Training

Training and Leader Development

Headquarters
United States Army Recruiting Command
Fort Knox, Kentucky
4 Sept 2018

UNCLASSIFIED
SUMMARY of CHANGE

USAREC Reg 350-1
Training and Leader Development.
This is a major revision, dated 4 Sept. 2018.

- Changes G3/5 to G3 throughout the regulation.
- Changed Recruiting and Retention School (RRS) to Recruiting and Retention College (RRC).
- Removes CSAT Requirements from the entire regulation.
- Adds USAREC TC 5-03.4, Training and Leader Development to Required Publications.
- Removes STP 12-79R35 SM TG from Required Publications.
- Removes STP 79R OCFS from Required Publications.
- Adds FM 7.0 *Train to Win In A Complex World* to Required Publications.
- Adds responsibilities for the Commandant, Recruiting and Retention College; Para 2-5.
- Clarifies responsibilities to the Chief, G3 Training Division; Para 2-4.
- Adds responsibilities to the Brigade Commander for Brigade Mobile Training Team; Para 2-7.
- Adds responsibilities to the Battalion Commander for the Deployment of Master Trainers; Para 2-8.
- Adds staff evaluations and Fusion Cell to the Executive Officers responsibilities; Para 2-11.
- Adds SMDR, ATTRS, ALMS, and QSM responsibilities to the USAREC Master Trainers; Para 2-14a.
- Adds Mobile Training Team and clarifies school actions responsibilities to the Brigade Senior Master Trainers; Para 2-14b.
- Adds CSTAR and Master Trainer deployment responsibilities to the Battalion Senior Master Trainer; Para 2-14c.
- Clarifies responsibilities for the Operations SGM; Para 2-13.
- Updates the brigade and battalion Senior Master Trainer (SMT) and Master Trainer (MT) responsibilities; Para 2-14b-c.
- Adds CSTAR responsibilities to the Company Commander; Para 2-1
- Adds CSTAR responsibilities to the Station commander; Para 2-17.
- Removes the Recruiting Command Sergeant Major Course from Table 3-1, Institutional Training; Table 3-1.
- Clarifies Resident course Deferments and Cancellations; Para 3-5.
o Adds the Leader Staff Orientation and DCG Semi-annual Battalion Commander Training in support of RPCC; Para 3-12.

o Reduces Organizational Mandatory Training requirements; Para 4-2 and Table 4-1.

o Modifies Organizational Courses and Programs; Table 4-2.

o Adds Recruiting Battalion Staff Development/Fusion Cell training to the Executive Officer Course description; Para 4-6.

o Adds the CSM/SGM Course; Para 4-9.

o Modifies Short-Range planning and incorporates the CSTAR; Para B-

o Modifies Near-Term planning; Para B-3.

o Adds Skill Level 6, SSD 6

o Adds SSD 6 to the NCO Leader Development Program; Figure F-1.

o Changes the Advanced Training Program tasks from 6 to 15 and adds Health Care, SORB, and Chaplain Recruiter Tasks; Para F-4.

o Changes the task requirements, leader responsibilities, and provides the Brigade Commander with training flexibility for completion of the Assistant Station Commander Program; Para F-6.

o Changes the Company Commander Leader Development tasks to match the CTSSB; Table G-1.

o Clarifies the master trainers responsibility to request the Gunner’s certificate from the USAREC DCG; Para G- 3f(4).

o Changes the certification program from annually to once per assignment to a position within the battalion; Para J2- 5.

o Changes the task requirement for the Station commander, First Sergeant, Guidance Counselor/Operations NCO, and Master Trainer Certification Programs to match the CTSSB Results; Appendix J, Para J2-J5.

o Removes the METL Tasks Diagram and refers leaders to the G3 Training SharePoint; Appendix N.

o Adds Appendix P, Company/Station Training Assessment Review; Appendix P.

o Adds AAR- Right Seat and Left Seat Ride Procedures – USAREC Form 350-1.8; Para L-1b(2)f.

o Adds Assistant Station Commander Program (ASCP) Eligibility Checklist – USAREC Form 350-1.9; Para F-6.

o Adds Phase I (Distant Learning Modules) of the Station commander Course (SCC) requires an Exception to Policy (ETP) if completion date extends more than one year prior to Phase II Resident attendance. Will not be waived beyond 18 months.
Training and Leader Development

For the Commander:
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History. This publishes a revised USAREC Reg 350-1, which is effective 4 September 2018.

Summary. Prescribes and consolidates policy and guidance for U.S. Army Recruiting Command training and leader development.

Applicability. To all military and civilian personnel assigned, attached, detailed, or on temporary duty with the U.S. Army Recruiting Command

Proponent and exception authority. The proponent of this regulation is the Commanding General, United States Army Recruiting Command (USAREC). The proponent has the authority to approve exceptions to this regulation that are consistent with controlling law and regulations.

Army management control process. This regulation contains management control provisions in accordance with AR 11-2, but does not identify key management controls that must be evaluated.

Supplementation. Supplementation of this regulation is prohibited.

Relation to USAREC Reg 10-1. This publication establishes USAREC policies and procedures regarding Army Training and Leader Development according to UR 10-1. Chapter 3-14 c.(3).

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQ USAREC, ATTN: RCRO-TA, 1307 3rd Avenue, Fort Knox, KY 40121-2725.

Distribution. This regulation is available in electronic media only.

*This regulation supersedes USAREC Regulation 350-1, dated 22 August 2014.
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Glossary
Chapter 1
Introduction

1-1. Purpose
Establish policies and procedures for training and leader development within the U.S. Army Recruiting Command (USAREC). Provide leaders with mandatory requirements, flexibility, and acceptable risk as it pertains to training and leader development. Direct the preparation, implementation, documentation, and disposition of all plans and programs associated with training and leader development.

1-2. References
See Appendix A.

1-3. Explanation of abbreviations
See Glossary.

1-4. Training challenge
The complexities of recruiting operations challenge commanders to develop the means and methods necessary to train, develop, and sustain the recruiting force. Commanders will ensure Soldiers and Civilians are fully trained in their respective duty positions and mentored to provide professional development. Training will focus on mission essential tasks and will encompass leaders, Soldiers, and Civilians.

1-5. Training goals and objectives
Commanders will implement training that sustains and improves the performance of their units for short and long-term mission capabilities. Commanders will invest in the individual leader and establish an environment that promotes self-aware and adaptive leaders capable of responding to the ever-changing recruiting environment.

1-6. Training management process
The training management process helps leaders identify training requirements and allows them to plan, resource, execute, and evaluate training. The training development process begins with the establishment of the mission essential task list (METL). The METL derives from the organization’s mission and related tasks in external directives. Each level of command, down to company, will use the USAREC METL crosswalk to assess the units training status. Commanders will assess unit collective and individual training tasks to identify tasks that support the METL and issue quarterly training guidance to correct task execution. AR 350-1 provides guidance on the METL and ADRP 7-0 and FM 7-0 provide guidance on the training development process.

1-7. Unit training
Commanders will develop, implement, and manage training at the unit level using Digital Training Management System (DTMS). DTMS is the only authorized automated system for managing training in Army units, assessing Individual tasks, and developing unit training plans and schedules (see Appendices B and C).

1-8. Institutional training
USAREC manages training in schools for all Soldiers and Civilian Staff (with the exception of Noncommissioned Officer Professional Development System (NCOPDS), which the U.S. Army Human Resources Command (HRC) manages. USAREC G3 Training Division manages the resident training base and distributed courses through the Army Training Requirements and Resources System (ATRRS). Training programs operate in accordance with the provisions of AR 350-10.

1-9. Evaluation of training programs
Commanders will establish training evaluation programs that compare the ability of individuals, leaders, Civilians, and units to training standards. Evaluation is the basis for the commander’s unit training assessment. To keep the training programs dynamic, leaders will use the AAR format located in DTMS to determine the effectiveness of the training management cycle using:
   a. Informal evaluations take place whenever a leader visits ongoing training. This type of evaluation gives leaders a firsthand look at the training environment and the training’s effectiveness.
   b. Formal evaluations (survey’s, testing, etc.) take place at scheduled times and synchronized to provide greater
scope of a unit’s capabilities.

c. Internal evaluations measure the leaders ability to train and the Soldier’s and Civilian staff’s ability to receive training as demonstrated through live-fire, role-play, and hands-on applications.

d. External evaluations include the Organizational Inspection Program, brigade and USAREC staff assistance visits, and inspector general inspections

1-10. Risk Management
Commanders are the risk management experts and ensure implementation of risk management occur in all aspects of mission planning. Commanders will ensure that all military and civilian employees within their command complete the online Risk Management Basic Course at https://safety.army.mil/ during in processing. Commanders will perform risk assessments in accordance with ATP 5-19, Risk Management. Commanders will continually assess the risks in any training event to prevent loss of personnel and equipment. All training involves some degree of risk, but commanders should not take unnecessary risks. Commanders will assess their unit’s capabilities and evaluate risk when establishing training periods. Commanders possess the flexibility to identify periods during the year when risk to mission is acceptable and block out training periods that meet the unit, Soldier, leader, and Civilian training needs. The CG, USAREC provides a list of training topics where commanders can assume risk, (Table 4-2). While assuming risk is a leader’s responsibility, it does not mean that training stops.

Chapter 2
Responsibilities

2-1. Commanding General, USAREC
The Commanding General (CG), USAREC, exercises training and readiness oversight responsibilities by developing training guidance; allocating the necessary resources to effectively implement training; evaluating the conduct of training; providing subordinate commanders maximum time to train; and ensuring training is managed using DTMS.

2-2. Command Sergeant Major, USAREC
The USAREC Command Sergeant Major is the Commanding General’s primary advisor for all training matters. The USAREC CSM:

a. Administers USARECs Noncommissioned Officers Development Program (NCODP).

b. Responsible for the content and conduct of all USAREC Functional Courses and 79R NCOPDS.

c. Responsible for developing and conducting an annual USAREC CSM/SGM Course.

d. Responsible for reviewing all NCOPDS cancellations and recommends actions to the USAREC Deputy Commanding General (Operations).

e. Ensures USAREC and subordinate units maintain an order of merit list (OML) and Soldiers prepare academically and physically for professional development and functional courses.

f. Monitors USAREC’s self-development training, Physical Readiness, and Army Physical Fitness Test (APFT) standards.

g. Monitors all organizational training to include subordinate unit’s training plans.

h. Chairs all USAREC level promotion, selection, and award boards.

2-3. Assistant Chief of Staff G3
The ACS G3, through the Chief, G3 Training Division, publishes the annual training guidance, manages all organizational training within USAREC, and ensures institutional training meets organizational needs. Provides field training assistance and assessments to brigades and battalions, develops training input to the quarterly training brief (QTB)/Operations Update Assessments (OUA), serves as USAREC’s Schools, Quota Source, ATRRS, ALMS, and DTMS manager, develops and tests new training products, and synchronizes training events with the USAREC long-range calendar. In conjunction with Executive Services, the ACS plans and organizes the Annual Leaders Training Conference (ALTC).

2-4. Chief, G3 Training Division
Serves as the lead for all organizational training and ensures institutional training meets the organizational /operational needs. G3 Training responsibilities include:
a. Authors USAREC Regulation 350-1 and the Annual Training and Leader Development Guidance.
b. Determines Senior Master and Master Trainer roles and responsibilities.
c. Assesses the deployment of Mobile Training Teams (MTT).
d. Serves as the USAREC Schools Manager and manages the scheduling of all functional and institutional training.
e. Submits all Training Resources Arbitration Panel (TRAP) to HRC for additional training seat requirements.
f. Serves as the USAREC Army Training Requirements and Resource System (ATRRS) administrator.
g. Serves as the USAREC Quota Source Manager.
h. Serves as the USAREC Army Learning Management System (ALMS) Help Desk Administrator.
i. Serves as the USAREC Digital Training Management System (DTMS) Administrator.
j. Serves as the USAREC Organizational Inspection Program (OIP) Coordinator.
k. Serves as the USAREC Master Resilience Trainer Coordinator.
l. Physically performs a minimum of 10 annual training and operational assessments to randomly selected battalions. Authors a written summary following each assessment and an annual summary comprising of all systemic training and operational trends from the FY.
m. Conducts a Quarterly Training Assessment Board (TAB) with all Senior Master Trainers to identify training needs and share best practices.
n. Conducts a monthly Master Trainer web meeting to provide training and operational updates.
o. Develops Training Support Packages (TSP) using distributed learning (dL), PowerPoint, and video to support organizational training. Develops, coordinates, and conducts training for all new USAREC and Army initiatives. (e.g. OPAT, FET, Transgender, etc.)
p. Manages the USAREC 68W re-certification programs.
q. Manages the USAREC Leader Development Programs and Certifications:
   (1) Assistant Station Commander Program (ASCP).
   (2) Station Commander Certification.
   (3) Guidance Counselor/Operations NCO Certification.
   (4) Master Trainer Certification.
   (5) First Sergeant Certification.
   (6) Company Commander Leader Development Program.
r. Develops, coordinates, and conducts organizational training courses and programs:
   (1) Unit Training Management Course.
   (2) Executive Officer Course.
   (3) Deputy Commanding General Semi-Annual Battalion Commander Training.
   (4) CSM/SGM Training.
   (5) Governance Forum (Support)
   (6) Operations Training Course (Support)
   (7) Annual Leaders Training Conference (ALTC) in coordination with Executive Services.
   (8) Fusion Cell Training Program.
s. Develops and leads the Mission Essential Task List and Collective Task working groups as required.
t. Maintains the USAREC Training Repository SharePoint.

2-5. Commandant Recruiting and Retention College (RRC)
The Commandant, Recruiting and Retention College provides 79R development and manages CMF 79 proponent requirements for USAREC. The commandant:
a. Manages all 79R/79S Institutional training.
b. Determines the RRC’s training capability to support USAREC’s projected out years student load and serves as USAREC’s representative during the Annual Structure Manning Decision Review (SMDR).
c. Upon receipt from the USAREC Schools Manager, grants or disapproves exceptions to policy requests for attendance to USAREC functional courses.
d. Conducts the Critical Site Selection Board (CTSSB), as required.
2-6. Commandant 79R/S NCOA
The commandant:
   a. Directs operation of the NCO Academy.
   b. Manages the 79R/S Noncommissioned Officer Professional Development Training.
   c. Exercises command and control over all elements assigned or attached to the NCO Academy.
   d. Effects coordination among elements of the NCO Academy and between the Academy, higher headquarters, integrating stations, other schools, the installation, and external activities.
   e. Supervises the deputy commandant.
   f. Establishes missions and priorities for the NCO Academy.
   g. Recommends UCMJ action over all assigned and attached personnel.

2-7. Brigade Commanders
Brigade commanders are responsible for training and will ensure training supports mission accomplishment, professional and leader development, in addition to Soldier and command guidance. Brigade commanders will:
   a. Provide training guidance and assistance to subordinate elements through the brigade operations officer (S3).
   b. Evaluate training conducted at battalion and company levels.
   c. Publish quarterly training guidance.
   d. Allocate resources necessary for training and mission accomplishment.
   e. Assess subordinate units’ METL.
   f. Deploys the Brigade Mobile Training Team as required to support organizational training needs.

2-8. Battalion Commanders
Battalion commanders as the primary training managers in their units will ensure training supports mission accomplishment, professional and leader development, Soldier and Family well-being, and adherence to command guidance. Battalion commanders will:
   a. Assess subordinate units’ METLs.
   b. Develop, implement, and manage training.
   c. Evaluate training two levels down to ensure training is needs based and effective.
   d. Publish quarterly training guidance.
   e. Supervise and evaluate the sponsorship and reception and integration program.
   f. Train, coach, and mentor company commanders (see Appendix G).
   g. Allocate necessary resources to support training at subordinate levels.
   h. Supervise and validate certification programs (see Appendix J).
   i. Deploy master trainers as required to support organizational training needs.

2-9. Brigade and Battalion Command Sergeants Major
The Brigade and Battalion Command Sergeants Major will:
   a. Advise the commander on training priorities and oversee the delivery of all training.
   b. Advise and mentor subordinate noncommissioned officers (NCO) regarding leadership and training issues.
   c. Manage the organization’s Noncommissioned Officer Development Program (NCODP), monitor self-development training, and the Army physical fitness test (APFT).
   d. Ensure the unit maintains an order of merit list (OML) and all Soldiers are academically and physically prepared for professional development and functional courses.
   e. Review and participate in quarterly and sustainment training and chairs all promotion and selection boards.

2-10. Executive Officers
Brigade and Battalion Executive Officers manage the staff to accomplish the commanders’ intent. The XO:
   a. Validates the task proficiency of all staff members IAW the position description and Training and Evaluation
   b. Outlines (T&EO).
   c. Serves as the lead for Fusion Cell Operations and trains the staff to synchronize efforts.
2-11. S3s
Brigade and battalion S3s manage all training functions and ensure training follows the commander’s training guidance. S3s:

  a. Ensure training is a part of every recruiting operation plan (ROP).
  b. Ensure adequate resourcing of training activities.
  c. Assess subordinate units’ METLs.
  d. Review and consolidate subordinate units’ training schedules.
  e. Review erroneous enlistment and liaison reports and provide preventive and corrective guidance counselor (GC) training.
  f. Monitor the Army service school and development program order of merit list (OML).
  g. Monitor mandatory and organizational needs-based training activities and events.
  h. Supervise station commander quarterly leader development (SCQLD).
  i. Prepare QTB/Operations Update Assessment presentations.
  j. Maintain the training calendar.
  k. Monitor certification programs.
  l. Senior rate the Senior Master Trainer.

2-12. Operations Sergeants Major
The brigade and battalion operations sergeants major (SGMs) advises the battalion commander, CSM, and S3 on Army recruiting operations. Operations SGMs:

  a. Advise the commander on training trends and priorities and monitors unit training.
  b. Advise the S3 on training shortfalls and senior master trainer (SMT) activities.
  c. Advise and mentor subordinate NCOs regarding leadership and training issues.
  d. Advises the commander and CSM on self-development training statistics, APFT, and operational statistics.
  e. Propose locations to deploy Master Trainer and Leads the conduct of Mobile Training Team, if required.
  f. Ensure the unit maintains an OML and validate the academic and physical qualifications of Soldiers to attend professional development and functional courses.
  g. Validate certification program compliance.
  h. Rate the Senior Master Trainer.

2-13. USAREC, brigade, and battalion master trainers
Senior master trainers (SMT) and master trainers (MT) are the command’s primary training managers and responsible for assessing, developing, implementing, conducting, and managing training at USAREC, brigade, and battalion levels.

**NOTE:** SMTs are supervisors and assign MTs responsibilities using the following guidelines:

  a. USARECSMT:
     1. Serves as the command’s training subject matter expert (SME).
     2. Helps determine brigade and battalion training needs.
     3. Coordinates training programs and conduct field training assistance visits.
     4. Serves as liaison between USAREC and the RRC for the integration of new technologies.
     5. Coordinates and conduct the quarterly USAREC training assessment board (TAB).
     6. Conducts training at USAREC-level training functions.
     7. Analyzes training data provided by brigades and provide recommendations for inclusion in the command’s training plan and guidance.
     8. Maintains the training resources repository.
     9. Serves as primary or assistant system administrator for DTMS (see Appendix C).
     10. Serves as training developer and content subject matter expert for all USAREC distributed learning.
(12) Assists the Recruiting and Retention College with Training Development needs.
(13) Serves as USAREC’s Schools Manager and Quota Source Manager.
(14) Monitors all USAREC organizational and institutional training.
(15) Develops and monitors all leader development and certification programs.
(16) Serves as USAREC’s Army Training Requirements and Resource System (ATRRS) manager.
(17) Serves as USAREC’s Army Learning Management System (ALMS) and Blackboard help desk
(18) Serves as the Quota Source Manager. In coordination with USAREC G1 and G8-Force Management determines projected out year strength requirements. Compares requirements against SMDR projections and submits to the RRC for training load capabilities and subsequent changes to the SMDR.

b. Brigade Senior Master Trainers (SMTs) and Master Trainers (MTs):
(1) Supervise MTs and lead the deployment of the Mobile Training Team
(2) Manage and evaluate brigade training program
(3) Manage brigade schools program
(a) Obtain and maintain ATRRS access
(b) Maintain an OML and facilitate the scheduling of Soldiers to attend resident NCOPDS through the USAREC schools manager
(c) Verify enrolment in ALMS or Blackboard for the DL pre-resident phase of the Station Commander Course (SCC) and Health Care Recruiter Course (HRC)
(d) Facilitate the scheduling of officers and enlisted Soldiers for functional courses at the Recruiting Retention College (RRC). Functional Courses include courses, other than NCOPDS, taught by the RRC.
(e) Submit all battalion request for school, course deferment, cancellation, or changes via the USAREC G3 Schools Management SharePoint.
(f) Submit exception to policy (ETP) requests via the USAREC Schools Management SharePoint. All ETPs will route through the USAREC Schools Manager. The USAREC Schools Manager will route the ETP through the approval channels and schedule the Soldier in ATTRS.
(4) Serve as the primary or assistant system administrator for Digital Training Management System (DTMS) (see Appendix C)
(5) Coordinate brigade level boards and training events
(6) Track brigade level incentive/awards program
(7) Enroll Soldiers into Leader Development Programs (see Appendix D)
(a) Verify enlistment for award of the Gunner Certificate under the Company Commander Leader Development Program (CCLDP) (see Appendix G).
(b) Track status of all USAREC professional, leader and career development programs within the brigade (see Appendices D thru I).

c. Battalion SMTs:
(1) Manage and evaluate battalion training program
(2) Review Company and Station Training Assessment Review (CSTAR) and identify systemic trends
(3) Assist company commanders in developing a company training plan
(4) Initiate USAREC Form 350-1.4 (Reception and Integration Checklist) for new recruiters and company commanders (see Appendix K)
(5) Enroll Soldiers into applicable Leader Development Program
(a) Initiate the Advanced Training Program (ATP) and the CCLDP upon completion of USAREC Form 350-1.4
(b) Initiate the Assistant Station Commander Program upon completion of UF 350-1.9 (APP. F)
(c) Monitor and track ATP, ASCP, CCLDP, and training records in the Leader Development SharePoint (see Appendix F and G)
(d) Monitor and track the administration and conduct of certification programs (see Appendix J)
(e) Provide training assistance for all Leader Development and certification programs.
(f) Review and closeout the ATP, ASCP, CCLDP, and Certification Programs, only when the records are complete. Forward discrepancies or inadequate documentation to the Battalion CSM upon identification.
(6) Manage battalion schools program
(a) Obtain and maintain ATRRS access
(b) Maintain an OML and facilitate the scheduling of Soldiers to attend resident NCOPDS through the brigade
senior master trainer via the USAREC G3 Schools Management SharePoint.

(c) Verify enrolment in ALMS or Blackboard for the DL pre-resident phase of the Station Commander Course (SCC) and Health Care Recruiter Course (HCRC)

(d) Facilitate the scheduling of officers and enlisted Soldiers for functional courses at the Recruiting Retention College (RRC)

(e) Submit all battalion request for school/course deferment, cancellation, or changes to the brigade schools manager via the USAREC G3 Schools Management SharePoint.

(7) Serve as the primary or assistant system administrator for Digital Training Management System (DTMS) (see Appendix C).

(8) Administer, track, and upload into DTMS all APFT results IAW FM 7-22 and the Army Body Composition Program IAW AR 600-9.

(9) Deploy MTs throughout the battalion as needed to conduct training.

(10) Coordinate all battalion level boards and training events.

2-14. Company Commanders
Company commanders are responsible for all sustainment and professional development training for their company. Company commanders will:

a. Review external training guidance.

b. Conduct training assessments.

c. Develop, implement, and manage the company’s training plan utilizing the Company/Station Training Assessment Review (USAREC Form 350-1.6 or USAREC Form 350-1.7) (See Appendix P).

d. Review, validate, and approve the Station Training Plans.

e. Manage the company’s Future Soldier Training Program.

f. Evaluate collective and individual training conducted at station and recruiter levels.

g. Ensure the ATP and Noncommissioned Officer Leader Development Program (NCOLDP) are properly conducted and maintained (see Appendix F).

h. Ensure Soldiers are receiving sustainment training as necessary.

i. Provide resources necessary for training.

j. Develop the company subordinate collective tasks to support the METL.

k. Monitor station physical fitness programs.

l. Conduct company’s APFT.

m. Implement the Army Body Composition Program in accordance with AR 600-9.

n. Participate in the battalion’s targeting board.

o. Monitor and perform training roles within the First Sergeant Certification, Station Commander Certification, and Assistant Station Commander Program (ASCP) (see Appendix J).

p. Develop ROP/OPORD six weeks out, approved by battalion commander, and validated by brigade commander.

