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**\*Army Regulation 600–100**

Effective 13 June 2024

Personnel-General

## Army Profession and Leadership Policy

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By Order of the Secretary of the Army:

RANDY A. GEORGE  
*General, United States Army*  
*Chief of Staff*

Official:

  
MARK F. AVERILL  
*Administrative Assistant to the*  
*Secretary of the Army*

**History.** This publication is a major revision. The portions affected by this major revision are listed in the summary of change.

**Authorities.** The authority for this regulation is Title 10, United States Code.

**Applicability.** This regulation applies to the Regular Army, the Army National Guard/Army National Guard of the United States, the U.S. Army Reserve, and Army Civilians, unless otherwise stated.

**Proponent and exception authority.** The proponent of this publication is Assistant Secretary of the Army (Manpower and Reserve Affairs). The proponent has the authority to approve exceptions or waivers to this publication that are consistent with controlling law and regulations. The proponent may delegate this approval authority, in writing, to a division chief within the proponent agency or its direct reporting unit or field operating agency in the grade of colonel or the civilian equivalent. Activities may request a waiver to this publication by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent. Refer to AR 25–30 for specific requirements.

**Army internal control process.** This regulation contains internal control provisions in accordance with AR 11–2 and identifies key internal controls that must be evaluated (see appendix B).

**Suggested improvements.** Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to [usarmy.pentagon.hqda-as-a-mra.list.samr-trm@army.mil](mailto:usarmy.pentagon.hqda-as-a-mra.list.samr-trm@army.mil).

**Distribution.** This regulation is available in electronic media only and is intended for the Regular Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve.

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\*This regulation supersedes AR 600-100, dated 5 April 2017.

# ***SUMMARY of CHANGE***

AR 600–100

Army Profession and Leadership Policy

This major revision, dated 13 May 2024—

- Adds recordkeeping requirements (para 1–5).
- Adds labor relations obligations (para 1–6).
- Adds the Assistant Secretary of the Army for Manpower and Reserve Affairs as the proponent for Career Long Assessment: Athena (para 2–1).
- Changes the name of the program from Project Athena to Career Long Assessment: Athena (para 2–1e).
- Realigns Director, U.S. Army Center of Military History responsibilities under Commanding General, U.S. Army Training and Doctrine Command (para 2–17).
- Updates the leadership requirements model diagram (fig 3–1).
- Provides clarification on leader assessment and feedback (para 3–5).
- Eliminates the requirement for Multisource Assessment and Feedback (throughout).
- Eliminates the requirement for all noncommissioned officers, officers (brigadier general and below), and Department of the Army Civilian leaders to conduct a leader 360 assessment (throughout).
- Eliminates the requirement for units to execute a unit 360 assessment; and eliminates the requirement for centralized selection list lieutenant colonel and colonel commanders to conduct the commander 360 assessment (throughout).
- Defines Career Long Assessment: Athena (glossary).
- Adds responsibilities to implement Career Long Assessment: Athena (throughout).
- Updates responsibilities (throughout).
- Incorporates Army Directive 2018–07–9 (Prioritizing Efforts–Readiness and Lethality (Update 9)) (throughout).
- Updates reference to Department of the Army Civilians to Army Civilians (throughout).

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## **Chapter 1**

### **Introduction**

#### **1–1. Purpose**

This regulation establishes the Army Profession. It prescribes policy and assigns responsibilities governing the practices and methods of leadership for Soldiers and Army Civilians. This regulation prescribes policy and assigns responsibility for the Mission Command Center of Excellence (MCCoE) for research, doctrine development, leader and leadership assessments, training, and evaluation in all areas pertaining to the Army Profession and leadership.

#### **1–2. References, forms, and explanation of abbreviations**

See appendix A. The abbreviations, brevity codes, and acronyms (ABCAs) used in this electronic publication are defined when you hover over them. All ABCAs are listed in the ABCA directory located at <https://armypubs.army.mil/>.

#### **1–3. Associated publications**

This section contains no entries.

#### **1–4. Responsibilities**

Responsibilities are listed in chapter 2.

#### **1–5. Records management (recordkeeping) requirements**

The records management requirement for all record numbers, associated forms, and reports required by this publication are addressed in the Records Retention Schedule–Army (RRS–A). Detailed information for all related record numbers, forms, and reports are located in Army Records Information Management System (ARIMS)/RRS–A at <https://www.arims.army.mil>. If any record numbers, forms, and reports are not current, addressed, and/or published correctly in ARIMS/RRS–A, see DA Pam 25–403 for guidance.

#### **1–6. Labor relations obligations**

Management officials should ensure labor relations obligations are fulfilled before implementing this regulation for bargaining unit employees. Questions concerning labor relations obligations should be addressed with servicing Civilian Human Resources Agency human resources office and legal office.

#### **1–7. The Army Profession and Leadership Overview**

a. The mission of the U.S. Army is to fight and win the Nation's wars through prompt and sustained land combat, as part of the Joint force by organizing, equipping, and training Army Forces for prompt and sustained combat operations on land; integrating capabilities with those of the other Armed Services; being proficient in Joint and Combined Warfighting; accomplishing all missions assigned by the President, the Secretary of Defense, and combatant commanders; and remaining ready while preparing for the future. In the conduct of this mission, professional and diverse leaders of character, competence, and commitment are the Army's asymmetric advantage. This regulation focuses on leaders at all levels and in all cohorts—officers, warrant officers, noncommissioned officers (NCOs), Soldiers, and Army Civilians. These leaders are trusted Army professionals who enable the Army to achieve the mission the right way.

b. The Army Profession is a unique vocation of experts certified in the ethical design, generation, support, and application of land power, serving under civilian authority, and entrusted to defend the Constitution and the rights and interests of the American people. The Army Profession develops, inspires, and motivates Soldiers and Army Civilians to make right decisions and to take right action according to the moral principles of the Army Ethic. The American people expect Army professionals to provide exemplary leadership that reflects the Army Ethic and is consistent with our national values.

c. Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. A leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command to pursue actions, exercise critical thinking, and shape decisions for the greater good of the organization.

d. The Army Profession contributes to honorable service, military expertise, responsible stewardship, and courageous esprit de corps. These essential characteristics reinforce the sacred bond of trust within the Total Army and with the American people.

e. An Army professional is a Soldier or Army Civilian who meets the Army Profession's certification criteria in character, competence, and commitment. All Army professionals are leaders and have the duty of being stewards of the profession, regardless of rank or official position of authority. Army professionals live by and uphold the Army Ethic in accomplishing the mission, doing their duty, and in all aspects of life. This applies to day-to-day interactions, at the office, in the field, on deployment, and at home, both in person and across social media. Army professionals, as leaders, must maintain and set the example in all they do. Professional and leader development is a life-long continuous process, consisting of education, training, experience, and self-development. Army professionals strive to continuously improve their own knowledge, skills, and abilities, and as leaders they teach, coach, counsel, and mentor their subordinates. Professional and leader competence includes gaining knowledge in four primary fields: human and leader development; moral-ethical development; tactical, operational, and strategic technical knowledge, and geo-cultural and political expertise. In addition, because Army units operate as part of a Joint force, it is important for leaders to understand Joint, interagency, intergovernmental, and multinational functions and doctrinal principles as they intertwine in their designated fields. Professionals keep abreast of and remain adept in advances in their chosen career field, information technology, and maintain their knowledge of the standards of conduct, policy, law, rules of engagement, and the Geneva Conventions.

f. Army leaders understand the strategic implications of their decisions and actions and contribute their best efforts to accomplish the mission while taking care of the welfare of their subordinates. They understand that leader misconduct or unethical practice must be prevented or stopped and immediately redressed. All Army leaders must motivate others to do what is right and understand that decisions and actions that violate the Army Ethic can compromise the mission and have strategic implications contrary to the national interest.

#### **1–8. The U.S. Army as a Military Profession and the Army Ethic**

a. The Army Profession has two broad communities of practice—Soldiers, who are members of the Profession of Arms, and Army Civilians, members of the Army Civilian Corps. The principles of leadership, professional development, character development, and leader development are equally applicable to Soldiers and Army Civilians. Progress from their initial stage of development within the culture of the Army, their character, competence, and commitment are progressively evaluated as they become certified as Army professionals. From the ranks of Army professionals, those deemed with the greatest potential for leadership are selected for promotion, professional military education (PME), or for advancement through the Army Civilian Education System (CES) and charged with greater responsibility.

b. The Army Ethic is a professional Ethic, defined as the evolving set of laws, values, and beliefs, embedded within the Army culture of trust that motivate and guide the conduct of trusted Army professionals who are bound together in common moral purpose (see fig 1–1). The Army Ethic articulates our shared identity as trusted Army professionals and captures in one place the moral principles by which Soldiers, Army Civilians, and all leaders are expected to live by and uphold.

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# **The Army Ethic**

## ***The Heart of the Army***

The Army Ethic includes the moral principles that guide our decision and actions as we fulfill our purpose: to support and defend the Constitution and our way of life. Living the Army Ethic is the basis for our mutual trust with each other and the American people. Today our ethic is expressed in laws, values, and shared beliefs within American and Army cultures. The Army ethic motivates our commitment as Soldiers and Army civilians who are bound together to accomplish the Army mission as expressed in our historic and prophetic motto:

### ***This We'll Defend***

Living the Army Ethic inspires our shared identity as trusted Army professionals with distinctive roles as honorable servants, Army experts, and stewards of the profession. To honor these obligations we adopt, live by, and uphold the moral principles of the Army Ethic. Beginning with our solemn oath of service as defenders of the Nation, we voluntarily incur the extraordinary moral obligation to be:

### ***Trusted Army professionals***

#### ***Honorable Servants of the Nation – Professionals of Character***

We serve honorably -- according to the Army Ethic -- under civilian authority while obeying the laws of the Nation and all legal order; further, we reject and report illegal, unethical, or immoral orders or actions. We take pride in honorably serving the Nation with integrity, demonstrating character in all aspects of our lives. In war and peace, we recognize the intrinsic dignity and worth of all people, treating them with respect. We lead by example and demonstrate courage by doing what is right despite risk uncertainty, and fear; we candidly express our professional judgment to subordinates, peers, and superiors.

#### ***Army Experts – Competent professionals***

We do our duty leading and following with discipline, striving for excellence, putting the needs of others above our own and accomplishing the mission as a team. We accomplish the mission and understand it may demand risking our lives and justify taking, the lives of others. We continuously advance the expertise of our chosen profession through lifelong learning, professional development, and certifications.

#### ***Stewards of the Army Profession – Committed professionals:***

We embrace and uphold the Army Values and standards of the profession, always accountable to each other and the American people for our decision and actions. We wisely use the resources entrusted to us, ensuring our Army is well-led and well-prepared, while caring for Soldiers, Army civilians, and Families. We continuously strengthen the essential characteristics of the Army Profession, reinforcing our bond of trust with each other and the American people.

**LOYALTY – DUTY – RESPECT – SERVICE – HONOR – INTEGRITY – COURAGE**

Figure 1–1. The Army Ethic

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## 1–9. Army Culture and Mission Command

a. Cultures are characterized by a shared set of beliefs, values, norms, and symbols that unite a group. The five essential characteristics of the Army Profession—trust, military expertise, honorable service, stewardship, and esprit de corps—are vital to the Army culture. The Army culture is unique, even within the U.S. Armed Forces; it is a system of shared meaning held by Army professionals. The Army Ethic is the Heart of the Army. The U.S. Army culture of trust is both informed by and sustains the Army Ethic. Preservation of the peace and winning the Nation's wars are inherent in our ethos—this is Why We Serve. The ethical, effective, and efficient accomplishment of the mission is the core of our ethos—this is How We Serve. Strategic leaders shape the Army's culture while organizational and first-line leaders shape the climate of units and organizations. Culture is a longer lasting and more complex set of shared expectations than climate. Army culture evolves slowly; it is deeply rooted in long-held beliefs passed from one generation of Soldiers to another and communicated in Army policies, doctrine, customs, traditions, songs, and ethos.

b. In contrast to culture, organizational climate refers to the perception and attitudes of Soldiers and Army Civilians as they interact with their peers, subordinates, and leaders. Observed policies and practices often drive climate, reflecting the leader's character. The greatest influence on an organization's climate is the quality of its leadership. The commander sets the example by establishing high standards and expectations for the organization and its members. The best commanders place a high priority on personally developing their subordinate leaders, caring for the welfare of Soldiers, Army Civilians, and their Families, while creating a rewarding climate of shared mutual trust and pride in team contributions to mission accomplishment. A healthy Army culture and organizational climate will exhibit six overarching characteristics:

(1) The organizational culture and unit climate fosters unity, cohesion, and trust in accordance with the Army Ethic.

(2) The culture promotes and rewards mental agility, the ability to break from established paradigms, recognize new patterns or circumstances, and adopt new solutions to problems.

