



October 1, 2019

## NCO 2020 STRATEGY FINISHED!

### Nearly all initiatives completed, What did the Army accomplish?

The NCO 2020 Strategy, which debuted in December of 2015, ushered in revolutionary change to the way the Army developed, trained and managed the talent of its enlisted leaders, a change not seen in more than 43 years. NCO 2020 effectively called for the transformation of the NCO Education System into the NCO Professional Development System, calling for the revision of every NCO Professional Military Education course — the Basic Leader Course, Advance and Senior Leader Course — Common Core, the Master Leader Course, the Sergeants Major Course and the change over from Structured Self Development to the Distributed Leader Course. In all, the initial strategy and its accompanying fragmentary orders produced 28 initiatives that the NCO Leadership Center of Excellence were responsible for

or had a hand in the development thereof.

But, how did the NCO 2020 Strategy come about and why?

### The Beginnings

The NCO 2020 strategy itself arose from comments made in the 2014 Center for Army Leadership Annual Survey of Army Leadership (CASAL) and the 2013 NCO 2020 Survey conducted by the Training and Doctrine Command's Institute for NCO Professional Development (INCOPD).

At the time, then Command Sgt. Maj. Daniel Dailey, TRADOC command sergeant major, began developing a vision based on the surveys for the NCO 2020 strategy.

In a June 2015 interview conducted at the U.S. Army Sergeants Major Academy, Dailey said, "There is a need to design products that enhance the performance of noncommissioned officers for the future and meet the needs of the Army as outlined by the chief of staff of the Army."

Dailey added that TRADOC knew who the audience is, but what they needed to decide was who do they train, when do they train them, where do they train them and how do they train them.

Upon Dailey's departure from TRADOC to become the next Sergeant Major of the Army, TRADOC looked to Command Sgt. Maj. Dave Davenport to continue the mission.

The surveys identified numerous issues and deficiencies with NCO development, and education and training, said Command

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Class 69 of the Sergeants Major Course ushered in a new age for USASMA when several of the students qualified to be conferred a bachelor's degree in Leadership and Workforce Development.



The NCOL CoE only lacks launching DLC 6 to complete the changeover of SSD to DLC.



From BLC to the SMC the NCOL CoE has revamped the entire NCO PME series.

## We fixed the System, Time to ensure it stays fixed!

With the NCO 2020 Strategy near completion, the NCO Leadership Center of Excellence has the task of solidifying what has been accomplished and ensuring it remains enduring. Command Sgt. Maj. Jimmy Sellers, commandant of the NCOL CoE said, the NCO 2020 Strategy drove a lot of change to PME and Soldiers are being educated under that system with positive results, but education was not the total emphasis of the strategy.

"With the NCO 2020 Strategy I think we can say the Army fixed the system," Sellers said. "We fixed the Professional Development System. Now we need to keep our finger on the pulse to ensure we understand what the force is saying."

Sellers said the CoE will focus its efforts ensuring PME remains relevant and on messaging to the corps about the NCO Roles and Responsibilities and NCO Common Core Competencies, the Army Combat Fitness Test and associated Physical Readiness Training, broadening opportunities, credentialing and a whole list of other objectives in the strategy.

"We really need to ensure this resonates with the force," Command Sgt. Maj. Jimmy Sellers, commandant of the NCOL CoE said. "Does the force really understand the career management model; do they understand career maps, broadening opportunities and the impacts of the new DA Form 1059

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### NCO 2020 Strategy Lines of Effort



As written in the NCO 2020 Strategy, the end state is a Noncommissioned Officer Professional Development System 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.

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(see story on page 6)?"

One area the NCOL CoE paid particular attention to was LOE #3, Stewardship of the Profession.

"The NCO 2020 Strategy changed the way we looked at ourselves as NCOs and stewards of the profession," Sellers said. "It really brought it back home and redefined what it means to be an NCO."

The NCOL CoE took the initiative and established the NCO Common Core Competencies and tied them to the Roles and Responsibilities of the Noncommissioned Officer. The result was six competencies — Readiness, Leadership, Training Management, Communications, Operations and Program Management.

"We see the NCO Creed as the foundation of how we operate and the framework on how we build that foundation," Sellers said. "The NCO Common Core Competencies, came about in 2015, because we were lacking in leadership skills, operations skills, program management skills, communication skills and training management skills. We needed to fill those gaps, so we created the NCO C3s."

Command Sgt. Maj. Christopher Simmons, director of NCO professional Development Directorate, said his team updated the Roles and Responsibilities of the NCO for all ranks, including the enlisted commandant and aligned them with the NCO C3s. Both the NCO Core Competencies and the NCO Roles and Responsibilities are now codified and fully implemented into all levels of PME, as well as implemented into all proponent school programs of Instruction.

"This is a baseline of what an NCO must be, know, do," Simmons said. "It's a standardized

baseline for the Army. Proponents, of course, will add on their own specialty tasks, but this sets the standard for corporal to the SMA."

The NCO C3s and Roles and responsibilities have also been added to the NCO Guide.

A part of the NCO 2020 Strategy under LOE #2, Talent Management, was to look at broadening assignments and fellowships. The NCOL CoE established the US Army Sergeants Major Academy Fellowship Program, a merit-based scholarship program where select sergeants major compete for up to 20 scholarships per year for a master's degree in Adult Education through Penn State University or a master's degree in Instructional Design, Development and Evaluation from Syracuse University.

"The establishment of the Fellowship Program was essential to getting the Sergeants Major Course accredited through the Higher Learning Commission, Army University and the Command and General Staff College," Sellers said. "Establishing it as a broadening assignment helped to make it a program of choice for senior NCOs. Our fellows come here, obtain their degrees, help us to design our SMC curriculum, educate our future sergeants major and then they go back out to the Army as force multipliers, ready to use their knowledge to lead and train Soldiers."

This is a program we can't allow to go by the wayside, Sellers said. We must continue to message this to the force to ensure we have the right qualified senior leaders to take part in this broadening opportunity.

With the Master Leader Course and Battle Staff NCO Course undergoing revision, Soldiers are being encouraged to complete the Senior

Enlisted Joint Professional Military Education I course after attending the Advanced Senior Leader Course, and Senior Enlisted Joint Professional Military Education II course after attending the Senior Leader Course. Both SEJPMES should be taken before attending the BSNCOE to give the students a better understanding of joint operations and the 7-steps of the MDMP prior to attending the MLC.

To ensure Army guidance is consistent with the changes to NCOPDS, DA PAM 600-25, US Army Noncommissioned Officer Professional Development is undergoing revision.

"It is being revised to submit recommended changes that occurred as a result of changing from NCOES to NCOPDS, as well as the related programs affected by the change," Charles Guyette, director of Policy and Governance said. "We are also recommending updates to policy and governance related to the change."

Guyette said the revision takes about 30 to 60 days to complete, as the majority of the changes are just cleaning up language and nomenclature.

Sellers said now that revolutionary change has come to NCOPDS, NCOs at all levels need to ensure their Soldiers are prepared for the rigors of the new PME.

"We fixed the system, now we have to fix the Soldier so they can be prepared to operate inside of that system," he said. "If a Soldier doesn't do well on their assessments in PME, they don't do well in their fitness test, it is going to play out at the end in their DA Form 1059, and that ties in to the merit based promotion system."

He suggested Soldiers should consider taking some writing classes as there are no multiple choice tests in today's PME.

# The Nickel Coe

*The Nickel Coe is a special newspaper of The NCO Leadership Center of Excellence designed to highlight items of interest for the NCO Corps, to include developments in NCO professional Development, changes to Army Doctrine and Regulations that affect the way NCOs do business. + We hope this publication meets the needs of our stakeholders.*

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# NCO Common Core Competencies

**READINESS**

**LEADERSHIP**

**OPERATIONS**

**TRAINING  
MANAGEMENT**

**PROGRAM  
MANAGEMENT**

**COMMUNICATIONS**

**“Found in Every Professional Military Education Course”**

**READINESS:** NCOs are responsible for Soldier readiness and play a key role in unit readiness. This competency includes: Army Inspections, Command Supply Discipline, Comprehensive Soldier Fitness (physical, spiritual, emotional, social, and Family), Equipment Maintenance, Resiliency, MEDPROs, and Financial Readiness.

