TC 7-21.13

THE SOLDIER'S GUIDE

SEPTEMBER 2025

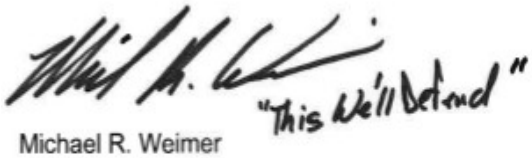
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HEADQUARTERS, DEPARTMENT OF THE ARMY

Foreword

You belong to one of the greatest organizations in the world - a Team of Teams. We have a proud and extensive history of defending our nation and upholding the principles of freedom and democracy at home and abroad. You raised your right hand and took an oath and have answered a call - a call to service. It's a righteous calling, to volunteer and be part of something bigger than yourself.

We are Warfighters. We exist to fight and win when and where our nation calls. We must remain committed to excellence in the practice of our profession, the profession of arms. Whether operating in the cyber domain or conducting squad maneuvers on the front lines, the American Soldier is the most lethal weapon in the world. From deterrence, to crisis, to conflict, our most important platform is our People - Warfighters like you and me.
This guide serves as a tool to help you navigate the complexities of military life and provides the foundational knowledge required to perform effectively, grow as a leader, and be a good teammate. As you embark on your journey, remember that being a Soldier is not just a job; it is a way of life that demands dedication and sacrifice. Always remember your sacred duty to uphold and defend the Constitution and take pride in your profession. We are and we will continue to be an enduring symbol of American strength and resilience. Welcome to the team



Michael R. Weimer

17th Sergeant Major of the Army

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Preface

TC 7-21.13 is meant to be a reference for subjects in which all Soldiers must maintain proficiency, regardless of rank, component, or military occupational specialty (MOS). It condenses information from Army Doctrine Publications (ADPs), Field Manuals (FMs), Training Circulars (TCs), Army Regulations (ARs), and other Army publication sources. It addresses general subjects and is not all-inclusive or intended as a stand-alone document. This guide offers Soldiers a ready reference on many subjects. The Soldier's Guide describes the Army Values, Army Ethic, the fundamental obligations of a Soldier and the basics of leadership.

The principal audience for TC 7-21.13 is all Soldiers of the Army Profession, but primarily those from ranks of Private (PVT) through Specialist (SPC).

TC 7-21.13 applies to the Regular Army, the Army National Guard/Army National Guard of the United States, and the United States Army Reserve, unless otherwise stated.

The proponent of TC 7-21.13 is the Noncommissioned Officer Leadership Center of Excellence (NCOLCoE). The preparing agency is the Doctrine/Analysis/Lessons Learned (L2) Team, Division of Curriculum Development, Directorate of Training and Education, NCOLCoE. Send comments and recommendations on a Department of the Army (DA) Form 2028 (*Recommended Changes to Publications and Blank Forms*) to: Commandant, NCOLCoE, ATTN: ATSS-DAE (TC 7-21.13), 11291 SGT E. Churchill Street, Fort Bliss, TX 79918-8002; by email: ncolcoe_doctrine_analysis_lessonslearned@army.mil; or submit an electronic DA Form 2028.

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Chapter 1

The Army Profession

THE ARMY PROFESSION

1-1. The Army has a dual nature as both a military department of government and a trusted military profession. The character of the Army as an institution and a profession are both essential to accomplishing the Army's mission. However, it is the American people's trust and confidence in the Army as an ethical profession that grants it the autonomy to exercise the disciplined initiative critical to accomplishing missions under diverse conditions around the world (ADP 6-22). See Figure 1-1 for more information on the Army Profession.

1-2. Traditional professions share essential characteristics. They provide a vital service to society, requiring expertise and skill developed through years of training, education, and experience. Professions establish standards of practice and certify that their members are qualified to serve the needs of society (ADP 6-22).

1-3. Professionals accept the responsibility to be stewards of the people and resources entrusted to them by society and to advance the state of their profession in anticipation of changes to the world around them. Professions motivate their members to answer a "calling to honorable service," to pursue lifelong learning, and to cooperate as members with a common purpose higher than individual gratification. A calling or vocation means that the mission is more important than the individual is, which is the basis of sacrifice (ADP 6-22).

1-4. Professions self-police and must live by an ethic with both legal and moral foundations. A professional ethic provides the set of moral principles that guide decisions and actions in professional practice. Traditional professions include medicine and law, science and engineering, architecture, higher education, ordained religious practice, and the military (ADP 6-22).

1-5. Ultimately, society trusts professions and grants them autonomy and discretion with prudent, balanced oversight or external controls. If a profession violates its ethic and loses the trust of society, it becomes subject to increased societal regulation and governance (ADP 6-22).

1-6. The Army profession is a trusted vocation of Soldiers and Army Civilians whose collective expertise is the ethical design, generation, support, and application of landpower; serving under civilian authority; and entrusted to defend the Constitution and the rights and interests of the American people. The Army profession includes two complementary communities of practice—the Profession of Arms and the Army Civilian Corps:

- The Profession of Arms comprises the Soldiers of the Regular Army, Army National Guard (ARNG), and the U.S. Army Reserve (USAR).
- The Army Civilian Corps is composed of Army Civilians serving in the Department of the Army (ADP 6-22).

CHARACTERISTICS OF THE ARMY PROFESSION

1-7. Five characteristics identify and establish the Army as a profession. These characteristics reflect American values, the Army ethic, and the Army's approach to conducting operations. Demonstrated consistently, these characteristics reinforce trust between the Army profession and the American people. The five characteristics of the Army profession are Trust, Honorable Service, Military Expertise, Stewardship, and Esprit de Corps (ADP 1):

- Trust is the foundation of the Army's relationship with the American people, who rely on the Army to serve the Nation ethically, effectively, and efficiently. Within the Army profession, trust is shared confidence among commanders, subordinates, and partners in that all can be relied on, and all are competent in performing their assigned tasks. Trust has a direct relationship with the time and resources required to accomplish the mission. Subordinates are more willing to exercise initiative when they believe their commander trusts them. They will also be more willing to exercise initiative if they believe their commander will accept and support the outcome of their

decisions. Likewise, commanders delegate greater authority to subordinates who have demonstrated tactical and technical competency and whose judgment they trust (ADP 6-22).

- Honorable service is support and defense of the Constitution, the American people, and the national interest in a manner consistent with the Army ethic. Army professionals serve honorably by obeying the laws of the Nation and all legal orders. Army forces reject and report illegal, unethical, or immoral orders or actions. Army professionals contribute honorable service as they accomplish the mission, perform their duty, and live their lives making ethical decisions and taking ethical actions. Living by and upholding the Army ethic means that its moral principles are woven through all facets of Army life.
- Military expertise is the ethical design, generation, support, and application of landpower, and the associated capabilities essential to accomplishing missions in defense of the American people. The Army profession demonstrates military expertise while conducting operations assigned by civilian authority. The Army is trusted to accomplish missions ethically, effectively, and efficiently. The Army profession develops and demonstrates military expertise in four broad fields of knowledge: Leader and human development, Moral-ethical, Geo-cultural and political, and Military-technical (ADP 6-22).
    - *Leader and Human Development* field informs how the Army profession inspires young people to volunteer to accept a calling to honorable service and then simultaneously develops and certifies their character, competence, and commitment. The Army personnel development system's lifecycle management functions, including leader and professional development as well as talent management, are career-long processes centered on sequential and progressive training, education, and experience. Lifelong learning is a professional obligation for all Army professionals that includes actively offering and accepting coaching, counseling, and mentoring (ADP 6-22).
    - *Moral-ethical* field addresses the application of landpower as informed by the Army ethic and in compliance with legal and regulatory requirements. This field encompasses ethical reasoning in decisions and actions at all levels of leadership. Army professionals anticipate and address the implications of present and future ethical challenges resulting from cultural and social change, advancing technology, and changes in the cyberspace domain (ADP 6-22).
    - *Geo-cultural and political* field includes cross-cultural and civil-military relations. Geographic and cultural factors at all levels of warfare require consideration during the conduct of operations. This includes understanding the philosophical, ethnic, religious, and political similarities and differences between friendly and threat forces (ADP 6-22).
    - *Military-technical* field includes operations at all levels of the military art and science, from the tactical to the strategic. Identification, development, and application of advanced technologies and technical capabilities to conduct operations effectively is the goal. Developing military-technical expertise is the foundation of competence, which is in turn a significant basis of professional trust within cohesive teams. Army professionals trust each other to perform their jobs absent evidence to the contrary (ADP 6-22).
- Stewardship is the responsibility of Soldiers and Army Civilians to strengthen the Army as a profession. It includes caring for the people and resources entrusted to them by the American people, ensuring Army forces are ready, now and in the future, to accomplish the Army's missions. Stewardship requires that Army professionals understand their duty represents a trust—it is an office. This responsibility is explicit in the oaths taken by Army officers and Army Civilians and implied in the Oath of Enlistment (ADP 6-22).
- Esprit de corps denotes the Army's winning spirit—a collective ethos of camaraderie, mutual trust, and cohesive teamwork. Successfully accomplishing missions requires spirited and dedicated Soldiers and Army Civilians who strive for standards of excellence. Army forces embrace shared intent and situational understanding, accept prudent risk, and exercise disciplined initiative. These guiding principles, in harmony with the Army ethic, strengthen the Army's

identity, resilience, and courage—a never-quit resolve—enabling Army forces to persevere and accomplish the mission in the presence of risk, uncertainty, and fear. Esprit de corps is embedded in the Army culture, professional organizational climates, and shared identity.

ARMY ETHICS

1-8. True professions are guided by an ethic that establishes the personal and institutional standards expected of its members. A professional ethic creates a shared professional identity, and provides an enduring set of moral principles, values and beliefs that guide that profession as it provides its specialized service to society. The Army ethic is the set of enduring moral principles, values, beliefs, and laws that guide the Army profession and create the culture of trust essential to Army professionals in the conduct of missions, performance of duty, and all aspects of life.

1-9. The Army ethic is the basis of the Army's shared professional identity of trusted Army professionals. This identity expresses how Army professionals view their profession and why they serve. Love of country and family, preservation of the peace, and defense of the American people and the Army Values are inherent to the Army ethic. The ethical, effective, and efficient accomplishment of the mission is the core of this ethic. Soldiers and Army Civilians are bound in common moral purpose to support and defend the Constitution and the American people.

1-10. The Army ethic has its origins in the philosophical heritage, theological and cultural traditions, and the historical legacy that frame our nation. Army professionals swear to uphold the principles codified in the Constitution, which include establishing justice, ensuring domestic tranquility, providing for the common defense, promoting the general welfare, and securing the blessings of liberty to ourselves and our posterity. These principles are affirmed in oaths of service and reflected in the Army motto—This We'll Defend.

EXPECTATIONS FOR THE ARMY PROFESSION

1-11. The Army's primary roles as an element of the joint force are in the land domain. The Army's enduring responsibility is to equip, train, and be ready to conduct operations across the range of military operations as directed by the civilian and military chains of command. The relationship between the Army profession and the American people depends on trust, continuously reinforced through contributions of honorable service, military expertise, and stewardship. The Army profession demonstrates its commitment to fulfill this duty through esprit de corps.

1-12. The Army ethic guides the Army profession and the Army as an institution in formulating directives and policy as well as in designing and implementing programs and systems supporting:

- Honorable service in defense of the Constitution and the interests of the American people.
- Military expertise to accomplish the mission ethically, effectively, and efficiently.
- Stewardship of the Army profession, Soldiers, Army Civilians, the Army Family, and the resources entrusted by the American people.
- Esprit de corps to prevail through adversity to accomplish the mission.
- Bonds of trust with the American people.
    - *A Shared Identity - Trusted Army Professionals*

      By taking their solemn oaths of service, Army professionals voluntarily incur an extraordinary moral obligation to live by and uphold the Army ethic, including Army Values, in their decisions and actions, in all aspects of life. It is their responsibility to embrace a shared identity as trusted Army professionals. As such, they assume complementary roles. As honorable servants in defense of the Constitution, they are professionals of character. As Army experts, they are competent professionals. As responsible stewards of the Army profession, they are committed and accountable to each other, the profession, and the American people. When Army professionals return to society, they embrace the concept of Soldiers for Life, and continue to be moral-ethical

exemplars for their families and communities and contribute to the well-being of the United States of America.

- *Expectations for the Army Professionals, Based on Army Ethic*
  Preservation of the peace and winning the Nation's wars are inherent to the Army ethic and the purpose of the Army profession. The ethical, effective, and efficient accomplishment of the mission is the core of the Army ethic. Army professionals accomplish the mission as a team of Soldiers and Army Civilians contributing their best effort, doing what is ethical, effective, and efficient to the best of their ability, and always striving for excellence. Leaders set the example, live by and uphold the Army ethic, establish a professional organizational climate, and inspire their team. Without leadership, there is no profession, only bureaucracy. While the senior leader is responsible for what the team does or fails to do, success demands that all perform duty with discipline and to standard. In this way, leaders and followers are trusted teammates in the exercise of mission command. The consistent demonstration of character, competence, and commitment, with shared understanding and intent, reinforces mutual trust. Living by and upholding the Army ethic is a lifelong commitment. Reinforcing trust requires continuous professional development. This quest is a duty consistent with the Army's shared identity. The Army ethic informs, motivates, and inspires Army professionals to—
    - Contribute honorable service in accomplishing the mission, performing their duty, and in all aspects of life.
    - Be an expert in the disciplined performance of duty.
    - Serve as responsible stewards of the Army profession by preventing misconduct and taking action to stop unethical practices

CREATING A POSITIVE ENVIRONMENT

1-13. Army leaders ensure that they create the conditions for a positive environment, build trust and cohesion on their team, encourage initiative, demonstrate care for their people, and enhance esprit de corps by connecting current operations to the unit's traditions and history (https://history.army.mil/). Army leaders are approachable when they encourage open, candid communications and observations. Approachable leaders show respect for others' opinions, even if contrary or non-doctrinal. To be approachable, leaders remain objective when receiving bad news and encourage subordinates to be open and candid in their communication.

1-14. Culture and climate describe the conditions in which a leader leads. Leaders have direct and indirect effects on culture and climate. Culture refers to the environment of the Army as an institution and of major elements or communities within it. All leaders affect the climate at their respective echelon, which may eventually affect the Army's culture.

1-15. Culture is a longer lasting and more complex set of shared expectations than climate. Culture consists of shared attitudes, values, goals, and practices that characterize the larger institution over time. The Army's culture is deeply rooted in tradition. Leaders refer to Army's culture to impress on Army personnel that they are part of something bigger than themselves. Soldiers and Department of the Army Civilians uphold the Army's culture to honor those who have gone before and those who will come after.

1-16. Climate is a shorter-term experience than culture and reflects how people think and feel about their organization. Climate depends upon a network of personalities within a unit that changes as Army personnel come and go. A unit's climate, based on shared perceptions and attitudes, affects mutual trust, cohesion, and commitment to the mission. A positive climate ensures Soldiers and Department of the Army Civilians are engaged and energized by their duties, work together as teams, and show respect for each other.

1-17. A healthy Army culture and organizational climate will exhibit six overarching characteristics:

- The Army culture and unit climate foster unity, cohesion, and trust.

- Culture promotes and rewards mental agility, the ability to break from established paradigms, recognize new patterns or circumstances, and adopt new solutions to problems.
- The Army supports the selection of leaders and rewards members who demonstrate the ability to sense and understand the environment quickly to exploit fleeting opportunities or counter unexpected threats.
- The Army requires and rewards delegation of authority on the part of leaders, and the understanding and prompt, thorough execution of leader's intent (two levels up) by subordinates.
- The Army selects and rewards leaders who provide clear priorities and focus their unit's time and organizational energy on their mission.
- The Army culture is that demands a variety of knowledge and perspectives to accomplish missions ethically, effectively, and efficiently.

