental assignment during this phase is serving as a platoon leader in an operating force unit for 12 months ideally. Early experience as a rifle platoon leader is critical, as it provides Infantry lieutenants with the opportunity to gain tactical and technical expertise in their branch while developing leadership skills. Other typical assignments for lieutenants are battalion specialty platoon leader (recon, mortar, or weapons), company executive officer, or battalion staff officer. An Infantry officer can expect to serve in various staff positions after promotion to captain, but prior to attendance at the Maneuver Captain’s Career Course (MCCC).

(3) *Self-development.* Self-development during this phase should focus on Infantry tactical fundamentals, troop leading procedures, leadership skills, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills. Infantry lieutenants must take the initiative to gain knowledge and experience for the next level of assignments and responsibilities as a captain. Self-improvement and development can be achieved through observing different activities and officers at the battalion and brigade levels, seeking out mentors and by gaining experience in other duty positions after successfully serving as a rifle platoon leader. The CSA’s *Professional Reading List for Company-Grade Officers* is an excellent source of information to assist the lieutenants in the self-development process. Additional resources are available through the US Army Maneuver Center of Excellence Maneuver Self Study Program available on-line.

(4) *Desired experience.* Each Infantry lieutenant must complete IBOLC, successfully serve as a rifle platoon leader in an operating force assignment, and continue development of their technical and tactical abilities through assignment to a specialty platoon, executive officer, staff position or Junior Officer Broadening Assignment (JOBA). The goal is a lieutenant with an understanding of how to employ an Infantry Platoon independently or in support of a company or larger combined arms team. He/She should have a working knowledge of special operations and air ground operations. A limited number of Infantry lieutenants will also serve in generating force assignments as executive officers, instructor/writers, or commanders prior to attending MCCC.

b. Captain. The professional development objective for this phase is to develop Infantry officers with the technical, tactical, and leadership skills to serve successfully as a company commander and staff officer at the BCT level within the operating force, and who have rounded out their knowledge through successfully completing an assignment in the generating force. Infantry captains who have served in both operating and generating force positions have honed their tactical skills and expanded their capabilities through their developmental assignments.

(1) *Education.* Completion of the Maneuver Captain’s Career Course (MCCC) is mandatory during this

period. Specialized training will be scheduled for officers after MCCC based on their follow on assignment. The majority of officers attending MCCC will be assigned to a different type of Infantry organization (vehicular or non-vehicular) than they served in at their first duty station. This change in formation type allows for the diversification amongst our Infantry Leaders throughout the force. Infantry officers who have not successfully completed the Ranger course will be given the opportunity to participate in MCCC's Pre Ranger Program, attend and successfully complete Ranger Training Assessment Course (RTAC) and immediately attend the Ranger Course following their career course. Officers will not be given an ATRRS reservation for Ranger Course until they successfully complete RTAC. Infantry captains on orders to an ABCT as a first time assignment will attend the Bradley Leaders Course and those assigned to SBCTs will attend the Stryker Leader Course or Cavalry Leaders Course (CLC) prior to reporting.

(2) *Operational and Broadening Assignments.* The key developmental assignment for a captain is command of an operating force Infantry company for 12-18 months for a single command and no more than 24 months for two commands. Infantry captains should bear in mind that they will most likely be assigned to a type of Infantry unit they did not serve with as a lieutenant (vehicular or non-vehicular). Infantry Captains are also given the opportunity to serve as a Company Commander in a generating force unit, Basic Command Training, prior to and immediately following MCCC. Officers who command generating force companies encounter significant responsibilities and are therefore, well prepared for an operating force company command. Generating force company commanders, having their first commands at the United States Army Infantry School, will be given a follow-on operating force assignment and the opportunity to compete for company command in operational BCTs. Infantry captains can expect to command within these organizations for 12-18 months and then immediately attend MCCC. Captains should aggressively seek command and developmental assignments in battalion and brigade level staff positions in order to further their understanding of Infantry leadership and tactics. Officers will have the opportunity to compete for selection and assignment to unique units where they may command again, such as the 75th Ranger Regiment, 3rd Infantry Group (The Old Guard), special mission units (SMU), and the Ranger Training Brigade. Upon completion of company command, a wide variety of broadening assignments are available. The purpose of these assignments is to meet critical Army requirements, further develop the officer's knowledge base and provide him/her broad professional experience. Broadening assignments for Infantry captains include—

