



THE NCO LEADERSHIP CENTER OF EXCELLENCE

ARMY PUBLISHES NEW TC 7-22.7 NCO GUIDE



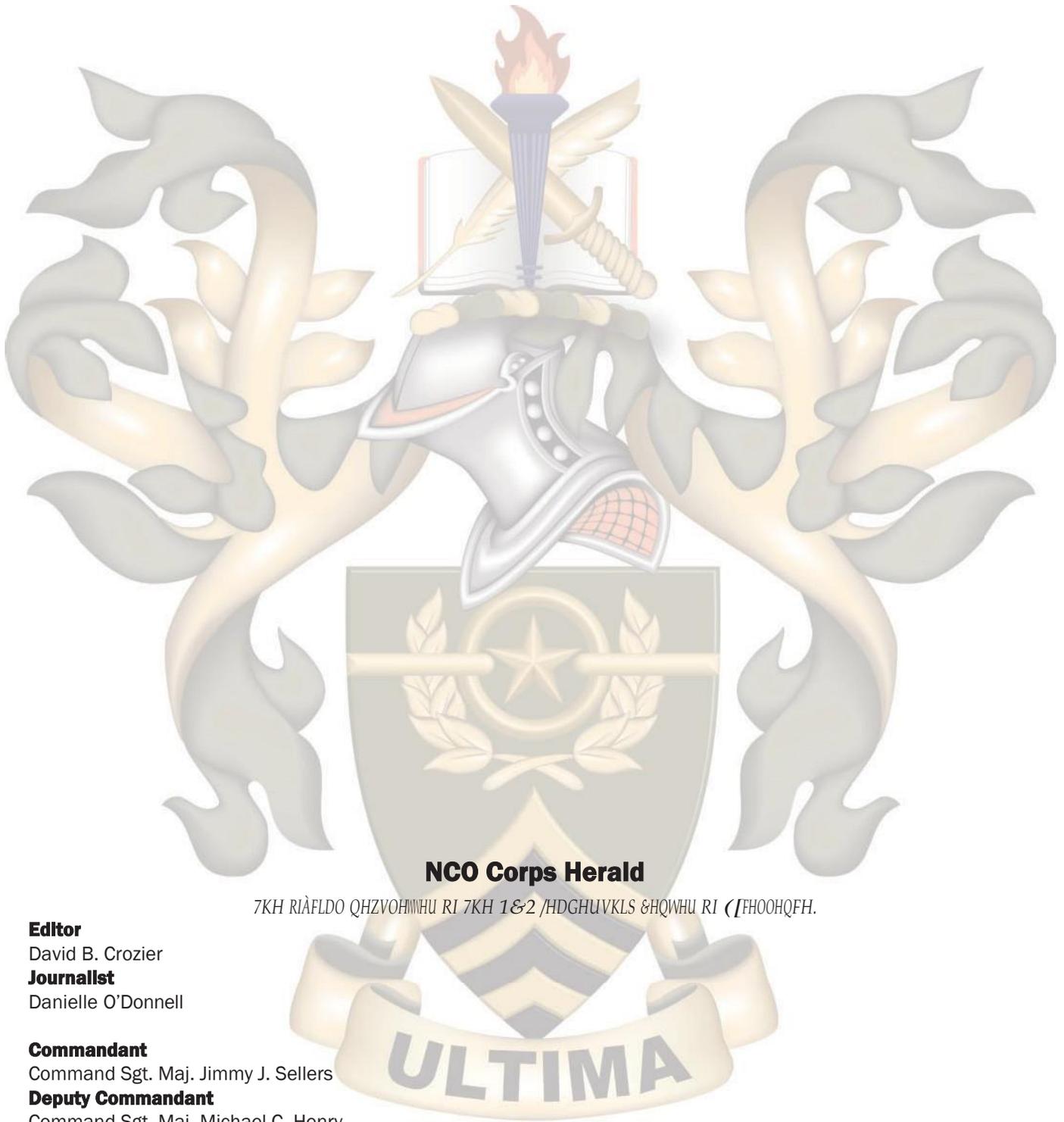
**NCO PME is a Privilege,
not a Right - Pg. 7**



NCO CORPS HERALDI



FEBRUARY 2020



NCO Corps Herald

7KH RIÀFLDO QHZVOHMHU RI 7KH 1&2 /HDGHUVKLS &HQWHU RI (FHOHQFH.

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Front Cover: Snapshot of DLC V video



THE NCO LEADERSHIP CENTER OF EXCELLENCE

“LEADERS BUILD LETHALITY, WE DEVELOP LEADERS”

“TO PROVIDE PROFESSIONAL MILITARY EDUCATION THAT DEVELOPS ENLISTED LEADERS INTO HOLISTICALLY FIT, DISCIPLINED, WELL-EDUCATED PROFESSIONALS CAPABLE OF MEETING THE CHALLENGES OF LARGE-SCALE COMBAT OPERATIONS IN A MULTI-DOMAIN ENVIRONMENT.”





LDRSHIP



LEADING

Photo by David Crozier, Command Communications

TABLE OF CONTENTS

VI FROM THE COMMANDANT

VI COMMANDANT'S MESSAGE

1 AROUND THE CENTER

- 1 MLC UNDERGOES UPDATE
- 5 THE NCO GUIDE: TRANSFORMED BY
NCOS FOR NCOS
- 7 NCO PME IS A PRIVILEGE, NOT A RIGHT
- 9 NCOLCOE LAUNCHES WORLD CAMPUS
- 11 QAR WORKSHOP
- 14 NCOLCOE NAMES EOY-FOY
- 16 TRADOC CSM TALKS ESB, TIMS
- 18 ROLES AND RESPONSIBILITIES PANEL
- 22 YEAR IN REVIEW SPREAD

26 STUDENT/STAFF PAPERS

- 26 EMPOWERING A MISSION COMMAND
CLIMATE
- 30 POWER & INFLUENCE: EMOTIONAL
INTELLIGENCE MATTERS

STAND ALONE PHOTOS

- 13 DLC HEARS YOU
- 21 NCO GUIDE READY FOR DOWNLOAD
- 29 CELEBRATING THE HOLIDAYS

A NOTE FROM THE COMMANDANT

Team,

Greetings from Fort Bliss, Texas.

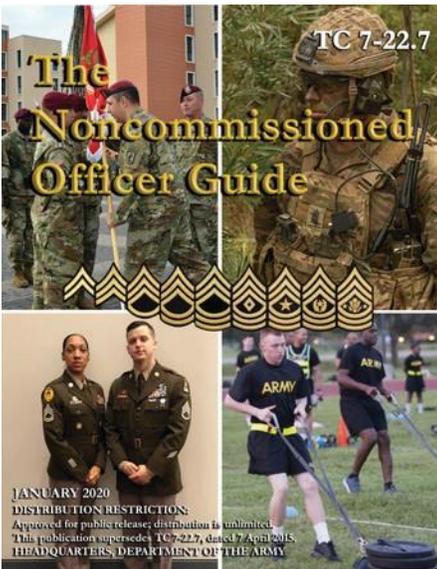
Let me start off by saying, many thanks for all of your outstanding support throughout the past year. In all that we do, nothing can be accomplished if it weren't for your involvement in disseminating information down to the Squad level. As we begin the New Year, I wanted to take some time to cover a few areas the NCOLCoE has successfully developed, integrated, and delivered throughout 2019. We closed out last academic year by making history. We presented 113 Bachelors Degrees in Leadership and Workforce Development to the graduating students of 86\$60\$FODVV 69! 7KLV KLVWRULF DFDGHP LF DFKLHYHPHQW ZDV D ÀUVW, DQG WKH ELJJHVW accomplishment for the NCO Corps.



**Command Sgt. Maj.
Jimmy J. Sellers**

NCO Guide

,-P H[FLWHG XS DERXW WKH UHOHDVH RI WKH UHYLVHG 7& 7-22.7, 7KH 1RQFRPPLVVLRQHG 2IÀFHU *XLGH. 7KH 1&2 *XLGHLVÀOOHGH ZLWK DJRRG FRPSOHPHQW RI 1&2 +LVWRU\; DQ DOO-WLPH IDYRULWH VD\QJ RI %, .12 =, '2; 1&2 &RPPRQ &RUH &RPSHWHQFLHV; DQG last but certainly not least, a comprehensive update of the NCO Roles DQG 5HVSQRVLELOLWLHV IURP 6*7- &60. ,I\RX ÀQG \RXUVHOI LQ VHDUFK RI D topic to conduct an NCO Professional Development Program (NCOPDP) session on, look no further than the NCO Guide, dated 1 Jan 2020. Later this year be on the lookout for a draft copy of the revised Soldiers Guide which is scheduled to be released in January 2021.

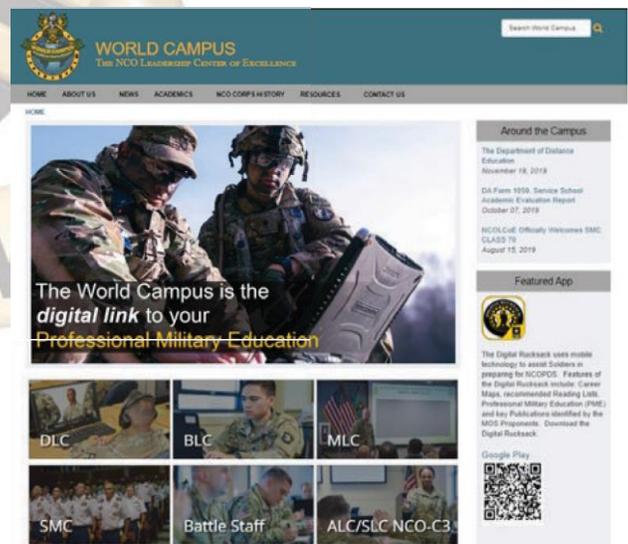


NCOLCoE World Campus

In November we launched the NCOLCoE World Campus website (<https://www.ncolcoeworldcampus.army.mil/>), all PME course information can be found there. If you are searching for an update on any of our courses such as DLC, BLC, MLC, BSNCOE, SMC, SLDC, ALC/SLC, Commandants Pre Command Course, or NCO History page, it can be found at the website above.

Course Updates

Large Scale Combat and Multi-Domain Operations presents a new and challenging environment NCOs will be expected to operate in. In order to assist in developing NCOs to be successful in the endeavors we will encounter, in the months to come you will notice lesson updates to both the Master Leader and Battle Staff NCO courses. The changes in MLC are minimum and include adding lessons on Leadership which will include case studies on the topic, so that it will be designed to prepare SFCs to perform duties either in a Leadership or Operations position upon graduation. The BSNCOE will undergo a redesign and will incorporate lessons on Land, Ammunition, Training and Schools management. The intent of the redesign is to prepare NCOs to be able to perform their roles as part of





a staff element while in combat or garrison. In addition, the updates to the course will help course attend- HHV EHWWHU SUHSDUH WR DWWHQG O/&, DV LW ZLOO EH WKH ÀUVW DQG PDMRU LQWURGXFWRQ WR 6WDII 2SHUDWRQV. 7KH legacy course only focused on roles and responsibilities of a Staff NCO while deployed to a tactical environ- ment, and did not contain lessons on how to support the Commander’s Intent once a unit redeployed to home-station.

Distributed Leader Courses I-V have made a tremendous impact on preparing Soldiers to attend the next level of PME as well as bring them up to date on the most current set of doctrine the Army has on the shelf. Thank you to all who participated in the DLC trials as masters and non-masters of the course. The IHGDFN UHFHLYHG GXULQJ WKH \$\$5V ZDV EHQHÀFLDO DQG KHOSHG XV DGMXVW WKH FRXUVHV LQ RUGHU WR PDNH WKHP UHOHYDQW SULRU WR UHOHDVH. ([SHFW WKH VL[WK DQG ÀQDO OHYHO RI "/& WR EH UHOHDVHG LQ ODUFK 2020 DURXQG WKH same time as the Brigade Command Select List. DLC VI is designed to prepare those going into a Brigade level position for the rigors of the assignment and will serve as a prerequisite for attendance to the Nomi- native Leader Course (NLC).

In closing, 2019 had been another tremendous year for our Army and the NCO cohort, and that’s due in SDUW WR WKH 2ÌÀFHUV ZKR VXSSRUW WKH DGYDQFHPHQWV WR HGXFDWRQ DQG WUDLQLQJ ZH SURYLGH. 7KHUH-V QR GRXEW that we have the best NCO Corps in the world and that can be attributed to all of your hard work and ef- forts. Thanks for all you din in support of our great institution.

Jimmy J. Seller

Picture perfect!



&RPPDQG 6JW. 0DM. 0LFKDHO &. +HQU\ (U), GHSXW\ FRPPDQGDQW, UXQV WKH 2-PLOH UXQ SRUWLRQ RI WKH ¿UVV of two diagnostic ACFT tests that students and cadre alike will take in preparation of the October 2020 R-FLDO ODXQFK RI WKH WHVW.

3KRWR E\ 6WDQ 6JW. -RQDWKDQ *DQVRQ

MASTER LEADER COURSE UNDERGOES UPDATE



By David Crozler, Command Communications

A gap between the Senior Leader Course and the Sergeants Major Course, has undergone a revision and is now being validated at the NCO Leadership Center of Excellence before being released to the Army.

