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CAREER PLANNING

FOR

ARMY OFFICERS

HEADQUARTERS, DEPARTMENT OF THE ARMY

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HEADQUARTERS,
 DEPARTMENT OF THE ARMY
 WASHINGTON 25, D. C., 8 November 1961

CAREER PLANNING FOR ARMY OFFICERS

	Paragraph	Page
SECTION I. INTRODUCTION		
Purpose and scope.....	1	3
Definitions.....	2	4
Basic elements of career planning.....	3	5
Responsibilities for career planning.....	4	5
II. CAREER POLICIES		
General.....	5	7
Tour of duty.....	6	7
Detail of newly appointed Regular Army officers to the combat arms.....	7	7
Command and supervisory positions.....	8	7
Troop duty.....	9	8
Rotation of duties.....	10	8
Requesting officers by name.....	11	8
Recurrent assignment.....	12	8
Release from assignment.....	13	8
Assignment to Military Assistance Advisory Group (MAAG's).....	14	9
Assignment to reserve components, recruiting duty, and Army training centers.....	15	9
Instructor duty.....	16	9
Inspector general detail.....	17	9
Assignments upon completion of school courses.....	18	10
Preferences.....	19	10
Counseling.....	20	10
Efficiency reports.....	21	11
Officer promotion.....	22	11
Elimination of personnel.....	23	12
III. ARMY MILITARY SCHOOL SYSTEM		
Army educational pattern (chart 1).....	--	14
General.....	24	15
Qualifications and eligibility lists.....	25	15
Selection.....	26	15
Foreign schools.....	27	15
Applications for schools.....	28	15
Release from current assignment and consecutive courses.....	29	16
Language training.....	30	16
Military schooling other than career courses.....	31	16

*This pamphlet supersedes DA Pam 600-3, 15 October 1956.

	Paragraph	Page
SECTION IV. ARMY CIVIL SCHOOL PROGRAM		
General.....	32	17
Basic policies.....	33	17
Quotas.....	34	17
Qualifications and selection.....	35	17
Assignment upon completion of civil schooling.....	36	18
Service obligation.....	37	19
V. OVERALL CAREER PLAN		
Overall career pattern (chart 2).....	--	20
General.....	38	21
Basic military development period (0-8 years).....	39	21
Intermediate professional development and reevaluation period (9-15 years).....	40	21
Advanced contribution and development period (16-23 years).....	41	22
Major professional contribution period (24-30 years).....	42	22
VI. BRANCH CAREER PATTERNS		
General.....	43	23
Purpose of career patterns.....	44	23
Use of career patterns.....	45	23
Branch career patterns.....	46	23
Armor career pattern.....	47	25
Artillery career pattern.....	48	27
Infantry career pattern.....	49	29
Corps of Engineers career pattern.....	50	31
Chemical Corps career pattern.....	51	33
Ordnance Corps career pattern.....	52	35
Quartermaster Corps career pattern.....	53	37
Signal Corps career pattern.....	54	39
Transportation Corps career pattern.....	55	41
Medical Corps career pattern.....	56	43
Dental Corps career pattern.....	57	45
Veterinary Corps career pattern.....	58	47
Army Medical Specialist Corps career pattern.....	59	49
Medical Service Corps career pattern.....	60	51
Army Nurse Corps career pattern.....	61	53
Adjutant General's Corps career pattern.....	62	55
Chaplains career pattern.....	63	57
Finance Corps career pattern.....	64	59
Judge Advocate General's Corps career pattern.....	65	61
Military Police Corps career pattern.....	66	63
Women's Army Corps career pattern.....	67	65
VII. CAREER PATTERNS IN GENERAL STAFF AND SPECIALIST FIELDS		
Army requirements and individual development opportunities.....	68	66
Career planning in General Staff and specialist fields.....	69	66
Utilizing officers in General Staff and specialist fields.....	70	67
Career programs in branch immaterial areas.....	71	67
Army Aviation Officer career pattern.....	72	69
Atomic Energy and Research and Development career pattern.....	73	71
Civil Affairs career pattern.....	74	73
Foreign Area Specialist Training Program career pattern.....	75	75
Information Officer career pattern.....	76	77
Intelligence career pattern.....	77	79
Army Security Agency career pattern.....	78	81
Logistics Officer career pattern.....	79	83

SECTION I

INTRODUCTION

1. Purpose and Scope

a. This pamphlet provides broad guidance for individual officers, commanders, and personnel management agencies at all levels in the career development and utilization of commissioned officers in the Active Army and the Army Reserve. It outlines career concepts, policies and plans to be followed in assigning and re-assigning officers for achieving optimum long-range personnel utilization to meet the needs of the Army and the Nation.

b. Career planning for Army officers involves the entire field of personnel management and facilitates the ultimate realization of three primary objectives. First, it provides for the maximum development and utilization of an officer's inherent abilities, his aptitudes, and interests, as well as for the best utilization of his acquired skills and accumulated knowledge. It recognizes that an officer makes the most significant use of his talents when his duty requirements are as consistent as possible with his capabilities and preferences—this adds the element of personal satisfaction to an officer's service accomplishments. Secondly, career planning assists in building and maintaining a highly competent officer corps which ultimately results in a more efficient and proficient Army organizational structure. It assures qualified officers, who are highly motivated in a career sense, to accomplish unit missions through outstanding command and staff proficiency. Additionally, career planning assists in fulfilling the Army's responsibilities to the Nation. The Army has a continuing need for officers of exceptional talent and experience who will assume command and staff leadership in positions of great responsibility in today's modern Army. These officers must be qualified to serve the Nation effectively in periods of peace and in national emergencies.

c. Career planning involves the establishment of a program of duty assignments and formal schooling designed to meet the current needs of the Army while developing and stockpiling skills for future requirements. Successful administration of this program is dependent upon the energetic cooperation of each commander or supervisor and the respective branch chiefs in developing, implementing and administering officer career management which will achieve the specific missions of the officer's unit, arm, or service, and at the same time be flexible enough to serve the larger mission of the Army. Such a program will lead to the development of experienced, versatile officers who are capable of filling positions of high responsibility.

d. To assure success of this program, the policies and plans outlined herein must be administered in such a manner as to insure that—

- (1) All officers are classified according to their qualifications, and that such qualifications are made a matter of record.
- (2) The professional capabilities of officers are developed to the highest levels that can be achieved through intelligently planned and progressive rotation of assignments in order that the Army will always have broadly experienced officers who are qualified for senior command and managerial positions, and technically competent specialized officers.
- (3) All officers have equal opportunity for selection, promotion, and significant assignments on the basis of demonstrated merit.
- (4) Administrative plans, for use in event of national emergency, provide for necessary procurement and proper al-

location of personnel in accordance with their qualifications and in proportion to the Army's needs.

2. Definitions

The following definitions are applicable for this pamphlet:

a. Administrative Duty. Includes the management and execution of all military matters, except tactics and strategy. It encompasses the fulfillment of the functional missions inherent in the personnel, administration, protective, and chaplain services provided in the Army.

b. Branch Qualified Officer. An officer who possesses the following attributes:

- (1) Tactically and technically qualified for a variety of, but not necessarily all, branch material assignments appropriate to his branch.
- (2) Physically qualified to meet the demands of most, but not necessarily all, assignments normally expected of officers of his grade and branch.
- (3) Has successfully completed sufficient branch assignments to receive equivalent credit for career schools commensurate with grade and years of service.
- (4) Demonstrated either the ability or potential to command at an echelon appropriate to his present grade and branch, with the indicated ability to command at the next higher echelon.

c. Branch Specialists. Commissioned officers who have attained special qualification by pursuing one of several technical specialties within the career patterns of their basic branches. (Example: Highway, Marine, Air, Rail—Transportation Corps.)

d. Career Courses. Includes Branch Orientation Courses, Branch Officer Career Courses, Command and General Staff Courses, and Senior Service College Courses to include comparable level associate courses.

e. Career Pattern. Applies to the pathways in a given career field through which an officer can move in progressing to the highest level for which he is qualified, and upon which individual career plans can be based.

f. Career Planning. A systematic evaluation of an officer's capabilities, interest and knowledge, and the exploitation of these to obtain maximum effective utilization through a program of progressive assignments and schooling to positions of increased responsibility at the highest levels of command and staff.

g. Instructor Duty. Includes all duties which are primarily teaching in nature with responsibilities for planning and carrying out the education of individuals in essentially military subject matters. Assignments include instructor positions as a member of a staff or faculty of a service academy, service school, and training center. (Other type duty positions in this category are—MAAG Instructor; ROTC; N.G.; and Reserve Instructor.)

h. Logistics Officers. Field grade officers participating in the Logistics Officer Program, who, in accordance with the Logistics Career Pattern, are in the process of progressive advancement to the status of fully qualified logisticians.

i. Logistician. An officer with diversified logistics background, schooling and experience which qualify him to serve in key logistics positions; e.g., Corps, Army, or Communications Zone G-4, and logistics positions in theater or Joint Headquarters, Department of the Army, Joint Chiefs of Staff, or the Department of Defense.

j. Officers With Special Qualifications. Commissioned officers who, by virtue of aptitude, interests, education, previous assignments, or special military or civil schooling, have developed skills in a given field and have been formally accepted into one of the Department of the Army Special Programs for Officers. (Example: Information Program, Atomic Energy Program, Research and Development Program, Logistics Officers Program, etc.)

k. "Professional" or "Career" Officer. A Regular Army officer, or an officer of the reserve components on active duty who plans to remain on active duty and make the Army his career.

l. Senior Service College. The National War College, The Industrial College of the Armed Forces, The Army, Navy, and Air Force War Colleges, and foreign colleges which have been

determined by Department of the Army as equivalent schools.

m. Staff Duty. Includes all duty as a member of a general or special staff of a headquarters of all echelons higher than a regiment, combat command, or group, or as a member of an arm or service staff, or as a military attaché.

n. Student Duty. Includes all duty as a student at a service or civilian school, domestic or foreign.

o. Supervisor. The person (Army officer, officer of another Service of the United States, member of a foreign military service, or citizen employed by the U.S. Government) who is responsible for immediate supervision of the officer on whom an efficiency report is rendered.

p. Technical Duty. Includes those assignments necessary to fulfill the technical and functional missions of the various technical services; e.g., duty with technical boards, research activities, engineer civil works, post quartermaster, aerial resupply activities, explosive ordnance disposal, and similar type duties.

q. Troop Command. Includes all duty in a command capacity with a tactical, administrative, training, or service support unit not to exceed a regiment, combat command, or group in size. (Any higher command would be at general officer level—normally, career planning will be complete when an officer attains this grade.)

r. Troop Duty. Assignments to duties which involve the incumbent directly in the maintenance of morale, discipline, and welfare of enlisted personnel and which permit the exercise of leadership and the direction, supervision, or control of organized forces at any echelon. (Opportunities for troop duty may be found in any combat arms unit or Army Training Center, and in the technical or administrative service combat support and service type units.)

s. Troop Staff. Includes all staff duty with tactical, administrative, training, or service support units not to exceed a regiment, combat command, or group in size.

3. Basic Elements of Career Planning

a. Successful career planning must first evaluate the officer's desires and capabilities. It

must then insure his progressive advancement through the various phases of training from a basic program up to the highest level of training for which he has the capacity. This advancement is dependent to a large degree on the duty assignments he receives during the development stage. Duty assignments are dependent on—

- (1) Current requirements for filling position vacancies.
- (2) The grade, skill, educational, and experience requirements of the position vacancies.
- (3) Availability of officers who meet the requirements of the position, or who are in need of the particular "on-the-job" training offered by currently existing position vacancies.

b. Effective career planning demands that available positions and available officers be correlated to the maximum to provide for—

- (1) Formal training in military and civilian schools.
- (2) Rotation of assignments in varied types of duty.
- (3) Development of capacity by performance of duty in progressively higher echelons of responsibility.
- (4) Early identification and programmed training and assignment of officers possessing specialized or outstanding generalized talents.

4. Responsibilities for Career Planning

Officer career planning is a responsibility of the individual, his immediate and intermediate commanders, and the Department of the Army.

a. Each officer is expected to participate in his own career planning by—

- (1) Familiarizing himself with overall career plan as described in this pamphlet.
- (2) Adapting career planning policies to his own talents and preferences, and formulating his basic plan for self-development.
- (3) Executing his plan by—

- (a) Discussing the essentials of his plan

with his superior directly and benefiting from his counseling.

(b) Indicating his preferences for career development and utilization to the Department of the Army by means of the Officer Preference Statement.

(c) Availing himself of career development opportunities as they present themselves.

(4) Evaluating progress periodically and making necessary modifications. To a very large extent, the degree of success in the execution of his plan is dependent upon successful performance of assigned jobs and demonstrated capacity for growth. From the results achieved, he builds his record for consideration for desirable personnel actions.

b. The individual's commander and other intermediate commanders influence career plan-

ning primarily through counseling and planned rotation of assignments within their commands in accordance with sound career planning concepts. Commanders are responsible for career development of subordinates within their resources.

c. The Department of the Army influences officer career planning by establishing Army-wide policy, through assignments by career branches to major commands on a change of station basis, through assignments to certain key positions, by programing and selection for schools, and by promotion and retention procedures.

d. In summary, career development opportunities must be provided by Department of the Army and the individual's commander and other intermediate commanders. The officer enhances his career development by taking full advantage of the opportunities offered by building a record of performance and thereby insuring favorable career opportunities in the future.

SECTION II

CAREER POLICIES

5. General

a. The potential of career officers is developed through proper assignment, military and civil schooling, and professional career guidance. Proper assignment is the major factor in the career development process since it must provide that progressive development which increases officer capabilities. Broad basic policies and plans assure a practical and beneficial assignment pattern over a period of years and allow for a balance between career development and operational requirements.

b. This section contains those Department of the Army basic policies which serve as tools in implementing career planning. These policies are applicable to all commissioned officers; however, their application to career reserve officers may require some modification because of the normally shorter period of active service. Similarly, the positions available to nonactive duty reservists may dictate certain modifications.

6. Tour of Duty

a. The Department of the Army objective is to "tailor" tour lengths to stabilize duty assignments, improve family stability, reduce PCS costs, and increase career attractiveness. However, these goals are not always compatible with operational requirements and the career development need for diversified experience, such as schooling and command duty.

b. In general, the normal tour of duty will be for 3 years except for certain foreign service tours that will vary with climatic and living conditions. Requirements occasionally dictate, however, that officers be reassigned after completing the minimum length of a normal CONUS tour, which is 2 years. Tour lengths are reviewed frequently and changes are an-

nounced from time to time in appropriate regulations.

c. Length of detail to another arm or service normally will be 3 years except for detail of newly commissioned Regular Army officers to the combat arms, which is 2 years.

7. Detail of Newly Appointed Regular Army Officers to the Combat Arms

In order to provide for the training essential to a well-rounded military career, second lieutenants newly appointed in the Regular Army, whose branch assignment is in the Military Police Corps, Chemical Corps, Ordnance Corps, Transportation Corps, Quartermaster Corps, Adjutant General Corps, and the Finance Corps will be detailed in a combat arm for their first 2 years of service. Duty with a combat arm affords the detailed officer the opportunity to familiarize himself firsthand with the combat soldier's needs and requirements. The detail period includes the time spent in initial service schooling. At least 1 year of the detail will be in a rifle company or comparable unit. Combat arm commanders will insure maximum troop duty and minimize staff functions during this detail.

8. Command and Supervisory Positions

a. Command and supervisory positions enjoy the highest prestige of all positions in the Army, and therefore are the most sought after duty assignments. Ideally, officers should receive at least one command assignment at each grade level; however, the amount of command will vary in each branch and will be dependent on command positions available. Most often, the limited number of command positions dictate that they be filled by those officers whose records indicate a leadership potential for command at a higher level.

b. Successful completion of a tour of duty at a level of command such as company or battalion, or comparable supervisory level, coupled with other duty assignments in time of peace, should make the officer a potential commander at the next or higher level in time of emergency. The proven ability to command can influence many personnel actions, such as selection for high level military schooling, tours of duty in special key assignments, promotion, and other equally important personnel actions.

c. Certain specialists of the Army Medical Service, Judge Advocate General Corps, and the Chaplains are limited in the exercise of command by law and regulation. However, leadership or supervisory ability is as essential to these and other specialists as it is to all other officers exercising troop command or comparable leadership responsibilities.

9. Troop Duty

a. A major career development goal is to assign all officers of the combat arms branches, and most officers of the technical and administrative branches, to troop duty at progressively higher levels of responsibility. The frequency of recurrent assignment to troop duty varies depending on individual branch requirements and normally will decrease with length of service. Normally the early years of service, except for schooling, will consist of troop duty.

b. The assignments in the Junior Officer Phase, when an officer receives his basic military training and education, are most critical. It is the objective of Department of the Army that lieutenants who have not completed their branch career schooling be assigned to troop duty preferably at company level, but not above battle group level. If troop assignments are not available, these officers should be assigned to operational type duties at military installations. Commanders should make exceptions to this assignment policy only when no other practical solution is available.

10. Rotation of Duties

Rotation of duty assignments, to include additional or special duties, within organizations, installations, and activities is the normal prac-

tice. Each officer can expect to perform a variety of tasks appropriate to the grade in which he is serving.

11. Requesting Officers by Name

The practice of requisitioning officers by name has prevented proper career development of many officers because of the repetitive nature of the assignment for which requested, and untimeliness of many of the requests. Additionally, this practice has precluded desirable assignments and proper development of the abilities and potential of other deserving officers. For these reasons, name requisitions for officers are not entertained at Department of the Army level and should not be condoned at subordinate echelons of command.

12. Recurrent Assignment

a. Continued or recurrent assignment of officers to duties which fail to provide progressive development or increase an individual's potential will be avoided, particularly during the early career development phase. The exception to this policy will be those highly skilled specialists such as chaplain, medical, legal, aviation personnel, and other personnel enrolled in a Department of the Army specialist program or branch specialization requiring frequent, consecutive, or repetitive assignment to retain the necessary skill. The assignments of officers with special qualifications and/or those enrolled in specialist programs are discussed in greater detail in section VII.

b. The career development period normally will end for Regular Army officers between the 19th and 23d years of service, and for career reserve officers after 15 years of service. After completion of the development phase, all officers will be assigned to those duties in which they are best qualified by experience and ability.

13. Release From Assignment

Commanders and supervisors must always consider the long-range benefits to the Army and cooperate wholeheartedly by releasing officers at the proper time for assignments and schooling essential for an officer's career development.

14. Assignment to Military Assistance Advisory Group (MAAG's)

a. Assignment to advisory duty with units and headquarters of MAAG's and missions is an important contribution to an officer's career development. Assignments to these activities provides valuable experience in understanding and working with our Allies and in furthering the interests and prestige of the United States. Officers assigned to such duties must possess the talent and experience necessary to attain the cooperation and support of their counterpart in the host nation. Tours of duty with a MAAG or military mission are considered in conjunction with troop and staff duty in any evaluation of an officer's overall record. The opportunity for this type duty varies in each branch.

b. Proficiency in the language of the host nation, although not always mandatory, is highly desirable. Previous attendance at Command and General Staff College or senior service school is often a prerequisite. Selections for this duty are on a best qualified basis from those officers with an excellent record of personal conduct and the ability to work in harmony with personnel of other services and host nation.

15. Assignment to Reserve Components, Recruiting Duty, and Army Training Centers

In any war or major national emergency, citizen soldiers will comprise the bulk of the Army. Therefore, the career officer must be familiar with the problems, training requirements, and psychological outlook of personnel in the reserve components and of trainees from civilian life. All career Army officers, except members of the Chaplains, Judge Advocate General's Corps, Finance Corps, and certain specialists of the Army Medical Service will, when practicable, serve at least one tour of duty with one of the reserve components; i.e., the United States Army Reserve, the Reserve Officers' Training Corps, the National Guard, or the Recruiting Service. In the case of combat arms officers, a tour of duty with an Army Training Center or with one of the reserve

components will constitute a normal career assignment. Repetitive assignments will not be made to the same component or an Army Training Center nor will a second assignment to the reserve components or an Army Training Center be made at the same experience level.

16. Instructor Duty

An officer will always be engaged in some form of instruction in educating and training cadets, enlisted men, or other officers throughout his professional career. Formal assignment as an instructor at the United States Military Academy or other service academy, at an ROTC unit, at an Army Training Center or at one of the branch or service schools of the Armed Forces is an important means of developing abilities and techniques in educating and training personnel. Instructor duty improves an officer's personal and professional qualifications and contributes to the development of self-confidence. Assignment to instructor duty will, therefore, be given high priority in the career patterns of qualified professional officers.

17. Inspector General Detail

a. It is desirable, both to the commander and to the unit, to introduce into the Inspector General system mature officers with broad army background and experience whose past performance, moral attributes, and personal traits are well above average. It is particularly desirable that these officers have recently completed command or troop assignments in order that they can bring to the job a fresh and current approach to the problems of the commander, the units, and the individual soldiers.

b. Officers detailed as inspectors general acquire broad experience in all aspects of the operations and administration of the organizations or headquarters to which they are assigned, thus developing a greater potential for future higher command or staff responsibilities. In order to provide the maximum number of officers with an opportunity to obtain the valuable background derived from such assignments, most officers can expect one such assignment; however, repetitive tours are not normally authorized.

18. Assignments Upon Completion of School Courses

a. Assignments of officers completing a course of instruction at a military school normally will follow the officer's branch career pattern as outlined in section VI. When planning assignments for these graduates, the desirability of assigning them to important staff and instructor duties in which their recent schooling could contribute to the effectiveness of those activities is an important consideration.

b. Training in civilian institutions will be followed by a utilization assignment in the general field of study. Utilization tour lengths normally will be 3 years and not less than 2 years. Such tours may be deferred only for attendance at service schools or other essential career broadening assignments when this is deemed in the best interest of the individual and the Army. Normally, officers will not attend two consecutive school courses.

19. Preferences

a. It is important that every officer realize his responsibility in developing his own career. Efficient, personalized assignment and development of the professional officer corps requires the active participation of all officers. Every officer has the privilege and responsibility of keeping his commander and career branch informed of his ideas regarding his best utilization and development. This is particularly important in assignment actions accomplished at Department of the Army level. Therefore, every officer should insure that a current Preference Statement is on file in his career branch at all times.

b. Consideration will be given to individual assignment preferences consistent with military requirements and career needs. Officers must recognize, however, that requirements at the time of reassignment may not always allow specific desires to be met.

c. So far as practicable, special consideration will be given to preferences wherein pursuance of further education is concerned, particularly for those officers who have not acquired baccalaureate degrees, and have indicated a desire

to continue their studies. Other special assignments will be made based on records of performance and demonstrated merit.

20. Counseling

a. Commanders or supervisors, as well as the career branch chiefs, influence officers' careers primarily through counseling and planned rotation of assignments. The importance of, and requirement for, periodic counseling of officers cannot be overemphasized. Counseling must be initiated early in the officer's career and conducted periodically, particularly during the junior officer development phases.

b. At the time of assuming his new responsibilities, each officer should be counseled on the scope of his work, standing operating procedures, objectives to be attained, job expectations, and standards of performance and conduct expected. At this early meeting, the officer should be enjoined to think out his responsibilities, as well as personal development to be effected, and prepare himself to discuss them with his commander or supervisor after he has had sufficient opportunity to orient himself fully on his new duty requirements. Subsequent consultation periods should be scheduled in order that necessary guidance can be accomplished prior to the date that an efficiency report must be rendered. Chiefs of career branches are expected to reinforce commander counseling efforts when a review of the officer's overall record indicates a requirement for such counseling, particularly when it is obvious that various aspects of the officer's development are not apparent to the commander.

c. Commander counseling periods should not be formal, but personal and purposeful in nature. Officers must be informed of their weaknesses and deficiencies early, and positive means for improvement suggested. When desirable, letters of evaluation from career branches will be dispatched at selected points in the officer's career. If such development efforts do not bring satisfactory results, and deficiencies exist at the time of rendering an efficiency report, the officer will again be informed of his shortcomings and cautioned that failure to improve may result in subsequent unfavorable administrative personnel actions, if warranted. In execut-

ing these command responsibilities when distance or other geographic and situational exigencies preclude personal interviews, written communications will be used.

21. Efficiency Reports

a. The most important periodic contribution to the officer's record is the official rating and description provided by the efficiency report. This report is used in all personnel actions such as assignments, promotions, selections for schools, Regular Army integration, eliminations from the service, and similar personnel actions affecting the officer. The importance of the report to the individual, as well as to commanders and personnel action agencies in the Department of the Army, cannot be overemphasized. Unless an officer's capabilities and deficiencies are reflected accurately in his efficiency reports, intelligent assignment and evaluation cannot be accomplished. Each efficiency report must contain a comprehensive objective appraisal of an officer's abilities and capabilities. The appraisals should form the basis for a complete and descriptive picture of the officer. Positive recommendations for the correction of weaknesses and deficiencies, together with results of counseling by the rating officials, serve to provide a basis for comparison of future reports concerning these deficiencies.

b. The efficiency report requires careful consideration and thorough preparation on the part of all rating officials. The information provided enables the commander and the career branch to monitor intelligently and impartially the career of each individual officer when considered with all other personnel factors. Efficiency reports that are lacking in completeness and meaningful words injure the individual officer and deprive commanders and personnel action agencies of any firm basis for evaluating progressive development.

22. Officer Promotion

The relationship between Officer Career Planning and the Army's Promotion System is understandably close.

a. The Army Promotion System seeks to—

- (1) Provide qualified officers in various grades to meet Army needs.

- (2) Promote on the basis of potential rather than reward for past performance.
- (3) Promote by selection based on ability and efficiency with regard to seniority and age.
- (4) Provide equal opportunity for promotion to all officers.
- (5) Promote at ages when officers are best suited to perform duties.
- (6) Provide opportunities for accelerated promotion of the outstanding.
- (7) For permanent promotions, move officers up or out.
- (8) Promote only the fully qualified and preferably only the best.

b. Specifically, the promotion system is related to Officer Career Planning by the percentage distribution of officers by grade, by the approximate time an officer serves in each grade, and by the selection rates by promotion boards.

- (1) Grade distribution for Regular Army officers based on authorized strength are—

General officers	... 1/4 of 1% (Army Promotion List only).
Colonels	..... 8%
Lt colonels	..... 14%
Majors	..... 19%
Captains	..... 25%
1st lieutenants	.... 18%
2d lieutenants	.... 18%

- (2) Under ideal conditions, total service times at promotion would approximate as an average:

To 1st lieutenant	..... 1½ years
To Captain	..... 5 to 6 years
To Major	..... 10 to 11 years
To Lt colonel	..... 16 to 18 years
To Colonel	..... 22 to 23 years

- (3) During the past few years, selection opportunity for officers being considered for the first time has averaged approximately (these are not to be considered future guarantees):

To Captain	..... 95%
To Major	..... 55%
To Lt colonel	..... 60%
To Colonel	..... 40%

c. Permanent promotions above first lieutenant are made as a result of Army Selection

Boards—the same as for temporary promotions. All qualified second lieutenants are promoted to first lieutenant by Department of the Army action after 3 years of service regardless of vacancies. Letters of instruction are necessarily phrased in general terms. Basically these points are considered: (1) Zone of consideration; (2) Number to be selected; (3) The Army's concept of "fully qualified" (see AR 624-115); (4) Yardsticks for measuring potential (e.g. efficiency, responsibilities, types and variety of assignments, length of service, seniority, education and experience, physical condition, moral standards and leadership); and (5) Remarks concerning the weight to be attached to efficiency reports (e.g., periods covered, trends, previous failure of selection, command, leadership, specialization and derogatory information).

d. Every attempt is made to make promotion policies as stable as possible; no one wants to play a game with a constantly changing set of rules. On the other hand, requirements change as do concepts and laws—and the size of the Army has rapidly fluctuated during the past 15 years and without doubt will continue to change in the future. A balance must be struck between the needs of the service and individual motivation. Present concepts and policies are designed to create this balance. Meanwhile, any promotion system must be geared to present needs with a look to the future. The inevitable con-

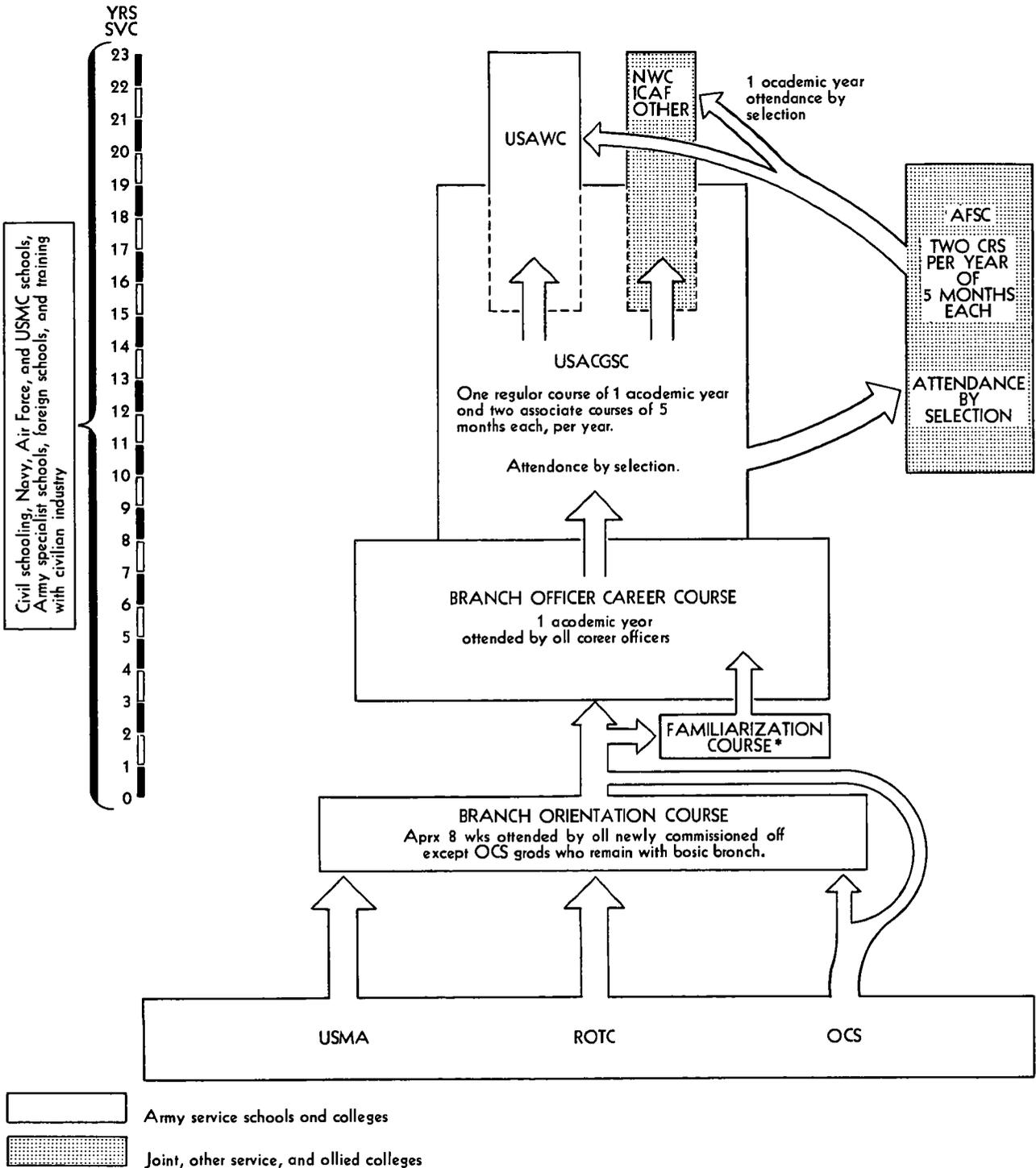
clusion reached by the policymaker will be governed by the answer to this question: What is best for the service, and ultimately, national defense?