- (a) Instructor – Small Group Leader
- (b) Nominative Assignments (Aide-de-camps, Executive Officer to a General Officer, etc)
- (c) Active Component / Reserve Component (AC/RC) and CTC observer / coach-trainer (O/C-T) or staff positions
- (d) Generating force staff
- (e) Doctrine developer
- (f) Training developer
- (g) ACOM and higher-level DA staff
- (h) USMA faculty and staff
- (i) U.S. Army Recruiting Company command and staff
- (j) Reserve Officers' Training Corps (ROTC) Assistant Professor of Military Science
- (k) Multinational and coalition trainer and staff officer
- (l) Army sponsored fellowships and scholarships / Broadening Opportunity Programs (BOPs)
- (m) Other combat arms or branch generalist positions
- (n) JIIM organizations and commands

(3) *Self-development.* During this phase, Infantry officers must hone their leadership, tactical, and technical skills and concentrate on those critical tasks required to accomplish their wartime mission while winning on the battlefield. The officer should also begin to develop a more thorough understanding of combined arms operations in a joint environment. Captains must take the initiative to gain knowledge and experience for the next level of assignments and responsibilities as a field grade officer. Self-improvement and development can be achieved through observing staff activities at the battalion and brigade levels, seeking out mentors, and by gaining experience in other duty positions after successful completion of company command. Officers should continue their professional military reading with books from the CSA's *Professional Reading List for Field Grade Officers*.

(4) *Desired experience.* There is no substitute for an operating force company command. It develops an Infantry officer's leadership and tactical skills and prepares them for future leadership assignments at successively higher levels of responsibility. Infantry captains should also expand their tactical and technical

capabilities through assignment as a battalion staff officer prior to re-assignment away from a BCT.

(5) *Voluntary Transfer Incentive Program*. This program allows officers to transfer into another branch or functional area beginning in their 4th year of active federal service all the way through their 14th year. This program also allows officers who are branch detailed into another branch to remain Infantry if they so desire. The VTIP panel meets every 1st and 3rd Quarter to determine if an officer is eligible to transfer into another branch/functional area. Submission of a VTIP packet does not guarantee that an officer will be branch transferred.

c. *Majors*. The professional development objective for this phase is to expand the officer's tactical and technical experience and continue to broaden the officer as a combined arms warrior and leader with a comprehensive understanding of operations in a JIIM and expeditionary environment. Additionally, through a series of operating and generating force developmental assignments, the Infantry major continues to increase his/her understanding of how the Army operates. The goal is to provide the Infantry major with the tools that prepare the officer for future battalion command and for increasingly complex developmental assignments.

(1) *Education*. Military education required during this phase is completion of Intermediate Level Education (ILE) at the U.S. Army Command and General Staff College (CGSC). The Army conducts ILE selection boards in conjunction with the Major ACC Promotion Selection Board to consider officers for resident or non-resident ILE opportunities. Officers will be selected for resident CGSC, satellite ILE or distance learning. Officers may also compete for sister service ILE, foreign ILE and interagency fellowships. Officers may also compete to be selected for the School of Advanced Military Studies (SAMS). Upon graduation from SAMS, the officer is required to serve up to 2 years of a SAMS Utilization Tours (minimum of one) as a Corps or Division plans or operations/assistant DCS, G-3/5/7 staff officer.

(2) *Key Developmental Assignments*. Key developmental assignments for an Infantry major are:

- (a) Battalion / Squadron Operations Officer.
- (b) Battalion / Squadron Executive Officer.
- (c) Brigade / Regimental Operations Officer.
- (d) Operations Officer / Executive Officer equivalent positions within a special missions unit (SMU).
- (e) Division chief of plans (SAMS Utilization only).
- (f) Division chief of operations (SAMS Utilization only).

(3) Each officer should have sufficient experience in key developmental assignments in order to develop an understanding of Infantry and combined arms operations. There is no substitute for these key developmental assignments at the brigade level and below for preparing an Infantry officer for future command and for building his/her Infantry maneuver and combined arms skills. The Infantry major may further expand his tactical and technical skills by serving in staff assignments at Division level and higher. The division chief of plans / chief of operations positions are only considered key developmental assignments for the SAMS graduate Infantry officers. SAMS officers must then serve a minimum of 12 months in a battalion or brigade S3/XO position.

