

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L422

OCT 03

DEVELOP SUBORDINATE LEADERS IN A PLATOON

## **TRAINING SUPPORT PACKAGE**



## PRACTICAL EXERCISE SHEET 1

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<b>Title</b>	Leadership Doctrine
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<b>Lesson Number/Title</b>	L422 version 1 / DEVELOP SUBORDINATE LEADERS IN A PLATOON
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<b>Introduction</b>	This exercise lists 23 core leadership dimensions. You must select the appropriate definition for each. Once completed each group will present a positive and negative example of each dimension in their set.
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<b>Motivator</b>	This practical exercise gives you a tool to use in improving your leadership qualities. The 23 core leadership dimensions provide the foundation for leadership development. These values, attributes, skills, and actions are the characteristics essential to leadership excellence. Improving and defining the characteristics of leadership excellence enables us a clear path to personal and professional development
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<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%;"><tr><td style="width: 20%;"><b>Action:</b></td><td>Provide assessments to develop a subordinate.</td></tr><tr><td><b>Conditions:</b></td><td>As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.</td></tr><tr><td><b>Standards:</b></td><td>Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.</td></tr></table>	<b>Action:</b>	Provide assessments to develop a subordinate.	<b>Conditions:</b>	As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.	<b>Standards:</b>	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.
<b>Action:</b>	Provide assessments to develop a subordinate.						
<b>Conditions:</b>	As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.						
<b>Standards:</b>	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.						

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<b>Safety Requirements</b>	None
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<b>Risk Assessment Level</b>	Low
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<b>Environmental Considerations</b>	None
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<b>Evaluation</b>	You will complete and discuss solutions for this practical exercise.
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<b>Instructional Lead-In</b>	This PE reflects the necessary skills needed for real life situations, which directly relate to the material covered in this lesson.
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<b>Resource Requirements</b>	<p><b>Instructor Materials:</b> None</p> <p><b>Student Materials:</b> Pen or pencil.</p>
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**Special  
Instructions**

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None

**Procedures**

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You will complete and discuss solutions for this PE in class.

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## **LEADERSHIP DOCTRINE (FM 22-100)**

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Select the appropriate definitions for each of the 23 core leadership dimensions.

### **VALUES:**

- 1. Honor
- 2. Integrity
- 3. Personal Courage
- 4. Loyalty
- 5. Respect
- 6. Selfless Service
- 7. Duty

### **ATTRIBUTES:**

- 8. Mental
- 9. Physical
- 10. Emotional

### **SKILLS:**

- 11. Conceptual
- 12. Interpersonal
- 13. Technical
- 14. Tactical

### **ACTIONS:**

- 15. Communicating
- 16. Decision-making
- 17. Motivating
- 18. Planning
- 19. Executing
- 20. Assessing
- 21. Developing
- 22. Building
- 23. Learning

- a. Evaluating the efficiency and effectiveness of any system or plan in terms of its purpose and mission.
- b. Inspiring, and guiding others towards mission accomplishment.
- c. Lives up to all the Army values.
- d. Puts the welfare of the nation, the Army, and subordinates before your own.
- e. Maintains appropriate level of physical fitness and military bearing.
- f. Competence with job-related tasks.
- g. Competence in handling ideas.
- h. Face fear, danger or adversity (physical or moral).
- i. Spending time and resources to improve teams, groups, and units; fostering an ethical climate.
- j. Possesses will, initiative, self-discipline, judgment, self-confidence, intelligence, and cultural awareness.
- k. Competence in dealing with people; involves coaching, teaching, counseling, motivating and empowering.
- l. Treats people with respect.
- m. Displays self-control; calm under pressure.
- n. Bears true faith and allegiance to the U.S. Constitution, the Army, the unit, and other soldiers.
- o. Developing detailed, executable plans that are feasible, acceptable, and suitable.
- p. Seeking self-improvement and organizational growth; envisioning, adapting, and leading change.
- q. Displays good oral, written, and listening skills for individuals/groups.
- r. Fulfills your obligations.
- s. Using sound judgment, logical reasoning, and using resources wisely.
- t. Do what's right legally and morally.
- u. Enables a leader to make the correct decisions about employment and maneuver of forces on the battlefield.
- v. Investing adequate time and effort to develop individual subordinates as leaders.
- w. Meeting mission standards, taking care of people, and efficiently managing resources.

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**Feedback Requirements**      None

## PRACTICAL EXERCISE SHEET 2

**Title** Leadership Assessment Report

**Lesson Number/Title** L422 version 1 / DEVELOP SUBORDINATE LEADERS IN A PLATOON

**Introduction** We will use the Leadership Assessment Report throughout this course of instruction to give you practical experience in the assessment process. As a secondary benefit, you may also use it to provide you feedback on your leadership abilities.

**Motivator** This practical exercise is going to give you a tool for use in improving your leadership qualities. We will not be use it as a formal evaluation tool. Using it for formal evaluation may create a threatening environment that there is only a single right and wrong answer to every situation. Creating such an environment breeds distrust and creates barriers to open, frank, and objective communication, and developmental counseling.

**Terminal Learning Objective** **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Provide assessments to develop a subordinate.
<b>Conditions:</b>	As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.
<b>Standards:</b>	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.

**Safety Requirements** None

**Risk Assessment Level** Low

**Environmental Considerations** None

**Evaluation** None  
This is not a graded practical exercise; it is for self evaluation and for group discussion.

**Instructional Lead-In** You will complete an honest assessment of yourself as a leader. You will NOT turn in your self assessment, and it will remain completely private; however, we will talk about what you learned from the process of doing a self-assessment, the biases you discovered, and how you plan to compensate for those biases.

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**Resource  
Requirements**

**Instructor Materials:**  
None

**Student Materials:**  
None

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**Special  
Instructions**

None

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**Procedures**

You will complete this PE as a homework assignment and discuss your solution in class.

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**Leadership Assessment Report (can use it for self-assessment)**

Name & Rank: \_\_\_\_\_ Event: \_\_\_\_\_  
Date: \_\_\_\_\_

Leadership Position: \_\_\_\_\_ Assessor's Name & Rank : \_\_\_\_\_

**Rating Scale:**

- E - EXCELLENT. Exceeds requirements for successful task performance
- S - SATISFACTORY. Meets requirements for successful task performance.
- NI - NEEDS IMPROVEMENT. Does not meet requirements for successful task performance

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**Rating Dimensions**  
**Values: COMMENTS:**

- \_\_\_\_\_ **Honor:** Adherence to the Army's publicly declared code of values.
- \_\_\_\_\_ **Integrity:** Possesses high personal moral standards; honest in word and deed.
- \_\_\_\_\_ **Courage:** Manifests physical and moral bravery.
- \_\_\_\_\_ **Loyalty:** Bears true faith and allegiance to the U.S. Constitution, the Army, the unit and the soldier.
- \_\_\_\_\_ **Respect:** Promotes dignity, consideration, fairness and equal opportunity.
- \_\_\_\_\_ **Selfless Service:** Places Army priorities before self.
- \_\_\_\_\_ **Duty:** fulfills professional, legal and moral obligations.

**Attributes:**

- \_\_\_\_\_ **Mental:** Possesses desire, will, initiative, and discipline
- \_\_\_\_\_ **Physical:** Maintains appropriate level of physical fitness and military bearing.
- \_\_\_\_\_ **Emotional:** Displays self-control; calm under pressure.

**Skills**

- \_\_\_\_\_ **Conceptual:** Demonstrates sound judgment, critical/creative thinking, moral reasoning.
- \_\_\_\_\_ **Interpersonal:** Shows skill with people: coaching, teaching, counseling, motivating and empowering.
- \_\_\_\_\_ **Technical:** Possesses the necessary expertise to accomplish all tasks and functions.
- \_\_\_\_\_ **Tactical:** Demonstrates proficiency in required professional knowledge, judgment, and warfighting.

**Actions:**

- \_\_\_\_\_ **Communicating:** Displays good oral, written, and listening skills for individuals/groups.
- \_\_\_\_\_ **Decision Making:** Employs sound judgment, logical reasoning and uses resources wisely.
- \_\_\_\_\_ **Motivation:** Inspires, motivates, and guides others toward mission accomplishment.

- \_\_\_\_\_ **Planning:** Develops detailed, executable plans that are feasible, acceptable, and suitable
- \_\_\_\_\_ **Executing:** shows tactical proficiency, meets mission standards, and takes care of people/resources.
- \_\_\_\_\_ **Assessing:** Uses after-action and evaluation tools to facilitate consistent improvement.
- \_\_\_\_\_ **Developing:** Invests adequate time and effort to develop individual
- \_\_\_\_\_ **Building:** Spends time and resources improving teams, groups, and units; fosters ethical climate.
- \_\_\_\_\_ **Learning:** Seeks self-improvement and organizational growth; envisioning, adapting and leading change.

