

NCO COMMON CORE COMPETENCIES FOR PROFESSIONAL MILITARY EDUCATION

Reference Curriculum – Volume I

BASIC LEADER COURSE (BLC)

ADVANCED LEADER COURSE COMMON CORE COMPETENCIES (ALC NCO-C3)

SENIOR LEADER COURSE COMMON CORE COMPETENCIES (SLC NCO-C3)

MASTER LEADER COURSE (MLC)



THE NCO LEADERSHIP
CENTER OF EXCELLENCE

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“Leaders Build Lethality, We Develop Leaders”

NCO COMMON CORE COMPETENCIES (NCO C3) DEFINITIONS

NCO Common Core Competencies: Six major topic areas (Leadership, Communications, Readiness, Training Management, Operations, and Program Management) taught in NCO Professional Military Education (PME) that are common to all Noncommissioned Officers regardless of Military Occupational Specialty (MOS), rank, or position. NCO common core competency topics support the four Army Learning Areas, include subjects that are sequential and progressive, and build on skills, knowledge, and abilities of every NCO by enhancing a shared understanding required to operate effectively as a professional member of a ready and lethal force.

READINESS

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

LEADERSHIP

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

OPERATIONS

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

TRAINING MANAGEMENT

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

PROGRAM MANAGEMENT

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

COMMUNICATIONS

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

OUR MISSION

Provide professional military education that develops enlisted leaders into fit, disciplined, well-educated professional capable of meeting the challenges of an increasingly complex world.

OUR VISION

The premier institution driving innovative development for enlisted leaders; constantly focused on readiness.

PREFACE

This reference curriculum is for Soldiers who want to know more about Noncommissioned Officer Professional Military Education courses. The reference curriculum books consist of three volumes.

Volume I

Basic Leader Course (BLC)

Advanced Leader Course NCO Common Core Competencies (ALC NCO-C3)

Senior Leader Course NCO Common Core Competencies (SLC NCO-C3)

Master Leader Course (MLC)

Volume II

Distributed Leader Courses (DLC) I - VI

Volume III

Battle Staff NCO Course (BSNCOC)

Commandants Pre-Command Course (CPCC)



NCOLCoE



NCO Worldwide



U.S. Army photo by SGT Ashton Smith

BASIC LEADER COURSE (BLC)

Description

The Basic Leader Course (BLC) is a branch-immaterial course that provides an opportunity for Soldiers to acquire the leader skills, knowledge, and experience needed to lead team-level size units. BLC prepares the specialist/corporal for duties and responsibilities as a sergeant. Using the Leadership Requirements Model (LRM) through a holistic approach, learners will develop skills in written and oral communications, critical and creative thinking, problem solving, leadership and counseling, drill and ceremonies, training Soldiers, character development, nutrition and physical fitness, troop leading procedures and mission orders, Army programs, and how to build effective teams. As a result, learners will be able to train, lead, and conduct operations at the team level. BLC is 22 days with 169 academic hours.

TERMINAL LEARNING OBJECTIVES (TLOs)

BLC graduates will be able to apply the six NCO Common Core Competencies (NCO C3). These competencies are Readiness, Leadership, Training Management, Communications (written and oral), Army Operations, and Program Management. The Basic Leader Course fully supports the Army's missions of lethality by developing smart, thoughtful, and innovative trainers who can communicate effectively, lead and protect their Soldiers, and sustain their equipment.

1. Explain the outcomes of the Basic Leader Course and the effects of group dynamics on the learning process.
2. Convey clear thoughts, tasks, and purpose to leadership and subordinates through multiple communication mediums.
3. Identify triggers to use effective leadership skills, values, and authority as a newly promoted NCO.
4. Conduct a Physical Readiness Training session for a squad/team.
5. Shape teams/squads to meet operational missions by implementing training management principles.
6. Guide self, Soldiers, and Families to meet Army readiness standards.

ACE ID: AR-2201-0603

Credit Recommendations in the lower-division baccalaureate/associate degree category:

1. 3 hours in communication
2. 3 hours in introduction to management

COURSE MAP

Seq	Lesson	Title	Hours	Module
1	B100	Basic Leader Course Overview	4	Module 1
2	B101	Group Dynamics	3	
3	B128	Sexual Harassment and Assault Response and Prevention	3	
4	B111	Physical Training	19	
5	B114	Drill and Ceremonies	6	
6	B129	Equal Opportunity – Prejudice and Discrimination	2	
7	B108	Cultural Competencies	4	
8	B103	Written Communication	13	
9	B106	The Army's Leadership Requirements Model	4	
10	B105	Critical Thinking and Problem Solving	4	
11	B102	Effective Listening	3	
12	B104	Public Speaking	12	Module 2
13	B124	Army Combat Fitness Test Grader Certification	8	
14	B115	Mission Orders and Troop Leading Procedures	5	
15	B116	Training Management	18	
16	B109	Unit Culture and This Is My Squad	5	
17	B110	Legal Responsibilities and Limits of NCO Authority	4	
18	B112	Followership and Servant Leadership Fundamentals	6	
19	B113	Cohesive Team Building and Conflict Management	7	Module 3
20	B107	Counseling	7	
21	B127	Financial Readiness	2	
22	B120	Talent Management	1	
23	B117	Transition Assistance Program	4	
24	B119	Soldier Readiness	6	Module 4
25	B118	Command Supply Discipline Program	4	
26	B126	Holistic Health and Fitness	2	
27	B121	Resilience Training for Leaders (Basic Leader Course)	6	
28	B125	Nutritional Readiness	3	
29	B130	Army Body Composition Program	2	
30	B131	Contemporary Issues	2	
Total BLC Hours			169	

LESSON B100 – BASIC LEADER COURSE OVERVIEW

Lesson Scope

At the end of this four-hour lesson, you will be able to organize an approach to achieving the course learning outcomes. The Basic Leader Course (BLC) prepares the specialist/corporal/sergeant for duties and responsibilities as a sergeant. Using the Leadership Requirements Model (LRM) through a holistic approach, learners will develop skills in written and oral communications, critical and creative thinking, problem solving, leadership, counseling, drill and ceremonies, how to train Soldiers, character development, troop leading procedures, and how to build effective teams. As a result, learners will be able to train, lead, and conduct operations at the team level.

Hours: 4

Action Statement

Identify the requirements to graduate from the Basic Leader Course (BLC).

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Sheet
Interview Sheet
Assessment Rubrics/Individual Student Assessment Plan
The Army Writing Style Workbook

LESSON B101 – GROUP DYNAMICS

Lesson Scope

At the end of this three-hour learning event, you will be more aware of the process a group goes through to successfully achieve a common goal. Identifying the stages of this process is crucial. Developing a small team is a primary responsibility of the NCO and understanding the stages will help guide you through the process. You will also explore strategies useful for groups in the learning environment.

Hours: 3

Action Statement

Identify the stages of group development.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Sheet
Broken Squares Activity
Practical Exercise Worksheet
Stages of Group Development, by Bruce Tuckman, pp 1 through 7

LESSON B102 – EFFECTIVE LISTENING

Lesson Scope

At the end of this three-hour learning event, you will be able to identify the components of the listening process. You will also develop an awareness of the role of listening in oral communication. In addition, you will develop skills related to analyzing and improving informative, critical, and empathetic listening skills, thereby improving your leadership abilities.

Hours: 3

Action Statement

Identify the components of the listening process.

Learning Domain: Cognitive
Level of Learning: Remembering

References/Readings

Advance Sheet
Listening Behavior Assessment
Handouts 1 and 2
Listening Effectively, 1996, by John A. Kline, pp 30 through 32

LESSON B103 – WRITTEN COMMUNICATION

Lesson Scope

At the end of this 4-hour lesson, you will be able to apply writing principles to aid in fluency and accuracy when writing sentences, paragraphs, and short essays. You will be able to identify the format for a memorandum for record and complete an informative essay to develop your writing abilities and meet the standards for course writing assignments. The ability to communicate is an essential competency to Army leaders and effective writing is one means of communication used throughout the Army.

Hours: 13

Action Statement

Write an essay.

Learning Domain: Cognitive
Level of Learning: Remembering

References/Readings

Advance Sheet
Learner Handout 1 – Outline
Learner Handout 2 – Venn Diagram
Learner Handout 3 – Mindmap
Learner Handout 4 – MFR
Learner Handout 5 – Proofreading Marks
Learner Handout 6 – 1009 Assessing Writing Information Essay (Learner)
AR 25-50, *Preparing and Managing Correspondence*, 17 May 2013, p. 6, paras 1-36 and 1-37

LESSON B104 – PUBLIC SPEAKING

Lesson Scope

At the end of this 12-hour lesson, you will be confident speaking in front of peers and superiors. You will explore both verbal and nonverbal skills, audience analysis techniques, and the four types of military briefings. Finally, you will deliver an information brief. The information brief is a common method of communication Army leaders use to lead their teams and inform superiors.

Hours: 12

Action Statement

Brief information orally.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Sheet

Verbal communication skills handouts Job Aid for Verbal and Nonverbal skills

FM 6-0, *Commander and Staff Organization and Operations*, 22 April 2016, pp 7-1 through 7-5

USASMA *Briefing Guide*, May 1993, Section I, pp. 1 and 2, and pp 9 thru 11

LESSON B105 – CRITICAL THINKING AND PROBLEM SOLVING

Lesson Scope

At the end of this four-hour lesson, you will apply the elements of critical thinking to a case study in order to solve a problem. You will also explore the Army Problem-Solving Process. Lastly, you will also make the connection between critical thinking and effective communication through active listening, writing, and speaking activities, thereby improving your skills as a leader.