CUSTOMS, COURTESIES, TRADITIONS, AND PRIDE

1-18. The Army is an organization that instills pride in its members because of its history, mission, capabilities, and the respect it has earned in the service of the nation. A reflection of that pride is visible in the customs, courtesies, and traditions the Army acculturated. Adherence to them connects you to other Soldiers throughout America's history:

- *Customs*. The Army has its own customs, both official and social. Some customs have been handed down from the past while others are of comparatively recent origin. Nevertheless, customs endure based on their own merits. As a long-established social organization, the Army observes a few customs that add to the interests, pleasures, and graciousness of the Army life. A custom is an established practice. Customs include positive actions — things you do and taboos — things you avoid. All established arts, trades, and professions, all races of people, all nations, and even different sections of the same nation have their own practices and customs by which they govern a part of their lives.
- *Courtesies.* Courtesy among members of the Armed Forces is vital to maintaining discipline. Military courtesy means good manners and politeness in dealing with other people. Courteous behavior provides a basis for developing good human relations. The distinction between civilian and military courtesy is that military courtesy was developed in a military atmosphere and has become an integral part of serving in uniform (AR 600-25).
- *Traditions*. Tradition is a customary pattern of thought, action, or behavior held by an identifiable group of people. It is information, beliefs, and customs handed down by word of mouth or by example from one generation to another without written instruction. Military traditions are the "Army Way" of doing and thinking. An interesting thing about traditions is that many Army traditions started out as something quite different from what they are now.
    - Military tradition gives a Soldier a feeling of pride to understand why things are conducted in the manner that they are. Traditions are expressed in the things done, the uniform worn, and the things said. Many of the words used in the Army are unique and have been added to Soldier's vocabulary from different parts of the world and at different times in history.
    - Army traditions are the things that everyone in the Army does, everywhere. Unit traditions are the unique things that Soldiers do in their unit, which other units may or may not do.
- *Pride.* Pride reflects the commitment to master the military-technical, moral, ethical, political-cultural, and leader- human development knowledge, and skills that define Army professionals as experts. Army professionals, who perform under stressful conditions including the chaos and danger of combat, require the highest level of discipline and pride.

DRILL AND CEREMONIES

Military history reveals that armies throughout the world participated in some form of drill. The primary value of drill, historically, was to prepare troops for battle. For the most part, the drill procedures practiced were identical to the tactical maneuvers employed on the battlefield (TC 3-21.5).

1-19. *Drill.* The purpose of drill is to enable commanders or noncommissioned officers (NCOs) to move their unit from one place to another in an orderly manner, to aid in disciplinary training by instilling habits of precision and response to the leader's orders, and to provide for the development of all Soldiers in the practice of commanding troops (TC 3-21.5):

- Drill Instructions. Provides the necessary methods used to teach drill to Soldiers, which include step-by-step, talk through, and by the numbers.
- Commands and the Command Voice. Provides the rules for issuing commands and the execution of those commands.
- Individual Drill. Provides instructions for stationary movements along with the steps in marching of the individual Soldier.

1-20. *Ceremonies*. Ceremonies represent the pride, discipline, and teamwork of the Army and in particular, the units that are part of those ceremonies. They are important in developing and maintaining unit pride, building esprit de corps, and preserving tradition. In some cases, military ceremonies are the only contact and impression of the Army that the public experiences. The following list describes the types of ceremonies covered in (TC 3- 21.5):

- *Reviews.* Originally outlined in Baron Friedrich von Steuben's Blue Book and practiced by Revolutionary Soldiers. It consisted of four stages: a formation of troops, presentation of honors, inspection, and a march in review. Since then, it has incorporated three additional stages: honors to the Nation, remarks, and a conclusion.
- *Parades.* Originated from the daily activities conducted then to form, organize, instruct, and issue parole and countersign words to the various guards on duty. Today it is a method whereby unit commanders can inspect troops, present awards, and issue information.
- *Retreats and Reveilles.* In these types of ceremonies, the units honor the daily raising (reveille), and lowering (retreat) of the U.S. flag. In both instances, the ceremonies are conducted at the direction of unit commanders, during the times set by installation commanders.
- *Funerals.* More than any other ceremony, funerals have followed an old pattern as living honors the brave dead.

Note: Civilian Participation in Military Ceremonies. Since its inception at the beginning of the American Revolution, the U.S. Army has always seen the importance of civilian control of the military and participation of civilians in military activities. As a result, military ceremonies are held frequently to honor civilians.



Figure 1-1. Army Profession

ONLINE AND SOCIAL MEDIA CONDUCT

Electronic communication is the transfer of information (signs, writing, images, sounds, or data) transmitted by computer, phone, or another electronic device. Electronic communications include, but are not limited to text messages, emails, chats, instant messaging, screensavers, blogs, social media sites, electronic device applications, and Web/video conferencing. Examples of online misconduct include, but are not limited to hazing, bullying, harassment, discriminatory harassment, stalking, retaliation, or any other types of misconduct that undermines dignity and respect. See Figure 1-2 for more information on social media. When using electronic communication devices, Army personnel should apply- "Think, Type, and Post" (AR 600-20):

- *Think* about the message being communicated and who could potentially view it.
- *Type* a communication that is consistent with Army values.
- *Post* only those messages that demonstrate dignity and respect for self and others.

1-21. Any content posted to an official Army social media account is an official communication, regardless of the format. All official accounts must follow federal records management requirements. Official and personal accounts must be distinctly separate. A personal account cannot be converted to an official account, and an official account cannot be converted to a personal account.

1-22. Soldiers are encouraged to express their opinions of the political process online and offline if they are consistent with the Army values and are not expressed as part of an organized communication campaign or as a representative of the U.S. Army or as a Soldier.

1-23. Soldiers who are on duty or in uniform are prohibited from:

- Participating in any interview or discussion as an advocate for or against a party, candidate, or cause.
- Participating in partisan political activity.
- Posting links to, "sharing" or "retweeting" comments or tweets from a political party or partisan office candidate's social media account. Such activity is deemed to constitute participation in political activities.
- Communicate contemptuous words against the president, vice president, congress, the secretary of defense, the secretary of a military department, the secretary of homeland security, or governor and legislature of any state or territory in which he or she is located or performing duty in. It is a UCMJ violation for Soldiers to communicate in this manner.

1-24. Soldiers who are off duty and not in uniform are permitted to:

- "Follow," "friend" or "like" a political party or candidate running for partisan office.
- Generally, express their personal views on public issues or political candidates via social media platforms much the same as they would be permitted to write a letter to the editor of a newspaper.

1-25. All personnel must know how to apply and practice operations security (OPSEC) in the performance of their daily tasks. OPSEC must become a mindset within all Army personnel and be performed as second nature



https://www.army.mil/socialmedia/

For more in depth information on the Army social media, scan the Quick Reference Code or visit website.

Figure 1-2. Army social media

Chapter 2

Soldier Roles and Responsibilities

To become an effective member of a team, a Soldier must understand their role and follow the rules for our team. This chapter explains the meaning of those roles, duties, responsibilities, and authority as well as how these apply to every Soldier in the Army.

ROLES

2-1. Soldiers are the Army's most important resource. Trained, fit, and disciplined Soldiers win America's conflicts. Your role as a Soldier derives from your duties, responsibilities, and authorities based upon your rank. However, every Soldier, regardless of rank, has a significant role in the total Army mission. Every individual in the Army is a member of a team, as a leader or follower. You are a warrior and a member of a team.

OBLIGATIONS

2-2. We serve America, our fellow citizens, and protect our way of life. This is a tough occupation and a great responsibility considering the dangerous state of the world. Throughout America's history, our brothers and sisters who came before us pledged their lives to protect our way of life. It is no different today:

- In the oaths of enlistment and commissioning, every Soldier promises to support and defend the Constitution from all enemies and to be faithful to it. Enlisted Soldiers promise to obey the orders of the president and the officers appointed over them. When we take this oath, we put into words our belief in the United States, our form of government, and our way of life. It is a formal statement supporting our freedoms that we will, if necessary, fight any enemy who tries to take those freedoms from us. In taking the oath, we become subjected to military law as well as civilian law. As Soldiers, we will bear arms in defense of our country until released by lawful authority. These are the fundamental obligations of every Soldier in the U.S. Army.
- Human nature and unalienable rights are the same now as when the writers of the Declaration of Independence put those immortal words to paper: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty and the pursuit of Happiness". The dangers our Nation and citizens face now are as real and daunting as then. We have a common bond with those Soldiers who first won our freedom and with those who made the ultimate sacrifice to maintain it. Today we use their examples to inspire and educate others. We all stand a little taller because we share the title, Soldier.
- Soldiers and comrades from other services are the Nation's ultimate guarantor of our way of life. The private who has just completed training and the general, who has served 35 years, have taken the same oath: to support and defend the Constitution of the United States. We subscribe to the same Army Values.
- We all have an important job to do, necessary to the unit's missions. Soldiers throughout the Army perform the duties of medics, infantrymen, cooks, truck drivers, mechanics, legal clerks, aviators, and other occupations. We bring fuel to the tanks, scout for the enemy, listen to the enemy's signals, and close in and defeat the enemy. We defend against air attacks, ensure Soldiers are paid accordingly, and process awards to recognize other Soldiers' accomplishments. As important as individual Soldier tasks are, we all know that these efforts support a team and that the whole is greater than the sum of its parts. Every team has a leader, and that leader is responsible for what the team does or fails to do. That is why obeying orders is the critical essence of discipline.
- Whether deployed to Jordan as a U.S. Army reservist, Kosovo as a national guardsman, or Poland as an active-duty Soldier, our unit and the Soldiers we serve with are part of a team that can only operate effectively when each of its parts works well together. This great team also works with the other services — the Air Force, Navy, Marine Corps, Space Force, and Coast Guard, as well as with Soldiers from other friendly nations. Our Army assists non-Department of Defense (DOD)

governmental agencies and even non-governmental organizations in disaster relief or support operations.

RELATIONSHIPS

2-3. Soldiers of different grades must be cognizant that their interactions do not create an actual or clearly predictable perception of undue familiarity between officers, NCOs, and junior enlisted Soldiers. Examples of familiarity between Soldiers that may become "undue" can include repeated visits to bars, nightclubs, eating establishments, or homes between an officer and an enlisted Soldier, or an NCO and a junior enlisted Soldier, except for social gatherings, that involve an entire unit, office, or work section (AR 600-32). All relationships between Soldiers of different grades are prohibited if they:

- Compromise, or appear to compromise, the integrity of supervisory authority or the chain of command.
- Cause actual or perceived partiality or unfairness.
- Involve, or appear to involve, the improper use of grade or rank or position for personal gain.
- Are, or are perceived to be, exploitative or coercive in nature.
- Create an actual or clearly predictable adverse impact on discipline, authority, morale, or the ability of the command to accomplish its mission.

2-4. Certain types of personal relationships between officers and enlisted Soldiers, or NCOs and junior enlisted Soldiers, are prohibited. Prohibited relationships include the following:

- Ongoing business relationships between officers and enlisted personnel, or NCOs and junior enlisted Soldiers. This prohibition does not apply to landlord/tenant relationships or to one-time transactions such as the sale of an automobile or house, but does apply to borrowing or lending money, commercial solicitation, and any other type of ongoing financial or business relationship. Business relationships between NCOs and junior enlisted Soldiers that exist at the time this policy becomes effective and that were authorized under previously existing rules and regulations, are exempt provided the individuals are not in the same unit or chain of command and the relationship does not meet the criteria listed in AR 600-32, paragraphs 2-2. In the case of ARNG or USAR personnel, this prohibition does not apply to relationships that exist due to their civilian occupation or employment.
- Dating, shared living accommodations other than those directed by operational requirements, and intimate or sexual relationships between officers and enlisted personnel, or NCOs and junior enlisted Soldiers. This prohibition does not apply to the following:
    - Marriages between an officer and an enlisted member or an NCO and a junior enlisted Soldier. However, when evidence of fraternization between an officer and enlisted member or an NCO and a junior enlisted Soldier prior to their marriage exists, their marriage does not preclude appropriate command action based on the prior fraternization. Commanders have a wide range of responses available including counseling, reprimand, order to cease a relationship prior to marriage, reassignment, administrative action, or adverse action. Commanders must carefully consider all the facts and circumstances in reaching a disposition that is appropriate. Generally, the commander should take the minimum action necessary to ensure that the needs of good order and discipline are satisfied.
    - Situations in which a relationship that complies with this policy would move into noncompliance due to a change in status of one of the members (for instance, a case where two junior enlisted members are dating and one is subsequently commissioned or

selected to be a WO, commissioned officer, or NCO). In relationships where one of the enlisted members has entered a program intended to result in a change in his or her status from enlisted to officer or junior enlisted Soldier to NCO, the couple must terminate the relationship permanently or marry within 1 year of the date of the appointment or the change in status occurs.

- Personal relationships between members of the RA and members of the ARNG or USAR, when the relationship primarily exists due to civilian association and the USAR member is not on active duty (other than annual training).
- Soldiers and leaders share responsibility for ensuring that these personal relationships do not interfere with good order and discipline. Commanders will ensure that personal relationships that exist between Soldiers of different grades emanating from their civilian careers will not influence training, readiness, or personnel actions.

- Gambling between officers and enlisted personnel, or NCOs and junior enlisted Soldiers.

2-5. These prohibitions are not intended to preclude unit-based normal team building or activity based on interaction which occurs in the context of community based, religious, or fraternal associations such as scouting, youth or adult sports leagues or teams; membership in organizations such as the Masons or Elks; religious activities including chapel, church, synagogue, mosque, or religious education; Family gatherings; unit-based social functions; or athletic events.

2-6. All military personnel share the responsibility for maintaining professional relationships. However, in any relationship between Soldiers of different grade or rank, the senior member is generally in the best position to terminate or limit the extent of the relationship. Nevertheless, all members may be held accountable for relationships that violate this policy.

OTHER PROHIBITED RELATIONSHIPS

2-7. Army personnel will treat each prospect, applicant, recruit, and trainee with dignity and respect as they pursue their aspiration to serve in the military. Army policy prohibits inappropriate relations between recruiters and prospects, applicants, and/or recruits and between trainers providing entry-level training or permanent party personnel and trainees (AR 601-2).

2-8. Inappropriate relationships and prohibited activities between recruiters and prospects, applicants, and/or recruits and between trainers providing entry-level training or permanent party personnel and trainees, are not permitted and appropriate action will be taken. Violations may be subject to punishment under the UCMJ and/or adverse administrative action. DA Civilians are subject to administrative or disciplinary actions under applicable Federal law and regulation.

2-9. These prohibitions apply from the first contact between a recruit and recruiter through entry-level training and for 6 months after the trainee completes entry-level training. The list, found in Army Regulation 600-32 is not all-inclusive. Training commands (for example, U.S. Army Training and Doctrine Command, U.S. Army Medical Department Center and School, and U.S. Army Recruiting Command) are authorized to publish command-level supplemental regulations to paragraphs 2-7 and 2-8, which prohibited specific conduct within their respective organizations (AR 600-32).

ARMY CIVILIANS AND SOLDIER RELATIONSHIPS

Army Civilians are professionals committed to serving the Nation as an integral part of the Army team. They provide mission-essential capability, stability, and continuity to support Soldiers. DA Civilians are committed to honorable service in the performance of their duties. The Army Civilian and Soldier relationship enables the Army to continue to accomplish its mission through performance, while contributing to the overall organizational goals. Soldiers and Army Civilians join the Army profession with personal values developed in childhood and perspectives reflect American society and are a great strength of the Army. The oath to support and defend the Constitution unites all Army professionals. In so doing, they agree to live by the Army ethic.