23. Elimination of Personnel

a. The capacities, even of potentially well-qualified officers, to assimilate and profit by progressive assignment will vary. Other factors being equal, priority in assignment will be given to officers who have demonstrated by their performance that they, and the service alike, will benefit most from responsible assignments.

b. Every officer deserves a fair chance to demonstrate his capabilities. Special counseling and training must be given to newly commissioned officers who encounter initial difficulties resulting from inexperience. An officer's responsibility for leadership and proper example requires that he accomplish his duties effectively and conduct himself in an exemplary manner at all times. Ineffectiveness, and corrective actions taken, must be systematically recorded in official documents, including the efficiency report. The officer who fails to achieve or maintain minimum standards must be identified promptly and positive action taken to improve his performance. If the officer fails to respond properly to all reasonable efforts for improvement, or does not maintain acceptable standards of performance or conduct, eliminative action must be taken.

ARMY EDUCATIONAL PATTERN



* Tech and Admin Service Branch familiarization course for officers upon return to their basic branch after completing detail to a combat arm, or upon transfer from a combat arm

CHART 1

SECTION III

ARMY MILITARY SCHOOL SYSTEM

24. General

This section outlines the Army military schools system and the career policies and procedures associated with military schooling for Army officers.

25. Qualifications and Eligibility Lists

Prerequisites for attendance at service schools are established by The Deputy Chief of Staff for Personnel, Department of the Army, and prescribe the length of service and prior education required for eligibility. Based on these prerequisites, each career branch maintains current eligibility lists of officers qualified to attend career military schools.

26. Selection

The general procedure for selecting officers to attend military career courses are—

a. Orientation Course. Most newly commissioned officers attend an Orientation Course as soon as practicable after entry on active duty. These officers attend the Orientation Course of their basic branch except that detailed officers attend the Orientation Course of their detail branch.

b. Branch Officer Career Course. Upon receipt of quotas, each career branch reviews its current eligibility list and selects officers to attend the Branch Officer Career Course. This selection is based on a consideration of years of service, availability, and priority of other career development assignments or specialist schooling.

c. Command and General Staff College and Armed Forces Staff College Courses. Upon receipt of quotas, each career branch nominates officers qualified and available to attend the appropriate course. These nominations are based on a competitive analysis of all officers on

the current eligibility list. Types of duty performed, responsibility entailed, broad development of the officer concerned, demonstrated academic ability, and overall manner of performance and potential are factors considered by career branches in the nomination process. Nominations are approved by the Director of Officers' Assignments, Office, Deputy Chief of Staff for Personnel, for officers of the combat arms and administrative branches and by The Deputy Chief of Staff for Logistics for technical service officers.

d. Senior Service College Courses. The National War College, the Industrial College of the Armed Forces, and the Army, Navy, and Air War Colleges are considered to be at the same military educational level. All officers who attend these colleges are nominated by their career branch from current eligibility lists and final selection is made by a Department of the Army selection board.

e. Navy, Air Force, Marine, and State Department Courses. Invitational quotas to Navy, Marine, Air Force, and State Department schools are received by the Department of the Army. Procedures established for selection of students to attend comparable United States Army schools apply to selection of students for these schools.

27. Foreign Schools

Officers are selected to attend foreign schools as students in accordance with invitational quotas received by the United States Government. Quotas are allocated by the Deputy Chief of Staff for Military Operations. Selection procedures follow those of the corresponding United States service schools.

28. Applications for Schools

It is unnecessary for officers to make application for assignment to the various career

schools, other than scheduled Associate Branch Career Courses, since each officer is automatically considered for such schooling as he reaches the appropriate zone of eligibility. Officers may apply for schooling, however, where special interest or aptitude is a factor in selection, or where attendance is restricted to officers who volunteer for such schooling.

29. Release From Current Assignment and Consecutive Courses

a. Most often, assignment to schools will be coordinated with a normal permanent change in assignment whenever possible. Tours of duty in a particular assignment may be extended or curtailed, within reasonable limits, to eliminate interim assignments.

b. Normally, officers will complete at least one nonacademic tour between service school courses, e.g., an officer will not attend Command and General Staff College immediately after completing his branch career course.

30. Language Training

Officers of the U.S. Army are performing duties requiring language fluency in more than 70 foreign countries. For this reason, the Department of the Army encourages all career officers to attain fluency in at least one foreign language, either through USAFI or extension

course off-duty study, "on-duty" study, or by other means. To assist in accomplishing this objective, officers are encouraged to volunteer for such training in the language of their choice or, in the absence of sufficient volunteers, they may be ordered into language training on a mandatory basis to meet requirements of the service. The U.S. Army Language School, Presidio of Monterey, Calif., is the primary agency for the "on-duty" training of officer linguists. All reasonable efforts, consistent with Army requirements and career development needs, are made to assign officer graduates of the U.S. Army Language School, and officers who have acquired proficiency by other means, to duties in which they will utilize their linguistic skills.

31. Military Schooling Other Than Career Courses

Many military school courses are conducted to train officers in occupational specialties to provide special schooling required for a specific assignment, and to offer refresher training for officers who require branch schooling before they receive a branch assignment. Officers may apply for these courses or they may be programmed to attend such courses by their career branch to qualify for a specific assignment. Complete information concerning such courses is available through local training agencies.

SECTION IV

ARMY CIVIL SCHOOL PROGRAM

32. General

This section describes the Army civil schooling system and explains policies and procedures for officers training in civilian institutions. It also includes general education development through off-duty academic instruction and the Degree Completion Program.

33. Basic Policies

a. Training in civilian institutions under the Army Civil Schools Program is conducted for qualified volunteer personnel to augment schooling and training available within U.S. Army agencies. It is restricted to training in fields where a definite military requirement exists. All expenses are borne by the Government.

b. General educational development of officers is conducted through off-duty academic instruction. Within this area partial payment of tuition costs is authorized. The exact percentage of payment is announced by appropriate Department of the Army directives. As a supplement to this program, a Degree Completion Program has been established. This program permits officers to attend a civilian educational institution on permissive TDY orders for periods up to 12 months to attain baccalaureate degrees, and up to 6 months to attain a master's or doctor's degree. All expenses associated with this training are borne by the applicant. Normal pay and allowances are authorized during the period of training.

34. Quotas

Input of officers into the Civil Schools Program is determined by the career branches based upon training quotas allocated. These quotas have as their basis allocations of money as established by the Deputy Chief of Staff for Military Operations, Department of the Army,

in order to meet specific Army-wide requirements for officers with specialized training. Input of officers into the Degree Completion Program is controlled on the basis of an established ceiling on the number who may be in school at any one time.

35. Qualifications and Selection

Prerequisites for attendance at a civilian institution are established by the Department of the Army in coordination with the appropriate agencies concerned. The prerequisites vary according to the field of study.

a. The procedures used in selecting officers to be trained in civilian institutions under the Army Civil Schools Program are—

- (1) Based upon the approved program and budget, the Director of Officers Assignments, Deputy Chief of Staff for Personnel, selects officers of Infantry, Armor, and Artillery to attend civil schools. Using the same basis, chiefs of the administrative and technical branches make the selection for their respective branches. Department of the Army Staff Agencies operating programs requiring specialized training in civilian institutions select officers for attendance at civil schools in coordination with the Director of Officers Assignments and the officer's career branch.
- (2) Selection of officers to attend civilian institutions is made on a best qualified basis. The officer's record of duty performance, military potential, and his academic record during attendance at previous civilian schools are the primary considerations. Normally, selection is made from among officers who have voluntarily applied for training

in the various fields of study. When an officer who has not applied is selected for civil schooling, he will be given the opportunity to decline the assignment. The same is true when an officer is selected for schooling in a field of study not included in his application.

- (3) The officer's career development is carefully considered when making selections for attendance at civilian educational institutions. Selection for attendance is made in conjunction with planning for future assignments and military schooling of the officer concerned.

b. Selection of officers for participation in the Degree Completion Program is made on a best-qualified basis by the Director of Officers' Assignments or by the respective chiefs of technical or administrative branches in coordination with the Director of Officers' Assignments, based on—

- (1) Application by the officer.
- (2) Officer's eligibility based upon current directives.

36. Assignment Upon Completion of Civil Schooling

a. All officers who receive more than 20 weeks training under the Civil Schools Program are assigned to a 3-year utilization tour. These assignments are made to meet the requirements established for officers trained in specific fields of study. These tours may be interrupted for attendance at service schools or other career broadening assignments when it is in the best interests of the service. Upon completion of a utilization tour, an officer continues the normal career pattern of his branch to include subsequent utilization of his special qualification. Changes in assignment (except for officers of the Army Medical Service, Chaplains, and the Judge Advocate General's Corps) during this utilization tour are processed through the Director of Officers' Assignments, or the Deputy Chief of Staff for Logistics, whichever is appropriate, prior to the publication of orders. This requirement emphasizes the importance attached to utilization of officers with special qualifications

resulting from civil school program participation.

b. There is no formal utilization tour connected with participation in the Degree Completion Program. However, any acquisition of additional qualifications by civil schooling is considered in an officer's future assignments and the development of his career.

c. Utilization of officers with advanced academic degrees is governed by two basic types of career pattern. First is for the officer who, upon completion of his advanced civil education, receives assignment to a utilization tour and then is employed in a series of assignments not necessarily related to his field of study. Normally, such officers can expect additional utilization tours subject to the needs of the service. In this case, the Army seeks to obtain direct return on its investment during the initial utilization tour and any subsequent utilization assignments. In addition, direct benefits are obtained from the officer's advanced training through the additional knowledge and qualifications which he brings to his subsequent assignments, whatever they may be. A career pattern of this type usually can be managed effectively under the policies of the officer's basic branch.

d. The second pattern is for the officer who, upon completion of his initial utilization tour, desires additional assignments which will utilize his special qualifications at various times in his career. These officers may indicate such assignment preferences on DA Form 483 (Officers Assignment Preference Statement). In areas where a formal Department of the Army Officer Program has been established, the officer may assure himself such a career by volunteering for participation in the appropriate program. The officer who has received graduate schooling is aware that he may be reassigned to a position requiring competence in his principal area of study depending upon needs of the service and officer's desires, in that priority. Such officers need cross-orientation in order to maintain branch qualification and also proficiency in their field of advanced study. When an officer is assigned to a position employing his scientific or similar qualifications, he must assume the responsibility of keeping abreast of

new ideas and current trends in his basic branch. Likewise, the "user" of his advanced talents should assist the officer by providing him with periodic branch or general Army orientation, or arrange for him to attend a TDY refresher course at a service school. Similar actions will keep him informed of latest developments in his scientific field when he has advanced qualification. The branch immaterial career pattern is not necessarily incompatible with a branch material career pattern. For example, the artilleryman who desires to concentrate in the atomic energy field, or the ordnance officer who desires to concentrate on R&D, will receive assignments in the two areas that are mutually supporting. An ordnance officer participating in the R&D program could serve exclusively in branch material positions.

e. Assignments of officers who acquire advanced knowledge of a subject will favor command and managerial positions in which the possession of such advanced knowledge will enhance overall qualifications as an officer. For

example, a graduate-schooled officer or a volunteer of the R&D officers' program assigned as an atomic energy laboratory scientist in the grade of captain may be assigned as the test officer making a specific application of atomic energy to Army weaponry when a field grade officer. Later as a senior officer, he might command a large and important laboratory or installation. Thus, over the span of a career, the pattern and sequence of assignments would encompass duty as a laboratory or field scientist and also as an administrator of scientific programs.

37. Service Obligation

Officers accepted for training at a civilian institution for more than 20 weeks, to include participation in the Degree Completion Program, are obligated to remain on active duty with the Armed Forces for a period of 4 years subsequent to completion of training, unless sooner relieved for the convenience of the Government.

OVERALL CAREER PLAN

CAREER ASSIGNMENT PATTERN

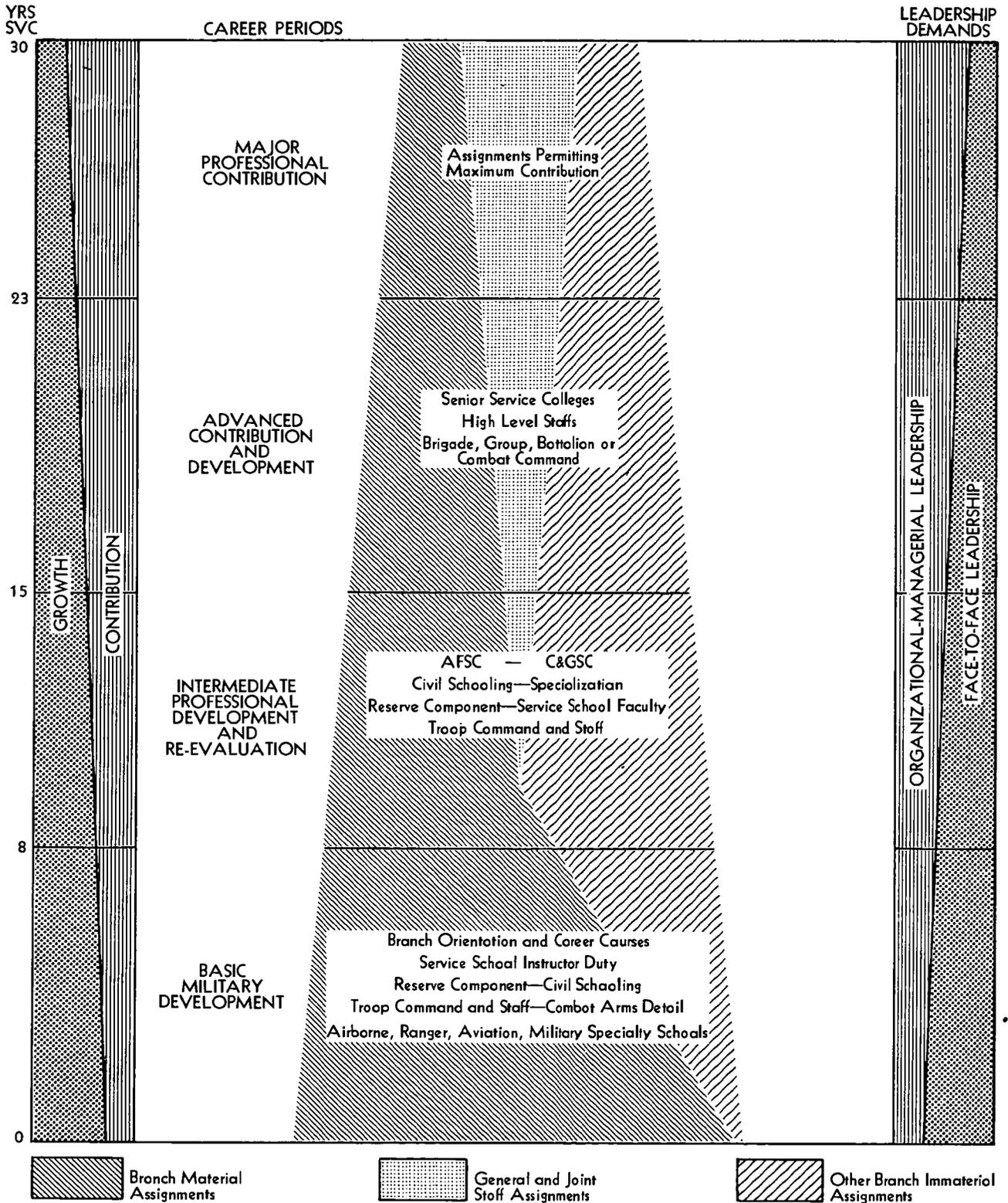


CHART 2

SECTION V

OVERALL CAREER PLAN

38. General

a. The objective of officer career planning is the optimum development of the total leadership talent of the officer corps. This talent must be developed in the interest of meeting effectively the diverse demands made on the Army from current and continued peacetime functions through limited wars to full-scale nuclear wars. Career planning serves this objective by fostering maximum development of each officer in leadership; and the optimum development of the officer corps as a whole in (1) command, (2) staff and managerial skills, and (3) technical competence. It seeks to consider individual talents and preferences as well as actual and anticipated requirements of the Army.

b. The overall career plan as depicted on chart 2 applies to the officer corps at large. This chart presents on a time-scale of 30 years a framework to tie together a general statement of the developmental stages in professional careers and a design for a military career system. On the left of chart 2 are the four career periods with a graphic representation of how leaders grow and contribute. The center of the chart shows the types of duty assignments generally appropriate at the four periods. The right of chart 2 indicates how the demands of leadership change. Each career period has its distinct pattern of activities. In making the transition from one period to another, it is essential that the individual distinguish between the former level of performance and the requirement of the next period and perform in consonance with requirements appropriate with the new period. The specific career time periods set forth in chart 2 are intended only as general guides. An officer who at an early stage exhibits the kind of leadership capabilities demanded in positions at the upper levels of Army organizational structure may receive assignments designed to accelerate his movement

through the successive career development periods and toward such senior positions. The Overall Career Plan in chart 2 provides general guidance for the development of more detailed career patterns and also assists individual officers in actively planning their own development.

39. Basic Military Development Period (0-8 years)

This is the period of initial career direction in which the officer becomes well grounded in matters pertaining to his basic branch and establishes a primary proficiency in basic tactical and/or technical performance, including a knowledge of materiel and equipment. He also acquires capability in the management of enlisted men on a direct face-to-face basis. The young officer has an opportunity to learn how much an individual can endure and how to evaluate strengths and weaknesses of the individual soldier. This period is considered most critical to the development of an officer, for it is here that the officer develops lasting traits, attitudes and leadership qualities which will influence his potential contribution throughout his entire service career. Proper career guidance during this period is essential to the morale and welfare of the officer and his family.

40. Intermediate Professional Development and Reevaluation Period (9-15 years)

- a.* In this period emphasis is given to—
- (1) Developing advanced proficiency in tactical and technical skill, and the integration of knowledge and skill.
 - (2) Selection for assignments requiring more complex face-to-face contact such as major staff assignments, schools, civilian components, and command of larger organizational elements.

b. Operating requirements influence the officer toward attaining excellence in conforming to high professional standards in duty assignments. The period is one which serves most significantly as a means for uncovering the officer's unique and distinguishing talents and desires for future development in a direction, or directions of value to the military service. As such, this is a period of reevaluation, redirection, and preparation for the next step in career development.

41. Advanced Contribution and Development Period (16–23 years)

a. This is a period of attaining career realization and of advanced professional standing for the officer. It is also a period marked by an increase in the proportion of branch immaterial positions requiring professional competence in General Staff functional areas and in branch immaterial specialist fields. Strictly branch material assignments are materially decreased during this period, particularly for combat arms officers. The tactical and technical proficiencies and face-to-face skills which were preeminently necessary in earlier stages of a career are now subordinated to the ability to view the Military Establishment as a whole, and the role of the Army in society. The major requirement of this period is the ability to visualize the whole while limited to giving direction and leadership to a smaller segment. Depending upon the particular aptitude of the officer and the relative demands for various abilities, the officer's duties in this career period may contain various combinations of repetitive assignments as— (1) an officer performing purely

branch material duties or; (2) an officer with special qualifications, either pertinent to his branch or outside the purview of his branch, or; (3) as a General Staff officer in assignments employing his talent for integrating the knowledge of various components in furtherance of a military function, such as personnel or logistics, or; (4) as a commander.

b. The particular assignment pattern chosen should be one which will maximize the officer's strength and his potentialities in one or more functions or in scientific or technical fields, thus assuring the availability to the Army of outstanding competence to meet whatever military demands may arise.

c. For many officers, the duty assignments of this period will represent the realization and fulfillment of their own aspirations and contributions. During this period, the selection and development of key war leaders will occur; for such officers, this period will be one of preparation for a subsequent culminating period of high military leadership.

42. Major Professional Contribution Period (24–30 years)

This is a period of maximum contribution of the individual abilities of officers. The concern here is with the application of the talents developed over the length of a career to worldwide problems of strategy, and to the innovation and adoption of policies for the Army as a whole which will maintain and enhance its capabilities as an instrument of national purpose in an era of great scientific advances and rapid social change.

SECTION VI

BRANCH CAREER PATTERNS

43. General

Career patterns are representations of "pathways" or "ladders" that can be followed by officers in progressing from beginning levels to highest positions of responsibility they are capable of assuming. These patterns consist of a narrative and graphic representation of the types of duties, levels of responsibility, training and schooling objectives, and opportunities for development which exist within specific career fields. The overall career pattern shown in chart 2, depicts the basic pattern for career development and applies to all officers. However, specific patterns are necessary to show the application of the basic career patterns to officers following career patterns with emphasis in a particular branch. This section contains career patterns on each of the branch oriented career development programs.

44. Purpose of Career Patterns

a. The purpose of career patterns is to guide development and training activities to provide officers with qualifications they do not possess upon entrance into a branch of the Army, and to add other qualifications to help the officer grow in knowledge and skill so that he will be able to advance to higher grades and assume increasing responsibilities.

b. The career pattern implies progressive development of the individual officer to perform either command or staff duties and prepares him to assume the responsibilities of higher command and staff duties in time of emergency.

This is accomplished by controlled assignments and planned education.

c. The development and publication of career patterns enhances participation by officers in the career planning program. When an officer sees the picture of various career field opportunities, visualizes advancement possibilities and understands the way that his own situation fits into the total career plan, he is better able to plan his own self-development and to participate actively in career planning.

45. Use of Career Patterns

a. The career patterns developed for each branch of the Army are designed for application to all officers. While patterns are intended primarily for direct application to career officers, they apply, with minor modification, to nonactive duty reserve officers as well.

b. The career pattern of each branch is designed to provide guidance in assignments of officers throughout their careers. It is the responsibility of the field commander or the supervisor, as well as the Department of Army Career Branch Chief to assign officers in conformance with this guidance. This requires extensive knowledge of career planning and proper personnel management.

46. Branch Career Patterns

Detailed career patterns, and related discussion, pertaining to each career branch of the Army are contained in paragraphs 47 through 67.

ARMOR CAREER PATTERN

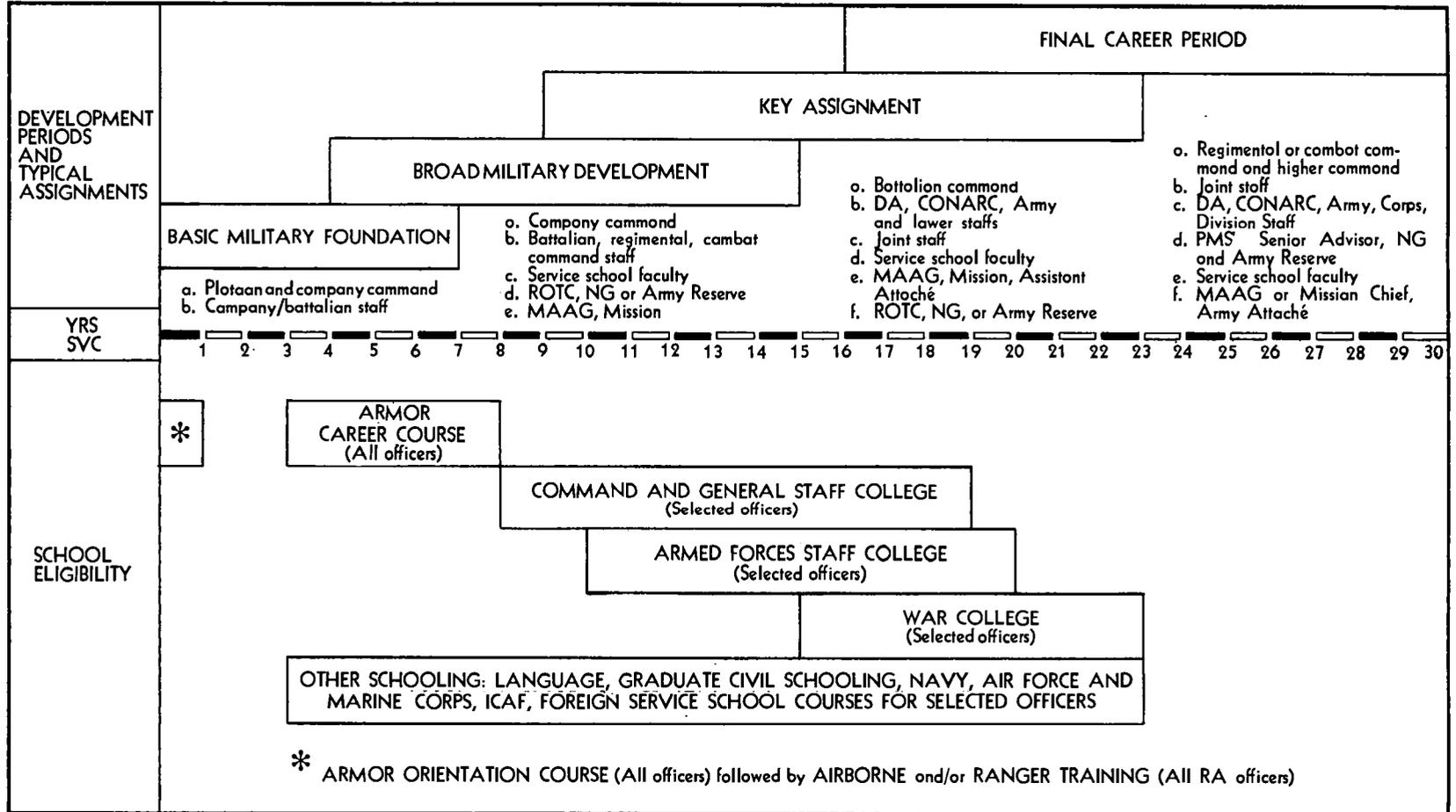


CHART 3

47. Armor Career Pattern

a. The Armor officer career pattern is designed to provide guidance for the progressive and balanced development of Armor officers so that as their careers advance they may be fully qualified to carry out the duties of command and staff positions appropriate to the grade in which serving. Because of school programing, varying tour lengths and other reasons, officers enter the various career development periods at different times. This flexibility is indicated on chart 3 by the overlapping blocks.

b. Some Armor officers at different times in their careers volunteer for and are selected to enter one of the specialist fields. The career patterns of these officers are detailed in paragraphs 68 through 79. During branch qualification tours these officers receive Armor command and staff assignments appropriate to their period of career development as shown on chart 3.

c. Upon completion of the Armor Orientation Course and Airborne and/or Ranger Training (the latter two applicable to newly commissioned Regular Army officers only) each career Armor officer will be assigned to an Armor troop unit. He must have ample opportunity to acquire and demonstrate the ability to command an Armor platoon. Once this proficiency has been gained and prior to entry into the Career Course, the officer may be given other troop assignments including troop staff and company command. The importance of this initial troop duty cannot be overemphasized and any effort to divert a young officer during this period into an assignment other than the type envisaged herein should be strongly opposed. Except for Army

aviators, Armor officers are not allowed to specialize until completion of the branch career course.

d. After completion of the Career Course a variety of assignment possibilities is offered as indicated on chart 3. Selected Armor officers enter the various specialist fields and pursue graduate work, primarily in the physical sciences, under the Combat Arms Civil Schooling Program. Each Armor officer should have had the opportunity to demonstrate his ability to command a company size unit and to serve as a principal staff officer at battalion, regimental or combat command level before attending the Command and General Staff College.

e. After graduation from the Command and General Staff College an officer can expect to be considered for a broad range of assignments, normally in a different field and on a higher level than after the Career Course. Certain qualified officers will be selected to pursue graduate study in the social and physical sciences under the Combat Arms Schooling Program. An officer's ability to command a battalion size unit and handle an important staff assignment at Army or higher level should be tested before he is considered for War College level schooling.

f. During the latter portion of an officer's career assignment emphasis gradually shifts from career development to a proper utilization of his experience and capabilities. Outstanding officers are given the opportunity to demonstrate their ability to command combat commands or regiments as well as to prove their worth in key positions on high Army and Joint Staffs.

ARTILLERY CAREER PATTERN

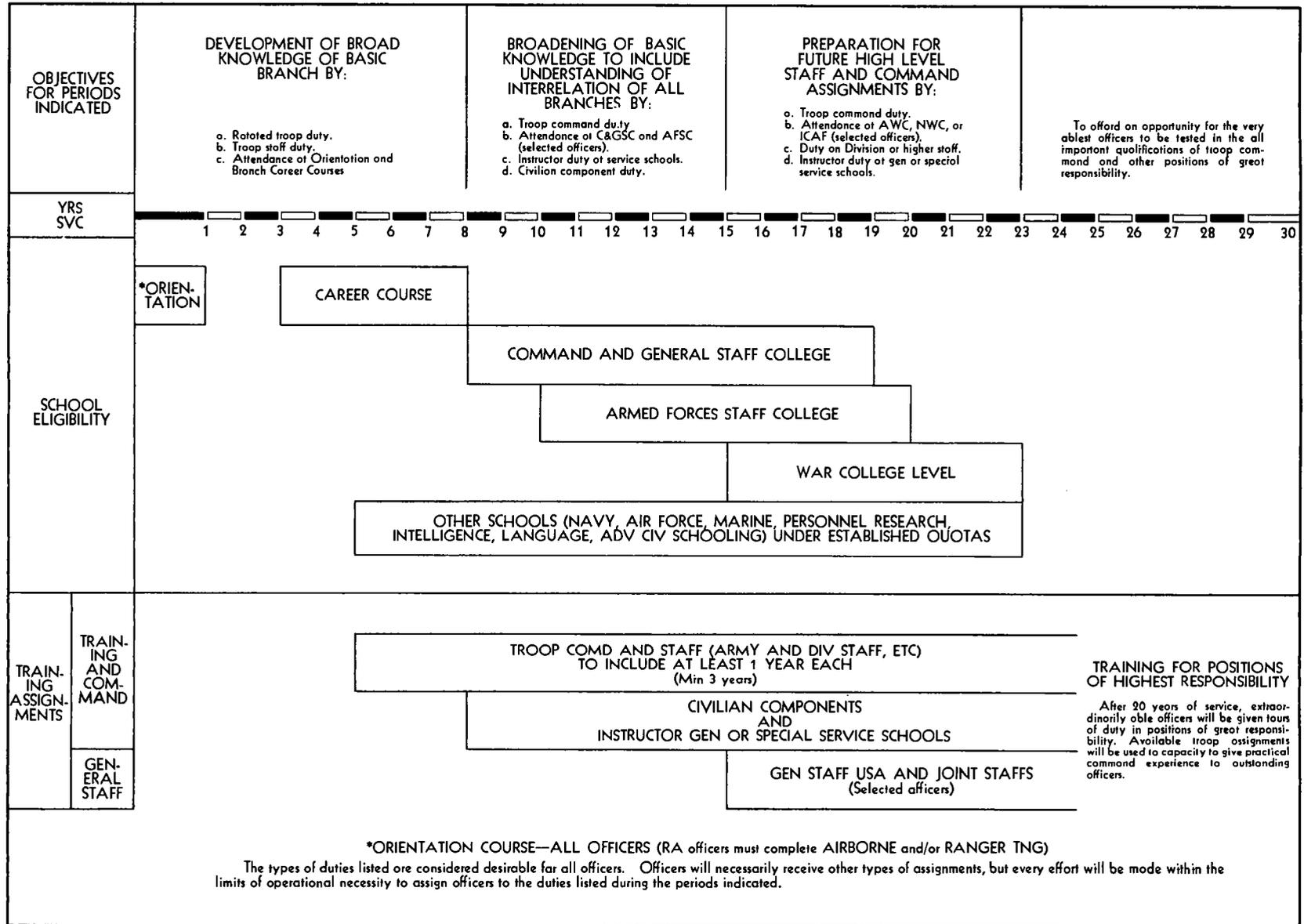


CHART 4

48. Artillery Career Pattern

a. The career plan for Artillery officers is designed to accomplish a twofold mission. First, to meet the needs of the Army for Artillery officers of all grades qualified in both missiles and conventional artillery. Second, to provide assignment and schooling which will enable each Artillery officer to develop his full potential.

b. The Artillery officer career pattern is similar to the general career plan outlined in chart 2; however, because of the dual mission of Artillery, (air defense and support of ground operations) the Artillery officer enjoys somewhat more variety of assignment than officers of the other arms or services.