(3) The organization selects leaders and reward members who demonstrate the ability to sense and understand the environment quickly to exploit fleeting opportunities or counter unexpected threats.

(4) The culture requires and rewards delegation of authority on the part of leaders, and the understanding and prompt, thorough execution of leader's intent (two levels up) by subordinates.

(5) The organizational culture selects and rewards leaders who provide clear priorities and focus their unit's time and organizational energy on their mission.

(6) The organizational culture is one of inclusion which demands and values diversity of knowledge and perspectives that members of different groups bring and shapes how the mission is accomplished.

c. Mission Command, the conduct of military operations through decentralized execution, is the Army's approach to command and control that empowers subordinate leader's decision making and decentralized mission execution appropriate to the situation. One of the enabling principles of mission command is trust, the bedrock of the Army Profession. It is the internal organizing principle of the Army and is what enables the decentralized decision making by subordinates to operate within the commander's intent. Leader actions consistent with the Army Ethic strengthen mutual trust and build cohesive teams, enabling successful mission command. However, if leaders allow disconnects between word and deed, between professed values and actual practices, they breed cynicism, compromise mutual trust, and degrade organizational esprit de corps and individual morale.

d. Our national values and moral principles are reflected in the Constitution, the Declaration of Independence, statute, the Uniform Code of Military Justice, treaties, status of forces agreements, the Law of Land Warfare, the standards of conduct, and our creeds and mottos. By our Oath of Service, we commit ourselves to these enduring American ideals and adherence to the Army Ethic. In addition, Section 7233, Title 10, United States Code, states: Requirement of exemplary conduct. All commanding officers and others in authority in the Army are required—

- (1) To show in themselves a good example of virtue, honor, patriotism, and subordination;
- (2) To be vigilant in inspecting the conduct of all persons who are placed under their command;
- (3) To guard against and suppress all dissolute and immoral practices, and to correct, according to the laws and regulations of the Army, all persons who are guilty of them; and,
- (4) To take all necessary and proper measures, under the laws, regulations, and customs of the Army, to promote and safeguard the morale, the physical well-being, and the general welfare of the officers and enlisted persons under their command or charge.

## **1–10. Army professional certification**

a. Certification is verification and validation of an Army professional's character, competence, and commitment to fulfill responsibilities and perform assigned duties with discipline and to standard. Through progressive certification, the Army strengthens trust by confirming the professional development of Soldiers and Army Civilians and the readiness of organizations.

(1) Certification in the Army has two purposes. For the Army Profession, certification demonstrates to the American people that the Army is qualified to perform its expert work. For Army professionals, certification also provides motivation and a sense of accomplishment.

(2) The Army Profession certifies the character, competence, and commitment of its Soldiers and Army Civilians throughout their service. Certification methods include official promotion and evaluation systems; professional training and education within Army schools, including branch, skill, and functional area qualifications; and centralized selections and assignments for leadership and command positions.

(3) Each branch and career management proponent may develop and prescribe requirements for certification of expertise, (for example, the Expert Infantryman's Badge, Expert Field Medical Badge, Sapper, Ranger), but must include the assessment of character and commitment within the process.

b. Intrinsically, character is one's true nature including identity, sense of purpose, values, virtues, morals, and conscience. Character, in an operational sense, is an Army professional's dedication and adherence to the Army Ethic, including the Army Values, as consistently and faithfully demonstrated in decisions and actions.

c. Competence is an Army professional's demonstrated ability to successfully perform duty with discipline and to standard. Requisite competence varies based on level of responsibility (rank or grade) and the duties associated with specific force structure positions within military career management fields and Army Civilian career fields.

d. Commitment is an Army professional's resolve to contribute honorable service to the Nation and accomplish the mission despite adversity, obstacles, and challenges. Demonstrating commitment requires the resilience to cope with, re-cover from, and learn from setbacks.

e. The Soldier Life Cycle is part of the Soldier for Life concept and capitalizes on a Soldier's training and professional development timeline. The goals of the Soldier life cycle are to—

(1) Teach Soldiers to be Soldiers first.

(2) Retain quality Soldiers in the total force and support the all-volunteer force.

(3) Develop career readiness skills while introducing the Soldier to the many benefits the Army has to offer.

(4) Prepare leaders to mentor eligible Soldiers to achieve career readiness standards prior to transition from active duty.

f. The Army Civilian Onboarding Program increases the new Army Civilian's ability to make an impact and be productive in their new role, foster early engagement, strengthen employee satisfaction, and enhance the Army's ability to achieve its goals and continue to meet its mission. This program also provides commands the opportunity to convey the Army and commands' mission, vision, and organizational roles, enhancing the experience and perspective of incoming civilians as they begin their careers with the Army. The Army is a profession of professions, some uniquely military and others with close civilian counterparts. Army Civilians are selected and hired for specific positions, based upon their documented talents and the potential they exhibit during the selection process. Most Army Civilians are initially employed on a 1-year probationary basis. The probationary period allows the Army to introduce the newly hired Army Civilian into the Army's cultural expectations for ethical conduct and standards of performance, while simultaneously providing the Army with an opportunity to evaluate an individual's conduct and performance on the job to determine if an appointment to the civil service should become final (in accordance with Sections 801 and 802, Part 315, Title 5, Code of Federal Regulations). In parallel with, but distinct from the probationary process, is the supervisor's and higher-level reviewer's assessment and recognition of the Army Civilian as an Army professional, as evidenced by—

(1) Successful accomplishment of performance standards as identified in employee's Defense Performance Management and Appraisal Program or applicable performance management system.

(2) Development of an individual development plan (IDP) in the Army Career Tracker with the assistance of their supervisor.

(3) Completion of CES requirements (for example, Foundation Course).

(4) Completion of supervisor development course, if required.

(5) Participation in career program specific training and education requirements, if applicable.



- (6) Completion of Army required training; and,
- (7) Successful completion of the Army Civilian Onboarding Program and all requirements set forth by their supervisor.

g. Individuals will continue to develop and achieve professional certification criteria through Army talent management initiatives, human resources career management, and training programs. Some career fields have extensive legal and administrative standards for professional certification in competence (for example, members of the Army Acquisition Workforce, lawyers, firefighters, nurses). Certification of Army professionals may also be beneficial in meeting professional credentialing requirements of private organizations and non-Government professional associations for both promotion purposes and for transitioning into civilian life at the conclusion of active service.

### **1–11. Army professional development**

a. Professional development is the deliberate and continuous process of education, training, and experience that prepares Soldiers and Army Civilians of character, competence, and commitment to perform present and future duty in accordance with the Army Ethic. The process of professional development of Soldiers and Army Civilians prepares them for increasing levels of responsibility. It is in the process of becoming a person of strong character that one develops as a good leader. A trusted Army professional must be an honorable servant, Army expert, and steward of the profession. The Army Leadership Requirements Model establishes what leaders need to be, know, and do within the Army Profession (see fig 3–1).

b. Character development is a shared responsibility of both the Army as a profession and the individual. Members of the Army Profession must be committed to their own development. Importantly, all organizational leaders are responsible for inspiring, motivating, enabling, and assessing the character and professional development of their subordinates.

## **Chapter 2 Responsibilities**

Army leaders are responsible for consistently inspiring and motivating the shared identity of a trusted Army professional, upholding the Army Ethic, and demonstrating the Army competencies and attributes as stated in paragraph 3–2.

### **2–1. Assistant Secretary of the Army (Manpower and Reserve Affairs)**

The ASA (M&RA) will—

- a. Set the strategic direction, develop, and provide overall supervision for Army Profession and leadership policy.
- b. Develop and oversee all policies and programs pertaining to Army Profession and leadership.
- c. Provide policy, programming, and oversight for unit and individual readiness and training on Army Profession and leadership.
- d. Participate in Army Profession, Army Ethic, leadership, and leader development research and conferences.
- e. Develop and execute Career Long Assessment (CLA): Athena, a resident education course providing rising leaders with assessments, feedback, and development resources that turn insights into action consistent with law, regulation, and policy across all Army components—Regular Army, U.S. Army National Guard (ARNG), U.S. Army Reserve (USAR), and the Army Civilian Workforce.
- f. Build and submit CLA: Athena requirements for validation and funding consideration in accordance with AR 1–1.
- g. Serve as the lead integrator, in coordination with the Deputy Chief of Staff (DCS), G–1 and Commanding General (CG), U.S. Army Training and Doctrine Command (TRADOC), for the Army's talent management assessments and processes (both military and civilian) to maximize engagement and readiness by aligning their individual capabilities with organizational demands.

### **2–2. Assistant Secretary of the Army (Acquisition, Logistics and Technology)**

The ASA (ALT) will—

- a. Provide appropriate support for TRADOC-approved and funded requirements for CLA: Athena.

b. If necessary, support assessment, and upgrades in accordance with the Army Resourcing Priority List and DCS, G-3/5/7 and DCS, G-8 priorities and schedules to support the generating force.

### **2-3. The Inspector General**

TIG will—

- a. Serve as the confidential advisor and fact-finder for the Secretary of the Army (SECARMY) and Chief of Staff, Army (CSA) investigating, inquiring into, and reporting on Army discipline, morale; training; ethical conduct; and allegations of misconduct, fraud, waste, and abuse, or other improprieties.
- b. Assess or investigate alleged violations of Army leadership or counterproductive leadership.
- c. Provide a continuing assessment of the command, operational, managerial, logistical, and administrative effectiveness of professionalism and leadership in the Army.
- d. Integrate Army Profession and leadership policy and doctrine into Inspector General (IG) training and certification at the Army IG School. Ensure IGs understand their role in assessing, investigating, and providing feedback on the Army Profession and leadership.
- e. Integrate Army Profession and leadership policy and doctrine into Army Civilian IG career development programs. Train Army Civilian IGs to the same standards as military IGs as part of the Army Civilian IG career development program.
- f. Participate in Army Profession and leadership research seminars, symposia, and conferences to monitor emerging doctrine and policies.
- g. Maintain liaison with the Director, MCCoE to monitor emerging Army Profession and leadership policy, doctrine, and programs; provide feedback, identify systemic issues and trends, and make recommendations for solutions or improvement; provide trends on violations for evaluation.

### **2-4. Chief of Public Affairs**

The CPA will—

- a. Inform the public about Army Profession and leadership programs, initiatives, policies, and how the Army develops its leaders.
- b. Integrate information regarding character, leadership, and development of Soldiers and Army Civilians into the Army communication plan to reinforce trust with the American people.

### **2-5. Deputy Chief of Staff, G-1**

The DCS, G-1 builds and sustains personnel readiness through Army Profession and leadership policy (in coordination with the DCS, G-3/5/7 for leader development), programs, and initiatives to enable the Army to execute its mission. To accomplish this mission, the DCS, G-1 will—

- a. Assist the ASA (M&RA) in developing and promoting Army Profession and leadership policies.
- b. Serve as the Army Staff (ARSTAF) policy proponent for both Army military and civilian leadership, to include planning and supervising execution of policies prescribed in AR 600-89.
- c. Serve as ARSTAF proponent for the Army Civilian Corps Creed.
- d. Select points of contact to coordinate with and advise the DCS, G-3/5/7; CG, TRADOC; and other organizations, as appropriate, regarding Army Profession and leadership issues.
- e. Participate in or support appropriate Army Profession, leadership, and leader development conferences.
- f. Coordinate with stakeholders across the Army enterprise and prioritize Army Profession and leadership research with special emphasis on the activities of the U.S. Army Research Institute (ARI) for the Behavioral and Social Sciences. Approve Army Profession and leadership research conferences that ARI organizes and conducts with the goal of coordinating research of participating agencies and organizations and reviewing findings.
- g. Evaluate Army Profession and leadership policies and programs as they affect units and organizations in the field and advise ASA (M&RA) on recommended policy changes. Approve, schedule, and conduct Army Profession, leadership conferences, when appropriate, to integrate and synchronize Army Profession and leadership and leader development policies, issues, and programs (working with the DCS, G-3/5/7).
- h. Coordinate with the DCS, G-3/5/7 to synchronize Army Profession, leadership, and personnel management policies with leader development policies.
- i. Serve as point of contact for issues relating to Army Civilian professional development regarding the Army Profession and leadership.

j. Advise the ASA (M&RA) on Regular Army, USAR, and Army Civilian mentorship policies, and supervise the execution of programs and initiatives implementing these policies.

k. Synchronize programmatic requirements through the Planning, Programming, Budgeting, and Execution process (Director, Program Analysis and Evaluation Directorate of the Office of the DCS, G-8; Director, Army Budget Office; and DCS, G-3/5/7).

l. Support ASA (M&RA), in coordination with CG, TRADOC, on the Army's talent management assessments and processes (both military and civilian) to maximize engagement and readiness by aligning their individual capabilities with organizational demands.

m. Advise ASA (M&RA) on policy and establish guidance regarding entry of pre-course requirements linked with CLA: Athena into Army Training Requirements and Resources System; coordinate with DCS, G-3/5/7.

n. Advise the CSA on implementing CLA: Athena for the U.S. Military Academy (USMA) and the USMA Preparatory School.

o. Advise and assist ASA (M&RA) on the development of policy for self-development opportunities and developmental assignments tied to CLA: Athena.

p. Ensure the Assistant DCS, G-1 for Civilian Personnel will—

(1) Assist in developing, coordinating, and implementing programs and policies directly associated with the development of Army Civilian personnel readiness.