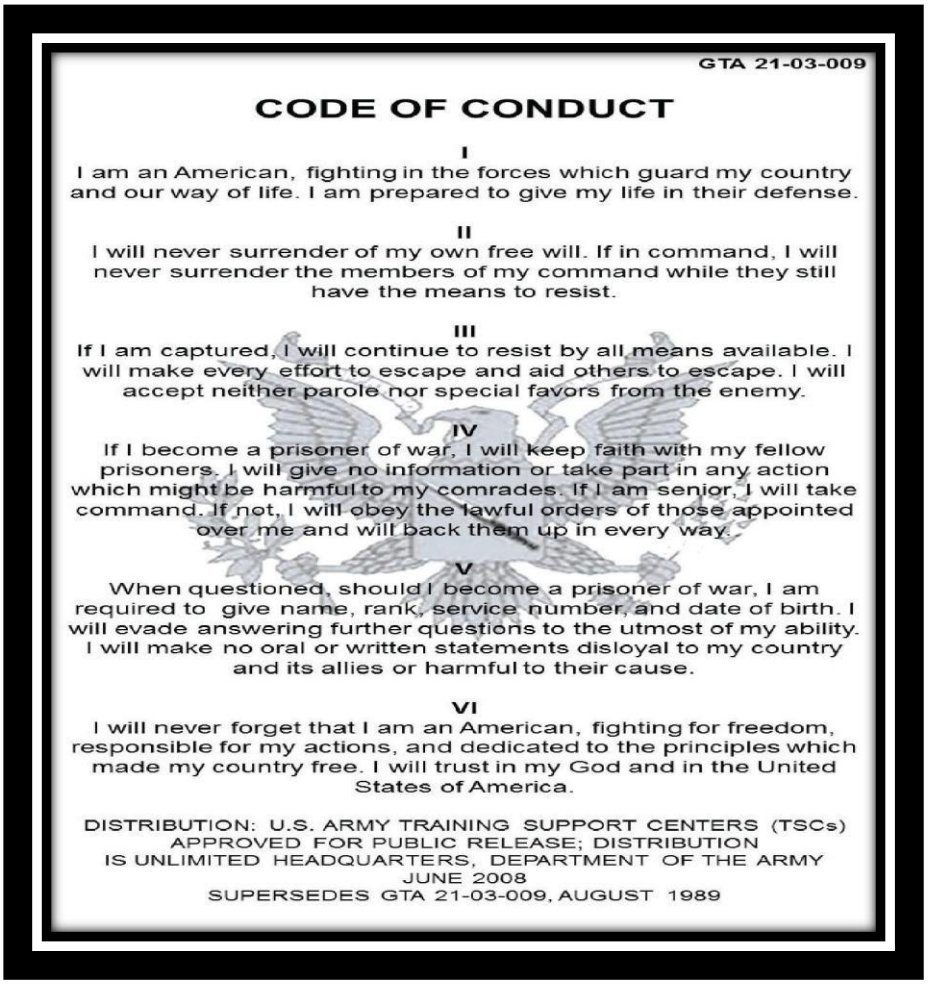
2-10. Every Soldier and Army civilian has the duty to be a leader, follower, and steward of the Army profession. They are accountable to the American people to make decisions and accomplish the mission in

accordance with the Army ethic. They hold themselves and others accountable to achieve standards and strive for excellence. They exemplify a life-long commitment to defend the American people and secure the national interest. In demonstrating the Army Values of honor and integrity, Army professionals uphold the Army ethic and conduct themselves in a manner worthy of their professional status. Soldiers and civilians are diligent and faithful guardians of the people, the resources, and the profession entrusted to their care. The privilege to lead includes the duty to professionally develop their subordinates. They teach, coach, counsel, and mentor, and willingly accept such guidance from others. They develop people and organizations—ensuring they are properly equipped, trained, and led. They are ready for the mission today and anticipate the challenges that lie ahead. They make disciplined use of materiel, facilities, and funds.

SOLDIER CONDUCT

2-11. Department of the Army professionals must place loyalty to country, ethical principles, and law above private gain and other personal interests. The performance of their duties should be in keeping with the highest tradition of the military service to the U.S. Government (AR 600-20).

The Code of Conduct (COC) (GTA-21-03-009), the moral compass for all Soldiers, (Figure 2-1) applies to all members of the US. Armed Forces (AR 525-28).



GTA 21-03-009

CODE OF CONDUCT

I

I am an American, fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

II

I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist.

III

If I am captured, I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.

IV

If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.

V

When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.

VI

I will never forget that I am an American, fighting for freedom, responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

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JUNE 2008
SUPERSEDES GTA 21-03-009, AUGUST 1989

Figure 2-1. Code of Conduct

2-12. The COC was established to assist military personnel in captivity as a Prisoner of War. President Eisenhower established the COC in 1955 and outlined the basic responsibilities and obligations of members of the United States Armed Forces. Soldiers should conduct themselves consistently

in a manner that avoids discrediting themselves and their country should they become a prisoner of war.

2-13. The COC reasserts the purpose of duty, honor, and integrity necessary for an isolated person to survive honorably and with self-esteem intact. Soldiers isolated with civilians and/or contractor personnel should assume the leadership role in these situations, using their skills to enable the survival of all personnel.

2-14. Soldiers must take every reasonable step to prevent or limit the exploitation of themselves and the U.S. Government, and often are catalysts for their own release. That is, one who resists successfully may expect captors to lose interest in further exploitation attempts. They must use their judgment as to which actions will increase their chances of returning home with honor and dignity.

2-15. Regardless of the situation, Soldiers should make every effort to remain calm and courteous and project personal dignity. This is particularly important during the early stages of internment when the captors may be uncertain of their control. Rude behavior seldom serves the long-term interest of a detainee, and often results in unnecessary punishment. This can jeopardize the survival and severely complicate efforts to gain release.

2-16. Detainees or captives should not voluntarily give classified information or materials to their captors. They must resist, to the utmost of their ability, every attempt by their captor to obtain such information.

2-17. If Soldiers are captured and held in a group, they must organize in a military manner under the senior military member present (regardless of service). Every effort will be made to establish and sustain communications with other detainees. Military detainees will encourage civilian detainees to participate in the military organization and accept the authority of the senior military member.

RESPONSIBILITIES

2-18. Responsibility comes in various forms within the U.S. Army. See Figure 2-2. However, the general responsibilities of a Soldier are as follows:

- Obey the lawful orders of NCOs and Officers.
- Treat others with dignity and respect.
- Complete each task to standard.
- Maintain a military appearance.
- Maintain individual physical fitness standards and readiness.
- Maintain individual equipment and clothing to standard.

TYPES OF RESPONSIBILITIES

2-19. Individual Responsibility. As a Soldier, you are responsible for performing your duties to the very best of your ability—and for trying to improve performance. You are responsible for your personal conduct and appearance. You and every other Soldier in the Army assumed this personal responsibility when you took the enlistment oath. For example, every Soldier is responsible for their own physical fitness. Commanders set aside time on the training schedule for physical readiness training (PRT), designate Soldiers to lead PRT and even ensure all Soldiers complete unit runs. However, only you can make yourself physically fit.

2-20. Responsibility based on rank. You also have unique responsibilities based on rank, duty position, and even geographical location.

2-21. Accountability. This is the requirement to answer to superiors (and ultimately the American people) for mission accomplishment, the lives and care of assigned Soldiers, and effective and efficient use of Army resources. It also includes an obligation to answer for properly using delegated authority. Leaders are accountable for what they do or fail to do.

2-22. Moral Responsibility. You are responsible for treating others with dignity and respect. You may not engage in nor tolerate sexual, racial, or other types of discrimination or harassment. Such behavior is morally wrong in both modern society and our Army values. In addition, it rapidly destroys unit cohesion and team integrity.

MILITARY AND PROFESSIONAL BEARING

2-23. The Army expects all Army members to look and act as professionals. Skillful use of professional bearing, fitness, courtesy, proper military appearance, appropriate civilian attire, and professionally correct behavior in accordance with established Army standards sets the professional tone with which a unit functions. A professional military demeanor establishes credibility, sets expectations, and reduces organizational ambiguity. Consistent professionalism strengthens mutual respect among members of the team.

PERSONAL APPEARANCE

- Soldiers will always present a professional image and will continue to set the example in military presence, both on and off duty. Pride in appearance includes Soldiers' physical fitness and adherence to acceptable weight standards in accordance with Army Regulation 600–9.
- A vital ingredient of the Army's strength and military effectiveness is the pride and self-discipline that American Soldiers bring to their Service through a conservative military image. It is the responsibility of commanders to ensure that military personnel under their command present a neat and soldierly appearance. Therefore, in the absence of specific procedures or guidelines, commanders must determine a Soldier's compliance with standards in this regulation.
- The Army uniform regulations for standards of personal appearance and grooming are as specific as is practicable to establish the parameters with which Soldiers must comply.
- Soldiers may wear religious apparel, articles, or jewelry with the uniform, to include the physical fitness uniform, as authorized by Army Regulation 670-1, paragraph 3–15. Requests for other religious accommodations related to the wear and appearance of the uniform, personal appearance, and personal grooming practices must be submitted in accordance with Army Regulation 600–20. Wear and appearance standards for Soldiers with approved religious accommodations for hijabs, beards, and turbans are provided in Army Regulation 670-1, paragraph 3–16.

FITNESS

- The Army's approach to holistic fitness reduces the risk of unnecessary harm during operations, while training, in garrison, and off duty. Holistic fitness recognizes that individual well-being depends on interdependent areas including physical fitness (FM 7-22), resilience, training, individual spirituality (self-identity, beliefs, and life purpose beyond self), social interaction (positive connection with others), and physical, psychological, and behavioral health. Leaders promote policies and practices to maintain total fitness for themselves and their subordinates.
- Unit readiness begins with physically fit Soldiers. Operations place physical, mental, and emotional demands upon the individuals conducting them. Physical fitness, while crucial for success in battle, is important for all members of the Army team in all environments. Physically fit people feel more competent and confident, handle stress better, can work longer more effectively, and recover faster from hardship. Physical fitness is the cornerstone of combat readiness (ADP 6-22).

AUTHORITY

Authority is the legitimate power of leaders to direct subordinates or to act within the scope of their position. Military authority begins with the Constitution, which divides it between Congress and the President (https://www.archives.gov/exhibits/charters/). Congress has the authority to make laws that govern the Army. The President, as Commander in Chief, commands the Armed Forces.

2-24. Types of Authority. Two types of military authority exist: command and general military.

2-25. Command Authority. It originates with the President and may be supplemented by law or regulation. A leader exercises the authority over subordinates by virtue of rank and assignment to a position of

leadership. Command authority is exercised when a member of the Army is assigned to or assumes a position requiring the direction and control of other members of the Army.

2-26. General Military Authority. It originates in oaths of office and enlistment, law, rank structure, traditions, and regulations. This broad-based authority allows leaders to take appropriate corrective actions whenever a member of the armed services commits an act involving a breach of good order and discipline. Army Regulation 600-20 specifically gives this authority to commissioned, warrant, and noncommissioned officers:

- Exercising Military Authority. Military authority is exercised promptly, firmly, courteously, and fairly. Commanders should consider nonpunitive corrective measures before deciding to impose nonjudicial punishment. Trial by court-martial is ordinarily inappropriate for minor offenses unless lesser forms of administering discipline would be ineffective (Manual for Courts- Martial (MCM) (2024 Edition), Part V, and AR 27–10). Nonpunitive corrective measures are the primary tools for teaching proper standards of conduct and performance and do not constitute punishment, nor are they required as a first step toward nonjudicial punishment. Included among nonpunitive measures are denial of pass or other privileges, counseling, administrative reduction in grade, administrative reprimands and admonitions, extra training, bar to continued service, and military occupational specialty (MOS) reclassification. Some of the administrative corrective actions cited may deteriorate into hazing and/or bullying; therefore, commanders should monitor whether the disciplinary efforts of their subordinates are appropriate (AR 600-20).
    - One of the most effective nonpunitive corrective measures is extra training or instruction. For example, if Soldiers appear in an improper uniform, they are required to correct it immediately; if they do not maintain their government housing area properly, they must correct the deficiency in a timely manner. If Soldiers have training deficiencies, they will be required to take extra training or instruction in subjects related to the shortcoming.
    - The training or instruction given to a Soldier to correct deficiencies must be appropriately tailored to curing the deficiency. It must be oriented to improving the Soldier's performance in their problem area. Brief physical exercises are an acceptable form of corrective training for minor acts of indiscipline (for example, requiring the Soldier to do push-ups for arriving late to formation), so long as it does not violate the Army's policies prohibiting hazing, bullying, and unlawful punishment.
    - Corrective measures may be taken after normal duty hours. Such measures assume the nature of training or instruction, not punishment. Corrective training should continue only until the training deficiency is overcome. Authority to use it is part of the inherent powers of command.
    - Care should be taken at all levels of command to ensure that training and instruction are not used in an oppressive manner to evade the procedural safeguards inherent to the imposition of nonjudicial punishment. Deficiencies satisfactorily corrected by means of training and instruction will not be noted in the official records of the Soldiers concerned.
- On-the-Spot Corrections. Generally, a Soldier requires an on-the spot correction for one of two reasons: the Soldier does not know the standard, or they knowingly violate the standard. If the latter occurs, the violation should be addressed immediately and when appropriate, should be followed-up with a call to the Soldier's chain of command. On-the-spot corrections are not only issued from the leader to the subordinate, but also include tactful corrections from subordinates to leaders and corrections between peers. It is your responsibility to understand and adhere to the standard.

DELEGATION OF AUTHORITY

2-27. Just as Congress and the President cannot personally direct every aspect of the Armed Forces and operations, commanders at all levels cannot directly handle every action. To meet the organization's goals, these commanders must delegate authority to subordinate commissioned and noncommissioned officers and, when appropriate, to an Army Civilian. These subordinate leaders, in turn, may further delegate that authority.

2-28. Mission Command, which is the Army's approach to command and control that empowers subordinate decision-making and decentralized execution appropriate to the situation, allows those commanders with the best situational understanding to make rapid decisions without waiting for higher echelon commanders to assess the situation and issue orders (ADP 6-0. Delegation allows subordinates to decide and act for their commander in specified areas. Delegating decision-making authority reduces the number of decisions made at the higher echelons and reduces response time at lower echelons. In addition to determining the amount of decision-making authority they will delegate; commanders also identify decisions that are their sole responsibility and cannot be delegated to subordinates.

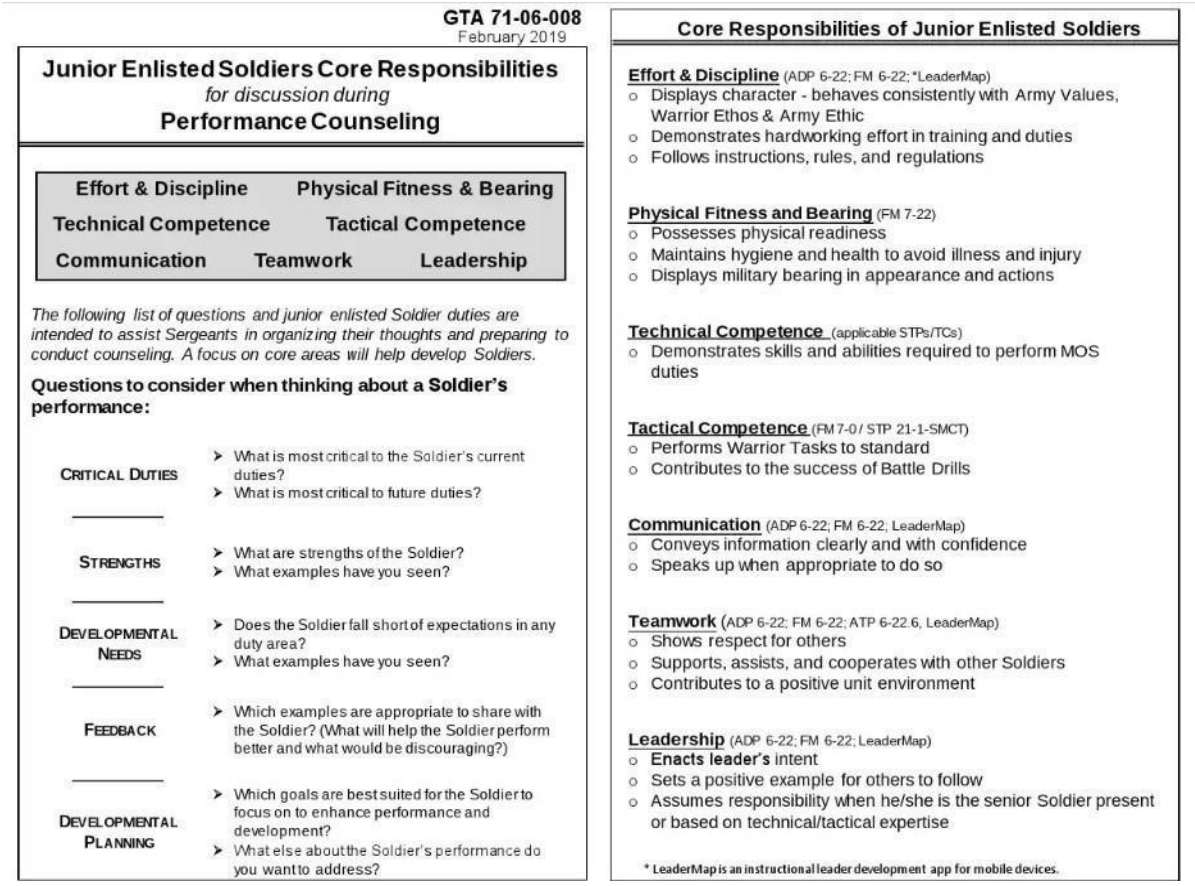


Figure 2-2. Junior Soldier Core Responsibilities

Chapter 3

Soldier Development and Readiness

The Army develops Soldiers and leaders through three complementary domains (Institutional, Operational, and Self-development). The institutional domain includes Army centers and schools that provide functional and Professional Military Education (PME) such as Airborne school and the NCO Leadership Center of Excellence. The basic knowledge, gleaned in the institutional Army, develops further through the operational domain. The operational domain encompasses all activities that allow leaders to learn through experiences. Optimizing leader development in the operational domain requires a deliberate approach to leader progression in the context of training events and operational deployments, where leaders apply what they learned from schools to a wide variety of situations and environments. The self-development domain encompasses what individuals do to pursue personal and professional development goals (ADP 6-22).