“In 2014, we wanted a very robust operations heavy, staff heavy, joint heavy course that emphasized leadership,” Dennis Earle, MLC course manager said. “They wanted some management in there, they wanted all of the Army Learning Areas - Leadership and the Profession, Human Dimension, Mission Command, and Professional Competence, in the course.”

What the Army ended up with was a 14-day course with 66 lessons with a lot of rigor, Earle said. In fact too much rigor and some things needed to be moved out to the left and right and placed into Structured Self Development distance learning courses, now known as the Distributed Leader Courses.

“We taught this class for a couple of years now and there were a lot of complaints from the students that MLC was like another Battle Staff NCO Course because it was heavy on operations,” he said. “Leadership being responsive, they looked at the surveys for a couple of the classes and had enough to say they needed less operations and more leadership.”

Utilizing the talents of the Curriculum Development team, Earle said they put together courseware that emphasized more leadership, less operations, with the advent of the new Army Learning Areas where you have operations and mission command – mission command marries up leadership with operations.

“We now have that in the course, more hours of leadership, less hours of operations and mission com-

Master Leader Course Redesign

Course Map

Course Overview	M400	2 hours
Individual Preparation & Research Time	M401	25 hours
Effective Military Briefings	M403	5 hours
English Writing Overview	M404	9 hours
Effective Leadership	M420	1 hours
Servant Leadership	M421	2 hours
Influencing	M422	2 hours
Case Studies in the NCO Common Core	M423	12 hours
Contemporary Issues	M424	2 hours
Fundamentals of Management	M430	2 hours
Organizational Management	M431	5 hours
Training Management IV	M432	3 hours
Critical Thinking & Problem Solving	M433	4 hours
DoD Strategies	M440	3 hours
Operational Art and Design	M442	4 hours
Introduction to Joint Planning Process	M444	16 hours
Scenario Overview	M446	2 hours
Mission Command: Command and Control of Army Forces	M447	2 hours
Mission Command: Command	M448	3 hours
Mission Command: Control	M449	2 hours
Mission Command: Systems	M450	3 hours
Decisive Actions	M451	5 hours

Course Module Breakout

Foundations and Communications	Army Profession	Management	Mission Command
40 Hours	19 Hours	14 Hours	39 Hours
<ul style="list-style-type: none"> Course Overview Individual Preparation and Research Time Effective Military Writing Briefings English Writing Overview 	<ul style="list-style-type: none"> Effective Leadership Servant Leadership Influencing Case Studies in the NCO Common Core Competency Issues 	<ul style="list-style-type: none"> Fundamentals of Management Organizational Management Training Management IV Critical Thinking and Problem Solving 	<ul style="list-style-type: none"> DoD Strategies Operational Art and Design Introduction to Joint Planning Process Scenario Overview Mission Command: Command and Control of Army Forces Mission Command: Command Mission Command: Control Mission Command: Systems Decisive Action

Summary of Changes

Current	Redesigned	Outcome
Based on CTSSB	Held workshop using SME and facilitators input then the accountable instruction system AIS	An outcomes-based, learner-centric product that emphasizes collaborative problem solving
Three Assessments for GPA	Designed Blackboard for resident mode that mirrors Distributed Learning to deliver assessments (4 total)	Historical record for statistical data that preserves individual grade history and products. Plus, extra assessments for GPA allows learners more opportunity for higher GPA.
Heavy on Operations ALA	Gained more leadership and less operations	Enabled the MLC to be more of a leadership course versus an operational planners course
Individual Papers	Developed a group problem-solving paradigm where Soldiers must collaborate to provide realistic solutions to contemporary problems	A white paper that can result in a staff study; perhaps providing further linkage to the SMC
Curriculum centered on low intensity conflict	Incorporated JPP to leverage higher level thinking on operations above division level	A large scale combat operation plan with multi-domain considerations emphasizing D3SOE and Cyber Space
A lack of historical vignettes	Create a leadership lesson where historical events are aligned against the NCO Common Core Competencies	The individual learner will write an executive summary based on a report of historical significance, centered on one of the NCO Common Core Competencies

mand which met the demand from the higher ups,” Earle said. “We also gave the students the tools to use in a higher echelon staff.”

Using the NCO Common Core Competencies, Earle said they have the students look at the NCO C3s as they apply to historical events and write an executive summary of those events based on current doctrine.

“That gives them an experience to give to a counterpart or a commander,” he said. “It’s a modality they can use when they go to observe training, read a large report and need to give a synopsis to their commander so they can maximize their commander’s time by giving them a snapshot.”

7KH VWXGHQWV DOVR KDYH WR FRPSOHWH D JURXS UHVHDUFK SDSHU ZKLFK IXOÀOOV DQ LPSRUWDQW SDUDGLJP RI contemporary learning – collaborative group problem solving. Earle said

“We want our NCOs to be able to talk to one another and solve problems collectively so we can get over the idea of gate-keeping, hoarding information,” he said. “It’s about sharing information and solving problems, and coming up with multiple solutions to present to the deciders which way to go. It is fact-based, unbiased, problem solving.”

Earle said having the students write an Executive Summary and group research paper better prepares them for the Sergeants Major Course where they will write staff studies and more.

7KH LGHD RI WKH FRXUVH LV WKDW OHDUQLQJ RFFXUV; ZH KDYH D ZHOO WKRXJKW RXW WHDFKLQJ DQG OHDUQLQJ VWUDW-egy so that students can get their information to take care of the pretests, the quizzes, and that dovetails with the short answer exams so that we interrupt their forgetting curve all the way through the course,” he said. “At the end of it the memory will be much deeper. So by the time they get to their unit and their commander or their counterparts say something, they will immediately remember and have the ‘drill for the VNL00· DQG FDQ W\SH DQ (;680; WKH\ FDQ OHDG WKH SUREOHP-VROYLQJ JURXS; DQG ZL00 EH DEOH WR EH D SDUW RI WKH



The Master Leader Course is undergoing a validation period before it goes IOC. The NCOLCoE plans on having the course FOC by March. Students who are taking 15-day the course appreciate the rigor and the challenge.

process instead of being a bystander.”

Sgt. Maj. Shandrel Stewart, MLC director, said she is a big fan of the new course.

“I actually love it. They have kept some of the rigor in the course and divided up the lessons,” she said. “I think we are getting after what leadership wants to include the NCO Common Core Competencies, the attributes of an NCO, as well as the writing of EXSUMs, and still kept some of the aspects of servant leadership and communications.”

Stewart said MLC teaches the students how to operate in an ambiguous environment, providing them

Master Sgt. James Gregg, course facilitator who also taught the legacy course, said the new course offers more facilitation and less instruction on their part.

“It is a lot more classroom participation,” he said. “What’s new is lot more facilitation and the students are involved, they are talking about what they read in their case studies, the regulations, and they are providing it in class.”

Gregg believes MLC is a well-produced course.

“This course is hitting the mark on what we can tell, or expect, future master sergeants to be. It prepares them operationally-wise as far as being able to implant themselves within the mission command or joint planning process,” he said. “We are giving them that skill set so they can have a seat at the table and

As a student in the second iteration of course validation, 1st Sgt Michael Eric Byrd, a medic from Fort Riley, said the course contains a lot of material for such a short time.

“This course is a lot, really it is strategic-level kind of information above tactical to prepare sergeants

piece of the picture.”

Sgt. 1st Class Caroline Colonarbarunda, of the 25th Sustainment Brigade in Hawaii, said MLC was tough.

“I wish this course had been implanted early on, because I think I could have used a lot of the tools we have learned.”

Colonarbarunda said she had always been very successful in doing her job, but found group collaboration, group think, very challenging.

“I’m a logistician and logistics has been my realm almost my entire career. Having to think of other than having all these strategic minds, and from different components – [wow]! That has opened my eyes up so much.”

In a perfect world, Earle said, everyone would go to the Battle Staff NCO Course before they came to MLC. Students would get a very intricate look at operations, a look at mission command, learn graphics looking at the material.

“We have Soldiers coming in who have just left the tactical level of the Army. We are putting them into looking at large scale combat operations at division echelons and above. So while they may go from the MLC into a battalion or brigade staff they are still operating as a maneuver unit for a division,” he said. “In able to look at those terms and symbols and know what they mean.”

Earle said he knows the course is cognitive overload and the course could probably be longer, but given the parameters they had to work in, he believes the course does what it is intended to do.

“We put together a learning strategy that supports a cognitive overload as much as we can, because they do take a pretest, they have dialogue, they do research, take quizzes and they take their exams and they have their practical exercises that are tied to all of that,” he said. “The idea is that once they are done with the course, they are immediately put back into their environment of their units and if they are on that staff, or collaborating with the company commander, or a battalion S3, they will immediately begin to use what they have been taught. It is one of those things that you don’t know what you have learned until you need to use it.”

7KH ODVWHU /HDGHU &RXUVH LV GHVLJQHG WR FKDOOHQJH DQG HGXFDWH VHOHFWHG VHUJHDQWV ÀUVV FODVV LQ WKH areas of professional writing, communication skills, public speaking, critical thinking, organizational and FRPPDQG OHDGHUVKLS, PDQDJHPHQW VNLOOV, MRLQW DQG RSHUDWLRQDO OHYHO RI ZDU ÀJKWLQJ, GLVFLSOLQH, UHGGLQHV, health and administrative requirements. In addition, students will be exposed to topics like National Security, Joint Intergovernmental and Multinational (JIM) and Strategic Thinking.

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THE NCO GUIDE: TRANSFORMED BY NCOs FOR NCOs

By Danielle O'Donnell, NCOLCoE Public Affairs

For over a year, the NCO Leadership Center of Excellence worked tirelessly as the proponent in updating Training Circular 7-22.7, 7KH 1RQFRPPLVLRQHG 2IÀFHU *XLGH, WKDW ZDV released January 6, by the Department of the Army.

Due to the collaborative efforts of Sgt. Maj. Michael A. Grinston, sergeant major of the Army, the U.S. Army Training and Doctrine Command, U.S. Army Combined Arms Center, and Center for the Army Profession and Leadership, a complete rewrite of the 2015 version, occurred.

SMA Grinston said the revised NCO Guide hit the mark.

"We really wanted to focus on providing the NCO Corps a baseline for expectations by JUDGH ZLWKRXX FUHDWLQJ D RQH-VLJH-ÀWV-DOO GXW\ description," he said. "I think TRADOC and the NCOLCoE got it right and struck that balance in this year's guide."

Command Sgt. Maj. Jimmy Sellers, NCOLCoE commandant, explained how the NCO Guide is considered a one-stop-shop for NCOs WR JR WR IRU TXHVWLRQV DERXW D VSHFLÀF VXEMHFW.

"The guide is a comprehensive document that contains the ingredients needed to ensure NCOs are successful as we execute a commander's intent," he said. "By that, I mean, if an NCO has questions about what the Army expects them to 'Be, Know, and Do' on a daily basis, then the Guide can serve as the initial source of information to ensure their success."

The new Guide takes into account the latest changes to Army doctrine, policies, and directives. It is aligned with the NCO Common Core Competencies (NCO C3) and the roles and responsibilities of the NCO.

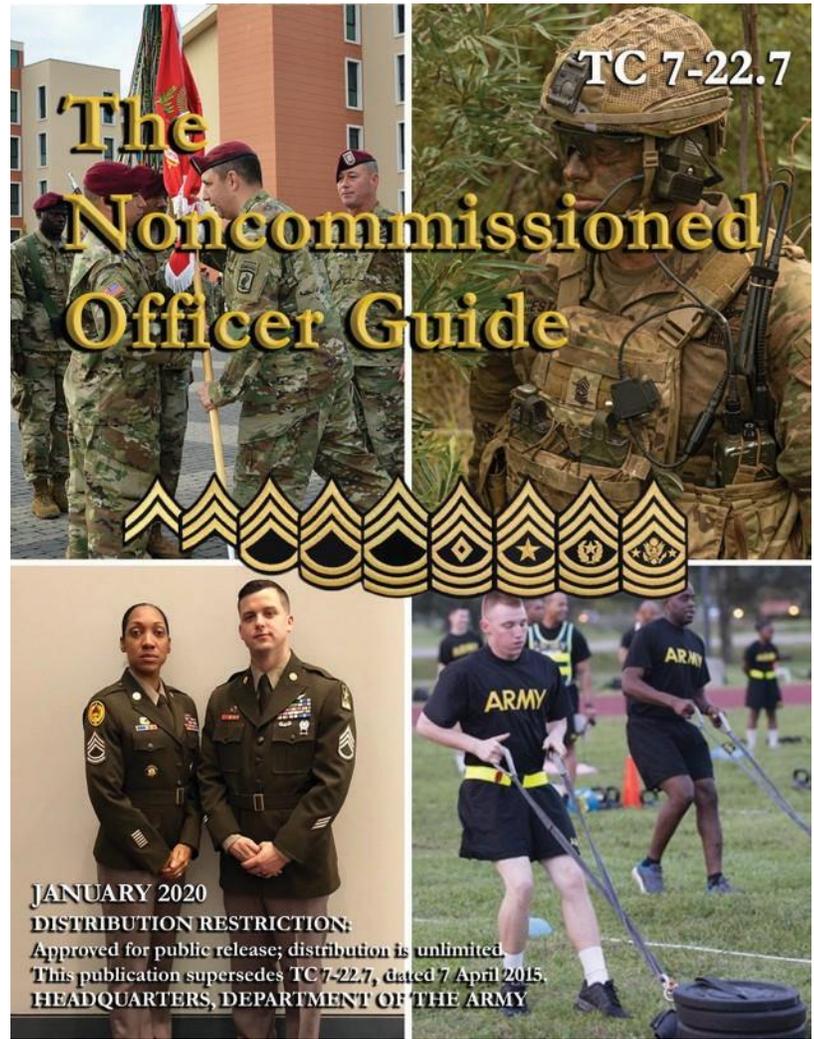
"All chapters needed updates due to currency, relevance, and adding new information," Sgt. Maj. Thomas Skelton, Strategic Initiatives Division analyst with the NCO Professional Development Directorate said.

