

Sources

English

- <http://eng.mod.gov.cn/>
- <http://eng.chinamil.com.cn/>

Chinese

- http://www.81.cn/lj_208555/index.html
- <http://www.mod.gov.cn/gfbw/wzll/lj/index.html>
- <http://www.mod.gov.cn/gfbw/jswj/lf/index.html>
- <http://www.mod.gov.cn/gfbw/jswj/cf/index.html>
- <http://www.mod.gov.cn/gfbw/jswj/jl/index.html>

No articles provide officer ranks for generals, colonels, majors, or lieutenants; however, several articles identify officers as Captain X, but only provide their surname.

I suggest that researchers look for "issue" (194 times) and "problem" (300 times) separately in the PLA Army Articles Word doc. This is the key issue.

There is no information about PLAA Headquarters, Theater Command Headquarters, or Theater Command Army Headquarters.

The focus of the articles are at the brigade and below levels.

The articles identify units by their Group Army number but no articles use the Military Unit Cover Designators (MUCDs). The information below comes from the TextOre data.

Group Armies in new Theater Commands

Current TC	Group Army
Eastern TC	71 st Group Army (31655) in Xuzhou, Jiangsu Province
	72 nd Group Army (31657) in Hangzhou, Zhejiang Province
	73 rd Group Army (31659) in Xiamen, Fujian Province
Southern TC	74 th Group Army (31661) in Huizhou, Guangdong Province
	75 th Group Army (31663) in Kunming, Yunnan Province
Western TC	76 th Group Army (31665) in Xining, Qinghai Province
	77 th Group Army (31667) in Chongzhou, Chengdu, Sichuan Province
Northern TC	78 th Group Army (31669) in Harbin, Heilongjiang Province
	79 th Group Army (31671) in Liaoyang, Liaoning Province
	80 th Group Army (31673) in Weifang, Shandong Province
Central TC	81 st Group Army (31675) in Zhangjiakou, Hebei Province
	82 nd Group Army (31677) in Baoding, Hebei Province
	83 rd Group Army (31679) in Xinxiang, Hebei Province

Here is an outstanding article that discusses issues concerning squad leader selections:

<http://www.mod.gov.cn/gfbw/wzll/lj/16401367.html>

因人施策+专人辅导：“个性化成长路线图”让官兵成长不迷茫

来源：解放军报 作者：徐亚强 刘杰 肖静玲 任刚 责任编辑：孙悦 2025-08-08

第74集团军某旅某营为官兵科学规划成长目标和成才路径——

既有“路线图”，又有“明白卡”

■徐亚强 刘杰 肖静玲

“参加大学生士兵提干考试需要具备本科学历，历年个人年度军事训练成绩均为良好以上……”盛夏时节，第74集团军某旅某连训练间隙，陈指导员正在为列兵则巴古丽讲解她的“个性化成长路线图”。则巴古丽认真聆听，不时点头。

“清晰的目标、明确的路径、实时的提醒，让每名战士对个人发展不再茫然，避免在成长的关键节点被硬性条件卡住。”看着训练场上大家斗志昂扬的样子，陈指导员欣慰之余，不禁回想起去年连队骨干调整时遇到的尴尬情况。

当时，一班班长退伍离队。副班长张友根专业成绩优异，军事素质过硬，且具备丰富的管理经验，本是接任班长的不二人选。然而，按照规定，担任班长需持有高级职业技能鉴定证书，张友根恰恰缺少这一“硬件”，不符合班长岗位任职条件，所以连队只能另觅人选。

这一结果令张友根备受打击，也在官兵中引起不小震动。战士们或担忧自身发展受限，纷纷找文书询问政策规定；或察觉自身条件与晋升目标存在差距，训练时情绪低落……

看着战士们的反应，陈指导员心中五味杂陈。一名优秀的骨干因不符合硬性条件而成长受阻，同样令他倍感遗憾。事实上，连队始终落实上级要求为官兵制订个人成长路线图，涵盖各个阶段的发展目标和路径规划，平时干部骨干也常常提醒大家对自己的事多上心。但即便这样，为何仍有战士被这些“硬门槛”卡住？