Hours: 4

Action Statement

Apply the eight elements of critical thinking in problem solving.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

Job Aid 1, Elements and Standards

Job Aid 2, Improving Your Thinking

Job Aid 3, Military Problem-Solving Process

The Miniature Guide to Critical Thinking Concepts and Tools, 2014, pp 1 thru 22

FM 6-0, *Commander and Staff Organization and Operations*, 22 April 2016, Chapter 4

LESSON B106 – THE ARMY'S LEADERSHIP REQUIREMENTS MODEL

Lesson Scope

At the end of this four-hour learning event, you will have an opportunity to explore and develop your own personal leadership attributes and competencies through collaborative and experiential learning experiences. You will also use a graphic organizer to brainstorm strengths, weaknesses, and identify ways to improve leadership skills. Next, the learner will become familiar with the three assessments that are a part of Athena: Social Awareness and Influence Assessment (SAIA), Self-Awareness Individual Differences Inventory (SAID-I) assessment, and the Leader 180 (LDR180) and how these assessments tie into Leadership Requirements Model and ADP 6-22.

Hours: 4

Action Statement

Identify ways to improve your Army leadership skills.

Learning Domain: Cognitive

Level of Learning: Remembering

References/Readings

Advance Sheet

ADRP 6-22, *Army Leadership*, 1 August 2012, para 1-4 thru 1-6 and para 1-27, pp 1-27 thru 1-35

ADP 6-22, *Army Leadership*, 10 September 2012, pp 5 through 8, para 22 through 38

ADRP 6-22, *Army Leadership*, 1 August 2012, pp 2-4 thru 2-5, para 2-24 thru 2-39

AR 623-3, *Evaluation Reporting System*, 4 November 2015, pp 31 through 32, para 3-4 and 3-5

LESSON B107 – COUNSELING

Lesson Scope

At the end of this seven-hour learning event, you will be confident in counseling your team members in the three major categories of counseling. You will examine and practice how to counsel performance issues, personal issues, and professional growth opportunities. You will examine the NCO Evaluation Report Support Form and how to develop an individual development plan (IDP). You will also explore concepts and decisions through a series of vignettes and activities.

Hours: 7

Action Statement

Conduct a counseling session for a subordinate.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet
Scenario Handouts
DA Form 4856 Developmental Counseling Form (3 per student)
12 Index cards
Optional – Learner Handout Vignettes
ATP 6-22.1, *The Counseling Process*, 1 July 2014, pp 1-1 through 2-10

LESSON B108 – CULTURAL COMPETENCE

Lesson Scope

At the end of this four-hour learning event, you will be able to apply culturally appropriate responses when working within your teams, with peers, superiors, and people from other cultures. You will explore ways to rapidly recognize and assess cultural norms, explore strategies to communicate effectively with people from your own and other cultures, and learn how to mitigate cross-cultural challenges.

Hours: 4

Action Statement

Explain how the Behaviors, Norms, Values, and Beliefs (BNVB) Model is used by leadership to relate to a different culture.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Sheet
Communication Style Continuum Scenario

LESSON B109 – UNIT CULTURE AND THIS IS MY SQUAD

Lesson Scope

At the end of this five-hour learning event, you will articulate a coherent values and ethics system that supports the Army Profession. You will also be able to define culture, why it matters, and understand the nested levels of unit culture. You will learn about enduring values, beliefs, and norms, and understand why your unit culture is important. You will be able to identify factors that influence your unit's culture. Lastly, you will understand This Is My Squad (TIMS) initiative and discover methods of applying the initiative in your team.

Hours: 5

Action Statement

Explain influences on the unit culture.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Sheet
Army Values—Our Core
Army Profession Pamphlet, February 2017, pp 29 thru 39

LESSON B110 – LEGAL RESPONSIBILITIES AND LIMITS OF NCO AUTHORITY

Lesson Scope

At the end of this four-hour learning event, you will determine the types of authority an NCO has and when and how to use that authority. You will review the legal aspects, examine military justice components, and limits of authority to determine correct disciplinary approaches for Soldier conduct.

Hours: 4

Action Statement

Determine legal discipline approaches within NCO authority.

Learning Domain: Cognitive
Level of Learning: Creating

References/Readings

Advance Sheet
TC 7-22.7, *Noncommissioned Officer Guide*, 7 April 2015, pp 4-23 thru 4-30, paras 4-20 thru 4-29
AR 27-10, *Military Justice*, 11 May 2016, pp 3 through 29
AR 600-20, *Army Command Policy*, 6 November 2014, Chapter 4



LESSON B111 – INTRODUCTION TO PHYSICAL TRAINING

Lesson Scope

At the end of this 19-hour learning event, you will be able to conduct physical training in small teams. The lesson provides discussion, demonstration, practical exercises, and evaluation to prepare the learner. The assessment will count toward your grade point average.

Hours: 19

Action Statement

Conduct a physical training session for a squad.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet
Conduct Physical Readiness Training rubric
AR 600-9
AR 350-1
ATP 7-22.02
FM 7-22
GTA 07-08-003, *Physical Readiness Training Quick Reference Card*

LESSON B112 – FOLLOWERSHIP AND SERVANT LEADERSHIP FUNDAMENTALS

Lesson Scope

At the end of this six-hour learning event, you will be able to identify different types of followers that make up a team and how to work with or influence each type. You will also analyze the importance of servant leadership in how you interact, adapt to, and think about your new position as SGT. In addition, you will explore counseling, coaching, and mentoring techniques for specific follower behaviors while employing servant leadership principles.

Hours: 6

Action Statement

Analyze servant leadership.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Sheet
Spangenberg Case Study
1009W Assessing Writing Compare and Contrast Essay
Reading A- Landry, B. W. (2009). *Say No to Yes Men: Followership in the Modern Military*, pp 5-8
Reading B - Servant Leadership
ATP 6-22.1, *The Counseling Process*, 1 July 2014, pp 2-6 through 2-7, paras 2-33 through 2-37
ADRP 6-22, *Army Leadership*, 1 August 2012, pp 7-1 through 7-16

LESSON B113 – COHESIVE TEAM BUILDING AND CONFLICT MANAGEMENT

Lesson Scope

At the end of this seven-hour learning event, you will be able to identify the three stages of team development to build and maintain an effective, cohesive team. You will also be able to use appropriate conflict management styles applied to different sources of conflict.

Hours: 7

Action Statement

Identify methods to mitigate conflict in small teams.

Learning Domain: Cognitive

Level of Learning: Remembering

References/Readings

Advance Sheet
Online scenarios in MSAF
ADP 6-22, *Army Leadership and the Profession*, 31 July 2019, pages 5-10 thru 5-11, page 6-6, para 6-31 thru 6-34, and pp 6-12 thru 6-14, para 6-63 thru 6-73
FM 6-22, *Developing Leaders*, 1 November 2022, pp 1-4 thru 1-5, paragraphs 1-17 thru 1-19
FM 7-0, *Training*, 14 Jun 2021, page E-8
The Army's Consideration of Others, Lesson Number 4, pages 45 thru 49
CALL Handbook 21-14, Building Cohesive Teams, Chapter 3 Building Cohesive & Adaptive Teams Small-Unit Leader Training Aid, pages 10 thru 18

LESSON B114 – DRILL AND CEREMONIES

Lesson Scope

At the end of this six-hour learning event, you will be able to move a small unit from one place to another in an orderly manner. You will also be able to conduct the Squad Leader's Inspection. This training instills discipline and develops habits of precision and response.

Hours: 6

Action Statement

Conduct squad drill.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet
Conduct Squad Drill Score Sheet
TC 3-21.5, *Drill and Ceremonies*, 20 Jan 2012, Chapters 6 and 7



LESSON B115 – MISSION ORDERS AND TROOP LEADING PROCEDURES

Lesson Scope

At the end of this five-hour learning event, you will be able to react rapidly to mission orders assigned to your team in order to meet the commander's intent by applying the troop leading procedures to aid in the creation of both a fragmentary order (FRAGORD) and a Warning Order (WARNORD). This lesson supports two tasks: 071-COM-0205 Issue a Fragmentary Order and 071-COM-0206 Issue a Warning Order.

Hours: 5

Action Statement

Apply troop leading procedures (TLP).

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

Learner Handouts

FM 5-0, *Planning and Orders Production*, 16 May 2022, Chapter 7 and Appendix D

LESSON B116 – TRAINING MANAGEMENT

Lesson Scope

At the end of this learning event, you will develop a 30-minute Sergeant's Time Training session using the 8-step training model, incorporating training management principles and risk management.

Hours: 16

Action Statement

Conduct individual training.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

CE Handouts 1 and 2

Sergeant's Time Worksheet

GTA-21-008-001 Risk Management Matrix

8 Step Training Outline

FM 7-0 *Training*, para 1-1 through 1-16 and 1-23 and figure 1-2, para 2-5 through 2-8, 2-15 and 2-16, 3-15 to 3-21, 4-9 (Task Mastery), 4-15 and 4-16 (Live Fire), 4-28 Sergeants Time Training, 4-29 to 4-30 and appendix K (AAR), 4-31 to 4-37 (recording results), 5-1 to 5-3 (Evaluation), 5-7, Fig 5-1 (Assessment), Appendix B, Appendix C, Appendix E, pp E-22 to E-23, E-30, Appendix K, p K-1 to K-6 (AAR)

LESSON B117 – TRANSITION ASSISTANCE PROGRAM

Lesson Scope

During this learning event, we will analyze the Transition Assistance Program (TAP) process. Students will create a basic resume, a social networking page, and design a quick 30-second elevator pitch. The TAP fosters and promotes Army retention, both on active duty and in the Army National Guard (ARNG) or U.S. Army Reserve (USAR). The TAP helps Soldiers compare and contrast Army benefits and compensation with similar public or private sector occupations, to make informed career decisions. When Soldiers decide to leave active duty, the TAP shows them how continued service in the ARNG or USAR can supplement their income, provide education, and career opportunities, and expand their contacts in the community.

Hours: 4

Action Statement

Discuss the Transition Assistance Program.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Sheet

AR 600-81, Soldier for Life – Transition Assistance Program

Basic resume format

Resume assessment rubric

LESSON B118 – COMMAND SUPPLY DISCIPLINE PROGRAM

Lesson Scope

At the end of this learning event, you will be a good steward of Army resources in order to meet unit readiness. You will also build a plan on enforcing good supply discipline within your teams.

