

Transportation

Introduction to the Transportation Branch

a. Purpose. The Transportation Branch enables and integrates movement, deployment and distribution in support of combatant commanders and other Army requirements. Our focus is to deliver a full range of transportation capabilities in order to move critical resources rapidly through an integrated transportation based global distribution system from the source to the end user. The Transportation Branch operates under conditions of uncertainty and complexity leveraging military, industrial, host nation capabilities, and emerging technologies. We provide movement control, in-transit-visibility and guide delivery to deployed forces across the conflict continuum in support of unified land operations and multi-domain operations. Our officers, warrant officers, enlisted, and civilian personnel are key to movement distribution. The Transportation Branch is the "Spearhead of Logistics" because "Nothing Happens until Something Moves."

b. Proponent information. The Chief of Transportation is the branch proponent for the Transportation Branch. The Office of the Chief of Transportation personnel development team is responsible for the eight-personnel development system life-cycle management functions for all Transportation officers, warrant officers, Soldiers, and related civilian occupational series, to include structure, acquisition, distribution, development, deployment, compensation, sustainment, and transition. Contact the Office of the Chief of Transportation at Fort Gregg-Adams, VA, 23801, (804)-765-7675/7447/7275/7901. The official Web site is <http://www.transportation.army.mil/>.

c. Functions. The Transportation Branch is responsible for the worldwide movement of units, personnel, equipment, and supplies in peace and war. The Transportation Branch provides the transportation capabilities that are essential for a CONUS-based power projection Army in support of the national military strategy and the physical capabilities necessary to affect agile maneuver and movement of forces and materiel at tactical, operational, and strategic levels. The Transportation Branch also provides functional area expertise to support combat developments, materiel systems development, force development, and training development. The Transportation Branch's core competencies are:

- (1) Strategic deployment and distribution.
- (2) Movement control.
- (3) Expeditionary intermodal operations in air and seaports of embarkation and debarkation.
- (4) Motor transportation operations.
- (5) Watercraft and marine terminal operations.
- (6) Rail transportation operations.

d. History and background. The function of military transportation has been a part of the U.S. Army since it was formed and evolved through two branches, the Quartermaster Corps (wagon and boat transportation) and Engineer Corps (rail and harbor craft). In 1899, the Army first identified the need for a permanent organization to manage ports of embarkation and debarkations, as well as the Army deep draft fleet with the creation of the Army Transportation Service. Up until World War I military transportation had been managed by mode, but during this war the Army identified the need for centralized management of all modes of transportation with the creation of the Transportation Corps on 12 November 1918. The post war reductions reduced the short-lived Transportation Corps to a division of the Quartermaster Corps until it was permanently re-established on 31 July 1942. In 1946, the Quartermaster Corps turned over all modes of transportation to the Transportation Corps; and in 1954, the Engineer Corps turned over assault landing craft, making the Transportation Corps responsible for all modes of Army transportation. The Army Transportation Corps gave up its deep draft fleet to the newly created Maritime Sea Transportation Service in 1948. Today the Transportation Corps is responsible for all modes of Army transportation.

Transportation Officer Characteristics Required

e. *Characteristics required of all officers.* Transportation officers are our Army's deployment and distribution experts, effectively supporting expeditionary forces. They are trained, innovative, and adaptive transportation and logistics leaders who are grounded in the Army Values and can operate throughout the JIIM environment. Transportation officers enable unified land operations through the application of functional expertise in deployment and distribution. Our commissioned officer corps' ability to also serve as multifunctional logisticians is enabled by the functional depth and expertise of our Transportation warrant officer corps. All officers are expected to possess the base characteristics that will enable them to develop into agile and adaptive leaders for the 21st century. These leaders must be able to connect, integrate, and deliver the transportation capabilities and capacity for movement and distribution excellence on all fronts. At all levels, leaders must be functional experts and savvy supply chain integrators, agile and adaptive warriors who can operate any platform, perform in any environment, and do so with broad, functionally relevant competencies. Additional traits required include ability to improvise, develop new ideas, and be innovative, creative, and inquisitive while encouraging others to do the same. Transportation officers must also embrace and promote diversity, and create environments where individuals are accepted, understood, and valued. Leaders must demonstrate the imagination to challenge subordinates to work outside their comfort zones, possessing empathy and compassion for others. Additionally, leaders must be adept enough to know how one connects to the big picture, versatile enough to leverage, learn and develop individual skills and talents. Transportation officers must be competent in their core proficiencies, able to lead change, broad enough to operate across the spectrum of conflict, able to operate in JIIM environments, culturally astute, courageous enough to see and exploit opportunities, and grounded in Army Values and Warrior Ethos.

f. *Talent Management* is the U.S. Army's approach to creating a new personnel system that capitalizes on the unique talents of its people. The Army defines talent as the unique intersection of knowledge, skills, behaviors, and preferences (KSB-Ps) in every officer. A granular level of knowledge of KSB-Ps is the foundation of the talent management system.

g. *The Army Talent Alignment Process (ATAP)* is a decentralized, regulated, market style hiring system that aligns officers with jobs based on preferences.

h. *The Army Talent Alignment Process* offers many benefits over the traditional assignment system because ATAP uses more detailed information to match officers to jobs than the traditional system. Furthermore, ATAP empowers individuals and organizations by giving them access to more information to inform their decisions.

i. *ATAP* provides individual officers greater freedom to choose from a wider variety of assignments which best fit their KSB-Ps, while organizations now have the freedom to search across the entire slate of moving officers to preference the right people for their teams.

Transportation Figure 1. AC Transportation Officer Talent Management Chart

<p>INTELLIGENCES: Interpersonal, Linguistic, Logical-Mathematical, Spatial</p> <p>SKILLS: Transportation Officers are multi-dimensional warriors who can operate any platform, perform in any environment, and do so with the right "mind-sets over skill-sets." They must be innovative and creative multi-taskers – able to improvise and develop fresh, new ideas – while encouraging others to do the same. Transporters are leaders who can deliver outcomes, but also embrace and promote diversity, possess empathy and compassion for others, and create environments where individuals are accepted, understood, and valued. They are integrators who exhibit the imagination to challenge subordinates to work outside their comfort zones and deliver new solutions. They are perceptive enough to know how they connect to the big picture, while being versatile enough to leverage, learn, and develop individual skills and talents. Transportation officers must be talented in their core proficiencies, highly analytical, able to lead change, capable of operating across the spectrum of conflict, able to operate in Joint, Interagency, Intergovernmental, and Multinational (JIIM) environments, culturally astute, and courageous enough to see and exploit opportunities.</p> <p>KNOWLEDGE: The Transportation branch values officers with academic backgrounds from a wide variety of disciplines and majors. However, the domain-specific disciplines listed below provide officers with the expertise needed to successfully execute the military's system of logistics management.</p> <p>> RELEVANT EDUCATION: Science, Technology, Engineering, and Math; Operational Research; Computer Science and Computer Engineering; Political Science and International Relations; History; Accounting; Acquisition / Contract Management; Business Administration & Management; Transportation Management; Transportation Infrastructure; Systems Engineering; Logistics Management; Supply Chain Management; Foreign Languages; Military Art & Science; Social Sciences; Leadership; Law; English and Philosophy are prime prospects for the Transportation Corps (not all inclusive).</p> <p>> RELEVANT TRAINING / EXPERIENCE: Athlete (Varsity, Club, Intramural); Cadet Troop Leading Time; Community Engagement and Outreach Programs; Model UN; Cadet Project Day; Study Abroad; Exchange Cadet; Cadet Counselor; Volunteering; Leadership or Participation in clubs associated with degree of choice, such as: Engineers Without Borders, Systems Engineering Clubs; Foreign Language Clubs; (not all inclusive).</p>															
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<p>TALENT PRIORITIES:</p> <ol style="list-style-type: none"> 1. COMMUNICATOR: Precise, efficient, and compelling in both written and spoken word. 2. PROJECT MANAGER: Able to determine requirements, develop work processes, delegate responsibilities, and lead teams to desired outcomes. 3. MULTI-TASKER: Rapidly processes and prioritizes multiple demands simultaneously. Takes appropriate action. 4. PROBLEM SOLVER: Able to choose between best practices and unorthodox approaches to reach a solution. Accomplishes the task. 5. LOGICAL / ANALYTICAL: Uses reason and thinks in terms of cause and effect. Able to decompose and solve complex problems. 															

j. Unique Knowledge, Skills, and Behaviors (KSBs) of a transportation officer.

(1) Lieutenants assessed into the Transportation Branch will develop functional branch skills defined by their AOC for the first 3–4 years of their career. Transportation officer skills are found in one AOC (88A). Upon graduation of the LOG C3, Transportation officers will hold a primary AOC 90A with a secondary AOC of 88A (90A88). (See Logistics branch chapter for an explanation of Logistics branch officers). Notwithstanding this, these officers will maintain their Transportation regimental affiliation, and may continue to serve in Transportation functional assignments throughout their career. Initial entry officers gain branch technical and tactical skills to develop a Warrior Ethos and gain important leadership experience in company grade assignments.