2-15. First Sergeants
First sergeants are the company training experts and primary trainers. First Sergeants will:

a. Advise the commander on training priorities, assist in the identification of training needs, and direct and monitor delivery of all training.

b. Conduct training assessments and conduct the quarterly review of the station’s CSTAR.

c. Review external training guidance.

d. Assist the company commander in identifying subordinate collective tasks and individual tasks to support the METL.

e. Assist Monitor the company’s self-development and physical fitness training.

f. Monitor the NCOLDP and ATP and evaluate recruiters’ progress throughout the program (see Appendix F).

g. Manage the company’s NCO/DP.

h. Ensure Soldiers prepare academically and physically for professional development and functional courses.

i. Monitor and perform training roles with the Station Commander Certification and Assistant Station Commander
Program (see Appendix F and G).

j. Support the Structured Self-Development and Guided Self-Development Program.

k. Train and counsel the station commander.

l. Counsel prospective Department of the Army (DA) select Soldiers on conversion potential and training.

m. Identify training and operational gaps through daily In-Progress Reviews (IPR) with station commanders.

2-16. Station commanders

Station commanders are the primary trainers in their stations and responsible to provide Soldiers with training that enables recruiting success, professional and leader development, and adherence to command guidance. Station commanders will:

a. Develop, implement, and manage the station’s training plan utilizing the Company/Station Training Assessment.

b. Review (USAREC Form 350-1.6 or USAREC Form 350-1.7) (See Appendix P).

c. Provide collective and individual training.

d. Properly implement and execute the NCOLDP and ATP (see Appendix F).

e. Ensure Soldiers receive sustainment training as necessary and provide necessary training resources.

f. Train and manage the Assistant Station Commander Program.

g. Conduct Noncommissioned Officer Development Program (NCODP) as an extension of the 1SG NCODP.

h. Identify training and operational gaps through daily In-Progress Reviews (IPR) with recruiters.

Chapter 3
Institutional Training and Education

3-1. Description

USAREC’s institutional training at the Recruiting and Retention College (RRC), supported by distributed learning (DL) resources, provides Soldiers, leaders, and Civilians the knowledge and skills necessary to operate successfully in the recruiting environment. Resources include specialty training, training development, DL, and training support products.

3-2. Command policy

a. The professional development of officers, NCOs, and Department of the Army (DA) Civilians is vitally important to the command. The command will afford all personnel the opportunity to attend professional development courses and accumulate continuing education units required to maintain and recertify their branch and military occupational specialty (MOS) credentials.

b. Within the guidelines prescribed below, all officers, NCOs, and Civilians will attend required courses applicable to their position and grade. See table 3-1 for a complete list of recruiting college courses.

c. USAREC staff responsibilities:

   (1) The USAREC CSM will monitor course compliance and periodically brief the CG regarding all NCO courses.

   (2) Chief, G3 Training Division, will:

      (a) Ensure equitable distribution of training seats.

      (b) Provide USAREC CG and CSM updates on course attendance, to include no-shows, low fills, and any other inconsistencies within the USAREC school system.

   (c) Coordinate with Human Resources Command (HRC) for scheduling 79R and 79S NCOPDS.

   (d) Request a Training Requirements Arbitration Panel (TRAP) when training seat requirements change.

   (3) G1 will provide names and information of incoming brigade and battalion commanders to the RRC for enrollment in the Recruiting PCC.

   d. Brigade and battalion commanders and CSMs will monitor attendance at all professional development courses, and:

      (1) Certify that Soldiers are academically and physically capable of attending.

      (2) Provide replacements from their respective OMLs if Soldiers are not prepared to attend.

      (3) Commanders will take appropriate administrative action to eliminate no-shows and reduce Soldier cancellations.

      (4) Commanders will review temporary profiles in accordance with the prerequisites for course attendance.

      (5) Commanders will maintain a 95% or higher show-rate for all NCOPDS and functional courses.
Table 3-1 Recruiting courses

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Resident Location and Duration</th>
<th>Prerequisite</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army Recruiter Course (ARC)</td>
<td>Fort Knox / 6 weeks, 4 days</td>
<td>No</td>
<td>Valid CAC (Common Access Card)</td>
</tr>
<tr>
<td>Health Care Recruiting Course (HCRC)</td>
<td>Fort Knox / 3 weeks</td>
<td>Yes</td>
<td>See Note 1 Completion of pre-resident DL phase</td>
</tr>
<tr>
<td>Recruiting Operations Officer Course (ROOC)</td>
<td>Fort Knox / 2 weeks</td>
<td>No</td>
<td>See Note 2</td>
</tr>
<tr>
<td>Guidance Counselor/Operations Course (GCOC)</td>
<td>Fort Knox / 4 weeks</td>
<td>Yes</td>
<td>See Note 3</td>
</tr>
<tr>
<td>Station Commander Course (SCC)</td>
<td>Fort Knox / 4 weeks</td>
<td>Yes</td>
<td>See Note 4</td>
</tr>
<tr>
<td>Recruiting Company Commander/First Sergeant Course (RCC/FSC)</td>
<td>Fort Knox / 3 weeks</td>
<td>No</td>
<td>See Note 5</td>
</tr>
<tr>
<td>Recruiting Pre-Command Course (PCC)</td>
<td>Fort Knox / 2 week</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Recruiting Senior Leader Course (SLC)</td>
<td>Fort Knox / 3 weeks</td>
<td>Yes</td>
<td>See Note 6</td>
</tr>
<tr>
<td>Retention Senior Leader Course (SLC)</td>
<td>Fort Knox / 4 weeks</td>
<td>Yes</td>
<td>See Note 6</td>
</tr>
<tr>
<td>Career Counselor Course</td>
<td>Fort Knox / 8 weeks 2 days</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Transition NCO Course</td>
<td>Fort Knox / 2 weeks</td>
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<td></td>
</tr>
<tr>
<td>Common Faculty Development Instructor Course</td>
<td>Fort Knox / 1 week 3 days</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
1. HCRC requires completion of pre-resident phase 1 DL. An associated Officer in Charge (OIC) course follows a select number of classes to train OICs.
2. Newly appointed S3 Officers (RA/USAR) will attend the first course offered after assuming their position.
3. Prerequisites include Phase I consisting of 15 working days of hands-on training (10 days at the Military Entrance Processing Station (MEPS) and 5 days in a battalion operations shop).
4. Completion of the Assistant Station Commander Program and DL course (Phase I) of the SCC is mandatory for attendance to the Phase II resident portion of the SCC. Station commander Phase I certificate valid for one year from the date of completion. Phase I completion expired more than 1 month requires an ETP from the USAREC Schools Manager. Completion extending past 18 Months will not be waived.
5. Commanders and First Sergeants will be school trained prior to taking command. Exception to policy (for officers) must be approved by USAREC, CG.

Table 3-1 Recruiting courses

3-3. Course information
Access information pertaining to Army schools and courses through the Army Training Requirements and Resources System (ATRRS) at https://www.atrrs.army.mil/. ATRRS is the Army’s management information system for managing student input to training including any required DL courses. This automated support tool establishes training requirements, determines training programs, manages class schedules, allocates class quotas, reserves training seats, and records student attendance.

3-4. Order of Merit List (OML)
An OML determines the most qualified personnel to attend NCOPDS, specialty, and professional development courses. All battalions will maintain an OML and submit it to the brigade SMT each month. The brigade SMT will compile a consolidated OML and scrub it for accuracy monthly. A sample OML is at Table 3-2.

a. USAREC determines the order and selection for 79R and 79S functional course attendance. The HRC determines the order and selection for attendance to NCOPDS, but it remains the battalion’s responsibility to track a
Soldier’s eligibility and NCOPDS requirements. NCOPDS notifications are sent directly to the Soldier with a courtesy copy to the Soldier’s first sergeant and CSM. Upon receipt of notification, the Soldier will inform their immediate supervisor.

b. SMT, or HRC for NCOPDS, will immediately notify the next Soldier on the list to replace cancellations or deferments. This best prepares the Soldier and avoids losing a training seat.

c. Commanders will remove a Soldier from the OML for these reasons:
   1. Unfavorable personnel actions in accordance with AR 600-8-2.
   2. APFT failure.
   3. Medical profile in accordance with AR 40-501.
   4. Valid personal situations.
   5. Bar to reenlistment in accordance with AR 601-280.
   6. Declination of continued service in accordance with AR 601-280.

d. Soldiers with a course assignment will complete TRADOC Form 350-18-2-R-E (The Army School System (TASS) Unit Pre-Execution Checklist) prior to departing for school. TRADOC Reg 350-18 details completion of the form. Soldiers must present TRADOC Form 350-18-2-R-E during course in processing.

e. The minimum entries on an OML are as follows:
   1. Name of course (for example, SCC).
   2. Name of officer, NCO, or Civilian.
   3. Organization (for example, 5D2W).
   4. Start date of course (if scheduled).
   5. End date of course (if scheduled).
   6. Phase I completion date (if applicable).
   7. SMTs will validate that height and weight occur at the same time as diagnostic APFT and potential students are within regulatory compliance. Update all records, to include DTMS, whether the individual meets the height and weight standards or the body fat composition percentage.
   8. Diagnostic APFT score, pass or fail, and date. Date must be at least 45 days prior to start of course.
   9. TRADOC Form 350-18-2-R-E completion date. Date orders received and remarks (as applicable).
### Table 3-2 Order of Merit List-Sample

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME/UNIT</th>
<th>RANK</th>
<th>START</th>
<th>END</th>
<th>PH</th>
<th>HT/WT</th>
<th>BF</th>
<th>APFT</th>
<th>P/F</th>
<th>DATE</th>
<th>PRE-EX</th>
<th>ORDERS</th>
<th>REMARKS</th>
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<tr>
<td>SCC</td>
<td>Burns, P 5D1C</td>
<td>SFC</td>
<td>7/23/18</td>
<td>8/17/18</td>
<td>6/19/18</td>
<td>74/200</td>
<td>P</td>
<td>297</td>
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<tr>
<td>SCC</td>
<td>James, A 5B2A</td>
<td>SSG</td>
<td>9/18/17</td>
<td>10/12/17</td>
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<td>GCOC</td>
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<td>SFC</td>
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<td>9/1/17</td>
<td>71/174</td>
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</tr>
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<td>HCRG</td>
<td>Andrew B 5Z4Z</td>
<td>SSG</td>
<td></td>
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<td>RCCFS</td>
<td>Brow M. 5D8</td>
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<td>5</td>
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</table>

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME/UNIT</th>
<th>RANK</th>
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<th>END</th>
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<tr>
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<td>SFC</td>
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<td>8/4/10</td>
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<tr>
<td>SLC</td>
<td>Roberts T 5B2A</td>
<td>SSG</td>
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<td></td>
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</table>

Footnotes:
1. Date of completion of Phase I training.
2. Enter body fat percentage when Soldier exceeds weight standards of AR 600-9.
3. Date Soldier took the APFT or scheduled to take it.
4. Date pre-execution checklist completed in accordance with TRADOC Reg 350-18.

### 3-5. Resident course deferments/cancellations

a. Three reasons for resident course deferments or cancellations exist: Compassionate, medical, or operational. Leaders will adhere to the following deferment/cancellation procedures.

(1) Compassionate deferments must meet the reassignment criteria outlined in AR 614-200.

(2) Request medical deferments in accordance with AR 350-1.

(3) Requests for an operational deferment are is an exception to policy requiring approval by the first General Officer (GO) in the chain of command. **NOTE:** (NCOPDS) take precedence over USAREC functional courses.

b. All functional course and NCOPDS deferment or cancellation request must be submitted by the Brigade SMT to the USAREC Schools Manager via the “Schools Management” link on the G3 Training SharePoint homepage, NLT 30 days prior to the class start date. Requests must include:

(1) DA Form 4187 (O-5 or above signature and recommendation; O-6 signature and recommendation for NCOPDS)

(2) CG/DCG MFR for NCOPDS and ETPs.

(3) Battalion and Brigade MFR for NCOPDS and ETPs.

(4) All supporting documentation that clearly justifies the reason for the request IAW AR 350-1 and AR 614-200.

(5) Requests that are missing supporting documentation or that cannot be justified will be returned without action.
c. All NCOPDS deferments/cancellations must be routed through the USAREC CSM for review and submission to the USAREC Deputy Commanding General (Operations) to HRC.

**NOTE:** It is highly advisable that subordinate Commanders ensure the Brigade Commander is intimately aware of NCOPDS deferments or cancellations prior to submission.

**NOTE:** Soldiers in the rank of SFC previously scheduled for SLC and then cancelled require a DA G3, ETP. A Brigade Commander MFR outlining and justifying the deferment or cancellation must accompany the request.

**NOTE:** Any Soldier that previously received a negative DA Form 1059 must receive an ETP from the USAREC CSM prior to rescheduling.

### 3-6. Army Recruiter Course (ARC)

The ARC teaches recruiter candidates the interpersonal, conceptual, administrative, technical, and tactical skills necessary to succeed in the contemporary recruiting environment. The curriculum provides training in the principles of adaptive leadership, eligibility, technology systems, interpersonal communications, Army programs, time management, prospecting, interviewing, and processing. The ARC is open to active duty and Army Reserve enlisted Soldiers in the rank of sergeant and above, contractors, and DA Civilians that meet screening criteria IAW USAREC and HRC policies.

### 3-7. Health Care Recruiter Course (HCRC)

- The HCRC provides specialized training for health care recruiters (HCRs). Course curriculum addresses product knowledge, interview skills, basic eligibility, and the processing procedures necessary to perform as an HCR.
- The HCRC is available to officers, NCOs, and Civilians selected for duty as HCRs. The course has two phases. Phase I is a nonresident DL course taught via the Army Learning Management System (ALMS). Phase II is a 3-week resident course that addresses the interview techniques and communication skills necessary to interact with health care professionals and commission them as Army Medical Department officers. The course uses conceptual, analytical, and procedural applications in all aspects of training.

### 3-8. Station Commander Course (SCC)

- Graduates of the SCC are awarded ASI V6 and able to manage station assets, employ system resources, evaluate and train recruiters, and execute and guide recruiting operations.
- Attendance at the SCC is mandatory for all Soldiers prior to assuming a station commander position.
- Soldiers must complete the Assistant Station Commander Program and Phase I, the pre-resident DL portion of the SCC, in ALMS, prior to attending the resident course (Phase II) at Fort Knox, KY. Station commander Phase I certificate is valid for one year from the date of completion. Soldiers with a Phase I completion certificate that is more than 12 months old require an ETP from the USAREC Schools Manager. Phase I completion certificates that are more than 18 months old will not be waived.
- Phase II is a 4-week resident course taught at the RRC.
- Graduation from SCC is required prior to reclassification for all SFC.

### 3-9. Guidance Counselor Operations Course (GCOC)

- The GCOC provides the training necessary to perform in the positions of a guidance counselor (GC), operations NCO, USAREC liaison, and HQ USAREC G3 staff. Soldiers in MOS 79R, contractors, and DA Civilians are eligible to attend the course. Soldiers must be in the rank of staff sergeant through master sergeant.
- Phase I is the nonresident portion, supervised by the senior guidance counselor (SGC) and/or operations noncommissioned officer in charge (NCOIC). Phase I includes 15 working days of hands-on training (10 days at the military entrance processing station (MEPS) and 5 days in the battalion or brigade operations shop). Phase I must be completed prior to reporting for the resident phase. The battalion SMT is responsible for confirming completion of the pre-resident packet and checklist certification.
- Phase II is the resident portion of the course and is 4 weeks in length. The GCOC is divided into four major areas of concentration.
  1. Delayed Entry Program and Delayed Training Program enrollment procedures.
  2. GC administrative functions.
  3. Delayed Entry Program and Delayed Training Program status procedures.
  4. Battalion operations functions.
d. Personnel must graduate from the GCOC to remain eligible for assignment to the duty position. Upon graduation, students are awarded the additional skill identifier V7.

**NOTE:** Personnel assuming a SGC position, who have never served as a GC or have not served as a GC for two or more years, must attend the GCOC.

### 3-10. Recruiting Company Commander/First Sergeant Course (RCCFSC)

a. All incoming company commanders, master sergeants, and promotable sergeants first class, designated to assume command of a recruiting company commander or first sergeant position will attend the integrated RCCFSC prior to command or position. Master sergeants and promotable sergeants first class are placed on the brigade OML by the brigade SMT and scheduled to attend the RCCFSC once the Soldier is slated for a first sergeant position. Company Commanders are scheduled by HRC, Officers branch prior to assignment or will attend immediately following assumption of command (scheduled by USAREC Schools’ manager).

b. The curriculum addresses recruiting doctrine, policies, programs, procedures, and adaptive leadership. The course includes instruction, practical exercises, and experience-based training to assist new company commanders and first sergeants in planning recruiting operations.

c. Company commanders must successfully complete the 3-week resident course taught at the RRC to receive a completion certificate and orders authorizing wear of the Recruiter Badge.

d. It is USAREC’s policy to send newly assigned company commanders on temporary duty (TDY) to the 3-week resident phase in route to their new assignment. Company commanders receive 10 to 14 days of overlap time in their new assignment to complete the Right Seat and Left Seat Ride Program (see Appendix G).

**NOTE:** The CG, USAREC, may approve officer requests to report directly to their new assignment prior to attending the RCCFSC.

### 3-11. Recruiting Operations Officer Course (ROOC)

The ROOC is a 2-week non-resident course that provides training for all newly assigned recruiting operations officers. The curriculum includes: enlistment processing, eligibility, incentives, prospecting, missioning, and how to evaluate mission progress using data analysis.

### 3-12. Recruiting Pre-Command Course (RPCC)

a. The RPCC provides training for newly assigned brigade and battalion commanders and all non-79R command sergeants major selected through the command selection process. The curriculum addresses recruiting doctrine, policies, programs, procedures, adaptive leadership, command responsibilities, recruiting integrity, and recruiting command culture.

b. The RPCC consists of a 2-week resident course at the RRC, Fort Knox, KY. Currently assigned brigade and battalion commanders serve as instructors and mentors throughout the course. Practical examples enhance the student learning experience.

c. The Leader Staff Orientation (Para 4-9) and the Deputy Commanding General’s Semi-Annual, Battalion Commander Training (Para 4-10) support the tenets of PCC.

### 3-13. Civilian development

The Army training vision is to support total force readiness and mission accomplishment by providing and empowering commanders and managers with the authority necessary to accomplish the training and development of a technically competent, high-performing, civilian workforce. Civilians help the military accomplish its missions in several ways. First, civilian employees may have technical skills that are critical and in short supply in the uniformed service. The Civilian Corps provides continuity and support to the recruiting force. Therefore, it is critical to invest in Civilian development. Commanders, supervisors and managers share responsibility for enabling Army Civilian employees to reach their full potential (see Appendices H and I).
Chapter 4  
Training in Units and Organizations

4-1. Command climate and leadership

a. Leaders must understand how their units recruit using the full range of recruiting functions and operations. They must know how to plan, execute, and assess individual and collective training. All training must be innovative, doctrinally sound, and reinforce mission-essential, collective, and individual recruiting tasks.

b. Commanders will develop training programs to improve and sustain proficiency in mission-essential tasks. The chain of command is responsible for the training and performance of subordinates and trainers within their organizations. Commanders develop and publish short-range, mid-range, and long-range training guidance in accordance with FM 7-0. The commander’s training guidance establishes the unit’s training program and guides subordinate unit-training programs. Unit-training programs will:

   (1) Provide Soldier and Civilian critical skill training in accordance with Training & Evaluation Outlines (T&EO) located in the Central Army Registry (CAR), the Army Training Network (ATN) and the USAREC G3 Training SharePoint.

   (2) Provide required training resources.

   (3) Develop and execute training plans that provide quality training and result in proficient individuals, leaders, and units.

   (4) Commanders will manage available training resources, implement cost effective techniques, and keep in mind that every training requirement and expenditure contributes directly to accomplishing the recruiting mission.

4-2. Mandatory training.

a. Integrate mandatory training into normal training processes using alternative training formats appropriate to the topic throughout the year. The use of Defense Collaboration Services (DCS), Video Teleconference (VTC), or a Distance Learning (DL) module on the ALMS may best satisfy mandatory training requirements. Mandatory training will be conducted IAW the USAREC Annual Training Guidance.

b. Table 4-1 displays the Army and USAREC mandatory tasks. Commanders may require completion of other training tasks as a result of unit assessments.

<table>
<thead>
<tr>
<th>Mandatory training requirements in units</th>
<th>FREQUENCY</th>
<th>Civilian</th>
<th>Remarks</th>
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<td>SUBJECT</td>
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<td>Semi-annual</td>
<td>Quarterly</td>
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<td>Physical Readiness Training (PRT)</td>
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<td>Standards of conduct/improprieties</td>
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<td>Cyber Awareness Challenge (IA)</td>
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<td>Threat Awareness and Reporting Program (TARP)</td>
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<tr>
<td>Antiterrorism Level 1</td>
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<td>Information Security Program Training</td>
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<td>X</td>
<td></td>
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<tr>
<td>Annual Security Refresher</td>
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### Table 4-1. Mandatory Training (Continued)

<table>
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<td>SHARP</td>
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</tr>
<tr>
<td>Army Substance Abuse Program</td>
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</tr>
<tr>
<td>EO Program (Includes anti-hazing/bullying, No Fear)</td>
<td>X</td>
<td>Note 12</td>
</tr>
<tr>
<td>Army Suicide Prevention Program</td>
<td>X</td>
<td>Note 8</td>
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<tr>
<td>Resilience training</td>
<td>X</td>
<td>Note 9</td>
</tr>
<tr>
<td>Global Assessment Tool (GAT)</td>
<td>X</td>
<td></td>
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<td>Combating Trafficking in Persons (CTIP)</td>
<td>X</td>
<td>Civilians Only</td>
</tr>
<tr>
<td>Constitution Day</td>
<td>X</td>
<td>Civilians Only</td>
</tr>
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<td>Operations Security (OPSEC)</td>
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<td>Civilians Only</td>
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<td>X</td>
<td>Note 2</td>
</tr>
<tr>
<td>Station Commander training</td>
<td>X</td>
<td>Note 3</td>
</tr>
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<td>Co Cdr. 1SG, battalion staff training</td>
<td>X</td>
<td>Note 4</td>
</tr>
<tr>
<td>Annual Training Conference (ATC)</td>
<td>X</td>
<td>Note 5</td>
</tr>
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<td>Station Commander Quarterly Leader Development (SCQLD)</td>
<td>X</td>
<td>Note 6</td>
</tr>
<tr>
<td>AGR Training</td>
<td>X</td>
<td>Note 10</td>
</tr>
<tr>
<td>Operations Update Assessment (OUA)</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Quarterly Training Brief (QTB)</td>
<td>X</td>
<td>Note 7</td>
</tr>
</tbody>
</table>

**NOTES:**

1. Station commanders, in addition to regular individual needs-based training, will be conducted during weekly station training as a result of CSTAR input.
2. Company commanders will conduct company training quarterly. Training is conducted in accordance with CSTAR results.
3. First Sergeants will conduct station commander training monthly. Training is conducted in accordance with the commander’s operational assessment.
4. Commanders will conduct company commander, first sergeant, and battalion staff training annually. Staff Training may consist of Fusion Cell operations. Duration depends on needs, budget, and conference packet requirements.
5. Battalion commanders will conduct an ATC. All Soldiers will attend and training and content will be in accordance with the USAREC Lines of Efforts, this regulation, and the USAREC Annual Training and Leader Development Guidance (operations order).
6. Battalion commanders will conduct SCQLD. Required attendees are the battalion CSM, all company commanders, first sergeants, and station commanders.
7. Brigade commanders will conduct QTBs. Required attendees are the brigade CSM, battalion commanders and CSM, and company commanders and first sergeants.
8. Army Suicide Prevention Program training will be conducted annually. Resilience training should be conducted in conjunction with this training as the two topics are closely related.
9. Resilience training includes the completion of all resiliency modules and current in-processing and executive resiliency requirements.
10. Battalion Commanders will develop and conduct Quarterly AGR Training. Preferred method is to conduct training in coordination with the SCQLD.
11. 4 hours for military and 2 hours for Civilians.
12. Anti-Harassment and No Fear (Civilians Only); No Fear required for Military Supervisors of Civilians

---

**Table 4-1 Mandatory Training**
4-3. Organizational Courses and Programs
Organizational courses and programs fill training gaps between institutional training and operational/leader requirements, sustains critical skills, and validate core competencies. USAREC conducts several courses to build and enhance the skill, knowledge, and attributes of the force.

