

Force Sustainment

The Force Sustainment functional category encompasses diverse career fields and branches that operate across the entire sustainment community. These include, and are not limited to, the Logistics (and branches of Transportation, Ordnance and Quartermaster), Adjutant General, and Financial Management branches, JAGC, Chaplain Corps, AMEDD and the Army Acquisition Corps. Of these branches there are several Centers of Excellence and respective proponents that make up the force sustainment community. These include, and are not limited to, the Acquisition Center of Excellence, the Sustainment Center of Excellence (SCoE), and the Soldier Support Institute and AMEDD. The U.S. Army Combined Arms Support Command (CASCOM) at Fort Lee, VA, operates as the Sustainment Center of Excellence and is the major conduit for all force sustainment activities accomplished through forums and working groups in order to achieve unity of effort across the collective force sustainment community. The Globally Responsive Sustainment (GRS) forum addresses the inherent sustainment warfighting challenges and complexities across all warfighting functions, informs policy and strategic priorities, promotes collaboration across the total Army and joint partners, develops agile leaders, and ensures greater efficiency and effectiveness pursuant to fulfilling Title 10 obligations. In addition to the GRS, CASCOM also regulates access to the multifunctional logistical branch (90) from non-logistical branches. Access to 90A AOC is outlined in this section.

Logistics Corps Officer Branches

1. Introduction to the Logistics Officer Corps

The Logistics Officer Corps consists of officers in the historical Ordnance, Quartermaster, and Transportation regiments as well as the multifunctional Logistics branch. This chapter explains how logistics officers are accessed, assigned, and professionally developed, as well as describes the skills, knowledge, and attributes necessary for officers to succeed in today's Army and the Army of 2025.

a. Purpose. Logistics warriors are tactical experts and have a detailed knowledge of the entire sustainment operational environment which includes tactical, operational, and strategic formations in both conventional and Special Operations Forces. Logistics branch officers plan, integrate, and direct all types of sustainment activities in order to operate effectively in Army 2025 and beyond during unified land operations. The global logistics concept addresses strategic level requirements for logistics officers to be educated, trained, and experienced in to order to provide expertise for a CONUS based expeditionary logistics posture. They coordinate unity of effort by applying the principles of sustainment in order to optimize support while maintaining combat power, enabling strategic and operational reach, and providing Army forces with prolonged endurance. They learn to effectively integrate ARSOF and leverage joint logistics capabilities. Rapid integration of cross component formations underscores a continued focus on their education, development, and broadening. With over 71 percent of sustainment structure in the RC, leadership development and mentoring of officers is vital to the future success of the Army. In order to meet challenges, the Logistics branch merges Transportation, Ordnance, and Quartermaster basic branch officers into one unified branch at the rank of captain.

b. Chapter organization. This chapter is organized into an introductory section and four branch sections. The CG, CASCOM is the proponent for this chapter. The Ordnance, Quartermaster, and Transportation branch proponents are responsible for their particular sections within this chapter covering officers and warrant officers of all three components: AA, ARNG, and USAR.

2. Logistics Branch

a. Proponent information. The CG, CASCOM is the proponent for the Logistics branch and the contact office is the Logistics Branch Proponency Office at CASCOM, Fort Lee, VA 23801, 804-734-0315 or 804-734-0312 or email: usarmy.lee.tradoc.mbx.lee-logistics-branch-proponency-office@mail.mil.

d. Functions. Logistics branch officers serve at the tactical, operational, and strategic levels and require extensive knowledge and experience in planning, preparing, executing, and assessing all warfighting

functions in order to provide support and services to ensure freedom of action, extend operational reach, and prolong endurance (see ADP 4–0 for discussions on the sustainment warfighting functions). Logistics tasks include ammunition management, supply, field services, transportation, maintenance, distribution, operational contract support, explosive and ordnance disposal and general engineering. Logistics officers must be competent in these tasks across all warfighting functions in support of both conventional and Special Operations Forces. Logistics officers must be adaptive and trained to support unified actions through nonconventional means across dispersed, logistically undeveloped, and non-permissive areas for enduring operations. Logistics branch officers must be familiar with the other sustainment warfighting function subcomponents, including personnel services (HR support, financial management operations, legal support, religious support, and band support) and health services support (casualty care, medical evacuation, and medical logistics). Logistics officers will develop their expertise through the four logistical learning areas of supply chain management, defense industry base management, life-cycle management, and logistical planning.

c. History and background. Army logistics dates back to the early days of the American Revolution with the establishment of the Quartermaster Department in June 1775. The Ordnance Department followed during the War of 1812. World War II saw the creation of the Transportation Corps in July 1942. These three branches and their supporting civilians have long, distinguished records of superior service and are vital components of the total Army force structure. In 1993, the operations career field created FA 90 in order to support the development of multifunctional logisticians. FA 90 designation signified officers skilled across the functional logistics branches. In 2005, as part of an OPMS review, an effort was undertaken to examine how to further advance the notion of multifunctional logistics leaders. The result was the creation of a Logistics branch for officers in the grade of captain through colonel and the formal recognition of a Logistics Officer Corps as approved by the Army Chief of Staff in May 2006. The Logistics branch official establishment date was 1 January 2008.

d. Logistics branch description. The Logistics officer branch describes all commissioned officers holding a primary AOC as a multifunctional logistician. Commissioned officers assess as lieutenants into one of the three functional branches (Ordnance, Quartermaster, or Transportation) to develop their functional branch skills for the first 4 years of their careers. Upon promotion to captain and successful completion of the Logistics Captains Career Course (LOG C3), officers are inducted into the Logistics branch. Their original branch, Ordnance, Quartermaster, or Transportation, then becomes their secondary AOC, regimental affiliation, and qualifies them for functional assignments. Note: EOD officers are logistics officers, and may serve in multifunctional logistics positions throughout their career, but especially 90A91 positions requiring ammunitions expertise. However, EOD officers maintain AOC 89E91 and are primarily assigned to EOD officer positions unless they choose to revoke their EOD volunteer statement. If revoked, these officers become 90A multifunctional logistical officers.

3. Officer characteristics required

a. Characteristics required of all officers.

(1) Logistics officers are developed to be multifunctional and experts in their basic core function; they possess specified skill sets to support unified land operations and the anticipated operational environment. The goal for our officers is to ensure mission success by leveraging the eight principles of sustainment into quality logistics support. Critical thinking skills are paramount. Success requires balance between technical skills and the ability to understand and apply those skills at the right moment. Success requires honed conceptual skills, enabling officers to adapt to changing situations while integrating various aspects of sustainment within the mission command environment. They are broadly experienced and adaptable across the levels of war, tactical, operational, and strategic. Understanding industrial base capability and capacity is critical. Officers must operate in support of unified action partners in special operations, joint, governmental, nongovernmental, and multinational organizations leveraging capabilities and achieving objectives.

(2) Logistics leaders place the welfare of all Soldiers above their own. They are grounded in the Army profession, Army Values, and Warrior Ethos. These officers are innovative, proactive leaders who work in asymmetric and unpredictable environments where time available for mission analysis is constrained, and sound, timely decisions are required. They are physically conditioned and adaptable to rapidly evolving environments, improvising ways and means to accomplish the mission when doctrinal

approaches do not apply. From the basic course forward, tactics are an essential skill set; tactics are incorporated into the training and education from the time an officer commissions. Detailed explanations of these characteristics are referenced in the Leadership Requirements Model located within ADP 6-22 and Part One of DA PAM 600-3.

(3) Army sustainers are first and foremost Army leaders of character with a Warrior Ethos who can also lead, plan, and adaptively execute effective support to global readiness and unified action across the full range of military operations from the tactical through the strategic levels in complex operational and strategic environments. In addition to these overarching leader qualities, the specific demands on sustainment leaders are extremely challenging. Leaders must understand the sustainment functions of logistics (maintenance, transportation, supply, field services, distribution, OCS, and general engineering), human resource support, financial management, health service support, explosive ordnance disposal, and band operations. They must then apply that understanding to the core sustainment competencies:

- Understanding of joint combined arms maneuver
- Total force sustainment integration
- Expeditionary sustainment
- Unified action partner (UAP) integration
- Strategic sustainment enterprise operations
- Sustainment information systems

b. Unique skills of a Logistics branch officer. The Logistics branch incorporates AOCs and numerous skill identifiers (SI) into developing multifunctional logisticians. Officers share a common, primary AOC of 90A00 and a secondary AOC indicating their functional specialty (90A88, 90A91, or 90A92).

(1) Multifunctional Logistics (AOC 90A) is the primary AOC for the Logistics branch. Officers command logistics units as well as serve in various multifunctional logistics staff positions. All officers receive this designation as their primary AOC once they graduate from LOG C3. The Support Operations Course is an acceptable training substitute if an officer attends an alternate CCC.

(2) Transportation (AOC 90A88) is the secondary designation for officers integrating from the 88 AOC. See Transportation branch paragraph 7.

(3) Explosive Ordnance Disposal (AOC 89E). EOD officers are logistics officers, and may serve in multifunctional logistics positions throughout their career, especially 90A91 positions requiring ammunitions expertise. However, EOD officers maintain AOC 89E91 and are primarily assigned to EOD officer positions unless they choose to revoke their EOD Volunteer Statement. If revoked these officers become 90A multifunctional logistical officers. For further EOD officer professional development guidance, see paragraph 13.

(4) Maintenance and Ammunition (AOC 90A91) is the secondary designation for officers integrating from the 91 AOC. See Ordnance Branch, paragraph 13.

Supply and Services (AOC 90A92) is the secondary designation for officers integrating from the 92 AOC. See Quartermaster Branch, paragraph 19.

c. Skill identifiers (SI) and coded positions for logistics officers. The below listing are SIs that are critical and available to all AOC 90A logisticians. The SI appears on the officer's record upon completion of training or specific utilization assignments. Officers may serve in coded positions if they hold the identifier or are scheduled for training.

- (1) Aerial Delivery and Materiel (SI R9).
- (2) Petroleum and Water (SI R8).
- (3) Mobilization and Demobilization Operations (SI 6M).
- (4) Mortuary Affairs (SI 4V).
- (5) Operational Contract Support (SI 3C).
- (6) Theater Sustainment Planners Course (SI P1).
- (7) Unit Air Movements Officer (SI 3S).

(8) Advanced Civil Schooling and Training With Industry utilization assignments are coded 96 and 97 respectively.

d. Medical Service Corps (AOC 67). The Medical Service Corps (MSC) officers are an integral part of the support battalion structure and, as such, they have the opportunity to hold 90A KD positions at the captain and major level. Company commands for captains and support operations officers for majors are the most

common 90A positions filled by MSC officers. MSC officers will attend LOG C3 prior to assignment in a 90A KD position. The Support Operations Course is an acceptable training substitute if an officer did not attend LOG C3. This combination of training in conjunction with captain- and/or major-level KD assignments enable MSC officers to compete for command assignments of multifunctional logistics units at the battalion and brigade level. MSC officers that serve in 90A positions will retain their primary AOC 67 and obtain 90A as a secondary (and/or tertiary) AOC. Those officers who do not have the requisite training and KD experiences at the captain and/or major level will not be allowed to compete in those lieutenant colonel/colonel command categories.

e. Financial Management (36) and Adjutant General (42) Corps Officers. Sustainment officers within the branches of Finance Management and Adjutant General's Corps are eligible for consideration to command sustainment brigades if the officers meet the following criteria: officers must serve in a tactical logistics organization (Sust Bde, CSSB, BSB) for at least 24 months prior to becoming eligible to compete, serve as a special troop battalion commander, and successfully complete the Support Operations Course (Phases I and II) prior to being granted eligibility.

f. Special operations experience. All logistics officers that successfully complete Airborne training are eligible to serve in Special Operations formations. Opportunities are available for lieutenants and captains to serve in functional assignments and develop into 90A positions and company/detachment command for KD experience. SOF provides opportunities for majors to serve in 90A positions including support operations/XO/S3/S4 positions to achieve KD requirements. SOF provides lieutenant colonel/colonel command positions as well as other KD positions. Logisticians gain SOF experience at the lieutenant, captain, and major level as they move between SOF and conventional force assignments performing KD and broadening assignments throughout. These logisticians must be managed with reassignments to SOF to provide continuity of experience that enables a solid foundation for success at the lieutenant colonel and colonel-level positions within SOF. Joint SOF assignments are best filled with logisticians who have previously served successful tours in SOF and these assignments should be managed accordingly when the available assignment pool allows. This talent management will provide SOF commanders with the best continuity of support by logisticians who have progressively invested and built on their SOF experience.

4. Officer development

a. The Logistical officer professional development model. The goal of the officer PDM is to produce a professional warfighter who simultaneously provides expert sustainment in any operational environment, is adaptive to fluid situations, and operates adeptly within the structure of mission command. The Logistics officer PDM is nested with the army leader development strategy and develops an officer through three lines of effort: training, education, and experience. These lines of effort are further divided into the three domains of leader development: institutional, operational, and self-development. The Logistics PDM focuses on multifunctional, functional developmental, and broadening experiences across the tactical, academic, unified action partner and strategic enabling levels. It provides lifelong opportunities to gain new skill sets, expand understanding of mission command, sustainment functions, and broadens capabilities. The model ensures an officer is developed, rather than aligned to a specific set of fixed gates or assignments required for progression; see figure 1.

(1) The PDM builds knowledge through lifelong learning, supported by PME, training, and civilian education. In addition, it provides varied opportunities to build an officer's competencies over a career. Meeting suggested timelines enables officers to serve in broadening assignments. This process ensures officers have adequate time to gain skills and experience required for future assignments.

(2) The PDM is based on a simple guiding principle. Officers from lieutenant to lieutenant colonel experience the majority of their KD time in tactical formations as platoon leaders, company commanders, and battalion commanders. When not in KD positions, officers are broadened at the tactical, institutional, and scholastic levels. Over an officer's career, they will have at least one assignment at the academic, unified action partner, and strategic enabling levels. The PDM encourages officers to compete for nominative or competitively selective broadening assignments.

b. Profession/Career management and mentorship. Actively participating in career management decisions improves the likelihood of a rewarding and successful career. Officer assignments are based on Army

requirements, professional development, and the officer's preference. Each officer is responsible for shaping their own 5-year career plan. The Army Career Tracker is designed in part to facilitate planning out one's career with the advice of a mentor. The Army Career Tracker provides a PDM that helps an officer lay out their goals. Officers invite seniors to be their mentor through the Army Career Tracker. Mentors do not have to be in the officer's rating chain or career field. Mentors must be officers that the Soldier is comfortable with and have fair and frank discussions about family, career, life goals, and the Army. Working with their mentor, officers build a career path that meets their desires, aligns with realistic timelines, and meets the officer's expectations of a successful career. Working with your assignments officer at HRC is critical to an officer's career management. Remember, an officer guided by an active mentor is the best way to manage a career.

c. Talent management. Talent management is a way to enhance Army readiness by maximizing the potential of the Army's greatest asset - our people. As we meet the requirements of Army 2025 and beyond, a greater breadth of experiences and skills are required to meet the challenges. Talent management of our officers provides greater adaptability and a broader pallet of skill sets to draw upon. Broadening, KD, and functional/multifunctional assignments are the trajectory for success for both the officer and the Army. For Logistics leaders, talent management is the systematic planning for the right number and type of people to meet the Army's needs at all levels and at all times so that the majority of them have optimal employment and how an individual officer's unique talents are recognized, developed, and managed. Identifying, fostering, and expanding an officer's unique talents begins at the rank of lieutenant and continues over the entire course of their career. There are several people responsible for talent management. These people include, and are not limited to, the officer's raters, mentors, senior logistician at the respective installation, our PME educators, HRC managers, and the branch proponent officer. All leaders should identify unique talents and encourage broadening opportunities in the appropriate area. Leaders should also encourage officers to compete for appropriate nominative programs that broaden the officer's innate talents. Leaders must review the three focus areas of broadening and work with the officers to pair broadening opportunities with the officer's skills for future assignments. Leaders do this through the OER system and engagement with the officer's HRC manager. As with many installations, the senior logistician should conduct routine officer professional development forums informing the logistical officer population in areas of talent management. These forums can include informative conferences with our HRC branch managers. By better understanding the talent of our workforce and the talent requirements within units, the Army can more effectively acquire, develop, employ, and retain the right talent, at the right time.

d. Experience line of effort. Key developmental, developmental, and broadening assignments. The PDM broadens knowledge, skills, and abilities at each grade and develops logistical expertise across an officer's career.

(1) KD assignments are positions at each rank deemed fundamental to the development of an officer's key competences at that rank and may be achieved in either conventional force or SOF formations. Significantly considered is an officer's manner of performance in a KD assignment, and thus provides a clear picture of potential for service at the next higher rank.

(2) Developmental assignments support the growth of an officer's multifunctional and/or functional knowledge, skills, and attributes throughout their career. Logistics operations at the TSC level and below are our core competency. Functional and multifunctional assignments are vital to developing an officer's logistics expertise at each level of war: tactical, operational, and strategic. These assignments increase an officer's core functional skill set and multifunctional capability. Opportunities and goals for developmental assignments are listed at each officer grade.

(3) Broadening is the purposeful expansion of an individual's capabilities and understanding provided through opportunities internal and external to the Army throughout their career that are gained through experiences in different organizational cultures and environments, resulting in a leader skilled in sustainment from the tactical through strategic levels in multiple environments. There are four experience-based assignment categories that specifically broaden logistics officers: functional/institutional, academic and civilian enterprise, unified action partner assignments, and strategic enablers. The essence of broadening is to challenge the officer mentally in situations well outside their comfort zone and force them to apply critical thinking to complex problems. Additionally, CASCOM further categorizes broadening into three competitive areas: tactical, institutional, and scholastic. HRC will use this assignment prioritization list to appropriately assign officers to broadening assignments based on an officer's past performance and unique skills.

(a) Institutional/functional broadening assignments for logisticians incorporate assignments that focus on the development of an officer's understanding of defense industry base management, supply chain management, and life-cycle management. This includes all aspects of force management at the strategic level. Quite often institutional/functional assignments are identical to strategic enabler assignments due to the level they operate.

(b) Academic and civilian enterprise broadening is essential in developing an officer's critical thinking capability and exposure to alternative perspectives in problem solving. These opportunities include fellowships, internships, advanced civil schooling, Training With Industry, and other educational opportunities.

(c) Unified action partners refers to an expansion of the term formerly known as JIIM. These opportunities broaden an officer in joint, governmental, nongovernmental, and private sector organizations with whom Army forces interact. These environments provide an understanding of diverse service and/or business cultures and unique understanding of the national level of policy, capability, procedures, strategy, and planning.

(d) Strategic enablers describe organizations and stakeholders involved in providing materiel solutions for our Soldiers. It incorporates all the materiel life-cycle functions to include research, development, acquisition, testing, distribution, supply, maintenance, industrial base operations, and material disposal. It also encompasses the institutional Army providing trained and ready Soldiers, education, leadership development, doctrine, and capabilities.

(4) Unique academic broadening experiences include selection and attendance at advanced civil schooling, internships, Training With Industry, scholarship, or fellowship programs. These programs are very desirable and highly competitive for our most talented officers. These selective experiences broaden an officer external to the Army PME, evolve critical thinking, expand engagement skills, and provide exposure to other organizational cultures. Broadening in these areas proliferates the officer's understanding and adaptability to organizations, new methods, and corporate cultures well outside traditional competencies. Suggested broadening opportunities are listed at each officer grade.

(5) Officers have the opportunity to complete a master's degree through a number of venues. Logistics officers are highly encouraged to complete a master's degree prior to competing for colonel. Online degrees at accredited institutions meet this requirement.

(6) Joint, governmental, and multinational—be unified action partner or strategic enabler broadening opportunities. Some are short-term, 90 to 180 days, or long term, 2- to 3-year assignments. Joint duty assignments in Joint and Government agencies are primer broadening experiences that provide cross service or governmental cultural awareness. Officers broaden their understanding of unique business practices, thought processes, and operations of the organizations. Multinational assignments develop military-to-military understanding, cultural awareness, regional expertise, and national policy adaptability in the officer. Joint credit is awarded to majors and above assigned to specific Joint duty assignment positions, meet tour requirements and have completed JPME II.

e. Education line of effort. The education line of effort is divided into civilian education and PME. For civilian education, it is required that all officers have a bachelor's degree prior to attending LOG C3. Actively pursuing graduate degrees are highly encouraged and should be in accordance with the NLC or ALU partners. PME is an educational requirement that supports officer development. PME opportunities correlate to each rank.

(1) Required PME is the Basic Officer Leaders Course, Logistics Captains Career Course, Command and General Staff Officer Course, and Senior Service College or accredited equivalent-level schooling. For promotion consideration to a higher rank, officers must complete the required PME at the current rank.

(2) Officers shall not hold assignments in KD positions unless they have completed the PME requirement for that rank. Exceptional circumstances must occur for an officer to hold an assignment in a KD position before completion of that rank's PME requirement.

(3) Some PME opportunities enable an officer to gain a master's degree. Officers are strongly encouraged to take advantage of these opportunities. Most advanced degrees and/or master's degree programs require submission of graduate record examination or graduate management admission test for admission consideration. Officers should ensure that these test scores are current within 5 years of submission.

f. Training line of effort. The training an officer receives and administers throughout a career profession is an essential element of leader development. There are several milestone training events

that are essential building blocks in our leader development. The training line of effort falls within the following three milestone events: Home station training (individual/collective training), CTC-like exercises (JRTC, NTC, JMRC, Faol Eagle, JRSOI, and so forth) and training management.

(1) CTC-like training event. An officer should actively seek out opportunities to experience a CTC-like training event that stresses a unit collectively, with integrated external observer controllers providing professional after action reviews. Additionally, field grade officers should actively pursue unified endeavor-like staff exercises (division warfighter, UFL) that the test units at echelon above brigade with integrate observer controllers sourced from the mission command training program. Although no specific number of CTC rotations are prescribed, it is recommended and certainly an important factor in the determination of future assignments.

(2) Home station training. Home station training provides a multifunctional logistician experience in training and certifying individual and collective skills across all the sustainment occupational skills. Senior logisticians of all units and installations must ensure that all logisticians remain proficient in their sustainment individual skill level through home station low-density MOS certification training. Known as “sustainment gunnery,” annual low-density certification of individual MOS proficiency provides a multifunctional logistician a key training management opportunity. Home station training also includes section/squad, platoon and company-level certification training exercises. It is this home station training experience that provides our officers the opportunity to gain expertise in training management.

(3) Training management. Finally, it is expected that all logistics officers are proficient in the training model (in accordance with ADRP 7-0), synchronizing training in company training meetings and master the ability to plan, prep, execute, and assess training.

g. Self-development. Officers learn what they do not know and fill the gaps through self-development. Self-development is as important as the institutional and operational domains. Self-development is a personal responsibility to seek out opportunities to sustain individual strength and address gaps in skills and knowledge. Effective self-development is, at minimum, divided into the two categories: lifelong learning and self-assessment.

(1) Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force—regional knowledge, cultural awareness, foreign language, diplomacy, statesmanship, and so forth.

(2) A critical component of the self-development domain is Multi-Source Assessment and Feedback (MSAF). The MSAF program—also referred to as 360-degree assessment—helps officers raise self-awareness and better shape their self-development efforts. The MSAF provides input from peers, superiors, and subordinates which help the rated officer develop as a self-aware and adaptable leader. MSAF assessments and feedback address leader core competencies from ADP/ADRP 6-22, Army Leadership. Officers should self-initiate or participate in MSAF at least every 36 months from the end date of their last officer evaluation report to meet the officer evaluation report requirement.

h. Performance. At all grades and any duty position, manner of performance is paramount. It does not matter what assignments or positions officers perform, they are expected to be professional and do their best. Promotion derives from an officer’s entire file over a career and is performance-based. It does not hinge on a few perceived noteworthy positions. Understanding that performance in all assignments (not just KD) is vital and results in nominations and selection for competitive opportunities.

i. Lieutenant. The professional development objective for this phase is to develop functional expertise in the officer’s basic branch. Logistics officers are accessed into one of the three functional branches, Ordnance, Quartermaster, or Transportation. Officers are inducted into the Logistics branch after promotion to captain and successful completion of LOG C3 or equivalent. Refer to branch sections for details regarding professional development during the pre-LOG C3 years of a Logistics officer’s career.

j. Captain. The developmental objective for this phase is to develop an officer’s multifunctional expertise across the spectrum of sustainment while continuing to sharpen their functional expertise. Officers who have demonstrated leadership capabilities and future potential are provided the privilege of competing for company or detachment command; some officers may not have the opportunity to command. The majority of captain-level commands are in the tactical force. After command, top-level captains compete for competitive academic, unified action partner or strategic enabling broadening assignments.

(1) Education. The PME requirement for captains is completion of LOG C3 before the end of an officer's fifth year of service. Officers receive advanced instruction in their basic branch and basic instruction in multifunctional logistics. They gain knowledge and techniques in commanding at the company or detachment level and tools for performing as a staff officer. The Support Operations Course is an acceptable substitute if an officer attended an alternate CCC.

(2) Key developmental assignments. The only KD assignment for a captain is company or detachment command.

(a) Captains shall not be assigned to KD positions unless they have completed LOG C3. After graduation from LOG C3, captains are generally assigned to battalion- or brigade-level staff positions for a period of 6 to 9 months prior to assuming command. Command slating is at the discretion of the unit commander.

(b) Officers should remain in command assignments for a minimum of 12 and a maximum of 15 months. This timeline allows officers to compete for nominative and broadening assignments prior to consideration for promotion to major. Officers that take second commands should do so in that the total time in command does not exceed 24 months.

(c) There is no difference between "forward" and "rear" commands. Both are competitive command selected positions and count as a KD assignment.

(d) There are many types of company and detachment commands; some are multifunctional or branch immaterial, such as a forward support company, distribution, headquarters, or recruiting command. Some are functional commands, such as ammunition, EOD, field maintenance, movement control, aerial delivery, supply, training, or transportation companies. It does not matter what type of company or detachment an officer commands. All 90A00, 90A91, or 90A88 commands are available to any officer holding the 90A AOC.

(3) Broadening assignments. Broadening is the purposeful expansion of a leader's capabilities and understanding provided through opportunities internal and external to the Army. Broadening is not a substitute for branch key development (KD) qualification. The officer's prior experiences and unique talents should determine the type of broadening assignments. Post-KD qualification as a captain is often the first point in most officers' careers where they may participate in this type of development. Timing is critical. Broadening will occur following, but never in place of, KD assignments. Broadening is categorized by tactical, institutional, and scholastic. Tactical and institutional broadening allow officers to continue the mastery of their basic branch while gaining an increased understanding of the joint environment and the Army enterprise. Scholastic broadening provides opportunities at top-tier universities followed by utilization assignments within critical operational and strategic positions throughout the Army. Below are noteworthy opportunities that broadens an officer's skills and abilities at the captain level (in no particular order).

(a) Broadening assignments include the following in table 1:

Table 1 - Broadening assignment

Broadening assignment
Basic Branch Functional assignment
Aide-de-camp
AMC
Service in a cross component billet
HRC Assignments Officer
ASCC Ops/Plans Officer
CTC Observer/Trainer
TRADOC doctrine or training developer
Instructor at a service school
Joint, multinational and/or coalition staff officer or trainer
USAREC Staff/Company Command
USMA staff and faculty
CAC Doctrine Developer/Project Officer

(b) Competitive academic and scholastic enabling broadening opportunities include the following:

(1) Advanced civil schooling. These are competitively selective, fully funded advanced degree programs at the graduate or doctoral level. Many programs are in a sustainment-related or business-focused discipline. Upon completion of the program, the officer serves in an appropriate utilization assignment and generally incurs a 3-year ADSO. Officers cannot have more than 17 years of active Federal service upon entry to the program, have an undergraduate GPA of 2.5 or better, and meet both the prospective universities and the advanced education programs branch requirements.

(2) Post graduate level knowledge of sustainment serves as an enabler to the Army's 2025 strategy. Multifunctional logisticians should possess core academic skill sets at the graduate level that will serve as catalyst in support of the warfighter in ever changing environments.

(a) The core curriculum for master's degree will vary by university and program; however, all programs provide logistics officers and selected civilians with a transformative educational experience.

(1) Logistics Systems.

(2) Transportation and Logistics Management.

(3) Global Value/Supply Chain Management.

(4) Design and Analysis of International Logistics Systems.

(5) Enterprise Resource Planning.

(6) Advanced Supply Chain Planning Across the Logistics Enterprise.

(7) Technological Advancements and Logistics.

(8) Organizational Change Management.

(9) Remote Sensing & Adaptive Planning in Logistics Systems.

(10) Crisis and Emergency Management and Homeland Security.

(11) Business Research Methods.

(12) Military Case Studies in Logistics Supply Chain Management.

(13) Contracting Support.

(3) Fellowship and Scholarship programs are highly competitive and selective educational programs that generally have an associated 1- or 2-year utilization tour at some of the most diverse organizations across the civilian - military spectrum. The majority of programs are academically broadening, graduate degree producing.

(4) Army Congressional Fellowship program is a 3-year program that starts with a resident master's degree in Legislative Affairs at George Washington University. The utilization tours are as a member of a Congressional liaison team or as an Army or joint staff legislative liaison. The program is open to command-complete captains of all three components: AA, ARNG, and USAR.

(5) Headquarters DA Harvard Strategist Scholarship Program is a 1-year resident master's degree program in public administration with a 2-year follow-on assignment with the DCS, G3/5/7 as a DA strategist. On successful completion of the program and utilization tour, the officer is awarded FA 59, Strategic Plans and Policy and ASI 6Z, Army Strategist. This program is open to command-complete captains.

(6) The Information Assurance Scholarship Program is a full-time resident, academic fully funded, graduate degree program where officers study in disciplines that support Information Assurance Scholarship Programs specifically. Programs must meet the DOD's IT requirements for security of our information structure. Every degree program has an IA emphasis and application. Officers may pursue a master's or doctoral degree. Over 27 partner universities across the nation are available for approved courses of study. The program is open to all ranks, but Logistics branch prefers command-complete captains and above of all three components.

(7) Joint Chief of Staff, OSD and Army Staff Internship program is a 3-year tour that starts with a master's degree in policy management at Georgetown University. Upon degree completion, the officer serves for 1 year as a joint staff or OSD intern within that policy or operational activities staff. In the third year, the intern is on the Department of the Army staff as a lead action officer for policy and operations programs. The program is open to command-complete captains and majors.

(8) Olmsted Scholarship immerses officers and their families in a foreign culture of choice while the officer studies in a foreign language in a liberal arts field of their choice. Officers are expected to experience the country's institutions, customs culture, and people while traveling extensively. Officers earn a foreign bachelor's or master's degree during their 2 years. The program is open to officers with less than 11 years of active service.

(9) White House Fellows program is a 1-year assignment in the Military District of Washington as special assistants to senior White House staff, the Vice President, cabinet secretaries, and other

high government officials. The educational program consists of roundtable discussions with national leaders from the public and private sectors as well as national and international policy engagement opportunities. The program is open to all ranks, but Logistics branch prefers command-complete captains and above of all three components.

(10) Training With Industry program is a resident-competitive work experience program that provides extensive exposure to managerial techniques and industrial procedures within corporate America. This experience broadens the officer's critical thinking skills and knowledge of civil-enterprise systems and civil-governmental operations. This training is not available through PME or the civilian educational system. The program broadens the participant's appreciation of sustainment from a civil-industry point of view and is followed by an appropriate utilization assignment. This program does not produce a degree. Examples of participating industries are the Logistics Management Institute, ExxonMobil, Labatts Food Service, Sunoco, and Federal Express. This program is outlined in AR 621-1. See individual branch sections for specifics of each program.

(c) Institutional training opportunities that scholastically broaden officers listed below. Utilization assignments at all broadening levels are available for these opportunities.

(1) Theater Sustainment Planners Course (TSPC) is a resident course for commissioned officers, CPT and above, who are 90A qualified and have completed a Captain's Career Course. The purpose of the course is to prepare military logisticians for key operational planning and execution positions within the Army's Theater and Expeditionary Commands and other operational-level assignments. This course focuses on integrating sustainment functions to support unified land operations. This course enhances lifelong learning, teamwork and collaboration, as well as critical thinking and problem-solving at the operational level in order to meet Department of the Army level outcomes for the 21st Century Soldier. TSPC outcome-based education is designed to grow sustainment leaders that are able to plan, manage, and adaptively execute effective support to sustainment and unified action in support of decisive operations in a complex operational environment. The course targets logisticians at the operational level while ensuring an understanding of strategic logistics. Army officers in the rank of captain and above who successfully complete the TSPC receive the skill identifier of P1.

(2) Contracting Officer Representative Course. This course provides an overall understanding of the contracting process to include administration, laws, and regulations governing the process. The course focuses on contracting means in accordance with the Federal Acquisition Regulation (FAR) and Defense Federal Acquisition Regulation (DFAR). This is a resident course producing a certificate of completion.

(3) Operational Contract Support Course. The majority of sustainment operations require knowledge of contracting and operational contract support. This course prepares officers for managing, forecasting, and administration of contract support in a contingency environment and how to integrate contract support requirements into the military decision-making process. This course is highly recommended for captains and majors on TSC level staffs and below. Students who successfully complete this resident course will receive the skill identifier of 3C.

(4) Support Operations Course. The purpose of the course is to educate, train, develop, and grow adaptive tactical and operational logistics leaders. This course focuses on integrating sustainment functions to support unified land operations. This professional self-development program enhances lifelong learning, teamwork and collaboration, as well as critical thinking and problem solving at the tactical and operational levels in order to meet Department of the Army level outcomes for the 21st Century Soldier and to develop PME trained logisticians into effective support operations personnel. Officers are encouraged to enhance their knowledge of multifunctional sustainment at the tactical level of division and below through the Support Operations Course. This course broadens an officer's multifunctional logistics skills and provides tactics, techniques, and procedures in association with an assignment to a support operations section at any level. All students must have successfully completed the Support Operations Course (Phase I) via web based US Army Correspondence Course (School Code 553) at www.atrrs.army.mil prior to attending Phase 2.

(5) Defense Distribution Management Modified. This 1-week course provides a broad overview of the management and operation of the DOD strategic supply and distribution systems. It places particular emphasis on the distribution cycle from receipt of materiel to delivery to the warfighter. The curriculum emphasizes the major distribution center functions of receipt, storage, issue, transportation, and control of materiel. The relationship of these functions to other logistical functions is considered for application to, and association with, the integrated strategic logistics system. This experiential learning provides students with a real world and macro view of DLA distribution center operations and a clearer

understanding of its importance to and impact on the DOD supply chain.

