

1. UNIQUE FEATURES OF THE INFANTRY BRANCH

a. *The unique purpose of the Infantry Branch.* The Infantry Branch is the only maneuver branch with the mission to close with and destroy the enemy utilizing fire and movement to defeat or capture him or repel his assault by fire, close combat, and counterattack. The Infantry is the only branch specifically designed to engage the enemy in direct ground combat. Infantry officers are valued for their physical and mental toughness, and their innate ability to focus on mission accomplishment in the most austere environments.

b. *The way ahead.* The Army's focus on Large Scale Combat Operations (LSCO) in Multi-Domain Operating (MDO) environments, anticipated resourcing challenges, and the advent of the Army Talent Alignment Process (ATAP) will alter how the Infantry Branch trains; assigns; and develops officers. Although the means, methods, and time available to develop infantry officers may change in the future, the fundamental goal and requirements remain unchanged. The end state remains the development of agile, adaptable, physically and mentally tough Infantry officers with a solid foundation in the core warfighting skills required to close with and destroy the enemy in close ground combat. While the focus of the Infantry Branch has always been the development of combined arms warriors, the Army's development and fielding of combined arms formations has amplified this requirement. Combined arms formations require a deliberate focus on the development of infantry company-grade officers who are experts in branch-specific individual, leader, and collective tasks, who can employ their units as part of a combined arms element. Field grade officers in these organizations require a broader understanding of the application of combined arms cross-domain maneuver, joint, and coalition capabilities to plan and execute Brigade Combat Team (BCT) level tactical operations in support of unified land operations (ULO). As the infantry officer progresses through the ranks, their development must also prepare them to successfully serve across the entire joint, international, intergovernmental, and multinational (JIIM) environment. The assignment of Infantry officers will be made based on the officer's preference, the needs of the Army, and the professional development needs of the officer. The Human Resources Command (HRC) will make every effort to synchronize the three priorities in concert with Army manning priorities and requirements to maintaining combat readiness.

c. *Unique functions performed by the Infantry Branch.* Infantry leaders are expected to synchronize all elements of combat power on the battlefield to defeat the enemy. Infantry officers are prepared to train, lead, and employ all types of Infantry and other maneuver and fire assets on the battlefield in ULO (offense, defense, and stability operations). The Infantry arrives on the battlefield by parachute assault, air assault, mechanized vehicle, wheeled vehicle, or on foot. Insertion means are dependent upon the mission, enemy, terrain and weather, troops and support available, time available, and civilian considerations (METT-TC).

d. *Unique features of work in the Infantry Branch.* Infantry officers work at all levels of command and staff and can perform the following functions and tasks:

- (1) Execute mission command of infantry and combined arms forces in combat.
- (2) Provide coordination for employment of combined arms forces at all levels of joint, Army, and coalition commands.
- (3) Develop doctrine, organizations, and equipment for the Infantry's unique missions and formations.
- (4) Instruct Infantry skills at service schools and combat training centers.
- (5) Serve in positions requiring general combat skills such as staff officers in all levels of headquarters and activities requiring infantry or maneuver expertise.
- (6) Serve as infantry instructors at pre-commissioning programs, service schools, and colleges.
- (7) Serve as infantry advisors to foreign militaries and Army National Guard and U.S. Army Reserve organizations.

e. *Branch detail.* The Infantry Branch participates in the branch detailing of officers into the Infantry for development and growth at the grade of lieutenant. Officers detailed Infantry (branch code 11) will lose their infantry designation once they reach their branch detail expiration date and they have been re-assigned into their new branch. Branch detailed officers usually remain in their designated skill for 36 months or until they are promoted to Captain. Officers who are branch detailed are not eligible to return to their basic branch until they have completed their initial time in the Infantry Branch. Branch detailed officers should serve in infantry-coded positions and not positions coded to their basic branch.

f. *Branch eligibility.* Specific eligibility requirements can be found in DA Pam 611-21. Officers of other branches who desire a branch transfer to the Infantry should submit a request in accordance with AR 614-100, Chapter 4. Officers may apply to the Voluntary Transfer Incentive Program (VTIP) to remain in their respective control branches or pursue their goals in other branches or functional areas. Committed Army leaders at every grade should identify those officers with unique Knowledge, Skills, and Behaviors (KSBs) or talents and encourage opportunities across the Army. It is incumbent upon all commanders to identify and fight to retain the most talented officers within the Infantry.

2. REQUIRED OFFICER CHARACTERISTICS

a. *General.* The Infantry Branch requires officers who are, first and foremost, leaders of Soldiers. Infantry officers should be mentally and physically disciplined and well-versed in infantry and combined arms tactics, techniques, and procedures. Infantry leaders will embody the warrior ethos. They will place the welfare of their Soldiers ahead of their own, and they will live the Army Values without exception. Their example will inspire others to achieve the same level of commitment and professionalism. The Infantry must produce agile and adaptive leaders who are flexible, critically reflective, comfortable with ambiguity and uncertainty, and are change-agents. Infantry officers must be challenged and imbued with the confidence to be innovative and adaptive while competently performing in a JIIM environment. Infantry officers must be:

- (1) Proficient in the art and science of the Profession of Arms.
- (2) Comfortable employing both lethal and nonlethal means.
- (3) Able to confront the uncertain situations of the contemporary operational environment.
- (4) Adept at using ethical decision-making to solve complex, dynamic problems.
- (5) Team builders; able to confidently lead Soldiers while engendering loyalty and trust.

