

NCO Common Core Competencies

As leaders begin to develop the most important thing they do is bridge the gap between next level leadership and their subordinates. The most effective way to bridge that gap is to communicate effectively. Without effective communication the true meaning of situations is not relayed to the proper leaders with the right emphasis. Next is the NCO Common Core Competency of leadership, and it is where leader effectiveness is nested. The army uses the FM 6-22, 30 June 2015 to outline the Army Leadership Requirements Model (LRM). By following the LRM and using it as an outline for leader development we can standardize a group of norms for our leaders to embody.

Next is the NCO Common Core Competency of training management. It is for leaders who want to develop the ability to train Soldiers effectively. Soldiers who are trained in a realistic and standards driven methodology are Soldiers who are prepared to win against a determined adversary. FM 7-0 Train to Win in a Complex World, 5 October 2016 ensures Leaders train their Soldiers on the right things based on analysis provided to them by the planners at higher echelons. Next is the NCO Common Core Competency of readiness. Army Regulation 220-1, 15 April 2010, Army Unit Status Reporting and Force Registration-Consolidated Policies, governs reporting requirements for unit readiness for field organizations, Leaders who win battles, do so with ready Soldiers. Leaders lead, train, and provide guidance to soldiers who can win in all kinds of operations. FM 3-0 Operations, 6 October 2017 provides doctrine dealing with the battlefield of tomorrow with all the rigors that executing large- scale operations through multiple domains bring.

Next is the NCO Common Core Competency of program management. Leaders at all levels are expected to plan, coordinate, resource and execute projects in a timely and efficient manner. Through ARMY COOL Credentialing Opportunities On-Line Enlisted Soldiers can gain the education to manage programs plus gain an advantage over others post military career. This lesson allows Leaders to look at various case studies throughout history as well as write a professional summary on each of the case studies while looking through a specific lens of the NCO Common Core Competencies.

1. Understand the purpose of the information above.
2. Read the sample executive summary (EXSUM).
3. Refer to the NCO Common Core Competencies (NCO C3) poster or refer to TC 7-22.7.
4. After reading the attached case study, NCOs Take on Multiple Roles to Ensure Success in Panama, write a one to one and a half page executive summary through the lens of the NCO Core Competencies of Program Management and Communications. Use the EXSUM rubric as a guide. M400 Course Review (NCO CCC: Program Management and Communications)
NCOS IN PANAMA CASE STUDY
5. Refer to paragraph five in the welcome letter for upload instructions.

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EXECUTIVE SUMMARY

11 June 2019

(U) WHAT INSIGHTS ARE DERIVED FROM OPERATION ANACONDA IN REGARDS TO THE NCO COMMON CORE COMPETENCY OF OPERATIONS, AND HOW IS IT APPLICABLE TODAY?

(U) The operations realm is a complex and dynamic environment. Tracking available internal capabilities, utilizing the Joint Planning Process (JPP), and creating and disseminating appropriate plans, orders, and attachments are vital to conducting effective operations. In Operation Anaconda, the Joint Commander (JC) failed to utilize the Air Force capabilities available to him in an effective manner, which significantly extended the duration of the mission and the amount of casualties his forces incurred (Fleri et al., 2003). Even though headquarters published the warning order on 6 January, the Combined Force Air Component Commander (CFACC) did not receive notification of Operation ANACONDA until 23 February. If the CFACC had been involved in the planning process, he would have leveraged the appropriate resources to provide effective preparatory and suppressive fire (Lambeth, 2005). The JC would have achieved this result if he had adhered to the principles in Joint Publication 3-0, which state “communicate and ensure the flow of information across the staff and joint force” (DOD, 2017, p. J-23). The lesson to extract is that a proper understanding of the integration and utilization of Joint assets into the JPP, planning, and orders process is vital to effective operations. The integration must be early and continuous.

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References

Fleri, E., Howard, E., Hulkill, J., & Searle, T.R. (2003). Operation Anaconda case study (Case Study). Maxwell AFB, Alabama: College of Aerospace Doctrine, Research and Education

Joint Chiefs of Staff (2017). Joint Operations (JP 3-0).

https://www.jcs.mil/Portals/36/Documents/Doctrine/pubs/jp3_0ch1.pdf?ver=2018-11-27-160457-910

Lambeth, B.S. (2005). *Air power against terror: America's conduct of Operation Enduring Freedom*. <https://www.jstor.org/stable/10.7249/mg166centaf.13?seq=1>



THE NCO LEADERSHIP CENTER OF EXCELLENCE

Presents

NCO Common Core Competencies

READINESS

LEADERSHIP

OPERATIONS

**TRAINING
MANAGEMENT**

**PROGRAM
MANAGEMENT**

COMMUNICATIONS

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 prudent 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 Decision-Making Process, Warfighting Functions/Combat Power, 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 support 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.



**“Leaders Build Lethality,
We Develop Leaders”**

<https://ncolcoe.armylive.dodlive.mil/>



NCOS TAKE ON MULTIPLE ROLES TO ENSURE SUCCESS IN PANAMA

NOVEMBER 3, 2016

By CLIFFORD KYLE JONES
NCO Journal

The NCOs in Panama are selected for their experience, maturity and Spanish-language abilities, and they have clearly defined roles training Panamanian security forces — but they routinely go outside those roles to help the U.S. achieve its goals.

