

U.S. ARMY INSPECTOR GENERAL SCHOOL

ADVANCE SHEETS



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STUDENT REFERENCES

1. Guides:

The Inspections Guide
The Assistance & Investigations Guide
The Intelligence Oversight Guide
The Inspector General Reference Guide
The Teaching and Training Guide

2. References:

Advance Sheets
Profile of the Army: A Guide for Non-Army Students (as applicable)

3. Army Regulations (AR):

AR 20-1, Inspector General Activities and Procedures
AR 1-201, Army Inspection Policy
AR 381-10, U.S. Army Intelligence Activities
AR 600-20, Army Command Policy
AR 608-99, Family Support, Child Custody, and Paternity

4. Department of Defense (DoD) Publications:

DoD Directive 1401.03, DoD Nonappropriated Fund Instrumentality (NAFI) Employee Whistleblower Protection
DoD Directive 5106.04, Combatant Command Inspectors General
DoD Instruction 5106.05, Combatant Command Inspectors General -- Implementing Procedures
DoD 5500.7-R, Joint Ethics Regulation (JER)
DoD Directive 6490.1, Mental Health Evaluations of Members of the Armed Forces
DoD Instruction 6490.4, Requirements for Mental Health Evaluations of Members of the Armed Forces
DoD Directive 7050.06, Military Whistleblower Protection

5. Handouts

HISTORY OF THE INSPECTOR GENERAL SYSTEM

TERMINAL LEARNING OBJECTIVE:

Action: Describe the history of the Army Inspector General System.

Conditions: Given The Inspector General Reference Guide (Part 1), classroom handouts, and classroom instruction.

Standard: Describe the von Steuben Model, the reasons why von Steuben was the first effective Inspector General, and the origins of the Army IG system. The description must include:

- a. The von Steuben Model of warfighting and readiness.
- b. The reasons why von Steuben was the first effective Inspector General.
- c. The origins of the Army Inspector General system.

ENABLING LEARNING OBJECTIVES:

1. Describe the origins of the Army IG system.
2. Describe the reasons why von Steuben was the first effective IG.
3. Describe the von Steuben Model and how IGs adhere to that model today.
4. Describe the meaning of the IG crest.

STUDY REFERENCES: The Inspector General Reference Guide, Part 1

IG CONCEPT AND SYSTEM OVERVIEW**TERMINAL LEARNING OBJECTIVE:**

Action: Describe the Army Inspector General System.

Conditions: Given Army Regulation 20-1, classroom handouts, and classroom instruction.

Standard: Describe the Army Inspector General System. The description must include:

- a. The four Inspector General functions.
- b. The organization of the Army Inspector General system.
- c. The legal origins of the Inspector General.
- d. The role of the Inspector General.
- e. Inspector General technical channels.
- f. An Inspector General's sphere of activity.
- g. The five categories of Inspectors General.
- h. The duty restrictions and special considerations for Administrative Support Personnel.
- i. The duty restrictions placed upon all Inspectors General.
- j. The Inspector General oath.

ENABLING LEARNING OBJECTIVES:

1. Identify the four functions that IGs perform.
2. Describe the organization of the Army IG system.
3. Describe the legal origins of IG authority.
4. Describe the role of the IG.
5. Describe IG technical channels.
6. Describe the IG's sphere of activity.
7. Describe the categories of IGs and the responsibilities inherent in each category.
8. Describe the duty restrictions and special considerations of Administrative Support Personnel.
9. Describe the duty restrictions of IGs.
10. Describe the IG oath.

STUDY REFERENCE: AR 20-1, Chapters 1 through 4

SENSING SESSIONS

TERMINAL LEARNING OBJECTIVE:

Action: Gather information from a group of individuals in support of the Inspector General functions.

Conditions: Given The Inspector General Reference Guide (Part 2) and classroom instruction.

Standard: Conduct a Sensing Session in accordance with The Inspector General Reference Guide (Part 2).

a. When conducting the sensing session, the student must:
(1) Conduct the session with no fewer than eight individuals and no more than 15.

(2) Organize the room using the "U"-shape model or another acceptable model.

(3) Assign an assistant facilitator who will also serve as a scribe.

(4) Facilitate the interview within the prescribed time limit using the questions provided.

b. Describe the purpose and objectives of a sensing session. That description must include:

(1) The definition of a sensing session.

(2) The purpose of a sensing session.

(3) The objectives of sensing session.