(6) Mobilization/Deployment Planning. This 2-week course addresses the mobilization and deployment processes at various levels of command within the Army. Focus of the course is on legal authorities, mobilization concepts, plans, policies, procedures, and the responsibilities for mobilization and deployment at DOD, HQDA, MACOM, CONUSA, JFHQ, USARC, and installation levels. Mobilization and deployment planning interfaces at various Army command levels and the dependency of mobilization and deployment activities on automated systems is emphasized.

(4) Self-development. Self-development actions fall into three categories: immediate, near-term, and long-range goals. Immediate goals focus on correcting weakness and reinforcing strengths associated with your current assignment. Near-term goals focus on developing those skills, knowledge, and attributes needed for your next operational assignment. Long-term goals focus on preparing for more complex duties beyond your next operation assignment. Captains must continue to develop their expertise in their basic branch, while expanding their general sustainment base of knowledge. It is highly recommended for captains to seek out a mentor or mentors that can provide them guidance, perspective, and act as sounding boards for ideas and career development.

(5) Desired experience. The only KD assignment for a captain is successful completion of company or detachment command. There is no substitute for command. The goal is to provide captains with command in a multifunctional or functional company or detachment. When not in command assignments, captains are optimally at battalion or brigade level before moving to a broadening assignment. As officers progress from company grade to field grade, assignments grow increasingly multifunctional. The goal is for officers to develop a diverse set of skills between functional and multifunctional assignments.

k. Majors. The developmental objective for this phase is to build on multifunctional experiences at the theater level and below while broadening their knowledge through academic, unified action partner and strategic enabler assignments. Blending KD and broadening experiences provides the skill sets required for future senior leadership. Majors are primarily staff officers, serving in positions across the tactical and operational forces. They plan and organize sustainment missions, demonstrate the ability to manage organizations, and build competence in sustainment. An officer's performance is critical to demonstrating a mastery of mission command, sustainment, and leadership skills.

(1) *Education.* Officers are expected to complete PME requirements prior to assignment to KD positions. The requirement is completion of the Command and General Staff Officers Course. The Command and General Staff Officers Course is a merit-based selective board process that provides Joint JPME 1 and MEL 4).

(a) Officers who meet the criteria in AR 350-1 regardless of component or branch compete for the 10-month residency course at the Command and General Staff College, Fort Leavenworth or the 14-week satellite campus programs on a best-qualified basis. Active officers can compete for selected credentialing programs approved in lieu of the Command and General Staff Officers Course Advanced Operations Course. Active officers not selected for the above opportunities complete Command and General Staff Officers Course via distance learning (DL) and must enroll within 6 months after release of the selection board results through HRC. Active DL student officers have 18 months to complete the course from date of enrollment. Completion of ILE through any of the three methods listed above meets the officer's MEL 4 and JPME 1 educational credit requirements. Command and General Staff Officers Course schools equivalents are listed below:

- (1) Foreign equivalent schools approved by the Chairman of the Joint Chiefs of Staff.
- (2) U.S. Army Command and General Staff College.
- (3) U.S. Air Command and Staff College.
- (4) U.S. Marine Corps Command and Staff College.
- (5) U.S. Navy College of Command and Staff.
- (6) Western Hemisphere Institute for Security Cooperation.

(2) *Key developmental assignments.* After completion of Command and General Staff Officers Course, majors are generally assigned to staff positions in the operating and generating forces while competing for KD positions. Majors serve in KD assignments a minimum of 12 months and a maximum of 24 months. The following in table 2 are the KD assignments for majors:

Table 2 - Key developmental assignments

Assignment

Brigade, group, regimental S4 (major or lieutenant colonel authorized)
Brigade logistics support team chief
Division transportation officer
Executive officer ¹
Logistics planner or chief of plans (P1 coded positions only)
Major level company command (major-authorized) (SOF/conventional force)
S3 or operations officer (major or lieutenant colonel authorized) (SOF/conventional force) ¹
Support operations officer (major or lieutenant colonel authorized) (SOF/conventional force) ¹
Material Management Officer (sustainment brigade)
Distribution Integration Branch (sustainment brigade)

Notes: ¹ 90A duty positions in TDA or TOE units led by a command-select list commander.

(a) The Joint Logistics Course (JLC) is focuses on theater-level joint logistics operations by preparing military and civilians to function in assignments that involve joint logistics planning, interservice and multinational logistics support and joint logistics in a theater of operations. To accomplish this, JLC integrates component functional skills and knowledge through the study of strategy, doctrine, theory, programs, and processes. JLC provides the opportunity for students to develop the attributes, perspectives, and insights necessary to manage logistics at the operational level of war. The course includes a number of guest instructors from combatant commands and agencies.

(b) Fundamentals of Defense Supply Chain Management integrates supply and demand management within and across activities through the flow of materials and services, information, and financials. The course focuses on the key management principles and business processes that comprise SCM and ERP implementation. Key business processes include customer/supplier relationship management; customer service management; order fulfillment; demand management; supply chain mapping and network development; development of supply chain metrics; developing and implementing partnerships in the supply chain; and supply chain information management.

(c) Logistics Assistance Program-Senior Manager provides a comprehensive overview of the operational, functional, and resource management programs and processes within the Logistics Assistance Program. The course content addresses organizational structure, mission requirements and roles and responsibilities of the Lifecycle Management Commands supporting the program. With a focus on senior leader development the curriculum covers supervision of a civilian workforce; recurring reporting requirements/processes; mobilization planning: Department of the Army readiness programs (i.e., Army Force Generation (ARFORGEN, Left behind Equipment (LBE), Pre-Deployment Training Equipment (PDTE), and etc.); Distribution Management Center operations; technology based tools used to enhance force readiness and operational mission support.

(3) *Broadening assignments.* KD complete majors compete for or are assigned to broadening assignments in academic, unified action partner or strategic enabling categories.

(a) Scholastic and strategic broadening opportunities listed below are highly competitive and selective programs that generally have an associated 1- or 2-year utilization tour at some of the most diverse organizations across the civil - military spectrum. The majority of programs are graduate degree producing.

(b) Other opportunities for majors are listed below.

(1) Advanced Program in Logistics and Technology is available to logistics officers. This program is conducted at the DOD Center of Excellence in Logistics and Technology. The course covers supply chain activity, logistics modernization, enterprise resource planning, and production life-cycle. It is open to majors through colonel and focuses on the senior leader community of Defense Ammunition Centers and flag-level sergeants major.

Information Assurance Scholarship program.

(2) Joint Chiefs of Staff, OSD, and Army staff internship.

(3) Masters in Supply Chain Management at VCU.

(4) National Logistics Curriculum partnership program.

(5) North Dakota State University Masters of Managerial Logistics.

(6) Training With Industry program with follow-on assignment.

(7) White House Fellowship.

(8) RAND Arroyo Center Fellowship is a 1-year resident program at the Department of The Army's Arroyo Center studying critical national security issues and developing research projects. The program does not produce a degree and is open to majors and lieutenant colonels.

(c) Competitive broadening unified action partner opportunities for majors are listed below:

(1) Defense Distribution Management Course provides the understanding of DOD strategic management of supply and distribution systems in the industrial base. This course has resident and DL phases and produces a certificate of completion.

(2) Defense Support of Civil Authorities Course, administered by U.S. Northern Command, focuses on inter-governmental and interagency response to domestic emergencies. This course integrates national, state, local, and DOD statutes; directives plans; and command and control relationships with regard to DOD support for domestic emergencies and for designated law enforcement activities. This course is especially pertinent to planners from the sustainment brigade to the ASCC level of all components. This course is recommended for all components, but especially National Guard and U.S. Army Reserve officers. There are distance learning and resident phases that combine to produce Defense Support of Civil Authorities Certification.

(3) Interagency Logistics Course provides training in the concepts of planning and response to interagency logistical needs. This Federal Emergency Management Agency Course integrates Federal, state, nongovernmental, voluntary organizations active in disasters, and private sector supply chain professionals in logistical management interaction. This course is recommended for all components, but especially National Guard and U.S. Army Reserve officers. There is a resident or mobile training team phase that produces a certificate.

(4) Installation Management Course focuses on logistics at the installation level, addressing support programs performed within the purview of the Directorate of Logistics. This course is important for all component officers interacting or managing Directorate of Logistics responsibilities. The course looks at these operations from both a National Guard and U.S. Army materiel perspective. This is a resident course and produces a certificate of completion.

(5) Joint Humanitarian Operations Course administered by the U.S. Agency for International Development focuses on civil-military roles in international disaster response. This course is especially pertinent to planners from the sustainment brigade to the ASCC level of all components. This is a resident or mobile training team course that is certificate producing.

(6) Joint Logistics Course provides theater-level, joint logistics operations training for assignments to joint logistics planning, interservice, and multinational sustainment assignments. This course is recommended for officers of all components assigned to joint duty positions. This is a resident course and produces a certificate of completion.

(7) University of Foreign Military and Cultural Studies provide courses on red teaming. These courses provide commanders independent capability to explore alternatives in organizational concepts, plans, operations, and capabilities in the context of the operational environment and from the perspective of coalition partners and adversaries. Red teaming provides critical thinking and alternative perspective methodologies for approaching problem solving and decision-making. Graduates are prepared to bring new tools, method, and insights to the planning process. Officers serve in positions from the sustainment brigade to the ASCC level as sustainment Red Team leaders, SI 7G, or Red Team members, SI 7J. The University of Foreign Military and Cultural Studies has both resident and mobile training team venues. Training is also available at ALU and resident Command and General Staff Officers Course as electives.

(4) *Self-development.* During this phase, the officer's primary goal is the completion of a graduate-level degree. Expanding educational knowledge is the key. Degrees in logistics, automation, business, accounting, contracting, and management are of the greatest value. Officers are expected to establish a professional reading program, participate in their regimental association and civilian professional logistics organizations, or become a certified professional logistician. Completing logistics and joint correspondence courses and conducting research and writing articles for professional publications are basic self-developmental tools.

(5) *Desired experience.* Majors should become experts in mission command systems. A variety of assignments across the civilian, private sector, governmental, joint, planning, functional, and multifunctional assignments achieve this end. Expanding the officer's range of adaptability and broadening their critical thinking skills for future assignments at the strategic level is the goal.

(b) The following in table 3 are examples of broadening assignments for majors

Table 3 - Broadening assignments for Majors
AMC staff officer
ASCC or Defense Logistics Agency staff position
Brigade, ESC, or TSC staff officer
CTC Senior Observer/Trainer; JRTC Village Stability Director
CGSC Faculty
HRC Branch Chief
HQDA or combatant command staff officer
ARCIC WFF Chief/Manager
Joint, multinational or coalition assignment
COCOM/Joint Staff Asst XO
TRADOC HQs (LNO, ARCIC Chief, DIV Chief)
USMA Academy Professor

I. Lieutenant colonel. The developmental objective for this phase is to demonstrate excellence in translating strategic goals into tactical objectives. Their sustainment skills are displayed through their ability to lead, train, motivate, and care for Soldiers and civilians in both command and staff environments. As rank increases, officers serve in a great number of assignments in the realm of unified action partners and strategic enablers. These roles expand the officer's adaptability and prepare them for senior positions of great responsibility at the strategic level. Additionally, lieutenant colonels must have successful SOF experience prior to being assigned to SOF positions in order to provide SOF commanders with the best continuity of support.

(1) Education. In order to compete for command-select positions, lieutenant colonels must be JPME 1/MEL 4 qualified. Officers are also strongly encouraged to complete graduate-level education in an appropriate discipline prior to their first colonel's board. Officers should review the educational opportunities outlined in the colonel's education section concerning Senior Staff College.

(a) Lieutenant colonels selected for CSL positions must complete PCCs depending on the type of organization. Examples are the PCC at Fort Leavenworth and the Sustainment PCC at ALU.

(b) SSC is the apex of field grade officer PME and awards JPME 2/MEL 1 credit and the SSC graduate code. Officers are considered for Senior Staff Service College annually after their 16th year of service to their 23^d year. The SSCs and fellowship programs prepare officers for senior command and staff positions. It provides thorough knowledge of strategy at the national level and use of the elements of national power. There are three paths to complete SSC PME: attendance at the U.S. Army War College or other accredited sister Service or international senior military service college, a Senior Service Fellowship, or completion of the Army War College Distance Education Course. A selection to one of these programs identifies those officers with exceptional promotion potential for service in positions of increased responsibility at the next higher grade. SSC equivalency is required prior to the officer assuming an O6-level command. SSC opportunities include, but are not limited to, the following.

(1) Air, Marine Corps, and Naval War Colleges.

(2) Joint Advanced Warfighting School, Eisenhower School for National Security, and National War College generally has joint duty utilization assignments on completion.

(3) Advanced Operational Arts Studies Fellowship is a SSC equivalent focused on theater strategic-level unified land action and planning. The utilization tour as a SAMS instructor with follow-on to theater or Army component-level headquarters.

(4) Logistics and Supply Chain Management Fellowship is a resident program at the Massachusetts Institute of Technology. The program is a SSC equivalent focusing on the study of large-scale supply chain management operations. The utilization tour is an assignment to the Surface Deployment and Distribution Command.

(5) Secretary of Defense Corporate Fellows Program places officers with civilian corporations at the highest management levels to determine how changes in business affect DOD in the future. Utilization tour is with the OSD.

(6) The U.S. Army War College Distance Education Program provides an alternate means of attaining MEL 1 education. Eligible officers who apply are compared against the most current promotion list to colonel and most current SSC Selection Board Order of Merit List to determine the final slate. AR 350-1 provides details of the selection and application processes. Once officers have enrolled in the correspondence course, they are no longer eligible for resident SSC attendance. Officers enrolling in the U.S. Army War College Distance Education Program incur a 2-year ADSO. The ADSO starts at course completion or termination.

(2) Key developmental assignments. The only KD assignment for a lieutenant colonel is a CSL position. These are battalion command billets; there is no other KD assignment. KD assignments are generally 18-24 months.

(3) Former battalion commanders are managed and assigned to specific jobs based on the needs of the Army.

(4) Broadening assignments. All other assignments that are not a centrally selected command billet are considered to be broadening. Experience gained as a lieutenant colonel provides the Army with officers who have mastery of tactical and operational levels and are adapting to strategic levels. Operationally, lieutenant colonels serve primarily in senior staff and/or joint positions in ESCs, TSCs, division, corps, and higher staffs.

(a) The following in table 4 are examples of broadening assignments for lieutenant colonels:

Table 4 - Broadening assignments for lieutenant colonels

Broadening assignment
AMC Division Chief
ASCC senior staff
Chief of plans for sustainment
CTC Senior OC-T
AWC Staff
Defense Logistics Agency senior staff
Deputy commander/executive officer
Division G4
ESC or TSC section or branch chief
COCOM HQs Commandant
HRC or Proponency Branch Chief
FORSCOM HQs
Army Strategic Planner
Reserve Officer Training Corps Professor of Military Science
CSA Strategic Studies Group
Support operations officer (lieutenant colonel authorized)
TRADOC capabilities, doctrine or training development branch chief
USMA instructor/RTO/HQs/Staff

(b) Academic, unified action partner and strategic competitive broadening opportunities include fellowship and scholarship programs. They are highly competitive and selective programs that generally have an associated 1- or 2- year utilization tour at some of the most diverse organizations across the civilian-military spectrum. The majority of programs are graduate degree producing.

(1) Asia-Pacific Fellowship for Security Studies program explores the unique military, economic, and political issues relevant to that region. The officer attends a 12-week study program and then becomes a research fellow at the institute for 1 year. This is not a degree producing program and is open to lieutenant colonels.

(2) Department of State Policy Planning Fellowship is a 1-year resident program in the Military District of Washington on the staff of the Department of State Office of Plans, Policy and Analysis, Bureau

of Political-Military Affairs as an Ambassador to the Chief of Staff of the Army. The officer conducts research and liaison between the CSA and Department of State. This is not a degree producing program and is open to lieutenant colonels.

(3) George Marshall European Center for Security Studies Fellowship is a 15-week resident program at the center on European security and free market economic issues. On completion, the officer becomes a faculty member conducting research and teaching international students at the center. This program does not produce a degree and is open to lieutenant colonels as an academic broadening assignment.

(4) Advanced Civil Schooling.

(5) Advanced Program in Logistics and Technology.

(6) Defense Distribution Management Course.

(7) Defense Support of Civil Authorities Course.

(8) Information Assurance Scholarship program.

(9) Installation Management Course.

(10) Interagency Logistics Course.

(11) Joint Chief of Staff, OSD and Army Staff Internship.

(12) Joint Humanitarian Operations Course.

(13) Joint Logistics Course.

(14) National Logistics Curriculum partnership program.

(15) North Dakota State University Masters of Managerial Logistics program.

(16) RAND Arroyo Fellowship.

(17) Red Team Leader Course.

(18) White House Fellowship.

(5) Self-development. Officers expand their professional reading program to include other services, logistics periodicals, participate in civilian professional logistics organizations, become a certified professional logistician, and conduct research and write articles for professional logistics publications. The officer should have completed a graduate degree in a logistics discipline. Additionally, lieutenant colonels should continue their self-development in all facets of logistics, particularly in joint and multinational operations.

(6) Mentorship and talent management. Mentorship and identification of an officer's unique talents is one of the primary responsibilities of lieutenant colonels. Lieutenant colonels are expected to focus on this important legacy and grow officers for the future success of the Army. Mentoring officers through teaching and coaching truly builds our pool of leaders for tomorrow. The Army Career Tracker is one tool to help officers plan and develop their career maps. Officers are invited to be mentors via the Army Career Tracker and the tools within it are helpful to the mentor and mentee. Senior officers are expected to assist in talent management through the identification of an officer's unique skill sets and desires. Helping officers find the broadening venues that expand an officer's talents is best done by their raters and mentors. Raters and mentors help officers through discussion or correspondence with the officer's HRC branch manager concerning the unique talents and interests of individual officers.

(7) Desired experience. Promotion to lieutenant colonel is the mark of a successful career. Select officers have the opportunity to command. Command selection is a very small population of officers. Those not selected for command make significant contributions at all levels of the Army and can expect to serve in a wide variety of professionally challenging and personally rewarding assignments.

m. Colonel development. The professional objective for this phase is multifunctional executive level competency. Colonels are the senior/executive level leaders that model the organization's long term vision. The ability to lead, train, motivate, care for Soldiers and civilians in both command and staff environments requires the experience acquired over a career of leadership, management, and executive talents. The strategic level leaders in the Army are colonels. Colonels are expected to be leaders and strategic-creative thinkers; builders of leaders and teams; competent warfighters; skilled in governance, statesmanship, and diplomacy.

(1) Education. SSC equivalency is required prior to the officer assuming an O6-level command. SSC opportunities are listed under the lieutenant colonel portion of this section.

(2) Key developmental assignments. The only KD assignment is selection for a CSL command. Officers serve in the same four CSL command categories as lieutenant colonels; garrison command tour lengths are 24 months but can be extended to 36 months. Colonels selected for SOF brigade commands must have prior successful SOF experience, preferably SOF battalion command experience.

(3) Former battalion commanders are managed and assigned to specific jobs based on the needs of the Army.

(4) Broadening assignments. Colonels' assignments are nominative based on the officer's skills and positions available.

(a) Assignments include the following:

- (1) AMC primary staff officer.
- (2) ASCC primary staff officer.
- (3) Combatant Command staff officer.
- (4) Corps G4.
- (5) DCO.
- (6) Deputy Commandant of Ordnance, Quartermaster, and Transportation.
- (7) ESC, or TSC chief of staff or support operation (colonel authorized).
- (8) DCS, G-4 logistics staff officer.
- (9) DCS, G-3/5/7 staff officer.
- (10) Joint staff - staff officer.
- (11) Life-cycle materiel management officer.
- (12) Multinational, or coalition primary staff officer.
- (13) Support operations officer (colonel authorized).

(b) Academic broadening opportunities include fellowship and scholarship programs. They are highly competitive and selective educational programs that generally have an associated 1- or 2-year utilization tour at some of the most diverse organizations across the civil - military spectrum. The majority of programs are graduate degree producing. Opportunities for colonels are listed below.

(1) Army Senior Fellowship Program provides opportunities for senior leaders who have completed SSC to study issues of national importance along with individuals and agencies, in and out of government, who are actively involved in influencing the formulation and execution of U.S. foreign and domestic policies. The programs are hosted by the Council on Foreign Relations, Harvard Center for International Affairs, and the Brookings Institution.

- (2) Advanced Program in Logistics and Technology.
- (3) Defense Distribution Management Course.
- (4) Defense Support of Civil Authorities Course.
- (5) Information Assurance Scholarship program.
- (6) Installation Management Course.
- (7) Interagency Logistics Course.
- (8) Joint Chief of Staff, OSD and Army Staff Internship.
- (9) Joint Humanitarian Operations Course.
- (10) Joint Logistics Course.
- (11) RAND Arroyo Fellowship.
- (12) Red Team Leader Course.
- (13) White House Fellowship.

(5) Self-development. Colonels must maintain their skills and keep current on all changes that affect the Soldiers they command and/or lead. Colonels continue to expand their professional reading program, participate in civilian professional logistics organizations, become a certified professional logistician, write articles for professional publications, and obtain a postgraduate degree in a logistics discipline.

(6) Mentorship and talent management. Colonels are expected to foster and develop talent in our mid-grade officers. This is an essential task of our senior leaders. Colonels should have a group of officers that they are actively involved in mentoring through their careers. Mentoring of officers through teaching and coaching truly builds our leaders of tomorrow. Officers are highly encouraged to provide this mentorship and build trust, respect, and provide guidance within our ranks. The Army Career Tracker is one tool to help officers plan and develop their career maps. Officers are invited to be mentors via the Army Career Tracker and the tools within it are helpful to the mentor and mentee. Senior officers are expected to assist in talent management through the identification of officer's unique skill sets and desires. Helping officers find the broadening venues that expand the officer's talents is best done through their raters and mentors. As senior raters and mentors, colonels help officers through discussion or correspondence with their officer's HRC branch manager concerning unique talents.

(7) Desired experience. The critical assignment for colonels is brigade-level command. Successful completion of a CSL command provides an opportunity to compete for brigadier general provided the

officer is joint qualified. Only a limited number of officers have the opportunity to command. Colonels, when not in command, serve primarily in staff and/or joint positions. The primary goal is to use the officer's experience and knowledge to provide significant contributions in expeditionary/TSCs, corps, joint commands and at strategic level. Officers not selected for command provide exceptional service in assignments of increasing responsibility.

n. Branch transfer. Active officers may branch transfer into the Logistics branch at the rank of captain if they have less than 9 years of active Federal commissioned service. Transfer authorizations are based on the needs of the Army and may not be available year-to-year. The following rules apply for request for transfer:

(1) The officer prepares a DA Form 4187 through HRC's sustainment captain's career field manager to the Logistics Branch Proponency Office requesting transfer to the Logistics branch. The packet must include the reason for the request and the officer's choice for basic branch affiliation in Transportation, Ordnance, or Quartermaster. Based on manning requirements, the Logistics Branch Proponency Office determines if there is a valid requirement and if the officer's skill sets support transfer. The Logistics Branch Proponency Office forwards its decision to HRC. If the losing branch releases the officer to Logistics branch, HRC assigns regimental affiliation and reviews the officer's future assignment and professional education requirements. If the losing branch disapproves the branch transfer, then the transfer packet is reviewed by the CG, HRC for final adjudication and determination.

(2) Upon acceptance into the Logistics branch, officers must complete the prerequisite training before transition is complete. Captains who have not yet attended a CCC must attend the LOG C3.

(3) Officers who did not complete a logistics CCC must complete LOG C3 or phase I and III of a logistics RC CCC (Transportation, Ordnance, or Quartermaster).

(4) Upon completion of PME, HRC awards the officer their regimental affiliation in Transportation, Ordnance, or Quartermaster and then assigns the officer to the Logistics branch.

(5) ARNG and USAR officers are eligible for transfer to the Logistics branch from the rank of captain to major. See paragraph 6 for details. ARNG and USAR officers are eligible to branch transfer at the rank of captain to major with less than 18 years' service or a major that has completed a KD assignment (that is, battalion XO, battalion S3).

o. Voluntary Transfer Incentive Program. This program is primarily designed to allow officers to branch transfer or choose a FA. The program supports the officer's interests and balances the branches and FAs personnel requirement.

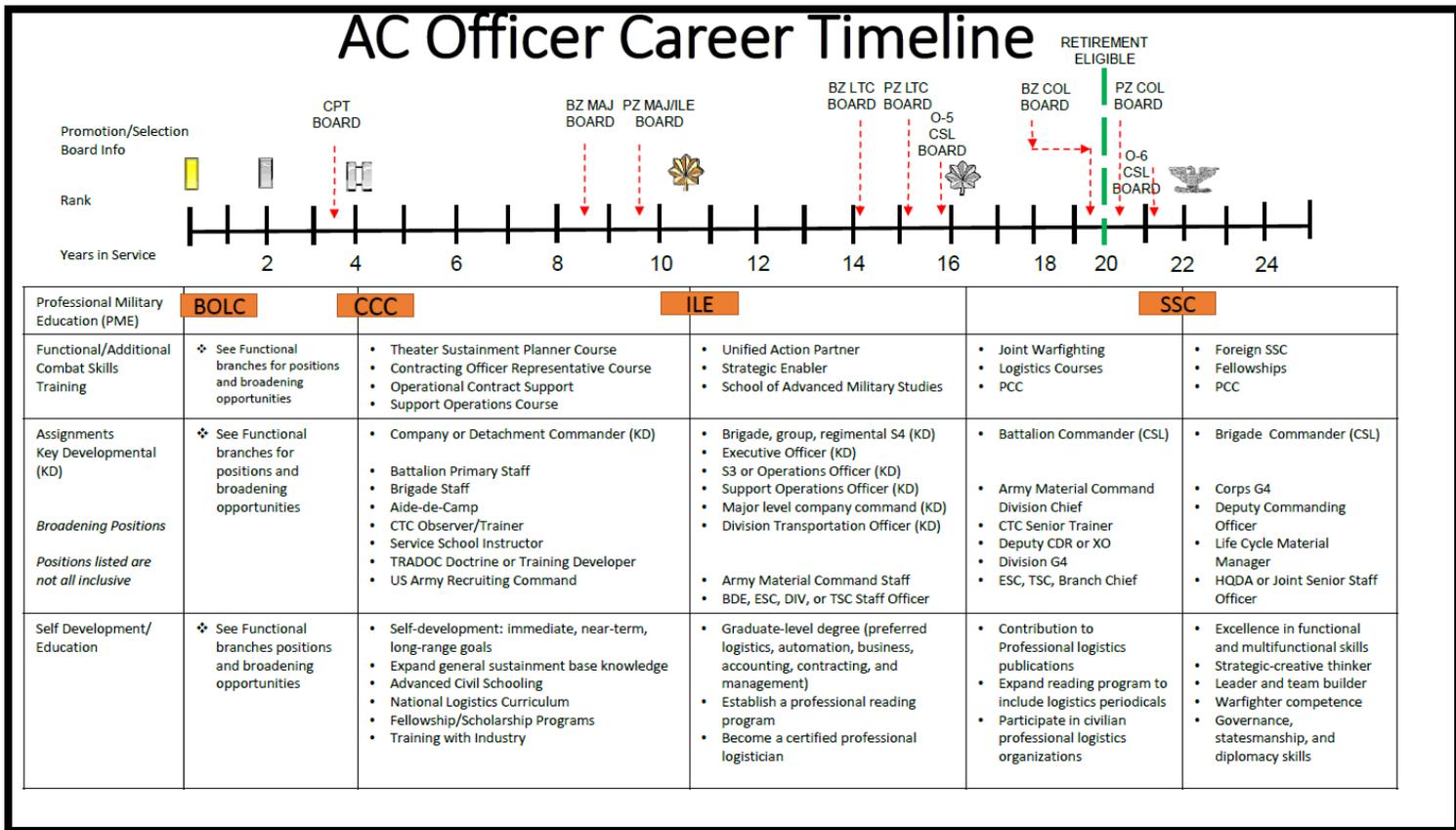
(1) All FAs and branches are open to logisticians through the VTIP program except the following: JAGC, Chaplains Corps, AMEDD, or Academy Professor (FA 47). Logistics officers are eligible to transfer into the aforementioned fields through other processes, and must consult the relevant branch section in Part One of DA PAM 600-3 for further information on transferring into these branches and FA.

(2) This is available to AA officers only upon achieving first lieutenant (P) status through an officer's 14th year of Federal commissioned service. The officer must meet height, weight, and Army Physical Fitness Test standards. Officers cannot have UCMJ violations or pending adverse actions, such as a general letter of reprimand or a referred OER.

(3) Officers selected for a Branch/FA transfer under this program, will incur Permanent Change of Station (PCS) and training Active Duty Service Obligations (ADSO) served in the approved Branch/FA. Officers with an existing ADSO are eligible to transfer, but have their additional obligation added to their existing ADSO.

(4) Officers accepted into the program attend qualification courses associated with their new branch or FA. Each FA has specific developmental paths for assignments. Once an officer is accepted into a FA, they do not return to the Logistics branch nor are they eligible for command of logistics units. The exception to this is EOD 89E officers operating in 89E assignments.

Figure 1. AC Logistics Branch professional developmental chart



5. Warrant officer development

While warrant officers are a critical part of the Logistics Corps, they are managed by their individual functional branch. Moreover, our warrant officers functional depth enables our officers to operate as multifunctional logisticians. Warrant officers should be offered the opportunity to continue service within SOF to help SOF continuity of support. Refer to the branch sections of this chapter for a detailed description of warrant officers' professional development and career management information.

6. Logistics Branch Reserve Component officers

a. General.

(1) RC Logistics branch officer qualifications and development closely parallel those of their AA counterparts as described in paragraphs 3 and 4. There are key differences in RC time in service and time in grade.

(2) Life-cycle development and utilization also parallel the AA as shown in figure 2. Increased mobilization and deployments require the RC officer to train at the appropriate level. This is necessary in order to acquire skills required for commanding, training, and managing organizations in peacetime, civil response operations as well as mobilization.

(3) A large portion of PME and training is accomplished on their own time. A variety of correspondence courses and resident PME courses are available. It is preferred that junior officers have a strong foundation through tactical and technical assignments in their functional branch before induction into the Logistics branch at the rank of captain.

(4) The RC officers serve the same role and missions as their AA counterparts. The unique nature of their role as "citizen Soldiers" poses challenges and opportunities to their professional development. Professional development and qualifications parallel those of their AA counterparts as closely as

possible.

(5) The career path for RC officers, including AGR officers, seeks a balance of assignments preparing them as competent leaders for senior ranks. Officers should not serve in the exact same duty position for more than 3 years before moving on to a new duty position. The needs of the RC and force structure may hinder this objective, but homesteading in the same duty position is highly discouraged since it impedes development.

b. Reserve Component. It is recognized that force structure in regions and localities limit the number of traditional developmental positions available for all RC officers. To compensate for this, officers can develop management and leadership skills through branch immaterial and broadening assignments. Officers are encouraged to seek command whenever possible; command opportunities above company level are limited for RC officers. However, RC lieutenant colonels and colonels should compete for battalion and brigade command whenever possible. To develop leadership experience, RC officers should continue to seek KD positions when available and primary staff positions of large TPUs or mobilization day (M-Day) organizations at the appropriate rank level.

c. Army National Guard. The ARNG has some specific guidance in reference to the Logistics branch. Title 32 requirements detailing the federal recognition of branches authorize the ARNG to consider all captain-coded 90A positions as Logistics branch positions for officers who have not yet completed transfer into the Logistics branch. Officers may not transfer into the Logistics branch without a valid position reflecting the authorized paragraph and line number. Additionally, lieutenants are authorized promotion to captain at the appropriate time if they are filling a 90A captain's position. This does not authorize early promotion, but does allow promotion prior to completion of RC CCC and allows RC officers adequate time to complete the course.

d. Active Guard Reserve. In accordance with Title 10 USC, section 101(16), the term "Active Guard and Reserve" is a member of a RC who is on active duty pursuant to 10 USC sections 12310, or 32 USC, sections 502(f) and 709(a). AGR Logistics branch officers serve in full-time, active duty positions in worldwide locations. They provide day-to-day operational support needed to ensure RC units are ready to mobilize when needed. AGR officers perform administrative and training duties in direct support of the ARNG, USAR, and AA. The primary objective of the AGR officer is to enable a greater level of readiness, agility, and responsiveness of the total force. To meet this mission, they must be experts in logistics and in the RC's administrative, training, and managements systems. To meet both requirements, AGR officers need a balance of tactical, operational, and strategic experience throughout their careers.

e. Officer professional development model. The PDM, figure 2, is the foundation for assignments. Officers, in many cases, will not have the opportunity to follow the model in figure 2.

f. Reserve Component qualification and development. RC officers are inducted or appointed into the Logistics branch upon completion of a logistics Ordnance, Quartermaster, or Transportation RC CCC or LOG C3. Officers hold 90A as their primary AOC and a secondary AOC in their basic branch. This applies to the following officers: AGR, TPU, M-Day, IMA, and IRR. There are no lieutenants (nor non-CCC graduates) in the Logistics branch. Even though RC officer development is challenged by geographical considerations and time constraints, each officer should strive for Logistics branch developmental assignments and educational opportunities that yield the same opportunities as their AC counterparts.

g. Education. RC officers must meet PME standards and assignments to be proficient in the Logistics branch at each grade. Due to geographical, time available, and civilian employment constraints, officers may find it challenging. Officers are expected to complete requirements for each grade.

h. Broadening. RC officers are broadened in many measures more diversely than AC officers over a career. Broadening is the expansion of an individual's capabilities and understanding provided through opportunities internal and external to the Army throughout their careers gained through experiences in different organizational cultures and environments resulting in a leader who can operate at the strategic level in multiple environments.

(1) The RC PDM recognizes that broadening opportunities are limited to the units that surround the

RC officer's geographic area of travel. Officers in the RC are the backbone of the tactical sustainment force structure from the TSC/ ESC level and below. Over 71 percent of the total force's sustainment structure is in the RC. The majority of functional units at the company level are in the RC. Therefore, officers are expected to be functionally sound at each rank, expand multifunctional as they increase in rank, and broadened as opportunities are available.

(2) There are three experience-based assignments that specifically broaden logistics officers: tactical, institutional, and scholastic assignments/competitive opportunities. The essence of these opportunities is to challenge the officer mentally in situations well outside their comfort zone and force them to apply critical thinking to complex problems. See paragraph 4b (3) for more on this topic.