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Type</th>
<th>Phases</th>
<th>Location</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Training Program (ATP)</td>
<td>Training/Evaluation</td>
<td>1</td>
<td>Station</td>
<td>New Recruiters / Recruiters returning to command after 12 month absence</td>
</tr>
<tr>
<td>Assistant Station Commander Program (ASCP)</td>
<td>Training/Evaluation</td>
<td>2</td>
<td>Multiple</td>
<td>Potential 79R Conversions</td>
</tr>
<tr>
<td>Executive Officers Course</td>
<td>Training/Evaluation</td>
<td>1</td>
<td>Multiple</td>
<td>Bde and Bn Executive Officers</td>
</tr>
<tr>
<td>Operations Course</td>
<td>Training/Evaluation</td>
<td>1</td>
<td>USAREC HQ</td>
<td>Operations SGMs, OPS NCOIC, SGC</td>
</tr>
<tr>
<td>Unit Training Management (UTM) Course</td>
<td>Training/Evaluation</td>
<td>1</td>
<td>USAREC HQ</td>
<td>Senior/Master Trainers</td>
</tr>
<tr>
<td>Leaders Staff Orientation Course (LSO) (Delegated to each Brigade for the conduct)</td>
<td>Training</td>
<td>1</td>
<td>Brigade Area</td>
<td>Incoming BDE/BN Cdrs, Non-79R CSMs</td>
</tr>
<tr>
<td>CSM/SGM Course</td>
<td>Training/Evaluation</td>
<td>1</td>
<td>USAREC HQ</td>
<td>CSMs /SGMs</td>
</tr>
</tbody>
</table>

| DCG Semi-annual Bn Cdr Tng                  | Training         | 1      | USAREC HQ          | New Bn Cdrs and mentors                                                  |
| Station Commander Certification (SCC)        | Evaluation       | 1      | Multiple           | Station commanders                                                       |
| First Sergeant Certification (FSC)           | Evaluation       | 1      | Multiple           | First Sergeants                                                          |
| Company Commander Leader Development Program (CCLDP) | Evaluation   | 5      | Multiple           | Company Commanders                                                       |
| Senior Master/Master Trainer Certification (SM/MTC) | Evaluation | 1      | Multiple           | Master Trainers                                                          |
| Operations NCO/Officers Certification        | Evaluation       | 1      | Multiple           | Operations NCO/Officers                                                   |
| Guidance Counselor Certification             | Evaluation       | 1      | Multiple           | Senior/Guidance Counselors                                               |

Table 4-2 Organizational Courses and Programs

4-4. Advanced Training Program (ATP)
The ATP is the first operational domain training requirement for recent ARC graduates upon arrival to the recruiting station. This program validates foundational skills and focus training only on the new recruiter’s deficient areas. The two-stage, 120-day program, begins immediately following satisfactory completion of the reception and integration program. The ATP requires station commanders to assess the 15 critical recruiter tasks, provide refresher training on areas of “P” or “U” and re-assess. The Soldier must receive a “T” rating on all 15 tasks for completion of the program. Soldiers may complete the ATP earlier than 120-days providing they receive a “T” rating on all tasks (see Appendix F).

4-5. Assistant Station Commander Program (ASCP)
The Assistant Station Commander Program (ASCP) is a 120-day training program designed to develop non-commissioned officers with the potential to evaluate for possible reclassification to PMOS 79R and prepare them to assume leadership roles at the station level. The ASCP immerses the student using multiple training methods to capture diverse learning styles central to establishing foundational skills in leadership, MOS 79R competency, and station commander duties. A Soldier may begin the ASCP immediately following completion of the ATP. Completion of the ASCP is mandatory for conversion to 79R and attendance to the Station Commander Course (see Appendix F).

4-6. XO Course
a. The XO Course outlines the recruiting process and provides the techniques and procedures necessary to manage and coordinate a battalion and brigade staff. This is a five-day resident course at HQ USAREC
b. Executive Officers may request a three-day recruiting staff development/fusion cell MTT for their respective staff. The MTT is conducted at the Battalion HQs with a minimum of the primary Fusion Cell members; XO, S3, S2,
A&PA, and ESS. Using an actual objective from the Battalion Commander, the staff works through the Military Decision Making Process (MDMP) and develops a COA brief that can be actioned. The end state is to establish staff synchronization using the proper methodology to support the commander’s intent.

4-7. Unit Training Management (UTM) Course
The UTM provides training for all NCOs with duty as SMTs and MTs. The 3-week course at Fort Knox focuses on training SMTs and MTs on UTM, the Assess, Develop, Design, Implement, and Evaluate (ADDIE) process, and training facilitation for instructors.

4-8. Leaders Staff Orientation (LSO)
The LSO is a one-week orientation for incoming battalion and brigade commanders and non-79R CSM. The orientation is delegated to the Brigade Commander for the conduct and content of training within the Brigade area of operations. Training must occur within 90 days following the Recruiting Pre-Command Course and an AAR submitted in DTMS NLT 5 days following completion of training.

4-9. CSM/SGM Course (CSM/SGMC)
The CSM/SGM Course is a one-week course for incoming and current CSM/GSM. Training will include executive leader roles, MDMP, targeting and fusion cell operations, training management, staff synchronization, and other command topics inherent with assuming the role of CSM or Operations SGM.

4-10. Deputy Commanding General (DCG) Semi-Annual Battalion Commander Training
The Deputy Commanding General Semi-Annual Battalion Commander Training is a two-day session for battalion commanders during their first 6-months in position. Each brigade commander will select a senior battalion commander to serve as a mentor and participant during the training. The USAREC DCG facilitates the training with the intent of sharing ideas and best practices, generating cross talk, and preparing commanders to identify and counter common pitfalls.

4-11. Certification Programs
Leaders at every level will invest in the training and development of their subordinates. Performing sustainment training and validating the competencies of Soldiers and leaders at the station, company, and staff level is critical to the mission capabilities of the command. All station commanders, first sergeants, company commanders, senior/guidance counselors, operations NCOs, and SMTs/MTs will participate in the certifications programs. Soldiers are required to complete their applicable certification at least once per assignment per battalion. For example, if a Station Commander completes the Station Commander Certification while assigned to their current battalion and is then reassigned to another battalion to be a Station Commander, they must re-certify in the Station Commander Certification after they arrive to their new battalion. Certification includes assessing common and duty position knowledge, leadership, and professional competencies commensurate with their rank and position. Commanders maintain the discretion to remove Soldiers from position for failing to recertify (see Appendix J).

4-12. Records of military and civilian training
a. Commanders will maintain training records to assist them in the development of their unit training programs.
   b. Commanders will ensure the submission of completed training documentation in the Defense Civilian Personnel Data System (DCPDS) web site at: http://cpol.army.mil for all Civilian training as well in DTMS.
   c. Units will plan, schedule, and post training in DTMS. The use of USAREC Form 350-1.1 (Near-Term Training Plan) is acceptable when access to DTMS is unavailable.
   d. Unit leaders will record all Soldier individual training on USAREC Form 350-1.2 (Training Record) and file in DTMS or the Soldier’s counseling folder if DTMS is unavailable.

4-13. Leader training and leader development
a. Leaders are technically and tactically competent, practice self-discipline, self-awareness, and successfully adapt to an ever-changing operational environment. Commanders are responsible for leader training and leader development (LT/LD) programs in their units and for providing a learning climate where leaders:
   1. Value subordinate input.
Communicate, listen, and care.
Establish and maintain candor and open dialogue at all levels.
Develop units that possess a sense of trust and share responsibilities.
Freedom to exercise initiative where honest mistakes are forgiven and from which lessons are learned.
Active role modeling as coaches, counselors, and mentors.
Execute relevant, challenging, and complex education and training.
Deliberately plan and leverage opportunities for unit/organizational assignments and extra duties to challenge and provide new experiences for leaders.
Demand and provide honest developmental feedback to guide self-awareness and development.
Implement the application of 1) Assess, 2) Teach, 3) Train, 4) Validate, 5) Assign responsibility, and 6) Trust model to each new leader according to their responsibilities.
Allow time for subordinates to pursue educational and self-developmental opportunities.
Develop leaders to operate effectively at their next level of responsibility and ensure preparation for success at their next level of education.

4-14. Officer Professional Development Program (OPDP)

a. Commanders will design an OPDP to foster a common bond, broaden the knowledge base of subordinate officers, and conduct quarterly OPD sessions on topics related to professional and personal growth.
b. Refer to DA Pam 600-3, the Army’s professional development guide for officers, for branch functional area, key position information.

4-15. Noncommissioned Officer Development Program (NCODP)

a. The unit’s NCODP will center on the environmental and behavioral requirements of recruiting and will support the commander’s LT/LD program. The NCODP will focus on building the warrior spirit and contributing to the professional and personal growth of NCOs. A strong NCO support channel is the key to accomplishing all unit missions effectively. Commanders will enforce and CSM/1SGs will execute NCOPD.

b. As with all LT/LD, the NCODP is a command responsibility. The program reflects command priorities and experiences for LT/LD with management by the CSM or unit’s senior noncommissioned officer.
c. Leaders will refer to DA Pam 600-25, which is the Army’s NCO professional development guide for career management field (CMF) information.

4-16. Unit training events

a. In some cases, events may occur through nontraditional means to minimize training costs (VTC, DCS, teleconferences, Blackboard, ALMS DL training modules, etc.). Likewise, units may reduce costs by conducting training at military installation facilities, National Guard armories, and USAR centers. Commanders at each level will determine training requirements and select the best method to conduct training. Department of the Army and TRADOC guidance contains specific criteria, limitations, and responsibilities pertaining to training events. Commanders will comply with all training event guidance IAW the USAREC’s Annual OPORD pertaining to Training and Leader Development and USAREC Conference Policy.

b. USAREC training events at Fort Knox, KY:

(1) Annual Leaders Training Conference (ALTC) at USAREC HQs designated location.
(2) Annual Operations Conference.
(3) Annual Army Recruiting Information Support System (ARISS) user’s conference.
(4) Governance Forums (Semi-annual)
(5) Operations Update Assessments (OUAs) x 2
(6) Other G-staff conferences may occur with CG approval and if funds are available.
c. Brigade training events:
   (1) Off-site training conducted once each year - The list of participants is at the discretion of the brigade commander.
   (2) Quarterly training Briefs (QTB) x 4 - Participants include, brigade command group, battalion commanders and CSM, Company Commander, First Sergeant, and supporting brigade staff.
   NOTE: Commanders may conduct a QTB virtually to meet budget constraints.
   (3) Unit Training Management Course x 1 - Participants include brigade and battalion SMTs and MTs.
   (4) Operations Conference x 1 - Participants include brigade and battalion operations officers and noncommissioned officers in charge.
   (5) S2 conference x 1 - Participants include brigade and battalion S2 officers.
   (6) Fusion Cell Training Conference x 1 - Synchronized with Executive officers, A&PAs, ESSs, S3s, and the S2.
d. Battalion training events:
   (1) One off-site. Participants include battalion commander and CSM, company commanders and first sergeants, and battalion staff principals.
   (2) Station Commander Quarterly Leader Development sessions x 4; Participants include battalion commanders and CSM, company commanders, first sergeants, and station commanders.
   (3) Annual Training Conference (ATC) following the USAREC ALTC.

4-17. Specialized training assistance
Specialized training assistance is available for brigades and battalions through the USAREC G3, Training Division. Specialized training assistance teams focus on leadership, staff, and recruiting operations systems. Commanders will forward requests for USAREC or outside agency support through the Brigade to USAREC G3, Training Division.

4-18. Self-Development
Self-development is a life-long learning practice. In support of the Army Learning Development Strategy (ALDS), three types of self-development exist to develop leaders professionally and personally. They are: Structured Self-Development (SSD), Guided Self-Development and Personal Self-Development. Commanders and leaders at all levels will mentor and influence their subordinates to perform self-development. Commanders will ensure all eligible NCOs are enrolled in their applicable level of SSD and will ensure Soldiers complete their level within 180 days of enrollment. Leaders will assist all Soldiers and Civilian Staff to incorporate guided and personal self-development into Individual Development Plans (IDP) in the Army Career Tracker (ACT)
Appendix A

References

Section I
Required Publications

AR 40-501
Standards of Medical Fitness

AR 350-1
Army Training and Leader Development

AR 350-10
Management of Army Individual Training Requirements and Resources

AR 600-8-2
Suspension of Favorable Personnel Actions (Flags)

AR 600-8-8
The Total Army Sponsorship Program

AR 600-9
The Army Body Composition Program

AR 601-1
Assignment of Enlisted Personnel to the U.S. Army Recruiting Command

AR 601-280
Army Retention Program

AR 614-200
Enlisted Assignments and Utilization Management

DA Pam 600-3
Commissioned Officer Professional Development and Career Management

DA Pam 600-25
Army Noncommissioned Officer Professional Development Guide

ADRP 7-0
Training Units and Developing Leaders

TRADOC Reg 350-18
The Army School System

USAREC Reg 601-210
Enlistment, Accessions, and Processing Procedures
Section II
Related Publications

**AR 600-8-22**
Military Awards

**AR 600-8-24**
Officer Transfers and Discharges

**AR 600-20**
Army Command Policy

**AR 635-200**
Active Duty Enlisted Administrative Separations

**DA Pam 350-58**
Army Leader Development Program

**DA Pam 611-21**
Military Occupational Classification and Structure

**ADRP 6-22**
Army Leadership

**FM 7-0**
Train to Win in a Complex World

**FM 7-22.7**
The Army Noncommissioned Officer Guide

**FM 7-22**
Army Physical Readiness Training

**USAREC TC 5-03.4**
Training and Leader Development

**ATP 5-19**
Risk Management
Section III
Prescribed Forms

USAREC Form 350-1.1
Near-Term Training Plan (Prescribed in para 4-12 c.)

USAREC Form 350-1.2
Training Record (Prescribed in para 4-12 d.)

USAREC Form 350-1.3
Commanding General’s Gunner Certificate of Excellence (Prescribed in Appendix G-3 b.(2))

USAREC Form 350-1.4
Reception and Integration checklist (Prescribed in Appendix K-2a.)

USAREC Form 350-1.6
NPS Company/Station Training Assessment Review (CSTAR) (Prescribed in para. 2-14c.)

USAREC Form 350-1.7
AMEDD Company/Station Training Assessment Review (CSTAR) (Prescribed in Appendix P-1)

USAREC Form 350-1.8
AAR – Right Seat and Left Seat Ride Procedures (Precribed in Appendix G-2b.(2))

USAREC Form 350-1.9
Assistant Station Commander Program (ASCP) Eligibility Checklist (Prescribed in Appendix F-5 c.(2)(a))

Section IV
Referenced Forms

DA Form 4856
Developmental Counseling Form

TRADOC Form 350-18-2-R-E
The Army School System (TASS) Unit Pre-Execution Checklist
Appendix B
Training Management and Records

Section I.
Training Plans

B-1. Long-range planning
a. USAREC will post its annual training and leader development guidance to DTMS allowing a minimum of 90 days planning time for subordinate echelons to establish their training plans and training guidance (Appendix C). The command training guidance (CTG) is posted to the organization’s long-range training calendar in DTMS. The CTG is a reference for the planning, preparation, execution, and evaluation of training throughout the long-range planning period. Examples of topics normally addressed in the CTG are:

   (1) Commander training philosophy.
   (2) METL.
   (3) Major training events.
   (4) Leader training.
   (5) Recruiting staff development training.
   (6) Individual training.
   (7) Self-development.
   (8) Training evaluation and feedback.
   (9) New equipment training.
   (10) Resource allocations.
   (11) Training management.
   (12) Risk management.

b. Commanders post the long-range planning calendar concurrently with their CTG and post it into DTMS. The calendar graphically depicts the schedule of events described in the CTG. Once approved by higher headquarters, long-range planning calendars are “locked in” to provide planning stability for subordinate organizations. Only the approving commander can change a long-range planning calendar.

c. Upload the Annual/Command Training guidance in DTMS in the Training, Plan, and Document Library folder. Include the FY into the title of the document.

B-2. Short-range planning
a. Short-range planning and subsequent plans covers a specific quarter within the fiscal year and perfect the long-range training strategy is the commander’s responsibility.

b. Brigade and Battalion Commanders’ will submit short-range training plans (Quarterly Training Guidance) to the next higher-level headquarters for approval and post in DTMS NLT 6-weeks prior to the execution date of the plan.

c. Company Commanders and Station commanders will complete the Station Company Assessment Review (SCTAR) in Appendix P and develop their next Quarter training plan NLT 5 working days following the end of last phase line of the Quarter, submitted to the next higher level for approval, and uploaded into DTMS.

d. Short-range planning should be flexible and allow for modification or revision based on individual unit needs. It will enable the commander to accomplish the following:

   (1) Translate training requirements from the annual training plan into a logical series of training events.
   (2) Provide detailed guidance to trainers, including training objectives.
   (3) Coordinate resources allocated to support designated training events.
   (4) All Training guidance and CSTAR will be uploaded in DTMS in the Training Plan and Document Library folder. Include the QTR and FY into the title of the document.

B-3. Near-term planning
The near-term training adjustments covers a one-month period within the short-range (Quarter) training plan and completed by the company commander with input from the first sergeant and station commanders. Near-term training
plans further refine the short-range plan and focuses on immediate training needs that arise or not covered in the short-range training plan. Leaders will make adjustments in the training plan within DTMS. The near-term plan is designed to:

a. Make final coordination for the allocation of resources for training.

b. Ensure training objectives specified in the short-range training plan are scheduled and executed.

c. Prepare detailed training schedules and lesson plans in a timely manner.

**Section II Training Records**

**B-4. USAREC Form 350-1.2**

All individual training, other than training given under the ATP, ASCP, and CCLDP is recorded on USAREC Form 350-1.2 (Figure B-1) located in the USAREC Publications Library. If a paper copy of the form is used, the trainer will convert to PDF upon completion and upload to the Soldier’s permanent training record in DTMS, DA Forms Tab, and counseling folder. Annotate any scheduled and received training in the recruiter’s calendar. Trainers must place special emphasis on the “Trainee’s response and/or comments” regarding the training they received. The trainee’s feedback will validate the training’s effectiveness and assist in the planning of future training.
Figure B-1. Sample of a completed USAREC Form 350-1.2.

<table>
<thead>
<tr>
<th>TRAINING RECORD</th>
<th>4. DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(For use of this form see USAREC Reg 350-1)</td>
<td>08/10/2018</td>
</tr>
</tbody>
</table>

1. GENERAL: This form will be used to document individual training.

2. PURPOSE: This form provides a record of tasks observed, training given, and trainee's comments regarding training received. This form will be included in the individual's training file.

3. TASK: Conduct Telephone Prospecting 80SK-79R-3019

4. DATE: 08/10/2018

5. OBSERVATION TYPE: [ ] Assessment [ ] Evaluation [ ] Validation

6. RATING: [ ] T - Trained [x] [ ] P - Needs Practice [ ] U - Untrained

7. TRAINING RECEIVED AND RECOMMENDATIONS:
   During telephone prospecting the recruiter failed to build sufficient trust and credibility which hampered his attempts to determine the prospect's goals and passions and get the appointment. I reviewed the task performance steps with him, shared some proven techniques through role-playing, and made a few phone calls to demonstrate each technique.

   Recommendations: Review the telephone prospecting steps in Chapter 3 of USA REC Training Circular 5-03.1 Prospecting, Processing, and Analysis. Pick out an introductory script from Chapter 6 of USARECTC 5-03.1 that fits your personality and personalize it to your prospecting approach. Make a copy of the prospecting steps in Chapter 3 and the introductory scripts in chapter 6. Keep them on your desk to help you stay on track when conducting telephone prospecting. To get relaxed before starting your telephone calls, incorporate two to five minutes of the deep belly breathing technique you learned in last week's MRT session.

8. TRAINER'S NAME AND INITIALS: SFC Jack B. Nimble (JBM)

9. TRAINEE'S RESPONSE AND/or COMMENTS:
   a. WHAT DID YOU LEARN?
      I was too anxious for the appointment and rushed right through the building trust and credibility step. SFC Nimble showed me some techniques that really helped me create my own style, slow down and relax. The guidance to keep a copy of the introduction scripts from chapter 6 of USARECTC 5-03.1 on my desk was a great idea. I was previously trying to memorize them and getting frustrated because I couldn't.

   b. WHAT ARE YOUR TRAINING NEEDS?
      I am not sure at this point

10. TRAINEE'S NAME AND SIGNATURE: SSG lan A. Newby

Figure B-1 Sample of a completed USAREC Form 350-1.2.
Appendix C

Digital Training Management System

C-1. General
   a. The Digital Training Management System (DTMS), located at https://dtms.army.mil, is a web-based planning and management tool that facilitates an organization’s ability to plan, resource, and track individual and collective training. DTMS also provides access to Army standard training products. DTMS is the only authorized automated system for managing, recording training, and establishing unit assessments for Army units. DTMS is mandatory for the management, planning, and recording of all Soldier, leader, and Civilian training.
   
   b. DTMS is an unclassified, sensitive system. Treat all information as For Official Use Only (FOUO). Leaders and system administrators will ensure users do not enter classified data into the system.

C-2. Responsibilities
   a. USAREC G3, Training Division, is the proponent for DTMS. The G3 will appoint a primary and assistant system administrator, which are typically the SMT and a MT. The system administrators will:
      (1) Act as liaison between USAREC, higher headquarters, subordinate units, and the Combined Arms Center \ DTMS program manager.
      (2) Manage the access plan as specified in paragraph C-5.
      (3) Ensure users are trained on the application and assist subordinate commands to train their first sergeants, and station commanders.
      (4) Manage user accounts for Soldiers assigned to subordinate units.
      (5) Represent USAREC on the DTMS Requirements Control Board working group in accordance with the Army’s charter.
   
   b. Brigade commanders will appoint a primary and assistant system administrator. System administrators are typically the SMT and MT. System administrators will:
      (1) Act as liaison between their command and USAREC’s system administrator.
      (2) Train subordinate units on the application.
      (3) Ensure subordinate units are training leaders and operators how to use the application.
      (4) Manage user accounts for their command in accordance with the access plan outlined in paragraph C-5.
      (5) Refer to the USAREC DTMS Standard Operating Procedures and the current FY ROP for further guidance.
   
   c. Battalion commanders will appoint, on appointment orders, a primary and assistant DTMS administrator. System administrators are typically the SMT and MT. System administrators will:
      (1) Act as liaison with higher headquarters.
      (2) Train users.
      (3) Manage user accounts in accordance with the access plan outlined in paragraph C-5.
      (4) Refer to the USAREC DTMS Standard Operating Procedures and the current FY ROP for further guidance.
   
   d. Company Commanders are responsible for ensuring subordinates are entering training plans and training results into DTMS.
      (1) Commanders will use T&EOs, with T/T-/P/P-/U ratings, to continuously assess unit performance, whether during training or actual operations, to identify reasons for performance success and shortfalls. T&EO assessments will be recorded in DTMS.
      (2) Refer to the USAREC DTMS Standard Operating Procedures and the current FY ROP for further guidance.
      (3) Color code training events on the calendar in accordance with Table C-1. Annotate outcomes/certifications according to the guidance below.
      (4) Training Schedules will include:
         (a) Sergeant’s time training
         (b) Certification training
         (c) Administrative Actions
         (d) Mandatory Training
         (e) Annual Training
(5) Certifications consist of organizational courses as well as courses that have an expiration date and will require recertification. The following certifications will be input into the ITR Certification tab:

a. Supervisor Development Course
b. Organizational Training Certifications

(6) Input courses (Training and education programs not having an expiration date) into the ITR Army Schools tab:

a. Officer Professional Development Schools (OBC, Career Course, CGSC, PCC)

b. Non-Commissioned Officer Development Schools

c. Civilian Education Courses
d. Safety (Risk Management) Courses
e. Branch School Completion (Recruiting and Retention)
f. Airborne, Air Assault, SERE, etc.
g. Unit Prevention Leader Course
h. Master Fitness Trainer
i. Lean Six Sigma (LSS)
j. Master Resiliency Trainer

C-3. Training

a. System administrators at all levels are responsible for training on DTMS within their commands. The USAREC G3, Training Division, is the primary DTMS administrator and trainer.
b. USAREC G3 system administrators will maintain training materials on the USAREC Enterprise Portal applicable to all access levels.
c. Brigade and battalion commanders will ensure all SMTs and MTs are trained on DTMS. Commanders are responsible to ensure all subordinate units maintain DTMS operators.
d. Commanders will ensure all training events are planned and scheduled. Tasks that are associated with each training event will be logged in DTMS in order to ensure Soldiers receive credit for the training.
e. Manage training as required in this regulation, the current USAREC Fiscal Year Recruiting Operations Plan (FY ROP) AR 350-1, ADRP 7-0, and FM 7-0.