(4) Infantry majors will also meet the Army's mission requirements and broaden their experience before or after their key developmental assignments with developmental assignments. Broadening positions for Infantry majors include—

- (a) AC/RC and CTC O/C-T or staff positions
- (b) Doctrine developer
- (c) Training developer
- (d) DA staff officer
- (e) Joint staff officer
- (f) Nominative Assignments (Aide de camp, Executive Officer to a General Officer, etc)
- (g) Division or corps staff
- (h) Army command (ACOM) staff (CONUS and OCONUS)
- (i) CGSC staff and faculty
- (j) Service school instructor
- (k) United States Military Academy (USMA) faculty and staff
- (l) ROTC assistant professor of military science (APMS)
- (m) Multi-national and coalition trainer and staff officer
- (n) Army-sponsored fellowships and scholarships or Broadening Opportunity Programs (BOPs)
- (o) JIIM organizations and commands

(4) *Self-development.* Infantry majors are expected to continue self-development efforts to build organizational leadership, strategic perspective and hone operational skills. Infantry majors will be required to develop and use a diverse set of skills as they move between combined arms leadership positions in operating and generating force organizations as well as in JIIM assignments.

(5) *Desired experience.* The Infantry major must hone his/her skills in the planning and execution of combined arms warfare to develop expertise in the JIIM operational environment. While 12 months is the minimum standard, an Infantry major will normally serve 24 months in a key developmental assignment. Infantry majors selected by BCT commanders to serve as brigade S3s or XOs may request through Infantry Branch OPMD to be extended for a total of 30 months. In order to produce agile and adaptive leaders, Infantry majors who have not yet met the requirements of the vehicular to non-vehicular imperative may be assigned to units for which they have not had previous experience following ILE. Moving between operating and generating force assignments will further broaden an Infantry officer's experience.

(6) *Additional factors.* The goal of Infantry branch is to develop an inventory of field grade officers who embody a collective knowledge of JIIM experience. While not every officer will receive an assignment in a qualifying joint assignment or serve a fellowship in a JIIM agency, the goal is to provide the maximum opportunity for Infantry majors to receive JIIM experience. The JIIM assignments for Infantry majors are dependent on Army demands and position/fellowship availability.

d. Lieutenant colonel. Promotion to lieutenant colonel is the mark of a successful career for an Infantry officer. The professional development objective for this phase is demonstrated excellence in tactical skills, technical proficiency, and the ability to lead, train, motivate, and care for Soldiers in both the staff and command environments. As the Infantry officer increases in rank, opportunities to serve within the operating force will decrease, while opportunities to serve in the generating force will increase. The officer's previous generating force assignments prepare the officer for an expanded role in the generating force in positions of increasing responsibility.

(1) *Education.* Lieutenant colonels selected for command complete pre-command courses (PCCs) and may be selected for Senior Service College (SSC) following command.

(2) *Operating and Broadening Assignments.* The key developmental assignment for Infantry lieutenant colonels is to serve as a centrally selected (CSL) battalion command in the operating or generating force. Infantry lieutenant colonels selected for command will normally serve two years in command at battalion level. Broadening positions for Infantry lieutenant colonels include—

- (a) CTC task force trainer
- (b) Deputy BCT commander (if authorized)
- (c) Division-level officer under DCS, G-3/5/7 (NOTE: normally a former battalion commander).
- (d) ROTC PMS
- (e) Division or corps staff
- (f) Service branch school staff and instructors
- (g) HQDA or joint staff, NATO Staff, combatant commands staff
- (h) JIIM organizations and commands
- (i) ACOM staff.
- (j) MCTP staff and OC-T
- (k) Nominative Assignment

* Note that assignment opportunities for some Infantry lieutenant colonel positions will be limited to former battalion commanders.

(3) *Self-development.* During this phase, self-assessment, off-duty civil schooling and perfecting mentoring and managerial skills are essential to the development of the Infantry officer. The officer should also continue to hone his combined arms warfighting skills and his understanding of the joint operational environment. Continue to read books from the CSA's *Professional Reading List for Field Grade Officers*.