Hours: 4

Action Statement

Connect being a good steward of Army resources to unit readiness through effective supply discipline.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Sheet
AR 710-2, *Supply Policy Below the National Level*, 25 March 2008, pp 31 through 34, para 2-10
ATP 6-22.6, *Army Team Building*, 30 October 2015, pp 1-1 through 1-13
CALL Handbook 10-19, Small Unit Leader's Guide to The Command Supply Discipline Program

LESSON B119 – SOLDIER READINESS

Lesson Scope

At the end of this six-hour learning event, you will analyze the four pillars of readiness at the team level in order to support the overall Army mission. You will also develop a leader's book.

Hours: 6

Action Statement

Apply methods to increase readiness.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Sheet
Learner Worksheet
Army Readiness Guidance 2016-17, pp 1 through 9

LESSON B120 – TALENT MANAGEMENT

Lesson Scope

This one-hour lesson introduces you to achieving leader and organizational objectives through the fundamentals of Army Talent Management. At the conclusion of this lesson, you will be able to clearly identify the definitions of terms used in Army Talent Management and the Army Talent Attribute Framework (ATAF).

Hours: 1

Action Statement

Describe the characteristics of the Army's talent management-based system.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Sheet
Handout - Use and Develop Your Talents
Handout - Army Chief: New talent management will start with officers, then go to enlisted
The Army People Strategy, (15 pages)

LESSON B121 – RESILIENCE TRAINING FOR LEADERS (BASIC LEADER COURSE)

Lesson Scope

At the end of this six-hour learning event, you will be able to understand the tools of trust, engage, and values and beliefs; the resilience skills and strategies for self and others that target thoughts, emotions, and reactions; and discussing these skills and concepts in connection to leadership. While resilience training can help Soldiers overcome obstacles, resilience training will not eliminate all the effects of warfare and the operational environment, but resilient Soldiers do not let such adversity define them.

Hours: 6

Action Statement

Increase knowledge of individual and leadership skills to employ concepts of trust, resilience, performance, and energy management.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Sheet
Role playing script for "Spirituality"
Mindset quiz

LESSON B124 – ARMY COMBAT FITNESS TEST CERTIFICATION

Lesson Scope

This 8-hour lesson will enable you to obtain certification as an Army Combat Fitness Test (ACFT) grader. This certification will provide you with another tool for developing your Soldiers and supporting unit and Army readiness. Obtaining an ACFT Certification is not a graduation requirement. However, it may reflect on your DA Form 1059.

Hours: 8

Action Statement

Obtain certification as an ACFT grader.

Learning Domain: Psychomotor
Level of Learning: Precision

References/Readings

Advance Sheet
ACFT Certification Rubric
DA Form 705 Army Combat Fitness Test Scorecard
ATP 7-22.01: *Holistic Health and Fitness Testing*, Chapter 2

LESSON B125 – NUTRITIONAL READINESS

Lesson Scope

At the end of this 3-hour lesson, you will better understand how to maintain nutritional readiness, the standards of nutrition and principles of weight loss in supporting unit readiness. You will be able to better understand Army nutrition programs, calculate energy requirements, assist Soldiers with weight loss challenges, and employ nutrition resources, tools, and techniques. This lesson will assist the learners in developing healthy habits to maintain readiness.

Hours: 3

Action Statement

Maintain nutritional readiness.

Learning Domain: Psychomotor
Level of Learning: Precision

References/Readings

Advance Sheet
FM 7-22, Chapter 8
AR 30-22, *Army Food Program*

LESSON B126 – HOLISTIC HEALTH AND FITNESS

Lesson Scope

This two-hour lesson introduces you to the Army's holistic health and fitness (H2F) doctrine, FM 7-22. Knowledge of this doctrine will provide you with several different tools for developing your Soldiers and supporting Army readiness.

Hours: 2

Action Statement

Identify the major readiness domains of the Army's holistic health and fitness doctrine.

Learning Domain: Cognitive
Level of Learning: Remembering

References/Readings

Advance Sheet
Handout - H2F initiative improves Thunderbolt Soldiers' Wellness
Handout - H2F Terms and Concepts
FM 7-22, *Holistic Health and Fitness*, Chapters 8, 9, 10, 11, and 13

LESSON B127 – FINANCIAL READINESS

Lesson Scope

At the end of this two-hour lesson, learners will be able to understand how financial readiness correlates to mission readiness from a leader's viewpoint. Using an experiential learning approach for the lesson, learners will be able to recognize the importance of overall personal financial management. Further, learners will comprehend the Soldier's military retirement system and the importance of preparing for retirement. As leaders, learners will be able to identify warning signs of members who are at risk for financial problems and provide resources.

Hours: 2

Action Statement

Identify the importance of personal financial management and what resources are available.

Learning Domain: Cognitive
Level of Learning: Remembering

References/Readings

Advance Sheet
Spending Plan Worksheet
SPC Jones's Spending Plan
Military Consumer Protection Handout
Financial Warning Signs Handout
Military Retirement Handout
BRS: A Guide to the Uniformed Services Blended Retirement System
Consumer Credit Guide for Members of the Armed Forces
ACS Card Leader Card
Servicemembers Civil Relief Act Handout
Understanding the Basic Needs Allowance
Education Benefits & Savings Handout
ACS Card
Leader Card
Free Credit Monitoring Handout
Understanding Credit Handout
LES Errors for BRS Auto Enrollees

LESSON B128 – SEXUAL HARASSMENT AND ASSAULT RESPONSE AND PREVENTION (SHARP)

Lesson Scope

Educate and prepare Basic Leader Course (BLC) students to support the Sexual Harassment/Assault Response & Prevention (SHARP) Program and to effectively eliminate incidents of sexual harassment and sexual assault from our Army.

Hours: 3

Action Statement

Apply the Army's Sexual Harassment and Assault Response and Prevention (SHARP) program in your unit.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

SHARP Student Handout 1 Version 10, Key References, Terms, and Definitions

GTA 19-11-001, SHARP Reference Card

AR 600-20, *Army Command Policy*, Chapter 6 and Chapter 7

DODD 6495.01, Sexual Assault Prevention and Response (SAPR) Program

DODI 6495.02, Sexual Assault Prevention and Response Program Procedures

DODD 7050.06, Military Whistleblower Protection

DODI 1020/03, Harassment Prevention and Response in the Armed Forces

LESSON B129 – MILITARY EQUAL OPPORTUNITY – PREJUDICE AND DISCRIMINATION

Lesson Scope

This two-hour lesson introduces you to prejudice and discrimination issues, how to identify the issues, and explores methods to mitigate them. As a result, you will be able to build stronger, more cohesive teams that are able to meet the challenges of equal opportunity and increase readiness.

Hours: 2

Action Statement

Identify prejudice and discrimination within the organization and techniques to prevent it.

Learning Domain: Cognitive

Level of Learning: Remembering

References/Readings

Advance Sheet

AR 600-20: *Army Command Policy*, Chapter 6 and Appendix C

DEOMI's EOAC Power and Privilege Lesson Plan

DEOMI's EOAC Prejudice and Discrimination Lesson Plan

LESSON B130 – ARMY BODY COMPOSITION PROGRAM

Lesson Scope

This two-hour lesson introduces you to the Army Body Composition Program. Knowledge of this program will provide you with another tool for developing your Soldiers and supporting Army readiness. You will discover your responsibilities in this program as a leader and how to conduct a body fat assessment using AR 600-9 and the DA Form 5500 (male) and 5501 (female).

Hours: 2

Action Statement

Conduct a body fat assessment.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

DA Form 5500

DA Form 5501

Body Fat Assessment Handout

AR 600-9: *Army Body Composition Program*

LESSON B131 – CONTEMPORARY ISSUES

Lesson Scope

This lesson introduces you to contemporary issues in our Army. As a result, you will be able to articulate a given issue and related it to leadership and mission accomplishment.

Hours: 2

Action Statement

Analyze contemporary issues facing the military by examining current doctrine and policies.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

TBD



U.S Army Photo by Tyler Gourley

ADVANCED LEADER COURSE NCO COMMON CORE COMPETENCIES (ALC NCO-C3)

Description

The Advanced Leader Course NCO Common Core Competencies (ALC NCO-C3) prepares sergeants for duties as a staff sergeant. The course will challenge learners to think critically, generate creative ideas, and learn to solve complex problems. Learners will develop skills in written and oral communications using the leadership requirements model through a holistic approach. Key lessons include discussing training management, The Army's maintenance program, examining talent management, writing a persuasive essay, preparing and delivering a military briefing, and using the military decision-making process (MDMP). As a result, learners will be able to train, lead, and conduct operations at the squad level.

TERMINAL LEARNING OBJECTIVES (TLOs)

3. Demonstrate resilience, comprehensive Soldier fitness, and personal and unit readiness.
4. Model Army leader attributes and competencies and characteristics of the Army Profession.
5. Demonstrate proficiency in planning, preparing, executing, and assessing training.
6. Demonstrate proficiency in creating a shared understanding through oral and written communication skills.
7. Demonstrate proficiency in mission command, command and control, and Army and Joint operations as well as understand the operating environment.

COURSE MAP

Lesson	Topic	Hours
A200*	Course Overview	1
A203*	Research and Case Studies	5
A206*	Persuasive Essay	6
A205*	Mission Orders and MDMP	10
A211*	The Army's Maintenance Program	3
A212**	Contemporary Issues (Refer to notes below)	4
A212B**	Financial Readiness	**
A208	Military Briefing	6
A210	Training Management	3
A209	Holistic Health and Fitness (H2F)	2
A201	Army Discipline and Standards	2
A202	The Army Leader	3
A204	Build Trust in Teams	2
A207	Coaching, Counseling, and Mentorship	7
A213	Talent Management	1
Total ALC NCO-C3 Hours		55

Notes:

* Lessons that are selected/converted for BL per Task Order IN211441 ALC_SLC Redesign

**Contemporary Issues

Contemporary Issues Lessons are entered in TDC as stand-alone Lessons (for time purposes only), however, they are NOT to be attached to ALC POIs. A212 is the holder of hours for these Lessons.