(2) Mobilization and Demobilization Operations (ASI 6M) addresses the mobilization and deployment processes at various levels of command within the Army. The focus of the course is on legal authorities, mobilization concepts, plans, policies, procedures, and the responsibilities for mobilization and deployment at DOD, HQDA, ACOM, ASCC, JFHQ USARC, and installation levels. Mobilization and deployment planning interfaces at various ACOM levels and the dependency of mobilization and deployment activities on automated systems is emphasized. To receive the ASI, transportation officers must successfully complete the resident Mobilization and Deployment Planning Course (MDPC) at ALU, Fort Lee, VA.

(3) Transportation (AOC 88A). The core competencies of the Transportation Corps are deployment and distribution operations, movement control operations, intermodal/terminal operations at air and seaports, motor transport operations, watercraft transport operations, and rail transport operations. Transportation officers must be technically proficient with employment of transportation and mission unique equipment, personnel, and systems. They must understand transportation, supply, and

maintenance automated systems. In addition to working independently, Transportation officers often work in environments where there is little time available, but sound and timely decisions are crucial. Mission success requires the proper balance between technical know-how and the ability to understand and apply the appropriate tactical expertise at the right moment. The ability to operate under stress, make critical decisions, and act under all environmental conditions are all critical to success. Officers exercise mission command, plan, procure, direct, control, coordinate, or manage transportation organizations and related equipment, as well as organizations engaged in transportation related services. This requires general knowledge of transportation organizations and doctrine concerning movement control, intermodal, terminal/port, distribution, and mode operations and units. Officers also serve in positions requiring specialized transportation knowledge as well as functional experience at higher levels of operations and organizations engaged in transportation related services with the unique capability to plan, coordinate and synchronize the rapid deployment, sustainment/distribution management and redeployment of forces in any area of operations to include planning, procuring, coordinating, and controlling the movement of personnel and military cargo worldwide by military or commercial transport.

(a) Army Transportation units play a key role in facilitating operational endurance and reach. Transportation units move sustainment from ports to points of need and retrograde sustainment as required. Transportation operations encompass the wide range of capabilities needed to allow joint and Army commanders to conduct decisive action

(b) Officers serving in movement control operations plan, route, schedule, command, control, coordinate, and conduct in-transit visibility of personnel, units, equipment, and materiel moving over line(s) of communication (LOC). Movement control operations allocate resources based on the commander's priorities and balance requirements against capabilities.

(c) Officers serving in intermodal operations plan, route, schedule, command, control, coordinate, and conduct in- transit visibility of personnel, units, equipment, and materiel in support of the distribution system by combining the functions of terminal and mode operations. Intermodal operations consist of facilities and transportation assets required to support the distribution system. Intermodal operations are the movement of sustainment to a designated transshipment point, (facility, node, hub, Space Situational Awareness, terminal, centralized receiving and shipping point) where the transfer of sustainment is from one conveyance to another while moving within the distribution system.

(d) Officers serving in port/terminal operate a component of intermodal operations and are a key element in support of operational reach and endurance. Port/terminal operations provide loading, unloading, and handling of materiel, cargo, and personnel between various transportation modes. Port/terminal operations are essential in supporting deployment, reception, staging, and onward movement and sustainment of the force. There are two types of port/ terminal/nodal operations: marine and inland. Duties encompass the command, control, or management of fixed ports, unimproved ports, and bare-beach facilities; air, rail, motor, and inland waterway terminal operations; joint-logistics-over-the-shore operations; and marine maintenance and salvage operations.

(e) Officers serving in mode operations plan, command, direct, control, coordinate, and manage in order to match up the correct transportation asset with the cargo characteristics and required delivery time in support of expeditionary operations, port clearance, intermodal operations, motor transport/distribution services and operational mobility. Mode operations are a component of intermodal operations. Movement control sections coordinate transportation assets. When allocated, Army Aviation assets for sustainment support direct coordination between the movement control battalion and the Aviation brigade is vital in providing responsive support.

(f) Transportation officers serve in joint assignments, manage transportation personnel life-cycle functions, develop doctrine, organizations and equipment, and instruct transportation skills at service schools, service colleges, pre- commissioning and commissioning programs, and CTC. Transportation officers assist USAR and ARNG transportation organizations.

Transportation Officer Development

k. Officer professional development model. The goal of the Transportation officer Professional Development Model (PDM) is to produce a professional Warfighter who simultaneously provides expert sustainment in any operational environment, adaptive to fluid situations, and operates adeptly within the structure of mission command. The Transportation officer focuses on both functional and multifunctional developmental experiences across the tactical, operational, and strategic levels. The model ensures an

officer is broadened and developed, rather than aligned to a specific set of fixed gates or assignments required for progression. Transportation professionals will grow through experience to understand mission command sustainment systems, distribution management, and become effective logisticians and be savvy supply chain integrators, in support of unified actions essential to retaining and exploiting the initiative and achieving decisive and sustainable land operations.

(1) Throughout an officer's career, the model highlights the need to gain JIIM experience and exposure. A diverse portfolio of experiences is critical.

(2) Leader development is a continuous and progressive process, spanning an officer's entire career, consisting of institutional training, operational assignments, and self-development. Officer training begins in the generating force in schools and training centers where they are introduced to fundamental skills and tasks that will prepare them to integrate and contribute effectively to a unit's collective capabilities on the first day they arrive to a unit. However, most leader development occurs during operational assignments where the officer gains baseline knowledge of mission capability at the individual, crew, unit, staff, and leader level. Operational assignments build on the fundamental KSBs developed in institutional training. Officers develop through challenging, unfamiliar experiences that require them to adapt theory to reality. They learn from mistakes, learn to take risks and experiment with non-textbook solutions to problems. Officers will return to schools from operational assignments at certain points to gain additional KSBs needed for their current assignment, as well as prepare them for the next duty assignment and for higher levels of responsibility. Officers identify what they do not know and fill the gaps through self-development. Self-development is as important as institutional training and operational assignments. Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force such as regional knowledge, cultural awareness, foreign language, diplomacy, or statesmanship.

(3) Transportation officers are inducted into the Logistics branch (90A) after completion of the LOG C3. Subsequently, they will be assigned to both multifunctional logistics assignments and Transportation functional assignments.

(4) Transportation Corps officers serve in every BCT and separate brigade in the Army with duties all over the world. Transportation Corps officers are selected to serve in Joint assignments, Advanced Civilian Schooling and Training with Industry Programs.

(5) Once inducted into the Logistics Branch, an officer should continue to strive for training and assignments that will broaden and develop the skills necessary to lead the Army of the future.

1. Key developmental, developmental and broadening. The PDM focuses on the officers KSBs at each grade to develop logistical expertise across the officer's career.

(1) Key developmental. KD assignments are positions at each rank deemed fundamental to the development of an officer in functional, multifunctional, and/or key competences at that rank.

(2) Developmental. Developmental assignments support the growth of officer's functional and/or multifunctional knowledge, skills, and behaviors throughout their career. Functional and multifunctional assignments are vital to developing an officer's leadership abilities at each level of war; tactical, operational and strategic. These assignments increase an officer's expertise in their core functional skill set and multifunctional capability. Opportunities and goals for developmental assignments are listed at each officer grade.

(3) Broadening. Broadening as outlined in paragraph 1f, is the purposeful expansion of officers' capabilities and understanding provided through opportunities internal and external to the Army throughout their career that are gained through experiences in different organizational cultures and environments, resulting in a leader who can operate from the tactical level through the strategic level in multiple environments. There are four primary experience-based assignments that specifically broaden logistical officers: functional/institutional, academia and civilian enterprise, joint/multinational, and interagency/intergovernmental organizations. The essence of broadening is to challenge the officers mentally in situations well outside their comfort zone and force them to apply critical thinking to complex problems. Academic opportunities are essential for the broadening of an officer's critical thinking capability and exposure to alternative perspectives in problem solving. Generating force and industrial enterprise positions are crucial to understanding force development, national-level sustainment, and force generation. A unified action partner opportunity broadens an officer in strategic environments, diverse service/business cultures, and provides an understanding of the national level of policy, procedures, strategy, and planning. Functional/institutional, academia and civilian enterprise, joint/multinational, and

interagency/intergovernmental experiences are specifically designed to broaden officer beyond a logistician's core competency and expand their critical thinking capabilities.

m. Education.

(1) PME programs are institutional developmental opportunities. From the BOLC, LOG C3, Command and General Staff College to SSC or accredited equivalent-level schooling or fellowships, officers must complete these courses on time. Officers should not be assigned to KD positions unless they have completed the PME requirement for that rank. Some PME opportunities enable an officer to gain a master's degree. Officers are strongly encouraged to take advantage of these opportunities. Institutional developmental opportunities are listed at each officer grade.

(2) Competitive selection and attendance in an Advanced Civilian Schooling Program, selected internships, Training With Industry program, scholarship programs, or certain fellowship programs are desirable and highly competitive environments that provide unique broadening experiences for our most talented officers. These selective experiences broaden an officer, evolve critical thinking, expand engagement skills and provide exposure to other organizational cultures. Broadening in these areas increases the officer's knowledge and understanding of organizations, new methods and corporate cultures well outside traditional military logistics core competencies. Suggested broadening opportunities are listed at each officer grade.