(2) Coordinate with the DCS, G-3/5/7 and the CG, TRADOC to synchronize Army Civilian leadership and civilian personnel management policies with Army leader development policies. Advise the DCS, G-1 on and assist the ASA (M&RA) with analyzing the effects of Army Civilian personnel management policies on Army Profession and leadership policy. Advise the ASA (M&RA) and DCS, G-3/5/7 on Army Profession and leader development policies.

(3) Advise the DCS, G-1 on and assist the ASA (M&RA) with policy issues relating to Army Civilian leadership and mentoring.

(4) Participate in Army Profession and leadership, leadership research, and leader development conferences, as appropriate.

q. Ensure the Director, Army Talent Management Task Force (ATMTF) will—

(1) Continue to execute and refine the Command Assessment Program (CAP) for lieutenant colonel and colonel centralized selection list (CSL) positions across the Army; ensuring that leaders of character, competence, and commitment are selected for commands and key positions.

(2) Continue to execute and refine the Sergeant Major Assessment Program (SMAP) to select the most qualified and capable NCOs for CSL positions across the Army.

(3) Continue to innovate and pilot talent management initiatives in accordance with the Army People Strategy, the Army Campaign Plan, and Army leader development requirements.

r. Ensure the CG, U.S. Army Human Resources Command (HRC) will—

(1) Enable professional development programs for Army personnel, including schooling and assignment procedures, with Army Profession and leadership, leader development, and management policies.

(2) Advise the DCS, G-1 on issues and policies that pertain to Army manning priorities and assignments to provide the best opportunities for leader development.

(3) Advise the DCS, G-1 of the effects of implementing personnel management policies on Army leadership policy and the DCS, G-3/5/7 on leader development policy.

(4) Provide resource support, as required, to ensure continued core civilian leadership training and leader development through institutional training.

(5) Participate in Army Profession, leadership, leadership research, and leader development conferences, as appropriate.

(6) Provide results or an executive summary of all Army Profession, leader, leadership, and leader development studies to Director, MCCoE.

s. Ensure the Director, ARI will—

(1) Formulate and conduct a Soldier-oriented behavioral and social science multi-year research and development program, consistent with the DCS, G-1 direction, to enhance the Soldier life cycle/talent management (for example selection, assignment, training, leader development) and to improve human relations.

(2) Maintain coordination with Assistant Secretary of Defense for Readiness, principal officials of the ARSTAF, commanders of Army commands (ACOMs), Directors of other Research, Analysis, Studies, and

Science and Technology organizations, and agency heads that have responsibilities related to the Army Profession, leadership, leader development, and talent management.

## **2-6. Deputy Chief of Staff, G-2**

The DCS, G-2 will coordinate with the Director of the Military Personnel Policy, Office of the DCS, G-1 and CG, TRADOC to advise the ASA (M&RA) and ASA (ALT) with regard to the development and implementation of Army security policies related to CLA: Athena and foreign disclosure within the institutional training domain.

## **2-7. Deputy Chief of Staff, G-3/5/7**

The DCS, G-3/5/7 is the ARSTAF proponent for training and leader development. The DCS, G-3/5/7 leader development mission is to develop, coordinate, and program combined arms training and leader development strategy, programs, and initiatives that will achieve CSA-directed levels of individual, leader, and unit training readiness required for the Army to meet national military strategy needs. The DCS, G-3/5/7 will—

- a. Exercise general staff responsibility for advising the ASA (M&RA) on all policies and matters relating to leader development individual and unit training.
- b. Coordinate with the Director of the Military Personnel Policy, Office of the DCS, G-1 and CG, TRADOC to ensure that Army profession, leadership and leader development policies, programs, and initiatives are synchronized, consistent and complementary, with current doctrine, concepts, and theories in accordance with AR 350-1.
- c. Coordinate Army Profession, leader development actions with appropriate ARSTAF agencies and major Army commanders.
- d. Participate in Army Profession, Army leadership and leader development research, seminars, symposia, surveys, and conferences, as appropriate.
- e. Manage and provide oversight on all current and future Army training and leader development recommended actions.
- f. Validate and advise the ASA (M&RA) on CLA: Athena resources and policies. Oversee programs for Army training, education, and leader development. Advise the ASA (M&RA) on the development and management of training policy and training procedures across the institutional domain for all cohorts to include Army Civilians.

## **2-8. Deputy Chief of Staff, G-6**

The DCS, G-6 will—

- a. Advise on cybersecurity policy and guidance for CLA: Athena and other leader assessments.
- b. Provide information technology support for CLA: Athena including cloud storage, network capacity, internet access points, access to assessment websites, and assessment surge capacity.
- c. Ensure Army leader assessment data collection and storage complies with Army data security policies and regulations.
- d. Provide cybersecurity guidance and support (cloud storage, network capacity, internet access points, web, and assessment interfaces) for CAP and SMAP and other ATMTF-led leader assessments.

## **2-9. Deputy Chief of Staff, G-8**

The DCS, G-8 will—

- a. Advise DCS, G-3/5/7 on CLA: Athena integration for all doctrine, organizations, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF-P) requirements.
- b. Publish Army program objective memorandum (POM) build guidance pertaining to Army leader assessments.
- c. Advise ASA (M&RA) with respect to budgetary support requirements for leader development assessments, talent management initiatives, support contracts, and (DOTMLPF-P) considerations.

## **2-10. Deputy Chief of Staff, G-9**

The DCS, G-9 will—

- a. Advise the CSA, ASA (M&RA), and ASA (FM&C) on quality-of-life issues as they relate to the Army Profession and leader development.

b. Oversee leadership policies and programs that support Commanders' efforts to enhance morale and esprit de corps, reduce risk, and/or increase force protection, including Soldier and Family readiness programs and morale, welfare, and recreation (MWR) programs.

c. Advise the CSA and ASA (FM&C) on leadership programs for nonappropriated fund (NAF) instrumentalities and help oversee MWR appropriated funds and NAF leadership programming and execution.

d. Incorporate CLA: Athena elements, as appropriate, into the training and development of appropriated and non-appropriated fund employees if they attend CES.

## **2-11. Chief, National Guard Bureau**

The CNGB and Director, Army National Guard, if so delegated, will—

a. Develop and promulgate ARNG policies consistent with DA policies for Army Profession, leadership training and education for the ARNG and Army National Guard of the United States Soldiers, in conjunction with the DCS, G-1; DCS, G-3/5/7; CG, TRADOC; CG, U.S. Army Forces Command (FORSCOM); and Chief, Army Reserve (CAR).

b. Ensure Soldier training and education on the Army profession and leadership in the Officer Education System (OES), Warrant Officer Education System (WOES), NCO Professional Development System (NCOPDS), and other training programs in TRADOC-accredited PME comply with DA policy.

c. Provide policy, guidance, and resources to implement career-long developmental leader assessments in the ARNG.

d. Coordinate with and advise the ASA (M&RA) on ensuring that ARNG participation in CLA: Athena is consistent with DA policy and Total Army interests.

e. Advise the CG, TRADOC and CSA on National Guard considerations to implement CLA: Athena.

f. Coordinate with ATMTF and advise the ASA (M&RA) on initiatives that will increase leadership permeability between Army components and support career flexibility for officers and NCOs.

## **2-12. Chief, Army Reserve/Commanding General U.S. Army Reserve Command**

The CAR/CG, USARC will—

a. Prescribe training requirements for the USAR consistent with Army Profession and leadership training and education policy in accordance with this regulation.

b. Advise DCS G-3/5/7 (CG, TRADOC and CSA as appropriate) on USAR CLA: Athena implementation matters. Coordinate with the Army service component commands (ASCC) on USAR leader training.

c. Update the Army Reserve Training Strategy to foster the inclusion of assessments into leader development.

d. Identify USAR institutional training needs for leader development requirements and communicate support constraints in manpower infrastructure, services, and equipment to TRADOC.

e. Provide guidance, and resources for implementing career-long developmental leader assessments into the USAR.

f. Coordinate with ATMTF and advise the ASA (M&RA) on initiatives that will increase leadership permeability between Army components and support career flexibility for officers and NCOs.

## **2-13. The Surgeon General**

TSG will—

a. Serve as the proponent for Army medical department professional development and career management.

b. Ensure that the CG, U.S. Army Medical Command will—

(1) Integrate Army Profession and leadership doctrine in all education and training programs of instruction at the U.S. Army Medical Center of Excellence (MEDCoE).

(2) Develop and manage an Army leadership assessment program at MEDCoE.

(3) Coordinate with the ATMTF to ensure appropriate U.S. Army Medical Command participation and support for CAP and SMAP.

(4) Provide behavioral health and healthcare personnel support to CAP and SMAP, as required.

c. Participate in Army Profession, leadership, and leadership research conferences, as appropriate.

d. Coordinate with Director, ARI and Director, MCCoE on leadership and cohesion aspects of medical research, particularly the prevention and treatment of combat stress and psychiatric casualties.

e. Provide results or an executive summary of all Army Profession, leader, leadership, and leader development studies to Director, MCCoE.

- f. Provide research support to the DCS, G–1, upon request.

## **2–14. The Judge Advocate General**

TJAG will—

- a. Include Army Profession and leadership and principals in Army professional legal training.
- b. Provide legal advice to the Director of Training, Office of the DCS, G–3/5/7; DCS, G–1; and CG, TRADOC, during development of training and training support products for the Army, including training programs regarding domestic and international law obligations.
- c. Provide legal advice to the Director of Training, Office of the DCS, G–3/5/7 (Training Directorate) and DCS, G–1 on data use dispositions, restrictions, and sufficient data protections.
- d. Provide legal advice to commanders and supervisors of Army organizations that collect, store, process, and access assessment data for personnel management.

## **2–15. Chief of Chaplains**

The CCH will—

- a. Provide advice and assistance to Army leaders on the religious and spiritual connections associated with the moral responsibilities of leadership, the integration of ethical reasoning within decision-making, and upholding the Army Ethic and Army Values in all aspects of life.
- b. Lead and support chaplain-led unit training to address the religious, moral, social, and ethical aspects of Soldier and Army Civilian actions in war and during peace.
- c. Integrate Army Profession leadership policy and doctrine and training in programs of instruction at the U.S. Army Chaplain Center and School.
- d. Participate in Army Profession and leadership research conferences, as appropriate.
- e. Coordinate with the ATMTF to ensure appropriate participation and support for CAP.
- f. Provide chaplain support to CAP and SMAP as required.

## **2–16. Commanding General, U.S. Army Forces Command**

The CG, FORSCOM will—

- a. Support leader and unit participation in the leader 360 (LDR360), commander 360 (CDR360), and unit 360 (U360) programs should leaders and commanders choose to participate in those programs. Such participation is not required.
- b. Exercise general staff responsibility for planning and supervising the execution of all Army Profession and leadership and professional policies and doctrine in operations, training, and matters relating to individual and collective training for FORSCOM units.
- c. Serve as the officer of collateral responsibility to TRADOC monitoring development and implementation of developmental leadership training products, materials, and tools for officer, warrant officer, NCO, and Army Civilian leadership training programs.
- d. Conduct and participate in Army Profession, leadership and leader development research and conferences.
- e. Monitor integration of lessons learned into all leader development courses.
- f. Provide guidance and support for Army Profession, leadership, leader development, and leadership research conferences.
- g. Assist in integrating Army Profession and leadership policy and doctrine into Armywide programs of instruction.
- h. Establish and maintain close coordination with Army service schools, the research community, the academic community, other services, and services of other countries to monitor and evaluate research and studies in trust, ethical conduct, and organizational climate and cohesion.
- i. Develop programs in accordance with established Army standards that will enhance the communication skills (reading, writing, and listening) of Soldiers and Army Civilians.
- j. Be responsible for strategic leader development; support strategic broadening.
- k. Support Army Profession and leader development initiatives (for example, Army Campaign Plan, Army Leader Development Strategy, and Ready and Resilient).
- l. Participate in the Army Learning Coordination Council and establish and maintain close coordination with Army service schools to address the military profession and leadership.
- m. Provide support, as needed, to ATMTF talent management initiatives, field tests, and pilot programs.

*n.* Implement talent management initiatives approved by SECARMY, the CSA, ASA (M&RA), and ATMTF.