Additionally, there are several branch, unique skills that require professional development. The Infantry Branch is the proponent for the following skill identifiers (SIs) (detailed descriptions are contained in DA Pam 611-21):

- (a) 2B-Air Assault
- (b) 3X-Bradley Leader
- (c) 3Z-Mortar Unit Officer
- (d) 5P-Parachutist
- (e) 5R-Ranger
- (f) 5S-Ranger/Parachutist
- (g) 5Q-Pathfinder
- (h) 5W-Jumpmaster

f. *Competencies and actions are common to all.* Infantry officers are valued for their skills as leaders, trainers, and planners. These skills are acquired and perfected through realistic training, professional military education, and service in the most demanding Infantry Branch positions. Infantry officers must be proficient at maneuvering both vehicular and non-vehicular infantry formations, as well as serving in equally critical assignments within the generating force. The goal of the Infantry Branch is to provide each officer with a series of leadership, staff, and developmental assignments; institutional training; and self-development opportunities to develop combined arms warriors with broad experience who can successfully operate in infantry-specific, branch immaterial, and JIIM assignments.

g. *Unique skills.* Infantry officers should consistently display outstanding performance across a wide variety of operating and generating force positions. Infantry officers should demonstrate excellence in their warfighting skills, technical proficiency, and have a well-developed understanding of combined arms; joint; and coalition warfare. They should also demonstrate the ability to lead, train, motivate, and care for Soldiers.

3. CRITICAL OFFICER DEVELOPMENTAL ASSIGNMENTS

Lieutenant. The professional development objective for this phase of an officer's career is to develop the requisite Infantry Branch skills, knowledge, and abilities. Lieutenants will focus on the development of Infantry tactical and technical warfighting skills and the utilization of these skills in an operating force assignment.

a. *Education.* Infantry officers will attend the Infantry Basic Officer Leader Course (IBOLC). IBOLC takes OCS/ROTC/USMA graduates and continues their development with the mission to "Educate and train Infantry lieutenants who are competent, confident, and professional leaders; able to lead platoons to fight and win in any operational environment." The IBOLC end state is a physically rugged, competent, and confident Infantry officer, who is proficient in Infantry skills and is adaptable, flexible, and prepared to train and lead Infantry platoons on any mission in any terrain. To further the development and tactical and technical proficiency required of Infantry officers, there is a multitude of functional and combat/specials skills courses available following IBOLC. It is the goal of the Infantry Branch to provide all Infantry lieutenants with the opportunity to attend the Ranger Course following IBOLC. The Ranger Course is essential in developing the knowledge required to serve as a rifle platoon leader. Additionally, any officer assigned to an Infantry Brigade (Airborne), Armored Brigade Combat Team (ABCT), or a Stryker Brigade Combat Team (SBCT) should attend the Airborne Course, Bradley Leaders Course (BLC), or the Stryker Leader Course (SLC). Some officers will be selected to attend the Infantry Mortar Leader Course. Regardless of unit of assignment and follow-on school, the objective is for Infantry lieutenants to complete all the required and branch-directed training within 10 months from the 1st day of IBOLC. This ensures that they can complete the required assignments in their first duty station to provide them with the skills, knowledge, and experience necessary to build a strong foundation. The infantry expects all Infantry lieutenants to volunteer for and complete Ranger training. The Ranger course develops Soldiers' technical and tactical proficiency to improve their ability to plan and conduct missions to close with and destroy the enemy in direct ground combat normally associated with infantry platoons. Successful completion of the Ranger Course is an indication that an officer possesses the skills and stamina necessary to effectively lead Soldiers in the Infantry.

b. *Operational and broadening assignments.* The typical infantry lieutenant will be assigned to a BCT as his/her first unit of assignment. The key developmental (KD) assignment during this phase is serving as a rifle platoon leader in an operating force unit for 12 months (ideally). Early experience as a rifle platoon leader is critical, as it provides infantry lieutenants with the opportunity to gain tactical and technical expertise in their branch while developing leadership skills. Other typical assignments for lieutenants in BCTs are battalion specialty platoon leader (recon/scout, mortar, or assault/weapons), company executive officer (XO), or battalion staff officer. An Infantry officer can expect to serve in various staff positions after promotion to captain, but prior to attendance at the Maneuver Captain's Career Course (MCCC). Some infantry lieutenants will be placed on a Junior Officer Broadening Assignment (JOBA) prior to attending the MCCC. The JOBA assignments include Initial Military Training (IMT) platoon leader/XO, generating force company XO (e.g. TRADOC Schools, USAREC, etc.), service in the Old Guard or 75th Ranger Regiment, Cavazos or Patton Program Internship, Aide-de-Camp for a General Officer, etc.

c. *Self-development.* Self-development during this phase should focus on infantry tactical fundamentals, troop leading procedures, leadership skills, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills. Infantry lieutenants must take the initiative to gain knowledge and experience for the next level of assignments and responsibilities as a captain. Self-improvement and development can be achieved through observing different activities and officers at the battalion and brigade levels, seeking out mentors and,

gaining experience in other duty positions after successfully serving as a rifle platoon leader. The CSA's Professional Reading List for Company-Grade Officers is an excellent source of information to assist lieutenants in the self-development process. Additional resources are available through the U.S. Army Maneuver Center of Excellence Maneuver Self Study Program available online.

d. *Desired experience.* Each infantry lieutenant must complete IBOLC, successfully serve as a rifle platoon leader in an operating force assignment, and continue development of their technical and tactical abilities through assignment to a specialty platoon, XO, staff, or JOBA position. The goal is a lieutenant with an understanding of how to employ an infantry platoon independently or in support of a company or larger combined arms team. Infantry lieutenants should have a working knowledge of special operations and air-ground operations. A limited number of infantry lieutenants will also serve in generating force assignments as XOs, instructor/writers, or IMT commanders prior to attending the MCCC.

