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Personnel-General

Army Medical Department Officer Career Management

By Order of the Secretary of the Army:

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Applicability. This pamphlet applies to the Regular Army, the Army National Guard/Army National Guard of the United States, and the U.S. Army Reserve, unless otherwise stated. During mobilization, procedures in this publication can be modified to support policy changes as necessary.

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

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to usarmy.ncr.hqda-otsg.mbx.g1-ppp@health.mil.

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Contents (Listed by chapter and page number)

Chapter 1

Introduction, *page 1*

Chapter 2

Officer Leader Development, *page 4*

Chapter 3

Officer Career Management, *page 6*

Chapter 4

Officer Education and Training, *page 9*

Chapter 5

Officer Promotions, *page 13*

Chapter 6

Reserve Component Officer Career Management, *page 18*

Appendixes

A. References, *page 36*

Table List

Table 5–1: The promotion system, *page 14*

Table 6–1: Reserve Officer Personnel Management Act time-in-grade requirements, *page 23*

Table 6–2: Nonresident military schools, *page 33*

Glossary of Terms

Summary of Change

Chapter 1

Introduction

1–1. Purpose

This pamphlet provides guidance to commanders, career managers (CMs), mentors, and individual officers concerning leader development to include the duties, responsibilities, and roles of commissioned and warrant officers (WOs) of the Army Medical Department (AMEDD) in support of the U.S. Army and Department of Defense (DoD). It should also be used as a general guide to planning assignments, education, and training for optimum military service by each AMEDD officer. This pamphlet will be used in conjunction with the Smart Book DA Pam 600–4 (<https://www.army.mil/armymedicine#org-information>), which provides more details on command and career management for each of the AMEDD Corps.

1–2. References, forms, and explanation of Abbreviations

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

1–3. Associated publications

Policy associated with this pamphlet are found in AR 600–3.

1–4. Records management (recordkeeping) requirements

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

1–5. Overview

Similar concepts for Human Resources Command (HRC) managed branches operating under the Officer Personnel Management System (OPMS) are outlined in DA Pam 600–3. This pamphlet will be used in conjunction with DA Pam 600–3 to provide a basic frame of reference for action officers at all levels and the individual AMEDD officer. Officers are encouraged to read both DA Pam 600–3 and Smart Book DA Pam 600–3, regardless of branch, functional area, military occupational specialty (MOS), or career field held, because unique and valuable lessons in Army culture and officer professional development are found in every section.

1–6. Background

a. The AMEDD is unique in terms of commissioned officer human resource management because it and the other special branches are not formally integrated into OPMS, which provides the framework for HRC officer career management programs and policies. The AMEDD officer, like their basic branch-managed counterparts, is highly skilled and trained in their specialty. However, the primary difference stems from the specialized nature of modern health care, which requires developing single, highly specialized skills rather than the multiple skills identified in the "dual track" concepts of OPMS. As the Army has sought to inculcate a sense of professionalism throughout the Total Force, per Army Doctrine Publication (ADP) 1, the AMEDD constitutes a diverse group of "dual professionals" who balance identification as a health care professional and as a member of the profession of arms. The AMEDD must value healthcare providers' contributions and career development as clinical subject-matter experts while ensuring core Army operational proficiency.

b. The mission of the AMEDD is to provide ready and sustained health services support and force health protection in support of the Total Force to enable readiness and to conserve fighting strength while caring for our People and their Families. Since the Medical Department was established in 1775, six Officer Corps or branches have been developed to provide the leadership and professional expertise necessary to accomplish the broad Soldier support functions implicit to the mission. Success in accomplishing

the AMEDD mission lies in teamwork among all health professionals while providing optimum health care to Soldiers, their Families, and other beneficiaries.

c. The Corps is the key to the distinctive human resource management system of the AMEDD. The AMEDD is composed of six Corps. The separate nature of the many disciplines within the six Corps, comprising the total health care delivery system, dictates some diversity in managing the personnel within that system. Although separate and unique, the six Corps cannot effectively function apart from one another due to the commonality created by the mission.

1-7. Warrior Ethos and Army Values

Everything begins with the warrior ethos. The warrior ethos compels Soldiers to fight through all conditions to victory no matter how much effort is required. It is the Soldiers' selfless commitment to the nation, mission, unit, and their fellow Soldiers. It is the professional attitude that inspires every American Soldier. The warrior ethos is grounded in the refusal to accept failure. It is developed and sustained through discipline, commitment to Army Values, and pride in the Army's heritage. The warrior ethos is the foundation for our total commitment to victory in peace and war. It is the conviction that military service is much more than just another job. It defines who officers are and what they do. It is linked to this country's longstanding Army Values and the determination to do what is right and do it with pride. Soldiers enter the Army with their own values, developed in childhood and nurtured through experience. We are all shaped by what we have seen, what we have learned, and whom we have met. However, once Soldiers put on the uniform and take the oath, they have opted to accept a warrior ethos and have promised to live by the Army Values. Army Values form the very identity of the Army. They are non-negotiable and apply to everyone at all times in all situations. Soldiers' trust for one another and the trust the American people put in Soldiers demand that Soldiers live up to these values. These values are interdependent; that is, they support one another. You cannot follow one value and ignore another. The seven values that guide all leaders and the rest of the Army are loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Leaders must believe in these values, model them in their individual actions, and teach others to accept them. AMEDD officers require a demonstrated mastery of the Military Health System (MHS), their branch, functional area, or area of concentration (AOC) specific skills, and grounding in these seven Army Values to successfully lead Soldiers in the 21st century.

1-8. The Army Profession

a. *The Army profession defined.* The Army is an American profession of arms, a vocation composed of experts certified in the ethical application of land combat power, serving under Civilian authority, entrusted to defend the Constitution and the rights and interests of the American people.

b. *The Army professional defined.* An American professional Soldier is an expert, a volunteer certified in the profession of arms, bonded with comrades in a shared identity and culture of sacrifice and service to the Nation and the Constitution, who adheres to the highest ethical standards and is a steward of the future of the Army Profession.

1-9. Mentoring, Counseling, and Coaching

a. Today's leaders have the critical responsibility to develop future leaders who are prepared to meet tomorrow's challenges. An essential component of this development is mentoring. The term mentorship refers to the voluntary, developmental relationship between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect. ADP 6-22 provides additional information on mentorship.

b. Mentorship impacts personal development (maturity, interpersonal, and communication skills) and professional development (technical and tactical knowledge and career path knowledge).

c. The goal of mentorship is to help the lesser-experienced person reach their personal and professional potential. It is critical to understand that mentorship is not any one behavior or set of behaviors but rather includes all of the leader development behaviors (for example, counseling, teaching, coaching, and role modeling) that a trusted advisor displays.

d. The strength of the mentorship relationship is based on mutual trust and respect. Assessment, feedback, and guidance accelerate the developmental process and enhance performance. When this occurs within a mentoring relationship, even higher performance results.

e. Mentoring requires taking advantage of any opportunity to teach, counsel, or coach to build skills and confidence in the mentored. Mentoring is not limited to formal, structured sessions but can include

every event, from quarterly training briefs to after-action reviews to unstructured, casual, recreational activities. To aid in the mentorship (and career management) process, the Army has developed and implemented the Army Career Tracker (available at <https://actnow.army.mil>), an Army leadership development tool that uses the professional development model and provides a common picture of training and experience. Used properly, this tool facilitates structured mentorship and can be used and revised by successive mentors as an officer progresses in experience.

f. One of the most important legacies that today's senior leaders can leave with the Army is to mentor junior leaders. Mentoring develops great leaders to lead great Soldiers.

1–10. Officer Career Management Overview

a. *Purpose.* The purpose of AMEDD officer career management is to enhance the effectiveness and professionalism of the AMEDD Officer Corps. This encompasses all policies and procedures by which Army company grade, field grade, and WOs are trained, educated, developed, assigned, evaluated, promoted, and separated from active-duty. Officer career management in the AMEDD consists of career management policies and procedures that assure a deployable, professional Officer Corps capable of meeting future challenges.

b. *Objectives of Army Medical Department officer career management.*

(1) Provide quality officers in sufficient numbers and with the appropriate grades and skills to meet the health manpower requirements of the Army, taking maximum advantage of the individual officer's education, abilities, and interests.

(2) Ensure continuation of education and training provides the opportunity to grow as a military officer and a health professional.

(3) Assign officers where they can maximize their talents and training in the health care delivery system and meet individual desires and preferences.

(4) Facilitate high motivation, professional opportunity, and career satisfaction among the six AMEDD Corps.

c. *Responsibility for career management.* The Surgeon General (TSG) is responsible for AMEDD officer career management within the policies established by the Deputy Chief of Staff (DCS), G–1. This responsibility is directed through the Director of Human Resources, Office of the Surgeon General (OTSG), and executed through the Commander, HRC, who manages Active and Army Reserve AMEDD Active Guard Reserve (AGR), Individual Ready Reserve (IRR) and Individual Mobilization Augmentation (IMA) officers with the advice and assistance of the AMEDD Corps chiefs and professional consultants. Career management and development of Active Component (AC) and Reserve Component (RC) AMEDD officers is the primary function of each AMEDD branch, Health Services Division (HSD), and HRC (see chap 3). Here, the fundamental personal contact between the officer and their "branch" occurs. Army National Guard (ARNG) AMEDD officers are managed by each State's Military Personnel Office (MILPO) of the ARNG organization. ARNG AMEDD officers on Title 10, United States Code 10 (10 USC) AGR orders are managed by National Guard Bureau (NGB) Human Capital Management in conjunction with their State MILPO. Each ARNG Joint Force Headquarters (JFHQ) has a MILPO with an officer management branch possessing the authority to make AOC changes within regulatory guidance and direction from the ARNG Chief Surgeon's Office. AMEDD officers in the U.S. Army Reserve (USAR) not on extended active-duty are managed by CMs at HRC. The Reserve Branch manages AGR officers in the USAR at HSD, HRC. Support career management officers manage ARNG AGR officers according to National Guard Regulation (NGR) 600–5 (see chap 6).

d. *Army Medical Department career managers.* Career management is effective when the qualitative manpower requirements of the Army, the training and skills of the individual, and the desires and career development of the officer concerned are balanced. Knowledge of requirements is usually known or given as part of the career management equation. On the other hand, the individual officer's needs are more difficult to determine. Human resources managers and AMEDD officers must communicate effectively to ensure the continued successful progression of career assignments, education, and utilization.

(1) *Active Component officers.* In the absence of dialogue with the HRC Branch or lack of written communication, the CMs may not be aware of the officer's personal goals, interests, and individual situations. Regular Army (RA) officers should communicate their career goals and interests to their rater, other appropriate personnel in their chain of command, their AOC consultant, and their CM in the AMEDD Branch, HSD, HRC.

(2) *Reserve Component officers not on extended active-duty assigned to units.* Human resources management and career service support are provided by the unit's Reserve and full-time unit support. Officers should communicate their career goals and interests to their raters and other appropriate leaders in the chain of command. The JFHQ MILPO and Personnel Program manager at the ARNG Chief Surgeon's Office are also available to provide career guidance and general information about assignment opportunities.

(3) *Reserve Component officers assigned to the Individual Mobilization Augmentee Program.* Career management is a joint responsibility of the IMA agency to which the officer is assigned and HRC. The HRC CM coordinates with these agencies to provide "umbrella" career management and support to IMA officers. IMA officers are encouraged to maintain contact with their HRC CM.

(4) *Reserve Component officers assigned to the Individual Ready Reserve.* HRC is the agency responsible for the career management and support of IRR officers. It is critical that the IRR officers maintain frequent contact with their HRC CM to ensure that readiness issues and opportunities to pursue career goals are considered. Officers can find their HRC CM at <https://www.hrc.army.mil/>.

Chapter 2

Officer Leader Development

2-1. Leader Development Strategy

As defined in ADP 6-22, providing the purpose, direction, and motivation required to inspire others to risk their lives to accomplish missions requires leaders committed to their professional and ethic. To prepare Army leaders to fulfill their responsibilities, the Army profession develops Soldiers and Army civilians who demonstrate character, competence, and commitment through career-long training, education, and experience.

2-2. Training Domains

The Army's training and leader development efforts support training and education in the three training domains: institutional, operational, and self-development. Each training domain complements the other and has an important role in training Soldiers, Army civilians, and growing leaders.

a. Institutional training domain. The institutional Army (schools and training centers) is the foundation for lifelong learning. Training is an organized, structured, continuous, and progressive process based on sound principles of learning. This process increases the capability of individuals, units, and organizations to perform specified tasks or skills. The objective of the training is to increase the ability of leaders to perform competently in training and operational situations. Individual task training builds individual competence and confidence to perform these tasks in support of collective training and operations. Education is the process of imparting knowledge and developing the competencies and attributes Army professionals need to accomplish any mission the future may present. Education helps develop Soldier and Army Civilian leader competencies, focusing on fundamentals that are later practiced, expanded, and improved in training and experience. Education occurs in the institutional, operational, and self-development domains. As a component of leader development, education contributes to the growth of the three leader attributes of character, presence, and intellect. Education focuses on leaders' intellect and moral character to improve judgment and reasoning and hone the habits of the mind: agility, adaptability, empathy, intellectual curiosity, and creativity. Education in the Army is primarily professional military education (PME) or civilian education system but may include studies within civilian academia. PME and the civilian education system are progressive and sequential across a career continuum to ensure that Soldiers and Army civilians succeed at each stage of their professional service while continually growing in the competencies and attributes needed for higher service levels.

b. Operational training domain. After completing institutional training, leaders are ideally assigned to operational positions. This operational experience allows them to use, hone, and build on what they learned through the formal education process. Experience gained through on-the-job training in various challenging assignments and additional duties prepares officers to lead and train Soldiers. The commander or leader in the unit plays a significant and instrumental role in this area. Commanders and other senior leaders are particularly responsible for mentoring, which is vital to developing junior officers. They introduce the officer to their unit and establish leader development programs. They explain both unit and individual performance standards and provide periodic assessments and continual feedback to develop the officer. Beyond accomplishing the daily mission, developing subordinate leaders is a professional

responsibility that must be carried out to guarantee the quality of our future leaders. Similarly, periodic assignment to broadening positions throughout the career timeline provides officers with exposure to a different environment, presents them with opportunities to work on complex problems, and ultimately helps the Army grow strategic, adaptive, and innovative executive-level leaders capable of performing above and beyond the tactical and operational levels. To maximize an officer's ability to pursue broadening assignments and be competitive for promotion to senior commissioned ranks, officers, and commanders must understand and adhere to existing guidance that limits key developmental assignments.

c. Self-development training domain. Learning is a lifelong process. Institutional training and operational assignments alone do not ensure that Army officers attain and sustain the competency to perform their varied missions. The profession of arms requires comprehensive self-study and training. Leaders must commit to a lifetime of professional and personal growth to stay at the cutting edge of their profession. They must keep pace with changing operational requirements, new technologies, common weapons platforms, and evolving doctrines. Every officer is responsible for their self-development. Self-assessment and taking appropriate remedial or reinforcing action are critical to a leader's success. Self-development programs include activities that stretch the individual beyond the demands of on-the-job or institutional training. Self-development, consisting of individual study, research, professional reading, practice, and self-assessment, is accomplished via numerous means (studying, observing, and experiencing) and is consistent with an officer's self-development action plan and professional goals. Self-development is the key aspect of individual officer qualification that solidifies the Army leader development process.

2–3. Leader Principles

Six principles are inherent in officer development and career management. These principles serve as a reference for the individual officer, commander, mentor, branch, and AMEDD Corps.

a. Leader development is based on ADP 1, providing the foundation for our warfighting doctrine. It articulates the constitutional and legal basis for our being, the national security objectives, the spectrum of warfare, and our beliefs concerning the profession of arms, including the professional Army ethic and values. ADP 3–0 is our keystone warfighting doctrine for subordinate and tactical-level doctrine, professional education, and individual and unit training. ADP 7–0 tells us how we should train, including the senior leader's role. ADP 6–22 outlines the core dimensions of leadership and the basis for leadership excellence. Together, these references provide the foundation needed to develop competent, confident leaders capable of assuming greater responsibility and creating the conditions for sustained organizational success.

b. Leader development programs should be responsive to the environment, including law, policy, resources, force structure, the world situation, technology, and professional development.

c. An officer's success should be measured in terms of contribution. An officer's professional goals are directly related to their definition of success in the profession of arms.

d. High-quality Soldiers deserve high-quality leaders. This principle is the heart of leader development. It breathes life into all aspects of the seven Army fundamental imperatives to create an operational capability that supports the Army's strategic vision and priorities, doctrine, organization, training, materiel, leadership, and education, personnel, facilities, and policy changes.

e. We recognize this as a philosophy that leaders can be developed. While a principle in itself, it is inextricably linked to the philosophy of shared responsibilities among the individual leaders; the schoolhouses, branches, and AOC proponents throughout the Army; and the commanders in the field.

f. Leader development is cooperative and holistic. The individual officer, unit commanders, mentors, and Army educational institutions are all responsible for developing leaders at every level.