C-4. Troubleshooting and support

a. DTMS support is available from system administrators; however, users are highly encouraged to first access the “Help” menu on the DTMS Homepage and the USAREC FAQs folder on the G3 Training SharePoint Site. DTMS FAQs address most assistance issues and solutions. The DTMS Knowledge Base allows users to submit questions and issues to the DTMS Help Desk. Prior to submitting a request, users will first explore both the user’s manual and previous postings on the Knowledge Base.
b. DTMS issues that are not specific to the application will be addressed the chain of command and not to the DTMS Knowledge Base. The DTMS Knowledge Base will not resolve USAREC specific issues.

C-5. DTMS management

a. Brigades will provide a list of their current DTMS Managers to the USAREC DTMS Manager on 01 April and 01 October of every fiscal year in order to facilitate tracking of DTMS training capability throughout the Command.
b. Commanders may permit or deny access to anyone within their command with the exception of the system administrators. Group roles are designated roles related to the user’s position. Individual roles cannot be removed from the groups, but additional individual roles can be given to those not already part of the group.
c. Commanders, along with the system administrators, will identify additional trainers whom require access. Commanders will ensure that system administrators:
   (1) Quarterly: Review all personnel that have access to DTMS for accuracy and completeness.
   (2) Deactivate DTMS access for users no longer assigned or no longer serving in DTMS manager roles.
   (3) Deactivate DTMS access for users who have not accessed DTMS in 365 days. This report can be generated via the User Reports function of DTMS.
d. System administrators have the authority to deny access to anyone who violates this regulation, other directives, or fails to fulfill their responsibilities. If a system administrator denies anyone access they must immediately report the action to their supervisor, commander, and system administrator at the next level of command.
C-6. DTMS use

Commanders will review their administrative processes and reduce the burden on units and Soldiers as well as make recommendations to eliminate or simplify tasks through their chain of command.

a. There is no requirement to scan and upload supporting documents into DTMS in order to validate the Commander’s input of training, either collective or individual. However, the individual training record (ITR) will contain the:

   (1) Date and score (if applicable) for completion of common mandatory training requirements in accordance with established regulations.

   (2) Completion of other requirements as approved and directed by the Command and published in appropriate USAREC publications.

   (3) Completion information from diplomas, certificates of training (DA Form 87) including ALMS course completions, weapons qualification scorecards, physical fitness test scorecards (DA Form 705), height/weight and body composition worksheet (DA Form 5500 and DA Form 5501), and driver/operator training qualifications

b. Leaders at the lowest echelon will input Soldier permanent and temporary profiles in DTMS ensuring that limitations are annotated and available date for record APFT are properly listed. No personal medical data, to include cause of injury, will be input in to the DTMS.

c. Calendars: All units will manage their training calendars using the Unit Training Plan (long-range calendar and Training Management Calendar (short-range calendar) functions (see app B).

d. METL: USAREC does not have an Army approved METL; therefore, Mission Essential Tasks will be located in "Local Tasks". Units will use DTMS to submit, modify, and approve or disapprove METL training.

e. The Company/Station Training Assessment Review (CSTAR) will be uploaded in the Document Library under the Training >> Plan Menu of DTMS at every echelon (if applicable).

f. The colors depicted in Table C-1 are used with the specified event types. These colors are only used for these types of events. Other colors may be used for events that are not covered below, but using similar colors for other events is prohibited. Events in these categories are marked as major events.

C-7. DTMS color codes for USAREC training events

The colors depicted/described in Table C-1 are to be used with the specified event types.
### Table C-1
**DTMS Color Codes For USAREC Training Events**

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Event Color</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin</td>
<td>Blue</td>
<td>TAB Boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OUA/QTB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Building Exercises</td>
</tr>
<tr>
<td>Community Support</td>
<td>Gray</td>
<td>Parades, Color Guard, Funerals, etc.</td>
</tr>
<tr>
<td>Mandatory Training</td>
<td>Yellow</td>
<td>AR350-1/UR 350-1 Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Unit Command Directed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training Stand Down Days</td>
</tr>
<tr>
<td>Inspections</td>
<td>Red</td>
<td>SAV</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IG</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CSDP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CIP (ICI/SCI)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessments</td>
</tr>
<tr>
<td>Education</td>
<td>Green</td>
<td>Master Resiliency Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organizational Training Courses (UTM/XO Course/CSM Training/ DCG BN CDR TNG/ etc.)</td>
</tr>
<tr>
<td>Annual Training</td>
<td>Purple</td>
<td>Center Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Governance Forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Leader Training Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leader Staff Orientation</td>
</tr>
<tr>
<td>Collective Tasks</td>
<td>Olive</td>
<td>Universal Collective Tasks listed in CAR/METL/CATS</td>
</tr>
<tr>
<td>Local Collective Tasks</td>
<td></td>
<td>Collective tasks indicative of Recruiting Command only</td>
</tr>
<tr>
<td>CATS</td>
<td></td>
<td>Tasks listed in Combined Arms Training System</td>
</tr>
<tr>
<td>METL</td>
<td></td>
<td>Collective tasks listed in the approved METL.</td>
</tr>
<tr>
<td>Holidays</td>
<td>Maroon</td>
<td>Holidays listed in Annual Training Guidance</td>
</tr>
<tr>
<td>Training Holiday</td>
<td>Maroon</td>
<td>Training holidays listed in Annual Training Guidance.</td>
</tr>
</tbody>
</table>

**Table C 1 DTMS Color Codes for USAREC Training Events**
Appendix D
USAREC Leader Development Program

D-1 General
Leader development is a deliberate, continuous, sequential, and progressive process, grounded in Army values. It grows Soldiers and Army Civilians into competent, confident leaders capable of directing teams and organizations. The Army Leader Development Strategy (ALDS) 2013 rebalances the three crucial leader development components of training, education, and experience to prepare leaders, Soldiers, and DA Civilians for the challenges of tomorrow. Leaders must understand the strategic environment, think critically and creatively, visualize solutions, describe and communicate crucial information to facilitate understanding, collaborate, and build teams. Leader Development is fundamental to USAREC’s long-term strategy and seeks to grow Soldiers and Army Civilians into competent, committed professional leaders of character.

D-2 Concept
Leader Development encompasses all personnel, (Soldiers, officers, and DA Civilians) within the command and spans the entire assignment period. Leader development will provide training, education, and experience using the institutional, operational, and self-development domains leading to a force capable of accomplishing the mission and taking care of Soldiers and Family well-being. Appendices E through I describes the leader development process for Soldiers, Officers, and DA Civilians. Table D-1 displays the basic components of the NCO, Officer, and Civilian leader development programs.

### Table D-1. USAREC Leader Development Program Basic Components

<table>
<thead>
<tr>
<th>TASKS/ASSIGNMENTS</th>
<th>NCOs</th>
<th>Officers</th>
<th>Civilians</th>
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<tbody>
<tr>
<td>Army Career Tracker (ACT)</td>
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<td>X</td>
</tr>
<tr>
<td>Army Recruiter Course (ARC)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Health Care Recruiter Course (HCRC)</td>
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<td>X</td>
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</tr>
<tr>
<td>Reception and Integration</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Advanced Training Program (ATP)</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Assistant Station Commander Program (ASCP)</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Station Commander Course (SCC)</td>
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<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Recruiting Company Commander/First Sergeant Course (RCCFS/C)</td>
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<tr>
<td>Master Leader Course</td>
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<tr>
<td>First Sergeant</td>
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<td>NCO Leadership Center of Excellence (NCOLE)</td>
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<td>Operations Sigma</td>
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<td>Command Sergeant Major (CSM-Nominate)</td>
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<tr>
<td>Company Commander Leader Development Program (CCLDP)</td>
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<td>Officer In Charge (OIC) Programs</td>
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<tr>
<td>Chaplain Recruiter Course (CTR)</td>
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<tr>
<td>Recruiting Operations-Officer Course (ROOC)</td>
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<tr>
<td>Executive Officer-Commander</td>
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</tr>
<tr>
<td>Recruiting Staff Development Course (RSDC)</td>
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<tr>
<td>Recruiting Pre-Command Course (RPCC)</td>
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<td>DCG IN-CDR Semi-Annual Training</td>
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<tr>
<td>NCOPD (See Note 4)</td>
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<tr>
<td>OPDP - (See Note 4)</td>
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<tr>
<td>Career Management Program</td>
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<tr>
<td>Structured Self Development (SSD)</td>
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<tr>
<td>Guided Self-Development</td>
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<td>Personal Self-Development</td>
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<tr>
<td>Civilian Leader Foundation Course</td>
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<tr>
<td>Civilian Leader Basic Course</td>
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### Table D-1 Continued

**USAREC Leader Development Program Basic Components**

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<th>Component</th>
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<tr>
<td>Civilian Leader-Intermediate Course</td>
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<td>X³</td>
</tr>
<tr>
<td>Civilian Leader-Advanced Course</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Civilian Leader-Basic Course</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Civilian Leader-Intermediate Course</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Civilian Leader-Advanced Course</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Supervisor Development Course</td>
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<td></td>
<td>X³</td>
</tr>
<tr>
<td>Leaders' Edge 360 (Upon Operationalized)</td>
<td>X</td>
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<td>X³</td>
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<tr>
<td>MSAF-360</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Test of Attentional and Interpersonal Style (TAIS)³</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Global Assessment Test (GAT) (Civilians High Encouraged)³</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Adaptive-Leader-Training²</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Mental Toughness</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Executive Coaching</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Tactical Awareness</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Resiliency Training</td>
<td>X</td>
<td></td>
<td>X³</td>
</tr>
<tr>
<td>Mentorship</td>
<td>X</td>
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<td>X³</td>
</tr>
</tbody>
</table>

---

1. Includes Station commanders, First Sergeants, Company Commanders, Guidance Counselors, Operations NCOs, and Master Trainers²
2. Functional Courses consist of GCCOC, MT, ROCC, Instructor, IS, and Equal Opportunity,³
4. Leaders are encouraged to invite civilian staff to NCODP and OPOP³.

---

**Table D-1. USAREC Leader Development Program Basis Components (Con't)**
Appendix E
79R Proponent Development Model

E-1. General
Leader development for 79R noncommissioned officers begins with the selection and notification of assignment to USAREC and continues throughout the NCO’s entire tour length. Figure E-1 depicts the 79R Proponent and Development Model as a reference to visualize the common career path for the Corps. Leaders will understand the 79R Proponent Development Model and combine these tenets with the NCO leader development program. This requirement ensures all NCOs develop professionally and personally to support the needs of the Army, Unit, and Soldier.

Figure E-1. 79R Proponent/Developmental Process
Appendix F
Noncommissioned Officer Leader Development Program

F-1. General
The Noncommissioned Officer Leader Development Programs contains the tenets of the Army Leader Development Strategy and Leader Development Model. It incorporates the unique USAREC training requirements to support and strengthen the Corps while preparing NCOs for current and future mission capabilities regardless of assignment. All leaders will support, invest in, and execute this program. Figure F-1 depicts a sample of the NCO Leader Development Program. **NOTE:** A USAREC proponent review may alter the proponent and school requirements.

Figure F-1 Sample of the Leader Development Program
F-2. Army Recruiter Course Training
The ARC is a resident course taught at the RRC, Fort Knox, KY. This course teaches recruiter candidates the interpersonal, conceptual, administrative, technical, and tactical skills necessary to succeed in the contemporary recruiting environment. The curriculum provides training in the principles of adaptive leadership, technology systems, interpersonal communication, Army programs, time management, prospecting, and interviewing.

a. Office of the Command Psychologist (OCP). The RRC, in coordination with the USAREC OCP performs following tasks and training during the ARC to best identify, train, and develop NCOs.
   (1) Assessment:
      (a) Wellness assessment administration and review of recruiting candidate assessment (RCA) documentation.
      (b) The Attentional and Interpersonal Style (TAIS) Inventory
   (2) Adaptive Leader Instruction:
      (a) Mental Toughness
      (b) Integration
      (c) Tactical Awareness
      (d) USAREC Risk Assessment and Counseling (URAC) familiarization
      (e) Test of Attentional and Interpersonal Style (TAIS)
   (3) Army Career Tracker (ACT): All Soldiers attending the ARC will enroll in the Army Career Tracker. The RRC will verify enrollment and begin the development and tracking process through the ACT system. The RRC is responsible for ensuring the enrollment of all students attending the ARC.

F-3. Reception and Integration Program
Reception and Integration is critical to leader development because it establishes the proper method to receive and integrate Soldiers, leaders, families, and Civilian personnel. It establishes a foundation of caring and creates an environment where leaders invest in the subordinates. Every leader and staff member is responsible for reception and integration. They are responsible for investing time to ensure that new personnel are familiar with policies and procedures to prepare for the duties, roles, and expectations of the assignment. Appendix K describes specific guidance to perform reception and integration.

F-4. Advanced Training Program (ATP)
The SMT initiates the ATP upon completion of the Reception and Integration program using USAREC FORM 350-1.4. Recruiters and leaders have up to 120-days from date of enrollment to complete ATP requirements. The station commander will assess the new recruiter’s knowledge and performance on each of the individual critical tasks in accordance with current Training and Evaluation Outlines (T&EO). Station commanders will use the individual critical task assessment worksheets located in the resources section of the USAREC Leader Development Program SharePoint and assess new recruiters using “T” - trained, “P” - needs practice, “U” - untrained. Station commanders will record all initial individual critical task assessments, refresher training, recruiter, station commander comments, and leader actions in the Leader Development SharePoint site. The ATP consists of two stages.

   a. Stage I - Initial Assessment. Station commanders will evaluate new recruiters on the individual critical tasks IAW with the respective program below within the first 60 days of the ATP. Station commanders will assess individual critical tasks by observing recruiters during live-fire or hands-on activities. Recruiters receiving a “T” or rating in an individual critical task will not participate in a reevaluation of that task again as part of the ATP. However, station commanders must continuously monitor the recruiter’s performance and conduct reassessments for validation purposes.
   b. Stage II - Refresher Training. Stage II begins on the completion date of Stage I. Recruiters who receive a “P” or “U” rating will receive refresher training by the Station commander. Training will continue until the recruiter receives a “T” rating. The completion of refresher training must be within 60-days from the completion of Stage I. The ATP individual critical tasks for each type of new recruiter are:

   (1) NPS Recruiter Individual Critical Task List (15)
      (a) Task-1: Develop a Plan in Support of Recruiting Center Operations Plan
      (b) Task 2: Prepare for the Army Interview
      (c) Task 3: Conduct the Army Interview
      (d) Task 4: Develop a Recruiter-Centric Network
      (e) Task 5: Implement the School-Recruiting Program
(f) Task 6: Determine Basic Eligibility
(g) Task 7: Overcome Obstacles
(h) Task 8: Conduct Telephone Prospecting
(i) Task 9: Conduct Virtual Prospecting
(j) Task 10: Conduct Face to Face Prospecting
(k) Task 11: Process an Enlistment Application
(l) Task 12: Conduct Future Soldier Orientation
(m) Task 13: Conduct Future Soldier Follow-up
(n) Task 14: Administer Occupational Physical Assessment Test (OPAT)
(o) Task 15: Conduct Follow-Up Activities

(2) Health Care Recruiter Individual Critical Task List (11)
(a) Task 1: Develop a Plan in Support of Recruiting Center Operations Plan
(b) Task 2: Prepare for the Army Interview
(c) Task 3: Conduct the Army Interview
(d) Task 4: Develop a Recruiter-Centric Network
(e) Task 5: Conduct Telephone Prospecting
(f) Task 6: Conduct Virtual Prospecting
(g) Task 7: Conduct Face-to-Face Prospecting
(h) Task 8: Conduct Follow-Up Activities
(i) Task 9: Implement a Health Care School Recruiting Program
(j) Task 10: Process a Health Care Officer Application
(k) Task 11: Lead Future Soldier Training for a Health Care Office

(3) SORB Recruiter Individual Critical Task List (7)
(a) Task 1: Develop a Plan in Support of Station Recruiting Operations Plan for Special Operations Recruiting (SORB)
(b) Task 2: Conduct In-Service Prospecting for Special Operations Recruiting (SORB)
(c) Task 3: Develop a Unit Recruiting Program for Special Operations Recruiting (SORB)
(d) Task 4: Perform an In-Service Briefing for Special Operations Recruiting (SORB)
(e) Task 5: Perform Follow-up Activities for Special Operations Recruiting (SORB)
(f) Task 6: Process an Applicant (In-Service) for Special Operations Recruiting (SORB)
(g) Task 7: Process a Waiver for Special Operations Recruiting (SORB)

(4) Chaplain Recruiter Individual Critical Task List (8)
(a) Task 1: Develop a Chaplain School Recruiting Program
(b) Task 2: Develop a Chaplain Recruiter-Centric Network
(c) Task 3: Conduct Chaplain Telephone Prospecting
(d) Task 4: Conduct Chaplain Face-to-Face Prospecting
(e) Task 5: Conduct Chaplain Virtual Prospecting
(f) Task 6: Conduct a Chaplain Army Interview
(g) Task 7: Conduct Chaplain Follow-Up Activities
(h) Task 8: Process a Chaplain Application

C. Policies:
1. The ATP is not a pass or fail program.
2. The ATP applies to all new NPS recruiters, Health Care, SORB, and Chaplain Recruiters and recruiters returning to USAREC after a 12-month absence.
3. Soldiers will receive training that enables them to execute the TTPs for their particular recruiting mission (enlisted, medical, etc.).
4. Station commanders will train, coach, and mentor new recruiters.
5. Record ATP training in the Soldier’s record in the USAREC Leader Development Program SharePoint.

D. Responsibilities:
1. Battalion CSMs will:
   a. Ensure recruiters receive training and guidance throughout the ATP.
   b. Review and input comments into the new recruiters ATP record monthly via the USAREC Leader Development Program SharePoint.
2. Monitor the quality and timing of assessments and refresher training to prevent completion results that represent insufficient or inefficient execution of the ATP.
(2) SMTs will:
   (a) Initiate the reception and integration of all new recruiters using USAREC Form 350.1-4.
   (b) Initiate the ATP upon receipt of completed USAREC FORM 350-1.4 (Reception and Integration Program).
   (c) Upload completed USAREC FORM 350-1.4 into the Soldier’s record in the USAREC Leader Development Program SharePoint.
   (d) Provide the commander and CSM a monthly assessment of the ATP describing the recruiter status in all stages of the ATP.
   (e) Monitor the ATP and provide training assistance as needed.
   (f) Annotate comments in the training record and evaluate ATP results for trends.
   (g) Review and closeout the ATP only when the records are complete. Forward discrepancies or inadequate documentation to the Battalion CSM upon identification.

NOTE: The SMT and/or MT will not be a primary trainer for recruiters participating in the ATP.

(3) Company commanders will:
   (a) Enforce ATP compliance.
   (b) Review and input comments into the new recruiters ATP record monthly via the USAREC Leader Development Program SharePoint.

(4) First sergeants will:
   (a) Validate the training of all Soldiers throughout the ATP.
   (b) Review and input comments into the new recruiters ATP record weekly via the USAREC Leader Development Program SharePoint.

(5) Station commanders will:
   (a) Validate the completion of the Reception and Integration program and forward the completed USAREC Form 350-1.4 to the BN SMT/MT for ATP enrollment.
   (b) Annotate all training, task assessments and evaluations, and comments on Training and Evaluation Outlines in the USAREC Leader Development Program SharePoint.
   (c) Conduct all ATP initial assessments within 60 days of program start date.
   (d) Develop, schedule, and conduct ATP refresher training until recruiter receives a “T” rating (to complete ATP within 120 days from start date).
   (e) Validate new recruiters have mastered all ATP critical tasks.

F-5. Assistant Station Commander Program (ASCP)
The Assistant Station Commander Program (ASCP) is a 120-day training program designed to develop noncommissioned officers who demonstrate the potential to serve as leaders within the 79R Corps. The ASCP immerses the student using multiple training methods to capture diverse learning styles central to establishing foundational skills in leadership, MOS 79R competency, and functions inherent with the station commander position.

a. Policy: The ASCP is mandatory for conversion and attendance to the Recruiting Station Commander course

b. Methodology:
   (1) The methodology is a learning and experience task providing practical application in analysis, development, and the execution of a battle rhythm and planning.
   (2) The student must obtain all pertinent calendars and identify how best to accomplish all tasks.
   (3) The student must coordinate with instructors and incorporate training around or in conjunction with their normal plan.

c. Responsibilities:
   (1) Proponent: Develop and maintain a proponent brief video.
   (2) Battalion Commander:
      (a) Approve NCOs for the ASCP who represent the character, values, and leadership potential to serve as leaders using the ASCP Eligibility Checklist (USAREC Form 350-1.9 ((Figure F-2.))
      (b) Verify the conduct and completion of the ASCP.
      (c) Direct training support.
   (3) Battalion Command Sergeant Major:
      (a) Recommend NCOs for the ASCP using the ASCP Eligibility Checklist (USAREC Form 350-1.9) and forward to the battalion commander for signature.
(b) Assist with training support coordination and monitor support activities.
(c) Review ASCP reports, records, content, and implement immediate actions to correct deficiencies.
(d) Input comments into the ASCP record monthly via the USAREC Leader Development Program SharePoint.

(4) Battalion S-1: Complete Item 4 of the ASCP Eligibility Checklist (USAREC Form 350-1.9)

(5) Battalion Senior Master Trainer:
(a) Complete items 1-3 of the ASCP Eligibility Checklist (USAREC Form 350-1.9) and upload into the Soldier’s record in the Leader Development SharePoint once signed by the battalion commander.
(b) Review and validate course nominations.
(c) Monitor training conduct and validate records for completion.
(d) Assist with training resource coordination.
(e) Assist with training as required.
(f) Record and report program results.

(6) Company Commander/First Sergeants:
(a) Identify and recommend NCOs who represent the character, values, and leadership potential to serve as leaders within USAREC using the ASCP Eligibility Checklist (USAREC Form 350-1.9) in the Leader Development SharePoint.
(b) Monitor, validate content and quality of training results, and verify program conduct completion.
(c) Input comments into the ASCP record weekly via the USAREC Leader Development Program SharePoint.

(7) Station commander:
(a) Recommend only the most qualified noncommissioned officer who represents the character, values, and leadership potential to serve as leaders within USAREC using the ASCP Eligibility Checklist (USAREC Form 350-1.9).
(b) Serve as primary trainer and input evaluation comments into the ASCP record as they occur via the USAREC Leader Development Program SharePoint.
(c) Assist the student with developing a time management plan that facilitates completion of the program. Immediately report incidents that may potentially disqualify the student or situations that may prevent course completion to the Company Commander and First Sergeant.

(d) Eligibility:
(1) Verified enrollment in the Army Career Tracker.
(2) Must complete the ATP.
(3) Possess no record of or currently pending adverse action.
(4) No record of APFT or Height/Weight failure while assigned to USAREC.
(5) Recommended by the first three leadership echelons (Station, Company, and Battalion).
(6) Approved by the Battalion Commander.

e. Program Content: (All ASCP training resources are located in the ASCP Resources, Leader Development SharePoint.

(1) Leadership Foundation Phase (60 Days):
(a) View the Proponent Brief.
(b) Review the USAREC Wellbeing Programs Brief.
(c) Mission Command training.
(d) Provide NCOER counseling (DA PAM 623-3) and Performance Counseling IAW ATP 6-22.1.
(e) Army Career Tracker mentor selection and individual development plan (IDP).
(g) Develop a Time Management Work Plan/Battle Rhythm, Video- Practical Exercise.

(2) Assistant Station commander Foundation Phase (60-Days):
(a)ROP Tool Tab 1- Perform a Recruiting Functions Analysis (RFA) for the station.
(b) ROP Tool Tab 2- Perform an analysis of the operating environment using the PMESII-PT framework including conversion data analysis for the station.
(c) ROP Tool Tab 3- Provide the analysis results from Tabs 1 and 2 for each of the recruiters assigned to the station based on a complete system analysis of data, leader assessment, METT-TC, and personal observance.
(d) ROP Tool Tab 4-Develop the Phase Line Prospecting Activities for the station.
(e) Construct a Targeting Plan.
(f) Implement a Recruiting Station School Recruiting Program.
(g) Perform Quality Control Check of an Enlistment Record.
(h) Conduct Waiver Processing  
(i) Manage a Center’s Future Soldier Training Program.  
(j) View the In-Progress Review (IPR) Video.  
(k) Conduct an In-Progress Review.  
(l) Complete the CSTAR.  