Captain. The professional development objective for this phase is to develop infantry officers with the technical, tactical, and leadership skills to serve successfully as a company commander and staff officer at the BCT level within the operating force, and who have rounded out their knowledge through completing an assignment in the generating force. Infantry captains who have served in both operating and generating force positions have honed their tactical skills and expanded their capabilities through their developmental assignments.

a. *Education.* Completion of the Captain's Career Course (CCC) is mandatory during this period. All lieutenants will be scheduled to attend the MCCC within 12 months of being selected for promotion to captain. Commanders must properly manage their officer manning with operational requirements to maximize attendance to the earliest available MCCC. Officers serving in JOBA positions, those with extenuating circumstances, or filling critical positions in units must request deferment to a later movement cycle through their first O6 commander. Deletion from attendance at MCCC will occur only when a HRC has approved a resignation packet. Specialized training will be scheduled for officers after the MCCC based on their follow-on assignment. After completing the MCCC, officers should strive to serve in a different type of infantry organization (vehicular or non-vehicular) than they served in at their first duty station. This change allows for the diversification amongst our infantry leaders throughout the force and better prepares infantry officers to develop the necessary KSBs to lead multiple forms of infantry as a combined arms expert. Infantry officers who have not successfully completed the Ranger Course will be allowed to participate in the MCCC's Pre-Ranger Program, attend and complete Ranger Training Assessment Course (RTAC), and immediately attend the Ranger Course following their career course. Officers will not be given an ATRRS reservation for the Ranger Course until they complete RTAC. Infantry captains on orders to an ABCT as a first-time assignment will attend the Bradley Leaders Course and those assigned to SBCTs will attend the Stryker Leader Course.

b. *Operational and broadening assignments.* The KD assignment for a captain is command of an operating force infantry company for 12-18 months for a single command and no more than 24 months for two commands. Infantry captains should seek assignment to an infantry unit that is different than the type of unit in which they served as a lieutenant (vehicular or non-vehicular). Infantry captains are also allowed to serve as a company commander in a generating force unit (e.g. Basic Training/One Station Unit Training, prior to and immediately following the MCCC. Officers who command generating force companies encounter significant responsibilities and are well prepared, more marketable, and are better competitors in follow-on markets for operational company commands. Infantry captains can expect to command within these organizations for 12-18 months and then immediately attend the MCCC. Captains should aggressively seek command and developmental assignments in battalion and brigade level staff positions to further their understanding of infantry leadership and tactics. Officers will have the opportunity to volunteer/compete for selection and assignment to unique units where they may command again, such as the 75th Ranger Regiment, 3rd Infantry Group (The Old Guard), special mission units (SMU), Security Force Assistance Brigades (SFABs), and the Ranger Training Brigade. Upon completion of company command, a wide variety of broadening assignments are available. The purpose of these assignments is to meet critical Army requirements, further develop the officer's

knowledge base, and provide him/her broad professional experience. Broadening assignments for Infantry captains include:

- (1) Instructor: TRADOC training positions (e.g. MCCC Small Group Leader, IBOLC Platoon Trainer, etc.)
- (2) Nominative assignments (Aides-de-camps, Executive Officer to a General Officer, etc.)
- (3) Active Component / Reserve Component (AC/RC) and CTC observer / coach-trainer (O/C-T) or staff positions
- (4) Generating force staff
- (5) Doctrine developer
- (6) Training developer
- (7) ACOM and higher-level DA staff
- (8) USMA faculty and staff
- (9) U.S. Army recruiting company command and staff
- (10) Reserve Officers' Training Corps (ROTC) Assistant Professor of Military Science
- (11) Multinational and coalition trainer and staff officer
- (12) Army sponsored fellowships and scholarships/Broadening Opportunity Programs (BOPs)
- (13) Other combat arms or branch generalist positions
- (14) JIIM organizations and commands

c. *Self-development.* During this phase, infantry officers must hone their leadership, tactical, and technical skills and concentrate on those critical tasks required to accomplish their wartime mission while winning on the battlefield. The officer should also begin to develop a more thorough understanding of combined arms operations in a joint environment. Captains must take the initiative to gain knowledge and experience for the next level of assignments and responsibilities as field grade officers. Self-improvement and development can be achieved through observing staff activities at the battalion and brigade levels, seeking out mentors, and gaining experience in other duty positions after successful completion of company command. Officers should continue their professional military reading from the CSA's Professional Reading List for Field Grade Officers.

d. *Desired experience.* There is no substitute for an operating force company command. It develops an infantry officer's leadership and tactical skills and prepares them for future leadership assignments at successively higher levels of responsibility. Infantry captains should also expand their tactical and technical capabilities through the assignment as a battalion staff officer prior to re-assignment away from a BCT.

e. *Voluntary Transfer Incentive Program.* This program allows officers to transfer into another branch or functional area between their fourth and fourteenth year of active federal service. Officers with more than 14 years may request an exception to policy to apply for the VTIP. This program also allows officers who are branch detailed into another branch to remain in the Infantry if they so desire. The VTIP panel meets every 1st and 3rd quarter to determine if an officer is eligible to transfer into another branch/functional area. Submission of a VTIP packet does not guarantee that an officer will transfer branches.

f. *Scholastic Broadening Opportunities.* This program allows officers to apply for and pursue graduate school and secondary education to earn a Master's Degree. Infantry officers will continue to be valued for their problem-solving skills, critical thinking, and decision making. Following completion of command in an operational force company, officers are encouraged to pursue the following scholastic broadening opportunities:

- (1) Office of Congressional Legislative Liaison (OCLL) Fellowship: Earn a Master of Professional Studies in Legislative Affairs at George Washington University, work a tour as a Fellow for a member of Congress, and conduct a utilization tour with the Army Staff in a congressional-related duty position.

(2) JCS/OSD/ARSTAF Fellowship: Earn a Master's of Policy Management at Georgetown University, subsequently conduct an internship on the Joint Staff or the Office of the Secretary of Defense followed by an internship on the Army Staff.

(3) Olmstead Scholarship Program: Earn a graduate degree at a foreign university, become fluent in a foreign language, obtain an in-depth understanding of foreign cultures, and become well-versed in international relations.

(4) Gen. Wayne A. Downing Scholarship: Earn a graduate degree studying terrorism/counterterrorism at a top-tier university and conduct immersion experiences in the counterterrorism community.

(5) MG James M. Wright MBA Program: Earn an accelerated MBA degree at the William & Mary Raymond A. Mason School of Business, then conduct a utilization tour at TRADOC, USAREC, or U.S. Army Futures Command.

(6) White House Fellowship: Work with cabinet and White House officials on challenging issues; study U.S. policy with opportunities to participate in weekly speaker seminars, domestic and international policy trips to address policy issues (varies year to year), and participate in community service projects.