2–4. The Army Medical Department Corps

a. The term "AMEDD Corps" is used synonymously with "branch" and is a service of the Army. The six AMEDD Corps are the Medical Corps (MC), the Dental Corps (DC), the Veterinary Corps (VC), the Medical Service Corps (MS), the Army Nurse Corps (AN), and the Army Medical Specialist Corps (SP).

b. An AMEDD Corps is a grouping of officers who have or are developing specific skills unique to their particular branch. When integrated into the whole, these skills become the provider portion of the Army health care delivery system. Each AMEDD Corps is composed of one or more broad health professional disciplines.

2–5. Areas of Concentration and Medical Functional Areas

a. Each broad discipline comprises several specialties, or AOCs, that describe restricted areas of functional expertise necessary to support the discipline when viewed in its total context. AOCs may be derived from either military or civilian-acquired skills and described by the specifications in the Smartbook DA Pam 611–21. Further specialization of duties within the Corps is identified in the medical and functional areas (MFAs). The range of AOCs and MFAs ensures the availability of skills of particular value and need to the AMEDD and the Army.

b. AMEDD's AOC–MFA requirements are translated into authorized duty positions that qualified officers ultimately fill. These authorized AOC–MFA positions are listed in the appropriate Corps specific chapters of this publication. Each AOC–MFA position is unique to the branch indicated.

c. All professionally qualified AMEDD commissioned officers are awarded an AOC upon appointment. This initial specialty designation is where commissioned officers normally receive early development or utilization, depending on the skills possessed at the time military service is begun. In some cases, AMEDD commissioned officers will enter the Service with highly sophisticated training in one or more of the health professions (for example, cardiology, oral surgery, or optometry). In contrast, others will have obtained the basic educational prerequisites for further professional development through experience, advanced training, and graduate professional education. The needs of the Service may dictate a commissioned officer's assignment in an AMEDD-immaterial position. Rotation between duties requiring different specialties and immaterial positions follows the same "dual track" philosophy employed by the basic branches managed under the OPMS and serves to keep the individual proficient in various skills the AMEDD requires. The ability to utilize commissioned officers in specialty-unique and immaterial assignments provide AMEDD with greater flexibility in utilizing its personnel assets to meet continually changing requirements. TSG is the sole designation authority for the specialty classification of all AMEDD officers. A commissioned officer may request the award of a new AOC–MFA classification to reflect additionally acquired skills by applying to their CM at HRC. Decisions concerning these applications will be based on a complete evaluation of the officer's qualifications and the total requirements of the AMEDD.

Chapter 3 Officer Career Management

3–1. Overview

a. TSG is responsible for AMEDD officer career management within policies established by the DCS, G–1. This responsibility is executed through the Director of Human Resources, OTSG, and the Commander, HRC, who manages RA AMEDD officers with the advice and assistance of the respective AMEDD Corps chiefs and the AOC consultants. Career management and development of AC AMEDD officers is the primary function of each AMEDD branch and HSD, HRC. Here, the fundamental personal contact between the officer and their "branch" occurs—the human interaction where credibility is established with the commanders and the Soldiers in the field.

b. The Army is undertaking the most comprehensive reform of personnel management since the Officer Personnel Act of 1947 in support of the Army's People First strategy. The 2019 National Defense Authorization Act (NDAA) granted several new authorities that provide the Army flexibility to determine the characteristics of a future talent-based system. The Army has determined how it will implement the new authorities and is releasing several new policies and initiatives that set Army Talent Management (TM) in motion. TM is how the Army acquires, develops, employs, and retains its greatest asset—our people—to enhance readiness by maximizing human potential.

3–2. Aspects of Career Management

a. *Health Service Division philosophy.* Career management balances Army operational requirements, personnel authorizations, the officer's career progression, and personal preferences. The management philosophy of each branch is to match the appropriate skills to the appropriate job while ensuring career progression opportunities and considering the personal preferences of the individual officer—having the right person, in the right position, at the right time. Branch chiefs work closely with their respective Corps chiefs and assistant Corps chiefs or consultants for each AOC and other AMEDD professional training program directors. This dialogue occurs formally during the annual Medical Command Distribution Plan (MDP) development and routinely throughout the year. Officers are assigned an HRC CM based on their respective AOC and/or rank. Each CM manages the officer's career management life cycle, including

long-term health education and training, officer schools, promotion board preparations, assignments, and special actions.

b. Strength management. The strength management process is shared among the AMEDD branch, OTSG personnel, and the AMEDD Personnel Proponent Directorate (APPD). The branches provide projected and confirmed loss data by submitting monthly loss reports to OTSG and the proponent, APPD. APPD is the proponent of life cycle modeling, data analysis, and personnel management. Adjustments to grade structure are managed through the Corps Specific Branch Proponent Office to the AMEDD proponent.

c. Accessions. Officers are accessed into the AMEDD through various accession sources, making the AMEDD unique in career management for non-due course officers. These accession routes include Army Enlisted Commissioning Program, Officer Candidate School (OCS), U.S. Army Recruiting Command (USAREC), Health Professions Scholarship Program, Financial Assistance Program, civilian education delay, direct accessions fully qualified and licensed in their respective specialty, ARNG, or USAR accessions to active-duty, Reserve Officers' Training Corps (ROTC), U.S. Military Academy (USMA) at West Point, branch transfers both voluntary and involuntary and inter-Service transfers from other uniformed Service components.

d. Assignment process.

(1) The new Army Talent Alignment Process (ATAP) is a centralized, regulated market-style hiring system that aligns officers with assignments based on their preferences, which are shaped by the unique Knowledge, Skills, and Behaviors (KSBs) of each officer and the KSBs desired by commanders for their available assignments. ATAP uses more detailed information to match officers to jobs than the traditional system and provides individual officers greater freedom to choose from various assignments that best fit their KSBs.

(2) The Army Interactive Module 2.0 (AIM2) is a web-based information system designed to match officer talents to unit requirements and facilitate communication between the officer, unit, and CMs at HRC regarding assignment decisions. Every officer is in the ATAP and self-profess their talent information using AIM2. Every unit is also in ATAP and advertises its organizational vacancies, and commanders actively participate in the hiring process to attract talent via AIM2. Army readiness priorities determine which positions are in the ATAP and available for filling.

(3) Critical to the ATAP is the information provided in AIM2. Unit commanders and human resource managers should describe the unique requirements of available jobs. Officers must also ensure their resumes are updated in AIM2 and describe the unique KSBs they possess, including references (previous or current raters, senior raters, mentors, and peers) that have been notified in advance and can speak to the officer's unique talents.

e. Assignment considerations.

(1) *Army requirements.* AMEDD officers are assigned in accordance with Department of the Army (DA) manning priorities and operational requirements. Unanticipated priority Army requirements based on current operational needs also drive assignments through various tasking sources and joint manning document changes.

(2) *Medical Command Distribution Plan.* The MDP is a combined effort between OTSG and HRC. It is used as AMEDD's methodology to identify projected personnel inventory by AOC, identify authorized positions by their priority of fill, and distribute personnel to those positions in accordance with HQDA and AMEDD policy and the Personnel Management Authorizations Document. The MDP is issued annually by OTSG and provides an additional framework from which the AMEDD can develop the distribution plan for the upcoming fiscal year (FY).

(3) *Availability.* Officers are considered available for assignment when they have completed their prescribed tour length as specified in AR 614–100 or when the needs of the Army dictate waiving prescribed tour lengths.

(4) *Professional development needs.* Most officers enter the AMEDD through Army entry level training for their specific AOC. This professional training can vary from each AOC, and lengths vary for each respective AOC and AMEDD Corps. Selected officers who complete specialized training must then pass their professional certification or registration and/or obtain and maintain State licensure to qualify for their designated specialty. Failure to obtain qualification within the prescribed timelines may result in a suspension of all favorable actions and may be subject to an involuntary separation from the Army under the provisions of AR 600–8–24 or AR 135–175.

(5) *Education and training.* Officers may apply for long-term health education and training (LTHET), graduate medical education (GME), or graduate dental education (GDE) in their specialty or adjunct skills area. Assignment to training is determined by an AMEDD LTHET, GME, or GDE selection board held annually. Education and training requirements are coordinated through the Professional Education and Training Department, U.S. Army Medical Center of Excellence (MEDCoE). Advanced education and training are important milestones in the life cycles of most AMEDD officer specialties. Training quota and degree types are validated through the respective Corps Specific Branch Proponent Office in coordination with the Professional Education and Training Department and each respective AMEDD Corps.

(6) *Other considerations.* CMs also evaluate the impact of other variables when considering officer assignments. These include but are not limited to joint domicile, Exceptional Family Members Program needs, reassignment for compassionate reasons, medical conditions at the time of reassignment that may preclude assignment to a deploying unit, additional special skill identifiers (SI) required at the duty assignment (such as Airborne School and Air Assault), follow-on assignment positions after training, and general officer requests.

(7) *Personal preference and compassionate factors.* Officers must communicate with their respective CM about location preferences, assignment type, personal data, professional development goals, education, and training needs. As assignment factors may change, routine dialogue with the respective CM and AOC consultant is also important. Individuals experiencing temporary hardship may be eligible for a compassionate reassignment in accordance with the provisions outlined in AR 614–100.

f. Professional development. The professional requirements for AMEDD officers are outlined in AR 40–68 and AR 351–3. Some AOCs require very individualized and specialized development. Professional development is a timely balance between military training, advanced professional training to include specialty training, operational, and leadership assignments pertinent to each AMEDD Corps' life cycle, a commitment to lifelong learning, and progression of skills through deliberate and mutual career planning between the officer and their CM.

g. Non-due course officers. The AMEDD will access fully qualified officers for direct commissioning when the projected inventory or specific skill sets are required. Officers are given equitable constructive credit in accordance with DoD policies and are slated into a cohort year group based on the date of rank (DOR) calculation for constructive credit per DoDI 6000.13. These officers must be managed carefully to meet important life cycle milestones. However, they are offered the same opportunity as other officers within their cohort year group to attend military schools and LTHET.

3–3. Individual Career Management

Career management is effective when the qualitative manpower requirements of the Army, the training and skills of the individual, and the desires and career development of the officers concerned are balanced. Knowledge of requirements is usually known or given as part of the career management equation. On the other hand, the individual officer's needs are more difficult to determine. HRC CMs and AMEDD officers must communicate effectively to ensure the continued successful progression of personnel assignment, education, and utilization. Retention and career management are shared responsibilities among several key individuals.

a. The individual. Officers are primarily responsible for managing their careers as lifelong and adult learners. Active participation in the career management process begins early as the officer completes entry level military and professional training. Officers should identify individuals early in their careers who can provide guidance and serve as their mentors. Mentors often have more experience with either professional and/or military requirements. They can provide additional information that may help make requests or decisions impacting the officer's career path.

b. The commander. Commanders are responsible for the growth and development of the officers they command and control. Education and development needs are also addressed in officer professional development. Commanders of senior officers may also be the rater or senior rater; therefore, preparing the DA Form 67–10–1A (Officer Evaluation Report Support Form) helps the career management process and guides professional development.

c. The department, service, and division chiefs. In medical treatment facilities, some AOCs are managed under a department chief with the same AOC. Department or Service chiefs are responsible for the growth, development, and professional guidance to all officers under their supervision. These individuals work under the direction of unit commanders in the supervision of AMEDD officers.

d. The area of concentration consultant. The AOC Consultant serves as TSG's representative for matters pertaining to the respective AOC ranging from clinical and operational employment to professional development oversight of the AOC. CMs maintain close communication with the AOC consultants in the assignment decisions of officers.

e. The corps chief. The Corps Chief serves as a role model, mentor, and leader, provides vision and sets the leadership tone overseeing all aspects of the AOCs within each AMEDD Corps.

f. The proponents. APPD is the main proponent for personnel management and is responsible for the life cycle management of each AOC.

g. The branch career manager. HRC CMs serve as the direct line service to the officer and strive to balance the Army and the officer's needs through deliberate career planning, collaboration with the respective AOC consultants, and guidance from the respective branch chief or deputy. Each CM is assigned a group of AOCs and is responsible for providing career management advice, preparing for promotion boards, coordinating operational and clinical worldwide assignments, processing separations and retirements, and other personnel actions as required. This relationship must be built and maintained on trust. Open communication, officer ownership of the career plan, and flexibility are key elements of this relationship. CMs balance the Army's needs with the officer's needs and requirements through deliberate career planning and discussion with the AOC consultant and branch chief. As executors of Army and proponent programs, they operate within the existing policies, budget, and legal framework to make decisions concerning assignments, schooling, performance, and subjective evaluations of competitiveness for selection and retention. All officers should maintain open communication with their respective career or assignment managers to receive guidance and advice on professional development.

Chapter 4

Officer Education and Training

4-1. Scope

All officers have common training requirements that specify the KSBs required of every officer and are outlined in AR 350-1. Other training and education requirements for branch, MFA, or professional areas apply to officers in a particular specialty.

4-2. Military Education

The officer education system is relevant for operational environments to synchronize training and assignments, enhance lifelong learning and self-development, and prepare all officers for success. AMEDD officers satisfy military education requirements primarily through the military schooling system. This consists of the AMEDD Basic Officer Leader Course (BOLC) and Captains Career Course (CCC), WO Basic/Advanced and Technical follow-on courses, Intermediate Level Education (ILE), and the Senior Service College (SSC) Program. Each level of military training prepares an officer for increased responsibilities. This training, combined with professional experience and applicable formal advanced civilian schooling, ensures a viable and responsive Officer Corps. The general scope of the military courses of instruction available to AMEDD commissioned officers are outlined below.

a. Basic Officer Leader Course. BOLC is designed to provide orientation, training, and initial leader development for newly commissioned officers. All AMEDD officers will attend a TRADOC-approved BOLC.

(1) *Purpose.* BOLC trains officers to develop: the competency to perform officer and Soldier skills to standard; an understanding of Army organizations, operations, and procedures; an ability to apply the concepts of Force Health Protection and Leader skills, including an ability to analyze and solve military problems; an ability to communicate, interact, and coordinate as a staff member; military survival skills for the contemporary operating environment and AMEDD-specific training, which culminates in a Force Health Protection field training exercise. The first seven weeks of this course (Phase 1) consist of common core training, followed immediately by (Phase 2) AOC-specific training. These courses provide the newly commissioned AMEDD officer with the basic skills and knowledge necessary to function effectively in an AMEDD unit.

(2) *Military Education Requirements for Promotion.* With the exception of MS officers within MFA 70 or AOC 67J, completing a BOLC appropriate to their AOC satisfies the minimum military education requirements for promotion to any grade for all AMEDD officers. However, to remain competitive at DA Selection

Boards for promotion to the next higher grade and continued professional development, all AMEDD officers are strongly encouraged to continue with military education beyond BOLC.

(3) *Direct Commission Course.* AMEDD officers, regardless of AMEDD Corps or component (AC or RC), who receive a direct commission into the Army and have no prior Army service or BOLC experience will attend the Direct Commission Course at Fort Sill, OK, prior to attending BOLC training at Joint Base San Antonio, TX. Based on constructive credit (entry-grade), some healthcare professional officers receiving an initial appointment in the USAR through the Direct Commissioning Program may also be able to complete their military education requirements (Direct Commissioning Course, BOLC, CCC, ILE) following promotion to the next higher grade. These education requirements can also be completed in a compressed timeframe.

b. Captains Career Course. The AMEDD CCC provides advanced training in medical combat service support operations.

(1) *Required Attendance.* All RA, USAR, and AGR AMEDD officers complete a CCC; ARNG AGR officers may attend either the Active or RC CCC. MS officers (MFA 70 and AOC 67J) in the ARNG and USAR also complete a CCC or its equivalent; all other Corps members in the ARNG and USAR are also required to attend. The AMEDD CCC is designed to train officers to lead a company or equivalent-sized organizations and serve successfully in U.S. Army staff positions. Graduates of the AMEDD CCC are prepared for subsequent assignments by learning the leader, tactical, and technical tasks, including the supporting knowledge and skills necessary to support the Joint Team across the full spectrum of military medical operations.