CAREER LONG ASSESSMENTS (CLA): ATHENA

3-1. Career Long Assessments: Athena (CLA: Athena) is an Army leader development program designed to inform and motivate Soldiers to embrace personal and professional development. Adding to the Army's culture of assessments, Athena uses batteries of assessments to increase a Soldier's self-awareness of leadership skills and behaviors, cognitive abilities, and personal traits and attributes. Assessment batteries are strategically selected to complement the leadership skills being developed at a number of Army schools. For each assessment completed, students receive a feedback report with their results and information about how to interpret their results. See Figure 3-1 for more information on CLA: Athena resources.

3-2. CLA: Athena is all about self-awareness. By providing leaders with the tools to identify their strengths, recognize where improvements can be made, as well as provide access to resources that support self-initiative and self-development, Army leaders can continuously learn new skills and improve their abilities. CLA: Athena provides students an opportunity to expand their self-awareness and tailor self-development to their individual needs. In addition, schools and faculty can use information from anonymous aggregate results to identify important trends and objectively inform their Programs of Instruction (POIs).



https://usacac.army.mil/Organizations/Centers-of-Excellence-CoE/MCCoE/Center-For-Army-Leadership-CAL/ATHENA

For more information on CLA: Athena resources, scan the Quick Reference Code or visit website.

Figure 3-1. CLA: Athena Resources

HOLISTIC HEALTH AND FITNESS (H2F)

3-3. The Holistic Health and Fitness (H2F) System is designed to address the readiness of every Soldier. Performance readiness experts of the H2F System will assess each Soldier's physical and mental status and design programs to sustain or improve that Soldier's ability to meet the demands of their MOS, duty assignments, and combat-specific tasks. This individualized approach is sustained across the Soldier's Army career. It represents a cultural shift from the industrial scale approaches of the past where massed formations received the same training in a one-size-fits-all approach — often with no equipment or expertise required to lead the training. It also represents a shift from expecting individual Soldiers who often train remote from their units to independently develop and implement a performance training program. The H2F System addresses those individual Soldiers' needs, too.

3-4. The H2F System has five critical elements: governance, program, equipment and facilities, personnel, and leadership education. These elements are distilled from careful doctrine, organization, training, materiel, leadership and education, personnel, and facilities (DOTMLPF) analysis and research into past and present H2F-related initiatives. Each element is critical to creating a system for Soldier readiness (FM 7-22).

3-5. The domains of H2F are mental readiness, sleep readiness, nutritional readiness, physical readiness, and spiritual readiness. For more information on H2F, see Figure 3-2.

ARMY FITNESS TEST (AFT)

3-6. The Army Fitness Test is the assessment for the physical domain of the Army's Holistic Health and Fitness System. The AFT tests a Soldier's ability to move while fatigued—his or her ability to maintain concentration and sustain movement effectiveness. The AFT comprises five events: Maximum Deadlift (MDL), the Hand-Release Push-Up (HRP), the Sprint-Drag-Carry (SDC), the Plank (PLK), and the 2-Mile Run (2MR).

3-7. The AFT aims to accurately reflect baseline Soldier physical readiness linked to warrior tasks and battle drills (WTBD) and Common Soldier Tasks (CSTs). Soldier baseline readiness is the ability to meet the physical demands of any combat or duty position to accomplish the mission. The AFT predicts a Soldier's ability to perform warrior tasks and high demand CSTs. The test events have a high correlation with these physically demanding tasks. The AFT assesses all components of physical readiness required to build movement lethality—muscular strength, muscular endurance, aerobic endurance, explosive power, and anaerobic endurance as well as speed, agility, flexibility, balance, and coordination.

3-8. The AFT combat standard is sex-neutral and age-normed. Soldiers serving in combat specialties must achieve a minimum of 60 points per event and an overall minimum score of 350. The AFT combat standard applies to Soldiers serving in these areas of concentration (AOCs) and military occupational specialties (MOSs): 11A, 11B, 11C, 11Z, 12A, 12B, 13A, 13F, 18A, 180A, 18B, 18C, 18D, 18E, 18F, 18Z, 19A, 19C, 19D, 19K, and 19Z.

3-9. The AFT general standard is performance-normed by sex and age. Soldiers serving in all AOCs/MOSs not listed in paragraph 3-8 must attain a score of at least 60 points per event.

3-10. Soldiers in the Regular Army, Active Guard Reserve, and Reserve Components on active-duty orders for more than 60 Days must:

- Pass two record AFTs per calendar year, with no less than 4 months between passing record tests.
- Pass a record AFT within 90 days of a record AFT failure.

3-11. Soldiers in the Regular Army, Active Guard Reserve, and Reserve Components on active-duty orders for more than 60 Days must:

- Pass the AFT once per calendar year for record, with no less than 8 months between passing record tests.
- Pass a record AFT within 180 days of a record AFT failure.



Figure 3-2. H2F and AFT

LEADER DEVELOPMENT

3-12. Leader development is the deliberate, continuous and progressive process—founded in the Army Ethic—that develops Soldiers and Army Civilians into competent, committed professional leaders of character (AR 350-1). Leader development is a shared responsibility between the three primary training domains: institutional Army (education or training institution), the operational force (organization or unit), and the individual. Self-development (individual domain) bridges the gaps between the operational and institutional domains and sets the conditions for continuous learning and growth. Leaders at all levels must place high priority on, and invest, in developing future leaders. There are tenets of developing leaders that are the essential principles that make the Army successful at developing leaders. The tenets provide a backdrop for the Army's unit training principles (ADP 7-0). The overarching tenets are:

- Strong commitment by the Army, superiors, and individuals to developing leaders.
- Clear purpose and intention for what, when, and how to develop leadership.
- Supportive relationships and culture of learning.
- Three mutually supportive domains (institutional, operational, and self-development) that enable education, training, and experiences.
- Providing, accepting, and acting on candid assessment and feedback for self-awareness.

ACCOUNTABILITY AND ASSESSMENT

3-13. Successful leaders recognize that they must continually develop their subordinates by maximizing opportunities in the institutional, operational, and self-development domains (FM 6-22). It is critical to the long-term sustainment of the Army. Leaders are responsible for ensuring their organizations develop subordinates, perform missions, apply doctrinally sound principles in training, and exercise stewardship of resources. Along with responsibility comes accountability. Accountability speaks to two levels: leaders are held accountable for how well they have developed their subordinates and individuals are held accountable for their own professional development. The leadership assessment process measures the development of a subordinate's leadership competencies and attributes to serve at specific levels within the Army (ADP 6-22). The assessment process provides the basis for evaluation (periodic and formal rating of performance and development a continuous and informal process aimed at improving leadership potential). For both the evaluation and development assessment processes, the individual's performance is rated against established criteria, which are understood by both the individual and the commander or supervisor conducting the assessment.

3-14. The three primary training domains are supported by several key enablers. These enablers occur across one or more domains and support the Soldiers and Army Civilians overall growth and progression:

- Counseling and feedback provide clear, timely, and accurate information concerning individual performance compared to the established criteria. As a part of the counseling and feedback session, the commander or supervisor assists the individual to identify strengths, weaknesses, and developmental needs. As part of this process, leaders will help Soldiers design an individual development plan (IDP), in accordance with doctrinal products (ADP 6–22). To ensure the IDP is fully established throughout a Soldier's career, each first-term Soldier will receive an initial counseling from their first-line Leader within 30 days of arrival to their first permanent duty station, as part of the Reception and Integration Process (AR 600-8-8). Leaders and Soldiers will create an IDP in Army Career Tracker and this requirement will be conducted annually until the Soldier transitions from military service.
- Corrective actions focus on correcting weaknesses that adversely impact on the individual's performance of current duty requirements. Reinforcement actions focus on sustaining and refining existing leadership skills and knowledge.
- The evaluation process officially rates an individual's past performance based on established standards. As a formal rating, evaluations are directly linked to selection for promotion, schooling, and for military only, various duty assignments.

- The selection process identifies individuals for promotion, schooling, and various duty assignments based on established criteria.

DIGITAL JOB BOOK

3-15. The *Digital Job Book* enables all Soldiers the ability to view their individual training and qualification records in DTMS. Their records follow them throughout their Army career. The Digital Job Book allows Soldier to view:

- AFT scores
- Height/weight data
- Weapons qualifications
- Completed training tasks (i.e. Critical/Warrior/Mandatory)
- Tasks assigned by squad/team leader.
- Army course registrations

SMALL UNIT LEADER TOOL

3-16. The *Small Unit Leader Tool* is permissions based and empowers first line leaders to directly update and track their Soldiers' training records in DTMS. It allows them to update:

- AFT scores
- Height / weight data
- Weapon assignments/qualifications.
- Completed training tasks (i.e. Critical/Warrior/Mandatory)

3-17. Both tools are accessible through the Army Training Network using either a government computer and common access card or personal device with mobile connect. See Figure 3-3 for more information on the Digital Job Book and Small Unit Leader Tool.



Figure 3-3. Digital Job Book and Small Unit Leader Tool

Chapter 4

Army Leadership

The Army's experience over more than two centuries is that most people have leadership potential and can learn to be effective leaders. The ability to influence others is a central component of leadership. As a result, leader development has long been an Army priority (see FM 6-22 for more information regarding leader development). This development begins with education, training, and experience, and requires understanding about what Army leaders do and why.

Leadership is the activity of *influencing* people by providing *purpose, direction, and motivation* to accomplish the mission and improve the organization. Leadership as an element of combat power, coupled with information, unifies the warfighting functions (movement and maneuver, intelligence, fires, sustainment, protection and command and control) (ADP 3-0). Leadership focuses and synchronizes organizations. Leaders inspire people to become energized and motivated to achieve desired outcomes. An Army leader is anyone who by virtue of assumed role or assigned responsibility inspires and influences people by providing purpose, direction, and motivation to accomplish the mission and improve the organization (ADP 6-22). Every Soldier deserves a leader who is a capable trainer, is trustworthy, is genuinely concerned for their health and welfare, and develops them to be leaders of tomorrow; every Soldier has a Sergeant to be that leader (TC 7-22.7).

INFLUENCING

4-1. Influencing is persuading people to do what is necessary. Influencing entails more than simply passing along orders. Through words and personal examples, leaders inspire purpose, provide direction, and provide motivation.

PURPOSE

4-2. Leaders provide clear purpose for their subordinates. Purpose gives subordinates a reason to achieve a desired outcome. Leaders convey purpose through direct means such as requests, directives, or orders. Leaders inspire subordinates to do their best by instilling a higher purpose that rises above self-interest. They explain why something should or must be done and provide context whenever possible. Subordinates who understand why they are doing something difficult and discern the higher purpose are more likely to do the right thing when leaders are not present to direct their every action.

DIRECTION

4-3. Direction is telling others what to do. Providing effective direction requires that leaders communicate the desired end state for the direction they provide. To accomplish a mission, leaders prioritize tasks, assign responsibility, supervise, and ensure subordinates perform to standard. They ensure subordinates clearly understand their guidance, while allowing subordinates the opportunity to demonstrate initiative within the overall commander's intent. Providing clear direction allows subordinate initiative to adapt their tasks within the commander's intent when circumstances change.

MOTIVATION

4-4. Motivation is the will and initiative to do what is necessary to accomplish a mission. While motivation comes from within, others' actions and words affect it. A leader's role in motivation is at times to understand others' needs and desires, to align and elevate individual desires into team goals, and to inspire others to accomplish those larger goals, even if it means risking their lives. At other times, such as time constrained or dangerous situations, the leader gets subordinates to do things quickly and explain the reasons why later.

4-5. Indirect approaches to motivation can be as successful as direct approaches. Setting a personal example can sustain the drive-in others. This becomes apparent when leaders share hardship and risk with subordinates. Leaders who personally share hardship and risk demonstrate to subordinates that they are invested in the outcome and willing and able to do what they ask subordinates to do. Indirect approaches such as these build confidence about the judgment, commitment, and attitude of the leader.

LEADERSHIP REQUIREMENTS MODEL

4-6. The leadership requirements model is grounded in historical experience and determinations of what works best for the Army. Army research supports the model's completeness and validity. The model identifies core competencies and attributes applicable to all types and echelons of Army organizations. The model conveys expectations and establishes the capabilities needed of all Army leaders regardless of rank, grade, uniform, or attire. Collectively, the leadership requirements model is a significant contributor to individual and unit readiness and effectiveness.

4-7. The model's components center on what a leader is (attributes—BE and KNOW) and what a leader does (competencies—DO). A leader's character, presence, and intellect enable them to apply the core leader competencies and enhance their proficiency. Leaders who gain expertise through operational assignments, institutional learning, and self-development will be versatile enough to adapt to most situations and grow into greater responsibilities. Figure 4-1 illustrates the framework.

4-8. A major distinction between the attributes and competencies of the leadership requirements model is that competencies are skills that can be trained and developed while attributes encompass enduring personal characteristics, which are molded through experience over time. A Soldier can be trained to be an effective machine gunner but may not necessarily be a brave machine gunner without additional experience. Every educational, operational, and self-development event is an opportunity for observation, feedback, and reflection (ADP 6-22).

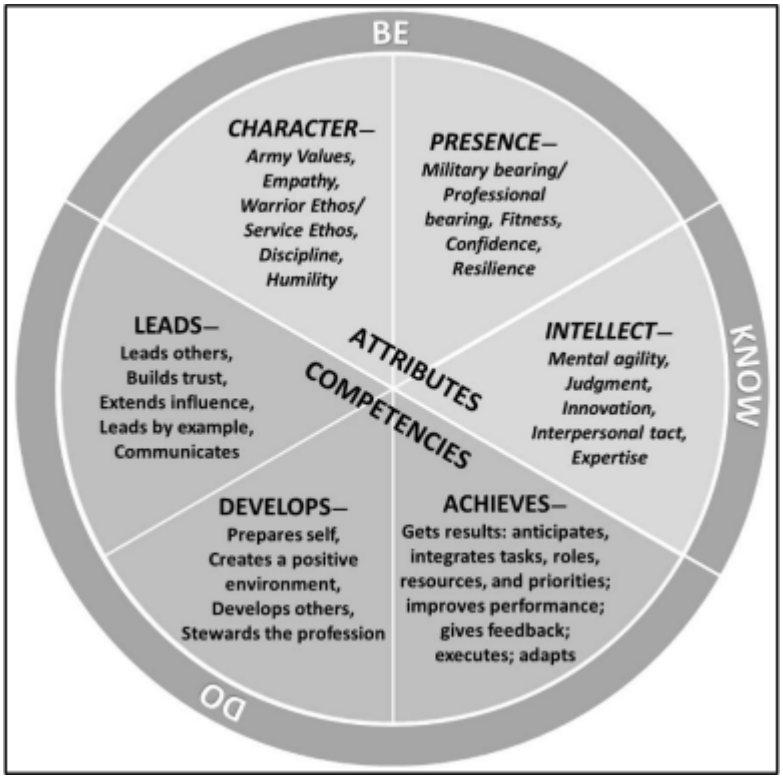


Figure 4-1. Army leadership requirements model

CORE LEADER ATTRIBUTES

4-9. Attributes are characteristics internal to a leader. These affect how an individual behaves, thinks, and learns within certain conditions. Strong character, solid presence, and keen intellect enable individuals to perform the core leader competencies with greater effect. The three categories of core attributes are:

- Character: the moral and ethical qualities of the leader.
- Presence: characteristics open to display by the leader and open to viewing by others.
- Intellect: the mental and social abilities the leader applies while leading.