To ensure the Guide contained the information needed by the force, the SID also queried all Career Management Fields from the Sergeants Major Course Class 69 and senior enlisted leaders across all components for their input.

"The Guide is a framework of the left and right limits NCOs need to be effective, while also identifying gaps in the process and ensuring NCOs continue to contribute to the organization," Sgt. Maj. Jamilah Telon also an analyst with the NCOPDD said.

A new addition to the guide are the six NCO C3s: readiness, leadership, training management, communications, operations, and program management. The NCO C3s are the objectives for the Roles and Responsibilities of the NCO.

"We wanted NCOs to understand the importance, relevance, and have an understanding of the NCO



C3s and how they can be incorporated across all levels of NCO roles and responsibilities,” Skelton said.

Sellers said taking a hard look at NCO roles and responsibilities is the nightlight of the revised Guide.

“The NCO Common Core Competencies of leaders,” he said. “Since the introduction of NCO C3s, we’ve already seen clear examples of Soldiers talking about leadership the same way. Which means the NCO C3s are doing exactly what they are designed to do, which is to help NCOs across the Army share a similar perspective in our common competencies.”

The updated Guide utilizes the ‘Be, Know, Do’ aspects of leadership to help NCOs think strategically as they progress through the ranks.

“We need NCOs to be critical thinkers, problem solvers, and managers,” Telon said. “The Guide is aligned with the knowledge, skills, and behaviors an NCO needs to embody. It is also updated with the latest information on mission command and leadership.”

Sgt. Brenton M. Kirk from Camp Casey Korea, a newly promoted to sergeant, said he appreciates having a clear vision and understanding of his role.

“The Guide provides a vision and distinct guidance on the ends, ways, and means for developing NCOs to exercise mission command,” he said. “[It also] gives us direction to plan, prepare, train, and execute to meet the challenges and issues of the 21st century and ensure the combat readiness of our force.”

TC 7-22.7 is designed to be both a quick reference and a product that will guide NCO’s at all levels throughout their career.

“This is designed to be a common body of knowledge for all NCOs to refer to,” Telon said. “It will help them coordinate, collaborate, and most importantly, communicate.”

Across all the components and backgrounds, the Guide is written for NCOs by NCOs.

The Guide provides the reader the information they need with references to attain more.”

Created to develop NCOs from the squad level to the nominative sergeant major, the Guide reaches back to the holistic approach of the NCO Professional.

“Having this information helps me understand the different types of duties required of an NCO,” Spc. [Name] said. “Tasks are broken down clearly so we know what is expected of us.”

The guide also creates a path for Soldiers to embrace NCO history.

“It reintroduces the history of the NCO Corps,” Sgt. 1st Class Jonathon Potter, a Fort Bliss Soldier said. “Incorporating the scripts for the NCO induction ceremony and CoR is a great way to gain back what we lost sight of over the years.”

By incorporating leadership styles, NCO training techniques, drill and ceremonies, and the latest Army programs, the NCO Guide becomes relevant to the needs of the force.

“For me, the NCO Guide has always provided broad, written, guidance that helped keep me on track,” [Name] said. “You have this guide that you and the people in your unit, training, education, and all the other doctrine our Army has produced. The NCO Guide compiles lessons learned from all of those sources.”

The Guide is not being spoken to, write it down.

“Give us your feedback,” Telon said. “In the preface, we tell the force we want to hear from them [Name]. We will compile all the data for consideration.”

The Guide is available for download and ordering through the Army Publishing Directorate at <https://armypubs.army.mil/>.

The guide can be found at the Central Army Registry site - <https://atiam.train.army.mil/catalog/dashboard> and as a mobile app - NCO iBook on Apple and Android NCO Guide App, and is currently available for download at the NCOLCoE World Campus website - <https://www.ncolcoeworldcampus.army.mil/>.

NCO PME IS A PRIVILEGE, NOT A RIGHT



Photo by Danielle O'Donnell

Command Sgt. Maj. Michael Henry, deputy commandant of the NCO Leadership Center of Excellence, meets with representatives from all of the Sergeants Major Course departments to discuss shaping and driving the institution when it comes to talent management and the use of the Order of Merit List.

By Danielle O'Donnell, NCOLCoE Public Affairs

7KH 1RQFRPPLVLRQHG 2IÀFHU 3URIHVLRQDO 'HYHORSPHQW 6\ VWHP FRQWLQXHV WR SURPRWH UHGLQHV E\ creating a professional and competent leader through NCO Professional Military Education.

Command Sgt. Maj. Jimmy Sellers, commandant of the NCO Leadership Center of Excellence, explains what NCO PME provides the force.

“We are laser-focused on producing, agile, adaptive, lethal trainers at the squad and team level while adding rigor to the Physical Readiness Training and common task training outside of the classrooms. We also sending Soldiers to school using the Order of Merit List,” Sellers said. “We have taken a critical look to ensure OMLs result in selecting the right Soldier to attend PME.”

Sellers added, the new system falls in line with the Select-Train-Educate-Promote, also known as the STEP program, which maximizes the Army’s biggest asset—our people. The OML is a tool provided to leaders giving them the knowledge and ability to select the right talent, ensuring they are trained, ready, educated, and promoted in a timely manner upon completion of resident PME.

“\$W D PLQLXP 6ROGLHUV VKRXOG EH ÀW, GLVLSOLQHG DQG IDPLOLDU ZLWK WKH IXQGDPHQWDOV RI OHGLQJ 3K\VLFO Readiness Training and Drill and Ceremonies,” he said. “NCO [academy] instructors will make them better by making them well-adapted trainers and leaders of Soldiers.”

By better understanding the talent of the workforce, Sellers said, the Army can maximize Soldier talent to allow the placement of the right Soldier, in the right course, at the right time. It also ensures promotable

Soldiers are scheduled to participate in resident NCO PME courses at the time of selection for promotion, ensuring Soldiers are “full-on-TXDOLÀHGµ WR SURPRW. H.

“Attending NCO PME is a privilege, not a right,” Sellers said.

Soldiers slated to attend NCO PME resident courses will have to be prepared before they arrive to their course, Sellers said, by completing the respective level of the Distributed Leader Course. The DLCs are prerequisites for a Soldier to attend a promotion board and all resident NCO PME courses.

The courses are linked to the next level of resident PME and are designed to be progressive and sequential while providing Soldiers at all stages of development with an engaging, worthwhile learning experience that nests in the Army’s NCOPDS.

Command Sgt. Maj. Matthew O’Brien, commandant of the XVIII Airborne Corps and Fort Bragg NCO Academy, emphasized the importance of leadership involvement when it comes to Soldiers attending PME.

“Leaders at the Company, Troop, Battery level must get their Soldiers ready to attend PME, physically, mentally, as well as ensuring their families are prepared for the separation if applicable,” he said. “This ties directly back into the NCO Common Core Competencies of readiness, leadership, and training management. Leaders need to teach their Soldiers how to be critical thinkers, and by ruthlessly enforcing troop leading procedures, it will prepare those Soldiers to succeed in PME while further instilling the privilege versus right mentality.”

A better professional understanding is created between the knowledge delivered through the DLCs and the NCO C3s (readiness, leadership, training management, program management, operations and communication), he noted. Based on Army doctrine, these elements will help bridge the gap of understanding, and were created to help the Soldier build the skills, knowledge, and abilities needed of every NCO in order to operate effectively as a professional member of a ready, diverse, integrated and lethal force.

“The NCO C3s are a strategy that will guide our NCO Corps and shift the paradigm of PME from ‘it is my right to attend, to it is a privilege to attend,’” O’Brien said. “Per Military Personnel Message 16-089, placed on the top of the OML are the Soldiers with the highest number of promotion points, but we have also included APFT data to help shape that. Typically, those with higher APFT scores are ready, motivated, and are the RIGHT Soldiers to attend PME.”

Ensuring only the right Soldiers attend PME is an NCO responsibility, O’Brien noted.

“Training management is one of the most important tasks that we as NCOs are responsible for, and we have to get this right,” O’Brien said.



With the institution of the Select, Train, Educate and Promote System, along with utilizing the Order of Merit List, the Army is moving towards ensuring only the best are selected to attend 30(. (YHQZKHQVHOHFHWGWRDWWHQG,6ROGLHUV PXVWEH SK\VLFD00\¿WDQGPHHWWKH \$3)7,KHLJKW and weight standards.

NCOLCoE LAUNCHES NCO WORLD CAMPUS

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THE NCO LEADERSHIP CENTER OF EXCELLENCE

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Around the Campus

The Department of Distance Education
November 19, 2019

DA Form 1059, Service School Academic Evaluation Report
October 07, 2019

NCOLCoE Officially Welcomes SMC CLASS 70
August 15, 2019

Featured App

The Digital Rucksack

The Digital Rucksack uses mobile technology to assist Soldiers in preparing for NCOPDS. Features of the Digital Rucksack include: Career Maps, recommended Reading Lists, Professional Military Education (PME) and key Publications identified by the MOS Proponents. Download the Digital Rucksack.

Google Play

DLC BLC MLC SMC Battle Staff ALC/SLC NCO-C3

Located at <https://www.ncolcoeworldcampus.army.mil/>, the NCOLCoE World Campus is a 24-7 resource for Soldiers, and veterans alike, to use in their lifelong learning pursuits.

By Danielle O'Donnell, NCOLCoE Public Affairs

The NCO Leadership Center of Excellence introduced a student-centric, educational and web-based platform, known as the NCO World Campus, Nov. 25. thus completing the latest initiative of the Center to enhance the professional lifelong learning capabilities for Soldiers across the world.

education that makes online learning easily accessible for Soldiers beyond the brick and mortar walls.

“The goal of this academic portal is to design a student-centric, centralized, web-based educational platform, to enhance the life-long learning experience for Soldiers across the globe,” Sharonne Joy Jacobs, the NCOLCoE World Campus manager said. “Think of the NCO World Campus as a one-stop shop for all of your Professional Military Education as well as your collegiate academic needs.”

The NCO World Campus will have more of a college or university style and look but operates within the Department of Defense design guidelines.

The NCOLCoE understands Soldiers have rather unique challenges in working toward achieving their educational goals, which is why the WC will be a hybrid of information composed of government, private sector, and academia resources, Jacobs said. The site is hosted on the Air Force Public Information Management System, which means more interaction, videos, tutorials, and interactive multimedia instruction

products for the user.

Equipped with the right resources, the user is prepared and ready to attain success throughout both their career and academic pursuit due to the resources provided on the site. Resources on the site include:

- **Learning Resource Center:** Gives the learner access to the library materials, information services and collections of military history, leadership, military science, and management at the click of the mouse.
- **Online Writing Lab:** The Online Writing Lab at Purdue University contains writing resources and instructional materials to help assist the learner in developing their writing skills.
- **Academic Advice:** Provided through helpful tips and life hacks that enable the learner to be successful in taking classes in the traditional classroom or in an online environment.

“Many of these tips come from resources such as *JRUEHV* magazine and *2[IRUG Learning*,” Jacobs said.

IT and Blackboard support

This section provides Students with access to the Army Learning Management System help desk where they can use a chat feature through the Tier 2 in the support system.

“7LHU 2 \$JHQWV SRVVHV LQ-GHSWK NQRZOHGJH RI VSHFLÀF OHDUQLQJ FRQWHQW, WUDLQLQJ LQIRUPDWLRQ, RU WHFKQL-cal areas and the skills to resolve emergent problems within their area of responsibility,” Jacobs said. “Tier 2 agents are responsible for their area of expertise to provide solutions for any incident report a Tier 1 agent cannot resolve.”

Course catalogs

The course catalogs section contains a detailed listing of the PME courses within NCOPDS.

“The catalogs are very similar to those which colleges and universities give to their prospective students, and those already enrolled at the college or university,” Jacobs said. “It includes Course Scopes, course maps, module information, lesson objectives, and hours.”

e-Portfolio

The e-Portfolio is a future initiative that will integrate into the World Campus. It is a digital repository created by a student of their course-related work, essays, posters, photographs, videos, and artwork, designed to showcase their learning over time.

“The primary purpose of e-Portfolios are to provide students with a broader, scaffolded, and more integrated, learning experience to foster stronger preparation for their professional life,” Jacobs said. “Research shows that e-Portfolios have the potential to enhance graduate employability and prompt students WR UHÁHFW RQ OHDUQLQJ.

The site also offers tips for successfully completion of the NCO Professional Development System, aca-GHPLF WXRULDOV, DQG ÀQDQFLDO WLSV IRU FROOHJH. ,W SURYLGHV WKH XVHU ZLWK XQSDUDOHOHG ÁH[LELQ\ WR HQVXUH WKH\ operate in a way which adds value to the NCO Corps and maximizes the talent of the workforce. Registration is not required to use the WC or the resources it provides.