(2) *Service Requirements.* RA officers must have four years, preferably no more than seven years, of commissioned officer service prior to the resident phase. This time frame varies for ARNG, USAR, and AGR officers. RA commissioned officers will attend AMEDD CCC at the MEDCoE.

c. Intermediate level education. ILE is the Army's formal education program for majors (MAJs) and is designed to prepare new field grade officers for their next 10 years of service (YOS). The ILE concept is an investment in getting all MAJs grounded in graduate-level warfighting doctrine and prepares officers for duties as principal staff officers at the brigade and other operational levels. This educational process develops officers for senior-level positions within their respective AOC, MFA, or branch.

(1) *Purpose.* The common core curriculum provides the Army with a broad base of field grade officers extensively educated in command and staff responsibilities. ILE educates and develops leaders for full spectrum joint, interagency, and multinational operations. ILE acts as the lead agent for the Army's leader development program and advances the art and science of the profession of arms in support of Army operational requirements. In addition, the common core experience develops intellectual depth and analytical ability in solving complex problems. All AMEDD officers who complete ILE Common Core and have completed their AOC qualification and/or credentialing requirements for their particular health care specialty/discipline are military education level 4 complete (see AR 40-68).

(2) *Eligibility.* Officers in the ranks of captain (CPT) promotable (P) (AC only) and MAJ who have completed the CCC are eligible. HRC and NGB annually prepare lists of officers eligible to attend common core level training in accordance with prerequisites announced by selection board operating instructions. Selection boards subsequently consider these lists for each component. Officers not attending the common core in residence, or equivalent, are encouraged to complete the common core nonresident course at either a satellite location or through distance learning.

(3) *Required Attendance.* The ILE Common Core Course is a prerequisite for promotion to lieutenant colonel (LTC) in the RC for MFA 70 and AOC 67J officers, but not other MFA and AOCs in all the AMEDD Corps.

d. Senior Service College.

(1) *Purpose.* The SSCs emphasize national security management and national security strategy. They are designed to enhance the competence of selected officers for key command and staff responsibilities at the DA and higher levels. AMEDD officers selected for SSC normally attend the Army War College resident or nonresident or the Dwight D. Eisenhower School for National Security and Resource Strategy (formerly known as the Industrial College of the Armed Forces.) These select officers are not precluded from attending other courses of instruction, such as the National War College, Air War College, Naval War College, and fellowships at the U.S. Department of Health and Human Services and the U.S. Department of Veterans Affairs.

(2) *Eligibility.* AMEDD officers must be in the rank of LTC or colonel (COL) and not have completed more than 23 years (276 months) of active Federal commissioned service (AFCS) to be eligible to attend

resident SSC, SSC fellowship, or the Army War College Distance Education Program. Officers meeting the eligibility requirements for SSC are automatically considered for selection to attend SSC and may opt out of consideration without prejudice at any time. Eligible officers must have also completed ILE and not be pending retirement or separation. Selection criteria vary for AMEDD officers in the RC and ARNG.

e. Army Medical Department Pre-Command Course. AMEDD officers will attend an appropriate pre-command course (PCC) based on selection for command. Separate courses are available at the MED-CoE for the table of distribution and allowances (TDA), and table of organization and equipment (TOE) commands. The AMEDD PCC 7M–F10 is designed for the AMEDD TOE commander, as well as the AMEDD TDA commander, including fixed medical and dental treatment facilities. Additionally, PCCs are available through the Army Reserve Readiness Training Center for USAR AMEDD officers designated for company, detachment, and battalion and brigade commands. The PCC help AMEDD officers prepare for command, either TDA or TOE, with skill progression and refresher training in selected functions and duties. All PCC attendance will be scheduled through the appropriate HRC branch.

f. Warrant Officer military education. Military education requirements for WOs are outlined in AR 350–1, and associated service obligations can be found in AR 350–100.

4–3. Civilian Education

Education in civilian institutions augments the training conducted in AMEDD facilities and Service schools. These educational opportunities provide essential technical, scientific, and professional opportunities not available within Federal institutions. Civilian education at the proper level is a consideration in determining whether or not an officer is qualified to enter selected career fields and for progressive assignments therein. All Army-sponsored training in civilian institutions must result in the attainment of skills required to satisfy position educational development levels prescribed and validated by OTSG. In this respect, officers are advised to discuss civilian training plans with their respective AMEDD branch and HRC representatives prior to applying for government-sponsored or off-duty educational programs. Obligations for civilian training will be prescribed by the implementing regulation and/or the policy determinations of DA. Officers desiring to participate in a civilian educational program should apply in accordance with AR 351–3 and DoDI 1322.06 through their appropriate AMEDD branch. Applicants meeting all of the prerequisites will be presented to the Selection Board for consideration. Upon approval of the board recommendations, candidates will be notified of selection or non-selection for program participation.

a. Long-term health education and training.

(1) LTHET provides opportunities for select AMEDD officers to obtain master's and doctoral degrees from civilian institutions and the Uniformed Services University of the Health Sciences.

(2) Under the fully funded programs, the Army pays all tuition costs (as allowed/approved by the MED-CoE) and reimburses the officer per FY for textbooks and supplies. In addition, the Army provides the officer with full pay and allowances and moves the officer and their Family to the designated college or university location. Typically, the period of schooling will not exceed 24 months for a master's degree and 36 months for a doctoral degree. The length of training for personnel in programs will vary with the curriculum. Enrollment in programs exceeding these time frames will require prior approval by the Corps program manager. Input into this program is determined by positions that have validated standards or requirements for which training is not readily available at a Federal facility. AR 351–3 provides a detailed description of these various programs.

(a) Advanced Degree Program.

1. Under this program, selected officers are placed in post-baccalaureate training to meet validated position requirements for AMEDD incumbents possessing graduate or doctoral degrees. Upon completing the education program, graduates will normally be assigned to a utilization tour in a position validated for their specialized training.

2. The normal time-in-service for commissioned officers entering civilian schooling is 5 through 13 years for the advanced degree program, except for DC officers. Time-in-service may not exceed a total of 17 years of active Federal service (AFS). The 17 years of AFS may be waived by forwarding a request through command channels to HRC. In addition, individual branches may have other criteria that must be met prior to consideration for graduate training.

3. Officers participating in the Graduate Degree Program are fully subsidized by the Army for all tuition costs. Fully funded students receive full pay and allowances, as well as the other benefits previously stated in paragraph 4–3a(1).

(b) Degree Completion Program.

1. The Degree Completion Program is designed to raise the educational level of AMEDD officers through a fully funded baccalaureate or graduate study in a subject area of functional importance to the Army. The Degree Completion Program is a highly effective vehicle for increasing the educational level of the Officer Corps. Coupled with prior off-duty study, the Degree Completion Program can be advantageous to the Service and the officer aiming to achieve civilian educational goals.

2. Individuals must be able to obtain a baccalaureate or graduate degree within 18 months from the beginning of the training. Selection priority will be given to personnel requiring the least amount of time to complete degree requirements and those not receiving a degree under other active-duty programs.

3. Individuals selected for attendance under the Degree Completion Program will receive all academic expenses, including matriculation, tuition fees, and the cost of textbooks and other materials. Additionally, participants will receive full pay and allowances. If the program exceeds 20 weeks, the Army will move the officer and their Family to the educational institution approved for study.

b. Training with Industry.

(1) The Army's main objective in sponsoring the training with industry (TWI) program is to develop a group of Soldiers experienced in higher-level managerial techniques who understand their industry's relationship as it relates to specific functions of the Army. Once the TWI student is integrated back into an Army organization, they can use this information to improve the Army's ability to interact and conduct business with the industry. Participants may also be exposed to innovative industrial management practices, techniques, procedures, and so forth, which have applicability to and benefit the Army.

(2) TWI tours generally do not exceed 12 months. They are followed by a utilization assignment to be served immediately following completion of the program at their respective organization for a minimum of 24 consecutive months. Applicants selected for participation in the TWI Program incur an active-duty service obligation (ADSO) upon completion or termination of TWI for a minimum period of three times the length of the TWI period, in accordance with AR 350–100. Upon selection into the TWI Program, attendance is not guaranteed until rank-ordered and approved by the SECARMY.

c. Graduate Medical Education. Internship, residency, and fellowship training programs. Programs under the direction of TSG are available to RA MC officers in designated medical activities. These programs provide the Army with trained personnel in disciplines validated by TSG and meet the requirements of the appropriate national accrediting body. In addition, residencies, and fellowships in civilian hospitals or institutions may be offered in validated specialties for which training is not available in Army facilities.

d. Short course training. Tuition funds are available for un-programmed, fully funded training needed for current job performance when the training is less than 20 weeks in duration and is in subjects for which the AMEDD has no in-house training capability.

e. Clinician and Healthcare Provider Training. A list of training providers and links to specific courses offered to clinicians and healthcare providers can also be found at the following MHS website: [health.mil/Training Center/Clinicians and Healthcare Providers](http://health.mil/Training%20Center/Clinicians%20and%20Healthcare%20Providers).

4–4. Interagency Institute for Federal Healthcare Executives Course

a. Course description. The Interagency Institute for Federal Healthcare Executives is a two-week course offered semiannually through the George Washington University School of Public Health. The course is offered to senior leaders of the five Federal health services: the military medical departments of the U.S. Army, U.S. Navy, and the U.S. Air Force, the Veterans Administration, and the U.S. Public Health Service. The course provides an opportunity for seasoned, practicing Federal health care executives to examine current health policy and management issues and explore their potential impact on the Federal health care systems. The course structure is maximized by presenting new materials resulting from research and experience, as well as examples and case studies from the contemporary national health policy arena. The academic preparation for those who attend varies widely, representing graduate and postgraduate professional degrees.

b. Course objectives. The objectives of the institute include—

(1) Providing Federal health care executives, the opportunity to examine current issues in healthcare policy and their impact on Federal health care.

(2) Promoting excellence in patient care by fostering the concepts of teamwork, evidence-based practice, application of information technology, outcome-oriented performance improvement, and responsible leadership.

(3) Presenting policymakers, higher-level officials, and academicians the views of practicing Federal health care executives on present and future courses of action.

- (4) Fostering communication, sharing, and mutual understanding with the Federal healthcare sector.
- (5) Building inter-Service and national perspectives on health care issues and trends.

4–5. Military Health System Capstone Symposium

a. Course description. The Joint Medical Executive Skills Institute (JMESI) Capstone Course for MHS Leaders is a symposium sponsored by JMESI and is designed to reflect the latest trends in health care, homeland security, TRICARE management, and health care policy. AMEDD officers are approved for attendance by TSG and should be in the rank of LTC(P) or COL and currently serving in key positions as identified by TSG. Course presenters include, but are not limited to, the Service Surgeons General, senior leaders from DoD Health Affairs, the Veterans Administration, and health care policymakers.

b. Course objectives. The objectives of the JMESI Capstone Course include—

- (1) Enhanced understanding of MHS policymaking, including how policies are disseminated and the legal basis for those policies.
- (2) Detailed understanding of TRICARE policies and trends that shape the delivery of DoD health care.
- (3) Familiarization with information systems to support executive decision-making and tools for quality assurance, customer satisfaction, and metrics.
- (4) Discussion of recruitment and retention issues from the military and national perspectives, as well as financial and business matters as they relate to the MHS.
- (5) Exchange of ideas on risk management, patient safety, homeland security, bioterrorism, support to combat forces, and health care challenges facing reserve forces.
- (6) Enhanced appreciation for military transformation and fiscal initiatives within the DoD.

Chapter 5 Officer Promotions

5–1. General

This chapter covers the active-duty promotion system as it applies to AMEDD officers through the rank of COL. This system constitutes a vital aspect of military personnel management affecting each officer and must be legally correct and logically sound. Further, it must be administered fairly and equitably.

5–2. Promotion Process Objectives

Though the specific procedures for selecting officers for grade advancement have varied over time, the objectives of this process have remained constant—

- a.* Ensure advancement to the higher grades of the best qualified officers.
- b.* Meet Army branch, MFA, functional area, and grade requirements.
- c.* Provide incentives for career service.
- d.* Promote officers based on the whole person concept and demonstrated potential to serve in the next higher grade.
- e.* Identify and eliminate ineffective officers, although not an objective, is another result of the promotion process.

5–3. Statutory Requisites

The objectives of the promotion system are consistent with statutory requisites and the realities of the Army structure and authorizations.

a. The legal basis for the officer promotion system is contained in 10 USC. This law prescribes strength and grade authorizations, promotion list components, promotion procedures, and separation procedures resulting from non-selection. The statutory requirements of 10 USC have been promulgated through a regulatory, directive, and policy means in the establishment and administration of the promotion system.

b. Defense authorization legislation for FY 2007 highlighted the 10 USC requirements to accommodate a standard for exemplary conduct as part of the officer promotions process. DoDI 1320.14 sets policy for how promotion selection boards (PSBs), special selection boards (SSBs), and special review boards evaluate officers against the standard of exemplary conduct and deal with adverse information on officer conduct.

5-4. Active-Duty List

a. *Background.* The Defense Officer Personnel Management Act (DOPMA) and Warrant Officer Management Act (WOMA) revised the laws providing for the establishment of separate RA (permanent) and Army of the United States (AUS) (temporary) lists and established a single, consolidated Active-Duty list (ADL). DOPMA and WOMA, as revised, provide for the following:

(1) *Establishing an initial active-duty list.* No later than six months after 15 September 1981, all officers of the Army serving under 10 USC Chapter 36, as amended by DOPMA (except for those identified in 10 USC 641), were placed on the ADL in the same relative seniority that they held on 14 September 1981. Pre-WOMA relative seniority was determined according to seniority criteria outlined in AR 600-8-29, chapter 1, and was primarily based on the AUS DOR a WO held on 4 December 1991.

(2) *Adjusting to the active-duty list.* Adjustments to the ADL were made to maintain the relative seniority among officers of the Army as it existed on the day before the law's effective date. Under provisions of 10 USC 741, the Secretary of the Army established and/or adjusted the ADL DOR of any company or field grade officer who was serving on active-duty on 14 September 1981. Any RA or USAR officer who, on the effective date of DOPMA (15 September 1981), was serving on active-duty in a temporary (AUS) grade that was equal to their permanent (RA or USAR) grade was awarded an ADL DOR equal to that held in their AUS grade. WOMA provided for the establishment of an initial ADL that placed all WOs of the Army serving under 10 USC in the same relative seniority, which they held on 4 December 1991.

b. *Current law.* As required by 10 USC, the Army maintains a single ADL on which officers are to be carried in order of seniority. They are considered for promotion each time a selection board is convened to consider officers in an established DOR zone of consideration (ZOC) for their competitive category. The provisions of 10 USC 741 and 10 USC 742 relate to rank among officers of the same grade as follows:

- (1) Establishes relative rank of the various officer grades.
- (2) Provides that rank among officers of the same grade or equivalent grade is initially determined by the DOR. An officer with an earlier DOR is senior to an officer with a later DOR.
- (3) Prescribes rules by the Secretary of Defense and the Secretary of the Army for breaking DOR ties and general rules for establishing dates of rank when breaks in service, service credit, and placement on the ADL determinations must be made. The DOR and rank-precedence criteria are published in AR 600-8-29.
- (4) Establishes or adjusts, per the Secretary of the Army, the ADL on 4 December 1991, to maintain the relative seniority among WOs of the Army as it existed on the day before the law's effective date. Any RA or USAR WO who, on the effective date of WOMA, was serving on active-duty was awarded an ADL DOR equal to the highest grade, temporary (AUS) or permanent (USAR or RA), they had achieved.

5-5. Promotion Process

a. 10 USC provides for a single promotion process for all officers on active-duty and on the ADL, regardless of their component. Reserve boards no longer consider active-Duty Reserve officers serving on the ADL.

b. The effect of 10 USC (DOPMA and WOMA) on officers' tenure and retirement opportunities are shown in table 5-1.

c. Officers who receive constructive credit for entry-grade determination. An individual's promotion year group is based on the DOR of the current grade held.

d. The WOMA mandated a single promotion process for all WOs on active-duty and the ADL, regardless of their component. The requirement for WOs to be recommended by two different selection boards (temporary and permanent) for promotion to the next higher grade was eliminated. On 5 December 1991, WOs serving on active-duty assumed as their permanent grade the highest grade, temporary, or permanent (USAR or RA), that they held.