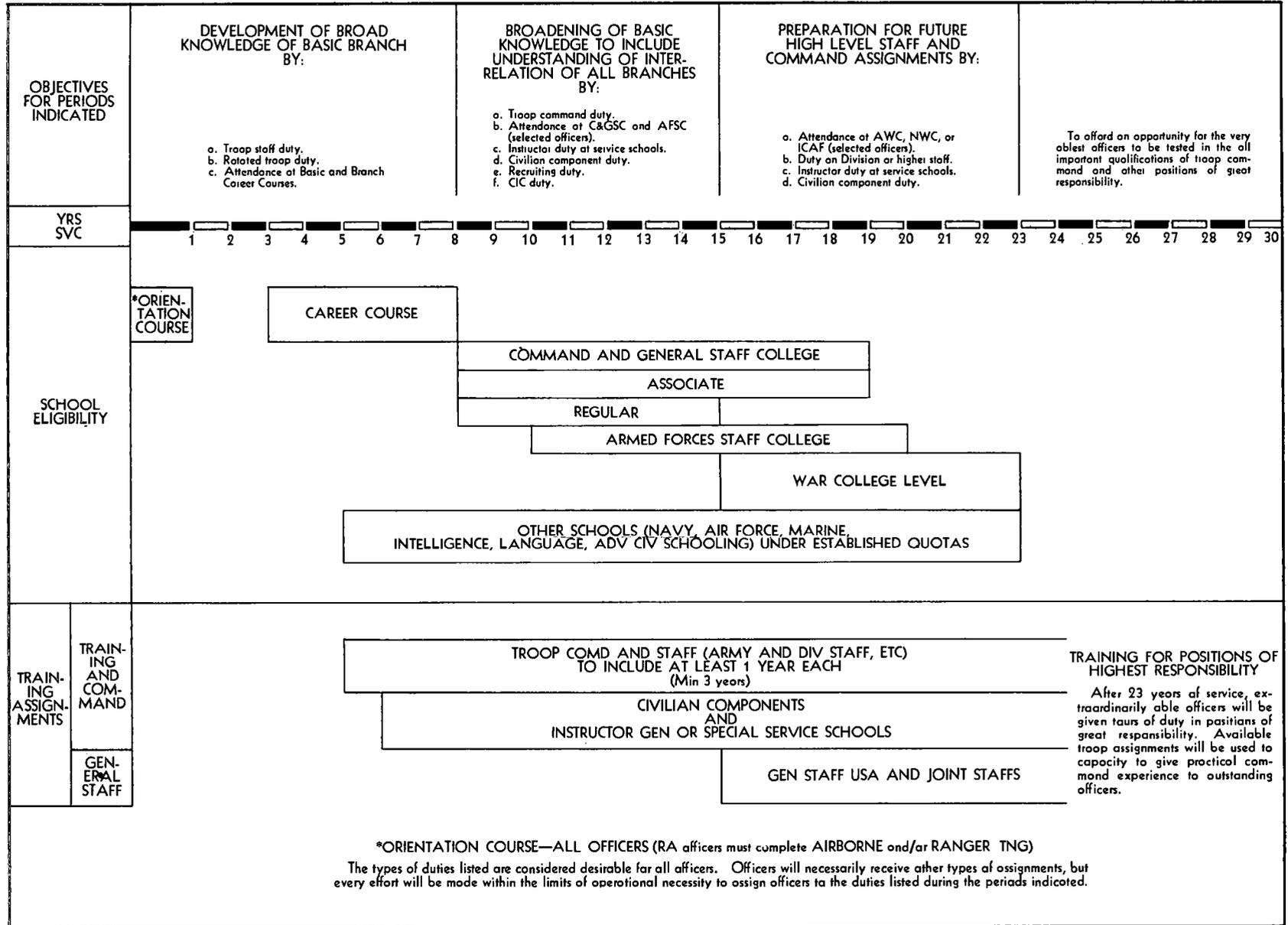
c. Cross assignment (that is from air defense to field artillery or field artillery to air defense) will be effected as early as practicable. Weapons qualification training will be provided when needed to prepare the officer for his duties in the new field. For example, an officer with experience primarily in air defense units will receive surface-to-surface missile or other fieldartil-

lery training prior to cross assignment. Conversely, an officer with experience primarily in field artillery will receive surface-to-air missile or other air defense training prior to cross assignment.

d. Artillery officers may receive special training early in their career in fields such as survey, radar, missile maintenance, and communications. However, this specialized training will not prevent cross assignments which provide broader experience. A few officers may receive special training to qualify them as Guided Missile Staff Officers. These officers will receive recurring assignments in this particular specialty.

e. Troop duty at battery level will be stressed during the early years of service. Each officer should seek troop duty in each grade to which he is promoted. Command is especially important; therefore each officer must seek command of a battery and later of a battalion and a group.

INFANTRY CAREER PATTERN



*ORIENTATION COURSE—ALL OFFICERS (RA officers must complete AIRBORNE and/or RANGER TNG)
 The types of duties listed are considered desirable for all officers. Officers will necessarily receive other types of assignments, but every effort will be made within the limits of operational necessity to assign officers to the duties listed during the periods indicated.

CHART 5

49. Infantry Career Pattern

a. The career pattern of Infantry officers is designed to provide guidance in the assignment of officers throughout their careers. It is the responsibility of field commanders as well as the Career Branch to assign officers in conformance with this guidance. It is especially important to an officer's career that service as shown on chart 5 for the first 8 years be followed as closely as possible. This will establish the basis for a balanced career in preparation for higher level duties to insure integration of appropriate military education as the career develops.

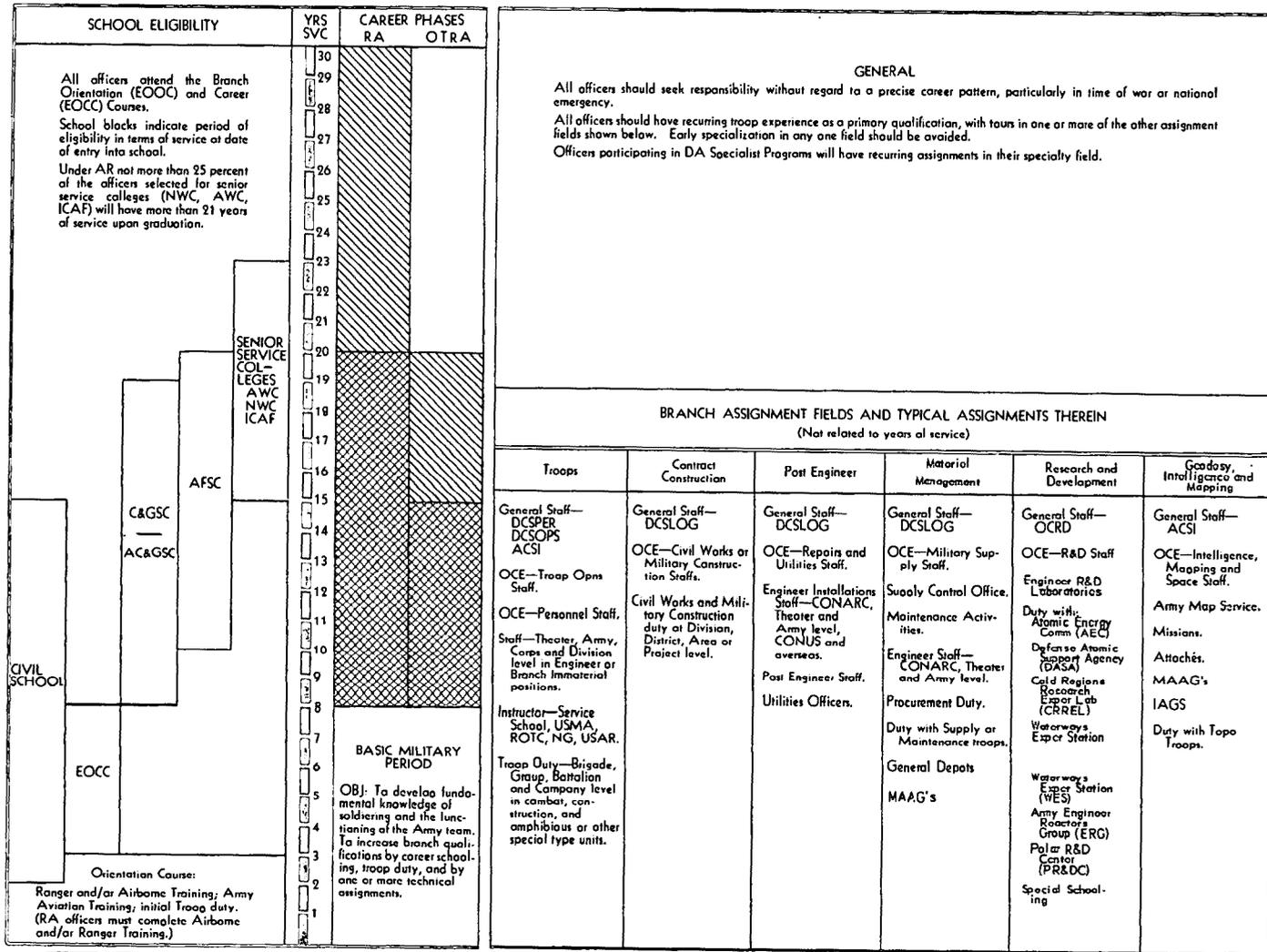
b. Upon completion of the branch orientation course, an officer should be assigned to company level duties within a troop unit, and be rotated by the commander through various types of duty. After completion of 3 years at company level, an officer may be rotated to battalion or battle group level staff until ordered to attend the branch career course. Upon completion of 5 years of service, the officer should be well grounded in all types of arms and equipment within the unit and be prepared to pursue advanced branch schooling. It is especially important

that each officer be afforded an opportunity to command a company sized unit prior to promotion to field grade.

c. Except for Army aviators, officers will not be allowed to specialize until completion of their branch career course. Those officers who desire to specialize, and are selected, will be assigned to appropriate duties in their chosen fields. Such assignments will be fitted into the career pattern to develop well-qualified technical specialists who are primarily branch qualified Infantry officers.

- d. (1) During the first 15 to 23 years of a professional officer's career, emphasis should be placed on a balanced sequence of assignments to insure that his potential is developed to the maximum.
- (2) In the latter part of an officer's career, the emphasis should be placed on a proper utilization of established capabilities and the continued development of those officers who indicate outstanding potential.

CORPS OF ENGINEERS CAREER PATTERN



- OTRA officers will be automatically considered for retention during this period. Only a few of the most outstanding will be retained and they will have the same career opportunities as RA officers in this time period.
- PERIOD OF MAXIMUM EMPHASIS ON UTILIZATION, OBJECTIVE: To assign officers to positions of increasing responsibility as supported by demonstrated ability. Development continues, principally in the assignment field in which the officer has demonstrated maximum potential.
- PERIOD OF MAXIMUM EMPHASIS ON DEVELOPMENT, OBJECTIVE: To improve military stature and broaden general professional knowledge through schooling and tours in various career fields; to provide an understanding of the purpose and relationship of training, operations, logistics, research and development, intelligence and security, construction and maintenance, and administrative procedures; and to qualify thoroughly in the troop and one or more other assignment fields.

CHART 6

50. Corps of Engineers Career Pattern

a. General. Corps of Engineers career planning is designed to insure the fullest professional development and effective utilization of officers while accomplishing the Engineer mission of the Army. The combat arm and technical service roles of the Corps provide a wide variety of interesting and challenging assignments. A pamphlet "Career Management and Assignment Policies of the Chief of Engineers," is distributed periodically to Engineer officers upon change of station. It outlines the details of career planning and policy changes. Officers with personal or career problems or questions are encouraged to write or visit the Office, Chief of Engineers for counseling.

b. Assignment Fields. Typical assignments in the six assignment fields shown on chart 6 are not related to the years of service column, e.g., command duty recurs at higher levels of responsibility as an officer advances in grade and experience. Normal planning provides for duty in two or more of the assignment fields to provide the breadth of experience necessary in positions of increasing responsibility and rank. Individual preferences for cross-specialization in two assignment fields will be considered upon completion of basic branch qualification (first 8 years). Challenging assignments in a variety of assignment fields can be stepping stones to general officer grade.

c. Preplanning in the Basic Period.

- (1) Types of assignments through C&GSC level are preplanned with each officer during attendance at the Engineer Officer Orientation Course (EOOC). The preplanned program enables the officer to know in advance the general assignment pattern he will follow during the first 8 to 12 years of service.
- (2) Three typical assignment patterns with possible variations provide selectivity in the order in which initial training, civil schooling, branch technical duty and attendance at the Engineer Officer Career Course (EOCC) occur.

d. Period of Maximum Emphasis on Development.

- (1) *Varied assignments.* The periods preceding and following the EOCC provide an opportunity for varied assignments in several of six branch assignment fields. Each officer becomes qualified in troops and at least one and usually two other assignment fields before attending the C&GSC. In the period between the EOCC and the C&GSC an officer may enter one of the formalized Department of the Army specialist programs or request recurring assignments in one of the branch assignment fields. Branch action on such requests considers the officer's qualifications, potential, and preference as well as current Army requirements.
- (2) *Specialization.* Narrow and total specialization are discouraged. All officers must maintain a reasonable degree of broadened development to prepare and qualify them for higher level staff and command responsibilities, even in their preferred specialist fields.
- (3) *Schooling.* Selected officers will attend the C&GSC. The regular course is open between the 8th and 14th year of service. The C&GSC is available up to 19 years of service for Regular Army officers and 15 years for other than Regular Army officers. Assignment to higher staff positions and important branch material positions normally follows C&GSC. During this period officers not attending the C&GSC may indicate a preference for specialization. The period of maximum emphasis on career development culminates with attendance at a senior service college for selected officers.

e. Period of Maximum Emphasis on Utilization. During this period assignments provide for optimum utilization of each officer's talents and experience in a Department of the Army, Joint, Combined, or Allied staff assignment; duty as District and Division engineers; Group and Brigade Command; and assignment to other key positions in the six branch assignment fields and branch immaterial area.

CHEMICAL CORPS CAREER PATTERN

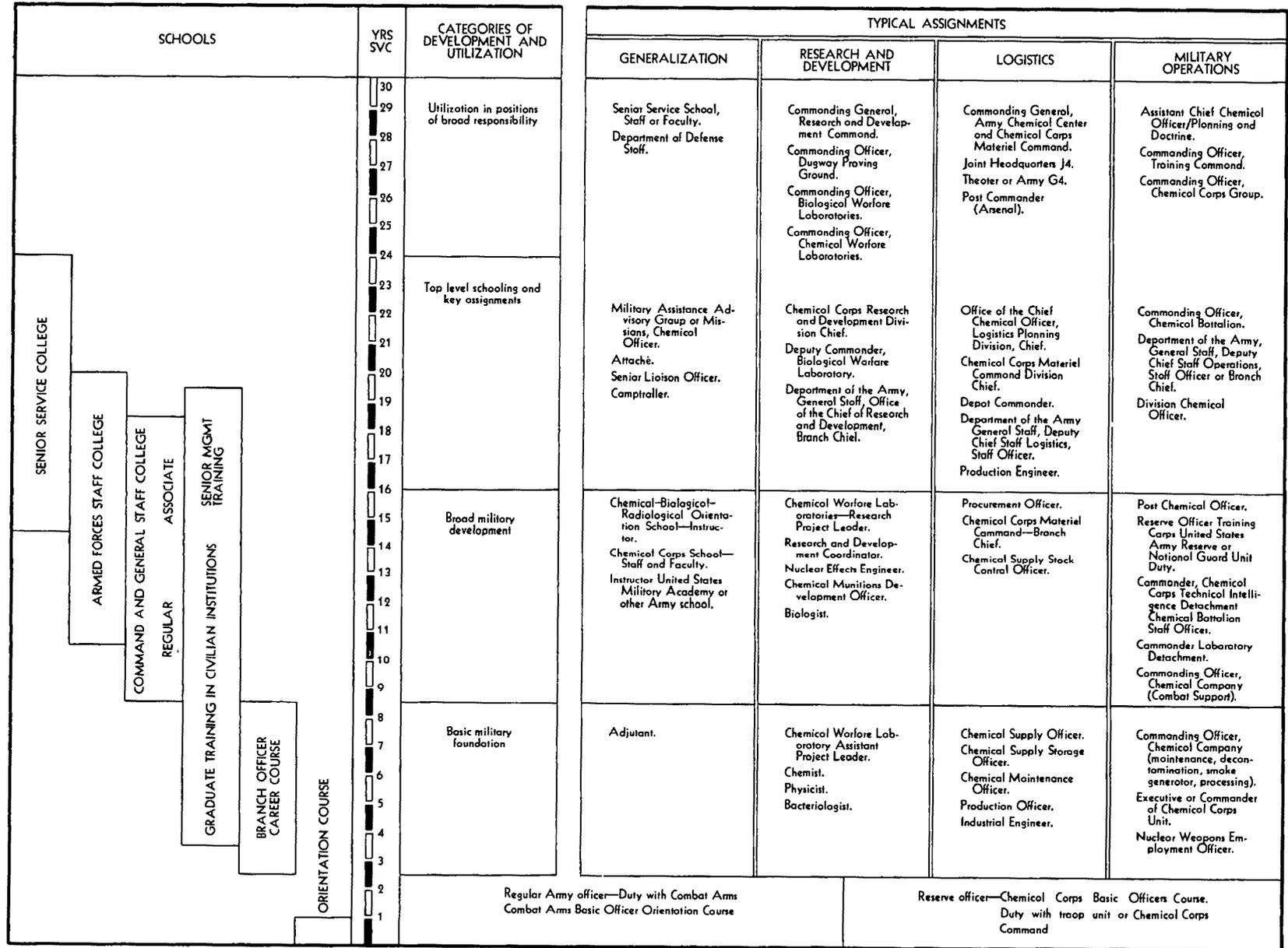


CHART 7

51. Chemical Corps Career Pattern

The objective of the Chemical Corps career program is to develop officers as Chemical-Biological-Radiological specialists and as Army generalists.

The program provides for an officer obtaining his basic military training and civilian institutional schooling as early as possible in his military career. Chemical Corps officers should strive for a doctorate degree as their educational objective to be acquired through the Army's training program in civilian educational institutions, extension courses, and off-duty courses at local colleges and universities.

During the period of basic military foundation the junior officer is given all-round knowledge of the Army and of the Chemical Corps. He may determine at this time the specialized field that he is best fitted for based on his own personal inclinations, his previous educational or experience background, experience gained during this period and his desires for his future area of specialty.

The field commander to whom an officer is assigned plays a paramount role in developing an officer through counseling and planned rotation of assignments. Junior officers may be rotated at Chemical Corps installations to which assigned in various fields and activities, in consonance with their experience and educational backgrounds, so that they may obtain varied and broad on-the-job experience. Chemical Corps commanders will stress the doctrine of mission type orders in which the subordinate is told what to do and given the means of doing it. Junior officers in the Chemical Corps are encouraged to exercise initiative, accept responsibility and express their own opinions.

The Chemical Corps provides radiological warfare experts for the Army. Therefore, all Career Chemical Corps officers will be qualified in nuclear weapons employment and radiological warfare. Normally, such qualification will be acquired through the successful completion of a formal course of instruction in nuclear weapons employment and radiological warfare at the Chemical Corps School. Chemical Corps officers will be selected for graduate training in Nuclear Effects Engineering conducted by the Naval Postgraduate School, Monterey, Calif. and leading to the degree of Master of Science in Physics. Officers will also be enrolled in leading colleges and universities for graduate studies in the physical and life sciences and business administration to meet Chemical Corps technical training requirements.

During the broad military development phase of the Chemical Corps career pattern the officer, if he volunteers for a specialist program (e.g., Logistics Officer Program, Research and Development Program), will receive assignments which require special qualifications. Such assignments will alternate with career broadening assignments in the Chemical

Corps and in branch immaterial positions. Those not specializing under a formal Department of the Army program will receive varied assignments, both within the Chemical Corps and in other branches of the Army, to broaden them as Army generalists with Chemical-Biological-Radiological Warfare as their specialty.

The next category of development in the Chemical Corps career pattern consists of top level schooling and key assignments. If the officer is in one of the Department of the Army specialist programs, he will generally receive assignments in his field of specialty after his 21st year of service. All officers during this phase in the career pattern will be assigned to key positions and receive military and civilian schooling commensurate with their qualifications and Army requirements.

During all the developmental phases Chemical Corps officers will acquire the capacity for independent and critical thinking along with adaptability to a situation dictated by higher authority. They will apply creative and imaginative thinking in their solution of everyday problems as well as in long-range planning.

The overall aim of the career pattern is to provide Chemical Corps officers in technological areas so that a proper balance may be achieved between the technically trained specialist and the military generalist. Therefore, a basic principle within Chemical Corps career development is that Chemical Corps officers will bring the military perspective to areas of the Chemical Corps mission requiring the use of civilian specialists in research, engineering, and development of Chemical Corps doctrine and materiel.

The final phase in the career pattern is one of utilization of the officer in positions of broad responsibility and authority. At this time, the Army receives the most benefit from officer's past training and experience. The officer will be assigned to positions of high responsibility, in accordance with his demonstrated ability and Army requirements.

The ultimate in a properly developed Chemical Corps officer is one who has acquired: a mastery in CBR Warfare, mature leadership ability, a capacity to think imaginatively, critically and creatively; generalized military experience in varied troops, staff and technical assignments both in the Chemical Corps and in other branches and services, an advanced degree in a scientific or engineering specialty, a fluency in one or more foreign languages; and those personality attributes required of a military leader of a world power.

Proper application of the above career pattern by the individual, the commander and the career branch will produce such an officer.

ORDNANCE CORPS CAREER PATTERN

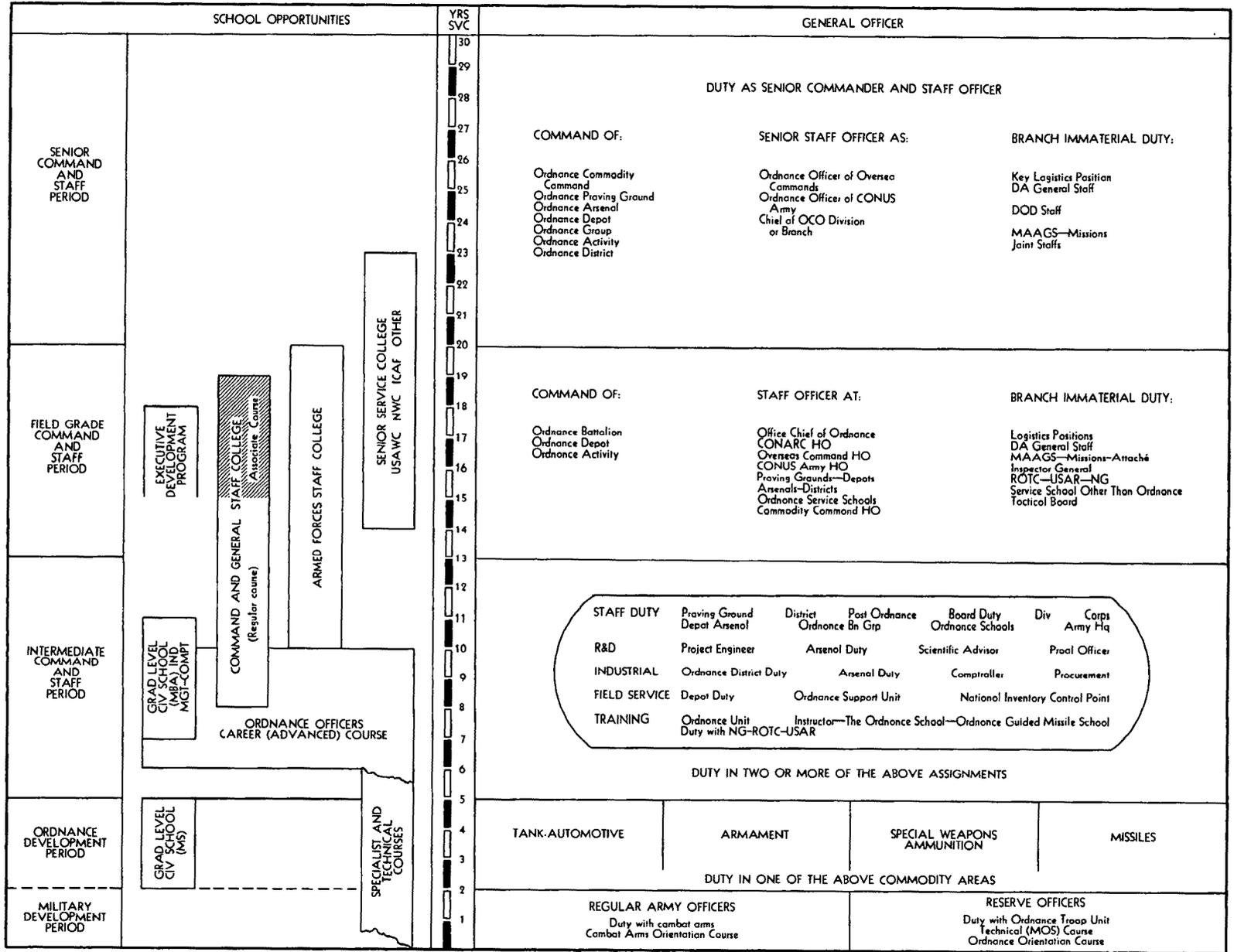


CHART 8

52. Ordnance Corps Career Pattern

Ordnance officers serve in a wide variety of challenging assignments ranging from duty with Ordnance units in overseas theaters of operations to scientific and engineering type duty in arsenals and research facilities in the United States. The Ordnance officer career program is designed to provide progressive development of each officer commensurate with individual capabilities through appropriate school training and on-the-job experience. Through this progressive development they acquire an "across the board" competence which prepares them for duty as commanders of Ordnance troop units and the Ordnance military—civilian scientific and engineering teams.

The Ordnance career program consists of five major periods:

a. Military Development Period. Provides training and experience with troop units in the field. Army regulations require Regular Army Ordnance officers to serve 2 years with one of the combat arms; this is not required for reserve officers. Hence, the career program for the first 2 years is different for regulars and reservists as indicated on the Ordnance career pattern.

b. Ordnance Development Period.

- (1) This period provides the opportunity to gain experience and understanding of the functional areas of Ordnance operations within one of the four commodity areas of Ordnance. The term "commodity" is used to identify the four general categories of Ordnance equipment; i.e., Armament, Missiles, Special Weapons—Ammunition, Tank-Automotive.
- (2) The reserve officer will have completed 2 years of Ordnance duty and will either choose to remain on active duty indefinitely as a career reservist or be released from active duty. Those who become career reservists are assigned to an Ordnance installation, activity, or unit for duty which will increase their knowledge and experience in Ordnance operations.
- (3) Prior to this time the Regular Army officer has been on duty with the combat arms and has not performed Ordnance duty. In order to accelerate his training and development as an Ordnance officer, he is enrolled in the Ordnance Officer Indoctrination Tour (OIT) immediately upon completion of combat arms detail. The OIT program covers a 3-year period during which the officers are given carefully integrated duty and training assignments which provide a solid foundation of Ordnance experience in one of the commodity areas of Ordnance. To the extent possible consistent with available funds, those who can qualify are sent to civilian universities for graduate study in engineering and physical sciences pertinent to Ordnance activities. Upon completion of civilian education these officers perform duty at Ordnance installations and activities where they can place into practical application the theory which they have gained by formal education. OIT officers who do not attend graduate technical education will

take, during this period, courses of instruction at the USA Ordnance School, the USA Ordnance Guided Missile School, or other service schools. These courses provide a basic grounding in the technological and logistical aspects of the material with which they will be working at the Ordnance installation or activity to which they are assigned.

c. Intermediate Command and Staff Period. At this point in his career the Ordnance officer has a good background of experience in one of the commodity areas of Ordnance and should be ready to assume positions of increasing importance and responsibilities within the Corps. During this period he will be given varied assignments which provide broadening experience in Ordnance operations in general. As indicated by chart 8 these duty assignments fall into the basic categories of Field Service, Industrial Service, Research and Development, Training, and Staff duty. This does not mean that each officer will perform duty in each of these areas. It does mean that during this stage of his career he will receive several different duty assignments within this overall spectrum of positions.

During this period all officers attend the Ordnance Officer Career (Advanced) Course. This course provides the opportunity to learn about all facets of Ordnance service and how the overall Corps mission is accomplished. After completion of the Branch Career Course, all officers are considered for graduate study in industrial management or comptroller-ship at civilian universities. Priority, of course, is given to those who have not previously had Army civilian schooling. Manner of duty performance, requirements of the Corps, desires of individual officers, and availability of funds determine which officers and how many receive this civil schooling.

During this period and after completion of the Career Course, all officers are considered for attendance at USC&GSC. Each officer is considered each year until selected or no longer eligible for attendance.

d. Field Grade Command and Staff Period. Career development continues by performance of varied duties, integrated with school training and self-education through off-duty study, in preparation for future high level command and staff positions.

During this period, officers who have not attended USC&GSC are considered each year until selected or no longer eligible. All officers are considered for attendance at the Armed Forces Staff College, senior schools at the War College level, and civilian education in the Executive Development Program.

e. Senior Command and Staff Period. At this point the Ordnance officer's career development has been completed and assignments for the remainder of his active duty service will be to top level command and staff positions throughout the Army and in joint and combined commands. Eligibility for attendance at the senior service schools continues during this period, until the end of the 23d year of service.