**Feedback  
Requirements**

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None

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### PRACTICAL EXERCISE SHEET 3

<b>Title</b>	SSG Donaldson Observing and Assessing - Observation #1						
<b>Lesson Number/Title</b>	L422 version 1 / DEVELOP SUBORDINATE LEADERS IN A PLATOON						
<b>Introduction</b>	Observe and assess SSG Donaldson using the scenario provided. Throughout this lesson we have been discussing the development of your subordinate leaders within your platoon. This exercise is one of the next steps in this process.						
<b>Motivator</b>	To be a successful platoon sergeant you must be able to observe and assess your soldiers to find out what may need improvement. This training will provide you with a base of assessment skills which you will continue to develop as you grow as a leader.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Provide assessments to develop a subordinate.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.</td> </tr> </table>	<b>Action:</b>	Provide assessments to develop a subordinate.	<b>Conditions:</b>	As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.	<b>Standards:</b>	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.
<b>Action:</b>	Provide assessments to develop a subordinate.						
<b>Conditions:</b>	As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.						
<b>Standards:</b>	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	This is not a graded PE. At the end of the PE you will receive a solution sheet. As a group, you will discuss the solution and resolve any misunderstandings.						
<b>Instructional Lead-In</b>	This PE reflects real life situations which directly relate to the material covered in this lesson.						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b> None</p> <p><b>Student Materials:</b> None</p>						

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**Special Instructions**

None

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**Procedures**

You will complete this PE as a homework assignment and discuss your solution in class.

**Staff Sergeant Donaldson Observing and Assessing Practical Exercise–3, Observation #1**

SCENARIO: It's Friday, 04 SEP, at 0715 hours. During a platoon FTX in Training Area 14, you watched your squad leader, SSG Donaldson, prepare to move the Squad out on a patrol. The soldiers were all lined-up, but SSG Donaldson was fumbling with his map and protractor. You noticed that he had forgotten to account for the 13-degree EAST declination, so you had to remind him. Then you noticed that he struggled to set it properly on his compass and then, in a rage, threw it against a tree saying, "Who needs this damn thing anyway."

1. How would you classify SSG Donaldson's technical ability?
2. How would you classify SSG Donaldson's emotional behavior?
3. What technical step did SSG Donaldson omit on his compass?

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**Feedback Requirements**

None

## PRACTICAL EXERCISE SHEET 4

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<b>Title</b>	SSG Donaldson Observing and Assessing - Observation #2 and #3
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<b>Lesson Number/Title</b>	L422 version 1 / DEVELOP SUBORDINATE LEADERS IN A PLATOON
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<b>Introduction</b>	This PE continues with the observation and assessment of SSG Donaldson using additional information. Throughout this lesson we have been discussing the development of your subordinate leaders within your platoon. This exercise is one of the next steps in this process.
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<b>Motivator</b>	To be a successful platoon sergeant you must be able to observe and assess your soldiers to find out what may need improvement. This training will provide you with a base of assessment skills which you will continue to develop as you grow as a leader.
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<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Provide assessments to develop a subordinate.</td></tr><tr><td><b>Conditions:</b></td><td>As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.</td></tr><tr><td><b>Standards:</b></td><td>Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.</td></tr></table>	<b>Action:</b>	Provide assessments to develop a subordinate.	<b>Conditions:</b>	As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.	<b>Standards:</b>	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.
<b>Action:</b>	Provide assessments to develop a subordinate.						
<b>Conditions:</b>	As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.						
<b>Standards:</b>	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.						

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<b>Safety Requirements</b>	None
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<b>Risk Assessment Level</b>	Low
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<b>Environmental Considerations</b>	
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<b>Evaluation</b>	This is not a graded PE. At the end of the PE you will receive a solution sheet. As a group, you will discuss the solution and resolve any misunderstandings.
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<b>Instructional Lead-In</b>	This PE reflects real life situations which directly relate to the material covered in this lesson.
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<b>Resource Requirements</b>	<p><b>Instructor Materials:</b> None</p> <p><b>Student Materials:</b> None</p>
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**Special  
Instructions**

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None

**Procedures**

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You will complete this PE as a homework assignment and discuss your solution in class.

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### **Staff Sergeant Donaldson Assessment Summary Practical Exercise 4, Observation #2 and Observation #3**

The instructor can orally present the following scenarios or hand them out to the students in paper copy. This scenarios are a continuation of the previous observation (observation #1) on SSG Donaldson. Students must read Observation #2 and utilize the information when preparing the assessment summary following observation #3.

#### **SSG Donaldson: OBSERVATION 2**

SCENARIO: "SSG Donaldson turned around only to see his soldiers staring at him; he was visibly embarrassed. He walked over to the tree and picked up the compass he'd thrown, put it in his pocket, and said he "would rather navigate by using the terrain alone anyway." He directed the squad to move-out in a traveling formation which was inconsistent with the current enemy situation. During the 8 kilometer movement over relatively flat terrain, the squad did not maintain good flank or rear security, nor did SSG Donaldson ever make corrections. Twice the lead team leader suggested a change in the squad's direction of movement, but SSG Donaldson insisted that he was in charge and not to worry about it. When the squad arrived at the river's edge, at 14 0930 Sept in Training Area 14, SSG Donaldson was clearly out-of-breath, and it was clear they were at the wrong spot--500 feet south of the fording site/bridge where they were supposed to cross. He started yelling at the point man of the patrol, but it was too late--the squad had already moved well-South of the platoon southern boundary.

Summarize SSG Donaldson's actions.

### Staff Sergeant Donaldson Assessment Summary Practical Exercise—4, Observation #3

This scenario is a continuation of the previous observations (observations #1 and #2) on SSG Donaldson. Students must classify and rate behaviors and then develop an assessment summary, based on observations #1, #2, and #3.

#### SSG Donaldson: Observation #3

**SCENARIO:** While describing your plan to conduct some developmental counseling, you asked the Platoon Sergeant/Leader if he had any impressions of SSG Donaldson that you should consider. He said the following: “During recovery operations following the FTX, on 19 Sept in the Motor Pool, I saw Donaldson making a number of valid corrections and really teaching those soldiers about maintenance and accountability. He impressed me. He even let PFC Jones brief me, and then when I found a discrepancy, jumped right in and took responsibility the way I’d expect an NCO to do. SSG Donaldson struggles in the field, I know, but otherwise he’s a good NCO with good potential. Develop him.” You pulled out your notebook and recorded/assessed what the platoon sergeant/leader had said.

<u>CLASSIFY</u>	<u>RATE</u>		
	<u>Excellent</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
Developing	( )	( )	( )
Executing	( )	( )	( )
Motivating	( )	( )	( )
Technical	( )	( )	( )
Courage	( )	( )	( )

#### ASSESSMENT SUMMARY:

**SSG DONALDSON’S OVERALL STRENGTHS:**

**SSG DONALDSON’S OVERALL DEVELOPMENTAL NEEDS:**

**POTENTIAL CAUSES?**

**POTENTIAL DEVELOPMENTAL ACTIONS?**

**Feedback  
Requirements**

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None

## PRACTICAL EXERCISE SHEET 5

<b>Title</b>	Developmental Counseling of SSG Donaldson						
<b>Lesson Number/Title</b>	L422 version 1 / DEVELOP SUBORDINATE LEADERS IN A PLATOON						
<b>Introduction</b>	This PE continues further with the observation and assessment of SSG Donaldson by culminating the information gathered in PE 3 and PE 4 into a developmental counseling. Throughout this lesson we have been discussing the development of your subordinate leaders within your platoon. This exercise is one of the last steps in this process. Discuss in class what students put on the counseling form. There is no formal solution to this practical exercise.						
<b>Motivator</b>	To be a successful platoon sergeant you must be able to observe and assess your soldiers to find out what may need improvement. This enables assessments to be applied, one performance at a time. Otherwise, as leaders, we'd merely be making overall assessments without objectively looking at all the details of the individuals performance						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Provide assessments to develop a subordinate.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.</td> </tr> </table>	<b>Action:</b>	Provide assessments to develop a subordinate.	<b>Conditions:</b>	As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.	<b>Standards:</b>	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.
<b>Action:</b>	Provide assessments to develop a subordinate.						
<b>Conditions:</b>	As a platoon sergeant or leader of a platoon size element, given instruction about emerging leadership doctrine, and Army leadership policy given FM 22-100.						
<b>Standards:</b>	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>							
<b>Evaluation</b>	This is not a graded PE. There is no formal solution to this PE. As a group, you will discuss the solution and resolve any misunderstandings.						
<b>Instructional Lead-In</b>	This PE reflects real life situations which directly relate to the material covered in this lesson.						

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**Resource  
Requirements**

**Instructor Materials:**

None

**Student Materials:**

None

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**Special  
Instructions**

None

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**Procedures**

You will complete this PE as a homework assignment using the observations recorded in on SSG Donaldson and discuss your solution in class.