7KH 1&2/&R(LV WKH SUHPLHU LQVWLWXWRQ GULYLQJ LQQRYDWLYH GHYHORSPHQW IRU HQQLVWHG OHDGHUV; FRQVWDQW\ IRFXVHG RQ UHGLQHVV; PDNLQJ WKH 1&2 =RUOG &DPSXV WKH GLJLWDO OLQN WR 1&2 3O(.



The NCOLCoE: We Develop, Integrate and Deliver Education and Training Readiness!

QAR WORKSHOP SPURS SITUATIONAL AWARENESS ACROSS THE ARMY LEARNING ENTERPRISE

By Danielle O'Donnell, NCOLCoE Public Affairs

The NCO Leadership Center of Excellence held a two-day Quality Assurance Representative workshop, Dec. 10-11, to provide situational awareness for 33 QA, and designated QA, personnel throughout all three components of Army's learning institutions.

4XHQLQ %URZQ, GLUHFWRU RI WKH 1&2/&R(4XDOLW\ \$VVXUDQFH 2IÀFH, ZHOFRPHG WKH UHSUHVHQWDWLYHV IR WKH workshop.

"Your active participation and honest feedback are critical for a productive and successful event," he said. "There is a wealth of knowledge in this room. Take this time to learn from each other as we continue to develop, integrate and deliver education and training readiness."

The QAO is responsible for conducting internal and external evaluations of all of the Army's 33 NCO Academies in accordance with the Army Enterprise Accreditation standards, and augmenting the Training and Doctrine Command QAO accreditation teams.

During the workshop the mission and values of the QA program were discussed and considered a vital way for QA personnel to conduct themselves.



"Continuity is important," Brown said. "Our values help ensure we are focusing on the institutional Army's ability to meet the needs of the operational Army, and meeting the intended outcome. I can say this, together we get it done and through our mission and values we get it done right."

The QA representatives received a brief history lesson on the QA program, to reinforce the AEAS.

"The QA program has evolved over the last decade," Brown said. "We now have seven primary standards which make up the foundation of the U.S. Army Quality Assurance Program and perform accreditations of the learning institutions every three years to ensure the learning enterprise meets the Army's education and training standards."

Representatives also received guidance on the latest noncommissioned RIÀFHU FRXUVHV DQG FKDQJHV LQ WKH FXUULF-ulum for the Battle Staff NCO Course and the Master Leader Course.

"We wanted to ensure there is a common understanding across all components, that is why we provided an exceptional line-up of guest speakers," Brown said. "The workshop gives us the opportu-

4XHQLQ %URZQ, GLUHFWRU RIWKH 4XDOLW\ \$VVXUDQFH 2IÀFH, 1&2/HDGHUVKLS Center of Excellence, welcomes the Quality Assurance Representatives, to the ;UVW HYHU 4XDOLW\ \$VVXUDQFH 5HSUHVHQWDWLYH = RUNVKRS, 'HF. 9. ORUH WKDQ 28 representatives from around the Army, including several who attended via video teleconference, listened to subject matter experts from U.S. Army Training DQG 'RFWULQH &RPPDQG DQG 1&2/&R(&RXUVH 0DQDJHUV GXULQJ WKH WZR-GD\ event.

QLW\ ZH QHHG WR FRQYH\ WKH FXUUHQW, UHOHYDQW, HIAFLHQW, DQG HIIHFWLYH WUDLQLQJ DQG HGXFDWLRQ RQ 1&2 3URIHV- sional Military Education to the QA representatives.”

Master Sgt. Paul Caswell, the Intermediate team manager for the Battle Staff NCO Course, informed the group that Command Sgt. Maj. Jimmy Sellers, commandant of the NCOLCoE, approved the redesign for the BSNCOE during the Curriculum Design Review in April 2019.

“The approved design more accurately captures the duties and responsibilities of the staff NCO either RQ WKH EDWWOHÀHOG RU LQ JDUULVRQ,µ &DVZHOH VDLG. 7KH UHVXOW LV D FRXUVH FXUULFXOXP IRFXVHG RQ KROLVWLF RSHUD- tions across all Army activities.”

Dennis Earle II, the Master Leader Course course manager, explained the new approach to the MLC during his brief.

“MLC is now using a blended approach where the learner interfaces with the courseware and fellow learners in a setting that is external to the classroom,” Earle said. “The course has overcome a gradual change utilizing the virtual classroom for decentralized learning to take place.”

§IWHU WKH JXHVW VSHDNHUV ÀQLVKHG IRU WKH GD\, WKH UHSUHVHQWDLYHV FRQGXFWHG DQ DIWHU DFWLRQ UHYLHZ WR ensure the outcomes of each QAR session is met.

Larry Smith, from Fort Sill, Oklahoma, a 15-year veteran of the QA program, came to the workshop to place faces with names.

“This is a great networking opportunity,” Smith said. “All the key players and subject matter experts are in the room, to include representation of the U.S. Army Training and Doctrine Command. We received information and knowledge that will allow us to continue to move forward as ready and prepared QA profes- sionals.”

Staff Sgt. Torri Ghaner, from the Camp Blanding, Florida NCO Academy, is a newly appointed QA repre- sentative for the Florida Army National Guard.

“I was excited to come here and review the Army Enterprise Accreditation standards to better prepare my academy for accreditation” she said. “This



Those not able to attend the two-day Quality Assurance Represent- ative Workshop in person dialed in through video-teleconferencing and participated fully in the discussions.

education can be both ambiguous and subjective depending on how the standards are interpreted.”

Ghaner also appreciated the connections she made while attending the workshop.

“Knowing we have people we can reach out to ZKR DUH UHDLG\ DYDLDEOH WR XV LV UHDO\ EHQHÀFLDO to me and other QA personnel who are new in the program,” she said.

7KH 4XDOLW\ \$VXUDQFH 2IÀFH IXQFWLRQV DV DQ integral part of the Army Team by providing de- cision makers and stakeholders feedback and guidance to ensure Army learning institution’s doctrine, organization, training, material, leader- ship, education, personnel, facilities, and policy areas meet the required standards to ensure Army readiness.

As the event came to a close, Brown let the Quality Assurance Representatives know the NCOLCoE is working on conducting more workshops in the future.

7KLV LV WKH ÀUVV RI PDQ\ WR FRPH, DQG WKURXJK RXU SURIHVLRQDOLVP DQG HYDOXDWLRQ RI WKH SURJUDP ZH will get it done. Thank you for your support and taking the time to be here,” Brown said.

The NCO Leadership Center of Excellence is the premier institution driving innovative development for HQOLVWHG OHDGHUV; FRQVWDQWO\ IRFXVHG RQ UHDLQLQHV.



THE NCO LEADERSHIP CENTER OF EXCELLENCE DLC HEARS YOU

WELCOME TO THE FIRST INSTALLMENT OF DLC HEARS YOU!

The intent of this publication is to respond, in an overarching fashion, to the comments on the End of Module (EOM) and End of Course (EOC) surveys.

In this issue, we will address the spirit & intent of the Distributed Leader Courses (DLC) in order to help put the concept into context of the bigger picture.

We'd also like to ensure we reach not only those who took the courses or those about to take it, but also those leaders who have a vested interest in the professional development of the Soldiers in their formations.

Stand by for the next issue where we will discuss additional survey comments.

DLC TIP



As you progress through the lessons, be sure to **CLEAR YOUR COOKIES.**



To quote Ralph Waldo Emerson, "Life is a journey, not a destination" and so it is with learning.

SURVEY COMMENTS

"Why is it that leadership skills, a task senior leadership should be developing, are pawned off to a computer?"

"Online learning should not be Army-wide. Lessons should be optional between NCOES or DLC but not both."

"Time would be better spent in college or at one of the numerous schools throughout the DoD!"

The aforementioned comments from DLC surveys could lead one to believe DLC is not necessary nor the appropriate medium for certain lessons. They allude to an idea of extremes or absolutes, which is not necessarily right or wrong. As John Dewey articulated,

"Mankind likes to think in terms of extreme opposites. It is given to formulating its beliefs in terms of Either-Ors."

SPIRIT & INTENT of DLC

In other words, instead of absolutes, we should look at learning as a holistic process and a journey. In fact, the previous concept comes from the Air Force's "Continuum of Learning", which states,

"The Continuum of Learning initiative is a shift to better focus how students learn by integrating education, training and experience in ways that allow them to learn anytime, anywhere throughout their careers. The end goal is to create a culture of lifelong learning."

We believe this nests perfectly with the Army philosophy of lifelong learning and with one of General Funk's Fundamentals, "Take other people's stuff."

THE BEGINNING

We can look as far back as December 2015 when "NCO 2020 Strategy: NCOs Operating in a Complex World" was published. Consider this strategy the triggering event that mobilized the NCOLCoE to develop DLCs to be in line with TRADOC's vision. The strategy stated:

"A Noncommissioned Officer Professional Development System (NCOPDS) integrated and synchronized in the development of the next generation of competent and committed NCOs of character as trusted Army professionals capable of thriving in chaos, adapting and winning in a complex world."

For its part, the NCOLCoE provides an explanation of the DLCs in meeting TRADOC's previously stated intent.

"The intent of DLC is to bridge the operational and institutional domains and set conditions for continuous growth. DLC will ensure learning is continuous and enduring, not sporadic and transitory. DLC is required learning that continues throughout a career and that is closely linked to and synchronized with classroom and experiential learning. DLC sets the conditions for continuous growth both as a warrior and a warrior leader. DLC builds knowledge and skills through a defined sequence of learning approaches with the adjuncts of formal education and experiential learning."

DLC is designed to prepare Soldiers for the next level of in-residence PME. DLC does this by refreshing the memory of or introducing new material, which is partially determined by the learners' previous education, training, and experiences.



NCOLCoE NAMES EDUCATOR, INSTRUCTOR OF THE YEAR

By Danielle O'Donnell, NCOLCoE Public Affairs

The results of the panel are in, and the NCO Leadership Center of Excellence revealed the names of the Center's educator and instructor of the year, December 6, during the quarterly Distinguished Service and Recognition ceremony.

The Educator of the Year is Dr. Barbara Yancy-Tooks, an assistant professor of the U.S. Army Sergeants Major Academy, and the Instructor of the Year is Sgt. Maj. Sgt. Maj. Dietrick Louis, an instructor in USASMA's Department of Professional Studies.

"It is truly humbling and an honor to be named the NCOLCoE Educator of the Year," Tooks said.

"Winning this award demonstrates the superb competencies of all the educators in the Department of Professional Studies," Louis said. "It feels great. I have learned a lot from the leadership and my fellow instructors."

Command Sgt. Maj. David Lee, director of the U.S. Army Sergeants Major Academy, praised the new EOY and IOY as stewards of the profession.

"SGM Louis and Dr. Yancy-Tooks are phenomenal instructors," he said. "Within USASMA we have a world class faculty, however, for this competition they rose above their peers."

He added, the EOY and IOY competitions build tenacity and sustained readiness through training programs, empowered leaders and mission support.



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"All competitors displayed the acumen of dedicated professionals that we have come to see, and the students enjoy every day," he said. "It was a pleasure
WR VHH WKHP LQ DFWLRLQ ÀUVV-
hand, and without a doubt
their selection as winners in
both categories was veri-
ÀHG E\ WKH WRXJK SDQHO ZH
assembled."

Each of the winners have different learning styles which provide the Sergeants Major Course students with the same outcome.

"I believe in positive

learning outcomes,” Tooks said. “There are three areas for helping students re-direct attention to their own learning. [It’s] done through using interpersonal communication competence to help in building a growth mindset, providing opportunities to practice decision-making, and using critical analysis.”

Tooks added, “I am positively influenced by my own learning preferences and habits helps determine a depth of understanding.”

Louis explains his teaching style inside the educational environment.

“Every semester is unique. My role as an instructor is to assist every student regardless of their learning styles,” he said. “I believe it’s my duty to adjust my teaching style to accommodate the uniqueness of each semester and the individual student. In the adult learning environment, the teacher must understand that we are learners as well.”

Both Tooks and Louis inspire others with a common purpose and commitment to achieving the Army Vision.

“I challenge students to think critically when given the opportunity to make suggestions for improvement,” Tooks said. “They tell me what they learned and would like to learn. I make learning relevant and place emphasis on gaining knowledge as a part of their life long journey.”

“An instructor must establish a safe and trusting environment, be prepared, and understand that facilitation sometimes leads to instructing, and most importantly adds relevance to the curriculum,” Louis said.

Taking personal responsibility and accountability with their high standards, the awardees provided some words of advice for their counterparts for the next competition.

“Embrace the Experiential Learning Model and help students achieve successful outcomes,” Tooks said. “Compete with the person you were yesterday, and always strive to give back.”

“Preparing every day to be better educators, will most likely give you an advantage over the instructor who prepares a week before the board,” Louis added.

Lee commended the awardees for their ability to inspire and educate the students of the institution.

“They displayed their top-notch competence and commitment to our Academy. Job well done,” he said.

The awardees will now move on to compete to be named the U.S. Army Training and Doctrine Command IOY and EOY.