为了弄清原因，陈指导员召开了一次恳谈会。会上，战士们纷纷打开话匣子——

有人反映，成长路线图内容粗略，只明确了目标等内容，参考价值有限，且集中存放于连部，查阅不便；有人认为，一次性填写一年的目标，更像完成上级任务，未能真正结合自身实际和岗位需求；还有人提到，路线图填写后即归档，缺乏动态更新与常态跟踪机制，与连队日常管理和激励措施脱节，难以发挥应有的“导航”与激励作用。

陈指导员将大家的心声逐一记录下来，并带到随后召开的营党委会上，引起营党委高度重视。

他们调研发现，类似张友根这样对选晋流程、硬性标准等知之不深的情况并非个例，不少战士对关系个人发展的政策规定说不清道不明，对脚下路通向何方、实现目标需具备哪些条件，心中并无清晰图景。

“现有的成长路线图，重形式轻实效、重填写轻跟踪，且过于概略不够精准，在引导官兵成长方面作用发挥不明显。”该营唐营长一针见血地指出问题，“制订成长路线图的目的在于为官兵成长提供更精准的指引，决不能流于形式。”

该营党委立行立改，吸取以往经验教训，按照“能用、管用、官兵爱用”原则，要求各连重新制订官兵成长路线图。一方面，细化成长路线图内容，依据个人特点针对性制订阶段目标、完成时限、所需条件、政策依据等，并拆解形成简洁直观的成长“明白卡”，便于官兵随时查看。另一方面，发挥目标引领作用，将成长目标完成情况与日常讲评、个人表现等挂钩，定期复盘总结。同时，明确各连主官、班排长作为官兵落实成长路线图的“第一辅导员”，跟踪官兵的成长进展，及时提供指导和帮助。

“现在的成长路线图突出一人一案、因人施策，军事训练达标节点、专业技能进阶要求、学历提升建议方案等清晰明确，每一个阶段性目标都标注着具体时限和要求，劲往哪儿使，我心里明镜似的，工作训练更有动力了。”战士李久辰高兴地说。

某连班长隆财荣表现出色，多次在上级比赛中为连队赢得荣誉，可惜在服役期满时因缺少晋升高级军士必备的专科学历，不得不选择延期服役。他坦言，“以往的成长路线图内容过于笼统，我得知晋升条件后立即报名提升学历，但已无法在晋升前取得毕业证。”这让他一度对自己的发展前景感到迷茫与不安。后来，连队根据营里安排，为隆财荣制订更为精细的成长路线图，安排专人指导他学习相关知识，帮助他尽快获得专科学历证书，很快，隆财荣重新振奋精神，积极投入训练。

“人才培养要紧贴实际、着眼长远，把官兵的‘成长账’算清，把每个阶段的‘发力点’校准，让他们心中有方向、脚下有力量。”该营唐营长说。

如今在该营，战士们经常会拿出自己的成长路线图对照复盘，大家正按照规划朝着自己的目标努力前进。

短评

变“结果管理”为“过程管理”

■任刚

在人才竞争日趋激烈的今天，精细化培养人才不是选择题，而是必答题。第74集团军某旅某营一名战士因缺少硬性条件而与班长岗位失之交臂的经历告诉我们，通过制订成长路线图培养人才，必须与个人意愿、能力、发展目标、岗位要求、政策规定等结合起来，变“结果管理”为“过程管理”，因人施策、长期帮带，不能流于形式、浮于表面。

当前，很多基层部队都在为官兵制订成长路线图，成效各有不同，其差别就在于是否解决了“常不常用、管不管用、好不好用”的问题。从上文提到的案例不难看出，只有把目标规划纳入全流程管理，让帮带举措形成制度机制，才能引导官兵消除“不知向何处发力”的迷茫，规避前路可能遇到的“卡点”，在成长过程中踩准步点、行稳致远。

也就是说，帮助官兵成长成才，制订路线图只是第一步，还必须按照“项目化管理、工程化推进”的理念，将“路线图”细化为“施工图”，像盖一座建筑那样，按照图纸规划的任务、路径、时间、节点、标准等，有计划有步骤地施工。只有这样，成长路线图才能最终落地见效。

Tailored Strategies Plus Dedicated Coaching: The “Personalized Growth Roadmap” Helps Soldiers Navigate Their Growth Without Confusion.