(3) Lifelong learning, supported by both civilian and military education, provides critical opportunities to develop both joint and expeditionary competencies. Expeditionary competencies are those needed by officers in an expeditionary force—regional knowledge, cultural awareness, foreign language, diplomacy, statesmanship, and so forth.

n. Transportation lieutenant development. Transportation lieutenants lead Soldiers in platoons and teams in semi- autonomous activities in the fight or in support of the fight. Transportation lieutenants work in an extremely fluid and dynamic environment with a wide variety of personnel and equipment. Since they often work independently with minimum guidance, supervision or support, creative thinking, and problem solving are critical skills. Transportation lieutenants will encounter information that varies in completeness and ambiguity. Therefore, it is imperative that Transportation lieutenants can communicate effectively in both written and verbal forms. Transportation lieutenants should also develop excellent supervisory skills to ensure proper execution of all assigned tasks and missions. Transportation lieutenants must be tactically proficient and must attain a mastery of troop-leading procedures, unit defense operations, and tactical convoy operations.

(1) Education. During second lieutenant time, Transportation officers are required to complete Basic Officer Leader Course (BOLC). Special training necessary to support an officer's follow-on assignment may be scheduled after BOLC. BOLC trains lieutenants to be proficient in unit movement and deployment requirements (unit movement officer).

(2) Assignment. Upon graduation from Transportation BOLC, officers are normally assigned at the company level to gain leadership experience and to enhance technical and tactical competence. Lieutenants should expect to serve as a platoon leader, movement control officer, or as a company XO for a period of time that allows the officer to gain depth of skills and experience. Lieutenants should expect to serve in progressive positions to develop leadership, technical skills and, when appropriate, to complement this with staff experience at the battalion and brigade level. Because all initial assignments are important, all officers should be primarily concerned with manner of performance, development of professional attributes, enthusiasm for the job, and demonstration of potential.

(3) Self-development. Lieutenants must focus on acquiring and refining troop-leading skills, transportation competencies, communication, management, training, technical and tactical skills. Every leader is responsible for his or her professional development. Lieutenants should seek additional training and an advanced degree. Recommendations for lieutenants include:

- (a) Continue to assess, modify and develop immediate, near-term and long-range goals.
- (b) Seek leadership roles in the military and civilian community or other public service activities.
- (c) Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information.
- (d) Take initiative to take online or attend resident courses that support your developmental needs.
- (e) Affiliate and participate in professional organizations.
- (f) Read and write for professional publications.
- (g) Study history, doctrine, and professional manuals and publications.
- (h) Analyze current events.

(i) Throughout the process, continue to self-evaluate all performance and seek assistance and guidance from supervisors and more experienced leaders and peers.

(4) Desired experience. The primary concern of all officers should be their manner of performance. Lieutenants should exude enthusiasm and initiative, seek to develop their core competencies and professional attributes, and demonstrate potential for increased responsibility and advancement. In all assignments, lieutenants should concentrate on learning the basics of how the Army works, how to lead Soldiers, and how to maintain a motivated and positive outlook. Lieutenants should strive to become technical and tactical experts by training with the warrant officers and senior enlisted Soldiers in their units. Lieutenants must learn the intricacies of how to best lead and take care of Soldiers, to support their commands and manage the distribution process (such as convoy operations), manage the maintenance process of assigned equipment, and the use of automated logistics and sustainment systems. Before promotion to captain, lieutenants should possess an excellent knowledge of the Transportation Branch's purpose, mission, and core competencies and have basic knowledge of other logistics competencies achieved through practical experience in Transportation operations, activities, and missions.

o. Captain (90A88) development.

(1) Education. Upon graduation of the LOG C3, Transportation officers will be inducted into the Logistics branch. (See Logistics branch para 2 for an explanation of the Logistics branch.)

(2) Key developmental assignments. Captains should aggressively prepare for and seek company level command. Company/detachment command is currently the only KD experience recognized at the captain level.

(3) Broadening assignments. Along with command, captains continue to gain an in-depth understanding of the multiple aspects of logistical operations and are more involved with battalion and brigade-level staff operations. 90A88 captain positions include transportation staff officer, movement control officer, branch or service school instructor, or CTC observer controller/trainer. KD complete captains should discuss broadening opportunities with their Career Counselors and to apply for and compete for fully funded or cooperative degree advanced civilian schooling, fellowship programs, or Training With Industry.

(a) Training With Industry. The Training With Industry Program is a work experience program to provide an extensive exposure to managerial techniques and industrial procedures within corporate America to competitively selected officers. Training received is normally not available either through the military school system or civilian university system. Following the participants' tenure at the industry, they are placed in a validated utilization assignment for 2 years. Participants also incur an ADSO of 3 for 1 computed in days. Officers who desire to compete for a Training With Industry opportunity should contact their HRC assignment officer and must be RA; have a minimum of 3 and no more than 19 Federal commissioned service years (other than RA officers must have enough service time left after completing Training With Industry to fulfill ADSO), must be able to fulfill obligations incurred by this program; must have a secret security clearance (minimum); must have potential for future long-term service; KD at current rank; meet height/weight requirements; and meet any additional requirements set by HRC. Examples are: FedEx and LANDSTAR. For additional information about Training With Industry please review AR 621-1.

(4) Self-development. All 90A88 officers should:

(a) Seek opportunities available to them within all 90A and 90A88 competencies. For example, officers who have worked motor transportation should seek opportunities in movement control positions or company grade positions with an AOC of 90A00.

(b) Captains should seek additional training and an advanced degree.

(c) Continue to assess, modify and develop immediate, near-term and long-range goals.

(d) Seek leadership roles in the military and civilian community or other public service activities.

(e) Use the Army Career Tracker to review your PDM, communicate with mentors, and review useful links to career development information.

(f) Take initiative to attend courses that support your developmental needs.

(g) Affiliate and participate in professional organizations.

(h) Read and write for professional publications such as the Sustainment Magazine and Army Magazine.

(i) Take relevant online courses such as learning a foreign language.

(j) Study history, doctrine, and professional manuals and publications.

(k) Analyze current events.

(l) Throughout the process, continue to self-evaluate all performances and seek assistance and guidance from supervisors and more experienced leaders and peers. Captains should take the opportunity to study and complete the GRE or GMAT. Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual's developmental needs and professional interests. The concept of self-development places responsibility squarely on the leader to do his share to attain and maintain competency. Every leader is responsible for his or her own professional development. Commanders and supervisors have a responsibility to provide the time and opportunity for a subordinate's self-development to be effective.

(5) Desired experience throughout this period. The officer should continue to develop leadership, tactical, technical, and management skills. Captains must be proficient in all transportation core competencies in order to be an effective leader at the company level and gain a working knowledge of command principles, battalion-level staff operations, and multifunctional logistical operations at the battalion to brigade levels.

p. *Logistics major (90A88) development.* The majority of major positions are designated multifunctional (90A). However, 90A88 majors may be assigned to functional Transportation command, KD, and staff positions. KD assignments encompass all aspects of multifunctional logistics as well as functional Transportation areas. 90A88 majors should also seek assignments in unified action partner organizations toward joint service qualification.

(1) Education. 90A88 majors continue PME through completion of ILE via the 10 month Resident (Command and General Staff College at Fort Leavenworth, Kansas; sister Service schools and foreign schools), the 14 week satellite campuses or distributed learning.

(2) Key developmental assignments. There is no one particular KD job in a specific logistics unit that is considered "most important" or a "must have" for promotion selection. Each officer should have sufficient experience in these KD assignments in order to continue their understanding of transportation and multifunctional operations. 90A88 majors are competitive to serve in 90A KD assignments listed in Logistics branch paragraph 4d (2). Functional KD assignments are:

(a) Division transportation officer.

(b) Movement control battalion executive officer and movement control battalion S2/3 (major authorized).

(c) Movement control battalion operations officer (major authorized).

(d) Transportation battalion executive officer and S2/3.

(e) Major company command and commander, Rapid Port Opening Element RPOE or transportation detachment.

(3) Broadening assignments. Majors should aggressively seek the skills and experience that will best prepare them for the duties at the lieutenant colonel level and should seek assignments to gain experience at the division level or higher and in unified action partner organizations. Positions include:

(a) Assignment to the White House Transportation Agency. The White House Transportation Agency provides a fleet of motor vehicles, master drivers, and transportation services to the First Family, White House staff, and official visitors of the First Family in the Washington, DC area. The White House Transportation Agency also provides transportation support for presidential motorcades and travel as directed by the White House Military Office. KD complete 90A88 majors who are interested in this assignment should contact their branch manager at HRC.

(b) Senior observer/controller at Army and joint training centers

(c) Corps or unified action partners level logistics officer.

(4) Self-development. Field grade officers should:

(a) Devote time to hone their competence and depth of technical knowledge within logistics and Transportation core competencies as well as tactical and strategic principles.

(b) Complete and/or update AIM-2 Profile.

(c) Use the Army Career Tracker to review PDM, communicate with mentors, and useful links to career development information.

(d) Majors should seek additional training and an advanced degree.

(e) Continue to assess, modify and develop immediate, near-term and long-range goals.

(f) Take initiative to attend courses that support your developmental needs.

(g) Affiliate and participate in professional organizations. Read and write for professional publications.