Majors. The professional development objective for this phase is to expand the officer's tactical and technical experience and continue to broaden the officer as a combined arms warrior and leader with a comprehensive understanding of operations in the JIIM and expeditionary environments. Additionally, through a series of operating and generating force developmental assignments, the infantry major continues to increase his/her understanding of how the Army operates. The goal is to provide the infantry major with the tools that prepare the officer for future battalion command and increasingly complex developmental assignments.

a. *Education.* Military education required during this phase is the completion of the Intermediate Level Education (ILE) at the U.S. Army Command and General Staff College (CGSC). The Army conducts ILE selection boards in conjunction with the Major ACC Promotion Selection Board to consider officers for resident or non-resident ILE opportunities. Infantry officers are instrumental to each small group in the CGSC because they serve as the maneuver lead and learn the MDMP and staffing processes thru multiple repetitions. Officers will be selected for resident CGSC, satellite ILE or distance learning. Officers may also compete for sister service ILE, foreign ILE, and interagency fellowships; however, these programs are highly competitive. Officers may also compete to be selected for the School of Advanced Military Studies (SAMS). Upon graduation from SAMS, the officer is required to serve up to 2 years (minimum of one) of a SAMS utilization tour as a corps or division plans or operations/assistant DCS, G-3/5/7 staff officer.

b. *Key Developmental Assignments.* The KD assignments for an Infantry major are:

- (1) Battalion/Squadron Operations Officer
- (2) Battalion/Squadron XO
- (3) Brigade/Regimental Operations Officer
- (4) Operations Officer/XO equivalent positions within a SMU
- (5) Division chief of plans (SAMS utilization only).
- (6) Division chief of operations (SAMS utilization only).

c. Each officer should have sufficient experience in KD assignments to develop an understanding of the Infantry and combined arms operations. There is no substitute for these KD assignments at the brigade level and below for preparing an infantry officer for future command and for building his/her infantry maneuver and combined arms skills. The infantry major may further expand his tactical and technical skills by serving in staff assignments at the division-level and higher. The division chief of plans/chief of operations positions are only considered KD assignments for the infantry officer that has

graduate the SAMS. All SAMS officers must serve a minimum of 12 months in a battalion or brigade S3/XO position.

d. Infantry majors will also meet the Army's mission requirements and broaden their experience before or after their KD assignments with developmental assignments. The purpose of these broadening assignments is to meet critical Army requirements, further develop the officer's knowledge base, and provide him/her broad professional experience. Broadening positions for infantry majors include:

- (1) MCTP, 1st Army, and CTC O/C-T or staff positions
- (2) Training or doctrine developer
- (3) SFAB Commander or S3
- (4) DA staff officer
- (5) Joint staff officer
- (6) Nominative assignments (Aide-de-camp, XO to a General Officer, etc.)
- (7) Division or corps staff
- (8) Army command (ACOM) staff (CONUS and OCONUS)
- (9) CGSC staff and faculty
- (10) Service school instructor
- (11) USMA faculty and staff
- (12) ROTC assistant professor of military science
- (13) Multi-national and coalition trainer and staff officer
- (14) Army-sponsored fellowships and scholarships or BOPs
- (15) JIIM organizations and commands

e. *Self-development.* Infantry majors are expected to continue self-development efforts to build organizational leadership, strategic perspective, and hone operational skills. Infantry majors will be required to develop and use a diverse set of skills as they move between combined arms leadership positions in operating and generating force organizations and in JIIM assignments.

f. *Desired experience.* The infantry major must hone his/her skills in the planning and execution of combined arms warfare to develop expertise in the JIIM operational environment. While 12 months is the minimum standard, an infantry major will normally serve 24 months in a KD assignment. To produce agile and adaptive combined arms leaders, infantry majors should compete for assignment to a type of unit (vehicular or non-vehicular) for which they have not had previous experience following ILE. Moving between operating and generating force assignments will further broaden an infantry officer's experience. Infantry majors should optimize their formidable field grade years and seek out diverse assignments that will best prepare them for the rigors of an infantry battalion command.

g. *Additional factors.* The goal of the infantry branch is to develop an inventory of field grade officers who embody a collective knowledge of JIIM experience. While not every officer will receive an assignment in a qualifying joint assignment or serve a fellowship in a JIIM agency, the goal is to provide the maximum opportunity for infantry majors to receive JIIM experience. The JIIM assignments for infantry majors are dependent on Army demands and position/fellowship availability.

Lieutenant Colonel. Promotion to Lieutenant Colonel is the mark of a successful career for an infantry officer. The professional development objective for this phase is to demonstrated excellence in tactical skills, technical proficiency, and the ability to lead; train; motivate; and care for Soldiers in both the staff and command environments. As the infantry officer increases in rank, opportunities to serve within the operating force will decrease, while opportunities to serve in the generating force will increase. The officer's previous generating force assignments prepare the officer for an expanded role in the generating force in positions of increasing responsibility.

a. *Education.* Lieutenant Colonels selected for command complete pre-command courses (PCCs) and may be selected for Senior Service College (SSC) following command.

b. *Operating and broadening assignments.* The KD assignment for infantry lieutenant colonels is to serve as a centrally selected (CSL) battalion commander in the operating or generating force. Infantry lieutenant colonels selected for command will normally serve 2 years in command at the battalion level. Following battalion command, most officers will compete for their next broadening assignment or attendance to a SSC or Army Fellowship. Broadening positions for Infantry lieutenant colonels include:

- (1) Division G3
- (2) CTC task force trainer
- (3) 2nd-Time command (SFAB, Recruiting, SMU)
- (4) Enterprise nominative assignment
- (5) Deputy BCT commander (if authorized)
- (6) Service school instructor
- (7) ROTC PMS
- (8) Division, Corps, ASCC, ACOM, or HQDA staff
- (9) Division IG
- (10) Senior Army Advisor to the Adjutant General (SRAAG)
- (11) JIIM organizations and commands
- (12) MCTP staff and OC-T