ENABLING LEARNING OBJECTIVES:

1. Describe the definition, purpose, and objectives of a Sensing Session.

2. Conduct a Sensing Session.

STUDY REFERENCE: The Inspector General Reference Guide, Part 2

IG INSPECTIONS FUNCTION**TERMINAL LEARNING OBJECTIVE:**

Action: Resolve a systemic issue in a functional area.

Conditions: Given Army Regulation 1-201, Army Regulation 20-1, The Inspections Guide, The Inspector General Reference Guide (Part 7), classroom handouts, classroom instruction, and an inspection topic.

Standard: Apply the seventeen steps of the three-phased Inspector General Inspections Process, write a Findings Sections that accurately reflects the information gathered during the inspection, and describe the Organizational Inspection Program (OIP).

a. The student must apply the following steps of the process:

- (1) Research
- (2) Develop the concept
- (3) Gain the commander's approval of the concept
- (4) Plan in detail
- (5) Perform train-up
- (6) Conduct a Pre-Inspection Visit
- (7) Visit units
- (8) Conduct an In-Process Review (IPR)
- (9) Update the commander
- (10) Analyze the results and conduct crosswalking
- (11) Out-brief the proponent
- (12) Out-brief the commander
- (13) Establish taskers
- (14) Finalize the report
- (15) Conduct hand-off as necessary
- (16) Distribute the report
- (17) Schedule a follow-up inspection

b. Write a Findings Section that accurately reflects the information gathered, and apply the Root-Cause Analysis Model that correctly identifies the root cause and the leads to recommendations that, when implemented, will solve the problem. The Findings Section must be in the following five-part format:

- (1) Finding statement
- (2) Standards
- (3) Inspection results
- (4) Root cause
- (5) Recommendations

c. The students must describe the Organizational Inspection Program (OIP) accurately. That description must include:

- (1) The purpose of the OIP
- (2) The Inspector General's role in the OIP

- (3) The three inspection categories of Command, Staff, and Inspector General Inspections
- (4) Initial Command Inspections
- (5) Subsequent Command Inspections

ENABLING LEARNING OBJECTIVES:

1. Define the following terms: Inspection, Handoff, In-Process Review (IPR), Standard, Root Cause, Crosswalk, Initial Command Inspection (ICI), and Subsequent Command Inspection (SCI).
2. Describe the purpose of the Organizational Inspection Program (OIP).
3. Describe the IG's role in the OIP.
4. Identify the three inspection categories (Command, Staff, and IG).
5. Identify who may direct an IG Inspection.
6. Describe the Root-Cause Analysis Model.
7. Identify the battalion as the basic building block of the OIP.
8. Describe the three phases of the Inspections Process (Preparation, Execution, and Completion).
9. Identify the five information-gathering domains (interviews, sensing sessions, document review, observation, and surveys / questionnaires).
10. Identify the five parts of the recommended findings section format.
11. Describe the impact of the rules of IG records on IG Inspection Reports.
12. Describe the nature of Compressed IG Inspections.
13. Apply the three-phased, 17-step Inspections Process.
14. Apply the Root-Cause Analysis Model.
15. Complete a findings section using the appropriate information.

STUDY REFERENCES:

1. AR 1-201
2. AR 20-1, Chapters 1 through 5 and Appendix E

3. The Inspections Guide
4. The Inspector General Reference Guide, Parts 2 and 8

INTELLIGENCE OVERSIGHT

TERMINAL LEARNING OBJECTIVE:

Action: Verify that U.S. Army organizations are conducting intelligence operations in accordance with law and policy.

Conditions: Given Army Regulation 20-1, Army Regulation 381-10, The Intelligence Oversight Guide, classroom handouts, and classroom instruction.

Standard: Describe accurately and thoroughly the Inspector General's Intelligence Oversight responsibilities. That description must include:

- a. The Inspector General's responsibilities for providing independent oversight of Army intelligence components.
- b. The various types of units and staff agencies involved in intelligence activities.
- c. The recommended inspection approach (methodology) for conducting Intelligence Oversight inspections.

ENABLING LEARNING OBJECTIVES:

1. Describe an IG's responsibilities for providing independent oversight of Army intelligence activities.
2. Describe the types of units and staffs involved in intelligence activities as defined in AR 381-10, Army Intelligence Activities.
3. Describe the recommended inspection methodology used by IGs to conduct Intelligence Oversight inspections as part of their command's OIP.