QUARTERMASTER CORPS CAREER PATTERNS

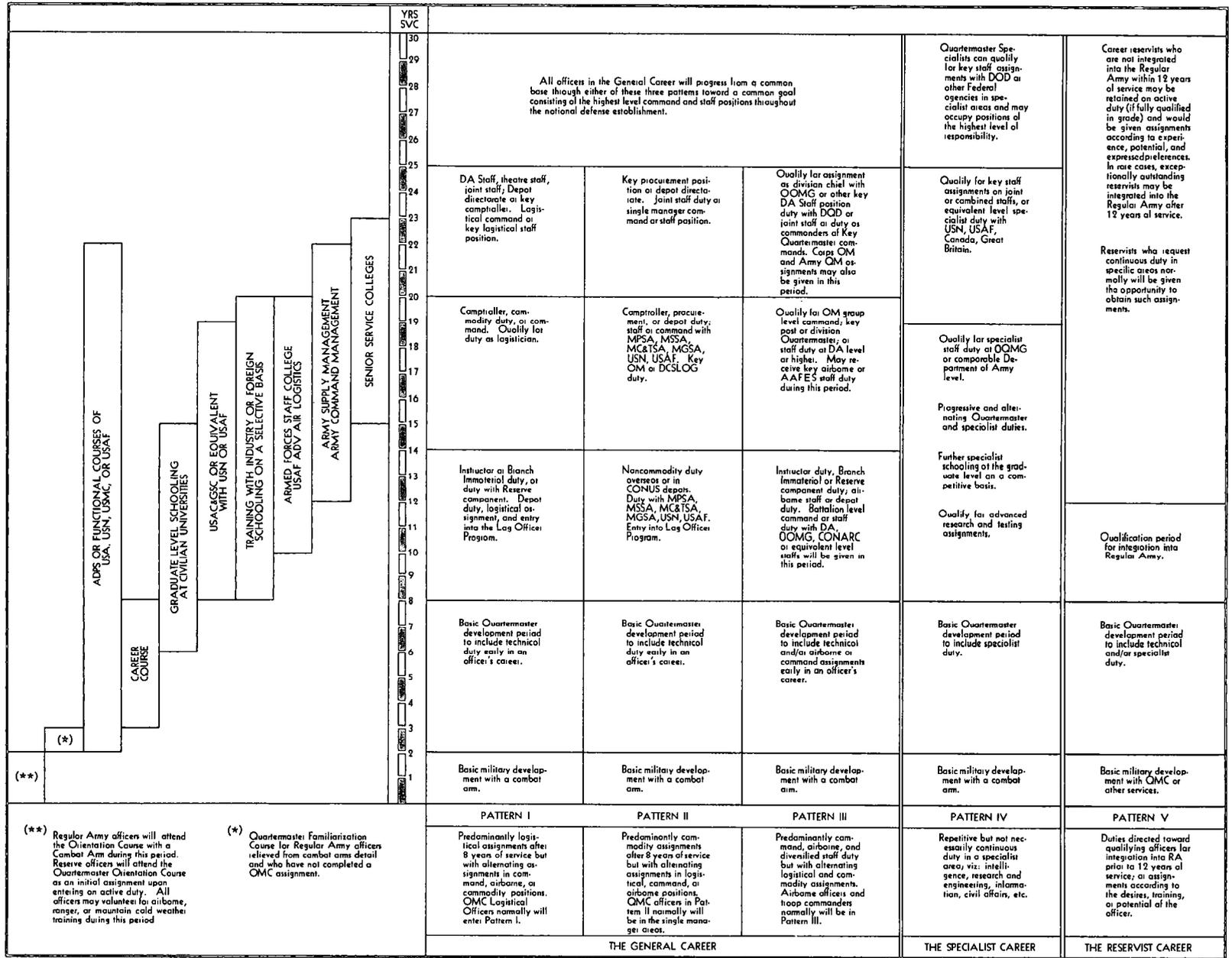


CHART 9

53. Quartermaster Corps Career Pattern

a. Quartermaster Career Planning Concept. The concept of Quartermaster career planning is—that all officers will have essentially similar careers during their first 8 years of service; that thereafter they will receive assignments and schooling which will provide progressive development through general, specialist, or reservist careers; and that within such careers, all officers will receive equitable opportunities to earn advancement to key command and staff positions throughout the Department of Defense.

b. The Three Quartermaster Careers. Chart 9 portrays three careers containing five career patterns. Except for certain categories of specialists and reservists, officers will not receive continuous duty assignments in limited logistical fields. Unless an officer requests otherwise, each career officer will receive selected assignments outside his chosen career pattern to broaden his foundation for continuous and progressive development. From a common base, all career officers will advance towards a common goal. All career patterns are equal in affording all officers generally equal opportunities to merit advancement.

c. The Foundation for Development. The first 8 years of every officer's career will be so managed that all will be provided with similar foundations for progressive development. In general terms, this will include—initial schooling with a combat arm, a 2-year combat arm detail, advanced schooling, post or division level Quartermaster duty or technical duty, and command.

d. The Development Phase. During the next 12 years, all career officers will be tested with greater responsibilities and will be given opportunities to demonstrate potentialities for continued growth. During this period, selected officers will attend civil schooling (6 to 15 years of service), U.S. Army Command and General Staff College (8 to 19 years of service), Armed Forces Staff College (11 to 20 years of service), and advanced functional and management course of all services. Career officers will be so managed in the career patterns of their choice so that the sequence, frequency, and category of their assignments will provide them with a broad career base, and a competitive posture for key command and staff positions. The development phase is divided into two time frames:

- (1) *8–15 years service.* In this period the officer receives his initial assignment as a field grade officer and receives opportunities to demonstrate his potentialities.
- (2) *15–20 years service.* In this period the outstanding field grade officers emerge. They are given the more challenging command and staff positions, and are considered for greater career opportunities.

e. The Senior Officer Phase. During the next 5 years, key command and staff positions are selected for exceptionally outstanding officers. These positions will be at all levels of the national defense establishment. Selections for senior service colleges are continued in this phase so that

all who are being considered for continued advancement will receive this education prior to the completion of 24 years service.

f. The General Nature of Quartermaster Assignments. The career Quartermaster has opportunities for challenging, widely diversified command and staff assignments in every logistical area of the national defense establishment. The Quartermaster Corps has three single manager missions (subsistence, clothing and textiles, and general supplies) and within these missions are a wide range of command and staff positions which enable Quartermasters to develop early those staff skills necessary to effective working relationships with other services, Quartermaster depot, airborne, training, and research and engineering missions, together with worldwide demands for skilled Quartermasters to fill branch immaterial requirements, all combine to accelerate the development of career officers. The nature of all Quartermaster missions produces an aggregation of assignments which naturally equip Quartermasters for the key logistical assignments of the Department of the Army and the Department of Defense. The magnitude of the responsibilities given even to junior officers is generally of a nature to test the leadership and managerial skills of Quartermasters relatively early in their careers.

g. Some Objectives of Quartermaster Career Planning. Because of the nature of Quartermaster assignments, the career management efforts of The Quartermaster General are aimed at certain specific objectives. Some of these are—

- (1) To prepare Quartermaster officers for the evolving character of the national defense establishment.
- (2) To enable Quartermaster officers to achieve a competitive posture for career opportunities on an equal basis with all other career officers.
- (3) To foster and accelerate the development of officers of exceptional character and ability.
- (4) To insure that all Quartermaster officers are competent to perform any duty required of their grade and length of service, and to insure that all officers are available for merited career opportunities.
- (5) To provide satisfying careers to dedicated career Quartermasters.

h. The Quartermaster Career Program. The Quartermaster career program is characterized by centralized control, yet is permissive in encouraging officers to reach for those challenges and duties which most interest them. It insures equality of career opportunities, yet accelerates the advancement of officers who demonstrate potential for great responsibilities. The Quartermaster career program combines and guides all Quartermasters in an integrated development plan directed towards expanding the long-range potentialities of a Corps of fully qualified, professional logisticians.

SIGNAL CORPS OFFICER CAREER PATTERN

EDUCATION OPPORTUNITIES (ELIGIBILITY RELATED TO YEARS OF SVC)	YRS SVC	ASSIGNMENTS	YRS SVC	OBJECTIVES FOR PERIODS INDICATED
<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">SENIOR SERVICE COLLEGES AWC, NWC, ICAF (Selected officers)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">COMMAND AND GENERAL STAFF COLLEGE (Reg—8-15 yrs—selected officers) (Assoc—15-19 yrs—RA officers, 8-15 yrs—career Reserve officers)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">ARMED FORCES STAFF COLLEGE (Selected officers)</div> <div style="border: 1px solid black; padding: 2px;">OTHER SCHOOLS Advance civilian colleges: Navy, Air Force, Marine Corps, Training with industry; Command and Management: Army Logistics Management; Language, Etc.</div>	<div style="text-align: right;">30</div> <div style="text-align: right;">29</div> <div style="text-align: right;">28</div> <div style="text-align: right;">27</div> <div style="text-align: right;">26</div> <div style="text-align: right;">25</div> <div style="text-align: right;">24</div> <div style="text-align: right;">23</div> <div style="text-align: right;">22</div> <div style="text-align: right;">21</div> <div style="text-align: right;">20</div> <div style="text-align: right;">19</div> <div style="text-align: right;">18</div> <div style="text-align: right;">17</div> <div style="text-align: right;">16</div> <div style="text-align: right;">15</div> <div style="text-align: right;">14</div> <div style="text-align: right;">13</div> <div style="text-align: right;">12</div> <div style="text-align: right;">11</div> <div style="text-align: right;">10</div> <div style="text-align: right;">9</div> <div style="text-align: right;">8</div> <div style="text-align: right;">7</div> <div style="text-align: right;">6</div> <div style="text-align: right;">5</div> <div style="text-align: right;">4</div> <div style="text-align: right;">3</div> <div style="text-align: right;">2</div> <div style="text-align: right;">1</div>	<p style="text-align: center;">TROOP COMMAND, TROOP STAFF.</p> <p>Duty in two of more of the Signal Corps major mission areas which are:</p> <ol style="list-style-type: none"> 1. Combat Communications. 2. Strategic Communications. 3. Logistics. 4. Research and Development. 5. Combat Surveillance and Counter-measures. 6. Pictorial and Television. <p>Bronch Immaterial. MAAG, Mission and Attaché. Staff—various levels to include Joint, Combined, Allied or OSD Staff. Reserve Components (NG, USAR, ROTC). Staff and Faculty—USMA and other service schools.</p> <p style="text-align: center;">(Above types of assignments are not related to years of service.) (For D/A specialization programs, see section VII.)</p>	<div style="text-align: right;">30</div> <div style="text-align: right;">29</div> <div style="text-align: right;">28</div> <div style="text-align: right;">27</div> <div style="text-align: right;">26</div> <div style="text-align: right;">25</div> <div style="text-align: right;">24</div> <div style="text-align: right;">23</div> <div style="text-align: right;">22</div> <div style="text-align: right;">21</div> <div style="text-align: right;">20</div> <div style="text-align: right;">19</div> <div style="text-align: right;">18</div> <div style="text-align: right;">17</div> <div style="text-align: right;">16</div> <div style="text-align: right;">15</div> <div style="text-align: right;">14</div> <div style="text-align: right;">13</div> <div style="text-align: right;">12</div> <div style="text-align: right;">11</div> <div style="text-align: right;">10</div> <div style="text-align: right;">9</div> <div style="text-align: right;">8</div> <div style="text-align: right;">7</div> <div style="text-align: right;">6</div> <div style="text-align: right;">5</div> <div style="text-align: right;">4</div> <div style="text-align: right;">3</div> <div style="text-align: right;">2</div> <div style="text-align: right;">1</div>	<p style="text-align: center;">SIGNAL CORPS GOAL:</p> <p>To develop competent combat and combat support leaders.</p> <p style="text-align: center;">EXPLOITATION PERIOD</p> <ol style="list-style-type: none"> 1. Proper utilization in positions of highest responsibility. 2. Continued development of those officers who indicate outstanding potential. <p style="text-align: center;">ADVANCED DEVELOPMENT PERIOD</p> <p>Broadening of knowledge and experience by:</p> <ol style="list-style-type: none"> 1. Planned education and controlled assignments to progressively more difficult and challenging duties commensurate with potential and demonstrated abilities. 2. Qualifying in one or more major mission areas. <p style="text-align: center;">BASIC DEVELOPMENT PERIOD</p> <p>Development of broad knowledge of Signal Corps and other combat arms by:</p> <p>Attending Signal Corps Orientation Course. Combined Arms training. Airborne or Ranger Training. Troop, tactical and strategic communications experience. Developing and practicing command and leadership. Attending Signal Corps Career Officers Course. Attending graduate level civil schools.</p>
<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">*ORIENTATION COURSE</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">TECHNICAL (MOS) COURSES (Selected Reserve officers)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;">OFFICERS CAREER COURSE</div>		<p style="text-align: center;">TROOP DUTY (R.A. officers with division signal battalion)</p>		

*All officers attend—(8-week course).
Thence, RA OFFICERS—attend airborne training (4 wks) or longer training (9 wks)—then assignment to a Division Signal Battalion:
RESERVE OFFICERS—tactical and technical duty—worldwide.

CHART 10

a. *General.*

- (1) The Signal Corps is both a combat arm and a technical service and as such provides ample opportunities for the developing and testing of the most inspired and capable officers to become the military leaders of the future.
- (2) The career pattern of the Signal Corps is a general pattern. It is primarily concerned with projecting and developing the potentials of each officer. A practical approach is taken in providing objectives which will establish a successful career for each officer in the Signal Corps.
- (3) The Signal Corps intends for each officer to receive training and applicatory assignments which will progressively broaden and increase his potential for key positions. Repetitive assignment to duties which fail to achieve this intent will be avoided. The concept underlying this development is general as opposed to special. The primary Signal Corps objective is to develop competent combat and combat support leaders. A secondary objective is for each officer to become qualified in one or more of the major mission areas of the Signal Corps.

b. *Basic Development Period (1-8 years).*

- (1) Every officer will attend the Signal Corps officer orientation course upon receiving his commission in the Signal Corps.
- (2) During the period 1 to 8 years, emphasis is placed on acquiring broad knowledge of the Signal Corps and other combat arms. Particular emphasis is placed on a maximum of troop duty and experience in combat communications. During the initial tour of duty with a troop unit, the officer will be rotated through as many different types of duty within the unit as are appropriate to his grade and length of tour. After 2 years of service, the officer will become associated with a major mission area of the Signal

Corps. Officers may request on DA Form 483 their preference for concentration of assignments in any major mission area. However, assignments will be based on needs of the service, demonstrated performance, ability, and potential of the individual. It is pointed out that *training* is a major mission of the Signal Corps but is not shown on chart 10 because concentration of assignments will not be made to that mission area.

- (3) During this period the officer will attend the Signal Corps Career Officer Course.

c. *Advanced Development Period (9-20 years).* The objective of this period is to prepare the officer for future high level staff and command positions. This will be accomplished by broadening the knowledge and experience of the officer. By planned education and controlled assignments to positions of troop staff and troop command; Joint, Allied, Combined or Office Secretary of Defense Staff, Department of the Army Staff, reserve components and major mission areas of the Signal Corps, the Signal Corps officer will have been afforded the opportunity to achieve branch and Army qualifications. During this period, as well as other periods, the officer's assignments are to progressively more responsible and challenging positions commensurate with demonstrated performance, ability and potential. A high percentage will attend the U.S. Army Command and General Staff College and selected officers will attend the Senior Service Colleges.

d. *Exploitation Period (21-30 years).* The objective of this period is to continue training the most capable and outstanding officers for positions of the highest responsibility. Available troop assignments will be used to capacity to give practical command experience to the most outstanding officers. Officers will be utilized for the highest positions in the Signal Corps major mission areas and in high level Branch Immaterial positions, where demonstrated outstanding performance, experience and maturity are prerequisites. This is the period where full benefit is derived from the officers training and experience.

TRANSPORTATION CORPS CAREER PATTERN

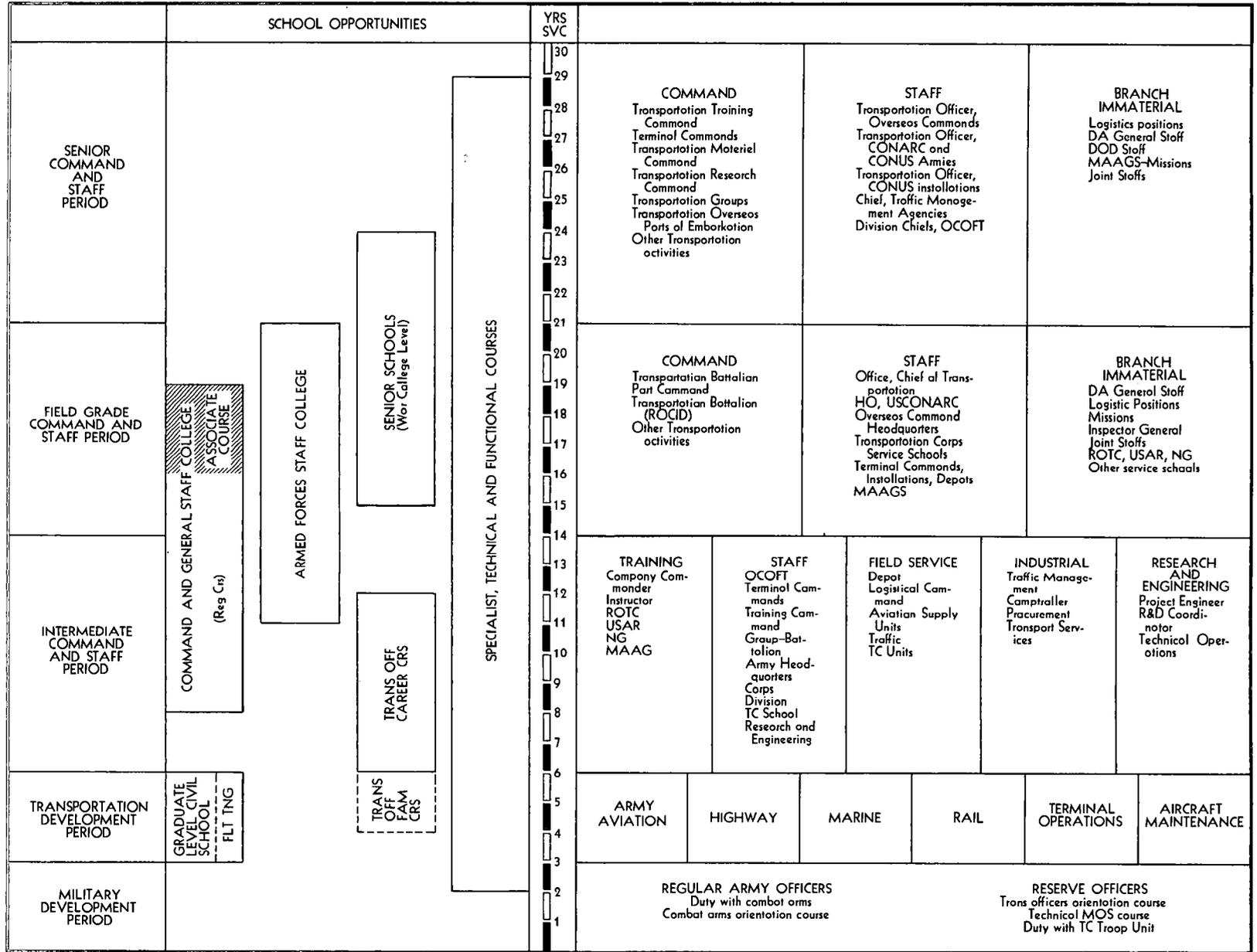


CHART 11

55. Transportation Corps Career Pattern

The following comments amplify the Transportation Corps career pattern, and used in conjunction with chart 11 will provide the guide for the progressive long-range development of each officer of the Corps through appropriate training and on-the-job experience.

a. Transportation Corps Fields of Activities. The Transportation Corps offers the following fields of activity, and officers normally will be directed into at least one of these broad fields upon completing the Transportation Officer Familiarization Course.

ARMY AVIATION
 RESEARCH AND ENGINEERING
 SUPPLY AND MAINTENANCE
 Aircraft Maintenance
 Procurement
 Supply
 MISCELLANEOUS
 Comptrollership
 Fiscal Management
 Personnel Management
 TRANSPORT SERVICES
 Highway
 Marine
 Railway
 Terminal Operations
 TRAFFIC MANAGEMENT

b. Military Development Period. Emphasis will be placed primarily on developing the art of leadership of troops during this period. In addition, the Transportation Corps regular officer gains first hand understanding of the needs and missions of the combat arms. Upon completion of his 2-year combat arms tour, the Regular Army officer is relieved from detail in the combat arm and reverts to Transportation Corps control. If overseas at the time of relief from detail, he will be assigned to Transportation Corps duties for the remainder of his oversea tour. The Transportation Corps reserve officer will normally, during this period, be assigned upon completion of the Transportation Officer Orientation Course to a Transportation troop unit, either in CONUS or overseas. When appropriate, the reserve officer will attend a MOS course prior to assignment to a Transportation troop unit.

c. Transportation Development Period. During this period, the officer will be given varied TC assignments in order to ac-

quire two or more different and, if possible, unrelated military occupational specialties. Selected officers who meet the eligibility requirements will receive graduate training at civilian schools and/or flight training. Upon completion of this specialized training, the officer will be assigned duties either in the CONUS or overseas that will utilize the skills acquired during this training period. The officer's career during this period will be rigidly monitored to insure that he receives maximum troop duty.

d. Intermediate Command and Staff Period. Upon completion of the Transportation Officer Career Course, officers will be assigned within the fields of Transportation operations to which he has been directed during the Transportation development period. Officers will receive specialized training within this field during this period, followed by an extended period of duty on assignments within his special field. Selected officers will further develop their fields of specialization in the training with industry program. By the end of the 13th year, the officer will be fully qualified in his special field. Expansion of general military knowledge during this period will continue in order to promote professional self-reliance.

e. Field Grade Command and Staff Period. This is the final period of career monitoring during which the officer's education and training are developed to the point where he is ready for the most important assignments. The officer will spend the greatest portion of his time in the special fields of transportation with which he has become identified. However, his experience must be broadened sufficiently by varied assignments to qualify him for any position that he may be called upon to fill. Throughout this period, officers will be designated for mobilization assignments with the most capable of the group becoming earmarked for leadership at the highest levels.

f. Senior Command and Staff Period. The officer, having been guided during the formative years of his career, qualifies during this period for assignment to positions of responsibility, commensurate with demonstrated ability. These assignments will continue until retirement and utilize the practical and educational experience gained by the officer during previous years of service. From this group of officers, Transportation Corps leaders will be obtained in the event of national emergency. For those individuals possessing general officer qualifications, final preparation is made during this period for selection to general officer grade.

MEDICAL CORPS CAREER PATTERN

PHASE	MIL CAREER COURSES	RESEARCH AND DEVELOPMENT	CLINICAL	COMMAND AND STAFF	PREVENTIVE MEDICINE	AVIATION MEDICINE
MAXIMUM UTILIZATION TOUR (19-25 Years)	AWC—NWC—ICAF*** C&GS COLLEGE** AFSC***	CG, R&D Comd Dir WRAIR Depty Dir AFIP; Depty Cmr AMEDS R&D Cnd. Depty Dir WRAIR DOD and DA Rsch Staff Assignments Senior Nuclear Med Off CO Major AMEDS R&D Units Ch of Rsch Div or Major Br R&D Cnd. Ch Div WRAIR CO of Combat Dev Comd Asst Commandant, WRAIR	Ch Prof Div, OTSG Consultant, OTSG Dir AFIP Ch Dept CI II Hosp. Theater Consultant	CG, CI II Hosp and Hosp Ctr Ch, Division, OTSG Theater Surg, Comz Surg. Army Surgeon (Fld or ZI) Hosp CO; CI I or TOE GH Ch, MAAG/Mission Surgeon, Log Cnd.	Ch Prev Med Division, OTSG Prev Med Officer Major O/S Cnd. Army Hdqrs Dir, Dept, Prev Med AMSS or WRAIR CO—USAEHL Director, Army Aviation Med Program	Ch Prev Med Division, OTSG Prev Med Officer Major O/S Cnd Army Hdqrs. Dir, Dept, Prev Med AMSS or WRAIR CO—USAEHL Director, Army Aviation Med Program
		CO AMEDS R&D Rsch Unit Ch Rsch Br AMEDS R&D Cnd. Nuclear Med Officer Combat Dev Officer Senior Investigator Major AMEDS Lob DOD and DA Res Staff Assignments Research Investigator Asst Ch Res Div and Maj Res Brs AMEDS R&D Cnd. Chiefs of Divs and Brs AMEDS R&D Rsch Units. Chief Div—Class II Hospitals Nuclear Med Off Combat Dev Off Research Investigator Specialized Post Graduate Rsch Training Section or Br Chief AMEDS R&D Units	Ch Svc. CI II Consultant, Army Surg. Office Ch Svc. CI II Ch Prof Svc CI I MAAG/Mission duty Asst Ch Svc CI II Ch Svc CI I WD Off CI II; Asst Ch, CI I; Dispensory Off; MAAG or Mission assignmt	Corps Surgeon; Gp Cndr; CO Evac Hosp; Cndr CI I Hosp CO Dispensory Br Ch, OTSG Div/Mst Cnd Surgeon CO Fld Hosp; CO MASH; Ch CO, Med Bn; Instructor, AMSS BG Surgeon General Duty Med Officer w/TOE Units; Dispensary; Station Hospitals; MAAG/Mission assign- ments	Dep Chief, Prev Med Division Sub O/S Comdnd Dep C. O., AEHL Faculty, WRAIR Prev Med Officer with MAAG/Mission Br Chief, Prev Med Div, OTSG Instructor—AMSS or WRAIR Chief, Occup Med, USAEHL Prev Med Officer Div, Corps, MAAG or Mission Post or Unit Prev Med Officer, CONUS or Overseo	Dep Chief, Prev Med Division Sub O/S Comdnd Dep C. O., AEHL Faculty, WRAIR Prev Med Officer with MAAG/Mission Aviation Med Officer Class I Aviation Med Officer Class I; OTSG Aviation Med Officer Class I TOE
DEVELOPMENTAL PERIOD (4-18 Years)	AMS OFF CAREER CRS* C&GS COLLEGE** AFSC***	Specialized training in Clinical, Prev Med fields Masters and Ph. D. level training in non- clinical specialties	Residency in various clinical specialties	Residency in General Prac- tice; Duty as Gen Duty Med Off with TOE; Dis- pensary; or Station Hospitals	Residency includes training for MPH, Advanced Prev Med Course, WRAIR; Preceptorship	Residency includes training for MPH, Basic and Ad- vanced Aviation Course; Preceptorship
BASIC PERIOD (1-3 Years)	AMEDS OFF ORIENT					

- *For selected officers.
 **For selected graduates of the AMEDS
 Officer Career Course.
 ***For selected graduates of C&GS,
 primarily those in the command and staff
 field.

56. Medical Corps Career Pattern

a. Appointment. Under the provisions of Public Law 497, 84th Congress, each person appointed into the Medical Corps of the Regular Army is credited with 5 years of service. Thus, he enters on active duty as a Regular Army, first lieutenant, with temporary grade of captain.

b. Basic Period. Following completion of the internship, officers entering the Service may pursue a variety of duty assignments during the basic period. After completing the AMEDS Officer Orientation Course they are assigned to duty at fixed and TOE hospitals and dispensaries as general medical officers. Upon approval of the Professional Education and Training Committee, they may receive training in a specialized field of medicine. The following career fields are utilized:

- (1) *Clinical.* Training in various clinical fields for an average of 3 years is given as prescribed by the respective American Boards. Following formal training, assignments will be made within the specialized field to duty positions of increasing responsibility. This will permit the individual to be certified following an appropriate examination by the respective board.
- (2) *Preventive medicine.* Training in this field is given over a 3-year period, 1 year of which consists in graduate work leading to the degree of MPH at an approved university. Further duty at City Health Departments or military posts, approved for residency training, is given. In addition, a 3 month's formal course in Advanced Military Preventive Medicine is given as part of the 3 years of training. Certification may be obtained, following an appropriate examination.
- (3) *Aviation medicine.* In addition to training outlined in preventive medicine, each trainee must complete the Primary Course at the United States Air Force and the United States Navy Schools of Aviation Medicine and participate in a minimum of 100 hours of flights during the ensuing year.

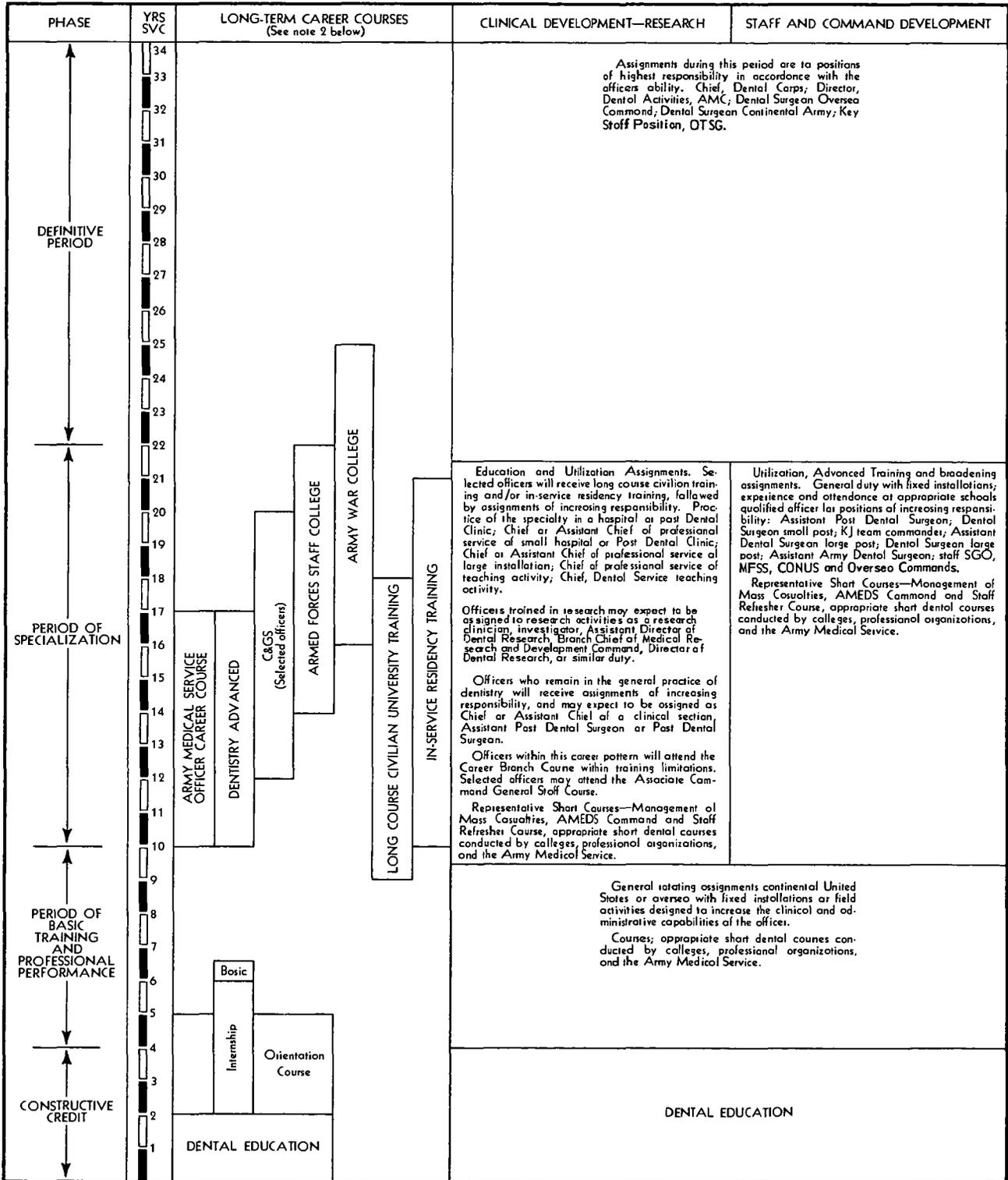
(4) *Research and development.* Officers selected for this field will in general have completed training in one of the foregoing fields. Assignments permit individuals to engage in research and development activities in clinical, basic sciences, preventive medicine, nuclear medicine and combat development activities. In addition to the training of other specialty programs, specific training is given in nuclear medicine at the University of Rochester, and attendance is permitted at the Military Medicine and Allied Sciences Course and other service schools. Officers in this field will receive a wide variety of specialized courses to permit them to carry out various research activities that are inherent in this field.

(5) *Command and staff.* In order to maintain combat readiness of medical officers and to meet peacetime requirements in the command and staff field, selected officers receive training at the AMEDS Officer Career Course. A limited number of officers may attend the Command and General Staff College and other higher service schools. Assignments in this field include duty with various military units and headquarters, MAAG, mission, or attaché positions, the various service schools and combat development agencies.

c. Development Period. Following completion of the training designed to prepare the officer for assignment in the various career fields, he will perform duties permitting utilization of the training he has received. Certification by the respective specialty boards may be completed early in this period. Assignments are designed to permit increasing responsibility. Changes may be made from one medical corps career field to another if this is within the best interest of the individual and the service.

d. Maximum Utilization Period. During this period officers will be assigned to the highest levels of responsibility.

DENTAL CORPS CAREER PATTERN



NOTES

1. Career patterns are flexible and integrated whenever possible.
2. Personnel are selected for all long-term military career courses by the DC Branch, Personnel and Training Directorate, OTSG, based upon career pattern and DA quotas; no applications are required. Application is necessary for long-term civilian training.

CHART 13

57. Dental Corps Career Pattern

a. General. Under provision of title 10, United States Code section 3294(b), each individual appointed in the Dental Corps of the Regular Army shall, at the time of appointment, be credited with an amount of service equal to not less than 4 years. This service credit is given as compensation for the additional years of education required for the degree of Doctor of Dental Surgery or Dental Medicine, a requisite for such appointment. By reason of this credit, each dental officer enters the Regular Army in a grade not lower than first lieutenant.

b. Period of Basic Training and Professional Performance (3-5 years). During this period each officer will receive basic military training to include attendance at the Army Medical Service Officer Orientation Course. His service will include general duty assignments either in the continental United States or overseas with a fixed installation or field unit. He will be rotated through various professional assignments at his station and learn, under the supervision of senior officers, such administrative procedures concerning personnel, facility and patient management as are consistent with his assignment. During this period, the officer's potentialities for clinical specialization will be studied, and he will be given an opportunity to state his interests and preferences toward the development of a particular career pattern.