(4) *Desired experience.* Command selection only includes a small percentage of the Infantry lieutenant colonel population. Infantry lieutenant colonels not selected for battalion command continue to make significant contributions at all levels of the Army and in JIIM assignments. Infantry lieutenant colonels can expect to serve in a wide variety of professionally challenging and personally rewarding assignments in the operating and generating forces. Former battalion commanders (FBCs) will be assigned to specific billets coded for FBC and will be assigned based on needs of the Army. All FBC assignments are vetted through the Director, OPMD. Some examples of FBC billets include division-level officers under DCS, G-3/5/7, CTC TF Senior OC-T, Joint Staff, Office of the SECDEF, Army, Corps, or Division staff, TRADOC duty, Infantry

Branch chief in officer or enlisted assignments, USAREC duty, or 75th Ranger Regiment CSL command.

e. *Colonel*. The professional development objective for this phase is sustainment of warfighting, training and staff skills, along with utilization of leadership, organizational and executive talents. The majority of strategic level leaders in the Army are colonels. Colonels are expected to be strategic and creative thinkers; builders of leaders and teams; competent full-spectrum warfighters; skilled in governance, statesmanship, and diplomacy. They must understand cultural context and work effectively across it.

(1) Education. Infantry colonels compete to attend a Senior Service College (SSC). Attendance at the US Army's War College, or a Sister Service's SSC is only one method to become Military Education Level (MEL) 1 qualified. Officers selected may volunteer to attend in an allied nations SSC equivalent or gain constructive credit through an academic fellowship.

(2) Assignments. Infantry colonels contribute to the Army by serving in crucial assignments in branch and combat arms or branch immaterial positions. The critical task during this phase is to fully develop the broad skills and competencies required of an agile and adaptive leader, while maintaining branch competency (warfighting skills). Officers should make maximum use of their talents. Infantry officers will make full use of their maneuver, fires, and effects and JIIM experience, managerial skills and executive talents to meet the needs of the Army. The key developmental assignment for an Infantry colonel is to serve in a CSL billet in a brigade, regimental or colonel level garrison command. The normal command tour is between 18-24 months. Garrison command tour lengths are 24 months but can be extended to 36 months. Broadening positions for Infantry colonels include:

- (a) Combat training center operations group commander / chief of staff
- (b) TRADOC capabilities manager
- (c) Division or corps chief of staff
- (d) Division, corps or field army assistant chief of staff, G-3/5/7
- (e) Executive officer to a general officer
- (f) Department director, U.S. Army Maneuver Center of Excellence
- (g) HQDA or joint staff
- (h) USMA brigade tactical officer
- (i) Senior ROTC program PMS
- (j) Nominative Assignment

(3) Self-development. Infantry colonels must maintain their branch skills and remain current on all changes that affect the Soldiers they command and/or manage. JIIM assignments are important during this phase.

(4) Desired experience. The primary goal at this stage is to fully use the experience and knowledge gained in a position where the officer can provide significant contributions to the operating and generating force. The key developmental assignment for an Infantry colonel is brigade level command. No other position provides the Infantry officer the opportunity to fully use his depth of experience in joint and combined arms warfare and to capitalize on his generating force assignments in service to the Army. Only a limited number of Infantry officers will have the opportunity to command. Those officers not selected for command will continue to provide exceptional service in developmental assignments within the Army and in JIIM assignments. These officers also provide the critical bridge between the operating and generating force, and serve as the advocate of commanders in staff positions at all echelons.

f. *Joint assignments*. Infantry officers will be considered for joint duty assignment based on the needs of the Army, professional development needs of the officer and availability of a joint assignment. Infantry officers and units will continue to be called on to participate in joint operations around the world. Joint experience, developed through sequential assignments, will provide the joint perspective on strategic operations to be successful now and in the future.

4. Assignment preferences

The professional development goal of Infantry Branch is to produce and sustain highly qualified officers who are tactically and operationally oriented to lead Soldiers and command units in combat and perform other assigned missions. Assignments in combined arms organizations will be made to develop the officer's overall ability to achieve that goal. The officer's assignments will be based on the needs of the Army, the officer's professional development needs and the officer's preference. While Infantry Branch, Human