**Leaders Build Lethality,
We Develop Leaders!**

TRADOC CSM TALKS ESB, TIMS



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By Danielle O'Donnell, NCOLCoE Public Affairs

The students of Sergeants Major Course Class 70 received a visit from US Army Training and Doctrine Command's senior enlisted leader December 19. Command Sgt. Maj. Timothy A. Guden spent an hour with the students addressing what TRADOC is for and the importance of the new Expert Soldier Badge, as well as the Army lifestyle.

"It is not just a badge," he said. "It is more than that. It is about identifying excellence and being ready."

Guden noted the expert Soldier Badge assists Army leadership in identifying Soldiers who step out EH\RQG WKHLU &DUHHU 0DQDJHPHQW)LHOGV ZKLOH DOVR FUHDWLQJ QRQFRPLVLRQHG RIÀFHUV ZKR DUH VXEMHFW matter experts.

"As we are going through the processes, we are creating NCOs that become subject matter experts," he said. "Going through tasks that apply directly to the squad level, warrior tasks, and battle drills and training events. That is where the rubber meets the road."

The ESB brings forth all the positive elements of an organization and ties into the Sergeant Major of the Army's initiative – This is My Squad, he said.

"This is my squad, TIMS, is about pride and ownership," Guden said. "It is about building a positive sound structure of an organization and not allowing negativity to gain a foothold."

Guden challenged the students to remember, after they graduate and move to their next assignments, the importance of the squad level leader.

"Understand the importance of This is My Squad," he said. "Truly, the squad is important and the ESB brings out the goodness in all this."

Guden noted that 95 Soldiers prepared for, and competed in, the ESB at Fort Eustis, Virginia, from all over the Army and only three received the badge.

“Every single Soldier who failed the ESB FDQ VWDQG FRQÀGHQWO\,μ KH VDLG. 7KH\ FDQ WHOO \RX ZKDW WKH\ QHHG WR ZRUN RQ; ZKDW WKH\ DUH JRLQJ WR JHW KHOS IURP WKHLU OHDGHUV; DQG DOVR train their Soldiers to prepare them for the ESB process and they are eager to get after it and get some more of it.”

Guden then spoke to the importance of molding, mentoring, and guiding Soldiers who arrive after completing their Advanced Individual Training.

“The Soldierization process, keeps the grit going,” he said. “Rigor needs to be instilled into everything.”

Commanders at the battalion and brigade level can use the ESB as a tool to plan their training needs for individual and small team training tasks, Guden said.

’,W LV QRW DERXW WKH EDGJH; LW-V DERXW H[- FHOHQFH; LW-V DERXW UHDGLQHV DQG LQGLYLGXDO WUDLQLQJ,μ KH VDLG. ’,W LV DOVR DERXW 1&2V WUDLQLQJ DQG EHRPLQJ 60(V LQ WKHLU ÀHOG.μ



&RPPDQG 6JW. 0DM. 7LPPRWK\ *XGHQ, 75\$'2& FRPPDQG VHUJHDQW PDMRU, YLVLWHG WKH 1&2/&R('HFHPEHU 19-20 WR OHDUQ DERXW SURSRVHG initiatives for a NCO Strategy and to talk to Sergeants Major Course Class 70 students. Above, Guden is greeted by Command Sgt. Maj. Jimmy Sellers, NCOLCoE commandant as he arrives to the center.

Guden also discussed the process behind the Army Combat Fitness Test and how the ACFT is not just another Army test. It is nested within the Holistic, Health, and Fitness System (H2F). The ACFT is comprehensive and integrated.

“This is a culture change,” he said. “It is about a lifestyle, and we don’t have that understanding that we committed to a lifestyle when we volunteered. We all need to grasp this idea and propel it forward and ensure our Soldiers understand this.



&RPPDQG 6JW. 0DM. 7LPPRWK\ *XGHQ, 75\$'2& FRPPDQG VHUJHDQW PDMRU, YLVLWHG WKH 1&2/&R('HFHPEHU 19-20 WR WDN WR 6HUJHDQWV 0DMRU &RXUVH &ODVV 70 VWXGHQWV.

“Lead by example when it comes to the ACFT,” he said. “You have to pass it. The idea behind the ACFT is it makes tougher Soldiers and provides the rigor we see in combat, and it gets after TIMS. It is not about us, this is about the future force.”

Guden closed his brief by congratulating the students on being at the academy and letting them know what to expect after graduation.

“It is not about you. It’s about what you are going to do for the Army,” he said.

NCOLCoE HOLDS PROFESSIONAL DEVELOPMENT FORUM



7KH1&2/HDGHUVKLS&HQWHURI([FHOHQFH KHOGD 5ROHVDQG 5HVSQVLELWLHVSDQHO 'HFHPEHU 2, WRIDFLOLWDWH DGLVFXVLRQZLWK WKH students of Sergeants Major Course Class 70. Members of the panel included Command Sgts. Maj. Jimmy Sellers, commandant, and 0LFDHO +HQ\, GHSXW\ FRPPDQGDQW, DV ZHOO DV 6JW. 0DM. 0DWLOGR &RSSL DQG *HUHDUGR 'RPLQXH], ERWK 60& IDFLOLWDWRUV.

By Danielle O'Donnell, NCOLCoE Public Affairs

The NCO Leadership Center of Excellence held the last Roles and Responsibilities panel for the year closing out the decade by coaching, mentoring and developing the students of the Sergeants Major Course Class 70.

The panel, held December 2, has two main functions: it describes the roles and responsibilities of senior NCOs through the NCO Common Core Competencies and enhances the students understanding of the complexities involved in that role through personal experiences of the panel members.

3DQHO PHPEHUV ZHUH &RPPDQG 6JWV. 0DM. -LPP\ 6HOOHUV, FRPPDQGDQW RI WKH 1&2/&R(; 0LFDHO +HQ- U\, GHSXW\ FRPPDQGDQW RI WKH 1&2/&R(; DQG 6JWV. 0DM. 0DWLOGR &RSSL, YLFH-FKDLU IRU WKH 'HSDUWPHQW RI -RLQW, ,QWHUDJHQF\, ,QWHUJRYHUQPHQWDO, DQG 0XOWLQDWLRQDO; DQG *HUHDUGR 'RPLQXH], LQVWUXFWRU IRU WKH 'H-partment of Force Management.

Each of the panel members spoke in relation to the six NCO C3s which consist of readiness, leadership, training management, communications, operations, and program management.

Sellers explained how the NCO C3s came to be, and why.

'7KURXJK RXU ZDUÀJKWLQJ HIIRUWV, >VHQLRU QRQFRPLVLRQHG RIÀFHUV@ ORVW IRFXV DQG LQ WKH SURFHVV ORVW important skill sets that include coaching, teaching, mentoring, and developing our Soldiers," he said. "Therefore, it is important to add these common core competencies back into the entire NCO Professional Development System."



Command Sgt. Maj. Jimmy Sellers, NCOLCoE commandant, opened the panel discussion by describing how the NCO Common Core Competencies, along with the NCO Creed set the foundation for an NCOs roles and responsibilities.

The NCO C3 topics support the four Army Learning Areas and include subjects that are sequential and progressive, and based in Army doctrine.

“The NCO Creed is our framework, for how we operate on a day-to-day basis,” Sellers said. “The NCO C3s are our foundation for how we operate.”

Sellers encouraged the students to keep the NCO C3s in the forefront of their minds when they move on to their next duty station and engage WKHLU RIÀFHU FRXQWHUSDUWV.

“As you are asked what you can do for the organization, or how can you better the organization, your answer should be framed around the NCO Common Core Competencies,” he said. “A response can be, well sir or

mam, one of the best things I do is communicate, I understand the commander’s intent and I know how to communicate that effectively across all aspects of the organization, then give examples.”

Sellers reminded the students as they move into leadership positions, to coach and mentor two levels down, and understand the idea behind “This is My Squad”.

“The basic premise of TIMS is ownership,” Sellers said. “We need to focus on developing our Soldiers, and empower squad leaders to replicate excellence.”

Sellers added, the students need to think of TIMS with a positive approach.

“(YHU\ RQH LQ P\ VTXDG LV SK\ VLFDOO\ ÀW, PHQWDOO\ WRXJK, WUDLQHG DQG WDFWLFDOO\ SURÀFLHQW. 7KLV LV O\ Squad,” he said adding, “explain the why to the next generation of Soldiers, be involved, be present and show them you care.”

Other topics from the panel members included talent management, readiness, heraldry, history and a discussion on the revamped NCO Guide.

“We need to look to empower when we are looking at talent management utilization within the organization,” Command Sgt. Maj. Henry said. “You need to get to know your Soldiers, and be present.”

Henry, quoting Army Doctrine Publication 6-22, Army Leadership and the Profession, gave the students WKH \$UP\ V GHÀQLWLRQ RI OHDGHUVKLS.

“/HDGHUVKLS LV WKH DFWLYLW\ RI LQÁXHQLQJ SHRSOH E\ SURYLGQJ SXUSRVH, GLUHFWRQ, DQG PRWLYDWRQ WR DF- accomplish the mission and improve the organization,” he said. “The Army wrote it, learn it, live it, and believe LW, EHFDXVH LW LV QRW \RXU GHÀQLWLRQ, LW LV WKH \$UP\ V GHÀQLWLRQ.µ

Caveating off of what Seller’s said, Henry let the students know they need to be present, and be part of the team.

“You need to have self-awareness,” he said. “Know how to control your emotions, and how to extend \RXU LQÁXHQLQJ. %HFDXVH \RX ZLOO EH LQ WKH IRUPDWRQV, \RX ZLOO EH OHDGLQJ E\ H[DPSOH.µ

Henry also explained the importance of counseling and how it relates to building social skills.

“You need to counsel your people,” he said. “You can do it orally, written or both, but it is about extend- LQJ \RXU LQÁXHQLQJ.µ

Before ending his portion of the brief, Henry recapped the importance in the utilization of the systems and processes the Army has in place.

Coppi, voiced his experience and ideas about readiness.

“You have to drive readiness,” he said. “By driving readiness, you create trust.”

Coppi let the students know they not only have to be compliant when driving readiness in their organi-



Command Sgt. Maj. Michael Henry (center), NCOLCoE deputy commandant, took on the topics of leadership and talent management. Looking on in the photo are (l) Command Sgt. Jimmy Sellers, NCOLCoE commandant, and Sgt. Maj. Matildo Coppi, vice-chair for the 'HSDUWPHQW RI -RLQW, QWHUDJHQFV, QWHUJRYHUQPHQWDO, DQG OXOWLQDWLRQDO.

zation, but they need to be committed.

"When you prioritize resources, you need to use the Army seven-step process for military decision-making, MDMP," he said.

Another point Coppi addressed is for the students to focus on key training objectives.

"Know how to leverage your resources so you are meeting the intent and achieving the end state," he said.

Coppi ended his remarks by letting the students know "Readiness is the common denominator that leads to effective operations."

Dominguez opened his brief with a quote from the NCO Creed.

"When I read, I am a member of a time-honored corps, which is known as the backbone of the Army, I WKLQN RI HPSRZHUPHQW, KH VDLG. '7KH HPSRZHUPHQW WKH RIÀFHUV JLYH WR XV WR DOORZ XV WR H[HFVWH RXU PLV-sions, assume responsibility and accountability for our force."

Dominguez discussed the importance of actively promoting our heraldry and our unit's history.

"Conduct NCO induction ceremonies," he said. "This not only supports our NCO Guide, but is also ties back to ownership and, This is My Squad.

During his remarks, Dominguez explained the importance of achieving unity of effort within their organization.