The following Lessons will fall under the Contemporary Issues (4 academic hours of A212):

A212A/TBD – Military Equal Opportunity, 1 hour

A212C/TBD – SHARP, 1 hour

Total contemporary issues hours for A212: 4 hours

LESSON A200 – COURSE OVERVIEW

Lesson Scope

The outcome of this one-hour Lesson is to help learners define the Advanced Leader Course NCO Common Core Competencies (ALC NCO-C3) learning objectives, including the learning outcomes, course requirements, and useful tools and information. This course prepares the sergeant for duties as a staff sergeant. As a result, using the Leadership Requirements Model (LRM) through a holistic approach, learners will develop skills in written and oral communications and challenge learners to think critically, generate creative ideas, and learn to solve complex problems.

Hours: 1

Action Statement

Define the Advanced Leader Course (ALC) NCO Common Core Competencies (NCO C3) learning objectives.

Learning Domain: Cognitive
Level of Learning: Remembering

References/Readings

Advance Sheet

LESSON A201 – ARMY DISCIPLINE AND STANDARDS

Lesson Scope

The outcome of this two-hour lesson is to help learners define Army discipline and standards expectations for the Army profession and civil-military relations. As a result, learners will be able to enforce discipline at the squad level.

Hours: 2

Action Statement

Define Army discipline and standards expectations.

Learning Domain: Cognitive
Level of Learning: Remembering

References/Readings

Advance Sheet

ADP 6-22, *Army Leadership and the Profession*, 25 November 2019, para 1-1 through 1-3

ATP 6-22.6, *Army Team Building*, 30 October 2015, para 1-23

LESSON A202 – THE ARMY LEADER

Lesson Scope

The outcome of this three-hour lesson is to help learners apply the Army Leadership Requirements Model (LRM), the 10 characteristics of servant leadership, the 10 traits of a counterproductive leader, and The Noncommissioned Officer Guide. As a result, learners will be better equipped to lead Soldiers and maintain their readiness.

Hours: 3

Action Statement

Apply the Army Leadership Requirements Model (LRM).

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Sheet

ADP 6-22, *Army Leadership and the Profession*, 01 July 2019, para 1-84 and 1-87

AR 600-100, *Army Profession and Leadership Policy*, 5 April 2017, para 1-11d and e

Center for Servant Leadership, "The Servant as Leader" section, <https://www.greenleaf.org/what-is-servant-leadership> (1 page)

NCO Journal, 'Sergeant' Means 'Servant': How NCOs Typify the Servant Leader. (4pages)

The Journal of Virtues & Leadership, "Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders," Larry C. Spears, 2010 (5 pages)

LESSON A203 – RESEARCH AND CASE STUDIES

Lesson Scope

The outcome of this five-hour lesson is to help learners analyze the purpose of a case study, how to conduct research, and how to write a case study analysis. As a result, learners will have the ability to identify and apply lessons learned to future operations.

Hours: 5

Action Statement

Analyze a leadership case study.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Sheet

University of Arizona Global Campus "Guidelines for Writing a Case Study Analysis" (2 pages) <https://writingcenter.uagc.edu/writing-case-study-analysis>

Purdue OWL readings (4 webpages total)
The Purdue University – Purdue Online Writing Lab (Purdue OWL) is used to assist users in their development as writers—no matter what their skill level. It is the writing reference used throughout the ALC and SLC NCO-C3 phases. You are encouraged explore the website often. It contains vast amounts of information from the different writing styles (APA, MLA, ASA, Chicago, etc.), to general writing tips, to research, to subject specific writing, and more.

For Lesson A203, Research and Case Studies, you will need to complete the four short readings shown below.

From the Purdue University – Purdue Online Writing Lab located at

https://owl.purdue.edu/owl/research_and_citation/conducting_research/research_overview/synthesizing_sources.html

Click on "Research and Citation"
Click on "Conducting Research"
Click on "Research Overview"
Click on and read each of the following:
Where to Begin
Types of Resources
Primary Research
Synthesizing Sources

LESSON A204 – BUILD TRUST IN TEAMS

Lesson Scope

The outcome of this two-hour lesson is to help learners analyze trust in teams including mutual trust, building trust, barriers to trust, maintaining trust, and rebuilding trust. As a result, learners will have a better understanding of creating and sustaining a climate of trust at the squad level.

Hours: 2

Action Statement

Analyze trust in teams.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Sheet

ADP 6-0, *Mission Command*, July 2019, para 1-30 thru 1-35

ATP 6-22.6: *Army Team Building*, 30 October 2015, para 2-36 thru 2-56

LESSON A205 – MISSION ORDERS AND THE MILITARY DECISION-MAKING PROCESS

Lesson Scope

The outcome of this ten-hour lesson is to help learners employ a mission order using the military decision-making process. As a result, learners will have the ability to understand the situation and mission, develop a course of action, and produce a mission order.

Hours: 10

Action Statement

Employ mission orders.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Sheet

FM 3-14, *Army Space Operations*, October 2019, Introduction, Ch 1 Introduction, para 1-1, pp 3-15 thru 3-21, and para 4-46

FM 5-0, *Planning and Orders Production*, May 2022, para 5-13 thru 5-211

CALL, Handbook 18-28 - *Operating in a Denied, Degraded, and Disrupted Space Operational Environment (D3SOE)*, June 2018, p 29 thru 31, 63, 69, 72

LESSON A206 – PERSUASIVE ESSAY

Lesson Scope

The outcome of this six-hour lesson is to help learners write a persuasive essay. As a result, learners will have the ability to write about problems from historical, philosophical, rhetorical, and/or cross-cultural and interdisciplinary perspectives.

Hours: 6

Action Statement

Write a persuasive essay.

Learning Domain: Cognitive
Level of Learning: Remembering

References/Readings

Advance Sheet

The Three Parts of an Essay at <https://www.grammarly.com/blog/essay-structure/>

Persuasive Essay at <https://www.hamilton.edu/academics/centers/writing/writing-resources/persuasive-essays>

Google Scholar at <https://scholar.google.com> (keyword "Google Scholar")

Purdue Online Writing Lab (OWL) at https://owl.purdue.edu/owl/purdue_owl.html. Scan the General

Writing, Research and Citation, and APA Guide sections.

LESSON A207 – COACHING, COUNSELING, AND MENTORSHIP

Lesson Scope

The outcome of this seven-hour lesson is to help learners demonstrate effective coaching, counseling, and mentorship techniques to include reception and integration counseling, as well as their understanding of the NCOER. Learners will also develop an Individual Development Plan (IDP) after completing the Leader 180 (LDR180) and I-ADAPT assessments. As a result, learners will have a better understanding of how to interact with subordinates, as well as, how the NCOER and reception and integration counseling benefits their professional development (professional development includes LDR180, I-ADAPT, and IDP development).

Hours: 7

Action Statement

Demonstrate professional-development techniques.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Sheet

ADP 6-22, *Army Leadership and the Profession*, 31 July 2019, para 6-55

FM 6-22, *Developing Leaders*, 01 November 2022, para 2-15, 2-69 thru 2-88, 2-95 thru 2-110, 2-140, 3-28 thru 3-31

ATP 6-22.1, *The Counseling Process*, 01 July 2014, para 1-8 and 1-9, 2-9, 2-13 thru 2-19

DA PAM 623-3, *Evaluation Reporting System*, 27 September 2019, para 3-6, Table C-1, Table 3-4 and Table 3-5

LESSON A208 – MILITARY BRIEFING

Lesson Scope

The outcome of this six-hour lesson is to help learners present an information briefing using the four steps to an effective briefing and the six communication factors. As a result, learners will have the knowledge and skills to develop and present an information briefing to commanders, staffs, or other audiences in the Army.

Action Statement

Present an information brief.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Sheet

FM 6-0, *Commander and Staff Organization and Operations*, dated 22 May 2022, Appendix B

Live Bold & Bloom – 10 Good Communication Skills You Absolutely Must Know at <https://liveboldandbloom.com/08/self-improvement/good-communication-skills>

Very Well Mind – Types of Nonverbal Communications at <https://www.verywellmind.com/types-of-nonverbal-communication-2795397>

Help Guide – Nonverbal Communication at <https://www.helpguide.org/articles/relationships-communication/nonverbal-communication.htm>



LESSON A209 – HOLISTIC HEALTH AND FITNESS

Lesson Scope

The outcome of this two-hour lesson is to help learners identify holistic health and fitness (H2F). As a result, learners will contribute to the readiness of themselves and their Soldiers through coaching.

Hours: 2

Action Statement

Identify the H2F system.

Learning Domain: Cognitive
Level of Learning: Remembering

References/Readings

Advance Sheet

FM 7-22: *Holistic Health and Fitness*, 1 October 2020, Chapter 1 Intro, para 1-4 thru 1-8, para 1-10 thru 1-32, para 1-34 and 1-35, para 1-40 thru 1-45, para 3-1 thru 3-24, para 4-26, para 6-2, para 7-2 thru 7-7, p 9-11, para 10-9, para 10-47 and 10-51, p 13-1 and 13-7, para 13-1 thru 13-6, and para 13-11 thru 13-29

LESSON A210 – TRAINING MANAGEMENT III

Lesson Scope

The outcome of this three-hour lesson is to help learners conduct a training event. As a result, learners will have the knowledge to prepare a crosswalk to prioritize tasks for the training event while incorporating risk management and after-action reviews.

Hours: 3

Action Statement

Conduct a training event.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

FM 7-0: *Training*, dated 14 June 2021, Forward, para 1-4 thru 1-12, para 1-23, Figure 1-2, para 2-5, p 3-9, para B-2 thru B-6, Appendix K

ATP 5-19, *Risk Management*, 9 November 2021, para 1-5 thru 1-16, para 1-23 thru 1-74, Appendix A Table 1-1

LESSON A211 – THE ARMY’S MAINTENANCE PROGRAM

Lesson Scope

The outcome of this three-hour lesson is to help learners analyze the Army’s maintenance program including the Army maintenance systems, Army maintenance standard, key personnel and duties, and command maintenance discipline program. As a result, learners will be able to effectively supervise maintenance of assigned equipment in support of mission readiness.