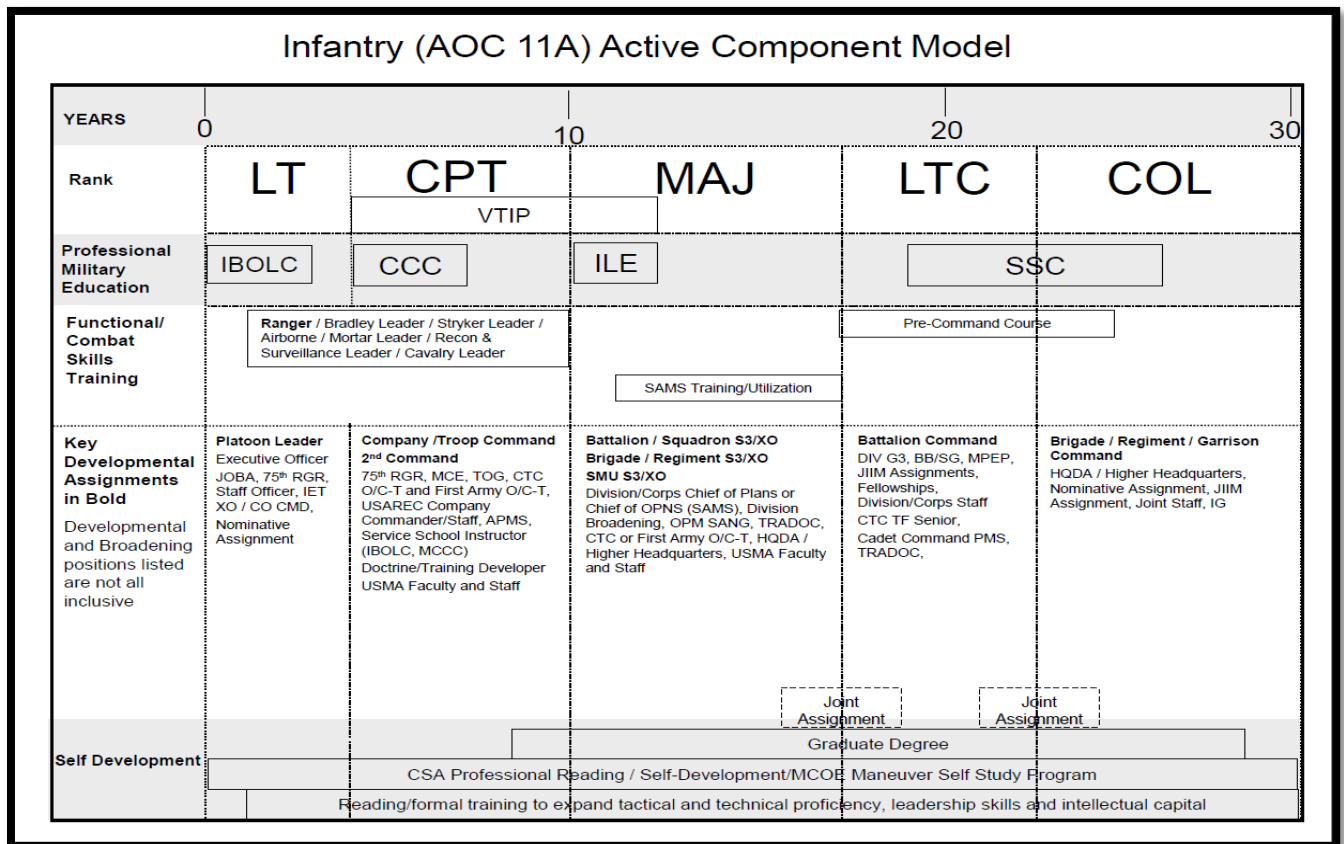
Resources Command, makes every effort to support individual officer's assignment preferences, the needs of the Army and the officer's professional development needs must take priority.

5. Duration of critical officer life-cycle assignments

a. Infantry Branch Assignments. The Infantry Branch officer will serve in several key developmental and broadening positions as they progress through their career in order to develop a joint and expeditionary mindset, tactical and technical expertise in combined arms warfare, a firm grounding in Infantry operations, and knowledge of JIIM organizations. There is no substitute in the Infantry Branch for service with troops in leadership positions. The goal of the Infantry officer professional development model is to provide the Infantry officer a series of leadership and operational staff positions, supplemented by opportunities to round out their knowledge in generating force positions, in order to achieve success in positions of leadership at successively higher levels. The primary positions that develop this level of expertise, in sequence, are platoon leader, company commander, S3 / XO, battalion command, and garrison/brigade/regimental command. The goal is to ensure that every Infantry officer is given the opportunity to serve in each of these leadership assignments (based on their individual manner of performance at each preceding level). While operational realities and the limited number of positions will prevent the branch from providing every officer the opportunity to command at the battalion and brigade level, the goal remains to provide every Infantry officer a variety of leadership, command and developmental assignments at each grade to develop and use their skills as combined arms warriors. Those officers who do not command at the battalion level will continue to provide critical support to the Army.

b. Infantry Branch life-cycle. Figure 1 shows how Infantry Branch time lines, military and additional training, key developmental assignments and self-development fit together to support the Infantry Branch goal of growing agile and adaptive leaders.