**LEADERSHIP:** The Army relies on NCOs capable of conducting daily operations, executing mission command, and making intent-driven decisions. NCOs must lead by example and model characteristics of the Army Profession. This competency includes: Leader Development, Counseling, Coaching and Mentoring, the Army Ethic, Army Values, and Character Development. It also includes a thorough understanding of the Leadership Requirements Model, Mission Command Philosophy, Critical Thinking, and Problem Solving.

**OPERATIONS:** Leaders at every echelon are expected to display the initiative necessary to assume prudent risk while taking timely advantage of opportunities that present themselves under ambiguous, chaotic conditions. This competency includes: Large-Scale Combat Operations, Multi-Domain Operations (Cyber, Land, Sea, Air, & Space), Joint Operations, Operational & Mission Variables, Troop Leading Procedures, Military Decision-Making Process, Warfighting Functions/Combat Power, Operational Terms & Symbols.

**TRAINING MANAGEMENT:** NCOs are directly responsible for training individual Soldiers, crews, and teams. The Army training principles provide a broad but essential foundation to guide NCO leaders as they plan, prepare, execute, and assess sustained and effective training. This competency includes: Risk Management, 8 Step Training Model, Conducting Individual Training, and the Art and Science of training from squad to brigade level (course dependent).

**PROGRAM MANAGEMENT:** NCOs assist their officer counterparts in managing Army programs that support Soldiers and Families. This competency complements readiness and includes: The Army Safety Program, Army Career Tracker (ACT), Human Resource Systems, Military Justice Procedures, the Army Force Management Model (How the Army Runs), Army Community Service (ACS) Programs, and the Soldier for Life-Transition Assistance Program (SFL-TAP).

**COMMUNICATIONS:** Competent NCOs are effective communicators. NCOs cannot lead, train, counsel, coach, mentor, or build teams without the ability to communicate clearly. This competency includes: Verbal (Public Speaking/Military Briefings) and Written (English and Grammar) communications. Also includes: Active Listening, Collaboration, Facilitation, Negotiations, Social Media, Digital Communications, Media Engagement, Staff Studies, and Decision Papers.



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<https://ncolcoe.armylive.dodlive.mil/>



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Sgt. Maj. (R) Dave Davenport, former TRADOC command sergeant major.

“I had the benefit of coming into TRADOC and a couple of surveys had already been done and I sat down and read all of the documents and start pulling things out I thought we could work on,” Davenport said. “At the time, I had INCO-PD at TRADOC and we held an offsite where I allowed them to free-think what we need to get after based on the surveys. As they came up with ideas, we wrote them down on sticky notes and put them on a wall.”

Davenport said after they finished the session, they looked at the notes and began to place things into categories.

“What we found out was things began to fit into three areas – how are we going to develop NCOs differently, how are we going to train them differently, and how do we remind them of their roles as noncommissioned officers,” he said. “That ultimately became the three lines of effort under the NCO 2020 Strategy.”

Command Sgt. Maj. (R) Jim Thompson, who was the INCO-PD sergeant major at the time, said the idea of creating the strategy came from the Army Leader Strategy that was published around the same time as they were delving into the CASAL and NCO 2020 Surveys.

“I said, well, what about an NCO Leadership Strategy? We’ll match it to the ALS and take what we have learned from the studies and put it together,” Thompson said. “Davenport said ‘yeah, do it.’”

Thompson said he took a few months to gather input from around TRADOC and look at the survey information they had, combined it with his experiences as the command sergeant major of the Aviation Center of Excellence with two NCO Academies where he observed NCO PME in action, and began writing the strategy. He took

a similar approach to the ALS establishing ends, ways and means.

“I took that approach and it just kind of led us to those three lines of effort,” he said. “By the end of 2015 we had a document, about 10 pages long with extra pages for the cover and table of contents. It was a nice clean strategy.”

A priority for Davenport to get the strategy off the ground was to create the Select, Train, Educate and Promote (STEP) program which fell under Line of Effort #1 – Development.

“I knew that I had to get STEP approved,” he said. “Because you do all this work, building better education and getting it credentialed, developing the new DA Form 1059, etc., but if we didn’t have a forcing function to get people to go to school, then it was going to be for not.”

Thompson said STEP corrected the disjuncture between the institution, the operating environment and the individual self-development domains, part of which was the process.

“I looked at Soldiers attending the Advanced Leader Course for two years at two NCO academies and in every classroom, we had sergeants, sergeants promotable and staff sergeants,” he said. “The sergeants were struggling; the staff sergeants were (complaining) about it; and the sweet spot was the sergeants promotable who said it isn’t so bad.”

Thompson said it became clear that as an institution we weren’t preparing our NCOs correctly, not sending the right NCOs at the right time, for the right education. The result was STEP tied to a sequential and progressive NCO PME and establishing gates along the way.

“We developed gates and formed this connective tissue across a Soldier’s life-cycle of development,” he said. “There’s a balance between your responsibility as an individual, the institution’s responsibility to educate you, and the operational force’s responsibility to prepare you for the next promotion. STEP really codified and solidified that.”

Thompson said the objectives within the lines of effort became very clear based on comments from senior leaders and the two surveys.

“There was anecdotal feedback from senior leadership that leaders were not taking ownership of NCO experiential learning, or even just valuing it,” he said. “For example, they get a young sergeant who is really good as a training NCO and they leave him there for three years, and now he’s not a master of his MOS and he’s ready to pin on staff sergeant. There was example, after example of things like that and the studies all backed it up.”

Thompson said armed with this information,

it was clear that the Army needed to address how we manage the experience of the NCO Corps. Davenport recognized this as well and Line of Effort #2 became Talent Management.

Line of Effort #3 – Stewardship of the Profession came about as a result of being in a long-protracted war, Thompson said.

“There was a lot of emphasis on the Army profession and that wasn’t resonating with the NCO Corps and they were not taking it and owning it,” he said. “So, emphasizing the NCO role in being stewards of the profession became a line of effort all its own. You can see those major supporting objectives within that LOE – all focused on rebluing the NCO Corps and taking pride in executing ceremonies, drill and those things that were traditionally NCO business.”

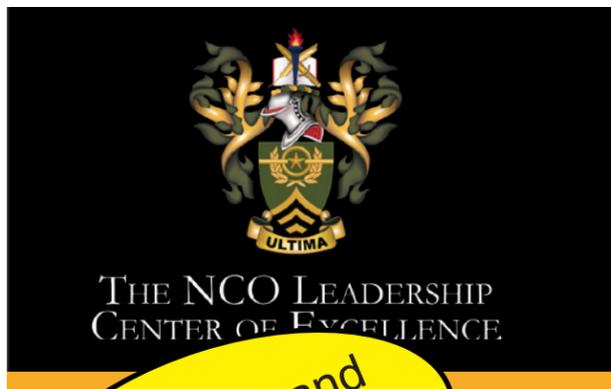
In all the NCO 2020 strategy established 11 major objectives and 49 key tasks to achieve an end state of “a Noncommissioned Officer Professional Development System integrated and synchronized in the development of the next generation of competent and committed NCOs of character as trusted Army professionals capable of thriving in chaos, adapting and winning in a complex world.”

Gen. David Perkins, TRADOC commanding general, and Davenport signed the document in December 2015 making it official.

**Accomplishing the Mission**

Once the NCO 2020 Strategy hit the street in 2015, the NCOL CoE went to work to meet the 28 key tasks they had a hand in or were charged with to complete:

- Renaming the Warrior Leader Course
- Redesigning the Basic Leader Course
- Creating Leader Core Competencies for ALC and SLC
- Creating and adding the Master Leader Course to NCO PME
- NCO PME Deferment Policy (First General Officer Endorsement)
- Creating English Writing Assessment Tool
- Designing an enhanced Job Book
- Creating an NCO Talent Management System
- Revising the DA Form 1059, adding class ranking and GPA
- Creating the Nominative Leader Course
- Adding numeral 5 and 6 for the NCOPD Ribbon, which denotes SMC and NLC
- Instituting the STEP Career program
- Changing promotion policy
- Establishing SSD (DLC) as prerequisites to attend resident PME
- Expanding population for CSM/SGM nominative selection



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SLS’ mission is to turn Sergeants Major Students into “Ambassadors of Health” who optimize their personal readiness and influence the health, fitness and readiness of their subordinates.