## **2-17. Commanding General, U.S. Army Training and Doctrine Command**

The CG, TRADOC will—

*a.* Develop training doctrine and execute training policies and procedures as directed by the ASA (M&RA) and Headquarters, Department of the Army (HQDA). Develop Army Profession and leadership operational concepts, doctrine, training, and education programs in coordination with HQDA and based upon Army Profession and leadership theory and policies. Develop, validate, and maintain leader development assessments. Integrate Army Profession and leadership and leader development policy and doctrine in all education and training programs in Army schools and centers for commissioned and warrant officers, NCOs, and Army Civilians at progressive and sequential phases of career development.

*b.* Serve as the proponent for ADP 6-22 and FM 6-22.

*c.* As ArmyU chancellor, develop, validate, implement, and monitor Army Civilian leadership instruction.

*d.* Manage all Army Profession leadership and leader development education and training programs of instruction, to include development and implementation of Army Profession and leader assessment policy, in TRADOC schools and training centers.

*e.* Develop, validate, implement, and monitor developmental leader assessments and resources, materials, and tools for officer, warrant officer, NCO, and Army Civilian leadership training programs.

*f.* Conduct and disseminate Army Profession, leadership, leader development research, and participate in associated conferences.

*g.* Monitor integration of Army Profession and leader development requirements into the combat training centers, home station, and institutional training master plans.

*h.* Monitor integration of lessons learned into all leader development courses.

*i.* Monitor development and maintenance of specific proponent career maps under the TRADOC area of responsibility.

*j.* Seek ways to unify a holistic vision to maximize individual and team performance through identifying, developing, and optimally integrating human capabilities.

*k.* Support ASA (M&RA), in coordination with the DCS, G-1, on the Army's talent management assessments and processes (both military and civilian) to maximize engagement and readiness by aligning their individual capabilities with organizational demands.

*l.* Serve as the office of primary responsibility (OPR) to lead, shape, develop assessments and associated feedback reports, manage, and execute CLA: Athena for the Army across all resident OES, NCOPDS, WOES, and CES. The OPR ensures formal program evaluation is conducted periodically and the information is used to refine program quality, policies, training, implementation practices, and funding.

*m.* Advise DCS, G-2 on foreign disclosure for CLA: Athena.

*n.* Ensure all PME and CES graduates depart with a completed DA Form 7906 (Individual Development Plan (IDP)) and/or an IDP that includes, as a minimum, Army Emergency Reliefs, assessment feedback reports, self-development goals (for example, contains actions the individual will take) and leader development recommendations to inform the operational forces' leader development programs.

(1) Coordinate with CAR and CNGB to expand CLA: Athena into resident PME for ARNG and USAR.

(2) With DCS, G-1, implement CLA: Athena for Cadet Command and Basic Officer Leaders Course (BOLC)—A as directed by CSA based on DCS, G-1 recommendation.

(3) Provide requested personnel and resources to support the CAP and SMAP.

(4) Work with the ATMTF to further develop talent management initiatives, field tests, and piloted programs.

(5) Consolidate and resource distance learning requirements from ACOMs, ASCCs, and DRUs.

(6) Update ATRRS with pre-course requirements supporting CLA: Athena.

(7) In coordination with DCS, G-6, establish and maintain CLA: Athena's Army Enterprise Assessment System (AEAS) information technology backbone.

(8) Include funding allocations for CLA: Athena in POM.

(9) Provide resources to support CLA: Athena contracts.

*o.* Ensure the Deputy CG, Initial Military Training (IMT) will—

(1) Provide integrated command and control of the IMT for the Army's officer, warrant officer, and enlisted forces to meet the Army's manpower and readiness requirements and standards.

(2) Provide oversight of BOLC—A pre-commissioning task instruction for USMA, Reserve Officers' Training Corps (ROTC), Officer Candidate School (OCS), and Warrant Officer Candidate School (WOCS).

(3) Establish and provide IMT policy and execution guidance to TRADOC commanders and staff outside the IMT chain of command. Embed the Army Ethic, including Army Values, and leadership principles in all facets of IMT.

(4) Determine pre-commissioning common core Soldier and officer training requirements and standards in coordination with the CAR, CNGB, U.S. Army Cadet Command ROTC, deputy commandants, OCS, WOCS, and USMA to ensure linkage and standards with BOLC.

(5) Conduct and participate in Army Profession and leadership research and conferences.

(6) Provide results or an executive summary of all Army Profession, leader, leadership, and leader development studies to Director, MCCoE.

(7) Support the Center for IMT as the lead for common core IMT in establishing and teaching warrior tasks and battle drills. Direct research and experimentation analysis to improve performance in IMT.

p. Ensure the CG, CAC and Commandant, U.S. Army Command and General Staff College (CGSC) will—

(1) Serve as the TRADOC lead for the Army Profession and leader development, education, and doctrine, and as the proponent for officer PME and Army Civilian professional education.

(2) Provide guidance and support for Army Profession, leadership, leader development, and leadership research initiatives.

(3) Conduct instruction in the Army Profession, ethics, and leadership for the intermediate level education, Pre-Command Course, Division Commander/Assistant Division Commander Course, and other courses as directed.

(4) Coordinate closely with Army service schools, training centers, the U.S. Army War College (USAWC), Army Management Staff College, U.S. Army Warrant Officer Career College (USAWOCC), Noncommissioned Officer Leadership Center of Excellence (NCOLCOE), USAR schools, CNGB regarding ARNG State military academies, regional training institutes, and the sources of commission (USMA, ROTC, OCS, and WOCS) to achieve an integrated, progressive, and sequential Army Profession and leadership instruction program.

(5) Assist in integrating Army Profession, leadership, and leader development policy and doctrine into Armywide programs of instruction.

(6) Establish and maintain close coordination with Army service schools, the research community, the academic community, other Services, and services of other countries to monitor and evaluate research and studies in military ethics, trust, and cohesive teamwork.

(7) Develop and provide training support materials on the Army Profession, leadership, and leader assessments to all Army organizations.

(8) Develop and conduct Army Profession and leadership education and training for Army Civilians at the foundation, basic, intermediate, and advanced levels, as directed by TRADOC.

(9) Monitor the civilian sector for appropriate leadership training services, in coordination with the DCS, G-1 and DCS, G-3/5/7. Evaluate the potential value of training services and seek to incorporate them into Army Profession and leadership curricula, as appropriate.

(10) Develop and support programs in accordance with established Army standards that will enhance the communication skills (reading, writing, and listening) of leaders Armywide in coordination with the Office of the Chief of Public Affairs; CG, HRC, and Talent Management initiatives (including the West Point Writing Program at USMA).

(11) Participate in leadership, leader development, and leadership research conferences.

(12) Be responsible for managing and executing strategic professional and leader development programs for the Army's senior leaders.

(13) Establish and maintain liaison with the DCS, G-1; DCS, G-3/5/7; Director, MCCoE; Director, ARI; and other leaders, as needed, to incorporate Army Profession and leadership research findings in instructional activities at all levels of PME.

(14) Provide results or an executive summary of all Army Profession, leader, leadership, and leader development studies to Director, MCCoE.

q. Ensure the CG, Combined Arms Support Command, will—

(1) Conduct Army Profession and leadership training.



(2) Conduct and participate in Army Profession leadership, leadership research, and leader development conferences.

(3) Provide results or an executive summary of all Army leadership studies to Director, MCCoE.

r. Ensure the Director, MCCoE on behalf of the CG, CAC, is the Army lead for Army Profession and leadership and leader development research, analysis, assessment, and evaluation; Army Profession leadership and leader development doctrine; coordination, development, and management of initiatives within the Army Leader Development Program; and integrating and synchronizing PME to sustain excellence in developing trusted Army professionals who are leaders of character, competence, and commitment. The Director, MCCoE will—

(1) Directly support CG, CAC in accomplishing all tasks required in paragraph 2–17o.

(2) Coordinate with the Director of Training, Office of the DCS, G–3/5/7 and the Director of the Military Personnel Policy, Office of the DCS, G–1 to synchronize Army Profession, leadership, and leader development, programs, practices, and initiatives with Army policy, doctrine.

(3) In coordination with the DCS, G–1 and the DCS, G–3/5/7, facilitate coordination and integration of research findings, and approved concepts and doctrine in all phases of professional development for Soldiers and Army Civilians.

(4) Serve as the proponent for the Army Profession, leadership, and leader development doctrine: ADP 6–22 and FM 6–22.

(5) Establish and maintain close coordination with HQDA, Joint Staff, Office of the Secretary of Defense, other Services' representatives, Army Learning Coordination Council, Army service schools, the research community, the academic community, and services of other countries to monitor and evaluate research and studies on military professions, leadership, leader development, and leader assessment.

(6) Develop Army Profession and leadership resources for the Total Army. Review and evaluate the quality of Army Profession, leadership and leader development learning products from Army service schools and training centers. Recommend instructor certification criteria and standards.

(7) Assist the ASA (M&RA) in developing Army professional and leader development programs and assist the CG, TRADOC in the formulation and articulation of Army concepts.

(8) Conduct research, studies, and analysis to identify and assess Army leadership and leader development trends, requirements, strategies, technologies, and techniques. Conduct the Annual Study of Army Leadership to monitor trends in the quality of Army leadership and leader development and inform solutions. Disseminate results to reinforce commitment to the ideals of the Army Profession and to improve Army leadership effectiveness, readiness, and programmatic developments.

(9) Assist in the development of, validation, fielding, operation, and monitoring of leader assessment programs and/or tools that contribute to Army leader development in institutional training, operational assignments, and self-development. Maintain liaison and coordinate with Army agencies that develop, validate, or use leader assessment techniques, to include ATMTF, ARI, USAWC, NCOLCOE, U.S. Army Cadet Command, USMA, and Office of Economic and Manpower Analysis.

(10) Serve as an advisor on leader assessments for leader development and talent management.

(11) Manage and develop doctrine and supporting products for Army coaching, counseling, and mentoring.

(12) Support Army Profession and leadership initiative (for example, Army Campaign Plan, Army Leader Development Strategy, Ready and Resilient, and Talent Management).

(13) Serve as the Army proponent for the Army Profession and Ethic, including Army Values, and all related professional development.

(14) Establish and maintain a website that facilitates and promotes shared understanding of the Army Profession, leadership, leader development, and related Army policy, doctrine, education, training, and the requirements in AR 350–1 leader development and leadership training.

(15) Review and evaluate Army Profession and leadership education and training curricula in TRADOC service schools and training centers. Assist Army service schools not under TRADOC in reviewing and evaluating Army Profession and leadership curricula. Provide recommendations on requirements for Army Profession and leadership instructor certification criteria and standards.

s. Ensure the Director, NCOLCOE will—

(1) Develop and coordinate Army Profession and leadership doctrine, organization, training, materiel, leadership and education, personnel, and facilities requirements for NCOPDS; coordinate and approve related Army doctrinal qualifications.

(2) Serve as the principal advisor to the Army Leader Development Enterprise on NCO development.

- (3) Ensure the NCOPDS meets the intent of the Army Leader Development Strategy and Army Learning Strategy.
  - (4) Conduct assessments and needs analysis ensuring NCOPDS is relevant, vertically aligned, and meets the needs of current and future NCOs.
  - (5) Integrate all directed NCO leader development requirements from HQDA, TRADOC, and CAC.
  - (6) Develop future strategies and initiatives for NCOPDS; develop strategic initiatives related to NCOPDS; develop concepts, identify resource requirements, and mature initiatives.
  - (7) Serve as key integrator for policy, planning, and oversight of NCOPDS; synchronize and coordinate policy execution related to NCO development; coordinate support for NCO leader development strategic actions designed to build international partnerships.
  - (8) Assist the CG, CAC in developing, reviewing, and recommending revisions to Army doctrine regarding the role, duties, and responsibilities of the NCO. Review and operationalize Multi Domain Operations 2030 initiatives within the NCOPDS where practical and feasible.
  - (9) Conduct strategic communications programs for NCOPDS; develop and communicate NCO leader development themes and messages to the Army.
  - (10) Monitor the effectiveness of NCOPDS; develop program standards and metrics.
  - (11) Participate in Army Profession and leadership research, symposia, seminars, surveys, and conferences, as appropriate.
  - (12) Serve as the program manager for the Army Career Tracker.
- t. Ensure the Commandant, USAWOCC will—*
- (1) Serve as the lead agent in developing and educating current and future warrant officers.
  - (2) Integrate and implement Army Profession and leadership policy and doctrine.
  - (3) Conduct instruction in the Army Profession, command, leadership, and management for all USAWOCC resident students. Coordinate with CAC to integrate and link this instruction progressively and sequentially to leadership instruction in TRADOC schools.
  - (4) Ensure the Warrant Officer Army Profession and Leadership Program meets the intent of the Army Leader Development Strategy and Army Learning Concept.
  - (5) Adjudicate Warrant Officer Advanced Course common core training products developed by the proponent for officer mid-grade learning continuum.
  - (6) Serve as the appointment authority for all warrant officers (except Special Forces, 180A) appointed to the rank of warrant officer one upon successfully completing WOCS.
  - (7) Serve as principal advisor regarding BOLC task development and PME common core development for warrant officers to CACs and other education institutions.
  - (8) Serve as the candidate appellate authority for USAWOCC conducted WOCS.
  - (9) Synchronize and execute simultaneous activities in support of resident and distance learning education to include initial-entry training and senior-level PME and sequential educational integration across all cohorts.
  - (10) Coordinate and maintain relationships with the commandants of CGSC, USAWC, and sister service education institutions to broaden educational opportunities for senior-level PME students.
  - (11) Assess WOCS training programs at state-run ARNG regional training institutes to ensure compliance with established regulations and policies.
  - (12) Participate in Army Profession, Army leadership and leadership research conferences, as appropriate.
  - (13) Provide results or an executive summary of all Army Profession, leader, leadership, and leader development studies to Director, MCCoE.
- u. Ensure the Director, U.S. Army Center of Military History will—*
- (1) Produce historical publications on topics relating to Army Profession and leadership.
  - (2) Conduct historical research, prepare bibliographies, and develop and present narratives and other accounts related to the Army Profession and leadership.
  - (3) Develop and assist Army museums in designing historical exhibits on the Army Profession and leadership.