(h) Take relevant online training such as learning a foreign language or cultural awareness training.

(i) Study history, doctrine, and professional manuals and publications.

(j) Analyze current events.

(k) Seek leadership roles in the military and civilian community or other public service activities.

(l) Throughout the process, continue to self-evaluate all performances and seek assistance and guidance from supervisors and more experienced leaders and peers.

(m) Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual's developmental needs and professional interests. Every leader is responsible for his or her professional development. Commanders and supervisors have a responsibility to provide the time and opportunity for a subordinate's self-development to be effective. Officers should devote time to a professional reading program to broaden their warfighting perspective and should include correspondence courses, civilian education, and institutional training. Majors must exercise continuous self-development efforts to fully master all aspects of transportation operations and multifunctional logistics to include Joint and multinational operations.

(5) Desired experience. Field grade officers should strive to become an expert in all aspects of logistics and the application of transportation competencies to include application within the context of unified action partner operations. Officers should pursue joint qualification. At the field grade level, officers should actively mentor subordinates and participate in talent management.

q. Lieutenant colonel (90A88) development. As with major, the majority of lieutenant colonel positions are designated multifunctional (90A). However, officers serving in primary AOC 90A and secondary AOC 88A may be assigned to functional Transportation command and staff positions. 90A88 lieutenant colonels should also seek assignments with unified action partner organizations.

(1) Education. 90A88 lieutenant colonels should continue to seek educational opportunities that enhance battalion command and brigade potential, and multifunctional, functional and joint service experience. PME at the lieutenant colonel and colonel level includes competitive selection for resident SSC, a fellowship at a civilian college, or foreign school opportunity that fulfills the Army requirement for a MEL 1 educational experience. Nonresident SSC is available to all lieutenant colonels as a distributed learning option. Lieutenant colonels preparing for centrally selected battalion-level command or key billet positions will attend applicable PCCs.

(2) Key developmental assignments. Successful command of any CSL battalion command or CSL key billet are the only assignments that are considered to be KD at the lieutenant colonel (90A88) level.

(3) Former battalion commanders will be managed and assigned to specific jobs based on the needs of the Army. Some examples of former battalion commander billets include division-level officers under DCS, G-3/5/7, CTC task force senior observer/controller, Joint Staff, OSD, Army, corps or division staff, TRADOC duty, HRC Logistics Branch chief in officer or enlisted assignments, or USAREC duty.

(4) Broadening assignments. 90A88 lieutenant colonels should seek assignments and experience at the corps level or higher, and in unified action partner organizations. Lieutenant colonels should continue the purposeful expansion of their capabilities and understanding provided through opportunities internal and external to the Army. They should pursue assignments in different organizations where the culture will result in understanding of how to work in concert with elements of national power as well as lead, manage, and compete for resources at the executive level. Lieutenant colonels should seek assignments to gain experience through the range of military operations and with unified action partners. Positions include:

(a) Corps Transportation officer.

(b) Transportation surface brigade (SDDC), S3 operations officer.

(c) ESC/TSC mobility branch chief (lieutenant colonel authorized).

(d) Senior observer/controller at Army and joint training centers.

(e) Primary staff officer at the corps level or higher (Army staff, Joint Chiefs of Staff, AMC, Defense Logistics Agency.)

(f) Assignments to the operating and generating forces.

(g) Nominative assignments or professor of military science. Assignments at this level prepare senior leaders to assume strategic leadership responsibilities in military or national security organizations. Lieutenant colonels should strive to achieve joint service qualification. The Army requires senior leaders groomed for execution of strategic level enterprise systems. Officers should actively mentor subordinates and participate in talent management.

(5) Self-development. Lieutenant colonels should:

(a) Devote time to hone their competence and depth of technical knowledge within logistics and Transportation core competencies as well as tactical and strategic principles.

- (b) Complete AIM-2 Profile.
- (c) Use the Army Career Tracker to review PDM, communicate with mentors, and useful links to career development information.
- (d) Lieutenant colonels should seek additional training and an advanced degree.
- (e) Continue to assess, modify and develop immediate, near-term and long-range goals.
- (f) Take initiative to attend courses that support your developmental needs.
- (g) Affiliate and participate in professional organizations.
- (h) Read and write for professional publications.
- (i) Take appropriate online courses such as learning a foreign language or cultural awareness training.
- (j) Study history, doctrine, and professional manuals and publications.
- (k) Analyze current events.
- (l) Seek leadership roles in the military and civilian community or other public service activities.
- (m) Throughout the process, continue to self-evaluate performance and seek assistance and guidance from supervisors and more experienced leaders and peers.
- (n) Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual's developmental needs and professional interests. The concept of self-development places responsibility squarely on the leader to do his or her share to attain and maintain competency. Commanders and supervisors have a responsibility to provide the time and opportunity for a subordinate's self-development to be effective.

(6) Desired experience. These assignments have increased responsibility and require mature, skilled, and well-grounded officers. Field grade officers should strive to become an expert in all aspects of logistics and the application of transportation competencies. Joint officer qualification is desired. Lieutenant colonels should actively mentor subordinates and participate in talent management.

r. Logistics (90A88) colonel development. The majority of colonel positions are designated multifunctional and joint duty. However, officers holding primary AOC 90A and/or secondary AOC 88 may be assigned to functional Transportation command and staff positions. 90A88 colonels should continue to seek assignments in unified action partner organizations toward joint service qualification.

(1) Education. PME at the colonel level includes competitive selection for resident SSC for any branch of service, or a civilian college, fellowship, or foreign school opportunity that fulfills the Army requirement for senior officers with a MEL 1 educational experience. Nonresident SSC is available as a DL option. Colonels must be programmed to be SSC complete prior to assumption of colonel-level command. Colonels preparing for centrally selected command or key billet positions will attend applicable PCCs to prepare senior leaders to assume strategic leadership responsibilities in military or national security organizations.

(2) KD assignments. Successful performance in a CSL designated colonel command/key billet position is the only colonel KD assignment.

(3) Former brigade commanders will be managed and assigned to positions based on the needs of the Army.

(4) Broadening assignments. In addition to multifunctional logistics positions, 90A88 colonels can serve in key staff positions at Army, joint, and senior-level headquarters, such as USTRANSCOM, CASCOM, TRADOC, assistant commandant U.S. Army Transportation School, and AMC. Broadening assignments are developmental positions that provide exposure to experiences outside the officer's core branch or FA competencies. Broadening assignments expand of the capabilities and understanding of officers through opportunities internal and external to the Army that are characterized by different organizational cultures and practices.

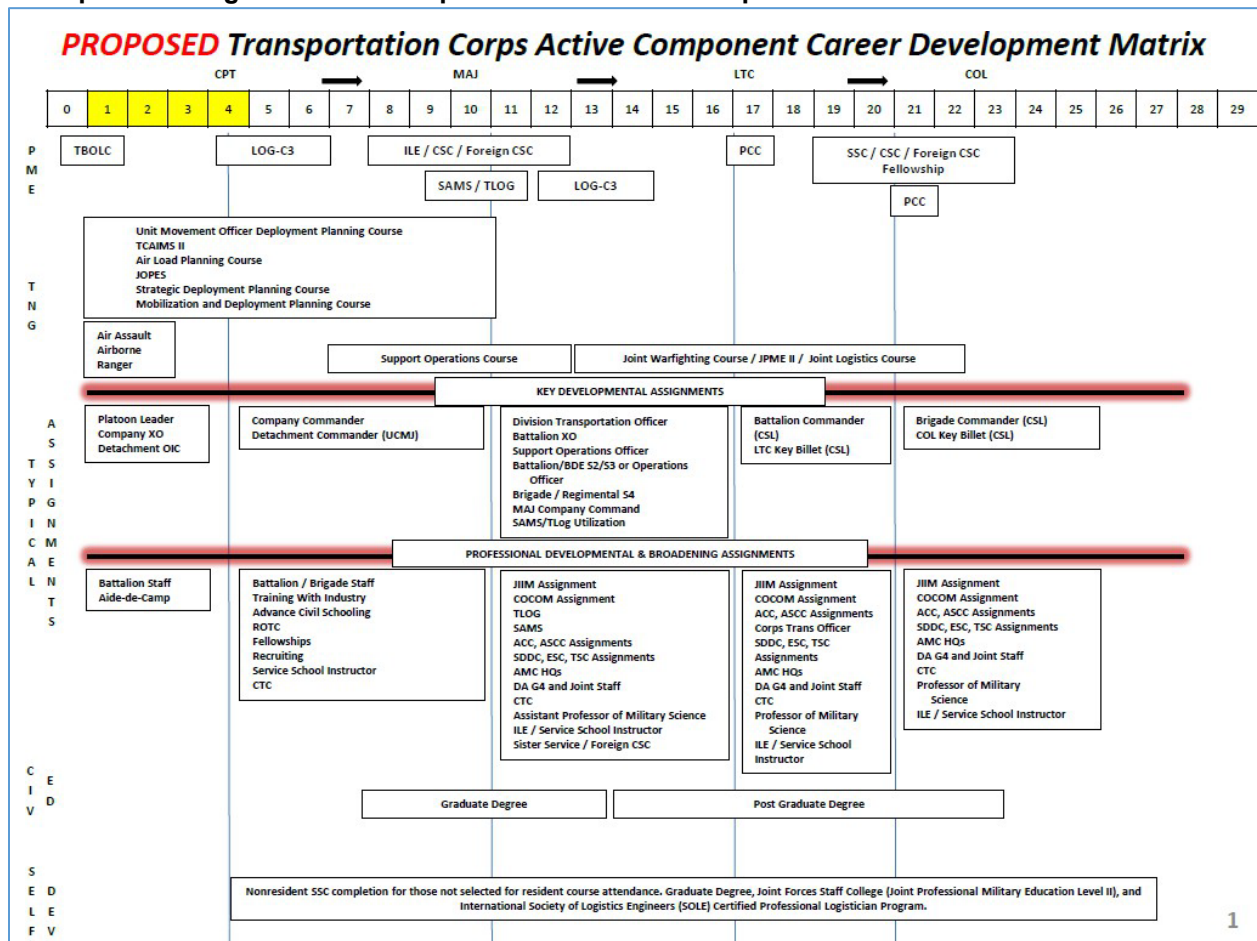
(5) Self-development. Self-development opportunities include nonresident SSC completion for those not selected for resident course attendance. Other educational opportunities include: graduate degree, Joint Forces Staff College (JPME II), and International Society of Logistics Engineers (Sole) Certified Professional Logistician Program. Continue to assess and modify immediate, near-term and long-range goals. Use the Army Career Tracker to review PDM, communicate with mentors, and useful links to career development information. Affiliate and participate in professional organizations. Read and write for professional publications. Study history, doctrine, and professional manuals and publications. Analyze current events. Seek leadership roles in the military and civilian community or other public service activities. Throughout the process, continue to self-evaluate all performances and seek assistance and guidance from supervisors and more experienced leaders and peers. Self-development programs should be tailored to meet changes in the environment, organizational missions, and the individual's