(3) RC officers bring military and civilian skills to the fight. Their experiences in industrial, business, law, governmental, marketing, IT and academic skills from their daily civilian occupations are extremely valuable. These skill sets are unique to the civilian/governmental community and critical to our sustainment of unified action partners.

(4) Businesses and government employers provide employees opportunities to train and educate themselves occupationally and educationally. Officers should ensure that these skills are documented in their personnel records and in the case of education, documented on their next OER after completion.

(5) Opportunities such as PME, institutional training, scholarships, internships, advanced civil schooling, and foreign military education are important broadening experiences; see Part One of DA PAM 600-3. The RC plays a primary and crucial role in Homeland Security and specifically, response to incidents or disasters in the homeland. Listed below are resident and distance learning courses, offered by ALU and FEMA's Emergency Management Institute (EMI). These are appropriate at any rank. Yearly schedules and course information are available at ALU's website or <http://training.fema.gov/EMICourses/EMICatalog.asp>.

(6) Defense Distribution Management Course.

(7) Defense Support of Civil Authorities Course.

(8) Joint Humanitarian Operations Course.

(9) Interagency Logistics Course.

(10) Incident Command System Course.

(11) Interagency Logistics Course.

i. Mentorship. Mentorship of RC officers is very important due to regulations, assignment availability, timelines, and differing state requirements. Mentors do not have to be in the officer's rating chain or career field, but it is recommended that they are of the same component career path. Mentors are officers that the Soldier is comfortable with and can have fair and frank discussions about family, career, life goals, and the Army. Working with their mentor, an officer builds a career path that meets the officer's desires, aligns with realistic timelines, and meets the officer's expectations of a successful career and rewarding career.

j. Lieutenants. The professional development objective for this phase is to develop functional expertise in the officer's basic branch. Logistics officers are accessed into one of the three functional branches, Ordnance, Quartermaster, or Transportation. The first 4 years of an officer's career focuses on developing an officer's basic branch technical and tactical skills, as well as, vital leadership skills. The goal is to sharpen their understanding of the Army profession, gain leadership experience in company grade assignments, and building expertise in their basic branch. Officers are inducted into the Logistics branch after selection for promotion to captain and successful completion of RC CCC or LOG C3. Refer to your specific basic branch section for more details.

k. Captain development.

(1) Education. For promotion to the rank of captain, a bachelor's degree is required. Mandatory PME during this phase is the completion of the RC CCC or LOG C3, which is a prerequisite for promotion to the rank of major.

(2) Key developmental assignments. Assignments in a company, battalion, or brigade organization should follow a progressive order. The only KD assignment for captains is company or detachment command. Company command is a maximum of 24 months (AGR) to 36 months (non-AGR), with the tour length set by the higher commander. A minimum of 12 months is required in command to receive KD credit. Branch immaterial commands are also available. Captains who are unable to command should pursue primary staff leadership positions, such as S3, S4, and deputy support operations to

develop their leadership skills, see figure 2.

(3) Broadening assignments. The PDM focuses on the need to broaden an officer's knowledge, skills, and abilities at each grade in logistical expertise across the entirety of an officer's career. Developing a captain's knowledge base in the functional and multifunctional force is the intent at junior captain. After command, there are numerous venues to broaden officers. These are vital to developing an officer's abilities for field grade level. The goal is a series of assignments that challenge the officer in tactical and technical sustainment and expose them to operating and generating forces.

(a) Opportunities for broadening are listed below.

- (1) Career division staff/CMO.
- (2) CTC trainer or staff officer.
- (3) Doctrine or training developer.
- (4) Joint, multinational staff officer or coalition trainer or staff officer.
- (5) One TASS instructor of course or manager.
- (6) USAREC.

(4) Broadening also includes scholarship, fellowship, and internship programs allowing higher education and opportunities to serve in strategic-level positions, see paragraph 4j(3).

Self-development. Captains must take the initiative to gain knowledge and experience for assignments of greater responsibility at the field grade level. Self-development and improvement of officer skills can be obtained through the use of Battle Command Knowledge System-LOGNet and the Sustainment Knowledge Net (SKN) to keep skills current. Officers are encouraged to take additional training courses when resources permit.

(a) Support Operations Course. This course further develops multifunctional skills normally associated with an assignment to a support operations section. The course generally focuses on training captains, majors, and senior NCOs in multifunctional support operations at the tactical level.

(b) Officers should be well-versed in all Standard Army Management Information Systems and command and control systems, such as the Battle Command Sustainment and Support System, Movement Tracking System (MTS), and especially the Global Combat Support System-Army (GCSS-A).

(5) Desired experience. The key for a captain is successful completion of company or detachment command. There is no substitute for command. The goal is to provide RC captains with 24–36 months command time in a company or detachment. When not in command, assignments should be optimally split between the operating force and generating forces with a mix of multifunctional and functional positions. As officers progress from company grade to field grade, assignments grow increasingly multifunctional.

I. Major development. Selection for major is based on performance and demonstrated potential for further service in positions of greater responsibility. These qualities are measured by the officer's performance, assignment history, and level of development.

(1) Education. The PME requirement is completion of the Command and General Staff Officers Course. This is a merit-based selective board process that provides JPME 1 and MEL 4. Officers who meet the criteria in AR 350–1 regardless of component may be selected for 10-month residency at the Command and General Staff College or 14-week satellite campus opportunities on a best-qualified basis. The Director, ARNG exercises staff supervision over the selection system for ARNG officers and the CAR exercises for USAR officers. Resident course seats are offered to officers selected by a central selection board conducted annually. Officers not selected, complete via distance learning. Completion of the Command and General Staff Officers Course through the methods listed meet the officer's MEL 4 and JPME 1 requirements. Officers must complete the Common Core to be promoted to lieutenant colonel. Completion of both the Common Core and Advanced Operations Course are required for eligibility for promotion to colonel.

(a) ILE schools and colleges are listed below:

- (1) U.S. Army Command and General Staff College.
- (2) U.S. Air Command and Staff College.
- (3) U.S. Marine Corps Command and Staff College.
- (4) U.S. Navy College of Command and Staff.
- (5) Western Hemisphere Institute for Security Cooperation.
- (6) Foreign equivalent schools approved by the Chairman of the Joint Chiefs of Staff.
- (7) One Army School System Battalion - active duty for training/inactive duty training

format phases.

(8) Distance learning programs.

(b) School of Advanced Military Studies Program. TPU officers who compete and are selected to the SAMS course serve a 2-year utilization tour upon completion of the course. Their assignment is based upon guidance from the Chief, USAR. AGR graduates are assigned by the assignment officer with input from the HRC SAMS manager.

(2) Key developmental assignments. RC majors should serve in KD assignments for a maximum of 24 months (AGR) to 48 (non-AGR) months to further develop leadership skills and prepare for battalion command. The following assignments are considered to be KD assignments at the major level. Key development equivalents for RC are listed in paragraph 2.

- (a) Logistics planner.
- (b) ARNG brigade logistics support team chief.
- (c) Division transportation officer.
- (d) Executive officer.
- (e) Major level command.
- (f) S3 or operations officer (major or lieutenant colonel authorized).
- (g) S4 (major or lieutenant colonel authorized).
- (h) Support operations officer.

(3) Broadening assignments. Once officers have completed their KD assignment, it is preferred that those officers seek broadening assignments in academic, unified action partner, and strategic enablers or sustainment staff positions at brigade level or higher. Officers may consider Army scholarship, fellowship, and internship programs as well. See section 4k (3). The following assignments are broadening:

- (a) Army sustainment command staff officer.
- (b) ASCC, SDDC, or Defense Logistics Agency staff positions.
- (c) Assistant Professor of Military Science or service school instructor.
- (d) Army sponsored fellowship, internship, or scholarship with follow-on assignment.
- (e) Capabilities, doctrine, or training developer.
- (f) CTC trainer or staff officer.
- (g) Detailed Inspector General.
- (h) HQDA, USARC, NGB, OCAR, or combatant command staff officer.
- (i) Governmental, ARNG, or National Guard joint staff officer.
- (j) Joint, multinational, or coalition trainer or staff officer.
- (k) USMA or ROTC instructor or tactical officer.

(4) Self-development. Self-development is the responsibility of every officer and ranges from professional reading to aggressively seeking out positions of increased responsibility. Officers are encouraged to continue to broaden their experience by doing the following: establish a professional reading program, participate in their regimental association, participate in civilian professional logistics organizations, become a certified professional logistician, obtain a civilian degree in logistics-related fields, complete logistics-related correspondence courses, complete courses in joint logistics at ALU, and conduct research and write articles for professional logistics publications. Majors may also apply for additional professional development education (APDE) courses, such as the RC National Security Course and Defense Strategy Course. These are available by application through an annual central selection boards.

(5) Desired experience. A variety of assignments across the logistics spectrum, as well as a combination between operating and generating forces, enhance an officer's developmental experiences.

m. Lieutenant colonel. Lieutenant colonels are in the refinement stages of their career. Lieutenant colonels are strongly encouraged to seek command whenever possible through command selection boards. Positions as primary staff officers also met the criteria for development of required skill sets.

(1) Education. The RC lieutenant colonel must complete Command and General Staff Officers Course Common Core and the Advanced Operations Course prior to promotion to colonel. Selectees for command attend the prescribed PCC(s). Resident and distance learning education for Command and General Staff Officers Course and SSCs are centrally selected through an annual board. Officers are also encouraged to complete graduate-level education in an appropriate discipline.

(2) Key developmental assignments. KD assignments for lieutenant colonels are a CSL KD position or a key leadership billet in a MTOE or TDA unit for 24 to 36 months. Not every officer commands at

the battalion level. When possible, lieutenant colonels should also seek primary staff leadership assignments. The following assignments are considered to be KD assignments at the lieutenant colonel level or equivalents:

- (a) Battalion commander.
- (b) ARNG or NGB branch or division chief (lieutenant colonel authorized).
- (c) Chief of staff (lieutenant colonel authorized).
- (d) Command Inspector General.
- (e) DCO or XO (lieutenant colonel authorized).
- (f) Division or corps G4 (lieutenant colonel authorized).
- (g) ESC, TSC, ASCC or AMC primary staff officer.
- (h) Joint or multinational primary staff officer.
- (i) Support operations officer (lieutenant colonel authorized).

(3) Broadening assignments. When command is not available, officers should seek broadening assignments as outlined in paragraph 4(4). The following assignments are broadening:

- (a) Army sustainment command staff officer.
- (b) ARNG or NGB staff officer.
- (c) Capabilities, doctrine, or training branch chief.
- (d) Chief of plans for sustainment.
- (e) Course director of One Army Schools System program.
- (f) CTC senior trainer.
- (g) Division or corps staff.
- (h) Defense Logistics Agency senior staff officer.
- (i) ESC, TSC, ASCC or AMC section or branch chief.
- (j) Fellowships with follow-on assignments.
- (k) Governmental or state liaison officer.
- (l) HRC or proponency branch chief.
- (m) HQDA or combatant command's staff.
- (n) ROTC Professor of Military Science, Command and General Staff Officers Course or service school instructor.
- (o) USARC staff officer.

(4) Self-development. Lieutenant colonels should continue to expand their professional reading program, participate in civilian professional organizations, become a certified professional logistician, conduct research, and write articles for professional logistics publications, and obtain a postgraduate degree in a logistics discipline. Lieutenant colonels may also apply for APDE courses, such as the RC National Security Course, Defense Strategy Course, and Canadian Security Studies Program. These are available by application through an annual central selection board.

(5) Desired experience. The desired experience for lieutenant colonels is battalion commander of a MTOE or TDA unit for 24 a maximum of months (AGR) to 36 months (non-AGR). Every lieutenant colonel will not command at the battalion level, but the goal is to provide the officer professional development, institutional training, and assignments that develop an officer for leadership roles at the next level.

n. Colonel. Colonels are in the refinement stages of their career. Officers will be expected to mentor junior officers on the importance of maintaining Logistics branch proficiency through multiple experiences and encourage officers to obtain additional multifunctional training when appropriate. Colonels are also the Army's talent managers and are expected to enhance Army readiness through this initiative.

(1) Education. Although no specific mandatory educational requirements exist for colonels, officers are encouraged to complete SSC, resident, distance learning, Sister Service resident, or Foreign Command Staff College. Selectees for command at colonel attend the prescribed PCC(s).

(2) Key developmental assignments. The KD assignment for RC colonels is centrally selected brigade/group command assignments for 24 months (AGR) to 36 months (non-AGR). Key assignments for colonels include the following:

- (a) Brigade, group, or immaterial command or key CSL billet.
- (b) ARNG or NGB primary staff officer (colonel authorized).
- (c) Chief of staff (colonel authorized).
- (d) Command Inspector General.
- (e) Corps G4 (colonel authorized).
- (f) DCO or XO (colonel authorized).

- (g) ESC, TSC, ASCC or AMC primary staff officer.
- (h) Joint or multinational primary staff officer.
- (i) Support operations officer (colonel authorized).
- (j) USARC primary staff officer.

(3) Broadening assignments. When command is not available, officers should seek broadening assignments as outlined in paragraph 4m(4). The following assignments are broadening:

- (a) AMC staff officer.
- (b) NGB or National Guard state or joint level staff officer.
- (c) ASCC or corps staff officer.
- (d) Combatant command staff officer.
- (c) DCS, G-4 logistics staff officer.
- (d) DCS, G-3/5/7 staff officer.
- (e) Joint, multinational, or coalition staff officer.
- (f) Life-cycle management officer.
- (g) Senior professional military or reserve advisor.
- (h) TSC branch chief.
- (i) ARNG State level staff officer.
- (j) USARC primary staff officer.

(4) Self-development. Colonels continue to expand their professional reading program, participate in civilian professional logistics organizations, become a certified professional logistician, conduct research, and write articles for professional logistics publications, and obtain a postgraduate degree in a logistics discipline. Officers strive to complete SSC, resident or distance learning.

(5) Desired experience. The desired experience for colonels is command of a MTOE or TDA unit for 24 months (AGR) to 36 months (non-AGR). Every colonel will not command, but the goal is to provide the officer professional development, institutional training, and assignments that will develop RC colonels across the full spectrum of the levels of war.

o. Branch transfer. USAR and ARNG officers may branch transfer into the Logistics branch up to the rank of major with time in grade remaining that facilitates the ability to serve in a major 90A billet prior to lieutenant colonel promotion. It is this combination of education in conjunction with captain- and/or major-level experiences that allow officers to be effective senior multifunctional logisticians. All requests for branch transfer are reviewed on a case-by-case basis. Branch transfer or predetermination applications for officers entering the ARNG or USAR from other services should be submitted through their State AG, NGB, HRC, or USAR Command, to the Logistics Branch Proponency Office for review and approval. Applications must include certificates of completion for logistics courses, unit validation of position for assignment, and the officer must highlight multifunctional logistics experience if not explicit on the candidate's ORB/DA Form 2-1 (Personnel Qualification Record).

(1) Military education requirements listed below.

- (a) Graduate of a CCC.
- (b) Complete an approved functional branch qualification course; Support Operations Course (SOC) for Quartermaster, Ordnance Officer Branch Qualification (ODBQ) for Ordnance, or Transportation Captains Branch Qualification (BQ) for Transportation.
- (c) Complete the multifunctional logistics qualification inclusive Support Operations Course.

(2) Positional requirements listed below.

- (a) USAR/ARNG organizations submitting an officer's branch transfer requests must provide a paragraph and line number with a valid 90A coded position in a MTOE or TDA organization.
- (b) The officer is currently serving in or is billeted to serve at least 18 months in a valid 90A coded position.
- (c) Positions coded as 01A or 02A are branch immaterial and do not constitute an authorization to change the officer's branch to Logistics.
- (d) Officers may not transfer into the Logistics branch for the purpose of promotions or competing for command positions.

(3) Officers who transfer into the Logistics branch prior to attending a RC CCC, must attend the Logistics Quartermaster, Ordnance, or Transportation RC CCC. RC captains may also attend the resident LOG C3 at ALU. Both courses, upon completion, provide the requisite MDMP, functional and multifunctional training required of an officer to branch transfer into the Logistics branch. Beginning in FY17, Multifunctional Logistics RC CCC is available and will satisfy career course branch transfer

requirements.

(4) Captains and above who have completed non-logistics CCC or Officer Advanced Course must fulfill the following requirements.

(a) Provide certificate of graduation from their previous CCC, Command and General Staff College or sister Service O3 equivalent courses.

(b) Complete SOC, ODBQ, or BQ as a functional branch qualification course.

(c) Complete the multifunctional logistics qualification inclusive Support Operations Course.

(5) ARNG requests for branch transfer are routed through the officer's chain of command to the appropriate state processing agency. The state processing agency forwards the request to the National Guard Bureau (NGB). NGB will forward the applications to the Logistics Branch Proponency Office at USACASCOM for evaluation and eligibility determination.

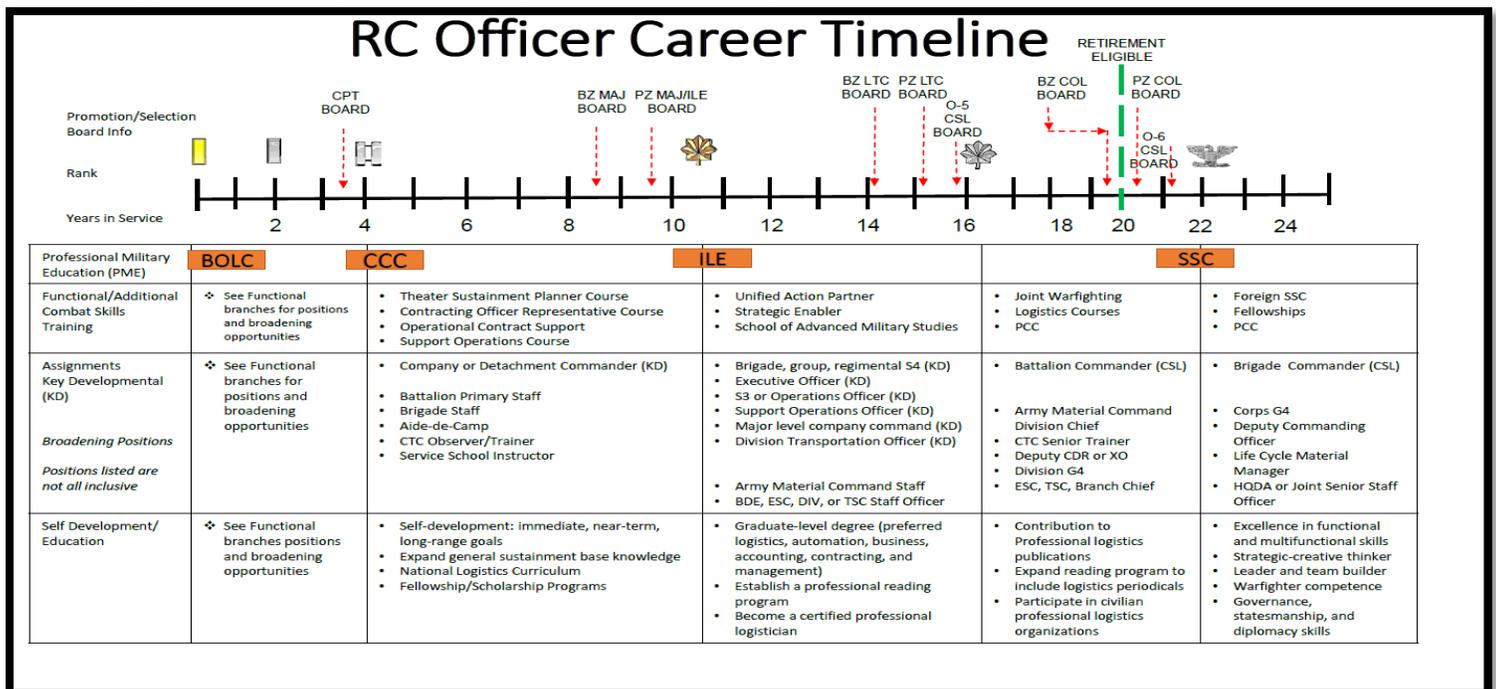
(a) USAR officers apply through their appropriate chain of command who in turn sends the applications to the Operational, Functional, Training, and Support (OFTS) commands. The OFTS will forward the applications to the Logistics Branch Proponency Office for evaluation and eligibility determination. IRR, IMA, and AGR officers apply through HRC Officer Personnel Management Directorate.

(b) Requests must include certificates of completion for PME requirements and a unit validation of positional assignment. The Logistics Branch Proponency Office will produce a quarterly consolidated approval memorandum for the OFTS and NGB officers accepted into the Logistics branch.

(6) Officers are not branch transferred into a basic branch of Quartermaster, Transportation, or Ordnance. Officers are awarded the regimental affiliation of their appropriate transition course, 90A88, 90A91, or 90A92.

(7) Approved officers are designated as 90A logisticians in the Logistics branch. The officer's primary AOC is 90A. The officer's secondary AOC and regimental affiliation is the functional basic branch course completed; Quartermaster, Ordnance, or Transportation. The 90A primary AOC positions are coded as 90A00 and the secondary AOC positions are coded as either 90A88, 90A91, or 90A92. The officer holds the aforementioned primary and secondary AOCs throughout the remainder of their career. The Logistics branch AOC 90A is not awarded as a secondary AOC. The officer's previous branch then moves to Section 1 of the officer's ORB as previous branch/AOC. When an officer transfers out of the Logistics branch they may not transfer back into the Logistics branch again at/above the rank of lieutenant colonel.

Figure 2. RC Logistics Branch professional developmental chart



7. Introduction to the Transportation Branch

a. Purpose. The Transportation Branch enables and integrates movement, deployment and distribution in support of combatant commanders and other Army requirements. Our focus is to deliver a full range of transportation capabilities in order to move critical resources rapidly through an integrated transportation-based global distribution system from the source to the end user. The Transportation Branch operates under conditions of uncertainty and complexity leveraging military, industrial, host nation capabilities, and emerging technologies. We provide movement control, in-transit-visibility and guide delivery to deployed forces across the spectrum of conflict in support of unified land operations. Our officers, warrant officers, enlisted, and civilian personnel are key to movement distribution. The Transportation Branch is the "Spearhead of Logistics" because "Nothing Happens until Something Moves."

b. Proponent information. The chief of Transportation is the branch proponent for the Transportation Branch. The Office of the Chief of Transportation personnel development team is responsible for the eight personnel development system life-cycle management functions for all Transportation officers, warrant officers, Soldiers, and related civilian occupational series, to include structure, acquisition, distribution, development, deployment, compensation, sustainment, and transition. Contact the Office of the Chief of Transportation at Fort Lee, VA, 23801, (804) -765-7675/7447/7275/7901. The official Web site is <http://www.transportation.army.mil/>.

c. Functions. The Transportation Branch is responsible for the worldwide movement of units, personnel, equipment, and supplies in peace and war. The Transportation Branch provides the transportation capabilities that are essential for a CONUS-based power projection Army in support of the national military strategy and the physical capabilities necessary to affect agile maneuver and movement of forces and materiel at tactical, operational, and strategic levels. The Transportation Branch also provides FA expertise to support combat developments, materiel systems development, force development, and training development. The Transportation Branch's core competencies are:

- (1) Strategic deployment and distribution.
- (2) Movement control.
- (3) Expeditionary intermodal operations in air and sea ports of embarkation and debarkation.
- (4) Motor transportation operations.
- (5) Watercraft and marine terminal operations.
- (6) Rail transportation operations.

d. History and background. The function of military transportation has been a part of the U.S. Army since it was formed and evolved through two branches, the Quartermaster Corps (wagon and boat transportation) and Engineer Corps (rail and harbor craft). In 1899, the Army first identified the need for a permanent organization to manage ports of embarkation and debarkations, as well as the Army deep draft fleet with the creation of the Army Transportation Service. Up until World War I military transportation had been managed by mode, but during this war the Army identified the need for centralized management of all modes of transportation with the creation of the Transportation Corps on 12 November 1918. The post war reductions reduced the short-lived Transportation Corps to a division of the Quartermaster Corps until it was permanently re-established on 31 July 1942. In 1946, the Quartermaster Corps turned over all modes of transportation to the Transportation Corps; and in 1954, the Engineer Corps turned over assault landing craft, making the Transportation Corps responsible for all modes of Army transportation. The Army Transportation Corps gave up its deep draft fleet to the newly created Maritime Sea Transportation Service in 1948. Today the Transportation Corps is responsible for all modes of Army transportation.

8. Transportation officer characteristics required

a. Characteristics required of all officers. Transportation officers are our Army's deployment and distribution experts, effectively supporting expeditionary forces. They are trained, innovative, and adaptive transportation and logistics leaders who are grounded in the Army Values and can operate throughout the JIM environment. Transportation officers enable unified land operations through the application of functional expertise in deployment and distribution. Our commissioned officer corps' ability to also serve as multifunctional logisticians is enabled by the functional depth and expertise of our Transportation

warrant officer corps. All officers are expected to possess the base characteristics that will enable them to develop into agile and adaptive leaders for the 21st century. These leaders must be able to connect, integrate, and deliver the transportation capabilities and capacity for movement and distribution excellence on all fronts. At all levels, leaders must be functional experts and savvy supply chain integrators, agile and adaptive warriors who can operate any platform, perform in any environment, and do so with broad, functionally relevant competencies. Additional traits required include: ability to improvise, develop new ideas, and be innovative, creative, and inquisitive while encouraging others to do the same. Transportation officers must also embrace and promote diversity, and create environments where individuals are accepted, understood, and valued. Leaders must demonstrate the imagination to challenge subordinates to work outside their comfort zones, possessing empathy and compassion for others. Additionally, leaders must be adept enough to know how one connects to the big picture, versatile enough to leverage, learn and develop individual skills and talents. Transportation officers must be competent in their core proficiencies, able to lead change, broad enough to operate across the spectrum of conflict, able to operate in JIIM environments, culturally astute, courageous enough to see and exploit opportunities, and grounded in Army Values and Warrior Ethos.

b. Unique knowledge and skills of a transportation officer.

(1) Lieutenants assessed into the Transportation Branch will develop functional branch skills defined by their AOC for the first 3–4 years of their career. Transportation officer skills are found in one AOC (88A) and are open to male and female officers. Upon graduation of the LOG C3, Transportation officers will hold a primary AOC 90A with a secondary AOC of 88A (90A88). (See paragraph 4 for an explanation of Logistics branch officers). Notwithstanding this, these officers will maintain their Transportation regimental affiliation, and may continue to serve in Transportation functional assignments throughout their career. Initial entry officers gain branch technical and tactical skills to develop a Warrior Ethos and gain important leadership experience in company grade assignments.

(2) Mobilization and Demobilization Operations (ASI 6M) addresses the mobilization and deployment processes at various levels of command within the Army. The focus of the course is on legal authorities, mobilization concepts, plans, policies, procedures, and the responsibilities for mobilization and deployment at DOD, HQDA, ACOM, ASCC, JFHQ USARC, and installation levels. Mobilization and deployment planning interfaces at various ACOM levels and the dependency of mobilization and deployment activities on automated systems is emphasized. To receive the ASI, transportation officers must successfully complete the resident Mobilization and Deployment Planning Course (MDPC) at ALU, Fort Lee, VA.

(3) Transportation (AOC 88A). The core competencies of the Transportation Corps are deployment and distribution operations, movement control operations, intermodal/terminal operations at air and sea ports, motor transport operations, watercraft transport operations, and rail transport operations. Transportation officers must be technically proficient with employment of transportation and mission-unique equipment, personnel, and systems. Transportation officers must understand transportation, supply, and maintenance automated systems. In addition to working independently, Transportation officers often work in an environment where there is little time available, but sound and timely decisions are crucial. Mission success requires the proper balance between technical know-how and the ability to understand and apply the appropriate tactical expertise at the right moment. Hence, the ability to operate under stress, make critical decisions, and act under all environmental conditions are all critical to success. Officers exercise mission command, plan, procure, direct, control, coordinate, or manage transportation organizations and related equipment, as well as organizations engaged in transportation related services. This requires general knowledge of transportation organizations and doctrine concerning movement control, intermodal, terminal/port, distribution, and mode operations and units. Officers also serve in positions requiring specialized transportation knowledge as well as functional experience at higher levels of operations and organizations engaged in transportation related services with the unique capability to plan, coordinate and synchronize the rapid deployment, sustainment/distribution management and redeployment of forces in any area of operations to include planning, procuring, coordinating, and controlling the movement of personnel and military cargo worldwide by military or commercial transport.

(a) Army Transportation units play a key role in facilitating operational endurance and reach. Transportation units move sustainment from ports to points of need and retrograde sustainment as required. Transportation operations encompass the wide range of capabilities needed to allow joint and Army commanders to conduct decisive action

(b) Officers serving in movement control operations plan, route, schedule, command, control,

coordinate, and conduct in-transit visibility of personnel, units, equipment, and materiel moving over line(s) of communication (LOC). Movement control operations allocate resources based on the commander's priorities and balance requirements against capabilities.

(c) Officers serving in intermodal operations plan, route, schedule, command, control, coordinate, and conduct in-transit visibility of personnel, units, equipment, and materiel in support of the distribution system by combining the functions of terminal and mode operations. Intermodal operations consist of facilities and transportation assets required to support the distribution system. Intermodal operations are the movement of sustainment to a designated transshipment point, (facility, node, hub, Space Situational Awareness, terminal, centralized receiving and shipping point) where the transfer of sustainment is from one conveyance to another while moving within the distribution system.

(d) Officers serving in port/terminal operate a component of intermodal operations and are a key element in support of operational reach and endurance. Port/terminal operations provide loading, unloading, and handling of materiel, cargo, and personnel between various transportation modes. Port/terminal operations are essential in supporting deployment, reception, staging, and onward movement and sustainment of the force. There are two types of port/terminal/nodal operations: marine and inland. Duties encompass the command, control, or management of fixed ports, unimproved ports, and bare-beach facilities; air, rail, motor, and inland waterway terminal operations; joint-logistics-over-the-shore operations; and marine maintenance and salvage operations.

(e) Officers serving in mode operations plan, command, direct, control, coordinate, and manage in order to match up the correct transportation asset with the cargo characteristics and required delivery time in support of expeditionary operations, port clearance, intermodal operations, motor transport/distribution services and operational mobility. Mode operations are a component of intermodal operations. Movement control sections coordinate transportation assets. When allocated, Army Aviation assets for sustainment support direct coordination between the movement control battalion and the Aviation brigade is vital in providing responsive support.

(f) Transportation officers serve in joint assignments, manage transportation personnel life-cycle functions, develop doctrine, organizations and equipment, and instruct transportation skills at service schools, service colleges, pre-commissioning and commissioning programs, and CTC. Transportation officers assist USAR and ARNG transportation organizations.

9. Transportation officer development

a. Officer professional development model. The goal of the Transportation officer Professional Development Model (PDM) is to produce a professional Warfighter who simultaneously provides expert sustainment in any operational environment and is adaptive to fluid situations and operates adeptly within the structure of mission command. The Transportation officer focuses on both functional and multifunctional developmental experiences across the tactical, operational, and strategic levels. The model ensures an officer is broadened and developed, rather than aligned to a specific set of fixed gates or assignments required for progression., Transportation professionals will grow through experience to understand mission command sustainment systems, distribution management, and become effective logisticians and be savvy supply chain integrators, in support of unified actions essential to retaining and exploiting the initiative and achieving decisive and sustainable land operations.

(1) Throughout an officer's career, the model highlights the need to gain JIM experience and exposure. A diverse portfolio of experiences is critical.

(2) Leader development is a continuous and progressive process, spanning an officer's entire career, consisting of institutional training, operational assignments, and self-development. Officer training begins in the generating force in schools and training centers where they are introduced to fundamental skills and tasks that will prepare them to integrate and contribute effectively to a unit's collective capabilities on the first day they arrive into a unit. However, most leader development occurs during operational assignments where the officer gains baseline knowledge of mission capability at the individual, crew, unit, staff, and leader level. Operational assignments build on the fundamental skills, knowledge and behaviors developed in institutional training. Officers develop through challenging, unfamiliar experiences that require them to adapt theory to reality. They learn from mistakes, learn to take risks and experiment with non-textbook solutions to problems. Officers will return to schools from operational assignments at certain points to gain additional skills, knowledge, and behaviors needed for their current assignment, as well as prepare them for the next duty assignment and for higher levels of responsibility. Officers identify what they do not know and fill the gaps through self-development. Self-development is as important as institutional

training and operational assignments. Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force such as regional knowledge, cultural awareness, foreign language, diplomacy, or statesmanship.

(3) Transportation officers are inducted into the Logistics branch (90A) after completion of the LOG C3. Subsequently, they will be assigned to both multifunctional logistics assignments and Transportation functional assignments.

(4) Transportation Corps officers serve in every BCT and separate brigade in the Army with duties all over the world. Transportation Corps officers are selected to serve in Joint assignments, Advanced Civilian Schooling and Training With Industry Programs.

(5) Once inducted into the Logistics Branch, an officer should continue to strive for training and assignments that will broaden and develop the skills necessary to lead the Army of the future.

a. Key developmental, developmental and broadening. The PDM focuses on the need to both broaden an officer's knowledge, skills, and abilities at each grade and develop their logistical expertise across the entirety of an officer's career.

(1) Key developmental. KD assignments are positions at each rank deemed fundamental to the development of an officer in functional, multifunctional, and/or key competences at that rank.

(2) Developmental. Developmental assignments support the growth of an officer's functional and/or multifunctional knowledge, skills, and attributes throughout their career. Functional and multifunctional assignments are vital to developing an officer's leadership abilities at each level of war; tactical, operational and strategic. These assignments increase an officer's expertise in their core functional skill set and multifunctional capability. Opportunities and goals for developmental assignments are listed at each officer grade.

(3) Broadening. Broadening as outlined in paragraph 3-4b(2)(f), is the purposeful expansion of an individual's capabilities and understanding provided through opportunities internal and external to the Army throughout their career that are gained through experiences in different organizational cultures and environments, resulting in a leader who can operate from the tactical level through the strategic level in multiple environments. There are four primary experience-based assignments that specifically broaden logistical officers: functional/institutional, academia and civilian enterprise, joint/multinational, and interagency/intergovernmental organizations. The essence of broadening is to challenge the officer mentally in situations well outside their comfort zone and force them to apply critical thinking to complex problems. Academic opportunities are essential for the broadening of an officer's critical thinking capability and exposure to alternative perspectives in problem solving. Generating force and industrial enterprise positions are crucial to understanding force development, national-level sustainment, and force generation. A unified action partner opportunity broadens an officer in strategic environments, diverse service/business cultures, and provides an understanding of the national level of policy, procedures, strategy, and planning. Functional/institutional, academia and civilian enterprise, joint/multinational, and interagency/intergovernmental experiences are specifically designed to broaden an officer beyond a logistician's core competency and expand their critical thinking capabilities.

c. Education.

