

SUMMARY OF CHANGE

DA PAM 600-25

U.S. Army Noncommissioned Officer Professional Development Guide

CMF 74 Chemical, Biological, Radiological, and Nuclear NCO Evaluation Board
Supplement

This revision, dated 1 August 2025-

- Adds language that states CMF74 Soldiers should focus on degree plans within science, technology, engineering, and mathematics (STEM), emergency management (EM), or leadership.
- Removes any reference to the Army Career Tracker (ACT) and MilSuite.
- Adds a paragraph on the importance of holistic health and fitness and delineates the requisite scores for highly qualified and most qualified evaluation board ratings.
- Adds language that focuses NCOs and Soldiers on generating and maintaining lethality.
- Adds the encouragement for junior leaders to read *Leading from the Front: A Guide to Thriving in Your First 100 Days as an NCO* and *The First 100 Days of Platoon Leadership*.
- Highlights that civilian education is not a requirement for promotion.
- Identifies what education levels the proponent considers as highly and most qualified, at each rank.
- Adjusts the list of military education the proponent deems as career enhancing.
- Reduces the number of months required for critical leader development time from 18-30 to 18-24 months.
- Defines what the proponent considers successful completion of an assignment.
- Identifies other indicators of highly and most qualified leaders.

- Adds CRD Detachment Sergeant as a critical leader development position at master sergeant for those individuals who completed this time before the SF CBRN Company FDU.
- Updates Chapter 6, Military Occupational Specialty 74D United States Army Reserve Component (RC).
- Updated ASI P5 name to Holistic Health and Fitness Integrator

Chemical, Biological, Radiological, and Nuclear (CBRN) (Career Management Field 74) Career Progression Plan

Chapter 1 Duties

The U.S. Army Chemical Corps' core mission is to defend the force and the nation against weapons of mass destruction (WMD) and chemical, biological, radiological, and nuclear (CBRN) threats and hazards. The Chemical Corps enables maneuver and facilitates large-scale combat operations (LSCO) within a CBRN environment, functioning as an integral component of multidomain operations (MDO) in support of unified action and the Joint Force.

Maintaining freedom of action for friendly forces requires the capacity to employ the full spectrum of capabilities, even within the complexities of a CBRN-contested battlefield. As a critical element of the protection warfighting function, the Chemical Corps focuses on three core functions: assessing CBRN threats and hazards to establish real-time situational awareness; protecting against CBRN incidents to maximize force survivability; and mitigating the effects of CBRN hazards to minimize their impact. CBRN specialists are responsible for the planning, execution, and evaluation of individual and collective CBRN training, as well as providing commanders at all echelons with expert technical advice concerning CBRN defense and counter-weapons of mass destruction (CWMD) operations. These specialists also plan, prepare, and conduct CBRN operations in support of LSCO across all domains, including CBRN assessment, reconnaissance, surveillance, and contamination mitigation procedures.

The Chemical Corps provides tailorable, scalable, and adaptive CBRN reconnaissance, hazard mitigation, and technical expertise in support of operations to ensure freedom of action and survivability at home and abroad. CBRN forces are task-organized at echelon with leaders, Soldiers, and the right tools and skills for supporting Army maneuver, countering and exploiting the use of WMD, and providing layered and integrated protection from hazards.

Chapter 2 Transformation

The operational concept of the U.S. Army Chemical Corps centers on the execution of chemical, biological, radiological, and nuclear (CBRN) operations in three primary scenarios: support of counter-weapons of mass destruction (CWMD) operations; response to CBRN incidents within the operational environment; and mitigation of CBRN hazards arising from natural phenomena. These operations are conducted by Army elements across the spectrum of military engagements, prioritizing the integration of CBRN core functions and the implementation of hazard awareness and understanding.

Success is achieved by leveraging internal CBRN expertise, enabling forces, and providing commanders with enhanced capabilities for assessment, protection, and mitigation – supporting mission accomplishment, enemy defeat, and the consolidation of gains aligned with joint and national objectives. Contemporary geopolitical realities

demonstrate a continued reliance on CBRN weapons by both state and non-state actors, despite international arms control initiatives. Consequently, weapons of mass destruction (WMD) and homeland security remain critical national concerns, elevating the role of the CBRN specialist to a high-profile position encompassing CBRN force protection extending beyond traditional combat zones to include the defense of key domestic and international U.S. facilities. CBRN specialists must maintain readiness to support a broad range of contingencies, from peacetime military operations to crisis response to LSCO and MDO. The inherent complexity of CBRN operations necessitates highly skilled and technically proficient Soldiers and leaders capable of executing a diverse array of interconnected CBRN and warfighter tasks.

The Army's approach to countering CBRN threats and hazards capabilities is outdated - avoid by detecting hazards using equipment that cannot detect all hazards and which require personnel to manually place into operation, protect with burdensome and cumbersome equipment which reduces combat effectiveness, and decontaminate employing old resource intensive equipment. As the Army adapts its organizational structure and mission parameters, the Chemical Corps must modernize accordingly and leverage emerging technologies in order to successfully execute its core functions. CBRN personnel must demonstrate robust physical, mental, and moral fortitude to withstand the stresses associated with sustained, dynamic, expeditionary, and high-tempo operations anticipated in 21st-century training and deployments.

Chapter 3

Recommended Career Management Self-Development, by Rank

1. General.

a. Self-development is a mandatory, individually planned, progressive and sequential program supported by NCO leadership. It is comprised of individual study, education, credentialing/licensing, research, professional reading, and self-assessment, ideally synchronized with institutional training and operational assignments. Guided by an individual training plan (IDP), the chain of command and the NCO support channel cultivate Soldier self-development while promoting awareness of available resources.

b. Civilian education is a critical piece of any self-development program. CBRN Soldiers should plan their educational goals using information provided on the Army Credentialing and Continuing Education Service for Soldiers (ACCESS) website at <https://armyuniversity.edu/ACCESS/home.aspx>. Soldiers may also enroll in ArmyIgnitED at <https://www.armyignited.army.mil/student/public/welcome> which is an Army program that gives Soldiers the opportunity to pursue a degree program completely online.

(1) Colleges and universities accept many forms of professional military education, non-academic experience, and training based on guidance from the American Council on Education (ACE). These credit recommendations appear on the service member's Joint Services Transcript (JST) at <https://jst.doded.mil/jst/>. College Level Examination Program (CLEP) and Defense Activity Non-Traditional

Education Support (DANTES) may provide additional college credits for previously acquired knowledge or training. It is important to understand that the credit recommendations provided by ACE are only recommendations and the university may award credit as the institution deems appropriate.

(2) There are many factors that one must consider when determining a degree, major, or area of concentration. Soldiers and leaders should seek a degree program that interests them and aligns with their goals both in service and/or in life after service. The proponent views degree programs within the science, technology, engineering, and mathematics (STEM) areas of emphasis, emergency management (EM), or in leadership as extremely favorable and career enhancing.

(3) Although education is an important factor enhancing potential value to the Army, comparison of Soldiers based on civilian education attainments should be viewed as an indicator of individual initiative rather than as a prerequisite for selection as most/highly qualified. College is favorable to set Soldiers apart from their peers, but it is **not** a requirement for promotion.

c. Soldiers may also gain skills, while also earning promotion points or improving evaluation board favorability, by obtaining professional and technical certifications. A list of certifications is found on the Army Credentialing Opportunities On-Line (COOL) website at <https://www.cool.osd.mil/army/index.htm>. Currently, there are twenty-one certifications and licenses available to CMF 74.

d. The Joint Knowledge Online (JKO) <https://jkodirect.jten.mil/> and Army Training Information System (ATIS) <https://learn.atis.army.mil/> also provide excellent avenues for advancements in continued education, leadership, and technical proficiency. These self-development options are based on the Soldier's own desire to excel and completed at the Soldier's own pace.

e. Soldiers with general technical (GT) scores below 110 and skilled technical (ST) scores below 105 should seek to improve their scores through the Basic Skills Education Program (BSEP), that is part of the Functional Academic Skills Training (FAST) Program. Soldiers with GT/ST scores below 110/105 cannot attend certain functional training, serve in certain assignments, nor apply for officer-producing programs such as 740A CBRN Technician Warrant Officer Program or the Army Green to Gold Program. For information on these and other education programs, visit the Army Education Center on your installation.

f. An essential element of self-development is an understanding of the profession of arms. Individual study of doctrine, regulations, and policy is a key component of any self-development program. Soldiers should seek reading lists from their leadership to enhance personal development. Leaders and Soldiers can obtain CBRN-specific professional readings at <https://home.army.mil/wood/units-tenants/USACBRNS/DOTMLPF/L/CMDTProgram>. Additional resources available to all Soldiers and NCOs regarding the Army Profession, leader development, professional development, and growth are the Center for Army Leadership (CAL) at <https://cal.army.mil/about.php> and the Center for Army Lessons Learned (CALL) at <https://www.army.mil/CALL>.

g. Soldiers and NCOs can access military publications through the Army Publishing Directorate (APD) at <https://www.apd.army.mil/>. Individual study of doctrine, regulations, and policy is a key component of any self-development program. Since many CMF 74

Soldiers and NCOs serve in non-CBRN organizations, self-study becomes critical to better understand units' mission and how CBRN personnel support those missions.