A comprehensive health assessment, conducted on all SMC students, includes:

- Body composition testing
- Strength, power and fitness testing
- Musculoskeletal screening
- Behavioral resiliency screening
- Past medical history review
- Spiritual fitness screening

Customized interventions include:

- Yoga and Core Classes
- ACFT/PRT training
- Physical therapy
- Nutritional counseling and body composition testing
- Stress management & sleep improvement counseling
- Medical referrals and laboratory screenings

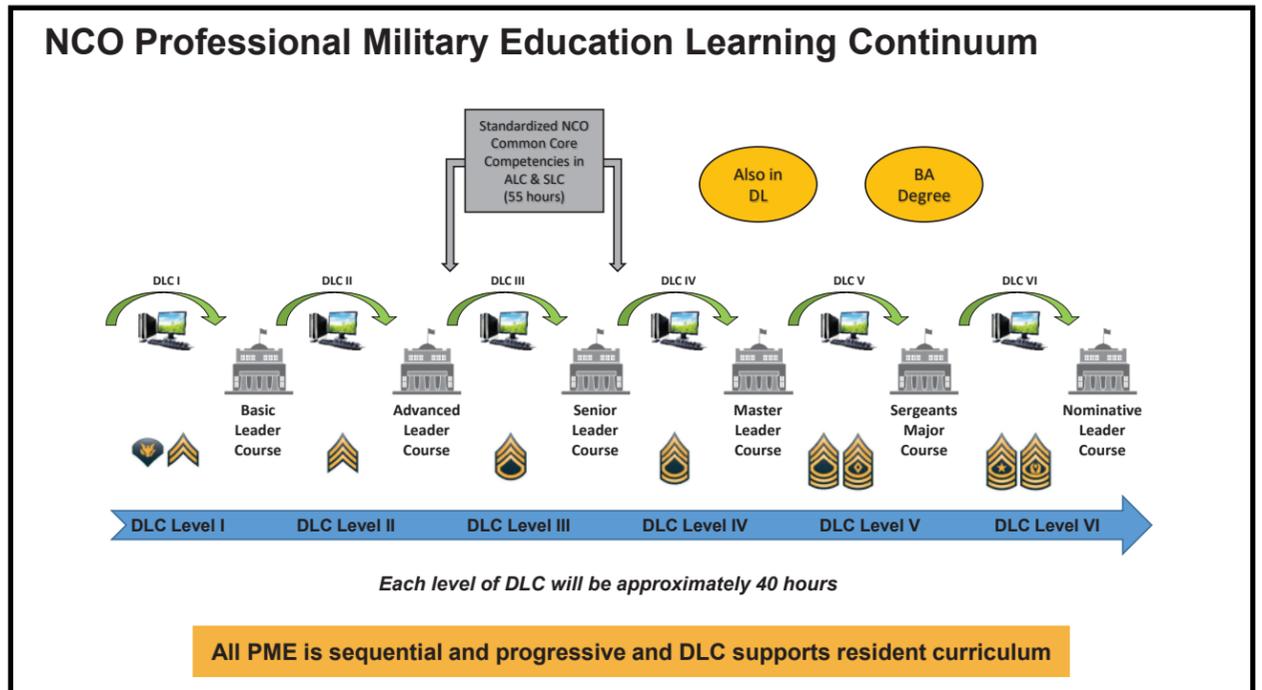
- Creating the Enlisted Personnel Management Directorate at HRC for SGM Management
- Establishing operational control of Regular Army CONUS NCO Academies under one organization (NCOPDD)
- Integrator for updating Soldiers Manual for Common Tasks
- Revising the NCO and Soldier Guides - creating an e-book NCO Guide
- One Army School System concept and establishing multicomponent schools
- Comprehensive review of all CSM/SGM positions and define, codify and establish PDPC codes
- Revising all levels of Structured Self-Development from five levels to six and renaming to Distributed Leader Course (DLC)
- Establishing the requirements for completing SEJPME
- Developing the digital rucksack
- Reinvigorating NCO Development Programs
- Creating the Expert Soldier Badge
- Promoting the Year of the NCO 2020

The first key task tackled by the NCOL CoE was the creation of the Master Leader Course.

“The MLC, which was designed in six (6) months, was done from cradle to grave in one year,” Charles Guyette, director of Policy and Governance said. “It normally would have taken three years but we got after the Critical Task Selection Board; we brought people in to determine what the competencies were, what the subjects were; then it was getting after piloting and validation. It was back-to-back-to-back. There was no letting up on the throttle.”

The MLC was the first course to be totally designed using the Experiential Learning Model and incorporated written assessments vice multiple choice test.

“That was the first before the restructure of all of the other courses,” William Ogletree, director of Curriculum Development said. “After that we really started the restructuring from the Sergeants Major Course and then worked our



Under the initial guidance of the NCO 2020 Strategy and associated fragmentary orders, the NCO Leadership Center of Excellence revamped the entire NCO Education System into a NCO Professional Development System with sequential and progressive Professional Military Education courses and initiatives to include change in policy, professional military education, and creating systems, processes and procedures to enhance NCO leader development.

way down. MLC was a derivative of the SMC.”

Ogletree said they used the learning outcomes of what do we want a sergeant major to be, they already had started with Class 60, which was the first course to use the Experiential Learning Model and the Command and General Staff College model, and they worked backwards

“We tied sequence to progress of all courses and for the first time the strategy was to make it sequential and progressive,” Guyette said. “It had been talked about before but we didn’t put the system in place.”

Ogletree said that for years NCO PME courses were looked at as separate courses, like the Basic Leader Course was an island.

“Advance Leader Course, the Senior Leader Course and Structured Self Development was a separate thing,” Ogletree said. “So when we redesigned PME, we designed it as a whole.”

To get after redesigning the courses, Ogletree divided his directorate into teams - the basic team, the intermediate team, the advanced team

and the executive team.

“Each one of them had three courses to develop and we forced them to collaborate with each other,” Ogletree said. “It was like interlocking fields of education. You had to know what was to the left and right of you. So all of this was trying to be progressive and sequential, but we did them simultaneously.”

In the time it normally took to update one PME course, the team at the NCOL CoE were able to redesign every level of NCO leadership education. Every course was based on the experiential learning model with assessments rather than multiple choice tests.

“I think with the NCO 2020 Strategy we fixed the professional development system,” Command Sgt. Maj. Jimmy Sellers, commandant of the NCOL CoE said. “Now we have to keep our finger on the pulse to make sure we understand what the force is saying. We need to re-assess to ensure what we did actually resonates with the force.”

## THE NCO LEADERSHIP CENTER OF EXCELLENCE

Mission Statement

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What we are for.

Developing, integrating, and delivering education and training readiness.

What we do.

We drive change for Noncommissioned Officer and enlisted Soldier development.

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Master Leader Course

Sergeants Major Course

Battle Staff NCO Course

Spouse Leader Development Course  
CMDTs Pre-Command Course

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NCO Common Core Competencies

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Leadership

Training Management

Communications

Operations

Program Management

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# Army introduces new DA Form 1059

The NCO 2020 Strategy, which debuted in 2015, ushered in revolutionary change to the way the Army educated its enlisted force, a change not seen in more than 43 years. NCO 2020 effectively called for the transformation of the NCO Education System into the NCO Professional Development System. The strategy also called for the revision of every NCO Professional Military Education course — the Basic Leader Course, Advance and Senior Leader Course — Common Core, the Master Leader Course, the Sergeants Major Course and the change over from Structured Self Development to the Distributed Leader Course.

Because of this change, leaders also needed to take a look at the legacy DA Form 1059, Service School Academic Evaluation Report, to see if it needed to be changed to meet the rigor of the new curricula and properly assessed the students.

The legacy DA Form 1059 evaluates Soldiers on demonstrated abilities in five elements — written communication, oral communication, leadership skills, contribution to group work, and the evaluation of students' research ability (example 1). There was no requirement to record Army Physical Fitness Test and, Height and Weight.

Failure to meet height and weight standards

and pass an APFT or failing an assessment, however, were grounds for dismissal from the course or a referred report (IAW AR 350-1)

Assessments were added, and combined with the evaluations under the demonstrated abilities, determined whether a Soldier was rated as Exceeded Course Standards (limited to the top 20 percent of students), Achieved Course Standards, Marginally Achieved Course Standards, or Failed to Meet Course Standards.