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**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: \_\_\_\_\_ I agree / disagree with the information above

Individual counseled remarks: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Individual Counseled: \_\_\_\_\_ Date: \_\_\_\_\_

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

Signature of Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

**Part IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: \_\_\_\_\_ Individual Counseled: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**Feedback  
Requirements**

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None

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U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L423

OCT 03

MOTIVATE SUBORDINATES TO ACCOMPLISH UNIT MISSION

## **TRAINING SUPPORT PACKAGE**



## PRACTICAL EXERCISE SHEET 1

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<b>Title</b>	Equity or Expectancy?
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<b>Lesson Number/Title</b>	L423 version 1 / MOTIVATE SUBORDINATES TO ACCOMPLISH UNIT MISSION
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<b>Introduction</b>	As an Army leader, you must be able to motivate your subordinates to accomplish the mission no matter what it may be. As such, you must understand the methods of motivation and apply them daily to build soldier teams and drive subordinates toward mission accomplishment.
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<b>Motivator</b>	This practical exercise will assist you in gaining a better understanding of the equity motivation theory and how it can be useful to you as a leader.
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<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%;"><tr><td style="width: 20%;"><b>Action:</b></td><td>Develop a motivation plan.</td></tr><tr><td><b>Conditions:</b></td><td>Given a situation that shows poorly motivated soldiers.</td></tr><tr><td><b>Standards:</b></td><td>Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.</td></tr></table>	<b>Action:</b>	Develop a motivation plan.	<b>Conditions:</b>	Given a situation that shows poorly motivated soldiers.	<b>Standards:</b>	Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.
<b>Action:</b>	Develop a motivation plan.						
<b>Conditions:</b>	Given a situation that shows poorly motivated soldiers.						
<b>Standards:</b>	Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.						

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<b>Safety Requirements</b>	None
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<b>Risk Assessment Level</b>	Low
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<b>Environmental Considerations</b>	None
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<b>Evaluation</b>	None
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<b>Instructional Lead-In</b>	Two of the motivation theories, which you read about in your advance packet are the equity and the expectancy motivation theories. Each of the theories offers insight on how to motivate subordinates.
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<b>Resource Requirements</b>	<b>Instructor Materials:</b> Chart paper/chalk board
	<b>Student Materials:</b> Chart paper/chalk board
<b>Special Instructions</b>	None
<b>Procedures</b>	<ul style="list-style-type: none"> <li>• At this time divide class into small groups (4).</li> <li>• Be sure to read and follow the directions for this exercise.</li> <li>• You will have 20 minutes to prepare your responses.</li> <li>• Write your responses on the chart paper/chalk board provided.</li> <li>• You will have 2 minutes to brief both of your responses.</li> </ul>

Have students brief conclusions. If all student groups brief, have them compare and contrast their solutions or responses. If two groups brief, have the other groups respond to the briefings expanding on what the briefer presented. Summarize the briefings. Emphasize the important points.

### Practical exercise 1

#### DIRECTIONS

Step 1. Determine whether you would use the equity motivation theory or the expectancy motivation theory in dealing with each situation.

Step 2.

- a. For the expectancy theory situation, provide the following information:
- (1) Explain why you think the situation falls under the expectancy theory.
  - (2) What is/are the individual behavior(s), performance outcome(s), and reward outcome(s) in the situation?
  - (3) What action(s) should the leader take?

- b. For the equity motivation theory situation, provide the following information:
- (1) Explain why the situation falls under the equity theory. The explanation must include all the components of the comparison ratio.
  - (2) Identify the individual's chosen resolution strategy(ies).
  - (3) What action(s) should the leader take?

Step 3. Write your solutions on the chart paper/chalk board provided. Be ready to brief your findings.

Situation 1 You report to the battalion and the S1 introduces you to your Battery Commander, CPT Smith. During your discussion with CPT Smith, you find out that

one of your subordinate leaders is having problems motivating a section chief. CPT Smith also provides his assessments of the section chief.

SSG Jones, your Maintenance Section Chief, is 38 years old and has ten years of service. He is a great Section Chief who is on the E-7 promotion list, but he is questioning whether he should stay in the Army or get out and go to work for a large maintenance company where he would make more money. He loves the Army but he has two children whom he plans to help through college. During a recent reenlistment interview, he mentioned that the cost of sending his two children through college concerns him greatly. He mentioned that it might be time for him to start looking at a second career. He also said that his brother-in-law does the same type of work that he does but for a civilian company. His brother is making two and a half times more money for 50 percent less work. CPT Smith doesn't think that this is correct, but it is what SSG Jones believes. CPT Smith states that during the open door period last week, some of SSG Jones' soldiers indicated that he wasn't showing much interest in their personal problems.

Situation 2 You have been the platoon sergeant for only three weeks. While in the NCO Advance Course, you heard excellent reports about the company to which you are assigned. After you reported you found that one of your tank commanders, SGT Black, was not preparing the crew for the tank gunnery. Just as you had been told, gunnery is quite a significant event and you cannot afford to have a crew, which is unprepared. You are especially concerned about the lack of preparation as you know that SGT Black's crew had the best score last year. You ask him about his poor performance this year, and he says:

Sergeant, I'm the best tank commander in the division. Last year I blew all those guys away on the gunnery course. I really did well--not only for the platoon and the company, but it also looked good for the battalion and the brigade. Every time the Brigade Commander sees me, he still mentions it. But, what did I get for it? Nothing but prestige, and my family and I can't eat that. That's right sergeant. The PSG told me that he would recommend me for promotion to E-6 if I did well last year. I'm still an E-5. This promotion means a lot to me, but I can't get promoted if I can't even get recommended.

---

**Feedback  
Requirements**

None

## PRACTICAL EXERCISE SHEET 2

<b>Title</b>	Job Characteristic Inventory						
<b>Lesson Number/Title</b>	L423 version 1 / MOTIVATE SUBORDINATES TO ACCOMPLISH UNIT MISSION						
<b>Introduction</b>	The Job Characteristics Inventory results help us identify jobs that could be redesigned and some, which should not be redesigned because they are already enriched or because they were inappropriate for redesign. Job redesign is a powerful tool, which you can use to assist you in motivating subordinates to accomplish the organization's mission.						
<b>Motivator</b>	This practical exercise will assist you in gaining a better understanding of the Job Characteristic Inventory and how it can be useful to you as a leader.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Develop a motivation plan.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>Given a situation that shows poorly motivated soldiers.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.</td> </tr> </table>	<b>Action:</b>	Develop a motivation plan.	<b>Conditions:</b>	Given a situation that shows poorly motivated soldiers.	<b>Standards:</b>	Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.
<b>Action:</b>	Develop a motivation plan.						
<b>Conditions:</b>	Given a situation that shows poorly motivated soldiers.						
<b>Standards:</b>	Develop a motivation plan that demonstrates a clear understanding and application of motivation theory and includes: (1) the identification of relevant factors influencing the case, (2) an accurate analysis of factors influencing the level of motivation, and (3) specific actions which the leader can take to motivate subordinates.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	None						
<b>Instructional Lead-In</b>	None						

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**Resource  
Requirements**

**Instructor Materials:**  
Chart paper/chalk board

**Student Materials:**  
Chart paper/chalk board

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**Special  
Instructions**

None

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**Procedures**

Follow the directions for the PE.

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**Practical Exercise 2**

**JOB CHARACTERISTIC INVENTORY**

**Directions:**

Listed below are some statements which could describe a job. Please indicate the degree to which each statement is **true or not true** of your job, and the job of a subordinate (or your superior). Try to be as objective as you can in deciding your answer to the statement.

-2                      -1                      0                      1                      2  
 Not True    Slightly Not True    Uncertain    Slightly True    True

Your job	Subordinate's Job (or Superior's Job)	This job
		1. provides much variety
		2. permits me to work on my own
		3. gives me the opportunity to see jobs or projects through to completion
		4. provides feedback on how well I am doing as I am working
		5. is relatively significant in our organization
		6. gives me considerable opportunity for independence and freedom in how I do the work
		7. requires a lot of work with other people
		8. gives me the opportunity to do a number of different things
		9. provides me an opportunity to find out how well I am doing
		10. is very significant or important in the broader scheme of things.
		11. provides an opportunity for independent thought and action.
		12. entails considerable dealings with others
		13. provides me with a great deal of variety at work
		14. gives me the opportunity to complete the work I start
		15. provides me with the feeling that I know whether I am performing well or poorly
		16. gives me the chance to do a job from the beginning to the end (i.e., a chance to do the whole job)
		17. is one that affects a lot of other people by how well the work gets done
		18. provides an opportunity to meet with others

## JOB CHARACTERISTIC INVENTORY SCORING INSTRUCTIONS

For each of the six scales (A, B, C, D, E, F), compute a total score by summing the answers to the appropriate questions.

