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Army Regulation 600-100

Personnel General

Army Leadership

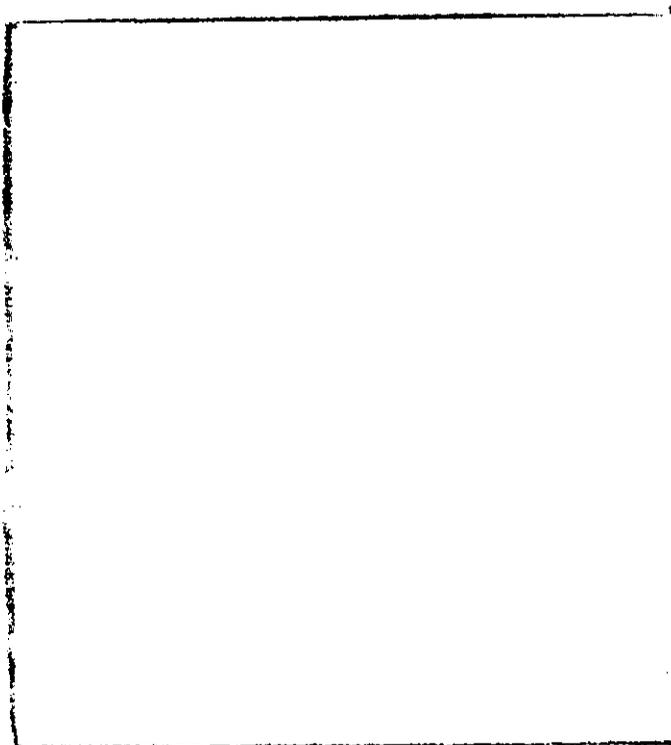
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SUMMARY of CHANGE

AR 600-100
Army Leadership

Change 1. This change revises Army Leadership policy (para 1-4) and Army leaders' responsibilities for values (para 2-1b). It also expands the scope of the regulation to include cohesion policy, doctrine, and research.



Personnel—General

Army Leadership

The original form of this regulation was first published on 27 June 1986.

This UPDATE printing publishes a new Change 1 that is effective 25 June 1987.

By Order of the Secretary of the Army:

JOHN A. WICKHAM, JR.
General, United States Army
Chief of Staff

Official:

R. L. DILWORTH
Brigadier General, United States Army
The Adjutant General

Summary. This regulation establishes Army leadership and cohesion policies that are the basis for leadership and cohesion doctrine and training and leader development. It sets forth responsibilities for all aspects of leadership and cohesion policy, doctrine, training, and research.

Applicability. This regulation applies to the Active Army, the Army National Guard, the U.S. Army Reserve, and Department of the Army civilians.

Impact on New Manning System. This regulation ~~does not contain~~ contains information that affects the New Manning System throughout.

Internal control systems. This regulation is not subject to the requirements of AR 11-2. It does not contain internal control provisions.

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior approval from HQDA (DAPE-HRL), WASH DC 20310-0300.

Interim changes. Interim changes to this regulation are not official unless they are authenticated by The Adjutant General. Users will destroy interim changes on their expiration dates unless sooner superseded or rescinded.

Suggested improvements. The proponent agency of this regulation is the Office of the Deputy Chief of Staff for Personnel. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to HQDA (DAPE-HRL-L), WASH DC 20310-0300.

Distribution. Distribution of this issue has been publication is made in accordance with DA Form 12-9A-R requirements for 600-

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Changes. Changes to the basic publication are shown by strikethroughs, underscores, and tint. Old material that is being deleted is lined out (struck through). New material that is being added is underlined (underscored) or, if extensive, printed in a gray, shaded area (tinted). Material that is extensively rewritten and reorganized is tinted.

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RESERVED

Chapter 1 Introduction

1-1. Purpose

This regulation—

a. Establishes leadership and cohesion policies for the Army.

b. Provides broad parameters, direction, and general guidance for research, concept and doctrine development, training, and evaluation in all areas pertaining to leadership and cohesion.

c. Establishes responsibilities for all aspects of leadership and cohesion policy, doctrine, training, and research.

1-2. References

Related publications are listed in appendix A.