It was determined this form of evaluation to be incompatible under the new NCOPDS and the DA Form 1059 needed to reflect the changes in the new NCO Professional Development System.

In 2017 leadership from TRADOC, the Combined Arms Center and the NCOL CoE met to discuss how to change the DA Form 1059 to meet the new Army Learning Concept for Training and Education 2015, and Leadership Doctrine.

The competencies and attributes outlined under the Army Learning Concept for Education 2020-2040 were injected into the revised DA Form 1059 (example 2) and evaluate Soldiers on the following leadership attributes and competencies: Character/Accountability, Presence/Comprehensive Fitness, Intellect/Critical Thinking & Problem Solving, Leads/Communication & Engagement, Develops/Collaboration, and Achieves/Life-Long learner.

Additionally, several other changes were made: students are now rank ordered for the top 40 percent broken down to the Top 20 percent — Commandant's List — and the Top 21 to 40 percent — Superior Academic Achievement, The Commandant's List is now aligned to the NCO Evaluation Report, the documentation of the GPA, and capturing information on the Army Physical Fitness Test and, Height and Weight was added.

On 17 June MILPER message number 19-183, *Implementation of the New DA Form 1059 Series Academic Evaluation Reports (AERs)*, was sent out providing guidance on implementation of the new form and EES came online 13 September for schools and centers to upload the new 1059.

In February 2019 the Combined Arms Center command sergeant major held a forum where the NCOL CoE presented the new DA Form 1059 and the rubric (scoring guide used to evaluate the students) to all schools and centers, providing copies to the NCOA commandants.

The NCO Leadership Center of Excellence created the rubric for the BLC, MLC and SMC.

The Component Schools teaching the Advanced and Senior Leader Courses were left to develop their own rubric germane to their institutions

## The 1009 A

Students are briefed on Day one what the course requirements are for graduation. The following information highlights the 1009a and the definitions of the six attributes and competencies in the Basic Leader Course. Note: assessments for the Master Leader Course and the Sergeants Major Course are somewhat different based on course structure, but are generally the same.

## Assessing Attributes and Competencies (taken from BLC 1009A)

The 1009A assesses the areas on the new DA Form 1059 Part II (blocks f – k) and will be used for qualitative purposes only on the DA Form 1059 Academic Evaluation Report. Ratings within these areas will contribute to the DA Form 1059 Part III Overall Academic Achievement for class standing determination, but will not be applied any quantitative value contributing to GPA. Students are assessed on leadership attributes and competencies using the 1009A throughout the entire course. At the end of the course, instructors will complete the 1009A block for that phase and will provide feedback to the student with emphasis on opportunities for growth, development, character, and presence. The six attributes and competencies are assessed independently of each other on this form. The score of one attribute/competency will not be added to the score of another attribute/competency (i.e. Character will not be added to Presence). This form will produce six separate ratings, one for each attribute/competency as explained below. (See references on Page 2)

## Attributes of Leadership

### f. CHARACTER/ACCOUNTABILITY

**CHARACTER:** Leadership is affected by a person's character and identity. Integrity is a key mark of a leader's character. It means doing what is right, legally and morally. The considerations required in leader choices are seldom obvious as wholly ethical or unethical. Character is a critical component of being a successful US Army leader. Character is one's true nature including identity, sense of purpose, values, virtues, morals, and conscience. Character is reflected in a US Army professional's dedication and adherence to the US Army Ethic and the US Army Values.

**ACCOUNTABILITY:** Leaders employ

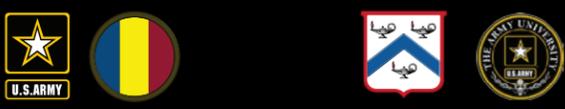


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**U.S. Army Sergeants Major Academy Spouse Leadership Development Course**

*"Resource, Not Rescue"*



Classes are still available for sign up. Go to <https://ncolcoe.armylive.dodlive.mil/spouse-leadership-development-course/>. Hurry, classes fill up quickly!



**The United States Army Sergeants Major Academy**

An Accredited Institution by the Higher Learning Commission and the Command and General Staff College

**Our Mission:**  
To provide the Army with adaptive senior enlisted leaders of character and competence prepared to be effective leaders. These leaders, grounded in Army and Joint doctrine, exploit opportunities by leveraging and applying Army resources.

**Fit**  
Disciplined  
Well-educated  
Professionals



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

# Legacy DA Form 1059

# Revised DA Form 1059

**SERVICE SCHOOL ACADEMIC EVALUATION REPORT**  
For use of this form, see AR 623-3; the proponent agency is DCS, G-1.

DATE (YYYYMMDD)

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

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

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

10. DURATION OF COURSE (YYYYMMDD)  
From: \_\_\_\_\_ Thru: \_\_\_\_\_

11. PERFORMANCE SUMMARY

a.  EXCEEDED COURSE STANDARDS (Limited to 20% of class enrollment)

b.  ACHIEVED COURSE STANDARDS

\*c.  MARGINALLY ACHIEVED COURSE STANDARDS

\*d.  FAILED TO ACHIEVE COURSE STANDARDS

12. DEMONSTRATED ABILITIES

a. WRITTEN COMMUNICATION  
 NOT EVALUATED  UNSAT  SAT  SUPERIOR

b. ORAL COMMUNICATION  
 NOT EVALUATED  UNSAT  SAT  SUPERIOR

c. LEADERSHIP SKILLS  
 NOT EVALUATED  UNSAT  SAT  SUPERIOR

d. CONTRIBUTION TO GROUP WORK  
 NOT EVALUATED  UNSAT  SAT  SUPERIOR

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

13. HAS THE STUDENT DEMONSTRATED THE ACADEMIC POTENTIAL FOR SELECTION TO HIGHER LEVEL SCHOOLING/TRAINING?  YES  NO  N/A

14. COMMENTS (This item is intended to obtain a word picture of each student that will accurately and completely portray academic performance, intellectual qualities, and communication skills and abilities. The narrative should also discuss broader aspects of the student's potential, leadership capabilities, moral and overall professional qualities. In particular, comments should be made if the student failed to respond to recommendations for improving academic or personal affairs.)

15. AUTHENTICATION

a. TYPED NAME, GRADE, BRANCH, AND TITLE OF RATER DATE (YYYYMMDD) SIGNATURE

b. TYPED NAME, GRADE, BRANCH, AND TITLE OF RATER DATE (YYYYMMDD) SIGNATURE

c. DATE (YYYYMMDD) SIGNATURE OF RATED SOLDIER

- 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.

**SERVICE SCHOOL ACADEMIC EVALUATION REPORT**  
For use of this form, see AR 623-3; the proponent agency is DCS, G-1.

See Privacy Act Statement in AR 623-3.

**PART I - ADMINISTRATIVE DATA**

a. NAME (Last, First, Middle Initial) b. DOD ID No. c. RANK d. BRANCH e. SPECIALTY/MOSC

f. COURSE TITLE g. NAME AND LOCATION OF SCHOOL

h. DURATION OF COURSE FROM (YYYYMMDD) THRU (YYYYMMDD) i. COMPONENT j. NO. OF ENCLOSURES k. RATED STUDENT'S EMAIL ADDRESS (gov or mil)

l. REASON FOR SUBMISSION  
 COURSE COMPLETION  INTERIM REPORT  AHC DIRECTED  DID NOT GRADUATE  
 MILITARY EDUCATION LEVEL \_\_\_\_\_  PHASE COMPLETION / PHASE # \_\_\_\_\_  RELEASED EARLY (NO FAULT OF STUDENT)

**PART II - ACADEMIC ACHIEVEMENT (ACADEMIC RATER)**

a. DOES SOLDIER FULLY SUPPORT SHARP, EO, AND EEO?  Yes  No (comments are required)

b. APFT PASS / FAIL / PROFILE: \_\_\_\_\_ DATE: \_\_\_\_\_

c. HEIGHT: \_\_\_\_\_ WEIGHT: \_\_\_\_\_ WITHIN STANDARD?  YES  NO

d. OVERALL GRADE POINT AVERAGE: \_\_\_\_\_ of \_\_\_\_\_

e. ASI/SQI AWARDED: \_\_\_\_\_

f. CHARACTER/ACCOUNTABILITY:  
Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

g. PRESENCE/COMPREHENSIVE FITNESS:  
Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

h. INTELLECT/CRITICAL THINKING & PROBLEM SOLVING:  
Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

i. LEADS/COMMUNICATION & ENGAGEMENT:  
Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

j. DEVELOPS/COLLABORATION:  
Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

k. ACHIEVES/LIFE LONG LEARNER:  
Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

m. SPECIAL PROJECT(S) OR PAPER(S):  
1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_

**PART III - OVERALL ACADEMIC ACHIEVEMENT (REVIEWING OFFICIAL)**

a. Select one box representing Rated Student's overall academic achievement. Rated Student's class standing is \_\_\_\_\_ of \_\_\_\_\_ (Class Standing use is limited to top 40%)

b. COMMENTS:

c. RATED STUDENT HAS DEMONSTRATED APTITUDE FOR THE FOLLOWING ASSIGNMENT(S):  
1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_

- 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/SQI 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.