STUDY REFERENCES:

1. AR 20-1, Chapter 5, Section II
2. The Intelligence Oversight Guide
3. AR 381-10

IG ASSISTANCE FUNCTION

TERMINAL LEARNING OBJECTIVE:

Action: Resolve complaints and issues for an individual using the Inspector General Action process.

Conditions: Given Army Regulation 20-1, The Assistance and Investigations Guide, Army Regulation 608-99, classroom handouts, classroom instruction, and IGAR topics.

Standard: Correctly apply the seven-step Inspector General Action Process (IGAP) to resolve Inspector General Action Requests (IGARs), describe the Inspector General concept of confidentiality, and describe the policy guidelines regarding Inspector General Records.

a. The student must apply the following seven steps of the IGAP correctly to resolve a complaint or issue:

- (IGPA)
- (1) Receive the IGAR
 - (2) Conduct Inspector General Preliminary Analysis
 - (3) Initiate referrals and make initial notifications
 - (4) Conduct Inspector General fact-finding
 - (5) Make notifications and referrals
 - (6) Conduct follow-up
 - (7) Close the IGAR

b. The student must accurately describe the Inspector General tenet of confidentiality and how that tenet applies to the Assistance function.

c. The student must describe the use of Inspector General Records in the Assistance function. That description must include:

- (1) The individual authorized to release Inspector General Records for official use within the Department of the Army
- (2) What records a local Inspector General may release
- (3) Who is authorized to release Inspector General Records for adverse action
- (4) The individual authorized to release Inspector General Records for non-official use outside Department of the Army channels

ENABLING LEARNING OBJECTIVES:

1. Identify who may submit an IG complaint.
2. Describe the purpose and uses of DA Form 1559 (IGAR).

3. Describe the seven-step Inspector General Action Process (IGAP) used to receive, process, and resolve Inspector General Action Requests (IGARs).
4. Describe the IG concept of confidentiality and what steps an IG should take if the IG must release a complainant's name during the course of an Inquiry or Investigation.
5. Identify issues and allegations that are not appropriate for the IG, and describe how the IG must process those IGARs.
6. Describe the commander's role in receiving and resolving non-support cases in accordance with Army Regulation 608-99.
7. Describe the IG's role in receiving and resolving non-support cases in accordance with Army Regulation 20-1.
8. Describe the actions an IG should take when a complainant withdraws a complaint.
9. Describe what constitutes an untimely IGAR and the procedures for processing an untimely IGAR.
10. Identify who is authorized to release IG records for official use within Department of the Army channels and what records a local IG may release.
11. Identify who is authorized to release IG records for adverse action.
12. Identify who is authorized to release IG records outside of Army channels for non-official use and how to process a Freedom of Information Act (FOIA) request.
13. Demonstrate the process of receiving an IGAR by conducting an interview, completing a DA Form 1559 (IGAR), asking the fundamental interview questions, advising the complainant of the Privacy Act, and protecting confidentiality.
14. Demonstrate the process of opening and closing an Assistance case in the IGARS database.

STUDY REFERENCES:

1. AR 20-1, Chapters 1 through 4 and 6
2. AR 608-99, Chapters 1, 2, and 3
3. The Assistance & Investigations Guide, Part One
4. The Inspector General Reference Guide, Part 2

IG INVESTIGATIONS FUNCTION

TERMINAL LEARNING OBJECTIVE:

Action: Resolve allegations of impropriety.

Conditions: Given Army Regulation 20-1, The Assistance and Investigations Guide, Army Regulation 600-20, DoD 5500.7-R, classroom handouts, classroom instruction, and allegations of impropriety.

Standard: Apply the seven-step Inspector General Action Process (IGAP) to resolve an allegation of impropriety, culminating in a Report of Investigation (ROI) that accurately substantiates or does not substantiate the allegation. In addition, describe special situations with regard to Inspector General Investigations.

a. The student must apply the following seven steps of the IGAP to resolve an allegation correctly:

- (1) Receive the IGAR
- (2) Conduct Inspector General Preliminary Analysis (IGPA)
- (3) Initiate referrals and make initial notifications
- (4) Conduct Inspector General fact-finding
- (5) Make notifications and referrals
- (6) Conduct follow-up
- (7) Close the IGAR

b. As a sub-set of Step 4, Conduct Inspector General fact-finding, the student must apply the sub-steps for conducting an Investigation or Investigative Inquiry as follows:

- (1) Plan the Investigation or Investigative Inquiry
- (2) Gather the evidence through document review; observation; and transcribed and record testimony taken under oath
- (3) Evaluate the evidence
- (4) Write the report
- (5) Obtain a legal review
- (6) Obtain approval

c. The student must complete a Report of Investigation using the format established in Part Two, Section 4-14, of The Assistance and Investigations Guide. The student must accurately and correctly complete the Report of Investigation by writing the following portions:

- (1) The Executive Summary
- (2) Consideration of the Allegations (for all allegations)
- (3) Final notification letters

d. The student must describe special situations that bear on an Inspector General Investigation. That description must include:

- (1) The use of command products when resolving an allegation of impropriety

(2) The Inspector General's actions upon receipt of an allegation against a senior official

ENABLING LEARNING OBJECTIVES:

1. Describe a person's role and status in an IG Investigation / Investigative Inquiry.
2. Describe an individual's rights or non-rights given that person's role and status.
3. Describe a fact and the levels of evidence used in the Investigations function.
4. Describe the IG standard of proof.
5. Describe the parts of an allegation.
6. Identify the allegations and issues in a complaint.
7. Describe the actions an IG should take upon receiving an allegation against a senior official.
8. Explain that IG fact-finding is appropriate given an allegation and other circumstances.
9. Describe an IG Investigation and an IG Investigative Inquiry and the differences between them.
10. Explain which IG method – Investigative Inquiry or Investigation – is preferable for a particular case.
11. Describe how an IG plans an Investigative Inquiry or Investigation.
12. Demonstrate evidence-gathering activities by reviewing documents; analyzing data; and interviewing witnesses, subjects, or suspects.
13. Describe how IGs use command products to resolve an allegation in a ROI / ROII.
14. Complete a Report of Investigation (ROI).
15. Describe a request for IG information and the proper actions taken by the IG.

STUDY REFERENCES:

1. AR 20-1, Chapters 1 through 4 and 8
2. The Assistance & Investigations Guide, Part Two

WARTIME IG

TERMINAL LEARNING OBJECTIVE:

Action: Support a command or organization as part of an Army Inspector General office in a wartime environment.

Conditions: Given Army Regulation 20-1, The Inspector General Reference Guide (Part 3), classroom handouts, and classroom instruction.

Standard: Describe the IG's role and functions during full spectrum operations, how IGs respond to suspected Law of War violations, and how an IG provides support to all Soldiers during full spectrum operations. The description must include:

- a. The Inspector General's role and functions in full spectrum operations.
- b. How Inspectors General respond to suspected Law of War violations.
- c. The techniques an Inspector General can use to ensure that all Soldiers have access to Inspector General support during full spectrum operations.

ENABLING LEARNING OBJECTIVES:

1. Describe the IG's role and functions during full spectrum operations.
2. Describe the techniques an IG can use to ensure that all Soldiers have access to IG support during full spectrum operations.
3. Describe how IGs respond to suspected Law of War violations.

SUPPLEMENTARY INFORMATION: Student should have a basic knowledge of FM 3-0, Operations.

STUDY REFERENCES:

1. AR 20-1, Chapter 8
2. The Inspector General Reference Guide, Part 3

JOINT TASK FORCE IG ORIENTATION

TERMINAL LEARNING OBJECTIVE:

Action: Support a Joint Task Force as part of a Joint Inspector General office.

Conditions: Given Army Regulation 20-1, The Inspector General Reference Guide (Part 4), classroom handouts, and classroom instruction.

Standard: Define a Joint Task Force, the reasons for creating a Joint Task Force, and how an Army IG office can organize and adapt to support a commander in a Joint environment. The description must include:

- a. The definition and structure of a Joint Task Force.
- b. The reasons for creating a Joint Task Force.
- c. The four immediate-transition considerations when an Army Inspector General office becomes a Joint Task Force Inspector General office.

ENABLING LEARNING OBJECTIVES:

1. Describe a Joint Task Force.
2. Describe the reasons for creating a Joint Task Force.
3. Describe the immediate Joint Task Force transition considerations for an Army IG office.

SUPPLEMENTARY INFORMATION: Student should have a basic knowledge of Joint Publication 3-0, Doctrine for Joint Operations.