NOTE: Click the ASCP Resources hyperlink within the USAREC Leader Development Program SharePoint to access the Training and Evaluation Outlines and applicable training aids related to the ASCP.

F-6. Station Commander Course (SCC)  
The SCC gives recruiters the knowledge and skills necessary to perform as station commanders. Graduates are able to manage station assets, employ system resources, evaluate and train recruiters, and execute and guide recruiting operations.  

a. Requirements:  
(1) Graduation from the SCC is mandatory for all Soldiers prior to assuming a station commander position.  
(2) Soldiers must complete the Assistant Station Commander Program (ASCP) and Phase I, the pre-resident DL portion of the SCC, within one-year prior to attending the resident course (Phase II) at Fort Knox, KY.  

b. Responsibilities:  
(1) Battalions SMTs:  
(a) Validate the completion of the ASCP and SCC pre-resident portion prior to attending Phase II at the RRC.  
NOTE: SCC pre-resident portion (distant learning portion) is only valid for 365 days/1 year and the certificate of completion must show a completed date that is less than 365 days/1 year old.  
(b) Validate the Soldier is on assignment instructions for a station commander position. Send exception to policy (ETP) request through the Brigade to USAREC schools manager via the “Schools Management” link on the G3 Training SharePoint homepage  
(2) First Sergeant:  
(a) Validate all school requirements are complete including HT/WT and APFT 45 days in advance.  
(b) Provide preparatory training to the station commander candidate when necessary or applicable.  
(3) Station commander: Serve as mentor and prepare the Soldier.  
(4) Office of the Command Psychologist (OCP):  
(a) Assessment -  
1. Wellness assessment administration  
2. The Attentional and Interpersonal Style (TAIS) Inventory  
(b) Training -  
1. Mental Toughness  
2. Integration  
3. Suicide Awareness and Risk Reduction  
4. Mission Essential Communication  
5. Comprehensive Soldier and Family Fitness (CSF2) overview  
6. USAREC Risk Assessment Counseling (URAC)  
7. Executive Coaching

F-7. Station Commander Certification (SCC)  
Station Commander Certification will enroll in the Station Commander Certification Program no earlier than 6 months after assuming responsibility as the Station commander. The reassignment of a Soldier to another battalion as a station commander requires a recertification. The program consists of 15 tasks/evaluations that a Station commander must pass to certify. Appendix J contains all certification programs.

F-8. Functional Courses  
Functional courses are available to develop and broaden a Soldier’s skill and knowledge. Functional courses center on specialty needs within the command and Army. The design of each course replicates the specific functions necessary to perform those duties and roles. Figure F-1, page 27, displays a list of functional courses and assignments.  

a. Eligibility:  
(1) Soldiers attending recruiting functional courses must master the fundamentals of recruiting.  
(2) Display the potential to perform in positions of greater responsibility.
(3) Meet criteria and prerequisites IAW the Army Training Requirements and Resources System (ATRRS)
https://www.atrrs.army.mil/

b. Responsibility:
(1) Commanders:
(a) Commanders will use the select, train, and assign methodology for attendance to Functional courses.
(b) Ensure Soldiers attend prior to assuming the roles of the new position.
(2) SMTs:
(a) Place Soldiers on the unit OML.
(b) Monitor class seats for attendance compliance and training opportunities.

NOTE: Slating procedures may require USAREC G1 to notify the USAREC schools manager with a list of Soldiers to attend functional courses.

(3) OCP will provide wellness screening during the Guidance Counselor Operations Course (GCOC).

F-9. Functional Assignments
Functional assignments are skill level 4 (SFC) and/or skill level 5 (MSG) positions. Refer to current proponent rules for grade level and assignment potential.

F-10. Guidance Counselor, Operations NCO, and Master Trainer Certifications
Certifications for Guidance Counselors, Operations NCOs, and Master Trainers are critical to sustain skills and knowledge in positions that require consistent adaptability. Appendix J contains the content and design of all certification programs.

F-11. Recruiting Company Commander/First Sergeant Course (RCCFSC)
a. All company commanders, master sergeants and promotable sergeants first class, designated to assume command of a recruiting company commander or first sergeant position will attend the integrated RCCFSC. The brigade SMT will place master sergeants and promotable sergeants first class on the brigade OML and request scheduling through the USAREC Schools Manager, once the slating is complete by G1.
b. First sergeants must successfully complete Phase I, a nonresident DL course in LMS, prior to attending the 3-week resident course (Phase II) at the RRC.
c. The curriculum addresses recruiting doctrine, policies, programs, procedures, and adaptive leadership. The course includes instruction, practical exercises, and experience-based training to assist new first sergeants in planning and executing recruiting operations.
d. OCP will provide training to enhance the skill set of the first sergeant and best prepare for the assignment. Instruction includes:
   (1) Wellness assessment administration.
   (2) Mental Toughness.
   (3) Behavioral Health Impact on Mission Success.
   (4) The Attentional and Interpersonal Style (TAIS) Inventory.
   (6) USAREC Risk Assessment and Counseling (URAC).

F-12. First Sergeant Assignment
Once operational, new first sergeants will participate in the Leaders Edge (LE) 360 at their 6-month mark after assuming the roles as first sergeant. The intent is to identify realities of leader behaviors and evaluation of those behaviors from the perspective of subordinates, peers and superiors. Results from the LE 360, first sergeants provide information to develop IDPs with the Leader’s Edge psychologists. With the assistance of the command sergeant major and their mentor, the first sergeant will identify ways to exploit their strengths and mitigate challenges towards becoming leaders that are more adept. Appendix M describes the content of the LE.
F-13 First Sergeant Certification (FSC)
The First Sergeant Certification consists of evaluating 6 skills that are critical for duty as a first sergeant. The certification evaluates new first sergeants with no less than 6-months in position and prepares former first sergeants returning to a first sergeant position. Appendix J contains the content for all certification programs.

F-14 Command Sergeant Major Recruiting Course (CSMRC)
The CSMRC is for graduates of the NCO Leadership Center of Excellence (NCOL CoE) at Fort Bliss, TX, and on assignment or in position as a battalion CSM. The curriculum teaches the skills necessary to manage and analyze system resources andhow to evaluate and train personnel. This course focuses primarily on leadership, with emphasis is on strategic overview, interpersonal skills, adaptive leadership, doctrine, battalion operations systems and analysis, technological advances, and synchronization of battalion assets.
NOTE: USAREC may periodically defer this course due to funding or training seat allocations and conduct a SGM/CSM training course in its place.

F-15 Self-Development
Self-development is a continuous, life-long process, and critical to the leader development process. Structured Self-Development, Guided Self-Development, and Personal Self-Development intertwine with professional and personal growth and must become habitual practices. Commanders and leaders at all levels will invest in the self-development of subordinates. Appendix I contains the content of self-development practices and requirements.
### Assistant Station Commander Program (ASCP) Eligibility Checklist

#### ASCP Candidate

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Rank</th>
<th>RSID</th>
</tr>
</thead>
</table>

#### Senior Master Trainer Verification
1. Completed the Advanced Training Program (ATP)  
   - Date
2. No Record APFT or Height/Weight Failure
   - a. Date of Last APFT
   - b. Score
   - c. PU Score
   - d. SU Score
   - e. Run Score
   - f. HT
   - g. WT/BCM%
3. Enrolled in the Army Career Tracker (ACT)  
   - Date
   - Verified

#### BN S-1 Verification
4. Possessed no record of adverse action current or pending  
   - Date
   - Verified

#### Leadership Recommendation
5. Recommended by Station Commander  
   - Yes
   - No

#### BN CSM reviewed and submitted recommendation to the BN Commander
6. Recommended by First Sergeant and Commander  
   - Yes
   - No

#### BN Commander approved / selected NCO to enroll in the ASCP
7. BN CSM reviewed and submitted recommendation to the BN Commander  
   - Date Submitted

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**Figure F 2 Assistant Station Commander Eligibility Checklist**

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USAREC Form 350-1.9, 24 July 2017
Appendix G
Company Commander Leader Development Program (CCLDP)

G-1. General
This appendix establishes the policies, responsibilities, and procedures for the CCLDP. The CCLDP assesses, trains, and validates company commanders on individual critical tasks in accordance with the Critical Task Site Selection Board (CTSSB).

G-2. Concept and description
a. Commanding a recruiting company is a demanding leadership challenge in an unfamiliar operating environment. The learning curve is steep and fast-paced. Company commanders must fully understand the recruiting functions to effectively plan, direct, and lead their recruiting force. The CCLDP reinforces the new company commander’s operational understanding while transitioning them from the classroom to their new AO.

b. The CCLDP establishes timelines for evaluation of task performance and allows facilitator and leader feedback. The program has five phases:
   (1) Phase I - Institutional Training. Company Commanders must complete a 3-week course taught at the RRC, Knox, KY.
   (2) Phase II - Reception and Integration and the Right Seat and Left Seat Ride Program (RSLS) (see Appendix K and L also the USAREC Form 350-1.8 (AAR-Right seat and Left seat Ride Procedures))
      (a) New company commanders will complete Reception and Integration within 30 days of arrival to the unit. Brigade and battalion leaders, along with the company first sergeant, will help the new company commander in becoming familiar with the recruiting environment.
      (b) The Right Seat and Left Seat Ride Program ensure continuity and the passage of knowledge between outgoing and incoming leaders. The program is normally 10 days in duration, which consists of 5 days riding in the right seat and 5 days riding in the left seat.
      NOTE: The battalion commander may adjust the RSLS requirements to fit the needs of the new company commander.
   (3) Phase III – Company Commander Certification. The program consists of 18 individual critical tasks that the Company Commander must pass to certify. The certification window is the first 90-days following completion of the Reception and Integration Program.
   (4) Phase IV - Validation. New company commanders will demonstrate proficiency of each critical task. This phase also addresses the Gunner Program.
   (5) Phase V – OPDP. The program’s intent is to provide officers with career development and continuing education opportunities during their recruiting tour.

G-3. Responsibilities
a. USAREC, G3-Training, is the proponent for the CCLDP. USAREC master trainers may assist in the conduct of the CCLDP, but will not perform critical task validations.

b. Brigade commanders are the approval authority for CCLDP completion.

NOTE: New company commanders may be granted an early release from the CCLDP on the battalion commander’s recommendation and the new company commander’s successful completion of all phases and task validations.
   (1) Brigade commanders can designate an alternate company commander, from within the brigade, to execute the Right Seat and Left Seat Ride Program.
   (2) Brigade commanders will encourage company commanders to compete for the Gunner’s badge and verify all gunner enlistments and award the USAREC Form 350-1.3 (Commanding General’s Gunner Certificate of Excellence).
   NOTE: The Gunner Certificate is invalid if the applicant fails to ship to the training base.
   (3) Brigade SMTs are secondary trainers to brigade and battalion commanders and available for training assistance, but Will not conduct CCLDP validations.
   (4) Brigade schools managers will request training seats for new company commanders who do not attend the RCCFSC in route to their assignment. Send requests via the “Schools Management” link on the G3 Training SharePoint homepage within 30 days of the new company commander assuming command.
   (5) Battalion Commanders are the approval authority for all phases of the CCLDP. Battalion commanders are the...
primary evaluators and trainers for company commanders’ critical tasks. They will review and annotate all training on a monthly basis in the Leader Development SharePoint. Battalion commanders will:

1. Brief new company commanders on the CCLDP.
2. Ensure new company commanders who did not attend the RCCFSC TDY in route receive sponsorship and in-process prior to enrollment in the CCLDP.
3. Ensure battalion staff personnel are familiar with CCLDP requirements.
4. Ensure the Right Seat and Left Seat Ride Program takes place prior to the new commander assuming command responsibility.
5. Counsel new company commanders and document their progress after each phase of the CCLDP on DA Form 4856 (Developmental Counseling Form).
6. Implement and oversee Phase IV - Validation and Gunner Program for the CCLDP.
7. Provide specific guidance and training immediately after failed validations.
8. Verify enlistments and criteria prior to the awarding of the CG’s Gunner Certificate.
9. Ensure all new company commanders complete the CCLDP within program guidelines.
10. Upon conclusion of Phase III and Phase IV of the program, the battalion commander will review the progress report found on the USAREC Leader Development Program SharePoint to ensure completion of all phases, counsel the new company commander regarding their leadership and technical skills, and sign a memorandum acknowledging CCLDP completion.

f. The BN SMT is responsible for the administration and scheduling of the CCLDP and serve as a secondary trainer; however, the SMT will not perform task validations. Battalion SMTs will:

1. Initiate USAREC Form 350-1.4.
2. Initiate the CCLDP.
3. Verify Gunner Program enlistments.
4. Submit requests for Gunner Certificates (USAREC Form 350-1.3) to the Deputy Commanding General’s Office via the brigade HQs.
5. Annotate comments in the record for identification of training trends and maintain training records throughout the company commander’s tour of duty.
6. Review and closeout the CCLDP only when the records are complete. Forward discrepancies or inadequate documentation to the Battalion Commander upon identification.

g. Departing company commanders.

1. Serve as the primary trainer during Phase II - Right Seat and Left Seat Ride Program.
2. Provide the new company commander with visual benchmarks for successful company operations. (Example: Conversion data, HS senior enlistments, referrals, etc.)

G-4. Procedures
a. All new commanders will certify in the CCLDP in accordance with Appendix G and the task assessment and validation worksheet located in the CCLDP tab in the USAREC Leader Development Program SharePoint.
b. Complete the CCLDP within 6 months of the new commander’s assignment to the unit.
c. Plan, schedule, and execute all assessments, training, and validations in advance under hands-on conditions.
   1. Use the CCLDP to validate new company commanders’ proficiency in the following subject areas:

<table>
<thead>
<tr>
<th>Table G-1</th>
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</thead>
<tbody>
<tr>
<td><strong>Company Commander Leader Development Tasks</strong></td>
</tr>
<tr>
<td>Conduct Mission Command of a Recruiting Company</td>
</tr>
<tr>
<td>Analyze Intelligence in the Recruiting Environment</td>
</tr>
<tr>
<td>Manage the Company Future Soldier Training Program</td>
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<tr>
<td>Conduct Sustainment Operations</td>
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<tr>
<td>Conduct Company After Action Review</td>
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<tr>
<td>Develop a Company Recruiting Operations Plan (ROP)</td>
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<tr>
<td>Develop a Company School Recruiting Plan (SRP)</td>
</tr>
</tbody>
</table>
Develop a Battle Rhythm
Conduct a Recruiting Company In-Progress Review
Conduct Market Analysis
Conduct Intelligence Preparation of the Battlefield for a Recruiting Operational Environment
Establish a Recruiting Center’s Annual Mission
Conduct Company Future Soldier Event
Maintain Personnel Readiness
Implement the Command Supply Discipline Program
Manage the Army Safety Program at Company Level
Plan Company Training
Conduct Future Soldier Asset Inventory

<table>
<thead>
<tr>
<th>Table G-1. Company Commander Leader Development Tasks</th>
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<tbody>
<tr>
<td>(1) Document all training on task assessment and evaluation on worksheets in the CCLDP in the USAREC Leader Development Program.</td>
</tr>
<tr>
<td>(2) New company commanders who receive a GO on a task validation need not repeat the task. If the new company commander receives a NO-GO on a task, the evaluator must provide immediate retraining, revalidate the task, and annotate training and results on the task assessment and evaluation worksheets.</td>
</tr>
<tr>
<td>d. Phase II - Reception and Integration and the Right Seat and Left Seat Ride Program.</td>
</tr>
<tr>
<td>(1) Upon arrival of a new company commander, the SMT will initiate in-processing using USAREC Form 350-1.4 located in the USAREC Publications Site. New company commanders will complete Phase II prior to assuming command. The battalion commander will ensure proper integration of the new company commander into their company’s area of responsibility. This will include the company headquarters and station visits. Prior to assuming command, the new company commander will participate in the Right Seat and Left Seat Ride Program (see Appendix L). Brigade commanders can supplement the program’s activities with brigade or battalion initiatives to ensure a seamless command handoff.</td>
</tr>
<tr>
<td>(2) The program is flexible and represents the normal day-to-day activities of a company commander. The departing commander is the trainer for the Right Seat and Left Seat Ride Program. During the first 5 days, the outgoing commander will conduct normal operations with the new commander observing from the right seat. During the last 5 days, the new commander will take the left seat with the outgoing commander serving as an observer and mentor. The outgoing leader will provide their expertise and guidance.</td>
</tr>
<tr>
<td>NOTE: Brigade commanders maintain the flexibility to adjust the RSLS timelines as necessary.</td>
</tr>
<tr>
<td>(3) The new commander will submit an AAR (USAREC Form 350-1.8) in the Leader Development SharePoint to the battalion commander at the completion of the Right Seat and Left Seat Ride Program. The AAR will address the completion of tasks and any areas that require additional training. SMTs will upload all AARs into the company commanders training records in the USAREC Leader Development Program SharePoint as they occur.</td>
</tr>
<tr>
<td>(4) The program normally covers a 10-day period, but brigade commanders may adjust at their discretion and may require an additional ride with a successful company commander from inside or outside the parent battalion. Brigade Commanders may shorten for new commanders with previous USAREC experience.</td>
</tr>
<tr>
<td>e. Phase III - Assessment and Training. During this 90-day phase, the new company commander must master all critical tasks (Table G-1) and demonstrate the ability to lead a recruiting company. Brigade and battalion commanders may add to the list in Table G-1. The battalion commander will assess the training and knowledge the new company commander receives at the RRC. This assessment determines the strengths and weaknesses of the new company commander. Complete and annotate comments for assessments using T&amp;EOs located in the CCLDP Resources tab of the USAREC Leader Development Program SharePoint.</td>
</tr>
<tr>
<td>(1) The battalion commander will define the training program’s requirements based on the new company commander’s training needs and market. New company commanders will receive training on TTPs proven successful in their new AO.</td>
</tr>
</tbody>
</table>
| (2) The USAREC Leader Development Program SharePoint contains all assessment and training tasks in the CCLDP. If further training is necessary, the battalion commander may direct the company commander to enroll in courses on the ALMS or study appropriate USAREC and Army doctrine publications. The battalion commander will counsel new
company commanders who receive a NO-GO. The battalion commander will report new commander evaluations to the brigade commander through the commander’s critical information report.

f. Phase IV – Gunner’s Certificate. The Gunner’s Certificate program is voluntary and allows new company commanders to experience firsthand, what it takes to enlist a high school diploma graduate who scores in the I-IIIA range on the Armed Services Vocational Aptitude Battery (ASVAB).

(1) Company commanders competing for the Gunner’s Certificate must earn the Gunner’s Certificate NLT 90 days of assuming command.

(2) During the Gunner’s Certificate Program, new commanders will prospect for their own appointments and complete all processing through shipment to the training base. The use of a recruiter referral is prohibited. The following rules apply to the Gunner’s Certificate Program:

(a) The Gunner’s Certificate Program qualifies the company commander to earn the Gunner’s Certificate. Authority to wear the Army Recruiter Badge occurs upon graduation of the Recruiting Company Commander First Sergeant Course.

(b) New company commanders will contract only one applicant.

(3) Applicants failing to meet the Gunner’s Certificate criteria (high school diploma graduates who score I-IIIA on the Armed Services Vocational Aptitude Battery) will not be processed by the new company commander. Those applicants will be referred to a recruiting station based on their ZIP Code.

(4) If the company commander’s Future Soldier becomes a loss, the Gunner’s Certificate will be invalid. The company commander must make up the loss to revalidate their Gunner’s Certificate.

(5) During the enlistment process, the first sergeant or SMT may provide training for the company commander. However, under no circumstances will the trainer become directly involved in the actual processing of an applicant.

(6) The USAREC Deputy Commanding General issues the Gunner’s Certificate.

(7) The Gunner’s Certificate Program may be subject to review during QTBs/Operations Assessments.

g. Gunner’s Badge Technical Instructions

(1) IMO - The Battalion IMO will select the Gunner’s Badge Tab in IMS.

(2) Company Commander - Select the Station RSID for which prospecting will occur. Once complete, a Gunner’s

(3) Badge link will populate in IKROme, My Apps.

(4) The Gunner’s Badge link allows the Company Commander to prospect directly from the selected RSID.
Appendix H
Civilian Development

H-1 Career Management

a. Career Management is a significant and specific process that helps to ensure long-term career success. Without a career management plan, future goals do not align with your present-day actions.

b. The Army has established thirty-one (31) Career Programs (CPs) for the management of Department of the Army (DA) Civilians. Each CP is comprised of multiple occupational series, which are grouped together based on job and qualification characteristics. CPs exist to ensure there is an adequate base of qualified and trained professionals to meet the Army's current and future needs.

c. Each CP has a Functional Chief (FC) and a Functional Chief Representative (FCR) at the DA level. The FC typically delegates the day-to-day operation of the CP to the FCR. These individuals are charged with the following responsibilities:

   (1) Monitor effective career management within their CP.
   (2) Develop policies, procedures and program requirements.
   (3) Resolve career management issues and program effectiveness.
   (4) Establish training and development requirements.

d. At the MACOM level (TRADOC), there are Command Career Program Managers (CCPM) and at the organizational level (USAREC), there is Activity Career Program Managers (ACPM). These individuals advise and assist the FCR in matters related to career management. CCPM and ACPM provide information to supervisors to enable them to assist their employees on career management issues. The senior USAREC Staff in each career field will serve as mentors to junior members of their associated career field.

H-2 The Army Civilian Training & Leadership Development Website

The Army Civilian Training & Leadership Development website at http://cpol.army.mil/library/train/ is a one-stop website consolidating information about career program occupational, a functional training, competitive professional development and leader development opportunities, as well as application procedures and course registration links.

H-3 Army Career Tracker (ACT)

a. The Army Career Tracker is a leadership development tool that integrates training and education into one personalized, easy-to-use website. Users can search multiple education and training resources, monitor their career development and receive personalized advice from their leadership. ACT pulls information from training, education, and experiential learning sources and presents a common training picture as well as a consolidated course catalog. ACT provides a personalized, consolidated history of all recorded education, training, and assignments in a simple-to-use interface. ACT integrates data from multiple source systems. The overall concept of ACT is to bring together a view of these various source systems into a single user interface. ACT offers a roadmap to help Civilians determine what they have to do to reach the highest level in their career programs so they can put a plan in place to reach their goals.

b. Access ACT at https://actnow.army.mil for ACT training, simulations, FAQs and a tutorial.

H-4 Leadership Development

The objective of the leader development programs is to provide a deliberate, continuous, sequential, and progressive process; grounded in Army values that develop Civilians into competent and confident leaders capable of decisive action.