CORE LEADER COMPETENCIES

4-10. The core leader competencies are actions that the Army expects leaders to lead, develop, and achieve. Competencies provide an enduring, clear, and consistent way of conveying expectations for Army leaders. The core competencies are universal for all Army leaders. The core competency categories are:

- Leads: provides purpose, direction, and motivation; builds trust; provides an example; communicates.
- Develops: develops themselves, creates a positive climate, develops subordinates, and stewards the profession.
- Achieves: executes, adjusts, and gets results to accomplish tasks and missions on time and to standard.

EFFECTIVENESS

4-11. The Army acknowledges three levels of leadership:

- Direct
- Organizational
- Strategic

4-12. The leader’s attributes and competencies apply across all leadership levels. The concept of subordination helps members understand the expectations the Army has for them across a career. Foundations include understanding oaths, dignity and respect for all people, the Army Values, leadership, command, authority, Army operations, military discipline, and similar basics. Leaders gain a firmer understanding of the enduring requirements and add specialized knowledge as they move through the levels (ADP 6-22).

DIRECT LEADERSHIP

4-13. Direct leadership is face-to-face or first-line leadership that generally occurs in organizations where subordinates see their leaders all the time such as teams, squads, sections, platoons, departments, companies, batteries, and troops. The direct leader's span of influence may range from a few to dozens of people. The leader's day-to-day involvement is important for successful unit performance. Direct level leadership covers the same type of functions, such as those performed by an infantry squad or a graves registration unit.

4-14. Direct leaders develop others through coaching, counseling, mentoring, and setting examples. For instance, company grade officers and NCOs are close enough to Soldiers to exert direct influence when observing training or interacting with subordinates during other functions.

4-15. Direct leaders generally experience more certainty and less complexity than organizational and strategic leaders because of their close physical proximity to their subordinates. They direct actions, assign tasks, teach, coach, encourage, give guidance, and ensure successful completion of tasks or missions. They must be close enough to the action to determine or address problems. Examples of direct leadership tasks are vehicle maintenance, supervision of creating of fighting positions, and performance counseling.

4-16. Direct leaders understand the mission of their higher headquarters two levels up and when applicable the tasks assigned one level down. This provides them with the context in which they perform their duties.

ORGANIZATIONAL LEADERSHIP

4-17. Organizational leaders exercise leadership through subordinate leaders responsible for leading the various organizations that make up the larger organization. Organizational leaders establish a climate that

supports their subordinate leaders. Subordinate units and organizations do not depend on daily guidance from their higher-level leaders to be successful. Organizational leaders, particularly commanders, are responsible for communicating intent two echelons down and understanding intent two echelons up. Organizational leaders operate within commanders' intent and communicate that intent to subordinates as a means of providing room for subordinate initiative and decreasing the number of decisions they must personally make to keep the organization operating effectively. Organizational leadership includes responsibility over multiple functions, such as leading and synchronizing combined arms operations.

STRATEGIC LEADERSHIP

4-18. Strategic leaders include military and civilian leaders at the major command through DOD levels. Strategic leadership guides and integrates multiple organizational level units that perform a wide range of functions. It influences several thousand to hundreds of thousands of people. These leaders allocate resources, communicate strategic vision, and prepare their commands and the Army itself for future missions. Strategic leaders shape Army culture by ensuring their directives, policies, programs, and systems are ethical, effective, and efficient.

CHAIN OF COMMAND

4-19. The chain of command assists commanders at all levels to achieve their primary function of accomplishing the unit's assigned mission while caring for personnel and property in their charge. A simple and direct chain of command facilitates the transmittal of orders from the highest to the lowest levels in a minimum of time and with the least chance of misinterpretation. The command channel extends upward in the same manner for matters requiring official communication from subordinate to senior.

4-20. Commanders are responsible for everything their command does or fails to do. However, commanders subdivide responsibility and authority and assign portions of both to various subordinate commanders and staff members. In this way, a proper degree of responsibility becomes inherent in each command echelon. Commander's delegate sufficient authority to Soldiers in the chain of command to accomplish their assigned duties, and commanders may hold these Soldiers responsible for their actions. Commanders who assign responsibility and authority to their subordinates still retain the overall responsibility for the actions of their commands.

4-21. Proper use of the chain of command is vital to the overall effectiveness of the Army. Commanders must inform all their Soldiers with its existence and proper function. Effective communication between senior and subordinate Soldiers within the chain of command is crucial to the proper functioning of all units. Therefore, Soldiers will use the chain of command when communicating issues and problems to their leaders and commanders.

NONCOMMISSIONED OFFICER SUPPORT CHANNEL

4-22. The NCO support channel parallels and complements the chain of command. It is a channel of communication and supervision from the CSM to the 1SG, and then to other NCOs and enlisted personnel of the unit. See Table 4-1 for more information on the NCO support channel and chain of command. Commanders will define the responsibilities and authority of their NCOs to their staffs and subordinates. This NCO support channel will assist the chain of command in accomplishing the following:

- Transmitting, instilling, and ensuring the efficacy of the professional Army Ethic.
- Planning and conducting the day-to-day unit operations within prescribed policies and directives.
- Training enlisted Soldiers in their MOS, as well as in the basic skills and attributes of a Soldier.
- Supervising unit physical fitness training and ensuring that unit Soldiers comply with the weight and appearance standards of AR 600–9 and AR 670–1.
- Teaching Soldiers the history of the Army (https://tioh.army.mil/), to include military customs, courtesies, and traditions.
- Caring for individual Soldiers and their Families both on and off-duty.
- Teaching Soldiers the mission of the unit and developing individual training programs to support the mission.

- Accounting for and maintaining individual arms and equipment of enlisted Soldiers and unit equipment under their control.
- Administering and monitoring the Noncommissioned Officer's Development Program and other unit training programs.
- Achieving and maintaining courage, candor, competence, commitment, and compassion.
- Fostering initiatives through the NCO support channel that encourage first line and junior leaders to take responsibility for building a team in a climate of respect and trust.

Table 4-1. Army Chain of Command & NCO Support Channel

Chain of Command	NCO Support Channel
President of the United States Commander in Chief	
Secretary of Defense	
Secretary of the Army	
Chief of Staff of the Army	Sergeant Major of the Army
Army Command Commander	Army Command Command Sergeant Major
Corps Commander	Corps Command Sergeant Major
Division Commander	Division Command Sergeant Major
Brigade Commander	Brigade Command Sergeant Major
Battalion Commander	Battalion Command Sergeant Major
Company/Battery/Troop Commander	Company/Battery/Troop First Sergeant
Platoon Leader	Platoon Sergeant
Squad Leader	
Team Leader	

COUNSELING

4-23. Counseling is the process used by leaders to engage subordinates to improve substandard performance as well as recognize superior performance in an area (ATP 6-22.1). Counseling, one of the most important leadership and professional development responsibilities, enables Army leaders to help Soldiers and Department of the Army Civilians become more capable, resilient, satisfied, and better prepared for current and future responsibilities (ATP 6-22).

4-24. Regular developmental counseling is an essential tool for developing future leaders at every level. Developmental counseling is categorized by the purpose of the session. Understanding the purpose and types of counseling enables the leader to adapt the counseling session to the individual subordinate's needs to achieve desired outcomes and manage expectations.

THE FOUR-STAGE COUNSELING PROCESS

4-25. Effective Army leaders use a four-stage counseling process:

- Identify the need for counseling.
- Prepare for counseling.
- Conduct the counseling session.
- Follow-up.

IDENTIFY THE NEED FOR COUNSELING

4-26. The success of counseling depends on the preparatory steps that the counselor takes before the counseling session (formal or informal) occurs. The counselor must develop a clear purpose, have an assessment of the situation, and an idea of possible outcomes that are desired. The counselor must consider desired outcomes during preparation or before conducting a counseling session. Counseling requires the leader to be informed and prepared for contingencies that may arise during the counseling session.

4-27. Army and organizational policies may direct the timing or focused elements of a counseling session, such as performance counseling associated with an evaluation or professional growth counseling. Leaders may conduct developmental counseling whenever the need arises for focused, two-way open communication aimed at a subordinate's development. Developing subordinates consists of observing the subordinate's performance, comparing it to established standards, and providing feedback through counseling. For event counseling, the leader must confirm or seek new information and remain open to new assessments of the event and related goals or corrections.

PREPARE FOR COUNSELING

4-28. Successful formal counseling requires preparation in the following areas:

- Setting conditions for effective counseling.
- Select a suitable place.
- Schedule the time.
- Notify the subordinate well in advance.
- Prepare self.

CONDUCT THE COUNSELING

4-29. Army leaders use a balanced mix of formal and informal counseling and learn to take advantage of daily events to provide Soldiers and Army Civilians with feedback. Even during informal counseling, leaders should address the four basic components of a counseling session:

- Open the session.
- Discuss the issues.
- Develop a plan of action.
- Record and close the session.

FOLLOW-UP

4-30. *Leader Responsibilities*. The counseling process does not end with the initial counseling session. It continues throughout the implementation of the plan of action consistent with the observed results. Sometimes the initial plan of action will require modification to meet the desired outcomes. Leaders must

consistently support their subordinates in implementing the plan of action by teaching, coaching, mentoring, or providing additional time, referrals, and other appropriate resources. Additional measures may include more focused follow-up counseling, informing the chain of command, or taking more severe corrective measures if appropriate.

4-31. *Assess the Plan of Action.* During assessment, the leader and the subordinate jointly determine if the desired results happened. They should determine the date for their initial assessment during the initial counseling session. The plan of action assessment provides useful information for future follow-up counseling sessions.

CATEGORIES OF COUNSELING

4-32. Developmental counseling is categorized by the purpose of the session. Understanding the purpose and types of counseling enables the leader to adapt the counseling session to the individual subordinate's needs to achieve desired outcomes and manage expectations. Counseling is not a one-size-fits-all endeavor; it is a shared effort between the leader and subordinate. The three major categories of developmental counseling are:

- Event counseling.
- Performance counseling.
- Professional growth counseling.

4-33. While these categories can help organize and focus counseling sessions, they should not be viewed as separate or exhaustive. For example, a counseling session that focuses on resolving an issue may also address improving duty performance. A session focused on performance often includes a discussion on opportunities for professional growth. Regardless of the purpose or topic of the counseling session, leaders should follow a basic format for preparation, execution, and follow-up. DA Form 4856 (*Developmental Counseling Form*) provides a useful framework to prepare for counseling. It helps organize the relevant issues to discuss during counseling sessions.

EVENT COUNSELING

4-34. Event-oriented counseling involves a specific event or situation. It may precede events such as participating in promotion boards, attending training courses, and preparing for deployment or redeployment. It also addresses events such as noteworthy duty performance, an issue with performance or mission accomplishment, or a personal issue. Examples of event-oriented counseling include, but are not limited to:

- Specific instances of superior or substandard performance.
- Reception and integration counseling.
- Crisis counseling.
- Referral counseling.
- Promotion counseling.
- Transition counseling.
- Adverse separation counseling (AR 635-200).

PERFORMANCE COUNSELING

4-35. Performance counseling is the review of a subordinate's duty performance during a specified period. The leader and the subordinate jointly establish performance objectives and clear standards for the next counseling period. The counseling focuses on the subordinate's strengths, areas to improve, and potential. Effective counseling includes providing specific examples of strengths and areas needing improvement and providing guidance on how subordinates can improve their performance. Performance counseling is required under the officer, noncommissioned officer, and Army Civilian evaluation reporting systems (AR 623-3).

4-36. During performance counseling, leaders conduct a review of a subordinate's duty performance over a certain period. Simultaneously, leader and subordinate jointly establish performance objectives and standards for the next period. Counseling at the beginning of and during the evaluation period ensures the subordinate's personal involvement in the evaluation process. Performance counseling communicates standards and is an opportunity for leaders to establish and clarify the expected values, attributes, and competencies. Army leaders ensure that performance objectives and standards focus on the organization's objectives and the individual's professional development. They should also echo the objectives on their leader's support form as a team member's performance contributes to mission accomplishment.

PROFESSIONAL GROWTH COUNSELING

4-37. Professional growth counseling includes planning for the accomplishment of individual and professional goals. During the counseling, leader, and subordinate conduct a review to identify and discuss the subordinate's strengths and developmental needs and to create an individual development plan that builds upon those strengths and compensates for (or eliminates) shortcomings. Leaders can assist subordinates in prioritizing development efforts based upon those perceived strengths and developmental needs.

4-38. As part of professional growth counseling, the leader and subordinate may choose to develop a pathway to success with short- and long-term goals and objectives. The discussion includes opportunities for civilian or military schooling, future duty assignments, special programs, available training support resources, reenlistment options, and promotion opportunities and considerations. Documentation of this discussion results in an individual development plan. Each individual development plan will vary as every person's needs and interests are different.

Chapter 5
Training

The Army trains to fight and win—it is what we do to preserve the peace and to decisively defeat our enemies. We do this through challenging, relevant, and realistic training performed to the highest standards. The Army trains the way it operates. It does this by replicating in training how we expect to fight, closing the gap between operations and training. This chapter is about how we train to win.

Prioritizing training acknowledges that units cannot achieve or sustain trained proficiency on every task simultaneously due to limitations of time or the availability of training resources. Commanders use a prioritized training approach to optimize limited training time and resources to achieve proficiencies based on their unit's mission. To focus this effort, the commander in dialogue with the next higher echelon commander determines the priorities for each proficiency (mission-essential tasks, weapons qualification, and collective live-fire tasks) based on mission requirements. Similarly, commanders determine and establish training priorities in preparation for operational deployments, a combat training center rotation, or daily services for installation support. Prioritized training must link to the unit's mission. Every unit is unique, but the fundamentals of shoot, move, communicate, and survive apply to all types of formations and serve as the basis for prioritization (FM 7-0).

MISSION-ESSENTIAL TASK

5-1. A mission-essential task is a collective task on which an organization trains to be proficient in its designed capabilities or assigned mission. A mission-essential task list (METL) is a tailored group of mission-essential tasks.

ARMY STANDARD MISSION-ESSENTIAL TASK LIST

5-2. Most deployable company level and above units have a standard METL. These are proponent developed and approved by Headquarters, Department of the Army. A standard METL reflects the unit's design capabilities.

TRAINING PROFICIENCY

5-3. Units train to three proficiencies:

- Mission-essential task proficiency is achieved by the unit's ability to perform mission-essential task training to standard; in multiple complex and dynamic operational environments, with external evaluation while accomplishing the appropriate Soldier, unit and leader tasks as outlined in training and evaluation outlines (APD 3-0).
- Weapons qualification. Weapons qualification involves individual, crew-served, and platform weapons proficiency. The unit achieves weapons qualification by qualifying on all its organic weapons under all conditions as specified by applicable weapon system publications.
- Collective live-fire task proficiency. Collective live-fire task proficiency is achieved by the unit executing specified collective tasks while employing its organic weapons systems in a live-fire environment.

5-4. The unit is trained when it achieves the proficiencies specified by the commander. Collective task proficiency is rated as:

- Trained: T (Advanced Task Proficiency). A Trained proficiency rating means a unit is trained. It has attained advanced task proficiency free of significant shortcomings. The unit's shortcomings require minimal training to meet the Army standard.
- Practiced: P (Basic Task Proficiency). A Practiced proficiency rating means a unit is practiced. It has attained basic task proficiency with shortcomings. The unit's shortcomings may require significant training to meet the Army standard.

- Untrained: U (Cannot Perform Task). An Untrained proficiency rating means a unit is untrained. The unit cannot perform the task. The unit requires complete training on the task to achieve the Army standard.

PRINCIPLES OF TRAINING

5-5. The principles of training provide foundational direction for all commanders and leaders. These principles guide and influence training at every echelon. The following principles of training complement each other, providing task and purpose to every aspect of how Army forces train:

- Commanders are the primary trainers.
- Noncommissioned officers train individuals, crews, and small teams; advise commanders on all aspects of training.
- Train using multi-echelon techniques to maximize time and resource efficiency.
- Train as a combined arms team.
- Train to standard using appropriate doctrine.
- Train as you fight.
- Sustain levels of training proficiency over time.
- Train to maintain.
- Fight to train.