Figure 1. The Active Army Infantry Developmental Model



6. Requirements, authorizations and inventory

a. *Goal.* The goal is to maintain a healthy, viable career path for all Infantry Branch officers. To do this, the field grade inventory must be optimized in order to meet branch authorizations, to provide sufficient flexibility to support branch/functional area generalist positions, and to provide majors with the opportunity to serve in key developmental assignments. The branch's goal is to afford every major 24 months S3/XO time.

b. *OPMS implementation.* The number of authorized Infantry billets, by grade, will vary as force structure decisions are made, and actions to implement them are taken. Officers who desire more information on Infantry Branch authorizations or inventory, by grade, are encouraged to contact their AHRC Branch assignment officer.

7. Officer life-cycle initiatives for Infantry

a. *Structure.* The majority of assignment opportunities in the operating force will reside within the Armored, Infantry, and Stryker brigade combat teams. As an officer progresses in rank, there are significantly greater opportunities to serve within the generating force.

b. *Acquire.* Infantry officers are accessed through USMA, ROTC and OCS. Officers are accessed into Infantry based on proponent criteria, commissioning source selection processes, needs of the Army, and individual preference. Infantry is a recipient branch under the current system of branch detailing. Infantry receives officers from the other MFE, FS, and OS branches to fill lieutenant authorizations. Branch detailed officers return to their basic branch upon their selection to captain and assignment to their branch transition course.

c. *Distribute.* The goal of Infantry Branch is to provide a variety of assignments to Infantry officers that will develop their skills, broaden their experience base and prepare them for higher levels of responsibility and service to the Army. The priority is on developing a depth of experience in Infantry operations while concurrently developing a depth of experience in JIIM organizations and combined arms warfare. They will also be provided the opportunity to serve in generating force assignments in order to fully develop their knowledge of how the Army operates. Officers may also rotate between CONUS and OCONUS assignments. Officers will have more time to gain the requisite skills in their branch and their branch/functional area generalist assignments. Infantry officers are rotated between assignments to ensure they develop the full range of skills necessary to perform as senior leaders.

d. *Deploy.* Infantry officers remain the Army's principle warfighters. Whether assigned to the operating or generating force, all Infantry officers must be prepared to deploy on short notice anywhere in the world to lead Soldiers. Infantry officers may deploy with their units or as individuals to deter potential adversaries, protect national interests, or conduct humanitarian and peace keeping missions. Infantry Branch officers must prepare themselves and their families for this most challenging life-cycle function.

e. *Sustain.* Infantry combat skills are maintained through institutional training, assignments in the operational force, and self-development.

(1) Promotion. Field grade officers designated to remain in Infantry and in the maneuver, fires and effects functional category will compete for promotion only within this functional category. If an Infantry officer is designated to one of the two other functional categories, he will no longer compete against Infantry officers for promotion.

(2) Command. Infantry Branch commanders will continue to be centrally selected (CSL) for command at the battalion and brigade level. These commands are organized into four command categories: operations, strategic support, recruiting and training and installation. Recent changes require officers to compete for all categories and through an additional process will be slated to units based on their skills and experience, their personal preference, their position on the OML and Army requirements for that CSL cycle.

(3) Officer evaluation report (OER). The OER is the single most important tool for the management assignment, promotion, selection, and slating of officers. Raters and senior raters must ensure they fairly and honestly articulate an officers abilities, performance, and potential for service in increasingly complex and higher echelon organizations.

f. Develop. Infantry officers are developed through a logical progression of operating and generating force assignments. The focus of Infantry officer professional development is on the attainment and utilization of warfighting skills, and the utilization of those skills to support the critical doctrine, organization, training, materiel systems, leader development, personnel and facility (DOTMLPF) development missions of the branch. The goal is to professionally develop officers to employ firepower and maneuver skills in support of combined arms, joint, and coalition unified land operations. Development also occurs through the Army school system; all officers selected for major should complete some form of ILE education, and all officers selected for colonel should complete senior service college.

g. Separate. The Infantry Branch has no unique separation processes.

8. Infantry Reserve Component officers

a. General career development.