H-5 Civilian Education System

The Civilian Education System (CES) is the Army's leader development program for all Army Civilians. Courses are targeted to individuals in specific grade levels below to ensure Civilians receive progressive career-long professional development. The courses consist of:

a. Supervisor Development Course (SDC): The SDC is a requirement for all new supervisors of Army Civilians and completed within one year of placement in a supervisory position. The SDC is also required for supervisors as refresher training every three years. The SDC is available to all Army employees as a self-development tool. SDC provides military and Civilian supervisors or managers of Army Civilians the administration skills for
management and basic supervision.

b. Foundation Course: Required for all Interns and new Army Civilians (GS-01 - GS-15) hired after Sept. 30, 2006. This course consists of modules that provide an orientation to being an Army Civilian and an introduction to the Army. Employees will gain an understanding of the Army's role within the Department of Defense, as well as the Army's composition, customs, traditions, values and leadership doctrine. Employees will learn concepts of building teams, managing conflict and effective communication skills. New Army Civilian employees will receive exposure to the administrative requirements of the Army organization and career management information.

c. Action Officer Development Course: Open to all Army employees as a self-development tool. The Action Officer Development Course provides an overview of actions and responsibilities required of an Action Officer. Employees will learn the functions of an Action Officer and the expectations of managers and staff activities, the application of problem solving and time management techniques, and effective oral and written communication skills for military environments. The term "action officer" does not refer to a duty position.

d. Basic Course (BC): Open to GS-01 through GS-09. This blended course focuses on educating the supervisor or team leader on the foundations of leadership and management. When employees complete this course, they will be better able to understand and apply basic leadership skills to lead and care for small teams. Employees will be more capable of communicating effectively, and developing, coaching and counseling subordinates. The BC consists of a DL course and a two-week resident course.

e. Manager Development Course: Open to all Army employees as a self-development tool. Through the Manager Development Course, employees will gain an understanding of the demands of an Army Manager and learn knowledge and skills that will enable them to perform these duties at higher levels of the organization.

f. Intermediate Course (IC): Open to GS-10 through GS-12. This course focuses on preparing Army Civilians for increased responsibilities to exercise direct and indirect leadership and supervision. It will enhance the employee’s ability to lead people and manage human and financial resources. Employees will be able to develop a cohesive and effective organization. They will increase your ability to be flexible and resilient while accomplishing the mission. The IC consists of a DL course and a three-week resident course.

g. Advanced Course: Open to GS-13 through GS-15. This course is for Civilian leaders in permanent appointment, supervisor or managerial positions. The advanced course serves those who are adaptive, innovative, self-aware, and capable of effectively leading a complex organization, guiding programs, and managing associated resources. The training focus is on strategic thinking and assessment, change management, developing a cohesive organization, managing a diverse workplace, and management of resources. The AC consists of a DL course and a four-week resident course.

h. Continuing Education for Senior Leaders: Open to GS-14 and GS-15. Continuing Education for Senior Leaders (CESL) provides an interactive environment in which senior leaders discuss current issues and relevant challenges facing Civilian and military leaders and provides a continuing education program on specific topics. The CESL is conducted through blended learning - pre-course work and a 4.5-day resident course.

i. Senior Service School (SSC): Open to GS GS-14 to GS-15, in permanent appointments with a minimum of three (3) years of full-time Army Civilian service.

j. Senior Service College/Professional Military Education (PME) is the apex of the Army CES and prepares Civilians for positions of greatest responsibility in the Department of Army, including but not limited to Army Enterprise Positions. Leaders who attend must have an understanding of complex policy and operational challenges and increased knowledge of the national security mission.
H-6. Army Civilian Training, Education and Development System (ACTEDS)

   a. ACTEDS is a requirements-based system that ensures planned development of civilians. It encompasses self-development, formal training, distance learning, developmental assignments and university training. ACTEDS supports individuals as they progress from entry level to key leadership positions. ACTEDS assures systematic development and sustainment of the workforce to develop technically competent and confident civilians to support Army readiness.

   b. The ACTEDS Catalog is a valuable tool for career management. It provides information of Civilian Education System (CES), Senior Service College (SSC) Programs, and Competitive Professional Development (CPD) Programs. FCRs manage the CPD Programs and not all CPs offer all types of training. In order to determine opportunities available in a certain CP, employees should review the ACTEDS plan. The following link will take you to the current ACTEDS catalog http://cpol.army.mil/library/train/catalog/.
Appendix I
Self-Development Domain

I-1. General
The Self-Development Domain is where planned and goal-oriented learning reinforces and expands the depth and breadth of a leader’s knowledge base, self-awareness, and situational awareness. Self-development bridges learning gaps between the operational and institutional domains and sets conditions for continuous learning and growth. Leaders at all levels will complete, influence, and assist subordinates in becoming life-long learners using the three self-development techniques.

I-2. Structured Self-development (SSD)
Structured Self-Development is required learning that continues throughout a career and is closely linked to and synchronized with classroom and on-the-job training. The self-development efforts nest with the officer self-development program (OSDP) and NCO structured self-development (SSD). The goal for NCO Professional Management Education (PME) is to train and educate leaders before assuming a rank or duty that requires the application of the new knowledge. All NCOs assigned to USAREC will complete their level of SSD within 180-days of assignment or enrollment in SSD.

I-3. Guided Self-development (GSD)
Guided Self-development is recommended, but optional learning to help prepare leaders for changing technical, functional, and leadership responsibilities throughout their career. A critical GSD component is the use of boards. Leaders should prepare for and participate in boards, such as NCO of the Month/Quarter/Year and the Sergeant Audie Murphy/Sergeant Morales Clubs, to broaden their knowledge base, instill discipline, and to improve communication skills and leadership potential.

I-4. Personal Self-development (PSD)
Personal Self-development is self-initiated learning where the individual defines the objective, pace, and process. PSD requires leaders to understand their personal strengths, weaknesses, and gaps in knowledge. Leaders gain new knowledge based on interests and preferences. PSD is acquired on one’s own with little support from others. It is gained through professional reading, civilian education, and taking advantage of Distance Learning and traditional self-development resources. A leader’s decision to pursue broadening assignments during their career is partly a function of individual goals and interests. Leaders encourage self-development in subordinates by imparting knowledge on personal self-development interactive multimedia instruction (IMI) products and web-based resources.

I-5. Professional Reading
Leaders should study and master military publications such as: Army Doctrine Publications (ADP), Army Doctrine Reference Publication (ADRP), Field Manuals (FM), Technical Manuals (TM), Soldier Training Publications (STP), and Army Regulations (AR). Doing so will help them to achieve goals, develop leadership, and gain a technical and tactical competency for their rank and skill level within their MOS and/or CMF (see Enclosure 4 – SORB Professional Reading Program).


b. Army Doctrine.
(1) Army Doctrine Publications (ADP). At a minimum, read all ADPs. ADPs are short, easy to read and digest over-views of key Army doctrine. ADP Link - http://www.apd.army.mil/
(2) Army Doctrine and Reference Publications (ADRP): Read the following ADRPs at a minimum: ADRP 1-0 The
Army Profession; ADRP 2-0, Intelligence; ADRP 3-0, Operations; ADRP 5-0, The Operations Process; ADRP 6-0, Mission Command; ADRP 6-22, Army Leadership; and ADRP 7-0, Training Units and Developing Leaders. ADRP Link - http://www.apd.army.mil/


c. Reference Links.

(2) Electronic Books. Recommend all USAREC personnel obtain a Skillport account at the following link: https://usarmy.skillport.com/skillportfe/main.action. A Skillport account allows the individual to access electronic books on a variety of career development topics, to include leadership, organizational management, conflict resolution, office essentials, well-being, and certifications.

I-6. Lessons Learned
The Center for Army Lessons Learned (CALL) rapidly collects, analyzes, disseminates, and archives tactics, techniques, and procedures (TTPs), and operational records to facilitate rapid adaptation initiatives and conduct focused knowledge sharing and transfer. This system informs the Army and enables operationally based decision-making, integration, and innovation throughout the Army and within the JIIM environment. Access CALL at http://usacac.army.mil/organizations/mccoe/cal.

I-7. Multi-source Assessment and Feedback (MSAF) 360
The MSAF 360 is the Army program to enhance leader adaptability and self-awareness and to identify Army leader’s strengths and challenges. Peer, subordinate, and superior’s honest evaluation and feedback are all critical components to any leader’s growth. It is highly encouraged that all NCOs take advantage of the resources available on the MSAF site found at: https://msaf.army.mil/Home/LeadOn.aspx.

NOTE: It is mandatory for company commanders and first sergeants to participate in the Leader’s Edge 360.

I-8. Professional Forums
Forums foster collaboration among leaders and units, and allow leaders to share expertise and experience, develop intuitive leaders, improve decision-making, and develop organizations and teams.

(1) Milsuite, https://www.milsuite.mil/. Milsuite is a suite of operational programs that cover social networking, video sharing, blogging, and Wiki resources for the benefit of military personnel that mimic what is used in the public sector, but places them behind FOUO firewalls. The Milsuite is comprised of MilBook, MilWiki, MilWire, and MilTube applications.

(2) MilWire, https://www.milsuite.mil/wire/. MilWire provides a forum to discuss relevant issues for the Army/Defense Knowledge Online (AKO/DKO) community. Inside MilWire, users can post news, events, and articles for open discussion for the benefit of all as well as connect with one another, similar to LinkedIn.

(3) MilBook, https://www.milsuite.mil/book/. MilBook is a secure, military version of modern social networking sites (such as, Facebook). It allows access to the same kind of connections and discussions as other sites but without the excess content that can dilute the purpose of such a site.

(4) MilWiki, https://www.milsuite.mil/wiki/. MilWiki is an online portal comparable to Wikipedia where users can collectively create, edit, and manage information for mission-related information all within an FOUO environment.

(5) MilTube, https://www.milsuite.mil/video/. MilTube is a video sharing site that offers users the chance to upload and share videos behind secured DOD network firewalls, where users can share unclassified internal information and have dialog that is not be possible on a commercial site like YouTube.

I-9. Educational Activities
The Army’s goal is for every Soldier to become a warrior learner continuously learning and growing in their tactical, technical, and civilian education domains. Many self-development activities come from programs and services offered through the Army Continuing Education System (ACES). The ACES assists Soldiers with self-development as described in DA PAM 600-25. The ACT site is also an incredible resource for the individual Soldier to view all available resources the Army has under the “my planner/career map” tab.

I-10. Functional Academic Skills Training (FAST)
FAST offers instruction in reading, mathematics, and communication skills to help Soldiers function on the job, prepare for advanced training, and meet prerequisites for continued education.

I-11. Earning a College Degree
All NCOs should have a goal of earning their degree while assigned to USAREC. College level courses are available through installation education centers that coordinate with participating colleges to provide on-post programs that lead to award of an associates, bachelors, and/or master’s degree.

I-12. Army Correspondence Course Program (ACCP)
The ACCP provides a variety of self-study correspondence courses that are specific to each MOS and CMF. Leadership and training management courses are available, which gear towards professional development. Proponent schools develop the courses, many of which consist of sub courses that provide Soldiers promotion points upon completion.
Appendix J
Certification Programs

J-1. General

a. All station commanders, first sergeants, senior/guidance counselors, operations NCO/NCOICs, and senior/master trainers will participate in the certification program. Each certification is a 120-day program with the intent is to validate capabilities to perform in the positions and to sustain skill sets. In some cases, the evaluator must incorporate subjective assessments when the task is of broad scope. Brigade commanders maintain the authority to remove Soldiers from position for failure to certify.

b. During assessments, evaluator comments in the record will adequately reflect results. Leaders should conduct counseling using DA Form 4856 to address deficiencies and address expectations and outcomes on the NCO Evaluation Report Support Form (DA Form 2166-9-1A) as applicable. Leaders must review and validate comments to ensure they provide a clear understanding of the evaluated Soldiers’ performance. It is a best practice to move critical assessment information to the appropriate counseling form attached at the end of the respective certification programs.

c. Administration:

(1) All certification programs consist of two phases:

(a) Phase 1: Task Assessment by Cdr/1SG (T, P, U)

(b) Phase 2: Training on "P" or "U" tasks and re-assessment

(2) Certification completion timeline is dependent on the abilities of each leader. The more tasks the Soldier receives a "T" rating during the initial assessment, the quicker the Soldier will complete the certification program.

(3) Commanders may add additional tasks to the certification program, but it will not increase the 120-day duration or added to the Leader Development SharePoint.

(4) Leaders will administer and document the certification program in the USAREC Leader Development Program SharePoint.

(5) Brigade Commanders have the authority to implement certification procedures into local Brigade Training Programs (i.e. Outrider Program, Warrior University, etc.).

d. Responsibilities:

(1) Commanders/CSMs:

(a) Enforce, validate quality, and timeliness of certification programs.

(b) CSM certifies First Sergeants.

(2) Brigade Master Trainers:

(a) Perform a monthly review and monitor the battalion execution of the program.

(b) Assist as requested/required.

(3) Operations SGMs:

(a) Assess/Train Operations NCOICs, Senior Guidance Counselors, and Senior Master Trainers.

(b) Provide oversight of the program in coordination with the Senior Master Trainer.


(5) Battalion Senior/Master Trainers:

(a) Manage the battalion certification programs.

(b) Validate enrollment for all assigned Soldiers.

(c) Assist 1SGs/Company Commanders in coordinating training assets.

(d) Provide status and completion reports to the battalion leadership.

(e) Annotate comments in the record for identification of training trends.

(6) First Sergeant and Company Commander:

(a) Perform certification assessments and training.

(b) Record all data in the USAREC Leader Development Program SharePoint.

(c) Recommend removal of Soldiers that fail to certify.

J-2. Station Commander Certification (SCC)

a. New Station Commanders will begin the SCC no earlier than 6 months after assuming position. The reassignment of a station commander to another battalion as a station commander requires the gaining battalion to recertify the Soldier. The SCC consists of the 15 tasks/evaluations in the Functional Skills section that a station commander must pass within 120 days of enrollment into the SCC. Leaders must ensure station commanders are
proficient in all Basic Recruiting Skill tasks (15) but not as part of the Station Commander Certification. These tasks are still critical since station commanders are the primary trainers of recruiters.

b. Assessment and training methodology: Leaders will use virtual testing instruments and physical, hands-on assessments to determine the station commander’s T, P, or U status. First sergeants and company commanders will administer, grade, and record all assessments and training data using the certification program with-in the USAREC Leader Development Program SharePoint. All assessments and training are hands-on training. Tasks consist of:

(1) Basic Recruiting Skills:
   (a) Develop a Plan in Support of the Recruiting Center Operations Plan
   (b) Implement the School-Recruiting Program
   (c) Develop a Recruiter-Centric Network
   (d) Conduct Telephone Prospecting
   (e) Conduct Face to Face Prospecting
   (f) Conduct Virtual Prospecting Determine Basic Eligibility
   (g) Prepare for the Army Interview
   (h) Conduct the Army Interview
   (i) Overcome Obstacles
   (j) Conduct Follow-Up Activities
   (k) Process an Enlistment Application
   (l) Conduct Future Soldier Orientation
   (m) Conduct Future Soldier Follow-up
   (n) Administer Occupational Physical Assessment Test (OPAT)

(2) Functional Skills:
   (a) Establish a Battle Rhythm
   (b) Conduct Recruiting Function Analysis (RFA)
   (c) Conduct Intelligence Preparation of the Battlefield (IPB)
   (d) Determine Individual Enlisted Conversion Data
   (e) Analyze the Mission Accomplishment Plan
   (f) Develop a Mission Accomplishment Plan (MAP)
   (g) Develop a Center Recruiting Operation Plan
   (h) Implement a Recruiting Center School Recruiting Program (SRP)
   (i) Perform Quality Control Check of an Enlistment Record
   (j) Manage a Center’s Future Soldier Training Program (FSTP)
   (k) Perform Quality Assurance Check of a Future Soldier’s Record
   (l) Implement a Center Training Program
   (m) Conduct an In-Progress Review
   (n) Conduct a Weekly Planning Meeting
   (o) Conduct a Weekly After Action Review (AAR)

J-3. First Sergeant Certification (FSC)

a. The FSC consists of the 6 tasks/evaluations in the Functional Skills section that a first sergeant must pass within 120 days of enrollment into the FSC. New First Sergeants will begin the FSC no earlier than 6 months after assuming position. The reassignment of a first sergeant to another battalion as a first sergeant, requires the recertification of the first sergeant. Leaders must ensure that first sergeants are able to perform the 15 tasks provided in the Leader Tasks section as they play an important role in serving as a recruiting first sergeant.

b. Assessment and training methodology: Leaders will use virtual testing instruments and physical, hands-on assessments to determine the first sergeants T, P, or U status. Command Sergeants Major will administer, grade, and record all assessments and training data using the certification program within the USAREC Leader Development Program SharePoint.

(1) Leader Tasks:
   (a) Assess the Commander/1SG Relationship.
   (b) Demonstrate Mission Command (Leadership).
   (c) Evaluate knowledge of Soldier and Family Programs.
   (d) Evaluate knowledge of Admin Assistant roles and duties (Contract Requirements).
   (e) Evaluate legal knowledge (MCM, UCMJ, Joint Ethic Regulation, etc.).
   (f) Leader Actions (SHARP, Behavioral Health, Misconduct, Family Programs, etc.)
(g) Develop and conduct Company NCOPD.
(h) Conduct NCOER Counseling.
(i) Conduct Soldier Counseling.
(j) Conducting Inspections, (Standards Compliance, Follow-up).
(k) Develop and implement physical readiness training.
(l) Manage the Sponsorship Program.
(m) Develop a quality reception and integration program for newly assigned Soldiers/ Leaders.
(n) Manage Leader Development Programs (To include SSD).
(o) Evaluate the Army Writing Style.

2. Functional Skills:
(a) Evaluate Recruiting Functions.
(b) Develop a Mission Accomplishment Plan
(c) Monitor Unit Training Program
(d) Enforce a Company Recruiting Operation Plan
(e) Establish Company Battle Rhythm
(f) Conduct an In-Progress Review

J-4 Guidance Counselor and Operations NCO Certification (GC/OPS NCO/NCOIC)

a. The Guidance Counselor/Operations NCO Certification (GC/OPS NCO/NCOIC) is required for each SGC/GC and OPS NCO/NCOIC. SGCs/GCs must pass the 13 tasks/evaluations from the Guidance Counselor/Operations task list to certify. All OPS NCOs/NCOIC must pass the 10 tasks/evaluations from the Recruiting Operations NCO task list to certify. Soldiers must pass all tasks from their respective certification within 120 days from date of enrollment to certify. Soldiers will begin their applicable certification no earlier than 6 months after assuming position. The reassignment of the SGC, GC, Ops NCO, or OPS NCOIC to another battalion as an SGC/GC or OPS NCO/NCOIC, then they must recertify in the new battalion.

b. Assessment and training methodology: Leaders will use virtual testing instruments and physical, hands-on assessments to determine the GC or OPS NCO T, P, or U status. The Senior Guidance Counselor and Operations SGMs will administer, grade, and record all assessments and training data using the certification program with-in the USAREC Leader Development Program SharePoint. The SGC will assess/train GCs, OPS NCOIC will assess/train OPs, and OPS SGM will assess/train the SGC and OPS NCOIC. Tasks consist of:

1. SGC/GC critical tasks are:
   (a) Process a Renegotiation Request
   (b) Perform Before Ship Quality Control Procedures
   (c) Perform Battalion Operations Quality Control Procedures
   (d) Complete End-of-Day Activities in an Army Liaison Office
   (e) Complete Guidance Counselor Resource Center (GCRc) Enlistment Procedures
   (f) Complete GCRc Accession Procedures
   (g) Maintain the Applicant Background Screening Program (ABS)
   (h) Process a Future Soldier Loss
   (i) Validate a Processing List
   (j) Open an Army Liaison Office
   (k) Process a Waiver
   (l) Process an OCS/WOFT Candidate
   (m) Perform Guidance Counselor Quality Control Procedures

2. OPS NCO/NCOIC critical tasks are:
   (a) Develop a Mission Accomplishment Plan
   (b) Complete Opening Activities for a Recruiting Operations Office
   (c) Complete End-of-Day Activities for a Recruiting Operations Office
   (d) Perform Delayed Entry Program +10 Quality Control Procedures
   (e) Manage the Ship without Advanced Reservation Program
   (f) Process a Special Missions Applicant
   (g) Process a Waiver Workflow
   (h) Process a Board Edit Request
   (i) Process a Renegotiation Request
   (j) Process a Future Soldier Loss
**J-5 Senior Master/Master Trainer Certification (SM/MTC)**

a. The SMT and MT Certification is required for each SMT/MT within 6 months of assignment to an SMT/MT position within the battalion. The reassignment of an SMT/MT to another battalion as a trainer requires a recertification by the new battalion. The SMT/MT certification consists of six (6) individual critical tasks in the Functional Skills section that the SMT/MT must pass within 120 days of SM/MTC enrollment to certify. The Basic Recruiting Skills (Items b(1) (a)-(gg)) are not part of the certification program but critical tasks the battalion leadership must validate.

b. Assessment and training methodology: Leaders will use virtual testing instruments and physical, hands-on assessments to determine the SMT/MT T, P, or U status. SMTs and Operation SGMs will administer, grade, and record all assessments and training data using the certification program in the USAREC Leader Development Program SharePoint. SMTs will assess/train MTs, OPS SGMs will assess/train SMTs. Tasks consist of:

1. Basic Recruiting Skills:
   a. Determine Individual Enlisted Conversion Data.
   b. Determine a Plan in Support of the Recruiting Center Operations.
   c. Implement a School-Recruiting Program.
   d. Develop a Recruiter Centric Network.
   e. Conduct Telephone Prospecting.
   f. Conduct Face-to-Face Prospecting.
   g. Conduct Virtual Prospecting.
   h. Determine Basic Eligibility.
   i. Prepare for the Army Interview.
   j. Conduct the Army Interview.
   k. Overcome Obstacles.
   l. Conduct Follow-Up Activities.
   m. Process an Enlistment Application.
   n. Conduct Future Soldier Orientation.
   o. Conduct Future Soldier Follow-Up.
   p. Conduct Occupational Physical Assessment Test (OPAT).
   q. Establish a Battle Rhythm.
   r. Conduct Recruiting Function Analysis (RFA).
   s. Conduct Intelligence Preparation of the Battlefield.
   t. Analyze the Mission Accomplishment Plan.
   u. Develop a Mission Accomplishment Plan.
   v. Develop a Center (MT) or Company (SMT) Recruiting Operations Plan.
   w. Implement a Recruiting Center’s (MT) or Company (SMT) School Recruiting Program.
   x. Perform Quality Control Check of an Enlistment Record.
   y. Manage a Center’s Future Soldier Training Program.
   z. Perform Quality Control Check of a Future Soldier Record.
   aa. Implement a Center (MT) or Company (SMT) Training Program (CSTAR).
   bb. Conduct an In Progress Review.
   cc. Conduct a Weekly Planning Meeting.
   dd. Conduct a Weekly After Action Review.
   ee. Manage an Order of Merit List.
   ff. Manage ATRRS.
   gg. Analyze a Company METL.

2. Functional Skills:
   a. Assess Unit Training
   b. Develop Training Plans
   c. Manage Digital Training Management System (DTMS)
   d. Manage the Organization Schools Program
   e. Manage Unit Training Program
   f. Train a Recruiting Unit
J-6 Leader Development Record Deletion
USAREC G-3 Training is the only echelon that deletes leader development records in the Leader Development SharePoint. BN SMT will submit a Memorandum for Record (MFR) signed by the Battalion Commander requesting deletion with justification.

Appendix K
Reception and Integration

K-1. General
Establish the policy and procedures for in-processing new recruiters and company commanders. Companies and stations are widely dispersed in the battalion’s geographical (multistate) area, making it difficult for many to make repeated trips to the battalion for in-processing. It is imperative all Soldiers are properly sponsored and in-processed before they begin duties at their respective station or company.

K-2. Policy
   a. The SMT will initiate USAREC Form 350-1.4 (Reception and Integration Checklist) for all new recruiters and company commanders (see fig K-1).
   b. Complete UF 350-1.4 within 30 days of a new recruiter or company commander arrival to the battalion.
   c. Upon completion and receipt of the USAREC Form 350-1.4, the SMT will initiate the ATP for new recruiters and the CCLDP for company commanders.

K-3. Procedures
   a. The SMT will initiate USAREC Form 350-1.4 found in the USAREC Publications Site at https://span.usarec.army.mil/sites/HQ/Publications-Library/SitePages/Home.aspx, and complete items 1 through 15. The SMT will then e-mail the checklist to the first scheduled staff representative who will personally brief the Soldier, annotate any deficiencies, electronically sign, and forward it to the next representative until complete. 
      NOTE: USAREC Form 350-1.4 may be printed and physically executed.
   b. When new recruiters’ complete in-processing at the battalion, the SMT will e-mail the USAREC Form 350-1.4 to the new recruiter's station commander. The station commander will e-mail the checklist back to the SMT only when all tasks are completed. The SMT will upload the completed form into the Soldier’s ATP record on the USAREC Leader Development Program SharePoint page.
   c. When new company commanders complete USAREC Form 350-1.4 (sections A through K and M) the SMT will upload the completed form into the Company Commander’s CCLDP record on the USAREC Leader Development Program SharePoint page.
   d. Additional spaces are available for each activity to accommodate any additional in-processing activities in accordance with the battalion SOP.
   e. Leaders at all levels will validate the accuracy and completion of the USAREC Form 350-1.4.
**Figure K-1. Sample of a completed USAREC Form 350-1.4**

**RECEPTION AND INTEGRATION CHECKLIST**

For use of this form, see UR 350-1, Appendix K.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

**AUTHORITY:** Section 301, Title 5, USC

**PRINCIPAL PURPOSE:** To ensure the proper in-processing of Soldiers into their gaining Units

**ROUTINE USES:** To in-process Soldiers into their gaining unit, to report any conditions identified during in-processing to their commanders, and to provide historical dates for after action reports and reviews. Forms will not be disclosed outside Department of Defense (DoD) and DoD sponsored agencies.

**DISCLOSURE:** Disclosure of this information is voluntary; however, failure to disclose the requested information could result in improper reception and integration.