Table 5-1
The promotion system—Continued

Rank	Tenure	Retirement
WO1	Promotion consideration to CW2	N/A

Table 5–1
The promotion system—Continued

CW2	Promotion consideration to CW3	May be selectively continued (SELCON) to maximum 20 years of service (YOS)
CW3	Promotion consideration to CW4	May be SELCON
CW4	Promotion consideration to CW5	May be SELCON to 24 years of warrant officer service but not more than 30 years of active service
CW5	30 years of WO service	Maximum of 30 years WO service
2LT	Promotion consideration to 1LT	N/A
1LT	Promotion consideration to CPT	N/A
CPT	Promotion consideration to MAJ	May be SELCON to 20 YOS if qualified for retention and within 6 years of retirement eligibility
MAJ	Promotion consideration to LTC	May be SELCON to maximum 24 YOS
LTC	28 years of active Federal commissioned service (AFCS) for promotion	Provision in law for early retirement by Selective Early Retirement Board action, if two-time non-selected to COL when Early Retirement Program is in effect
COL	Promotion consideration to AFCS	Provision in law for one-time review for a Selective Early Retirement Board action, when Early Retirement Program is in effect

5–6. Army Grade Structure

a. The distribution of grades of O–4 and above for the AN, MS, SP Corps, and VC (commonly referred to as the AMEDD 4) are controlled by 10 USC and may be further constrained by Congress, the Office of the Secretary of the Army, or the Chief of Staff, Army. Although 10 USC is subject to revision and modification, the basic concept remains unchanged. In effect, the by-grade number of field grade officers allowed depends on total officer authorized strength levels, which are based on the total size of the Army (minus the MC and DC, among others) and prescribed by the Secretary of the Army. The “share” of this authorized strength level for the four Corps of the AMEDD is determined by the DCS, G–1, in coordination with the Director of Human Resources, OTSG, based on current authorization documents.

b. The distribution of grades of O–4 and above for the MC and DC (commonly referred to as the AMEDD 2) are determined by the DCS, G–1 in coordination with the Director of Human Resources, OTSG, based on current authorization documents and existing budgetary constraints.

c. The distribution of grade W–5 is established and controlled by 10 USC and WOMA and may be further constrained by Congress, the Office of the Secretary of the Army, or the Chief of Staff, Army. Although 10 USC and WOMA are subject to revision and modification, the basic concept remains unchanged. In effect, the number of CW5 positions depends on the total WO authorized strength level. The total number of WO authorizations is based on the size of the Army and is prescribed by the Secretary of the Army.

5–7. Promotion Flow

a. Changes in authorizations, losses, and promotions to the next higher grade create fluctuations in the time-in-service and time in grade (TIG) at which promotions occur. Under ideal circumstances, each qualified officer would advance through the grade structure with some predictability. However, a relatively standardized promotion flow does not occur consistently due to the expansion and contraction of the Army, changes in promotion policies, and variations in officer losses each year.

b. Authorities granted in the FY19 NDAA added flexibility to an officer’s promotion timeline. While Opt-In, Opt-Out, and Brevet Promotions operate independently, they are complementary in that these provisions provide officers the ability to adjust promotion timelines based on individual development and achievement.

(1) *Opt-In*: Officers in the CPT–LTC rank must take action to Opt-In to promotion boards prior to their promotion zone as described in paragraph 5–8 below.

(2) *Opt-Out*: Active and RC officers competing in the MAJ, LTC, and COL PSBs also have the option to Opt-Out of a primary zone selection board to create more time in their career to support talent development in certain assignments. Prior to each PSB, HRC publishes instructions that specify the eligibility criteria to request Opt-Out for that board. An officer may Opt-Out two times per grade.

(3) *Merit-Based Promotions*: Officers with a high performance and promotion board score can be promoted first instead of by seniority. Officers designated as Merit-Based are moved to the top of the list and promoted before their peers within their year group cohort.

(4) *Brevet Promotions* : The Brevet Promotion Program supports greater career flexibility by enabling the Army to temporarily promote officers (into O3–O6 positions) whose talents align with critical positions. Congress sets the number of critical positions available for Brevet Promotion. Officers can self-nominate with the ATAP market, or unit/command can nominate officers currently in the position via DA4187 to HRC.

c. 10 USC establishes minimum TIG requirements for promotion to the next higher grade.

d. The promotion timings, as stated in DoDI 1320.13, are expressed in terms of the years of AFCS in which the promotion occurs. The promotion opportunity (DOPMA rate), as stated in DoDI 1320.13, is the percentage of total selects over the eligible in-the-zone population.

e. Promotions within the MC and DC are based on the anniversary date of their entry onto active-duty. Due course promotions for these individuals will occur on the sixth, twelfth, and eighteenth year of service anniversary.

f. The AMEDD has many “non-due course” officers. These are officers who, by virtue of their education and training, are given constructive credit for entry-grade determination in accordance with DoDI 6000.13, entering the force at a rank other than 2LT.

g. Changes in authorizations, losses, and promotions to the next higher grade create fluctuations in the point within a WO's career at which promotions occur. Under ideal circumstances, each qualified WO should advance through the grade structure with some predictability. This relatively standardized promotion flow is not consistently obtainable due to the expansion and contraction of the Army, changes in promotion policies, and variations in WO losses each year.

h. The WOMA establishes minimum TIG requirements for promotion to the next higher grade. The WO promotion flow objective may be expressed in terms of the years at which WO service promotions occur. History has consistently revealed that rapid promotions, in terms of reduced TIG, have occurred during periods of force expansion. Conversely, promotions have always slowed down when force reductions occur.

5–8. Early consideration promotions

Early consideration promotions are designed to allow the accelerated promotion of outstanding officers who have demonstrated performance and indicated potential clearly superior to those who otherwise would be promoted. These promotions apply only to promotion to the ranks of CW3, CW4, CW5, MAJ, LTC, and COL. Officers will normally receive two below-the-zone considerations per grade. Officers are required to take administrative action and meet specified criteria for early consideration by the PSB. HRC publishes instructions and eligibility criteria to Opt-In for early consideration before each applicable PSB. By law, the number of officers recommended for early consideration promotion may not exceed 10 percent of the total number recommended; the Secretary of Defense may authorize that percentage to be increased to no more than 15 percent.

5–9. Competitive Categories

Each officer in the AMEDD and on the ADL is grouped in a competitive category for promotion as authorized in 10 USC and prescribed in DoDI 1320.13. Competitive categories are established to manage the career development and promotion of certain groups of officers whose specialized education, training, or experience, and often relatively narrow utilization, make separate career management desirable. Officers in the same competitive category will compete among themselves for promotion. There are six competitive categories within the AMEDD; one for each of the six Corps. There are two competitive categories for the WO Corps: technical and aviation warrants.

5–10. Impact of Officer Personnel Management System Evolution

With the implementation of OPMS revisions, changes have occurred in company grade, field grade, and WO personnel management.

a. Promotion plan. As part of OPMS, the Army defines primary and secondary zones of consideration for field grade promotions by basic year groups. The in-the-zone population, or primary zone, is usually established by the dates of the first and last due course an officer was promoted from a specific year group. A due course officer has been on continuous active-duty since commissioning as a 2LT and has neither failed selection for promotion nor been selected for promotion from below-the-zone. This primary zone is accessed into the Army and, at times, shaped to achieve a promotion opportunity that is relatively similar over a period of the next five years. This procedure has become known as the Five-Year Field Grade Promotion Plan.

b. Decentralized selections. An officer's local commander approves promotion to 1LT and CW2. Normally, the battalion commander promotes with the recommendation of the company commander. Although the promotion is considered automatic upon completion of a specific period of active-duty, the promotion is based on an officer's demonstrated performance. Officers who fail promotion to 1LT and CW2 are generally released from active-duty or discharged.

c. Centralized selections. Officers promoted from CPT through COL and CW3 to CW5 are selected by Headquarters, Department of the Army (HQDA) centralized boards. Selection boards are asked to recommend fully or best qualified (as appropriate) officers from an inclusive ZOC. The ZOC includes officers from above, in, and below the promotion zone. When the number of officers being considered exceeds the maximum number to promote, the boards operate under best qualified criteria. Centralized boards, except CPT, are provided minimum promotion requirements (floors) by branch, functional area, or AOC to ensure the Army's skill and grade mix balances with its needs. Recommendations are based upon branch, MOS, and functional area competency; the potential to serve in the higher grade; and the whole person concept. Factors considered include—

- (1) Performance.
- (2) Embodiment of Army Values.
- (3) Professional attributes and ethics.
- (4) Integrity and character.
- (5) Assignment history and professional development.
- (6) Military bearing and physical fitness.
- (7) Attitude, dedication, and service.
- (8) Military and civilian education and training.
- (9) Concern for Soldiers and Families.

d. Instructions to promotion boards. Each board receives a memorandum of instruction from the Secretary of the Army providing guidance for the selection process. Copies of these memorandums are released to the Officer Corps following approval and public release of the board results. That portion pertaining to specialization has been expanded significantly to indicate that, in today's Army, the specialist has a significant role and responsibility. The instructions highlight the need for the different officer professional development patterns required for accomplishing the Army's total mission. Instead of a traditionally accepted career path through various grades, multiple paths for advancement exist as the Army recognizes divergent Service needs and individual capabilities. Further, instructions to promotion boards prescribe that promotion potential will be determined, for the most part, based on an officer's record of performance in their designated branch or functional area and the officer's overall performance.

e. Promotion board membership. Personal qualifications, experience, and performance determine promotion board membership. The Army commands, Army service component commands, and direct reporting unit commanders recommend board members (COL and below) from lists provided by the HQDA Secretariat for Selection Boards of eligible candidates who meet qualifications in a broad spectrum of military fields. Following policy guidance from the Secretary of the Army, membership is designed to adequately reflect the competitive category's skills, commands, and diversity. The Director of Military Personnel Management, DCS, G–1, approves the final slate of members on behalf of the Secretary of the Army. The Chief of Staff, U.S. Army, approves general officer membership.

f. Special selection boards. SSBs are convened as required to consider officers with dates of rank above or in the promotion zone that were erroneously omitted from consideration or whose official records contained material errors seen by the original board. Erroneous entries or omissions on the Officer Record Brief (ORB) generally do not justify reconsideration by an SSB. The officer's responsibility to

review their ORB at least annually and the provision of AR 600–8–29 entitling officers in the ZOC to submit a letter to the board president is considered sufficient to overcome minor administrative deficiencies.

5–11. Selective Continuation

a. Subject to the needs of the Army, officers pending separation because of having twice failed to be selected for promotion to CW3, CW4, CW5, MAJ, or LTC, may be selectively continued on active-duty in their present grade. A selective continuation board must recommend the officer for continuation, and the Secretary of the Army must approve the recommendation before the officer may be continued. Officers may not apply for selective continuation. The Secretary of the Army will direct a selective continuation board to consider officers for continuation when required by the needs of the Army.

b. AMEDD officers on the ADL who are twice not selected for promotion to MAJ or LTC may be voluntarily, or in accordance with the specific provisions of a service grant, continued on active-duty to fulfill an ADSO as indicated below. AMEDD CPTs and MAJs with an ADSO will be considered for continuation by a selective continuation board.

(1) Those officers who are selected and accept selective continuation will be retained on active-duty.

(2) Those officers with remaining ADSOs will be continued on active-duty until the fulfillment of all ADSOs (10 USC 632c(1)) unless the Secretary of the Army determines that completion of the ADSO of that officer is not in the best interest of the Army (10 USC 632c(2)).

(3) Those officers retained on active-duty pending the fulfillment of an ADSO will continue to be considered for promotion until separated.

5–12. Officer promotions in the Reserve Component

Although the promotion objectives for the RA are the same as the RC, the RC is governed by the Reserve Officer Personnel Management Act (ROPMA) instead of DOPMA. For more information on RC promotions, see paragraph 6–6 of this regulation and AR 135–155.

Chapter 6

Reserve Component Officer Career Management

6–1. Introduction

a. This chapter discusses the unique aspects of leader development, professional development, and career management of AMEDD's ARNG and USAR officers.

b. The RC of the Army includes the ARNG and the USAR. When not in a federalized status (under Federal control), the ARNG comes under control of the States, the territories of Guam and the Virgin Islands, the Commonwealth of Puerto Rico, or the District of Columbia. The USAR is a Federal force within DA.

c. The ARNG and the USAR operate under separate and distinct systems according to specific laws and regulations. However, since the purpose of the RC is to augment the RA in times of need, implementing these laws and regulations must allow for the seamless integration of RC units and individuals into the active-duty force.

6–2. Reserve Components

The RC consists of three categories—the Ready Reserve, the Standby Reserve, and the Retired Reserve. All Guard and Reserve manpower are assigned to one of these three categories. This chapter focuses on the Ready Reserve.

a. The Ready Reserve is the largest category in the RC and contains the overwhelming majority of trained military manpower to augment the RA in times of war or national emergency. The Ready Reserve consists of the Selected Reserve, the IRR, the Retired Reserve, and the Inactive National Guard (ING) and is regulated by AR 140–10 and NGR 614–1.

(1) The Selected Reserve consists of units manned and equipped to serve and/or train either as operational or as augmentation units. Operational units train and serve as units; augmentation units train together but, when mobilized, lose their unit identity, being subsumed into an active unit or activity. Officers in the Selected Reserve are assigned to one of three programs: Troop Program Unit (TPU), AGR, or IMA.

(a) *Troop Program Unit.* Trained unit members who participate in unit training activities on a part-time basis. These officers are required to perform 48-unit training assemblies per year and 14 days (15 days

for ARNG) per year in an annual training (AT) status. These members are in a paid status while performing these duties. An additional TPU subcategory in the USAR is the AMEDD Professional Management Command. USAR officers in the Army Medical Department Professional Management Command (APMC) are assigned to Army Reserve units throughout the United States with attachments to APMC for personnel, training, and pay management. Attachments to APMC apply to clinically proficient officers residing in remote areas (more than 50 miles or 90 minutes from an Army Reserve unit).

(b) *Active Guard Reserve.* The AGR program supports and enhances the mobilization of the ARNG and USAR. The AGR program is a career program designed to develop highly skilled leaders fully competent in their core skill sets. AGR officers serve full-time and are eligible for the same benefits and entitlements as a RA officer, including medical care for themselves and their immediate Family and the opportunity for immediate retirement after 20 years of AFS. USAR officers serving within the AGR program are stationed worldwide in positions that directly support the Army Reserve. ARNG officers serving within the AGR program can be stationed at the State level in 32 USC status in support of their State or in a 10 USC status nationwide or worldwide in direct support of the ARNG. For more information on the AGR program, refer to AR 135–18 and NGR 600–5.

(c) *Individual Mobilization Augmentation.* IMA Soldiers are trained members of the Selected Reserve, subject to immediate, involuntary order to active-duty whenever a Presidential Reserve Call-Up is invoked under 10 USC 12304. IMA Soldiers are assigned to authorized military mobilization positions documented on an organization's mobilization TDA. Under DoDI 1235.11, IMA Soldiers must perform at least 12 days of AT each year and are authorized to perform paid battle assemblies of no more than 48 inactive-duty training (IDT) periods. (See para 6–10 for more information.)

(2) The IRR consists of USAR Soldiers who are not currently serving in the Selected or Retired Reserve. The IRR is a manpower pool comprised principally of previously trained individuals who once served on active-duty or in the Selected Reserve and have some period of their military service obligation remaining or another contractual commitment. Members may voluntarily participate in training for retirement points and promotions, with, or without pay. IRR members may be (but are not presently) required to complete the same training requirements as Selected Reserve officers. Required training (involuntary) may not exceed 30 days a year. An officer in the IRR will be assigned to one of the following categories:

(a) *Control Group - Annual Training.* Ready Reserve officers with a training obligation but who do not belong to an Army Reserve unit. They must perform AT when directed.

(b) *Control Group - Reinforcement.* All other non-unit Ready Reserve officers not assigned to another control group.

(c) *Control Group - Officer Active-Duty Obligor.* Active-duty officers who are appointed in the Army Reserve but do not enter into active-duty at the time of their appointment. These officers maintain their obligated status and may be ordered to active-duty or duty with an ARNG or USAR unit.

(d) *Control Group - Dual component.* RA enlisted, officers, or WOs who hold Army Reserve commissions or warrants.