h. Mentorship plays a critical role in professional development within the Army, particularly in fostering the growth of junior Soldiers through guidance from senior leaders. These relationships are voluntary and require dedicated commitment from both the mentor and mentee. The proponent encourages Soldiers and NCOs to proactively seek mentorship – potentially from multiple sources – to effectively navigate the complexities of the Army Profession. The Chemical Corps Senior Leader Mentor Program directly supports this development by providing a structured framework for cultivating the next generation of leaders, ensuring the continued relevance and future success of the Chemical Corps within the Army. Those interested can find the Chemical Corps Senior Leader Mentor Program at https://home.army.mil/wood/units-tenants/USACBRNS/CBRN_units/HQs/SLMP.

i. The US Army Chemical, Biological, Radiological and Nuclear School (USACBRNS) knowledge, information, and tools (K.I.T.) initiative represents a vital effort to enhance the operational effectiveness of CBRN leaders and is a valuable self-development tool. Recognizing that formal doctrine and traditional USACBRNS training, while foundational, cannot encompass the rapidly evolving threat landscape and innovative tactics, K.I.T. serves as a dynamic resource hub. Specifically, K.I.T. aims to empower CBRN leaders with access to current, relevant information – including emerging threats, lessons learned from recent operations, and best practices – alongside practical information-sharing techniques. This goes beyond simply providing information; it focuses on how to effectively disseminate and utilize that knowledge within their units. The USACBRNS K.I.T. resides at <https://cyberllc.army.mil/web/cbrn-kit/>.

j. The CMF talent development model, as outlined on the DA G1 resources page <https://www.army.mil/g-1#org-g-1-resources>, fundamentally shifts the focus from simply filling positions to strategically developing Soldiers and NCOs within their chosen career fields. When integrated with guidance from DA PAM 600-25, *The Army Noncommissioned Officer Professional Development Guide*, this model provides a clear pathway for continuous learning and growth. For Soldiers, this means access to tailored training, mentorship opportunities, and progressive assignments designed to build specific competencies required for success within CMF 74. NCOs benefit through enhanced tools to guide subordinate development, identify skill gaps, and advocate for relevant training opportunities. This combined approach fosters a more skilled, adaptable, and professional force, increasing individual readiness and strengthening the Army's overall capabilities by ensuring personnel are not just qualified for their current roles but prepared for future challenges and leadership positions.

k. The Army demands a high level of physical fitness. Physical fitness is not simply about individual performance – it is about mission accomplishment, survivability, and team well-being. Being physically fit increases the chances of survival in combat. It allows individuals to react quickly, evade threats, and provide aid to others. Strong muscles, good flexibility, and proper conditioning reduce the risk of injury during training and combat. Committing to a fitness routine builds discipline and mental toughness – qualities that are essential for overcoming

obstacles and achieving goals. Prioritizing physical fitness is not simply about aesthetics; it is about investing in overall well-being and creating a solid foundation for a fulfilling life. Physical fitness is a cornerstone of holistic self-development. The Army and the proponent consider Army Fitness Test (AFT) scores of 400 and 450 as indicative of highly qualified and most qualified Soldiers and NCOs, respectively, from a physical fitness standpoint.

I. Soldier and unit lethality are critical elements of decentralized operations that characterize LSCO and MDO. Soldiers and NCOs must focus on skills that generate and maintain lethality. Units must train individual marksmanship, crew-served weapon qualification, gunnery, and crew certification to maintain proficiency and enable success in a multidomain environment.

2. Private – Specialist/Corporal (74D1O).

a. The quality and success of a Soldier's career is in direct proportion to the Soldier's consistent commitment to excellence, regardless of the mission or type of organization. Soldiers should focus on their self-development in preparation for positions of greater responsibility. Soldiers committed to achieving ambitious, but attainable goals will develop leadership, technical, and tactical skills; and have practical knowledge and ambition to capitalize on those learned skills. Soldiers should strive to continuously improve their basic Soldier skills and critical MOS-related tasks. Soldiers must demonstrate proficiency in skill level one Army Warrior Tasks (AWT) and CMF-specific tasks found on the individual critical task list (ICTL) aligned with the unit mission essential tasks list (METL) as a requirement prior to or during the sergeant promotion board. Soldiers and leaders can find required tasks in the Small Unit Leader Tool and Digital Job Book found on the Army Training Network at <https://atn.army.mil/>.

b. Soldiers should study and begin to master the following military publications:

- STP 21–1–SMCT (Soldier's Manual of Common Tasks, SL1)
- ATP 3-11.32 (Multiservice TTPs for CBRN Protection)
- ATP 3-11.37 (Multiservice TTPs for CBRN Reconnaissance and Surveillance)
- ATP 3-11.46 (WMD Civil Support Team Operations)
- ATP 3-11.74 (CBRN Platoons)
- ATP 7-22.02 (Holistic Health and Fitness Drills and Exercises)
- FM 3–11 (CBRN Operations)
- TC 3-11.55 (Joint-services Lightweight Integrated-Suit Technology (JSLIST))
- TC 3-21.5 (Drill and Ceremonies)
- TC 3-22.9 (Rifle and Carbine)
- TC 3-25.26 (Map Reading and Land Navigation)
- TC 4-02.1 (First Aid)
- TC 7-21.13 (Soldier's Guide)
- AR 670–1 (Wear and Appearance of Army Uniforms and Insignia)
- DA PAM 670-1 (Guide to the Wear and Appearance of Army Uniforms and Insignia)
- GTA 03-06-008 (CBRN Warning and Reporting System)
- GTA 03-08-002 (Contaminated Casualty Care)
- GTA 03-10-001 (CBRN Individual Protective Equipment (IPE))

- GTA 03-10-002 (Small-unit CBRN Detection Equipment)
- TM 3-11.32 (Multiservice Reference for CBRN Warning and Reporting and Hazard Prediction Procedures)
- TM 3-11.91 (CBRN Threats and Hazards)
- TRADOC PAM 600-4 (The Soldier's Blue Book)
- all -10 level maintenance manuals associated with their equipment, unit standard operating procedures (SOPs), and battle drills associated with their current duty position and unit of assignment.

c. The CBRN Specialist should also become familiar with the Joint Acquisition CBRN Knowledge System (JACKS). JACKS provides a centralized, authoritative, and comprehensive source of CBRN equipment information. Users can access CBRN equipment specifications and standards, shelf-life information, advisory messages, new equipment training and contact information. JACKS works in conjunction with the CBRN Information Resource Center (IRC) to provide around-the-clock support to the CBRN community. JACKS is located at <https://jacks.jpeocbrnd.army.mil>.

d. Civilian education is a developmental opportunity for a Soldier's career enhancement; however, the emphasis varies at each level as they progress. At this level, the focus should be learning core competencies and beginning the pursuit of an associate degree with a STEM, EM, or leadership focus. The proponent considers an associate degree in general studies as favorable, though not to the same extent as a STEM or leadership program. Completing civilian education courses such as English composition and public speaking early, will help prepare Soldiers for future requirements within the Noncommissioned Officer Professional Development System (NCOPDS).

e. Competitions and boards such as the Best CBRN Warrior Competition, best squad competition, Soldier of the month/quarter/year, and training for and earning the Expert Soldier Badge, broaden the knowledge base, instill discipline, demonstrate proficiency, and improve verbal communication skills. Soldiers and NCOs should actively pursue these developmental opportunities and continue participation through master sergeant. The intent is to use these experiences and training opportunities to enhance leadership skills and expand professional knowledge rather than focusing solely on earning a badges or additional skill identifiers (ASIs).

f. Soldiers should actively use the individual development plan (IDP) as a tool to monitor and guide career progression. The IDP, in conjunction with DA PAM 600-25, provides CBRN Soldiers and leaders with the necessary information and guidance needed to maximize career progression opportunities throughout all stages of their career.

g. The proponent encourages promotable specialists and corporals to read *Leading from the Front: A Guide to Thriving in Your First 100 Days as an NCO*, a publication from the Center for Army Lessons Learned (CALL). In this publication, CALL aims to assist new or aspiring NCOs to successfully navigate the changes associated with becoming an NCO. *Leading from the Front* can be found at <https://api.army.mil/e2/c/downloads/2025/04/28/6d6ef917/25-04-912-first-100-days-nco-apr-25.pdf>.