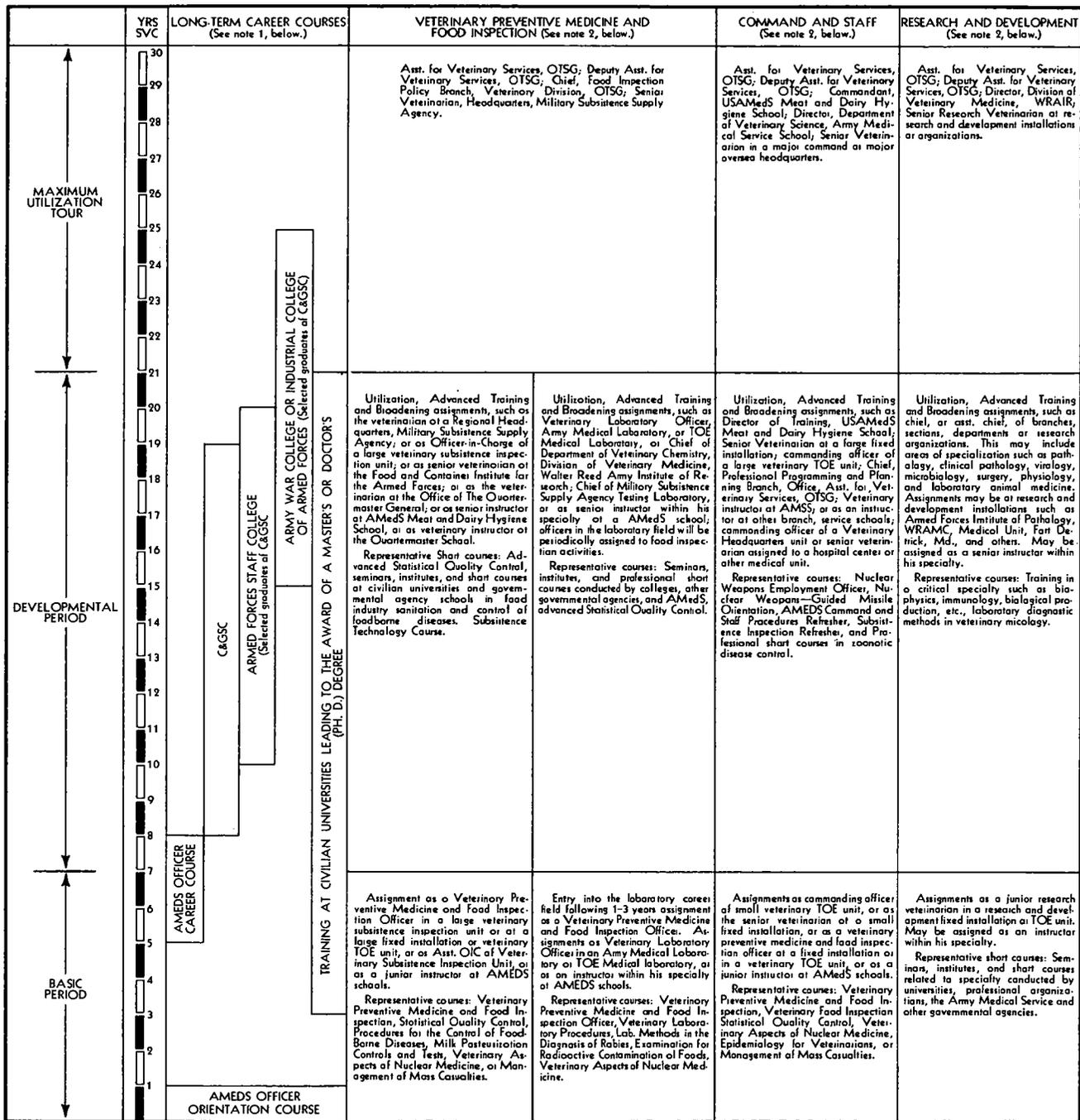
c. Period of Development and Specialization. During this period each officer can expect to attend the Army Medical Service Officer Career Course and the Advanced Dentistry Course. In addition, each individual is encouraged to submit an application for long-course civilian training and/or in-service residency programs. Selections of the best qualified individuals for this training are made by The Surgeon General from among those submitting applications. If selected for civilian institution training or in-service residency training in a particular dental specialty, the officer will be assigned for

a 1-year period to receive specific training in accordance with instructions issued by The Surgeon General. If his performance justifies continuance of training he will be allowed to continue until he has completed the formal training requirements of the American Board of his specialty. Upon completion of formal training, he will be reassigned to a position permitting him to complete his associate training and thus establish his eligibility for examination for certification by the specialty board. It is from the best of this group that the Chiefs of Sections in the Dental Service of teaching hospitals will be selected. Individuals who show particular aptitude for administrative or staff duties will, after attendance at the AMEDS Officer Career Course, be given careful consideration for attendance at the Army and Armed Forces general service schools. Some selected and interested dental officers will be permitted to enter the research field and continue in it throughout the major portion of their military careers. The specialization period for this group generally will start earlier and continue further into the normal definitive period of their careers. They will assist in the teaching program in hospitals, the Army Medical Service Graduate School, the Army Medical Service School, and the Armed Forces Institute of Pathology.

d. Definitive Period. Normally there will be little monitoring of careers in this period. Officers will continue in their specialized pattern and assume the senior positions related to that field. However, to a certain extent, those officers who have demonstrated outstanding leadership qualities will have their assignments selected and controlled in such a way as to permit them to continue to utilize their capacities in positions of top responsibility.

It is emphasized that career planning in the Army Dental Corps is the responsibility of the Career and Assignment Branch, the individual, and the commander; each is important in the development of the individual's potential, to the end that the fullest potentials of all officers are realized.

VETERINARY CORPS CAREER PATTERN



NOTES

1. Personnel are selected for all long-term military career courses in the VC Branch, Military Personnel Division, Office Director, Personnel and Training, OTSG, based upon career pattern and DA quotas; no applications are required. Application is necessary for long-term civilian training.
2. Maximum utilization tour assignments in all career patterns are interchangeable. Generally assignments out of the career pattern are infrequent.

CHART 14

58. Veterinary Corps Career Pattern

a. General. The Veterinary Corps is composed of officers who are graduates of approved colleges of veterinary medicine. Upon initial commissioning, each officer is assigned to duties in one of the career fields shown on chart 14, depending upon his interests, aptitude and military requirements. Generally, officers will be permanently identified in a career field upon completion of from 1 to 3 years' service. Each officer is developed within his field, equal opportunity being given to all to reach full maturity in that field. Generally, officers are afforded the opportunity of remaining within their career pattern, accepting diversified assignments or transferring into other career fields.

b. School Eligibility. Examples of courses attended by Veterinary Corps officers are shown on chart 14. Not all officers attend all courses shown, and many attend some courses not shown on the chart. Long-term and short courses, civilian and military, are available in all career fields. The number of courses attended is governed by the following:

(1) The Department of Army controls the

AMEDS quota at the Command and General Staff College and higher level service schools, restricting these courses to the number of AMEDS officers required for high-level command and staff positions.

(2) Specialized training, especially at civilian institutions, is offered to develop an officer within his specialty and to fill a military requirement.

c. Assignments. Some examples of the types of assignments a Veterinary Corps officer may expect are shown on chart 14. This is an incomplete list. Many officers will not perform some duties shown and some may receive assignments not depicted. The chart is a generalization of type assignments which may be expected at each level of an officer's career. Type-duty assignments for all members of the Veterinary Corps are determined, at each stage of the officer's career, by the Veterinary Corps Branch, Director, Personnel and Training, OTSG. Assignments are correlated with school courses and based upon requirements of the Service, career patterns, and individual aptitudes, interests, and abilities.

ARMY MEDICAL SPECIALIST CORPS CAREER PATTERN

PHASE	YRS SVC	CAREER COURSES	DIETETIC SECTION	PHYSICAL THERAPY SECTION	OCCUPATIONAL THERAPY SECTION
MAXIMUM UTILIZATION TOUR DEVELOPMENTAL PERIOD BASIC PERIOD	30 29		Chief, Army Medical Specialist Corps Chief, Dietetic Section, OTSG Chief, Food Service Division in large hospitals Consultant in Dietetics	Chief, Army Medical Specialist Corps Chief, Physical Therapist Section, OTSG Director, Physical Therapy Course, MFSS Physical Therapy Consultant Chief, Physical Therapy Sections in large hospitals.	Chief, Army Medical Specialist Corps Chief, Occupational Therapist Section, OTSG Chief, Occupational Therapy Section in large hospitals.
	25 24 23 22 21 20 19 18 17 16 15	REPRESENTATIVE SHORT COURSES Principles of Medical Operations in Nuclear Warfare. AMSC Supervisors Course Seminars and short courses conducted by colleges and universities.	REPRESENTATIVE SHORT COURSES Principles of Medical Operations in Nuclear Warfare. Seminars and short courses conducted by colleges and universities.	REPRESENTATIVE SHORT COURSES Principles of Medical Operations in Nuclear Warfare. Seminars and short courses conducted by colleges and universities.	
	14 13 12 11 10 9 8 7 6 5 4	TRAINING AT CIVILIAN MEDICAL INSTALLATIONS Six-months' course of Georgia Warm Springs, Rancho Los Amigos (Self-Physical Therapists and Occupational Ther.) GRADUATE DEGREE (M.S.; PH. D.) at civilian university in professional specialty or related field AMEDS OFFICER CAREER COURSE (Selected Officers) HOSPITAL ADMINISTRATION COURSE (Selected Officers)	Assignments of progressively increasing responsibility to include, but not limited to— Chief, Food Service Division in hospitals under 400 beds. Branch Chief within Food Service Division AMSC Counselor. Research Dietitian	Assignments of progressively increasing responsibility in large and small installations to include, but not limited to— Chief, Physical Therapy Section in small hospitals. Instructor, Physical Therapy Course, MFSS Chief of Sections (Wards, ADL Clinics) Clinical Coordinator in large hospitals Student Supervisor (Clinical phase of Physical Therapy Course). Research Physical Therapist	Assignments of progressively increasing responsibility in large and small installations to include, but not limited to— Chief, Occupational Therapy Section in small hospitals. Chief, Sub-sections, Occupational Therapy Sections. Student Supervisor, Occupational Therapy Clinical Affiliation.
3 2 1	DIETETIC INTERNSHIP (12 mos); PT CRS (12 mos); OT AFFIL (9 mos) offered by AMEDS; ANC OFF. ORIENTATION CRS. (all AMSC officers)	Assignment under supervision to provide the officer with diversified experience as a foundation for command responsibilities. Gradual increase in responsibility. Chief, Food Service Division, hospital under 100 beds after minimum 2 years staff experience.	Assignments under supervision for at least the first year of military experience and in large installations, if practicable. Gradual increase in independent practice and in responsibility.	Assignments under supervision for at least the first year with a variety of types of patients. Gradual increase of responsibility with a lessening of supervision. Experience to be gained in large hospitals, if practicable.	
		REPRESENTATIVE SHORT COURSES Seminars, institutes and short courses relating to dietetics, conducted by colleges and universities, professional organizations and the Army Medical Service.	REPRESENTATIVE SHORT COURSES Fundamentals of Medical Support in Future Warfare Techniques of Neuromuscular Rehabilitation Anatomy Refresher Course AHA Institute for Physical Therapists AMSC Supervisors Course Neuropsychology in the Treatment of Neuromuscular Dysfunction.	REPRESENTATIVE SHORT COURSES Fundamentals of Medical Support in Future Warfare Anatomy Refresher Course Neuropsychological Basis for Rehabilitation AMSC Supervisors Course Neuropsychology in the Treatment of Neuromuscular Dysfunction.	
		REPRESENTATIVE SHORT COURSES Seminars, institutes and short courses relating to dietetics, conducted by colleges and universities, professional organizations and the Army Medical Service.	REPRESENTATIVE SHORT COURSES Management of Mass Casualties Lower Extremity Prosthetics Neuropsychological Basis for Rehabilitation	REPRESENTATIVE SHORT COURSES Management of Mass Casualties Psychiatric Occupational Therapy Functional Bracing of the Upper Extremity	

CHART 15

59. Army Medical Specialist Corps Career Pattern

a. General. The Army Medical Specialist Corps, composed of the Dietitian Section, the Physical Therapist Section and the Occupational Therapist Section, requires three distinct and separate career patterns because of the individual nature of the three professions. Each of these three specialties is identified by an MOS awarded by the Office of the Chief, AMSC, OTSG. The officer is retained in the MOS throughout his Army career. Despite this delineation of functions, there exists in the career pattern of all AMSC officers a general uniformity characterized by a comparable progression in the levels of development, advancement, and responsibility.

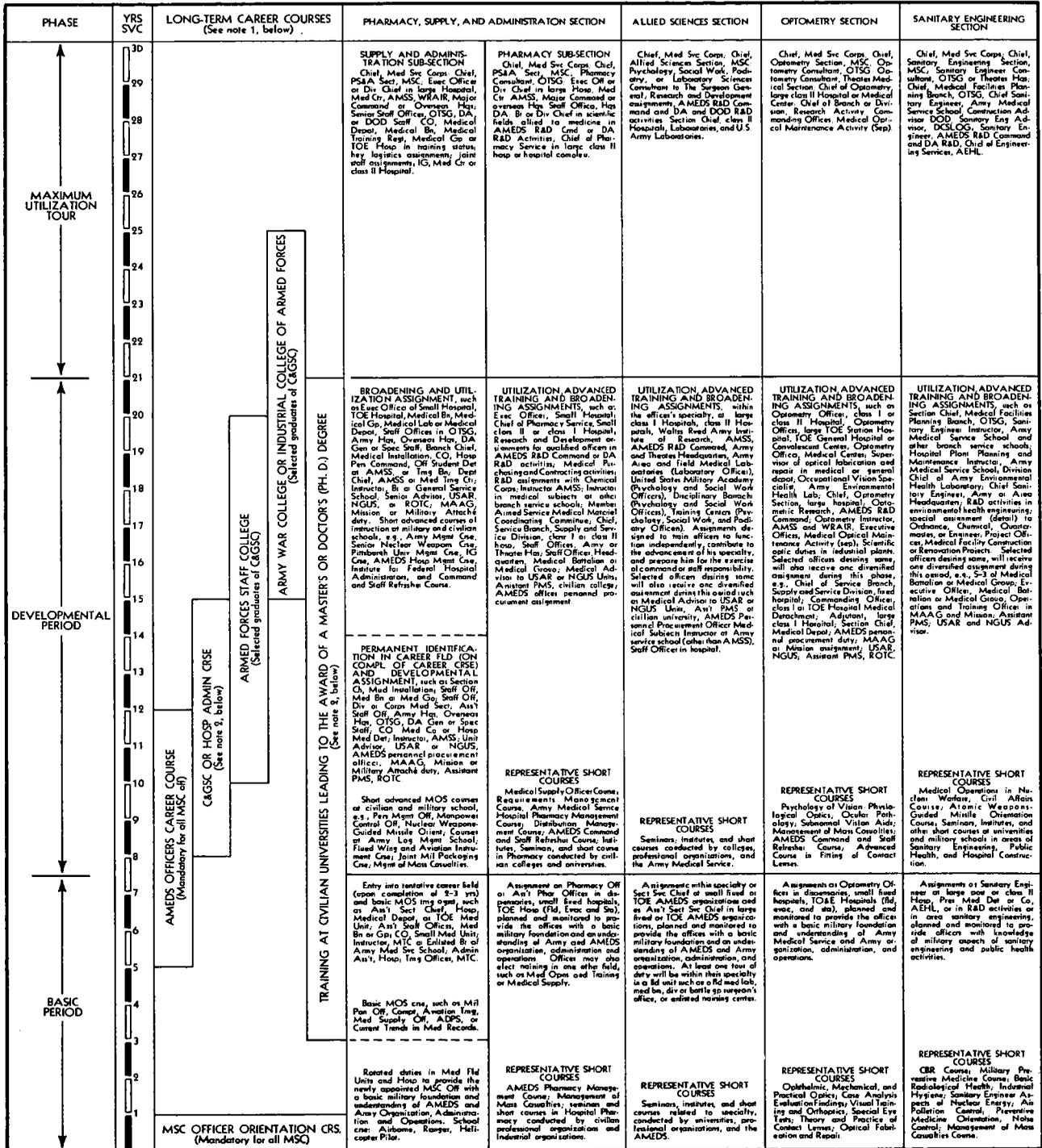
b. School Eligibility. Educational programs are considered essential to the proper professional and administrative growth of the career officer. Opportunities for schooling, which vary according to the officer's qualifications, interest, experience, and potentialities, may occur in the pattern at appropriate times following the 1st or 2d year of military experience. Early in his career when special interest areas are being determined, the officer may avail himself of one or more of the short courses offered by military institutions and civilian universities, hospitals, and institutions. Attendance at this type of short course training may also be indicated at proper intervals during the officer's career to keep him informed of new procedures, trends and policies in his profession. Selected officers may attend certain supervisory administrative and long civilian courses as indicated on the Army Medical Specialist Corps career pattern. A high level administrative or professional position is usually preceded by at least a year's graduate work in the field of the officer's specialty.

c. Assignments.

(1) Assignment of individual officers to professional and related duties is made by the Office of the Chief, AMSC, OTSG, and is based on a planned, rotating, and progressive pattern through large and small installations both in the continental United States and in oversea commands. Officers may be assigned to a normal oversea tour of duty after 1 or 2 years of military experience, in accordance with requirements of the service, eligibility, and individual requests.

- (2) The officers of the Army Medical Specialist Corps begin their Army career by attending the first 4 weeks of the Army Nurse Corps Orientation Course. Following completion of this course, officers who have been previously qualified in their respective specialties (dietetics, physical therapy, and occupational therapy) are assigned to a hospital, preferably large, to insure at least 1 year of supervised experience. This affords them the opportunity of working with a wide variety of patients and participating in many professional activities typical of Army installations. A similar assignment awaits those officers who complete the three qualifying courses—the Dietetic Internship, conducted at two of the Army general hospitals; the Physical Therapy Course, 7 months of which is conducted at the Army Medical Service School and 5 months at three of the general hospitals; and the Occupational Therapy Clinical Affiliate Program conducted at a number of the general hospitals.
- (3) The initial hospital assignment is ordinarily followed by one which requires less supervision and increased responsibility. Concomitant with this advancement, the officer may consider attendance at a short course in his specialty, whereby he can increase his value to the Army and acquire skills and knowledge consistent with his new responsibilities.
- (4) Emergence from this first bracket of basic diversified experience permits consideration of assignments of a more specialized nature, such as teaching, research, or a specialty within the MOS. AMSC Counselors are also selected from the group within this developmental area. The career pattern during this stage is so designed as to afford ample opportunity for the officer to demonstrate qualities and capabilities which will identify him for consideration of appointment to top leadership assignments.
- (5) Officers who have demonstrated outstanding professional and supervisory qualifications may be assigned to any of the positions in the category of maximum utilization as indicated on chart 15.

MEDICAL SERVICE CORPS CAREER PATTERN



- NOTES**
- Personnel are selected for all long-term military career courses in the MSC Career Planning Section, OTSG, based upon career pattern and DA quotas, no applications are required. Application is necessary for long-term civilian training.
 - Generally, all officers of the Supply and Administration Sub-Section attend either CGSC or Hosp Admin Crse, depending upon career pattern and individual desires; some attend long-term civilian training instead of CGSC or Hospital Administration. Most members of the other sections of the Corps receive long-term civilian training in lieu of CGSC or Hosp Admin. A very few outstanding officers receive Hospital Administration or civilian training plus the short (Assoc) CGSC course.

CHART 16

60. Medical Service Corps Career Pattern

a. General. The MSC is composed by law of four sections: (1) Pharmacy, Supply and Administration Section, (2) Medical Allied Sciences Section, (3) Sanitary Engineering Section, and (4) Optometry Section. The PS&A Section comprises nine distinct career fields: Pharmacy, Supply, Controllership, Personnel Management, Registrar, Hospital Administrator, Medical Operations and Training, Aviation (subfield of Operations and Training), and Medical Technical Intelligence; the Allied Sciences Section, six career fields: Psychology, Social Work, Podiatry, Nuclear Medical Science, Medical Laboratory Sciences, and Entomology. Upon initial commissioning each officer is evaluated and identified, by Primary MOS, in one of the Sections and normally remains therein throughout his military career. Officers in the PS&A Section, with the exception of some pharmacists, are normally identified in a career field upon completion of the basic indoctrination phase (3-5 years). Members of the Allied Sciences Section, Sanitary Engineering Section, Optometry Section, and Pharmacy subsection, are identified with a career field immediately upon entry on active duty. Each officer is developed within his section, equal opportunity being given to all to reach full maturity in their chosen fields. Generally, officers are afforded the opportunity of remaining completely within a chosen specialty, accepting one or more diversified assignments or transferring into other career fields.

b. School Eligibility. Examples of courses attended by MSC officers are shown on chart 16. Not all officers attend all courses shown, and most attend some courses not shown on the chart. Long-term and short courses, civilian and military, are available in all career fields.

The number of courses attended is governed by the following:

- (1) The Department of Army controls the AMEDS quota at the Command and General Staff College and higher level schools, restricting these courses to the number of AMEDS officers required for high-level command and staff positions.
- (2) Specialized training, especially at civilian institutions, is offered to develop an officer within his specialty and to fill a military requirement.

c. Assignments. Some examples of the types of assignments a MSC officer may expect are shown on chart 16. This is a very incomplete list of the many types of duties performed by officers of the Corps, it being impossible to list on such a chart the hundreds of functions performed by members of the 17 different career fields. Many officers will not perform some duties shown and all will receive some assignments not depicted. Chart 16 is a generalization of *type* duties which may be expected at each level of an officer's career. A separate career pattern for each career field is established and utilized by the Office of the Surgeon General, Headquarters, Department of the Army, where all assignments are determined. Each career officer is provided a copy of the pattern for his particular career field. Type-duty assignments for all members of the Corps are determined, at each stage of the officer's career, by the MSC Career Planning Section of OTSG with the advice and assistance of Career Field Consultants in OTSG. Assignments are correlated with school courses and based upon needs of the Service, career patterns, and individual aptitudes, interests, and abilities.

ARMY NURSE CORPS CAREER PATTERN

PHASE	YRS SVC	LONG-TERM CAREER COURSES (See notes 1 and 2, below.)	ANESTHESIA AND OPERATING ROOM	RESEARCH AND DEVELOPMENT	MEDICAL-SURGICAL OBSTETRICS-PEDIATRICS NEUROPSYCHIATRY	ARMY HEALTH NURSING
MAXIMUM UTILIZATION TOUR	30		Chief, Army Nurse Corps; Chief, Nurse Army Medical Center, or Army Area, CONUS or Overseas; operating Room or Nurse Anesthetist Consultant; Director of Operating Room or Nurse Anesthetist course; Operating Room supervisor or Chief Nurse Anesthetist in class II teaching hospital; senior staff officer OTSG; Division Chief or senior instructor AMSS.	Chief, Army Nurse Corps; Chief Nurse of Army Medical Center, or Army Area, CONUS or Overseas; Chief Department of Nursing, Walter Reed Army Institute of Research; Division Chief, or Senior Instructor, AMSS; Senior Staff Officer OTSG.	Chief Army Nurse Corps; Chief Nurse Army Medical Center of Army Area, CONUS or Overseas; Chief Nurse class I or class II hospital; Senior Staff officer, OTSG; Chief, Dept. of Nursing Science, AMSS; Branch Chief, AMSS or MTC; Assistant Chief Nurse of class II teaching hospital; Nurse Consultant in specialty (e.g., Pediatrics, OB, NP, etc.).	Chief, Army Nurse Corps; Senior Staff Officer OTSG; Army Health Nurse Consultant, CONUS and Overseas.
	20-29		Utilization, Advanced Training and Broadening Assignments: Such as operating room nurse or nurse anesthetist, class I, class II, TO&E hospitals (Flid, Evac, and station). Assignments are planned and monitored to train officers to function independently, to contribute to advancement in the specialty, to prepare for progressive responsibility, and to participate in the various teaching programs for enlisted personnel and junior officers in operating room and anesthesia fields. Selected operating room nurses desiring the same may receive diversified assignments during this period: e.g., research nurse in or R&D activity; instructor in operating room procedures course AMSS; training office MAAG or Mission; Nursing methods analyst class II hospital; staff officer OTSG; selected nurse anesthetist may receive diversified assignments during this period: e.g., research nurse in R&D activity; instructor or assistant instructor at anesthesia course; training office in MAAG or Mission. Short advanced courses, e.g., operating room nursing, anesthesia workshop.	Utilization, Advanced Training and Broadening Assignments: Such as research nurse in Dept. of Nursing, Walter Reed Army Institute of Research, Surgical Research Unit, Metabolic and Nutrition Ward, and Laboratories, Radioisotope Clinics CONUS and Overseas; assignments are planned and monitored to train officers to conduct independent research, to contribute to advancement in a specialty, to participate in various teaching programs conducted by the Army Medical Service. Selected individuals desiring the same may receive diversified assignments during this period: e.g., Staff Officer OTSG, Training Office in MAAG or Mission; instructor at AMSS. Representative Short Courses: Management of Radioisotope Clinics; Principles of Medical Operations in Nuclear Warfare; Advanced Orientation Course in Medical Aspect of Chemical Warfare; Physiological Basis of Nursing Practice.	Utilization, Advanced Training and Broadening Assignments, within officers specialty at class I, class II and TO&E hospitals, dispensaries and clinics. Assignments are planned and monitored to enhance nursing skills and knowledge to prepare for progressive responsibility; to contribute to advancement in the specialty and to participate in the various teaching programs for enlisted personnel and junior officers. Assignments such as staff nurse; head nurse, and supervisor in specialty; assistant chief nurse, nurse methods analyst, personnel coordinator or educational coordinator of large class I or class II hospital. (Two or more of these positions may be combined in smaller installations). Selected individuals desiring the same may receive diversified assignments during this period: e.g., staff officer OTSG; instructor AMSS; training office in MAAG or Mission; ANC procurement counselor at Army Area Headquarters; Research nurse in R&D activity.	Utilization, Advanced Training and Broadening Assignments: To include class I and II Posts, class II teaching hospitals; instructor, AMSS; training office MAAG or Mission; research nurse in R&D activity. Assignments are planned and monitored to prepare officer to function as a member of the Preventive Medicine team; to plan and organize effective Army Health programs; to contribute to advancement in Army Health Nursing; to participate in teaching programs and to conduct training programs for junior officers in Army Health Nursing. Representative Short Courses: Military Preventive Medicine; seminars, institutes and workshops related to specialty conducted by universities, professional organizations, and the Army Medical Service.
DEVELOPMENTAL PERIOD	14-19					
	10-13	ANC OFFICERS CAREER CRSE Mandatory for all Career Officers	ADVANCED OPERATING ROOM COURSE CONDUCTED AT ARMY HOSPITAL (See note 1 below.)			
BASIC PERIOD	1-9	ANC OFFICERS CAREER CRSE Mandatory for all Career Officers	LONG CLINICAL COURSES CONDUCTED AT ARMY HOSPITALS (See note 2, below.)			
	1-9	ANC OFFICERS ORIENTATION COURSE Mandatory for all ANC	AMEDS OFFICER CAREER CRSE OR HOSP ADMIN CRSE (See note 1 below.)			
		TRAINING AT CIVILIAN UNIVERSITIES LEADING TO A BACHELORS' MASTERS OR DOCTOR'S DEGREE (Ph. D. OR EdD) (See note 2 below)				
General Duty at Fixed Army Hospital and Selection of Clinical Area of Interest						

NOTES

1. Personnel are selected by the Career Planning Section, OTSG, for the ANC Officers Career Course and the Hospital Administration Course (8-A-3012). No applications are required for AMEDS Officer Career Course.
2. Applications are required for long clinical courses conducted at Army hospitals and for long-term civilian trainings.

CHART 17

61. Army Nurse Corps Career Pattern

a. General. Upon initial appointment, Army Nurse Corps officers will be granted credit for years of service in an active status on the basis of formal education related to a specialty in the following fields of nursing: Nursing education, supervision and teaching, nursing service administration, personnel administration, counseling and guidance, nursing research, public health nursing, and completion of approved postgraduate clinical programs. The number of years creditable for qualifying education and experience is as follows:

- (1) One year service credit for graduates from an acceptable diploma school of nursing with 30 additional semester credits toward a baccalaureate degree.
- (2) Eighteen months service credit for a bachelor's degree.
- (3) Three years service credit for a master's degree.
- (4) Four years service credit for a Ph.D. or comparable degree.
- (5) One year service credit for completion of an approved clinical postgraduate training program in anesthesiology and certification in the American Association of Nurse Anesthetists.

b. School Eligibility.

- (1) All newly commissioned officers will attend the Army Nurse Corps Orientation course at the Army Medical Service School.
- (2) Between the 3d and 9th years of

service, career officers will attend the ANC Officer Career Course.

- (3) Regular Army and reserve officers who have been on active duty for 6 months are eligible to apply for the professional specialty courses for Army Nurse Corps officers conducted at military installations. These are Maternal and Child Health Nursing, Anesthesiology, Basic Operating Room Nursing and Advanced Operating Room Nursing.
- (4) Specialized training at civilian universities and AMEDS long courses, e.g., AMEDS Officer Career Course and the Hospital Administration Course are offered to develop an officer within a specialty and to fill a military requirement.

c. Assignments. The Army Nurse Corps career pattern (chart 17) depicts the general developmental career progression which is brought about through planned and monitored assignments. Every Army Nurse Corps officer is expected to have an excellent foundation in clinical nursing before receiving a diversified assignment. Although not all officers will receive diversified assignments, all are given equal opportunity to progress in their chosen career field.

Assignments are planned at each stage of the officer's career by the Army Nurse Corps Career Planning Section, OTSG, to insure that the individual officer receives clinical nursing experience, progressive responsibility, and to acquire an overall working knowledge of the Army Medical Service.