(1) PME programs are institutional developmental opportunities. From the BOLC, LOG C3, Command and General Staff College to SSC or accredited equivalent-level schooling or fellowships, officers must complete these courses on time. Officers should not be assigned to KD positions unless they have completed the PME requirement for that rank. Some PME opportunities enable an officer to gain a master's degree. Officers are strongly encouraged to take advantage of these opportunities. Institutional developmental opportunities are listed at each officer grade.

(2) Competitive selection and attendance in an Advanced Civilian Schooling Program, selected internships, Training With Industry program, scholarship programs, or certain fellowship programs are desirable and highly competitive environments that provide unique broadening experiences for our most talented officers. These selective experiences broaden an officer, evolve critical thinking, expand engagement skills and provide exposure to other organizational cultures. Broadening in these areas increases the officer's knowledge and understanding of organizations, new methods and corporate cultures well outside traditional military logistics core competencies. Suggested broadening opportunities are listed at each officer grade.

(3) Lifelong learning, supported by both civilian and military education, provides critical opportunities

to develop both joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force—regional knowledge, cultural awareness, foreign language, diplomacy, statesmanship, and so forth.

d. Transportation lieutenant development. Transportation lieutenants lead Soldiers in platoons and teams in semi-autonomous activities in the fight or in support of the fight. Transportation lieutenants work in an extremely fluid and dynamic environment with a wide variety of personnel and equipment. Since they often work independently with minimum guidance, supervision or support, creative thinking, and problem solving are critical skills. Transportation lieutenants will encounter information that varies in completeness and ambiguity. Therefore, it is imperative that Transportation lieutenants can communicate effectively in both written and verbal forms. Transportation lieutenants should also develop excellent supervisory skills to ensure proper execution of all assigned tasks and missions.

Transportation lieutenants must be tactically proficient and must attain a mastery of troop-leading procedures, unit defense operations, and tactical convoy operations.

(1) Education. During the second lieutenant years, Transportation lieutenants are required to complete Transportation BOLC. Special training necessary to support an officer's follow-on assignment may be scheduled after BOLC. Transportation BOLC trains lieutenants to be proficient in unit movement and deployment requirements (unit movement officer).

(2) Assignment. Upon graduation from Transportation BOLC, officers are normally assigned at the company level to gain leadership experience and to enhance technical and tactical competence. Lieutenants should expect to serve as a platoon leader, movement control officer, or as a company XO for a period of time that allows the officer to gain depth of skills and experience. Lieutenants should expect to serve in progressive positions to develop leadership, technical skills and, when appropriate, to complement this with staff experience at the battalion and brigade level. Because all initial assignments are important, all officers should be primarily concerned with manner of performance, development of professional attributes, enthusiasm for the job, and demonstration of potential.

(3) Self-development. Lieutenants must focus on acquiring and refining troop-leading skills, transportation competencies, communication, management, training, technical and tactical skills. Every leader is responsible for his or her professional development. Lieutenants should seek additional training and an advanced degree. Recommendations for lieutenants include:

- (a) Continue to assess, modify and develop immediate, near-term and long-range goals.
- (b) Complete an MSAF.
- (c) Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information.
- (d) Take initiative to take online or attend resident courses that support your developmental needs.
- (e) Affiliate and participate in professional organizations.
- (f) Read and write for professional publications.
- (g) Study history, doctrine, and professional manuals and publications.
- (h) Analyze current events.
- (i) Seek leadership roles in the military and civilian community or other public service activities.
- (j) Throughout the process, continue to self-evaluate all performance and seek assistance and guidance from supervisors and more experienced leaders and peers.

(4) Desired experience. The primary concern of all officers should be their manner of performance. Lieutenants should exude enthusiasm and initiative, seek to develop their core competencies and professional attributes, and demonstrate potential for increased responsibility and advancement. In all assignments, lieutenants should concentrate on learning the basics of how the Army works, how to lead Soldiers, and how to maintain a motivated and positive outlook. Lieutenants should strive to become technical and tactical experts by training with the warrant officers and senior enlisted Soldiers in their units. Lieutenants must learn the intricacies of how to best lead and take care of Soldiers, to support their commands and manage the distribution process (such as convoy operations), manage the maintenance process of assigned equipment, and the use of automated logistics and sustainment systems. Before promotion to captain, lieutenants should possess an excellent knowledge of the Transportation Branch's purpose, mission, and core competencies and have basic knowledge of other logistics competencies achieved through practical experience in Transportation operations, activities, and missions.

e. Captain (90A88) development.

(1) *Education.* Upon graduation of the LOG C3, Transportation officers will be inducted into the Logistics branch. (See para 4 for an explanation of the Logistics branch.)

(2) *Key developmental assignments.* Captains should aggressively prepare for and seek company-level command. Company/detachment command is the only KD experience recognized at the captain level.

(3) *Broadening assignments.* Along with command, captains continue to gain an in-depth understanding of the multiple aspects of logistical operations and are more involved with battalion and brigade-level staff operations. 90A88 captain positions include transportation staff officer, movement control officer, branch or service school instructor, or CTC observer controller/trainer. KD complete captains should discuss broadening opportunities with their assignment officer and to apply for and compete for fully funded or cooperative degree advanced civilian schooling, fellowship programs, or Training With Industry. See paragraph 4b or www.hrc.army.mil for a list of 90A broadening opportunities.

(a) *Training With Industry.* The Training With Industry Program is a work experience program to provide an extensive exposure to managerial techniques and industrial procedures within corporate America to competitively selected officers. Training received is normally not available either through the military school system or civilian university system. Following the participants' tenure at the industry, they are placed in a validated utilization assignment for 2 years. Participants also incur an ADSO of 3 for one computed in days. Officers who desire to compete for a Training With Industry opportunity should contact their HRC assignment officer and must be RA; have a minimum of 3 and no more than 19 Federal commissioned service years (other than RA officers must have enough service time left after completing Training With Industry to fulfill ADSO), must be able to fulfill obligations incurred by this program; must have a secret security clearance (minimum); must have potential for future long-term service; KD at current rank; meet height/weight requirements; and meet any additional requirements set by HRC. Examples are: FedEx, LANDSTAR, and Logistics Management Institute. For additional information about Training With Industry please review AR 621-1.

(4) *Self-development.* All 90A88 officers should:

(a) Seek opportunities available to them within all 90A and 90A88 competencies. For example, officers who have worked motor transportation should seek opportunities in movement control positions or company grade positions with an AOC of 90A00.

(b) Captains should seek additional training and an advanced degree.

(c) Continue to assess, modify and develop immediate, near-term and long-range goals.

(d) Complete an MSAF.

(e) Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information.

(f) Take initiative to attend courses that support your developmental needs.

(g) Affiliate and participate in professional organizations.

(h) Read and write for professional publications such as the Sustainment Magazine and Army Magazine.

(i) Take relevant online courses such as learning a foreign language.

(j) Study history, doctrine, and professional manuals and publications.

(k) Analyze current events.

(l) Seek leadership roles in the military and civilian community or other public service activities.

(m) Throughout the process, continue to self-evaluate all performances and seek assistance and guidance from supervisors and more experienced leaders and peers.

Captains should take the opportunity to study and complete a graduate record examination or graduate management admission test. Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual's developmental needs and professional interests. The concept of self-development places responsibility squarely on the leader to do his share to attain and maintain competency. Every leader is responsible for his or her own professional development. Commanders and supervisors have a responsibility to provide the time and opportunity for a subordinate's self-development to be effective.

(5) *Desired experience throughout this period.* The officer should continue to develop leadership, tactical, technical, and management skills. Captains must be proficient in all transportation core competencies in order to be an effective leader at the company level and gain a working knowledge of command principles, battalion-level staff operations, and multifunctional logistical operations at the battalion to brigade levels.

f. Logistics major (90A88) development. The majority of major positions are designated multifunctional (90A). However, 90A88 majors may be assigned to functional Transportation command, KD, and staff positions. KD assignments encompass all aspects of multifunctional logistics as well as functional Transportation areas. 90A88 majors should also seek assignments in unified action partner organizations toward joint service qualification.

(1) Education. 90A88 majors continue PME through completion of ILE via the 10-month Resident (Command and General Staff College at Fort Leavenworth, Kansas; sister Service schools and foreign schools), the 14-week satellite campuses or distributed learning.

(2) Key developmental assignments. There is no one particular KD job in a specific logistics unit that is considered “most important” or a “must have” for promotion selection. Each officer should have sufficient experience in these KD assignments in order to continue their understanding of transportation and multifunctional operations. 90A88 majors are competitive to serve in 90A KD assignments listed at paragraph 4d (2). Functional KD assignments are:

(a) Division transportation officer.

(b) Movement control battalion executive officer and movement control battalion S2/3 (major authorized).

(c) Movement control battalion operations officer (major authorized).

(d) Transportation battalion executive officer and S2/3.

(e) Major company command and commander, Rapid Port Opening Element RPOE.

(3) Broadening assignments. Majors should aggressively seek the skills and experience that will best prepare them for the duties at the lieutenant colonel level and should seek assignments to gain experience at the division level or higher and in unified action partner organizations. Positions include:

(a) Assignment to the White House Transportation Agency. The White House Transportation Agency provides a fleet of motor vehicles, master drivers, and transportation services to the First Family, White House staff, and official visitors of the First Family in the Washington, DC area. The White House Transportation Agency also provides transportation support for presidential motorcades and travel as directed by the White House Military Office. KD complete 90A88 majors who are interested in this assignment should contact their branch manager at HRC.

(b) Senior observer/controller at Army and joint training centers

(c) Corps or unified action partners level logistics officer.

(4) Self-development. Field grade officers should:

(a) Devote time to hone their competence and depth of technical knowledge within logistics and Transportation core competencies as well as tactical and strategic principles.

(b) Complete a MSAF.

(c) Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information.

(d) Majors should seek additional training and an advanced degree.

(e) Continue to assess, modify and develop immediate, near-term and long-range goals.

(f) Take initiative to attend courses that support your developmental needs.

(g) Affiliate and participate in professional organizations. Read and write for professional publications.

(h) Take relevant online training such as learning a foreign language or cultural awareness training.

(i) Study history, doctrine, and professional manuals and publications.

(j) Analyze current events.

(k) Seek leadership roles in the military and civilian community or other public service activities.

(l) Throughout the process, continue to self-evaluate all performances and seek assistance and guidance from supervisors and more experienced leaders and peers.

(m) Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual’s developmental needs and professional interests. Every leader is responsible for his or her professional development. Commanders and supervisors have a responsibility to provide the time and opportunity for a subordinate’s self-development to be effective. Officers should devote time to a professional reading program to broaden their warfighting perspective and should include correspondence courses, civilian education, and institutional training. Majors must exercise continuous self-development efforts to fully master all aspects of transportation operations and multifunctional logistics to include Joint and multinational operations.

(5) Desired experience. Field grade officers should strive to become an expert in all aspects of

logistics and the application of transportation competencies to include application within the context of unified action partner operations. Officers should pursue joint qualification. At the field grade level, officers should actively mentor subordinates and participate in talent management.

g. Lieutenant colonel (90A88) development. As with major, the majority of lieutenant colonel positions are designated multifunctional (90A). However, officers serving in primary AOC 90A and secondary AOC 88A may be assigned to functional Transportation command and staff positions. 90A88 lieutenant colonels should also seek assignments with unified action partner organizations.

(1) Education. 90A88 lieutenant colonels should continue to seek educational opportunities that enhance battalion command and brigade potential, and multifunctional, functional and joint service experience. PME at the lieutenant colonel and colonel level includes competitive selection for resident SSC, a fellowship at a civilian college, or foreign school opportunity that fulfills the Army requirement for a MEL 1 educational experience. Nonresident SSC is available to all lieutenant colonels as a distributed learning option. lieutenant colonels preparing for centrally selected battalion-level command or key billet positions will attend applicable PCCs.

(2) Key developmental assignments. Successful command of any CSL battalion command or CSL key billet are the only assignments that are considered to be KD at the lieutenant colonel (90A88) level.

(3) Former battalion commanders will be managed and assigned to specific jobs based on the needs of the Army. Some examples of former battalion commander billets include division-level officers under DCS, G-3/5/7, CTC task force senior observer/controller, Joint Staff, OSD, Army, corps or division staff, TRADOC duty, HRC Logistics Branch chief in officer or enlisted assignments, or USAREC duty.

(4) Broadening assignments. 90A88 lieutenant colonels should seek assignments and experience at the corps level or higher, and in unified action partner organizations. Lieutenant colonels should continue the purposeful expansion of their capabilities and understanding provided through opportunities internal and external to the Army. They should pursue assignments in different organizations where the culture will result in understanding of how to work in concert with elements of national power as well as lead, manage, and compete for resources at the executive level. Lieutenant colonels should seek assignments to gain experience through the range of military operations and with unified action partners. Positions include:

(a) Positions listed in paragraph 4e(2).
(b) Corps Transportation officer.
(c) Transportation surface brigade (SDDC), S3 operations officer.
(d) ESC/TSC mobility branch chief (lieutenant colonel authorized).
(e) Senior observer/controller at Army and joint training centers.
(f) Primary staff officer at the corps level or higher (Army staff, Joint Chiefs of Staff, AMC, Defense Logistics Agency.)

(g) Assignments to the operating and generating forces.
(h) Nominative assignments or professor of military science. Assignments at this level prepare senior leaders to assume strategic leadership responsibilities in military or national security organizations. Lieutenant colonels should strive to achieve joint service qualification. The Army requires senior leaders groomed for execution of strategic level enterprise systems. Officers should actively mentor subordinates and participate in talent management.

(5) Self-development. Lieutenant colonels should:

(a) Devote time to hone their competence and depth of technical knowledge within logistics and Transportation core competencies as well as tactical and strategic principles.

(b) Complete a MSAF.

(c) Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information.

(d) Lieutenant colonels should seek additional training and an advanced degree.

(e) Continue to assess, modify and develop immediate, near-term and long-range goals.

(f) Take initiative to attend courses that support your developmental needs.

(g) Affiliate and participate in professional organizations.

(h) Read and write for professional publications.

(i) Take appropriate online courses such as learning a foreign language or cultural awareness training.

(j) Study history, doctrine, and professional manuals and publications.

(k) Analyze current events.

(l) Seek leadership roles in the military and civilian community or other public service activities.

(m) Throughout the process, continue to self-evaluate performance and seek assistance and guidance from supervisors and more experienced leaders and peers.

(n) Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual's developmental needs and professional interests. The concept of self-development places responsibility squarely on the leader to do his or her share to attain and maintain competency. Commanders and supervisors have a responsibility to provide the time and opportunity for a subordinate's self-development to be effective.

(6) Desired experience. These assignments have increased responsibility and require mature, skilled, and well-grounded officers. Field grade officers should strive to become an expert in all aspects of logistics and the application of transportation competencies. Joint officer qualification is desired. Lieutenant colonels should actively mentor subordinates and participate in talent management.

h. Logistics (90A88) colonel development. The majority of colonel positions are designated multifunctional and joint duty. However, officers holding primary AOC 90A and/or secondary AOC 88 may be assigned to functional Transportation command and staff positions. 90A88 colonels should continue to seek assignments in unified action partner organizations toward joint service qualification.

(1) Education. PME at the colonel level includes competitive selection for resident SSC for any branch of service, or a civilian college, fellowship, or foreign school opportunity that fulfills the Army requirement for senior officers with a MEL 1 educational experience. Nonresident SSC is available as a DL option. Colonels must be programmed to be SSC complete prior to assumption of colonel-level command. Colonels preparing for centrally selected command or key billet positions will attend applicable PCCs to prepare senior leaders to assume strategic leadership responsibilities in military or national security organizations.

(2) KD assignments. Successful performance in a CSL designated colonel command/key billet position is the only colonel KD assignment.

(3) Former brigade commanders will be managed and assigned to positions based on the needs of the Army.

(4) Broadening assignments. In addition to multifunctional logistics positions, 90A88 colonels can serve in key staff positions at Army, joint, and senior-level headquarters, such as USTRANSCOM, CASCOM, TRADOC, assistant commandant U.S. Army Transportation School, and AMC. Broadening assignments are developmental positions that provide exposure to experiences outside the officer's core branch or FA competencies. Broadening assignments expand of the capabilities and understanding of officers through opportunities internal and external to the Army that are characterized by different organizational cultures and practices.

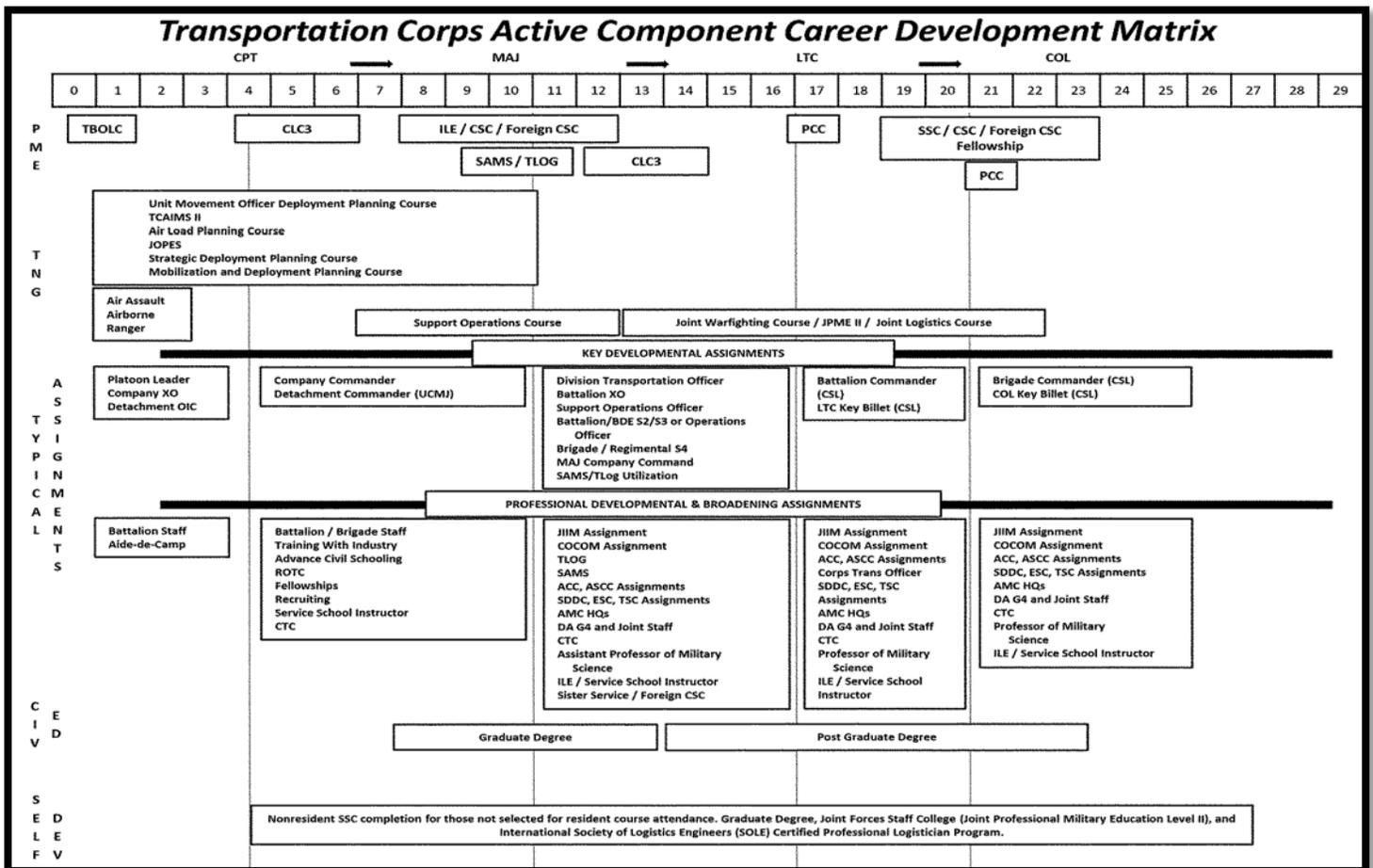
(5) Self-development. Self-development opportunities include nonresident SSC completion for those not selected for resident course attendance. Other educational opportunities include: graduate degree, Joint Forces Staff College (JPME II), and International Society of Logistics Engineers (Sole) Certified Professional Logistician Program. Continue to assess and modify your immediate, near-term and long-range goals. Complete a MSAF. Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information. Affiliate and participate in professional organizations. Read and write for professional publications. Study history, doctrine, and professional manuals and publications. Analyze current events. Seek leadership roles in the military and civilian community or other public service activities. Throughout the process, continue to self-evaluate all performances and seek assistance and guidance from supervisors and more experienced leaders and peers. Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual's developmental needs and professional interests. Every leader is responsible for his or her professional development. As a senior leader, you can take a primary role in mentoring subordinates and ensuring they develop effective self-development habits.

(6) Desired experience. Colonels will serve primarily in key staff and/or joint positions in ESCs, TSCs, and division, corps, and higher staffs. Select colonels will have the opportunity to command brigades. Successful completion of brigade command will provide an opportunity to serve in positions of greater responsibility. Former brigade commanders are given the opportunity to serve as DCOs, and chiefs of staff and support operation officers of ESCs. In addition, former brigade commanders can serve as executive officers for general officers to the CGs of the logistics ACOMs and DCS, G-4 and serve as assistant commandant at the Transportation School. Senior leader development at this level prepares senior leaders to assume strategic leadership responsibilities in military or national security organizations.

Joint officer qualification is desired by this level. Colonels are key mentors and advisors on talent management. As a senior leader, you take a primary role in mentoring subordinates and ensuring they develop effective self-development habits.

i. Voluntary Transfer Incentive Program. All branch transfers are being executed through VTIP. The VTIP provides an opportunity for all officers to pursue a career path that they believe is best suited to their talents and preferences and enables the Army to best utilize those talents. VTIP balances branch and FAs strength at year group detail based on Army requirements. The program provides a retention tool to keep talented officers in the Army and provides flexibility and opportunity for (voluntary) strength management. Officers seeking to transfer into or out of the Logistics branch should review paragraph 4e and contact their State chain of command, ARNG Policy Branch, HRC, Army Reserve Active Duty Management Directorate or the USAR Command, as appropriate.

Figure 3. AC Transportation officer developmental chart



10. Warrant officer development

a. Unique knowledge and skills of a Transportation warrant officer. Transportation corps warrant officers are the Army's premiere technicians in deployment and distribution. Transportation Warrant Officers are the Army's mission- focused subject matter experts, skilled technicians, confident warrior-leaders, proficient trainers, mentors, and expert technical advisors for the Transportation Corps, supporting all modes of Deployment and Distribution. Through progressive levels of developmental assignments, education, and professional development, Transportation Corps warrant officers evolve into operational, tactical, and strategic thinking, well-rounded senior warrant officers within their specialties. Highly

specialized transporters, they support various Army and Joint missions, at every level of command, throughout their careers. The warrant officer Education System requires specific, highly technical training, designed to prepare Transportation warrant officers to serve in positions of greater responsibility. The Transportation Corps requires warrant officers to be highly skilled technicians in their specialty. The Transportation warrant officer developmental model is shown at figure 4.

(1) MOS 880A Marine Deck Officer. This MOS has two distinct critical skill levels of technical training and professional credentialing; MOS 880A1 and 880A2. Warrant Officers within this MOS command and operate Army watercraft and watercraft detachments; serve aboard Army watercraft as the commanding officer, master, navigator, cargo officer or deck watch officer; serve as an Army harbormaster or port operations officer; serve on a battalion-level staff or higher as the maritime operations officer; or as a Service school instructor. Additionally, they manage the operation of U.S. Army watercraft and deployment/distribution measures in both tactical and peacetime environments. They support Army missions by planning, coordinating, and directing Army units during ocean, joint-logistics-over-the-shore, coastal, harbor and inland water (CHI) missions as well as strategic, operational, and tactical movement.

(2) MOS 881A Marine Engineering Officer. This MOS has two distinct critical skill levels of technical expertise, training and professional credentials; MOS 881A1 and 881A2. Warrant officers in this MOS command watercraft maintenance detachments and maintain Army watercraft, serve as the chief engineer, assistant engineer, or engineering watch officer; or may serve on a battalion-level staff or higher as the marine maintenance officer or as a Service school instructor. Additionally, they manage and supervise the maintenance of U.S. Army watercraft.

(3) MOS 882A Mobility Warrant Officers. This MOS assists the commander and staff in developing specific procedures, estimates, analyses, and timelines for deployments, decisive action operational maneuver transportation support requirements, area of operation movement support coordination to include route synchronization planning and MSR/ASR control, and retrograde and redeployments. The warrant officer works closely with BSB support operations section, the movement control battalion and MCTs arranging convoys in support of BCT sustainment and heavy lift requirements; ensuring uninterrupted flow of critical sustainment commodities such as fuel, ammunition, food, and water to operating forces within the BCT area of operation. The warrant officer also provides the commander and staff information on data resident in ITV systems. They also coordinate deployment and distribution actions with multinational, joint, Army, and commercial agencies. Officers in this MOS may serve at company level or higher, or as a Service school instructor.

b. Transportation warrant officer professional development model. The warrant officer development model is focused on the quality and range of technical expertise. Established gateways are required to ensure that the warrant officer progresses from the entry level of their career to the subject matter expert at the strategic level. Proper development will foster warrant officers that remain the experts in their functional skill, but are also extremely diverse in knowledge based education and experience. Leader development is a deliberate, continuous, progressive process, grounded in the Army Values that grows competent, committed, professional leaders of character. Leader development is achieved through the career-long synthesis of training, education, and experiences acquired through opportunities in the institutional, operational, and self-development domains, supported by peer and developmental relationships.

(1) Initial entry warrant officers gain branch technical and tactical skills to develop a Warrior Ethos and gain important leadership experience in company grade assignments.

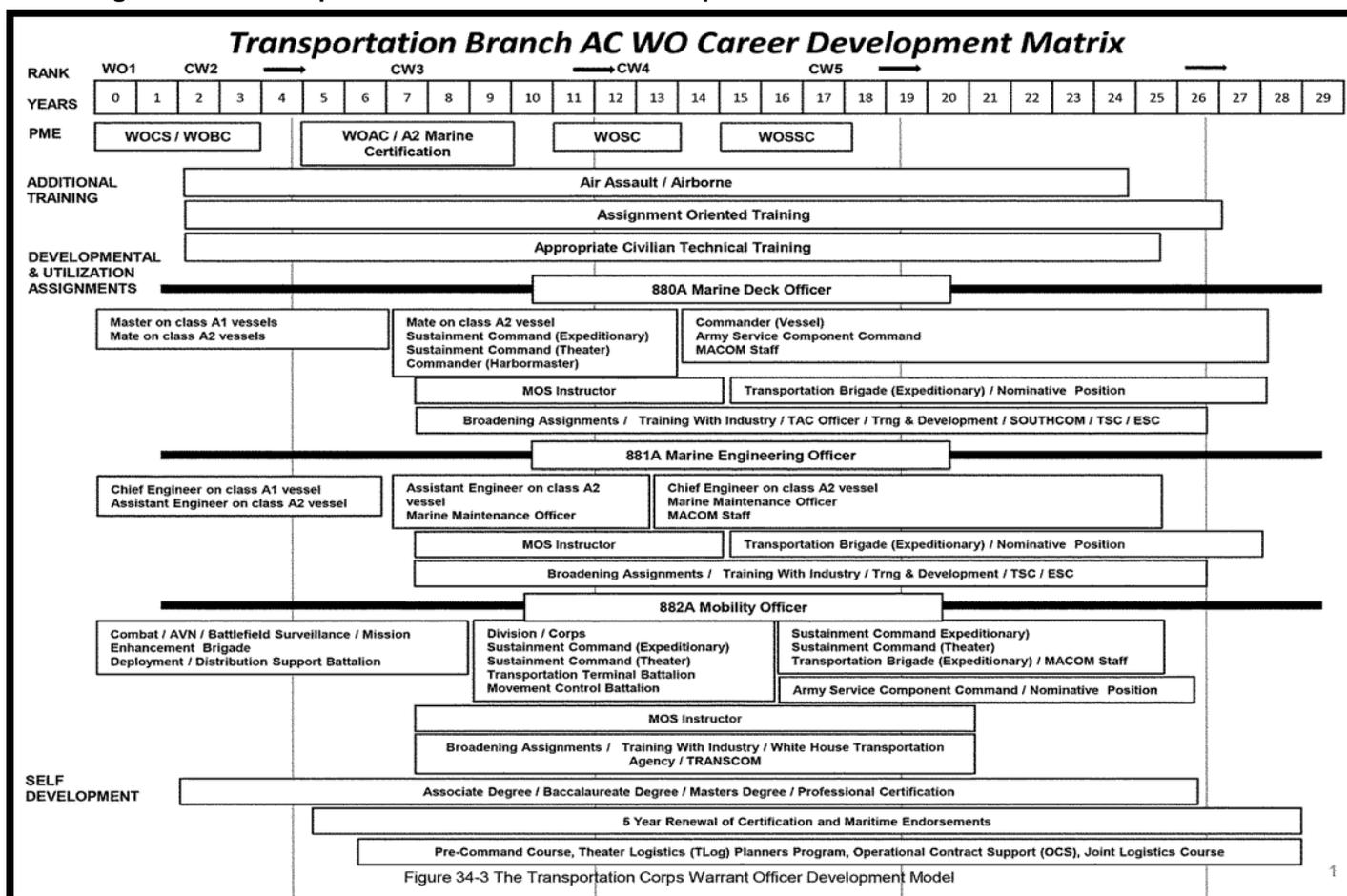
(2) WO1/CW2. Throughout a warrant officer's career, the model highlights the need to gain technical and tactical competency through developmental assignment experience. Warrant officers should continue their self-development with training, PME, experience, various operational assignments, professional reading, and pursuit of civilian education goals. CW2s may have opportunities for broadening experience through operational and institutional assignments.

(3) CW3/CW4. At this point in a warrant officer's career, the model highlights the need of a broader understanding of the tactical and operational levels. The increase in responsibility at these ranks requires warrant officers to have the ability to operate and integrate staff functions, as well as demonstrate leadership skills. CW3s/CW4s must continue their professional growth with assignments in both the operating force and generating forces; these include broadening assignments as well as Training With Industry opportunities. At this level the warrant officers should develop further through broadening assignments, self-development, and additional functional and professional training. Embracing this concept will provide the Transportation Corps with warrant officers who are self-aware, critical thinkers, adaptive integrators, and technically skilled managers in deployment and distribution. Warrant officers at this rank

should continue their role as a coach, mentor, and advisor to junior warrant officers. Warrant officers should continue their self-development, professional reading and pursuit of the next civilian education goals.

(4) CW5. The pinnacle rank for all warrant officers. At this point in their career, a CW5 brings an unparalleled wealth of both technical and tactical knowledge and experience, and is adept at critical problem solving. Increased responsibility allows the CW5 to operate and integrate in all levels of command, to include the JIIM environment. Lifelong learning supported by both civilian and military education provides critical opportunities for assignment. CW5s may work outside one's normal career path, such as broadening or nominative positions. Flexible timelines enable warrant officers to serve longer in developmental assignments, ensuring warrant officers have adequate time to utilize their skills and experience, and also support unit readiness and cohesion. Figure 3, below, shows the career development models of the Marine Deck Officer (880A), the Marine Engineering Officer (881A), and Mobility Warrant Officer (882A).

Figure 4. AC Transportation warrant officer developmental chart



c. Warrant officer one development.

(1) Education. After successfully completing the WOCS, WO1s should attend their MOS WOBC. Upon completion of the OBC, WO1's will be awarded their respective MOS.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A1 certification as outlined in AR 56-9, chapter 5. Individual must serve as a Marine Deck Officer on board a class A1 or A2 vessel. WO1 or WO2 with no fewer than 4 years of Marine Deck/Engineering Officer service will complete the A2 Certification Course for SQI 2 certification.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A1 certification as outlined in AR 56–9, chapter 5. Individual must serve as a Marine Engineering Officer on board a class A1 or A2 vessel. WO1s or WO2s with no fewer than 4 years of Marine Deck/Engineering Officer service will complete the A2 Certification Course for SQI 2 certification.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the detachment, company, battalion, or brigade/group level.

(3) Self-development. Warrant officers should devote time to self-development, which should include professional certifications, correspondence courses, institutional training, and civilian education. Junior warrant officers should utilize a professional reading program to broaden both their warfighting perspective and technical comprehension.

(4) Desired experience. The junior warrant officer should focus on acquiring and refining their tactical and MOS- unique technical skills.

d. Chief warrant officer two.

(1) Education. Upon promotion to CW2, the warrant officer is eligible and should attend their MOS WOAC not later than 1 year after promotion to CW3. Although not a requirement for promotion, all officers in the grade of WO1 and CW2 should set as a goal the completion of an associate's degree.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A1 certification as outlined in AR 56–9, chapter 5. Individual must serve as a marine deck officer on board a class A1 or A2 vessel. WO1s or CW2s with no fewer than 4 years of marine deck officer service will complete the A2 Certification Course for SQI 2 certification.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A1 certification as outlined in AR 56–9, chapter 5. Individual must serve as a marine engineering officer on board a class A1 or A2 vessel. WO1s or CW2s with no fewer than 4 years of marine deck/engineering officer service will complete the A2 Certification Course for SQI 2 certification.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the detachment, company, battalion, or brigade/group level.

(3) Development and broadening assignments. The CW2s can expect assignment to CW3 positions upon completion of the WOAC.

(4) Self-development. The CW2 should continue to acquire and refine their advanced tactical and technical MOS- unique skills. CW2 should refine their communication, presentation, and critical thinking skills.

(5) Desired experience. Successful completion of every duty assignment is vitally important and helps determine promotion potential.

e. Chief warrant officer three.

(1) Education. Upon promotion to CW3, the warrant officer is eligible and should attend the WOSC no later than 1 year after promotion to CW4. Although not a requirement for promotion, all officers in the grade of CW3 should set as a goal the completion of a baccalaureate degree.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual must serve as a marine deck officer on board a class A2 vessel or harbormaster detachment.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual must serve as a marine engineering officer on board a class A2 vessel, unit vessel support officer, or battalion marine maintenance officer.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the detachment, company, battalion, or brigade/group level.