## **2–18. Commandant, U.S. Army War College**

The Commandant, USAWC will—

- a. Conduct instruction in the Army Profession, command, leadership, and management for all USAWC resident and nonresident students. Coordinate with CG, CAC and Commandant, CGSC to integrate and link this instruction progressively and sequentially to leadership instruction in TRADOC schools.
- b. Manage the Basic Strategic Art Program and the Joint Force Land Component Commander course.
- c. Design and contribute to implementation of the sequence of professional education, training, and experience that prepares Army leaders for service at the strategic level of responsibility.
- d. Establish and maintain liaison with the DCS, G-1; DCS, G-3/5/7; Director, MCCoE; Director, ARI; and other agencies, as needed, to coordinate Army Profession, leadership research and instructional activities at USAWC with TRADOC leader development programs, Army Profession, and leadership instruction in TRADOC schools, development of Army Profession and leadership guidance and doctrine, and the overall Army Profession and leadership research program.
- e. Provide research consultation and other assistance on request.
- f. Participate in Army Profession and leadership research and conferences.
- g. Provide results or an executive summary of all Army Profession and leader, leadership, and leader development studies to Director, MCCoE.
- h. Support, as required, CAP and other leader assessment programs developed and piloted by the Director, ATMTF.

## **2-19. Superintendent, U.S. Military Academy**

The Superintendent, USMA will—

- a. Conduct the BOLC-A pre-commissioning Army Profession and leader development activities for the U.S. Corps of Cadets.
- b. Ensure all cadets receive instruction grounded in empirical research that achieves the following learning outcomes: the ability to reason ethically and to apply the moral principles of the Army Ethic in decisions and actions; the ability to apply relevant frameworks, concepts, and evidence-based theory to leadership situations; the ability to apply scientific understanding of leadership to assess and influence the actions of others.
- c. Establish and maintain liaison with the DCS, G-1; DCS, G-3/5/7; CG, TRADOC; Director, MCCoE; Director, ARI; CG, U.S. Army Cadet Command; Commandant, OCS; leaders of other services and the international community to continuously enhance Army Profession and leadership education and training at USMA, with other pre-commissioning programs, and throughout PME.
- d. Provide consultation, coordination, research, and other assistance in support of Cadet Command and Officer Candidate School, regarding development of future officers as leaders of character, competence, and commitment.
- e. Participate in Army Profession and leadership research conferences and assist the Director, MCCoE in the development of Army Profession and leadership doctrine and training support materials, consistent with available resources and the Academy mission.
- f. Advise and assist CG, TRADOC, on Army Profession and leadership theory, concepts, and effective developmental strategies.
- g. Provide results or an executive summary of all USMA Army Profession, leader, leadership, and leader development studies to Director, MCCoE.
- h. Maintain and ensure the validity of all leader assessments used within USMA.
- i. Support, as required, talent management and leader assessment programs developed and piloted by the Director, ATMTF.

## **2-20. Commandant, U.S. Army Sergeants Major Academy**

The Commandant, USASMA will—

- a. Assist CG, CAC in developing, reviewing, and recommending revisions to Army doctrine regarding the role and responsibilities of the NCO and Soldier.
- b. Assist Commandant, NCOLCOE on Army Profession and leadership instruction.
- c. Assess, recommend, assist in design and development of, and execute programs for NCO leader development and education through a systematic, synchronized, and integrated plan, which provides the enlisted force with a comprehensive, single point of entry portal for engaging in PME and professional development.
- d. Conduct strategic communications programs, exercises, seminars, and other activities to support inquiries and analysis benefiting the Army Profession and leadership.

- e. Develop future strategies for NCOPDS.
- f. Provide results or an executive summary of all Army Profession, leader, leadership, and leader development studies to Director, MCCoE.
- g. Provide support to Director, ATMTF, as required, to support the further development and execution of SMAP.
- h. As required, support ATMTF enlisted leader assessments and initiatives, including, but not limited to the First Sergeant Talent Alignment Assessment, the enlisted Army Talent Alignment Process, and the Army Talent Attribute Framework.

## **2–21. Commandant, U.S. Army Warrant Officer Career College**

The Commandant, USAWOCC will—

- a. Integrate and implement Army Profession and leadership policy and doctrine.
- b. Conduct instruction in the Army Profession, command, leadership, and management for all USAWOCC resident students. Coordinate with CG, CAC to integrate and link this instruction progressively and sequentially to Army profession and leadership instruction in TRADOC schools.
- c. Participate in Army Profession, leadership, and leadership research conferences, as appropriate.
- d. Provide results or an executive summary of all Army Profession, leader, leadership, and leader development studies to Director, MCCoE.

## **2–22. Commanders, Army commands, Army service component commands, and direct reporting units**

Commanders, ACOMs, ASCCs, and DRUs will—

- a. Conduct unit-level Army Profession and leadership training for assigned Regular Army and Reserve Component forces and Army Civilians in accordance with the Army Leader Development Strategy.
- b. Supervise in-unit Army Profession and leadership training of Individual Ready Reserve and Individual Mobilization Augmentee personnel assigned or attached to Regular Army or Reserve Component units.
- c. Participate in Army Profession and leadership research, symposia, seminars, surveys, and conferences, as appropriate.
- d. Provide recommendations and feedback concerning the Army Profession and leadership issues and programs to the DCS, G–1 or MCCoE, as appropriate.
- e. Ensure compliance at all levels of leadership in accordance with introductory paragraph of responsibilities this chapter.
- f. Support leader participation in leader assessments for developmental and administrative purposes.
- g. Budget and allocate resources for the professional development (training, education, and experience) for all members of the Army Profession (Soldiers and Army Civilians).
- h. Update NCOPDS courses taught in regional NCO Academies to reflect CLAs.
- i. Ensure officers, NCOs, and Soldiers are aware of CLAs and their importance in leader development and unit readiness.
- j. Coordinate with TRADOC for additional resource requirements to deliver distance learning products, such as specialized self-development training aids.
- k. Update role of commanders, raters, senior raters, and mentors to ask about and review the DA Form 7906 and/or IDPs of recent graduates who have participated in CLA: Athena when they arrive to a unit.

## **Chapter 3 Army Leadership Overview**

### **3–1. Army Leadership within the Army Profession**

- a. Leaders who are committed to the Army Profession and the Army Ethic are better prepared to more effectively inspire other Soldiers to risk their lives for mission accomplishment (see fig 1–1). The Army Profession and Army Ethic provide Army leaders the moral purpose and justification for leading in a profession that may require its members to kill and destroy. To prepare Army leaders for their responsibilities, the Army profession develops Soldiers and Army Civilians who have a moral obligation to demonstrate character, competence, and commitment.

b. Army leadership and leader development should always connect to the ideals of the Army Profession. Army Profession policy and doctrine provide the moral justification and guidance necessary for Soldiers to risk their lives to support and defend the Constitution of the United States. Army leaders must understand why the Army fights and how the Army fights. They must continuously reinforce mutual trust within the Army Team (Soldiers, Army Civilians, Army Families), and with the American People.

c. War is a lethal clash of wills and an inherently human endeavor that requires perseverance, sacrifice, and tenacity. Leading in the Army Profession is unlike leading or following in other organizations and cannot be disconnected from the moral purpose of the Army Profession.

d. Army professionals protect the constitutional rights of every American and the basic human rights of all people. Protecting the collective rights of the American people constitutes the moral basis for the Army mission that sometimes requires taking the lives of others and risking the lives of Soldiers. Leaders are expected to explain this moral justification to prevent moral injury.

e. Leaders set the example, live by, and uphold the Army Ethic, establish a professional organizational climate, and inspire their team. Without leadership, there is no profession, only bureaucracy. Likewise, without Army profession, leadership is much less meaningful, much less purposeful, and lacks a sufficient source of inspiration for the combat mission leaders must accomplish. Army Profession and leadership are inextricably linked in purpose and in practice. The consistent demonstration of character, competence, and commitment, with shared understanding and intent, reinforces the mutual trust necessary to prevail in combat.

### **3–2. Leadership and Readiness**

a. The U.S. Army's mission is to fight and win the Nation's wars through prompt and sustained land combat, as part of the joint force. In conducting its mission, professional and diverse leaders are the Army's asymmetric advantage. This regulation focuses on leaders at all levels and in all cohorts—officers, warrant officers, noncommissioned officers (NCOs), Soldiers, and Army Civilians. These leaders enable the Army to achieve the mission.

b. The Army defines leadership as the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. The Army defines a leader as anyone who by virtue of assumed role or assigned responsibility inspires and influences people to accomplish organizational goals. Army leaders motivate people both inside and outside the chain of command seek to discover the truth, demonstrate creative and critical thinking—informed by ethical reasoning—and to make decisions that are ethical, effective, and efficient.

c. Army leaders, at all levels, understand the ethical implications of their decisions and actions and contribute their best efforts to accomplish the mission, in the right way, while taking care of the welfare of their subordinates. Leaders understand that misconduct or unethical practice must be prevented or stopped and immediately redressed. All Army leaders must motivate others to do what is right—for its own sake—and understand that decisions and actions that violate the Army Ethic and Army Values are not tolerated; any such action can compromise the mission and have consequences contrary to the national interest.

d. Leadership and leader development have a direct link to individual and unit readiness levels. Leaders of character, competence, and commitment develop the mutual trust and enable cohesive teamwork that are essential for mission command. Effective leadership can compensate for deficiencies in all warfighting functions while poor leadership can negate advantages. Leadership makes the vital difference in the staying power and effectiveness of units. Trusted leaders create and sustain professional organization climates, wherein the standard and expectation are that all live by and uphold the Army Ethic in the exercise of mission command.

e. Army leaders must maintain and set the example in all they do. This applies to day-to-day interactions at the office, in the field, on deployment, and at home, both in person and via electronic communications (such as social media and emails). Because Army units operate as part of a joint force, it is important for leaders to understand joint, interagency, intergovernmental, and multinational functions and doctrinal principles as applicable in their designated fields. Army leaders keep abreast of and remain adept in advances in their chosen career field, technology, and the standards of conduct, policy, law, rules of engagement, and treaties.

### 3-3. Core leader competencies, attributes, and counterproductive leadership

a. To develop trusted Army leaders who build cohesive teams, adapt to fit mission requirements, and win in a complex world, the SECARMY has identified and validated core leader competencies and attributes that pertain to all levels of leadership, both military and civilian. The Army leadership requirements model defines these attributes and competencies and establishes what leaders need to know and what they must do to earn and sustain the trust and confidence of their superiors, peers, and subordinates (see fig 3-1). The attributes required of leaders are character, presence, and intellect; these qualities allow Army leaders to execute the ten core leader competencies. Attributes are desired internal characteristics of a leader—they are what the SECARMY expects leaders to know and to demonstrate.