3. Sergeant (74D2O).

a. The sergeant is a critical leader in CBRN organizations and the advisor to the commander in conventional/special operations formations. Sergeants must demonstrate a high degree of proficiency in MOS skills and competent performance of leadership functions commensurate with their position to effectively train and lead Soldiers or advise commanders. The sergeant's career progression relies upon a strong drive to excel in duty performance in addition to acquiring knowledge, skills, and behaviors related to leadership and MOS competency. Sergeants must demonstrate proficiency in skill level two Army Warrior Tasks (AWT) and CMF-specific tasks found on the individual critical task list (ICTL) aligned with the unit mission essential tasks list (METL) as a requirement prior to or during the staff sergeant promotion board. Leaders can find required tasks in the Small Unit Leader Tool and Digital Job Book found on the Army Training Network at <https://atn.army.mil/>.

b. In addition to military publications listed previously, sergeants should study and become familiar with military publications related to equipment, duty skills associated with their current MOS and assignment, leadership, and regulations/policy such as:

- TC 3-20.40 (Training and Qualification - Individual Weapons)
- TC 4-02.3 (Field Hygiene and Sanitation)
- TC 7-0.1 (After Action Reviews)
- TC 7-22.7 (Noncommissioned Officer Guide)
- STP 21-24-SMCT (Soldier's Manual of Common Task, SL 2-4)
- AR 25-50 (Preparing and Managing Correspondence)
- AR 600-9 (The Army Body Composition Program)
- AR 600-20 (Army Command Policy)
- AR 614-200 (Enlisted Assignment and Utilization Management)
- AR 623-3 (Evaluation Reporting System)
- DA PAM 623-3 (Evaluation Reporting System)
- ADP 1 (The Army)
- ADP 6-22 (Army Leadership and the Profession)
- ADP 7-0 (Training)
- ATP 6-22.1 (Providing Feedback: Counseling-Coaching-Mentoring)
- FM 1 (The Army: A Primer to our Profession of Arms)
- FM 6-22 (Developing Leaders)
- FM 7-22 (Holistic Health and Fitness)
- all -10 level maintenance manuals associated with their equipment, unit SOPs, and battle drills associated with their current duty position and unit of assignment.

c. Pursuing civilian education is not a mandatory requirement; however, sergeants should seek opportunities to begin pursuing or continue pursuing an associate degree with a STEM, EM, or leadership emphasis. At this level, the proponent considers an associate degree in general studies as favorable, though not to the same extent as a STEM or leadership program.

d. Competitions and boards such as the Best CBRN Warrior Competition, best squad competition, NCO of the Month/Quarter/Year, induction into the Sergeant Audie Murphy/Sergeant Morales Clubs, and training for and earning the Expert Soldier Badge,

significantly broaden NCOs' knowledge base, instill discipline, demonstrate proficiency, and improve verbal communication. Most importantly, the intent is not to simply earn a badge, but to use these experiences and training to improve leadership skills and knowledge.

e. The proponent encourages newly promoted sergeants to read *Leading from the Front: A Guide to Thriving in Your First 100 Days as an NCO*, a publication from the Center for Army Lessons Learned (CALL). In this publication, CALL aims to assist new or aspiring NCOs to successfully navigate the changes associated with becoming an NCO. *Leading from the Front* can be found at <https://api.army.mil/e2/c/downloads/2025/04/28/6d6ef917/25-04-912-first-100-days-nco-apr-25.pdf>.

f. Sergeants should actively use the IDP as a tool to monitor and guide career progression both for themselves and those under their charge. In addition, sergeants should ensure that their subordinates have an approved IDP as part of counseling. IDPs, in conjunction with DA PAM 600-25 and the professional development model (PDM), provide CBRN Soldiers and leaders with the information and guidance necessary to maximize career progression opportunities throughout all stages of their career.

4. Staff Sergeant (74D3O).

a. Staff sergeants serve as squad and team leaders, assistant team leaders (SOF CBRN CO (A)/CBRNE response team (CRT)), and as CBRN NCOs on battalion and higher staff. Staff sergeants must remain committed to achieving excellence while developing subordinate leaders and Soldiers to be proficient in their MOS competencies. This is typically the first level of leadership at which the NCO leads other leaders. Staff sergeants should continue to hone leadership skills and maintain a high proficiency level in their CBRN skills. Staff sergeants must develop a solid understanding of Army operations and battle staff functions.

b. In addition to military publications listed previously, staff sergeants should study and become familiar with military publications related to equipment, duty skills associated with their current MOS and assignment, leadership, and regulations/policy such as:

- AR 350-1 (Army Training and Leader Development)
- AR 600-8-19 (Enlisted Promotions and Demotions)
- AR 600-8-22 (Military Awards)
- ADP 3-0 (Operations)
- ADP 3-37 (Protection)
- ADP 5-0 (The Operations Process)
- ADP 6-0 (Mission Command: Command and Control of Army Forces)
- ATP 3-11.36 (Multiservice TTPs for CBRN Planning)
- FM 3-0 (Operations)
- FM 3-22.3 (Stryker Gunnery)
- FM 5-0 (Planning and Orders Production)
- all -10 level maintenance manuals associated with their equipment, unit SOPs, and battle drills associated with their current duty position and unit of assignment.

c. Staff sergeants should begin to develop their familiarization with the unit combined arms training strategies (CATS). CATS provide standard unit training strategies to support Department of the Army (DA) units, and to assist unit commanders in developing unit training plans that integrate CBRN skills and situations into core mission essential task list (CMETL) training events. The CATS website is <https://atn.army.mil/ATNPortalUI/CATS/>.

d. At this stage in their career, staff sergeants should focus on completing an associate degree with a STEM, EM, or leadership focus. The proponent also considers an associate degree in general studies as favorable, though not to the same extent as a STEM or leadership program. Our most qualified staff sergeants have completed an associate degree. Once completed with an associate degree, individuals should begin a baccalaureate degree program. Civilian education is a critical piece of the self-development program and demonstrates the NCO's commitment to lifelong learning.

e. Staff sergeants should also consider completing the Enlisted Joint Professional Military Education (EJPME) I Course. The purpose of this course is to help educate and prepare enlisted leaders assigned to Joint organizations or those going to Joint assignments. Upon completion of the course, students will be better prepared to: operate or work in a joint environment or organization; lead members of multiple Services; and contribute to joint mission success. NCOs can find the EJPME I Course on JKO.

f. Competitions and boards such as the Best CBRN Warrior Competition, best squad competition, NCO of the month/quarter/year, drill sergeant/recruiter/instructor of the month/quarter/year, induction into the Sergeant Audie Murphy/Sergeant Morales Clubs, and training for and earning the Expert Soldier Badge, significantly broaden NCOs' knowledge base, instill discipline, demonstrate proficiency, and improve verbal communication. Most importantly, the intent is not to simply earn a badge, but to use these experiences and training to improve leadership skills and knowledge.

g. The proponent encourages staff sergeants to read *The First 100 Days of Platoon Leadership*, a publication from the Center for Army Lessons Learned (CALL). In this publication, CALL aims to assist new, current, or aspiring platoon sergeants with challenges associated with platoon-level leadership and the importance of the platoon sergeant/platoon leader relationship. The First 100 Days of Platoon Leadership can be found at <https://api.army.mil/e2/c/downloads/2025/05/19/444c399b/25-11-1006-platoon-leadership-the-first-100-days-may-25.pdf>

h. Staff sergeants should actively use the IDP as a tool to monitor and guide career progression for themselves and their subordinates. In addition, staff sergeants should ensure that their subordinates understand the IDP. The IDP, in conjunction with DA PAM 600-25 and the CMF 74 PDM, provides CBRN Soldiers and leaders with the information and guidance necessary to maximize career progression opportunities throughout all stages of their career. Staff sergeants should use these tools when professionally counseling their subordinate leaders and Soldiers under their charge.

i. The Integrated Personnel and Pay System – Army (IPPS-A) enlisted market is the established system for enlisted talent management and assignment distribution. Modeled after the Army's Assignment Interactive Module (AIM) for officers, the IPPS-A market supports enhanced interaction between NCOs and the talent managers at the United States Army Human Resources Command (HRC) allowing NCOs more input into

their preferred assignment based on their knowledge, skills, behaviors, and preferences. Through the IPPS-A market, eligible NCOs can see all available requirements that match their MOS and grade and can preference them in an automated marketplace-type interface. The market utilizes location as a primary factor in assignment slating and preference consideration. Submitting a consolidated list of identical locations – often referred to as cluster preferencing – is functionally equivalent to expressing preference for a single location. To maximize assignment options, personnel should prioritize a specific location as their first choice and designate a different location as their second preference. This approach broadens the scope of potential assignments and increases the likelihood of an NCO receiving one of their preferred locations. Soldiers can rank assignment preferences in any order in the market. Talent managers advise on options that support promotion and career growth, but Soldiers may prioritize location over MOS-enhancing roles. Final assignments are based on Army readiness needs, the Soldier's eligibility, and their knowledge skills, and behaviors, while aiming to align with their preferences. NCOs should seek guidance from their leaders and mentors prior to preferencing future assignments and should refrain from selecting consecutive broadening or generating assignments. Furthermore, NCOs should contact their branch talent management NCO at HRC if the NCO is unsure whether they qualify for certain assignments. Doing so will prevent NCOs from highly ranking assignments they are unqualified to fill.