(1) Reserve Component (RC) Infantry officer development objectives and qualifications parallel those planned for their Active Duty counterparts, with limited exceptions. The increase in advanced technology weaponry and the lethality of modern weapon systems requires that RC officers train at the appropriate level. This is necessary in order to acquire those skills required for commanding, training and managing RC organizations for peacetime operation, as well as mobilization. The RC officer must realize that a large portion of his education and training will be accomplished on his own time, in accordance with his unit duty assignments. A variety of correspondence courses are available as well as a full range of schools that he may attend as a resident student. Junior officers must develop a strong foundation of Infantry tactical and technical expertise through assignments in their branch before specializing in a specific area/skill.

(2) The RC Infantry officer serves the same role and mission as his AA counterpart. The unique nature of his role as a "citizen Soldier" will pose a challenge to his professional development program. However, RC officer professional development is expected to mirror AA officer development patterns as closely as possible, except as noted below. The two primary exceptions are: RC officers tend to spend more time in leadership positions and RC officers have increased windows to complete mandatory educational requirements. Refer to Part One of DA PAM 600-3 for a detailed description of RC officer career management and development.

b. Branch development. Even though Reserve Component officer development is challenged by geographical considerations and time constraints, each officer should strive for Infantry assignments and educational opportunities that yield the same developmental opportunities as their Active Army counterparts.

(1) Introduction. Reserve Component (ARNG and USAR) officers must also meet certain standards in terms of schooling and operational assignments to be considered fully qualified in the Infantry Branch at each grade. Due to geographical, time and civilian employment constraints, RC Infantry officers may find it difficult to serve in the operational assignments required at each grade in order to remain fully qualified as an Infantry officer. Nevertheless, RC Infantry officers are expected to complete the educational requirements discussed below and to aggressively seek out the operational assignments to remain proficient in the branch.

(2) Lieutenant. The professional development objective for this phase of an officer's career is to develop the requisite Infantry Branch skills, knowledge and abilities. The focus of the officer at this stage of his career is on development of Infantry tactical and technical warfighting skills and the utilization of these skills in an operational assignment.

(a) Education. The Basic Officer Leader Course (BOLC) and Infantry Basic Officer Leader Course (I-BOLC) must be completed during this phase. I-BOLC provides the Infantry lieutenant the basic skills necessary to function as an infantry platoon leader. RC Infantry lieutenants may attend Ranger School, Infantry Mortar Leader Course, Airborne Course, or any number of unit specific functional courses. In addition to the Lieutenant's Professional Military Education (PME), all officers who have not earned a baccalaureate degree must complete their mandatory civilian education requirements. Officers must obtain a baccalaureate degree from an accredited college or university to qualify for promotion to captain.

(b) Assignments. Officers should seek and be assigned to leadership positions in troop units whenever possible. The critical assignment during this phase is serving as a rifle platoon leader in a brigade

combat team. The typical Infantry lieutenant will be assigned as a rifle platoon leader or staff officer in an infantry battalion upon completion of the basic course. Other typical assignments for lieutenants are battalion specialty platoon leader (recon, weapons, or mortar), company executive officer, battalion liaison officer (LNO), S3 air or logistics officer (S4). An Infantry officer may also serve in a staff position after promotion to captain, but prior to attendance at the Maneuver Captain's Career Course (MC3).

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

(d) Desired experience. Each Infantry lieutenant must complete all BOLC phases, successfully serve in an operating force platoon leader assignment, then supplement his technical and tactical abilities through assignment to a specialty platoon or staff position. The goal is to develop lieutenants with an understanding of Infantry maneuver tactics at the platoon level.

(3) RC captain.

(a) Formal training. Mandatory education during this phase is completion of the Maneuver Captain's Career Course (MC3) which is a prerequisite for promotion to major. MC3 can be completed through attendance at the resident course or the RC course (MC3-DL) that has a distance learning phase and a two-week resident phase. Officers branch transferring are encouraged to see DA Pam 351-4 for military education requirements and procedures to apply for MC3 constructive credit.

(b) Assignments. Assignments in a company, battalion, or brigade organization should follow a progressive order. The command of a unit is the essence of leadership development at this stage of an officer's career. Units fill company command positions with officers who have demonstrated the potential for and the desire to command Soldiers. Most command tours are 36 months long with the tour length set by the higher commander and should be preceded by attendance at the company level pre-command course. The number of company command positions may not afford every officer to have the opportunity to command at the captain level. Command can be of traditional modified table of organization and equipment (MTOE) line units or table of distribution and allowances (TDA) units. Some officers may receive more than one command opportunity, but those cases are rare. Battalion staff experience is also desired during this period, but the focus should be to command a unit.