<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Question Number</th> <th style="text-align: center;">Your Job</th> <th style="text-align: center;">Subordinate's</th> </tr> </thead> <tbody> <tr> <td>1</td> <td style="text-align: center;">( )</td> <td style="text-align: center;">( )</td> </tr> <tr> <td>8</td> <td style="text-align: center;">( )</td> <td style="text-align: center;">( )</td> </tr> <tr> <td>13</td> <td style="text-align: center;">( )</td> <td style="text-align: center;">( )</td> </tr> <tr> <td>Total Score</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>A1</b></td> <td style="text-align: center;"><b>A2</b></td> </tr> </tbody> </table>	Question Number	Your Job	Subordinate's	1	( )	( )	8	( )	( )	13	( )	( )	Total Score	_____	_____		<b>A1</b>	<b>A2</b>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Question Number</th> <th style="text-align: center;">Your Job</th> <th style="text-align: center;">Subordinate's</th> </tr> </thead> <tbody> <tr> <td>2</td> <td style="text-align: center;">( )</td> <td style="text-align: center;">( )</td> </tr> <tr> <td>6</td> <td style="text-align: center;">( )</td> <td style="text-align: center;">( )</td> </tr> <tr> <td>11</td> <td style="text-align: center;">( )</td> <td style="text-align: center;">( )</td> </tr> <tr> <td>Total Score</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>B1</b></td> <td style="text-align: center;"><b>B2</b></td> </tr> </tbody> </table>	Question Number	Your Job	Subordinate's	2	( )	( )	6	( )	( )	11	( )	( )	Total Score	_____	_____		<b>B1</b>	<b>B2</b>
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Next, on the following graphs, write a large "X" to indicate the total score of each scale for your job. Write a large "O" to indicate the total score for each scale for your subordinate's job. The negative side of the table is an indicator on the need for job redesign.

<b>A. VARIETY</b>	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
<b>B. AUTONOMY</b>	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
<b>C. TASK IDENTITY</b>	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
<b>D. FEEDBACK</b>	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
<b>E. TASK SIGNIFICANCE</b>	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6
<b>F. DEALING WITH OTHERS</b>	-6	-5	-4	-3	-2	-1	0	1	2	3	4	5	6

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**Feedback Requirements**      None

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L424

OCT 03

APPLY THE ETHICAL DECISION-MAKING METHOD AT SMALL UNIT LEVEL

## TRAINING SUPPORT PACKAGE



## PRACTICAL EXERCISE SHEET 1

<b>Title</b>	Case Study: SFC Sharp and the Secret Papers						
<b>Lesson Number/Title</b>	L424 version 1 / APPLY THE ETHICAL DECISION-MAKING METHOD AT SMALL UNIT LEVEL						
<b>Introduction</b>	Sometimes simple situations can create an ethical dilemma that can evolve into a more serious problem if not dealt with properly.						
<b>Motivator</b>	This practical exercise assists you in gaining a better understanding of the Ethical Reasoning Process and its value to you as leader.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Resolve an Ethical Problem at the Small Unit Level.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>As a leader, given an in-class case study, references, in-class discussion, and class notes.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Resolved the ethical problem by using sound reasoning and judgment in the application of the Ethical Reasoning Process as evidenced by selecting the correct course of action during the instructor led practical exercise.</td> </tr> </table>	<b>Action:</b>	Resolve an Ethical Problem at the Small Unit Level.	<b>Conditions:</b>	As a leader, given an in-class case study, references, in-class discussion, and class notes.	<b>Standards:</b>	Resolved the ethical problem by using sound reasoning and judgment in the application of the Ethical Reasoning Process as evidenced by selecting the correct course of action during the instructor led practical exercise.
<b>Action:</b>	Resolve an Ethical Problem at the Small Unit Level.						
<b>Conditions:</b>	As a leader, given an in-class case study, references, in-class discussion, and class notes.						
<b>Standards:</b>	Resolved the ethical problem by using sound reasoning and judgment in the application of the Ethical Reasoning Process as evidenced by selecting the correct course of action during the instructor led practical exercise.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	None						
<b>Instructional Lead-In</b>	None						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b>            FM 22-100, Army Leadership, 1999            5 CFR 2635 (Extract), Standards Of Ethical Conduct For Employees Of The Executive Branch            AR 380-5, Department Of The Army Information Security Program</p>						

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DOD 5500.7-R, Joint Ethics Regulation with Changes 1-4  
Pencil and paper

**Student Materials:**

Student Handouts  
PE Case Study, "SFC Sharp and the Secret Papers"  
Pencil and paper

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**Special  
Instructions**

None

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**Procedures**

Issue the case study in advance and instruct students to review and apply the Ethical Reasoning Process individually as they learned in PLDC and BNCOC. Divide students into small groups and allow them time (as indicated throughout the lesson) to apply the process to the particular session that was just taught. Have them chart their responses and brief them to the class. After each session, use your personal chart to summarize the session and answer any questions they may have. The exercise requires the students to perform actions similar to those they will perform on the job. This will facilitate information transfer between students and enable them to make the best use of the limited time available. The practical exercise permits the students to examine the ethical reasoning process in more detail.

**NOTE:** The requirement is to review the case study and apply the Ethical Reasoning Process.

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**Feedback  
Requirements**

None

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U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L425

OCT 03

DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION

## **TRAINING SUPPORT PACKAGE**



## PRACTICAL EXERCISE 1

<b>Title</b>	Bonding Exercise						
<b>Lesson Number/Title</b>	L425 version 1 / DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION						
<b>Introduction</b>	Bonding is a critical element of cohesion. Without it the unit will experience the formation of smaller teams with individual goals.						
<b>Motivator</b>	This practical exercise will give you a better understanding of how bonding brings individuals together as a cohesive unit.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Prepare a plan to develop a cohesive platoon-sized organization.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.</td> </tr> </table>	<b>Action:</b>	Prepare a plan to develop a cohesive platoon-sized organization.	<b>Conditions:</b>	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.	<b>Standards:</b>	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.
<b>Action:</b>	Prepare a plan to develop a cohesive platoon-sized organization.						
<b>Conditions:</b>	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.						
<b>Standards:</b>	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	None						
<b>Instructional Lead-In</b>	None						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b>            FM 22-100, Army Leadership, 1999            PE-1 (p C-1 thru C-3)            Student Handouts            Pen or pencil and writing paper</p>						

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**Student Materials:**

FM 22-100, Army Leadership, 1999 (if available)  
PE-1 (p C-1 and C-2)  
Student Handouts  
Pen or pencil and writing paper

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**Special Instructions**

None

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**Procedures**

Read the following scenario:

**20th Maine**

The 20th Maine's defense of Little Round Top during the Battle of Gettysburg provides an example of bonding. When Colonel Chamberlain ordered his commanders to extend left and back, doubling the size of his regimental front to block a flank attack, his companies executed the order with remarkable speed. Each soldier, squad and company moved together, maintaining the same volume of fire and preventing gaps in the line. After the sixth violent charge of the two Alabama regiments, Chamberlain realized that each of his soldiers had only one or two rounds remaining. He ordered the regiment to fix bayonets and charge. Upon receiving the order, Lieutenant Melcher leaped in front of his company and led the charge. When Melcher's company came abreast of the regiment, Colonel Chamberlain moved forward and led the charge.

1. Answer the following:
  - a. Define unit bonding.
  - b. Define horizontal bonding.
  - c. Define vertical bonding.
2. After you read the scenario, your group is to answer the following questions:
  - a. Was the 20th Maine horizontally bonded? Give reasons from the reading to support your conclusion.
  - b. Was the 20th Maine vertically bonded? Give reasons from the reading to support your conclusion.
  - c. What might have happened if the 20th Maine had been horizontally bonded but not vertically bonded?
  - d. What might have happened if the 20th Maine had been vertically bonded but not horizontally bonded?
3. Prepare to discuss your decisions with the class.

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**Feedback Requirements**

None

## PRACTICAL EXERCISE 2

<b>Title</b>	Soldier Team Development						
<b>Lesson Number/Title</b>	L425 version 1 / DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION						
<b>Introduction</b>	Cohesive organizations do not just happen. They are a result of leaders making good use of each opportunity to develop cohesive soldier teams.						
<b>Motivator</b>	This practical exercise will help you better understand the stages of team building and how they affect unit cohesion.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Prepare a plan to develop a cohesive platoon-sized organization.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.</td> </tr> </table>	<b>Action:</b>	Prepare a plan to develop a cohesive platoon-sized organization.	<b>Conditions:</b>	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.	<b>Standards:</b>	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.
<b>Action:</b>	Prepare a plan to develop a cohesive platoon-sized organization.						
<b>Conditions:</b>	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.						
<b>Standards:</b>	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	None						
<b>Instructional Lead-In</b>	None						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b>            FM 22-100, Army Leadership, 1999            PE-2 (pC-4 thru C-6)            Student Handouts            Pen or pencil and writing paper</p>						

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**Student Materials:**  
FM 22-100, Army Leadership, 1999  
PE-2 (p C-4 and C-5)  
Student Handouts  
Pen or pencil and writing paper

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**Special Instructions**

None

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**Procedures**

You are a newly arrived platoon sergeant. As part of your orientation, you observe your subordinate leaders and soldiers.