1009A - Reference DA Form 1059 Part II f. Character/Accountability			
Far Exceeded Standards	Exceeded Standards	Met Standards	Did Not Meet Standards
20	18	14	0
Consistently displays the ability to see things from another person's point of view. Consistently demonstrates the capability to identify with, and understand another person's feelings, and emotions, by applying it to Civilians, Soldiers and their Families. Consistently anticipates or adapts to uncertain or changing situations. Creative or innovative capacity is consistently evident in many proposed solutions.	Often displays the ability to see things from another person's point of view. Often demonstrates the capability to identify with, and understand another person's feelings, and emotions, by applying it to Civilians, Soldiers and their Families. Often anticipates or adapts to uncertain or changing situations. Creative or innovative capacity is often evident in many proposed solutions.	Displays the ability to see things from another person's point of view. Demonstrates the capability to identify with, and understand another person's feelings, and emotions, by applying it to Civilians, Soldiers and their Families. Able to anticipate or adapt to uncertain or changing situations. Creative or innovative capacity is evident in some proposed solutions.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
This leader extraordinarily builds credibility with peers and enhances trust within organization. Has an unwavering and consistent commitment to the goals of the institution and the US Army.	Has an unwavering and consistent commitment to the goals of the institution and the US Army.	Displays a selfless commitment to the institution, small group room, and student body.	Does not attempt to view situations from the point of view of another or identify with, and enter into another person's feelings and emotions. Struggles to anticipate or adapt to uncertain or changing situations. Solutions usually do not take into account the elements and standards of critical reasoning.
Consistently presents the truth in an appropriate and tactful manner, even if unpopular or difficult. Consistently develops and shares systems on his/her own time.	Often presents the truth in an appropriate and tactful manner, even if unpopular or difficult.	Displays respect for others; remains firm, impartial and fair.	Had to be reminded of organizational standards and discipline.
Consistently adds value to the learning environment on a daily basis; consistently makes dialogical contributions congruent to assigned readings. Consistently displays a selfless commitment to the course, small group, and student body.	Often adds value to the learning environment; makes dialogical contributions congruent to assigned readings. Often displays a selfless commitment to the course, small group, and student body.	Exhibits value toward accountability on leader development activities.	Does not take accountability for their own professional development.
Consistently takes accountability for his/her own professional development. Consistently places real value and	Often takes accountability for his/her own professional development. Often places real value and accountability on leader development activities.	Exhibits little interest toward accountability on leader development activities.	Exhibits little interest toward accountability on leader development activities.

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.

character when all decisions, big or small, are analyzed for ethical consequences. One must have the knowledge of how to address the consequences. This knowledge comes from the US Army Ethic, personal experience, and others' guidance. Army ethics develops strong character, ethical reasoning, and decision-making, empathy for others and the self-discipline to always do what is right. The understanding that Soldiers are individually accountable not only what is done, but also for what might not be done.

**g. PRESENCE/COMPREHENSIVE FITNESS**  
PRESENCE: The impression a leader makes on others contributes to success in getting people to follow. This impression is the sum of a leader's outward appearance, demeanor, actions and words and the inward character and intellect of the leader. Presence entails the projection of military and professional bearing, holistic fitness, confidence, and resilience. Strong presence is important as a touchstone for subordinates, especially under duress.

COMPREHENSIVE FITNESS: Soldiers and

leaders develop and maintain individuals. They display physical, mental, and emotional persistence, quickly recover from difficult situations, and exemplify the resilience necessary to fight and win in any operational situation.

**h. INTELLECT/CRITICAL THINKING & PROBLEM SOLVING**  
INTELLECT: The leader's intellect affects how well a leader thinks about problems, creates solutions, makes decisions, and leads others. Each leader needs to be self-aware of strengths and limitations and apply them accordingly. Being mentally agile helps leaders address changes and adapt to the situation and the dynamics of operations. Judgment, as a key component of intellect, is an ability to make considered decisions and come to sensible conclusions. Leaders can reflect on how they think and better foster the development of judgment in others.

CRITICAL THINKING & PROBLEM SOLVING: Problem solving, critical and creative thinking, and ethical reasoning are the thought processes involved in understanding, visualizing,

Value: 20 18 14 0

**f. CHARACTER/ACCOUNTABILITY:**

Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

**g. PRESENCE/COMPREHENSIVE FITNESS:**

Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

**h. INTELLECT/CRITICAL THINKING & PROBLEM SOLVING:**

Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

**i. LEADS/COMMUNICATION & ENGAGEMENT:**

Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

**j. DEVELOPS/COLLABORATION:**

Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

**k. ACHIEVES/LIFE LONG LEARNER:**

Far Exceeded Exceeded Met Did Not Meet Not Evaluated  
Standards Standards Standards Standards Standards

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.

## Example 4

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

and directing. Critical thinking ensures that the person is engaged in the learning process, critically considering the information or practice of skills. Critical thinking requires analysis, comparisons, contrasting ideas, making inferences and predictions, evaluating the strength of evidence, and drawing conclusions. It also requires the self-discipline to use reason and avoid impulsive conclusions.

## Competencies of Leadership

### i. LEADS/COMMUNICATION & ENGAGEMENT

LEADS: Leads others involves influencing Soldiers and Army Civilians in the leader's organization. Extends influence beyond the chain of command involves influencing others when the leader does not have designated authority or while the leader's authority is not recognized by others, such as with unified action partners. Builds trust is an important competency to establish conditions of effective influence and for creating a positive environment.

**DA FORM 1059** from page 7

**COMMUNICATION & ENGAGEMENT** (oral, written, and negotiation): Soldiers and leaders express themselves clearly and succinctly in oral, written, and digital communications. They use interpersonal tact, influence, and communication to build effective working relationships and social networks that facilitate knowledge necessary for continuous improvement. Engagement is characterized by a comprehensive commitment to transparency, accountability, and credibility.

**j. DEVELOPS/COLLABORATION**

**DEVELOPS:** Leaders create a positive environment and inspire an organization's climate and culture. Leader prepare themselves and encourage improvement in leading and other areas of leader responsibility. Leaders develop others to assume greater responsibility or achieve higher expertise. A leader is a steward in the profession and maintains professional standards and effective capabilities for the future.

**COLLABORATION:** Soldiers and leaders create high-performing formal and informal groups by leading, motivating, and influencing individuals and partners to work toward common goals effectively. They are effective team members, understand team dynamics, and take appropriate action to foster trust, cohesion, communication, cooperation, effectiveness, and dependability within the team. Leaders build teams, seek multiple perspectives, alternative viewpoints, and manage team conflict.

**k. ACHIEVES/LIFE LONG LEARNER**

**ACHIEVES:** Gets results and accomplishes tasks and missions on time and to standard. Getting results is the goal of leadership while leading people and creating positive conditions. This requires the right level of delegation, empowerment, and trust balanced against the mission.

**LIFE LONG LEARNER** (includes digital literacy): Soldiers and leaders continually assess themselves, identify what they need to learn and use skills that help them to effectively acquire and update knowledge, skills, and attitudes. Soldiers and leaders value and integrate all forms of learning (formal, informal) on a daily basis to seek improvement of themselves and their organizations continuously. Soldiers and leaders access, evaluate, and use information from a variety of sources and leverage technology (hardware and software) to improve their effectiveness and that of their teams while executing the Army's missions. Digital literacy skills are developed at initial entry and increase progressively at each career level.