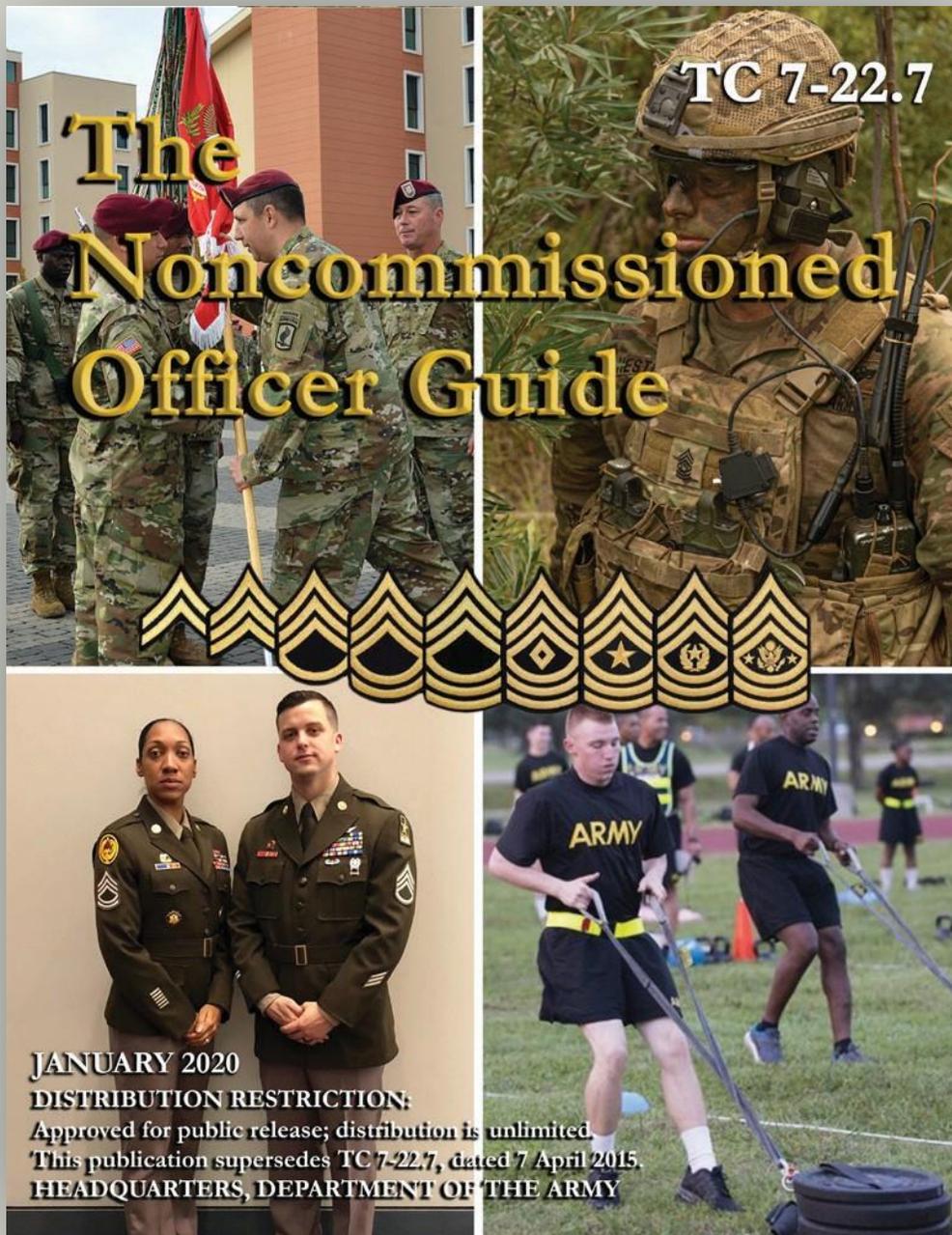
"We educate to identify team characteristics," he said. "When we look at, This is My Squad, you need to ÀJXUH RXW ZKHUH \RX ÀW LQ DQG NQRZ \RXU UROH DV D VHUJHDQW PDMRU.µ

The panel discussions allowed the students to gain a better awareness of the sergeant major and command sergeant major interactions with the commander, staff personnel, subordinates, and operational and strategic staff personnel.

David Stewart, an instructor with the Sergeants Major Course and moderator of the panel discussion, explained the importance of the Roles and Responsibilities as a sergeant major or command sergeant major.

"Mutual trust emerges when you display all six of the NCO C3s and you trust you're Soldiers," Stewart VDLG. ' 'HYHORS \RXUVHOI DQG GHYHORS RXU MXQLRU QRQFRPLVVLRLQHG RIÀFHUV DQG HPSRZHU WKHP.µ

The NCO Leadership Center of Excellence provides professional military education that develops en-OLVWHG OHDGHUV LQWR ÀW, GLVFLSOLQHG, ZHOO-HGXFDPHG SURIHVVLRQDOV FDSDEOH RI PHHWLQJ WKH FKDOOHQJHV RI DQ increasingly complex world. We develop, integrate and deliver education and training readiness.



JANUARY 2020
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HEADQUARTERS, DEPARTMENT OF THE ARMY

Revised NCO Guide now available for download

7KH \$UP\ KDV UHOHDVHG WKH QHZO\ UHYLVHG 7& 7-22.7, 7KH 1RQFRPPLVLRQHG 2015 *XLGH DQG LV DYDLODEOH IRU GRZQORDG DQG RUGHULQJ WKURXJK WKH \$UP\ 3XEOLVKLQJ 'LUHFWRUDWH DW KWWSV://DUP\SXEVDUP\ PLO/3URGXFWODSV/3XE)RUP/'HWDLOV.DVS[«.

Approved by the Army and revised by the NCO Leadership Center of Excellence, the new NCO Guide includes an updated History of the NCO – Evolution of the NCO Corps, introduction and description of the NCO Common Core Competencies (NCO C3), an explanation of CPL-SMA roles and UHVSQVLELOLWLHV, WKHIXQGDPHQWDOV RI /HDGHUVKLS ± % (, . 1.2.; ' 2; & RUH & RPSHWHQFLHV DQG \$WWULEXWHV, and Leadership styles, training- The Army Operations Process along with Principles of Training, and the approved Change of Responsibility Script. These are just a few of the updates that can be found in the new NCO Guide. Besides being available through Army Pubs, the guide can be found at the Central Army Registry site - <https://atiam.train.army.mil/catalog/dashboard> and as a mobile app - NCO iBook on Apple and Android NCO Guide App.

THE NCOLCoE: A YEAR IN REVIEW

The NCO Leadership Center of Excellence had DQ H[FLWLQJ \HDU LQ 2019. 7KHUH ZHUH PDQ\ ÀUVWV in the name of NCO Professional Development as well as changes in the way the Army does business that directly affected what we do at the NCOLCoE and in our NCO Academies across the globe. In this update we will highlight the major accomplishments, milestones, that have brought us to the next decade of PME.

On February 1, our team of professionals in the Directorate of Curriculum Development, revealed 8 months of development and validation by announcing the revised Basic Leader Course was now FOC

– Full Operational Capability. The new course will still be completed within 22 days, but what was formerly three phases will grow to four: Foundations, Leadership, Readiness and Assessment. A major paradigm shift occurred with the implementation of the Experiential Learning Model and educating future NCOs on the six Leader Core Competencies (Readiness, Leadership, and Training Management, Operations, Communication, and Program Management). The NCO Leadership Center of Excellence integrates lessons learned, doctrine and the LLCs to ensure enlisted leaders are skilled in critical attributes and competencies. (<https://www.army.mil/article/216715/>)

That very same day the Intermediate Multimedia Instruction team of the Directorate of curriculum 'HYHORSPHQW UHOHDVHG WKH ÀUVW WZR YHUVLRQV, , DQG ÐI

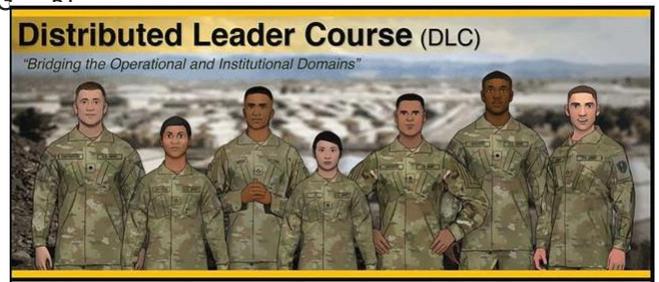
the new Distributed Leader Course. This series of redesigned and interactive modules would ultimately replace Structured Self Development and provides Soldiers at all stages of their development with an engaging, worthwhile learning experience. The intent of DLC is to bridge the operational and institutional domains and set conditions for continuous growth. DLC will ensure learning is continuous and enduring, not sporadic and transitory. DLC is required learning that continues throughout a career and that is closely linked to and synchronized with classroom and experiential learning. DLC sets the conditions for continuous growth both as a warrior and a warrior



&RPPDQG 6JW. 0DM. 'DYLG /HH DFFHSWV WKH 86\$60\$
 ÀDJ IURP &RPPDQG 6JW. 0DM. -LPP\6HOOHUV,
 NCOLCoE commandant.



The Basic Leader Course went through a major revision over DQ8-PRQWK SHULRG LQFOXGLQJ D PDMRU VKLIW LQ WKH ZD\ZH HGXFDWH Soldiers using the Adult Learning Model.



OHDGHU. ' /& EXLOGV NQRZOHGJH DQG VNLOOV WKURXJK D GHÀQHG sequence of learning approaches with the adjuncts of formal education and experiential learning.

On February 5, the NCOLCoE promoted a member of Cohort 1 of the NCOLCoE Fellowship to a Brigade-level position when Command Sgt. Maj. David Lee assumed responsibility of the U.S. Army Sergeants Major Academy and the Sergeants Major Course from Command Sgt. Maj. Nuuese Passi, Jr. The USASMA director position is now a part of the competitive process of within USASMA.

“The new broadening position as USASMA director will now serve as the foundation and framework for how future leaders are selected into the NCOI CoE,” Command Sgt. Maj.

Jimmy Sellers, NCOLCoE commandant, said. "Command Sgt. Maj. Lee is a game-changer and an absolute ULJKW ÀW IRU WKH LQVWLWXWLRQ JLYHQ RXU RSHUDWLRQDO HQYLURQPHQW.µ (JDFHERRN 3RVW).

2Q ODUFK 7, DQRWKHU ÀUVW IRU D 86\$60\$)HOORZ, RFFXUUHG ZKHQ Sgt. Maj. Steven M. Townsend, Distance Education Directorate, and a Cohort 1 Fellow, was selected for the nominative sergeant major position as the Sergeant Major, SMA Fellowship for the Department of Education, Washington D.C. The same day Sgt. Maj. Scott Hansen, a member of Cohort 2, was named as the next State Command Sergeant Major for the Nebraska Army National Guard. The Change of Responsibility ceremony was held in August.



Sgts. Maj. Steven Townsend and Scott Hansen

Later in March, the Sergeants Major Course began Level 1 FHUWLÀFDWLRQ WUDLQLQJ IRU WKH QHZ \$UP\ &RPEDW)LWQHVV 7HWV LQ preparation for administering a diagnostic to Sergeants Major Course Class 69. In April, the students of Sergeants Major Course Class 69 got familiar with the Army Com- EDW)LWQHVV 7HWV SDUWLFLSDWLRQ LQ D GLDJQRVWLF WHVW RYHU D 6-GD\ SHULRG HQGLQ RQ \$\$ULO 22. 7KH ÀQDO GD\ DOVR included those students competing in the Halberd Challenge to see who would be named the top student athlete for Class 69.

On June 14 the Directorate of Curriculum Development released Distributed Leader Course III in its continuing efforts to replace the legacy Structured Self Development. DLC III prepares the Staff Sergeant by providing an opportunity to improve as a leader, a professional, and as an individual in the human dimension. The course develops the leadership skills needed to lead a platoon size element and to make quick, accurate decisions that are in the best interest of the mission and Soldiers.



6JW. 0DM. 1LFN %HDXFKDPS, 60& &ODWV 69, UHFHLYHV KLV %\$ LQ / = ¢ during the graduation ceremony held June 21.

ZHUH JRLQJ WR HDUQ WKHLU %\$ LQ / = ¢ ZKHQ WKH\ ZDON WKH VWDJH RQ -XQH 21. 2Q JUDGXDWLRQ GD\ DQRWKHU ÀYH students joined them.

A week later the NCOLCoE published A Road Less Traveled, which showcase accomplishments of the NCOL CoE over the past couple of years in the name of NCO Professional Development, including the introduction of the NCOPDS, the creation of the Master Leader Course, redesigning of the Basic Leader Course and much more. (<http://ÁLSKWPO5.FRP/ERRNFDVH/GGJR>)

During August 8 and 9 the City of El Paso and the NCOLCoE welcomed the 713 students of Sergeants Major Course Class 70 including 61 international students from 49 partner nations, ceremoniously began their 10-months of instruction. (KWWSV://ZZZ.ÁLFNU.FRP/SKRWRV/VJPDFDGH-my/albums/, <https://youtu.be/c0dR-k73-H8>).



7KH ¿UVW JURXS RI)HOORZV WR SDUWLFLSDWH LQ 6\UDFXVH 8QLYHUVLW\TV 0DVWHUTV 'HJUHH LQ ,QVWUXFWLRQDO 'HVLQJ, 'HYHORSPHQW, DQG (YDOXDWLRQ attend orientation.

%\ \$XJXVW 16, WKH ÆUVW PHP-
 bers of the Fellowship, Cohort 5,
 selected to participate in Syra-
 cuse University's Master's pro-
 gram to an MA in Instructional
 Design, Development, and Evalu-
 ation, begin their orientation with
 the university. On August 27 the
 NCOLCoE celebrated the gradua-
 tion of Cohort 4 of the Fellowship
 while welcoming the Cohort 5
 fellows who will follow in their
 footsteps earning their master's
 degree in Adult Education through
 Penn State University or a mas-
 ter's degree in Instructional De-
 sign, Development and Evaluation
 from Syracuse University.

On 13 September the NCOL-
 &R(H[SODLQHG WKH VLIQLÀFDQFH
 of the New DA Form 1059 to the
 force and held a training ses-
 sion with the NCO Academies to
 explain the assessment criteria
 and rubric for making the assess-
 ments. This would later be includ-
 ed in the October 13 issue of the
 Nickel CoE, a specialty newspaper
 that explained the history and ac-
 complishments of the NCO 2020
 Strategy.