5. Sergeant First Class (74D40).

a. Sergeant first class is typically the first rank where the NCO develops organizations (platoons/sections/teams). Sergeants first class also serve as CBRN staff NCOs at the brigade and higher echelons. At this phase in their career, a sergeant first class has less focus on individual accomplishments and greater emphasis on building a team and providing value to the organization. Sergeants first class should hone their leadership skills, focusing on the development of organizational leadership abilities such as coordination with adjacent organizations and with echelons above the platoon, while maintaining a high proficiency level in their CBRN competencies. As NCOs become more senior in rank, the self-development domain becomes more important. Activities such as professional reading, college courses, or certifications help the senior NCO develop organizational leadership skills needed to coach, teach, and mentor leaders and Soldiers.

b. In addition to military publications listed previously, sergeants first class should study and become familiar with military publications related to equipment, duty skills associated with their current MOS and assignment, leadership, Army and battle staff operations, and regulations/policy such as:

- AR 220–1 (Army Unit Status Reporting and Forces Registration)
- AR 600-8-2 (Suspense of Favorable Actions (FLAG))
- AR 750–1 (Army Material Maintenance Policy)
- DA Pam 611–21 (Military Occupational Classification and Structure)
- ATP 3-90.40 (Multiservice TTPs for Countering WMDs)
- ATP 4-02.13 (Casualty Evacuation)

- FM 6-0 (Commander and Staff Organization and Operations)
 - all -10 level maintenance manuals associated with their equipment, unit SOPs, and battle drills associated with their current duty position and unit of assignment.
- c. Sergeants first class should continue pursuing civilian education by continuing to work toward, or complete, baccalaureate degree with a STEM, EM, or leadership emphasis; however, our most qualified sergeants first class have completed a baccalaureate degree. A college degree is not a requirement for promotion; however, it can be a factor when it comes to the evaluation board determining an NCO's order of merit list standing. Pursuing or completing a degree demonstrates one's ability to plan and execute self-development while maintaining duty proficiency; an indicator of the potential to lead at higher levels. Civilian education is a critical piece of the self-development program and demonstrates the NCO's commitment to lifelong learning.
- d. Sergeants first class should consider completing the Enlisted Joint Professional Military Education (EJPME) II Course. This course builds upon the material presented in the EJPME I course. The purpose of this course is to educate and prepare enlisted leaders assigned to Joint organizations to successfully support activities; lead members of multiple Services; and better understand operating in a joint environment. NCOs can find the EJPME II Course on JKO.
- e. Competitions and boards such as induction into the Sergeant Audie Murphy/Sergeant Morales Clubs, Best CBRN Warrior Competition, best squad competition, drill sergeant/recruiter/instructor of the month/quarter/year, and training for and earning the Expert Soldier Badge significantly broaden NCOs' knowledge base, instill discipline, demonstrate proficiency, and improve verbal communication. Sergeants' first class participation in competitions and boards send a strong message to their subordinates and supervisors as to the importance of this aspect of self-development. Furthermore, continued participation in boards and competitions demonstrate drive and pursuit of excellence which the evaluation board views favorably. Most importantly, the intent is not to simply earn a badge, but to use these experiences and training to improve leadership skills and knowledge.
- f. The proponent encourages sergeants first class to read *The First 100 Days of Platoon Leadership*, a publication from the Center for Army Lessons Learned (CALL). In this publication, CALL aims to assist new, current, or aspiring platoon sergeants with challenges associated with platoon-level leadership and the importance of the platoon sergeant/platoon leader relationship. *The First 100 Days of Platoon Leadership* can be found at <https://api.army.mil/e2/c/downloads/2025/05/19/444c399b/25-11-1006-platoon-leadership-the-first-100-days-may-25.pdf>.
- g. Sergeants first class should actively use IDPs as tools to monitor and guide career progression for themselves and their subordinates. In addition, sergeants first class should ensure that their subordinates understand the purpose of an IDP. The IDP, in conjunction with DA PAM 600-25, provides CBRN Soldiers and leaders with the information and guidance necessary to maximize career progression opportunities throughout all stages of their career. Sergeants first class should use these tools when professionally counseling their Soldiers and subordinate leaders, while educating raters and senior raters within their organization to do the same.

6. Master Sergeant and First Sergeant (74D50).

a. Master sergeants/first sergeants must remain committed to maintaining excellence in their own careers, while simultaneously posturing their organizations to do the same. This level of leadership requires that the NCO be well-grounded in doctrine, develop their organizations (company/staff section), and create and leverage systems to maintain proficiency across a much wider spectrum of areas. Master sergeants/first sergeants should demonstrate leadership skills such as the ability to develop organizational leadership, effectively communicate, and coordinate inside of and outside of the organization, all while maintaining an expert level of proficiency in their own CBRN skills. Activities such as professional development at the brigade/division level, professional reading, functional courses, joint publications familiarization, and civilian education help the senior NCO develop organizational leadership skills needed to coach, teach, and mentor leaders and Soldiers at the company level and above. Limited authorizations and fiercely competitive promotion criteria may dictate the need for distinguishing criteria for selection to sergeant major. Therefore, it is in the best interest of the master sergeant/first sergeant to continue to develop and broaden themselves, as well as their organizations, to remain highly competitive for selection to attend the Sergeants Major Academy (SGM-A), while gaining diverse knowledge, skills, and attributes required for success at the sergeant major level.

b. In addition to military publications listed previously, master sergeants/first sergeants should study and be familiar with publications not only related to equipment and duty skills associated with their current MOS and assignment, but others that help the master sergeant/first sergeant understand administrative processes, professional development, and the Army as an organization such as:

- AR 27-10 (Military Justice)
- AR 220-45 (Duty Rosters)
- AR 600-52 (Sexual Harassment/Assault Response and Prevention Program)
- AR 600-55 (The Army Driver and Operator Standardization Program (Selection, Training, Testing, and Licensing))
- AR 600-85 The Army Substance Abuse Program
- AR 600-100 Army Profession and Leadership Policy
- AR 601-280 (Army Retention Program)
- AR 635-200 (Active Duty Enlisted Administrative Separations)
- AR 840-10 (Flags, Guidons, Streamers, Tabards, and Automobiles and Aircraft Plates)
- ATP 6-0.5 (Command Post Organization and Operations)
- TC 7-0.2 (Training Meetings)

In addition to the above-mentioned publications, the master sergeant/first sergeant should also demonstrate expertise in Unit Training Management (UTM) and related systems such as Army Training Network (ATN), Digital Training Management System (DTMS), and the CATS Development Tool. Master sergeants/first sergeants should also continue to explore other distributed learning programs, such as the Enlisted Joint Professional Military Education (EJPME) I and II courses, and functional training to broaden their knowledge base. Lastly, at this level, an NCO needs to begin to develop a

foundational understanding of the “How the Army Runs: Senior Leader Reference” (HTAR).

c. Master sergeants/first sergeants should continue pursuing civilian education, such as continuing to work toward the completion of a baccalaureate or graduate degree with a STEM, EM, or leadership emphasis; however our most qualified master sergeants/first sergeants have completed a baccalaureate degree and are enrolled in a graduate program. The proponent strongly encourages continuing civilian education, since a college degree can be an important factor when the evaluation board determines an NCO’s order of merit list standing, although it is not a requirement for promotion. Civilian education is a critical piece of the self-development program and demonstrates the NCO’s commitment to lifelong learning.

d. In addition to previously mentioned civilian educational opportunities, those master sergeants/first sergeant selected for the Sergeants Major Course should capitalize on the ability to obtain a Bachelor of Arts in leadership and workforce development (BA-LWD) through the United States Army Command and General Staff College. The BA-LWD Degree is a 120-credit hour undergraduate degree program offered in both Sergeants Major Course (SMC) modalities. The BA-LWD Degree focuses on leadership and workforce development core competencies and essential skills related to all NCO duties and responsibilities that translate directly to stackable education and enhance NCO leader development. Students receive credit for previous education and the SMC curriculum. More information on this program can be found at <https://www.ncolcoe.army.mil/Organizations/Sergeants-Major-Academy/Bachelor-of-Arts-in-Leadership-and-Workforce-Development/>.

e. Boards such as the Sergeant Audie Murphy/Sergeant Morales Clubs, competitions like the Best CBRN Warrior Competition, and training for and earning the Expert Soldier Badge, significantly broaden NCOs’ knowledge base, instill discipline, demonstrate proficiency, and improve verbal communication. Master sergeants/first sergeants’ participation in competitions and boards send a strong message to their subordinates and supervisors as to the importance of this aspect of self-development. Furthermore, continued participation in boards and competitions demonstrate drive and pursuit of excellence which the evaluation board views favorably. Most importantly, the intent is not to simply earn a badge, but to use these experiences and training to improve leadership skills and knowledge.

f. Master sergeants/first sergeants should actively use an IDP as a tool to monitor and guide career progression for both themselves, and their subordinates. In addition, master sergeants/first sergeants should ensure that their subordinates understand the functions of an IDP. The IDP, in conjunction with DA PAM 600-25, provides CBRN Soldiers and leaders with the information and guidance necessary to maximize career progression opportunities throughout all stages of their career. Master sergeants/first sergeants should use these tools when professionally counseling their Soldiers and subordinate leaders, while educating raters and senior raters within their organization to do the same.

g. Master sergeants/first sergeants should prepare for the Sergeants Major Course (SMC). Completion of the SMC is a requirement for promotion to sergeant major.