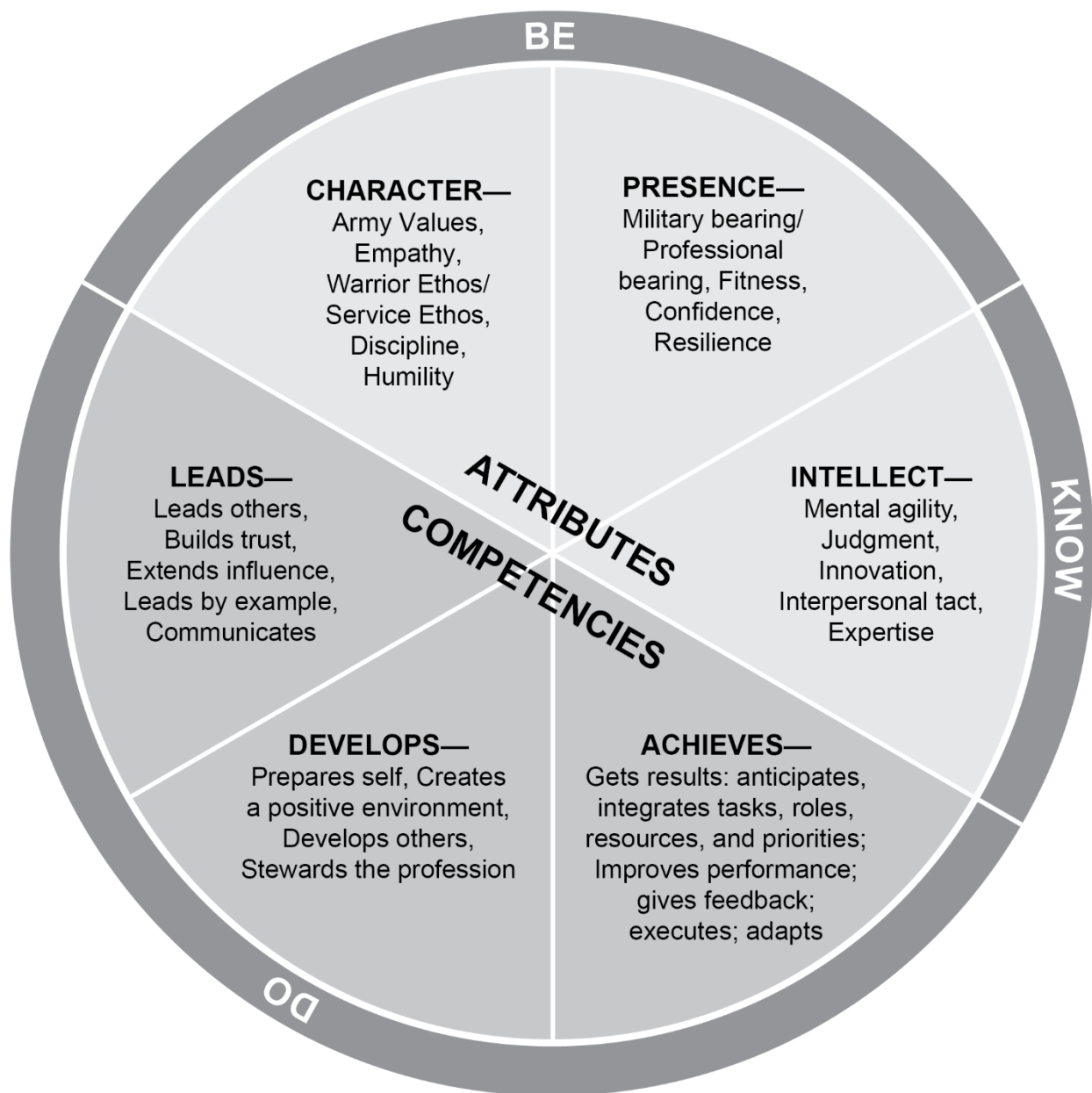


Figure 3-1. Leadership Requirements Model

b. Competencies are clusters of related skills that are vital across the Army and can be improved through training. Core leader competencies are demonstrated in decisions and actions that are ethical,

effective, and efficient. The leadership requirements model was developed and validated through organizational research identifying the leadership requirements that apply to a full range of military operations. Core leader competencies support the executive core competencies for both Soldiers and Army Civilians at all levels of responsibility.

c. All Army leaders are responsible for consistently demonstrating, including online, the following core leader competencies as described ADP 6–22.

(1) *Leads others.* Leaders motivate, inspire, and influence others to take the initiative, work toward a common purpose, accomplish tasks, and achieve organizational objectives.

(2) *Builds trust.* Leaders establish conditions of ethical and effective influence and create a professional environment.

(3) *Extends influence beyond the chain of command.* Leaders must extend their influence beyond direct lines of authority and chains of command. This influence may extend to joint, interagency, intergovernmental, multinational, and other groups, and help shape perceptions about the organization.

(4) *Leads by example.* Leaders are role models. They must maintain standards and demonstrate “what right looks like.” In living by and upholding the Army Ethic, Army leaders reinforce mutual trust and inspire others to embrace our shared identity as trusted Army professionals.

(5) *Communicates.* Leaders communicate by expressing ideas and actively listening to others. Effective leaders understand the nature and power of communication, practice effective communication techniques so they can better relate to others and translate decisions into actions. Communication is essential to all other leadership competencies.

(6) *Prepares self.* Leaders prepare to execute their leadership responsibilities fully. They are aware of their limitations and strengths and seek to leverage strengths to overcome limitations. Only through preparation for missions and other challenges, awareness of self and situations, and the practice of lifelong learning and development can individuals fulfill the responsibilities of leadership.

(7) *Creates a positive environment/fosters esprit de corps.* Leaders are responsible for establishing and maintaining professional expectations and attitudes, which create and sustain organizational climates that promote right decisions, actions, and results.

(8) *Develops others.* Leaders inspire and motivate others through coaching, counseling, and mentoring others in cohesive teams that accomplish the mission, in the right way. Leaders prepare others to be leaders.

(9) *Stewards of the Army Profession.* Leaders steward the profession by safeguarding the people and resources entrusted to their care. Effective stewardship also requires accountability and enforcement of standards.

(10) *Gets results.* Leaders provide guidance and manage resources and the work environment, thereby ensuring consistent and ethical accomplishment of the mission and performance of duty.

d. Attributes are desired internal characteristics of a leader—what the Army expects leaders to know and to do. Attributes are developed through education, training, and experience. The Army identified three key leader attribute categories—character, presence, and intellect.

(1) *Character.* Intrinsically, character is our true nature, including our identity, sense of purpose, values, virtues, morals, and conscience. Operationally, character is demonstrated in decisions and actions consistent with the Army Ethic. A leader of character seeks to discover the truth, decides what is right (ethical, effective, and efficient) and demonstrates the competence and commitment (including courage) to act accordingly. Leaders of character adhere to the Army Values; practice good discipline; and display empathy, the Warrior Ethos/Service Ethos, and humility.

(2) *Presence.* The impression Army leaders make on others contributes to success in leadership and is the sum of their outward appearance, demeanor, actions, and words (that is, military bearing). Essential components of a leader's presence include fitness, confidence, and resilience.

(3) *Intellect.* A leader's intellect is reflected in mental agility, critical thinking (with inherent ethical reasoning), adaptability, knowledge, wisdom, innovation, judgment, expertise, and interpersonal tact.

e. Counterproductive leadership. Army leaders are expected to live by and uphold the Army Ethic and demonstrate the attributes and competencies framed in the Leader Requirements Model. Counterproductive leadership is inconsistent with the model, undermines good order and discipline, compromises mutual trust, fractures cohesive teamwork, and contributes to an unprofessional organizational climate. Exhibiting counterproductive leadership may lead to investigation and, potentially, relief for cause or other punitive actions.

(1) *Impact.* Counterproductive leadership generally leaves organizations in a worse condition than when the leader arrived and has a long-term effect on morale and readiness. Counterproductive leadership decreases followers' well-being and engagement and undermines the organization's readiness and ability to accomplish the mission in the long term. It can adversely affect the unit with cascading adverse impact on, commitment, cohesion, effectiveness, readiness, and productivity. Counterproductive leadership prevents establishing a professional organizational climate and interferes with mission accomplishment, especially in complex operational settings.

(2) *Severity and frequency thresholds.* Army leaders can and will make mistakes, so distinguishing between occasional errors of judgment and counterproductive leadership is important. Counterproductive leadership includes recurrent misconduct that has a damaging effect on the organization's performance and the well-being of subordinates. Infrequent or one-time negative behaviors do not define counterproductive leadership. Often, counterproductive leadership behaviors have harmful effects on individuals or a unit when several instances occur together or happen frequently.

(3) *Categories.* Counterproductive leadership spans a range of conduct, including a lack of character, competence, or commitment. Counterproductive leadership is organized into several (non-inclusive) broad categories that may be useful for addressing the problem.

(a) Abusive behaviors—demonstrate a lack of respect for the intrinsic dignity and worth of others (see fig 1–1). Examples include being abusive, cruel, or degrading others, bullying, berating others for mistakes, creating conflict, ridiculing others, being overly authoritative or domineering, being insulting or belittling individuals, being condescending or talking down to others, or retaliating for perceived slights or disagreements.

(b) Self-serving behaviors—are inconsistent with the Army Ethic, whereby we “...put the needs of others above our own and accomplish the mission as a team.” Self-centered motivations on the part of the leader are reflected in actions that demonstrate a lack of concern for the well-being of others, a lack of empathy, taking undue credit for favorable outcomes, denying responsibility for the consequences of one's own actions, and similar narcissistic tendencies.

(c) Erratic behaviors are related to poor self-control or volatility that drive the leader to act unpredictably and in a manner that is inconsistent with the circumstances. Specific examples include, but are not limited to, volatile outbursts for minor issues, apparent indifference to serious matters, finding inappropriate humor at the expense of others or in the presence of unfortunate situations, and being withdrawn or sullen when one's participation is warranted and expected. Erratic conduct is contrary to the principle that we act with integrity, demonstrating character in all aspects of our lives.

(d) Leadership incompetence—ineffective leadership behaviors that result from a lack of experience or willful neglect. Incompetence can include failure to act or acting poorly. While incompetent leadership can arise from reasons unrelated to counterproductive leadership, it is included as a category often associated with arrogant or abusive leaders who are unaware of their shortcomings and do not seek to correct them. Conversely, some leaders lacking competence are aware of their shortcomings, which lead them to behave in counterproductive or negative ways to cover up their shortcomings or mistakes. Specific examples include, but are not limited to, unengaged leadership, being passive or reactionary, neglecting leadership responsibilities, displaying poor judgment, poorly motivating others, withholding encouragement, failing to clearly communicate expectations, or refusing to listen to subordinates.

(e) Corrupt behaviors—behaviors that violate explicit Army standards, regulations, or policies. Violations may range from behaviors subject to administrative discipline to criminal actions subject to discharge or incarceration. Specific examples include, but are not limited to, dishonesty, misusing government resources or time, creating a hostile work environment, Military Employment Opportunity/Equal Employment Opportunity/Sexual harassment/assault response and prevention violations, or violating the Uniform Code of Military Justice, this regulation, or Section 7233 (Requirement of Exemplary Conduct), Title 10, United States Code (10 USC).

f. Mitigation and responsibilities. Army leaders are committed to promoting positive and inclusive work environments and preventing counterproductive leadership. All leaders are susceptible to counterproductive behaviors, so they must monitor their personal behavior. Commanders and leaders are responsible for monitoring and taking action to eliminate counterproductive leadership (see AR 600–20 and 10 USC 7233). All Army members who witness these behaviors have a responsibility to prevent, intervene, counter, or mitigate them. Soldiers and Army Civilians must be willing to confront and address these behaviors in their units and should leverage their chains of command to assist and involve relevant installation resources where and when necessary.



### 3–4. Climate

a. Climate refers to how Soldiers and Civilians think and feel about their organization on a day-to-day basis. Climate is based on the shared perceptions and attitudes across an organization, with its current state demonstrated in the behaviors and performance of its members and units. Climate is related to day-to-day functioning and can be changed in the near term, while culture represents long lasting, deeply embedded beliefs and customs that are difficult to immediately change. See ADP 6–22 for information on climate and culture.

b. A unit's climate affects mutual trust, cohesion, and commitment to the mission. A professional climate contributes to combat readiness and sets the tone for social and duty relationships and responsibilities within the organization. Failing to appropriately address negative issues or a willingness to tolerate discrimination, harassment, acts of misconduct or mistreatment, or unethical conduct erodes unit cohesion and breaks the trust subordinates have for their leaders. An unprofessional organizational climate can negatively affect individual and unit-level outcomes, such as trust, discipline, cohesion, morale, performance, and readiness.

c. Leaders both directly and indirectly influence the climate of their organization. The leader's example signals to every member of the organization what is expected and what will not be tolerated. Leaders are the ethical standard-bearers for their organizations, responsible for establishing and maintaining a professional climate wherein all are expected to live by and uphold the Army Ethic. Organizational leaders build and sustain professional climates by practicing the leadership competencies and demonstrating character, presence, and intellect. Leaders create the conditions for mutual trust and cohesive teamwork, encourage disciplined initiative, and demonstrate care for their people. Trusted leaders enable mission command.

d. A professional organizational climate exists where all members are treated with respect and all live by and uphold the Army Ethic. A professional climate fosters unit cohesion and trust in accordance with the Army Ethic. Soldiers and Army Civilians who are committed to pursue excellence in performance of duty set the right example. Professional organizational climates are strengthened by:

(1) *Leadership*. Military and Civilian members engage in tasks, volunteer for challenging assignments, perform at a high level, view each other as role models, and take prudent risks. Leaders provide guidance and prioritize workloads, provide necessary resources (within their control), take action to remove obstacles, address negative or harmful behaviors, and always exemplify the Army Values in their decisions and actions.