(3) ING personnel (ARNG only) consist of National Guard personnel in an inactive status in the Ready Reserve, not in the Selected Reserve, attached to a specific National Guard unit. ING officers are considered mobilization assets of the unit. Similar to other IRR, some ING members have legal and contractual obligations. ING members muster once a year but may not participate in training activities for points or pay and are not eligible for promotion. The ING is managed by the State in which the ARNG Soldier is assigned. There is no centralized management organization to manage the ING (as HRC manages the IRR).

b. The Standby Reserve consists of Soldiers who maintain their military affiliation without being in the Ready or Re-tired Reserve. Membership is limited to those Soldiers having mobilization potential. Soldiers with a statutory military service obligation temporarily placed in the Standby Reserve will be transferred back to the Ready Reserve at the earliest possible date. Voluntary members of the Standby Reserve, unable to transfer to the Ready Reserve and possessing critical skills determined by the Secretary of the Army to be mobilization assets, may be retained instead of discharged. Soldiers assigned to the Standby Reserve are placed in one of the following categories: Active Status List or Inactive Status List.

c. The Retired Reserve is comprised of Reserve officers, WOs, and enlisted personnel who have completed a minimum of 20 years of qualifying service for retirement at age 60 and elect to transfer to the Retired Reserve in lieu of continued service in the Ready Reserve or discharge. Officers electing to serve in the Retired Reserve, in lieu of discharge, continue to receive the cost-of-living increase on their accumulated retirement points. Officers in the Retired Reserve are entitled to benefits as a "Gray Area" retiree.

See the HRC website for further information regarding “Gray Area” benefits. Officers in the Retired Reserve may be ordered to active-duty involuntarily, as determined by the Secretary of the Army, in accordance with 10 USC 688 or voluntarily under the authority of 10 USC 12301(d).

6-3. Professional development

AMEDD officers appointed to the RC bring a wealth of knowledge and experience from their civilian occupations and education. Professional development for AMEDD officers includes leadership development, clinical professional development, administrative, and operational skills development, and maintenance of individual proficiency in AOCs, MFAs, and SIs. The RCs fund all military education courses required for promotion. These educational requirements vary for AMEDD branches and AOC–MFA positions. Refer to AR 135–155 and DA Pam 611–21 to determine each specialty's mandatory educational promotion requirements. In addition to mandatory military educational requirements, the RCs and ACs offer (based on available funds) other professional, clinical, and operational courses through the AMEDD Center and School and through resident and distance learning courses. Distance Learning Program courses must be approved on the Electronic Based Distance Learning (EBDL) list.

a. Army National Guard.

(1) The significant difference between AMEDD Personnel Management and similar systems in the National Guard and RA is in the decentralization of career management. AMEDD personnel management is a function of the State within the guidance and policies established by HQDA and the NGB. The overall management of ARNG officers is regulated by NGR 600–100 and NGR 600–101 for WOs.

(a) Within those guidelines, the objective is to develop officers in adequate numbers and with the right skills to fully satisfy ARNG requirements while maximizing and taking advantage of each officer's inherent skills and abilities.

(b) Duty assignments are made at the State level based on the force structure of the State, officers available to fill vacancies, unit readiness, and geographic considerations.

(c) The State administers appointments, promotions, branch transfers, evaluations, separations, and other similar personnel actions.

(2) Officers, boards, commanders, and personnel managers should be aware of the uniqueness of the RC environment and the implications of being a citizen Soldier. The concepts of equivalent assignment and constructive credit must be understood. There are numerous leadership positions within the State ARNG structure that do not fall into the traditional definition of TOE or TDA command. Lieutenant-level through general officer-level leadership and command positions should be recognized, desired as potential assignments, and considered in promotion and selection board procedures. There are also TDA staff positions that equate with battalion and brigade staff positions. These are considered equivalent positions.

(3) Many ARNG officers are leaders in industry, the community, and the corporate world. Many corporate positions provide training and experience that are useful to the military and closely related to military specialty skills. Officers at all levels should be sensitive to the relationship between civilian occupations and training and military skills. Being a financial officer for a corporation certainly provides evidence of qualification as a military finance officer. Leadership in a civilian occupation provides evidence of potential for military leadership positions. These are examples of constructive credit possibilities that should be considered in determining an officer's qualification for branch and MFA designation and award of areas of concentration and skills. AR 611–1 provides guidance for evaluating civilian education and occupation experience in the classification of ARNG officers. Officers may also apply for constructive or equivalent credit for military education courses in accordance with AR 135–155. AMEDD personnel are encouraged to seek opportunities to build upon their respective clinical specialties and become familiar with the different types of units that can utilize their expertise. It is widely accepted that RC clinicians are highly trained and well-practiced in their medical skills due to the volume and variety of cases seen in civilian practice. Military assignments should be used as an opportunity for clinicians to familiarize themselves with Army procedures, equipment, and practices.

(4) Officer Personnel Classification Boards conducted at the State level can determine whether officers are qualified for their duty. However, the officer may not be considered fully qualified until meeting the criteria in DA Pam 611–21. To be considered for favorable personnel actions, the officer does not have to be considered fully qualified in their AOC–MFA skill sets. Additional requirements beyond the mandatory military education to award the AOC will not preclude the officer from being promoted or reassigned unless stated in DA Pam 611–21.

b. Army Reserve. The development of the professional attributes and capabilities of Army Reserve officers to meet the mobilization needs of the Army is known as officer professional development. While Army Reserve officers share the same mission as their AC counterparts, the unique nature of the Army Reserve officer's role as a citizen Soldier poses a challenge to professional development. However, Army Reserve officers are expected to follow AC officer development patterns as closely as possible, except that Army Reserve officers, in some instances, have increased windows to complete mandatory educational requirements. To meet professional development objectives, Army Reserve officers may need to rotate between TPU, IRR, and the IMA Program. These transfers are necessitated by geographical considerations and the need to provide as many officers as possible the opportunity to serve with troops in leadership and staff positions. Additionally, there may be occasions when officers should transfer to the IRR while they complete mandatory educational requirements. Such transfers will be temporary and should not be seen as negatively impacting the officer's career. The length of service does not measure an officer's success in any one component or control group but by the officer's breadth of experience, duty performance, and adherence to branch and functional requirements. AMEDD personnel are encouraged to seek opportunities to build upon their respective clinical specialties and become familiar with the different types of units that can utilize their expertise. It is widely accepted that RC clinicians are highly trained and well-practiced in their medical skills due to the volume and variety of cases seen in civilian practice. Military assignments should be used as an opportunity for clinicians to familiarize themselves with Army procedures, equipment, and practices.

c. Clinical specific professional development. The AMEDD officer must maintain a high level of clinical expertise in their respective specialties. The RC affords AMEDD officers the opportunities for Corps skill training as well as advanced technical training. AMEDD officers must continuously seek professional development and ensure "best practices" are implemented in delivering health care to our military and civilian population. AMEDD officers should seek out opportunities for advanced technical and leadership training. The RC affords AMEDD officers a variety of courses, funding permitting, to pursue these opportunities.

(1) Competency criteria as well as various checklists for the award and maintenance of clinical competency, are outlined in AR 40–68.

(2) The initial award of an AOC or SI is done at the time of accession into the AMEDD. It is based on the officer's education, experience, and/or licensure or certification.

(3) Reclassification within a branch in additional AOCs, SIs, MFAs, or proficiency designators (PDs) is the responsibility of each State for the ARNG. The AMEDD Directorate at HRC is responsible for AR reclassification. RA and USAR officers should submit requests for reclassification to HRC. ARNG officers should submit requests to their respective States. The HRC website contains additional guidance.

(4) A listing of all current AOCs, SIs, MFAs, and PDs, along with qualifying criteria, is available in DA Pam 611–21. Check <https://www.army.mil/g-1> frequently for updates to DA Pam 611–21.

(5) Each AMEDD officer is expected to maintain competence within the respective AOC, SI, and MFA awarded to them. It is the Soldier's responsibility to request the removal of any AOC, SI, or MFA for which they are no longer competent. The HRC website details the process for the removal of AOC, SI, and MFAs.

6–4. Leader development

a. The RC leader development program develops the KSBs required of ARNG and USAR officers to meet the mobilization needs of the Army. RC officers must be properly trained in order to perform effectively in the event of mobilization. The development of RC officers is a continuous, progressive, and sequential process that comprises three pillars: institutional training, operational assignments, and self-development. The branch-specific sections of this DA pamphlet will more directly guide leader development for particular AOC groupings. Reserve CMs are available to provide proactive USAR Soldier and leader career management and guidance using the following management pillars: assignment, training, education, and promotion. For more detailed information regarding career guidance and the "Leader Development Guides," refer to the AO at HRC.

(1) *Institutional domain.* Various schools, both resident and nonresident, provide RC officers with military educational opportunities. These educational programs, which are designed to increase and update the professional knowledge of each officer, have the secondary goal of satisfying promotion and assignment prerequisites. Officer military education requirements are outlined in AR 135–155, NGR (AR) 600–100, and DA Pam 611–21. Operational experience through duty assignments augments what has been

learned in the formal education process. To the maximum extent possible, RC officers receive operational assignments that allow them to apply the knowledge and leadership skills learned in institutional training. This is especially critical for company grade officers and WOs. Junior officers should be assigned to troop units. This phase in the development is critical to developing leadership competencies and instilling the Army Values necessary in the Officer Corps. Careful planning and programming by agencies, commanders, and individual officers are essential to maximizing the career potential and efficient use of the officer's knowledge, skills, and abilities. Experience gained through challenging and varied assignments enhances officer development and provides trained officers to meet the RC's dynamic needs.

(2) *Operational domain.* The assignment and transfer of officers is a collective effort between the CM, the officer, and their unit. The applicable TOE or TDA prescribes the grade, branch, and AOC–MFA requirements for positions to which officers may be assigned. In the RC environment, force structure, demographics, and geographic limitations are constrained assignment options. For these reasons, RC officers may need to accept assignments throughout the Selected Reserve. RC officers must also realize the possibility of occasional and temporary transfers to the IRR, especially in conjunction with the completion of Professional Development Education requirements. These transfers allow the officer to complete required studies without the distraction of a troop assignment and allow other officers to gain troop leadership experience. Additionally, officers are encouraged to seek opportunities for mobilization. Tours of mobilization are considered Operational Tempo events, which test an officer's abilities to operate in an AC environment. These are both beneficial to the mobilizing officer and to the units they are sent to support.

(3) *Self-development.* Each officer has responsibility for professional development from the time of commissioning or appointment. Individual study, reading, research, and interpersonal skills development and assessment are critical parts of leader development. Each officer should develop themselves in accordance with tracks established for their specific AMEDD specialty. Clinical development for practitioners and operational training for service support (67A) are considered necessary to remain proficient in respective fields. In addition, officers in AOC 67A (MFA 70) are encouraged to pursue graduate studies at their first available opportunity. AGR, Active-Duty Operational Support and Key Personnel Upgrade Program (ARNG only) are ways to enhance that development.

b. Although it is not specifically one of the pillars of leader development, mentorship is the foundation upon which these pillars rest. Mentorship is the voluntary, developmental relationship between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect. Mentorship includes all of the leader development behaviors (for example, counseling, coaching, teaching, and role modeling) that a trusted advisor displays. Either party can initiate the mentor-mentee relationship. If mentors do not make themselves available, the mentee must take the responsibility of seeking out a mentor. Mentorship is a critical component of leader development since it is a force multiplier. The pillars of leader development (institutional training, operational assignments, and self-development) primarily affect the officer. Mentorship affects not only the mentored officer; it sets the tone for the relationship that the mentored officer will have with those they will mentor in the future. Mentorship is paramount due to the limited amount of time that an RC officer will spend in units serving under more senior officers who can serve as mentors.

6–5. Reserve Component promotions

As previously mentioned, the RC is governed by the ROPMA for promotions. ROPMA's purpose is to standardize Reserve officer personnel management across the military and to align the Reserve promotion system with that used in the RA. For additional information on the RC promotion system and process, refer to AR 135–155.

a. Under ROPMA, “fully qualified” boards still exist. It is recommended that all officers strive to meet “best qualified” standards in order to remain competitive. To be considered best qualified, all officers should complete 100 percent of all military education courses (AMEDD BOLC, CCC, and ILE) regardless of whether they need the course to be fully qualified for promotion to the next higher grade. Officers should continue to pursue higher levels of civilian education and other forms of self-development within their fields. Taking a variety of tough assignments with increased responsibility is what sets officers apart from their peers.

b. The ROPMA eliminates mandatory time-in-service requirements for promotion but sets minimum and maximum TIG requirements for each rank (see table 6–1).

Table 6–1
Reserve Officer Personnel Management Act time-in-grade requirements—Continued

Rank	2LT	1LT	CPT	MAJ	LTC	COL
Minimum ¹	2	2	4	4	3	Not applicable
Maximum	2 ²	4 ⁴	7	7	6 ³	Not applicable

Notes:

¹ Minimum TIG requirements are considered for below-the-zone promotions and are only authorized on a position vacancy board.

² Maximum TIG to 1LT is two years if military education requirements are met. Max TIG can be waived to 3.5 years before required separation, per AR 140–10.

³ Board Zones announced annually. Time in grade was changed from 5 years to 6 years and is subject to the needs of the Army.

⁴ USAR = 4 years TIG, and ARNG = 5 years TIG.

c. The ROPMA provides a below-the-zone promotion option based on the needs of the service for CPTs, MAJs, and LTCs. The decision to allow below-zone promotions will be made on a board-by-board basis. At the present time, below-zone authority only applies to the AGR population and is being withheld by the Assistant Secretary of the Army for officers in the TPU, IMA, and IRR.

d. The ROPMA allows officers to delay a promotion upon selection. The delay can be up to 3 years (not applicable to AGR officers). Officers who do not receive an assignment to a unit position in the grade to which recommended at the end of the approved delay period would either decline the promotion and be considered a failure of selection or transfer to the IRR to accept promotion. Officers who decline promotion after three years are considered one-time non-selects and are subject to discharge rules based on rank if they become a two-time non-select (MAJs and below).

e. The ROPMA allows officers to be considered a second time for promotion to LTC and below. These officers are still eligible for promotion if selected when the second board convenes.

f. The ROPMA allows eligible officers to be considered for position vacancy promotions (1LT through LTC). The position must require a grade higher than an officer's current grade. In addition to meeting the grade requirement, an officer interested in a position vacancy system promotion must have attained the minimum civilian and military education called for at the next higher grade. Any qualified officer on the Reserve Active Status List may compete for a position vacancy promotion. All officers must meet the qualifications found in AR 135–155. The position vacancy boards of the ARNG and USAR remain in effect “below the promotion zone” boards, which reward officers for their superior performance by advancement through competition for specific positions.

g. ARNG and USAR position vacancy boards officers who were once considered but not selected by a mandatory promotion board may not be considered by a subsequent position vacancy board to that grade unless the Secretary of the Army determines the officer is the only qualified officer available to fill the vacancy without the required penalty of removing an in-zone officer from a selection list.

h. Promotion selection discriminators include—

- (1) Best qualified.
- (2) Active participation.
- (3) Outstanding performance.
- (4) Varied assignment history and continued professional development.
- (5) Military bearing and physical fitness.
- (6) Obtaining highest level of military and civilian education and training.
- (7) Embodiment of Army Values.
- (8) Professional attributes and ethics.

1. Conditional releases may be requested by Reserve officers or their prospective gaining RC unit or recruiter. For more information, refer to AR 140–10 and the HRC website.

2. In order to resign their commissions, officers must meet the criteria in AR 135–91. Officers cannot resign their commissions until they have completed their statutory obligation (8 years) or their contractual obligation, whichever comes later.

3. Mandatory removal is an involuntary action to separate an officer based on regulation or statute (see AR 140–10 for an outline of mandatory removal date (MRD) exceptions for AMEDD officers). An officer's MRD can change if one of the rules applies prior to rules 1 or 2. Below are the most common MRD rules—

a) *Rule 1 (length of service)*. LTC and below, 28 years of commissioned service; COL, 30 years of commissioned service; note exceptions in AR 140–10; and Army Reserve AN, MC, MS (not AOC 67A or MFA 70), DC, SP, and VC can be granted extensions to 35 years of commissioned service, based on the needs of the Service.

b) *Rule 2 (maximum age)*. COL and below, age 60; exceptions— AMEDD in the AN, MC, MS (not AOC 67A or MFA 70), DC, SP, and VC can be granted an extension to age 67, based on the needs of the Service (10 USC 14703); officers are removed on the last day of the month in which they reach age 60 or if extended, the extended age limit.

c) *Rules 3 and 4 (non-selection for promotion)*. Officers (MAJs and below) who have fulfilled their statutory service obligation and are two-time non-selects will be separated on the first day of the seventh month after the month in which the President approves the board results; two-time non-select 1LTs who have not fulfilled their original military service obligation and do not possess a baccalaureate degree will be separated upon completion of their original military service obligation; and exceptions to rule 3 and

4 - MAJs two-time non-selected to LTC will be retained until they reach 20 years of commissioned service; officers with 18-plus YOS will be retained until they reach 20 YOS. The number of personnel selectively continued varies by AOC and is based on the needs of the Army; RC officers twice non-selected for promotion to MAJ or LTC and who have been selectively continued will be continued to the maximum length amount allowed by law (20 years of commissioned service for CPTs and 24 years of commissioned service for MAJs).

d) *Rule 5 (failure to complete military education)*. This applies only to officers who have fulfilled their statutory military service obligation. Officers have 36 months to attend BOLC; an exception is granted for officers in Specialized Training Assistance Program.

i. Career management for ARNG officers is conducted in accordance with HQDA and NGB policy and regulations and is administered at the State level by authority of The Adjutant General (TAG). Duty assignments are made at the State level based on the force structure of the state, available officers, unit readiness requirements and geographic considerations. Promotions, branch transfers, evaluations, separations, and other personnel actions are administered by the State within HQDA and NGB policy guidance. Appointments, branch designations or changes and promotions require Federal recognition orders issued from NGB.