7. Sergeant Major and Command Sergeant Major (74D6O).

a. The sergeant major is the key enlisted staff member at echelon. The sergeant major's experience and abilities are often equal to that of the unit command sergeant major, but their direct leadership influence scope is the staff. The sergeant major is key in training and the operations planning process. The command sergeant major is the senior NCO of the command at echelon and is the principal advisor to the commander. The command sergeant major carries out and enforces policies and standards on performance, training, appearance, and conduct of the organization. The command sergeant major executes enlisted talent management, ensures all aspects of the NCO common core competencies (C3) are present in the operational domain, and directly influences the culture and climate of the organization.

b. In addition to the publications previously listed throughout this document, sergeants major/command sergeants major should read publications on their command team's professional reading list, individual readings about world politics, geo-political issues, military publications relating to Army and joint operations, current battle doctrine, and national-level strategy documents all of which enhance the leader's knowledge base. They should also develop an understanding of internal Army functions, how the Army operates at the strategic level, and within the joint, interagency, intergovernmental, and multinational environment. The sergeant major/command sergeant major must be well-read and continuously self-reflect to identify areas for needing additional self-development.

c. The educational goal of the sergeant major/command sergeant major is to possess a baccalaureate degree and work toward a graduate degree with a STEM, EM, or leadership emphasis. Our most qualified sergeants major/command sergeants major have completed a graduate or post-graduate degree. Activities such as professional reading or college courses help the sergeant major/command sergeant major refine organizational leadership skills necessary to coach, teach, and mentor other organizational leaders. Exceptional communication skills are a requirement given the nature of the sergeant major's/command sergeant major's position and the amount of people within their sphere of influence. Skills in community and public relations are also important since the sergeant major/command sergeant major will often represent the command or Army in civic functions.

d. Sergeants major/command sergeants major should ensure and enforce active use of the IDP as a tool to monitor and guide career progression both for themselves and their subordinates. In addition, sergeants major/command sergeants major should ensure that their subordinates understand the purpose of an IDP. Sergeants major/command sergeants major should enforce use of these tools when professionally counseling their Soldiers and subordinate leaders, while educating raters and senior raters within their organization to do the same.

e. Current and former battalion command sergeants major should prepare for and attend the Sergeant Major Assessment Program (SMAP). SMAP is a requirement prior to selection to serve as a brigade-level command sergeant major with the intention to expand it to battalion-level command sergeants major in the future. The SMAP is a program to expand the U.S. Army's understanding of senior non-commissioned officers' talents and assess their readiness for leadership as

brigade command sergeants major. During SMAP, senior NCOs take a series of assessments: cognitive and non-cognitive, written communication, verbal communication, peer and subordinate feedback, and physical fitness. The output of this assessment is the determination if an individual is ready to serve as a command sergeant major. Performance during SMAP directly impacts an NCO's order of merit standing.

f. Sergeants major/command sergeants major will prepare for the Nominative Leader Course (NLC). Completion of the NLC is a requirement prior to assuming a position as a nominative sergeant major or command sergeant major.

Chapter 4

Military Occupational Specialty 74D Chemical, Biological, Radiological, and Nuclear Specialist Major Duties.

1. Major Duties.

a. CBRN specialists conduct CBRN reconnaissance and surveillance; perform decontamination operations; conduct CBRN sensitive site assessment and exploitation; execute obscuration; support Defense Support to Civil Authorities (DSCA); and operate and perform operator maintenance on assigned CBRN defense and individual CBRN protective equipment. Additionally, in non-chemical units, CBRN NCOs/specialist plan, conduct and evaluate individual and collective CBRN training, and provide technical advice on all CBRN operations and hazards for company and higher-level organizations.

b. The CBRN specialist professional development model (PDM) informs Soldiers and NCOs how their career path and professional development in the Chemical Corps should unfold. To develop CBRN specialists into professional NCOs, their assignments must focus on leadership positions at the company and battalion levels. Follow-on assignments on BDE and DIV staff will then add to their overall professional knowledge. In a table of organization and equipment (TOE) unit, an NCO should spend about 65 percent of their assignments at the battalion level and below, and 35 percent in other duty positions. Experience on contingency deployments or other real world operational missions are invaluable in preparing NCOs for increased levels of responsibility in an expeditionary Army.

c. Chapter 2, paragraph 13, of DA PAM 600-25 base document noted that assignments facilitate the accumulation of experience over time; providing opportunities to employ and further develop those skills and knowledge attained through the process of institutional training. It defines assignment types as operational, generating (institutional), critical leader development, key billets, and broadening.

(1) **Operational:** Primarily a modified table of organization and equipment (MTOE) assignment with duties in your MOS or CMF to numbered armies, corps, divisions, brigades, and battalions that conduct decisive action.

(2) **Generating (Institutional):** Primarily a table of distribution and allowances (TDA) assignment, with duties in your MOS or CMF focused on supporting the operational Army. Institutional/Generating organizations provide the infrastructure necessary to raise, train, equip, deploy, and ensure the readiness of all Army forces, as well as provide installation and area support.

(3) **Critical Leader Development:** Critical leader development positions are deemed fundamental to an NCO's development within their CMF. The respective proponent identifies operational or generating MOS and CMF positions. **Positive performance in these positions provides the greatest potential for advancement.**

(4) **Key (Nominative):** A CMF may further optimize the distribution of NCO talent by selecting the best qualified NCOs based on their KSBs to key positions across the enterprise. The proponent designates these positions for experience leaders of character who demonstrate potential and have proven their competence in a broad range of environments. **Positive performance in key billets should signal superior performance and potential.**

(5) **Broadening:** Operational or generating positions in a command or agency where duties are outside of one's MOS or CMF, or duties are at operational or strategic levels. These assignments offer a purposeful expansion of an NCO's core MOS proficiency and leadership, resulting in agile and adaptive leaders capable of operating in complex environments.

NCOs should seek professionally rewarding leadership positions, should round out their careers with company through corps operations experience, and serve in generating, select broadening, and joint assignments. NCOs should add as much assignment diversity, i.e., not serving in the same position multiple times as possible to increase the depth and breadth of their knowledge and experience.

2. Prerequisites.

See DA Pam 611–21, chapter 10 on the Army G-1 website located at <https://www.army.mil/g-1#org-g-1-pubs>. The waiver authority for MOS prerequisites is the Commandant, U.S. Army Chemical, Biological, Radiological, and Nuclear School (USACBRNS).

3. Goals for development.

Developmental objectives prioritize maintaining the CBRN specialist as a leading innovator in warfighting technology for both chemical, biological, radiological, and nuclear defense and homeland security. Furthermore, these goals aim to ensure continued significant contributions to national security objectives, encompassing both CBRN-specific and broader support functions. Finally, the development program will cultivate adaptable and capable noncommissioned officers and leaders prepared to effectively support LSCO and MDO.

a. Private – Specialist/Corporal (74D10).

(1) **Institutional training.** Basic Leader Course (BLC). Soldiers should seek to obtain recognition as the distinguished honor graduate, distinguished leadership graduate, commandant's list, or superior academic achievement.

(2) **Assignments.** The focus during the early years of a CBRN specialists' career should be on building a solid foundation of technical expertise in equipment, basic MOS skills, and common Soldier tasks.

- **Operational Assignments.** CBRN operations specialist in a hazard assessment platoon (HAP), reconnaissance and surveillance (R&S) platoon, heavy decontamination/reconnaissance platoon (HDR), biological detection platoon, or CBRNE response team (CRT). The primary developmental assignment for a CBRN specialist is as a CBRN specialist/operations specialist or an operations readiness specialist in a company/troop/battery, or battalion/brigade S3 in which they should serve for 12-24 months.

- **Generating Assignments.** Training technician, training specialist, and operations specialist.

- **Critical Leader Development Assignments.** Not applicable

- **Key (Nominative) Assignments.** None

- **Broadening Opportunities.** 75th Ranger Regiment, 1st Special Forces Command (A), 3rd Infantry Regiment (The Old Guard), and Nuclear Disablement Team (NDT).

(3) Self-development. See chapter 3, paragraphs 1 and 2.

(4) Military Training. Soldiers should attempt to attend military training as often as possible. The more skills Soldiers possess, the greater the depth and breadth of knowledge. What is most critical is that Soldiers place these attained skills to use as opposed to simply attending the school for promotion purposes. The proponent considers the following training as career enhancing: Ranger (G/V), Advanced CBRNE Enabler (L3), CBRN Reconnaissance for BCTs (L6), Airborne (P), and Air Assault (2B).

(5) Other Indicators of Excellence. At this level, Soldiers should strive to demonstrate excellence through a variety of ways. Additional indicators of excellence include, but are not limited to, earning the ESB, winning “best of series” (squad, CBRN Warrior, etc.), brigade-level or higher Soldier of the year, competing in Army hosted/sponsored events (Army 10 miler, etc.), earning battalion top gun, earning the silver or gold German Armed Forces Proficiency Badge (GAFPB), participating in the World Class Athlete Program (WCAP), completing the Norwegian Foot March, earning the Military Outstanding Volunteer Service Medal (MOVSM), and other methods of distinguishing an individual apart from their peers.

b. Sergeant (74D2O).

(1) Institutional training. Advanced Leader Course (ALC). NCOs should seek to obtain recognition as the distinguished honor graduate, distinguished leadership graduate, commandant’s list, or superior academic achievement.

(2) Assignments. During this career stage, NCOs should focus on developing supervisory skills, enhancing technical and tactical MOS knowledge, and mastering skill level 2 AWTs and CMF-specific ICTLs. Sergeants are also responsible for developing the technical and tactical skills of their individual Soldiers and training their teams to proficiency. Sergeants can acquire technical expertise as a CBRN NCO in nonchemical units, as part of CBRN organizations, or on civil support teams (Army National Guard

(ARNG)). Sergeants should seek leadership positions in CBRN formations to develop their leadership skills. These positions prepare junior NCOs for more demanding leadership positions at higher echelons. The proponent considers exemplary performance in staff NCO positions as favorable regardless of echelon. CBRN Staff NCO positions are developmental assignments that sequentially build on experiences through SGM/CSM. Special consideration should be given to those NCOs who have served in a position of higher grade/rank.