**Assessment Standards**

**FAR EXCEEDED STANDARDS:** Consistently performs extraordinarily above the required US Army standards and organizational goals of leader competencies and attributes; leadership enables unit to far surpass required organizational and US Army standards; demonstrated performance epitomizes excellence in all aspects; this student consistently takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact and enduring effect on the mission, their classmates/peers, the unit, and the US Army; demonstrated by the best of the upper third of students in the same course. This rating is reserved for those students who clearly separate themselves from their peers and must be supported with instructor comments.

**EXCEEDED STANDARDS:** Often performs above the required US Army standards and organizational goals of leader competencies and attributes; this student often takes disciplined initiative in applying leader competencies and attributes; results have an immediate impact on

the mission, their classmates/peers, the unit, and the US Army; this level of performance is not common, typically demonstrated by the upper third of students of the same course.

**MET STANDARDS:** Successfully achieves and maintains the required US Army standards and organizational goals of leader competencies and attributes; effectively meets and enforces standards for the academy and takes appropriate initiative in applying the leader competencies and attributes; results have a positive impact on the mission of the organization, classmates/peers, and the US Army; this level of performance is considered normal and typically demonstrated by a majority of students in the same course.

**DID NOT MEET STANDARDS:** Fails to meet or maintain the required US Army standards and organizational goals of leader competencies and attributes; does not enforce or meet standards for the organization; exhibits/displays minimal or no effort; actions often have a negative effect on the classroom environment, classmates/peers, and the US Army. Did not meet that standard is reserved for those students who do not meet the standard and must be supported with instructor comments.

The examples listed in each of the attributes and competencies are not to be considered all-inclusive or a specific requirement.

Each student will receive a scored 1009A upon completion of each phase. They will be scored on the six (6) attributes and competencies listed: *Character/Accountability; Presence/Comprehensive Fitness; Intellect/Critical Thinking; Leads/Communication & Engagement; Develops/Collaboration; and Achieves/Life Long Learner.* Each Attribute and Competency is scored as follows:

**Far Exceeds:** 25 **Exceeds:** 23 **Met the Standard:** 18 **Did Not Meet:** 0.

At the end of the course, each student will have a total of four (4) scores for each of the attributes and competencies. The sum of these four scores will determine what rating to mark on the 1059 for the Part II, blocks f thru k. The following scale will determine the overall rating:

**Far Exceeds:** 96 – 100 **Exceeds:** 90 – 95 **Met:** 70 – 89 **Did Not Meet:** 69 and Below.

The overall sum of all attributes and competencies will be the number used on the Eligibility Scale below in determining students' eligibility for ranking (i.e. Commandant's List, Superior Academic, or Achieved Course Standards (see eligibility criteria from the CMP and below). Students must achieve 480 total points on the 1009A to compete for Commandants List and Superior Academic Achievement.

An example for the Character/Accountability attribute earned through the four phases:

Foundation Phase: 25 points  
Leadership Phase: 23 points  
Readiness Phase: 18 points  
Assessment Phase: 18 points  
Total score for this attribute and competency is **84**.

This equates to a Met Standard rating for the Character/Accountability attribute on the DA Form 1059

You then add in the scores for all attributes and competencies for each phase:

Character/Accountability **84**  
Presence/Comprehensive Fitness **90**  
Intellect/Critical Thinking & problem Solving **70**  
Leads/Communication & Engagement **84**  
Develops/Collaboration **90**  
Achieves/Life Long Learner **84**  
Total score is **84+90+70+84+90+84=502**

Per the eligibility scale below, this student would eligible to compete for Commandants List and Superior Academic Achievement.

**Eligibility Scale**

Commandant's List & Superior Academic Achievement 480 - 600

**CMP Extract (BLC)**

Students who received any "**Did Not Meet Standard**" assessment within part II, blocks f through k from the academic rater may only be assessed as a "**Failed to Achieve Course Standards**" or "**Achieved Course Standards**" Overall Academic Achievement box check selection. A box check selection of "**Achieved Course Standards**" requires explanation. (AR 623-3, paragraph 3-13e(5)(a)6) Any student receiving two or more "**Did Not Meet Standards**" rating in PART II, blocks f thru k, will be rated as "**Failed to Achieve Course Standards**" in PART III, block a.

Students who fail any assessment are not eligible for the Commandant's List or the Superior Academic Achievement in PART III block a.

Students who receive any adverse counsellings are not eligible for the Commandant's List. Students who receive two or more adverse counsellings are not eligible for the Superior Academic Achievement in PART III block a. However, the commandant may withhold the Superior Academic Achievement rating from a student with only one adverse counseling that is more than a minor infraction.

Curriculum Development (NCOL CoE) through discussion and collaboration has added the attributes and competences cumulative score as a requirement to compete for the Commandants List and/or Superior Academic Achievement for the overall rating on the 1059. This ties the overall GPA and Attributes and Competencies together.

**NCOL CoE****Quality Assurance Office**

**Deploying warrior-focused evaluators who assist NCOAs with a common sense approach, and an assistance driven, team building attitude.**

- Conducts continuous, systematic internal and external evaluations of all NCOL CoE courses
- Assists TRADOC with Staff Assistant Visits (SAV) and accreditations of Noncommissioned Officer Academies worldwide
- Provides proponent leadership feedback on PME

# NCOL COE OUTLINES 2020 PRIORITIES, INITIATIVES

Now that the major initiatives of 2019, the accreditation of the Sergeants Major Course, has occurred and the change from the NCO Education System to the NCO Professional Development System is near completion, the NCO Leadership Center of Excellence is focusing its energies on several key initiatives and priorities for the coming year.

## OUR PRIORITIES

### Distributed Leaders Course



Photo by David Crozier, Command Communications

A Soldier takes one of the DLC IV modules during course validation at the General Education Facility on Fort Bliss.

A top priority for the center is to complete the changeover from Structured Self-Development to the Distributed Leader Course. With DLC 1, 2 and 3 already fully operational capable the focus is on delivering DLC 4, 5 and 6.

“We completed the validation for DLC 4 and conducted the After-Action Review and the comments were very positive,” William Ogletree, director of Curriculum Development, said. “Overwhelmingly they said it is much better than Structured Self Development and is the right level of learning for a sergeant first class that wants to be an E8 (master sergeant).”

Ogletree said the contract for DLC ends at the end of September, so by October 1 they plan on launching DLC 4 and 5. Validation for DLC 5 on 19 August and is already completed and DLC 4 began validation on 9 September and has also been completed.

Claudia Nieto, course manager for the Distributed Leader Courses, said that because of the way the DLC courses are aligned with PME courses, introducing DLC 4 will replace SSD 4 which is currently a prerequisite for attendance to the Sergeants Major Course. DLC 5 is the new prerequisite course for attendance to the SMC, therefore they have to release it at the same time as DLC 4 to ensure Soldiers are not disadvantaged by not having the requisite course available to take.

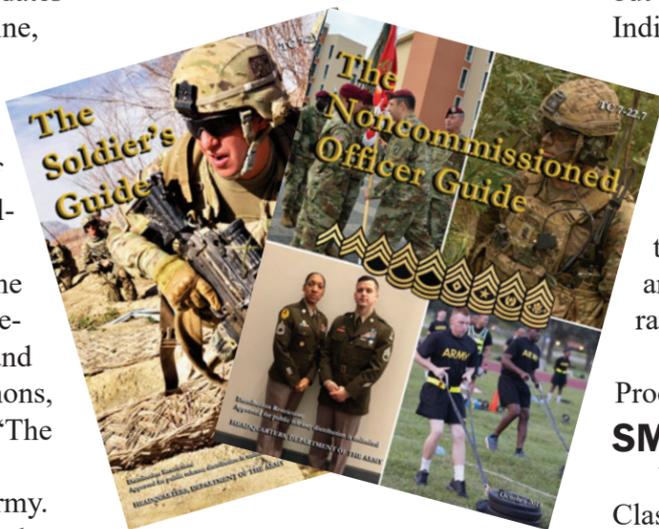
“When we launch the DLCs we have to shut off the SSDs,” she said. “So if we launch DLC 4 and shut off SSD 4, we will leave all those master sergeants without a course to take to get to the SMC. So we have to launch them together so there is no gap in availability.”