ADJUTANT GENERAL'S CORPS CAREER PATTERN

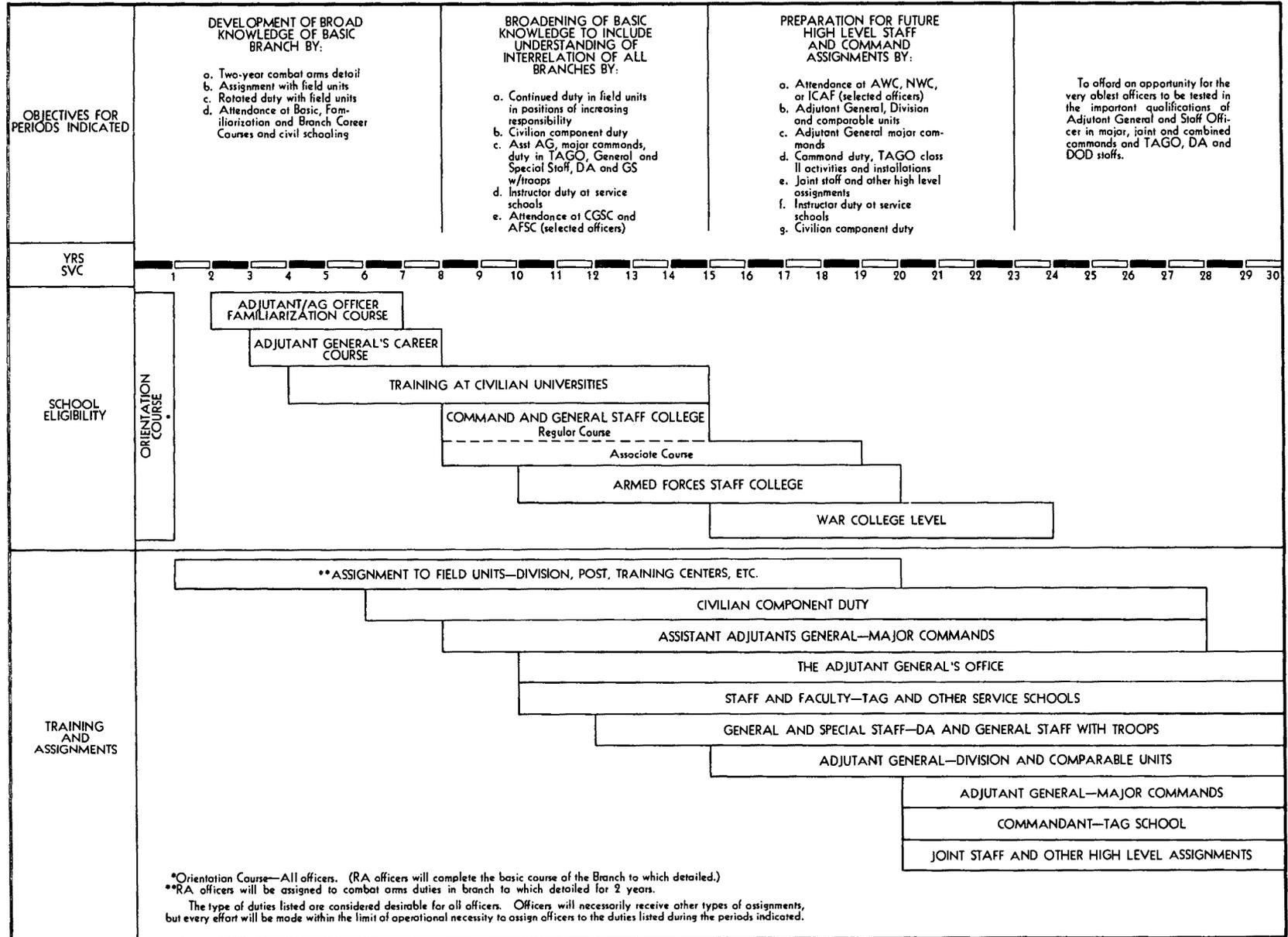


CHART 18

62. Adjutant General's Corps Career Pattern

a. The career program is designed to develop officers who have broad rather than specialized training and experience in Adjutant General duties. This is accomplished through rotation of assignments in positions of increasing responsibility, and through the completion of Army and civilian education courses.

b. The major responsibilities of The Adjutant General requires proficiency in six primary Military Occupational Specialties:

- (1) MOS 2110—Adjutant or Adjutant General
- (2) MOS 2210—Personnel Management Officer
- (3) MOS 0030—Postal Officer
- (4) MOS 2401—Machine Records Officer
- (5) MOS 2402—Automatic Data Processing Plans and Operations Officer
- (6) MOS 5000—Special Services Officer

In addition, experience in MOS 2230 and 2239 is provided, particularly in the lower grades. Restriction of education and duty assignments to just one of these specialties seriously hinders an officer's maximum development and consequently limits his value to the Army. Assignment to positions of highest responsibility requires a working knowledge of all six areas, and channelling of officers in any one narrow field of specialization is to be avoided. Overall requirements of the Army cause a small percentage of selected officers to be assigned to branch immaterial positions. Such assignments should be made only after the officer concerned has received a solid branch material base of experience appropriate to his grade and years of service. Repetitive assignments in branch immaterial positions are to be avoided.

c. *First 8 years.*

- (1) *Duty assignments.* During the first 2 years, newly commissioned Regular Army second lieutenants are detailed to troop duty with a combat arm. Following this detail they, along with AGC reserve officers serving initial tours on extended active duty, normally are given assignments which are pointed primarily toward giving them the widest possible grounding in the basic MOS of 2110 and 2210. Also, to the extent practicable, experience in one or more of the other four primary areas is encouraged. Branch immaterial assignments during this period are neither sought nor encouraged.
- (2) *Education.* As part of the initial 2-year detail with a combat arm, Regular Army officers attend the Basic Course of that branch. Reserve officers attend The Adjutant General's Officer Orientation Course (8 weeks) immediately upon entry on active duty. The Adjutant/Adjutant General Familiarization Course is utilized for officers who transfer into The Adjutant General's

Corps from other branches and Regular Army AGC officers upon completion of their combat arms details. Officers are programed to attend The Adjutant General Officer Career (Advanced) Course as near the optimum 3- to 8-year period of commissioned service as availability and military requirements permit. Education at civilian universities, related to the personnel management, automatic data processing, or business administration fields, normally commences during the latter part of this period. In some instances training with civilian industry is incorporated into this educational pattern.

d. *Nine through 15 years.*

- (1) *Duty assignments.* Service includes duty with field units, civilian components, and major commands in all six primary MOS areas. New assignments during this period may include duty with The Adjutant General's Office, Staff and Faculty of The Adjutant General's School, and Department of the Army Staff and General Staff assignments with troops. Attempt is made to rotate duty in the various AGC MOS fields so that at the completion of 15 years of service officers will have a full and productive working knowledge of all primary Military Occupational Specialties within the AGC sphere of responsibility.
- (2) *Education.* If not completed earlier, attendance at the Career Course and training at civilian universities is concluded during this period and maximum emphasis is placed on selecting qualified officers to attend the Command and General Staff College, and the Armed Forces Staff College.

e. *Sixteen through 23 years.*

- (1) *Duty assignments.* During this period officers are assigned to positions of increasing responsibility on progressively higher levels. New assignment possibilities include duty as Adjutant General of divisions or comparable commands, Department Directors at The Adjutant General's Board and assignment to joint staff organizations.
- (2) *Education.* If not completed earlier, attendance at the Command and General Staff College and the Armed Forces Staff College is concluded during this phase. Officers of outstanding promise are selected to attend the Army War College, the Industrial College of the Armed Forces, National War College or other senior service schools.

f. *Twenty-four through 30 years.* Officers are assigned to positions of highest responsibility in The Adjutant General's Office, major commands, The Adjutant General's School, on the Department of the Army Staffs, Department of Defense Staffs, and with the reserve components.

CHAPLAINS CAREER PATTERN

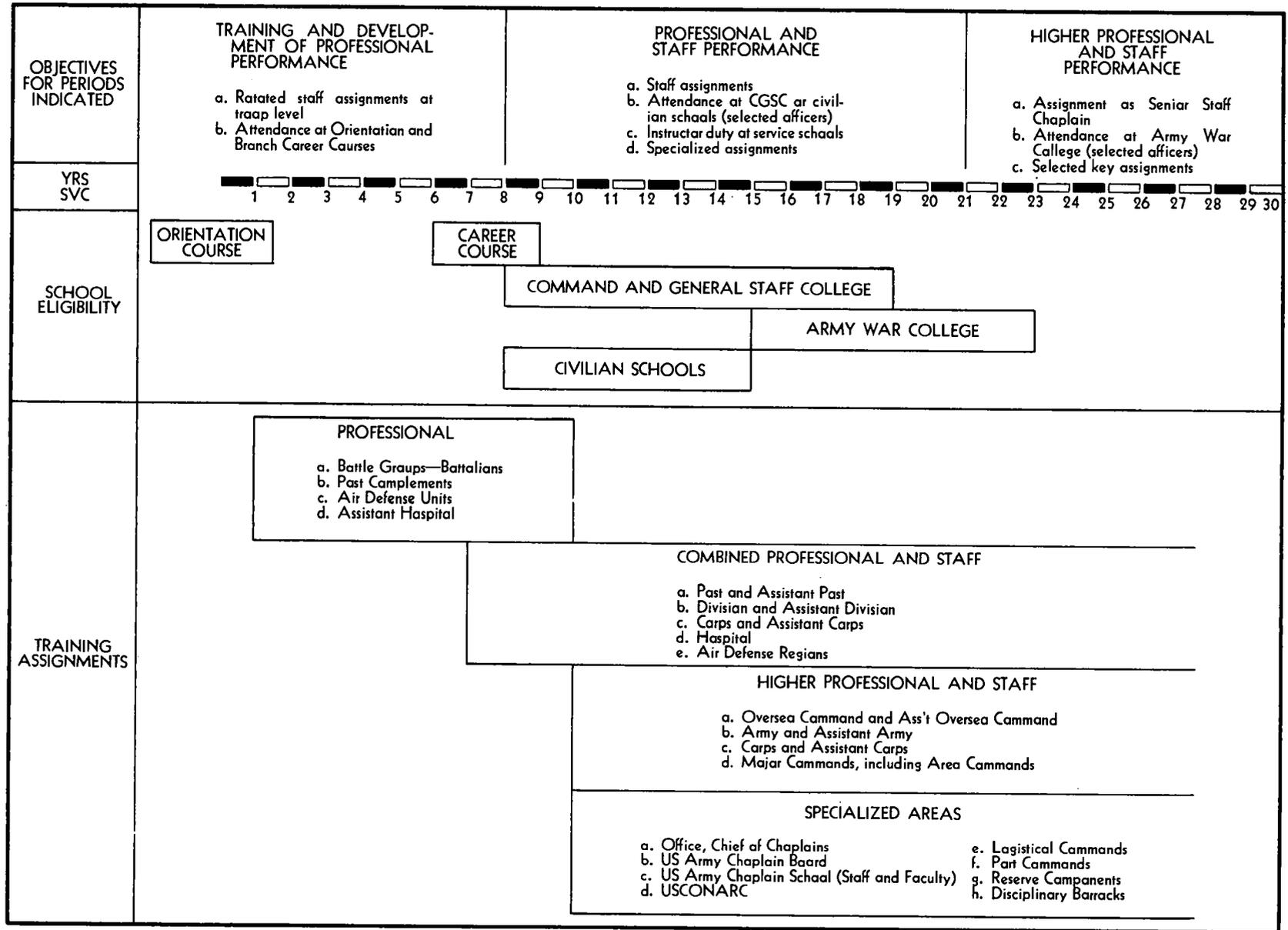


CHART 19

63. Chaplains Career Pattern

a. Clergymen entering active duty as chaplains must be provided with a well planned integrated program of training and assignments in order to assist them in reaching their maximum performance capabilities. The chaplain career program is designed to provide a progressive long-range development of the capabilities and potential of each chaplain. This program is intended to further develop the professional fitness of chaplains; provide an understanding of the Military Establishment in which they will work; further develop their qualities of leadership in order that they may provide a more effective ministry to the personnel they serve; to prepare chaplains to supervise and coordinate the activities of other chaplains in accordance with principles of personnel management; to provide qualified chaplains for staffs of higher headquarters.

b. In order to accomplish these purposes the chaplain career program is divided into three major phases:

- (1) *Period of training and development of professional performance (0-8 years)*. During or prior to this period the chaplain is required to complete the Chaplain Officer Orientation Course in residence at the U.S. Army Chaplain School. This course is designed to provide the newly commissioned chaplain with a working knowledge of the Military Establishment and with sufficient information to enable him to effectively serve the personnel of the unit to which he is assigned. In this period his assignment will be limited to units at the lower level of command. His initial assignment will be to a position where he will serve under the guidance and supervision of a more experienced chaplain. As his service progresses he may be the only chaplain. During the latter part of this period he will return to the U.S. Army Chaplain School for attendance at the Chaplain Officer Career Course. This course is designed to provide a broad background in all phases of chaplain activities. The chaplain will be trained in the professional, administrative, and supervisory responsibilities of a staff chaplain at all levels of command. This program will include detailed instruction in the field of personnel and financial management to assist him in his future responsibilities in preparing and executing the chaplain program. The primary intention of this course is to equip the chap-

lain to assist the commander in providing a comprehensive and meaningful religious program for the command.

- (2) *Period of professional and staff performance (8-21 years)*. During this period a few chaplains who indicate outstanding staff ability and potential will be selected for attendance at the Command and General Staff College. These chaplains will be given assignments that will make maximum use of their training, such as, to major commands or specialized areas. A few other chaplains who show outstanding professional competence will be selected for training at civilian institutions or universities. These chaplains will be given assignments where maximum use may be made of their specialized or professional training. All chaplains who demonstrate capabilities for greater positions of responsibility will be given progressive assignments to make maximum use of their potential. These assignments will be varied to provide a well-rounded and versatile career. Selection for these assignments will be dependent upon demonstrated performance of duty in each type of assignment. During the 16 to 23 years' period a limited number of highly qualified chaplains who have demonstrated outstanding professional and staff capabilities will be selected for attendance at the U.S. Army War College. These chaplains will be assigned to high level staff positions where they will participate in planning and developing the religious and moral program of the U.S. Army.
- (3) *Period of higher staff and professional performance (21 years to retirement)*. This is the final period in the chaplain's career. The training that he has received and his assignments have prepared him for positions of responsibility commensurate with his capabilities. During this period he will be assigned to staff positions from Division level to Department of the Army level.

c. An adequate career pattern for chaplains requires the assistance of all chaplains in supervisory positions. Every effort must be made at all levels to institute and support a strong career management program in order to discover and develop the maximum potential of the individual chaplain.

FINANCE CORPS CAREER PATTERN

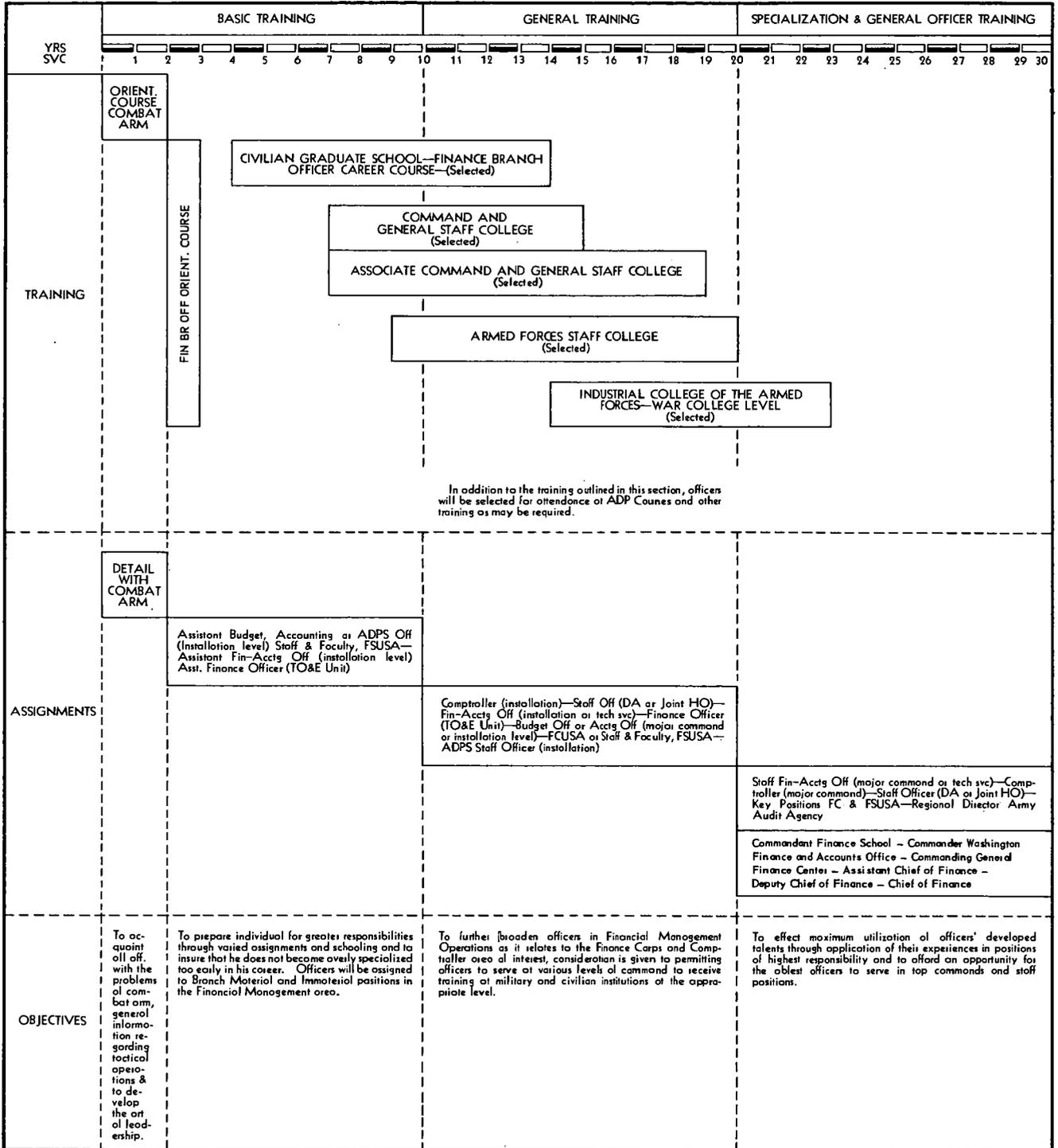


CHART 20

64. Finance Corps Career Pattern

The Finance Corps officer career program is designed to provide each officer an opportunity for progressive development and training in all areas of financial management.

a. The basic training period covers the first 10 years of the officer's career. When first commissioned in the Regular Army, a Finance Corps officer is detailed to one of the combat arms for a period of 2 years. Prior to serving with a troop unit, he will normally attend the appropriate combat arm orientation course. After completing this training, the individual will be assigned to a CONUS or overseas requirement. The training and experience the officer gains from such a tour will prove invaluable in later assignments, for it is during this tour that he has the opportunity to develop the art of leadership and to gain firsthand knowledge of the needs and mission of the combat arm.

When the individual has completed his combat arm tour, he will attend the Finance Officer Orientation Course en route to his new Finance Corps duty assignment. If the individual is assigned to a station in the continental United States at the time he completes his combat arm tour, he will attend the Finance Officer Orientation Course en route to his new Finance Corps duty assignment. If overseas, and is not due for return to the United States, the officer will be placed in an appropriate Finance Corps position for on-the-job training. He will subsequently attend the Finance Officer Orientation Course after completion of his overseas tour en route to his new assignment. The type duty or training received is shown on chart 20. In the event the officer is not afforded an opportunity to serve in all these positions, he will be given such duty during the next phase of his career. It is important that, as a minimum, the officer serve as a Deputy, or Assistant Finance Officer, or Finance and Accounting Officer during this period.

b. The general type training and experience phase covers the 11- to 20-year period. During this period, the officer will be considered for training and positions outlined in chart 20.

This period is perhaps the most important phase of the individual's career. During this time, he will be afforded training and experience at various levels of command in order to be prepared for duty at the highest level. In order to accomplish this, each officer will be given varied assignments and formal schooling, military and civilian, to insure that he does not become specialized too early in his career. Rotative assignments between Branch Material (Finance and Accounting, Disbursing, Accounting, and Staff Duty in these areas) and Branch Immaterial (Comptroller, Budget, and Logistics) will be provided. The objective is to give the individual experience at various levels in Finance and Accounting, Disbursing, Accounting, and Budget, in order that he will be prepared for duty as a Staff Finance and Accounting Officer or Comptroller.

c. The specialization and General Officer training phase covers the period 21 to 30 years, and is designed to give the officer an opportunity for assignment at the highest organizational levels. Normally, officers will not be considered for specialization until after they have completed 20 years service. Assignment and training available are as shown on chart 20.

d. Every individual is considered for training as outlined on chart 20 at the appropriate time in his career. Consideration is automatic, and applications are not required. In addition to the normal career type courses and training, each officer will be considered for courses conducted on such subjects as budgeting, comptrollership, review and analysis, automatic data processing, or machine accounting, as requirements dictate.

e. Selection of officers for assignment and training is made after consideration of individual and military needs. The success of the career program depends upon the officer and commander. Finance Corps officers should seek greater and varied responsibilities; should take advantage of all opportunities to broaden their careers in the Financial Management area by off-duty education, extension courses and attendance at schools; visit their career branch, when possible, and keep that Office informed by submitting an up-to-date Preference Statement periodically.

JUDGE ADVOCATE GENERAL'S CAREER PATTERN

<p>OBJECTIVES FOR PERIODS INDICATED</p>	<p>DEVELOPMENT AS A GENERALIST AND INITIAL TRAINING AS A SPECIALIST BY:</p> <ul style="list-style-type: none"> a. Duty with Division size units, initially as trial and defense counsel, and subsequently as Assistant Staff JA. b. Attendance at Basic and Branch Career Courses. c. Rotation of duties through at least two specialist fields. 	<p>FURTHER DEVELOPMENT AS A GENERALIST AND CONCURRENT DEVELOPMENT AS A SPECIALIST BY:</p> <ul style="list-style-type: none"> a. Duty as Staff JA of Division size GCM jurisdiction. b. Duty as Assistant Staff JA of Division or higher staff. c. Assignment to OTJAG. d. Instructor at Service schools. e. Assignment to DA Staff agencies, including technical services. 	<p>UTILIZATION</p> <p>Opportunity to serve in any position in JAGC, including positions as Staff JA of Corps and larger units, Commandant of the JAG School, Division Chief of OTJAG, and as Assistant or The Judge Advocate General.</p>
<p>YRS SVC</p>			
<p>SCHOOL ELIGIBILITY</p>	<p>ORIENT.*</p> <p>CAREER COURSE**</p> <p>COMMAND AND GENERAL STAFF COLLEGE</p> <p>ARMED FORCES STAFF COLLEGE</p> <p>WAR COLLEGE LEVEL</p> <p>OTHER SCHOOLS (FAST, ADVANCE CIVILIAN SCHOOLING REFRESHER COURSES, MANAGEMENT COURSES) BY QUOTA</p>		
<p>ASSIGNMENTS</p>	<p>SERVICE IN STAFF JA OFFICE AT ALL LEVELS OF COMMAND, INCLUDING SERVICE ON ALLIED JOINT THEATER, AND DA STAFF</p> <p>SERVICE AS STAFF JA OF GCM JURISDICTION</p> <p>SERVICE AS LAW OFFICER AND AS MEMBER OF BOARD OF REVIEW OR BOARD OF CONTRACT APPEALS</p> <p>After 20 years of service, outstanding officers will be given tours of duty as specialists or generalist in positions of great responsibility at higher levels of command.</p>		
<p>SPECIALIST FIELDS</p>	<p>An officer may perform duties in same or all of the following special fields of law at any level of command and at any time during his career.</p> <ul style="list-style-type: none"> a. Military Justice b. Military Affairs c. Claims d. Litigation e. Patents f. Labor Law g. Real Estate h. Procurement i. International Law j. Legal Assistance k. Civil Affairs l. Tax Law m. War Crimes n. Space Law o. Legislation p. Admiralty Law q. Foreign Law r. Appellate Advocacy 		
<p>*Officers without prior commissioned service attend Basic Infantry Course in addition to JAG Special Course.</p> <p>**Preferably, officer should complete Career Course before ninth year but exigencies of service may postpone this schooling until later.</p>			

CHART 21

65. Judge Advocate General's Corps Career Pattern

a. The objectives of the Judge Advocate General's Corps career plan are—

- (1) To develop an officer as a generalist, so that by the end of his 9th year of service, he will be qualified to serve as the staff judge, advocate of a division or comparable unit exercising general court-martial jurisdiction, and by the end of his 20th year of service, will be qualified to serve as the staff judge advocate of any command exercising general court-martial jurisdiction.
- (2) To develop an officer concurrently as a specialist, so that by the end of his 20th year of service, he will be qualified to serve as the chief of the division of the Judge Advocate General's Office which is responsible for furnishing legal services in his specialty.
- (3) To develop a limited number of officers so that they will be familiar with the law and language of foreign countries in which the Army is likely to operate in time of mobilization or war.

b. *Basic Qualifications of an Officer Entering the Corps.* First Lieutenant is the lowest grade in which qualified lawyers are appointed in the Judge Advocate General's Corps. Although an officer initially commissioned in this Corps is given 3 years of credit because of the requirement that he study law for 3 years to qualify himself for appointment, this credit applies only to promotion. As it does not apply toward retirement, a Regular Army officer may expect to serve on active duty for 30 years before being mandatorily retired. Any person, civilian or military, with or without prior legal experience, who possesses the requisite qualifications may be appointed in the Judge Advocate General's Corps. To qualify for appointment, the individual must have the following special qualifications:

- (1) Be a graduate of an approved law school.
- (2) Have a professional degree.
- (3) Be admitted to practice law before the highest court of a State, or a Federal court.
- (4) Be in good standing as a member of the bar.

c. *Preliminary Service Schooling.*

- (1) Officers of the Corps without prior commissioned service normally will attend the Infantry Officer's Orientation Course so that they may acquire the military background that will enable them better to perform their legal duties in the Army.
- (2) Officers who have had prior commissioned service and those who have attended the Infantry Officer's Orientation Course will attend the Judge Advocate General's Special Course.
- (3) Attendance at both of the above courses will normally precede their entering upon the performance of their military-legal duties. However, special situations may cause this plan to be altered. In

any event, they will attend the Judge Advocate General's Special Course at the earliest opportunity.

d. *Advanced Service Schooling.* Attendance at service schools above the level of the Judge Advocate General's Special Course, including the Judge Advocate Officer Career Course, will be by selection, although every effort will be made to insure that each officer has the opportunity of attending his Career Course.

e. *Graduate Study in Civilian Institutions.* In the Army as in civilian life, the practice of law is a continuing process of study. Subject to the availability of funds, officers will be assigned to pursue graduate study based upon their ability, desire, and the needs of the Corps. The wide fields of legal activities of the Judge Advocate General's Corps require, in addition to the basic general knowledge of law, an extensive knowledge of many specialized fields of law, the most obvious of which are those dealing with patents, international, criminal, administrative, and labor law, contracts, torts, admiralty and legislation. Officers of the Corps are provided the opportunity to continue their education by full or part time graduate study of legal or quasi-legal subjects designed to qualify them for the performance of specialized duties to which they are or may be assigned. A limited number of highly qualified officers will, upon application, be assigned to the Foreign Area Specialist Training Program to qualify them to advise commanders concerning the law of any country in which the Army may be operating in time of war. Concurrently with the training received within the major fields of law, judge advocates are encouraged to pursue off-duty graduate studies to broaden their legal knowledge.

f. *Assignment and Duty Policies.* Assignments are made to achieve the objectives of the career plan. Levels of command are not particularly important in this respect, although as many officers as possible are given tours of duty in division size units at the beginning of their careers. However, 15 percent of the Corps is assigned to Department of the Army at all times, and it is frequently necessary to assign a new officer to the Department of the Army in order to meet requirements. After an officer has been promoted to field grade, if he has not already had a duty tour in the Department of the Army, he normally will be assigned to The Office of The Judge Advocate General for a tour of duty. Rotation of assignments are generally governed by oversea requirements, schooling, and the law limiting the length of duty tours at the Department of the Army. At any time after he has completed the Judge Advocate Officer Career Course, an officer may be given his first opportunity to serve as the staff judge advocate of a command exercising general court-martial jurisdiction. Because of the limited number of these assignments, an officer may be reassigned from such a position after 1 year, and in short-tour oversea area, after a shorter period of time so as to permit the maximum number of officers to receive such experience.

MILITARY POLICE CORPS CAREER PATTERN

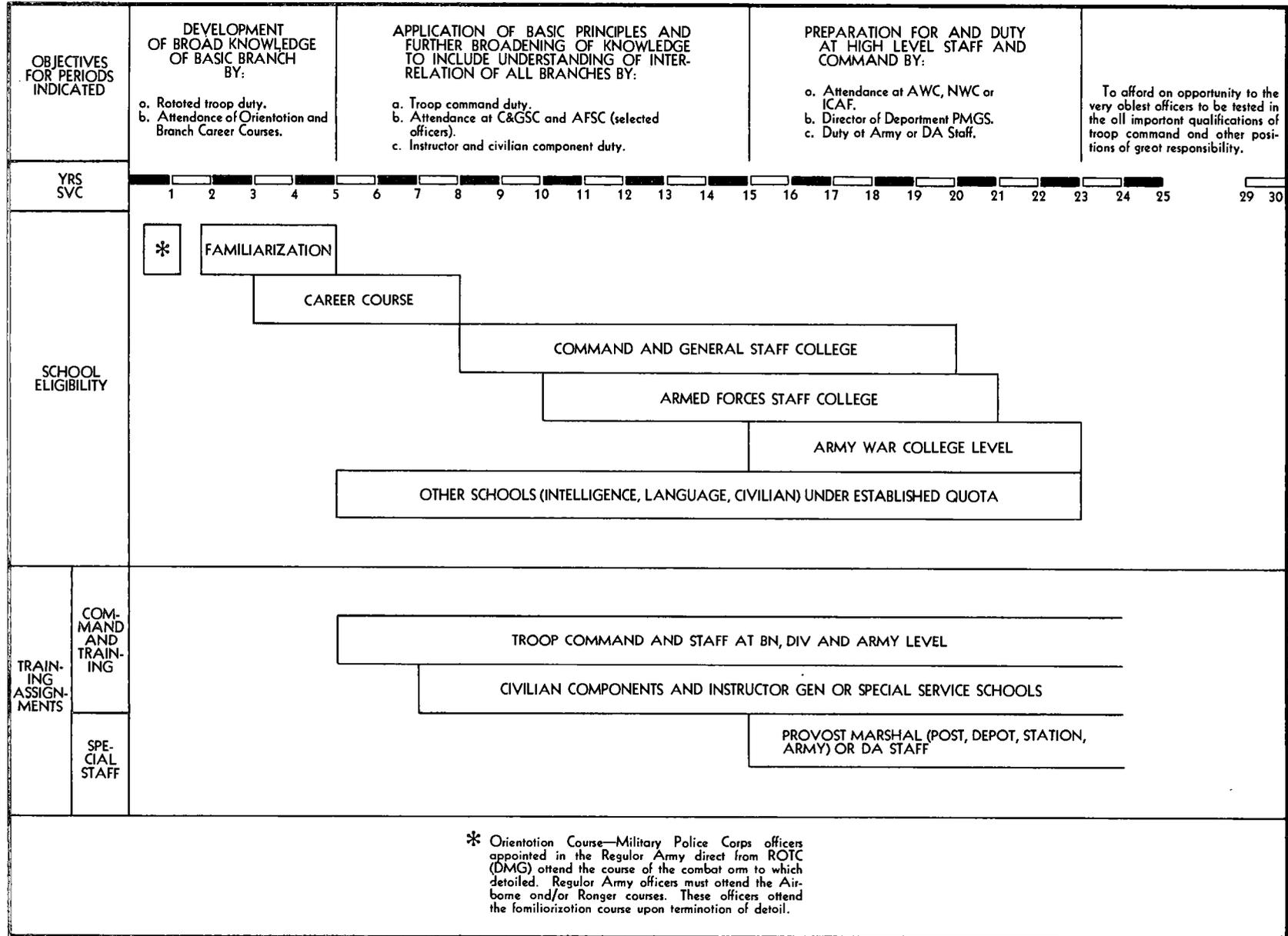


CHART 22

66. Military Police Corps Career Pattern

a. The ultimate objective of the career program of the Military Police Corps is the development of each officer's professional capacity to the highest ability level by intelligent, progressive rotation of duty and school assignments. This program must be pursued vigorously not only by those charged with career management responsibility but by the individual officer concerned as well.

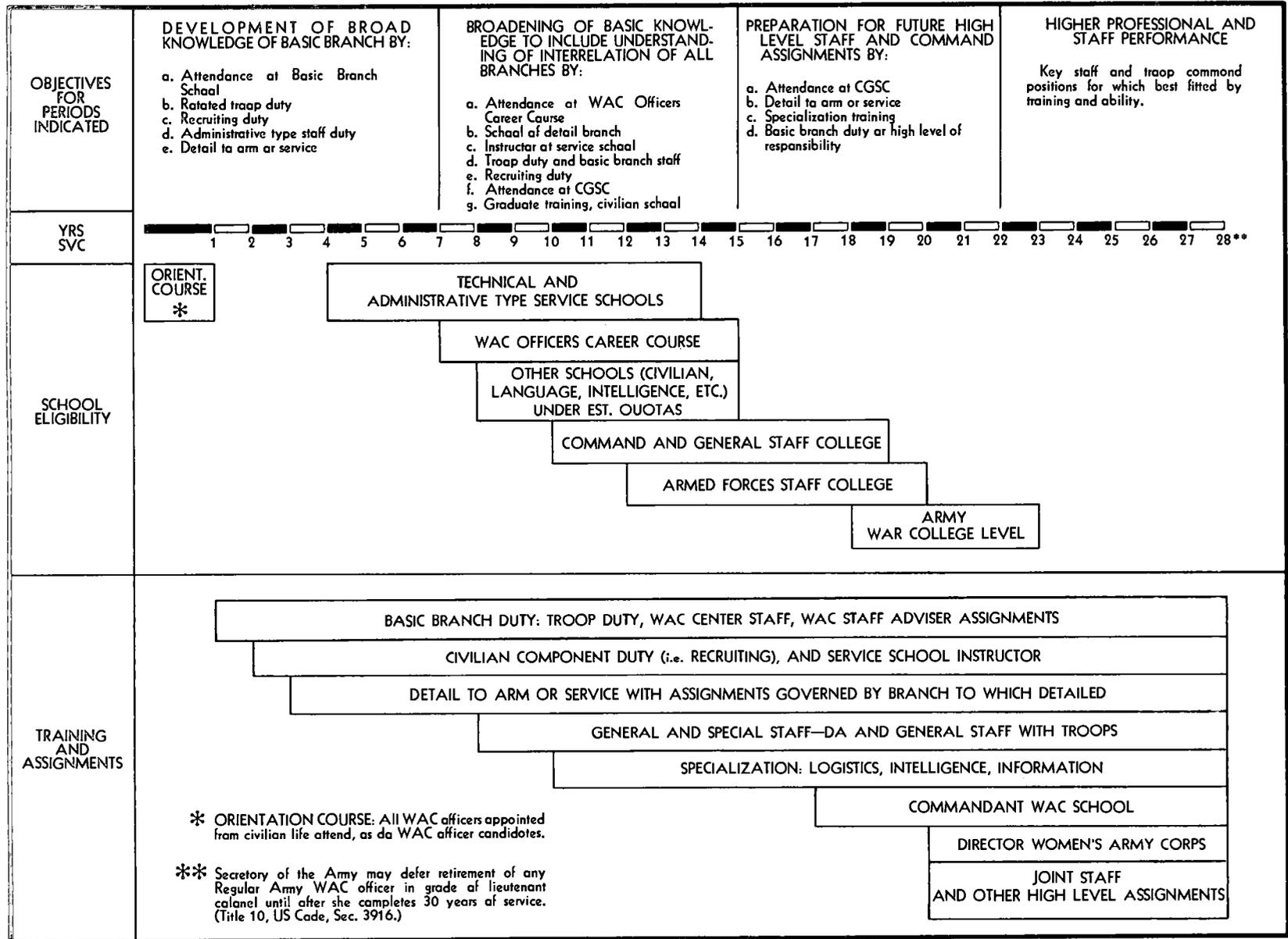
b. Academic instruction is only a small portion of an officer's total training. Each assignment and additional duty adds something for future utilization. Therefore, an officer's entire career may be said to be a period of learning. The Military Police career program is broken down into three phases each overlapping to allow those officers whose ability and progress is above the average to advance more rapidly.