- **Operational Assignments.** Company CBRN NCO, operations readiness NCO, CBRNE response team (CRT) member, civil support team (CST) member (ARNG).

- **Generating Assignments.** Operations NCO for an initial military training (IMT) company.

- **Critical Leader Development Assignments.** Sergeants should serve successfully for 18-24 months as a CBRN RECCE or BIDS assistant team leader, hazard assessment or decontamination assistant squad leader, decontamination/reconnaissance (DRT) team leader (75th RR), CBRN NCO (SOF CBRN Co) (A), or a combination of those positions.

The proponent defines “successfully” as an NCO who is highly enumerated (MQ/HQ) on NCOERs contributing to an overall strong board file. The strength of the NCO’s file should be the determining factor when the NCO has successfully completed their time in the current position. In other words, NCOs who meet the time requirement at grade, but were an average or poor performer, should not be viewed as CLD complete. The proponent strongly recommends that individuals with weak or mediocre performance in CLD assignments should seek out additional CLD opportunities.

NCOs serving in a critical leader development position in the next higher rank (consecutively or non-consecutively) will receive credit towards their critical leader development requirement for their present rank, provided that the rated NCO’s evaluation(s) document the time (example: SGT filling a squad leader (SSG) position receives critical leadership requirement credit towards their present grade and does not need to serve in a SGT-level leadership position). Similarly, those NCOs serving in the next higher rank critical leader development position, and promoted while in position, the entire period will count towards the next higher ranks critical leadership requirement provided that the rated NCO’s evaluation(s) document the time (example: SGT filling a squad leader position is promoted to SSG, the entire amount of time counts toward the SSG critical leadership requirement). To the greatest possible extent, NCOs should complete their critical leadership development prior to any broadening assignment.

- **Key (Nominative) Assignments.** Although documented for staff sergeants, Army requirements may necessitate that 74D sergeants serve as drill sergeants and recruiters. Additional nominative opportunities may become available to CBRN NCOs as part of the fair share/immaterial program; however, authorization documents do not identify those positions as 74D-coded billets.

- **Broadening Opportunities.** Special Missions Unit (SMU), 75th Ranger Regiment, 160th Special Operations Aviation Regiment (SOAR) (A), 1st Special Forces Command (A), 3rd Infantry Regiment (The Old Guard), and Nuclear Disablement Team (NDT).

These opportunities, while career enhancing, generally do not allow for the same level of leadership development and are not appropriate alternatives to critical leader development positions, unless otherwise identified in this document. To the maximum extent possible, HRC will not consider NCOs for broadening opportunities until the critical leader development requirement is satisfied. The proponent strongly discourages consecutive broadening assignments, including those in support of special operations forces.

(3) Self-development. See chapter 3, paragraphs 1 and 3.

(4) Military Training. NCOs should attempt to attend military training as often as possible. The more skills an NCO possesses, the greater the depth and breadth of knowledge. What is most critical is that NCOs place these attained skills to use as opposed to simply attending the school for promotion purposes. The proponent considers the following training as career enhancing: Drill Sergeant (X), Recruiter (4), Ranger (G/V), Advanced CBRNE Enabler (L3), CBRN Reconnaissance for BCTs (L6), Airborne (P), Air Assault (2B), Jumpmaster (5W), Pathfinder (F7), Ranger Assessment and Selection Program (RASP), Holistic Health and Fitness Integrator (P5), Sensitive Site Exploitation Course (SF), Technical Exploitation Course (SF), Exploitation Analysis Course (SF), and Combat Tactics Course (SMU).

(5) Other Indicators of Excellence. As a sergeant, NCOs should strive to demonstrate excellence through a variety of ways. Additional indicators of excellence include, but are not limited to, earning the ESB, winning “best of series” (squad, CBRN Warrior, etc.), brigade-level or higher NCO of the year, induction into the Sergeant Audie Murphy/Sergeant Morales Clubs, competing in Army hosted/sponsored events (Army 10 miler, etc.), earning battalion top gun, earning the silver or gold German Armed Forces Proficiency Badge (GAFPB), participating in the World Class Athlete Program (WCAP), completing the Norwegian Foot March, earning the Military Outstanding Volunteer Service Medal (MOVSM), and other methods of distinguishing an individual apart from their peers.

c. Staff Sergeant (74D30)

(1) Institutional training. Senior Leader Course (SLC). NCOs should seek to obtain recognition as the distinguished honor graduate, distinguished leadership graduate, commandant’s list, or superior academic achievement.

(2) Assignments. Staff sergeants should continue to focus on developing supervisory skills, enhancing technical and tactical MOS knowledge, and mastering skill level 3 AWTs and CMF-specific ICTLs. Additionally, these NCOs care for the Soldiers and families in their squad or team. The scope of this charge includes personal and professional issues. A primary way to do so is to have in-depth knowledge of the programs the Army has available to assist with the process. Staff sergeants should seek leadership positions in CBRN units. Staff sergeants can also acquire technical expertise as a CBRN staff NCO in nonchemical units or on civil support teams (ARNG). If

possible, staff sergeants should continuously strive for diversity in their assignments to add depth and breadth to their experience. Diversity ensures NCOs maintain their MOS proficiency throughout continuous changes in modernization, structure, and doctrine. The proponent considers exemplary performance in staff NCO positions as favorable regardless of echelon. CBRN Staff NCO positions are developmental assignments that sequentially build on experiences through SGM/CSM. Board members should give special consideration to those NCOs who have served in a position of higher grade/rank.

- **Operational Assignments.** Battalion CBRN NCO, CBRN NCO (CRT), civil support team (CST) CBRN NCO (ARNG).
- **Generating Assignments.** S3 NCO, training management NCO, operations sergeant/NCO, CBRN NCO, training sergeant/NCO, and observer coach/trainer (OC/T) (USAR).
- **Critical Leader Development Assignments.** Staff sergeants should serve successfully for 18-24 months as a smoke, decontamination, support, or hazard assessment squad leader; CBRN RECCE, biological detection, or R&S team leader; assistant team leader (SMU/CRD), CBRN recon/decontamination assistant team leader (SOF CBRN Co) (A), drill sergeant, small group leader, or a combination of those positions.

The proponent defines “successfully” as an NCO who is highly enumerated (MQ/HQ) on NCOERs contributing to an overall strong board file. The strength of the NCO’s file should be the determining factor when the NCO has successfully completed their time in the current position. In other words, NCOs who meet the time requirement at grade, but were an average or poor performer, should not be viewed as CLD complete. The proponent strongly recommends that individuals with weak or mediocre performance in CLD assignments should seek out additional CLD opportunities.

NCOs serving in a critical leader development position commensurate to the next higher rank (consecutively or non-consecutively) will receive credit towards their critical leader development requirement for their present rank, provided that the rated NCO’s evaluation(s) document the time (example: SSG filling a platoon sergeant (SFC) position receives critical leadership requirement credit towards their present grade and does not need to serve in a SSG-level leadership position). Similarly, those NCOs serving in the next higher rank critical leader development position, and promoted while in position, the entire period will count towards the next higher ranks critical leadership requirement provided that the rated NCO’s evaluation(s) document the time (example: SSG filling a platoon sergeant position is promoted to SFC, the entire amount of time counts toward the SFC critical leadership requirement). To the greatest possible extent, NCOs should complete their critical leadership development prior to any broadening assignment.

- **Key (Nominative) Assignments.** Recruiter, Defense Threat Reduction Agency (DTRA), and White House Military Office (WHMO). Additional nominative opportunities may become available to CBRN NCOs as part of the fair share/immaterial program; however, authorization documents do not identify those positions as 74D-coded billets.

- **Broadening Opportunities.** Training with industry (TWI), instructor, training developer, tactical NCO (TAC NCO), Special Mission Unit (SMU), 75th Ranger

Regiment, 160th Special Operations Aviation Regiment (SOAR) (A), 1st Special Forces Command (A), 3rd Infantry Regiment (The Old Guard), and Security Forces Assistance Brigade (SFAB).

While career enhancing, many broadening assignments do not allow for the same level of leadership development and are not appropriate alternatives to critical leader development positions, unless otherwise identified in this document. To the maximum extent possible, HRC will not consider NCOs for broadening opportunities until the critical leader development requirement is satisfied. The proponent strongly discourages consecutive broadening assignments, including those in support of special operations forces.

(3) Self-development. See chapter 3, paragraphs 1 and 4.