### Update the NCO and Soldier Guides

With all of the recent updates and changes to Army Doctrine, Policies and directives, a need arose to update the NCO Guide, TC 7-22.7. That task falls to the staff of the NCO professional Development Directorate.

“The biggest update is the addition of the Change of Responsibility script,” Command Sgt. Maj. Christopher Simmons, director of NCOPDD said. “The script has been standardized for the Army. It is the way to do it and has the stamp of approval from the sergeant major of the Army.

“All you have to do is open up



The Soldier Guide TC 7-21.13 and the NCO Guide TC 7-22.7 currently in draft form.

the NCO Guide and read the instructions,” he said. “The script is a step-by-step guide of what you have to do to have a successful change of responsibility.”

Simmons said his team has also updated the Roles and Responsibilities of the NCO for all ranks, including the enlisted commandant.

“This is a baseline of what an NCO must be, know, do,” Simmons said. “It’s a standardized baseline for the Army. Proponents, of course, will add on their own specialty tasks, but this sets the standard for corporal to the SMA.”

Also being added are the NCO Common Core Competencies, broken down by rank and aligned with the roles and responsibilities, and is illustrated to show how the two mesh.

So that is the main updates to the NCO Guide,” Simmons said. “The rest is updates for relevancy to address changes to Army Doctrine and publications, and to remove things that are no longer relevant.”

As for the Soldier’s Guide, TC 7-21.13, Simmons said his team will be updated the same way as the NCO Guide. They are currently in the process of deconstructing the guide.

“So, we are going to break it apart, go through it and remove anything that is no longer relevant and then go back through it an update it,” he said. “We are in the infancy of that as we continue to move forward.”

The NCO Guide is expected to be completed and out to the force by mid-October 2019, and the Soldiers guide will take about six months to complete and staff with completion expected sometime in January or February 2020.

### Update the Master Leader Course and Battle Staff NCO Course

The Master Leader Course was the first course to be developed using the Experiential Learning Model and is being updated to include more leadership, William Ogletree, director of Curriculum Development said.

“Because it was the first course we designed before we redesigned all of the other courses, it was operations and staff heavy and was very similar to the Battle Staff NCO Course,” he said. “So, we added more leadership to it and made it more current to align with today’s Army doctrine.”



The changes being made will not affect course length. The updated course is expected to be delivered to the force by June 2020.

The Battle Staff NCO Course is undergoing a total redesign to make it more current and relevant, Ogletree said. The entire course is being designed around the 7-step Military Decision Making Process.

“There are some foundational things you will learn at the beginning, then the students will go through the MDMP steps,” he said. “They will take the associated lessons in each step and it will culminate with a combined arms rehearsal.”

Ogletree said the validation will mostly be done at the NCOL CoE, but will include Fort McCoy, Wisconsin; Camp William, Utah; and Fort Indiantown Gap, Pennsylvania. Those sites will ensure the Army national Guard and Reserve will be involved in the validation. Currently validation is slated for January to March 2020, with a proposed launch to the force by June 2020.

The BSNCO redesign will include changes in lesson plan formats, updated content with new doctrine covering large scale operations and multi-domain operations, as well as the D3, degrade, destruct and deny. The course will also have garrison operations such as ammo, ranges, and things an operations NCO does in garrison,” Ogletree said.

The course will focus on the 7-steps of the Military Decision-Making Process (MDMP)

### SMC Distance Learning accreditation strategy

With the accreditation of the Sergeants Major Course occurring with Class 69, work is already underway to attain the same accreditation for the distance learning Sergeants Major Course, formerly known as the Nonresident Sergeants Major Course.

**NCOL COE from page 9**

“The U.S. Army Sergeants Major Academy, specifically the Sergeants Major Course is accredited, which means the resident and nonresident course,” Charles Guyette, director of Policy and Governance said. “However, the nonresident course does not have the requisite credentialed staff that is required and authorized for the Command and General Staff College to be comfortable in conferring the BA in Leadership and Workforce Development degree. We must have the permanent solution to have credentialed staff.”

Guyette said efforts are underway to meet those requirements through a concept plan which seeks a change to the NCOL CoE’s Table of Distribution and Allowances. This change must also have support through the Program Objective Memoranda. The estimated time to meet the credentialing requirements, Guyette said, is no later than FY 23, in time for Class 48.



at helping QAOs in the various NCOAs conduct self-assessments.

“The Institution of Excellence is an award program to recognize those NCOAs that distinguish themselves from other NCOAs,” Quentin Brown, director of the NCOL CoE Quality Assurance



Office said. “What I mean by that is there will be certain criteria such as the number of instructors who have completed the Faculty Development and Recognition badges have been awarded, how many instructors are T3 certified and so on. Those are just examples of what we are looking at. It doesn’t mean that is the criteria.”

What it does mean, Brown said, is that the NCOA excels in all things and stands apart from others. It means that you excelled when any one of the accreditation teams came to your organization and looked at what you do in accordance with the Army Enterprise Accreditation Standards and documented you have exceeded on those standards.

“That’s the jest of the program. It just means that you are the best of the best,” Brown said.

In addition to working on the IOE program, Brown is also planning a Quality Assurance Representative Workshop to take place in November.

“The QAR workshop is designed to reach all of those individuals who are in those QAO positions or are assigned to it as an additional duty,” Brown said. “It is going to teach them about their duties, roles and responsibilities and functionalities of not only being a QAR, but about the Army QAO program.”

Brown said currently he has numerous representatives from all of the PME courses, Staff and Faculty Development Directorate, TRADOC QAO and the NCOL CoE QAO team as subject matter experts to help facilitate the workshop.

“The end state is situational awareness of the Army QAO Program,” Brown said.”

**World Campus**

Last year the NCOL CoE launched the World Campus Light website to get things started for Soldier Scholars to have a one-stop shop to connect to education services, courses and helpful links. This year we will expand those capabilities with a brand-new website dedicated to nothing but education.

We are going to put contact information for the Blackboard help desk, information on how to access our Learning Resource Center digital library, information on how to study, academic education aids that help student learn and so much more,” Ogletree said. “There is going to be a plethora of information on the site.”

The intent of the World Campus, Ogletree said, will be to include everything related to PME courses, pursuing a college education, such as helpful online resources that help students’ study better, links to the Digital Rucksack and digital libraries, and links to all NCOPDS courses.

“It will be a hub of resources for a Soldiers, no matter where they are in the world,” he said. “That’s the idea of it being named World Campus. It is going to help the Soldier be successful regardless of what course you are going to, or if you need assistance or guidance about going to college, or studying, or whatever. It is really going to be a student resource for military and civilian education.”

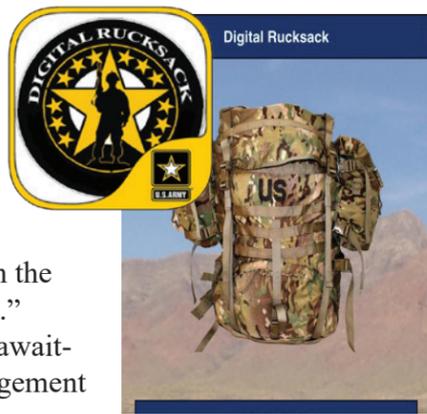
Attached to the World Campus will be the NCO History website. It is a site designed for researching and archiving the history of the NCO Corps as a profession. NCOs can contribute by submitting their own personal experiences through oral histories, video presentations and more. To learn more about the site visit <https://ncolcoe.armylive.dodlive.mil/nco-corps-history/>.



**KEY INITIATIVES**

**Digital Rucksack**

The Digital Rucksack is going to have a new look, William Ogletree, director of Curriculum Development said. “We are working with TRADOC Distance Learning Program folks to make this interactive. Don’t know to what level yet, we are still going through the different prototypes see what works best.”



Currently, Ogletree and his staff are awaiting updates from all of the Career Management Fields and schools to provide their Military

Occupational Specialty-specific information for the application. When completed, the Digital Rucksack is expected to be a one-stop resource for Soldiers to access all PME information, career tracker, advance sheets for courses, links to the NCOL CoE World Campus website, and more.