1-3. Explanation of abbreviations and terms

Abbreviations and special terms used in this regulation are explained in the glossary.

1-4. Policy

a. Leadership doctrine and training and leader development will be based on operational doctrine discussed in FM 100-5, Operations, and fully integrated with that doctrine. Leadership doctrine will be based on an approach to leadership that—Leadership is one of the principal tools of the commander in accomplishing the Army's mission. Whether in preparing for war or in actual war fighting, leadership skills, attitudes, and knowledge must be consistent with the war-fighting doctrine of the U.S. Army. Leadership doctrine and training must be based on an approach to leadership that—

(1) Recognizes three levels multiple dimensions of leadership.

(2) Recognizes that responsibilities differ at each level, requiring different skills and knowledge. Differences in the levels of leadership are discussed below. Recognizes that the use of the various leadership dimensions varies with the level of the leader in the Army organization. As leaders advance within the military profession they will be confronted with greater organizational complexity, more interdependence, and increasing responsibility and authority. The application of the dimensions of leadership will vary along a continuum from very direct face-to-face interaction at the level of individuals or small groups to a more indirect approach at higher organizational levels.

(a) The direct level of leadership. This level applies to those leaders functioning at the tactical level of war-fighting. Leadership at this level involves primarily those leadership skills which relate to direct, face-to-face leadership. A knowledge of and expertise with this type of leadership is incumbent on all Army leaders.

(b) The senior level of leadership. This level applies to leaders functioning at the operational level of war-fighting. No particular echelon of command is solely or

uniquely concerned with the operational art, but leadership at this level deals with more complex organizations and relationships than required at the direct level. Senior leadership requires understanding of organizational structure and climate to enhance direct leadership.

(c) The executive level of leadership. This level applies to those leaders functioning primarily at the strategic level of war-fighting. Leadership at this level requires conceptual and integrative skills beyond those required at lower levels. Executive leadership is concerned with the creation of organizational structures needed to deal with future requirements.

b. An integrated, progressive, and sequential program of leadership training and education will be implemented in the Army school system and in Army units and organizations. The program will promote the acquisition of leader skills and knowledge and develop an understanding of and commitment to a set of professional values—the Professional Army Ethic. As the leader ascends the organizational ladder, new and more sophisticated levels of competency are required to successfully execute his or her leadership responsibilities. The leadership skills required will vary as a function of both organizational complexity and the scope of responsibility, or war-fighting activities, leaders are tasked with. As the leader moves into the most complex and highest levels of the Army, or becomes involved in the strategic arena, the ability to conceptualize and integrate becomes more important. Leadership at these levels is involved with establishing the fundamental conditions for operations in war or to deter war, and creating organizational structures necessary to deal with future requirements.

c. The guidance, education system, and necessary resources will be provided to sustain a systematic, career-long leader development program for all commissioned and warrant officers, noncommissioned officers, and Army civilians. An integrated, progressive, and sequential program of leadership training and education will be implemented in the Army school system and in Army units and organizations. The program will promote the acquisition of leader skills and knowledge and develop an understanding of and commitment to a set of professional values—the Professional Army Ethic.

d. The guidance, education system, and necessary resources will be provided to sustain a systematic, career-long leader development program for all commissioned and warrant officers, noncommissioned officers, and Army civilians.

Chapter 2 Responsibilities

2-1. General

a. Leadership is the responsibility of every soldier and Army civilian. Each soldier

or civilian is personally responsible for seeking self-development and leadership opportunities. All leaders are responsible for—

(1) The development of their subordinates.

(2) Giving subordinates the opportunity to apply leadership skills.

(3) Further developing these skills in the performance of unit missions.

(4) Developing a command climate that fosters cohesion within their units.

b. All Army leaders have a responsibility for instilling in subordinates those values that comprise the Professional Army Ethic; however, all leaders do not have identical responsibilities for values. Responsibilities at the three levels are discussed below.