(4) Military Training. NCOs should attempt to attend military training as often as possible. The more skills an NCO possesses, the greater the depth and breadth of knowledge. What is most critical is that NCOs place these attained skills to use as opposed to simply attending the school for promotion purposes. Our most qualified staff sergeants have completed a minimum of four career-enhancing courses, while those who are highly qualified have completed three. The proponent considers the following training as career enhancing: Drill Sergeant (X), Recruiter (4), Ranger (G/V), Common Faculty Instructor Development Course (8), Holistic Health and Fitness Integrator (P5), Training Developer (2), Capabilities Developer (Y7), Advanced CBRNE Enabler (L3), CBRN Reconnaissance for BCTs (L6), Battle Staff (2S), Jumpmaster (5W), Pathfinder (F7), Mission Command Digital Master Gunner (5C), Master Driver Trainer (M9), Combat Tactics Course (SMU), Ranger Assessment and Selection Program (RASP), Sensitive Site Exploitation Course (SF), Technical Exploitation Course (SF), Exploitation Analysis Course (SF), Knowledge Management Qualification Course, Antiterrorism and Force Protection Level Two, Theater Nuclear Operations Course (TNOC), Countering WMD – Advisors Course, and Lean Six Sigma (White, Yellow, Green, Black, Master Black).

(5) Other Indicators of Excellence. As a staff sergeant, NCOs should strive to demonstrate excellence through a variety of ways. Additional indicators of excellence include, but are not limited to, earning the ESB, winning “best of series” (squad, CBRN Warrior, etc.), brigade-level or higher NCO of the year, induction into the Sergeant Audie Murphy/Sergeant Morales Clubs, drill sergeant/instructor/recruiter of the year, competing in Army hosted/sponsored events (Army 10 miler, etc.), earning battalion top gun, earning the silver or gold German Armed Forces Proficiency Badge (GAFPB), participating in the World Class Athlete Program (WCAP), completing the Norwegian Foot March, earning the Military Outstanding Volunteer Service Medal (MOVSM), senior/master instructor badge, and silver/gold recruiter badge, and other methods of distinguishing an individual apart from their peers.

d. Sergeant First Class (74D4O)

(1) Institutional training. Master Leader Course (MLC). NCOs should seek to obtain recognition as the distinguished honor graduate, distinguished leadership graduate, commandant's list, or superior academic achievement.

(2) Assignments. During this career stage NCOs should focus on the mastering of technical and tactical MOS knowledge, supervisory skills, and skill level 4 AWTs and battle drills while focusing on improving organizational management skills and doctrinal knowledge. These subjects include, but not limited to, organizational behavior, personnel management, time management, and Army operations. Sergeants first class should seek leadership positions in chemical companies or detachments. These positions will prepare senior NCOs for more demanding leadership positions. Sergeants first class can also continue to build on experiences as a CBRN staff NCO by serving in non-CBRN organizations at the battalion through corps levels and can also acquire technical expertise on civil support teams (ARNG). Sergeants first class can also serve in a variety of generating force and broadening positions. If possible, sergeants first class should continuously strive for diversity in their assignments. Diversity ensures NCOs maintain their MOS proficiency throughout continuous changes in modernization, structure, and doctrine. The proponent considers exemplary performance in staff NCO positions as favorable regardless of echelon. CBRN Staff NCO positions are developmental assignments that sequentially build on experiences through SGM/CSM. Board members should give special consideration to those NCOs who have served in a position of higher grade/rank.

- **Operational assignments.** CBRN NCO, brigade CBRN staff NCO, civil support team (CST) CBRN NCOIC (ARNG), operations sergeant/NCO, and training sergeant/NCO.

- **Generating Assignments.** Observer/coach-trainer (OC/T), operations sergeant, test and evaluations NCO, and senior training management NCO.

- **Critical Leader Development Assignments.** Sergeants first class should serve 18-24 months as a CBRN RECCE, R&S, hazard assessment, biological detection, decontamination, or smoke platoon sergeant, DRT platoon/section sergeant (75th RR), CBRN team leader (SMU), CBRN company operations sergeant, CBRN recon/decontamination or unconventional warfare team leader (SOF CBRN Co) (A), CBRN SLC small group leader (SGL), senior small group leader (SSGL), senior drill sergeant, CBRN staff NCO (CRT), or a combination of those positions.

The proponent defines “successfully” as an NCO who is highly enumerated (MQ/HQ) on NCOERs contributing to an overall strong board file. The strength of the NCO’s file should be the determining factor when the NCO has successfully completed their time in the current position. In other words, NCOs who meet the time requirement at grade, but were an average or poor performer, should not be viewed as CLD complete. The proponent strongly recommends that individuals with weak or mediocre performance in CLD assignments should seek out additional CLD opportunities.

NCOs serving in a critical leader development position commensurate to the next higher rank (consecutively or non-consecutively) will receive credit towards their critical leader development requirement for their present rank, provided that the rated NCO's evaluation(s) document the time (example: SFC filling a first sergeant (MSG) position receives critical leadership requirement credit towards their present grade and does not need to serve in a SFC-level leadership position).. Similarly, those NCOs serving in the next higher rank critical leader development position, and promoted while in position, the entire period will count towards the next higher ranks critical leadership requirement provided that the rated NCO's evaluation(s) document the time (example: SFC filling a first sergeant position is promoted to MSG, the entire amount of time counts toward the MSG critical leadership requirement). To the greatest possible extent, NCOs should complete their critical leadership development prior to any broadening assignment.

- **Key (Nominative) Assignments.** Recruiter, equal opportunity advisor (EOA), inspector general (IG) NCO, White House Military Office, Defense Threat Reduction Agency (DTRA), Joint Program Executive Office (JPEO), Pentagon Force Protection Agency, and talent management NCO (HRC). Additional nominative opportunities may become available to CBRN NCOs as part of the fair share/immaterial program; authorization documents do not identify those positions as 74D-coded billets.

- **Broadening Opportunities.** Instructor/senior instructor, Special Mission Unit (SMU), 160th Special Operations Aviation Regiment (SOAR) (A), 75th Ranger Regiment, 1st Special Forces Command (A), weapons of mass destruction coordination team (WMD-CT), 3rd Infantry Regiment (The Old Guard), capabilities/combat developer (Futures Command), and training with industry (TWI).

While career enhancing, many broadening assignments do not allow for the same level of leadership development and are not appropriate alternatives to critical leader development positions, unless otherwise identified in this document. To the maximum extent possible, HRC will not consider NCOs for broadening opportunities until the critical leader development requirement is satisfied. The proponent strongly discourages consecutive broadening assignments, including those in support of special operations forces.

(3) Self-development. See chapter 3, paragraphs 1 and 5.

(4) Military Training. NCOs should attempt to attend military training as often as possible. The more skills an NCO possesses, the greater the depth and breadth of knowledge. What is most critical is that NCOs place these attained skills to use as opposed to simply attending the school for promotion purposes. Our most qualified sergeants first class have completed a minimum of four career-enhancing courses, while those who are highly qualified have completed three. The proponent considers the following training as career enhancing: Drill Sergeant (X), Recruiter (4), Ranger (G/V), Common Faculty Instructor Development Course (8), Holistic Health and Fitness Integrator (P5), Training Developer (2), Capabilities Developer (Y7), Advanced CBRNE Enabler (L3), CBRN Reconnaissance for BCTs (L6), Battle Staff (2S), Jumpmaster (5W), Pathfinder (F7), Mission Command Digital Master Gunner (5C), Master Driver Trainer (M9), Combat Tactics Course (SMU), Ranger Assessment and Selection Program (RASP), Sensitive Site Exploitation Course (SF), Technical Exploitation Course

(SF), Exploitation Analysis Course (SF), Knowledge Management Qualification Course, Antiterrorism and Force Protection Level Two, Theater Nuclear Operations Course (TNOC), Countering WMD – Advisors Course, and Lean Six Sigma (White, Yellow, Green, Black, Master Black).

(5) Other Indicators of Excellence. Sergeants first class should strive to demonstrate excellence through a variety of ways. Additional indicators of excellence include, but are not limited to, earning the ESB, winning “best of series” (squad, CBRN Warrior, etc.), brigade-level or higher NCO of the year, induction into the Sergeant Audie Murphy/Sergeant Morales Clubs, drill sergeant/instructor/recruiter of the year, competing in Army hosted/sponsored events (Army 10 miler, etc.), earning battalion top gun, earning the silver or gold German Armed Forces Proficiency Badge (GAFPB), participating in the World Class Athlete Program (WCAP), completing the Norwegian Foot March, earning the Military Outstanding Volunteer Service Medal (MOVSM), senior/master instructor badge, and silver/gold recruiter badge, induction into the order of the dragon or other branches’ regimental association awards, and other methods of distinguishing an individual apart from their peers.

e. Master Sergeant/First Sergeant (74D50)

(1) Institutional training. Sergeants Major Course (SMC). NCOs should seek to obtain recognition as the distinguished honor graduate, distinguished leadership graduate, commandant’s list, or superior academic achievement.

(2) Assignments. Experience gained through a variety of challenging operational assignments prepares NCOs to lead Soldiers in combat. CBRN master sergeants can serve in operational assignments, institutional/generating assignments, critical leader development assignments, and broadening assignments. During this career stage NCOs should focus on training, educating, and developing subordinates on Army and organizational programs. Master sergeants/first sergeants assist in developing and maintaining a training calendar to create predictability for service members and their families to enable comprehensive Soldier and Family fitness. These NCOs execute talent management with their organizations and are the lead for information dissemination within the unit. Master sergeants/first sergeants should seek leadership positions in CBRN companies and basic combat training companies and battalions. The proponent considers exemplary performance in staff NCO positions as favorable regardless of echelon. CBRN Staff NCO positions are developmental assignments that sequentially build on experiences through SGM/CSM. Board members should give special consideration to those NCOs who have served in a position of higher grade/rank.