TRAINING MANAGEMENT

5-6. The training management cycle is the process of prioritizing training, planning and preparation, execution, and the evaluation and assessment of training. The commander drives the training management cycle by prioritizing training and assessing unit training proficiencies. Long-, mid-, and short-range planning is conducted to support the execution of training. Continuous feedback through evaluation and other key inputs provides the commander information to assess unit training proficiencies accurately. FM 7-0 uses the training management cycle as its framework. See Figure 5-1 that illustrates the training management cycle as depicted in FM 7-0. See Figure 5-2 for more information on the ATN.

5-7. The 8-step training model is the Army's preeminent training model. This model provides a simple technique for junior leaders at lower echelons in thinking through and managing simple training events at platoon and below but is not a replacement for troop leading procedures (FM 7-0). This model consists of the following steps:

- Step 1 – Plan the training event.
- Step 2 – Train and certify leaders.
- Step 3 – Recon training sites.
- Step 4 – Issue the Operation order
- Step 5 – Rehearse.
- Step 6 – Train.
- Step 7 – Conduct after action reviews
- Step 8 – Retrain.

For more information on the 8 step-training model see FM 7-0.

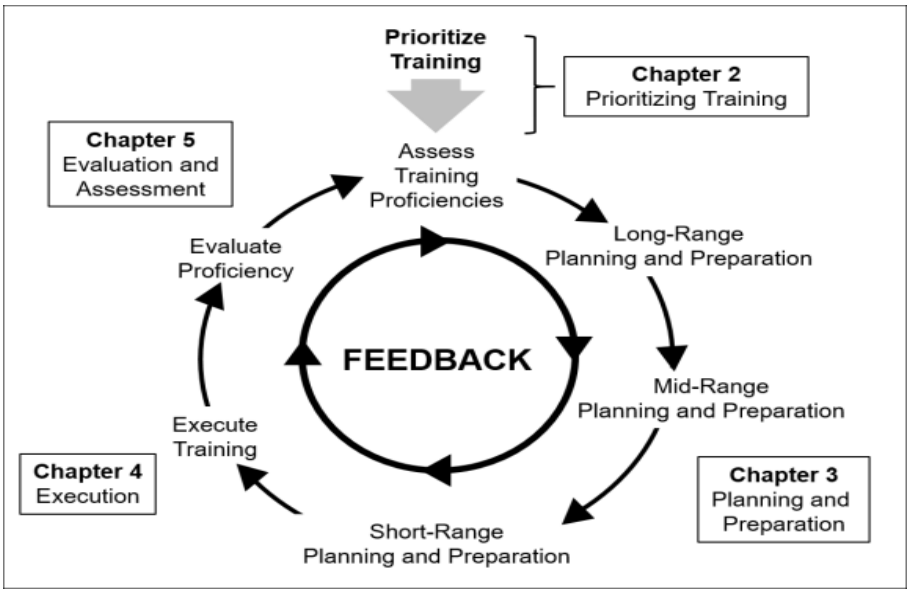


Figure 5-1. Army Training Management Cycle

https://atn.army.mil/interactive-training-doctrine
(CAC Needed)

For more information on training and access to training products, scan the Quick Reference Code or visit website.

Figure 5-2. Army Training Network

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Chapter 6

Supply Operations

This chapter discusses the importance of accountability for all Army property whether it is installation, unit, or individual property, and the classes of supply (AR 735-5).

PROPERTY ACCOUNTABILITY

6-1. All persons entrusted with Government property are responsible for its proper use, care, custody, safekeeping, and disposition.

6-2. Persons will not be assigned to a duty that will prevent them from exercising proper care and custody over the property for which they are responsible.

6-3. When a person assumes accountability for property that is remotely located, records must be maintained to show the location of the property and the persons charged with its care and safekeeping.

6-4. Vouchers for the issue or expenditure of property that are not specifically authorized by regulations or authorization tables will give the reason for the transaction and identify the commander or equivalent supervisor who directed it.

6-5. Army property will not be used for any private purpose except as authorized by law.

6-6. No Government property will be sold, given as a gift, loaned, exchanged, or otherwise disposed of unless specifically authorized by law. Items replaced in-kind and payments made per AR 735-5 for lost, damaged, or destroyed Army property do not constitute a sale of Army property. Title to such property remains with the Government.

6-7. Giving or accepting an issue document, hand receipt, or other form of receipt to cover articles that are missing, or appear to be missing, is prohibited.

6-8. AR 710–4 requires that a serial number be assigned to each Stock Record Account (SRA); this number will permit the SRA's identification and prevent the establishment of unauthorized SRAs, per DA PAM 710-2-2.

6-9. Army property will not be loaned or leased except as specifically authorized in AR 405–45, AR 700–131, or other appropriate regulations.

6-10. Military members or civilian employees of the Army who occupy Government quarters, or who have been issued furnishings for use in Family quarters, must properly care for such property. Military members and civilian employees occupying Government quarters are responsible for the damage caused by their dependents' negligence to the quarters and the furnishings and equipment contained therein.

6-11. The requisitioning or assembling of excess repair parts and/or components to create a new end item at the using unit level is prohibited unless the end item, set, kit, outfit, or assemblage is specifically designated for fabrication as the approved sourcing solution. This prohibition does not apply to acquisition programs or research, development, test, and evaluation activities. All excess equipment and supplies will be turned in to the appropriate SSA in accordance with AR 710-4.

TYPES OF PROPERTY

6-12. *Organization*. Organization property is authorized to the TOE, modified table of organization and equipment, or deployable/TDA units by their authorization documents. TOEs are designed to contain minimum mission essential wartime requirements for the accomplishment of the unit's doctrinal wartime mission. Personnel and equipment requirements are structured to optimize personnel effectiveness and equipment utilization.

*Installation***.** All other property regardless of how authorized is installation property and will be accounted for accordingly:

- Property is categorized for financial accounting and reporting purposes as tangible property both real and personal property.
- Real property consists of lands and permanent structures.
- Personal property is made up of equipment and other nonexpendable supplies, collectively called non-consumable supplies, all consumable supplies, and relocatable buildings (CTA 50-900).
- All Army property, except real property, will be classified for property accounting purposes as expendable, durable, or nonexpendable. All durable property will be controlled at the user level using hand-receipt procedures or managed using inventory lists.
- Organizations will not take installation, fixed-based property to the field or with them upon change of station.

CLASSES OF SUPPLY

6-13. There are 10 established classes of supply. The following are definitions and examples of each class of supply:

- CLASS I. Subsistence items and gratuitous health and welfare items (B-rations, meals ready to eat, and fresh fruits and vegetables).
- CLASS II. Equipment, other than principal items, prescribed in authorization and allowance tables (individual equipment, clothing, tentage, tool sets, and administrative supplies).
- CLASS III. Petroleum fuels, lubricants, hydraulic and insulating oils, preservatives, liquid and compressed gases, bulk chemical products, coolants, de-icing and antifreeze compounds, together with components and additives of such products, and coal. Class III (bulk) includes multi-fuels and gasoline.
- CLASS IV. Construction materials including installed equipment and all fortification or barrier materials.
- CLASS V. Ammunition such as small arms, artillery projectiles, antitank missiles, explosives, mines, bombs, and special ammunition including chemical and nuclear munitions.
- CLASS VI. Personal-demand items normally purchased through the exchange system such as candy and soft drinks. Class VI items are normally requisitioned and distributed with Class I items.
- CLASS VII. Major end items. A final combination of end products that is ready for its intended use (e.g. launchers, tanks, mobile machine shop, and vehicles).
- CLASS VIII. Medical materiel (including medical peculiar repair parts).
- CLASS IX. Repair parts and components, including kits and assemblies, and items required for support of all equipment (batteries, spark plugs, and fuel lines) excluding medical peculiar repair parts.
- CLASS X. Materiel required to support nonmilitary programs, such as agricultural and economic development, not included in class I through IX.

6-14. Supply procedures and policies are addressed in AR 710-2, and DA Pam 710-2-2.

Chapter 7
Tools for Success

As Soldiers, we are constantly evolving and learning from our experiences and that of others. As such this chapter provides additional tools that can enhance your abilities in meeting your goals through career progression.

CAREER MAP FOR SOLDIERS

7-1. The development of the professional attributes and technical capabilities of enlisted Soldiers to meet the needs of the Army are accomplished through activities identified on proponent-designed Professional Development Models (PDM). These PDMs combine operational assignments, institutional training, and proponent recommended self-development goals that define branch qualified Soldiers in each grade by MOS. Career models are based on Army requirements, indicating the numbers and types of enlisted Soldiers to be accessed, retained, promoted, trained, and assigned. Proponents monitor the Army documents pertaining to their career management fields since any change to the force structure requires a change to the enlisted force inventory. Career branches within the Talent Alignment Development Directorate (TADD) or Reserve Personnel Management Directorate (RPMD) develop Soldiers' careers by using these templates, while balancing Army requirements with policies for enlisted management. To ensure the career development of all enlisted Soldiers, TADD/RPMD shares responsibility and operates in concert with various stakeholders (for example, individual Soldiers, the personnel proponents, and commanders in the field) (DA Pam 600-25). Detailed Professional Development Models based on your MOS can be found at the Army Career Tracker website (https://actnow.army.mil/ .

PROMOTIONS

7-2. The Army's Enlisted Promotions System provides for career progression and rank that are in line with potential and for recognition of the best qualified Soldier, which will attract and retain the highest caliber Soldier for a career in the Army. Additionally, the system precludes promoting the Soldier who is not productive or not the best qualified, thus providing an equitable system for all Soldiers. Table 7-1 provides promotion criteria from PV1 to SPC for Active Duty. See AR 600-8-19 for more information on enlisted promotions for Active Duty, National Guard, and Army Reserve.

Table 7-1. Promotion Criteria-Active Duty

Rank	TIS	TIG	Waivable TIS	Waivable TIG	Authority
PV2	6		4		Company, troop, battery, and separate detachment commanders
PFC	12	4	6	2	Company, troop, battery, and separate detachment commanders
SPC	24	6	18	3	Company, troop, battery, and separate detachment commanders
Note: Time in Service/Time in Grade ➔ Months					

SELECT

7-3. Selection for promotion to an NCO rank is based on a Soldier's potential to serve at increasing levels of responsibility.

TRAIN AND EDUCATE

7-4. The training and education of our NCO ranks is vital to the readiness of our Army; producing adaptive leaders who thrive in a chaotic world by providing leaders with skills and knowledge needed to fight and win in a complex security environment. NCO development is a continuous and progressive process, spanning an entire career. Development comprises training, education, and experience gained in schools, while assigned to organizations, and through the individual's own program of self-development. The NCO's career timeline provides a foundation for accumulating the necessary training, education, and experiences needed to attain competency at each grade and serves as the catalyst to consider leaders for increased responsibilities. The culmination of prescribed training and education (unit training, institutional training and education, combined with experiences (over time), result in certification and/or validation that a Soldier is fully qualified in their military occupational specialty (MOS)/grade and possess the knowledge, skills, and attributes required to perform at a higher level of responsibility:

- *Training*. Through training, NCOs achieve the tactical and technical competence that builds confidence and adaptability. They train daily on individual, leader, and collective tasks under challenging and realistic conditions allowing them to develop the ability to exercise mature judgment and initiative under stress. Training continues in deployed units to sustain skills and adapt to changes in operational environments. Training includes directed/mandatory training, common individual and leader tasks, warrior battle drills, unit mission essential task list-based collective tasks, and MOS skills (See AR 350-1 for a complete list of mandatary training).
- *Education*. The Noncommissioned Officer Professional Development System (NCOPDS) combines training and education that better prepares NCOs for the complexities of today's operational environment while reinforcing the benefits of a deliberate, continuous, sequential, and progressive professional development strategy. The Basic Leader Course is the foundation for further training and leader development (https://www.ncoworldwide.army.mil/Academics/Basic-Leader-Course/).

PROMOTE

7-5. Once a Soldier meets all prerequisites for promotion pin-on and are established as promotable to the next rank, they are promoted in support of satisfying Army requirements. These Soldiers display a progression of competencies and attributes in the following general learning outcomes:

- The Army profession.
- Professional competence.
- Team building.
- Adaptability.
- Lifelong learning.
- Comprehensive fitness.

ARMY TRAINING NETWORK

7-6. The Army Training Network (ATN) is a web-based portal that serves as a single point of entry to training doctrine, tools, products, and services (https://atn.army.mil/). It offers secure access to numerous proponent pages using either a Common Access Card (CAC) or with an Enterprise Access Management System – Army (EAMS- A) username and password. The information contained within the proponent pages hosted on ATN assists commanders as they prioritize, plan and prepare, and execute and assess training.

ARMY CAREER TRACKER

7-7. The Army career tracker (ACT) tool serves as a single point-of-entry for career and leadership development that provides an integrated approach to supporting military and civilian personnel's personal and professional development which capitalizes on the mutual (personnel and Army) need for lifelong learning. ACT allows users to manage career objectives and monitor progress towards career requirements and goals. ACT will provide the capability to organize, collect, collate, plan (or schedule), and arrange individual developmental opportunities into a plan that enables Soldiers to satisfy individual goals and

objectives over time. ACT assists users with their career development and planning through all phases of the Soldier life cycle (DA PAM 600-25):

- ***Soldier Role.*** As ACT users, Soldiers access a single site that consolidates career information and data from various Army data sources. Users must designate a leader in ACT and can select as many mentors as they want. Soldiers can read the latest news profiled for their career management field and evaluate their comparative career metrics on graphical career dashboards from the ACT home page. The dashboard highlights progress through the PME, civilian education, and professional goals. Additionally, ACT brings the Soldier's PDM to life by associating their accomplishments with PDM recommendations, and presenting those items not yet accomplished as potential goals to enhance the Soldier's PDM and provide a basis to establish short- and long-term goals for their IDPs. ACT also provides an unofficial transcript that represents the accumulation of all assignment, training, and education accomplishments by the Soldier.
- ***Leader/Mentor Role.*** Leaders and mentors can see their Soldiers' information, including complete assignment history, completed and pending training, earned certifications, and MOS related career recommendations. Visibility into this data helps leaders and mentors to track their Soldiers' career progress toward goals and empowers leaders and mentors to send targeted career and training notices to their Soldiers through ACT. These notices might reference specific training courses or serve to remind Soldiers of upcoming milestones. Notices can be sent individually or to multiple Soldiers at once. The added advantage is the system gives leaders a way to create relevant recommendations to select as part of their IDP strategy. Mentors can see their mentees' ACT profile but are restricted from the IDP workflow that occurs between the first line leader and Soldier.

U.S. ARMY DOCTRINE

7-8. Every profession develops a unique body of knowledge. For the Army Profession, this body of professional knowledge is doctrine. United States Army doctrine is about the conduct of operations by Army forces in the field (and to a limited extent the guidelines for training for operations). Doctrine is the body of professional knowledge that guides how Soldiers perform tasks related to the Army's role: the employment of landpower in a distinctly American context. Doctrine establishes the language of the profession. Just as physicians must remain proficient and current regarding the body of medical knowledge, Army professionals must remain proficient and current in doctrine. The lives of the men and women who make up the Army—not to mention the security of the Nation—rely on all leaders and Soldiers to be proficient in the Army's body of professional knowledge: doctrine. See Figure 7-1 for the Army Doctrine Logic Chart.

7-9. "Army professionals use doctrine in two contexts: study and reflection as well as conducting (planning preparing, executing, and assessing) operations. Thus, doctrine is—and must be—both theoretical and practical. Doctrine is not a catalogue of answers to specific problems. Rather, it is a collection of fundamentals; Tactics, Techniques, and Procedures; for thinking about military problems, which operations are the most complex, and what actions best solve them. Doctrine is not what to think or how to solve specific problems" (ADP 1-01).

7-10. Leaders sometimes struggled to determine what was truly important for all professionals and what was important only to a branch or functional area. Additionally, as doctrine evolved, it saw a prolific growth of terms and expressions used. This growth sometimes obscured the relationship of terms and expressions such that Soldiers and their leaders did not clearly understand them.

7-11. The Army transition required a re-examination of Army doctrine. This transition moved the Army's focus more on readiness for large-scale combat against peer threats since 2015 and the 2018 National Defense Strategy, which had been heavily influenced by operations of the past 20 years.