developmental needs and professional interests. Every leader is responsible for his or her professional development. As a senior leader, take a primary role in mentoring subordinates and ensuring they develop effective self-development habits.

(6) Desired experience. Colonels will serve primarily in key staff and/or joint positions in ESCs, TSCs, and division, corps, and higher staffs. Select colonels will have the opportunity to command brigades. Successful completion of brigade command will provide an opportunity to serve in positions of greater responsibility. Former brigade commanders are given the opportunity to serve as DCOs, and chiefs of staff and support operation officers of ESCs. In addition, former brigade commanders can serve as executive officers for general officers to the CGs of the logistics ACOMs and DCS, G-4 and serve as assistant commandant at the Transportation School. Senior leader development at this level prepares senior leaders to assume strategic leadership responsibilities in military or national security organizations. Joint officer qualification is desired by this level. Colonels are key mentors and advisors on talent management. As a senior leader, you take a primary role in mentoring subordinates and ensuring they develop effective self-development habits.

i. *Voluntary Transfer Incentive Program*. All branch transfers are being executed through VTIP. The VTIP provides an opportunity for all officers to pursue a career path that they believe is best suited to their talents and preferences and enables the Army to best utilize those talents. VTIP balances branch and FAs strength at year group detail based on Army requirements. The program provides a retention tool to keep talented officers in the Army and provides flexibility and opportunity for (voluntary) strength management. Officers seeking to transfer into or out of the Logistics branch should review Logistics branch paragraph 4e and contact their State chain of command, ARNG Policy Branch, HRC, Army Reserve Active Duty Management Directorate or the USAR Command, as appropriate.

Transportation Figure 2. RA Transportation Officer Development Chart



Transportation Warrant Officer Development

s. Unique knowledge, skills, and behaviors of a Transportation warrant officer. Transportation corps warrant officers are the Army's premiere technicians in deployment and distribution. Transportation Warrant Officers are the Army's mission-focused subject matter experts, skilled technicians, confident warrior-leaders, proficient trainers, mentors, and expert technical advisors for the Transportation Corps, supporting all modes of Deployment and Distribution. Through progressive levels of developmental assignments, education, and professional development, Transportation Corps warrant officers evolve into operational, tactical, and strategic thinking, well-rounded senior warrant officers within their specialties. Highly specialized transporters, they support various Army and Joint missions, at every level of command, throughout their careers. The warrant officer Education System requires specific, highly technical training, designed to prepare Transportation warrant officers to serve in positions of greater responsibility. The Transportation Corps requires warrant officers to be highly skilled technicians in their specialty. The Transportation warrant officer developmental model is shown at Transportation figure 3.

(1) MOS 880A Marine Deck Officer. This MOS has two distinct critical skill levels of technical training and professional credentialing; MOS 880A1 and 880A2. Warrant Officers within this MOS command and operate Army watercraft and watercraft detachments; serve aboard Army watercraft as the commanding officer, master, navigator, cargo officer or deck watch officer; serve as an Army harbormaster or port operations officer; serve on a battalion-level staff or higher as the maritime operations officer; or as a Service school instructor. Additionally, they manage the operation of U.S. Army watercraft and deployment/distribution measures in both tactical and peacetime environments. They support Army missions by planning, coordinating, and directing Army units during ocean, joint-logistics-over-the-shore, coastal, harbor and inland water (CHI) missions as well as strategic, operational, and tactical movement.

(2) MOS 881A Marine Engineering Officer. This MOS has two distinct critical skill levels of technical expertise, training and professional credentials; MOS 881A1 and 881A2. Warrant officers in this MOS command watercraft maintenance detachments and maintain Army watercraft, serve as the chief engineer, assistant engineer, or engineering watch officer; or may serve on a battalion-level staff or higher as the marine maintenance officer or as a Service school instructor. Additionally, they manage and supervise the maintenance of U.S. Army watercraft.

(3) MOS 882A Mobility Warrant Officers. This MOS assists the commander and staff in developing specific procedures, estimates, analyses, and timelines for deployments, decisive action operational maneuver transportation support requirements, area of operation movement support coordination to include route synchronization planning and MSR/ASR control, and retrograde and redeployments. The warrant officer works closely with BSB support operations section, the movement control battalion and MCTs arranging convoys in support of BCT sustainment and heavy lift requirements, ensuring uninterrupted flow of critical sustainment commodities such as fuel, ammunition, food, and water to operating forces within the BCT area of operation. The warrant officer also provides the commander and staff information on data resident in ITV systems. They also coordinate deployment and distribution actions with multinational, joint, Army, and commercial agencies. Officers in this MOS may serve at company level or higher, or as a Service school instructor.

t. Transportation warrant officer professional development model. The warrant officer development model is focused on the quality and range of technical expertise. Established gateways are required to ensure that the warrant officer progresses from the entry level of their career to the subject matter expert at the strategic level. Proper development will foster warrant officers that remain the experts in their functional skill but are also extremely diverse in knowledge-based education and experience. Leader development is a deliberate, continuous, progressive process, grounded in the Army Values that grows competent, committed, professional leaders of character. Leader development is achieved through the career-long synthesis of training, education, and experiences acquired through opportunities in the institutional, operational, and self-development domains, supported by peer and developmental relationships.

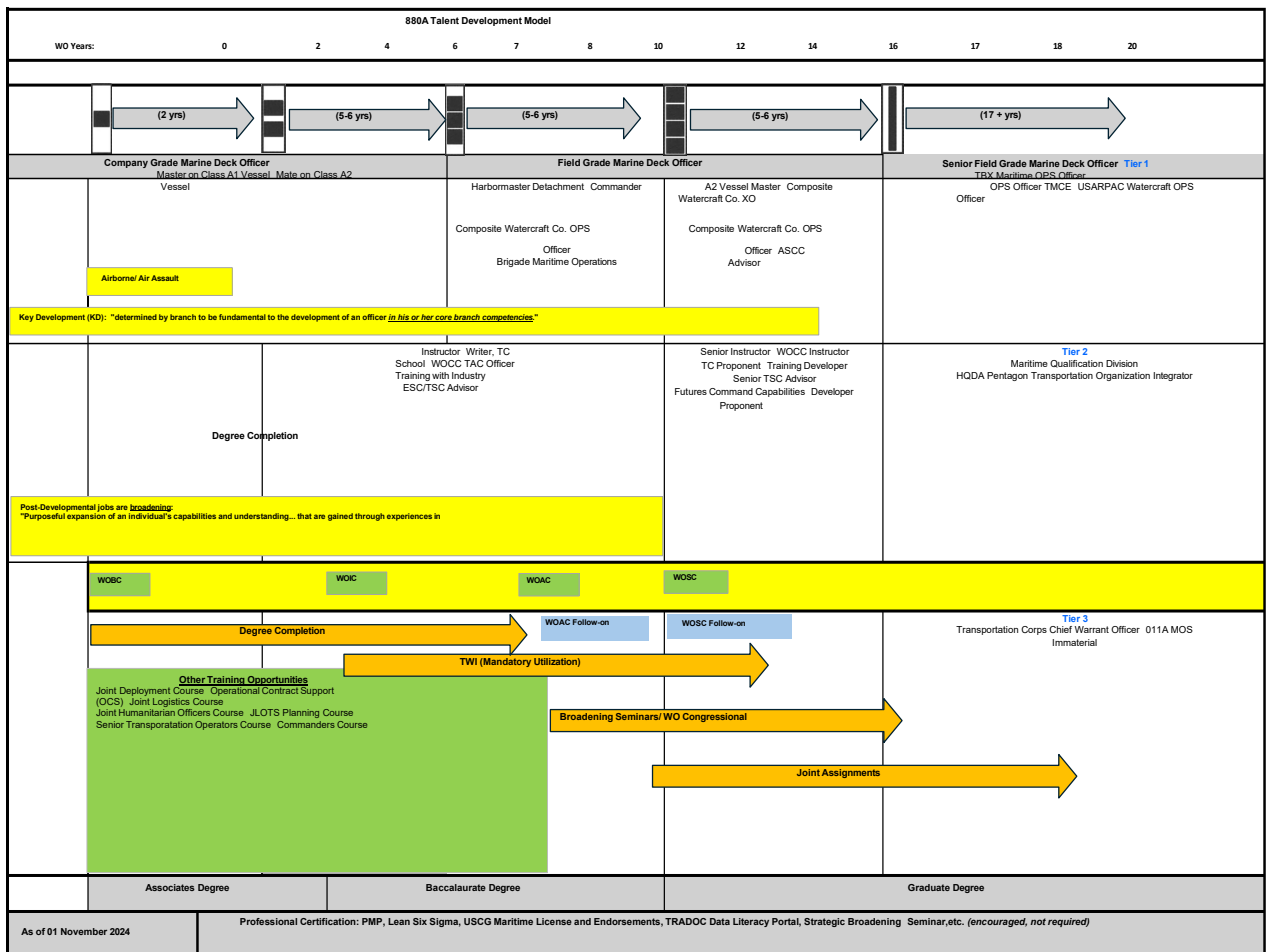
(1) Initial entry warrant officers gain branch technical and tactical skills to develop a Warrior Ethos and gain important leadership experience in company grade assignments.