*Note: Assignment opportunities for some infantry lieutenant colonel positions will be limited to former battalion commanders.

c. *Self-development.* During this phase, self-assessment, off-duty civil schooling, and perfecting mentoring and managerial skills are essential to the development of the infantry officer. The officer should also continue to hone his/her combined arms warfighting skills, his/her understanding of the joint operational environment, and continue to read books from the CSA's Professional Reading List for Field Grade Officers.

d. *Desired experience.* Command selection only includes a small percentage of the infantry lieutenant colonel population. Infantry lieutenant colonels not selected for battalion command continue to make significant contributions at all Army levels and in JIIM assignments. Infantry lieutenant colonels can expect to serve in a wide variety of professionally challenging and personally rewarding assignments in the operating and generating forces. Former battalion commanders (FBCs) compete for specific billets coded for FBCs in the lieutenant colonel Market. Some examples of FBC billets include division-level officers under DCS, G-3/5/7, CTC TF Senior OC-T, Joint Staff, Office of the SECDEF, Army, Corps, or Division staff, TRADOC duty, EPMD/OPMD Infantry Career Branch chief in officer or enlisted assignments, USAREC duty, or 75th Ranger Regiment CSL command.

Colonel. The professional development objective for this phase is the sustainment of warfighting, training and staff skills, along with the utilization of leadership, organizational, and executive talents. The majority of strategic level leaders in the Army are colonels. Colonels are expected to be strategic and creative thinkers, builders of leaders and teams, and competent full-spectrum warfighters skilled in governance; statesmanship; and diplomacy. Colonels must understand cultural context and work effectively across it.

a. *Education.* Infantry colonels compete to attend a SSC. Attendance at the U.S. Army War College, or a Sister Service SSC is only one method to become Military Education Level 1 qualified. Officers selected may volunteer to attend an allied nations SSC equivalent or gain constructive credit through an academic fellowship.

b. *Assignments.* Infantry colonels contribute to the Army by serving in crucial assignments in branch, combat arms, or branch immaterial positions. The critical task during this phase is to fully develop the broad skills and competencies required of an agile and adaptive leader while maintaining branch competency (warfighting skills). Officers should make maximum use of their talents. Infantry officers will make full use of their maneuver, fires, and effects and JIIM experience, managerial skills, and executive talents to meet the needs of the Army. The KD assignment for an Infantry colonel is to

serve in a CSL billet in a brigade, regiment, or colonel-level garrison command. The normal command tour is between 18-24 months. Garrison command tour lengths are 24 months but can be extended to 36 months. Broadening positions for infantry colonels include:

- (1) Combat training center operations group commander/chief of staff
- (2) TRADOC capabilities manager
- (3) Division or corps chief of staff
- (4) Division, corps, or field army assistant Chief of Staff, G-3/5/7
- (5) XO to a general officer
- (6) Department Director, U.S. Army Maneuver Center of Excellence
- (7) HQDA or joint staff
- (8) USMA brigade tactical officer
- (9) Senior ROTC PMS
- (10) Nominative assignment

c. *Self-development.* Infantry colonels must maintain their branch skills and remain current on all changes that affect the Soldiers they command and/or manage. The JIIM assignments are important during this phase.

d. *Desired experience.* The primary goal at this stage is to fully use the experience and knowledge gained in a position where the officer can provide significant contributions to the operating and generating force. The KD assignment for an Infantry colonel is a brigade-level command. No other position provides the infantry officer the opportunity to fully use his depth of experience in joint and combined arms warfare and to capitalize on his generating force assignments in service to the Army. Only a limited number of Infantry officers will have the opportunity to command. Those officers not selected for command will continue to provide exceptional service in developmental assignments within the Army and in JIIM assignments. These officers also provide the critical bridge between the operating and generating force and serve as the advocate of commanders in staff positions at all echelons.

e. *Joint assignments.* Infantry officers will be considered for joint duty assignment based on the needs of the Army, professional development needs of the officer, and availability of a joint assignment. Infantry officers and units will continue to be called on to participate in joint operations around the world. The joint qualification sets favorable conditions for future potential so that as strategic leaders (COL/O6 and above), officers are prepared to lead tactical, operational, and strategic commands to accomplish assigned missions. Currently, attaining joint qualification is only a requirement for promotion to general or flag officer. However, joint qualification is strongly encouraged to command at the O-6 level. Infantry officers can attain joint qualification through assignment in a Joint Duty Authorization List (JDAL) billet, an Experience-Based Joint Duty Assignment, or a combination of both.

4. OFFICER ASSIGNMENT PREFERENCES

The Infantry Branch's professional development goal is to produce and sustain highly qualified officers who are tactically and operationally oriented to lead Soldiers and command units in combat and perform other assigned missions. The Assignment Interactive Model (AIM) provides officers with full transparency to compete for and preference all of the assignments in a Market. The HRC validates every assignment in a Market based on guidance from the Chief of Staff of the Army's priorities and operational requirements. Officers' assignments will be based on the officers' preference to fill critical and validated needs of the Army.