(3) Development and broadening assignments. All warrant officer in the grade of CW3 are master-level tactical and technical experts. CW3s should aggressively pursue broadening and Training With Industry assignments. The CW3s can expect assignment to CW4 positions upon completion of the WOSC.

(4) Self-development. The CW3 should continue to acquire and refine their advanced tactical and technical MOS- unique skills. CW3 should refine their communication, presentation, and critical thinking skills.

(5) Desired experience. CW3s should provide leader development, mentorship, advice, and counsel to

NCOs, warrant officers, and officers. CW3s should provide advice and counsel to commanders on technical and warrant officer issues. In addition, CW3s may serve in TDA units in supervisory, advisory, and training positions.

f. Chief warrant officer four.

(1) Education. Upon promotion to CW4, the warrant officer is eligible and should attend the WOSSC no later than 1 year after promotion to CW5. Although not a requirement for promotion, all officers in the grade of CW4 should set as a goal the completion of an baccalaureate degree or start of a graduate degree.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual may serve as a marine deck officer on board a class A2 vessel or on staff as advisors at the brigade level or higher.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual may serve as a marine engineering officer on board a class A2 vessel or on staff as an advisor at the brigade level or higher.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the battalion, or brigade level or higher.

(3) Development and broadening assignments. The CW4s are the senior-level tactical and technical experts who normally serve in commander or supervisory, advisory, staff, logistics, and nominative MOS non-specific positions.

(4) Self-development. The CW4 should continue to acquire and refine their advanced tactical and technical MOS- unique skills. CW4s should master their communication, presentation, and critical thinking skills.

(5) Desired experience. CW4s should provide leader development, mentorship, advice, and counsel to NCOs, warrant officers, and officers. CW4s should provide advice and counsel to commanders on technical and warrant officer issues. In addition, CW4s may serve in TDA units in supervisory, advisory, and training positions.

g. Chief warrant officer five.

(1) Education. CW5s should complete the WOSSC no later than 1 year after promotion to CW5. Although not a requirement for promotion, all officers in the grade of CW5 should set as a goal the completion of a graduate degree.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual may serve in broadening, nominative, and advisory positions at the Brigade level or higher.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual may serve in broadening, nominative, and advisory positions at the brigade level or higher.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the brigade level or higher.

(3) Development and broadening assignments. CW5s are master-level tactical and technical experts who serve in strategic supervisory, advisory, staff, logistics, and nominative MOS non-specific positions at brigade level and higher commands, ACOMs, ASCCs, and DRUs.

(4) Self-development. CW5s should sharpen their knowledge of personnel force integration functions for doctrine, training, and personnel as pertains to the Transportation Corps. CW5s should become familiar with force projection and capabilities that must be sustained through doctrinal, organizational, and materiel change.

(5) Desired experience. CW5 s at this level should provide leader development, mentorship, advice, and counsel to NCOs, warrant officers, and branch officers. CW5s have special mentorship responsibilities for other warrant officers at all levels and are responsible for providing essential advice to commanders on technical and warrant officer issues. The CW5 must become familiar with Army organizational roles, functions, and missions; especially at the ACOM and Army staff level, and with the force management processes, from the determination of force requirements through to the resourcing of requirements and the assessment of their utilization in order to accomplish Army functions and missions in a joint/combined environment. Marine officer specialty (MOSs 880A and 881A) must maintain A2 certification

as outlined in AR 56–9, chapter 5.

11. Transportation Branch Reserve Component officers

a. General career development. A significant portion of Transportation assets resides in the RC. Transportation Branch RC officers serve in the same roles and missions as their AA counterparts. The unique nature of the RC Soldier's role as a "citizen Soldier" poses a challenge for their professional development. However, RC Transportation officers are expected to follow AA officer developmental patterns as closely as possible.

b. Branch development opportunities. Officers are professionally developed through a succession of schooling and assignments. Generally, education and self-development requirements parallel those identified for AA officers. See figure 5, for the RC Transportation life-cycle model. Recommended RC Transportation officer professional development by grade is as follows:

c. Lieutenant.

(1) *Education.* The Transportation BOLC is the starting point for newly accessed RC Transportation officers. RC officers should complete BOLC immediately following their commissioning but no later than their third year (USAR) or 18 months (ARNG) of service. BOLC trains lieutenants to be subject matter experts for unit movement and deployment requirements (unit movement officer).

(2) *Assignment.* Upon graduation from Transportation BOLC, Officers should obtain assignments to transportation units at the company level to gain leadership experience and to enhance technical and tactical competence. Lieutenants should expect to serve as a platoon leader, company executive officer, movement control officer, or detachment commander for a period of time that allows the officer to gain depth of skills and experience. If there is limited leadership opportunity available within the Transportation competencies in the initial assignment, then the officer should strive to seek to increase logistics knowledge within the Quartermaster or Ordnance competencies and pursue a Transportation related position when available as a follow-on assignment.

(3) *Self-development.* Lieutenants must focus on transportation core competencies, troop-leading skills, training, management, communication, technical, and tactical skills.

d. Captain (90A88).

(1) *Education.* Complete the RC CCC. Upon graduation, Transportation officers will be inducted into the Logistics branch.

(2) *Developmental and broadening assignments.* In order to be best prepared for the duties of a major, RC captains should successfully serve in one of the following branch-preferred positions for a period of time that allows the officer to gain an in-depth understanding of transportation operations as well as the multiple aspects of logistical operations.

- (a) Company commander.
- (b) Battalion/brigade staff officer.
- (c) Movement control officer.

(3) *Self-development.* RC Captains should expand their knowledge through professional readings, support military and civilian transportation professional and social organizations, attend seminars and conferences, participate in community activities, and complete a MSAF. Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information.

(4) RC Captains must be proficient in all Transportation core competencies in order to be an effective leader at the company and battalion level. Additionally, officers must gain a working knowledge of battalion-level staff operations and multifunctional logistical operations at the battalion and brigade levels.

e. Major (90A88).

(1) *Education.* RC majors must complete ILE.

(2) *Developmental and broadening assignments.* The majority of major positions are designated multifunctional (90A). However, 90A88 Majors may be assigned to functional Transportation commands and staff positions. In order to be best prepared for multifunctional logistical operations at the battalion and brigade levels, it is recommended that RC majors serve in one of the following positions:

- (a) Brigade/group/battalion executive officer.
- (b) Movement control battalion operations officer

- (c) Support operations officer.
- (d) ESC/TSC staff officer.
- (e) SDDC staff officer.
- (f) Division transportation officer.
- (g) Joint staff officer.

(3) *Self-development.* Officers should obtain a master's degree and devote time to a professional reading program to broaden their warfighting and logistics perspective. Additionally, they should conduct research and write articles for professional and military publications. Complete a MSAF. Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information.

f. Lieutenant colonel (90A88).

(1) *Developmental and broadening assignments.* The RC lieutenant colonels should continue to seek educational opportunities that enhance battalion command potential, and multifunctional, functional and joint service experience. RC lieutenant colonels should be assigned to a battalion/brigade-level command and/or senior staff.

(2) *Self-development.* Officers should obtain a master's degree and devote time to a professional reading program to broaden their warfighting perspective and should include correspondence courses, civilian education, and institutional training. Complete a MSAF. Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information. They should conduct research and write articles for professional and military publications. In order to be best prepared for the duties of colonel, RC lieutenant colonels should serve in one of the following senior-level assignments:

- (a) Battalion commander.
- (b) SDDC transportation staff officer.
- (c) Deputy Commander (transportation/sustainment command).
- (d) Brigade executive officer.
- (e) HQDA/ACOM transportation staff officer.
- (f) Division G4
- (g) Service school staff/faculty.
- (h) USTRANSCOM transportation staff officer.
- (i) TSC staff officer.
- (j) ESC staff officer.

g. Colonel (90A88).

(1) RC officers selected for colonel are advised to seek assignments of greater responsibility in the branch. Officers selected for promotion to colonel should seek resident SSC-level educational opportunities. Alternatively, officers not selected or not able to attend the resident SSC-level courses should seek distance learning SSC courses such as the U.S. Army War College Distance Education Course. RC Transportation colonels contribute to the branch by serving in critical assignments to include the following:

- (a) Colonel-level command.
- (b) Chief of staff.
- (c) Assistant chief of staff, support operations, DCS, G-4, DCS, G-3/5/7.
- (d) Deputy Commander.
- (e) HQDA/ACOM staff officer.
- (f) SDDC transportation staff officer.
- (g) USTRANSCOM transportation staff officer.
- (h) Service school staff/faculty.
- (i) ESC/TSC staff.

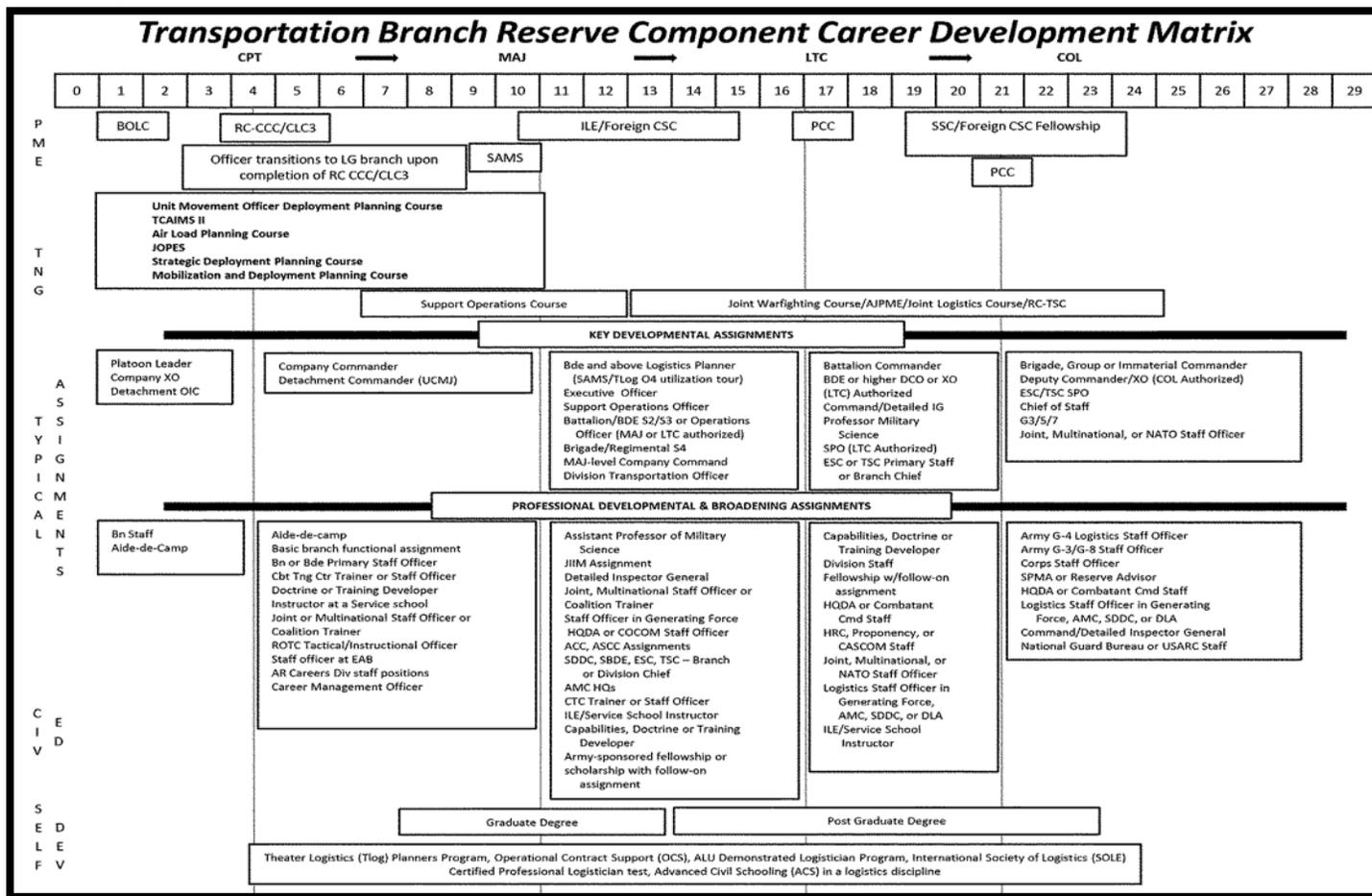
h. Branch-transfer officers. Officers who wish to branch transfer at the ranks of captain through major who have already completed a CCC or advance course must transfer into the Logistics branch (see para 6). All requests for branch transfer are reviewed on a case-by-case basis. Captains/majors who wish to hold the Transportation AOC within the Logistics branch must take the Senior Transportation Officer Qualification Course. The objective of the Senior Transportation Officer Qualification Course is to provide the student with a working knowledge of the duties and responsibilities of a Transportation

Corps officer operating at the battalion-level or higher. The course is in ATRRS; course title: Senior Transportation Qualification Course; course number is 8C-F46 (DL).

12. Transportation Branch Reserve Component warrant officers

Reserve Component warrant officer development. The RC warrant officer development objectives and qualifications basically parallel those of the AA, with the difference being the RC time in service and time in grade requirements. The RC warrant officers, like their AA counterparts, are assigned to positions requiring their unique military occupational skills and grade. Specific schooling and operational assignments which will best prepare an RC warrant officer and make them more competitive for positions of greater responsibility and promotion. These mirror those in the active duty. The RC warrant officer developmental model is at figure 5.

Figure 5. Transportation RC officer developmental chart



13. Introduction to the Ordnance Branch

a. Purpose. The purpose of the ordnance corps is to support the development, production, acquisition and sustainment of equipment including weapons systems and munitions, and to provide explosive ordnance disposal (EOD) during peace and war, and to provide superior combat power to the United States (U.S.) Army. (FM 4-30, Ordnance Operations) The Ordnance branch performs four core missions for the Army: maintenance, ammunition supply and distribution, EOD, and explosives safety through the Defense Ammunition Center. The Ordnance Corps is consistently ranked as one of the largest branches in the Army. The Ordnance branch has two officer AOCs, nine warrant officer MOSs, and 32 enlisted MOSs. There are

Ordnance Soldiers assigned to every unit in the Army.

b. Proponent information. The Chief of Ordnance is the branch proponent for the Ordnance branch. The Ordnance Personnel Development Office is responsible for the eight personnel development system life-cycle management functions for all Ordnance officers, warrant officers, Soldiers, and related civilian occupational series, including structure, acquisition, distribution, development, deployment, compensation, sustainment, and transition. Contact the Ordnance Personnel Development Office at the U.S. Army Ordnance School, 2221 Adams Ave, Bldg. 5020, Fort Lee, VA, 23801, Commercial telephone (804) 765-7384/ 7368 / 7385. DSN prefix is 539. The official Ordnance Website is: www.goordnance.army.mil.

c. Functions. The four functions of the ordnance corps are maintenance, munitions, EOD, and explosive safety. Each of these functions has a critical role ensuring operational commanders and forces have the required combat power for mission accomplishment. These functions provide equipment serviceability, munitions availability, readiness, and protection that directly supports the foundations and tenets of unified land operations.

(1) Maintenance. The Army maintenance function generates/regenerates combat power and preserves the capital investment in weapons systems and equipment. Maintenance is the logistics function that directly provides equipment serviceability and operational readiness to commanders for mission accomplishment. Maintenance occurs at every level of operations and is performed by either assigned maintenance capability or by organizations specifically designed to provide maintenance support to units that have no assigned capability. Army maintenance is a two-level system consisting of field and sustainment maintenance and also includes the management and distribution of supply class IX. Field maintenance is performed by operational units, usually found in a brigade support battalion (BSB) or sustainment brigade, and is focused on rapidly returning unserviceable equipment to a serviceable state as quickly and as close to the point of failure as possible. Sustainment maintenance is performed by strategic organizations, usually emanating from the USAMC, and is normally focused on rebuilding and resetting severely damaged equipment to a national military standard and returning it to the supply system. Effective maintenance management includes anticipating maintenance requirements, tracking, and analyzing maintenance reports, proper identification and diagnosis of maintenance faults, application of the appropriate maintenance capability, and class IX management. Proper allocation of maintenance units is essential in ensuring adequate maintenance support is provided to the force. Army maintenance organizations support joint and multi-national partners during operations as required.

(2) Ammunition. The ordnance munitions function provides the correct type and quantity of munitions from the industrial base to the tactical point of need with minimal handling and reconfiguration. Munitions support is a supply function that provides supply class V to units and is similar in many ways to other supply support functions, supply being the process of providing all items necessary to equip, maintain, and operate a military command (ADRP 1-02). This supply commodity, unlike others, directly provides lethality to combat operations. Its limited quantities, immediacy of need, and special transportation and storage requirements present unique challenges to logistics planners and operators. Effective munitions management and distribution requires deliberate planning to achieve a clear understanding of the munitions requirements, understanding of the limitations on meeting those requirements, communication, and proper allocation of ordnance ammunition units. Units must effectively and efficiently handle, store, secure, distribute, and account for munitions at every level while adequate explosives safety guidelines are met. Army munitions planners and organizations must also consider support to joint and multi-national partners as dictated by operational requirements.

(3) Explosive Ordnance Disposal. The EOD function provides comprehensive, integrated, layered, redundant, and enduring support to Army and JIIM forces and organizations throughout unified land operations. The mission of EOD is to provide support to unified land operations by detecting, identifying, conducting on-site evaluation, rendering safe, exploiting, and achieving final disposition of all explosive ordnance, including improvised explosive devices (IEDs) and weapons of mass destruction (WMD); provide support to joint, interagency, intergovernmental and multinational operations as required.

(4) Explosive Safety. The Army's ordnance corps is the proponent for explosive safety. A subordinate of the Ordnance School within the Sustainment Center of Excellence, the Defense Ammunition Center (DAC) is the lead DOD agency for explosives safety. DAC's purpose is to promote and assure safe and efficient operations involving ammunition and explosives from the time it enters the stockpile inventory from manufacture through use in training, wartime, or demilitarization. Munitions and explosive safety is a priority consideration for all Soldiers and leaders. Reducing the probability and limiting damage caused by

unintended initiation of munitions requires disciplined application of explosive safety procedures and adherence to explosive safety rules.

d. History and background. The ordnance corps has a proud tradition dating back to colonial America. In 1629, Samuel Sharpe was appointed as the first Master Gunner of Ordnance for the Massachusetts Bay Colony. The American Revolution established the general outlines of the future Ordnance Department. During the war, Colonel Benjamin Flower and Ezekiel Cheever, a civilian, provided ordnance support in the manufacturing of arms and equipment and supplied support to the army in the field. During the War of 1812, the Secretary of War recognized the need for a distinct branch to manage the procurement, research, and maintenance of ordnance materiel. On May 14, 1812, Congress officially established the Ordnance Department and appointed Colonel Decius Wadsworth as the first Chief of Ordnance.

14. Ordnance officer characteristics required

a. Unique knowledge and skills of all Ordnance officers. Ordnance officers are adaptive, agile, logical, and detail-oriented leaders who are directly responsible for building and maintaining the combat power of the Army. Ordnance officers enable readiness through dynamic and articulate leadership to Soldiers in 32 Ordnance enlisted Military Occupational Specialties (MOS) and nine Ordnance warrant officer MOSs. All Ordnance officers must be fit, able leaders and managers; people who can develop tasks and work processes for desired outcomes. Additional critical skills include the ability to establish priorities of work to accomplish the mission. Leadership in materiel maintenance and ammunition management processes requires officers who use logic and analytical skills to solve problems and then communicate solutions precisely. All Ordnance officers must be support-focused, skilled at building relationships, and able to connect with others in a direct way so they can advise commanders and customers on sustainment operations in complex operating environments. Perhaps most importantly, all Ordnance officers must be mission-focused, as sustainment determines the depth and endurance of Army operations. All academic disciplines are accepted. Relevant degrees include: Acquisition/Contract Management, Applied Sciences & Engineering, Automotive Engineering, Business Administration and Management, Chemistry, Computer Systems & Technology, Disaster Management, Distribution Management, Forensic Sciences, Hazardous Materials Management, Industrial Engineering, Logistics Management, Mathematical Sciences, Mechanical Engineering, Operations Research & Management, and Supply Chain Management. All Ordnance/Logistics officers are offered opportunities to compete for advanced civil schooling in Business Management (MBA), logistics, and supply chain management, as well as Training with Industry (TWI). Ordnance lieutenants are trained to serve in leadership and staff positions within the Ordnance core competencies. There are two AOCs for Ordnance officers. After completion of the Logistics CCC, they will become Logistics branch officers capable of serving in multifunctional logistics positions, as well as ordnance-centric positions throughout the remainder of their careers. (See Logistics Branch).

(1) Materiel Maintenance and Munitions Management Officer (AOC 91A). Officers working in this AOC are readiness enablers, building and maintaining combat power. They are responsible for the Army maintenance and ammunition process. They ensure weapon systems are operational, ready, and available. Officers are responsible for integrated maintenance support of Army conventional weapon systems, small arms, artillery, fire control equipment, missile systems and their associated ground support equipment; electronics; track and wheel vehicles; and engineer and power generation equipment. Maintenance functions include metalworking, fabrication, welding, inspection, test, service, calibration, repair, overhaul, and reclamation. Officers must develop a comprehensive knowledge of maintenance management techniques and integrated logistics support. Officers must be technically competent in production control and quality assurance techniques. Army weapons systems are technically sophisticated and critical to success in combat. They are costly to procure, produce, field and maintain. Ensuring constant readiness while preventing the waste of resources requires officers with excellent management and leadership skills. Officers must become proficient with automated logistics information systems.

(2) These officers also manage the Army's munitions inventory. These officers lead, manage, plan, and direct ammunition supply, storage, transportation, maintenance, surveillance, inspection, stock control, safety, and security, including maintenance of associated test and handling equipment. Army munitions planners must also consider support to joint and multi-national partners as dictated by operational requirements.

b. Unique knowledge and skills of an EOD Ordnance officer. EOD officers must be fit, mentally tough,

prudent risk takers, who are able to operate confidently with detailed and disciplined accuracy under stressful conditions. EOD officers are “hands-on” people with technical and mechanical aptitude, acute sensitivity to visual details, and the ability to orient to three dimensions.

(1) Explosive Ordnance Disposal officer (AOC 89E). EOD officers are Ordnance officers who are selected to complete EOD training based on EOD talent demands. (See 14 b.) There are specific qualifications for EOD officers in accordance with DA PAM 611-21. Eligible EOD candidates must be interviewed and accepted by an EOD officer, prior to commissioning. Following completion of Ordnance BOLC, they attend the best tactical and technical training that Army, joint, interagency, multinational, and civilian academia can provide, including Naval School EOD (NAVSCH EOD), Federal Bureau of Investigation Post Blast, and several others. Officers who graduate from the Naval School and maintain EOD qualifications in accordance with applicable regulations, are assigned to a military unit with a Service-defined EOD mission, and meet service and assigned unit requirements to perform EOD duties. EOD officers provide a unique and critical service to the Army, unified action partners, and defense support of civil authorities. EOD officers have received specialized training to address explosive ordnance hazards during both peacetime and wartime. EOD officers are trained and equipped to perform EOD specific procedures on all explosive ordnance, to include IED and WMD. EOD officers facilitate the development of weapons technical intelligence on captured and recovered explosive ordnance in support of tactics, techniques, and procedure development and targeting. EOD officers plan, develop, and integrate EOD operations in all domains, across the range of military operations in support of conventional and special operations forces. Additionally, EOD officers provide support to the U.S. Secret Service and Department of State in protection of the President, Vice President and other dignitaries as directed.

(2) EOD officers are Ordnance officers, and upon completion of the Logistics CCC, they become fully qualified Logistics officers capable of serving in Logistics officer (90A) command and staff positions throughout their careers in addition to OD and EOD positions. Due to their expertise in ammunition, they are uniquely qualified to serve in ammunition positions. In order to be highly competitive for multifunctional logistics commands, as well as EOD commands, it is important for EOD officers to serve in both areas of expertise.

15. Ordnance officer development

a. Ordnance Officer Career Model Timeline. The Ordnance officer Career Model Timeline depicts only Ordnance specific education, assignments and experience. (*Note. See the Logistics Career Model Timeline for those areas common to all Logistics officers.*) The Ordnance Career Model Timeline shows a career model whereby the officer is developed through PME, and additional training, completes KD assignments, and continues to develop through Ordnance functional assignments, multifunctional assignments, and broadening opportunities. Ordnance officers are serving in every BCT and separate brigade in the Army all over the world. Ordnance officers may compete for joint assignments, advanced civil schooling and Training with Industry (TWI) programs as Logistics officers, as well as Ordnance specific broadening opportunities such as Training with Industry programs for Ordnance officers. Officers should discuss career goals, timelines and assignment opportunities with their assignments officers at HRC.

(1) PME. Officer professional training begins in schools and training centers where they are introduced to fundamental skills and tasks that will prepare them to integrate and contribute effectively to a unit's collective capabilities on the first day they arrive into a unit. However, Officers will return to schools from operational assignments at certain points to gain skills, knowledge, and behaviors needed for their current assignment, as well as prepare them for the next duty assignment and for higher levels of responsibility.

(2) Key and Developmental Assignments. Most leader development occurs during operational assignments where the officer gains baseline knowledge of mission capability at the individual, crew, unit, staff, and leader level. Key Developmental assignments are designated as those required for promotion to the next grade. All assignments are developmental. Operational assignments build on the fundamental skills, knowledge and behaviors developed in institutional training. Officers develop through challenging, unfamiliar experiences that require them to adapt theory to reality. They learn from mistakes, learn to take risks and experiment with non-textbook solutions to problems. Officers should understand that manner of performance is paramount resulting in nominations and selection for competitive and nominative assignments, command, and broadening opportunities.

(3) Self Development. Each individual officer is responsible for his or her own self- development, and the mentorship of their subordinates throughout their career. Officers are encouraged to develop a personal five-year plan, and discuss their goals with a mentor and their assignment officer at HRC. Use of the Army

Career Tracker can assist the officer with communicating with mentors, as well as providing useful links to their Career Model Timeline and career development information. Officers learn what they do not know and fill the gaps through self-development. Self-development is as important as institutional training and operational assignments. Self-development is a personal responsibility to seek out opportunities to sustain individual strength and address gaps in skills and knowledge. To be effective, officers must be completely honest in their self-assessment and take appropriate steps to enhance their capabilities which enhance qualifications for a current position or helps prepare an officer for future positions. Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force—regional knowledge, cultural awareness, foreign language, diplomacy, statesmanship, and so forth.

(4) Logistics Branch. Ordnance officers are inducted into the Logistics branch upon graduation from the Logistics CCC. Subsequently, they will be qualified and assigned to both multifunctional logistics assignments and Ordnance functional assignments. (See Logistics Branch).

b. Ordnance lieutenant development (91A and 89E).

(1) Education. Ordnance lieutenants will complete their Ordnance BOLC, at the Army Logistics University (ALU) at Fort Lee, Virginia. If an Ordnance lieutenant has been accepted for EOD, he or she will attend follow-on EOD Phase I training at Fort Lee, and EOD Phase II and the EOD Platoon Leader's Course at Naval School EOD (NAVSCOLEOD), Eglin Air Force Base, Fort Walton Beach, Florida.

(2) Assignment. Ordnance lieutenants are typically assigned at the company level to lead Soldiers executing maintenance, ammunition management, or EOD operations in the following positions: platoon leader, maintenance control officer, company executive officer, ammunition control officer, company EOD operations officer, or Special Forces Group EOD Officer. Lieutenants should learn field and sustainment maintenance operations, workload management, utilization of Standard Army Management Information Systems reports, and ammunition supply and management. EOD (89E) lieutenants will be assigned to EOD companies to lead Soldiers and conduct disposal and render safe operations. Lieutenants should expect to serve in progressive positions to develop their leadership and technical skills, and when appropriate, to complement this with staff experience at the battalion and brigade level.

(3) Self-development. Every officer is responsible for his or her professional development. These initiatives focus on maximizing leader strengths, minimizing weaknesses, and achieving individual leader development goals. Start with a self-assessment. Ask for feedback from your experienced peers, commanders and leaders to assess your strengths and weaknesses. A critical component of the self-development domain is MSAF. Although officers may take ample steps to facilitate self-development, the MSAF program (also referred to as 360 Degree Assessment) helps officers raise self-awareness and better shape their self-development efforts. The MSAF provides input from peers, superiors, and subordinates which help the rated officer develop as a self-aware and adaptable leader. Use the Army Career Tracker to review your Career Model Timeline, to communicate with mentors, and review useful links to career development information. Use this information to direct self-development efforts and rank actions for improving performance and achieving maximum potential. Self-development actions fall into three categories—immediate, near-term and long-range goals. Immediate goals focus on correcting weaknesses and reinforcing strengths associated with your current assignment. Near-term goals focus on developing those skills, knowledge and attributes needed for your next operational assignment. Long-term goals focus on preparing for more complex duties beyond your next operational assignment. Take initiative to attend courses that support your developmental needs. Affiliate and participate in professional organizations. Read and write for professional publications such as the Ordnance Magazine and Sustainment Magazine. Take appropriate courses such as identification of ammunition, transportation of hazardous materials, language and culture training. Study history, doctrine, and professional manuals and publications. Analyze current events. Seek leadership roles in the military and civilian community or other public service activities. Throughout the process, continue to self-evaluate all performances and seek assistance and guidance from supervisors and more experienced leaders and peers. Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual's developmental needs and professional interests. The concept of self-development places responsibility squarely on the leader to do his share to attain and maintain competency. Commanders and supervisors have a responsibility to provide the time and opportunity for a subordinate's self-development to be effective.

(4) Desired experience. Lieutenants must focus on acquiring and refining troop-leading skills, Ordnance competencies, as well as communication, management, technical, and tactical skills. The primary concern of all officers should be their manner of performance. Lieutenants should exude enthusiasm and initiative,

seek to develop their core competencies and professional attributes, and demonstrate potential for increased responsibility and advancement. Lieutenants should strive to become technical and tactical leaders of Ordnance operations by training with the warrant officers and senior enlisted Soldiers in their units. Lieutenants must learn the intricacies of how to best lead and take care of Soldiers and accomplish the mission. Before promotion to captain, officers should possess a detailed knowledge of the Ordnance core competencies and have a basic knowledge of logistics.

c. Ordnance captain (90A91 and 89E) development.

(1) Education. Officers should attend the Logistics CCC after selection for promotion to Captain. EOD captains will attend the Log CCC with the EOD functional phase, and will be fully qualified to serve in Logistics positions in addition to EOD positions upon completion of Log CCC. (See Logistics Branch)

(2) Key developmental assignments. Company Command is the only KD job for LG and EOD captains. (See Logistics Branch)

(3) Developmental assignments. All assignments are developmental. At the captain level, Officers should seek positions in Ordnance core competencies, as well as other logistics functions. EOD officers may pursue logistics assignments as well as EOD assignments. See Logistics Branch for a discussion of multifunctional assignments. See the Ordnance Career Model Timeline for a description of Ordnance functional assignments.

(4) Broadening assignments. To develop leaders for strategic level positions within the Army and beyond, officers are encouraged to broaden their experience beyond tactical-level operations. The Army Broadening Opportunity Program provides competitive officers with extraordinary experiences to serve outside their functional fields. For a complete description of current programs, see the Broadening Opportunity Programs (BOP) web page on the HRC Web site, and discuss your timelines with your assignment officer. EOD officers may also seek broadening assignments within the Intelligence Community, protection or emergency services division, or special purpose teams within SOCOM, DIA, UN, and geographic combatant commands.

(5) Self-development. Every officer is responsible for his or her professional development. These initiatives focus on maximizing leader strengths, minimizing weaknesses, and achieving individual leader development goals. Start with a self-assessment. Ask for feedback from your experienced peers, commanders and leaders to assess your strengths and weaknesses. A critical component of the self-development domain is MSAF. Although officers may take ample steps to facilitate self-development, the MSAF program (also referred to as 360 Degree Assessment) helps officers raise self-awareness and better shape their self-development efforts. The MSAF provides input from peers, superiors, and subordinates which help the rated officer develop as a self-aware and adaptable leader. Use the Army Career Tracker to review your Career Model Timeline, to communicate with mentors, and review useful links to career development information. Use this information to direct self-development efforts and rank actions for improving performance and achieving maximum potential. Self-development actions fall into three categories—immediate, near-term and long-range goals. Immediate goals focus on correcting weaknesses and reinforcing strengths associated with your current assignment. Near-term goals focus on developing those skills, knowledge and attributes needed for your next operational assignment. Long-term goals focus on preparing for more complex duties beyond your next operational assignment. Take initiative to attend courses that support your developmental needs. Affiliate and participate in professional organizations. Read and write for professional publications such as the Ordnance Magazine and Sustainment Magazine. Take appropriate courses such as identification of ammunition, transportation of hazardous materials, language and culture training. Study history, doctrine, and professional manuals and publications. Analyze current events. Seek leadership roles in the military and civilian community or other public service activities. Throughout the process, continue to self-evaluate all performances and seek assistance and guidance from supervisors and more experienced leaders and peers. Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual's developmental needs and professional interests. The concept of self-development places responsibility squarely on the leader to do his share to attain and maintain competency. Commanders and supervisors have a responsibility to provide the time and opportunity for a subordinate's self-development to be effective.

(6) Desired experience. Captains should focus their efforts on mastering the core competencies of the Ordnance Branch, while beginning to develop more multifunctional experience. Leading Soldiers is the essence of leadership development at this stage of an officer's career. Officers who have demonstrated the potential and desire to command Soldiers fill command positions. OD basic branch captains can command functional OD companies, LG companies, and any branch immaterial company. EOD officers can command

EOD, OD, LG, or any branch immaterial company. Command opportunities for captains are found in traditional TOE line units or TDA units in training, garrison, and headquarters organizations. Successful company command is more important than the type of company an officer commands. Following successful company command, a captain may apply for competitive broadening assignments, such as fellowships, ACS or TWI. Post-company command captains may continue to serve in developmental assignments in the operational or institutional Army, either in functional or branch immaterial assignments.

d. Major development. (90A91 and 89E). The majority of major positions are designated multifunctional logistics, 90A. (See Logistics Branch). All 90A91 and 89E91 majors may be assigned to functional and multifunctional command and staff positions. Majors mostly serve in staff positions to prepare them to lead at the tactical level, and continue to serve at the next level of command.

(1) Education. Majors must complete ILE/JPME I prior to promotion to lieutenant colonel.