- (1) *Phase I (0-5 years)*. The Military Police Corps provides the basic military foundation for each officer by insuring his initial attendance at the Orientation Course at The Provost Marshal General's School. Military Police Regular Army officers are detailed to the Infantry branch of the combat arms. They attend the orientation course of the Infantry branch and perhaps the familiarization course of the Military Police Corps upon termination of their detail. With this background in learning the principles of leadership, command, and administration, the first Military Police assignment normally will be as a platoon leader or a detachment commander of a Military Police unit. The officer's immediate commander will almost invariably rotate the junior officer through all types of duties performed by the Military Police platoon or detachment.
- (2) *Phase II (6-19 years)*. An officer entering phase II is now ready to assume the responsibilities inherent in command, to apply the basic principles learned during phase I, and to continue to broaden his knowledge of the military service. This includes an understanding of the interrelation of all branches. An officer will, during this period, rotate through various stages of

command and may be utilized as an instructor at a service school or in the Army Reserve Program. To some officers will come the opportunity for advanced service school and possible attendance at a civilian university or college for graduate level training. During the early portion of this period, and dependent upon their aptitudes, interests, and experience, officers will climb one of two training "ladders," command or correctional, in achieving full career development. The "command ladder" embraces possible attendance, in order, at the Command and General Staff College, and The Armed Forces Staff College, the Army War College, or National War College with assignments through battalion and division levels. Those following the "correctional ladder," after completing graduate civil schooling, will continue appropriate duty assignments within the correctional field and may complete the Command and General Staff College and the Industrial College of the Armed Forces. At the end of this phase, the officer must be qualified to head any principal subdivision of the Office of The Provost Marshal General, to act as a staff provost marshal, to fill a key position on the Department of the Army level or in a joint command.

- (3) *Phase III (20-30 years)*. The officer, having been guided during the formative years of his career, qualifies during this period for assignment to positions of responsibility commensurate with demonstrated ability. This is the period when experience and education are utilized to their fullest extent. During this phase, officers may be assigned as Division Chief, OTPMG; Department Director, TPMG School; Army Provost Marshal; Commandant, United States Disciplinary Barracks; or to other staff positions in the Department of Defense, Department of the Army, or other governmental agencies. For those individuals possessing general officer qualifications, final preparations are made during this phase for selection to general officer grade.

WOMEN'S ARMY CORPS CAREER PATTERN



* ORIENTATION COURSE: All WAC officers appointed from civilian life attend, as do WAC officer candidates.

** Secretary of the Army may defer retirement of any Regular Army WAC officer in grade of lieutenant colonel until after she completes 30 years of service. (Title 10, US Code, Sec. 3916.)

CHART 23

67. Women's Army Corps Career Pattern

a. The WAC officer's career will be designed to produce a corps of versatile, proficient officers capable of filling positions of responsibility throughout the Army.

b. The initial service of all second lieutenants normally will be with troops at the U.S. WAC Center, and/or with a WAC unit in the field after completion of branch orientation course.

c. WAC officers may be detailed for duty with branches other than the combat arms, Medical Service, or Chaplains. Officers detailed will retain their identification with the basic branch (WAC), being "detailed" *not* assigned for duty with other branches.

d. It is generally acknowledged that occasional tours of basic branch duty for every officer are imperative. If WAC officers are detailed, they become identified on official records with that branch and are more likely to revert to the same branch after each intervening tour of basic branch duty. Duplicate records will be maintained by WAC branch when officers are so detailed.

e. The WAC officer will follow a rotation of assignment pat-

terns in accordance with Department of the Army policies and the needs of the using branch. Normally, it is a rotation scheme designed in general to insure that approximately 2 out of every 5 years are spent in basic branch duty.

f. The basic branch will provide the training necessary to perform duty within the basic branch. The detail branch will be responsible for whatever special training and schooling is required in connection with such tours. So far as practicable they will have repeated tours of duty with the same detail branch with increased responsibility as they progress in military experience.

g. Career patterns will be influenced by individual aptitudes, abilities, and interests. Officers are encouraged to discuss their own individual career with their local commander, WAC Staff Adviser, and Career Branch Officer. Chart 23 is a sample assignment pattern but officers normally will receive many other forms of assignment. Assignments will be channeled individually in order for each officer to advance in the field of her greatest ability.

SECTION VII
CAREER PATTERNS IN GENERAL STAFF AND SPECIALIST FIELDS

68. Army Requirements and Individual Development Opportunities

a. Requirements for officers in today's modern Army call for a diversity of talent across a spectrum ranging from officers who are broadly trained to those highly skilled in a rather narrow field. In between these extremes are requirements for officers who will attain a high degree of professional competence in a relatively broad area while maintaining proficiency in their basic branch. The Army seeks to enrich its ranks with adequate numbers of individuals with skills in each of many diversified areas.

b. Career management policies and procedures are intended to insure that work of officers intensively trained in a particular area or field is fully recognized in all personnel actions. Selection boards are directed to look for the elements of potential and performance of duty as demonstrated by performance in the job assigned. The most significant measure of potential is how an officer has done the jobs he has been assigned—not whether he has just filled all assignment blocks that constitute the traditional well-rounded career. An officer who specializes still has to demonstrate an awareness and a grasp of the interrelatedness of his particular part to the overall. Opportunities will be provided officers with special qualifications to maintain their overall perspective as Army officers. Decisions on personnel actions are made on a competitive basis without advantage or disadvantage in comparison with officers who have concentrated on a normal career pattern.

c. The modern Army is rapidly moving to meet the needs of increased specialization. While the well-rounded versatile career officer is still required, the Army is too complex to be completely mastered by an individual during his career. In addition to the relatively few officers who are needed for intensive training

in narrow fields of specialization, there is also a need for a larger number of broadly trained individuals who, through repeated tours in the same or complementary areas at different levels of command, are particularly well versed in certain aspects of Army activities. The approach, of course, does not call for slackening attention paid to officers who do well in many different types of assignments. This officer would receive the same consideration he is now given, but attention would also be paid to the person who is exceptional in only one area to the extent the Army requires such talent.

69. Career Planning in General Staff and Specialist Fields

a. As officers move toward midcareer, the proportion of branch material positions available to them decreases. Officers are assigned with increasing frequency, either on consecutive tours or alternating tours—(1) to staff assignments such as personnel or operations, or (2) to positions applicable to Department of the Army authorized officer programs such as research and development, civil affairs, foreign area specialists and information. These assignments will require, and also provide an opportunity for officers to acquire new competencies to augment combat and leadership skills and tactical and technical proficiencies which were predominant during his junior years as an officer.

b. From the standpoint of the Army, the challenges of these later assignments enlarge the pool of competence which can be drawn upon for the manifold scientific, professional, technical and managerial activities encompassed within the responsibilities of a modern Army. For the officer, the developmental task calls for the acquisition of a new outlook and of new knowledge, and the skill to relate that knowledge to the solution of the current problems of the Army. Assignments by the service seek to

achieve optimum production and utilization of competence for the service as a whole. The Department of the Army undertakes to disseminate information regarding career programs. The officer and commanders who provide counsel use this information in planning an individual's career.

c. Various programs have varying attraction for officers at different stages of career development. The actual point of entry depends upon the nature of the program and mandatory prerequisites. One program oriented mainly (but not exclusively) toward younger officers is Army Aviation. Civil Affairs calls for officers of longer experience. Some programs, such as Logistics and Information, are staffed mainly by more mature officers, but seek candidates among those who have demonstrated aptitude for the function during earlier assignments with troops. Thus, career planning requires each officer to anticipate from an early period the various directions of possible movement and to seek every opportunity to enrich his background and basis for future development. The experience level for entry into various authorized programs is indicated in regulations covering these programs.

d. Direction of the officer's growth is dependent upon the character and extent of his prior preparation and his aptitude and desire for moving forward in one or a combination of areas. A particular pattern may emerge from review of the record of experience and the manner of performance in previous assignments having relevance for selection of a field for future development and utilization. Within the framework of Army requirements, assignment from midcareer forward should accent the officer's strongpoints.

e. Officers in rendering their Preference Statements are encouraged to indicate a preference for one or more General Staff areas or one of the officer specialist programs. Their desires will be given consideration in assignment, whenever they are to be utilized outside their basic branch. Decision by the Department of the Army on advanced development and utilization of the officer will take into account the officer's estimate of his own capabilities as shown on the Preference Statement. Officers participating in one of the authorized officer

programs or officers who express a desire for repetitive tours in a particular General Staff area are considered first in filling personnel requisitions in those areas.

70. Utilizing Officers in General Staff and Specialists Fields

a. The number of officers permitted by Department of the Army to enter formal scientific, professional or advanced technical programs takes into account the overall career opportunities for these officers, including assignments, promotions and schooling in any one field. Training of an officer in a scientific discipline requires special consideration, particularly where the course of training is extensive and where sustained attention to the subject is necessary for continued proficiency. Assignments must reconcile current operational requirements of the Army and officers' needs to maintain both military proficiency appropriate to branch and grade and also their status in the particular field of emphasis.

b. While the solution to such problems will vary, certain broad guidelines will be observed. Short-range, expedient decisions normally will not be allowed to impair the long-range development of the officer corps. Officers with advanced qualifications, other than aviators, are assigned in alternating and progressive career patterns so as to provide assignment opportunities in branch immaterial assignments or in schooling required to develop the officer's overall potential.

c. Utilization of officers with advanced degrees is discussed in paragraph 36.

71. Career Programs in Branch Immaterial Areas

a. Officers may choose career patterns in both formally recognized fields as well as informal fields. Formal programs include—Army Security, Atomic Energy, Aviation, Civil Affairs, Foreign Area Specialist Training, Information, Intelligence, Logistics, and Research and Development. These programs are described in paragraphs 72 through 79.

b. There are no formal career fields for personnel, operations or comptrollership. However, it is possible to select a career pattern which concentrates on assignments in these areas.

ARMY AVIATION OFFICER CAREER PATTERN

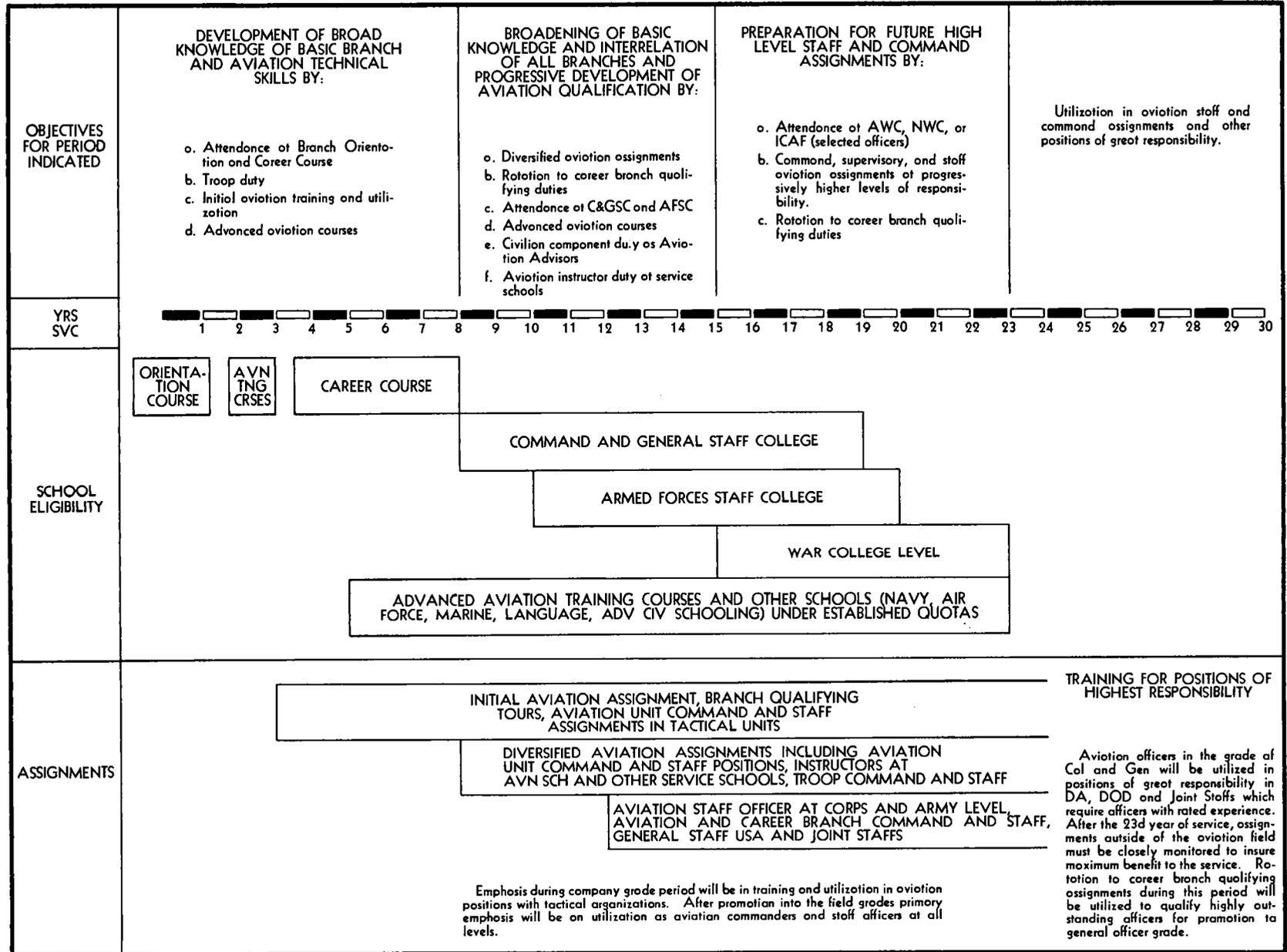


CHART 24

72. Army Aviation Officer Career Pattern

- a.* The aviation officer career program is designed to—
- (1) Develop qualified commissioned officers for all phases of Army aviation.
 - (2) Provide career opportunities for aviation officers commensurate with their capabilities.
 - (3) Provide effective training, administration, and realistic and effective utilization of aviation officers.

b. The aviation officer career pattern is a career guide for officers of the combat arms and the technical services to qualify themselves in the broad field of Army aviation as well as to maintain appropriate career branch qualification. The ultimate objective of this career pattern is to develop, at progressively higher levels of responsibility, a sufficient number of aviation officers to qualify for key positions in the Army aviation field and to better equip them to perform high level command and staff positions later in their careers.

c. Officers of all components of the Army may apply for flight training as prescribed in AR 611-110. Within the limits of the aviation requirements and individual capabilities, officers who apply and are accepted for participation in the Army aviation program will follow the aviation officer career pattern.

d. It is the responsibility of all commanders and agencies exercising assignment jurisdiction to assign aviation officers in conformance with the established career pattern. Aviation officers should be given varied assignments in the aviation field to insure that they will have a broad knowledge, gained through experience, of aviation activities.

e. A knowledge of combat arms and branch operations appropriate to his grade is essential to the development of an aviator. This knowledge will permit the aviator to perform properly his aviation duties and qualify him for assignments to aviation and branch duties of increasing responsibilities. All aviation officers are expected to maintain progressive career branch qualification throughout their careers. This qualification will be developed and maintained through—

- (1) Participation in branch unit training while performing aviation duty.
- (2) Attendance at military schools to include senior service schools.
- (3) Varied branch material duty assignments.

Tours in career branch qualifying duties, therefore, normally should be accomplished at least once during each grade held, except for those officers whose aviation duties are considered to be branch material duties or who have had commensurate experience in grade prior to their entry into the program. Aviation officers will maintain flying proficiency while performing career branch qualifying assignments. Cognizance must be taken of the aviation training time, costs, and increasing complexity of equipment and operation, when assigning aviation officers to other than aviation type duties. For this reason, maximum opportunity must be afforded the aviation officer for tactical command assignments while performing career branch qualifying assignments. Detailed information pertaining to categories of aviation and career development assignments and other implementing procedures are contained in appropriate Army regulations.

f. Department of the Army or other appropriate aeronautical designation and flying status orders requiring Army aviation officers to participate in regular and frequent aerial flights will continue in effect as long as the aviation officer meets minimum flight requirements or until orders are issued by proper authority suspending the officer from flying status. Department of Defense requires an annual review of the flight and service records of all officers on flying status. This annual screening has been established to insure that aviators are not retained on flying status who are in excess of requirements, who fail to meet the minimum standards of performance or who have insufficient potential for continued aviation duty. Detailed selection criteria are announced in appropriate Army regulations.

ATOMIC ENERGY AND RESEARCH AND DEVELOPMENT CAREER PATTERN

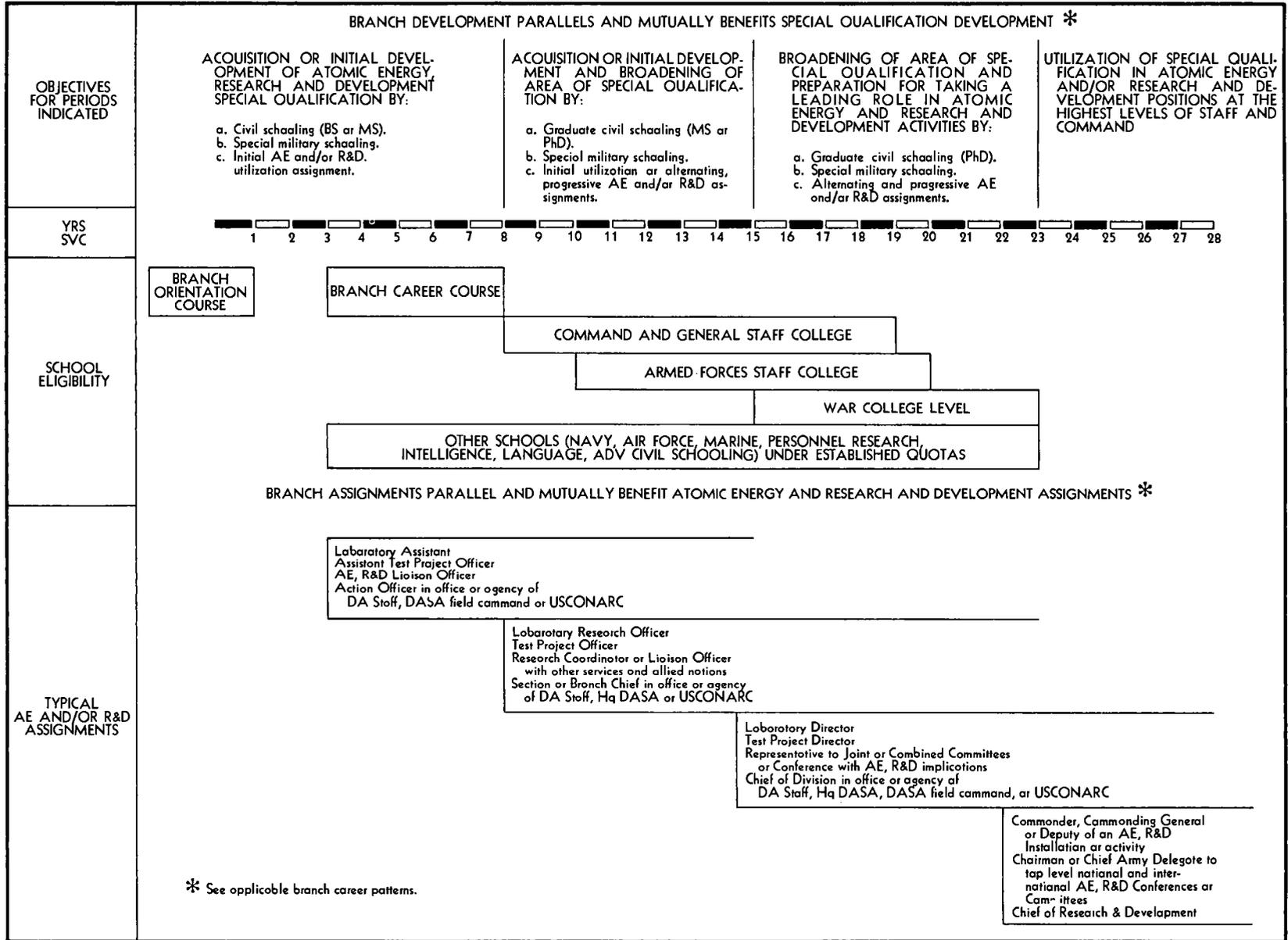


CHART 25

73. Atomic Energy and Research and Development Career Pattern

The Atomic Energy and Research and Development Specialization Programs are designed to develop and provide officers with special qualifications needed to enable the Army to capitalize on scientific advances made in the atomic or other technical fields. This is accomplished by giving special attention to the assigning, schooling, and development of officers with aptitudes and capabilities to perform in managerial, liaison, and developmental type assignments associated with atomic energy and/or other scientific and technical fields. These officers use their special qualifications to represent the Army in developing and testing weapons and techniques for modern war and are developed to occupy positions of leadership in applying these weapons and techniques to the battlefield. This requires branch tactical and technical knowledge and professional competency plus specialized training and experience. Recognizing the importance of the development of this type officer, the Department of the Army has established personnel agencies to monitor the procurement and development of officers who specialize in atomic energy and/or other research and development fields. A career pattern has been developed for officers who volunteer and are selected to participate in these programs.

a. The career pattern for officers with special Atomic Energy and/or Research and Development qualifications is designed to provide guidance in the assignment of these officers throughout their careers. The responsibility for developing officers specializing in Atomic Energy and/or Research and Development by assignments in conformance with this guidance is shared by field commanders, career branches, and Department of the Army agencies who monitor the Atomic Energy and Research and Development Programs. Duty assignments for these

officers should be either in the field of special qualification or in branch assignments in which the special qualification will contribute significantly to the performance of the job, such as the assignment of an artillery officer with special atomic qualifications to command an artillery unit which has a nuclear capability.

b. Graduate civil schooling, particularly in the physical sciences, is a desirable factor in the qualification and development of officers who specialize in Atomic Energy or Research and Development activities. Postgraduate utilization assignments for these officers are extremely important and are closely monitored to insure maximum exploitation of school-acquired training and skills.

c. Qualified officers are encouraged to volunteer for the Atomic Energy or Research and Development Career Programs at any time after 3 years of active service. The career pattern (chart 25) provides guidance for assignment regardless of the time of entry of an officer into the program. However, officers normally will complete their branch career course prior to selection for specialization. During the first 15 to 21 years of an officer's career, emphasis is placed upon a balanced development of the officer's maximum potential by alternating progressive, branch and specialized assignments, together with progressive military and civil schooling.

d. In the later years of the career of an officer with special Atomic Energy and/or Research and Development qualifications, full utilization of his specialized training and experience should be accomplished by progressive assignments in the field of his specialty. This is also occasionally permissible for unusually skilled officers who are in midcareer.

CIVIL AFFAIRS CAREER PATTERN

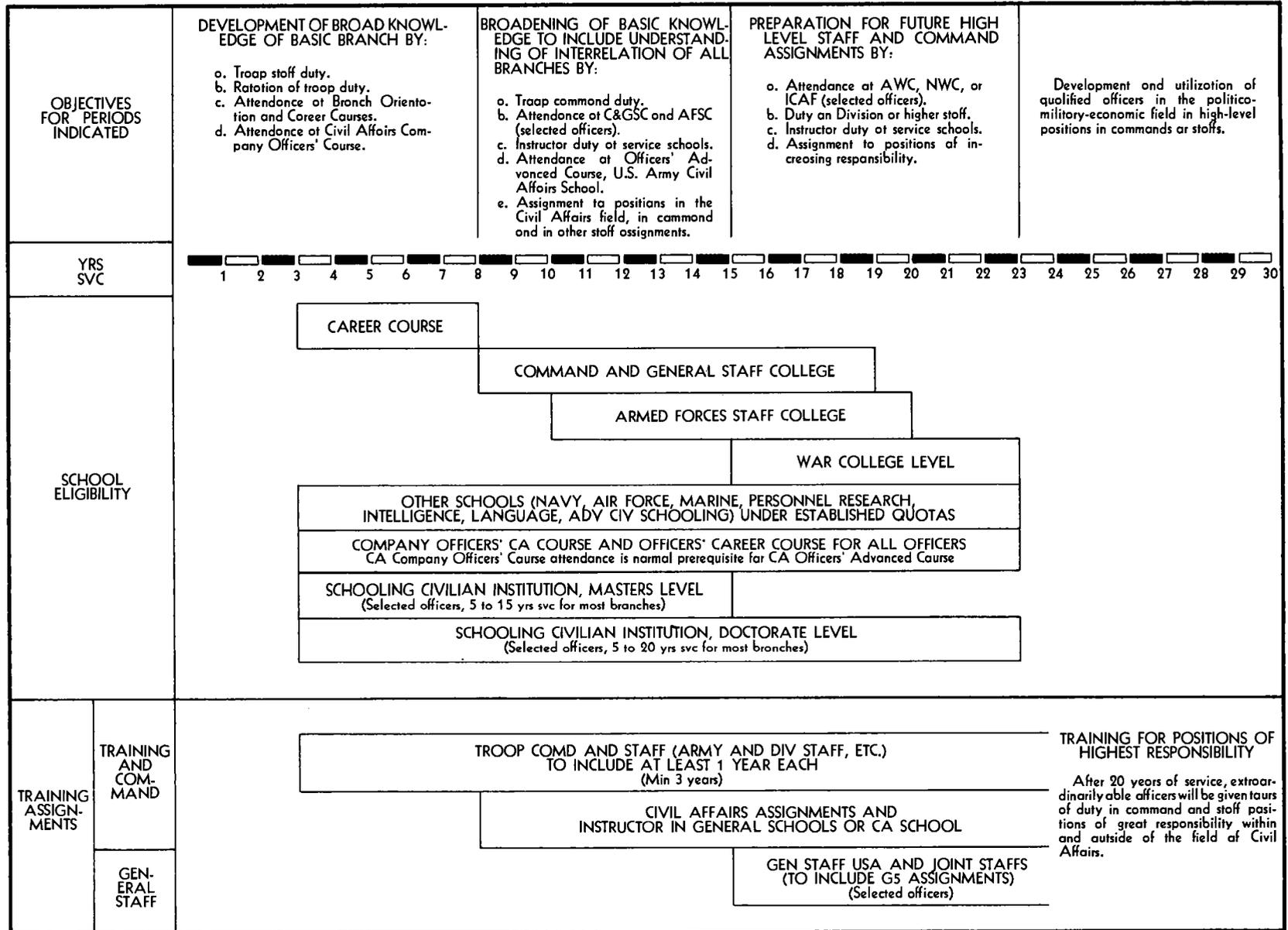


CHART 26

74. Civil Affairs Career Pattern

a. Recognizing the importance of developing within the Officers Corps a group of officers with detailed knowledge of military-civilian aspects of military operations, the Department of the Army established the Civil Affairs Career Pattern and designated personnel agencies to monitor the procurement and development of officers with the desired qualifications. The Civil Affairs Career Pattern was designed to impart to selected officers knowledge of politico-military-economic phases of military and paramilitary operations so as to assist them in formulating sound estimates and advising commanders in making proper decisions concerning that area.

b. Officers in the Civil Affairs Career Pattern are to be utilized primarily in positions in the Office, Chief of Civil Affairs, Department of the Army; Assistant Chief of Staff, G5, positions in the field; in Civil Affairs units; in Military Assistant Advisory Groups; and in Civic Action Teams in the field. This requires branch tactical and technical knowledge and professional competency plus specialized training and experience. The Civil Affairs career pattern has been developed for officers in the grade of first lieutenant to colonel who volunteer and are selected to participate in this program.

c. The Deputy Chief of Staff for Personnel, Department of the Army, with concurrence of the Chief of Civil Affairs, will select officers applying for participation in the program and requesting repetitive tours of duty in Civil Affairs functional areas while primarily maintaining basic career branch qualification and development.

d. Officers assigned to Civil Affairs positions fall into two general categories:

- (1) Officers in the Civil Affairs Career Program consisting of—
 - (a) Selected officers who maintain primarily branch

qualifications and development, but receive repetitive tours in Civil Affairs functional areas, alternating with branch tours.

- (b) A limited number of officers with special qualifications who serve continuous tours in Civil Affairs areas requiring high competency in specific technical fields.
- (2) Officers with command and staff backgrounds commensurate with their grades, who may be assigned to Civil Affairs duties complementary to their basic branch career development. Officers in this category normally will not be assigned to repetitive tours of Civil Affairs duty.

e. All officers participating in the Civil Affairs career pattern will be offered exceptional opportunities for individual development and advancement at progressively higher levels of responsibility to serve in the top positions in the Civil Affairs field.

f. The career pattern for officers in the Civil Affairs career pattern is designed to provide guidance in the training of these officers and in their assignments throughout their careers. The responsibility for developing officers in conformance with this career pattern is shared by commanders, career branch officers, the officers themselves, and the Department of the Army agencies specifically designed to monitor the Civil Affairs Career Program.

g. Within the limits of politico-military-economic requirements and individual capabilities, officers who apply and are accepted for the Civil Affairs Career Program will follow the Civil Affairs career pattern (chart 26).