On October 1 Distributed
 Leader Course IV was released
 followed by DLC V on November
 14. ' / & , 9 GHYHORSV VHUJHDQVW ÆUVW FODVV WR OHDG DW WKH XQLW DQG RUJDQL]DWLRQDO OHYHO. 6ROGLHUV GHYHORS WKH



'LVWULEXWHG / HDGHU &RXUVH 9 PDNHV LW GHXW RQ 1RYHPHU 15

DA Form 1059

Legacy DA Form 1059

Service School Academic Evaluation Report

1. LAST NAME - FIRST NAME - MIDDLE INITIAL
2. SSN
3. GRADE
4. BR
5. SPECIALTY/BRANCH

6. COURSE TITLE
7. NAME OF SCHOOL
8. COMP

9. THIS IS A REPERFORM REPORT, DO YOU WISH TO MAKE COMMENTS?
 YES
 NO

10. DURATION OF COURSE (YYYYMMDD)
FROM: TO:

11. DEARTECH REPORT SUMMARY
 EXCEEDED COURSE STANDARDS (Minimum 20% of course achievement)
 ACHIEVED COURSE STANDARDS
 marginally achieved course standards
 FAILED TO ACHIEVE COURSE STANDARDS

12. DEMONSTRATED ABILITIES
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

13. ORAL COMMUNICATION
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

14. LEADERSHIP SKILLS
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

15. CONTRIBUTION TO GROUP WORK
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

16. EVALUATION OF STUDENT'S RESEARCH ABILITY
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

17. EVALUATION OF STUDENT'S RESEARCH ABILITY (continued) (Rating must be supported by comments in ITEM 14)

18. HAS THE STUDENT DEMONSTRATED ACADEMIC POTENTIAL FOR PROMOTION TO HIGHER LEVEL SCHOOLING/TRANSFER TO OTHER GRADE?
 YES
 NO

19. COMMENTS (This field is reserved for the rater to provide an overall assessment of each student. This field should contain performance, professional qualities, and comments on skills and abilities. The rater should also discuss specific areas of the student's performance, including strengths, weaknesses, and developmental needs. If applicable, comments should be placed in a student table or attached to recommendations for improving students' professional attitudes.)

20. AUTHENTICATION
 21. TYPED NAME, GRADE, BRANCH, AND TITLE OF RATER
 22. DATE (YYYYMMDD)
 23. TYPED NAME, GRADE, BRANCH, AND TITLE OF RATEE
 24. DATE (YYYYMMDD)
 25. SIGNATURE OF RATER
 26. SIGNATURE OF RATEE

DA FORM 1059, MAR 2006

Revised DA Form 1059

Service School Academic Evaluation Report

1. NAME LAST, First, Middle Name
2. SSN
3. GRADE
4. BRANCH
5. SPECIALTY/BRANCH

6. COURSE TITLE
7. NAME AND LOCATION OF SCHOOL
8. COMP

9. DURATION OF COURSE (YYYYMMDD)
FROM: TO:

10. REASON FOR SUBMISSION
 COURSE COMPLETION
 REPERFORM REPORT
 REPERFORM REPORT (SPECIALTY/BRANCH)
 REPERFORM REPORT (SPECIALTY/BRANCH)

11. DEARTECH REPORT SUMMARY (If the rater is not required to complete this section, the rater should check the appropriate box.)
 EXCEEDED COURSE STANDARDS (Minimum 20% of course achievement)
 ACHIEVED COURSE STANDARDS
 marginally achieved course standards
 FAILED TO ACHIEVE COURSE STANDARDS

12. DEMONSTRATED ABILITIES
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

13. ORAL COMMUNICATION
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

14. LEADERSHIP SKILLS
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

15. CONTRIBUTION TO GROUP WORK
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

16. EVALUATION OF STUDENT'S RESEARCH ABILITY
 NOT EVALUATED
 UNSAT
 SAT
 SUPERIOR

17. EVALUATION OF STUDENT'S RESEARCH ABILITY (continued) (Rating must be supported by comments in ITEM 14)

18. HAS THE STUDENT DEMONSTRATED ACADEMIC POTENTIAL FOR PROMOTION TO HIGHER LEVEL SCHOOLING/TRANSFER TO OTHER GRADE?
 YES
 NO

19. COMMENTS (This field is reserved for the rater to provide an overall assessment of each student. This field should contain performance, professional qualities, and comments on skills and abilities. The rater should also discuss specific areas of the student's performance, including strengths, weaknesses, and developmental needs. If applicable, comments should be placed in a student table or attached to recommendations for improving students' professional attitudes.)

20. AUTHENTICATION
 21. TYPED NAME, GRADE, BRANCH, AND TITLE OF RATER
 22. DATE (YYYYMMDD)
 23. TYPED NAME, GRADE, BRANCH, AND TITLE OF RATEE
 24. DATE (YYYYMMDD)
 25. SIGNATURE OF RATER
 26. SIGNATURE OF RATEE

DA FORM 1059, MAR 2019

Example 1

• Bullet comments
 • Rubric built against Demonstrated Abilities
 • Focused on Demonstrated Abilities
 • 20% for Exceeded Course Standards
 • No Data for APFT/HT-WT required

Evaluation of demonstrated abilities was left to the school proponents

No standard criteria was established to determine grading of what constitutes Exceeded, Achieved, Marginally Achieved, or Failed to Achieve course standards.

Example 2

• SHARP is now a Yes or No
 • Form captures APFT and HT-WT. If you Fail the APFT or HT-WT on initial take and pass the retake, the best you can get is Achieved Course Standards
 • Grade Point Average (4.0 Scale) determines Commandant's List - Top 20%, and Superior Academic Achievement - Top 21-40%
 • ASI/SOI earned are now captured
 • The Rubric is built against attributes and competencies. Students are evaluated in 6 areas.

The top 40% of students are rank ordered and make up the Commandant's List and Superior Academic Achievement status.

Example 3

Point Values are established for each of the six (6) attributes and competencies to facilitate assessing the student. Points achieved are combined with GPA to determine class ranking. This example is taken from the Sergeants Major Course Rubric for Class 70.

Example 4

Value: 20 18 14 0

• 1009A Ranges (quantitative not qualitative)
 • Far Exceeds: 108 - 120
 • Exceeds: 96 - 107.99
 • Met: 84 - 95.99
 • Did Not Meet: 0 - 83.99

• Commandant's List (Limited to upper 20% of class enrollment)
 • Student must pass each assessment with a 90% or higher. Receive an overall attributes eligibility score of Far Exceeded Standards (see above) and no derogatory counseling.

• Superior Academic Achievement (Limited to upper 21% - 40% of class enrollment)
 • Student must pass each assessment with a 80% or higher. Receive an overall attributes eligibility score of Far Exceeded Standards (see above) and no derogatory counseling.

A rubric has been established for every phase/department a student enters (Example - BLC has four phases, the SMC has 5 Departments). Every time a student moves to another phase (BLC) or department (SMC), the student is assessed against the competencies and attributes.

skills necessary to ensure the
 XQLWLVDUHDG\, WUDLQHG, SURÀFLHQW,
 disciplined, and motivated. The
 course prepares the learner for
 unit-level administrative and
 staff roles to ensure successful
 operations. DLC V prepares the
 Master Sergeant to lead at the
 unit, organizational, and oper-
 DWLRQDO OHYHO; LW LV GHVLIQHG WR
 close the gap between strategic
 and tactical planning. Learners
 analyze and apply knowledge
 which will assist them in carry-
 ing out policies and standards

on the performance, training, appearance, and conduct of enlisted personnel. The course further develops the Leader Core Competencies (LCC) and attributes associated with the Leader Requirements Model resulting in senior leaders who are ready to advise and initiate recommendations pertaining to the local NCO support channel.

On November 25, the NCOLCoE launched its version of a World Campus providing a centralized online delivery system of professional military education that will make online learning easily accessible for Soldiers beyond the brick and mortar walls. "The goal of this academic portal is to design a student centric, centralized, web-based educational platform to enhance the life-long learning experience for Soldiers across the globe," Sharonne Joy Jacobs, the NCOLCoE World Campus manager said.

During December the NCOLCoE began a series of videos highlighting the changes that ZHUH EHLQJ GHXWHG LQ WKH UHYLVHG 7& 7-22.7, 7KH 1RQFRPLVLRQHG 2IÀFHU *XLGH, LQ DGYPDQH RI LWV -DQX-ary 6, 2020 release. The new NCO Guide takes into account the latest changes to Army doctrine, policies, and directives. It is aligned with the NCO Common Core Competencies (NCO C3) and the Roles and Responsibilities of the NCO.

World Campus News

The NCO Leadership Center of Excellence developed a one-stop shop for soldier and veteran educational needs. The new website brings to JHWKHU 1&23'6, HGXFDWLRQDU UHVXUFHV DQG WLSV IRU FROOHJH.



The NCO Leadership Center of Excellence developed a series of videos to explain the changes that were in the revised TC 7-22.7, The NCO Guide. The guide would eventually be made available for download on the Army Publications website on January 6.

EMPOWERING A MISSION COMMAND CLIMATE

By Master Sgt. Jason M. Payne, SMC Class 70

In 2012, the Army adopted the term mission command from the German army's auftragstaktik, which loosely translates to mission-type tactics (Bab.la, n.d.). Army Doctrine Publication (ADP) 6-0, the doctrine that governs mission command, recently underwent a mild makeover in July 2019 after enduring seven years of mis-characterization and ambiguity from leaders at all levels. The Army restored the term command and control (C2) in order to better align with sister services and coalition partners while employing elements RI PLVVLRQ FRPPDQG WR V\QFKURQLJH LWV ZDUÀJKWLQJ IXQFWLRQV (8QLWHG States Army Combined Arms Center, n.d.). This essay will summarize some of the key changes and discuss four essential tasks that are imperative to ingraining mission command into the lifeblood of an organization.

Revising the Concepts of Mission Command and C2

The term mission command “created unforeseen ambiguity” and eschewed what mission command was actually meant to be (Department of the Army, 2019, p. vii). It eroded expectation management concerning decentralized leadership and decision making. The term C2 was reintroduced as the Army's strategic-, organizational-, and tactical-style of governorship while the core principles of mission command were retained. Additionally, mission command transitioned from being comprised of six principles to seven elements. The key words for each tenet remained unchanged, but ADP 6-0 added the element of competence. These leadership elements enable commanders to accomplish the four tasks required of the C2 while harmonizing the UHPDLQLQJ ZDUÀJKWLQJ IXQFWLRQV: ÀUHV, LQWHOOLJHQFH, SURWHFWLRQ, VXVWDLQPHQW, DQG PRYHPHQW DQG PDQHXHYHU (Department of the Army, 2019, p. 1-20). In order to avoid mistakes of the last decade, there are four concepts and actions that the Army and unit-level command teams must implement.

Four Essentials for Empowering a Mission Command Climate

First, the Army and units must inculcate mission command as a vital part of Army culture and unit climates, not a privilege only afforded to commanders and senior leaders. Second, the Army needs to UHGXFH WKH GRFWULQDO VSHFLÀFLW\ DQG FRQGLWLRQV RI PLVVLRQ FRPPDQG-V DSSOLFDELWLW\, 3XW VLPSO\, OHDGHUV VKRXOG UHIUDLQ IURP DWWHPSWLQJ WR RSHUDWLRQDOLJH WKH FRQFHSW. 1H[W, ÀHOG-JUDGH FRPPDQGHUV DQG WKHLU command sergeants major should facilitate unit-level leader professional development (LPD) sessions that utilize group discussion and relevant case studies while emphasizing critical thinking. Finally, leaders must understand and maximize the need for a cohesive relationship between the mission command elements of mutual trust and shared understanding. This essay explains these four essential concepts in detail.

Inculcate Mission Command as a Vital Part of Army Culture

ŠV SUHYLRXVO\ PHQWLRQHG, DXIWUDJVDNWLN LV WKH 8QLWHG 6WDWHV \$UP\·V EOXHSULQW IRU PLVVLRQ FRPPDQG; however, in Germany, auftragstaktik is more of a “cultural philosophy” (Vandergriff, n.d., p. 2). Vandergriff



Master Sgt. Jason M. Payne

sion command while encouraging critical thinking and improving unit cohesion.

Mutual Trust Enables Shared Understanding

Of the seven elements of mission command, the relationship between mutual trust and shared understanding is unparalleled. Commanders and leaders have an inherent responsibility to ensure their subordinates are comfortable enough to voice concerns and questions about the commander's intent in any forum. Former Combined Arms Center Command Sergeant Major, Dennis Eger, provided a prime example of the confusion that ensues absent the co-existence of mutual trust and shared understanding. Eger recounted a story involving his previous brigade commander during a deployment to Afghanistan. At the HQG RI D PLVVLRQ EULHI, WKH FRPPDQGHU YHULÀHG ZLWK HYHU\RQH LQ WKH URRP WKDW WKH\ XQGHUVWRRG DDO RI WKH mission details—senior and junior leaders alike. Everyone verbally acknowledged that they understood ZKHQ DVNHG, EXW LPPHGLDWHO\ VRXJKW FODULÀFDWLRQ RQFH WKH FRPPDQGHU H[LWHG WKH URRP. (YHQ WKRXJK WKH brigade commander deliberately asked everyone if they understood, he missed the opportunity to clarify KLV LQWHQW EHFDXVH KH GLG QRW ÀUWW HVWDEOLVK D UHODWLRQVLS WKDW DOORZHG KLV VXERUGLQDWHV WR YRLFH FRQFHUQ or confusion without fear of reprisal. Developing unfettered trust is essential to creating an environment where shared understanding can thrive, and it is arguably the most critical of the four aforementioned concepts. (Koester, 2013, p. 3)

Conclusion

As the Department of Defense shifts its national defense strategy to re-establish dominance against near-peer threats by synchronizing joint and coalition forces in full-spectrum operations, the Army is well served to update its doctrine into a universally shared language with sister services and allied partners (Department of Defense, 2018). However, that does not mean that as an institution the Army cannot LPSURYH LW ÀJKWLQJ SRVLWLRQ UHJDUGLQJ WKH XQGHUVWDQGLQJ DQG H[FXWLRQ RI WKH FRPPDQG DQG FRQWURO ZDU- ÀJKWLQJ IXQFWLRQ DQG PLVVLRQ FRPPDQG HOHPHQWV. ,Q RUGHU WR DYRLG WKH SUDFWLFDO PLVWHSV WKDW SUHYLRXVO\ plagued the mission command philosophy, the Army should adopt a more holistic approach to its German URRW, DXIWUDJVDNWLN. 7KLV PHDQV UHGXFHQJ WKH SKLORVRSK\ V GRFWULQDO VSHFLÀFLW\ DQG HQJUDLQLQJ LW DV D JUDVVURRW HOHPHQW RI WKH WRWDO \$UP\ FXOWXUH. ,W LQFOXGHV FRQGXFWRQ RIÀFHU DQG 1&2 DWWHQGHG /3'V WKDW HQFRXUDJH FULWLFDO WKLQNQLQJ ZKLOH KDUPRQLQJ RIÀFHU DQG HQOLVWHG DVSHFWV RI PLVVLRQ FRPPDQG.)LQDOO\, commanders must embrace the linkage between shared understanding and mutual trust realizing that the former cannot exist without the latter. In doing so, command teams can be successful at empowering a mission command climate within their organizations.

