

Enclosure 4A (Leader Development Expectations) to TRADOC FY 04 Command Training Guidance

1. **General.** Each curriculum for officers, WOs, and NCOs provides graduates who have essential sets of capabilities they can take into their next unit to refine and enhance those capabilities. This section provides a compilation of the expected leader capabilities, by skill or grade level, and the ways to achieve those ends in FY 04-07. It combines those capabilities expected in both IMT (minus IET) and PME. The expectations of the Civilian Education System (CES) have yet to be determined, pending the completion of the CES needs assessment.

2. **Officer Education System (OES).**

- Reintroduce the pillars of “theory, practice, history, and doctrine” as the framework and focus for officer curriculum development.
- Scale the curriculums and their related focuses to meet the needs of the cohort of each grade level.

- Emphasize the experiential learning model as the core method for developing lieutenants and captains. Place the officer in the elements of command and leadership during the conduct of small-unit operations for the lieutenants and up through battalion and brigade-level operations for captains in different environments and across the full spectrum of operations. Produce an officer who is tactically and technically competent with the necessary adaptability, character, and values to lead and command combat operations in the COE for both major and small-scale contingency operations. These officers must also have the ability to understand the differences between major and small-scale contingency operations, stability operations, and support operations, including training implications for unit readiness. Officers must be able to respond effectively and quickly to multiple, simultaneous dilemmas. If we expect them to be successful, their training environment must be at least as complex and challenging as the environment they will face during operations.

- a. 2d Lieutenant. Prepare 2d lieutenants for success in their first unit of assignment. Ensure they are tactically and technically competent officers and small-unit leaders with the moral character, confidence, and courage to lead a small unit within their assigned branch. To develop and deliver this lieutenant, a progressive and sequential training program begins with precommissioning training (BOLC I – ROTC, USMA, OCS) and education, followed by common small-unit leader training (BOLC II) and then branch-specific training (BOLC III).

- (1) Focus on developing proficiency in common Army small-unit, direct leader skills while operating within a nonlinear, noncontiguous battlefield tactical environment. The principal training strategy is hands-on and performance-oriented. Provide each officer an AAR at the conclusion of each major training event, focusing on the performance of individual leadership skills. Ensure every officer participates in a small-unit leader position in a contemporary mission environment, requiring combat skills in complex terrain. Routinely employ a 360-degree individual progress evaluation, assessment, and feedback mechanism.