FOREIGN AREA SPECIALIST TRAINING PROGRAM CAREER PATTERN

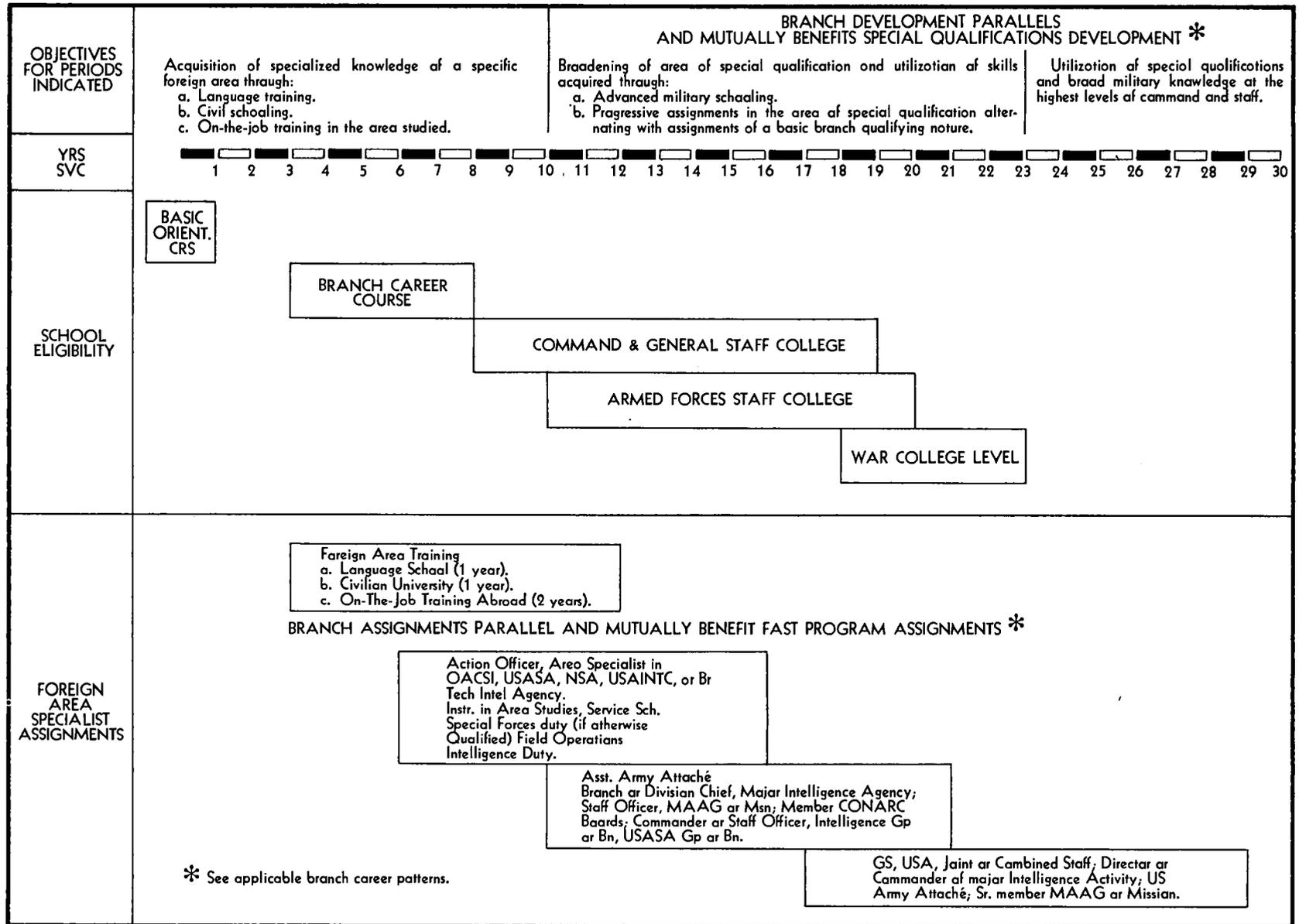


CHART 27

75. Foreign Area Specialist Training Program Career Pattern

a. Recognizing the importance of developing within the Officer Corps a group of officers with detailed knowledge of foreign areas which might become the battlefields of tomorrow, the Department of the Army established the Foreign Area Specialist Training Program and designated personnel agencies to monitor the procurement and development of officers with the desired special qualifications. The Foreign Area Specialist Training Program was designed to impart to selected officers knowledge of a geographic area so as to assist them in formulating sound estimates and rendering proper command decisions concerning that area. To this end, officers are trained to the maximum practical extent in the total culture of a people, including their language, and in the physical aspects of the area studied.

b. Foreign Area Specialists are utilized primarily in branch material assignments in Military Assistance Advisory Groups, Military Missions, and in the U.S. Army Attaché System and in branch immaterial assignments in the intelligence community. This requires branch tactical and technical knowledge and professional competency plus specialized training and experience. A career pattern has been developed for officers who volunteer and are selected to participate in these programs. The Foreign Area Specialist Training Program differs from other programs for officers with special qualifications in two major respects: first, the program includes a comprehensive training course of three to four years duration; second, because of the time and money spent on this training, it is not contemplated that officers will be released from the program except for cause.

c. The career pattern for Foreign Area Specialists is designed to provide guidance in the initial training of these officers and in their assignment throughout their careers. The responsibility for developing officers in conformance with this career pattern is shared by commanders, career branch chiefs, the officers themselves, and the Department of the Army agencies specifi-

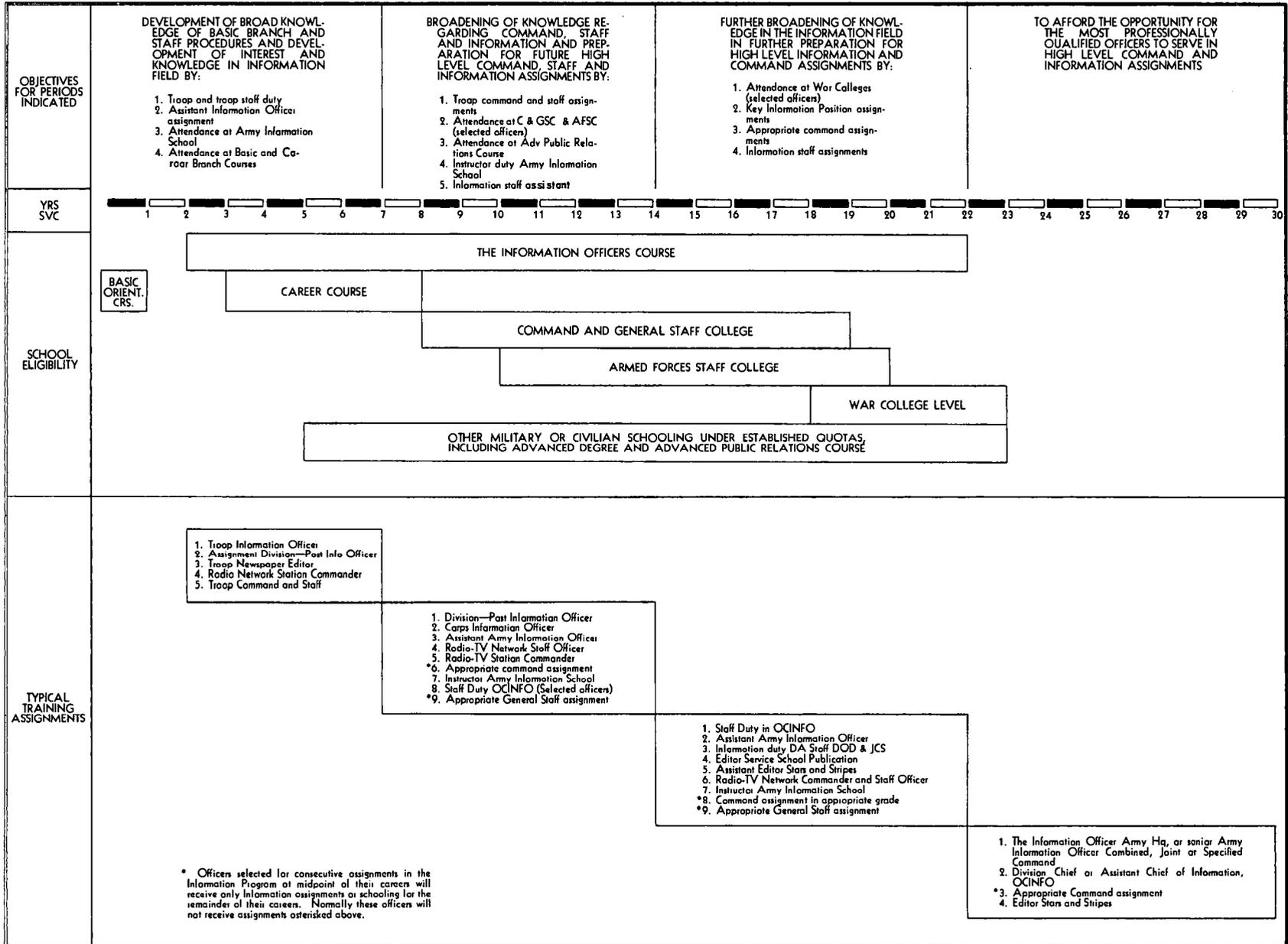
cally designated to monitor the Foreign Area Specialist Training Program.

d. In general, the course of training in the Foreign Area Specialist Training Program consists of—1 year at the U.S. Army Language School, during which time the student learns the language of the particular area in which he is to become expert; 1 year of university training at the postgraduate level, during which time the student studies the history, culture, economics, and geography of the specific area; and 2 years of on-the-job experience under the tutelage of the U.S. Army Attaché in the country being studied. The sequence and length of training in each of the phases mentioned above vary somewhat depending on the particular area being studied.

e. During the time the Foreign Area Specialist is in a training status, he also may be considered by his basic branch for attendance at his branch career course or, perhaps, at the U.S. Army Command and General Staff College. Provision has been made to interrupt the Foreign Area Specialist training at the appropriate time if it becomes necessary to do so to permit the officer to attend one of these courses. Normally, however, most officers selected for this program will have completed their branch career course prior to entry into FASTP training.

f. The career pattern on chart 27 provides guidance for training and assignment regardless of the time of entry of an officer into the program. During the first 15 to 20 years, emphasis is placed upon—providing language and area training to selected officers who are already considered branch qualified for their grades and length of service; and, upon completion of the training, providing alternating and progressive branch and specialized assignments, together with progressive military schooling. In the later years of their careers, full utilization of the specialized training and experience should be accomplished by progressive assignments in the field of specialization.

INFORMATION OFFICER CAREER PATTERN



* Officers selected for consecutive assignments in the Information Program at midpoint of their careers will receive only Information assignments or schooling for the remainder of their careers. Normally these officers will not receive assignments asterisked above.

76. Information Officer Career Pattern

The Information Officers Program has been established to provide for a Corps of professionally trained public relations personnel who are capable of operating in the three major areas of Information functions; Troop Information, Public Information and Community Relations or Civil Liaison. The Voluntary Information Officers Program provides for three categories of Information Officers:

a. Selected officers with extensive command and staff backgrounds assigned one tour of duty in an Information assignment which complements their basic branch career development and increases their overall service potential.

b. Selected officers who volunteer for alternating assignments between basic branch and Information staff duties.

c. Selected officers with special qualifications who volunteer to serve in continuous Information assignments after the midpoint of their career.

The career pattern for Information officers in *b* above, is established to guide the assignments and training of these officers so as to keep them qualified in the Information field while still maintaining their basic branch qualification.

While all officers cannot be assigned to all of the various types

of Information duties, consideration must be given to varying assignments so that each officer may serve at least one tour in the three main areas of Information: Public Information, Troop Information, or Community Relations.

This career pattern aims to develop, at progressively higher levels of responsibility, officers who ultimately will serve in the top positions in the Information field. Branch qualifying command, schooling and general staff assignments are interspersed throughout this career pattern in order that the Army may benefit from the specialized knowledge of officers following this career pattern, while at the same time permitting such officers to keep abreast of the Army's Information requirements. Within the limits of Information requirements, basic branch requirements and individual capabilities, officers who volunteer and are selected for the alternating tours in Information will follow the career pattern outlined in the Information career pattern.

The officers in *c* above are assigned to various key information positions requiring their specialties and will not be assigned outside of the Information field except for special training or schooling. Note the asterisked portion of the Information officer career pattern (chart 28).

INTELLIGENCE CAREER PATTERN

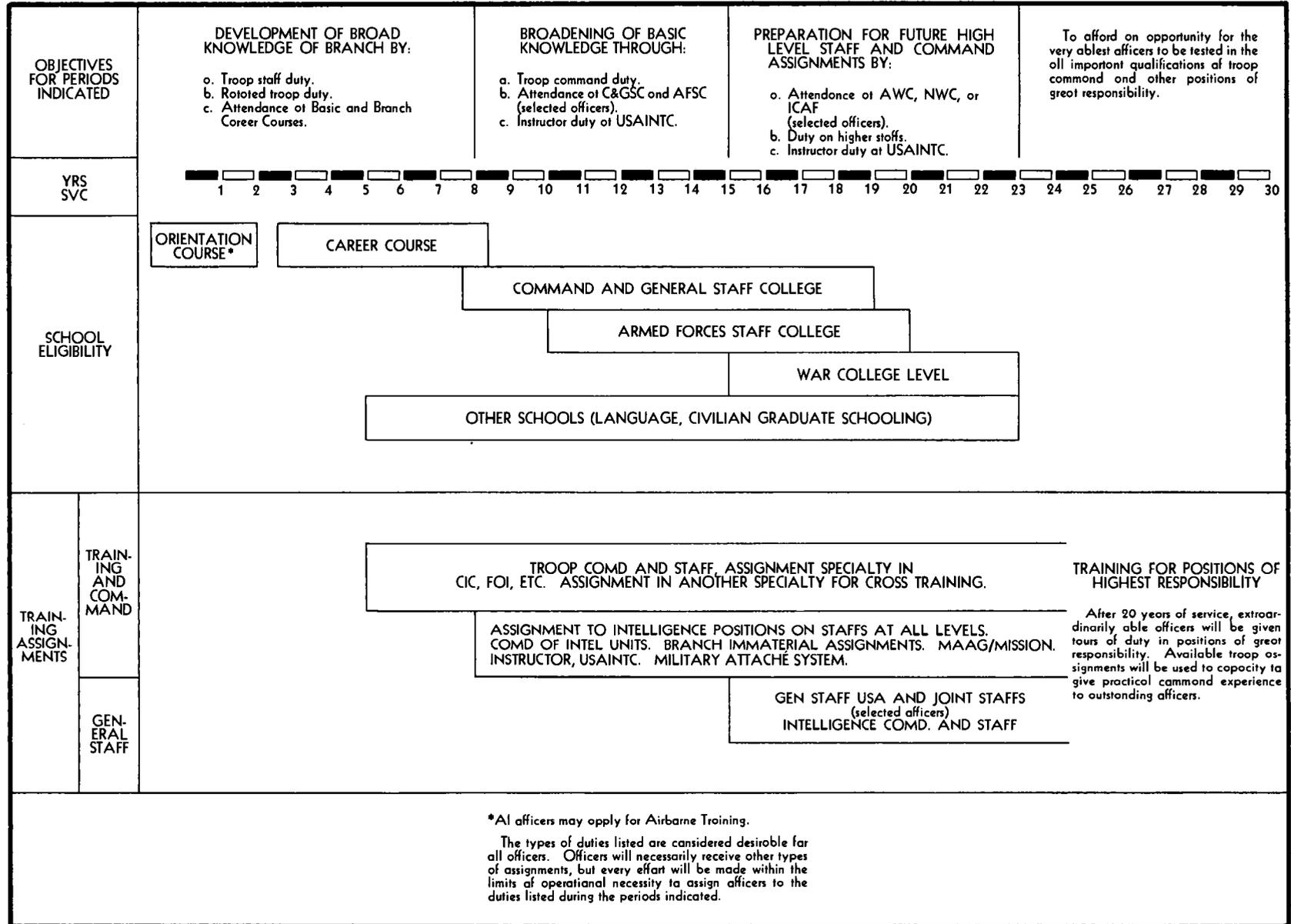


CHART 29

77. Intelligence Career Pattern

a. The Army Intelligence career program is designed to develop and provide an adequate number of professionally skilled, capable commissioned officers for assignment to intelligence positions of responsibility throughout the Army. The Intelligence and Security fields offer a complete range of varied assignments including command of tactical combat support units, varying in size from Platoon to Groups. This program is applicable to Army Intelligence—USAR officers on extended active duty and Regular Army officers who have been approved for Intelligence Specialization or who have been integrated into the Regular Army by virtue of their schooling, experience and potential in the intelligence field.

b. The Army Intelligence career pattern will be followed only by the AI, USAR officer who serves his entire career in the field of intelligence. The regular officer who is approved for continuous duty in the Intelligence field will follow this career pattern from an appropriate point commensurate with years service and previous schooling and assignments. Regular Army officers specializing will be required to maintain Branch qualification in the Intelligence and Security Branch.

c. Newly commissioned AI, USAR, officers entering on active duty, regardless of source of commission, attend an 8-week Branch Immaterial Orientation Course at The Infantry School, Fort Benning, Ga., during which the practical aspects of Army fundamentals, weapons, and equipment essential to the young officer in his first duty assignment are stressed.

d. All Army Intelligence officers will attend one of the Intelligence Specialization Courses related to the individual's military occupational specialty within the Intelligence field, such as Counter Intelligence Corps, Imagery Interpreter, and Field Operations Intelligence. The officer through his 3d year of

service is then utilized within his specialty to enable him to develop a detailed knowledge of this specialty. This will be accomplished by assignment to Army Intelligence troop units.

e. From the 4th through the 8th year, the officer is projected into other intelligence specialties for cross-training in order to increase his value to the service. This cross-training may include attendance at the U.S. Army Language School. In addition, the officer may be selected to attend a civilian university for training in area studies and in a language native to the country to which he will ultimately be assigned. During this phase, the officer is also sent to the Army Intelligence Branch Officer (Career) Course and may again be given assignments outside his specialty to broaden his knowledge and perspective. These assignments may include assignment to S2 or G2 staff duties, duty on the U.S. Army Intelligence Center Staff or duty with the Staff and Faculty of the U.S. Army Intelligence School. Assignment to troop duty with Army Intelligence units is particularly appropriate in this phase.

f. During the 8th through the 15th year of service, selected officers will be assigned to a military mission, the Military Attaché System, or to a position with the Office of the Assistant Chief of Staff for Intelligence, Department of the Army. Others will be assigned to selected command and staff duties. During this same period, certain other officers will be selected to attend the Command and General Staff College.

g. During the final phase of career guidance which is beyond the 16th year, the officer may be considered for attendance at the Armed Forces Staff College, Army War College, and Industrial College. Officers will be assigned to positions of greater responsibility and will be placed in command and staff positions commensurate with their rank and experience.

ARMY SECURITY AGENCY CAREER PATTERN

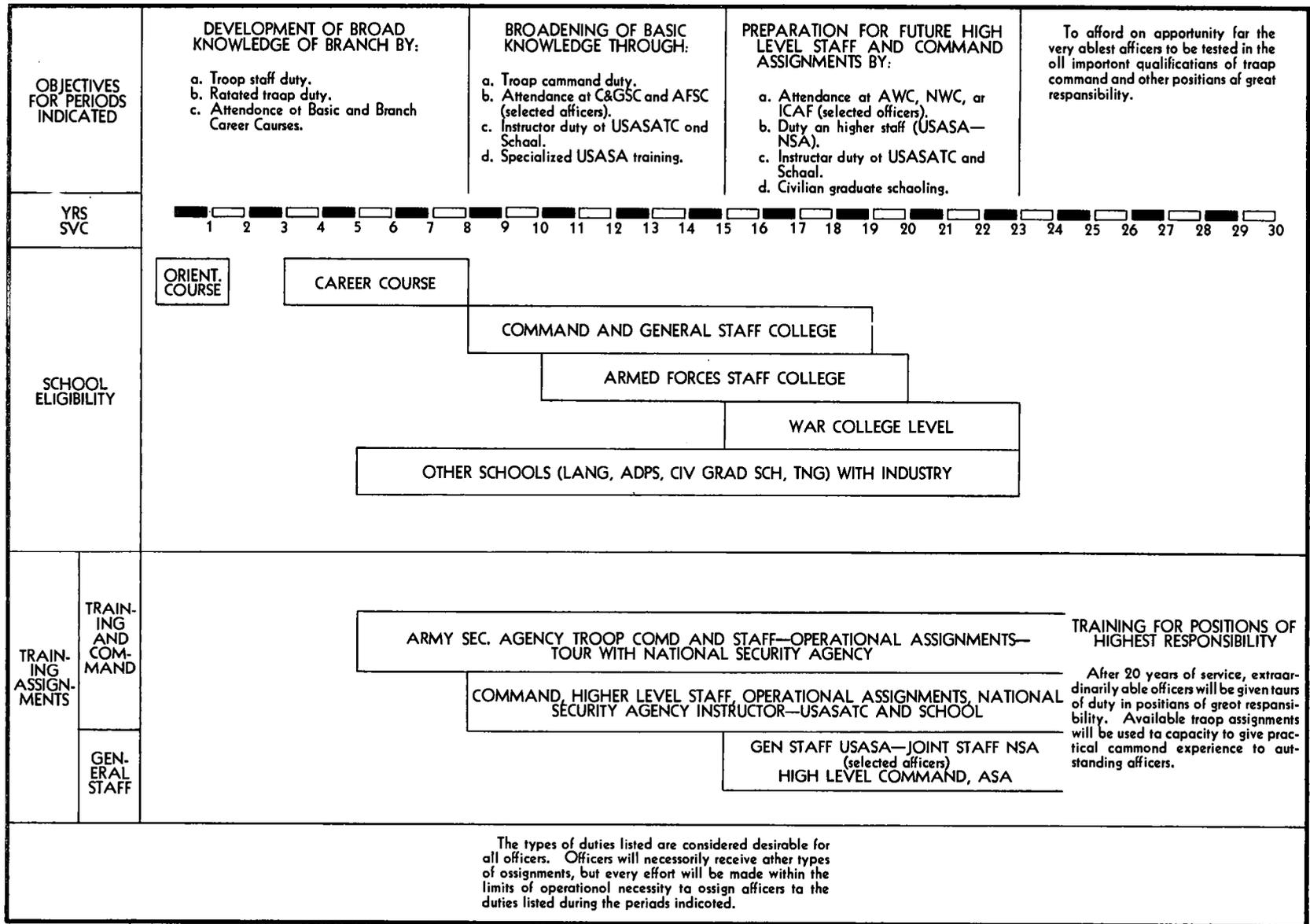


CHART 30

78. Army Security Agency Career Pattern

a. General. The Army Security career program is designed to develop, through judicious assignment, rotation, and military education, officers of high leadership potential capable of discharging the duties associated with highest level command and staff. Within the U.S. Army Security Agency are duties common to any organization of the Army as well as some that are unique. Duties considered unique are those associated with the operational-technical mission of the Agency. Overspecialization, however, will be avoided.

b. Duty Assignments and Schools.

- (1) Regular Army officers desiring USASA career specialization must first serve at least 2 years of troop duty with a combat arm. During this tour they will attend the orientation course of the combat arm to which assigned or detailed, and spend the remainder of the time with a troop unit. In these early years, a basic knowledge of military organization and leadership will be required.
- (2) The initial phase of Army Security training for Regular Army officers and AS-USAR officers normally will consist of attendance at a USASA specialist course and, in some cases, the U.S. Army Language School, followed by assignments to USASA troop units for duties consistent with the training received. Leadership training of junior officers will be emphasized, particularly for those who have not previously had troop duty assignments.
- (3) The second phase of training will include attendance at the Army Security career course. Training, directed at obtaining advanced degrees of colleges and universities, is available and is designed to augment training available at service schools. Assignments to command and staff positions in USASA units, field stations, and headquarters elements are featured. During this phase, officers establish their qualifications for higher schooling and command and staff assignments.

- (4) Attendance at advanced Army and joint service schools and cultivation by performance in important assignments and command and staff positions are features of the third phase. Some officers will qualify for pursuit of advanced university courses during the early part of this phase.

c. Phases for ROTC Source Lieutenants and OCS Graduates.

- (1) USASA Training Center and School technical course.
- (2) Unit duty with troops (operations or administrative).
- (3) Continued troop duty or staff duty at unit level.
- (4) Army Security Career Course.
- (5) Assignment to staff, command, or operational type assignment, or possible tour with National Security Agency.
- (6) Possible attendance at civil educational institution or training with industry.
- (7) Possible selection for higher level service schools.
- (8) Command, higher level staff, and operational type assignments to include National Security Agency.

d. Phases for AS-USAR Officers. AS-USAR officers who enter this program at such time as will permit completion of phases outlined in *c*(1) through (5) above by their 15th year of service will conform generally to the career development pattern projected above for ROTC-OCS officers.

e. Phases for RA-USASA Career Specialists. Career specialists whose grade and length of service will permit "operation-technical" retraining will also conform generally, except for years of service criteria, with the phased criteria for ROTC-OCS officers, depending on age, grade, and years of service remaining at time of acceptance. In addition, career specialists will also attend the Indoctrination Course at USASA Training Center and School as early as possible after entering the Agency for duty.

LOGISTICS OFFICER CAREER PATTERN

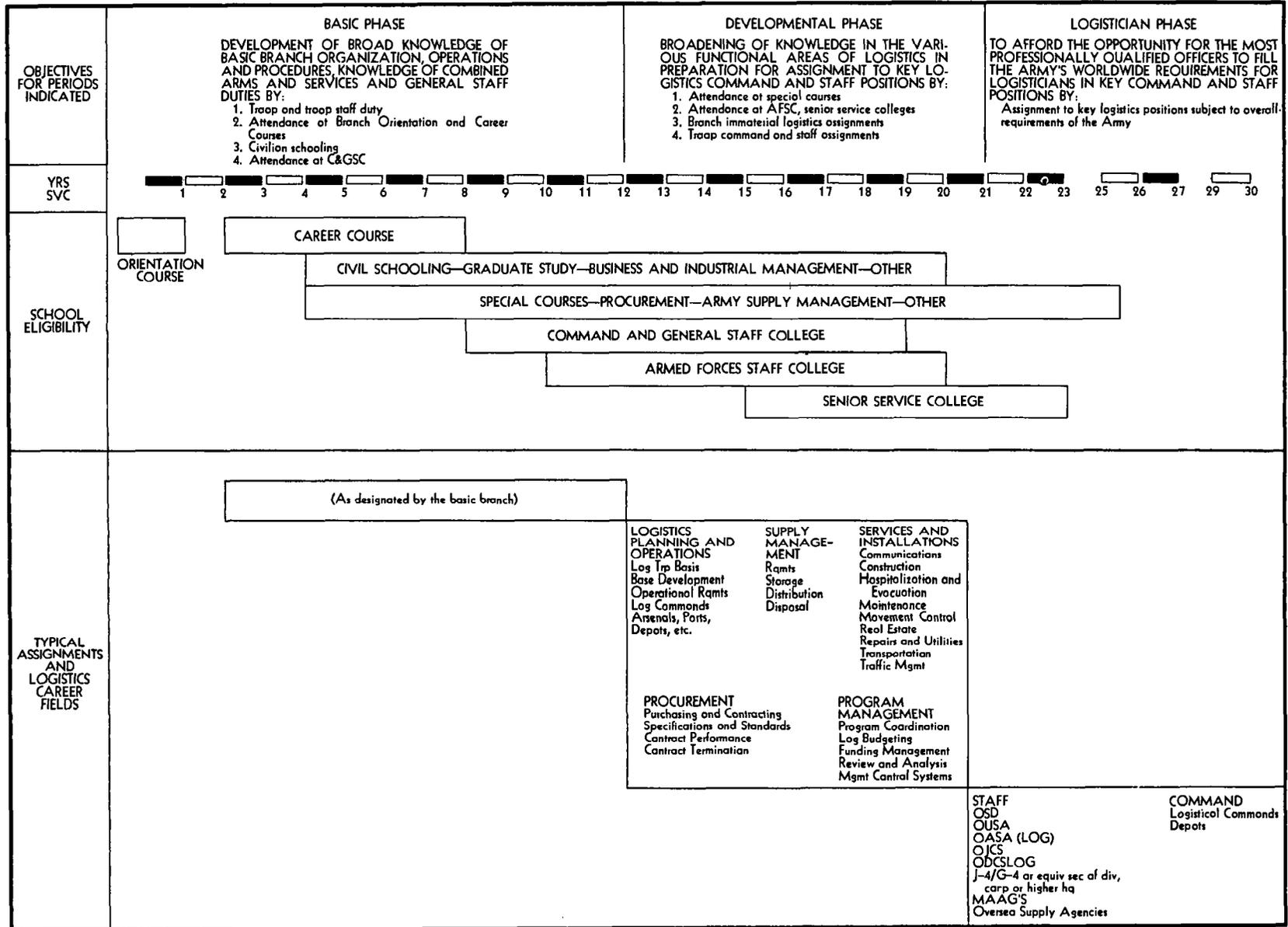


CHART 31

79. Logistics Officer Career Pattern

a. The Logistics career pattern is designed as a career guide for field grade officers of the combat arms branches and the technical and administrative branches to qualify in the broad field of logistics in addition to being qualified in their basic branch. The ultimate objective of this career pattern is to develop a hard core of professionally equipped and qualified officers capable of effectively directing, supervising and managing the extensive Army logistics support establishment.

b. Outstanding field grade officers who have the ability, aptitude for, and an interest in logistics will, upon qualification, be eligible for entry into the Logistics Officer Program. Officers selected are normally placed in a developmental phase and advance through assignments of progressively increasing responsibility to the status of logistician. Qualified logisticians, who normally have more than 20 years service, are assigned to command and staff positions of great responsibility that require logistics training and background.

c. Subsequent to selection by DCSLOG, entry into the Program is on a voluntary basis. Alternate assignments are scheduled in the branch material and logistics area that are challenging and of increasing responsibility. In this manner, an effort is made to develop each officer's full potential. Assignments are sufficiently broad, including command, staff, instructor and technical, as not to connote specialization.

d. The Logistics officer career pattern (chart 31) provides for the assignment of outstanding officers qualified in logistics to logistics positions whenever they are not with their basic branch. Normally, an officer spends about half of his career in assignments other than with his basic branch. Although the

basic branch remains responsible for the career management of officers in the Program, all assignments are made in coordination with DCSLOG.

e. Even though an officer may be due for a Branch Material or Branch Immaterial logistics assignment, he will be released by DCSLOG for necessary command assignments, for attendance at senior service school or a civilian educational institution, or if a branch material assignment would be of particular value to his career development. Consequently, entrance into the Logistics Officer Program in the early years of the development phase will not reduce an officer's opportunity to continue receiving career developing branch material assignments.

f. While all officers cannot be assigned to all the various type duties indicated in the career pattern, consideration will be given to the assignment of individuals in the five functional career fields in order that they may be better equipped as Logisticians to perform high level command and staff positions later in their careers.

g. All officers participating in the Logistics Program are expected to maintain branch qualification throughout their careers. To this end, assignment agencies will periodically return officers to positions of a branch qualifying nature and afford officers equal opportunity for military schooling on the same basis as other officers not participating in this Program.

h. A Logistics career offers exceptional opportunities to compete for challenging and interesting assignments leading toward positions of highest grade, attendance at advanced school, promotion and for ever increasing responsibilities.

BY ORDER OF THE SECRETARY OF THE ARMY:

G. H. DECKER,
*General, United States Army,
Chief of Staff.*

Official:

J. C. LAMBERT,
*Major General, United States Army,
The Adjutant General.*

Distribution:

Active Army:

DCSPER (15)
ACSI (15)
DCSLOG (15)
DCSOPS (15)
ACSRC (15)
CCA (10)
COA (10)
CARROTC (10)
CofF (10)
CINFO (10)
CNGB (10)
CLL (10)
CRD (10)
CMH (10)
TIG (10)
TJAG (10)
TPMG (10)
TAG (10)
CofCh (10)
Tech Stf, DA (15)
Tech Stf, Bd (15)
USCONARC (20)
ARADCOM (5)
OS Maj Comd (2)
Base Comd (5)
Log Comd (10)
MDW (15)
Armies (10)
Corps (10)
Div (10)
Bde (5)
Regt/Gp/BG (5)
Bn (2)
Co (1)
Fort & Camps (3)
USMA (550)
TAGSUSA (500)
ARADSCH (1,000)
AFSC (35)

USAARMS (250)
USACHS (100)
USACMLCSCH (2)
USAIS (1,500)
BAMC (50)
USAMSMADHS (45)
USAAVNS (500)
USARIS (5)
OASMS (40)
USA Ord Sch (300)
PMGS (250)
USAQMS (1,000)
USASCS (12)
USASESCS (10)
USATSCH (1,500)
FSUSA (400)
PMS Mil Sch Div (1)
PMS Jr Div Units (1)
PMS Sr Div Units (1)
GENDEP (5) except
Atlanta GENDEP (None)
Dep (3)
AH (3)
Pers Cen (3)
USATC (3)
Trans Terminal Comd (5)
Army Terminals (5)
OS Sup Agcy (2)
PG (10)
Arsenals (3)
DB (2)
Lab (1)
Disp (1)
FAOUSA (2)
Div Engr (2)
Engr Dist (2)
Proc Dist (1)
MSSA (1)
USA Corps (3)

NG: State AG (3).

USAR: None.

For explanation of abbreviations used, see AR 320-50.