(1) Executive-level leaders. Executive leaders are responsible for developing and articulating Army values and the Professional Army Ethic. These general officers and senior civilians establish, defend, and enforce Army values and determine the Army's culture. They oversee how the Army functions. They affect all those below them by demonstrating their commitment to Army values, by formulating policies that support and sustain those values, and by ensuring that procedures developed at lower levels support both policy and values. Those general officers and senior civilians at the highest levels of the Army are responsible for developing and articulating Army values and the professional Army ethic. They establish, defend, and enforce Army values and determine the Army's culture. They oversee how the Army functions. They affect all those below them by demonstrating their commitment to Army values, by formulating policies that support and sustain those values, and by ensuring that procedures developed at lower levels support both policy and values.

(2) Senior-level leaders. At this level, leaders influence values by establishing and maintaining the climate of the unit and by establishing sound organizational policies and practices. The organization's climate is the sum of its philosophy and procedures for developing and using its human resources and its dominant leadership practices. The organization's climate has a profound effect on how it functions. Senior leaders affect their organizations' climates through their actions and especially by the policies they establish. These policies have a great effect on operating values. Commanders of units influence values by establishing and maintaining the climate of their units and by establishing sound organizational policies and practices. The organization's climate is the sum of its philosophy and procedures for developing and using its human resources and its dominant leadership practices. The organization's climate has a profound effect on how it functions. Commanders affect their organizations' climate through their actions and especially by the policies they establish. These policies have a great effect on operating values.

(3) Direct-level leaders. These leaders have different responsibilities than the leaders at the other two levels. At this level of small-unit leadership, leaders affect values and behavior directly by establishing day-to-day procedures and working norms and by building cohesion. Values are affected by procedures because of the inherent values that these procedures embody. By building teamwork, pride, and cohesion in their units, direct leaders can strengthen positive values such as loyalty to the unit and selfless service. Leaders at the direct level have the most face-to-face contact with soldiers and therefore affect values personally. By their example, they have the most impact on the operating values of their subordinates. The values they demonstrate in their actions also have a major effect on determining the operating values of their units and organizations. At the level of small-unit leadership, leaders affect values and behavior directly by establishing day-to-day procedures and working norms and by building cohesion. Values are affected by procedures because of the inherent values that these procedures embody. By building teamwork, pride, and cohesion in their units, small-unit leaders can strengthen positive values such as loyalty and selfless service. Leaders at this level of direct leadership have the most face-to-face contact with soldiers and therefore affect values personally. By their example, they have the most impact on the operating values of their subordinates. The values they demonstrate in their actions also have a major effect on determining the operating values of their units and organizations.

2-2. Deputy Chief of Staff for Personnel (DCSPER)

The DCSPER—

- a. Has general staff supervision and responsibility for developing and promulgating broad Army leadership, cohesion, and leader development policies.
- b. Has general staff responsibility for precommissioning leadership training (United States Military Academy (USMA), Reserve Officer Training Corps (ROTC), Officer Candidate School (OCS), and National Defense Cadet Corps (NDCC)).
- c. Reviews implementation of personnel management systems to ensure compliance with leader development policies and to identify consequences of these systems that negatively influence leader development or the growth of the Professional Army Ethic.
- d. Establishes research priorities in the area of leadership and cohesion for the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI).
- e. Has general staff supervision and responsibility for transition of the U.S. Army to the New Manning System (NMS).
- f. Controls the schedule and pace for the implementation of the NMS.
- g. Ensures formulation, management, and evaluation of manpower and personnel policies, plans, and programs necessary to implement the NMS.

2-3. Director of Civilian Personnel (DCP), Office of the Deputy Chief of Staff for Personnel (ODCSPER)

The DCP will act as the principal staff assistant and advisor to the DCSPER in all matters involving civilian leadership policy.

2-4. Commander, U.S. Army Research Institute for the Behavioral and Social Sciences (ARI)

The Commander, ARI will—

- a. Provide general research support to those agencies charged with responsibility for leadership and cohesion policy, doctrine, and concept development.
- b. Respond to leadership and cohesion research priorities established by ODCSPER.
- c. Coordinate with other Army research agencies to review and evaluate, as appropriate, research which relates to leadership and cohesion.
- d. Stay abreast of developments in leadership and cohesion theory and practice in other Services and civilian organizations.