(2) *Communication*. Military and Civilian members raise issues with leaders (without fear of reprisal), provide reasonable solutions to problems, offer alternative perspectives to leaders, communicate openly, resolve conflict consistent with Army Values, and exercise disciplined initiative consistent with commander's intent. Leaders provide clear messaging of objectives, expectations, and commander's intent; listen to members; and encourage honest and candid communications.

(3) *Respect*. Military and Civilian members recognize that in all circumstances all people are of intrinsic dignity and worth (see fig 1–1). Disrespectful conduct includes hazing or bullying, sexual harassment or assault, discrimination or bias, and inappropriate favoritism or fraternization. Leaders and all members of the organization must not tolerate disrespectful conduct of any kind.

(4) *Cohesion*. Military and Civilian members exhibit a willingness to work together, overcome challenges collectively, share best practices and lessons learned with one another, work diligently to build trust among the team, look out for teammates, act inclusively, and exhibit pride in the unit. Leaders foster an environment that encourages teamwork, builds teams, values cooperation, promotes inclusiveness, and embraces loyalty (*esprit de corps*).

(5) *Development*. Military and Civilian members regularly participate in formal and informal developmental activities, treat mistakes as learning opportunities, embrace challenging assignments, discuss career development goals with their leaders, and receive the proper training. Leaders provide members with a learning environment, feedback, and opportunities to develop skills, both professionally and personally.

(6) *Adaptability*. Military and Civilian members offer inventive solutions, provide diverse ideas, solve problems, remain flexible, and view challenges as opportunities. Leaders foster innovation and adaptability by valuing new ideas, encouraging creative solutions, and recognizing members for being innovative.

(7) *Empowerment*. Military and Civilian members are trusted to perform their duties to the best of their ability, to exercise disciplined initiative within commander's intent and bounded by the Army Ethic.

(8) *Recognition*. Military and Civilian members are motivated to perform, are recognized for doing the right thing or going beyond, understand performance expectations, and demonstrate healthy competition.

Leaders show members their contributions are valued and recognize them for accomplishing tasks, doing the right thing, and exceeding expectations.

(9) *Discipline*. Military and Civilian members hold each other accountable, enforce standards consistently, live by and uphold the Army Ethic, in all aspects of life. Discipline in the practice of our profession is reflected in adherence to policy, application of doctrine, and implementation of standard operating procedures. The disciplined performance of our duty mitigates risk to the mission and enables teamwork when direct communication is compromised.

(10) *Fairness*. Military and Civilian members are satisfied with their job, report perceptions of equal opportunity, receive assignments based on performance and ability, clearly understand expectations, and apply policy consistently to all other members. Leaders provide members work assignments, opportunities, and advancement based on performance and abilities, not unrelated factors.

e. All commanders and those in authority have the requirement to routinely assess the state of their organization's climate and make appropriate adjustments (see AR 600–20). Leaders must understand that events both internal and external to the organization (such as leadership behavior, leadership and personnel transitions, personality networks within the unit, local events, geo-political events, and resource constraints) affect climate. Creating a positive climate requires leaders to regularly assess their organization, observe and listen to feedback from members, develop and implement plans for improvement, allow time for changes to take effect, communicate efforts and progress to members, and adjust course as needed. Leaders are encouraged to use the factors described above to objectively assess the holistic health of their organization's climate and decide where to focus and prioritize improvement efforts.

f. All commanders, leaders, and those in authority are required to create a professional and positive organizational climate. All members of the organization are responsible for contributing to a positive climate. Within their organization, commanders and those in authority are responsible for holding leaders at all levels appropriately accountable for fostering a positive and inclusive climate and taking prompt action to address any issues that compromise it. In accordance with 10 USC 7233, all commanding officers and others in authority are required to—

- (1) Show in themselves a good example of virtue, honor, patriotism, and subordination.
- (2) Be vigilant in inspecting the conduct of all persons placed under their command.
- (3) Guard against and suppress all dissolute and immoral practices, and to correct, according to the laws and regulations of the Army, all persons guilty of them.
- (4) Take all necessary and proper measures, under the laws, regulations, policies, and customs of the Army, to promote and safeguard the morale, the physical well-being, and the general welfare of the officers and enlisted persons under their command or charge.

### **3–5. Army leader development**

a. The Army's process for developing leaders identifies important methods for developing Army leaders (see AR 350–1). It requires lifelong learning and identifies three developmental domains that shape critical learning experiences: operational, institutional, and self-development. The development of trained and ready units led by competent and confident Army leaders occurs through a continuous cycle of education, assessment, and feedback. Each domain requires specific measurable actions and uses assessment and feedback from various sources to maximize mission readiness. The three domains of Army leader development are dynamic and interconnected. Individuals gain knowledge and skills during institutional education and training and practice them during operational assignments. Self-development enhances, sustains, and expands the knowledge, skills, and abilities gained from assignments and institutional learning.

(1) *Institutional training and education*. The Army's school system provides the education (how to think) and training (how to do) needed to perform duty position requirements. The Army's progressive, sequential, and parallel education systems arm future Army leaders with the knowledge base needed to succeed. Soldiers and Army Civilians attend institutional training and education courses following appropriate career development models.

(2) *Operational assignments*. Operational assignments translate theory into practice by placing Army leaders in positions to apply the knowledge and skills they acquired during institutional training and education. Repetitive performance of duty position requirements coupled with self-awareness, assessment, and feedback refines skills, broadens knowledge, and shapes attitudes and subsequent behavior. Most professional development occurs while in operational assignments, learning from role models, and experience because of performing assigned duties.

(3) *Self-development.* Self-development is continuous process of planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness. Self-development initiatives focus on maximizing leader strengths, reducing weaknesses, and achieving individual leader development goals to promote readiness for future positions of greater authority and responsibility. Civilian education is another aspect of self-development that prepares leaders for responsibilities and enhances their ability to make decisions in future conditions of uncertainties.

b. All leaders have a responsibility to develop Soldiers and Army Civilians of lower rank, both within their chain of command and near them. In addition to institutional training and education, Army leaders can facilitate development through the knowledge and feedback they provide through counseling, coaching, and mentoring and support the development of others around them. As future battlefields evolve into increasingly dynamic and fluid environments, the Army needs systems that facilitate accelerated leader development. Counseling, coaching, and mentoring are development multipliers that can enhance and influence maturity, shared identity, self-awareness, adaptability, and conceptual and team-building skills in all leaders.

(1) *Counseling.* Counseling is a standardized process used to provide feedback to a subordinate. Counseling focuses on the subordinate by producing a plan outlining actions the subordinate can take to achieve individual and organizational goals. It is central to Army leader development and should be part of a comprehensive program for developing subordinates. A consistent counseling program includes all subordinates, regardless of potential. AR 623–3 contains Army performance counseling requirements for Soldiers. Army Civilians' performance requirements are established under the applicable performance management program.

(2) *Coaching.* In the military, coaching occurs both formally and informally when an Army leader or certified Army coach guides another person's goal setting or development in new or existing skills. Unlike mentoring or counseling where the mentor/counselor generally has more experience than the supported person, coaching relies primarily on a co-created plan and guided self-reflection to enhance the leader's capabilities. A coach helps the leader to understand and appreciate their current level of performance, their potential, and evokes self-awareness enabling the leader to reach a higher level of performance. The Army may provide coaches to leaders who request to be coached by a certified Army coach. A certified Army coach is proficient in coaching competencies and enables increased leader self-awareness and improved performance, personnel development skill identifier.

(3) *Mentoring.* Mentoring is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience characterized by mutual trust and respect. Mentoring extends beyond the scope of chain of command relationship and occurs when a mentor provides the mentee advice and counsel. Effective mentoring will positively affect personal and professional development. Assessment, feedback, and guidance are critical within the mentoring relationship and must be valued by the mentee for growth and development to occur.

### **3–6. Leader assessment and feedback**

a. Individuals differ in their abilities and assessing their knowledge, skills, attitudes, traits, or potential is useful for individual development and personnel/talent management. Assessments can be used to provide insight or feedback, to individuals, units, or the Army on leader's capabilities, personality, skills, strengths, and weaknesses. Accepting and acting on feedback from assessments requires a growth mindset to continually develop. It also reinforces the Army's readiness by supporting a culture of life-long assessment and development.

b. Assessments are conducted for two main purposes, each with different conditions concerning their administration, use, validation requirements, and access to results:

(1) *Leader development.* Assessments provide the individual feedback and insight to help drive their growth, better leverage strengths, and address gaps or developmental needs. Assessment feedback can help enhance performance for current positions or help develop personnel for future positions of greater authority and responsibility. Individual results from developmental assessments are confidential and owned by the leader. Individuals can share their results with others of their choosing. Superiors or authorities may not request results from the individual, any program personnel, or database administrators. The Army may require completing developmental assessments, but the individual retains ownership of their data and results. Individual data from these assessments cannot be used by the Army for talent

management or administrative purposes without the individual's consent. Aggregated, de-identified results across individuals may be used to inform Army instruction or other programs when specified.

(2) *Talent management.* Assessments affect decisions about selection, promotion, placement, or assignment. When valid assessments are used appropriately, they can increase the accuracy of personnel decisions. The Army owns the results of these assessments, and the individual may or may not have access to them. Assessments used for talent management purposes must satisfy higher legal and professional standards with respect to validity (construct, content, and criterion), fairness, and reliability compared to developmental assessments (see 29 Code of Federal Regulations (CFR) 1607).

c. Assessment types can take many forms and provide insight on a diverse range of factors, including academic grades from Army courses, practical exercise results, self-reflection on duty performance, developmental counseling, official performance appraisals, multisource assessments, tests, or dispositional inventories. Some of the more common Army assessments are described below.

(1) *Multisource leadership assessments.* As leadership is an activity that involves influencing others, some of the best feedback comes from those who have routine opportunities to observe them in action. Multisource assessment allows subordinates, peers, and superiors to assess a leader using a standard set of criteria. The assessed leader also completes a self-assessment and all results are compiled into feedback. Multisource assessments can involve additional sources other than subordinates, peers, and superiors, such as trainers and personal acquaintances of the leader, or could involve fewer sources, such as peers and self only. This feedback from others helps leaders become more self-aware and guides their preparation for future responsibilities. They can also help inform talent management efforts to gain a more holistic understanding of the leader. Many Army-owned multisource assessments are centrally operated on the AEAS, a platform to facilitate collecting assessment information, secure data, compile results, and produce reports.

(a) *Leader development Army multisource assessments.* The Army has a variety of multisource assessments for different populations of leaders. The LDR360 and CDR360 provide multisource assessments of leaders measuring Army leadership competencies and attributes. The individual leader owns the results of these assessments and controls access to their report. The Army also leverages a combined unit-level event, the U360, where LDR360 reports go to individual leaders and a unit roll-up report (URR) is provided to the unit leader. The URR includes aggregate combined data across all unit leaders at echelon with individual identifying information removed. URRs identify unit-level strengths and identify areas for growth to inform unit training or professional development sessions. Unit leaders control access to their URR and are encouraged to share results with higher echelons as part of leader-to-leader dialogues on development efforts. Leaders have access to their past multisource assessments for future reference and comparison to assessments over time.

(b) *Talent management Army multisource assessments.* The Army uses several multisource assessments to inform selection programs. These include the Army Commander Evaluation Tool, Army Leader Assessment Tool, and the Enlisted Leader Assessment Tool, which provide 270-degree assessments of leaders measuring Army leadership competencies and attributes. The Army uses the results of these assessments, as a part of a larger talent management assessment program, to select individuals for key billets and commands (such as, battalion command, brigade command). CAP and SMAP, in part, rely on multisource feedback on candidates to inform CSL and key billet selection. The use of these assessments is limited to their prescribed program and cannot be used for other selection or evaluation purposes nor be provided to the individual's chain of command. The Army owns the results although some limited feedback may be provided to the individual.

(2) *Cognitive tests or batteries.* Assessments designed to measure abilities related to thinking (such as reasoning, perception, memory, critical thinking, verbal ability, quantitative ability, and problem solving). These assessments typically include right and wrong answers, as such, they must be administered in a consistent and fair manner to ensure the environment does not negatively affect performance. These assessments require greater instrument security to ensure the integrity of results and prevent unauthorized leakage, exposure, or theft.

(3) *Personality or dispositional inventories.* Assessments designed to measure an individual's temperament, traits, motivations, and dispositions. Such assessments typically include self-report responses to a range of constructs or statements.

(4) *Interviews.* A common method designed to gain insight into an individual's background, skills, or professed expertise. Structured interviews that use consistent questions and a standardized scoring method provide the greatest accuracy, reliability, and fairness across individuals.