**INSTRUCTIONS**

Initiate this form on every in-processing Soldier at the Recruiting Battalion. All Soldiers are required to in-process through the activities marked with an asterisk (*). The Battalion will designate additional activities required for in-processing Soldiers IAW applicable Army Regulations, USAREC instructions, and information in the Soldier’s records/furnished by the Soldier. Each staff section lead will sign or initial this form and annotate any conditions (deficiencies) identified that could not be remedied during in-processing. The Soldier will complete all activities and report back to the Battalion SMT. The Battalion SMT will verify all required in-processing has been completed and sign this form prior to releasing the Soldier to the Company leadership.

The Company Commander will ensure the Soldier completes in-processing at the company and station.

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<th>3. MOS/AOC</th>
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<td>9K3G</td>
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<th>8. EFMP</th>
<th>9. MARRIED ARMY COUPLE</th>
<th>10. SPECIAL NEEDS</th>
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<th>13. MOS/AOC</th>
<th>14. RSID</th>
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<td>16-Apr-18</td>
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**SECTION A - BATTALION SENIOR MASTER TRAINER IN-PROCESSING ACTIVITIES**

16a. BATTALION ACTIVITY

16b. DEFICIENCIES NOTED (if any)

16c. VALIDATED BY (print name and sign)

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**SECTION B - BATTALION S1 IN-PROCESSING ACTIVITIES**

17a. BATTALION ACTIVITY

17b. DEFICIENCIES NOTED (if any)

17c. VALIDATED BY (print name and sign)

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<th>17b. DEFICIENCIES NOTED (if any)</th>
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Name: MSG STONE, ROSSETTA

Signature: Rossetta Stone

Name: CPT KENT, CLARK

Signature: Clark Kent

USAREC Form (UF) 350-1.4, 1 June 2014

Page 1 of 5
### SECTION C - BATTALION IMS IN-PROCESSING ACTIVITIES

<table>
<thead>
<tr>
<th>18a. BATTALION ACTIVITY</th>
<th>18b. DEFICIENCIES NOTED (if any)</th>
<th>18c. VALIDATED BY (print name and sign)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Regulations, Policies and Prohibitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Information Systems Access Requirements</td>
<td>Processed 2-Jul-18</td>
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</tr>
<tr>
<td>(3) Cell Phone</td>
<td>Issued temporary 2-Jul-18</td>
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</tr>
<tr>
<td>(4) Laptop Security</td>
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Name: EDISON, TOM  
Signature: Tom Edison

### SECTION D - BATTALION SFA / BHC IN-PROCESSING ACTIVITIES

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<tr>
<th>19a. BATTALION ACTIVITY</th>
<th>19b. DEFICIENCIES NOTED (if any)</th>
<th>19c. VALIDATED BY (print name and sign)</th>
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</thead>
<tbody>
<tr>
<td>(1) Roles and Responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Medical Facilities and Health Benefits (Tricare)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Dental Providers</td>
<td>Need to find a local orthodontist 2-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(4) Provide FRSA Resource Guide (CD)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Family Advocacy Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) Exceptional Family Member Program</td>
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<tr>
<td>(7) Army Family Team Building</td>
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<tr>
<td>(8) AER/ACS</td>
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<tr>
<td>(9) Behavioral Health/Chaplain access</td>
<td></td>
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<tr>
<td>(10) Marriage Enrichment and BOSS Programs</td>
<td></td>
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<tr>
<td>(11) MFLC</td>
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<tr>
<td>(12) Military One Source</td>
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<td></td>
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<td>(13) Reintegration and Resiliency Programs</td>
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<tr>
<td>(14) Child and Youth Services</td>
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Name: BUNKER, EDITH  
Signature: Edith Bunker

### SECTION E - BATTALION S2 IN-PROCESSING ACTIVITIES

<table>
<thead>
<tr>
<th>20a. BATTALION ACTIVITY</th>
<th>20b. DEFICIENCIES NOTED (if any)</th>
<th>20c. VALIDATED BY (print name and sign)</th>
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<tbody>
<tr>
<td>(1) Battalion and Company Boundaries</td>
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<td>(2) Market Demographics</td>
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<tr>
<td>(3) Market Analysis Tools</td>
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Name: DEVOSS, RICHARD  
Signature: Richard Devo

### SECTION F - BATTALION S3 IN-PROCESSING ACTIVITIES

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<thead>
<tr>
<th>21a. BATTALION ACTIVITY</th>
<th>21b. DEFICIENCIES NOTED (if any)</th>
<th>21c. VALIDATED BY (print name and sign)</th>
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<tbody>
<tr>
<td>(1) Mission Oriented Brief</td>
<td></td>
<td></td>
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<tr>
<td>(2) Quality Control Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Waiver Processing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Policies and SOP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Awards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(6) MEPS Briefing</td>
<td>Scheduled 18-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(7) Applicant Testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(8) Applicant Hotel Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(9) Physical Process</td>
<td></td>
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</tr>
<tr>
<td>(10) Exceptions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: CPT KIRK, JAMES  
Signature: James Kirk
### SECTION G - BATTALION S-4 IN-PROCESSING ACTIVITIES

22a. BATTALION ACTIVITY

| (1) | Obtain copy of Driver’s License and DA Form 348 |
| (3) | Accident Avoidance Card - Riders Insurance |
| (4) | Proper Use of GSA Vehicle and fuel card |
| (5) | Vehicle log book and reports (mileage and accident) |
| (6) | WEX Card Utilization and Maintenance |
| (7) | Domicile to Duty |
| (8) | Risk Assessments & Vehicle Safety and Security |
| (9) | Army Leased Housing |
| (10) | Issue lock for computer |
| (11) | Issue Unit Crest |
| (12) | 2yr Uniform Supplement (79R Only) |
| (13) | Prohibitions and Consequences |

22b. DEFICIENCIES NOTED (if any)

22c. VALIDATED BY (print name and sign)

Name: PROTECTS, VERONICA
Signature: Veronica Protects

### SECTION H - BATTALION RMS IN-PROCESSING ACTIVITIES

23a. BATTALION ACTIVITY

| (1) | RER (Recruiter Expense Reimbursement) |
| (2) | GOVCC (APC check and SOU) |
| (3) | TDY |
| (4) | FS/Community Partner Events (Funded/Unfunded) |
| (5) | Unauthorized Commitments |

23b. DEFICIENCIES NOTED (if any)

23c. VALIDATED BY (print name and sign)

Name: CRATCHET, PHIL
Signature: Phil Cratchet

### SECTION I - BATTALION A&PA IN-PROCESSING ACTIVITIES

24a. BATTALION ACTIVITY

| (1) | A&PA Regulations, Roles, and Policies |
| (2) | Soldier Photo and Bio |
| (3) | Battalion, ASB, National Assets, MUPA |
| (4) | RPI/PPI Order process and utilization policies |
| (5) | Media Relations/Interaction |
| (6) | CG Talking Points. |
| (7) | PaYS |
| (8) | Civic Organization Memberships and Partnerships |
| (9) | CP/VIP Development, Data Base, Grassroots |
| (10) | Leads and Career Builder |
| (11) | Business Card |

24b. DEFICIENCIES NOTED (if any)

24c. VALIDATED BY (print name and sign)

Name: SELLERS, JOHN Q
Signature: John Q. Sellers

### SECTION J - BATTALION ESS IN-PROCESSING ACTIVITIES

25a. BATTALION ACTIVITY

| (1) | ESS Roles and Functions |
| (2) | Local Education System and School Directory |
| (3) | Evaluation of education enlistment credentials. |
| (4) | School ASVAB |
| (5) | ASVAB Interpretations |
| (6) | Educator Events and Community Partner Development |
| (7) | ConAP and Post-Secondary Schools |
| (8) | Army Continuing Education |

25b. DEFICIENCIES NOTED (if any)

25c. VALIDATED BY (print name and sign)

Name: PROFESSOR, MICHAEL
Signature: Michael Professor

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USAREC Form (U) 350-1.4, 1 June 2014

Figure K-1. Sample of a completed USAREC Form 350-1.4 (Continued)
## SECTION K- BATTALION COMMANDER/CSM/EXECUTIVE OFFICER IN-PROCESSING ACTIVITIES

<table>
<thead>
<tr>
<th>26a. BATTALION ACTIVITY</th>
<th>26b. DEFICIENCIES NOTED (if any)</th>
<th>26c. VALIDATED BY (print name and sign)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Welcome and command policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Standards and expectation - Position of Trust</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Recruiting Improprieties and Volume II (Co Cdr)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Statement of Understanding</td>
<td></td>
<td>Name: LTC WEST, JAMES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Signature: James West</td>
</tr>
</tbody>
</table>

### Statement of Understanding - Recruit with Integrity

1. As a member of the U.S. Army Recruiting Command I will maintain the highest standards of integrity and conduct. I understand that my compliance with all regulations, policies, and procedures will ensure integrity in the enlistment and commissioning processes. All applicant information and documentation will be accurate, current, and truthful to protect the interests of the applicant, the Army, and myself.

2. I fully understand and will comply with all provisions of the following Army and USAREC regulations.
   
   a. AR 601-210, Active and Reserve Components Enlistment Program
   b. USAREC Reg 601-210, Enlistment and Accession Processing
   c. USAREC Reg 27-4, Prohibited and Regulated Activities

3. I understand that failure to comply with these regulations may subject me to disciplinary actions under the Uniform Code of Military Justice or appropriate civilian disciplinary measures respectively.

4. I understand it is my duty to report any known, suspected, or attempted violations of the regulations cited in paragraph 2 or any other Army regulation or civilian law to my chain of command.

5. I understand the if I have knowledge of, or suspect and improper relationship or attempts to do so, between recruiting personnel and contacts, prospects, applicants, or members of the Future soldier Training Program, I will report them immediately to my chain of command.

6. I understand as a Soldier or civilian, my failure to report any aforementioned violations to my chain of command could result in punishment under the
### SECTION L- STATION COMMANDER CHECKLIST

<table>
<thead>
<tr>
<th>27a. COMPANY ACTIVITY</th>
<th>27b. COMPLETE</th>
<th>27c. VALIDATED BY (print name and sign)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Welcome- Introduce to all team members</td>
<td>3-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(2) Chain of command, phone roster, company policies</td>
<td>3-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(3) Personal data sheet</td>
<td>3-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(4) Ensure new Soldier has all tools to perform job</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(5) Assign desk and give tour of facilities and other services</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(6) Assign GOV, use of GSA card and maintenance</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(7) Family status, arrival of household goods</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(8) Discuss concerns, schools, daycare, etc.</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(9) Discuss deficiencies noted from Battalion in-processing</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(10) Cover Station, Company and Battalion Standard Operating Procedures and policy letters</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(11) Describe the mission and what is expected</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(12) Give Soldier continuity books</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(13) Describe boundaries and territory</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(14) Describe upcoming events and suspense’s</td>
<td>5-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(15) Introduce Soldier to key Station of Influence and VIPs</td>
<td>12-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(16) Escort Soldier to key organizations</td>
<td>13-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(17) Demonstrate how to develop a network</td>
<td>14-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(18) Initiate NCOER Counseling</td>
<td>30-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(17) Conduct a station event with families</td>
<td>25-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(18) Visit Soldiers Living Quarters</td>
<td>26-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(19) Submit completed checklist to SMT within 30 days</td>
<td>31-Jul-18</td>
<td></td>
</tr>
<tr>
<td>(20) Discuss Prohibited activities, responsibilities, and reporting procedures</td>
<td>30-Jul-18</td>
<td></td>
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</tbody>
</table>

**Name:** SFC LEADER, FRED  
**Signature:** Fred Leader

### SECTION M- MASTER TRAINER CHECKLIST

<table>
<thead>
<tr>
<th>28a. BATTALION ACTIVITY</th>
<th>28b. DATE</th>
<th>28c. VALIDATED BY (print name and sign)</th>
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</thead>
<tbody>
<tr>
<td>(1) Verify Reception and Integration Completion</td>
<td>1-Aug-18</td>
<td></td>
</tr>
<tr>
<td>(2) Initiate Advanced Training Program (ATP)</td>
<td>1-Aug-18</td>
<td></td>
</tr>
<tr>
<td>(3) Initiate Company Commander Leader Development Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Name:** MSG STONE, ROSSETTA  
**Signature:** Rossetta Stone
Appendix L
Right Seat and Left Seat Ride (RSLS) Program

L-1. Purpose

a. The Right Seat and Left Seat Ride Program trains and mentors incoming leaders. The program ensures continuity and the passage of knowledge between outgoing and incoming leaders. The program is 10 working days in duration and is required for leader changes in the following positions:

(1) Battalion commanders.
(2) Battalion CSM.
(3) Company commanders (see Appendix G).
(4) First sergeants.
(5) Station commanders.

b. Commanders may establish similar programs for other positions such as brigade and battalion XOs and special staff.

c. Brigade commanders will establish the activities required during this program to ensure proper battle handoff.

d. The program is flexible and allows for effective leader development.

e. The steps of the program are:

(1) Incoming leader rides with outgoing leader for the first 5 days of the program. The outgoing leader conducts normal operations with the incoming leader observing from the right seat.

(2) Incoming leader assume the left seat, with the outgoing leader serving as an observer and mentor for the last 5 days of the program. The outgoing leader will provide expertise and guidance as needed.

f. Upon completion of the right seat and left seat ride, the incoming and outgoing leaders will submit an AAR (USAREC Form 350-1.8), which the SMT will upload in the incoming leader’s certification profile under “attach file” in DTMS. At a minimum, the AAR will certify completion of required tasks and any areas that may require additional training.

g. Commanders may direct a second right seat ride for battalion commanders, CSM, company commanders, and/or first sergeants. The second right seat ride can be internal or external to the brigade. Brigade commanders will coordinate when external support is required. The program typically covers a 10 working day period, but senior commanders may adjust the duration. For example, the senior commander may shorten the duration for a leader who has previous USAREC experience or lengthen it to provide additional training.
### Figure L-1, AAR – Right Seat and Left Seat Ride Procedures

<table>
<thead>
<tr>
<th>ACTIVITY AND INSTRUCTIONS</th>
<th>INCOMING</th>
<th>OUTGOING</th>
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<tbody>
<tr>
<td><strong>STEP 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incoming leaders ride with outgoing leaders for the first five days of the program. The outgoing leader conducts normal operations with the incoming leader observing from the right seat. (Cover what went GOOD, BAD, and what needs IMPROVING)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| | | |
| **STEP 2** | | |
| | | |

**INCOMING LEADER NAME (Last, First, MI)** | **RANK** | **DEP/BRANCH** | **RSN** | **DATE** |
<table>
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<tr>
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**INCOMING LEADER/SPOILER (Signature)** | | | | |
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**OUTGOING LEADER NAME (Last, First, MI)** | **RANK** | **DEP/BRANCH** | **RSN** | **DATE** |
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**OUTGOING LEADER/SPOILER (Signature)** | | | | |
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**Note:** The procedures are subject to change and will be provided to leaders immediately prior to execution.

USAREC Form (UIF) 350-1.0, 24 July 2017
Appendix M
Office of the Command Psychologist Integrated Leadership Program

M-1 General
The Office of the Command Psychologist (OCP) supports and enhances leader development through the Integrated Leader Development Program (ILDP), which integrates sport, performance and organizational psychology principles into a series of instruction offered within the institutional and sustainment settings. Common training objectives include how to manage performance under pressure, identification of counter-productive communication styles and their impact on mission accomplishment, integration concerns, identification of moral and ethical challenges in the geo-dispersed environment, adaptive leader behaviors, management of high risk Soldiers, command consultation, and review of recruiting candidate assessments (RCA). Soldiers will continue to work and refine their individual leader development plan (IDP) with their direct supervisors, commanders, first sergeants or Command Sergeants Major. Additionally, commanders may request either of the following:

a. Sustainment Training – These trainings target companies, leaders within the battalion, or brigade staff or leaders within the brigade using any of the above-mentioned principles. These trainings may be tailored and individualized to meet the unit’s needs.

b. Integration Training III – This training is the third phase of the integration cycle, integration to the new unit. This program aims to assist with the transition from living in garrison and garrison based operations, to living and working within a geographically dispersed environment. Thus, this program is vital to USAREC and targeted to Soldiers who are new to the command. Accomplish this training with battalion-sized units. Officers and enlisted Soldiers attend separate trainings. Ratio of attendees to facilitator is 10 to 1.

M-2 Army Recruiter Course
Soldiers will receive the following modules aimed at promoting adaptability, self-regulation, positive leader attributes, emotional maturity (to include tactfulness and poise) and distress tolerance for Soldiers new to USAREC.

a. Assessment:
   (1) Wellness assessment administration and review of recruiting candidate assessment (RCA) documentation.
   (2) The Attentional and Interpersonal Style (TAIS) Inventory is a non-pathology based measure that focuses on a recruiter’s strengths and potential challenges when placed in stressful situations.

b. Training.
   (1) Mental Toughness: Leaders gain an understanding of how stress can affect performance in the recruiting environment and acquire the tools and techniques to optimize their performance within USAREC.
   (2) Tactical Awareness: Leaders explore expected challenges of becoming a Recruiter and conceptualize these challenges within the geo-dispersed environment.
   (3) Integration: Leaders will recognize the challenges unique to a geo-dispersed command and the importance of successful integration of new recruiters.
   (4) Academic Role-Play (ARP): As appropriate, the OCP will assist instructors in facilitating ARP during end-of-course labs to reinforce skills aimed at stress management.

M-3. Health Care Recruiter Course
Leader development will focus on openness to new ideas; adaptation to developing situations; handling of unexpected demands; adapting or changing strategy; and emotion regulation. OICs, in addition to the health care company commanders and first sergeants, will participate in the Leader’s Edge. New officers and recruiters in the healthcare and chaplain professions receive the following modules:

a. Assessment: Wellness assessment administration and review of recruiting candidate assessment (RCA) documentation, as necessary.

b. Training: USAREC Risk Assessment and Counseling (URAC).

NOTE: The OCP conducts the following additional trainings for the Officer-in-Charge (OIC)/HCRC: Mental Toughness, Mission Essential Communication, TAIS, and Executive Coaching.

M-4. Guidance Counselor Course
The OCP does not provide training in the current program of instruction for this course. However, Wellness assessment administration is conducted at the outset of the course.
M-5 Assistant Station Commander Program
The OCP does not provide training in the current program of instruction for this course.

M-6. Station commander Course
Soldiers receive the following modules with the focus on instilling discipline and reinforcing standards, balancing mission with supporting wellness, understanding and implementing effective URAC counseling, coping with a demanding environment, and effective self-regulation and self-care.

   a. Assessment:
      (1) Wellness assessment administration.
      (2) The Attentional and Interpersonal Style (TAIS) Inventory is a non-pathology based measure that focuses on a recruiters strengths and potential challenges when placed in stressful situations. Station commanders will receive individual feedback via Executive Coaching sessions.

   b. Training:
      (1) Mental Toughness.
      (2) Mission Essential Communication.
      (3) USAREC Risk Assessment and Counseling (URAC).
      (4) Comprehensive Soldier and Family Fitness (CSF2) overview.
      (5) Integration.
      (6) Suicide Prevention and Awareness Facilitator Training.

M-7. Senior Leader Course (SLC)
Senior Leaders Course: Recruiters will attend this course prior to being promoted to Sergeant First Class. Leader development will focus on learning Leadership Competencies, Coaching and Counseling, and other general military subjects with the focus placed on Skill Level 4 Common Tasks. Training consists of:

   a. Suicide Prevention and Awareness Facilitator Training.
   b. Comprehensive Soldier Fitness (CSF2) overview.

M-8. Recruiting Company Commander First Sergeant Course (RCCFSC)
Company commanders and first sergeants are central to recruiting operations and set the tone for leadership. Leader development will focus on openness to new ideas, adaptation to developing situations, handling of unexpected demands, adapting or changing strategy, and emotion regulation. They will receive the following modules:

   a. Assessment:
      (1) Wellness assessment administration and review of recruiting candidate assessment (RCA) documentation, as necessary.
      (2) The Attentional and Interpersonal Style (TAIS) Inventory is a non-pathology based measure that focuses on a recruiter’s strengths and potential challenges when placed in stressful situations. Commanders and first sergeants will receive individual feedback via Executive Coaching sessions.

   b. Training:
      (1) Introduction to Integrated Leader Development Program.
      (2) Mental Toughness.
      (3) Mission Essential Communication.
      (4) Behavioral Health Impact on Mission Success.
      (5) USAREC Risk Assessment and Counseling (URAC).
      (6) Suicide Awareness and Risk Reduction Training.
      (7) Comprehensive Soldier and Family Fitness (CSF2) overview.
M-9. Pre-Command Course (PCC)
Leaders receive education that enhances self-awareness and the challenges that recruiters, and all levels of the operational recruiting force, face daily in the recruiting environment. They are also provided information on the support available to them for managing high-risk soldiers in a geographically dispersed command. They are provided the following classes:

a. Assessment:
   (1) Wellness assessment administration.
   (2) The Attentional and Interpersonal Style (TAIS) Inventory is a non-pathology based measure that focuses on a recruiter’s strengths and potential challenges when placed in stressful situations. Leaders are given individual feedback via Executive Coaching sessions.

b. Training
   (1) Mental Toughness overview.
   (2) Mission Essential Communication overview.
   (3) Supporting Soldiers in a Geo-dispersed Environment.
   (4) Utilization of BDE Wellness Teams.

Appendix N
Mission Essential Task List (METL)

N-1 General
Mission Essential Tasks (METs). Commanders develop or review an end-to-end list of tasks the unit must perform and refine the list based on guidance and higher unit’s METL. Leaders must consistently evaluate and then train their METs, Key Collective Tasks (KCTs) and Individual Critical Tasks IAW their unit’s objective. Commanders will train on the Mission Essential Tasks, demonstrated as untrained or requiring practice, that are most relevant to mission success and the current operational environment. The current METL, Collective Tasks, and Individual Critical Task Crosswalk is located in the G3 Training SharePoint. METL and Collective Tasks TBD.

Appendix O
CSM Leader Development Program

O-1 General
To provide guidance to individuals within USAREC who are responsible for developing Command Sergeants Major/Sergeants Major. This illustrates methodology and processes used to manage the USAREC CSM Leader Development Program (LDP), which supports the three pillars of the Army Leader Development Program: education, training, and experience.

O-2 Concept
Leader development is a deliberate, continuous, sequential, and progressive process, which is grounded in Army Values. It grows Soldiers and Army Civilians into competent, confident leaders capable of directing teams and organizations. The Army has published its Army Leader Development Strategy (ALDS) 2013 in an effort to rebalance the three crucial leader development components of training, education, and experience in order to prepare our leaders, Soldiers and DA Civilians alike, for the security challenges of tomorrow. We can expect the Army will continue to operate in a complex and uncertain world. Leaders must understand the strategic environment, be able to think critically and creatively, visualize solutions, and describe and communicate crucial information to achieve a shared understanding, collaborate, and build teams. In short, Leader Development is fundamental to our organization and this strategy seeks to grow Soldiers and Army Civilians into competent, committed professional leaders of character.

   a. The Army promotes three (3) reasons for leader development.
      (1) Sustain and improve the immediate performance of your command. Better leaders translate into better performing teams and units, and better units accomplish their mission (FM 7-1, Battle Focused Training).
      (2) Improve the long and short-term performance of the Army. Better prepared leaders will be better equipped to fulfill the Army’s leadership needs in the future (DA PAM 350-58, Chapter 1, Army Leader Development Program).
      (3) For the well-being of the individual leader. Leader development will let good leaders know they are valued by the Army and fulfill their desire to expand their capabilities to meet their personal goals (AR 600-20, Army Command
h. Leader Development Imperatives. There are seven (7) leader development imperatives driving the synchronization and implementation of the Army Leader Development Strategy across three (3) lines of effort embedded in the leader development model.