Hours: 3

Action Statement

Analyze the Army’s maintenance program.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Sheet

AR 750-1, *Army Materiel Maintenance Policy*, 28 October 2019, para 3-2, and 3-9 thru 3-11

ATP 4-33, *Maintenance Operations*, July 2019, para 1-8

DA PAM 750-1, *Commanders’ Maintenance Handbook*, 2 March 2023, Chapter 2, para 10-2, and 10-3

DA PAM 750-3, *Guide to Maintenance Operations*, 11 April 2023, para 4-1 thru 4-4

DA PAM 750-8, *The Army Maintenance Management System (TAMMS) User’s Manual*, 22 August 2005, para 3-10

LESSON A212 – CONTEMPORARY ISSUES

Lesson Scope

The outcome of this four-hour lesson is to help learners present contemporary issues in our Army. As a result, learners will be able to articulate a given topic relevant to mission accomplishment.

Hours: 4

Action Statement

Analyze contemporary issues.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Sheet

LESSON A212B – FINANCIAL READINESS

Lesson Scope

The outcome of this one-hour lesson is to help learners understand how financial readiness correlates to mission readiness from a leader’s viewpoint. Using an experiential learning approach for the lesson, learners will be able to generalize the importance of overall personal financial management. Further, learners will interpret the Soldier’s military retirement system and the importance of preparing for retirement. As leaders, learners will be able to identify warning signs of members who are at risk for financial problems and provide resources.

Hours: 1

Action Statement

Investigate the importance of personal financial management.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Sheet

LESSON A213 – TALENT MANAGEMENT

Lesson Scope

The outcome of this one-hour lesson is to help learners define talent management. As a result, learners will be instrumental in achieving organizational objectives through the fundamentals of talent management such as the Army's Strategic Outcomes' Lines of Effort (LOEs), Army Talent Attribute Framework (ATAF), and Linking Enlisted Assessments to ATAF.

Hours: 1

Action Statement

Define talent management.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Sheet

FM 1-0 , *Human Resource Support*, 25 August 2021, para 4-40 and 4-41

The Army People Strategy, October 2019, pp 4 and pp 6 thru 8



SENIOR LEADER COURSE NCO COMMON CORE COMPETENCIES (SLC NCO-C3)

Description

The Senior Leader Course NCO Common Course Competencies (SLC NCO-C3) prepares staff sergeants for duties as a sergeant first class. Using the leadership requirements model (LRM), learners will collaborate and exchange ideas on innovative approaches to leadership and training. Learners will examine management techniques, analyze mission command systems, construct an analytical essay, create platoon training and leader development plans, and learn basic negotiation principles. As a result, learners will gain an understanding of the significance of becoming a senior noncommissioned officer and the responsibilities inherent in that role.

TERMINAL LEARNING OBJECTIVES (TLOs)

1. Demonstrate resilience, comprehensive Soldier fitness, and personal and unit readiness.
2. Model Army leader attributes and competencies and characteristics of the Army Profession.
3. Demonstrate proficiency in planning, preparing, executing, and assessing training.
4. Demonstrate proficiency in creating a shared understanding through oral and written communication skills.
5. Demonstrate proficiency in mission command, command and control, and Army and Joint operations as well as understand the operating environment.

COURSE MAP

Lesson	Topic	Hours
S300*	Course Overview	1
S307*	The Combined Arms Team	1
S305*	Active and Reserve Component Capabilities	2
S306*	The Command and Control Warfighting Function	3
S308*	The Rapid Decision and Synchronization	4
S309*	Mission Rehearsals	2
S315*	The Army's Maintenance Program	3
S311*	The Analytical Essay	8
S316**	Contemporary Issues (Refer to notes below)	4
S316B**	Financial Readiness	**
S316D**	Conventional Nuclear Integration (CNI)	**
S304	Leadership Case Study	2
S301	Inform and Influence Audiences	1
S312	Military Briefings	4
S310	Basic Principles of Negotiations	2
S314	Training Management	5
S313	Holistic Health and Fitness (H2F)	3
S302	The Ethical Leader	2
S303	Feedback, Coaching, and Mentoring	7
S317	Talent Management	1
Total SLC NCO-C3 Hours		55

Notes:

* Lessons that are selected/converted for BL per Task Order IN211441 ALC_SLC Redesign

**Contemporary Issues

Contemporary Issues lessons are entered in TDC as stand-alone lessons (for time purposes only), however, they are NOT to be attached to SLC POIs. S316 is the holder of hours for these lessons.

The following lessons will fall under the Contemporary Issues (4 academic hours of S316):

S316A/TBD – Military Equal Opportunity, 1 hour

S316C/TBD – SHARP, 1 hour

Total contemporary issue hours for S316: 4 hours

LESSON S300 – COURSE OVERVIEW

Lesson Scope

The outcome of this one-hour lesson is to help learners define the Senior Leader Course NCO Common Core Competencies (SLC NCO-C3) learning objectives including the learning outcomes, classroom expectations, and course requirements. This course prepares the staff sergeant for duties as a sergeant first class. Using the Leadership Requirements Model (LRM) through a holistic approach, learners will develop skills in written and oral communications and challenge them to think critically, generate creative ideas, and learn to solve complex problems.

Hours: 1

Action Statement

Define the Senior Leader Course (SLC) NCO Common Core Competencies (NCO C3) learning objectives.

Learning Domain: Cognitive
Level of Learning: Remembering

References/Readings

Advance Sheet

LESSON S301 – INFORM AND INFLUENCE AUDIENCES

Lesson Scope

The outcome of this one-hour lesson is to help learners analyze information-related capabilities and inform and influence audiences. As a result, learners will be able to ensure actions, themes, and messages compliment and reinforce each other to accomplish objectives.

Hours: 1

Action Statement

Analyze ways to inform and influence audiences.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Sheet

FM 3-13, *Information Operations*, 2016, para 1-1, 1-13 and 1-14, 3-2, 3-4, 3-27 thru 3-36, 4-64, 8-17, 9-11 and 9-12, and 9-14 thru 9-17

FM 6-0, *Commander and Staff Organization and Operations*, 2022, para 5-10 thru 5-12 and 5-36

LESSON S302 – THE ETHICAL LEADER

Lesson Scope

The outcome of this two-hour lesson is to help learners analyze the ethical reasoning process as well as character and ethics. As a result, learners will be able to effectively identify ethical problems and create courses of action to solve them.

Hours: 2

Action Statement

Analyze the ethical reasoning process.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Sheet

ADP 6-22, *Army Leadership and the Profession*, 01 July 2019, Chapters 1 and 2

FM 6-22, *Developing Leaders*, November 2022, para 4-10

LESSON S303 – FEEDBACK, COACHING, AND MENTORING

Lesson Scope

The outcome of this seven-hour lesson is to help learners perform feedback through coaching and mentoring. Learners will also develop an Individual Development Plan (IDP) after completing the Leader 360 (LDR360), the Army Critical Thinking Test (ACTT) and the Sensemaking assessments. As a result, learners will know how to provide their subordinates with personal and professional development.

Hours: 7

Action Statement

Demonstrate professional-development techniques.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Sheet

ADP 6-22, *Army Leadership and the Profession*, 2019, para 5-7 thru 5-24, 6-52

FM 6-22, *Developing Leaders*, 01 November 2022, para 2-15 thru 2-18, 2-87 thru 2-110, 3-29 and 3-30

AR 623-3, *Evaluation Reporting System*, 14 June 2019, para 1-8, 2-2 and 2-3, 2-8, 2-12, 2-14, 2-18 thru 2-2-20, 3-9, 3-11

DA PAM 623-3, *Evaluation Reporting System*, 27 September 2019, para ch 3



LESSON S304 – LEADERSHIP CASE STUDY

Lesson Scope

The outcome of this two-hour lesson is to help learners analyze the purpose of a case study and principles of mission command. As a result, learners will have the ability to identify and apply lessons learned to future operations.

Hours: 2

Action Statement

Analyze a leadership case study.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Sheet

ADP 6-0, *Mission Command*, 2019, pg 1-6 thru 1-14.

16 Cases of *Mission Command*, Thunder Run in Baghdad Case Study, pp 105 thru 115.

16 Cases of *Mission Command*, The Victory at Tarin Kwot Case Study. pp 165 thru 172.

LESSON S305 – ACTIVE AND RESERVE COMPONENT CAPABILITIES

Lesson Scope

The outcome of this two-hour lesson is to help learners investigate Army component capabilities. As a result, learners will have a better understanding of the capabilities of the total Army force.

Hours: 2

Action Statement

Investigate Army component capabilities.

Learning Domain: Cognitive
Level of Learning: Understanding

References/Readings

Advance Sheet

ADP 1, *The Army*, 31 July 2019, para 1-1 thru 1-6, para 1-9 thru 1-11, para 2-19 thru 2-22, and para 2-25 thru 2-33

LESSON S306 – THE COMMAND AND CONTROL WARFIGHTING FUNCTION

Lesson Scope

The outcome of this three-hour lesson is to help learners analyze the command and control warfighting function including the purpose, tasks, and system. As a result, learners will be better equipped to accomplish missions and training objectives.

Hours: 3

Action Statement

Analyze the command and control warfighting function.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Sheet

ADP 6-0, *Mission Command, Command and Control of Army Forces*, 31 July 2019, Ch. 1, para 1-14 thru 1-16, para 1-19 thru 1-22, para 1-26 thru 1-66, para 1-74, para 1-80 thru 1-85, para 1-98, para 1-102, para 1-105 thru 1-106, Ch. 2, para 2-1 thru 2-3, para 2-5 thru 2-6, para 2-8, para 2-10, para 2-12, para 2-50, para 2-72, para 2-75 thru 2-79, Ch. 3, para 3-1 thru 3-3, para 3-7, para 3-11, para 3-14, para 3-29, para 3-34, Ch. 4, para 4-2, para 4-25 and para 4-52

ATP 3-14.3, *Techniques for Army Space Forces*, 15 February 2018, para 1-17 thru 1-23, 1-28, and 1-30 thru 1-35

ATP 6-05.5, *Command Post Organization and Operations*, 01 March 2017, Appendix C, para C-10, para C-13 thru C-14, para C-17 thru C-19, para C-21 thru C-25, para C-27, para C-33, and para C-38

FM 3-14, *Army Space Operations*, 30 October 2019, para 1-50 and 1-51, 2-1 thru 2-9, 2-24, 2-81, 2-84 and 2-85, 3-93, and 3-100

CALL, *D3SOE Handbook*, June 2018, 18-28, pp 1, 2, 29, 63, and 69

LESSON S307 – THE COMBINED ARMS TEAM

Lesson Scope

The outcome of this one-hour lesson is to help learners analyze combined arms including the definition, elements of combat power, and sister service capabilities. As a result, learners will have a clear concept of how the Army operates as a combined arms team.