As a group, develop a role-play that reflects the stage of soldier team development present in your assigned scenario. You have 7 minutes to prepare the role-play. Everyone in your group must participate. The role play must:

- a. Be between 2 and 3 minutes in length.
- b. Portray realistic behaviors for the stage of team development assigned.
- c. Reflect an MOS or branch appropriate for the class.
- d. Reflect appropriate leader actions for the stage of soldier team development of the group.

**Soldier Team Development  
Group 1**

ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:

Reception step of formation stage.

**Soldier Team Development  
Group 1B**

ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:

Orientation step of formation stage.

**Soldier Team Development  
Group 2**

ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:

Enrichment Stage

**Soldier Team Development  
Group 3**

ASSIGNED LEVEL OF SOLDIER TEAM DEVELOPMENT:

Sustainment Stage

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**Feedback Requirements**

None

### PRACTICAL EXERCISE 3

<b>Title</b>	Factors of Unit Cohesion						
<b>Lesson Number/Title</b>	L425 version 1 / DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION						
<b>Introduction</b>	When you arrive at your new unit you will want to determine the current level of cohesion in the platoon. There are seven factors or areas that can be observed to determine the degree or level of cohesion within the unit.						
<b>Motivator</b>	This practical exercise will give you a better understanding of the seven factors of team development and how they help you determine the actual level of unit cohesion.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Prepare a plan to develop a cohesive platoon-sized organization.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.</td> </tr> </table>	<b>Action:</b>	Prepare a plan to develop a cohesive platoon-sized organization.	<b>Conditions:</b>	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.	<b>Standards:</b>	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.
<b>Action:</b>	Prepare a plan to develop a cohesive platoon-sized organization.						
<b>Conditions:</b>	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.						
<b>Standards:</b>	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	None						
<b>Instructional Lead-In</b>	None						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b>            FM 22-100, Army Leadership, 1999            PE-3 (p C-7 thru C-11)            Student Handouts            Pen or pencil and writing paper</p>						

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**Student Materials:**

FM 22-100, Army Leadership, 1999 (if available)

PE-3 (p C-7 thru C-9)

Student Handouts

Pen or pencil and writing paper

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**Special Instructions**

None

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**Procedures**

Have students read the situation and then answer the questions using information out of Student Handout 2.

**Situation**

You are a newly assigned platoon sergeant and you have already met with each of the squads/sections. It is hard to believe that this is a single platoon, as each of the squads appears to be focusing on a different mission. You review the personnel files and find that about half of the soldiers in the platoon have been assigned three months or less. Of those who have been on board longer, the PT results show that most of the PT scores are barely passing. After much thought, you decide to begin your efforts to develop a cohesive platoon by focusing on the PT test, which will be given in two months.

You bring your squad leaders together. You want to give your squad leaders the opportunity to be leaders so you explain the situation that your platoon is facing. You tell the leaders that the platoon needs to work on becoming a cohesive unit. You ask each of the leaders to develop a plan for the PT test that will ensure that their subordinates do well on the PT test and will also result in a cohesive platoon.

You receive the following PT plans from your squad leaders:

The Squad A leader will restrict the privileges of anyone who fails.

The Squad B leader will provide a unit coin to all who pass.

The Squad C leader will set up a challenging PT program that he/she will lead.

The Squad D leader will assemble the squad in a classroom and recount stories about the platoon. They will tell how the platoon received numerous awards and had few casualties during the Vietnam Conflict while members of other platoons, which failed to emphasize physical fitness, sustained a much larger number of casualties.

1. Each of these plans was an action intended to accomplish a mission and, at the same time, improve the cohesion of the platoon. Consider the actions above and develop a response to each of the following questions:

- a. Which squad's soldiers will enjoy the training and take pride in it? Why?
- b. Which squad's soldiers will respect their leaders more as a result of how they accomplish the mission? Why?
- c. Which squad's soldiers will fear their leaders more? Why?
- d. Which squad's soldiers will begin or continue a PT program of their own when no one is watching or after the leader changes? Why?
- e. Which squad's soldiers will be more likely to strive for a „Max“? Why?

- f. Which squad's soldiers will simply aim to achieve the minimum standard? Why?
  - g. Which soldiers will be in the most cohesive squad? Why?
  - h. Which squad's soldiers will be part of the least cohesive squad? Why?
2. Given the leadership actions suggested by the squad leaders and the description of the development stage of the platoon, what actions are you, the platoon leader, going to take to improve the cohesiveness of the platoon?

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**Feedback  
Requirements**

None

## PRACTICAL EXERCISE 4

<b>Title</b>	Develop a Plan to Improve Unit Cohesion						
<b>Lesson Number/Title</b>	L425 version 1 / DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION						
<b>Introduction</b>	When you arrive at your new unit you must determine the current level of cohesion in the platoon. Dependent on your findings, you may need to develop and implement a plan to maintain the current level of cohesion or to improve it.						
<b>Motivator</b>	This practical exercise provides you with a better understanding of how to develop a cohesive platoon-sized organization.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Prepare a plan to develop a cohesive platoon-sized organization.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.</td> </tr> </table>	<b>Action:</b>	Prepare a plan to develop a cohesive platoon-sized organization.	<b>Conditions:</b>	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.	<b>Standards:</b>	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.
<b>Action:</b>	Prepare a plan to develop a cohesive platoon-sized organization.						
<b>Conditions:</b>	Given a military situation in which you are responsible for developing soldiers into a cohesive platoon-sized organization.						
<b>Standards:</b>	Prepared a plan to develop a cohesive platoon-sized organization as demonstrated by receiving 9 or more GOs on the PE-4 evaluation.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	None						
<b>Instructional Lead-In</b>	None						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b>            FM 22-100, Army Leadership, 1999            PE-4 (p C-12 thru C-14)            Student Handouts            Pen or pencil and writing paper</p>						

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**Student Materials:**

FM 22-100, Army Leadership, 1999 (if available)

PE-4 (p C-12 thru C-14)

Student Handouts

Pen or pencil and writing paper

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**Special Instructions**

None

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**Procedures**

Divide the class into small groups of three or four. Provide students with FM 22-100 if available and ensure they all have SH-2 and PE-4. Tell them that they are to complete the practical exercise as homework and are to bring to class for discussion. Inform them that the exercise will be turned in and graded and that they must get at least nine GOs out of the twelve items on the Evaluation Guide (PE-4-3) to pass.

Read the following scenario:

**Situation**

You are a newly assigned platoon sergeant. You have had the opportunity to meet with each of the squads/sections and you've noticed that each of the squads is focusing on a different mission. After reviewing the personnel files, you find that about half of the soldiers in the platoon have been assigned for less than three months. Those who have been on board longer display a poor attitude and barely achieve set standards. The squad leaders have been around for a while but don't know their soldiers and rely on threats to accomplish the mission. The soldiers distrust the squad leaders because they order them around but never participate or even teach them how to accomplish the tasks. After much thought, you decide to implement a plan to develop a cohesive platoon.

Perform the following steps. Record your findings for each step.

1. Determine the organization's level of cohesiveness.
  2. Conduct an analysis of cohesion data collected.
  3. Determine possible leader actions that will improve the organization's level of cohesion.
  4. Develop a plan to improve cohesiveness in the organization.
- 

**Feedback Requirements**

None

**SOLUTION FOR  
PRACTICAL EXERCISE 4**

**Evaluation Guide**

- |  |    |       |
|--|----|-------|
| 1. Accurately determined the unit's state of cohesiveness.   | GO | NO GO |
| 2. Analyzed cohesion data by:  |    |       |
| a. Correctly determining that unit cohesion was not a problem and identifying what, if any, additional actions were needed to maintain the current level of unit cohesion. | GO | NO GO |
| b. Correctly identifying positive and negative internal and external factors influencing unit cohesion.  | GO | NO GO |
| 3. Determined possible leader actions to improve the organization's level of cohesion by:  |    |       |
| a. Accurately identifying the desired organizational cohesion goals.   | GO | NO GO |
| b. Accurately determining the impact of leader actions on the level of cohesion of the organization.   | GO | NO GO |
| d. Accurately selecting one or two approaches which have potential for achieving identified unit cohesion goals.   | GO | NO GO |
| 4. Developed a plan to improve cohesiveness in the organization by:  |    |       |
| a. Accurately evaluating possible plans against identified organizational cohesion goals.  | GO | NO GO |
| b. Correctly selecting the plan to be implemented.   | GO | NO GO |
| c. Accurately identifying personnel to be involved in the implementation of the plan.  | GO | NO GO |
| d. Appropriately involved personnel in finalizing organizational cohesiveness improvement plan.  | GO | NO GO |
| e. Efficiently arranged for resources needed to implement the plan.  | GO | NO GO |
| f. Correctly developed an implementation plan.   | GO | NO GO |

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U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L426