(1) The Director, ARNG, is the conduit between HQDA and the States to ensure that the objectives of OPMS are fully incorporated in AMEDD personnel management. The personnel directorate at the ARNG G–1 NGB, with the NGB Chief Surgeon's Office, helps the State adjutants general and their staffs to administer AMEDD personnel management by establishing policy and guidance reflecting America's Army systems. The ARNG G–1 is the proponent for regulations, policies, and procedures governing AMEDD personnel management. The Office of the Chief Surgeon, NGB, manages the AMEDD Personnel Program at NGB.

(2) The State adjutant's general oversees the direction and effectiveness of the officer career management programs in their respective states. This includes the designation of branches and MFAs, the awarding of AOC and skills, and the operation of personnel administration. TAG appoints the State officer personnel manager (G–1), who is the primary representative of TAG in implementing and administering AMEDD personnel management. The G–1 ensures all aspects of AMEDD personnel management are administered and serves as the principal advisor to TAG. The G–1 maintains the management records, evaluates the requirements within the State, and monitors the career development of officers available to fill those requirements. The G–1 manages the officer inventory.

(3) Leader development should be emphasized as a primary command responsibility. Commanders at all levels help administer AMEDD personnel management by—

(a) Coordinating with the State G–1 to develop and properly guide the career of officers in their command.

(b) Recommending assignments according to the qualifications, attributes, potential, and desires of their officers.

(c) Serving as mentors and conducting periodic evaluations and counseling.

(d) Recommending professional development schools and training.

(4) Unit personnel officers, especially at the battalion level, play a vital role in the career management of ARNG officers by—

- (a) Maintaining liaison with the State G-1.
 - (b) Assisting officers in maintaining their military personnel records.
 - (c) Counseling officers concerning requirements for designation of branches and MFAs.
 - (d) Maintaining the Military Personnel Records Jacket.
 - (e) Making recommendations to the commander and the G-1 for changes to the personnel status of their officers.
- (5) Official military personnel files (OMPF) for all ARNG commissioned officers are maintained at NGB. The OMPF is used by DA selection boards when considering ARNG officers for promotion under AR 135-155. The appropriate State Adjutant General maintains a field military personnel records jacket on each officer.
- (6) The individual officer has the final responsibility for ensuring that he or she is progressing to the maximum level within AMEDD personnel management. The officer establishes goals and evaluates progress, making the adjustments necessary to achieve personal goals and professional proficiency.
- (7) The designation of special branches and the award of AOC for AMEDD, Chaplain Corps, and the Judge Advocate Generals Corps officers is a function of HQDA. At the time of application for appointment, the state requests predetermination, through NGB, of qualifications in the branch in which the applicant wishes to serve. Special branch officers may be awarded skill indicators if qualified and essential to the actual or potential assignment as determined by TAG (see NGR 351-1). Officers transferring from one AOC to another within the same AMEDD branch are to be treated as a reclassification action and are subject to the requirements in DA Pam 611-21 and require approval from the NGB Chief Surgeon's Office.
- j. The careers of TPU officers are managed by their respective units of assignment for administrative and personnel actions. The key individual in the career management cycle is the CM. The individual officer, with guidance from the CM, has the duty of developing the most professionally competent Reserve officers possible by consistently providing meaningful training opportunities and assignments for officers within their areas of management responsibility. Officer personnel management ensures that sufficient numbers of highly qualified Reserve officers are available to meet mobilization requirements and to assume positions of increasing responsibility. To accomplish this, the CM ensures that the intellectual and professional growth of all officers meet Army needs. Although the CM is a key agent in career management, the individual officer is primarily responsible for his or her own career. It is essential that the lines of communication between the CM and the officer remain open and bi-directional at all times. Army Reserve officers must fully understand the requirements to remain highly competitive in the ROPMA environment. Further, officers must take steps to remain mobilization ready at all times. An Army Reserve officer who is not mobilization ready is not considered a usable asset and will not have a future in America's Army.

6-6. Company and field grade officer career management

a. *Reserve Component.* Accessions, retention, and transitions are key elements in career management. These functions are as follows:

(1) *Accessions.* The AMEDD candidate will prepare an initial appointment packet that is boarded at the United States Army Recruiting Command (USAREC) at Fort Knox, KY.

(2) *Retention.*

(a) *Obligated officers.* Most AMEDD officers enter military service with an initial obligation based on their source of commission. This varies depending on the source, such as Reserve Officer Training Corps, direct appointment, RA, OCS, or Service academies. Additionally, officers in the AMEDD may incur further contractual obligations by accepting certain educational opportunities and/or financial incentives. Contractual (time varies by individual situations) and statutory (usually eight years) obligations may or may not run concurrently. For information on these obligations, see AR 135-91. Officers are highly encouraged to continue their military service after they have met their statutory or contractual obligation. Continuation of service offers advanced educational and training opportunities.

(b) *Incentive programs.* There is a variety of AMEDD-specific incentives focused on retaining qualified officers. These programs are open only to select officers with health professional specialties identified on the Critical Wartime Shortage List. Information concerning eligibility, application, and program entitlements and the annual AMEDD incentives memorandum, published by each component. USAR officers can obtain a copy of this memorandum by contacting HRC's AMEDD Directorate, Incentives Branch. The ARNG officer may obtain a copy of this memorandum by contacting the Office of the Chief Surgeon, NGB. Applicants are encouraged to reference the HRC website for incentives updates.

(c) *Special pay.* Army clinicians will be paid as a commissioned officer and, depending upon their AOC, may be eligible to receive a number of special pay incentives.

(3) *Transitions.*

(a) *Retirement.* All RC officers who complete the required YOS to become eligible for retired pay at age 60 will receive a 20-year letter as their written notification of that eligibility. They typically receive the 20-year letter notification during the year following your qualifying retirement year. Normally the letter is issued 45–60 days after the retirement year ending date. To be eligible for retirement pay at age 60, you must have completed 20 years or more of qualifying service. For more information, refer to 10 USC 1370 and AR 135–180. The NDAA for 2008 reduces the retirement age for RC Soldiers from 60 to a lesser age, but not below age 50, for those officers who have served on active-duty in an eligible status on or after 29 January 2008. For qualifying service on or after 29 January 2008, each day on that active-duty tour could count toward a reduction in retirement age. However, even though each day counts, days are credited in aggregates of 90 days only within any FY. A day of duty must be included in only one aggregate of 90 days.

(b) *Separations.*

1. Conditional releases may be requested by Reserve officers or their prospective gaining RC unit or recruiter. For more information, refer to AR 140–10 and the HRC website.

2. In order to resign their commissions, officers must meet the criteria in AR 135–91. Officers cannot resign their commissions until they have completed their statutory obligation (8 years) or their contractual obligation, whichever comes later.

3. Mandatory removal is an involuntary action to separate an officer based on regulation or statute (see AR 140–10 for an outline of MRD exceptions for AMEDD officers). An officer's MRD can change if one of the rules applies prior to rules 1 or 2. Below are the most common MRD rules—

a) *Rule 1 (length of service).* LTC and below, 28 years of commissioned service; COL, 30 years of commissioned service; note exceptions in AR 140–10; and Army Reserve AN, MC, MS (not AOC 67A or MFA 70), DC, SP, and VC can be granted extensions to 35 years of commissioned service, based on the needs of the Service.

b) *Rule 2 (maximum age).* General Officers and below, age 60 (see AR 140–10); exceptions-AMEDD in the AN, MC, MS (not AOC 67A or MFA 70), DC, SP, and VC and grant an extension to age 68, based on the needs of the Service (10 USC 14703); officers are removed on the last day of the month in which they reach age 60 or if extended, the extended age limit.

c) *Rules 3 and 4 (non-selection for promotion).* Officers (MAJs and below) who have fulfilled their statutory service obligation and are two-time non-selects will be separated on the first day of the seventh month after the month in which the President approves the board results; two-time non-select 1LTs who have not fulfilled their original military service obligation and do not possess a baccalaureate degree will be separated upon completion of their original military service obligation; and exceptions to rule 3 and

4 - MAJs two-time non-selected to LTC will be retained until they reach 20 years of commissioned service; officers with 18-plus YOS will be retained until they reach 20 YOS. The number of personnel selectively continued varies by AOC and is based on the needs of the Army; RC officers twice non-selected for promotion to MAJ or LTC and who have been selectively continued will be continued to the maximum length amount allowed by law (20 years of commissioned service for CPTs and 24 years of commissioned service for MAJs).

d) *Rule 5 (failure to complete military education).* This applies only to officers who have fulfilled their statutory military service obligation. Officers have 36 months to attend BOLC; an exception is granted for Specialized Training Assistance Program officers.

b. *Army National Guard.*

(1) Career management for ARNG officers is conducted in accordance with HQDA and NGB policy and regulations and is administered at the State level by the authority of TAG. Duty assignments are made at the State level based on the force structure of the state, available officers, unit readiness requirements, and geographic considerations. The State administers promotions, branch transfers, evaluations, separations, and other personnel actions within HQDA and NGB policy. Appointments, branch designations, or changes and promotions require Federal recognition orders issued from NGB.

(2) The Director, ARNG is the conduit between HQDA and the States to ensure that the objectives of the Office of Personnel Management are fully incorporated in AMEDD personnel management. The

personnel directorate at the ARNG G-1 NGB, with the NGB Chief Surgeon's Office, helps the State adjutants general and their staffs to administer AMEDD personnel management by establishing policy and guidance reflecting America's Army systems. The ARNG G-1 is the proponent for regulations, policies, and procedures governing AMEDD personnel management. The Office of the Chief Surgeon, NGB, manages the AMEDD Personnel Program at NGB.

(3) The State adjutant's general oversees the direction and effectiveness of the officer career management programs in their respective states. This includes the designation of branches and MFAs, the awarding of AOC and skills, and the operation of personnel administration. TAG appoints the State officer personnel manager (G-1), who is the primary representative of TAG in implementing and administering AMEDD personnel management. The G-1 ensures all aspects of AMEDD personnel management are administered and serves as the principal advisor to TAG. The G-1 maintains the management records, evaluates the requirements within the State, and monitors the career development of officers available to fill those requirements. The G-1 manages the officer inventory.

(4) Leader development should be emphasized as primary command responsibility. Commanders at all levels help administer AMEDD personnel management by—

(a) Coordinating with the State G-1 to develop and properly guide the career of officers in their command.

(b) Recommending assignments according to the qualifications, attributes, potential, and desires of their officers.

(c) Serving as mentors and conducting periodic evaluations and counseling.

(d) Recommending professional development schools and training.

(5) Unit personnel officers, especially at the battalion level, play a vital role in the career management of ARNG officers by—

(a) Maintaining liaison with the State G-1.

(b) Assisting officers in maintaining their military personnel records.

(c) Counseling officers concerning requirements for designation of branches and MFAs.

(d) Maintaining the Military Personnel Records Jacket.

(e) Making recommendations to the commander and the G-1 for changes to the personnel status of their officers.

(6) OMPFs for all ARNG commissioned officers are maintained at NGB. The OMPF is used by DA selection boards when considering ARNG officers for promotion under AR 135-155. The appropriate State Adjutant General maintains a field military personnel records jacket on each officer.

(7) The individual officer has the final responsibility for ensuring that they are progressing to the maximum level within AMEDD personnel management. The officer establishes goals and evaluates progress, making the adjustments necessary to achieve personal goals and professional proficiency.

(8) The designation of special branches and the award of AOC for AMEDD, Chaplain Corps, and the Judge Advocate Generals Corps officers is a function of HQDA. At the time of application for appointment, the state requests predetermination, through NGB, of qualifications in the branch in which the applicant wishes to serve. Special branch officers may be awarded skill indicators if qualified and essential to the actual or potential assignment as determined by TAG (see NGR 351-1). Officers transferring from one AOC to another within the same AMEDD branch are to be treated as a reclassification action and are subject to the requirements in DA Pam 611-21 and require approval from the NGB Chief Surgeon's Office.

c. Army Reserve.

(1) The careers of TPU officers are managed by their respective units of assignment for administrative and personnel actions. The key individual in the career management cycle is the CM. With guidance from the CM, the individual officer has the duty of developing the most professionally competent Reserve officers possible by consistently providing meaningful training opportunities and assignments for officers within their areas of management responsibility. Additionally, through individual counseling, the CM provides valuable and realistic guidance regarding the officer's educational requirements and prospective assignments to career-enhancing positions relative to their professional development goals. Officer personnel management ensures that sufficient numbers of highly qualified Reserve officers are available to meet mobilization requirements and assume increasing responsibility positions. To accomplish this, the CM ensures that all officers' intellectual and professional growth meets Army needs.

(2) Although the CM is a key agent in career management, the individual officer is primarily responsible for their own career. The successful management of Reserve officers requires a full and ongoing

partnership between the CM and the officer they manage. It is essential that the lines of communication between the CM and the officer remain open and bi-directional at all times. Army Reserve officers must fully understand the requirements to remain highly competitive in the ROPMA environment. Further, officers must take steps to remain mobilization ready at all times. An Army Reserve officer who is not mobilization ready is not considered a usable asset and will not have a future in America's Army.

6-7. Warrant officer career management

Career management is of critical importance to modern RC WOs. Most RC WOs have their civilian goals and projections programmed several years into the future. However, coordinated management of RC WO military careers is a recent innovation. The modern RC WO is a complex person with numerous skills and disciplines, both civilian and military. The need for a thorough, professionally designed leader development plan is both obvious and imperative. The career RC WO must be well-trained to fill their mobilization role.

a. Army National Guard.

- (1) ARNG WOs career management is the responsibility of the State adjutants general.
- (2) The NGB communicates DA policy to the State adjutants general in all matters concerning WO career management.
- (3) Leader development is a primary command responsibility. Commanders at all levels help administer the WO leader development action plan by coordinating with the OPM to develop and properly guide each officer's career in their command. This involves recommending assignments according to their officers' qualifications, aptitudes, potential, and desires, serving as mentors, conducting periodic evaluations and counseling, and recommending leadership development schools and training.
- (4) Organization personnel officers, especially at the battalion level, play a vital role in career management for ARNG WOs. The responsibilities of the personnel officer include maintaining liaison with the OPM, helping warrant officers maintain their records, counseling WOs concerning requirements for designation of MOS and MFAs, maintaining the OMPF, and making recommendations to the commander and the military personnel management office for changes to the personnel status of WOs.
- (5) WOs have the final responsibility for ensuring they are progressing satisfactorily in their professional development. They establish goals and evaluate progress, making necessary adjustments to achieve personal goals and professional proficiency.
- (6) The OMPF for all ARNG WOs is maintained at NGB. The appropriate State adjutant general office maintains a field military personnel record jacket for each WO.
- (7) The State adjutant general of the state establishes unit location and stationing.

b. Army Reserve.

- (1) Commanders and CMs must develop the most professionally competent USAR WOs possible by consistently providing meaningful training opportunities for the WO within their area of management responsibility. The CM has training programs available that provide a balance of military experience during each USAR WO's career.
- (2) The TPU program is one important training vehicle. In the TPU, WOs gain the operational assignment experience necessary for leader development. In this area, commanders must be closely involved with the developmental process of their subordinate WOs by offering progressive, sequential assignments and ensuring that appropriate KSBs are developed.
- (3) A balance must be maintained between assignments to TPUs and assignments within the IRR. Diverse assignments reduce the probability of narrow, limited training and assignment experience. Stagnation in any category of assignment can be counterproductive to developing a WO and threatens the professional capability of the entire WO Corps.
- (4) In the IRR, the WO is able to update his background by training with the RA in progressive career field assignments. This type of assignment is called "counterpart training." IMA assignments may also be available.

c. Warrant officer management considerations.