STUDY REFERENCES:

1. AR 20-1, Chapter 9
2. The Inspector General Reference Guide, Part 4

WHISTLEBLOWER PROTECTION ACT

TERMINAL LEARNING OBJECTIVE:

Action: Resolve allegations of Whistleblower reprisal using the Inspector General Action Process and Department of Defense guidance.

Conditions: Given Army Regulation 20-1, DoD Directive 7050.06, classroom handouts, and classroom instruction.

Standard: Identify the categories of Whistleblower complainants, the agencies responsible to receive Whistleblower complaints and conduct Whistleblower investigations, and the four questions used to establish a case of Whistleblower reprisal. The response must include:

- a. The four categories of Whistleblower complainants.
- b. The name of the agency authorized to receive allegations of Whistleblower reprisal.
- c. The agencies responsible for investigating allegations of Whistleblower reprisal based upon the complainant's category.
- d. The four questions used to establish a case of Whistleblower reprisal.

ENABLING LEARNING OBJECTIVES:

1. Describe the four categories of Whistleblower complainants.
2. Describe the agency authorized to receive Whistleblower allegations.
3. Identify what agency is responsible for investigating reprisal allegations for each complainant category.
4. Describe the four questions (or factors) that establish the framework for an investigation into an allegation of Whistleblower reprisal.

STUDY REFERENCES:

1. AR 20-1, paragraphs 7-4b and c
2. The Assistance & Investigations Guide, Part Two, Chapter 9
3. DoDD 1401.3 and 7050.06
4. AR 600-20

MENTAL HEALTH EVALUATIONS

TERMINAL LEARNING OBJECTIVE:

Action: Resolve allegations of improper mental health referrals using the Inspector General Action Process and Department of Defense guidance.

Conditions: Given Army Regulation 20-1, DoD Directive 6490.1, DoD Instruction 6490.4, classroom handouts, and classroom instruction.

Standard: Identify the types of Mental Health Evaluation complaints and how they are handled. The response must include:

- a. The two types of Mental Health Evaluation complaints.
- b. The office that can work Mental Health Evaluation cases.

ENABLING LEARNING OBJECTIVES:

1. Describe the two types of Mental Health Evaluation IGARs.
2. Identify what office can work Mental Health Evaluation cases and how that office handles those cases.

STUDY REFERENCES:

1. AR 20-1, paragraph 7-4d
2. The Assistance & Investigations Guide, Part Two, Chapter 9
3. DoDD 6490.1 and 7050.06
4. DoDI 6490.4
5. AR 600-20

INSPECTOR GENERAL ISSUES

TERMINAL LEARNING OBJECTIVE:

Action: Resolve complaints or issues concerning fraternization, Equal Opportunity with regard to sexual harassment, and trafficking in persons.

Conditions: Given Army Regulation 20-1, Army Regulation 600-20, classroom handouts, and classroom instruction.

Standard: Describe how IGs respond to IGARs concerning Equal Opportunity complaints with regard to sexual harassment; fraternization; the repeal of Don't Ask, Don't Tell; and trafficking in persons. That description must include:

- a. The IG's actions upon receiving a complaint of sexual harassment or sexual assault.
- b. The office that can work complaints involving sexual harassment or sexual assault.
- c. The Army's policy regarding relationships between Soldiers of different rank.
- d. The policies or areas in the Army affected or not affected by the repeal of the Don't Ask, Don't Tell law.
- e. The office that can work complaints involving the repeal of the Don't Ask, Don't Tell law.
- f. The Army's policy concerning Combating Trafficking in Persons.
- g. The IG's actions upon receiving an allegation or an issue involving trafficking in persons.

ENABLING LEARNING OBJECTIVES:

1. Describe the Army's policy on relationships between Soldiers of different rank, to include social, family, business, and personal relationships.
2. Describe what the repeal of Don't Ask, Don't Tell has changed and what has remained the same.
3. Identify what office can work complaints regarding discrimination based on sexual orientation.
4. Describe an IG's actions upon receiving an allegation of sexual harassment or sexual assault.
5. Identify what office can work a complaint involving sexual harassment or sexual assault.

6. Describe the Army's policy on Combating Trafficking in Persons (CTIP).

7. Describe an IG's actions upon receiving an allegation or an issue involving trafficking in persons.

STUDY REFERENCES:

1. AR 20-1, Chapters 1, 4, and 6
2. AR 600-20, paragraphs 4-14 through 4-16, 5-8, and Chapters 7 and 8
3. The Assistance & Investigations Guide, Part One, Chapter 10

ETHICS AND STANDARDS OF CONDUCT

TERMINAL LEARNING OBJECTIVE:

Action: Comply with the Army's ethical and moral standards as an Inspector General.