Source: PLA Daily Author: Xu Yaqiang, Liu Jie, Xiao Jingling, Ren Gang Editor: Sun Yue 2025-08-08

A battalion of a brigade of the 74th Group Army has scientifically planned growth goals and development paths for its soldiers—Both a “roadmap” and a “clear card” are available.

■Xu Yaqiang, Liu Jie, Xiao Jingling

“To take the college student soldier promotion exam, you must have a bachelor’s degree and have achieved good or above annual military training results...”^[1] In the height of summer, during a break in training at a company of a brigade of the 74th Group Army, Political Instructor Chen was explaining Private Zebaguli’s “Personalized Growth Roadmap.” Zebaguli listened attentively, nodding frequently. “Clear goals, a clear path, and real-time reminders will help every soldier navigate their personal development without feeling lost, and avoid being held back by rigid requirements at critical junctures.” Watching the high spirits on the training ground, Political Instructor Chen, while pleased, couldn’t help but recall the awkward situation encountered during the company’s core personnel adjustments last year.

At the time, the squad leader of Squad 1 was released from active duty before being promoted. Deputy Squad Leader Zhang Yougen, with his excellent academic performance, strong military skills, and extensive management experience, was the perfect candidate to take over. However, regulations required a high-level vocational skills certification, which Zhang Yougen lacked, necessitating a search for another candidate.

This outcome was a significant setback for Zhang Yougen and sent shockwaves through the ranks. Soldiers worried about their own development limitations and sought information about policies and regulations; others, realizing the gap between their qualifications and promotion targets, became depressed during training.

Watching the soldiers’ reactions, Political Instructor Chen felt a mixture of emotions. He also felt deeply regretful that an excellent cadre’s growth was hindered by a failure to meet the rigid requirements. In fact, the company consistently implements superiors’ requirements to develop personal growth roadmaps for officers and men, covering development goals and path planning for each stage. Leading cadres regularly remind everyone to pay close attention to their own work. But even so, why do some soldiers still feel stuck by these “hard barriers”?

To understand the reasons, Political Instructor Chen convened a meeting. At the meeting, the soldiers opened up.

Some complained that the growth roadmaps were sketchy, only specifying specific goals and other information, making them of limited reference value. Furthermore, they were stored centrally at company headquarters, making them difficult to access. Others felt that filling out annual goals at

once was more like completing a superior's assignment and failed to truly integrate individual needs with the demands of their positions. Still others noted that the roadmaps were filed away after completion, lacking dynamic updates and regular tracking mechanisms. This disconnected them from the company's daily management and incentives, making them unable to fully serve as the guiding and motivational tools they should.

Political Instructor Chen took note of everyone's concerns and brought them to the subsequent battalion Party Committee meeting, where they received significant attention. Their investigation revealed that Zhang Yougen's lack of understanding of the selection and promotion process and mandatory standards was not an isolated case. Many soldiers were confused about the policies and regulations related to their personal development, lacking a clear picture of where their path would lead them and what conditions were needed to achieve their goals.

"The existing growth roadmaps prioritize form over effectiveness, filling out forms over tracking, and are too general and inaccurate, making them ineffective in guiding the growth of soldiers," Battalion Commander Tang pointedly pointed out. "The purpose of developing growth roadmaps is to provide more precise guidance for soldier growth; it must not be a formality."

The battalion's Party Committee immediately implemented changes, drawing on past experiences and lessons. Based on the principles of "usable, effective, and soldier-friendly," each company was instructed to revise its growth roadmaps. First, the roadmaps were refined, with individual-specific goals, deadlines, required conditions, and policy support. These maps were then broken down into simple and intuitive "cards" for soldiers to review at any time. On the other hand, we leverage the guiding role of goals, linking the completion of growth goals with daily reviews and individual performance, and conducting regular reviews and summaries. Furthermore, each company commander and squad leader is designated as the "primary counselor" for soldiers implementing the growth roadmap, tracking their progress and providing timely guidance and assistance.

"The current growth roadmap emphasizes individualized planning and tailored strategies. Military training milestones, professional skill advancement requirements, and recommended plans for academic advancement are clearly defined. Each milestone is clearly marked with specific deadlines and requirements. I have a clear understanding of where to focus my efforts, and this has given me greater motivation for work and training," said soldier Li Jiuchen happily.