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9DQGHIJULII, ' (. (Q.G.). +RZ WKH *HUPDQV GHÀQHG DXIWUDJVWDNWLN: :KDW PLVVLRQ FRPPDQG LV ²DQG ² LV QRW. 6PDOO = DUV -RXUQDO. 5HWLHYHG IURP KWWSV://VPDOOZDUVMRXUQDO.FRP/MUQO/DUW/KRZ-JHUPDQV-GHÀQHG-DXI-tragstaktik-what-mission-command-and-not

CELEBRATING THE HOLIDAYS



The NCOLCoE and USASMA celebrated the holidays with style before going on holiday exodus leave. Clockwise from the top: The annual Christmas Tree was placed in the center courtyard and decorated by the students and family members of Sergeants Major Course Class 70. Before the tree was lit attendees were serenaded by the Milam Elementary School Strings the U.S. Army Sergeants Major Academy faculty, students and genres of classical, techno and rock and roll music. The Inter- for our International Military Students, their families, and civilian Santa Claus who brought gifts of plenty.

POWER & INFLUENCE

EMOTIONAL INTELLIGENCE MATTERS



6JW. ODM. RI WKH \$UP\ OLFKDHO \$. *ULQVWRQ FRQJUDWXODWHV WKH 2UVI 11 UHFLSLHQWV RI WKH (ISHUW 6ROGLHU %DGJH DW WKH DQQXDO PHHWLQJ RI WKH \$VVRFDWRQ RI WKH 8.6. \$UP\ KHOG 2FW. 15, 2019. (8.6. \$UP\ SKRWR E\ 6WD06JW. .ULV %RQH)

By Sgt. Maj. Sean M. Horval
U.S. Army Sergeants Major Academy

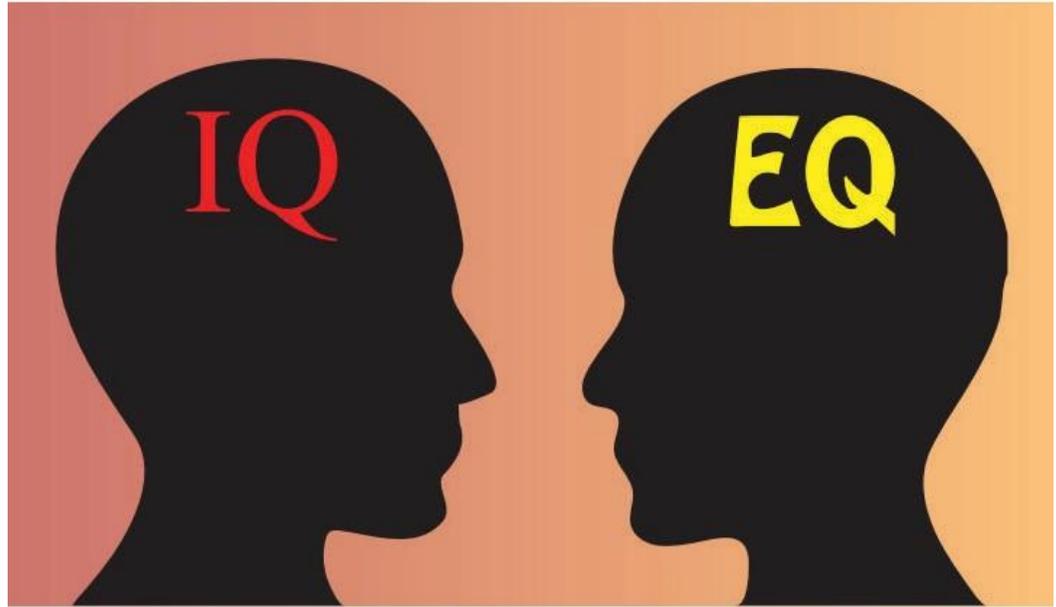
(GLWRU-V 1RW: 7KLV DUWLFOH RULJLQDOO\ DSSHUHG LQ WKH 1&2 -RXUQDO LQ -DQXDU\).

Learning how to be an effective leader is not acquired in a college course. It is an emotional process that requires personal credibility, empathy, and logic. Clinical psychologist and leadership expert Steven 6WHLQ (2017) GHÀQHV OHDGHUVKLS DV “WKH EHKDYLRUV XVHG LQ DQ\ VLWXDWLRQ ZKHUH \RX LQÁXHQFH WKH WKRXJKWV, behaviors, or feelings of one or more people” (p. 14). Greek philosopher Aristotle described this as ethos, pathos, and logos (Covey, 2013). Consequently, it is fair to say that if one approaches leadership from within, development can occur in cycles of insight, humility, and rediscovery. To be an effective organization, WLRQDO OHDGHU, VHUJHDQWV PDMRU PXVW KDYH WKH FDSDFW\ DQG HPRWLRQDO 0LWUDF\ WR LQÁXHQFH WKH DWLWXGHV DQG beliefs of others. To do this they must not only emotionally understand themselves, but their subordinates, peers, and superiors as well.

Emotional Intelligence

According to Harvard theorist Howard Gardner on emotional intelligence/emotional quotient (EQ), “Your EQ is the level of your ability to understand other people, what motivates them and how to work coopera-

tively with them” (Akers & Porter, 2018, para. 3). The United States Army recognizes the importance of EQ and refers to its four domains—self-awareness, self-management, social awareness, and relationship management, repeatedly throughout Army Doctrine Publication (ADP) 6-22: Army Leadership and the Profession (Department of the Army, 2019).



8.6. \$UPI JUDSKLF LOOXVWUDWLRQ EI &DVVDQGUD ODLQLHUR

When it comes to effective leadership, some theorists even believe EQ

is more important than a leader’s intelligence quotient (IQ) (Goldstein, 2017). Emotional skills are essential for optimal performance and become more critical as leaders progress through the organizational hierarchy in comparison to general intelligence or technical savviness. For example, Dulewicz, Young, and 'XOHZLF] (2005) K\SRWKHVLJHG WKDW (4 FRPSHWHQFLHV PDNH D PRUH VLIQLÀFDQW FRQWULEXWLRQ WR RYHUDOO SHU- fformance and leadership than IQ and managerial competencies (MQ) and asserted that “there is a shift towards the importance of emotional intelligence rather than cognitive intelligence for effective leadership” (p. 72).

,QWHUHVWLQJ\, WKHLU ÀQGLQJV UHYHDOHG WKDW (4 DF-FRXQWHG IRU 9.2 SHUFHQW RI RYHUDOO SHUIRUPDQFH, ZKLOH IQ only accounted for 5percent and MQ for 6.1 percent. In regards to leadership, EQ accounted for 13 percent, while IQ was 9.2 percent, and MQ 10.4 percent. Based on this study, EQ appears to make a more VLIQLÀFDQW FRQWULEXWLRQ WRZDUG ZRUNSODFH SHUIRUPDQFH DQG HIIHFWLYH OHDGHUVKLS WKDQ ,4 GRHV ('XOHZLF] HW al., 2005).

Furthermore, Gentry, Weber, and Sadri (2007) per-formed a study of workplace performance that in- YROYHG OHDGHUV IURP DURXQG WKH ZRUOG DQG DQDO\JHG GDWD IURP 6,731 PDQDJHUV IURP 38 FRXQWULHV. 7KH ÀQG- LQJV UHLQIRUFHG WKH VLIQLÀFDQFH RI HPRWLRQDO\ LQWHOO\JHQV OHDGHUVKLS; KRZHYHU, WKLV WLPH RQ D JOREDO VFDOH. According to Gentry et al. (2007), “empathetic leaders are assets to organizations, in part, because they are able to effectively build and maintain relationships—a critical part of leading organizations anywhere in the world” (p. 9).

Daniel Goleman, an internationally respected psychologist and expert in EQ, stated:

‘,W LV QRW WKDW ,4 DQG WHFKQLFDO VNLOOV DUH LUUHOHYDQW. 7KH\ GR PDWWHU, EXW PDLQ\ DV WKUHVKROG FDSDELOLWLHV; that is, they are the entry-level requirements for executive positions. But my research, along with other recent studies, clearly shows that emotional intelligence is the sine qua non of leadership. Without it, a person can have the best training in the world, an incisive, analytical mind, and an endless supply of smart ideas, but he still will not make a great leader.” (2009, p. 39)

Many leaders in the U.S. Army demonstrate exceptional competence, character, commitment, and cour- DJH; KRZHYHU, ZKHQ LW FRPHV WR XQGHUVWDQGLQJ HPRWLRQV DQG WKH LPSDFW WKH\ KDYH RQ RWKHUV, WKH\ VWUXJJOH IRU SURÀFLHQF\ (JUDKHU, 2011; .HOOHU, 2019; &RUUHO, 2019). \$FFRUGLQJ WR D VWXG\ RQ YHHUDQV HQHWHULQJ WKH civilian workforce conducted by Duke University’s Fuqua School of Business, “new research suggests veter- an job candidates can be typecast as agentic and unemotional, and are likely to be overlooked for jobs that leverage emotional intelligence and interpersonal and leadership skills” (“Research Shows Military Service Can Hurt,” 2019, para. 2). The study goes on to show that most managers “showed a tendency to relegate veteran job candidates to roles where they would be working with things rather than people” (para. 3).

Military leaders who are emotionally illiterate are problematic because lack of emotional awareness affects unit performance and Army retention.

Personal Experience

Soldiers become formal leaders when they obtain the rank of sergeant. As a U.S. Army noncommissioned officer (1&2), I became a sergeant through shared hardships and daily interactions with subordinates. By contrast, as an organizational leader (sergeant major/command sergeant major), my positional power was minimal, as was my interaction and shared hardships with the leaders and Soldiers throughout the organization. To compensate for my lack of positional power, I used soft tactics (building relationships, personal appeals, consultation, inspiration, participation, and integration) became a priority and assisted my efforts to gain follower commitment, minimizing resistance to change (Yukle & Falbe, 1990; *LQHQWW, 5LFDUG, & *RUGRQ, 2006). \$GGLWRQDO, WKH XVH RI UDWRQDO WDFWLV (FROODERUDWRQ, H[FKDQJH, apprising, rational, and persuasion) helped me to negotiate with peers, agencies, and adjacent units, thus creating healthy relationships and win-win situations (Department of the Army, 2019).

Lastly, even though hard tactics (coalition, legitimizing, and pressure) are generally associated with positional power, coalition building is invaluable (Montalto, 2019). Quickly establishing positive relationships and leadership skills which is why I was a far better brigade command sergeant major than battalion sergeant major. I do not want or need a sergeant major telling them how to do their job. This also includes executive and operations sergeants major, as well as all future and current entry-level sergeants major to exercise patience, assess the organization, and building positive relationships. So keep developing yourself and others. The competence, character, and commitment of the NCO Corps depends upon it.

My advice to all future and current entry-level sergeants major is to exercise patience, assess the organization, and building positive relationships. So keep developing yourself and others. The competence, character, and commitment of the NCO Corps depends upon it.

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Conclusion

Learning how to be an emotionally intelligent leader is a continuous process. There is no end state to learning, adapting to new generations of Soldiers, and building positive relationships. So keep developing yourself and others. The competence, character, and commitment of the NCO Corps depends upon it.

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6JW. ODM. 6HDQ O. +RUYDO LV DQ LQVWUXFWRU IRU WKH GHSDUWPHQW RI FRPPDQG OHDGHUVKLS DW WKH 8QLWHG 6NDWHV \$UP\ 6HUIHDQWV ODMRU \$FDGHP\ . +RUYDO LV D FODVV 65 JUDGXDWH, DQG KROGV DQ \$VVRELDWH RI \$UW GHJUHH IURP WKH 8QLYHUVLW\ RI ODU\ODQG 8QLYHUVLW\ &ROOHJH, %DFKHORU RI 6FLHQFH GHJUHH IURP ([HOVLRU &ROOHJH, DQG D ODVWHU RI (GXFDWLRQ LQ /LIHORQJ /HDUQLQJ DQG \$GXOW (GXFDWLRQ IURP 3HQQ 6NDWH 8QLYHUVLW\.



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