(2) Key developmental assignments. See Logistics Branch for a list of 90A KD positions. Other major level KD positions in Ordnance functional units include EOD battalion S3, EOD company/detachment commander authorized a major, and the ammunition battalion munitions materiel management officer. It should be noted that in all branches/FAs, majors positions that support transitional functions, such as training teams and provincial reconstruction teams, are designated as KD positions. Positions created to address specific emerging missions or capability are most often considered KD for the purposes of career development/advancement.

(3) Developmental assignments. All assignments are developmental. At the major level, Officers should continue to enhance their Ordnance core competencies, as well as other logistics functions. EOD officers may pursue logistics assignments as well as EOD assignments. See the Logistics Branch for a discussion of multifunctional assignments. See the Ordnance Career Model Timeline for a description of Ordnance functional assignments.

(4) Broadening assignments. Following KD jobs, majors should seek positions for experience beyond the tactical domain. To develop leaders for strategic level positions within the Army and beyond, officers are encouraged to broaden their experience beyond tactical-level operations. Highly qualified field grade officers, having completed JPME I during CGSC, should pursue a joint duty assignment resulting in the designation of Joint Qualified Officer, SI-3L. Additionally, The Army Broadening Opportunity Program provides competitive officers with extraordinary experiences to serve outside their functional fields. See the BOP webpage on the HRC website, and discuss your timelines with your assignment officer. EOD officers may also seek broadening assignments within the Intelligence Community, protection or emergency services division, or special purpose teams within SOCOM, DIA, UN, and geographic combatant commands.

(5) Self-development. Officers learn what they do not know and fill the gaps through self-development. Self-development is as important as institutional training and operational assignments. Self-development is a personal responsibility to seek out opportunities to sustain individual strength and address gaps in skills and knowledge. To be effective, officers must be completely honest in their self-assessment and take appropriate steps to enhance their capabilities which enhance qualifications for a current position or helps prepare an officer for future positions. Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force—regional knowledge, cultural awareness, foreign language, diplomacy, statesmanship, and so forth.

(6) Desired experience. Majors should serve successfully in a KD job 12-24 months for consideration for promotion and LTC CSL level command. Highly qualified field grade officers, having completed JPME I during CGSC, should pursue a joint duty assignment resulting in the designation of Joint Qualified Officer, SI-3L. At the field grade level, officers should actively mentor subordinates and participate in talent management. In addition, EOD officers must also strive to become experts and conversant in weapons technical intelligence, exploitation operations, protection disciplines, and support to unified action partners.

e. Lieutenant colonel development (90A91 and 89E). Those selected for promotion to lieutenant colonel now begin the senior field grade years, where they make the maximum contribution to the Army as commanders and senior staff officers. Attaining the grade of lieutenant colonel is most often considered to be the hallmark of a successful career, although each officer defines success differently. Officers in the grade of lieutenant colonel serve as senior leaders and managers throughout the Army providing wisdom, experience, vision and mentorship mastered over many years in uniform.

(1) Education. Lieutenant Colonels selected for BN command, may attend the Pre-Command Course (PCC) prior to assuming command. The annual SSC (military education level (MEL) SSC) selection board

reviews the files of lieutenant colonels after their 16th year of service. The SSC is the final major military educational program available to prepare officers for the positions of greatest responsibility in the DOD. Officers must be ILE/JPME I qualified to be eligible for SSC attendance consideration.

(2) Key developmental assignments. Central Selected List (CSL) battalion command is considered KD for LTCs. In addition to multifunctional logistics commands, the following CSL lieutenant colonel-level commands have ordnance-centric missions: Ordnance battalions (EOD), Ordnance battalions (ammunition), ammunition depots, plants and arsenals, maintenance depots and arsenals, and the ODS training battalions. Lieutenant colonels completing battalion command are assigned to positions designated as requiring the skills of former battalion commanders. These post-command assignments may be to branch, generalist assignments, or Joint coded positions. Emphasis is placed on Joint duty assignments for those officers without a Joint qualifying tour.

(3) Developmental assignments. All assignments are developmental. At the lieutenant colonel level, officers should continue to enhance their Ordnance core competencies, as well as other logistics functions. EOD officers may pursue logistics assignments as well as EOD assignments. See Log branch for a discussion of multifunctional assignments.

See the Ordnance Career Model Timeline for a description of Ordnance functional assignments. Most will serve in high visibility billets in their branch and a possible assignment to a cross-branch developmental position. Lieutenant colonels can expect branch-coded assignments to both TDA and TOE positions. These billets can range from positions within a battalion through echelons above corps. However, the TDA structure requires the greater portion (almost 70 percent) of the senior field grade expertise and experience. Here, the officer's development over the years is used to fulfill the doctrinal, instructional, policymaking, and planning needs of the Army. EOD officers may also seek broadening assignments within the Intelligence Community, protection or emergency services division, or special purpose team or special purpose teams within SOCOM, DIA, UN, and geographic combatant commands.

(4) Broadening assignments. Lieutenant colonels should seek broadening assignments at the strategic level or within the institutional Army. For a complete description of current opportunities, see the BOP web page on the HRC web site, and discuss your timelines with your assignment officer. EOD officers may pursue logistics assignments as well as EOD assignments. EOD officers may also seek assignment within the Intelligence Community, the Army Staff (DCS, G-3/5/7), and WMD-elimination staff.

(5) Self-development. Officers learn what they do not know and fill the gaps through self-development. Self-development is as important as institutional training and operational assignments. Self-development is a personal responsibility to seek out opportunities to sustain individual strength and address gaps in skills and knowledge. To be effective, officers must be completely honest in their self-assessment and take appropriate steps to enhance their capabilities which enhance qualifications for a current position or helps prepare an officer for future positions. Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force—regional knowledge, cultural awareness, foreign language, diplomacy, statesmanship, and so forth.

(6) Desired experience. Lieutenant colonels should strive to become an expert in all aspects of logistics and the application of Ordnance competencies to include application within the context of JIIM operations. Joint officer qualification is desired at this level. EOD officers must be experts and conversant in weapons technical intelligence, exploitation operations, protection disciplines, and support to Federal, State, and local authorities. All lieutenant colonels should actively mentor subordinates and participate in talent management.

f. Ordnance colonel development (90A91 and 89E). Those officers selected for promotion to colonel continue their senior field grade phase that concludes with their separation or retirement from active duty or selection for promotion to brigadier general. Attaining the grade of colonel is realized by a select few and truly constitutes the elite of the officer corps. As colonels, their maximum contribution to the Army is made as commanders and senior staff officers.

(1) Education. Colonels selected for Brigade level command, may attend the Pre-Command Course (PCC) prior to assuming command. The annual SSC selection board reviews the files of colonels until their 23d year of service. Officers must be JPME I qualified to be eligible for SSC attendance consideration. The majority of colonels will either attend the resident training or be awarded MEL SSC certification from the U.S. Army War College Distance Education Course during the latter 3 years of their eligibility window.

(2) Key developmental assignments. Central Selected List (CSL) Brigade/Group command is considered KD for COLs. In addition to multifunctional logistics commands, the following CSL colonel-level commands have ordnance-centric missions: Ordnance Groups (EOD), ammunition depots, plants and

arsenals, maintenance depots and arsenals, and the ODS training brigade.

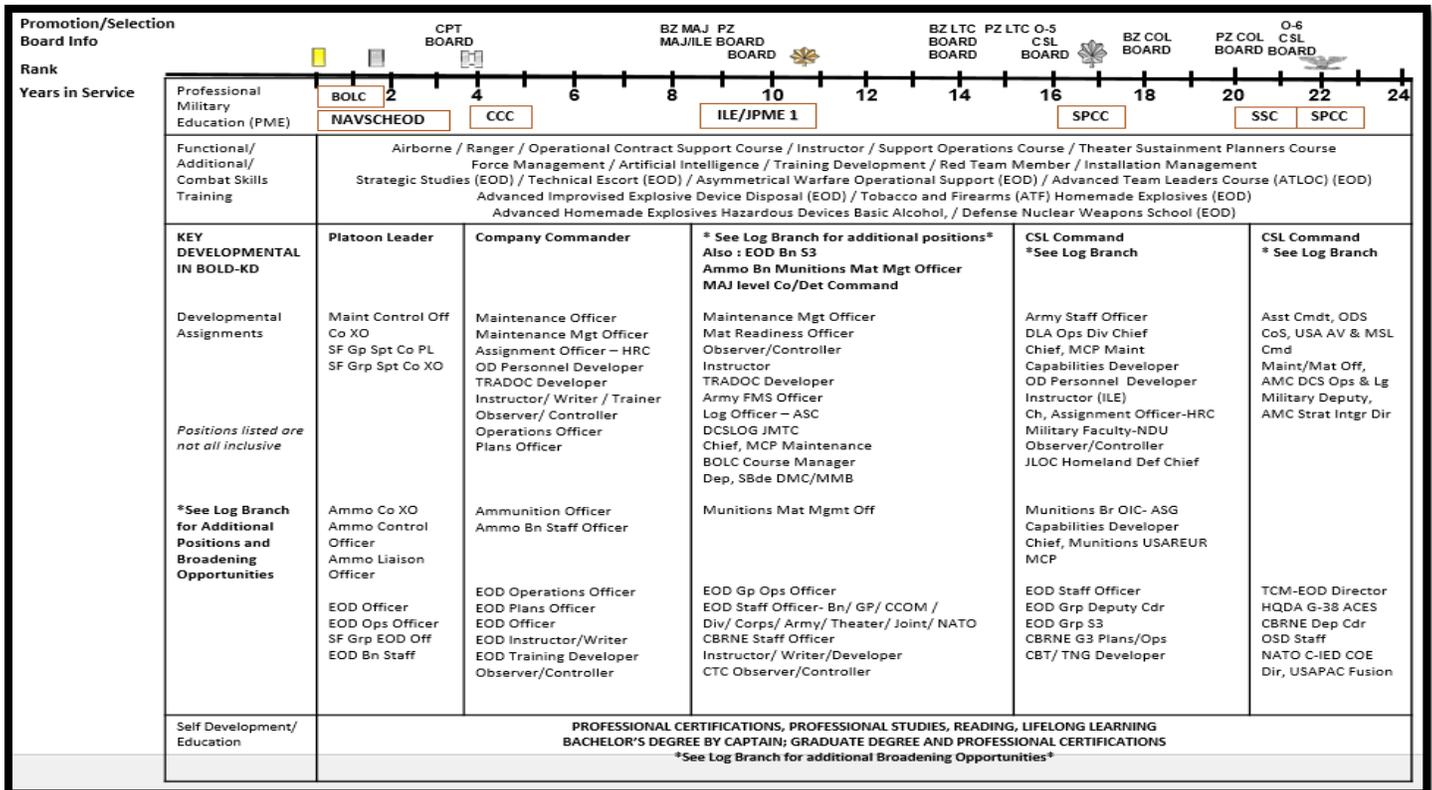
(3) Developmental assignments. Many colonels can expect to receive assignments to multifunctional and functional branch-coded positions at the brigade, division, corps, and echelons above corps in the TOE environment. TDA organizations throughout the Army also need the expertise of senior field grade officers. The majority of officers in a cohort year group do not command; they make their contribution to the Army in other important senior staff assignments. Almost 70 percent of the colonel authorizations are in the TDA structure. See Logistics branch for multifunctional assignments. See the Ordnance Career Model Timeline for a description of Ordnance functional assignments.

(4) Broadening assignments. In addition to multifunctional logistics positions, Ordnance colonels can serve in key staff positions at Army, joint, and senior-level headquarters, such as at the corps or higher level and in joint and unified action partner organizations. Former brigade level commanders are assigned to positions designated by the CSA, as requiring the skills of former commanders. These post-command assignments may be to branch, branch/FA generalist assignments or Joint coded positions. Emphasis is placed on Joint duty assignments for those officers without a Joint qualifying tour. Officers should discuss opportunities with the Colonels Management Office (COMO).

(5) Self-development. Officers learn what they do not know and fill the gaps through self-development. Self-development is as important as institutional training and operational assignments. Self-development is a personal responsibility to seek out opportunities to sustain individual strength and address gaps in skills and knowledge. To be effective, officers must be completely honest in their self-assessment and take appropriate steps to enhance their capabilities which enhance qualifications for a current position or helps prepare an officer for future positions. Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force—regional knowledge, cultural awareness, foreign language, diplomacy, statesmanship, and so forth.

(6) Desired experience. Senior leader development at this level prepares senior leaders to assume strategic leadership responsibilities in military or national security organizations. Colonels are key mentors and advisors on talent management. (See Log Branch).

Figure 7. Ordnance officer professional development model



16. Ordnance Warrant Officer Development

a. Unique knowledge and skills of an Ordnance Warrant Officer. Ordnance Warrant Officers are the Army's premiere land-force maintenance and logistics systems experts, leaders, trainers, mentors, and advisors. They administer, manage, maintain, operate, and integrate Army maintenance and logistics systems, and equipment across the full range of Army operations. Ordnance Warrant Officers are confident warrior-leaders, mission-focused subject matter experts, innovative integrators of emerging system technologies, and expert technical advisors. As highly specialized maintainers, they support a multitude of Army missions throughout their career. Ordnance Warrant Officers must have a combination of professional development and developmental assignments to evolve as a well-rounded senior Warrant Officer within their specialty. This process ensures the Warrant Officer acquires the skills, knowledge, attributes, and requisite technical depth to serve at all levels within the Army. The officer education system requires specific training designed to prepare Warrant Officers to serve in positions of greater responsibility. The Warrant Officer professional developmental model at figure 8, displays key operational, developmental, institutional, and broadening assignments as well as PME and civilian education goals. As a general rule, Ordnance Warrant Officers can consider TOE positions as developmental and TDA positions as broadening with some exceptions. Complete listings of available Ordnance Warrant Officer Positions can be found on the FMSWeb and Army Career Tracker websites.

(1) MOS 890A, Ammunition Warrant Officer. Manage, supervise, and coordinate the receipt, storage, issue, surveillance testing, maintenance, modification, destruction, and demilitarization of conventional ammunition, to include missile, missile explosive components, and non-nuclear explosive items. They investigate and analyze conventional ammunition accidents, failures, and malfunctions.

(2) MOS 913A, Armament Systems Maintenance Warrant Officer. Manage, supervise, and coordinate the maintenance and repair of small arms, mortars, field artillery pieces, and armor weapon systems to include tank turret, electronic, electrical, hydraulic, fire control, and instrument systems repair. This MOS is merged into 915E at the rank of CW4.

(3) MOS 914A, Allied Trades Warrant Officer. Directs the setup, operation, and maintenance of machine tools and welding equipment used to fabricate or repair parts, mechanisms, tools, and machinery; manages automotive body, frame, and hull repair, painting, glass, radiator, shop operations; supervises and conducts recovery operations and maintenance of tracked and wheeled recovery equipment. This MOS merges into 915E at the rank of CW4.

(4) MOS 915A, Automotive Maintenance Warrant Officer. Manage, supervise, and coordinate the maintenance of power generation, material handling, armament, communications and electronic equipment, and wheeled and tracked vehicles to include towed and self-propelled artillery systems. This MOS merges into 915E at the rank of CW4.

(5) MOS 919A, Engineer Equipment Maintenance Warrant Officer. Manage, supervise, repair, and coordinate the maintenance activities for *power generation, construction engineer equipment, water purification, water distribution, refrigeration, air conditioning, bridging, and petroleum transfer pump equipment.* This MOS merges with 915E at the rank of CW4.

(6) MOS 915E, Senior Automotive Maintenance Warrant Officer/Senior Ordnance Logistics Warrant Officer. Manage, supervise, and coordinate the maintenance and repair of all ground equipment to include combat equipment, weapon systems, subsystems, and ancillary equipment. The 915E analyzes trends, integrates systems, and resolves logistic requirements at all levels. Warrant Officers with MOSs 913A, 914A, 915A, and 919A merge into 915E at CW4.

(7) MOS 948B, Electronic Systems Maintenance Warrant Officer. Manage, supervise, and coordinate the installation, operation, repair, maintenance, modification, and calibration of radio, radar, computer, electronic data processing, navigation, avionics, air traffic control systems, communications, test measurement and diagnostic equipment, instruments, gauges, cryptographic equipment, night vision devices, chemical agent detectors and monitors. This MOS merges into 948E at the rank of CW5.

(8) MOS 948D, Electronic Missile Systems Maintenance Warrant Officer. Manage, supervise, and coordinate maintenance activities associated with the various anti-armor, Short Range Air Defense (SHORAD), Terminal High Altitude Area Defense (THAAD), and High to Medium Air Defense (HIMAD) rocket and missile systems, associated radar equipment and targeting systems. This MOS merges into 948E at the rank of CW5.

(9) MOS 948E, Senior Electronics Maintenance Warrant Officer. Manage, supervise, and coordinate the maintenance and repair of weapons systems and subsystems. The 948E analyzes trends, integrates systems, and resolves logistic requirements at all levels. The Warrant Officers with this MOS are merged at

the grade of CW5 from MOS 948B and MOS 948D.

b. Ordnance Warrant Officer Professional Development Model. The Ordnance Warrant Officer PDM is focused on the quality and range of experience, as well as specific gates required to achieve the necessary depth of expertise to build and sustain readiness. If done correctly, proper development will foster an Ordnance Warrant Officer that sustains expertise in their functional fields, and are also diverse in experience, education, and exposure. Leader development is a deliberate, continuous, progressive process, founded in Army Values that grows competent, committed, professional leaders of character. Leader development is achieved through the career-long synthesis of training, education, and experience acquired through opportunities in the institutional, operational, and self-development domains.

c. Warrant Officer One Development. Junior Warrant Officers gain branch expert technical and tactical skills to develop a Warrior Ethos and gain important leadership experience in company grade assignments.

(1) *Education.* After completing the WOCS, WO1s attend their MOS specific WOBC. Appointment to WO1 is contingent upon successfully completing the WOBC for the officer's respective MOS. Although not a requirement for promotion all WO1s and CW2s should strive to complete an associate's degree.

(2) *Developmental assignment.* Company-level tactical and technical experts serve at the TOE platoon, company, and battalion level, with some brigade and higher-level support positions in the following type units: forward support company, maintenance section/company (brigade troops battalion, brigade support battalion, engineer company/battalion, CSSB), Patriot/Avenger support teams, ammunition transfer holding point, modular ammunition company (heavy or light), Ordnance company ammunition/maintenance and/or Signal company/battalion. This type of assignment gives the junior Ordnance Warrant Officer a solid base of technical experience, developmental exposure, depth, and breadth on systems maintenance and processes that ultimately prepares them for assignments at the higher levels.

(3) *Self-development.* Warrant Officers should devote time to self-development, which should include professional certifications, correspondence courses, institutional training, and civilian education. Junior warrant officers should utilize a professional reading program to broaden both their warfighting perspective and technical comprehension.

(4) *Desired experience.* The junior Warrant Officer should focus on acquiring and refining tactical and administrative skills as well as MOS-unique technical skills during their developmental assignments.

d. Chief Warrant Officer Two. Throughout a Warrant Officer's career, the model highlights the need to gain technical and tactical competency through developmental assignments. Warrant Officers at this rank should continue their self-development through training, education, experience, professional reading and pursuit of civilian education goals. CW2s primary focus should be on mastering their craft through a series of developmental assignments as very few will have opportunities for broadening experience in operational or institutional assignments.

(1) *Education.* Upon promotion to CW2, the Warrant Officer is eligible after 1 year time in grade and should attend their MOS WOAC no later than 1 year after promotion to CW3. Although not a requirement for promotion, all officers in the grade of WO1 and CW2 should strive to complete an associate's degree.

(2) *Developmental assignments.* Typically, CW2s will continue in developmental tactical assignments however in some cases CW2s can expect assignments to CW3 positions upon completion of WOAC.

(3) *Self-development.* The CW2s should continue to acquire and refine their advanced MOS-unique technical skills and continue pursuing professional certifications, correspondence courses, institutional training, and civilian education. CW2s should refine their communication and critical thinking skills as they prepare for operational and broadening assignments.

(4) *Desired experience.* Successful completion of every duty assignment is important and determines promotion potential.

e. Chief Warrant Officer Three. At this point in a Warrant Officer's career, the model highlights the need to be self-aware and adaptive integrators and managers of Army systems as exposure opportunities exist at higher levels of command. Increased responsibilities require Warrant Officers to exercise leadership, mandate an ability to operate and integrate staff functions at the tactical to operational level. CW3 must continue their developmental growth while recognizing the increased opportunities within the generating force, broadening assignments, functional training, and self-development requirements that capitalize on their technical skills. Warrant Officers at this rank should author professional articles in support of sustainment publications highlighting their master technical competence. Warrant Officers at this rank should

continue their role as a coach, mentor, and advisor to junior warrant officers.

(1) *Education.* Upon promotion to CW3, the Warrant Officer is eligible and should attend the WOILE no later than 1 year after promotion to CW4. Although not a requirement for promotion, all officers in the grade of CW3 should strive to complete a baccalaureate degree.

(2) *Developmental and broadening assignments.* All officers in the grade of CW3 are tactical and technical experts who normally serve as the senior Warrant Officer in TOE positions at the brigade level and below, ammunition transfer holding detachment, sustainment brigade/sustainment command distribution management center, forward support company, maintenance section/company (brigade support battalion, engineer company/battalion/brigade, CSSB), Ordnance company missile and/or Signal company/battalion,. The Ordnance Regimental Chief Warrant Officer in conjunction with HRC will identify CW3s with the unique skills required to serve in broadening assignments/opportunities. CW3s can expect assignments to CW4 positions upon completion of WOILE. CW3s can compete for Training with Industry assignments.

(3) *Self-development.* The CW3s should continue to acquire and refine their master MOS-unique technical skills. CW3s should perfect their communication and critical thinking skills in preparation for operational and strategic assignments.

(4) *Desired experience.* CW3s should provide leader development, mentorship, advice, and counsel to NCOs, Warrant Officers, and officers. CW3s should provide advice and counsel to commanders on technical and Warrant Officer issues. In addition, CW3s may serve in TDA units in supervisory, advisory, and training positions.

f. *Chief Warrant Officer Four:* At this point in their career warrant officers are senior level technical and tactical experts that should exude character, competence, and commitment while thriving in complex and uncertain environments. The model highlights the Army's need for premier land force technical experts and systems integrators operating in ambiguity and skilled at solving ill-structured problems. CW4s are highly adept and adaptive leaders, trainers, and advisors who operate by design in specialized roles across a range of Army operations. They bring an unequaled depth and breadth of knowledge, experience, and perspective to the organizations in which they serve. Increased responsibilities mandate an ability to operate and integrate within staff functions at all levels. As they become more senior they focus on integrating branch and Army systems at the national-level.

(1) *Education.* All Warrant Officers are expected to complete WOILE prior to promotion to CW4 or should complete it no later than one year after promotion to CW4. WOILE is a common core resident course that prepares warrant officers to serve in staff positions at the highest levels, and is taught at the Warrant Officer Career College. Upon promotion to CW4 and after one year time in grade, CW4s are eligible to attend WOSSE. Although not a requirement for promotion, all officers in the grade of CW4 should strive to complete a graduate degree.

(2) *Developmental and broadening assignments.* The CW4s are senior-level tactical and technical experts who normally serve in supervisory, advisory, staff, logistics, and nominative MOS non-specific positions in the following type units: sustainment brigade/sustainment command distribution management center; logistics support test, measurement, diagnostic evaluation (branch, detachment, company, activity); maintenance control section or maintenance section (ordnance, maintenance, support, supply company); brigade support battalion; Ordnance battalion; service school; branch proponent; Combat Training Centers; or Centers of Excellence.

(3) *Self-development.* CW4s should continue acquiring and refining their depth in senior MOS-unique technical expertise, knowledge and experience. CW4s should master the MDMP, staff skills, and strategic communication skills as they prepare for strategic level assignments.

(4) *Desired experience.* CW4s should provide leader development, mentorship, advice, and counsel to NCOs, Warrant Officers, and officers. The CW4s have special mentorship responsibilities for other Warrant Officers and provide essential advice and counsel to commanders on technical and warrant officer issues.

g. *Chief Warrant Officer Five.* At this point in a Warrant Officer's career, CW5s are master-level technical and tactical experts who perform the primary duties of technical leader, manager, integrator, and advisor. They are the senior technical expert in their branch and serve at the highest levels the model highlights the need to be comfortable operating in ambiguity and skilled at solving ill-structured problems. CW5s are highly adept and adaptive leaders, trainers, and advisors who operate by design in specialized roles across a range of Army operations. They bring an unequaled depth and breadth of knowledge, experience, and perspective to the organizations in which they serve. Increased responsibilities mandate an ability to operate and

integrate within staff functions at the tactical to strategic level, and necessitate the ability to thrive in increasingly complex and uncertain environments. CW5 assignments are available both in and outside one's normal career path that are nominative, or broadening in nature. Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop expeditionary competencies. Flexible timelines enable CW5s to serve longer in developmental assignments ensuring they have adequate time to utilize their skills and expertise in their understanding of the complex operating environment.

(1) *Education.* All Warrant Officers are expected to complete WOSSE prior to promotion to CW5 or should complete it no later than one year after promotion to CW5. WOSSE is the capstone for warrant officer PME. It is a branch immaterial resident course conducted at the Warrant Officer Career College. WOSSE provides master-level chief warrant officers with a broader Army level perspective required for assignment to CW5 positions as technical, functional, and branch systems integrators and trainers at the highest organizational levels. Instruction focuses on "How the Army Runs" and provides up-to-date information on Army level policy, programs, and special items of interest. Although not a requirement for promotion, all officers in the grade of CW5 should possess a graduate degree.

(2) *Developmental and broadening assignments.* CW5s serve in strategic supervisory, advisory, nominative, staff, logistics and MOS-specific positions in division and higher commands, Service school, CASCOM, Army staff or separate DOD agencies. CW5s may serve in positions that are MOS immaterial.

(3) *Self-development.* CW5s should sharpen their knowledge of the DOD acquisition process, equipment life cycle management, and other functions across the DOTMLPF domains as it pertains to the Ordnance branch. CW5s should become familiar with the constitutional, statutory, and regulatory basis for Army force projection and the capabilities that must be sustained through management of doctrinal, organizational, and materiel change.

(4) *Desired experience.* CW5s are master-level tactical and technical experts and provide leader development, mentorship, advice, and counsel to NCOs, Warrant Officers, and officers in support of a globally responsive and regionally engaged Army. CW5s have special mentorship responsibilities for other Warrant Officers at all levels and are responsible for providing essential advice to commanders on technical and Warrant Officer issues. CW5s will be familiar with Army organizational roles, functions, and missions at the ACOM and Army staff level. This includes force management processes, from the determination of force requirements through the resourcing of requirements, and the assessment of their utilization in order to accomplish Army functions and missions in a complex environment.

Figure 8. AC Ordnance Warrant Officer professional development model

Active Army Ordnance Warrant Officer Professional Development Model													
Soldier for Life	Years WO SVC	0-2 Years	3-4 Years	5-6 Years	7-8 Years	9-10 Years	11-12 Years	13-14 Years	15-16 Years	17+ Years			
	Grade	WO1	CW2		CW3		CW4		CW5				
	PME	WOBC		WOAC		WOILE		WOSSE		Snr Svc Seminars			
	Civ Ed Goals	Associate's Degree			Bachelor's Degree			Master's Degree / Doctorate					
Functional Training	Airborne	Action Officer Development Course			Joint Logistics Course			Army Force Management					
	Air Assault	Defense Acquisition University Logistics and Acquisitions Web Based and on site training											
	Pathfinder	Support Ops PH I & II				CSS Senior Leaders Course							
Developmental Assignments	Human Dimension	Duty Title	Organization										
		890A Ammunition WO	Ammo PLT in OD Company / ATHP in QM Company, ABCT / IBCT / SBCT / Field Artillery Bde / Aviation Spt Bn / Ranger Regt			JMTC SPO / Sust Bde SPO / SOAR S3 / AFRICOM SPO / 8th Army SPO			OD Tech / Instr/Writer / Capabilities Dev / Training Dev / Resh & Dev / ESC SPO / TSC SPO / CRC		Joint Ammunition Planner / Sr Ammunition WO		
		913A Armament Systems Maintenance WO	IBCT, SBCT (BSB) / Support Maintenance Company / Special Forces Group Spt Bn			ASC Materiel Readiness Div / DLA / ASG Kuwait / Sust Bde SPO / ABCT (BSB)							
		914A Allied Trades WO	Field Artillery Bde (HSC) / ABCT, IBCT, SBCT (BSB)			Support Maintenance Company							
		915A Automotive Maintenance WO	JMRC Maint Div / Bde Mod Cmd (Force Integration) / Field Arty Sch, MCOE / ADA / MI Bn / MP Bn / CA Bde / CM Bn / CAV / ENG Bn / Med Bn / AV Reg / Sig Bn / Special Forces Group / IBCT (BSB) / Trans Company / QM Bn			ARSOUTH / SETAF / Ops Grp JRTC / AC-RC / JPMAC / TACOM / ADA / Spt Maint Co / Sig Bde / USASOC / OPM SANG / NETCOM / ABCT, SBCT (BSB)							
		919A Engineer Equipment Maintenance WO	TSC (Mat Maint Branch) / ABCT, IBCT, SBCT (BSB) / ENG Bn / Support Maintenance Company			Army Evaluation Center / ABCT, IBCT, SBCT (BSB) / TACOM							
		948B Electronic Systems Maintenance WO	ABCT / IBCT / SBCT (BSB) / Civil Affairs Bde / Aviation Maint / Sig Bn / Support Maintenance Company			ATC / Div G6 / AMDC Cmd / Special Operations Aviation Regt / Sig Bde / Aviation Maint / CAB			Corps G6 / Sig Cmd / ATC / OPM SANG / HQDA IG / USARPAC Hqs				
		948D Electronic Missile Systems Maintenance WO	ABCT / IBCT (BSB) / ADA Land Based Phalanx Weapons System, Patriot / Field Artillery Bde (HIMARS, MLRS)			SBCT (BSB) / ADA Land Based Phalanx Weapons System, Patriot / Field Artillery Bde SPO			AAMDC SPO / Sust Bde SPO / Field Artillery Bde SPO / ESC SPO / TSC SPO				
		915E Senior Automotive Maintenance WO							TSC (SPO) / Test Cmd / HQDA G3, 5, 7 / DOD / CTCs (JMTC, JRTC, NTC) / Sig Cmd (SPO) / CRC / ASC, AMC, USA Sec Ast Tng Mgt / Engineer Bde, ABCT, IBCT, SBCT, Sust Bde (SPO)		HQDA G4 / Chief of Engineers (DOL) / Div G4 / Corps G4 / TSC / ASC Materiel Readiness Branch / OD School / ALU / Joint Comms / SFG / TACOM / AC-RC / Force Sustainment Division Branch Chief		
		948E Senior Electronics Maintenance WO							ASC / CASCOM / OD Proponent / OD School / NETCOM / Sig Cmd / White House Communications Agency				
Developing / Broadening Assignments				WOCS TAC (All)		CTC Observer Controller		Strategic Broadening Seminars					
				WOBC / WOAC Instructor (All)		HRC Assignment Officer		Nominative 011A Billets					
				AC-RC		CASCOM (Capability / Training Developer) (All)							
Self Development				TWI (CW3)		HQDA IG (All)		WHCA (948B / E) / CSA Strategic Study Group					
	CSA Professional Reading List / Army Operating Concept / Human Dimension Concept / Learning Concept / Training Concept / Army Leader Development Strategy / Logistics Leader Development Strategy / Army Ethic White Paper / Army Posture Statement												
Credentialing / Certifications	Automotive Service Excellence / American Welding Society / EPA Section 608/609 / NET + Networks Basics / A+ / Electronics Tech Association Fiber Cable Repair / FCC Radar Endorsement / Lean Six Sigma / Gunsmithing / National Institute for Metalworking Skills												

17. Reserve Component Ordnance officers

a. *General career development.* Over 60% of the Ordnance capability resides in the RC. The RC of the Army includes the Army National Guard and the Army Reserve. RC Ordnance officer career development closely parallels the active Army as described in the paragraphs above. Key differences are in RC time in service/time in grade requirements. Junior officers must develop a strong foundation through assignments in their branch before specialization begins.

b. *Branch transfer.* Officers who wish to branch transfer at the rank of captain through major must transfer

into the Logistics branch. Officers who wish to hold an Ordnance AOC within the Logistics branch must take the Ordnance Officer Branch Qualification Course, available online on the Army Distributed Learning Website.

c. Key developmental assignments. Although RC officers are limited by unit availability and geographical considerations, they should strive for an initial assignment within the Ordnance competencies of ammunition, maintenance, and, when applicable in the Army National Guard, EOD. RC officers are more likely than their active duty counterparts to experience assignments outside their basic branch. RC officers should concentrate their early assignments in Ordnance basic branch assignments to develop their necessary technical skills.

d. *Lieutenant*. At the rank of lieutenant, the RC officer should concentrate on developing leadership skills and communicative, management, technical, and tactical skills. This is the stage where officers develop their branch core competency for the rest of their careers. If there are limited leadership opportunities available within the Ordnance competencies in an officer's initial assignment, the officer should strive to seek to increase logistics knowledge within the Transportation or Quartermaster competencies and pursue an Ordnance-related position when available as a follow-on assignment. In all assignments, lieutenants should concentrate on learning the basics of how the Army works, how to lead Soldiers, and how to maintain a motivated and positive outlook.

(1) Education. As lieutenants, RC officers are required to complete Ordnance BOLC. Those lieutenants selected to become EOD officers in the Army National Guard can expect to attend Phase 1 EOD School at Fort Lee and Phase 2 EOD School at NAVSCOLEOD immediately after BOLC.

(2) Key developmental assignments. Typical positions may include, but are not limited to, platoon leader, maintenance control officer, and company XO.

(3) Desired experience. During the lieutenant years, the focus is on acquiring and refining troop-leading skills, Ordnance competencies, coordination skills, and increasing logistics and administrative skills. Within 2 years of consideration for promotion to captain, RC officers should enroll and begin the CCC–RC Ordnance or Logistics CCC and continue to hone troop-leading procedures. Because all initial assignments are important, an officer should be primarily concerned with manner of performance, development of professional attributes, enthusiasm for the job, and demonstrate potential. Before promotion to captain, officers should possess an excellent knowledge of the Ordnance competencies, and have basic knowledge of other logistics competencies. Lieutenants should strive to become technical and tactical experts by training with the warrant officers and senior enlisted Soldiers in their units. Lieutenants must learn the intricacies of how best to lead their formations and support their command. Lieutenants not only lead their platoons they must develop technical competencies by managing the maintenance process, such as manage work order flow, common equipment failures and repair, repair parts management, and tracking work orders and parts status through automated systems.