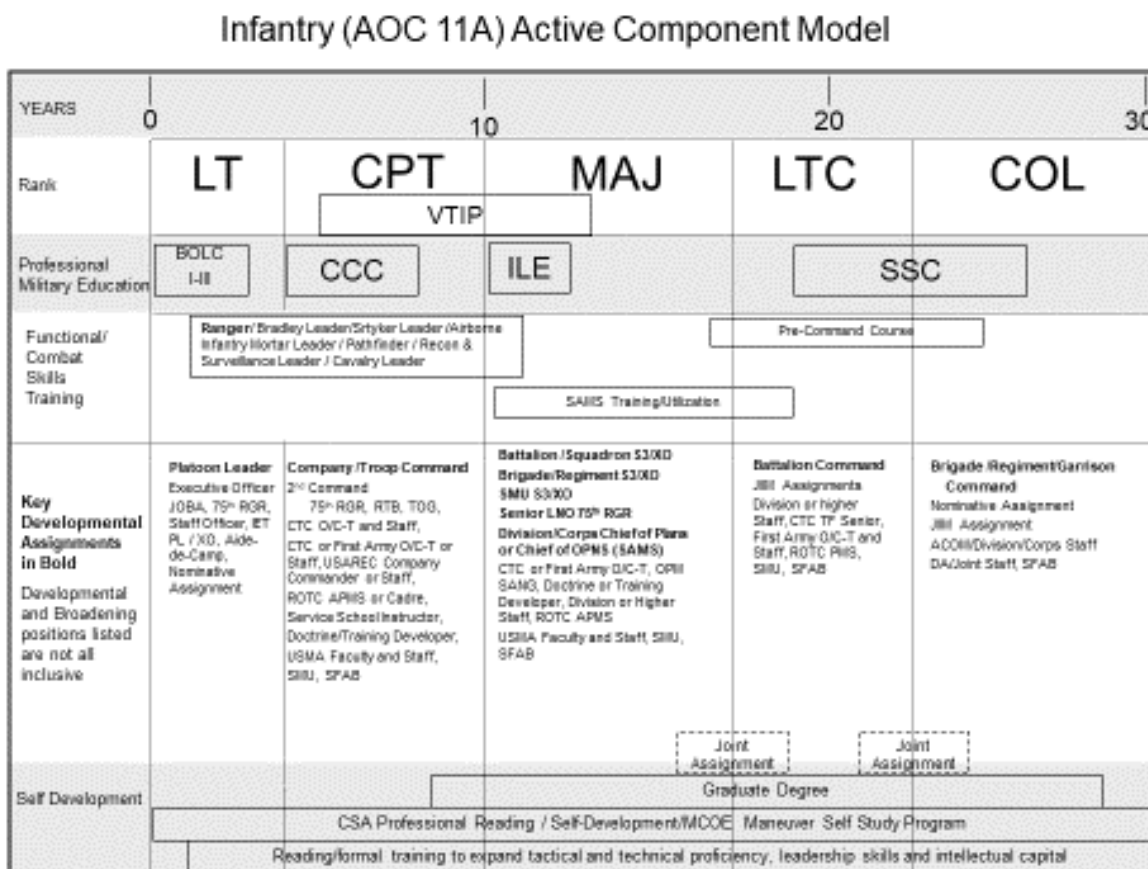
5. DURATION OF CRITICAL OFFICER LIFE-CYCLE ASSIGNMENTS

a. *Infantry Branch Assignments.* The Infantry Branch officer will serve in several KD and broadening positions as they progress through their career to develop a joint and expeditionary mindset, tactical and technical expertise in combined arms warfare, a firm grounding in infantry operations, and knowledge of JIIM organizations. There is no substitute in the Infantry Branch for service with troops in leadership positions. The Infantry Officer Professional Development Model's goal is to provide the

infantry officer a series of leadership and operational staff positions, supplemented by opportunities to round out their knowledge in generating force positions, to achieve success in positions of leadership at successively higher levels. The primary positions that develop this level of expertise, in sequence, are platoon leader, company command, S3/XO, battalion command, and garrison/brigade/ regimental command. The goal is to ensure that every infantry officer is allowed to serve in each of these leadership assignments based on their manner of performance at each preceding level. Operational realities and the limited number of positions will prevent the Branch from providing every officer the opportunity to command at the battalion and brigade levels. However, the goal remains to provide every infantry officer a variety of leadership, command, and developmental assignments at each grade to develop and use their skills as combined arms warriors. Those officers who do not command at the battalion level will continue to provide critical support to the Army.

b. *Infantry branch life-cycle.* Figure 1 shows how Infantry Branch timelines, military and additional training, KD assignments, and self-development fit together to support the Infantry Branch’s goal of growing agile and adaptive combined arms leaders.

Figure 1. The Active Army Infantry Developmental Model



6. REQUIREMENTS, AUTHORIZATIONS, AND INVENTORY

a. *Goal.* The goal is to maintain a healthy, viable career path for all Infantry Branch officers. To do this, the field grade inventory must be optimized to meet branch authorizations, provide sufficient flexibility to support branch/functional area generalist positions, and provide majors with the opportunity to serve in KD assignments.

b. The number of authorized infantry billets, by grade, will vary as force structure decisions are made, and actions to implement them are taken. Officers who desire more information on Infantry Branch authorizations or inventory, by grade, are encouraged to contact their HRC branch assignment officer.

7. OFFICER LIFE-CYCLE INITIATIVES FOR INFANTRY

a. *Structure.* The majority of assignment opportunities in the operating force will reside within the Armored, Infantry, and Stryker BCTs. As an officer progresses in rank, there are significantly greater opportunities to serve within the generating force.

b. *Acquire.* Infantry officers are accessed through USMA, ROTC, and OCS. Officers are accessed into the Infantry based on proponent criteria, commissioning source selection processes, needs of the Army, and individual preference. The Infantry is a recipient branch under the current system of branch detailing. The Infantry receives officers from the other branches to fill lieutenant authorizations. Branch detailed officers return to their basic branch upon selection to captain and assignment to their branch transition course.

c. *Distribute.* The goal of the Infantry Branch is to coach infantry officers in their assignment preferences based on the officer's unique talents. The goal is to develop their individual KSBs and broaden their experience base to best prepare them for higher levels of responsibility and service to the Army. The priority is on developing a depth of experience in infantry operations while concurrently developing a depth of experience in JIIM organizations and combined arms warfare. Officers compete in the Market for the opportunity to serve in generating force assignments in order to fully develop their knowledge of how the Army operates. Officers may also rotate between CONUS and OCONUS assignments. Officers will have more time to gain the requisite skills in their branch and their branch/functional area generalist assignments. Career managers will coach infantry officers to rotate between assignments to ensure they develop the full range of KSBs necessary to perform as senior combined arms leaders.

d. *Deploy.* Infantry officers remain the Army's principal warfighters. Whether assigned to the operating or generating force, all infantry officers must be prepared to deploy on short notice anywhere in the world to lead Soldiers. Infantry officers may deploy with their units or as individuals to deter potential adversaries, protect national interests, or conduct humanitarian and peace keeping missions. Infantry branch officers must prepare themselves and their Families for this most challenging life-cycle function.

e. *Sustain.* Infantry combat skills are maintained through institutional training, assignments in the operational force, and self-development.