Squad leader Long Cairong of a certain company performed exceptionally well, winning numerous awards for his company in higher-level competitions. Unfortunately, at the end of his service, he lacked the required associate's degree for promotion to senior sergeant, forcing him to extend his service. He admitted, "The previous growth roadmap was too general. I immediately applied to upgrade my academic qualifications after learning the promotion requirements, but I was unable to obtain my diploma before the promotion." This left him feeling confused and uneasy about his future prospects. Later, according to the battalion's instructions, the company developed a more detailed growth roadmap for Long Cairong, assigned dedicated personnel to guide him in learning

relevant knowledge, and helped him obtain his associate's degree as quickly as possible. Soon, Long Cairong regained his spirits and actively participated in training.

“Talent development must be grounded in reality and focused on the long term. We must clearly calculate the soldiers’ ‘growth accounts’ and calibrate the ‘focus points’ at each stage, giving them a clear sense of direction and strength to work towards,” said Battalion Commander Tang.

Now, soldiers in the battalion frequently review their growth roadmaps, and everyone is working diligently toward their goals according to the plan.

Short Commentary

Changing from “Result Management” to “Process Management”

■ Ren Gang

In today’s increasingly fierce competition for talent, meticulous talent development is no longer optional but a must. The experience of a soldier in a battalion of a brigade of the 74th Group Army who missed out on the position of squad leader due to a lack of specific qualifications demonstrates that talent development through development roadmaps must be integrated with individual aspirations, abilities, development goals, job requirements, and policy regulations. This shifts from “results management” to “process management,” requiring tailored strategies and long-term mentoring. This approach must not be superficial or superficial.

Currently, many grassroots units are developing development roadmaps for officers and men, with varying successes. The difference lies in whether these roadmaps address the issues of frequent use, effectiveness, and effectiveness. The aforementioned case study clearly demonstrates that only by incorporating goal planning into full-process management and institutionalizing mentoring initiatives can officers and men overcome the confusion of not knowing where to focus their efforts, avoid potential roadblocks, and maintain steady progress in their development. In other words, developing a roadmap is only the first step in helping soldiers grow and develop. Following the principles of “project-based management and engineering-based advancement,” the “roadmap” must be broken down into a “construction plan.” Like building a building, construction must proceed in a planned and step-by-step manner, following the tasks, paths, timelines, milestones, and standards outlined in the blueprint. Only in this way can the growth roadmap ultimately be implemented and bear fruit.

[1] Note: The PLA began setting specific education goals in the late 2000s for its enlisted members to become junior grade (high school education), intermediate grade (associates degree), and senior grade (bachelor’s degree).

This is a detailed article about how an outstanding 74th GA deputy squad leader was not selected to be the new squad leader because he did not have a college associates degree. “To take the college student soldier promotion exam, you must have a bachelor’s degree and have achieved good or above annual military training results...” In the height of summer, during a break in training at a company of a brigade of the 74th GA, Political Instructor Chen was explaining Private Zebaguli’s “Personalized Growth Roadmap.” “Clear goals, a clear path, and real-time reminders will help every soldier navigate their personal development without feeling lost, and avoid being held back by rigid requirements at critical junctures.” Watching the high spirits on the training ground, Political Instructor Chen couldn’t help but recall the awkward situation encountered during the company’s core personnel adjustments last year. At the time, the squad leader of Squad 1 retired. Deputy Squad Leader Zhang Yougen, with his excellent academic performance, strong military skills, and extensive management experience, was the perfect candidate to take over. However, regulations required a high-level vocational skills certification, which Zhang Yougen lacked, necessitating a search for another candidate. Some complained that the growth roadmaps were sketchy, only specifying specific goals and other information, making them of limited reference value. Furthermore, they were stored centrally at company headquarters, making them difficult to access. Others felt that filling out annual goals at once was more like completing a superior’s assignment and failed to truly integrate individual needs with the demands of their positions. Still others noted that the roadmaps were filed away after completion, lacking dynamic updates and regular tracking mechanisms. This disconnected them from the company’s daily management and incentives, making them unable to fully serve as the guiding and motivational tools they should. [Note: The PLA began setting specific education goals in the late 2000s for its enlisted members to become junior grade (high school education), intermediate grade (associates degree), and senior grade (bachelor’s degree).]