- (1) *Army National Guard.* To properly plan for developing and assigning WOs into positions of increasing responsibility, it is necessary to have an overview of the State force structure and an inventory of WO positions. States develop a State Master Development Plan (SMDP) as a tool for this purpose. The SMDP allows for the analysis of all MOSs authorized by State force structure documents to determine career progression patterns for WOs within the State. The SMDP is used to determine how many WOs in each MOS TAG needs to develop. The proper selection, training, and utilization of WOs depend on each

state's MOS requirements. Institutional training must be completed at the appropriate WO career point. The best qualified WOs must receive progressive operational assignments because of their demonstrated skills. All WOs must be aware of their responsibility to achieve the highest possible goals of self-development.

(a) All WOs are assigned according to individual qualifications that are properly documented.

(b) The professional capabilities of all WOs are developed through planned and progressively responsible assignments. This ensures a sufficient number of qualified WOs to accomplish assigned missions at all times.

(c) All WOs have equal opportunity for promotion selection and for higher assignments on the basis of their demonstrated abilities.

(d) All WOs are aware of the guidelines and expectations in their career planning.

(2) *Army Reserve*. Decisions on assignments will be made on the basis of the "whole person" concept and unit requirements. Military training priorities must be integrated with the WO's civilian job and personal and community responsibilities.

(a) The CM will ensure that the background information on each WO is complete. Each record will be reviewed to determine the extent and quality of activity during service. Those IRR WOs without recent active participation may be programmed for counterpart training, if available, with a RA unit before they are considered for assignment to a troop unit.

(b) WOs serving in the IRR are considered for reassignment to a TPU or an IMA assignment based on the factors below. The CM must ensure that WOs have the prerequisite civilian schooling required to prepare them for the assignment.

1. Availability and type of TPUs within a reasonable commuting distance (see AR 140–1), normally within a 50-mile radius or a 90-minute travel time. Distance is based on travel by car, one way, under normal traffic, weather, and road conditions over the most direct route to the WO's home or current residence.

2. Prior experience, both RA and RC, and the level of this experience compared to a typical WO of the same grade, MOS, MFA, and age.

3. Career field and level of military schooling or potential to acquire the required skills within three years of assignment.

4. Amount of time the WO can make available for military activities and their preferences for types of assignments.

6–8. Career management life cycle

Although the AC and the RC share many of the same educational and promotion requirements, the RC officer's life cycle differs in several areas. These differences include length of schools, TIG for promotion, and assignment opportunities.

a. Lieutenant. This period of an RC officer's career is predominantly developmental in nature. The officer is educated in branch and leadership skills and should acquire maximum practical experience through assignment to troop units. The BOLC (all phases) must be completed within three years of commissioning for an officer to be fully qualified and remain in the Army Reserve and ARNG. All AN ROTC graduates and all AOC 67A (MFA 70 and AOC 67J) must attend the BOLC resident (long) course, while all other AMEDD officers may attend the RC (short) course. Positions at the division level and forward are encouraged for those in this grade to be commensurate with the AC experience. Division and forward medical assets are found in the ARNG for RC officers.

b. Captain. RC CPTs gain advanced leadership experience. For AOC–MFA 70B, it is important to seek out additional AOCs such as 70A, 70D, 70E, 70F, 70H, or 70K. Those in clinical specialties need to pursue higher-level proficiencies in the respective specialty. Higher military education in the form of attendance at CCC is expected while holding this grade but can be initiated as a 1LT. Company command and battalion staff experience are desired during this period for AOC 67A personnel. Completion of CCC is a mandatory requirement for promotion to MAJ for AOC 67A (MFA 70) and is one of the requirements for other clinical specialties to hold future command assignments. CCC is a prerequisite for enrollment in ILE for all AMEDD officers. In addition, AN officers are encouraged to enroll in the Clinical Nurse OIC/NCOIC Leader Development Course. AN officers appointed on or after 30 September 2009 must possess a baccalaureate degree in nursing from an accredited educational institution prior to promotion to CPT.

c. *Major.* As a MAJ, the RC officer continues to develop in their branch and MFA. Utilization in the MFA may occur during this period as the officer acquires staff and leadership experience and knowledge appropriate to higher responsibility levels. Opportunities exist for officers to serve as a company commander, executive officer, or S-3 in an AC, ARNG, or USAR unit. These opportunities warrant the same consideration regardless of whether the unit is AC, ARNG, or USAR. A qualified AOC 67A (MFA 70) MAJ has completed ILE. The Advanced Logistics Executive Development Course/Logistics Executive Development Course (ALEDC/LEDC) are encouraged for promotion to LTC. Please note that attendance at ALEDC/LEDC does not negate the requirement to attend ILE. In addition, AN officers are encouraged to enroll in the Entry Level Nurse Executive Course.

d. *Lieutenant colonel.* At the LTC level, the RC officer applies the skills in their branch or MFA in management and leadership positions of greater responsibility. Senior staff and command experience are desired at this level. Completion of a branch PCC is also required for assignment at the battalion level or higher command positions. The Chief of Staff, Army, may waive branch PCC requirements for command. Even with a waiver, the officer still must complete a branch PCC within the first year of command or be subject to removal from command.

e. *Colonel.* At the COL level, the officer applies the skills in their branch or MFA in management or leadership positions of greater responsibility. The HQDA, DoD, and Joint staff, as well as command experience, are desired at this level. Effective 1 October 1996, SSC became a prerequisite for promotion to general officer. Officers selected for brigade command have the same branch PCC requirements as battalion commanders.

f. *Warrant officer one.* A WO1 is an officer appointed by warrant with the requisite authority pursuant to assignment level and position given by the President of the United States. WO1s are basic level, technically, and tactically focused officers who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. They also perform any other branch-related duties assigned to them. They also provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. WO1s have specific responsibility for accomplishing the missions and tasks assigned to them, and if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. WO1s primarily support levels of operations from team through battalion, requiring interaction with all officer cohorts and primary staff. They provide leader development, mentorship, and counsel to enlisted Soldiers and noncommissioned officers (NCOs). The appropriate Warrant Office Basic Course must be completed within two years of appointment to be a mobilization asset and remain in the ARNG and Army Reserve.

g. *Chief warrant officer two.* CW2s and above are commissioned officers with the requisite authority pursuant to assignment level and position as given by the President of the United States. CW2s are intermediate level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, and advisor. They also perform any other branch-related duties assigned to them. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. They have specific responsibility for accomplishing the missions and tasks assigned to them, and if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. CW2s primarily support levels of operations from team through battalion, requiring interaction with all officer cohorts and primary staff. They provide leader development, mentorship, advice, and counsel to NCOs, other WOs, and company grade branch officers. A qualified CW2 will have completed the AMEDD WO Advance Course prior to selection for CW3.

h. *Chief warrant officer three.* CW3s are advanced-level technical and tactical experts who perform the primary duties of technical leader, trainer, operator, manager, maintainer, sustainer, integrator, and advisor. They also perform any other branch-related duties assigned to them. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW3s have specific responsibility for accomplishing the missions and tasks assigned to them. If assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. CW3s primarily support levels of operations from team through brigade, requiring interaction with all officer cohorts and primary staff. They provide leader development, mentorship, advice, and counsel to NCOs, other WOs, and branch officers. CW3s advise commanders on WO issues. A qualified CW3 will have completed the WO Staff Course prior to selection for CW4.

i. *Chief warrant officer four.* CW4s are senior-level technical and tactical experts who perform the primary duties of technical leader, manager, maintainer, sustainer, integrator, and advisor. They also perform any other branch-related duties assigned to them. They provide direction, guidance, resources,

assistance, and supervision necessary for subordinates to perform their duties. CW4s have specific responsibility for accomplishing the missions and tasks assigned to them, and if assigned as a commander, the collective or organizational responsibility for how well their command performs its mission. They primarily support battalion, brigade, division, Corps, and echelons above Corps operations. They must interact with NCOs, other officers, primary staff, and special staff. CW4s primarily provide leader development, mentorship, advice, and counsel to NCOs, other WOs, and branch officers. They have special mentorship responsibilities for other WOs and provide essential advice to commanders on WO issues.

j. Chief warrant officer five. CW5s are master-level technical and tactical experts who perform the primary duties of technical leader, manager, integrator, advisor, or any other particular duty prescribed by branch. They provide direction, guidance, resources, assistance, and supervision necessary for subordinates to perform their duties. CW5s have specific responsibility for accomplishing the missions and tasks assigned to them. CW5s primarily support brigade, division, Corps, echelons above Corps, and major command operations. They must interact with NCOs, other officers, primary staff, and special staff. They provide leader development, mentorship, advice, and counsel to other WOs and branch officers. CW5s have special WO leadership and representation responsibilities within their respective commands. They provide essential advice to commanders on WO issues. Once selected for CW5, the officer will be scheduled to attend the Warrant Officer Senior Staff Course (WOSSC). Once the officer is assigned into a CW5 position, and upon successful completion of WOSSC, the Soldier will be promoted to CW5. CW5s are assigned into positions designated for CW5s.

6–9. Career management considerations

a. Army National Guard.

(1) *General.* To properly plan for the development and assignment of officers into positions of increasing responsibility, an overview of the state force structure and an inventory of officer positions is necessary. States develop a SMDP as a tool for this purpose. The SMDP allows for analysis of all branches authorized by State force structure documents to determine career progression patterns for all officers within the State. The SMDP is used to determine how many officers in each branch, MFA, and AOC TAG needs to develop.

(2) *Career planning.* Orderly career planning provides for progressive duty assignments and military schooling to meet current needs and develop officer skills for future assignments. The success of the officer career planning and management program is dependent upon policies and plans that ensure:

(a) When evaluating an officer's active-duty assignments, consideration should be given to the duty positions held by the officer, as well as their experience level. Active-duty experience should be capitalized upon by assigning officers to positions in which they can share their experiences and expertise.

(b) All officers are assigned according to individual qualifications that are properly documented.

(c) The professional capabilities of all officers are developed through planned and progressively responsible assignments. This ensures a sufficient number of qualified officers are available at all times to accomplish assigned missions.

(d) All officers have equal opportunity for promotion selection and for higher assignments based on their demonstrated abilities.

(e) All officers are aware of the guidelines and expectations concerning career planning.

b. Army Reserve.

(1) *Previous active-duty assignments.* When evaluating an officer's active-duty assignments, consideration should be given to the duty positions held by the officer, as well as their experience level. Active-duty experience should be capitalized upon by assigning these officers to positions in which they can share their experiences and expertise.

(2) *Experience.* The officer's record should be reviewed for previous assignments, the level of assignment, command, and staff experience, active-duty for Training assignments, and other RC-oriented training.

(3) *Military education.* The officer's record should be reviewed for military schools that have been completed. Enrollment into resident and nonresident schools should be accomplished in a timely manner to ensure the successful completion of military education requirements. Education that incurs a service obligation must be fulfilled in either the unit that sent the officer or in a like-type unit. Although CMs are not responsible for ensuring that managed officers complete the requirements, they play an important role in monitoring the officer's progress until the course is successfully completed.

(4) *Civilian background.* The CM should evaluate the officer's civilian education and occupational background for potential KSBs that have military applications. Consideration may be given for the designation of a SI for a civilian-acquired skill.

(5) *Level of participation.* The most critical factor in an officer's development is their willingness to participate in leader development over an extended period of time. The successful Army Reserve officer keeps their CM informed of the type of duty, training, and education that best conforms to the officer's attributes, interests, and professional development needs. Although statutory and regulatory requirements exist for participation in education and training, the Army Reserve remains a volunteer organization. Ideally, every officer participates in educational opportunities to the maximum extent possible within the funding constraints of the Army Reserve environment. It is also realized that Army Reserve officers are constrained by civilian employment, Family considerations, and community responsibilities. However, Army Reserve officers must make every attempt to participate consistently in training and education opportunities. Failure to do so may result in the officer's administrative elimination from the service through either voluntary or involuntary means (board action).

(6) *Branch officers serving in command positions.* Army Reserve officers must meet branch criteria for the type of unit they will command. This requirement is fundamental to our America's Army concept; therefore, requesting a waiver from this requirement is strongly discouraged. Officers can request a waiver through their chain of command and CM to the Chief, Army Reserve. In the absence of compelling reasons, approval of the request is not likely.

(7) *Reassignment—Individual Ready Reserve.* Officers serving in the IRR are considered for placement in a TPU position or an IMA assignment based on current position availability and the officer's career progression needs. The CM ensures that officers have the military and civilian schooling necessary for TPU or IMA assignments while taking the following factors into consideration:

(a) Availability and type of TPU within a reasonable commuting distance. Officers are assigned according to established procedures using the request vacancy system (see AR 140–1 and applicable directives).

(b) Availability and type of IMA assignments currently available.

(c) Prior experience (both RA and RC) and the level of this experience compared to a typical officer of the same grade, branch, MFA, and time-in-service or grade.

(d) Career field and level of military and civilian schooling or potential to acquire the necessary skills within three years of assignment.

(e) Obligated members of the AT control group or Officer Active-Duty Obligor control group who may be involuntarily assigned to a TPU or IMA position vacancy.

(8) *Reassignment—Troop Program Unit officers.* A thorough review of an officer's file will be completed upon transfer to the IRR, and the officer should be prepared to discuss future career development needs and the type of assignments desired. Assignments to the IRR should be temporary and only occur as part of the specific officer's career management plan in conjunction with CM guidance. An officer in the IRR should continue to seek training opportunities to remain current in branch and/or MFA.

6–10. Individual mobilization augmentee and/or drilling individual mobilization augmentee assignments (Army Reserve)

a. *General.* Army Reserve officers fill a number of key positions throughout the DoD and other governmental agencies. These positions are used to rapidly expand the agencies during the early phases of mobilization. Pre-selected, specially qualified officers are assigned to these positions and trained during peacetime to augment the commands and agencies and enhance mission accomplishment upon mobilization. These officers are called IMAs and/or drilling individual mobilization augmentees (DIMAs) and are assigned to the Army Reserve Control Group–IMA in a Selected Reserve status. IMAs are given pre-mobilization orientation and qualification training for the positions to which they are attached. This is accomplished during a 12-day AT tour. Officers assigned as DIMA may perform an additional 48 IDT periods (contingent upon funding) of training per year with their unit or organization of attachment. These tours are coordinated between the unit or organization, the CM, and the officer (see AR 140–145 for more on the IMA Program).

b. *Training.* IMA officer training requirements are coordinated through the gaining agency. All requests for training in lieu of, or in addition to, AT tours are submitted on DA Form 1058 (Application for Active Duty for Training, Active Duty for Operational Support, and Annual Training for Soldiers of the Army National Guard and U.S. Army Reserve.) through the proponent agency to Commander, HRC. HRC

publishes orders if the unit or organization concurs, and funds are available. Units or organizations should provide IMA and DIMA officers the opportunity to participate by completing projects for retirement credit throughout the year.

c. Federal employees. Federal employees are declared available for mobilization by their employing command or agency. As an IMA officer, DA Civilian employees may not hold IMA positions with the same HQDA general or special staff element in which they are employed. Army Reserve members should report employment conflicts to their proponent agencies and HRC CMs when they occur.

6–11. Company and field grade officer education opportunities

a. Resident courses. RC officers are authorized to attend resident Army service schools to become qualified in their present or projected assignments as funds and allocations allow. Attendance at resident service schools is the preferred option for all RC officers since it allows for peer-to-peer interaction and an ongoing exchange of ideas and experiences. It also allows RC officers to interact with their AC counterparts and provide them with information about the RC. It is understood, however, that a limited number of RC officers will be able to attend all service schools in residence due to budgetary, time, or training seat constraints. For this reason, the type of school attendance (resident or nonresident) is not a discriminator for promotion or duty assignment in the RC. Officers may also attend courses that contribute to the military proficiency of the unit or enhance their specific abilities. U.S. Army Training and Doctrine Command and the NGB provide information concerning courses of instruction offered at Army schools and various agencies within the DoD.

b. Nonresident courses. Nonresident courses refer to those that are offered with one (or more) phase(s) in distance learning and one (or more) phase(s) in residence. The resident portion is normally two weeks in duration and completed in lieu of (or in addition to) AT that year based on mission requirements. Except for the BOLC, military schools may be taken through nonresident courses, The Total Army School System (TASS), and distance learning courses. CCC and ILE are available in both TASS and nonresident versions. The State OPM (for ARNG) and CMs at HRC should ensure that officers are enrolled in military education courses in a timely manner to ensure that all RC officers remain fully competitive for promotion and assignment considerations. Table 6–2 discusses the options available for RC officers to complete their military education and the amount of time that each officer has to complete the nonresident instruction after enrollment before being dropped from the school.