OCT 03

COMMUNICATE EFFECTIVELY AS A LEADER

## TRAINING SUPPORT PACKAGE



## PRACTICAL EXERCISE SHEET PE-1

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<b>Title</b>	The Robbery
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<b>Lesson Number/Title</b>	L426 version 1 / Communicate Effectively as a Leader
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<b>Introduction</b>	This practical exercise requires you to answer questions about events that occurred; thereby demonstrating how effective the story of the events was.
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<b>Motivator</b>	None
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<b>Enabling Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO B)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%;"><tr><td style="width: 20%;"><b>Action:</b></td><td>Identify how individual perceptions affect communication.</td></tr><tr><td><b>Conditions:</b></td><td>Given advance readings, an in-class exercise, and an in-class discussion of the implications of the exercise.</td></tr><tr><td><b>Standards:</b></td><td>Completed the in-class exercise, discussed the responses, and identified how individual perceptions affect communication.</td></tr></table>	<b>Action:</b>	Identify how individual perceptions affect communication.	<b>Conditions:</b>	Given advance readings, an in-class exercise, and an in-class discussion of the implications of the exercise.	<b>Standards:</b>	Completed the in-class exercise, discussed the responses, and identified how individual perceptions affect communication.
<b>Action:</b>	Identify how individual perceptions affect communication.						
<b>Conditions:</b>	Given advance readings, an in-class exercise, and an in-class discussion of the implications of the exercise.						
<b>Standards:</b>	Completed the in-class exercise, discussed the responses, and identified how individual perceptions affect communication.						

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<b>Safety Requirements</b>	None
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<b>Risk Assessment Level</b>	Low
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<b>Environmental Considerations</b>	None
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<b>Evaluation</b>	None
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<b>Instructional Lead-In</b>	None
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<b>Resource Requirements</b>	<p><b>Instructor Materials:</b> None</p> <p><b>Student Materials:</b> Pencil and paper</p>
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<b>Special Instructions</b>	None
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**Procedures**

You are to complete an exercise first independently. You have five minutes to read the story and answer the questions as true (+), false (-) or unknown (?). After five minutes, you will divide into groups of 4-6 depending upon the number of students in the class. Each group will select a recorder who will record the group's responses. The recorder will discuss the responses with the small group.

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**Feedback  
Requirements**

None

## THE ROBBERY

**Instructions:** Working individually, read the short story and circle your answers to each question. “T” means the statement is true, “F” means false, and “?” means you can’t tell if it is true or false.

You will then work with your group to come to a group consensus on the answers.

### The Story:

A businessman had just turned out the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

### Statements about the story:

1. A man appeared after the owner had turned off his store lights. T F ?
2. The robber was a man. T F ?
3. The man did not demand money. T F ?
4. The man who opened the cash register was the owner. T F ?
5. The store owner scooped up the contents of the cash register and ran away. T F ?
6. Someone opened a cash register. T F ?
7. After the man who demanded the money scooped up the contents of the cash register, he ran away. T F ?
8. While the cash register contained money, the story does not say how much. T F ?
9. The robber demanded money of the owner. T F ?
10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force. T F ?
11. The following events are true: someone demanded money, a register was opened, its contents were scooped up, and a man dashed out of the store. T F ?

## PRACTICAL EXERCISE SHEET PE-2

<b>Title</b>	The JoHari Window Rating Scale						
<b>Lesson Number/Title</b>	L426 version 1 / Communicate Effectively as a Leader						
<b>Introduction</b>	This practical exercise requires you to determine how much your behavior characterizes you in your relationship with other people.						
<b>Motivator</b>	None						
<b>Enabling Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Enabling Learning Objective covered by this practical exercise. (ELO C)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Determine how leadership style affects communication.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.</td> </tr> </table>	<b>Action:</b>	Determine how leadership style affects communication.	<b>Conditions:</b>	Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.	<b>Standards:</b>	Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.
<b>Action:</b>	Determine how leadership style affects communication.						
<b>Conditions:</b>	Given homework readings and pretest, an in-class exercise, and a discussion of the exercise results.						
<b>Standards:</b>	Identified how a leadership style determines the effectiveness of the communication effort by evaluating their leadership personality using the JoHari Window.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	None						
<b>Instructional Lead-In</b>	None						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b> Chart paper and easel or dry erase board</p> <p><b>Student Materials:</b> Pencil and paper</p>						

## PRACTICAL EXERCISE SHEET PE-2

<b>Title</b>	Role-Play Exercise		
<b>Lesson Number/Title</b>	L428 version 1 / COUNSEL SUBORDINATES		
<b>Introduction</b>	Use the situations in SH-9 for the counseling preparation and role-play exercise. In each scenario, a brief reading for both the leader and the subordinate. Students may play the role of any leader or subordinate in the scenarios.		
<b>Motivator</b>	To be a successful Army leader, you must develop the subordinate leaders who will be the senior leaders of tomorrow's Army. You develop those subordinate leaders by assessing, developmental counseling and mentoring. Successful counselors at the SFC level know how to teach and coach counseling techniques, know what correct counseling looks like, and mentor subordinate leaders. This training will refine your counseling and leader development skills and familiarize you with mentorship skills that you will continue to develop as you grow as a leader.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.1)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Role-Play Exercise</td> </tr> </table>	<b>Action:</b>	Role-Play Exercise
<b>Action:</b>	Role-Play Exercise		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded PE. At the end of the PE, you will receive a solution sheet. As a group, you will discuss the solution and resolve any misunderstandings.		
<b>Instructional Lead-In</b>	This PE replicates real life situations that directly relate to the material covered in the lesson.		
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b> None</p> <p><b>Student Materials:</b> Pen or pencil.</p>		

**Special  
Instructions**

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Preparation for Counseling (role-play). Instructors will assign students a counseling situation (App D, SH-9). All other students will act as observers and will complete an *Observers Worksheet* (App D, SH-10) during the counseling role-play and prepared to discuss his/her results with class following the role-play exercise. Require a blank *Observers Worksheet* for each student to use during each of the five role-plays.

Instructor selects a pair of students to conduct each of the counseling/leader development role-play situations. Within the pairs assigned, give students the roles of leader and subordinate. The instructor will give the leader and subordinate the handout for their situation (App D). The subordinate and leader will read the handouts prior to the beginning of the counseling session. A blank DA Form 4856 is available as Student Handout #7 in Appendix D.

The rest of the class will evaluate the leader's counseling performance using the *Observer's Worksheet* (App D, SH-10). The theory is that the students will have to demonstrate some mastery of the task to correctly evaluate someone else.

**Special Instructions for each situation:**

**Situation #1:** During this situation, pass out the entire counseling packet for PFC Smith to all students in the class. Allow them 10 minutes to read over the counseling forms, looking for strengths and weaknesses in 1st squad's counseling program. Allow 10 minutes for the role-play of the PSG giving feedback to the squad leader on his counseling program and developing the squad leader. At the end of the role-play, take another 10 minutes to go over the other students' observations, pass out and discuss the solution sheet for situation #1, and facilitate discussion on the topic of counseling program supervision.

**Situation #2:** Allow 5 minutes for the role players to read their situation. Issue a DA Form 4856 to the PSG role player. Allow 10 minutes for the role players to conduct the counseling session. At the end of the role-play, take 5 minutes to go over the other students' observations, and the solution sheet (DA Form 4856), and facilitate discussion on the topic of event-oriented counseling for superior performance

**Situation #3:** Allow 5 minutes for the role players to read their situation. Issue a DA Form 4856 to the PSG role player. Allow 10 minutes for the role players to conduct the counseling session. At the end of the role-play, take 10 minutes to go over the other students' observations, and the solution sheet (DA Form 4856) and facilitate discussion on the topic of subordinate leader assessment and development.

**Situation #4:** Allow 5 minutes for the role players to read their situation. Issue a DA Form 4856 to the PSG role player. Allow 10 minutes for the role players to conduct the counseling session. At the end of the role-play, take 10 minutes to go over the other students' observations, and the solution sheet (DA Form 4856), and facilitate discussion on the topic of mentoring subordinate leaders.

**Situation #5:** Issue the DA Form 2166-8-1 and DA Form 2166-8 that the Platoon Leader completed before the counseling session to all students. Allow 10 minutes for the role players to read their situation. During this time, encourage the student playing the role of the PSG to teach and coach the Platoon Leader to counsel him using a DA Form 4856 as taught earlier during this lesson. Allow 15 minutes for

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the role players to conduct the counseling and mentoring session. At the end of the role-play, take 10 minutes to go over the other students' observations, and the solution sheet (DA Form 4856), and facilitate discussion on the topic of the platoon sergeant's mentoring relationship with the platoon leader.