(1) *Promotion.* Field grade officers designated to remain in Infantry and the operations division will compete for promotion only within this functional category. If an infantry officer is designated to one of the two other functional divisions, they will no longer compete against infantry officers for promotion.

(2) *Command.* Infantry Branch commanders will continue to be CSL for command at the battalion and brigade levels. These commands are organized into six command sub-categories: operations, training, strategic support, recruiting, installation, and branch immaterial commands. Recent changes require officers to compete for all categories and, through an additional process, will be slated to units based on their skills and experience, their personal preference, and their position on the Battalion Commander Assessment Program or Colonel Command Assessment Program OML.

(3) Officer evaluation report (OER). The OER is the single most important tool for the management assignment, promotion, selection, and slating of officers. Raters and senior raters must ensure they fairly and honestly articulate an officer's abilities, performance, and potential for service in increasingly complex and higher echelon organizations.

f. *Develop.* Infantry officers are developed through a logical progression of operating and generating force assignments. The focus of infantry officer professional development is on the attainment and utilization of warfighting skills, and the utilization of those skills to support the critical doctrine, organization, training, materiel systems, leader development, personnel, and facility development missions of the branch. The goal is to professionally develop officers to employ firepower and maneuver skills in support of combined arms, joint, and coalition ULO. Development also occurs through the Army school system. All officers selected for major should complete some form of ILE education, and all officers selected for colonel should complete SSC.

g. *Separate.* The Infantry Branch has no unique separation processes.

8. INFANTRY RESERVE COMPONENT OFFICERS

a. *General career development.*

(1) Reserve Component (RC) infantry officer development objectives and qualifications parallel those planned for their Active Component counterparts, with limited exceptions. The increase in advanced technology, weaponry, and the lethality of modern weapon systems requires that RC officers train at the appropriate level. This is necessary to acquire those skills required for commanding, training, and managing RC organizations for peacetime operation and mobilization. The RC officer must realize that a large portion of his education and training will be accomplished on his/her own time, in accordance with his/her unit duty assignments. A variety of correspondence courses are available, as well as a full range of schools that he/she may attend as a resident student. Junior officers must develop a strong foundation of infantry tactical and technical expertise through assignments in their branch before specializing in a specific area/skill.

(2) The RC infantry officer serves the same role and mission as his/her AC counterpart. The unique nature of his/her role as a "citizen Soldier" will pose a challenge to his professional development program. However, RC officer professional development is expected to mirror AC officer development patterns as closely as possible, except as noted below. The two primary exceptions are RC officers tend to spend more time in leadership positions and RC officers have increased windows to complete mandatory educational requirements. Refer to Part One of DA PAM 600-3 for a detailed description of RC officer career management and development.

b. *Branch development.* Even though RC officer development is challenged by geographical considerations and time constraints, each officer should strive for infantry assignments and educational opportunities that yield the same developmental opportunities as their AC counterparts. Introduction. Reserve Component (ARNG and USAR) officers must also meet certain standards in terms of schooling and operational assignments to be considered fully qualified in the Infantry Branch at each grade. Due to geographical, time, and civilian employment constraints, RC infantry officers may find it difficult to serve in the operational assignments required at each grade to remain fully qualified as an infantry officer. Nevertheless, RC infantry officers are expected to complete the educational requirements discussed below and to aggressively seek out operational assignments to remain proficient in the Branch.

Lieutenant. The professional development objective for this phase of an officer's career is to develop the requisite infantry branch skills, knowledge, and abilities. The focus of the officer at this stage of his/her career is on the development of infantry tactical and technical warfighting skills and the utilization of these skills in an operational assignment.

a. *Education.* The BOLC and IBOLC must be completed during this phase. The IBOLC provides the infantry lieutenant the basic skills necessary to function as an infantry platoon leader. Reserve

Component infantry lieutenants may attend the Ranger Course, Infantry Mortar Leader Course, Airborne Course, or any number of unit-specific functional courses. In addition to the Lieutenant's Professional Military Education (PME), all officers who have not earned a baccalaureate degree must complete their mandatory civilian education requirements. Officers must obtain a baccalaureate degree from an accredited college or university to qualify for promotion to captain.

b. *Assignments.* Officers should seek and be assigned to leadership positions in troop units whenever possible. The critical assignment during this phase is serving as a rifle platoon leader in a BCT. The typical Infantry lieutenant will be assigned as a rifle platoon leader or staff officer in an infantry battalion upon completion of the basic course. Other typical assignments for lieutenants are battalion specialty platoon leader (recon, weapons, or mortar), company XO, battalion liaison officer, S3 air, or logistics officer (S4). An infantry officer may also serve in a staff position after promotion to captain, but not prior to attendance at the MCCC.

c. *Self-development.* Self-development during this phase should focus on infantry tactical fundamentals, troop leading procedures, leadership skills, organizational maintenance, resupply operations, basic administrative operations, and other branch technical proficiency skills.

d. *Desired experience.* Each infantry lieutenant must complete all BOLC phases, successfully serve in an operating force platoon leader assignment, then supplement his/her technical and tactical abilities through assignment to a specialty platoon or staff position. The goal is to develop lieutenants with an understanding of infantry maneuver tactics at the platoon level.