- **Operational Assignments.** Team sergeant (CRT), CBRN BN operations sergeant, operations sergeant, and CBRN operations sergeant/NCO.

- **Generating Assignments.** BN S3 NCO, senior training management NCO, observer coach/trainer (OC/T), and course manager (USAR).

- **Critical Leader Development Assignments.** Master sergeants should serve successfully for 18-24 months as first sergeant, chemical reconnaissance detachment (CRD) detachment sergeant, CBRN team sergeant (SMU), or a combination of those positions.

The proponent defines “successfully” as an NCO who is highly enumerated (MQ/HQ) on NCOERs contributing to an overall strong board file. The strength of the NCO’s file should be the determining factor when the NCO has successfully completed their time in the current position. In other words, NCOs who meet the time requirement at grade, but were an average or poor performer, should not be viewed as CLD complete. The proponent strongly recommends that individuals with weak or mediocre performance in CLD assignments should seek out additional CLD opportunities.

NCOs serving in a critical leader development position commensurate to the next higher rank (consecutively or non-consecutively) will receive credit towards their critical leader development requirement for their present rank, provided that the rated NCO’s evaluation(s) document the time. Similarly, those NCOs serving in the next higher rank critical leader development position, and promoted while in position, the entire period will count towards the next higher ranks critical leadership requirement provided that the rated NCO’s evaluation(s) document the time. To the greatest extent possible, NCOs should complete their critical leadership development prior to any broadening assignment.

- **Key (Nominative) Assignments.** Defense Threat Reduction Agency (DTRA), senior career management NCO, equal opportunity advisor (EOA), Program Executive Office (PEO), and Security Assistance Training Management Organization (SATMO) (Saudi Arabia). Additional nominative opportunities may become available to CBRN NCOs as part of the fair share/immaterial program; however, authorization documents do not identify those positions as 74D-coded billets.

- **Broadening Opportunities.** Special Missions Units (SMU), 75th Ranger Regiment, 160th Special Operations Aviation Regiment (SOAR) (A), Joint Special Operations Command (JSOC), 1st Special Forces Command (A), weapons of mass destruction coordination team (WMD-CT), and CBRN staff assistant (NATO).

While career enhancing, many broadening assignments do not allow for the same level of leadership development and are not appropriate alternatives to critical leader development positions, unless otherwise identified in this document. To the maximum extent possible, HRC will not consider NCOs for broadening opportunities until the critical leader development requirement is satisfied. The proponent strongly discourages consecutive broadening assignments, including those in support of special operations forces.

(3) Self-development. See chapter 3, paragraphs 1 and 6.

(4) Military Training. NCOs should attempt to attend military training as often as possible. The more skills an NCO possesses, the greater the depth and breadth of knowledge. What is most critical is that NCOs place these attained skills to use as opposed to simply attending the school for promotion purposes. Our most qualified master/first sergeants have completed a minimum of three career-enhancing courses, while those who are highly qualified have completed two. The proponent considers the

following training as career enhancing: Advanced CBRNE Enabler (L3), Holistic Health and Fitness Integrator (P5), Ranger (G/V), Battle Staff (2S), Jumpmaster (5W), Pathfinder (F7), Mission Command Digital Master Gunner (5C), Combat Tactics Course (SMU), Ranger Assessment and Selection Program (RASP), How the Army Runs Course (HTAR), Knowledge Management Qualification Course, Joint Senior Leader Course, Theater Nuclear Operations Course (TNOC), Countering WMD – Advisors Course, and Lean Six Sigma (White, Yellow, Green, Black, Master Black).

(5) Other Indicators of Excellence. 1SGs/MSGs should strive to demonstrate excellence through a variety of ways. Additional indicators of excellence include, but are not limited to, earning the ESB, winning “best of series” (squad, CBRN Warrior, etc.), induction into the Sergeant Audie Murphy/Sergeant Morales Clubs, competing in Army hosted/sponsored events (Army 10 miler, etc.), earning the silver or gold German Armed Forces Proficiency Badge (GAFPB), participating in the World Class Athlete Program (WCAP), completing the Norwegian Foot March, induction into the order of the dragon or other branches’ regimental association awards, their organization winning the Sibert Award, and other methods of distinguishing an individual apart from their peers.

f. Sergeant Major/Command Sergeant Major (74D6O)

(1) Institutional Training. The Nominative Leader Course (NLC) qualifies NCOs as nominative-level command sergeants major/sergeants major (00Z).

(2) Assignments. The focus during this phase of an NCO career should be understanding mission command and execute the commander’s intent through disciplined initiative, supporting the commander’s priorities. Sergeants major/command sergeants major engage key stakeholders and foster strong relationships, across echelons, with agencies within the community and build relationships with peer units and higher headquarters to champion the unit up and out. Sergeants major/command sergeants major carry out and enforce policies and standards. Sergeants major/command sergeants major design, implement, and manage an NCO leader development program and are the standard bearers for their organization while serving as a role model for all Soldiers, NCOs, and Officers. Sergeants major/command sergeants major should seek positions in battalions or brigades as command sergeants major or as operations sergeants major.

The proponent defines “successfully” as an NCO who is highly enumerated (MQ/HQ) on NCOERs contributing to an overall strong board file. The strength of the NCO’s file should be the determining factor when the NCO has successfully completed their time in the current position. In other words, NCOs who meet the time requirement at grade, but were an average or poor performer, should not be viewed as CLD complete. The proponent strongly recommends that individuals with weak or mediocre performance in CLD assignments should seek out additional CLD opportunities.

- **Operational Assignments.** Operations SGM.
- **Generating Assignments.** Operations SGM.

- **Critical Leader Development Assignments.** Sergeants major should serve successfully for 18-24 months as 6C/7C PDPC CSM, CBRN troop SGM (SMU), division/corps/ASCC CBRN SGM, NCO commandant, or a combination of those positions.

- **Key (Nominative) Assignments.** Inspector general (IG) SGM, branch SGM (HRC), Sergeants Major Academy (SGM-A) Fellowship, and operations sergeant (Pentagon Force Protection). Additional nominative opportunities may become available to CBRN NCOs as part of the fair share/immaterial program; however, authorization documents do not identify those positions as 74D-coded billets.

- **Broadening Opportunities.** Chief career management NCO (proponent SGM), Special Missions Unit (SMU), CBRN SGM (JSOC), and chief instructor/writer (USAR).

(3) Self-development. See chapter 3, paragraphs 1 and 7.

(4) Military Training. NCOs should attempt to attend military training as often as possible. The more skills an NCO possesses, the greater the depth and breadth of knowledge. What is most critical is that NCOs place these attained skills to use as opposed to simply attending the school for promotion purposes. Our most qualified sergeants major have completed a minimum of three career-enhancing courses, while those who are highly qualified have completed two. The proponent considers the following training as career enhancing: Keystone Course, Joint Senior Leader Course, CBRN Pre-Command Course, Ranger (G/V), Jumpmaster (5W), Pathfinder (F7), Mission Command Digital Master Gunner (5C), Combat Tactics Course (SMU), Ranger Assessment and Selection Program (RASP), How the Army Runs Course (HTAR), Force Management Course, Knowledge Management Qualification Course, Theater Nuclear Operations Course (TNOC), Countering WMD – Advisors Course, and Lean Six Sigma (White, Yellow, Green, Black, Master Black).

(5) Other Indicators of Excellence. Sergeants Major should strive to demonstrate excellence through a variety of ways. Additional indicators of excellence include, but are not limited to, earning the ESB, winning “best of series” (squad, CBRN Warrior, etc.), competing in Army hosted/sponsored events (Army 10 miler, etc.), participating in the World Class Athlete Program (WCAP), completing the Norwegian Foot March, induction into the order of the dragon or other branches’ regimental association awards, Congressional Fellowship, and other methods of distinguishing an individual apart from their peers.

Chapter 5.

Military Occupational Specialty 74D, Talent Development Model

The CMF 74 Evaluation Board Brief and Talent Development Model can be found at: <https://www.army.mil/g-1#org-g-1-resources>.

Chapter 6.

Military Occupational Specialty 74D United States Army Reserve Component (RC)

RC CBRN specialists represent the largest portion of the Chemical Corps. The RC CBRN specialists must possess the same qualifications and responsibilities as the Active-Duty Component. Duty assignments for career progression are parallel to those of the Active Duty Soldier except for OCONUS assignments. The physical location of units may limit the ability to vary assignments during a career and require Soldiers to travel further from their homes to find a career-enhancing position. NCOPDS courses are a requirement at all levels for RC Soldiers and are available through Total Army School System (TASS) for institutional-level training. The RC augments our Nation's responders through its ability to be the first military response (each state's ARNG assets) or as follow-on Defense Support to Civil Authorities (DSCA) (USAR or ARNG assets). It is critical for the RC CBRN specialist to obtain and maintain certain national certifications to ensure their usability in this mission area. The RC aids in all peacekeeping and contingency operations. RC units align to combatant commands for wartime missions and mobilized in part or whole to augment or replace RA forces during wartime. The ARNG WMD civil support teams provide career-enhancing assignments and training.