(4) Branch transfer is not open to lieutenants. Lieutenants that have completed other than Ordnance BOLC must take the Ordnance Officer Branch Qualification Course.

e. *Captain*. (See *Logistics Branch*).

(1) Education. For promotion to the rank of captain, a bachelor's degree is required. Within 2 years of consideration for promotion to captain, RC officers should enroll and begin the CCC–RC Ordnance or Logistics CCC and continue to hone troop-leading procedures. Officers will complete the CCC–RC (Ordnance) or complete the resident Logistics CCC. At the completion of either course, they will be inducted into the Logistics branch and be designated 90A. Additionally, it is recommended they complete the Support Operations Course to prepare captains for the transition into the Logistics branch.

(2) Key developmental assignments. Captains should seek the responsibility of commanding troops. ARNG EOD captains, who are not selected for an EOD company command, should strive for other types of logistical command assignments for their key development assignment.

(3) Developmental assignments. When not in command, typically captains will occupy assignments as battalion staff officers, battalion-level primary staff officers, training division staff officers, joint force headquarters (JFHQ) staff officers, or RC school commandants. RC captains may also serve in branch immaterial broadening assignments.

(4) Self-development. Pursue courses in advanced maintenance or supply courses, Support Operations Course, or an advanced degree in engineering, physical science, business, or logistics management all contribute to the Ordnance officer's professional development. Officers should seek an advanced degree

from a civilian institution.

f. *Major. (See Logistics Branch).*

(1) Education. The general development goals are to complete ILE, and successfully complete other branch, FA or broadening assignments prior to consideration for promotion to lieutenant colonel. The ILE will provide a quality education for all field grade officers and prepare them for their next 10 years of service.

(2) Desired experience. Majors should continue to gain an in-depth understanding of logistics operations and become proficient in other logistics competencies, if they have not the opportunity to do so. However, job performance, completion of KD assignment requirements, and logistics experience are required to prepare the officer for advancement to the next grade.

g. *Lieutenant colonel. (See Logistics Branch).*

(1) Education. For selection to LTC, officers must complete the Intermediate Level Education-Common Core (ILE-CC) Course. An ILE equivalent course listed in AR 350-1, paragraph 3-12c in which an officer attended in residence as a Military officer as a result of a centralized DA selection board will also meet the military education requirement for Promotion to LTC.

(2) Key developmental assignments include battalion commander of a multifunctional logistics, ammunition, or EOD Battalion (Army National Guard), key staff in sustainment brigades, maintenance division chief, joint staff in a state command, director for maintenance at area readiness support groups, deputy assistant chief of staff materiel, materiel maintenance officer, plans officer at a ESC, or maintenance evaluation team leader at a training division. The full gamut of schools is available to RC officers subject to lesser funding and seat availability.

(3) Broadening assignments. Officers should have a broad background in multifunctional logistics with highly developed skills in materiel management.

(4) Self-development. Lieutenant colonels should seek an advanced degree from a civilian institution, they should also apply for SSC and the RC National Security Course.

h. *Colonel. (See Logistics Branch).*

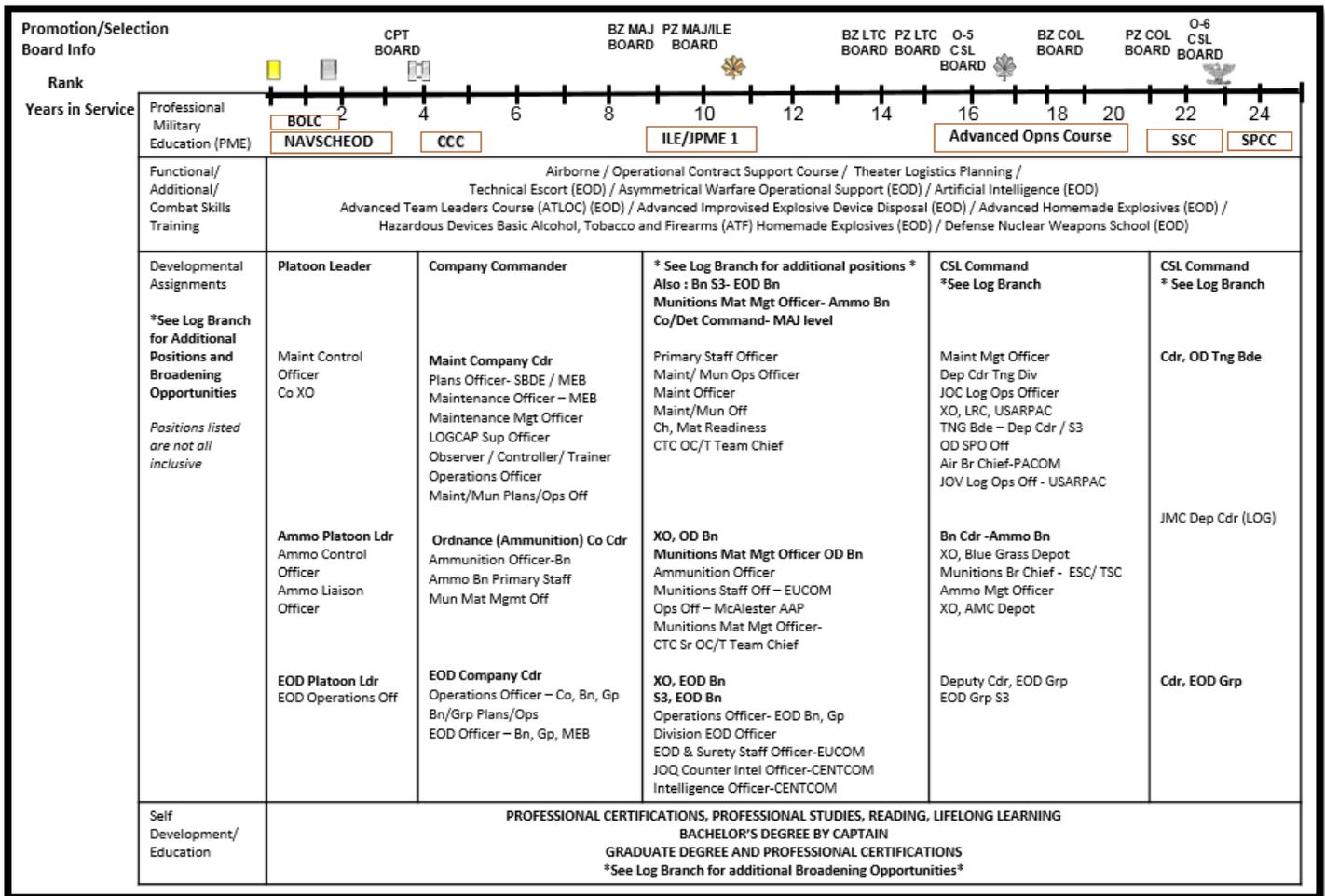
(1) Education. For selection to COL, officers must be Military Education Level (MEL) 4 qualified by completing the ILE-CC and the Advanced Operations Course. An ILE equivalent course listed in AR 350-1, paragraph 3-12c in which an officer attended in residence as a military officer as a result of a centralized DA selection board will also meet the MEL 4 requirement for promotion to COL. This requirement may not be waived for promotion selection to COL. Officers must attend the SSC or enroll in the Army War College Distributed Learning Course in order to become competitive for General Officer nomination.

(2) Key developmental assignments. Colonel career objectives include the following: successfully complete colonel-level command of a sustainment brigade, united services property and fiscal offices (USP&FOs), or regional support group (RSG) if selected and serve on a general staff.

(3) Broadening assignments. At the rank of colonel, officers should have a broad background in multifunctional logistics with highly developed skills in materiel management.

(4) Self-development. Colonels should seek an advanced degree from a civilian institution, they should also apply for SSC and the RC National Security Course.

Figure 9 Reserve Component Ordnance officer professional development model



18. Ordnance Reserve Component warrant officers

a. General career development. The RC warrant officer development and Warrant Officer Education System objectives and qualifications basically parallel those of the AC, with the difference being the RC time in service/time in grade requirements and goals for PME completion. See paragraph 16 above for unique knowledge and skills and specific career development information by grade. See AR 135–155 for time in service and time in grade requirements. Refer to RC warrant officer developmental model, figure 10, for an overview of warrant officer educational system goals, operational assignments, functional training, broadening opportunities and self-development guidance.

b. Reserve Component warrant officer education system goals.

- (1) WO1 to be promoted to CW2 must have completed their MOS WOBC.
- (2) CW2 to be promoted to CW3 must have completed their MOS WOAC.
- (3) CW3 to be promoted to CW4 must have completed their WOILE.
- (4) CW4 to be promoted to CW5 must have completed their WOSSC.

c. Recommended assignment oriented functional training. The RC warrant officers, like their AC counterparts, are assigned to positions requiring their master MOS-unique technical skills and grade. Assignment oriented training listed below is advantageous in preparing the warrant officer to progress to specific types of assignments as noted.

- (1) Battalion (CSSB, BSB - WO1/CW2/CW3) - Logistics Information Systems (LIS: GCSS-A)

maintenance management training (USARC G4), Support Operations Course (dL phase or resident course, Joint Logistics Course Commanders Safety Course (DL)

(2) Brigade (Sustainment, Engineer, and Signal - CW3/CW4) - LOGSA ILAP/LIW training, Support Operations Course (resident phase).

(3) Command (ESC, Signal Command (T), TEC, TSC, USARC G4 section, Proponent Ft Lee, VA - CW4/CW5) – RC Theatre Sustainment Course (resident), Army Force Management Course.

d. Ordnance warrant officers must have a combination of professional development and developmental assignments to evolve as a well-rounded senior warrant officer. As highly specialized maintainers, they support a multitude of Army mission throughout their careers.

e. Potential broadening opportunities: Potential broadening assignments for RC Ordnance Warrant Officer are limited based on needs of the Army. These assignments are funding (budget) dependent and vary and change rapidly. Broadening assignments are not considered for career management decisions within the USAR. Some examples of possible broadening assignments are listed below for reference only.

(1) CW2/CW3-opportunities exist to serve as TAC officers and regional training institute instructors for ARNG Regional Training Sites, at the approved regional WOCS schools.

(2) CW3/CW4- opportunities exist to serve as Career Managers at HRC Command (Ft Knox, KY) (AGR only)

(3) CW4/CW5- opportunities exist at commands above Brigades for CCWO positions and ARNG regional training institute regimental chief positions. (These are nominative non-MOS specific positions, managed by the individual Commands, these are not TOE approved positions and require a term limit in the position).

Figure 10. RC Ordnance warrant officer professional development model

		Army Reserve Ordnance Warrant Officer Professional Development Model									
SOLDIER FOR LIFE	Functional Training	Years WO SVC	0 Year	1-2 Years	3-5 Years	6-8 Years	9-11 Years	12-14 Years	15-17 years	18-20 Years	21+ Years
		Grade	WO1		CW2		CW3		CW4		CW5
		PME	WOBC		WOAC		WOILE		WOSE		Senior Service College
		CIV ED Goals	ASSOCIATE DEGREE				BACHELOR'S DEGREE		MASTER'S DEGREE/DOCTORATE		
Key Developmental Assignments		Action Officer Development Course		Support Operations Course				Army Force Management			
		Defense Acquisition University Logistics and Acquisitions Web Based and on site training									
		Joint Logistics Course					RC Theatre Sustainment Course (ALU)				
HUMAN DIMENSION		890A Ammunition WO	OD PLT (AMMO)/ OD CO (AMMO)/ SUP BN (SUS CMD)/ FSC CO (ENG)/ BSB				T SC/ESC/ SUS BDE/ SUS CMD (HHC/ ORD BN (AMMO)/ MI BN		SUS CMD/ESC/T SC		
		913A Ammunition Systems Maintenance WO	FSC CO (ENG)/ SUP BN (SUST CMD)/ SMC/MI IntELL BN				SUST BDE/ SUP BN (SUST CMD)				
		914A Allied Trades WO	FSC CO (ENG)/ SMC				Boat Repair CO/ FSC CO (ENG)/ SUP BN (SUST CMD)/ BSB/ SMC				
		915A Automotive Maintenance WO	FSC CO (ENG)/ SUPT BN (SUST CMD), Chem BN/ Trans BN/ SIG BN/ QM CO/ Trans CO/ HHD QM BN/ MP BN/ MI IntELL BDE/ MI BN/ MSC (Europe)/ MSE (7th EUROPE)				TRNG DIV/ AV CMD (MSE)/ ESC/ Deploy SUPT CMD/ Resv SUPT CMD/ Legal CMD/ SUPT BN (MSE)/ SMC/ SIG BDE/ MSC (7th EUR)/ MSE (7th EUR)/ T SB (Int BDE)				
		919A Engineer Equipment Maintenance WO	ENG CO/ ENG Bridge CO/ SMC/ ENG BN (MC)/ 9th RRC (TDA)/ T SC HHC				ENG TEC HQ (M SE)				
		948B Electronic Systems Maintenance WO	SIG BN/ SMC/ RT S-M				JT COMMO SPT Ele/ Psys OPS/ SIG BN/ SUPT BN/ ESC (TDA)		SUST CMD		
		948D Electronic Missile Systems Maintenance WO	SMC				SUST BDE		ESC/T SC		
		915E Senior Automotive Maintenance WO							TRNG DIV/ Civil AFF CMD/ Forscom AUG Unit/ OPS Resp CMD/ MI (READ) CMD/ ESC (HHC)/ ESC (SPO)/ MSC (PR)/ SIG CMD/ SUST BDE? MP BDE/ TEC HQ (ENG)/ T SC/ BA SOP S (Pacific)/ RT S-M		MP CMD (200th)/ T SC/ TEC HQ (ENG)/ MSC HQ (9th Pacific)/ USA R HQ (G4)/ ESC (SPO)/ OD SCH (P Lee)
948E Senior Electronics Maintenance WO										SIG CMD	
Developing/ Broadening Assignments		WOC STAC - nominative		CTC Observer Controller		Strategic Broadening Seminars				Nominative 011A Billets	
		VIOCS Academy (Rucker) nominative		HRC Assignment Officer		CA SCOM (Capability/ Training Developer) (ALL) (nominative)				Airborne / Air Assault Graduate (nominative)	
		AC-RC		CA SCOM (Capability/ Training Developer) (ALL) (nominative)							
Self Development		CSA Professional Reading List / Army Operating Concept / Human Dimension Concept / Learning Concept / Training Concept / Army Leader Development Strategy / Logistics Leader Development Strategy / Army Ethic White Paper / Army Posture Statement									
Credentialing / Certifications		Automotive Service Excellence / American Welding Society / EPA Section 608/609 / NET + Networks Basics / A+ / Electronics Tech A association Fiber Cable Repair / FCC Radar Endorsement / Lean Six Sigma / Gunsmithing / National Institute for Metalworking Skills									

19. Quartermaster Branch

a. Purpose. The Quartermaster branch provides both operational and nonoperational support to the United States Army with Officers, Warrant Officers, and Enlisted Soldiers serving in virtually every unit in the Active,

Army National Guard, and U.S. Army Reserve Components. The Quartermaster branch provides integrated logistics support to sustain Army units, individual Soldiers and their equipment. Quartermasters execute Parachute rigging and packing operations; parachute maintenance and equipment repair; perform field Shower, and Laundry functions; serves as the single point of contact for all aspects of the Army Food Program supporting garrison and field feeding operations; develops Army and Joint Mortuary Affairs Doctrine in support of Unified Land Operations, search and recovery of remains on the battlefield, and responds to mass fatality situations; provides automated supply functions to order, manage, account, and dispose of supplies/equipment necessary to support Army operations; provides petroleum/water distribution, water treatment services, and petroleum Quality Surveillance. As our Army enters the 21st Century, the Quartermaster Corps is transforming to Enterprise Resource Planning systems to manage equipment inventories, supply orders, and materiel management. These innovative processes will provide leaders with accurate information to enable them to make resource decisions affecting overall readiness. Quartermaster Soldiers have supported every military operation since June 1775. Current and future generations of Quartermaster Soldiers will continue to uphold the Regimental motto of "Supporting Victory."

b. Proponent information. The Quartermaster General is the branch proponent for the Quartermaster Corps. The Office of the Quartermaster General is responsible for executing Personnel Development actions and the eight Personnel Development Life-Cycle Management functions (Acquisition, Compensation, Deployment, Development, Distribution, Structure, Sustainment, and Transition) for all Active Component, Army National Guard, and US Army Reserve Quartermaster Officers, Warrant Officers, and Enlisted Soldiers. Contact the Office of the Quartermaster General Personnel Development Officer at the U.S. Army Quartermaster School, Fort Lee, VA. 23801, (804) 734-4503. The official website is <http://www.quartermaster.army.mil>.

c. Functions. Quartermaster core competences are:

- (1) Supply and Services: Supply and distribution management, supply automation, mortuary affairs, aerial delivery and sling load operations and laundry/shower operations.
- (2) Subsistence: Garrison and Field feeding operations and subsistence supply management.
- (3) Petroleum/Water: Petroleum & water supply operations, petroleum laboratory testing, petroleum storage, water purification and water storage.

d. History and background. The Quartermaster Corps traces its origins to 16 June 1775. From 1818 to 1860, then Quartermaster General Brigadier General Thomas Sidney Jessup, the "Father of the Quartermaster Corps," instituted an improved system of property accountability and experimented with new modes of transportation, including canal boats in the east, camel caravans in the desert southwest and early railroads. During the Civil War, Quartermasters purchased clothing, equipment, animals and services at an unprecedented pace. In 1862, the Quartermaster Department assumed responsibility for burial of war dead and care of national cemeteries. In 1912 Congress consolidated the former Subsistence, Pay and Quartermaster Departments in order to create the Quartermaster Corps as we know it today. It became a fully militarized organization with its own units trained to perform a host of supply and service functions on the battlefield. With this consolidation came the missions of subsistence and food service. When the Army began purchasing motorized vehicles, as early as 1903, the Quartermaster Corps assumed the new petroleum supply mission. During World War I, the modern era witnessed the first use of specialized Quartermaster units in France including laundry, bath, salvage depots and port operations. During World War II, the Quartermaster Corps operated on a scale unparalleled in history, with theaters of operation in the Mediterranean, northern Europe, the Pacific, and even the China-Burma-India Theater and Bataan, Leyte, Salerno, Normandy, and Bastogne. At the height of the war, Quartermasters were providing over 70,000 different supply items, more than 24 million meals each day, and recovered and buried nearly a quarter of a million Soldiers in temporary cemeteries around the world. We can expect that in the future Quartermaster Soldiers will continue to uphold the regimental motto of "Supporting Victory."

20. Quartermaster Officer characteristics

Unique knowledge and skills of a Quartermaster officer. Quartermaster Corps lieutenants develop functional branch skills for the first three to four years of their career. Quartermaster officers possess AOC (92A) and may be trained in the following three Skill Identifiers (SI): petroleum and water/SI R8, aerial

delivery and materiel/SI R9, and mortuary affairs/SI 4V all of which are gender neutral. Quartermaster officers, upon successful completion of the CLC3, are inducted into the Logistics Corps. AOC 90A becomes their primary AOC with a secondary AOC of 92A (90A92). See paragraph 4 for an in-depth explanation of Logistics branch officers. These officers maintain their Quartermaster Regimental Affiliation, and may continue to serve in Quartermaster functional assignments throughout their career.

a. Quartermaster, Supply and Materiel Management (AOC 92A). Officers command, directs, plans and implements materiel management and integration into the overall DOD logistics system. They are responsible for service support functions including, but not limited to, graves registration, clothing and textile renovation, laundry and bath and aerial delivery. They direct and supervise the collection, evacuation and accountability for all classes of supply classified as salvage, surplus, abandoned or uneconomically repairable. As a staff officer, they advise commanders on matters regarding supply and services support as well as unit capabilities. They develop and execute materiel management programs, to include inventory control and distribution throughout the logistics system. Officers determine and plan storage requirements for field and permanent depot activities.

b. Petroleum and Water (SI R8). Officers attending the Petroleum Officer Course (POC) may command, direct, plan, and/or exercise staff responsibility for units engaged in petroleum and/or water operations. Officers direct the acquisition, storage, inspection, testing, issue, and distribution of petroleum products, and water. They serve in staff positions requiring petroleum and water experience.

(1) Officers determine requirements for bulk and packaged petroleum products and water, storage space, distribution systems, and quality surveillance. Officers recommend locations, direct the operations and user maintenance for petroleum and water pipelines, hose-line routes, terminals, supply points, and depots. They advise commanders on water and bulk petroleum distribution system design. Officers plan, coordinate, and supervises loading and discharge of oceangoing tankers and other petroleum vessels. They direct quality surveillance at point of procurement and through- out the petroleum distribution system. They direct the operations of base or mobile laboratories in testing of petroleum products. Officers supervises performance of standard physical and chemical (CM) tests, evaluate test results to insure products meet Federal and military specifications, and recommends disposition of off-specification or captured petroleum products.

(2) Officers determine water requirements, establish and direct operation of water purification, storage, distribution, and issue systems in support of field operations. They develop, direct, and coordinate water conservation programs when appropriate. They develop, direct, and coordinate unit procedures and programs on the environmentally sound handling of petroleum, wastewater, and water treatment CMs. Officers monitor waste disposal procedures for waste produced by unit petroleum and water operations. They report all unit petroleum, wastewater, and water treatment CM spills in accordance with applicable laws, regulations, and policies. Officers monitor unit spill containment and clean- up operations. Skill Identifier positions represent unique branch skills Quartermaster Officers must possess to serve in selected Quartermaster Branch positions. Quartermasters Officers obtain SI "R8" upon completion of the Petroleum Officer's Course, and may be identified for utilization in a Petroleum and Water Skilled Identifier position outlined in the Quartermaster Professional Development Model (PDM).

c. Aerial Delivery and Materiel (SI R9). Officers attending the Aerial Delivery Materials Officer Course may command, direct, plan, and/or manage units engaged in storage, packing, preparation, and delivery of materiel by air drop means. Officers determine requirements for and plan the employment of aerial delivery systems in support of tactical and special operations. They command, direct, supervise, and train personnel engaged in the storage, packing, and preparation of materiel for aerial delivery distribution. They plan and supervise the inspection, repair, testing, packing, rigging, and storage of parachutes, allied assemblies, aerial delivery containers, airdrop kits, and cargo parachutes. They advise and assist in the coordination of transportation requirements to include recovery of airdrop equipment. Skill Identifier positions represent unique branch skills Quartermaster Officers must possess to serve in selected Quartermaster Branch positions. Quartermasters Officers obtain SI "R9" upon completion of the Aerial Delivery and Materiel Officer's Course, and may be identified for utilization in an Aerial Delivery and Materiel Officer SI position outlined in the Quartermaster PDM.

d. Mortuary Affairs (SI 4V). Officers attending the Mortuary Affairs Officer Course may direct, plan, and coordinate MA support for military operations and civil mass fatality operations. Officers are involved in

recovery, tentative identification, and evacuation of deceased U.S. Military personnel. Skill Identifier positions represent unique branch skills Quartermaster Officers must possess to serve in selected Quartermaster Branch positions. Quartermaster Officers obtain SI “4V” upon completion of the Mortuary Affairs Officer Course, and may be identified for utilization in a Mortuary Affairs Officer SI position outlined in the Quartermaster PDM.

21. Quartermaster Officer Development

a. Officer professional development model. The officer PDM is focused on the range and quality of experience, rather than specific gates or assignments required to progress. The PDM shows a flexible timeline whereby the officer is developed through PME, functional training, operational assignments, and broadening opportunities. In addition, each officer is responsible for his or her own self-development, and the mentorship of their subordinates throughout their career. Officers are encouraged to develop a personal 5 year plan, and discuss their goals with a mentor and their assignment officer at HRC. Use the Army Career Tracker to assist officers communicating with mentors, as well as providing useful links to their PDM and career development information. Quartermaster officers grow through experience to understand mission command sustainment systems, distribution management, and become effective logisticians in support of unified actions essential to retaining and exploiting the initiative and achieving decisive and sustainable land operations.

(1) Throughout an officer’s career, the model highlights the need to gain experience and exposure to mission command systems in support of unified action partners such as joint, governmental, nongovernmental, private sector and multinational organizations.

(2) Leader development is a continuous and progressive process, spanning an officer’s entire career, consisting of institutional training, operational assignments and self-development. Officer training begins in the generating force in schools and training centers where they are introduced to fundamental skills and tasks that will prepare them to integrate and contribute effectively to a unit’s collective capabilities on the first day they arrive into a unit. However, most leader development occurs during operational assignments where the officer gains baseline knowledge of mission capability at the individual, crew, unit, staff and leader level. Operational assignments build on the fundamental skills, knowledge and behaviors developed in institutional training. Officers develop through challenging, unfamiliar experiences that require them to adapt theory to reality. They learn from mistakes, learn to take risks and experiment with non-textbook solutions to problems. Officers return to PME from operational assignments to gain skills, knowledge and techniques required in their for their next duty assignment and for higher levels of responsibility.

(3) Officers learn and fill the gaps in understanding through self-development. Self-development is as important as institutional training and experiential assignments. Self-development is a personal responsibility to seek out opportunities to develop individual strength and address gaps in skills and knowledge. Officers must be completely honest in their self-assessment and take appropriate steps to develop their capabilities which enhance qualifications for current positions or helps an officer for future responsibilities. Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop functional, joint and expeditionary competencies.

(3) Quartermaster officers are inducted into the Logistics Branch upon graduation from the CLC3. Subsequently, they are assigned to both multifunctional logistics assignments and Quartermaster functional assignments.

(5) Quartermaster officers serve in every BCT and separate brigade in the Army with duties all over the world. Quartermaster officers are selected to serve in joint assignments, Advanced Civilian Schooling and Training with Industry Programs.

b. Quartermaster lieutenant development. All new Quartermaster Corps lieutenants are designated AOC 92A (Quartermaster, Supply and Materiel Management). Selected officers receive additional entry-level training as a mortuary affairs officer (SI 4V), petroleum and water officer, (SI R8) and/or aerial delivery and materiel officer (SI R9)/sling load certification functional course.

(1) Education. To prepare newly commissioned Quartermaster officers to meet the challenge of their duties, lieutenants begin their formal PME with attendance of the Quartermaster BOLC. Quartermaster BOLC is conducted at Fort Lee, VA. The course develops lieutenants into competent small-unit leaders with a common warfighting focus while providing branch-specific functional training. This training prepares them for functional assignments as a platoon leader capable of performing entry-level technical tasks in supply, distribution, materiel management, subsistence management, general material management,

petroleum and water operations, and field services.

(2) Assignments. Upon completion of Quartermaster BOLC, lieutenants are normally assigned to company-level units in order to gain leadership experience and to enhance technical and tactical competence. Lieutenants expect to serve as a platoon leader, company executive officer, or staff officer at the battalion and brigade level to develop leadership and technical skills.

(3) Self-development. Every officer is responsible for his or her professional development. These initiatives focus on maximizing leader strengths, minimizing weaknesses, and achieving individual leader development goals. Start with a self-assessment. Ask for feedback from your experienced peers, commanders and leaders to assess your strengths and weaknesses.

(a) A critical component of the self-development domain is the Multi-Source Assessment and Feedback (MSAF) tool. Although officers may take ample steps to facilitate self-development, the MSAF program also referred to as 360 degree assessment helps officers raise self-awareness and better shape their self-development efforts. The MSAF tool provides input from peers, superiors, and subordinates which help the rated officer develop as a self-aware and adaptable leader.

(b) Use the Army Career Tracker to review your PDM, to communicate with mentors, and review useful links to career development information. Use this information to direct self-development efforts and rank actions for improving performance and achieving maximum potential.

(c) Self-development actions fall into three categories—immediate, near-term and long-range goals. Immediate goals focus on correcting weaknesses and reinforcing strengths associated with your current assignment. Near-term goals focus on developing those skills, knowledge, and attributes needed for your next operational assignment. Long-term goals focus on preparing for more complex duties beyond your next operational assignment. Take initiative to attend courses that support your developmental needs. Affiliate and participate in professional organizations. Quartermaster lieutenants have the opportunity to attend career enhancing intuitional training such as Airborne (SI 5P), Ranger (SI 5R or 5S), Air Assault (SI 2B), and Pathfinder (SI 5Q). Quartermaster officers must possess the airborne identifier prior to attending the Aerial Delivery and Materiel Officer Course.

(4) Desired experience. Lieutenants strive to become technical and tactical experts by training with warrant officers and senior enlisted Soldiers in their units. Lieutenants learn the intricacies of how to best lead and take care of Soldiers, to support their commands and function as quartermaster officers from their subordinates peers and supervisors. Understanding the management of the distribution process, maintenance, and the use of automated logistics and sustainment systems is the minimum expectation. Before promotion to captain, lieutenants possess an expert knowledge of the purpose, mission, and core competencies of the Quartermaster Corps and have basic knowledge of other logistics competencies achieved through practical experience in multifunctional sustainment operations.

c. Captain development.

(1) Education. (See para 4.)

(2) Key Developmental assignments. All assignments are developmental. At the Captain level, Quartermaster Officers should seek positions in Quartermaster core competencies, as well as other Logistics positions. Paragraph 4 outlines Developmental assignments; the Quartermaster Professional Development Model (PDM) describes Quartermaster functional assignments.

(3) Broadening assignments. To develop leaders for strategic level positions within the Army and beyond, Quartermaster Officers are encouraged to broaden their experience beyond tactical-level operations. The Army Broadening Opportunity Program provides competitive Officers with the opportunity to gain experiences outside their functional field. See paragraph 35–4 for a description of broadening opportunities. The HRC web page provides a complete description of The Broadening Opportunity Program; discuss career timelines with your mentor and HRC Assignment Officer.

(4) Self-development. (See para 4.)

(5) Desired experience. (See para 4.)

d. Major development.

(1) Education. (See para 4.)

(2) Key Developmental Assignments. At the Major level, the majority of positions are designated multifunctional logistics (90A). However, 90A92 Majors may also serve in functional Quartermaster command and staff positions. The Quartermaster PDM outlines Quartermaster functional assignments. Paragraph 4 outlines Developmental assignments.

(3) Broadening assignments. Following KD jobs, Majors should seek positions beyond the tactical

domain in order to develop them for strategic level experience within the Army and beyond. The Army Broadening Opportunity Program provides competitive Officers with the opportunity to gain experiences outside their functional fields. See paragraph 4 for a description of broadening opportunities. The HRC web page provides a complete description of the Broadening Opportunity Program; discuss career opportunities with your mentor and HRC Assignment Officer.

(4) Self-Development. (See para 4)

(5) Desired Experience. At the field grade level, Majors should actively mentor subordinates and participate in talent management. See paragraph 4 for a complete description of desired experiences for Logistics Branch Officers.

e. Lieutenant Colonel Development.

(1) Education. (See para 4.)

(2) Key Developmental Assignments. Multifunctional and Quartermaster branch CSL Battalion command and Key Billet are the only KD assignments. Quartermaster Lieutenant Colonels should discuss specifics and career opportunities with their mentor and HRC Assignment Officer.

(3) Broadening Assignments. See paragraph 4 for a description/list of Broadening assignments. Additionally, the HRC web page provides detailed information on the Broadening Opportunity Program. The Army Broadening Opportunity Program provides competitive Officers with the opportunity to gain experiences outside their functional field. Quartermaster Lieutenant Colonels should discuss career timelines with their mentor and HRC Assignment Officer.

(4) Self-Development. (See para 4)

(5) Desired Experience. In addition to paragraph 4, Quartermaster Lieutenant Colonels should strive to become an expert in all aspects of multifunctional logistics, the execution of Quartermaster competencies, and obtain Joint Officer Qualification. Quartermaster Lieutenant Colonels should actively mentor subordinates and participate in talent management.

f. Colonel Development.

(1) Education. (See para 4.)

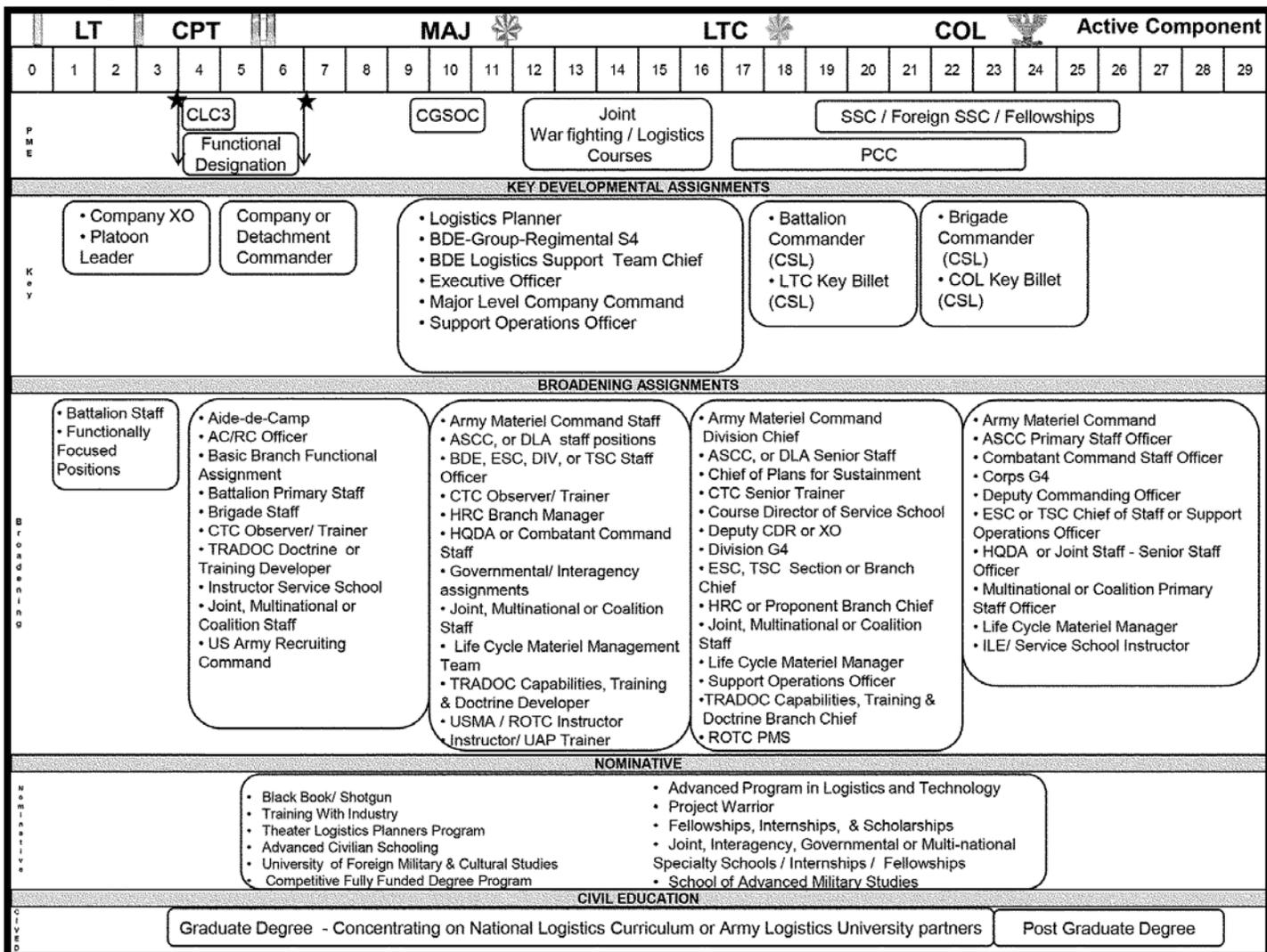
(2) Key Developmental Assignments. Multifunctional and Quartermaster Branch CSL Brigade command and Key Billet are the only KD assignment. The Quartermaster PDM outlines functional assignments for Quartermaster Colonels. Quartermaster Colonels should discuss career opportunities with their mentor and the HRC Colonels Management Office.