7-12. As part of the effort, the Army decided to combine Army doctrine publications (ADPs) with their associated Army doctrine reference publications (ADRPs) to reduce redundancy. The Army continues to revise field manuals (FMs) and Army techniques publications (ATPs), as appropriate. These revisions make publications relevant to near-term operational environments and ensure Army doctrine is balanced to

support Army forces conducting operations across the competition continuum and the range of military operations. For more information on doctrine, visit https://armypubs.army.mil.

- ***The Role of Doctrine*** serves as a starting point for thinking about and conducting operations. When leaders and Soldiers allow it to fulfill this role, doctrine makes six basic contributions to the conduct of operations and the development of military professionals. Each is vitally and equally important. Each contributes directly to the conduct of operations and mission effectiveness. Doctrine's contributions:
    - Provide a coherent vision of warfare.
    - Enhance operational effectiveness.
    - Provide a common frame of reference and cultural perspective.
    - Provide a common professional language.
    - Discuss Army contributions to unified action.

State and foster desirable traits in leaders and Soldiers.

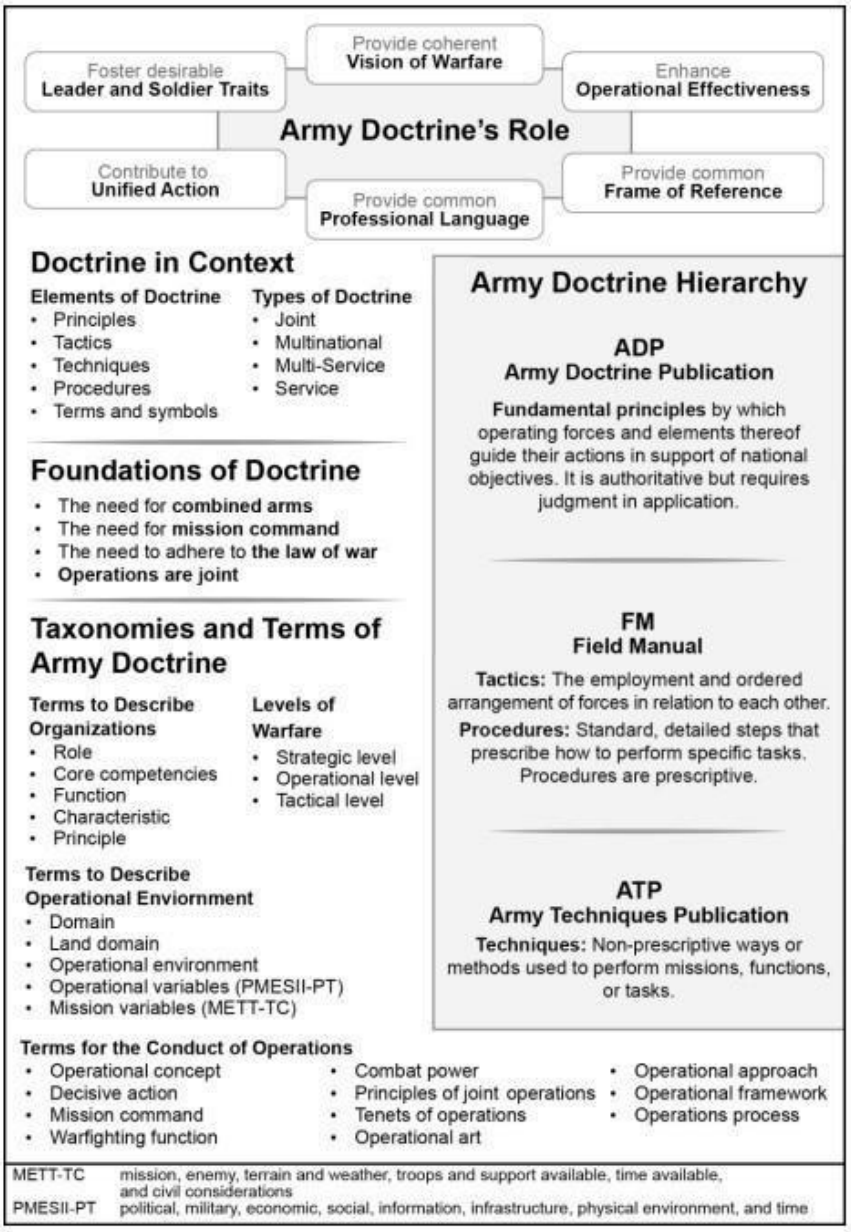


Figure 7-1. Army Doctrine Logic Chart

TRAVEL RISK PLANNING SYSTEM

7-13. The Travel Risk Planning System is an automated trip-planning tool that incorporates the principals of Risk Management and facilitates a dialog between supervisor and subordinate prior to travel. It is a risk mitigation program for individuals planning to travel and uses an individual travel assessment to apply risk management controls if needed.

MILITARY JUSTICE:SOLDIER RIGHTS

7-14. The source of military law comes from two provisions of the U.S. Constitution, those vesting certain powers in the legislative branch and those granting certain authority to the executive branch. In addition, the Fifth Amendment recognizes that offenses in the Armed Forces are dealt with in accordance with

military law. It is a Soldier's duty to abide by laws and regulations, 24 hours a day, seven days a week, for as long as they are in the Army. Soldiers obey and promptly execute the legal orders of their lawful superiors. Laws and regulations are part of everyday life. UCMJ gives us judicial authority, which is essential to the Army's ability to accomplish its mission. The UCMJ is the statute that defines criminal offenses for Soldiers. National Guard Soldiers are subject to Title 32 – National Guard, under United States Code.

7-15. The MCM is an extensive book. It contains UCMJ and instructs military lawyers and judges on how to conduct courts-martial. It is also where nonjudicial punishment (Article 15) is found. The MCM explains what conduct is in violation of the UCMJ, sets forth rules of evidence, contains a list of maximum punishments for each offense and explains types of court-martials.

7-16. Soldiers who are suspected of committing a crime have rights against self-incrimination and the right to obtain legal counsel. If a commander chooses to address a Soldier's alleged misconduct by a non-judicial hearing under provisions of Article 15 of the UCMJ, or to convene a court-martial, then the Soldier will have access to legal counsel who will explain the Soldier's rights throughout the process.

7-17. Most courts-martial are preceded by "a pretrial investigation" (known as an Article 32 investigation). This is an investigation by an officer, usually from the same installation, that tries to determine if there is enough evidence to take the case to a court-martial. It can be referred to as having a grand jury in the civilian legal system. The pretrial investigation will also determine if the charges are correct and how to proceed with the case, whether by court-martial, non-judicial punishment, administrative action, or even no action at all.

7-18. Making the right decision is critical for the Soldier receiving the punishment as well as the individual administering punishment under the UCMJ. Refer to AR 27-10, MCM, or visit your installation legal office for additional information.

7-19. Article 15. Commanders may determine that misconduct is not serious enough to warrant punishment by court-martial. For less serious offenses, the UCMJ also gives commanders the authority to impose nonjudicial punishment, described in the UCMJ under Article 15. Article 15 provides commanders with authority to impose punishment for relatively minor infractions. Only commanders may impose punishment under Article 15. A commander is any warrant officer or commissioned officer that is in command of a unit and given authority under AR 600-20, orally or in writing, to administer nonjudicial punishment.

7-20. The Soldier is informed that the commander has started nonjudicial punishment (Article 15) procedures against him or her. Once the commander has conducted the hearing and if he or she decides that the accused is (a) guilty and (b) needs to be punished, the commander will prescribe punishment that fits the offense(s). Soldiers may present evidence at Article 15 hearings. Evidence would be something that shows a Soldier is not guilty of the alleged offense(s). A Soldier may also present matters in extenuation and mitigation, which are reasons why he or she should be punished less or not at all.

7-21. The level of proof is the same at both an Article 15 hearing and a court-martial; the imposing commander must be convinced of the accused Soldier's guilt by the evidence presented before the Soldier can be found guilty. Whatever the outcome of the hearing, an Article 15 is not a conviction and will not appear in the Soldier's civilian record. On the other hand, if Soldiers demand a trial by court-martial and are convicted, this would be a federal conviction that would stay with them even after they leave the Army. No lawyers are involved in the Article 15 hearing; however, the Soldier has the right to speak with an attorney prior to accepting proceedings under Article 15. There is also no prosecutor at an Article 15 hearing. At a court-martial, a military lawyer may represent the accused at no cost to the Soldier, and a prosecutor present.

7-22. If Soldiers believe that the punishment, they received was excessive, or the evidence on their behalf was not properly considered, they may appeal to the next level of command within five days. Soldiers are not entitled to a personal appearance in front of the appeal authority (although they may request one) so they should include written statements as to why the appeal should be granted. If the Soldier does not submit these statements, the appeal authority may never get to hear the accused side of what happened. The appeal authority can take any action to lessen the punishment but may not increase the punishment given by the original commander.

7-23. Article 15s come in different levels: summarized, company grade, and field grade. They differ in two main respects: the severity of the punishment and in how the record of it can affect a Soldier's future in the Army. Maximum punishments in Article 15 are shown in Table 7-2.

Table 7-2. Maximum Punishments in Article 15

	Summarized	**Company Grade**	**Field Grade**
Restriction	14 days	14 days	60 days
Extra Duty	14 days	14 days	45 days
Pay Forfeiture	None	7 days	½ month's pay for 2 months
Rank Reductions(E4 and below)	None	1 grade	1 or more grades
Rank Reductions(E5& E6)	None	None	1 grade
Rank Reductions(E7 & up)	None	None	None
Note: If both restriction and extra duty are imposed, they must be served at the same time. Pay forfeiture, restriction, and extra duty may be all or partially suspended.			

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Chapter 8
Army Programs and Services

The Army provides programs and services to assist you and your Family as well as arming you with the necessary knowledge to aid in caring for them. This chapter identifies and expounds on some programs and services a little further. Additional information as well as other programs can be found online at the Military One Source website or quick reference code found at the end of this chapter. See Figure 8-1.

AMERICAN RED CROSS

8-1. The American Red Cross exists to provide compassionate care to those in need. One of the main services that the American Red Cross provides to Soldiers is notification of an emergency such as the death or serious illness of an immediate Family member, as well as the good news of the birth of a Soldier's child or grandchild.

- It is paramount that you understand this process as it can assist you and your commander in decisions regarding emergency leave for you or others who receive a Red Cross message (AR 600-8-10). Having the information verified by a reputable source such as Red Cross, expedites your departure from wherever you are located to your destination.
- If you are the initiator of a Red Cross message to be delivered, there are certain information that you should readily have available to ensure rapid delivery of notification to the recipient:
    - Full legal name.
    - Rank/rating.
    - Branch of service.
    - Social security number.
    - Date of birth.
    - Military unit address.

ARMY COMMUNITY SERVICE

8-2. The purpose of Army Community Service (ACS) is to facilitate the commander's ability to provide comprehensive, standardized, coordinated, and responsive services that support Soldiers, Department of the Army (DA) Civilians, and Families regardless of geographical location (https://myarmybenefits.us.army.mil). In addition, ACS helps Soldiers from their first assignments all the way to separation or retirement, as well as Families, veterans, wounded warriors, survivors, and retirees (AR 608-1).
ACS supports the entire Army community. Benefits include:

- Army Family Action Plan.
- Army Family Team Building Program.
- Army Volunteer Corps (AVC).
- Employment Readiness Program (ERP).
- Exceptional Family Member Program (EFMP).
- Family Advocacy Program (FAP).
- Financial Readiness.
- Information and Referral.
- Deployment or Mobilization and Stability and Support Operations Readiness.
- Relocation Readiness.
- Survivor Outreach Services.

ARMY CREDENTIALING AND CONTINUING EDUCATION SERVICES FOR SOLDIERS

8-3. Army Credentialing and Continuing Education Services for Soldiers (ACCESS). ACCESS promotes lifelong learning and sharpens the competitive edge of the Army now and for the Future Force. The program helps us to achieve the Army's goal of retaining quality Soldiers, enhancing their career professional progression, increasing the combat readiness of the Army, and eventually assisting Soldiers in their transition from the Army into successful civilian careers. Services include:

- Counseling Services.
- Functional Academic Skills Training (FAST).
- High School Completion.
- Postsecondary Programs.
- Tuition Assistance-Army IgnitED.
- Testing.
- Joint Service Transcript (JST).
- Leader Skill Enhancement Courses.
- Soldier Training Courses (MOS Improvement Training).
- Language Training.
- Multi-use Learning Facilities (MLF)/ Army Learning Centers (ALC).

ARMY IGNITED

8-4. ArmyIgnitED.com is a tailored, intuitive resource that empowers you to achieve your educational goals and utilize your Tuition Assistance (TA) and/or Credentialing Assistance (CA) benefits with over 2,000 education institutions and 200 vendors. Whether you're at home or abroad, you'll have unlimited access to educational opportunities, support, and guidance throughout your desired Education Path, Civilian Path, Credential, or Army ROTC scholarship program. Soldiers can learn from anywhere. Design the path that best fits your learning preference and schedule—learn online or in the classroom. Soldiers can receive up to $4,500 per year in TA/CA in pursuit of an associate degree, bachelor's degree, master's degree, Credential, Academic Certificate, or other Army Special Programs.

ARMY CREDENTIALING OPPORTUNITIES ON-LINE

8-5. COOL helps Army service members find information on certifications and licenses related to their military occupation and civilian careers. COOL can also be used by Recruiters, Counselors, Credentialing Organizations and Employers.

ARMY EMERGENCY RELIEF

8–6. The Army Emergency Relief (AER) is the Army's own emergency financial assistance organization and is dedicated to helping the Army take care of its own. AER is a nonprofit organization that provides interest free loans, grants, or a combination of both to Soldiers who meet the qualification criteria. AER provides commanders an asset in accomplishing their basic command responsibility for the morale and welfare of Soldiers. It is important to understand the rules and resources available to your Family. Personnel who may be eligible for AER assistance are:

- Soldiers on extended active duty (AD) and their eligible Family members.
- Reserve Component Soldiers (ARNG and USAR) on continuous AD orders, for more than 30 consecutive days and their eligible Family members (Title 10, USC or https:// uscode.house.gov).
- Soldiers retired from AD for longevity, retired by reason of physical disability, or retired at age 60 and their eligible Family members.

- Surviving spouses and children of eligible Soldiers, identified in the preceding bullets, who died while on AD or after they retired.

ARMY FAMILY ACTION PLAN

8-7. The Army Family Action Plan (AFAP) is your platform to voice quality-of-life issues, feedback, ideas, and suggestions. It's the best way to let Army leadership know about what works, what doesn't, and how you think problems can be resolved. We give active and reserve component Soldiers, Army Civilians, retirees, survivors, and Family members a powerful tool to help identify issues and concerns and shape your standard of living. You can submit issues at your local ACS; the information you submit gives Army leadership insight and helps foster a satisfied, informed, and resilient Army community.

SOLDIER AND FAMILY READINESS GROUP

8-8. The Soldier and Family Readiness Groups (SFRG), is a unit's commander's program, comprised of Soldiers, civilian employees, Family members (immediate and extended), and volunteers belonging to a unit. It forms a network of mutual support and assistance and assists unit commanders in meeting military and personal deployment preparedness and enhances Soldier and Family readiness. The primary goals and expectations of SFRGs are to:

- Act as an extension of the unit command in providing official and accurate command information to Soldiers and their Families.
- Connect Soldiers and Families to the chain of command and provide support between the command and SFRG members.
- Connect SFRG members to available on- and off-post community resources.
- Offer a network of mutual support.

ARMY FAMILY TEAM BUILDING

8-9. Army Family Team Building (AFTB) empowers you, through self-development and leadership skills, basic Army knowledge and specialized training, to maximize your personal and professional potential:

- Building Personal Growth. Learn how to improve your personal relationships and communication and stress-management skills. Discover how teams form and grow, how to solve problems, and how to resolve personal conflict. You'll also learn about Army traditions, customs, courtesies, and protocol.
- Military Knowledge. Learn about Army life and how to maneuver through daily challenges, understand Army acronyms, use community resources, attain better financial readiness, and appreciate the impacts of the Army mission on daily life.
- Leadership Knowledge. Thrive in the Army and civilian life by expanding leadership skills, polishing communication techniques, and learning to mentor others into leadership positions. Learn how to find your leadership style, run an effective meeting, manage group conflict, and coach and mentor others.

ARMY RETENTION PROGRAM

8-10. Personnel readiness is a command responsibility. All commanders are retention officers, responsible for sustaining Army personnel readiness by developing, implementing, and maintaining aggressive local Army retention programs designed to accomplish specific goals and missions consistent with governing laws, policies, and directives (AR 601-280).