Hours: 1

Action Statement

Analyze combined arms.

Learning Domain: Cognitive
Level of Learning: Analyzing

References/Readings

Advance Sheet

ADP 1, *The Army*, 31 July 2019, para 2-26 thru 2-30

ADP 3-0, *Operations*, 31 July 2019, para 4-12 and para 5-1 and 5-2

MCDP 1-0, *Marine Corps Operations*, Headquarters United States Marine Corps, Washington, D.C., 29 March 2019. Chapter 1, The Marine Corps in National Defense, sections Roles and Functions of the Marine Corps (pp 1-13 thru 1-15) and Key Marine Corps Tasks (pp 1-15 thru 1-17); and, Chapter 2, Marine Corps Forces and Expeditionary Operations, sections Marine Air-Ground Task Forces (pp 2-6 thru 2-15), Marine Corps Core Competencies (pp 2-18 thru 2-20), Power Projection (2-20 thru 2-23), Types of Amphibious Operations (pp 2-23 and 2-24), Operational Environments of Amphibious Operations (pp 2-24 thru 2-26), Phases of Amphibious Operations (pp 2-29 and 2-30), Maritime Prepositioning Force Operations (pp 2-30 and 2-31), Sustained Operations Ashore (pp 2-31 and 2-32), and Command and Control of Marine Corps Tactical Air During Sustained Operations Ashore (pp 2-31 and 2-32).

Air Force Mission; Core Competencies; <https://www.airforce.com/mission/vision>

Advantage at Sea Prevailing with Integrated All-Domain Naval Power, December 2020.

Space Capstone Publication: *Space power Doctrine for Space Forces*; June 2020.

LESSON S308 – THE RAPID DECISION-MAKING AND SYNCHRONIZATION PROCESS

Lesson Scope

The outcome of this four-hour lesson is to help learners conduct the rapid decision-making and synchronization process. The outcome of this four-hour lesson is to help learners conduct the rapid decision-making and synchronization process. As a result, learners will have the ability to direct timely and effective solutions within the commander's intent, mission, and concept of operations.

Hours: 4

Action Statement

Conduct the rapid decision-making and synchronization process.

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Sheet

FM 5-0, *Planning and Orders Production*, May 2022, Ch 6, pp 6-3 thru 6-29 (10 pages)

The Rapid Decision-Making and Synchronization Process (RDSP) Leader and Soldier Smart Card, July 2014

LESSON S309 – MISSION REHEARSALS

Lesson Scope

The outcome of this two-hour lesson is to help learners prepare a mission rehearsal. As a result, learners will gain the ability to rehearse key actions before execution allowing Soldiers to become familiar with the operation and translate the abstract ideas of the written plan into concrete actions.

Hours: 2

Action Statement

Prepare a mission rehearsal

Learning Domain: Cognitive
Level of Learning: Applying

References/Readings

Advance Sheet

FM 6-0, *Commander and Staff Organization and Operations*, 06 May 2022, Appendix C, p C-1 thru C-13

LESSON S310 – BASIC PRINCIPLES OF NEGOTIATIONS

Lesson Scope

The outcome of this two-hour lesson is to help learners apply the basic principles of the negotiation process. As a result, learners will have identified the principles of negotiations and will have the ability to breakdown the negotiation process.

Hours: 2

Action Statement

Apply the basic principles of negotiations.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

ATP 3-07.10, *Multi-Service Tactics, Techniques, and Procedures for Advising Foreign Security Forces*, 15 June 2023, pp 53 thru 67

LESSON S311 – THE ANALYTICAL ESSAY

Lesson Scope

The outcome of this eight-hour lesson is to help learners write an analytical essay. As a result, learners will have the ability to write about problems from historical, philosophical, rhetorical and/or cross-cultural and interdisciplinary perspectives.

Hours: 8

Action Statement

Prepare an analytical essay.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

ADP 6-0, *Mission Command: Command and Control of Army Forces*, 2019, para 1-26 thru 1-69

LESSON S312 – MILITARY BRIEFING

Lesson Scope

The outcome of this four-hour lesson is to help learners present a decision briefing. As a result, learners will have the knowledge and skills to develop and present a decision briefing to commanders, staffs, or other audiences in the Army.

Hours: 4

Action Statement

Present a decision briefing.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Sheet

ATP 3-07.6, *Protection of Civilians*, 29 October 2015, chapter 1

FM 6-0, *Commander and Staff Organization and Operations*, 16 May 2022, para B-1 to B-20



LESSON S313 – HOLISTIC HEALTH AND FITNESS

Lesson Scope

The outcome of this three-hour lesson is to help learners apply holistic health and fitness (H2F), its system, and types of programs. As a result, learners will contribute to the readiness of themselves, their unit, and Soldiers.

Hours: 3

Action Statement

Apply holistic health and fitness.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

FM 7-22, *Holistic Health and Fitness*, 01 October 2020, Preface, Introduction pp xiv thru xvi, para 2-18 thru 2-21, 2-24, 2-26 and 2-27, 3-1 thru 3-24, 5-1 and 5-2, 5-5 and 5-7, 5-8 thru 5-13, 5-17 thru 5-21, 6-1 thru 6-6, 6-13 thru 6-37, 8-22, 10-9, 10-47 and 10-51, 10-52, 12-1 thru 12-8, 12-13 thru 12-16, 12-19 thru 12-25, 12-40 thru 12-49, 14-1 and 14-2

LESSON S314 – TRAINING MANAGEMENT V

Lesson Scope

The outcome of this five-hour lesson is to help learners prepare a training plan. As a result, learners will have the ability to prepare a platoon-level training plan for individual and collective tasks.

Hours: 5

Action Statement

Prepare a training plan.

Learning Domain: Cognitive

Level of Learning: Applying

References/Readings

Advance Sheet

ADP 5-0, *The Operations Process*, July 2019, Introduction figure-1

ADP 7-0, *Training*, July 2019, para 4-24 thru 4-26, para 4-33 and para 4-33, and 4-41 thru 4-45

ATP 5-19, *Risk Management*, November 2021, para 1-1, and 3-11 thru 3-30

FM 7-0, *Training*, 14 June 2021, para 3-4, Appendix B, and Appendix F

LESSON S315 – THE ARMY’S MAINTENANCE PROGRAM

Lesson Scope

The outcome of this three-hour lesson is to help learners analyze the Army’s maintenance program including the Army maintenance purpose, maintenance operations, four core maintenance processes, Command Maintenance Discipline Program, and Reset. As a result, learners will be able to effectively supervise maintenance of assigned equipment in support of mission readiness.

Hours: 3

Action Statement

Analyze the Army maintenance program.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Sheet

DA PAM 750-1, *Army Materiel Maintenance Procedures*, 2 February 2023, para 1-5, 1-7, 2-1, 2-2, Table 2-1 and Table 2-2, 4-4, 4-5.a.(1) thru 4-5.a.(3), 4-5.a.(7), 6-2, 10-1c. and 10-2, 11-1, 14-2(3)(a), 15-2d.(6)e.

AR 750-1, *Army Materiel Maintenance Policy*, 2 March 2023, para 3-3, 6-3, 15-1

LESSON S316 – CONTEMPORARY ISSUES

Lesson Scope

The outcome of this four-hour lesson is to help learners analyze contemporary issues in our Army. As a result, learners will be able to articulate a given topic relevant to mission accomplishment.

Hours: 4

Action Statement

Analyze contemporary issues.

Learning Domain: Cognitive

Level of Learning: Analyzing

References/Readings

Advance Sheet

LESSON S316B – FINANCIAL READINESS

Lesson Scope

The outcome of this one-hour lesson will help learners annotate financial readiness from a leader’s viewpoint. Using an experiential learning approach for the lesson, learners will be able to annotate the importance of overall personal financial management, warning signs of members who are at risk for financial problems, provide resources and counseling. Learners will also comprehend the Soldier’s military retirement system and the importance of preparing for retirement.

Hours: 1

Action Statement

Annotate the importance of personal financial management.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Sheet

Handout Free Credit Monitoring

Need for PFM

Sources of help for military

Thrift Savings Plan

Consumer Protection

Counseling Scenario

Financial warning Signs

Leadership training checklist

Military retirement

SCRA Handout Army

LESSON S316D – CONVENTIONAL NUCLEAR INTEGRATION

Lesson Scope

The outcome of this one-hour lesson is to help learners understand how nuclear weapons affect operations at the platoon level including the nuclear armed adversary, hazards of a nuclear weapon detonation, and mitigating risk presented by nuclear weapons.

Hours: 1

Action Statement

Interpret how nuclear weapons affect operations at the platoon level.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Sheet

ATP 3-11.32, *Multi-Service Tactics, Techniques, and Procedures for Chemical, Biological, Radiological, And Nuclear Passive Defense*, ch2 09 September 2021, para 2-81 thru 2-83, 3-5 thru 3-7, B-35 thru B-60, and D-32 and D-33

ATP 3-72, *Operations in a Nuclear Environment*, 07 March 2022, para 1-1 thru 1-5, 2-1 thru 2-5, 2-31 thru 2-33, 2-48, 3-8, 3-10 thru 3-14, and B-1 thru B-3

FM 3-11, *Chemical, Biological, Radiological, and Nuclear Operations*, 23 May 2019, para 1-44 thru 1-46, 1-52, 1-66 thru 1-68, and D-18 and 19

LESSON S317 – TALENT MANAGEMENT

Lesson Scope

The outcome of this one-hour lesson is to help learners define talent management. As a result, learners will be instrumental in achieving organizational objectives through the fundamentals of talent management such as Army's Strategic Outcomes' Lines of Effort (LOEs), Army Talent Attribute Framework (ATAF), and Enlisted Assessments.