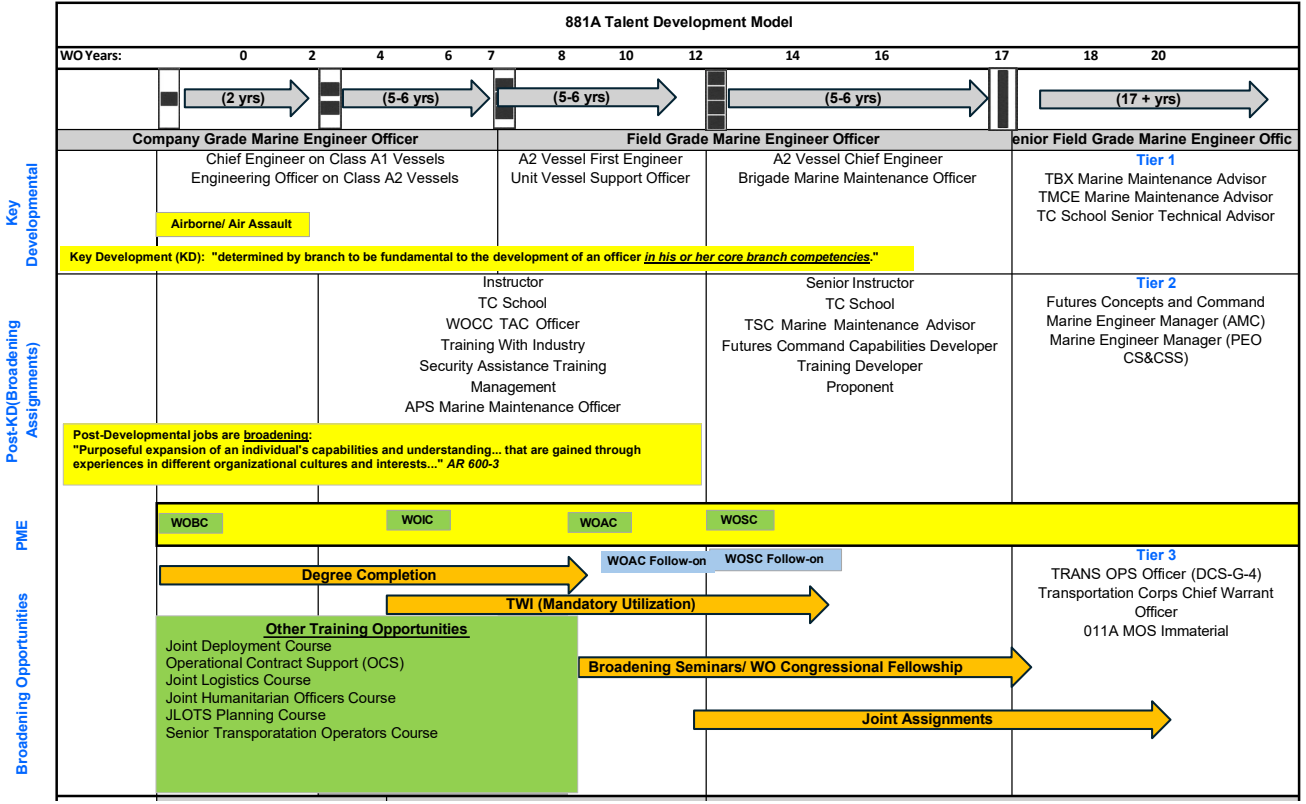
(2) WO1/CW2. Throughout a warrant officer's career, the model highlights the need to gain technical and tactical competency through developmental assignment experience. Warrant officers should continue their self-development with training, PME, experience, various operational assignments, professional

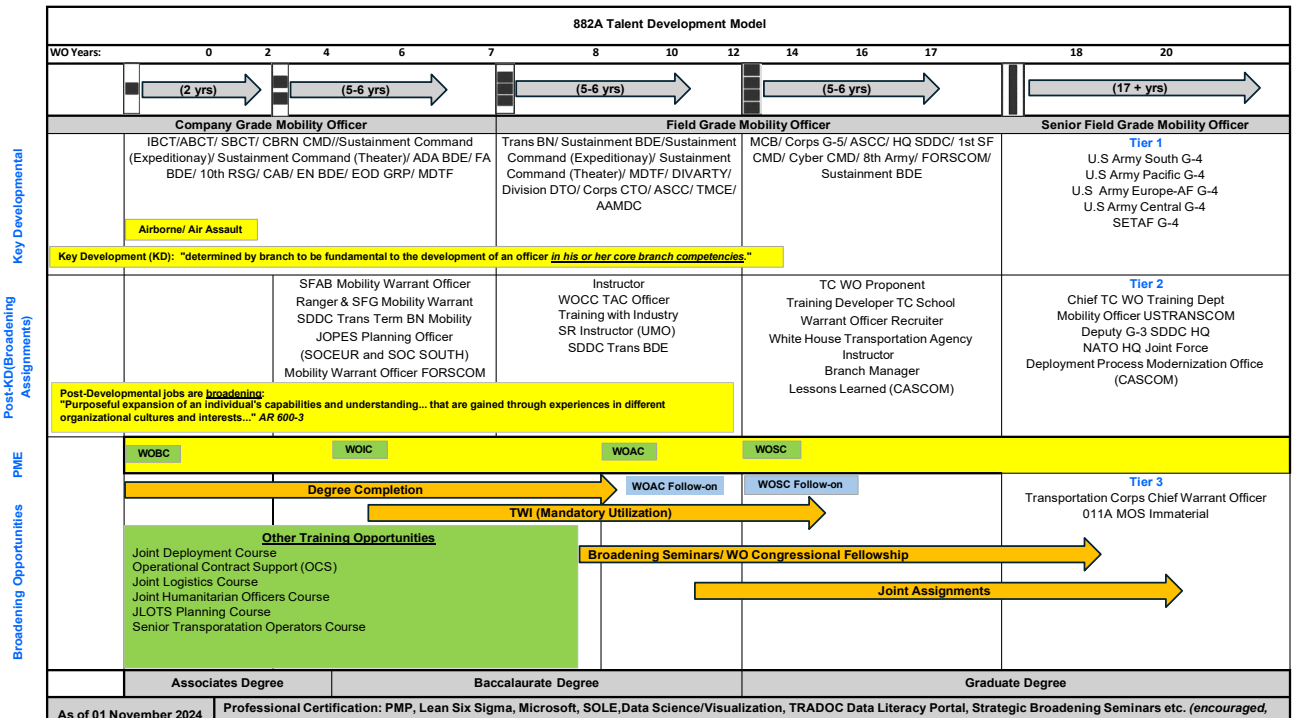
reading, and pursuit of civilian education goals. CW2s may have opportunities for broadening experience through operational and institutional assignments.

(3) CW3/CW4. At this point in a warrant officer's career, the model highlights the need of a broader understanding of the tactical and operational levels. The increase in responsibility at these ranks requires warrant officers to have the ability to operate and integrate staff functions, as well as demonstrate leadership skills. CW3s/CW4s must continue their professional growth with assignments in both the operating force and generating forces; these include broadening assignments as well as Training With Industry opportunities. At this level the warrant officers should develop further through broadening assignments, self-development, and additional functional and professional training. Embracing this concept will provide the Transportation Corps with warrant officers who are self-aware, critical thinkers, adaptive integrators, and technically skilled managers in deployment and distribution. Warrant officers at this rank should continue their role as a coach, mentor, and advisor to junior warrant officers. Warrant officers should continue their self-development, professional reading and pursuit of the next civilian education goals.