2-5. Commanding General, U.S. Army Military Personnel Center (CG, MILPERCEN)

The CG, MILPERCEN will—

- a. Ensure professional development programs for Army personnel, including schooling and assignment procedures, are consistent with Army leader development policies.
- b. Advise and assist the Commanding General, U.S. Army Training and Doctrine Command (CG, TRADOC) on leader development as requested.
- c. Advise the DCSPER on probable consequences of implementation of personnel management systems on leader development.
- d. Provide personnel fill for formation and sustainment of UMS units per AR 600-83.

2-6. Deputy Chief of Staff for Operations and Plans (DCSOPS)

The DCSOPS—

- a. Has general staff responsibility for all policies and matters relating to individual and unit training.
- b. Coordinates with the DCSPER to ensure leadership training policies are consistent with leadership, cohesion, and leader development policies.

2-7. Commandant, U.S. Army War College (USAWC)

The Commandant, USAWC will—

- a. Conduct instruction in command, management, leadership, and leader development for all USAWC resident and non-resident students that is linked sequentially and progressively to leadership instruction in TRADOC schools.
- b. Develop and manage a self-assessment program to provide USAWC resident and non-resident students with assistance in personal and professional development.

c. Assist the DCSPER in the training and professional development of general officers through the provision of tailored instruction, coordination for access to wargaming and simulations relating to follow-on assignments, and advice on curricula, educational objectives, and study materials.

d. Establish and maintain liaison with the ODCSPER, the Center for Army Leadership (CAL), ARI, and other agencies, as needed, to ensure coordination of instructional activities at USAWC with the TRADOC program of leadership instruction and the development of Army leadership doctrine.

e. Provide consultation and other assistance in support of research as requested.

f. Participate actively in Army leadership conferences.

2-8. Chief of Military History

The Chief of Military History will—

- a. Provide historical publications on topics bearing on leadership and cohesion.
- b. Conduct historical research, prepare bibliographies, and develop and present narrative and other accounts on leadership topics.
- c. Develop and assist Army museums in developing historical exhibits on leadership topics.

2-9. Major Army command (MACOM) commanders

MACOM commanders will—

- a. Conduct in-unit leadership training for assigned Active Component (AC) and U.S. Army Reserve (USAR) forces and Army civilians.
- b. Supervise in-unit leadership training of Individual Ready Reserve (IRR) personnel assigned or attached to AC or USAR units for annual training or active duty for training.

2-10. Commanding General, U.S. Army Forces Command (CG, FORSCOM)

The CG, FORSCOM will establish training criteria, and supervise and evaluate leadership training of the Army National Guard (ARNG) in the continental United States (CONUS).

2-11. Commanding General, U.S. Army Training and Doctrine Command (CG, TRADOC)

The CG, TRADOC will—

- a. Develop Army leadership and cohesion operational concept and doctrine.
- b. Coordinate with the DCSPER to ensure leadership and cohesion concept and doctrine are consistent with leadership and leader development policies.
- c. Integrate Army leadership and cohesion doctrine in all education and training programs of instruction in service schools and training centers to prepare commissioned and warrant officers, noncommissioned officers, and Army civilians for leadership

responsibilities at successive phases of career development.

d. Manage all leadership and cohesion education and training programs of instruction in TRADOC service schools and training centers.

e. Develop and manage self-assessment programs at appropriate service schools to provide officers, noncommissioned officers, and Army civilians with assistance in personal and professional development.

f. Conduct precommissioning leadership instruction for ROTC, OCS, and NDCC.

g. Develop and conduct leadership training for Army civilians.

2-12. Director, Center for Army Leadership (CAL), U.S. Army Command and General Staff College (USACGSC)

The Director, CAL will—

a. Act as the principal assistant and advisor to the CG, TRADOC on all matters relating to leadership, ethics, and cohesion concept development, doctrine, training, and research.

b. Serve as the Army-wide focal point for the development, integration, and review of concepts and doctrine in matters pertaining to leadership, ethics, and cohesion.

c. Coordinate the efforts of all Army agencies and elements involved in Army leadership, ethics, and cohesion research, concept and doctrine development, training, and evaluation to ensure an integrated, progressive, and sequential Army leadership program.

d. Prepare and maintain all doctrinal literature on leadership, ethics, and cohesion for the Army.