Conditions: Given The Inspector General Reference Guide (Part 5), Army Regulation 20-1, DoD 5500.7-R, classroom handouts, and classroom instruction.

Standard:

a. Describe where to find ethics standards and the roles of the Inspector General and command ethics counselor. The description and explanation must include:

(1) The places where an Inspector General can find ethics standards.

(2) The roles of the Inspector General and the command ethics counselor.

b. Apply the Standards of Conduct Rules to typical Investigations and Assistance situations. The student must apply the Standards of Conduct Rules to the following situations:

(1) Use of public position for private gain.

(2) Use of government communications and logistical resources.

(3) Non-Federal entities.

(4) Use of travel benefits.

(5) Conflicts of interest.

(6) Post-Federal employment restrictions.

(7) Gifts.

ENABLING LEARNING OBJECTIVES:

1. Describe where to find ethics standards.
2. Explain the roles of the IG and the command ethics counselor.
3. Apply ethics principles concerning:
 - a. Use of public position for private gain
 - b. Use of government communications and logistical resources
 - c. Non-Federal entities
 - d. Travel

- e. Conflicts of interest
- f. Post-Federal employment restrictions
- g. Gifts

STUDY REFERENCES:

1. AR 20-1, Chapter 1
2. DoD 5500.7-R
3. The Inspector General Reference Guide, Part 5

TEACHING AND TRAINING

TERMINAL LEARNING OBJECTIVE:

Action: Conduct teaching and training throughout a command or organization.

Conditions: Given Army Regulation 20-1, The Teaching and Training Guide, and classroom instruction.

Standard: Describe how IGs can conduct teaching and training as both an embedded and independent function. The description must include:

- a. The IG's approach to teaching and training while performing the Inspections, Assistance, and Investigations functions.
- b. The purpose and goals of IG-to-IG Staff Assistance Visits.
- c. The purpose and objectives of a Readiness Assistance Visit.
- d. The seven steps of the Readiness Assistance Visit and their outputs as follows:

- (1) Research
- (2) Concept Development
- (3) Detailed Planning
- (4) Preparation and Rehearsal
- (5) Conduct the Readiness Assistance Visit
- (6) Results to the Directing Authority
- (7) Follow-Up

ENABLING LEARNING OBJECTIVES:

1. Describe how IGs can conduct teaching and training as both an embedded and independent function.
2. Describe the purpose and goals of an IG-to-IG Staff Assistance Visit.
3. Describe the purpose and objectives of a Readiness Assistance Visit.
4. Describe the seven steps of a Readiness Assistance Visit and their outputs.

STUDY REFERENCES:

1. AR 20-1, Chapter 4
2. The Teaching and Training Guide

THE ARMY COMPONENTS

TERMINAL LEARNING OBJECTIVE:

Action: Support active-duty, Army Reserve, and Army National Guard commands and organizations as part of an active-component, Army Reserve, or Army National Guard Inspector General office.

Conditions: Given The Inspector General Reference Guide (Part 6), classroom handouts, and classroom instruction.

Standard: Identify the command structure of the Army Reserve and the Army National Guard and describe several of the unique Army Reserve and Army National Guard programs, systems, and readiness issues. The description must include:

- a. The overall command-and-control structure of the Army Reserve and the Army National Guard.
- b. The various types of reserve-component duty statuses.
- c. Incapacitation pay.
- d. The types of mobilization.
- e. The five phases of mobilization.
- f. The role and responsibilities of the U.S. Property and Fiscal Officer (USPFO).
- g. The Full-Time Support (FTS) program.
- h. Active-component support to the reserve components.

ENABLING LEARNING OBJECTIVES:

1. Describe the overall command-and-control system of the Army, specifically the Army National Guard and the Army Reserve.
2. Describe the requirements and duties of the U.S. Property and Fiscal Officer (USPFO).
3. Describe the various Full-Time Support (FTS) programs used within the Army National Guard and the Army Reserve.
4. Describe the various duty and corresponding pay statuses.
5. Describe the Incapacitation Pay Program and common problem areas and areas of concern.
6. Describe the types of mobilization.
7. Describe the phases of mobilization.

STUDY REFERENCE: The Inspector General Reference Guide, Part 6