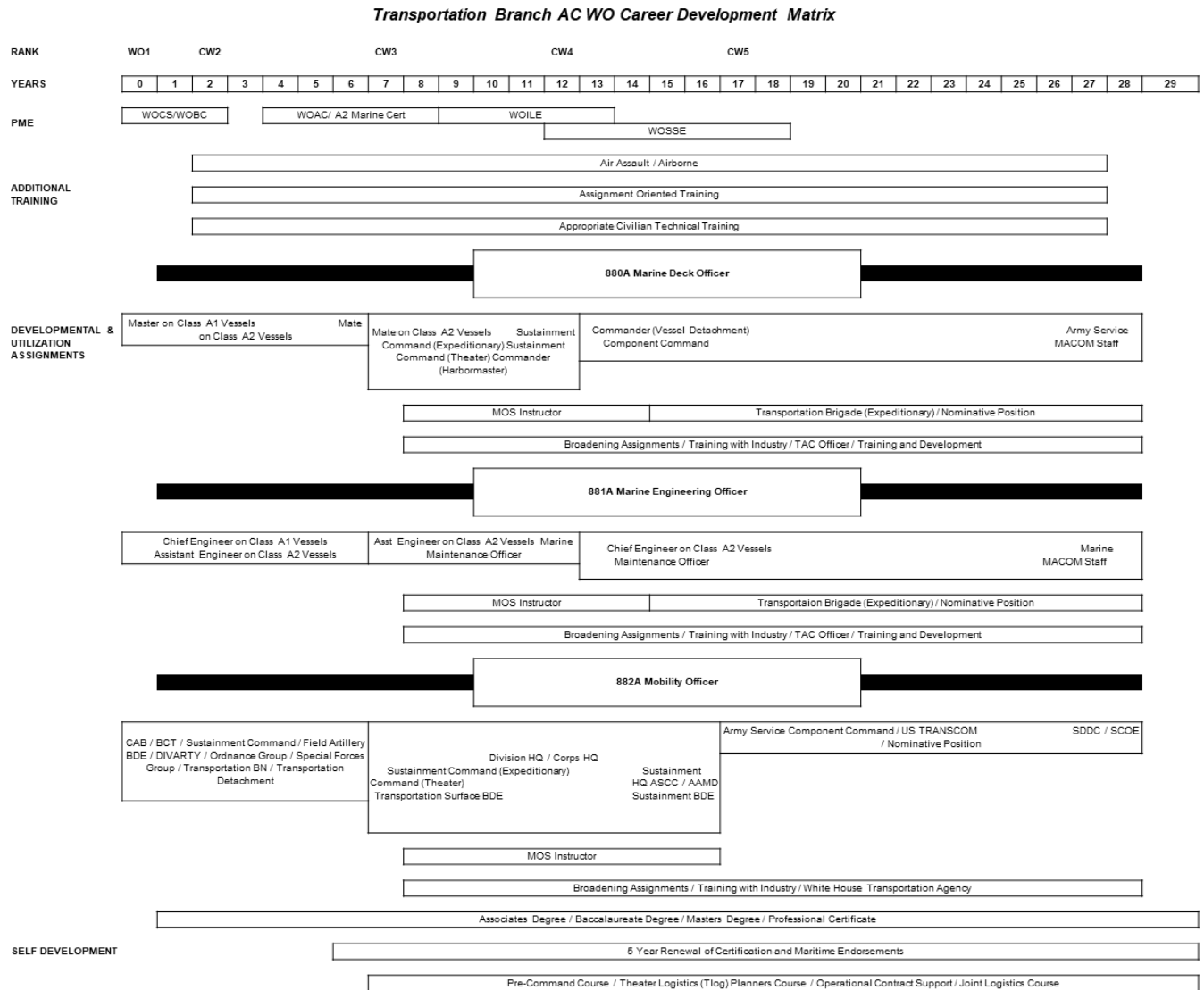
(4) CW5. The pinnacle rank for all warrant officers. At this point in their career, a CW5 brings an unparalleled wealth of both technical and tactical knowledge and experience and is adept at critical problem solving. Increased responsibility allows the CW5 to operate and integrate in all levels of command, to include the JIIM environment. Lifelong learning supported by both civilian and military education provides critical opportunities for assignment. CW5s may work outside one's normal career path, such as broadening or nominative positions. Flexible timelines enable warrant officers to serve longer in developmental assignments, ensuring warrant officers have adequate time to utilize their skills and experience, and support unit readiness and cohesion. Transportation Figure 3, below, shows the career development models of the Marine Deck Officer (880A), the Marine Engineering Officer (881A), and Mobility Warrant Officer (882A).







Transportation Figure 3. RA Transportation Warrant Officer Developmental Chart



u. Warrant officer one development.

(1) Education. After successfully completing the WOCS, WO1s will attend their MOS WOBC. Upon completion of the OBC, WO1s will be awarded their respective MOS.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A1 certification as outlined in AR 56–9, chapter 5. Individual must serve as a Marine Deck Officer on board a class A1 or A2 vessel. WO1 or WO2 with no fewer than 4 years of Marine Deck/Engineering Officer service will complete the A2 Certification Course for SQI 2 certification.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A1 certification as outlined in AR 56–9, chapter 5. Individual must serve as a Marine Engineering Officer on board a class A1 or A2 vessel. WO1s or WO2s with no fewer than 4 years of Marine Deck/Engineering Officer service will complete the A2 Certification Course for SQI 2 certification.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the detachment, battalion, or brigade/group level.

(3) Self-development. Warrant officers should devote time to self-development, which should include professional certifications, correspondence courses, institutional training, and civilian education. Junior

warrant officers should utilize a professional reading program to broaden both their warfighting perspective and technical comprehension.

(4) Desired experience. The junior warrant officer should focus on acquiring and refining their tactical and MOS- unique technical skills.

v. Chief warrant officer two.

(1) Education. After 2 years TIG from promotion to CW2, the warrant officer is eligible and should attend their MOS WOAC not later than 1 year after promotion to CW3. Although not a requirement for promotion, all officers in the grade of WO1 and CW2 should set as a goal the completion of an associate's degree.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A1 certification as outlined in AR 56–9, chapter 5. Individual must serve as a marine deck officer on board a class A1 or A2 vessel. They may also serve in Sustainment Commands, as Training Developers, or as MOS Instructors. WO1s or CW2s with no fewer than 4 years of marine deck officer service will complete the A2 Certification Course for SQI 2 certification.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A1 certification as outlined in AR 56–9, chapter 5. Individual must serve as a marine engineering officer on board a class A1 or A2 vessel. WO1s or CW2s with no fewer than 4 years of marine deck/engineering officer service will complete the A2 Certification Course for SQI 2 certification.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the detachment, battalion, or brigade/group level.

(3) Development and broadening assignments. The CW2s can expect assignment to CW3 positions upon completion of the WOAC.

(4) Self-development. The CW2 should continue to acquire and refine their advanced tactical and technical MOS- unique skills. CW2 should refine their communication, presentation, and critical thinking skills.

(5) Desired experience. Successful completion of every duty assignment is vitally important and helps determine promotion potential.

w. Chief warrant officer three.

(1) Education. After 2 years TIG from promotion to CW3, the warrant officer is eligible and should attend the WOILE and the WOILE follow-on course not later than 1 year after promotion to CW4. Although not a requirement for promotion, all officers in the grade of CW3 should set as a goal the completion of a baccalaureate degree.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual must serve as a marine deck officer on board a class A2 vessel or harbormaster detachment. They may also serve in ASCC;s as MOS Instructors, or as Training Developers.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual must serve as a marine engineering officer on board a class A2 vessel, unit vessel support officer, or battalion marine maintenance officer. They may also serve as MOS Instructors, Training Developers, or Marine Advisors to SATMO.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the detachment, company, battalion, brigade/group, or Corps level. They may also serve as MOS Instructors.

(3) Development and broadening assignments. All warrant officer in the grade of CW3 are master level tactical and technical experts. CW3s should aggressively pursue broadening and Training With Industry assignments. The CW3s can expect assignment to CW4 positions upon completion of the WOSC.

(4) Self-development. The CW3 should continue to acquire and refine their advanced tactical and technical MOS-unique skills. CW3 should refine their communication, presentation, and critical thinking skills.

(5) Desired experience. CW3s should provide leader development, mentorship, advice, and counsel to NCOs, warrant officers, and officers. CW3s should provide advice and counsel to commanders on technical and warrant officer issues. In addition, CW3s may serve in TDA units in supervisory, advisory, and training positions.

x. Chief warrant officer four.

(1) Education. Upon promotion to CW4, the warrant officer is eligible and should attend the WOSSE not later than 1 year after promotion to CW5. Although not a requirement for promotion, all officers in the grade of CW4 should set as a goal the completion of a baccalaureate degree or start of a graduate degree.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual may serve as a marine deck officer on board a class A2 vessel or on staff as advisors at the brigade level or higher or as Training Developers.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual may serve as a marine engineering officer on board a class A2 vessel on staff as an advisor at the brigade level or higher, or as Training Developers, or Marine Advisors to SATMO.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the battalion, brigade, Corps, or ASCC level. They may also serve as MOS Instructor or Training Developers.