e. Maintain liaison and close coordination with service schools, training centers, USAWC, USAR, ARNG state military academies, and precommissioning schools (USMA, ROTC, OCS) to achieve an integrated, progressive, and sequential leadership instruction program.

f. Assist in the integration of approved leadership, ethics, and cohesion doctrine into programs of instruction Army-wide.

g. Serve as the integrator of research in leadership, ethics, and cohesion. Identify, evaluate, interpret, and disseminate research and study findings in areas pertaining to leadership, ethics, and cohesion.

h. Establish and maintain close coordination with service schools, the academic community, and the other Services to monitor and evaluate research and studies in leadership, ethics, and cohesion.

i. Prepare leadership training programs of instruction for use in Army schools under TRADOC. Develop and provide instructional materials on leadership to Army service schools and training centers under TRADOC and to Army units. Provide assistance with instructional materials to service schools not under TRADOC (The Judge Advocate General's School, U.S. Army Academy of Health Sciences, USAWC, and USMA) as requested.

j. Review and assess leadership education and training curricula in TRADOC service schools and training centers. Provide assistance in the review and assessment of leadership education and training curricula to service schools not under TRADOC as requested.

k. Provide recommendations, as requested, on requirements for Army leadership instructor education.

l. Conduct, as required, leadership workshops or courses for leadership instructors (ROTC, USAR, and so forth).

m. Conduct, as required, an annual Army Leadership Conference.

m.1. Conduct, as required, an annual Army Leadership Research Conference.

n. Conduct instruction in leadership and ethics for USACGSC, the Pre-Command Course, and other courses as directed.

2-13. Commandant, U.S. Army Sergeants Major Academy (USASMA)

The Commandant, USASMA will—

a. Conduct leadership instruction for the USASMA course and other courses as directed.

b. Provide consultation on the Noncommissioned Officer Education System (NCOES) to Army leadership agencies and develop leadership training support materials for noncommissioned officers in coordination with CAL.

c. Provide recommendations, as requested, regarding noncommissioned officer leadership training.

2-14. Commanding General, U.S. Army Health Services Command (CG, USAHSC)

The CG, USAHSC will—

a. Integrate Army leadership doctrine in all education and training programs of instruction at the U.S. Army Academy of Health Sciences to prepare commissioned and warrant officers, noncommissioned officers, and Army civilians for leadership responsibilities at all successive phases of career development.

b. Develop and manage self-assessment programs at the U.S. Army Academy of Health Sciences to provide officers, noncommissioned officers, and Army civilians with assistance in personal and professional development.

2-15. Director, Walter Reed Army Institute for Research (WRAIR)

The Director, WRAIR will—

a. Coordinate with ARI on leadership and cohesion aspects of medical research on psychiatric casualties, particularly the prevention and treatment of battle stress.

b. Provide research support to the DCSPER's field evaluation of the UMS.

2-16. Superintendent, United States Military Academy (USMA)

The Superintendent, USMA will—

a. Conduct precommissioning leadership instruction for the U.S. Corps of Cadets.

b. Establish and maintain liaison with ODCSPER, CAL, ARI, and other agencies, as needed, to ensure coordination of leadership instructional activities at USMA with other precommissioning programs and with TRADOC leadership instruction.

c. Provide consultation, research, and other assistance in support of other Army leadership agencies, as requested, consistent with available resources and the Academy's mission. Will participate actively in Army leadership conferences and assist CAL in the development of Army leadership doctrine and training support materials.

2-17. Chief of Chaplains

The Chief of Chaplains will—

a. Provide spiritual, religious, and moral leadership for the Army.

b. Address the moral, social, ethical, and spiritual dimensions of soldiers' actions in war and peace through the commander's Moral Leadership Training Program.

2-18. Chief, Army Reserve (CAR)

The CAR will coordinate with ODCSPER and the Office of the Deputy Chief of Staff for Operations and Plans (ODCSOPS) and recommend, establish, and promulgate Army policies for leadership training for USAR troop program units, unit members, and members of the IRR.

2-19. State adjutants general (commanders, State area commands, Army National Guard (ARNG))

These officials will conduct leadership instruction in OCS, NCOES, and other training programs in state military academies for ARNG personnel.