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**Procedures**

This role-play exercise includes the following situations:

- Situation 1. "Inspecting the 1 st Squad Leader's Developmental Counseling Program"
- Situation 2. "NCO of the Month"
- Situation 3. "Leadership Assessment and Development with the 4 th Squad Leader"
- Situation 4. "Mentoring the Services Section Sergeant"
- Situation 5. "Developmental Counseling by Platoon Leader"

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**Feedback  
Requirements**

There is no one solution for this PE. At the end of the role-plays, the students will discuss observations. The class will discuss any points the leader may have missed.

**SOLUTION FOR  
PRACTICAL EXERCISE PE-2**

The Platoon sergeant should note the following during his inspection of PFC Smith's counseling packet:

Reception and Integration Counseling dated 03 Sep 03:

Part II did not state Event-Oriented.

Four separate actions, noted in part IV that warrant an event-oriented performance counseling session for superior performance, but not conducted.

Quarterly Performance/Professional Growth Counseling dated 5 Dec 02:

No assessment dates identified in the plan of action.

Again there are at least three occasions, noted in part IV, where PFC Smith should have received an event-oriented performance counseling for superior performance, but not conducted.

Quarterly Performance/Professional Growth Counseling dated 5 Mar 03:

Leader's Responsibilities should have included other responsibilities to support the plan of action.

At least one occasion, noted in part IV, where PFC Smith should have received an event-oriented performance counseling for superior performance, but wasn't conducted.

Assessment date 6 May 03, noted no significant performance. This is not an acceptable entry.

Leader should always indicate some performance during an assessment. Even if subordinate was on leave or otherwise absent from the leaders supervision, that fact spelled out in the assessment.

You also should have noted that substandard performance counseling sessions conducted in a timely manner, but superior performance counseling's not conducted at all. You should emphasize to SSG Dailey that he should counsel for specific examples of superior as well as substandard duty performance.

**Situation #1, PFC Smith's Reception and Integration Counseling**

**DEVELOPMENTAL COUNSELING FORM**

For use of this form see FM 22-100.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
DISCLOSURE: Disclosure is voluntary.

**PART I - ADMINISTRATIVE DATA**

Name (Last, First, MI) <b>Smith, Joseph</b>	Rank / Grade <b>PVT/E-2</b>	Social Security No. <b>123-45-6789</b>	Date of Counseling <b>03 SEP 02</b>
Organization Your Unit	Name and Title of Counselor <b>SGT Lester, James. / Squad leader</b>		

**PART II - BACKGROUND INFORMATION**

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):

**This is your Reception and Integration Counseling. You are assigned to 4th squad, 1st Platoon.**

**PART III - SUMMARY OF COUNSELING**

Complete this section during or immediately subsequent to counseling.

**Key Points of Discussion:**

**o Personal and Family Issues:**

- o Finances (PCS Entitlements, Leaves)*
- o SM is single with no dependants*

**o Discuss duty position, review job description, and unit specific responsibilities:**

- o Discuss duty position and job responsibilities*
- o Standards – obtaining and sustaining*
- o Deployments and Exercises*
- o Duty Rosters and Training Schedules*
- o Unit METL, Command Policies and SOPs*
- o Unit Physical Fitness Program*
- o Soldier Key Information*
- o Equipment Accountability and Maintenance*
  - o Hand Receipt*
  - o Command Maintenance*
- o Chain of Command/NCO Support Channel*
- o Alert/Recall Roster and Accountability*

**o Living in the Barracks:**

- o Discussed room standards and quality of life issues*

**o Personal and Organizational Goals:**

- o Unit Readiness*
- o Professional Development*
  - o Education (Civilian and Military)*
  - o Career Enhancing Opportunities (Soldier of the Month Board, Operator of the month)*
  - o Short and Long Term Goals*

**OTHER INSTRUCTIONS**

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

- o Review Unit METL and Command Policies by Monday, and SOPs by the end of next week.*
- o Prepare to take a diagnostic PT test within 30 days.*
- o Prepare to sign for equipment by 26 Sep 02.*
- o Know the chain of command and NCO support channel by the end of next week.*
- o Set up room IAW barracks SOP by Monday.*
- o Visit the education center to look into next semester's class schedule.*
- o In support of short-term goal of promotion to PFC, study appropriate level STP, enroll in the Army Correspondence Program, and be at appointed place of duty in the prescribed uniform at all times.*
- o In support of the long-term goal of promotion to SPC, work on weapon qualification, physical fitness, and military/civilian education.*
- o Study Army Regulations and Field Manuals for board appearance.*
- o Assessment dates on or about: 3 Oct 02, 3 Nov 02, and 3 Dec 02*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Joseph Smith Date: 03 Sep 02

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Introduce to other squad members; Provide copy of METL and SOPs; Prepare hand receipt for equipment; Provide chain of command and NCO support channel information; Check room setup on Monday; Afford time to visit ed-center and assist with decision on classes; Provide a copy of appropriate STP & help with enrollment for ACCP; Provide a list of references to study for SOM board.*

Signature of Counselor: James T. Lester Date: 03 Sep 02

**PART IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

**ASSESSMENTS DONE ON: 3 OCT 02, JS JTL 4 NOV 02 JS JTL**  
*On 7 Sep 02 PV2 Smith displayed good understanding of METL and SOPs, barracks area display IAW SOP. On 2 Oct 02 PV2 Smith took a diagnostic APFT and scored 220 with a score of 65 on the run.*  
*4 Oct 02 PV2 Smith recited the entire NCO Support Channel during in ranks inspection conducted by the PSG.*  
*7 Oct 02 PV2 Smith enrolled in the ACCP signing up for the basic operators course.*  
*6 Nov 02 PV2 Smith's vehicle received a commendable rating during a unit level maintenance inspection. On 18 Nov 02 PV2 Smith did a super job in conducting section PT.*  
*28 Nov 02 PV2 Smith fired expert 39 out of 40 with his assigned weapon.*

Counselor: James T. Lester Individual Counseled: Joseph Smith Date of Assessment: 5 Dec 02

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**Situation #1, PFC Smith's First Substandard Performance Counseling**

**DEVELOPMENTAL COUNSELING FORM**

For use of this form see FM 22-100.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
 PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
 ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
 DISCLOSURE: Disclosure is voluntary.

**PART I - ADMINISTRATIVE DATA**

Name (Last, First, MI) <b>Smith, Joseph</b>	Rank / Grade <b>PVT/E-2</b>	Social Security No. <b>123-45-6789</b>	Date of Counseling <b>15 OCT 02</b>
Organization Your Unit	Name and Title of Counselor <b>SGT Lester, James. / Squad leader</b>		

**PART II - BACKGROUND INFORMATION**

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):

*Inability to maintain unit physical fitness goals by consistently falling out of unit runs.*

**PART III - SUMMARY OF COUNSELING**

Complete this section during or immediately subsequent to counseling.

**Key Points of Discussion:**

*o Falling out of unit runs (WHY?)*

*o Determined no identifiable reason for shortcoming*

*o Plans to improve level of fitness*

*o Individual fitness plan*

*o Assessment plan*

*o Consequences of continued substandard performance:*

*o Peer's perception*

*o Career implications*

*o Goal timeline to achieve and maintain unit standards:*

*o Tips to reach your goals*

*o Recommended facilities*

*o Gym, track, and pool*

**OTHER INSTRUCTIONS**

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

*o Develop individual physical fitness plan that will coincide with the unit's supplement physical fitness program IAW FM 21-20, Chapter 10.*

*o Submit individual physical fitness plan to SGT Lester NLT Friday, 18 Oct 02 for approval.*

*o Assess diet/nutrition (Reference: FM 21-20, Chapter 6).*

*o Solicit peers for encouragement and support.*

*o Assessment date: On or about 30 Nov 02*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Joseph Smith Date: 15 Oct 02 .

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*o Provide soldier with FM 21-20 and review appropriate chapters that support his plan of action.*

*o Review soldier's individual fitness plan to verify that it supports his goals/objectives.*

*o Protect after duty hours (within mission constraints) so plan can be executed.*

*o Encourage peers to provide moral and physical support.*

*o Conduct another diagnostic PT test within the next 3-4 weeks to verify progress/benefits of individual supplemental physical fitness program*

Signature of Counselor: James T. Lester Date: 15 Oct 02 .

**PART IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*18 Nov 02 PV2 Smith took an additional diagnostic PT test to assess his individual PT program and increased his score on the run by 20 points*

*29 Nov 02 PV2 Smith has completed the last 5 unit runs without falling out. His individual fitness program has accomplished its intended purpose. Strongly recommend that PV2 Smith continue with his fitness program.*

Counselor: James T. Lester Individual Counseled: Joseph Smith Date of Assessment: 29 Nov 02 .