1. Commitment to the Army Profession, lifelong learning and development.
2. Balance our commitment to the training, education, and experience components of leader development.
3. Manage military and civilian talent to benefit both the institution and the individual.
4. Select and develop leaders with positive leader attributes and proficiency in core leadership competencies for responsibility at higher levels.
5. Prepare adaptive and creative leaders capable of operating within the complexity of the operational environment and the entire range of military operations.
7. Value a broad range of leader experiences and developmental opportunities.

c. Lines of Effort (LOE): There are three (3) LOEs for implementing this strategy consisting of the three components of developing leaders; training, education, and experience. Each is specific in supporting efforts that primarily occur in the three (3) domains of operational, institutional, self-development (see Figure O-1).
d. Leader Development Domains. Successful leaders recognize that they must continually develop their subordinate leaders by maximizing opportunities in all three domains. Today’s leaders guide their units and organizations through today’s challenges, but their subordinates are the ones who will guide units and organizations through the challenges of tomorrow. As leaders in all domains develop their subordinate leaders, those subordinate leaders reciprocate with an investment of their own efforts. Leaders at all levels will model this desire to learn and strive to instill it in all subordinates. Senior leaders must hold subordinate leaders accountable for leader development (see figure O-2).
Figure O-2. Army Leader Development Model

(1) Operational Domain. Leaders provide conditions that optimize opportunities for the development of leaders in the operational domain. These conditions include a mission command climate characterized by:
   (a) A learning environment where subordinate input is valued. Leaders communicate, listen, and care.
   (b) Candor and open dialogue at all levels.
   (c) Sense of shared responsibility and trust.
   (d) Freedom to exercise initiative where honest mistakes are forgiven and from which lessons are learned.
   (e) Active role modeling as coaches, counselors, and mentors.
   (f) Relevant, challenging, and complex education and training.
   (g) Deliberately planned as well as leveraging unplanned opportunities for unit/organizational assignments and extra duties to challenge and provide new experiences for leaders.
   (h) Honest developmental feedback provided to guide self-awareness and development.
   (i) Application of an 1) Assess, 2) Teach, 3) Train, 4) Validate, 5) Assign responsibility and 6) Trust model to each leader given their newly designated responsibilities.
   (j) Development of leaders to operate effectively at their next level of responsibility and ensuring they are prepared to succeed at their next level of education.
   (k) Time allowed for subordinates to pursue educational and self-developmental opportunities.

(2) Institutional Domain. Leaders in the institutional domain create the conditions for quality leader development by:
   (a) Having clear plans to promote achievement of desired learning outcomes.
   (b) Active monitoring, evaluation, and feedback to guide and refine leader development systems and practices.
   (c) Assessing individual readiness to learn before a classroom experience and facilitate “sense-making” afterwards.
   (d) Providing qualified, inspirational instructors who have been prepared to teach and facilitate in an adult learning environment shared responsibility and trust.
   (e) Crafting current and relevant curriculum that promotes critical and creative thinking, interpersonal skill development, and communication skill development.
   (f) Providing access to information and technologies that can provide leaders with relevant practice in the classroom and in the field.
   (g) Providing individuals in resident PME and CES an opportunity to reflect and put into context what they have learned and experienced.
   (h) Providing a robust capacity to create, archive, and deliver digitized learning products to individuals at the point of need; creating a continuum of learning opportunity that is available in all three domains.

(3) Self-developmental Domain. The required conditions in the self-development domain follow the life-long learning model:
   (a) Personal commitment to gain knowledge and to learn.
   (b) Little or no boundaries regarding topics of personal and professional interest.
(c) Army makes appropriate resources available that are meaningful, engaging to use, and available when needed, as needed.

(d) Army limits its desire to direct fields of study for self-development. Leaders encourage and expect that subordinates seek knowledge on any field of study.

**O-3 Execution**

In order to ensure all Command Sergeants Major are developed to reach their maximum potential, we will focus on the three domains in priority of effort-- the operational domain, the self-development domain and the institutional domain.

a. Operational Domain.

(1) Counseling: Counseling is central to leader development. Leaders who serve as designated raters have to prepare their subordinates to be better Soldiers and leaders. Good counseling focuses on the subordinate’s performance and issues with an eye toward tomorrow’s plans and solutions.

   (a) Initial Counseling: This session is somewhat different from later counseling sessions in that the primary focus is on communicating performance standards to the rated NCO. It should specifically let the rated NCO know what the expectations of him or her during the rating period. The rater shows the rated NCO the rating chain and a complete duty description, communicating performance standards to the rated NCO. It should specifically let the rated NCO know what the expectations and potential. This ensures everyone fully understands expectations and eventual ratings long before the end of the report.

   (b) Developmental Counseling: Professional growth counseling is subordinate-centered communication that outlines actions necessary for Soldiers to achieve individual and organizational goals and objectives. It is imperative for all leaders to conduct professional growth counseling with their Soldiers to develop the leaders of tomorrow. Liberal use of the ACT site is a way to ensure our subordinates are utilizing all available resources at their disposal for growth. Supervisors must become acquainted with the site and make periodic checks with recommendations to their Soldiers through the “leader tab”. Using the “leader tab”, supervisors can track their Soldiers IDPs, make recommendations for future assignments, institutional training, guided self-development, and credentials/certifications. There is also the ability to print off and view the individual Soldier’s career map from their branch; along with the ability view all attended schools, training, and previous assignments.

   (c) Quarterly Counseling. The primary purpose of DA Form 2166-9-1A is to assist with the fair and objective evaluation and professional development of Army NCOs. Use this from to build a developmental plan based on the tasks that support the major performance objective listed on the DA Form 2166-9-1A. During each of the quarterly counseling sessions, the rater should inform the rated NCO how he or she has performed their duties over the last 90 days. It is also imperative to use the IDP during the quarterly assessments to ensure the individual CSM is on track with his personal and professional goals. All CSMs will also will communicate with their senior rater regularly to ensure meeting expectations regarding performance and potential. This ensures everyone fully understands expectations and eventual ratings long before the end of the report.

(2) Training: Deliver training on multiple Tiers based on the level of experience and appointed duty.

(a) Battalion CSM. The primary trainer for these events is the Brigade Command Sergeant Major. Some examples of training may be the Battalion CSM’s roles as enlisted advisor to his commander, administrative functions, leadership issues, IG and RSD trends, and Soldier and family welfare. Ultimately, it will be the BDE CSM’s first-hand knowledge of his BDE’s weaknesses that will lead to the decision for what training will take place.

(b) Brigade CSM. The USAREC CSM will hold quarterly one-on-one development sessions with each BDE-level CSM. Items discussed will include, but not limited to future potential, schools, awards and evaluations timeliness, MEDPROS, IG and RSD trends, Command and Staff trends, profession of arms campaign, and Soldier and family welfare.

(c) Quarterly Leader Development. The USAREC CSM will hold quarterly leader development sessions with BDE CSMs and key staff SGMs. These sessions focus on the core competencies of leads, develops, and achieves, along with their 10 corresponding subtasks as defined by The Army Leadership Model requirements. The delivery of this monthly training is via Defense Connect Online (DCO) by the USAREC Command Sergeant Major unless otherwise noted.

(d) USAREC-Level Training. The USAREC CSM holds monthly training sessions for all CSMs and 1SGs in the command via DCS. This training is another tool and great platform for our NCO’s development as they get to share
ideas and receive mentorship from across the command.

(3) Mentorship: Mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience, which is characterized by mutual trust and respect. It is not required for leaders to have the same occupational or educational background as those they coach or counsel. Individuals must be active participants in their developmental process. They must not wait for a mentor to choose them; instead, they have the responsibility to be proactive in their own development. All CSMs are encouraged to actively seek out a mentor (Soldier or Civilian) and leaders at all levels should encourage them to do so.

   b. Self-Development Domain: This is where planned and goal-oriented learning that reinforces and expands the depth and breadth of a leader’s knowledge base, self-awareness, and situational awareness happens. Self-development bridges learning gaps between the operational and institutional domains and sets conditions for continuous learning and growth (see US Army Self-development Guide, [https://atn.army.mil/index.aspx](https://atn.army.mil/index.aspx)).

   NOTE: To find the Self-Development Handbook, login to the Army Training Network (ATN), using the Common Access Card (CAC) option, then type “self-development handbook” into the search bar named, “Search ATN:”, then open the link named “Self-Development Handbook”.

   1. Structured Self-development (SSD): SSD is required learning that continues throughout a career and is closely linked to and synchronized with classroom and on-the-job training. The self-development efforts are nested with the officer self-development program (OSDP) and NCO SSD. The goal for NCO PME is to train and educate leaders before assuming a rank or duty that requires the application of the new knowledge. All CSM/SGM have been enrolled in SSD VI and it is now a requirement to be considered for a Brigade or other nominative positions. More importantly, the span of knowledge contained in the training will develop them into more well-rounded leaders.

   2. Personal Self-development (PSD): PSD is self-initiated learning where the individual defines the objective, pace and process. PSD requires leaders to understand their personal strengths, weaknesses and gaps in knowledge. Leaders gain new knowledge based on interests and preferences. PSD is acquired on one’s own with little support from others. It is gained through professional reading, civilian education, taking advantage of Distance Learning (DL), and traditional self-development resources. A leader’s decision to pursue broadening assignments during his career is partly a function of individual goals and interests. Leaders encourage self-development in subordinates by imparting knowledge on personal self-development interactive multimedia instruction (IMI) products and web-based resources.

      a. Professional Reading. Leaders should study and master military publications such as Army Doctrine Publication (ADP), Army Doctrine Reference Publication (ADRP), Field Manuals (FM), Technical Manuals (TM), Soldier Training Publication (STP) and Army Regulations (AR) to achieve goals, develop leadership and gain a technical and tactical competence at their rank and skill level with their MOS and/or CMP.

      b. Army Reading List Links. (See Appendix I-5)

      c. Army Doctrine Links. (See Appendix I-5)

      d. Reference Links. (See Appendix I-5)

      e. Recommended Reading (by rank).

   c. MSG/1SG:

      1. The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change, Stephen R. Covey.

      2. The 8th Habit: From Effectiveness to Greatness, Stephen R. Covey.

      3. Attitude 101, John C. Maxwell.


      5. Zapp!: The Lightening of Empowerment, William C. Byham.

      6. To Sell is Human, Daniel Pink.

   NOTE: Subject to change

   d. Battalion Level CSM:

      1. Good to Great, Jim Collins.

      2. See You at the Top, Zig Ziglar.


      4. The Five Dysfunctions of a Team: A Leadership Fable, Patrick Lencioni.

      5. Fish: A Remarkable Way to Boost Morale and Improve Results, Stephen C. Lundin, Harry Paula and John Christensen.


   e. Brigade Level CSM:
(1) Read the NCO lists above.
(3) The Logic of Failure, Dietrich Dorner.
(4) Blah, Blah, Blah: What To Do When Words Don’t Work, Dan Roam.
(5) The Back of the Napkin: Solving Problems and Selling Ideas with Pictures, Dan Roam.
(6) Show and Tell: How Everybody Can Make Extraordinary Presentations, Dan Roam.

f. Additional Resources
(1) Lessons Learned. (See Appendix I-6)
(2) Multi-source Assessment and Feedback (MSAF) 360. (See Appendix I-7)
(3) Professional Forums: Forums foster collaboration among leaders and units, and allow leaders to share expertise and experience, develop intuitive leaders, improve decision-making and develop organizations and teams. (See Appendix I-8)
(4) Educational Activities. (See Appendix I-9)
(5) Earning a College Degree. (See Appendix I-11)
(6) Army Correspondence Course Program (ACCP). (See Appendix I-12)
g. Institutional Domain: Additionally, military individual and collective skill training and education within the institutional domain is instrumental in maximizing one’s potential.

(1) The USAREC CSM, in coordination with the G-3 SGM, will manage the OML for institutional training opportunities for the CSM population. The goal is to ensure every CSM has the required training to remain competitive for nominative positions and excel when chosen (see Figure F-1).

(2) Additional institutional schools include: Battalion and Brigade level PCC, Battle Staff, Lean Six Sigma (LSS) Black Belt Course, Garrison CSM Course, Executive Leaders Course, HTAR Course, CSM/SGM Legal Orientation, Senior Leader Seminar, Keystone Course, DEOMI EOA Course, Army Inspector General Course and Joint Military Attaché School.

Appendix P
Company/Station Training Assessment Review (CSTAR)

P-1 General
The Company/Station Training Assessment Review (CSTAR) is a mandatory quarterly template to analyze the company or station operational capabilities and identify training needs. The CSTAR facilitates the review of a company or stations last completed quarter data, facilitates the identification of the root cause training deficiencies, and develops a training plan for the upcoming quarter. This flexible template allows the addition of items for assessment and contains two parts: Part 1 for analysis and Part 2 for training plan development. The CSTAR, (USAREC Form 350-1.6 (NPS) and USAREC Form 350-1.7 (AMEDD) are located in the USAREC publication site.

a. Administration:
(1) The completion of the CSTAR will is mandatory for company commander/first sergeant and station commander NLT five (5) working days following the completion of the last phase line in the quarter.
(2) The identity of operational deficiencies in the CSTAR develops the company/station training plan and schedule. Upload training schedules in DTMS and post the CSTAR into the document library in DTMS for higher-level approval prior to the start of the next calendar quarter.
(3) The CSTAR is an inspection item.
(4) Additional references and instructions for the CSTAR are located in USAREC TC 5-03.4, Training and Leader Development.

b. Responsibilities:
(1) All leadership levels:
(a) Enforce and validate the proper use of the CSTAR.
(b) Incorporate CSTAR into all inspections (virtual and physical).
(2) Battalion Commanders/CSMs:
(a) Utilize the CSTAR to assess the validity and relevance of the company-training plan.
(b) Validate the company’s training plans matches priority training requirements within the CSTAR and approve upon receipt but NLT 10 working days into the quarter.
(c) Review the CSTAR to identify systemic trends across the Battalion.
(3) Senior Master Trainer: Review and assess submitted CSTARs and training plans and provide input to the Leadership.
(4) Company Commanders/1SG:
(a) Complete the company level CSTAR NLT 5 working days following the completion of the last phase line of the quarter.
(b) Use the station level CSTAR as a validation tool to validate the company’s overall assessment, identify training gaps in specific station’s and validate that the station’s plan is relevant.
(c) Validate the stations training plans matches priority training requirements within the CSTAR and approve.
(5) Station commanders: Complete the station level CSTAR NLT 5 working days following the completion of the last phase line of the quarter.

c. Instructions:
(1) Part 1 – Operational Analysis: Part 1 (Figure P-1) is analyzing tasks against a standard, understanding the root cause, prioritizing which deficiencies are most critical to address and developing courses of actions to correct the problem.
NOTE: During task analysis, leaders use T&EOs to determine if personnel perform the tasks to a standard, and to identify which performance measures are deficient. Instructions.
(a) Assessment Criteria: Review the assessment criteria listed and incorporate local items of interest.
(b) List the standard for each criterion. Items in gray are example standards only.
(c) List the actual results for each criterion from the last completed quarter.
(d) Identify the root cause for each criteria representing deficient standards.
NOTE: Be specific as to the root cause as it ensures task selection meets the training need. It is important to delineate between what is a training need and what is deficient due to non-compliance.
(e) Prioritize the criticality of the deficiency for each criteria using Red, Amber, or Green.
   • Red = Critical task that must be trained immediately.
   • Amber = Task that must be trained within the quarter.
   • Green/Blank = No training required at this time or if time permits.
(f) The course of action to correct the deficiency.
Figure P-1. Example USAREC Form 350-1.6 NPS CSTAR Part 1-Operational Analysis

<table>
<thead>
<tr>
<th>Assessment</th>
<th>STD</th>
<th>Actual</th>
<th>Root Cause</th>
<th>Pri</th>
<th>COA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter Mission Achievement REQ/ACH</td>
<td>100%</td>
<td>RA 17 / 12 = 71%</td>
<td>GA 10 / 7 = 70%</td>
<td>SA 5 / 2 = 40%</td>
<td>AR 3 / 3 = 100%</td>
</tr>
<tr>
<td>Appointment Made by Category Required / Achieved # and % (MAF)</td>
<td>100%</td>
<td>RA GD 130 / 96 = 74%</td>
<td>SR 92 / 34 = 37%</td>
<td>AR 25 / 17 = 68%</td>
<td>Recruiters did not identify Priority C3A markets. SR prospecting plans were not based on A-C-A analysis</td>
</tr>
<tr>
<td>Appointment Made to Conduct # and %</td>
<td>75%</td>
<td>RA GD 96 / 65 = 66%</td>
<td>SR 34 / 13 = 38%</td>
<td>AR 17 / 12 = 70%</td>
<td>82% of all Senior NSXs were made on the phone did not involve influencers, and message did not resonate with lead</td>
</tr>
<tr>
<td>Conduct to Test # and %</td>
<td>36%</td>
<td>RA GD 65 / 44 = 48%</td>
<td>SR 21 / 5 = 42%</td>
<td>AR 12 / 3 = 25%</td>
<td>4 of 5 Recruiters display difficulty in influencing senior prospects to move to the next step</td>
</tr>
<tr>
<td>Test To Test Pass # and %</td>
<td>50%</td>
<td>RA 26 / 9 = 36%</td>
<td>GD 17 / 6 = 33%</td>
<td>SR 9 / 3 = 33%</td>
<td>AR 3 / 3 = 100%</td>
</tr>
<tr>
<td>Test Pass to Floor # and %</td>
<td>83%</td>
<td>RA 9 / 7 = 77%</td>
<td>GD 7 / 5 = 75%</td>
<td>SR 2 / 2 = 100%</td>
<td>AR 3 / 3 = 100%</td>
</tr>
<tr>
<td>Floor Conversion # and %</td>
<td>90%</td>
<td>RA 7 / 7 = 100%</td>
<td>GD 5 / 5 = 100%</td>
<td>SR 2 / 2 = 100%</td>
<td>AR 3 / 3 = 100%</td>
</tr>
<tr>
<td>Flash to Bang RA/USAR</td>
<td>14 Day</td>
<td>RA 37 Days</td>
<td>GD 216, SR 21</td>
<td>AR 15 Days</td>
<td>Low senior contracts (2) caused 21 day Flash-Bang</td>
</tr>
<tr>
<td>FS Losses % (6)</td>
<td>&gt;10%</td>
<td>15% = 6 of 40</td>
<td>6 Future Soldiers were FTG due to lack of recruiter engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td># FS, # Referrals / # Contracts RA/USAR</td>
<td>1:1</td>
<td>RA 40 / 26 / 5</td>
<td>AR 15 / 10 / 1</td>
<td>Recruiters do not know how to effectively ask for or influence FS for referrals</td>
<td></td>
</tr>
<tr>
<td>Total # of Appl Cond # Applicant Refs RA/USAR</td>
<td>8:1</td>
<td>NA 6 to 6 = 11:1</td>
<td>AR 12 / 3 = 4:1</td>
<td>Station commander did not</td>
<td></td>
</tr>
<tr>
<td># of CPs, # Referrals/CP Contracts RA/USAR</td>
<td>4:1</td>
<td>RA 64 / 3 / 1</td>
<td>AR 21 / 4 / 1</td>
<td>Of the 64 CPs in the database only 20 are true CPs</td>
<td></td>
</tr>
<tr>
<td># of TPU # Referrals/TPU Contracts</td>
<td>1 per TPU</td>
<td>4 / 2 / 0</td>
<td>Visits only occurred during non-drill periods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure P 1. Example USAREC Form 350-1.6 NPS CSTAR Part 1-Operational Analysis
(2) Part 2-Next Quarter Training Priorities: Part 2 (Figure P-2) is the portion of the CSTAR that allow leaders the ability to continue the design, begin the development, and consider implementation and evaluation requirements within the ADDIE Process. Upon completion of Part 2, a leader should understand how the training occurs and what to expect, (Refer to USAEC TC 5-03.4, Training and Leader Development to review the Cognitive, Affective, and Psychomotor Domains as well as learning styles), and the training and evaluation dates. Upon completion, transfer and upload into the Digital Training Management System (DTMS) for submission and next higher review and approval. Instructions for CSTAR Part 2:

(a) List the specific Training Task.

NOTE: If the task requires training only on a performance measure within the task, list the performance measure and the T&E number.

(b) List the intended outcome- What the training must accomplish. Refer to USAEC TC 5-03.4 to review the Design phase and learning strategies, domains, and styles.

(c) List how the training takes place. Refer to USAEC TC 5-03.4 to review the Design Phase and learning strategies, domains, and styles.

(d) List the date(s) of training. Upon the selection of dates, request facilities and transportation as soon as tasks, outcomes, and training methodologies are known.

(e) List the date(s) the leader returns to evaluate the results of the training.

(f) Transpose results from the CSTAR to the 'Schedule Events' in DTMS. Complete and submit the training schedule into DTMS.

Figure P-2. Example USAREC Form 350-1.6 NPS CSTAR Part 2-Next Quarter Training Priorities

<table>
<thead>
<tr>
<th>Training Task</th>
<th>Intended Outcome</th>
<th>Training Methodology</th>
<th>Date(s) of Training</th>
<th>Evaluation of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the Market - 805K-79R-3000</td>
<td>Learn Market Intelligence</td>
<td>Facilitation-Hands-on</td>
<td>6- Jul-18</td>
<td>10- Jul-18</td>
</tr>
<tr>
<td>Develop a Recruiter Centric Environment-805K-79R-3007</td>
<td>Identify key target/locations- CPs</td>
<td>Facilitation-Hands-on</td>
<td>13- Jul-18</td>
<td>16- Jul-18</td>
</tr>
<tr>
<td>Conduct Telephone Prospecting-805K-79R-3002</td>
<td>Blue Printing, Pre-call, &amp; Execution,</td>
<td>Hands-on Practical app</td>
<td>27- Jul-18</td>
<td>30- Jul-18</td>
</tr>
<tr>
<td>Stand Down Day</td>
<td>NA</td>
<td>NA</td>
<td>3- Aug-18</td>
<td>NA</td>
</tr>
<tr>
<td>Establish Goals and Passions-805K-79R-3001</td>
<td>Develop message that resonates</td>
<td>Facilitation Hands-on</td>
<td>11- Aug-18</td>
<td>14- Aug-18</td>
</tr>
<tr>
<td>Influencing Techniques</td>
<td>Generational/cultural influence tech</td>
<td>Facilitation</td>
<td>18- Aug-18</td>
<td>21- Aug-18</td>
</tr>
<tr>
<td>Engender a Commitment</td>
<td>Effective Closing Skills</td>
<td>Facilitation</td>
<td>25- Aug-18</td>
<td>28- Aug-18</td>
</tr>
<tr>
<td>Mandatory Training</td>
<td>Complete Resilience EO- AB</td>
<td>Facilitation</td>
<td>7- Sep-18</td>
<td>10- Sep-18</td>
</tr>
<tr>
<td>NCO PDS/Proponent Brief</td>
<td>Understand all current</td>
<td>Briefing</td>
<td>7- Sep-18</td>
<td>10- Sep-18</td>
</tr>
<tr>
<td>Battle Rhythm</td>
<td>Develop a sound Battle Rhythm</td>
<td>Hands-on Practical Application</td>
<td>14- Sep-18</td>
<td>17- Sep-18</td>
</tr>
</tbody>
</table>

NOTE: Each Training Task fall within the performance measures of the listed T&E. Only the deficient portions will be trained.

NOTE: Wednesday are blocked for Station commander - Recruiter Ride-Along assessment and training.

Figure P 2. Example USAREC Form 350-1.6 NPS CSTAR Part 2-Next Quarter Training Priorities

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Glossary
Section I. Abbreviations

AAR
After-Action Review

ASCP
Assistant Station Commander Program

ACS
Assistant Chief of Staff

AKO
Army Knowledge Online

ALMS
Army Learning Management System

ALTC
Annual Leaders Training Conference

AO
Area of Operations

APFT
Army Physical Fitness Test

ARC
Army Recruiter Course

ATC
Annual Training Conference

ATP
Advanced Training Program

ATRRS
Army Training Requirements and Resources System

SCC
Station commander Course

CCLDP
Company Commander Leader Development Program

SCQLD
Station commander Quarterly Leader Development
HRC  
U.S. Army Human Resources Command

LMS  
Learning Management System

LT/LD  
Leader Training and Leader Development

METL  
Mission Essential Task List

MOS  
Military Occupational Specialty

MRTT  
Mobile Recruiting Training Team

MT  
Master Trainer

MTC  
Master Trainer Course

MTT  
Mobile Training Team

NCO  
Noncommissioned Officer

NCODP  
Noncommissioned Officer Development Program

NCOL CoE  
Noncommissioned Officer Leadership Center of Excellence

NCOLDP  
Noncommissioned Officer Leader Development Program

NCOPDS  
Noncommissioned Officer Professional Development System

OML  
Order of Merit List

OPDP  
Officer Professional Development Program

PCC  
Pre-Command Course
RCCFSC
Recruiting Company Commander First Sergeant Course

ROOC
Recruiting Operations Officer Course

ROP
Recruiting Operation Plan

RRC
Recruiting and Retention College

S3
Operations Officer

SGC
Senior Guidance Counselor

SME
Subject Matter Expert

SMT
Senior Master Trainer

SOP
Standing Operating Procedure

TDY
Temporary Duty

TRADOC
U.S. Army Training and Doctrine Command

TTP
Tactics, Techniques and Procedures

USAR
U.S. Army Reserve

USAREC
U.S. Army Recruiting Command

VCS
Virtual Classroom Server

VTC
Video Teleconference

XO
Executive Officer
Section II. Terms

There are no entries for this section