Appendix A Related Publications

A related publication is merely a source of additional information. The user does not have to read it to understand this regulation.

AR 10-5

Organization and Functions: Department of the Army.

AR 10-7

Organization and Functions: United States Army Research Institute for the Behavioral and Social Sciences.

AR 10-17

Organization and Functions: United States Army Military Personnel Center.

AR 10-41

Organization and Functions: U.S. Army Training and Doctrine Command.

AR 10-42

Organization and Functions: U.S. Army Forces Command.

AR 600-83

The New Manning System—COHORT Unit Replacement System.

DA Pam 600-50

White Paper 1985—Leadership Makes the Difference.

FM 22-100

Military Leadership.

FM 100-1

The Army.

FM 100-5

Operations.

NGR 10-2

Organizations and Functions: State Area Command, Army National Guard.

Glossary

Section I Abbreviations

AC
Active Component

ARI
U.S. Army Research Institute for the Behavior and Social Sciences

ARNG
Army National Guard

CAL
Center for Army Leadership

CAR
Chief, Army Reserve

CONUS
continental United States

DCP
Director of Civilian Personnel

DCSOPS
Deputy Chief of Staff for Operations and Plans

DCSPER
Deputy Chief of Staff for Personnel

FORSCOM
U.S. Army Forces Command

IRR
Individual Ready Reserve

MACOM
major Army command

MILPERCEN
U.S. Army Military Personnel Center

NCOES
Noncommissioned Officer Education System

NDCC
National Defense Cadet Corps

OCS
Officer Candidate School

ODCSOPS
Office of the Deputy Chief of Staff for Operations and Plans

ODCSPER
Office of the Deputy Chief of Staff for Personnel

ROTC
Reserve Officer's Training Corps

TRADOC
U.S. Army Training and Doctrine Command

USACGSC
U.S. Army Command and General Staff College

USAHSC
U.S. Army Health Services Command

USAR
U.S. Army Reserve

USASMA
U.S. Army Sergeants Major Academy

USAWC
U.S. Army War College

USMA
United States Military Academy

WRAIR
Walter Reed Army Institute for Research

Section II Terms

Concept development
The setting forth of an idea or notion expressing how something might be done or accomplished. Concept development is based on policy but precedes the development of doctrine.

Doctrine
Fundamental principles by which military forces or elements thereof guide their actions. Doctrine is how an organization accomplishes tasks and operations. Doctrine evolves from research, concept development, historical experience, and practical application. Organizations establish policy and develop doctrine within the broad parameters and guidance provided by policy.

Leader development
The process of developing or promoting the growth of leaders. Leader development includes the assignment, education, and training of leaders and should be an integrated, progressive, and sequential process. Leader development occurs both in Army schools and in units and organizations.

Leadership
The process by which an individual determines direction and influences others to accomplish the mission of the organization. Leadership includes setting and defining goals and giving purpose to the organization. This definition focuses on the desired outcome of leadership as the accomplishment of the organization's mission. It recognizes that leadership can be displayed by anyone, whether or not he or she is the organizationally appointed leader. It also recognizes the leader as the key person who provides the linkage between the unit and the next larger organization.

New Manning System

A personnel management system designed to increase combat effectiveness in the Army by reducing turbulence in units thus enhancing cohesion and developing a greater sense of esprit and loyalty among soldiers. The UMS is composed of three subsystems: COHORT, the U.S. Army Regimental System, and the Package Replacement System.

Policy

A broad guide or principle used by an organization to select a definite course or method of action or to guide and determine present and future decisions. Policy sets the context for what an organization is to accomplish.

The Professional Army Ethic

A statement of those institutional values and principles of conduct that provide the moral framework within which military action takes place. The Professional Army Ethic consists of four fundamental and enduring values: loyalty, duty, selfless service, and integrity. Additional information on the Professional Army Ethic is included in FM 100-1.



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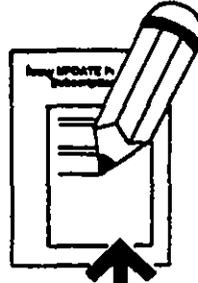
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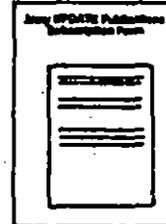
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