(c) Typical duty assignments. Officers should aggressively seek Infantry company command. Following successful company command, officers can be assigned to similar types of non-troop assignments as AA officers. In addition, they may participate in the IMA and Active Guard and Reserve (AGR) programs.

(d) Functional area training. The RC officers are awarded a functional area based upon the needs of the Army, the officer's geographic location, individual experience, education, and training. Functional area assignments offer the Infantry officer flexibility and the opportunity for additional assignments in both the ARNG and USAR. Officers who received a functional area designation while on Active Duty may continue to serve in that functional area or may request award of a different functional area based upon the availability of such assignments and the needs of the Army. Functional area designators are awarded at the officer's request once all prerequisites for award of the functional area have been met.

(4) RC major. Promotion to major normally occurs between the 12th and 14th year of commissioned service. Promotion prior to consideration by the Department of the Army mandatory promotion board (position vacancy promotion) is possible. Selection for major is based on performance and potential for further service in positions of greater responsibility. These qualities are measured by the officer's assignment history, level of branch development achieved, and the relative standing of the officer to his peers as indicated in the officer evaluation report (OER).

(a) Formal training. Officers should complete ILE but must complete ILE common core to be promoted to lieutenant colonel. Officers can complete the requirements for ILE in numerous ways: CGSC (resident or nonresident), Sister Service resident CGSC or Associate Logistics Executive Development Course (ALEDC).

(b) Assignments. The key developmental assignment during this phase is service as a battalion S3 or XO, or brigade S3. An Infantry major should serve for a minimum of 24 months in an S3/XO position. There is no substitute for time spent as an S3 / XO in preparing the Infantry major for battalion command and for expanding his/her knowledge of combined arms maneuver warfare. Developmental assignments on brigade/division staffs (non-S3 / XO positions), Joint Forces Headquarters (JFHQ); Army Reserve Commands (ARCOM); general officer commands (GOCOMS); or major USAR Command (MUSARC) staff positions is also desired to develop the officer for positions of greater responsibility. Duty in progressively

challenging assignments is an essential ingredient in the career development of officers prior to promotion to lieutenant colonel. Officers may participate in the AGR Program. The IRR and IMA programs for majors offer many unique opportunities for training and development. The IMA program provides the Infantry officer an opportunity to train in the position he/she will occupy upon mobilization.

(5) The RC lieutenant colonel. The promotion board considers the RC major for promotion to lieutenant colonel at the 16th year of commissioned service. Promotion prior to consideration by the Department of the Army mandatory promotion board (below the zone promotion) is possible. Duty in progressively challenging assignments is an essential ingredient in the career development of officers and subsequent promotion to lieutenant colonel.

(a) Formal training. The RC lieutenant colonel must complete ILE common core prior to promotion to colonel. Selectees for battalion command attend the appropriate branch-specific pre-command course (PCC). Qualified Infantry lieutenant colonels may apply for the U.S. Army War College or other Senior Service Colleges (resident or correspondence).

(b) Assignments. The key developmental assignment for lieutenant colonels is as a battalion/squadron commander of an MTOE or TDA unit for 36 months (plus or minus 12 months). While every Infantry officer will not command at the battalion level, the goal of Infantry officer professional development is to provide every Infantry officer the assignments, institutional training and experience to prepare the officer for command at this level. The Infantry officers selected for command will remain competitive for promotion to colonel and brigade command. Developmental assignments include: brigade DCO / XO; division primary staff; various JFHQ, ARCOM, GOCOMS; or MUSARC staff positions. Colonels may also participate in the AGR, IRR, or IMA programs.

(6) The RC colonel.

(a) Formal training. Although no mandatory education requirements (other than PCC for command selectees) exist during this phase, officers are encouraged to complete senior service college (resident or nonresident).

(b) Assignments. The key developmental assignment for an RC colonel is brigade / regiment command for 36 months (plus or minus 12 months). Broadening assignments include AGR program participation and various senior duty positions at the division, JFHQ, RSC, GOCOM, MUSARC levels, and HQDA and joint staff assignments.

c. Life-cycle development model. The Reserve Component life-cycle development model for Infantry officers is shown at figure 2.

Figure 2. The RC Infantry Developmental Model