Table 6–2
Nonresident military schools—Continued

School	Method allowed	Time allotted for instruction
Basic Officer Leader Course	Resident or correspondence and resident	2 years
CCC	Correspondence and resident	2 years
ILE	Correspondence; TASS	3 years
Army War College	Correspondence course	2 years
WO Candidate Course	Phase I - DL Phase I - Resident (non-PLDC graduate and all E1 - E4) Phase II - Resident	2 years
WO Basic Course	Resident only	2 years
WO Advanced Course	Phase I - AODC (DL) Phase II - Resident	1 year
WO Staff Course	Resident	4 weeks
WO Senior Staff Course	Resident	2 weeks

c. *Branch and functional area educational requirements.* All RC officers are designated a branch and AOC or MFA upon appointment. The AMEDD branches and specialties are determined by clinical training, experience, and advanced education. AMEDD officers are appointed in branch and specialty and cannot hold more than one branch appointment. Officers desiring to transfer from one branch to another must meet educational requirements, be reappointed into that branch, and have their initial branch withdrawn. AMEDD officers cannot “branch transfer” like non-AMEDD officers. The AMEDD officer may be awarded additional AOCs or MFAs within their appointed branch. For more information on the award of additional AOCs or MFAs, check the HRC website and Smartbook DA Pam 611–21 frequently for updates.

(1) *Basic Officer Leader Course.* All RC AMEDD officers are required to complete BOLC, except MFA 70–AOC 67J officers and AN ROTC graduates. Phase 1 completion is required prior to attending phase 2.

(a) MFA 70–AOC 67J officers and AN ROTC graduates must attend either AMEDD BOLC resident course. Attendance at BOLC requires prior completion of either OCS, ROTC, or the USMA.

(b) Timeline requirements for completion of the appropriate Initial Military Training resident or nonresident basic course (AMEDD Direct Commission Course (direct commission officers only), and BOLC (RC)/AMEDD BOLC) is 36 months. Exceptions are:

1. MC and DC residents: complete AMEDD BOLC (RC) within three years after residency completion.

2. The ARNG State OCS graduates, who are not affiliated with an ROTC program, complete AMEDD BOLC within 12 months of appointment, pending the availability of school seats. If the officer completed enlisted basic training, then the 2-year rule applies.

3. Direct appointments that do not qualify for an exception must complete AMEDD BOLC (RC) within three years following appointment.

(2) *Captains Career Course.* RC officers will generally attend CCC between their 5th and 12th YOS. RC officers usually complete CCC through RC-configured curricula, which normally entail two phases (one in distance learning and one in active-duty status). Completion of CCC is required for promotion to MAJ (MFA 70 and AOC 67J only) and enrollment in ILE.

(3) *Area of concentration training.* In accordance with DA Pam 611–21, AOC 70B is for use by company grade officers. Therefore, they are encouraged to seek out additional AOCs prior to promotion to MAJ. These AOCs include health care administration (70A), health services comptroller (70C), health services systems management (70D), patient administration (70E), health services human resources (70F), health services plans, operations, intelligence, security, and training (70H), and health services materiel (70K).

d. *Intermediate Level Education.* This mid-level school prepares MAJs for assignments at the division and Corps level, as well as Joint assignments. The school is branch nonspecific and provides training in the military arts and sciences and introductory courses in geopolitical issues and how the Army runs. RC officers also receive credit for ILE by attending the resident or nonresident Marine Corps, Navy, or Air Force Command and General Staff College and the Western Hemisphere Institute for Security Cooperation.

e. *Senior Service School requirements.* The SSCs provide field grade officers with advanced professional education in both military and sociopolitical topics. The SSCs, which include the Army War College and university fellowships, prepare an officer for senior leadership positions throughout the DoD.

f. *Civilian education.* AMEDD officers enter the RC with a bachelor's degree or higher, depending on the branch or specialty into which they are appointed. AN officers with an AD or diploma in nursing, appointed on or after 1 October 1986, must possess a Bachelor of Science in Nursing degree from an accredited agency acceptable to HQDA prior to promotion to MAJ and above.

g. *Other military education.*

(1) *Total Army School System.* The TASS is managed and operated by RC training divisions in order to facilitate military education requirements. TASS offers ILE to RC officers. The TASS option offers an excellent opportunity for completing educational requirements because of the various locations across the U.S.

(2) *Army Institute for Professional Development.* The Army Institute for Professional Development at Joint Base Langley–Eustis, VA, administers the EBDL Program. EBDL provides progressive educational opportunities through distance learning for a wide variety of subjects. This type of military education is particularly well suited for RC officers who cannot take advantage of resident courses. Many courses are targeted at specific assignments, such as motor officer, personnel officer, or dining facility officer.

Note: The individual AMEDD Corps, Command Selection, and Acquisition sections of the DA Pam 600–4 are located on a separate online platform (Smart Book DA Pam 600–4, <https://www.army.mil/g-1>) to facilitate the rapid and fluid nature of changes to the AMEDD career management system.

Appendix A

References

Section I

Required Publications

Unless otherwise indicated, all Army publications are available on the Army Publishing Directorate website at <https://armypubs.army.mil>. DoD publications are available on the ESD website at <https://www.esd.whs.mil>. USCs are available at <https://www.govinfo.gov/>.

ADP 1

The Army (Cited in para 1–6a.)

ADP 3–0

Operations (Cited in para 2–3a.)

ADP 6–22

Army Leadership and the Profession (Cited in para 1–9a.)

ADP 7–0

Training (Cited in para 2–3a.)

AR 40–68

Clinical Quality Management (Cited in para 3–2f.)

AR 71–32

Force Development and Documentation Consolidated Policies (Cited in the glossary.)

AR 135–18

The Active Guard Reserve Program (Cited in para 6–2a(1)(b).)

AR 135–91

Service Obligations, Methods of Fulfillment, Participation Requirements, and Enforcement Provisions (Cited in para 6–5h(8).)

AR 135–155

Promotion of Commissioned Officers and Warrant Officers other than General Officers (Cited in para 5–12.)

AR 135–175

Separation of Officers (Cited in para 3–2e(4).)

AR 135–180

Retirement for Non-Regular Service (Cited in para 6–6a(3)(a).)

AR 140–1

Mission, Organization, and Training (Cited in para 6–7c(2)(b)1..)

AR 140–10

Assignments, Attachments, Details, and Transfers (Cited in para 6–2a.)

AR 140–145

Individual Mobilization Augmentation Program (Cited in para 6–10a.)

AR 350–1

Army Training and Leader Development (Cited in para 4–1.)

AR 350–100

Officer Active Duty Service Obligations (Cited in para 4–2f.)

AR 351–3

Professional Education and Training Programs of the Army Medical Department (Cited in para 3–2f.)

AR 600–3

The Army Personnel Development System (Cited in para 1–3.)

AR 600–8–24

Officer Transfers and Discharges (Cited in para 3–2e(4).)

AR 600–8–29

Officer Promotions (Cited in para 5–4a(1).)

AR 611–1

Military Occupational Classification Structure Development and Implementation (Cited in para 6–3a(3).)

AR 614–100

Officer Assignment Policies, Details, and Transfers (Cited in para 3–2e(3).)

DA Pam 611–21

Military Occupational Classification and Structure (Cited in para 2–5a.)

NGR 351–1

Individual Military Education and Training (Cited in para 6–5i(7).) (Available at <https://www.ngbpmc.ng.mil/ngr/>.)

NGR 600–5

The Active Guard Reserve (AGR) Program Title 32, Full Time National Guard Duty (FTNGD) Management (Cited in para 1–10c.) (Available at <https://www.ngbpmc.ng.mil/ngr/>.)

NGR 600–100

Commissioned Officers - Federal Recognition and Related Personnel Actions (Cited in para 6–3a(1).) (Available at <https://www.ngbpmc.ng.mil/ngr/>.)

NGR 600–101

Warrant Officers - Federal Recognition and Related Personnel Actions (Cited in para 6–3a(1).) (Available at <https://www.ngbpmc.ng.mil/ngr/>.)

NGR 614–1

Inactive Army National Guard (Cited in para 6–2a.) (Available at <https://www.ngbpmc.ng.mil/ngr/>.)

Smart Book DA Pam 600–3

Officer Professional Development and Career Management (Cited in para 1–5.) (Available at <https://www.army.mil/g-1/>.)

10 USC

Armed Forces (Cited in para 1–10c.)

10 USC Chapter 36

Promotion, Separation, and Involuntary Retirement of Officers on the Active-Duty List (Cited in para 5–4a(1).)

10 USC 641

Applicability of Chapter (Cited in para 5–4a(1).)

10 USC 688

Retired members: authority to order to active duty; duties (Cited in para 6–2c.)

10 USC 741

Rank: commissioned officers of the armed forces (Cited in para 5–4a(2).)

10 USC 742

Rank: warrant officers (Cited in para 5–4b.)

10 USC 12304

Selected Reserve and certain Individual Ready Reserve members; order to active duty other than during war or national emergency (Cited in para 6–2a(1)(c).)

32 USC

National Guard (Cited in para 6–2a(1)(b).)

Section II

Prescribed Forms

This section contains no entries.

Glossary of Terms

Active Guard Reserve

U.S. Army National Guard and U.S. Army Reserve personnel serving on active-duty under 10 USC 12301 and U.S. Army National Guard personnel serving on full-time National Guard duty under 32 USC 502. These personnel are on full-time National Guard duty or active-duty (other than for training on active-duty in the Regular Army) for 180 days or more for the purpose of organizing, administering, recruiting, instructing, or training the Reserve Components and are paid from National Guard Personnel, Army, or Army Reserve Personnel appropriations. Exceptions are identified in AR 135–18.

Active-duty

Full-time duty in the active military service of the United States.

Active-Duty List

An order of seniority list required by 10 USC 620 of commissioned officers on Active-Duty in the U.S. Army other than those listed in 10 USC 641.

Annual training

A period of active-duty for training that is performed annually by units or members of the U.S. Army Reserve at encampments, maneuvers, or field exercises, or by individuals in an attached status to a Regular Army installation or organization. The period of training for units organized to serve as units is not less than 14 days, excluding travel time. The period of training for Reserve Component members ordered individually to active-duty training normally will be no less than 12 days, excluding travel time.

Area of concentration

Identifies a requirement and an officer possessing a requisite area of expertise (subdivision) within a branch or functional area. An officer may possess and serve in more than one area of concentration.

Army Values

The Army's seven core values are loyalty, duty, respect, selfless service, honor, integrity, and personal courage. The process of embracing and living by these values begins at entry into the Army and continues throughout a Soldier's life. For the Army to be effective, the importance of a common framework of values cannot be overstated. It demands programs and initiatives, such as the Human Relations Action Plan, Character Development XXI, and the Consideration of Others Program, designed to inspire Soldiers to live in accordance with these values today and to apply them as the leaders of our future.

Branch

A branch is a grouping of officers that comprises an arm or service of the Army in which, as a minimum, officers are commissioned, assigned, developed, and promoted through their company grade years. Officers are accessioned into a single basic branch and will hold that branch designation, which is later augmented between the 5th and 6th years of service with a functional area. An accession branch admits officers upon commissioning; a non-accession branch admits experienced officers from the accession branches. With the exception of Special Forces, all other branches are accession branches. Special Forces recruits officers with a minimum of 3 years of experience. Officers will serve their first 8 to 12 years developing their branches' leadership and tactical skills. They will continue to wear their branch insignia throughout their military service. All career branches are in the Operations Career Field.

Career Field

A specific grouping of functionally related officer, warrant officer, enlisted, and Civilian positions into management categories having a common mission area. Career Fields consist of officer branches and functional areas, warrant officer and enlisted military occupational specialties, and Civilian occupational series. There are four Career Fields: Operations, Information Operations, Institutional Support, and Operational Support. (The term career field in lowercase is also a generic term commonly used by military and Civilian personnel when referring to their branch, functional area, military occupational specialty, or Civilian occupational series.)

Due course

Those officers possessing the minimum entry level for a particular AMEDD Corps.

Functional area

A functional area is a grouping of officers by technical specialty or skill, which usually requires significant education, training, and experience. An officer receives their functional area between the 5th and 6th years of service. Individual preference, academic background, manner of performance, training, experience, and needs of the Army are all considered during the designation process.

Immaterial position

For AMEDD officers, a duty position not identified with or limited to one specific area of concentration or functional medical area indicates that any commissioned officer in a particular Corps may fill the position.

Inactive-duty training

Any authorized training, instruction, or duty, other than duty training, performed with or without pay by members of the Army Reserve.

Individual Mobilization Augmentation

A functional, non-troop program unit consisting of a minimum of five IMA organized to provide appropriate inactive-duty training for members thereof in a non-pay training status.

Individual mobilization augmentee

Pre-selected, specially qualified U.S. Army Reserve officers filling specific IMA positions. These officers are members of the Selected Reserve and are assigned to the U.S. Army Reserve control group as an IMA.

Individual Ready Reserve

Collective term for Army Reserve personnel assigned to a control group. Modified table of organization and equipment A modification of a TOE, which incorporates unit identification code, unit designation, and the effective date for activation, reorganization, conversion, or modernization of a unit (see AR 71–32).

Ready Reserve

Selected Reserve and individual members of the U.S. Army Reserve who are subject to involuntary order to active-duty in time of war or national emergency declared by Congress or the President or when otherwise authorized by law.

Selected Reserve

That portion of the Ready Reserve consisting of Troop Program Units and members assigned to Troop Program Units. This also includes personnel assigned to IMA positions. Members of the Selected Reserve may be activated by Presidential directive, within the limits specified by 10 USC, without a declaration of war or congressional declaration of national emergency.

Skill

Identifies a requirement and an officer possessing specialized skills to perform duties of a specific position that may require significant education, training, and experience. A skill can be related to more than one branch or functional area. An officer may have more than one skill.

Special branches

A grouping of branches and officers primarily concerned with providing combat service support and/or administration to the Army as a whole but managed separately from combat service support branches. Special branches include Army Medical Department, Chaplain Corps, and Judge Advocate General's Corps.

Table of distribution and allowances

An authorization document that prescribes the organization structure and the personnel and equipment requirements and authorizations of a military unit to perform a specific mission for which there is no appropriate MTOE (see AR 71–32).

Table of organization and equipment

A requirements document that prescribes the capabilities, organization structure, and the minimum mission essential wartime requirements (both personnel and equipment) necessary for a military unit to accomplish its doctrinal mission and the capabilities required by the unit to perform its core functions and assigned universal tasks to fulfill its designated purpose (see AR 71–32).

Troop program unit

A table of organization and equipment or table of distribution and allowances unit of the U.S. Army Reserve organized to serve upon mobilization as required in the force structure.

Warrior ethos

The professional attitudes and beliefs that characterize the American Soldier. At its core, the warrior ethos is the refusal to accept failure. Developed through discipline, commitment to the Army Values, and knowledge of the Army's proud heritage, the warrior ethos describes the essence of military service.

SUMMARY of CHANGE

DA PAM 600–4
Army Medical Department Officer Career Management

This Major revision, dated 27 April 2023—

- Changes the Pam title to Officer Career Management since professional development is already incorporated into the career management process (cover page).
- Updates the web address for the Smart Book DA Pam 600–3, Smart Book DA Pam 600–4 and Smart Book DA Pam 611–21 (para 1–1, para 6–3c(4), and appendix A).
- Adds Records Management (recordkeeping) requirements (para 1–4).
- Updates the Army Medical Department mission statement (para 1–6).
- Removes reference to the Army Mentorship Program website which is no longer accessible (para 1–9e).
- Describes the new Army Talent Alignment Process and how the Army Interactive Module 2.0 is used to match officer talents to unit requirements (para 3–2d).
- Provides the Army definition of Talent Management as it pertains to new policies and initiatives in support of the 2019 National Defense Authorization Act and Army People Strategy (para 3–1b).
- Changes skills, knowledge, and attitudes to knowledge, skills, and behaviors (throughout).
- Includes Training with Industry Program tour and utilization assignment lengths, as well as active-duty service obligation requirements upon completion of the program (4–3b).
- Adds link to Defense Health Agency list of available clinician and healthcare provider training (para 4–3e).
- Provides information on new promotion authorities (opt-in, opt-out, merit-based promotions, brevet promotions) granted by the 2019 National Defense Authorization Act (para 5–7b).
- Removes Section II, Related References as the section is no longer required in accordance with the new Army Publishing Directorate DA Pam format (Appendix A).

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