Hours: 1

Action Statement

Define talent management.

Learning Domain: Cognitive

Level of Learning: Understanding

References/Readings

Advance Sheet

CAC, *Talent Management Concept of Operations for Force 2025 and Beyond*, September 2015, pp vi 11, and 17

FM 1-0, *Human Resource Support*, 25 August 2021, para 4-40 and 4-41

U.S. Army, *The Army People Strategy*, October 2019, pp 4, and pp 6 thru 8

U.S. *Talent Management Concept of Operations for Force 2025 and Beyond, Ready, Professional, Diverse, and Integrated*, 20 September 2016, para 1-1.a. and 2-5.a.



U.S. Army Photo

MASTER LEADER COURSE (MLC)

Description

The Master Leader Course (MLC) is a learner-centered, facilitator-guided leadership course that focuses on learning in a hybrid classroom/online collaborative environment. Learners must take ownership of their own learning, with the facilitators serving as guides in the learning process. The MLC provides the Army with competent senior noncommissioned officers (NCOs) who maintain a positive presence and who are self-aware, adaptive, and able to shape the joint operational environment. Grounded in Army and Joint doctrine, MLC graduates will take advantage of challenges by exploring opportunities that leverage all available resources. The senior NCO of today must understand Decisive Action and Mission Command executed through combined arms formations. The MLC delivers operations-capable master sergeants who can lead their organizations to fight and win in complex operational environments, from battalion and brigade levels to Echelons above Corps (EAC).

The MLC contains 19 lessons, assignments, and dedicated research time, which total 112 academic hours. The MLC is conducted over 14 days, in a resident Program of Instruction (POI).

The lessons are progressive, sequential, and are modularly structured into the four Army Learning Areas (ALAs): Leadership and the Army Profession, Mission Command, Operations, and Training Management as described in the Army Learning Coordination Council (ALCC) General Officer Steering Committee (GOSC) approved Army Learning Areas document.

TERMINAL LEARNING OBJECTIVES (TLOs)

Identify the learning outcomes of the Master Leader Course. Establish effective communications. Apply organizational leadership principles. Analyze U.S. Army and Joint Doctrine for operational readiness. Model management processes and skills at the organizational level. Analyze the principles and philosophy of Mission Command. Analyze Decisive Action. Examine the Joint Planning Process (JPP) for joint and multidomain operations.

ACE ID: AR-1408-0373

Credit Recommendations in the upper-division baccalaureate degree category:

3 hours in applied leadership

3 hours in executive communication

COURSE MAP

Lesson	Foundations	Hours
M400	MLC Course Overview	12
M401	Individual Preparation & Research Time (IPRT)	30
M403	Effective Military Communication	3
M404	English Writing Overview	4
	Total Hours	49
Lesson	Leadership & the Army Profession	Hours
M420	Effective Leadership	1.5
M421	Servant Leadership	2
M422	Influencing	3.5
M423	NCO Common Core Competencies (Leadership Case Studies)	12
M430	Fundamentals of Management	2
M431	Organizational Management	5
M424	Contemporary Issues	6
	Total Hours	32
Lesson	Training Management	Hours
M442	Operational Art and Design	4
M450	Mission Command	8.5
M433	Critical Thinking and Problem Solving	2
	Total Hours	14.5
Lesson	Operations	Hours
M440	DoD Strategies	3
M444	Introduction to the Joint Planning Process (JPP)	5
M446	Decisive Action Training Environment (DATE) Overview	1
M451	Decisive Action	5.5
	Total Hours	14.5
Lesson	Training Management	Hours
M432	Training Management IV	2
	Total Hours	2
	Total Hours Foundations	49
	Total Hours Leadership	25
	Total Hours Mission Command	14.5
	Total Hours Operations	14.5
	Total Training Management	2
	Total Academic	112
	Administrative	8
	Total MLC Hours	120

LESSON M400 – MLC OVERVIEW

Lesson Scope

This lesson is designed to assist learners in organizing an approach to achieve the course learning outcomes. Learners will be able to articulate to leaders at every echelon how the Army is shifting toward a learner-centric education experience and away from direct instruction. Learners will also have an opportunity to define the components of group dynamics and how they apply to both the current learning environment and in the learner's personal workspace. The Course contains 112 hours of academic instruction covering the following Army Learning Areas (ALAs):

Leadership and the Army Profession,
Mission Command,
Operations, and
Training Management.

Finally, learners will have a full understanding of the Individual Student Assessment Plan (ISAP) that includes the course requirements for successfully completing the Master Leader Course (MLC), how group dynamics affect both learning and workspace in accomplishing mission requirements, and how the ALAs and General Learning Outcomes (GLOs) affect organizations at all levels in the United States Army. This lesson provides the foundational understanding of all lessons in MLC.

Hours: 12

Action Statement

Interpret the Learning Outcomes of the Master Leader Course (MLC).

Learning Domain: Cognitive
Level of Learning: Understand

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M403 – EFFECTIVE MILITARY COMMUNICATIONS

Lesson Scope

In this lesson learners will gain knowledge on the importance of effective communication. Understand the differences between hearing and listening is crucial in communication. Hearing refers to the physiological process of perceiving sound, while listening (three types) involves actively paying attention and comprehending the message being conveyed. By studying these differences, learners can enhance their listening skills and improve their overall communication abilities. Public speakers must be aware of the myths and realities surrounding communication to effectively engage with their audience. To employ effective communication techniques in public speaking, it is essential to understand the parts of a speech. A speech typically consists of an

introduction, body, and conclusion. The introduction serves to capture the audience's attention and provide an overview of the topic. The body contains the main points or arguments supported by evidence or examples. Finally, the conclusion summarizes the key points and leaves a lasting impression on the audience. At the end of this lesson, the learner will present a decision brief to the group.

Hours: 3

Action Statements

Demonstrate Effective Listening. Perform Public Speaking. Assemble Military Briefings.

Learning Domain: Cognitive
Level of Learning: Apply

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M404 – ENGLISH WRITING OVERVIEW

Lesson Scope

A major component of communications is the ability to compose and encode messages. Learners must always strive to enhance their ability to relay messages in the written form. The barriers to writing routinely include expressing thoughts using incomplete sentences, encoding messages with words that are wrong and using erroneous punctuation. Senior leaders are the subject of scrutiny and criticism for their inability to write. This lesson offers the learner a review of English writing rules and practice events, as well as identify other tools available to assist in writing and researching. At the end of this lesson learners will be able to construct effective writing products for the course and in the operating environment. The facilitator will focus the lesson material to align with the requirements for the writing assignments in the Master Leader Course.

Hours: 4

Action Statement

Construct writing products that effectively communicate.

Learning Domain: Cognitive
Level of Learning: Create

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M420 – EFFECTIVE LEADERSHIP

Lesson Scope

In this lesson, students will gain an understanding of how effective leadership reinforces to Soldiers and leaders the importance of combat effectiveness. Involved and effective leadership aids in the combat effectiveness by measuring the

ability of a military force to accomplish its objective. Effective leaders can define types of leadership to fit appropriate situations. The effectiveness of an effective leader is when a leader knows when to manage and lead. Effective leaders have the ability to identify warning signs of financially troubled Soldiers and coach them through financial problems. Effective leadership includes creating a climate of dignity and respect through trust. The effectiveness of a military unit in performing its mission depends on its capabilities including, equipment, personnel, and personnel finance and its ability to use the resources provided. At the end of this lesson students will be able to support Soldiers to grow as capable leaders to overcome regular and irregular challenges in the operational environment.

Hours: 1.5

Action Statement

Employ the Leadership Requirements Model (LRM) to support Soldier growth.

Learning Domain: Cognitive
Level of Learning: Apply

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M421 – SERVANT LEADERSHIP

Lesson Scope

In this lesson, research studies conducted on leaders in academia and the corporate world have revealed that individuals who contribute to their organization beyond their formal job requirements are positively associated with enhanced individual and organizational productivity, efficiency, and employee satisfaction. These outcomes reinforce the importance of developing and fostering ethical, cooperative, and helpful behaviors in organizational settings. As a result of this lesson, students will have a greater awareness of the principles of servant leadership and an understanding of the beneficial aspects of using this leadership style. Servant leaders actively seek input from employees, value diverse perspectives, and encourage teamwork. Servant leaders tap into the collective intelligence of their teams, leading to more innovative solutions, and better decision-making.

Hours: 2

Action Statement

Correlate servant leadership with Army doctrine.

Learning Domain: Cognitive
Level of Learning: Analyze

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M422 – INFLUENCING

Lesson Scope

This lesson aims to equip students with the necessary skills to address areas where they identify a need for their influence in a tactful manner. By leveraging their education, experience, and the knowledge gained from this lesson, Master Sergeants will be able to extend their sphere of influence beyond their subordinates and effectively engage with their leadership. They will establish cross-cultural competence; required “culture-general” knowledge, skill, attributes that enables leaders and Soldiers to adapt and influence effectively in any cross-cultural environment. They will also discuss ways of sustaining and/or instigating change in enduring unit values, beliefs, and norms (unit culture). The facilitator will guide the student to make connections to concepts girding the skill of influencing and developing a sketch and narrative detailing the senior NCO’s suggestions for change.

Hours: 3.5

Action Statement

Apply leadership alternatives to current paradigms.

Learning Domain: Cognitive
Level of Learning: Apply

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M423 – NCO COMMON CORE COMPETENCIES (LEADERSHIP CASE STUDIES)

Lesson Scope

In this lesson students will analyze historical case studies with a comparison of the NCO Common Core Competencies and write Executive Summaries (EXSUMs). The Army leadership has identified six core areas in which NCOs must excel to display their competency. These competencies include Communications, Readiness, Army and Joint Operations, Leadership, Training Management, and Program Management. In identifying, analyzing, and examining these core competencies and with the assistance of the facilitator, students will prepare EXSUMs.

Hours: 12

Action Statement

Analyze NCO Common Core Competencies.