(3) Development and broadening assignments. The CW4s are the senior-level tactical and technical experts who normally serve in commander or supervisory, advisory, staff, logistics, and nominative MOS non-specific positions.

(4) Self-development. The CW4s should continue to acquire and refine their advanced tactical and technical MOS-unique skills. CW4s should master their communication, presentation, and critical thinking skills.

(5) Desired experience. CW4s should provide leader development, mentorship, advice, and counsel to NCOs, warrant officers, and officers. CW4s should provide advice and counsel to commanders on technical and warrant officer issues. In addition, CW4s may serve in TDA units in supervisory, advisory, and training positions.

y. Chief warrant officer five.

(1) Education. CW5s should complete the WOSSE not later than 1 year after promotion to CW5. Although not a requirement for promotion, all officers in the grade of CW5 should set as a goal the completion of a graduate degree.

(2) Assignments.

(a) Marine Deck Officer (MOS 880A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual may serve in broadening, nominative, and advisory positions at the Brigade level or higher.

(b) Marine Engineering Officer (MOS 881A). Must complete requirements for A2 certification as outlined in AR 56–9, chapter 5. Individual may serve in broadening, nominative, and advisory positions at the ASCC or SCOE level.

(c) Mobility Warrant Officer (MOS 882A). Individual must serve as a mobility warrant officer at the brigade level or higher.

(3) Development and broadening assignments. CW5s are master-level tactical and technical experts who serve in strategic supervisory, advisory, staff, logistics, and nominative MOS non-specific positions at brigade level and higher commands, ACOMs, ASCCs, and DRUs.

(4) Self-development. CW5s should sharpen their knowledge of personnel force integration functions for doctrine, training, and personnel as pertains to the Transportation Corps. CW5s should become familiar with force projection and capabilities that must be sustained through doctrinal, organizational, and materiel change.

(5) Desired experience. CW5s at this level should provide leader development, mentorship, advice, and counsel to NCOs, warrant officers, and branch officers. CW5s have special mentorship responsibilities for other warrant officers at all levels and are responsible for providing essential advice to commanders on technical and warrant officer issues. The CW5s must become familiar with Army organizational roles, functions, and missions; especially at the ACOM and Army staff level, and with the force management processes, from the determination of force requirements through to the resourcing of requirements and the assessment of their utilization in order to accomplish Army functions and missions in a joint/combined environment. Marine officer specialty (MOSs 880A and 881A) must maintain A2 certification as outlined in AR 56–9, chapter 5.

Transportation Branch Reserve Component Officers

z. General career development. A significant portion of Transportation assets resides in the RC. Transportation Branch RC officers serve in the same roles and missions as their RA counterparts. The unique nature of the RC Soldier's role as a "citizen Soldier" poses a challenge for their professional development. However, RC Transportation officers are expected to follow RA officer developmental patterns as closely as possible.

aa. Branch development opportunities. Officers are professionally developed through a succession of schooling and assignments. Generally, education and self-development requirements parallel those identified for RA officers. See Transportation figure 4, for the RC Transportation life-cycle model. Recommended RC Transportation officer professional development by grade is as follows:

bb. Lieutenant.

(1) Education. The Transportation BOLC is the starting point for newly accessed RC Transportation officers. RC officers should complete BOLC immediately following their commissioning but no later than their third year (USAR) or 18 months (ARNG) of service. BOLC trains lieutenants to be subject matter experts for unit movement and deployment requirements (unit movement officer).

(2) Assignment. Upon graduation from Transportation BOLC, Officers should obtain assignments to transportation units at the company level to gain leadership experience and to enhance technical and tactical competence. Lieutenants should expect to serve as a platoon leader, company executive officer, movement control officer, or detachment commander for a period of time that allows the officer to gain depth of skills and experience. If there is limited leadership opportunity available within the Transportation competencies in the initial assignment, then the officer should strive to seek to increase logistics knowledge within the Quartermaster or Ordnance competencies and pursue a Transportation related position when available as a follow-on assignment.

(3) Self-development. Lieutenants must focus on transportation core competencies, troop-leading skills, training, management, communication, technical, and tactical skills.

cc. Captain (90A88).

(1) Education. Complete the RC CCC. Upon graduation, Transportation officers will be inducted into the Logistics branch.

(2) Developmental and broadening assignments. In order to be best prepared for the duties of a major, RC captains should successfully serve in one of the following branch-preferred positions for a period of time that allows the officer to gain an in-depth understanding of transportation operations as well as the multiple aspects of logistical operations.

- (a) Company commander.
- (b) Battalion/brigade staff officer.
- (c) Movement control officer.

(3) Self-development. RC Captains should expand their knowledge through professional readings, support military and civilian transportation professional and social organizations, attend seminars and conferences, and participate in community activities. Use the Army Career Tracker to review PDM, communicate with mentors, and useful links to career development information.

(4) RC Captains must be proficient in all Transportation core competencies in order to be an effective leader at the company and battalion level. Additionally, officers must gain a working knowledge of battalion-level staff operations and multifunctional logistical operations at the battalion and brigade levels.

dd. Major (90A88).

(1) Education. RC majors must complete ILE.

(2) Developmental and broadening assignments. The majority of major positions are designated multifunctional (90A). However, 90A88 Majors may be assigned to functional Transportation commands and staff positions. In order to be best prepared for multifunctional logistical operations at the battalion and brigade levels, it is recommended that RC majors serve in one of the following positions:

- (a) Brigade/group/battalion executive officer
- (b) Movement control battalion operations officer.
- (c) Support operations officer.
- (d) ESC/TSC staff officer.
- (e) SDDC staff officer.
- (f) Division transportation officer.
- (g) Joint staff officer.

(3) Self-development. Officers should obtain a master's degree and devote time to a professional reading program to broaden their warfighting and logistics perspective. Additionally, they should conduct research and write articles for professional and military publications. Use the Army Career Tracker to review PDM, communicate with mentors, and use useful links to career development information.

ee. Lieutenant colonel (90A88).

(1) Developmental and broadening assignments. The RC lieutenant colonels should continue to seek educational opportunities that enhance battalion command potential, and multifunctional, functional and joint service experience. RC lieutenant colonels should be assigned to a battalion/brigade-level command and/or senior staff.

(2) Self-development. Officers should obtain a master's degree and devote time to a professional reading program to broaden their warfighting perspective and should include correspondence courses, civilian education, and institutional training. Use the Army Career Tracker to review PDM, communicate with mentors, and use useful links to career development information. They should conduct research and write articles for professional and military publications. In order to be best prepared for the duties of colonel, RC lieutenant colonels should serve in one of the following senior-level assignments:

- (a) Battalion commander.
 - (b) SDDC transportation staff officer.
 - (c) Deputy Commander (transportation/sustainment command).
 - (d) Brigade executive officer.
 - (e) HQDA/ACOM transportation staff officer.
 - (f) Division G4.
 - (g) Service school staff/faculty.
 - (h) USTRANSCOM transportation staff officer.
 - (i) TSC staff officer.
 - (j) ESC staff officer.
- ff. Colonel (90A88).*

(1) RC officers selected for colonel are advised to seek assignments of greater responsibility in the branch. Officers selected for promotion to colonel should seek resident SSC-level educational opportunities. Alternatively, officers not selected or not able to attend the resident SSC-level courses should seek distance learning SSC courses such as the U.S. Army War College Distance Education Course. RC Transportation colonels contribute to the branch by serving in critical assignments to include the following:

- (a) Colonel-level command.
- (b) Chief of staff.
- (c) Assistant chief of staff, support operations, DCS, G-4, DCS, G-3/5/7.
- (d) Deputy Commander.
- (e) HQDA/ACOM staff officer.
- (f) SDDC transportation staff officer.
- (g) USTRANSCOM transportation staff officer.
- (h) Service school staff/faculty.
- (i) ESC/TSC staff.

gg. Branch-transfer officers. Officers who wish to branch transfer at the ranks of captain through major who have already completed a CCC or advance course must transfer into the Logistics branch (see Logistics branch para 6.o). All requests for branch transfer are reviewed on a case-by-case basis. Captains/majors who wish to hold the Transportation AOC within the Logistics branch must take the Senior Transportation Officer Qualification Course. The objective of the Senior Transportation Officer Qualification Course is to provide the student with a working knowledge of the duties and responsibilities of a Transportation Corps officer operating at the battalion-level or higher. The course is in ATRRS; course title: Senior Transportation Qualification Course; course number is 8C-F46 (DL).

Transportation Branch Reserve Component Warrant Officers

Reserve Component warrant officer development. The RC warrant officer development objectives and qualifications basically parallel those of the AA, with the difference being the RC time in service and time in grade requirements. The RC warrant officers, like their AA counterparts, are assigned to positions requiring their unique military occupational skills and grade. Specific schooling and operational

assignments which will best prepare an RC warrant officer and make them more competitive for positions of greater responsibility and promotion. These mirror those in the active duty. The RC warrant officer developmental model is at Transportation figure 4.

Transportation Figure 4. Transportation RC Officer Developmental Chart