(3) Broadening Assignments. Paragraph 4 outlines a list of Colonel multifunctional logistics broadening assignments where Quartermaster Colonels have the opportunity to serve in key staff positions at Army, Joint, senior-level headquarters, and joint unified organizations. Quartermaster Colonels should discuss opportunities with their mentor and the HRC Colonels Management Office.

(4) Self-Development. See para 4 for a detailed explanation of Colonel Level desired experiences.

(5) Desired Experience. (See para 4).

Figure 11. AA Quartermaster officer development



22. Warrant Officer Development.

a. *Unique knowledge and skills of a Quartermaster warrant officer.* Quartermaster warrant officers are expert technicians and war-fighters who are technically proficient able to manage and maintain Army property accounting systems, supply accounting systems, materiel management and distribution systems, aerial delivery support systems, food service programs, and petroleum and water systems. They are self-aware and adaptive Quartermaster technical experts, leaders, trainers, and advisors who must maintain the proper balance between their technical skills and the ability to understand and apply appropriate tactical skills at the right moment. Through progressive levels of expertise in assignments, training, and education, Quartermaster warrant officers administer, manage, maintain, operate, and integrate Quartermaster systems and equipment across all levels within the Army. Quartermaster warrant officers are innovative integrators of emerging logistical technologies, dynamic teachers, confident warfighters, and developers of specialized teams of Soldiers.

b. *Specialization.* Quartermaster Warrant Officers serve in one of five MOSs. Property Accounting Technician (MOS 920A). Significant duties include the following tasks. Serve as the property book officer in both operational and generating force units. Supervise and manage Army organizational property accountability systems. Monitor and evaluate subordinate supply operations

while performing financial inventory accounting and provide advice to commanders on proper property accountability and redistribution procedures. Ensure 100 percent property accountability is maintained, all authorized equipment is on hand, on valid requisition, or redistribution directive. Locate and acquire standard and nonstandard equipment and supplies through military and nonmilitary supply sources to meet unit readiness and operational requirements. Oversee/validate the government purchase card program to prevent fraud, waste, and abuse. Determine equipment funding requirements and coordinate for funds availability with supported units and resource management activities. Develop, execute, monitor, and provide input to the annual supply budget. Coordinate acquisition and priority distribution of new equipment fielding with the Force Modernization Activity. Redistribute excess equipment throughout the command. Process excess equipment for disposal after all redistribution efforts are met. Monitor unit supply operations to ensure compliance with policy. Maintain fiduciary records for government furnished property provided on government. Administer the command supply discipline program. Train, develop, and mentor supply and non-supply personnel on supply policies, processes, and procedures. Serve as the primary advisor to the command and supported units on all property accountability and organizational level supply matters.

(1) Supply Systems Technician (MOS 920B). Significant duties include the following tasks. Manage the requisition, receipt, storage, retrograde, and distribution of supplies and equipment at supply support activities in accordance with established policies and regulations. Responsible for managing the Army's exchange pricing system. Instruct, manage, and supervise personnel within a supply support activity concerning supply systems policy and functional procedures. Plan the requirements for stockage and control based on accumulation of demand data. Control management of operational float stocks to ensure compliance with Army policy. Inspects supported units to ensure supply performance standards are being achieved. Provide technical guidance to supported units/activities in order to assist, establish, and maintain adequate stockage levels for mission accomplishment. Conduct periodic inventories of stockage supply items, initiates action for disposition of excesses, and make recommendations for changes to the authorized stockage list. Develop standard operating procedures and performs administrative duties related to the supply support activity.

(2) Airdrop Systems Technician (MOS 921A). Significant duties include the following tasks. Manage/supervise Army airdrop rigging and aerial delivery equipment maintenance activities. Supervise the inspection and packing of parachutes and ensure unserviceable, non-repairable, and overage parachutes are retired from the inventory. Provide technical assistance and guidance to commanders and staff of organizations with the mission of conducting/receiving airborne and/or airdrop operations. Supervise inspection of parachutes and parachute components to detect flaws in materials and workmanship. Supervise packing of parachutes and maintain compliance standards and criteria for life support systems and other delivery equipment.

(3) Food Service Technician (MOS 922A). Significant duties include the following tasks. Manage Army food service programs, advise the commander on all matters relating to nutrition, food preparation, service, accountability and sanitation. Coordinate and supervise Army food service program for installations, commands, or organizations. Determine technical training requirements, develop and conduct training for officer, enlisted, and civilian personnel. Develop management plans for food service. Develop, coordinate, and monitor budget requirements for food service equipment and expendable supplies for both garrison and field requirements. Plan, train, and implement changes in nutritional awareness programs, modification of menus, and implementation of low calorie menus. Coordinate with troop issue subsistence activities and Class I points to ensure availability of appropriate subsistence for both garrison and field feeding operations. Ensure adequate and timely resupply and reconfiguration of non-unitized field rations into nutritionally acceptable menus. Evaluate field feeding requirements and develop milestone plans to support major field exercises. Review and monitor requisitions for Class I, III, and IX supplies to support food service operations, and coordinate all planning for food service support for field training. Train and oversee Class I supply distribution operations and ration break personnel with the acquisition, receipt, storage, shipment, accountability, water, ice, religious operational rations, and health and comfort packs. Evaluate garrison and field feeding operations to ensure food service personnel comply with food preparation, service, accountability, and sanitation in accordance with applicable food service regulations. As a contracting officer representative and/or the contracting officer technical representative, inspect full food service contract dining facilities to ensure they are in compliance with the terms of the contract.

(4) Petroleum Systems Technician (MOS 923A). Significant duties include the following tasks. Supervise the acquisition, storage, inspection, testing, issue and distribution of petroleum products and/or

water and petroleum and water storage and distribution equipment. Serve in staff positions requiring petroleum experience. Determine requirements for bulk fuel and packaged petroleum products requirements, storage space, distribution system, water products. Monitor quality surveillance procedures for petroleum or water. Develop, supervise, and coordinate unit procedures and programs on environmentally sound handling of petroleum products and water CMs. Direct the preparation of accounting reports and maintenance records for petroleum distribution operations. Monitor and advise the following operations: units engaged in petroleum operations; the acquisition, storage, inspection, testing, issue, and distribution of petroleum products and/or water; unit spill containment and clean-up operations; and disposal procedures for waste produced by unit petroleum and water operations, petroleum operations and user maintenance of pipelines, hose lines, terminals, dispensing systems, petroleum laboratory testing procedures, loading and discharge of oceangoing tankers and other petroleum vessels, water production, storage and distribution equipment, the operation and maintenance of water production, storage and distribution equipment, performance of standard physical and CM tests. Evaluate test results and recommend disposition of off-specification or captured petroleum products. Perform and supervise quality surveillance throughout the petroleum distribution system. Recommend location of petroleum pipeline routes, terminals, supply points, and depots; advises on bulk petroleum distribution system design. Report unit petroleum spills per applicable laws, regulations, and policies.

c. Warrant officer development model. The warrant officer PDM is focused on the quality and range of experience, as well as specific gates or assignments required to progress. If done correctly, proper development will create a warrant officer cohort of experts in their functional skills, but also diverse in experience, education, and exposure.

(1) Initial entry officers gain branch technical and tactical skills to develop a Warrior Ethos and gain important leadership experience in company grade assignments.

(2) WO1/CW2. Throughout a warrant officer's career, the model highlights the need to gain operational assignment experience, and focus on further developing their technical skills. The warrant officers should continue their self-development, professional reading and pursuit of education goals.

(3) CW3/CW4. At this point in a warrant officer's career, the model highlights the need to gain a broadened understanding of their MOS. Nominative assignment should be sought. Warrant officers should continue their self-development, professional reading and pursuit of the next civilian education goals.

CW5. Capstone achievement for all MOSs. Once a warrant officer has reached the pinnacle grade, they should strive to obtain training and assignments that will give them the additional skills necessary to become premier technical experts. This training and assignments are often outside of normal Quartermaster Warrant Officer positions, and are nominative in nature. Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both joint and expeditionary competencies. Flexible time lines enable warrant officers to serve longer in developmental assignments ensuring warrant officers have adequate time to gain skills and experience and also support unit readiness and cohesion.

d. WO1 Development. The warrant officers must meet certain professional developmental standards in terms of schooling and operational assignments to evolve to a well-rounded senior warrant officer within their specialty. Meeting these standards ensures the warrant officer has acquired the skills, knowledge, and attributes to remain proficient in their specialty and serve at entry levels within the Army. For a warrant officer to be considered fully trained in the Quartermaster branch, he/she should be tactically and technically proficient, be physically fit, and be of the highest moral and ethical character. Recognizing that various assignments require different strengths, techniques, and backgrounds, a warrant officer's most important assignment is the current one and therefore should focus on an outstanding performance in that job assignment. Quartermaster branch requires warrant officers to be skilled technicians in their specialty. Every warrant officer learns and trains to be a well-rounded logistician while gaining expertise in their specialty through progressive levels of assignments. All Quartermaster warrant officer MOSs are gender neutral. Quartermaster warrant officer life-cycle development and utilization are listed at figure 14 for MOSs 920A, 920B, 921A, 922A, and 923A.

(1) Education. Quartermaster WO1s must continue their professional development and remain competitive for promotion to CW2. WO1s must successfully complete the Quartermaster WOBC. The WOBC provides functional training in Quartermaster MOSs 920A, 920B, 921A, 922A, and 923A and reinforces leadership training while further developing technical skills. Upon successful completion of WOBC, the warrant officer is certified in their MOS and given an initial operational assignment

commensurate with their rank. WO1s should begin work on the prerequisite course for the WOAC, the Army nonresident Action Officer Development Course. This is an MOS-immaterial course administered by the U.S. Army Combined Arms Center through the Army Management Staff College. Successful completion of this course is a requirement prior to being enrolled for attendance to the resident Quartermaster WOAC.

(2) Assignment. WO1s can expect junior level assignments within their specialty which are typically at the company, battalion, or brigade level. These assignments give the junior Quartermaster warrant officer a solid base of experience, depth, and breadth on systems and processes that ultimately prepares them for assignments at the sustainment brigade and higher levels.

(3) Self-development. Self-development should include correspondence courses, institutional training, and civilian education. The WO1s should devote time to a professional reading program to broaden both their warfighting perspective and technical comprehension. Civilian education objectives should include working towards obtaining an associate's degree. WO1s who do not possess an associate degree are strongly encouraged to pursue this educational goal.

(4) Desired experience. WO1s are entry-level warrant officers who should possess basic level tactical and technical experience. Successive functional expertise will be gained with progressive assignments within their specialty.

e. CW2 Development.

(1) Education. Quartermaster CW2s must continue their professional development and remain competitive for promotion to CW3. Upon promotion to CW2, the warrant officer will be eligible to attend the resident Quartermaster WOAC. Completion of WOAC should be completed no later than 1 year after promotion to CW3. Prior to attendance and enrollment in ATRRS for WOAC, warrant officers must complete the mandatory nonresident "Action Officer Development Course." This is an MOS-immaterial course administered by the U.S. Army Combined Arms Center through the Army Management Staff College.

(2) Developmental and broadening assignments. CW2s can generally expect assignments at the battalion or brigade level. These assignments give the junior Quartermaster warrant officer a solid base of experience, depth, and breadth on systems and processes that ultimately prepares them for assignments at the sustainment and higher levels.

(a) Typical 920A assignments include: Property Book Officer; TAC Officer.

(b) Typical 920B assignments include: Accountable Officer, Supply Systems Technician; (c) Materiel Manager; TAC Officer.

(d) Typical 921A assignments include: Airdrop Systems Technician (SUS brigade) or TAC Officer.

(e) Typical 922A assignments include: Brigade Food Advisor/Food Program Manager; TAC Officer.

(f) Typical 923A assignments include: Petroleum Systems Technician; TAC Officer.

(3) Self-development. Self-development opportunities include completing logistics-related courses offered by ALU or functional courses offered by the U.S. Army Quartermaster School (USAQMS). CW2s should devote time to a professional reading program to broaden both their warfighting perspective and technical comprehension. Civilian education objectives should include work towards obtaining a baccalaureate degree in a logistics-related field (such as logistics or business management). CW2s who do not possess a baccalaureate degree are strongly encouraged to pursue this educational goal.

(4) Desired experience. Junior level warrant officers are expected to begin mastering the basics of their particular functional MOS. Successive functional expertise will be gained with progressive assignments within their specialty.

f. CW3 Development.

(1) Education. Quartermaster CW3s must continue their professional development and remain competitive for promotion to CW4. Upon selection to or promotion to CW3, the warrant officer will be eligible to attend the WOSC. The WOILE is an MOS-immaterial course conducted by the WOCC. Completion of the WOILE is a professional development requirement and should be completed no later than 1 year after promotion to CW4. Within completion of WOILE, Quartermaster warrant officers are required to attend the Quartermaster WOILE (Follow-on) course at the Technical Logistics College, Fort Lee, Virginia. The Quartermaster WOILE Follow-on course is designed to provide technical training at the high tactical and lower operational level.

(2) Developmental and broadening assignments. The CW3s should begin to pursue assignments

at Army field operating agencies, instructor positions, and specified CONUS/OCONUS assignments.

- (a) Typical 920A assignments include:
 - (1) Senior Property Accounting Technician.
 - (2) Senior TAC Officer.
 - (3) Instructor/writer.
 - (4) Capabilities Developer.
 - (5) Training Developer
 - (6) Technical Advisor, Training and Transition Team.
 - (7) Technical Advisor, Provincial Reconstruction Team.
- (b) Typical 920B assignments include:
 - (1) Senior Supply Systems Technician.
 - (2) Senior TAC Officer.
 - (3) Instructor/writer.
 - (4) Capabilities Developer.
 - (5) Training Developer
 - (6) Technical Advisor, Training and Transition Team.
 - (7) Technical Advisor, Provincial Reconstruction Team.
- (c) Typical 921A assignments include:
 - (1) Senior Airdrop Systems Technician (SB, ESC, TSC).
 - (2) Senior TAC Officer.
 - (3) Instructor
 - (4) Technical Advisor, Training and Transition Team.
 - (5) Technical Advisor, Provincial Reconstruction Team.
 - (6) Instructor/writer.
- (d) Typical 922A assignments include:
 - (1) Senior Food Advisor.
 - (2) Food Program Manager.
 - (3) Instructor
 - (4) Senior TAC Officer.
 - (5) Training Developer
 - (6) Technical Advisor, Training and Transition Team.
 - (7) Technical Advisor, Provincial Reconstruction Team.
- (e) Typical 923A assignments include:
 - (1) Senior Petroleum Systems Technician.
 - (2) Senior TAC Officer.
 - (3) Capabilities Developer
 - (4) Technical Advisor, Training and Transition Team.
 - (5) Technical Advisor, Provincial Reconstruction Team.

(3) Self-development. Self-development opportunities include completing logistics-related courses offered by ALU or functional courses offered by the USAQMS. The CW3s should devote time to a professional reading program to broaden both their warfighting perspective and technical comprehension. Civilian education objectives should include working towards completing a baccalaureate degree in a logistics-related field (such as logistics or business management). The CW3s who have not completed a baccalaureate degree are strongly encouraged to complete this educational goal. CW3s who have a sound educational background and a proven record of outstanding duty performance in their MOS may apply for a fully funded advance degree in a discipline directly related to their specialty. The degree completion program is highly competitive and selection is based upon demonstrated performance and potential for promotion. Quartermaster Warrant Officers can participate in fellowships, strategic broadening seminars, and the Training with Industry program. The Training with Industry program provides a warrant officer an opportunity to spend up to 12 months with a civilian industry that provides training in industrial procedures and practices. The training is designed to enhance knowledge, experience, and perspectives in management and operational techniques. The Training with Industry program is very competitive and requires the warrant officer to coordinate with the Quartermaster School Warrant Officer Personnel Developer, and the warrant officer assignment officer at the HRC.

(4) Desired experience. CW3s serve as advanced level technical and tactical experts who are expected to perform their primary duties at the brigade and higher level.

g. CW4 Development.

(1) Education. Quartermaster CW4s must continue their professional development and remain competitive for promotion to CW5. Upon selection to or promotion to CW4, the warrant officer is eligible to attend the WOSSE. The WOSSE is an MOS-immaterial course conducted by the WOCC. Completion of the WOSSE is a professional development requirement and should be completed no later than 1 year after promotion to CW5. Within completion of WOCC, Quartermaster warrant officers are required to attend the Quartermaster WOCC (follow-on) course at the Technical Logistics College, Fort Lee, Virginia. The Quartermaster WOCC follow-on course is designed to provide technical training at the high tactical and strategic level.

(2) Nominative developmental assignments. CW4s will serve as the senior Quartermaster warrant officer in staff and logistics positions at the ACOM and separate operating agency levels.

- (a) Quartermaster Warrant Officer Assignment Officer—HRC.
- (b) Commander, HHC or 1st Warrant Officer Company—WOCC.
- (c) Senior TAC Officer.
- (d) Senior instructor, ALU.
- (e) Senior Capabilities Developer, CASCOM.
- (f) Senior Technical Advisor, Training and Transition Team.
- (g) Senior Technical Advisor, Provincial Reconstruction Team.

(3) Developmental and broadening assignments. The CW4s will serve as the senior (i) Quartermaster staff and logistics positions at the ACOM and separate operating agency levels.

- (a) Typical 920A assignments include:
 - (1) Senior Property Accounting Technician.
 - (2) Senior Logistics Advisor.
 - (3) Asset Visibility Officer
- (b) Typical 920B assignments include: Senior Supply Systems Technician.
- (c) Typical 921A assignments include: Senior Airdrop Systems Technician (ESC, TSC, AMC).
- (d) Typical 922A assignments include:
 - (1) Senior Food Advisor.
 - (2) Food Program Manager.
- (e) Typical 923A assignments include: Senior Petroleum Systems Technician.

(4) Self-development. Self-development opportunities include completing logistics-related courses offered by the ALU or functional courses offered by the USAQMS. The CW4s should devote time to a professional reading program to broaden both their warfighting perspective and technical comprehension. Civilian education objectives should include working towards completing a master's degree in a logistics-related field (such as logistics or business management). The CW4s who have not completed a baccalaureate degree are strongly encouraged to complete this educational goal. CW4s who have a sound educational background and a proven record of outstanding duty performance in their MOS may apply for a fully funded advance degree in a discipline directly related to their specialty. The degree completion program is highly competitive and selection is based on demonstrated performance and potential for promotion. Quartermaster warrant officers have the opportunity to participate in fellowships, strategic broadening seminars, and the Training with Industry Program. The Training with Industry program provides warrant officers an opportunity to spend up to 12 months with a civilian industry that provides training in industrial procedures and practices. The training is designed to enhance knowledge, experience, and perspectives in management and operational techniques. The Training With Industry program is very competitive and requires the warrant officers to coordinate with the Quartermaster Warrant Officer personnel developer, and the Quartermaster warrant officer assignment officer at the HRC.

Desired experience. The CW4s serve as senior technical and tactical experts who are expected to perform their primary technical and MOS-immaterial duties at various levels within the Army.

h. CW5 Development.

(1) Education. After completion of all required warrant officer technical and MOS-immaterial training, there are no additional military educational requirements for Quartermaster CW5s. However, CW5s are encouraged to continue with self-development by pursuing civilian education objectives by working towards completing a master's degree in a logistics-related field (such as logistics or business management). The CW5s who have not completed a master's degree are strongly encouraged to complete this educational goal and pursue graduate-level education.

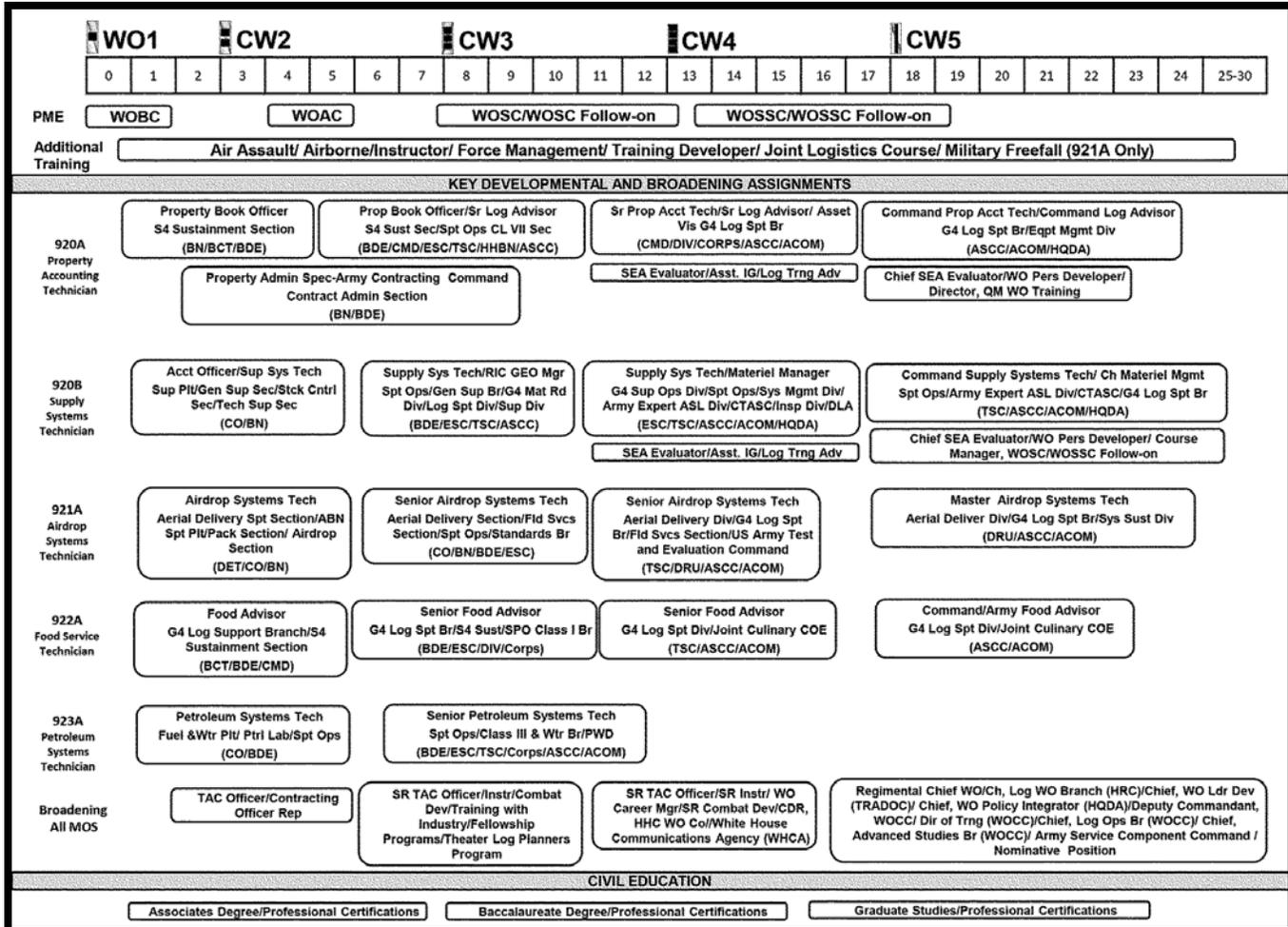
- (2) Nominative, branch immaterial assignments.
 - (a) Chief, Logistics Warrant Officer Branch—HRC.
 - (b) Chief, Warrant Officer Leader Development—TRADOC.
 - (c) Chief, Warrant Officer Policy Integrator—DCS, G-1.
 - (d) Deputy Commandant, WOCC.
 - (e) Director of Training, WOCC.
 - (f) Chief, Logistics Operations Branch, WOCC.
 - (g) Chief, Advanced Studies Branch, WOCC.
- (3) Developmental and broadening assignments.
 - (a) Typical 920A assignments include:
 - (1) Command property accounting technician.
 - (2) Command Logistics Advisor.
 - (3) Senior Capabilities Developer.
 - (4) Regimental Chief Warrant Officer.
 - (5) Quartermaster Warrant Officer Personnel Developer
 - (6) Director, Quartermaster Warrant Officer Training, Technical Logistics College.
 - (b) Typical 920B assignments include:
 - (1) Senior Logistics Systems Technician.
 - (2) Command Supply Systems Technician.
 - (3) Logistics Assistance Officer.
 - (4) Senior Capabilities Developer.
 - (5) Regimental Chief Warrant Officer.
 - (6) Quartermaster Warrant Officer Personnel Developer.
 - (7) Director, Quartermaster Warrant Officer Training, Technical Logistics College.
 - (c) Typical 921A assignments include:
 - (1) Command Airdrop Systems Technician.
 - (2) Chief, Aerial Delivery Technician Training—USAQMS.
 - (3) Senior Capabilities Developer.
 - (4) Regimental Chief Warrant Officer.
 - (5) Quartermaster Warrant Officer Personnel Developer.
 - (6) Director, Quartermaster Warrant Officer Training, Technical Logistics College.
 - (d) Typical 922A assignments include:
 - (1) Army Food Advisor.
 - (2) Command Food Advisor.
 - (3) Senior Capabilities Developer.
 - (4) Regimental Chief Warrant Officer.
 - (5) Quartermaster Warrant Officer Personnel Developer.
 - (6) Director, Quartermaster Warrant Officer Training, Technical Logistics College.
 - (e) Typical 923A assignments include:
 - (1) Command Petroleum Systems Technician.
 - (2) Chief, Petroleum Systems Training—USAQMS.
 - (3) Senior Capabilities Developer.
 - (4) Regimental Chief Warrant Officer.
 - (5) Quartermaster Warrant Officer Personnel Developer.
 - (6) Director, Quartermaster Warrant Officer Training, Technical Logistics College.

(4) Self-development. The CW5s will serve as the senior Quartermaster technical advisor and accordingly, the officer must be able to communicate effectively on each of the five Quartermaster warrant officer specialties.

(5) Desired experience. Quartermaster CW5s are master-level, tactical and technical experts who should expect to serve in ACOM or higher-level positions. The CW5s provide leader development, mentorship, advice, and counsel to NCOs, warrant officers, and branch officers. CW5s have special mentorship responsibilities for other warrant officers at all levels and specialties and provide essential advice to commanders on Quartermaster technical and warrant officer issues. The CW5s should sharpen their knowledge of personnel force integration functions for doctrine, training and personnel as pertains to Quartermaster functions. In addition, CW5s should become familiar with the constitutional, statutory, and regulatory basis for the force projection Army and the capabilities that must be sustained through management of doctrinal, organizational, and materiel change; become familiar with Army

organizational roles, function, and missions, especially at the ACOM and Army secretariat/staff levels; and with the force management processes, from the determination of force requirements through researching of requirements and the assessment of their utilization in order to accomplish Army functions and missions in a joint/combined environment.

Figure 12. AA Quartermaster warrant officer development



23. Reserve Component Officers

a. General.

(1) RC Quartermaster officer qualifications and development closely parallel those of their AA counterparts. Life-cycle development and utilization also parallel the AA. The increase of RC mobilization and deployments requires the RC officer to 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. RC officers must realize that a large portion of their education and training is accomplished on their own time in accordance with their units' duty assignments. A variety of correspondence courses are available as well as a full range of PME courses that they may attend as a resident student. Junior officers must develop a strong foundation of tactical and technical expertise through assignments in the Quartermaster branch before induction into the Logistics branch at the rank of captain.

(2) The RC Quartermaster officers serve the same role and mission as their AA counterparts. The unique nature of their role as a "citizen Soldier" poses a challenge to their professional development.

However, RC officers' professional development and qualifications parallel those of their AA counterparts as closely as possible, except as noted below. The two primary exceptions are RC officers spend more time in developmental positions and have more time to complete mandatory educational requirements. Refer to paragraphs below for detailed description of RC officers' career management and development.

b. Active Guard Reserve.

(1) In accordance with 10 USC 101(16), the term "Active Guard and Reserve" is a member of a RC who is on active duty pursuant to 10 USC 12310, or 32 USC sections 502(f) and 709(a). AGR Quartermaster officers serve in full-time, AA positions in worldwide locations. They provide day-to-day operational support needed to ensure RC units are ready to mobilize when needed. AGR officers perform administrative and training duties in direct support of the ARNG, USAR, and AA. The primary objective of the AGR officer is to enable a greater level of readiness, agility, and responsiveness of the RC. To meet this mission, they must not only become expert in logistics, but also become experts in the RC's administrative, training, and managements systems. To meet both requirements, AGR officers should seek a balanced amount of time at tactical, operational, and strategic levels within the operational and generating forces. RC force structure and mission limit the number of traditional KD positions available for Logistics AGR officers; therefore, to compensate for the lack of KD positions, AGR officers should seek to develop management and leadership skills through branch immaterial and broadening assignments. Although AGR officers are encouraged to seek command whenever possible, most officers will never command above company level. RC lieutenant colonels and colonels should compete for battalion and brigade command when a command board is held. To develop leadership experience, AGR officers should seek KD positions when available and other senior staff positions of large TPUs or mobilization day (M-Day) organizations (example: sustainment brigades, ESCs, RSGs, RSCs, SSCs, or divisions).

(2) The career path for AGR officers is to seek a balance of generating and operating force assignments that prepare them to be competent and strategic leaders at the senior ranks. AGR officers should not serve in more than one consecutive assignment in a generating force organization before being assigned to an operational assignment. The needs of the RC and force structure may hinder the objective to achieve a balance between operational and generating force assignments. Homesteading (over 4 years) in the same command or region is highly discouraged.

(3) Professional development considerations. The officer PDM is the foundation for developmental assignments, but AGR officers in many cases will not have the opportunity to follow the officer PDM.

c. Logistics branch qualification and development. RC officers are inducted or appointed into the Logistics branch upon completion of the RC CCC or CLC3. Officers hold 90A as their primary AOC and a secondary AOC of 92A. This applies to the following officers: AGR, TPU, M-Day, IMA, and IRR. There are no lieutenants (nor non-CCC graduates) in the Logistics branch. Even though RC officer development is challenged by geographical considerations and time constraints, each officer should strive for Logistics branch developmental assignments and educational opportunities that yield the same opportunities as their AC counterparts.

d. RC officers must meet certain standards in terms of PME and operational assignments to be proficient in the Logistics branch at each grade, but due to geographical, time available, and civilian employment constraints, officers may find it challenging. Nevertheless, RC officers are expected to complete PME and advanced schooling requirements. They need to aggressively seek operating and generating force assignments to remain proficient as a Logistics officer.

e. Lieutenant development.

(1) Education. The initial development of a Quartermaster officer include establishment of basic leadership skills in the areas of communication, management, technical and tactical knowledge and troop-leading experience. Officers must complete Quartermaster BOLC within 2 years of initial appointment or completion of college if commissioned early.

(2) Assignments. Typical assignment positions may include, but are not limited to, platoon leader, supply and service officer or company executive officer. The professional development objective for this phase is platoon leader assignment. If there is a limited leadership opportunity available within the Quartermaster competencies in an officer's initial assignment, the officer should strive to seek to increase logistics knowledge within the Transportation or Ordnance competencies and pursue a Quartermaster-related position when available as a follow-on assignment. Lieutenants should strive to become technical and

tactical experts by training with warrant officers and senior enlisted Soldiers in their units. Within 2 years of consideration for promotion to captain, RC officers should enroll and begin the RC CCC (Quartermaster) and continue to hone troop-leading procedures. Because all initial assignments are important, an officer should be primarily concerned with manner of performance, development of professional attributes, enthusiasm for the job and demonstration of potential. Before promotion to captain, officers should possess an excellent knowledge of Quartermaster competencies and have basic knowledge of other logistics competencies.

(3) National Guard. Due to the Title 32 requirements to be federally recognized in a branch, the National Guard may consider all captain 90A-coded positions as FA positions. This allows for lieutenants to be promoted to captain at the appropriate time and not be hindered by the extended time for completion of RC CCC.

f. Captain development. (See para 6.)

g. Major development. (See para 6.)

h. Lieutenant colonel development. (See para 6.)

i. Colonel development. (See para 6.)

j. Branch transfer. Officers who wish to branch transfer at the rank of captain through major must transfer into the Logistics branch. Officers who wish to hold a Quartermaster AOC within the Logistics Branch must take the Quartermaster Branch Qualification Course, and or complete Support Operations Course, both are available online on the Army Distributed Learning Web site.

k. Reserve Component warrant officer education. Military education requirements for RC Quartermaster warrant officers are shown in figure 14, and coincide with the AC.

(1) ARNG warrant officers complete the WOAC prior to promotion to CW3. Army Reserve warrant officers not listed on the active duty promotion list must complete the WOAC prior to selection to CW3.

(2) ARNG warrant officers must complete WOSC follow-on prior to promotion to CW4. Army Reserve warrant officers must complete WOSC follow-on prior to selection to CW4.

(3) ARNG warrant officers must complete WOSSC follow-on prior to promotion to CW5. Army Reserve warrant officers must complete WOSSC follow-on prior to promotion to CW5.

l. Reserve Component warrant officer development. The RC warrant officer development objectives and qualifications basically parallel those planned for their AA counterparts. Junior warrant officers must develop a strong foundation through assignment in their branch. Even though geographical considerations limit some RC warrant officers, all should strive for Quartermaster assignments that yield the same developmental opportunities as their AA counterparts. The RC life-cycle development model for Quartermaster warrant officers is at figure 12.