ARMY SAFETY PROGRAM

8-11. No other program has more impact on Soldier Readiness than the Army Safety Program. It is the responsibility of every Soldier and Army Civilian to stop unsafe acts by being responsible for accident prevention, applying risk management found in ATP 5-19 and DA Pam 385-30 to mitigate risks and reporting of any violations that creates an unsafe environment. This can also be accomplished by staying in

compliance with the Army Regulations, safe work practices, standard operating procedures and by using all necessary personal protective equipment (PPE). Safety goals support overall command objectives by helping to keep personnel safe and ready for duty.

- Risk Management (RM). Every leader and individual are responsible for integrating the five-step risk management process into operations and activities both on and off-duty. Risk management is the Army process for identifying, assessing, and controlling risks, then making decisions that balance risk cost with benefits. The Army uses risk management to help maintain combat power while ensuring mission accomplishment in current and future operations. The Army has a limited number of trained Soldiers and pieces of equipment. It is the Soldier's duty to maintain themselves, as well as the personnel and equipment entrusted to him or her. RM applies to operations and to nonoperational activities.

ARMY SUBSTANCE ABUSE PROGRAM

8-12. The Army Substance Abuse Program (ASAP) exists to strengthen the overall fitness and effectiveness of the Army's workforce, to conserve labor, and to enhance the combat readiness of Soldiers. ASAP is responsible for developing, establishing, administering, and evaluating non-clinical alcohol and other drug abuse prevention, education, and training programs, overseeing the Army, Drug Free Workplace. Some goals and objectives of the program include:

- Deter Soldiers from abusing drugs (including illegal drugs, other illicit substances, and prescription medication).
- Facilitate early detection of drug abuse.
- Enable commanders the opportunity to assess the security, readiness, good order and discipline of their units, and to use information obtained to take appropriate disciplinary or administrative actions, including referral to BH clinic for a SUD evaluation and possible treatment.
- Drug test those enrolled in alcohol and/or other drug abuse treatment, as indicated.
- Collect data on the prevalence of problematic substance use within the Army.
- Assist in maintaining public health and safety, the protection of life and property, national security, and law enforcement.
- Identify illegal substance users.
- Assist employees who are seeking treatment for drug use.
- Assist in determining fitness for appointment or retention of Testing Designated Positions (TDP).

ARMY WORLD CLASS ATHLETE PROGRAM

8-13. The US Army's World Class Athlete Program (WCAP) allows top-ranked Soldier-athletes to perform at the international level while also serving their nation in the military. Our members train and compete throughout the year – and aim for the Olympic and Paralympic Games. WCAP Soldiers come from the Active, Reserve and National Guard components, and are selected for their ability to perform at the highest level of their sports. After joining the unit, they hone their skills with elite civilian and military coaches at America's best facilities. Meanwhile, they keep current with Army requirements, attend military schools, and stay competitive with their uniformed counterparts.

BETTER OPPORTUNITIES FOR SINGLE SOLDIERS

8-14. The Better Opportunities for Single Soldiers (BOSS) program aims to enhance the quality of life for single, single parent, and unaccompanied Soldiers by providing them with a support network and a range of opportunities for personal and professional development. BOSS organizes social, recreational and community service activities focused on upholding morale and developing life skills. The program also serves as the unified voice of single Soldiers within the chain of command, providing valuable insights into the morale of single Soldiers regarding their quality-of-life concerns. The program has four core components aimed at maintaining a balanced life:

- *Quality of Life*. Quality of life includes those issues that can influence directly or indirectly the morale, living environment, or personal growth and development of Soldiers. Issues raised during BOSS meetings will be directed to the appropriate command or staff agency for resolution on the installation. Army wide issues are documented on DA Form 7380 (*Installation Quality of Life Issue*) during the BOSS council meeting and forwarded up the IMCOM chain for possible DA resolution.
- *Recreation and Leisure.* Fun activities are planned by the BOSS council working in conjunction with the Morale Welfare and Recreation (MWR) Advisor and CSM. These events are geared towards the desires of the Single Soldiers on that installation.
- *Community Service*. BOSS makes a difference by volunteering in community projects and events. Participation is always voluntary in nature and many Soldiers find this to be personally rewarding.
- *Life Skill*. Events designed to educate, license, or certify Soldiers in a wide variety of abilities for adaptive and positive behavior. These skills help enable Soldiers to effectively deal with the demands and challenges of life (AR 215-1).

INSPECTOR GENERAL

8-15. The mission of the Army Inspector General (IG) office is to provide impartial, objective, and unbiased advice and oversight to the Army through relevant, timely, and thorough inspections, assistance, investigations, and training to promote and enable stewardship, accountability, integrity, efficiency, good order, and discipline and enhance total Army readiness.

- Things to remember about the IG: anyone may file a complaint/request for assistance, either orally or in writing to the IG. Soldiers cannot be denied access to an IG. They do not have to go through their chain of command. They do not need permission to call or see an IG. They do need to exercise common sense and they cannot leave their place of duty without permission. No retribution will be taken against a Soldier who submits a compliant to an IG. However, anyone, who knowingly submits an untruthful statement to an IG can be charged under the UCMJ.

LEGAL ASSISTANCE

8-16. Army Legal Assistance providers are available worldwide to advise Soldiers, Family members and other eligible clients on legal affairs in a timely and professional manner. Providers deliver preventive law information, resolve personal legal problems, and alleviate the burden of full payment for legal services.

8-17. Military lawyers, also known as Judge Advocates, are attorneys who have graduated from an accredited law school and are licensed to practice law by the highest court of a State or Federal court. Judge Advocates and DOD civilian attorneys assigned to assist eligible individuals with personal legal problems are known as Legal Assistance Attorneys. Legal Assistance Attorneys are located on nearly every base, ship and installation around the world and are available to assist Soldiers in the following areas:

- Serving as advocate and counsel.
- Preparing and signing correspondence on behalf of an eligible client.
- Negotiating with another party or that party's attorney.
- Preparing legal documents.
- Referring eligible persons to a civilian lawyer (when necessary).
- Drafting powers of attorney.
- Drafting wills.
- Providing estate planning advice.
- Reviewing contracts and leases.
- Providing notarizations.

- Advising on Family and domestic relations (divorce, separation, Family support, adoption, custody, paternity, and name changes).
- Providing tax advice on real and personal property and income.
- Providing tax preparation and electronic filing (e-filing) for Gold Star Families.
- Answering questions about landlord-tenant issues.
- Providing advice on immigration and naturalization issues.
- Providing advice on the Exceptional Family Member Program (EFMP).
- Providing advice on Special Education.

MILITARY FAMILY LIFE CONSULTANTS

8-18. Army Families face unique challenges. They may struggle with issues such as deployment-related stress, reintegration, and pressures of managing parenting and finances while a loved one is deployed. To support Army Families facing these or additional challenges, the Military Family Life Consultant program:

- Provides short-term, non-medical counseling services to Soldiers and their Families at no cost.
- Provides psychoeducation to help Soldiers and their Families understand the impact of deployments, family reunions following deployments and other stresses related to the Army life.
- Augments existing Army support services.
- Offers flexible service delivery.
- Can provide services on or off military installations except for a domicile.
- Can provide services to individuals, couples, families, and groups.

8-19. Apart from child abuse, domestic abuse, and duty to warn situations, services are private and confidential. No records are maintained of any identifiable information.

MORALE,WELFARE,AND RECREATION

8-20. The Army Morale, Welfare, and Recreation (MWR) program is a quality-of-life program that directly supports readiness by providing a variety of community, Soldier, and Family support activities and services (AR 215-1). MWR offers worldwide support through a comprehensive network of programs and services at each installation for Family, child, and youth programs to recreation, sports and entertainment, travel, and leisure activities. Soldiers and their Families may be able to rent a cottage at the beach, buy discount tickets to a theme park, take swimming lessons, or get help managing their personal finances. Throughout the military, MWR programs provide high-quality recreation opportunities and consistent community support for Soldiers and their Families.

- The range of MWR activities offered at Army installations is based on the needs of authorized patrons who work and reside there. The U.S. Army Installation Management Command G-9, Family, and MWR provides oversight for Army MWR operations worldwide. Some of the MWR programs available on Army installations may include:
  - Boating programs and marinas, bowling centers, golf courses, stables, and special interest recreation programs.
  - Physical fitness, aquatics, and sports programs.
  - Hospitality and lodging programs.
  - Individual skills development programs.
  - Information, Ticket and Tours.
  - Libraries and information services programs.
  - Outdoor Recreation Programs.

  - Recreation Centers.
  - Single Soldier programs.
- The mission of MWR is to serve the needs, interests, and responsibilities of all people in the Army Community-Soldiers, their Families, civilian employees, military retirees, and other eligible participants (https://armymwr.com).

SEXUAL HARASSMENT/ASSAULT RESPONSE AND PREVENTION

8-21. The Army does not tolerate or condone sexual harassment, sexual assault, or associated retaliatory behaviors. Through the SHARP program, the Secretary of the Army, and the chief of staff of the Army implement guidance from the Office of the Secretary of Defense and changes in law via policies and procedures applied across the force (active Army, Army Reserves, Army National Guard). The SHARP program's sexual harassment prevention and response efforts are complemented by the Army's Equal Employment Opportunity program, which provides a sexual harassment complaint process for Army Civilian employees:

- The SHARP Program is an integrated, proactive effort by the Army to end sexual harassment and sexual assault within its ranks (https://www.armyresilience.army.mil/sharp/).
- Includes specially educated and trained staff at multiple levels within the Army structure.
- Promotes cultural change across the Army, with a vision toward a culture of discipline and respect in which Soldiers intervene in sexual harassment and sexual assault to protect one another.
- Includes a comprehensive program to educate leaders and Soldiers about how to prevent and respond to incidents of sexual harassment and sexual assault.
- ARNG and USAR Soldiers who are sexually assaulted when performing active service, as defined in 10 USC 101(d) and inactive duty training. If reporting a sexual assault that occurred prior to or while not performing active service or inactive training, ARNG and USAR members will be eligible to receive timely access to SHARP advocacy services from a SARC and SHARP VA or VR, and the appropriate nonmedical referrals. ARNG and USAR members also have access to a Special Victims' Counsel and are eligible to file a restricted or unrestricted report. USAR members can report at any time, and do not have to wait to start active service or be in inactive status to file their report.
  - *Restricted Reporting* allows a Soldier, an adult Family member 18 years or older, or a DA Civilian who is a sexual assault victim, on a confidential basis, to disclose the details of his/her assault to specifically identified individuals and receive medical treatment and counseling, without triggering the official investigative process. Soldiers and qualified Family members who are sexually assaulted and desire restricted reporting under this policy should report the assault to the SARC, VA, or a healthcare provider.
  - *Unrestricted Reporting* allows a Soldier or eligible DA Civilian who is sexually assaulted and desires medical treatment, counseling, and an official investigation of their allegation to use current reporting channels (for example, the chain of command or law enforcement), or they may report the incident to the SARC or SHARP VA. Upon notification of a reported sexual assault, the SARC will immediately notify a SHARP VA. Additionally, with the victim's consent, the healthcare provider will conduct a forensic examination, which may include the collection of evidence. Details regarding the incident will be limited to only those personnel who have a legitimate need-to-know.
- All commanders will ensure all assigned tenant units and organizations (for example chaplains) who support SARCs, and other SHARP professionals provide confidentiality and privacy to victims (AR 600-52).

SOLDIER FOR LIFE

8-22. Soldier for Life (SFL) engages and connects the U.S. Army with organizations to support Soldiers, Veterans, and their Families to create opportunities. Once you earn the title Soldier, you are a Soldier for

Life. U.S. Army SFL is an official U.S. Army program created to engage and connect Army, government, and non-government organizations to influence policies, programs, and services that support Soldiers, veterans, and families; build sustainable relationships and outcomes; and reinforce the SFL mindset throughout the entirety of the Soldier Life Cycle.

8-23. As a service member (Active, Reserve, Guard), you have access to programs to assist you in finding opportunities. While serving, we recommend that service members take advantage of the education, employment, and health and wellness opportunities and resources. We know that transition will happen for all of us. Learn more on how you can create a successful plan for both in and out of uniform.

TRANSITION ASSISTANCE PROGRAM

8-24. The Army Transition Assistance Program (TAP) is the Army's Transition Program responsible for providing Soldiers with the counseling, employment and education workshops, and seminars required to achieve the law and policy Career Readiness Standards mandated compliance. TAP has undergone a re-engineering to "prepare" and "connect" Soldiers to ensure the greatest opportunities for successful personal and career achievement upon transition from active duty.

8-25. All Soldiers must begin the TAP process no later than 365 days prior to the date of their anticipated transition from active duty. Reserve component Soldiers with more than 180 days of continuous service but less than 365 days of mobilization must complete the self-assessment and individualized initial counseling during pre-mobilization, or as soon as possible thereafter.

VICTIM ADVOCACY PROGRAM

8-26. Victims of domestic violence and sexual abuse have round-the-clock access to services, including emergency assistance, information, referrals, and ongoing support in accessing medical, behavioral health, legal, and law enforcement services on and off garrisons. Victim Advocates will discuss the option of restricted and unrestricted reports. The Victim Advocate provides you:

- Crisis intervention and support.
- Safety/Lethality Assessment.
- Information on reporting options.
- Coordination of emergency services, transportation, housing, food, etc.
- Information on the Transitional Compensation Program.
- Assistance in obtaining military and civilian protective orders.
- Accompaniment through the medical, investigative, and legal processes.
- Representation of victim’s interest at Family Advocacy Case Review Committee meetings.

  Information and referral services.



https://www.militaryonesource.mil/

For more information on additional services and resources, scan the Quick Reference Code or visit website.

Figure 8-1. Military One Source

Glossary

The glossary lists acronyms.

SECTION I – ACRONYMS AND ABBREVIATIONS

ABCP	Army body composition program
ACS	Army community service
ACT	Army career tracker
ADP	Army doctrine publication
ADRP	Army doctrine reference publication
AER	Army emergency relief
AFAP	Army family advocacy program
AFTB	Army family team building
AFT	Army Fitness Test
AIT	Advanced individual training
AR	Army regulation
ARNG	Army national guard
ATN	Army training network
ATP	Army techniques publications
BOSS	Better opportunities for single Soldiers
CMH	Center of military history
COC	Code of conduct
DOD	Department of defense
EFMP	Exceptional family member program
FM	Field manual
GTA	Graphic training aid
HQDA	Headquarters, department of the army
IG	Inspector general
MCM	Manual for courts-martial
METL	Mission essential task list
MOS	Military occupational specialty
MWR	Morale, welfare, and recreation
NCO	Noncommissioned officer
PRT	Physical readiness training
SFL	Soldier for life
SHARP	Sexual harassment/assault response and prevention
TA	Tuition assistance
TASP	Total army sponsorship program
TC	Training circular
TDA	Table of distribution authorization
TIG	Time in grade
TOE	Table of organization and equipment
TIS	Time in service
UCMJ	Uniform code of military justice

USAR	United states army reserve
VA	Victim advocate

SECTION II – TERMS

Army ethic

The set of enduring moral principles, values, beliefs, and laws that guide the Army profession and create the culture of trust essential to Army professionals in the conduct of missions, performance of duty, and all aspects of life (ADP 6-22).

Character

A person's true nature comprised of their morals, virtues, values, conscious and sense of purpose, which make up their core and are the mindset and moral foundation behind actions and decisions (FM 6-22).

Command

The authority that a commander in the armed forces lawfully exercises over subordinates by virtue of rank or assignment. Command includes the authority and responsibilities for effectively using available resources and for planning the employment of, organizing, directing, coordinating, and controlling military forces for the accomplishment of assigned missions. It also includes responsibility for health, welfare, morale, and discipline of assigned personnel (FM 6-0).

Commitment

An Army professional's resolve to contribute honorable service to the Nation and accomplish the mission despite adversity, obstacles, and challenges. Demonstrating commitment requires the resilience to cope with, re-cover from, and learn from setbacks (AR 600-100).

Competence

An Army professional's demonstrated ability to successfully perform duty with discipline and to standard (AR 600-100)

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TC 7-21.13

17 September 2025

By Order of the Secretary of the Army:

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General, United States Army
Chief of Staff

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