(5) *Simulations or exercises.* An assessment that requires the individual to engage in a simulated task or activity to gain insight on their performance in action. Simulations are most valid when they accurately reflect broad aspects of a role or operational situation. Trained observers or behavioral scientists should assess performance in simulations.

(6) *Written communication assessments.* The written communication assessment is critical to ensure leaders can concisely and effectively communicate intent, orders, guidance, and feedback. Written exercises assess, for all CAP populations, the ability to formulate a response to a specific writing task, to support and structure the response effectively, and to communicate the meaning to others. For Battle Command Assessment Program, including all O–5/General Schedule (GS)–14 special populations, the assessment also measures the ability to craft an argument. For Colonels Command Assessment Program, including all O–6/GS–15 special populations, the assessment measures the ability to craft an argument and the capacity for strategic thinking.

d. *Assessment usage and implementation.* Issues to consider and document when developing or using assessments are complex and are required to meet a specific set of standards based on their intended purpose. This ensures that the results from developmental, talent management, or administrative assessments are accurate, and information is safeguarded. When used, leader assessments should maintain formal documentation that set the conditions for each program. Behavioral scientists or measurement specialists should be involved in developing, modifying, and selecting valid, reliable, fair, and effective assessments. The suggested minimal set of conditions to be established prior to implementing or administering assessment programs follow.

(1) *Transparency of purpose and program parameters.* Assessed leaders and participating assessors (for multisource assessments) should be informed of the purposes, conditions, and protections for their information. Collecting data should be an explicit agreement established between the provider, the individual, and the organization administering the assessment. The use of data is restricted to the informed purposes. Use outside these purposes requires additional consent from program participants (assessed leaders and participating assessors). Complete documentation on other assessment program policies (such as, administration conditions, owning organization, confidentiality protections, results usage, and access) should be clear, accurate, and available to participating individuals.

(2) *Control and access information.* Each assessment process should have a designated individual that controls the assessment process and the data that is collected. Commanders and supervisors of owning organizations are responsible for ensuring assessment data are collected, stored, processed, and accessed in accordance with DoDI 8910.01 and relevant law and policy (see 5 USC 522A and AR 25–98). When aggregated across a group or population, assessments provide a rich source of insights into trends, gaps, or strengths. This information can inform Army research, programs, or curriculum. Participating individuals should be informed how aggregated data may be used at the outset of the assessment process. Access to aggregated assessments results should be controlled and clearly delineated in program rules.

(3) *Assessment group.* The conditions or criteria of those eligible or required to be assessed (the assessed leader) and for multisource assessments by whom (the assessors) should be made explicit. In multisource assessments, individuals selected to provide feedback on others (assessors) are encouraged to provide timely and accurate assessments when contacted to do so. Without information provided by assessors, insufficient data exists to provide useful and relatively anonymous information to the leader.

(4) *Demonstrated assessment quality.* Assessments are standard measures designed to conform to industry and legal standards of personal assessment for reliability, validity, fairness, and accuracy. Assessments should use approved Army requirements when available, such as ADP 6–22 for attributes and competencies, resilience traits, or mission command principles. Observable behaviors are among the best practices to use for multisource assessment items. Results should not be used to make personnel, assignment, or selection decisions unless sufficient validity evidence has been established and a legal review conducted. The owning organization is responsible for ensuring assessments meet applicable regulatory, legal, and statutory requirements.

(5) *Candor.* All assessments require candid and forthright responses by those asked to participate. This includes both individuals completing assessments on their own capabilities, as well as individuals assessing others on multisource assessments. To ensure accurate assessments, participants for developmental assessments should be assured of the confidentiality of their responses. Similarly for multisource assessments, individual assessor responses should be aggregated and kept confidential

regardless of developmental or talent management purpose. Without accurate responses, the compiled information will bias future assessment data and lead to incorrect conclusions.

(6) *Safeguards.* Commanders and supervisors of organizations conducting assessments are responsible for ensuring the security of assessment data. Assessed leaders should be confident that the assessment is used in the manner intended and protected from unauthorized release with both system security precautions, as well as business operating rules, such as requiring nondisclosure agreements from program administrators. Feedback reports on assessed individuals must be actively controlled to prevent unauthorized release of information. Reports for developmental assessments should be available only to the individual leader or unit leader.

(7) *Duration.* With developmental assessments, feedback reports should remain accessible to the leader for a period to be established by the organization prior to collection. Leaders should be allowed to access developmental feedback from prior years and compare across assessments so they can gauge their changes and increase self-awareness. For talent management assessments, results should be retained only for the originally specified period to account for individual growth or change.

(8) *Maintenance.* The quality and functioning of the assessment instruments should be continuously examined, monitored, and revised to ensure their validity, reliability, and fairness. This includes in-depth psychometric analyses, as well as program evaluation efforts to ensure their utility to end users (both individual and organizational).

### **3–7. Individual development plan**

a. The development of a culture of lifelong learning coupled with professional and personal goal setting is mutually beneficial to the Army and its personnel. A DA Form 7906 and/or an IDP assists individuals in documenting their IDP. First-line leaders should, but are not required to, regularly provide feedback on performance, and assist individuals in establishing and refining a DA Form 7906 and/or an IDP to guide performance improvement. A DA Form 7906 and/or an IDP enables direct line supervisors to enhance their ability to mentor and facilitate the development process.

b. Individual checklist for preparing a DA Form 7906 and/or an IDP.

(1) Identify personal goals.

(a) Identify assignments or job duties you would like to complete this year.

(b) List future activities that you would like to accomplish.

(2) Identify organizational goal(s).

(a) Identify organizational core competencies.

(b) Identify career field core competencies and career ladders.

(c) List long-range training opportunities that provide rotational assignments or developmental assignments outside your chosen career.

(3) Identify objectives.

(a) List specific job activities you enjoyed in the past year.

(b) List specific job activities you did not enjoy in the past year.

(c) Identify elements of your job where you excel.

(4) Identify developmental activities.

(a) Identify and prioritize the knowledge, skills, and abilities you do not have or those you need.

(b) Identify short-term development activities that will help you acquire needed knowledge, skills, and abilities.

(c) List the knowledge, skills, and abilities needed to improve your performance.

c. Supervisor/first-line leader checklist for reviewing IDPs.

(1) Review the IDP.

(a) Are employee goals realistic based on your assessment of their capabilities and past performance?

(b) Are employee goals consistent with unit needs, core competencies, and organizational goals?

(c) Has the employee considered a full range of potential developmental activities, including self-study, on-the-job training, seminars, workshops, professional society meetings and conferences, details, and special assignments?

(d) Is the level of proposed developmental activities reasonable given the anticipated workload?

(2) Analyze organizational needs.

### **3–8. Army Civilian certification**

a. Army Civilians are selected and hired for specific positions based upon documented talents and potential exhibited during the selection process. Most Army Civilians are initially employed on a 1-year probationary basis. The probationary period allows the Army to introduce cultural expectations for ethical conduct and standards of performance to the newly hired Army Civilian, while simultaneously providing an opportunity to evaluate an individual's conduct and duty performance to determine if an appointment to the civil service should become final (in accordance with 5 CFR 315.801 and 5 CFR 315.802). The probationary period allows for the supervisor and senior rater to assess and recognize the Army Civilian as evidenced by:

(1) Successfully accomplishing performance elements and standards identified within the applicable performance management and appraisal programs.

(2) Development of an IDP with the assistance of their supervisor.

(3) Completing CES requirements (for example, Foundation Course).

(4) Completing a supervisor development course, if required.

(5) Participating in career program specific training and education requirements, if applicable.

(6) Completing Army required training.

b. Individuals will continue to develop and achieve professional certification criteria through Army talent management initiatives, human resources career management, and training programs. Some career fields have extensive legal and administrative standards for professional certification (for example, members of the Army Acquisition Workforce, lawyers, firefighters, nurses). Certification may also be beneficial in meeting professional credentialing requirements of private organizations and non-Government professional associations for both promotion purposes and transitioning into civilian life after concluding active service.

## **Appendix A**

### **References**

#### **Section I**

##### **Required Publications**

Unless otherwise indicated, all Army publications are available on the Army Publishing Directorate website at <https://armypubs.army.mil/>.

##### **AR 350–1**

Army Training and Leader Development (Cited in para 2–7*b*.)

##### **AR 600–89**

General Douglas MacArthur Leadership Award Program (Cited in para 2–5*b*.)

##### **Army Leader Development Strategy**

Army Leader Development Strategy (Cited in para 2–16*k*.) (Available at <https://capl.army.mil/doc-trine.php>.)

##### **10 USC 7233**

Requirement of exemplary conduct (Cited in para 3–3*e*.) (Available at <https://uscode.house.gov/>.)

#### **Section II**

##### **Prescribed Forms**

This section contains no entries.



## **Appendix B**

### **Internal Control Evaluation**

#### **B–1. Function**

The functions covered by this evaluation are to set policies and responsibilities for all aspects of Army leadership policy, doctrine, training, and research.

#### **B–2. Purpose**

The purpose of this evaluation is to assist assessable unit managers, internal control administrators, and test control officers in evaluating the key internal controls listed. It is intended as a guide and does not cover all controls.

#### **B–3. Instructions**

Answers must be based on the actual testing of key internal controls (for example, document analysis, direct observation, sampling, simulation, or other). Answers that indicate deficiencies must be explained and the corrective action identified in supporting documentation. These internal controls must be evaluated at least once every 5 years. Certification that the evaluation has been conducted must be accomplished on DA Form 11–2 (Internal Control Evaluation Certification).

#### **B–4. Test questions**

- a. Are Army leaders exemplifying the Army's core leader competencies?
- b. Are organizations displaying positive climates that support Army readiness and protect against harmful behaviors?
- c. Are leaders who display counterproductive leadership identified and either developed to cease those behaviors or removed from the Army?
- d. Are all organizations executing their responsibilities regarding leadership and leader development?
- e. Are leader assessments validated, maintained, and used in an effective and appropriate manner?

#### **B–5. Supersession**

This evaluation replaces the evaluation previously published in AR 600–100, dated 5 April 2017.

#### **B–6. Comments**

Help make this a better tool for evaluating internal controls. Submit comments to Assistant Secretary of the Army (Manpower and Reserve Affairs) (SAMR–ZA/Military Policy), 111 Army Pentagon, Washington DC 20310–0111 and [usarmy.pentagon.hqda-as-a-mra.list.samr-mp-zax1@army.mil](mailto:usarmy.pentagon.hqda-as-a-mra.list.samr-mp-zax1@army.mil).

## **Glossary of Terms**

### **Career Long Assessment: Athena**

An Armywide leader development program consisting of a progressive series of facilitated developmental assessments administered during resident PME and CES.

### **Climate**

The shared perceptions and attitudes members have about their organization, shaped by organizational leaders and its members, which affect mutual trust, cohesion, and commitment to the mission. Climate is generally short-term, depending on a network of personalities within the organization.

### **Counterproductive leadership**

The demonstration of leader behaviors that violate one or more of the Army's core leader competencies or Army Values, preventing a climate conducive to mission accomplishment.

### **Culture**

The set of long-held values, beliefs, expectations, and practices shared by a group that signifies what is important, influences how an organization operates, and characterizes the larger institution over time. Culture is longer lasting, evolves slowly, and is shaped by strategic leaders.

### **Inclusion**

The process of valuing and integrating everyone's perspectives, ideas, and contributions into the way an organization functions and makes decisions; enabling workforce members to achieve their full potential in focused pursuit of organizational objectives.

### **Leader assessment**

Structured inventories, tests, or measures that provide information about a leader's knowledge, skills, attitudes, traits, or potential.

### **Leader development**

Leader development is the deliberate, continuous, and progressive process - founded in the Army Ethic—that develops Soldiers and Army Civilians into competent, committed professional leaders of character. Leaders are developed through the career-long synthesis of the training, education, and experiences acquired through opportunities in the institutional, operational, and self-development domains. Leader development is inclusive of all cohorts and components, beginning prior to accession and continuing until the leader leaves service (see AR 350–1).

### **Leadership**

The activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.

### **Mentorship**

A voluntary and developmental relationship that exists between a person with greater experience and a person with less experience, characterized by mutual trust and respect.

### **Multisource leadership assessment**

A structured process to assess an individual's effectiveness as a leader from multiple perspectives, that assesses observable behaviors aligned with Army leadership requirements.

### **Self-development**

A planned, continuous, lifelong process individual leaders use to enhance their competencies and potential for progressively more complex and higher-level assignments (see AR 350–1).

### **Service Ethos**

The internal shared attitudes and beliefs that embody the spirit of the Warrior Ethos for DA Civilians.

### **Warrior Ethos**

The Warrior Ethos describes the frame of mind of the professional Soldier and proclaims a Soldier's selfless commitment to the Nation, mission, unit, and fellow Soldiers.

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