Learning Domain: Cognitive
Level of Learning: Analysis

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M424 – CONTEMPORARY ISSUES

Lesson Scope

The outcome of this lesson is to help learners articulate contemporary issues which enables them to contribute meaningfully to discussions, decision-making processes, and problem-solving efforts within their organization and the Army. Often challenges arise for the nation and the Army that are temporary or will last for an undetermined period that will require time for society to adjust to the change or new norm. As these issues surface, military members must be able to engage in meaningful discourse to correctly facilitate and/or mitigate the impacts on the force. This lesson offers the learner the necessary knowledge and skills to articulate a given topic related to mission accomplishment. Leaders must be able to effectively communicate their thoughts, opinions, and insights on the chosen subject matter in a clear and concise manner. This lesson ensures we can provide Army leaders who work well on collaborative teams to investigate contemporary leadership challenges; discuss issues affecting the Army profession; and challenges facing the nation; confirm cultural impacts; validate change requirements; verify training requirements; and demonstrate possible causes and solutions.

Hours: 6

Action Statement

Analyze contemporary issues facing leaders in the Army today.

Learning Domain: Cognitive
Level of Learning: Analyze

References/Readings

NCO World Wide > See Advance Sheets for current information



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LESSON M430 – FUNDAMENTALS OF MANAGEMENT

Lesson Scope

This lesson explores the differences between management and leadership in the context of accomplishing major goals at the organizational level. It will delve into the planning and decision-making process, the application of time and organizational skills, and the implementation of control and monitoring procedures to solve problems. Additionally, it will explain two types of management skills observed during a practical exercise and guide students in developing a management style to effectively achieve organizational goals.

Hours: 2

Action Statements

Compare the differences of management and leadership principles. Analyze the Management Process. Demonstrate effective management skills. Develop a management style to support personnel and programs at the organizational level.

Learning Domain: Cognitive
Levels of Learning: Analyze and Apply

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M431 – ORGANIZATIONAL MANAGEMENT

Lesson Scope

In this lesson, students will gain a comprehensive understanding of various aspects related to the identification, management, and utilization of resources within the Army. It covers topics such as identifying organizations that provide financial resources, identifying types of supplies and equipment needed to meet Army resource needs, understanding gains and losses with the strength manager, recognizing legal implications on manpower to address Soldier readiness problems, defining Soldier readiness standards, distinguishing between qualified and unqualified personnel to meet Soldier readiness requirements, analyzing the principles of Talent Management, managing Soldiers based on their knowledge, skills, behaviors, experience, and readiness to support Army missions, and assessing Soldiers based on Army readiness priorities. Students will discuss how financial readiness, the Army Community Service (ACS) and Army Emergency Relief (AER) programs support Soldier readiness. Students will cover the fundamentals of project management, discuss their unit's processes, and planning and staffing procedures.

Hours: 5

Action Statements

Draft resource management components. Interpret manpower processes. Draft Soldier readiness. Draft how the Army executes Talent Management. Draft support programs to meet Soldier's requirements. Communicate Project Management.

Learning Domain: Cognitive
Levels of Learning: Analyze and Understand

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M432 – TRAINING MANAGEMENT IV

Lesson Scope

In this lesson, students will learn to maintain a high-level of readiness and ensure effective training within the Army, it is crucial to understand and implement various methods to achieve the desired end-state. This includes incorporating The Commander's Training Guidance, Long-Range Training Plan (LRTP), and Company Training Schedule to establish a framework to win decisively leveraging, planning, safety, risk considerations, and time management. Prioritized training needs to be nested with The Mission Essential Task (MET), which serves as a crucial component for training and readiness assessment within the Army. The Mission Essential Task List (METL) is a comprehensive document that outlines the essential tasks and associated training requirements for a specific unit or organization. By understanding and utilizing the METL, students will gain a clear understanding of the tasks needed to be performed and the skills required to develop and fulfill their mission effectively.

Instructors will facilitate the discussions and provide guidance on the training management learning activities. Students are responsible for completing the reading assignments, contributing to discussions, and learning activities. The author's intent is for students to build on the training management knowledge gained in BLC, ALC, SLC, and from operational experience. At the end of this lesson, learners will demonstrate complete understanding of unit training management (UTM) doctrine and enablers: ATN, DTMS, CATS by analyzing annual training guidance and producing a long-range training plan.

Hours: 2

Action Statements

Investigate training from the Company and Platoon level. Analyze Long-Range planning. Coordinate unit training.

Learning Domain: Cognitive
Levels of Learning: Understand and Apply

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M433 – CRITICAL THINKING AND PROBLEM SOLVING

Lesson Scope

This lesson will focus on developing critical thinking skills and problem-solving abilities by establishing a framework for solving complex problems and analyzing blocks to creativity in both individuals and organizations. Additionally, the lesson aims to provide an understanding of how military mental models can be validated through scenario analysis. At the conclusion of this lesson, students will be able to determine critical thinking processes and ensure the quality of their decision-making processes is effective to the situation and/or mission.

Hours: 2

Action Statements

Compare critical thinking with creative thinking tools. Predict mental models. Investigate probable solutions for an ill-structured problem.

Learning Domain: Cognitive
Levels of Learning: Understand and Analyze

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M440 – DOD STRATEGIES

Lesson Scope

In this lesson, students will understand how the Department of Defense (DoD) fights and wins the nation's wars. The purpose of this lesson is to examine how the DoD Strategy is implemented through the strategic direction laid out in the National Security Strategy (NSS). Students will also consider the ways the four instruments of national power – The United States leverages Diplomatic, Informational, Military, and Economic (DIME), to achieve national goals and protect national interests. At the end of this lesson the students will comprehend the basic concepts of DoD strategy and present an information brief assisted by the instructor.

Hours: 3

Action Statement

Analyze the Department of Defense strategy.

Learning Domain: Cognitive
Level of Learning: Analyze

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M442 – OPERATIONAL ART AND DESIGN

Lesson Scope

This lesson aims to provide a comprehensive understanding of how operational art and operational design can be effectively utilized in problem-solving scenarios. It also focuses on the correlation between an adversary's centers of gravity and the problem at hand, as well as the development of measures of performance and measures of effectiveness. The lesson will include an analysis of adversary's centers of gravity criteria and testing these criteria against major operations and campaigns. Additionally, critical capabilities, requirements, vulnerabilities, and strategies for attacking the center of gravity will be explored using operational art and operational design principles. This lesson provides foundational knowledge required for the M444 lesson – Joint Planning Process. At the end of this lesson, the students will be able to use operational art and operational design to develop an operational approach to an ill-defined problem quad chart.

Hours: 5

Action Statements

Analyze an ill-defined problem. Draft operational art and design for major operations. Draft an enemy center of gravity (COG).

Learning Domain: Cognitive

Level of Learning: Analyze

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M444 – INTRODUCTION TO THE JOINT PLANNING PROCESS

Lesson Scope

In the operational environment, there are many actors from all services and, if there is a coalition, from many different countries. Often all these actors are involved in joint operations and therefore must be involved in the planning of these operations. The purpose of this lesson is to provide basic instructions for doctrinal joint planning. During this lesson, learners will review and discuss joint planning within a joint planning group construct. Using doctrine, the discussions will focus on the four functions of the Adaptive Planning, and Execution (APEX) Enterprise, and connect the seven steps of Joint Planning Process (JPP); Military Decision Making Process (MDMP) correlation; Planning Initiation; Mission Analysis using joint intelligence products; Course of Action (COA) Development considering large scale operations; Degrade, Denied, and Disrupted Space Operations Environment (D3SOE); Multiple Domain; overview of COA Analysis and War gaming; COA Comparison, and COA Approval; Plan or Order Development; and prepare the Plan Assessment. This lesson directly relates to the principles of

operational art and the elements of operational design from the M442 lesson – Operational Art and Design. At the end of this lesson, the learner will be able to depict a logical large scale course of action operation.

Hours: 5

Action Statements

Analyze the Joint Planning Process.

Learning Domain: Cognitive

Level of Learning: Analyze

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M446 – DECISIVE ACTION TRAINING ENVIRONMENT (DATE) OVERVIEW

Lesson Scope

In this lesson, the objective of this planning overview is to get the students familiar with the Caucasus region; exploring its geography, history, culture, and political dynamics. The Caucasus region consists of Ariana, Atropia, Gorgas, Minaria, and Donovia. Students will gain an understanding the complex relationships between state and non-state actors within this scenario. State actors refers to governments and official institutions, while non-state actors encompass various groups such as ethnic minorities, religious organizations, rebel factions, and international organizations operating in the region. After a transition period, students will prepare to function as part of a staff to exercise the Joint Planning Process (JPP) for the following lessons.

Hours: 1

Action Statements

Interpret the Decisive Action Training Environment (DATE) Caucasus overview.

Learning Domain: Cognitive

Level of Learning: Understand

References/Readings

NCO World Wide > See Advance Sheets for current information

LESSON M450 – MISSION COMMAND

Lesson Scope

This lesson provides the context for understanding mission command by describing the nature of operations and summarizing the Army's operational concept. It defines and describes mission command, principles of mission command, and then introduces command and control by describing the nature of operation and mission command as the Army's philosophy for the exercise of command and control. This lesson also expands on the command-and-control system of

mission command. This performs the functions necessary to exercise command and control, it defines the command-and-control system and its purpose and describes the individual components of the command-and-control system.

Hours: 9

Action Statements

Analyze the Army philosophy of mission command.

Learning Domain: Cognitive

Level of Learning: Analyze

References/Readings

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LESSON M451 – DECISIVE ACTION

Lesson Scope

This lesson highlights Army forces conduct of decisive and sustainable land operations through the simultaneous combination of offensive, defensive, and stability operations (or defense support of civil authorities) appropriate to the mission and environment. Possess the ability to understand the current environment and develop an operations order to effectively utilize resources to combat conventional and hybrid threats. Army forces conduct regular and irregular warfare against both conventional and hybrid threats in conjunction with the use of Army Special Operations Forces. This lesson enables the learner to analyze the environment and act quickly as decisions need to be made. At the end of this lesson, the learner will be able to analyze the situation and select the correct action to employ based on the unique elements that are present.

Hours: 6

Action Statements

Analyze decisive action within the operating concept of multidomain operations.

Learning Domain: Cognitive

Level of Learning: Analyze

References/Readings

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