Sometimes that means learning about new equipment; sometimes it means cross-training with other Technical Assistance Field Team members; sometimes it means taking on duties far outside the regular role of an NCO.

Sgt. 1st Class Leobardo Nuno, TAFT Panama's maintenance NCO, does all three.

TAFTs are deployed by the U.S. Army Security Assistance Training Management Organization, a subordinate organization to the U.S. Army Security Assistance Command. USASATMO currently has 38 TAFTs and 43 teams in more than 20 countries around the world.

Nuno's primary responsibility is helping Panamanian security forces maintain their equipment and develop tactics and procedures to keep that equipment running well. On a recent afternoon in a remote jungle outpost, he found himself under the hood of a Jeep J8.

"Jeep J8s are not a regular part of [the U.S. Army's] inventory, so I have to study and learn them," he said. "They have to show me some of the issues that they're talking about in order for me to develop a correct answer for them and also to assist them technically to fix them."

He and members of Panama's Servicio Nacional de Fronteras, known as SENAFRONT, were working on the Jeeps' air conditioning system. The hoses, he said, were too close together and were rubbing against each other.

"He links in with the maintenance personnel and makes sure they're doing the right things to maintain their fleet of donated equipment," said Maj. Bernard Gardner, who led the U.S. Army TAFT in Panama until recently. "That also applies for weapons. He has a good background in weapons maintenance and how [the Panamanians] need to get into the parts request system to get spare parts to fix them."

Nuno also helps with the Panamanians' cache of night vision goggles — maintaining, testing and getting rid of them as needed and ensuring spare parts are on hand. But when in Panama, NCOs go beyond their military occupational specialty.

“In addition to being a maintenance supervisor assistant for the TAFT here in Panama, I like to assist and cross-train with the other TAFT members,” Nuno said. “Yesterday, I was here supporting them with the range, but by the same token, I was learning the tactical stuff that they show the units and training them on the basic soldier skills.”

Nuno, like many of the NCOs in TAFT Panama, pulls double-duty when he travels from TAFT headquarters in Panama City. He had a maintenance mission at SENAFRONT's facility, but he coordinated his visit with the tactical training team so he could help with a weeklong marksmanship course for SENAFRONT forces.

“Sometimes [maintenance] is not a full-time job, so it's a perfect opportunity for him to also cross-train — come out, do tactical training with these guys and focus in that arena as well,” Gardner said. “He's kind of a jack-of-all-trades.”

Helping the Embassy

One of Nuno's other trades in Panama is human-rights vetting.

As required by the United States' Leahy Law, the Defense and State departments are prohibited from providing military assistance to foreign entities that violate human rights standards.

Each person who takes part in the training conducted by U.S. forces must be vetted to ensure they don't violate the Leahy Law. Panama is what is known as a fast-track country, unlike some other Central and South American nations that have histories of violent factions in regular conflict and many documented human-rights abuses. In Panama, the vetting can be conducted locally, and the U.S. Embassy approves participants in coordination with other U.S. agencies.

The TAFT took over the vetting process more than a year ago, with Nuno and Sgt. 1st Class Rafael Faria Rodriguez conducting most of the work. They link with Panamanian schoolhouses, collect names for requested training, ensure information is recorded correctly, run the data through Embassy computers and files, and then track the process to ensure all agencies are doing the appropriate vetting, Gardner said.

“Since taking it over, about 1,000 have been vetted,” Gardner said about nine months into the TAFT's new responsibility.

“Panama doesn't really have human rights problems like some other Central American countries,” he said. “So the check is really for criminal background of trainees. With nearly 1,000 names submitted thus far, we have had three that came back (flagged), and we had to make

a decision. It's usually because they had some sort of connection to a drug-trafficking organization."

Keeping operations running

Such behind-the-scenes is common for Sgt. 1st Class Freddy Matostoro, the TAFT's senior logistics advisor.

He said he doesn't get to travel with members of the TAFT often, but his work is instrumental in ensuring their training happens.

Matostoro is in charge of developing the training budget and ensures that all U.S. Southern Command and U.S. Embassy requirements are met.

His challenges started upon his arrival, just under a year ago. The TAFT had been operating with a cash fund. Panama uses the U.S. dollar as its currency. Unfortunately, unbeknownst to Matostoro, the U.S. government had shifted from using cash to using credit cards.

"It wasn't until budget close that they noticed I didn't have a credit card," Matostoro said in the spring. "Long story short, it took five months to get my credit card. So now halfway through my tour, and I have yet to buy anything."

Challenges aside, the other members of the TAFT recognize how central Matostoro's mission is to accomplishing theirs.

Faria said, "We have people right now out at Darien and all the things that we are doing simultaneously here, all that requires — all the resources, the vehicles, the fuel, even the toll pass that we put in the vehicles; all the supplies, wood, nails, hammers, tools all that stuff; and also the ammo when it gets ordered — that's him who does it."