Captain.

a. *Formal training.* Mandatory education during this phase is the completion of the MCCC which is a prerequisite for promotion to major. The MCCC can be completed through attendance at the resident course or the RC course (MCCC-DL) which has a distance learning phase and a two-week resident phase. Officers branch transferring are encouraged to see DA Pam 351-4 for military education requirements and procedures to apply for MCCC constructive credit.

b. *Assignments.* Assignments in a company, battalion, or brigade should follow a progressive order. The command of a unit is the essence of leadership development at this stage of an officer's career. Units fill company command positions with officers who have demonstrated the potential for and the desire to command Soldiers. Most command tours are 36 months long with the tour length set by the higher commander and should be preceded by attendance at the company-level PCC. The number of company command positions may not afford every officer the opportunity to command at the captain level. A command can be a traditional modified table of organization and equipment (MTOE) line unit or a table of distribution and allowances (TDA) unit. Some officers may receive more than one command opportunity, but those cases are rare. Battalion staff experience is also desired during this period, but the focus should be on unit command.

c. *Typical duty assignments.* Officers should aggressively seek infantry company command. Following successful company command, officers can be assigned to similar types of non-troop assignments as AA officers. In addition, they may participate in the IMA and Active Guard and Reserve (AGR) programs.

d. *Functional area training.* Reserve Component officers are awarded a functional area based upon the needs of the Army, the officer's geographic location, individual experience, education, and training. Functional area assignments offer the infantry officer flexibility and the opportunity for additional assignments in both the ARNG and USAR. Officers who received a functional area designation while on active duty may continue to serve in that functional area or may request the awarding of a different functional area based upon the availability of such assignments and the needs of the Army. Functional area designators are awarded at the officer's request once all prerequisites for an award of the functional area have been met.

Major. Promotion to major normally occurs between the 12th and 14th year of commissioned service. Promotion prior to consideration by the Department of the Army (DA) mandatory promotion board (position vacancy promotion) is possible. Selection for major is based on performance and potential for further service in positions of greater responsibility. These qualities are measured by the officer's assignment history, level of branch development achieved, and the relative standing of the officer to his peers as indicated in the OER.

a. *Formal training.* Officers should complete ILE but must complete ILE common core to be promoted to lieutenant colonel. Officers can complete the requirements for ILE in numerous ways: CGSC (resident or nonresident), Sister Service resident CGSC or Associate Logistics Executive Development Course.

b. *Assignments.* The KD assignment during this phase is served as a battalion S3 or XO, or brigade S3. An infantry major should serve a minimum of 24 months in an S3/XO position. There is no substitute for time spent as an S3/XO in preparing the infantry major for battalion command and for expanding his/her knowledge of combined arms maneuver warfare. Developmental assignments on brigade/division staffs (non-S3/XO positions), Joint Forces Headquarters (JFHQ), Army Reserve Commands (ARCOM); general officer commands (GOCOMS), or major USAR Command (MUSARC) staff positions is also desired to develop the officer for positions of increased responsibility. Duty in progressively challenging assignments is an essential ingredient in the career development of officers prior to promotion to lieutenant colonel. Officers may participate in the AGR Program. The IRR and IMA programs may offer majors many unique opportunities for training and development. The IMA program provides the infantry officer an opportunity to train in the position he/she will occupy upon mobilization.

Lieutenant Colonel. The promotion board considers the RC major for promotion to lieutenant colonel at the 16th year of commissioned service. Promotion prior to consideration by the DA mandatory promotion board (below the zone promotion) is possible. Duty in progressively challenging assignments is an essential ingredient in the career development of officers and subsequent promotion to lieutenant colonel.

a. *Formal training.* The RC lieutenant colonel must complete ILE common core prior to promotion to colonel. Selectees for battalion command attend the appropriate branch-specific PCC. Qualified infantry lieutenant colonels may apply for the U.S. Army War College or other SSC (resident or correspondence).

b. *Assignments.* The KD assignment for RC lieutenant colonels is as a battalion/squadron commander of an MTOE or TDA unit for 36 months (+/- 12 months). While every infantry officer will not command at the battalion level, the goal of infantry officer professional development is to provide every infantry officer the assignments, institutional training, and experience to prepare the officer for command at this level. Infantry officers selected for command will remain competitive for promotion to colonel and brigade command. Developmental assignments include brigade DCO/XO and division primary staff, and various JFH, ARCOM, GOCOMS, or MUSARC staff positions. Lieutenant Colonels may also participate in the AGR, IRR, or IMA programs.

Colonel.

a. *Formal training.* Although no mandatory education requirements (other than PCC for command selectees) exist during this phase, officers are encouraged to complete SSC (resident or nonresident).

b. *Assignments.* The KD assignment for an RC colonel is brigade/regiment command for 36 months (+/- 12 months). Broadening assignments include AGR program participation and various senior duty positions at the division, JFHQ, RSC, GOCOM, and MUSARC levels, as well as HQDA and joint staff assignments.

c. *Life-cycle development model.* The RC life-cycle development model for infantry officers is shown at figure 2.

Figure 2

Infantry (AOC 11A) Reserve Component Model

YEARS	0	10	20	30	
Rank	LT	CPT	MAJ	LTC	COL
Professional Military Education	BOLC I-III	CCC	ILE	SSC	
Functional/ Combat Skills Training	Ranger/Bradley Leader/Stryker Leader (Airborne Infantry/Mortar Leader / Pathfinder / Recon & Surveillance Leader)		SAIS Training/Utilization	Pre-Command Course	
Key Developmental Assignments in Bold	Platoon Leader Aide-de-Camp Staff Officer	Company / Troop Command BCT Level Staff SFAB	Battalion / Squadron S3/X3 Brigade/Regiment S3 Joint Force HQ, INGB, or OCAR Staff Division Staff Service School Staff SFAB	Battalion Command Division/Corps Staff TSBN O/C-T or Staff Joint Force HQ, INGB, or OCAR Staff SFAB	Brigade / Regiment/Garrison Command Division/Corps Staff TSBN O/C-T or Staff Joint Force HQ, INGB, or OCAR Staff SFAB
	Due to the proliferation of AOC immaterial positions within the Reserve Component . Infantry Officers have significantly more broadening opportunities than their Active Component counterparts.				
Self Development	Baccalaureate Degree	Graduate Degree		Joint Assignment	Joint Assignment
	CSA Professional Reading / Self-Development/MCOE				Maneuver Self Study Program
	Reading/formal training to expand tactical and technical proficiency, leadership skills and intellectual capital				