“We are really just giving it a new look and putting in current, relevant information in it,” Ogletree said. “We are also surveying the force to find out what they would like to see in it.”

**MLC Equivalency awarded to Air Force Senior NCO Academy**



Just recently, the NCOL CoE visited the Air Force Senior NCO Academy at Maxwell-Gunter Air Force Base, Alabama, to ascertain whether equivalency credit could be given to Army NCOs – sergeants first class – for attendance to the Master Leader Course.

We will grant equivalency,” Guyette said. “We have done the analysis and the memorandum of agreement has been sent to Human Resources Command. We are waiting for the

AFSNCOA to sign the MOA — how to manage our students.”

The management will encompass all the administrative requirements to include completion of the Army Physical Fitness Test. We are just waiting on the final execution of the MOA before the Army starts sending students to the 25-day course. Once the Army officially changes to the Army Combat Fitness Test, changes to the requirements may include having to successfully complete the ACFT prior to attending the course. Those discussions are currently ongoing.

HRC will make the selections, in coordination with the NCOL CoE, for up to 36 promotable sergeants first class a year to attend to the Advanced Leader Experience Course at the AFSNCOA, Guyette said. That’s the course that is equivalent to our MLC.

**Institution of Excellence**

The NCOL CoE Quality Assurance Office, in conjunction with TRADOC’s Quality Assurance Office, is working on the requirements and standards to attain an Institution of Excellence rating for the NCOAs, as well as preparing for a Quality Assurance Representative Workshop aimed

# Army Career Tracker, one stop shop for Soldier career management

**Located at:**  
<https://actnow.army.mil/communities/community/additionalresources-ncoa>

**Links to:**

- Component NCOA Community Pages
- NCO Leadership Center of Excellence
- Army Regs, PAMs, TCs, messages & more
- NCOL CoE Quality Assurance Office
- NCOA Mission Command
- NCOPDS course libraries

**Located at:**  
<https://actnow.army.mil/communities/service/html/communityview?communityUid=fba1f44f-6d7c-4781-9de3-b504c66072fc>

**Links to:**

- NCOPDS Course information
- Student Forums
- NCOPDS information brochures, magazines, etc.
- Course Policies and Memorandums, POIs
- NCOPDS Status updates

The ACT community pages (CAC enabled) for the One Army School System have links to everything a Soldier needs to know about every NCO PME Course and their specific Component MOS NCOAs. This page also links to the NCO Leadership Center of Excellence community page where you will find everything you need to know about updates to PME courses, changes in policies and directives, and much more.

By Command Sgt. Maj. Christopher Simmons, Director of NCOPDD

The Army Career Tracker is an extremely useful multifaceted online site that allows Soldiers to access information and manage their careers online. Accessed at [actnow.army.mil](https://actnow.army.mil), the Army Career Tracker, known as ACT, is a wealth of information for all Soldiers at any stage of their career. From sponsorship and mentorship, to career maps and up to date NCOPDS information, it can all be easily accessed through the CAC enabled website.

One of the lesser known portions of the site is the NCO Academy pages. By accessing through the communities pages, to the enlisted page and further to the NCO Academy page, Soldiers can find information specific to the Academy they are going to attend. The Noncommissioned Officer Professional Development Directorate (NCOPDD) at the Noncommissioned Officer Leadership Center of Excellence (NCOL CoE), manages the NCO Academy page. Each subordinate Academy is responsible for updating their own pages with the most up to date information pertinent to that academy. A prospective student can find everything from pre-execution checklists and packing lists, to course schedules and course maps. It is highly encouraged that future students go to ACT and access the academy site to better prepare themselves for their next step in NCOPDS.

Knowing how to prepare for your future is critical for all noncommissioned officers as they navigate their career. The ACT also provides a multitude of products to assist NCOs in that endeavor. Soldiers can assign their first line supervisors and seek out mentors through ACT. A Soldier can fill out an Individual Development Plan (IDP) specific to their long and short term goals and discuss these with their leaders and mentors. The mentors and leaders can see the Soldiers IDP and can make recommendations to the Soldier on how best to meet those long and short term goals, and provide guidance to the Soldier on how to be successful in their career.

The DA PAM 600-25 is a key component to knowing and understanding what is expected of Soldiers at their current and future ranks. DA PAM 600-25 articulates to Soldiers how to be

successful in their career field, and is the basis for the career maps that are accessible through ACT. Soldiers can see and print their current career map and also change the drop down menus to adjust the career map for the future that the Soldier is pursuing. Career maps give Soldiers information about recommended schools, duty positions, board preparation and credentialing to name just a few items found on the career map. Each category is further broken down by Operating, Generating and Broadening for assignments and Professional Military Education (PME), Functional Training and Civilian Education for schooling and education.

The Army Career Tracker is a readily accessible resource that can assist Soldiers in preparing for their future in the Army as Noncommissioned Officers. Assisting Soldiers in attaining personal and professional goals, helping Soldiers understand what constitutes success within their career field, and providing Soldiers access to sponsorship are all just a few ways the ACT helps provide Soldiers information to make them successful. Soldiers are our most precious resource, taking care of and informing them builds a stronger, more successful team that will win, on any battlefield. Ultima Strong!

## NCO Professional Development Directorate

*Providing relevant and timely analysis, research, and development of NCO initiatives.*

**NCOA Mission Command**

**Strategic Initiatives Division**

**Strategic Messaging**

**Assisting the delivery of NCOPDS**



*We put the "Professional" in NCO Development*

# Distributed Leader Course (DLC)

*"Bridging the Operational and Institutional Domains"*

**DLC 4 is  
Now Live &  
Ready for students!**  
Check with your Quota  
Source Manager Today!!



**Designed with the Soldier in Mind!**

I

Teaches initial term Soldiers to communicate ideas and thoughts clearly, recognize the need for strong character and values, demonstrate tactical and technical competence, and take initiative to become a lifelong learner by exploring interests and pursuing a civilian education. DLC I is a 45 hour course consisting of 20 lessons and serves as a prerequisite for the Basic Leader Course (BLC).

II

Grooms sergeants to react to cultural dynamics in the joint, interagency, intergovernmental, and multinational environment; develop self and subordinates to use sound and ethical judgement; be an agile and a multi-skilled leader in the operating environment even when information is ambiguous and uncertain; and be accountable with moral and ethical character when managing programs. DLC II is a 44 hour course consisting of 15 lessons and serves as a prerequisite for the Advanced Leader Course (ALC).

III

Provides the staff sergeant an opportunity to improve as a leader, a professional, and as an individual. This course further 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. DLC III is a 40 hour course consisting of 17 lessons and serves as a prerequisite for the Senior Leader Course (SLC). To further their education on joint military doctrine, Soldiers are encouraged to complete the Senior Enlisted Joint Professional Military Education level I (SEJPME-I) course via Joint Knowledge Online (JKO).

IV

Develops the sergeant first class to lead at the unit and organizational level. Soldiers will develop the skills necessary to ensure the unit is ready, trained, proficient, disciplined, and motivated. The course prepares the learner for unit-level administrative and staff roles to ensure successful operations. DLC IV is a 43 hour course consisting of 23 lessons and serves as a prerequisite for the Master Leader Course (MLC). It is recommended that upon completion of this DLC level, Soldiers complete SEJPME-II, a course that prepares senior enlisted leaders to successfully support activities and supervise multiple Service members in a joint organization environment.

V

Prepares master sergeants and first sergeants to close the gap between tactical and strategic planning. Learners analyze and apply knowledge, which will assist them in carrying out policies and standards on the performance, training, appearance, and conduct of enlisted personnel resulting in senior leaders who are ready to advise and initiate recommendations pertaining to the local NCO support channel. DLC V is a 47 hour course consisting of 13 lessons and serves as the prerequisite for the Sergeants Major Course (SMC).

VI

Educates senior 6C/6S and 7C/7S to perform senior-level duties at brigade level positions in today's operational environment (OE). This course provides the Army with self-aware, adaptive leaders of character and competence with the skills to shape and overcome the friction created by uncertainty and operate in any operational environment. DLC VI is a 34 hour course consisting of 12 lessons and will serve as a prerequisite for the Nominative Leader Course (NLC).

**Changing the Way Online Education is Delivered!**