Faria said he and the other members of the TAFT could not possibly keep track of all the details.

"He's the one who keeps track of all that, so that's what keeps all of us on the road and on the move and doing missions here," Faria said. "Without him, we couldn't do it."

And Nuno is happy to be part of the TAFT's mission in Panama.

"It's one of those assignments that no one tells you about. But once you get in, you start realizing the impact we have here in Panama and any other country is huge. It's a huge impact. By the same token, that impact can only be seen with time," he said. "Every day, we continue to develop relationships with the international forces. The impact from that can be seen at a higher level than we are. The impact that we have here, the training that we do here, it helps the

Panamanian forces to develop a good security system. That way they can control the drug flow and the immigration flow from different areas.

“We work as one single team, that’s No. 1,” he continued. “The relationship within our team is huge, because we come from different backgrounds — we have infantry guys, we have armament, we have comms — yet we all come together as one.”

Name 1009W EXSUM

Description Write an Executive Summary in APA 7th Edition format. Your task is to participate in lessons within the MLC, complete your required readings, and then analyze a required case study with a directed focus using two components of the NCO Common Core Competencies. You will then summarize the case study. Your EXSUM will focus on the historical case study but will be supported by other research you conduct to support your findings. Cite at least two references. The goal of the EXSUM is to give you a tool to use throughout your career when summarizing events. The case studies will allow you to see how the actors represented or embodied these current competencies. Late submission subtract 10 points per day. Use the Anaconda Example doc as your template.

Rubric Detail

| Criteria | Levels of Achievement | | | |
|---|--|--|--|---|
| | Does Not Meet Standard | Meets The Standard | Exceeds Standard | Far Exceeds Standard |
| NCO Common Core Competency Weight 30.00% | 20 % Did not identify or explain the NCO Common Core Competency with enough detail to convince the reader that the writer performed adequate research. | 70 % The NCO Common Core Competency identified is accurate but at times unclear; key components are present but not fully rounded out with detail and facts. The supporting documentation is basic, and supporting information has minimal detail. | 80 % The NCO Common Core Competency is identified and explained appropriately and the writer added additional information related to the required component to support NCO Common Core Competency. | 100 % The NCO Common Core Competency is clearly identified and succinctly explained. The writer provided supporting information on the NCO Common Core Competency providing a clear and complete picture. |
| Accuracy Weight 25.00% | 20 % There were no references made from the case study/vignette or the references made contained fallacies or | 70 % Chose appropriate references from the case study/vignette to support the topic. | 80 % Used references from the case study/vignette in a way that supported the topic for maximum impact on the relevant topic. | 100 % Chose references from the case study/vignette significantly impacting the topic. Expertly tied the topic to references chosen. |

| Criteria | Levels of Achievement | | | |
|---|--|---|---|--|
| | Does Not Meet Standard | Meets The Standard | Exceeds Standard | Far Exceeds Standard |
| | were out of context. | | | |
| Syntax and Mechanics Weight 20.00% | 20 % There are five to six grammatical, spelling, and punctuation errors that make the paper unreadable or hard to follow. | 70 % Sentences and paragraphs are adequate in style and structure. There are three to four grammatical, spelling, and punctuation errors. | 80 % Sentences and paragraphs are well written. There are one or two grammatical, spelling, and punctuation errors. | 100 % Sentences and paragraphs are clear, concise, well written and free of passive voice that facilitates a logical flow of thoughts and ideas. |
| Organization Weight 10.00% | 20 % Written work does not progress logically and ideas are not fully developed. Transitions between paragraphs and ideas are often missing or incomplete. Lack of cohesion within paragraphs makes it difficult to follow the paper's flow. | 70 % Written work, per assignment directions, progresses logically and ideas formed. Transitions between paragraphs and ideas are sufficient. | 80 % Written work, per assignment directions, progresses logically and ideas are complete. Transitions between paragraphs and ideas are smooth. Paragraphs are developed. Reader can follow the paper's flow. | 100 % Written work, per assignment directions, progresses logically and ideas are well developed and cohesive. There is a clear beginning, middle, and end. Paragraphs are well developed; transitions are seamless. Easy to follow. |
| Research Weight 10.00% | 20 % Sources outside of the case study/vignette are not relevant or credible. | 70 % Source is credible and relevant from outside of the case study/vignette. Used relevant quotes to support work. | 80 % Sources are scholarly, credible and relevant from outside of the case study/vignette. Used more | 100 % Sources are scholarly, credible and relevant from outside of the case study/vignette. Used three or more sources. |

| Criteria | Levels of Achievement | | | |
|--|--|---|---|---|
| | Does Not Meet Standard | Meets The Standard | Exceeds Standard | Far Exceeds Standard |
| | | | than one source. | Sources ranged in diverse material such as scholarly journals relevant professional manuals, white papers, and published research from leading authorities. |
| Directly Quoted Material Weight 5.00% | 20 % 25% or more directly quoted material. | 70 % 16-24% directly quoted material. | 80 % 10-15% directly quoted material. | 100 % 09% or less directly quoted material. |
| View Associated Items | | | | |
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