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**Situation #1, PFC Smith's 2<sup>nd</sup> Quarterly Performance and Professional Growth Counseling**

<b>DEVELOPMENTAL COUNSELING FORM</b>			
For use of this form see FM 22-100.			
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
<b>PART I - ADMINISTRATIVE DATA</b>			
Name (Last, First, MI) <b>Smith, Joseph</b>	Rank / Grade <b>PVT/E-2</b>	Social Security No. <b>123-45-6789</b>	Date of Counseling <b>05 DEC 02</b>
Organization <b>Your Unit</b>		Name and Title of Counselor <b>SGT Lester, James. / Squad leader</b>	
<b>PART II - BACKGROUND INFORMATION</b>			
<b>Purpose of Counseling:</b> (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):  <b>This is your Quarterly performance/professional growth counseling stressing preparation for deployment to JRTC.</b>			
<b>PART III - SUMMARY OF COUNSELING</b>			
<b>Complete this section during or immediately subsequent to counseling.</b>			
<b>Key Points of Discussion:</b>  <ul style="list-style-type: none"> <li><b>o Review and assess Reception and Integration Counseling.</b></li> <li><b>o Physical Fitness</b>  <ul style="list-style-type: none"> <li><i>o Prepare for upcoming record APFT</i></li> </ul> </li> <li><b>o Potential for promotion</b>  <ul style="list-style-type: none"> <li><i>o Eligible for E-3 in February; I will recommend</i></li> </ul> </li> <li><b>o Preparation for upcoming JRTC deployment:</b>  <ul style="list-style-type: none"> <li><i>o JRTC Packing list/ Load Plan</i></li> <li><i>o PMCS on all equipment going to JRTC (radios, vehicles...)</i></li> <li><i>o Train-up for JRTC Rotation; study Rules of Engagement (ROE)</i></li> <li><i>o Storage of POV (if applicable)</i></li> <li><i>o Storage of personal belongings and equipment while at JRTC</i></li> <li><i>o SRPs</i></li> <li><i>o Deployment Briefings</i></li> <li><i>o Plan for paying bills while deployed</i></li> <li><i>o Flight schedule/ Manifesting</i></li> <li><i>o Maintaining contact with family</i></li> </ul> </li> <li><b>o Short Term Goals:</b>  <ul style="list-style-type: none"> <li><i>o To appear before the SOM board and be selected as winner</i></li> </ul> </li> <li><b>o Long Term Goals:</b>   <ul style="list-style-type: none"> <li><i>o To complete Associate degree</i></li> <li><i>o To have a successful and accident free JRTC Rotation</i></li> <li><i>o Improve APFT score by 20 point</i></li> </ul> </li> </ul>			
<b>OTHER INSTRUCTIONS</b>			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

*o Develop a four-week end. Fitness plan to support goal of increasing APFT by 20 pts and present to SGT Lester NLT 20 Dec 03.*

*o Enroll in a college class to work towards an associate degree as soon as possible.*

*o Obtain a copy of the packing list and conduct a joint inventory with supervisor NLT 21 February 03.*

*o PMCS all equipment taken to JRTC two weeks prior to rail load ops above and beyond regular scheduled maintenance.*

*o Prepare for the train-up exercise for JRTC, conducted 6-17 Jan 03/ Study a copy of JRTC ROE.*

*o Take all valuables out of the car and secure the car in the BN designated area NLT 5 Mar 03.*

*o Inventory valuables and secure them inside wall lockers; supply sergeant will band the wall locker NLT 5 Mar 03.*

*o Go through the SRP at scheduled time and attend all deployment briefings.*

*o Develop plan to pay all bills prior to deployment and provide to SGT Lester NLT end of February.*

*o Be ready for manifesting with ID Card, ID Tags, and all personal equipment when the time comes.*

*o Inform family members that calling home will be limited by mid-February.*

*o Continue preparing to appear before the Soldier of the Month Board, scheduled for 14 February 03.*

*o Assessment dates:*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Joseph Smith Date: 5 Dec 02

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Review your individual physical fitness plan to ensure it will help improve your APFT score; Protect your after duty hours (within mission constraints) to allow you time to attend college; Provide you with a copy of the JRTC packing list and conduct an inventory; Supervise PMCS on all equipment; Provide you with a schedule for the Train-Up Exercises for JRTC; Ensure you get a copy of the JRTC ROE; Coordinate time and date for you to secure your POV and personal valuables/items; Provide you with a copy of the flight schedule and SRP date/time; Submit recommendation for promotion and appearance before SOM board and conduct mock board.*

Signature of Counselor: James T. Lester Date: 5 Dec 02

#### PART IV - ASSESSMENT OF THE PLAN OF ACTION

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*Assessment done on: 6 Jan 03 JS/JTL 7 Feb 03 JS/JTL*

*10 Dec 02, PV2 Smith signed up for English Composition 101 with CTC. 16 Dec 02, PV2 Smith presented a well thought out PT plan that should support his goal of increasing APFT by 20 points. 18 Dec 02 PV2 Smith was selected as the "Military Appearance" standard setter during the ISG's in rank inspection.*

*6-17 Jan 03, PV2 Smith's participation in the JRTC train-up proved to be invaluable as he exhibited tremendous knowledge of the overall mission and executed his responsibilities flawlessly. 5 Feb 02, due to PFC Smith's attention to detail and focus on maintenance, his vehicle experienced no breakdowns during rail load operations.*

*14 Feb 03, PFC Smith displayed exceptional professionalism and was selected overwhelmingly as the Battalion SOM. 25 Feb 03, PFC Smith provided copy of his bill payment plan and met all other pre-deployment requirements.*

Counselor: James T. Lester Individual Counseled: Joseph Smith Date of Assessment: 5 Mar 03

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**Situation #1, PFC Smith's 3rd Quarterly Performance and Professional Growth Counseling**

<b>DEVELOPMENTAL COUNSELING FORM</b>			
For use of this form see FM 22-100.			
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)			
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.			
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.			
DISCLOSURE: Disclosure is voluntary.			
<b>PART I - ADMINISTRATIVE DATA</b>			
Name (Last, First, MI) <b>Smith, Joseph</b>	Rank / Grade <b>PFC/E-3</b>	Social Security No. <b>123-45-6789</b>	Date of Counseling <b>5 MAR 03</b>
Organization <b>Your Unit</b>		Name and Title of Counselor <b>SGT Lester, James. / Squad leader</b>	
<b>PART II - BACKGROUND INFORMATION</b>			
<p><b>Purpose of Counseling:</b> (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):</p> <p><b>This is your Quarterly performance/professional growth counseling covering deployment to and from JRTC and recovery.</b></p>			
<b>PART III - SUMMARY OF COUNSELING</b>			
<b>Complete this section during or immediately subsequent to counseling.</b>			
<p><b>Key Points of Discussion:</b></p> <ul style="list-style-type: none"> <li><b>o Review and assess last Performance/Professional Growth Counseling.</b></li> <li><b>o Duties during JRTC rotation:</b> <ul style="list-style-type: none"> <li><i>o Guard duty standards</i></li> <li><i>o Member of NBC team</i></li> <li><i>o Secondary operator for PSG vehicle</i></li> <li><i>o Miscellaneous details in support of unit operations (KP, TOC guard...)</i></li> <li><i>o Staying motivated during continuous operations</i></li> <li><i>o Constantly thinking safety during all phases of the operations</i></li> </ul> </li> <li><b>o Preparation for and recovery from JRTC deployment:</b> <ul style="list-style-type: none"> <li><i>o JRTC redeployment Packing list/ Load Plan</i></li> <li><i>o PMCS on all equipment(radios, vehicles...)</i></li> <li><i>o Flight schedule/ Manifesting</i></li> <li><i>o Pick up of POV (if applicable)</i></li> <li><i>o Discussed recovery timeline (SOP) and individual as well as unit requirements for completion</i></li> </ul> </li> <li><b>o Short Term Goals:</b> <ul style="list-style-type: none"> <li><i>o To have a successful and accident free JRTC Rotation</i></li> <li><i>o Complete college class currently enrolled in</i></li> </ul> </li> <li><b>o Long Term Goals:</b> <ul style="list-style-type: none"> <li><i>o To continue working on Associate degree</i></li> <li><i>o To assume a leadership role among peers</i></li> </ul> </li> </ul>			
<b>OTHER INSTRUCTIONS</b>			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

- o Study FM 22-6, Guard Duty and become familiar with basic responsibilities*
- o Review individual tasks associated with duties as a NBC team member*
- o Get with PSG's driver to ensure I'm listed as secondary operator by COB tomorrow*
- o Take copy of redeployment packing list with me to JRTC*
- o PMCS all equipment being taken to JRTC prior to redeployment and correct all operator level deficiencies*
- o Once redeployed stay focused on recovery responsibilities as outlined in recovery SOP until complete*
- o Remain safety conscious and stop any unsafe act immediately especially during deployment and recovery*
- o In support of short-term goal go to last class 6 Mar and do my best on final exam*
- o In support of long-term goal visit ed-center upon return and enroll in another college class*
- o In support of long-term goal seek opportunities to assume a leadership role among peers*
- o Assessment date: On or about 5 Apr 03, 5 May 03, and 5 June 03*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Joseph Smith Date: 5 Mar 03

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Provide a copy of FM 22-6;*

Signature of Counselor: James T. Lester Date: 5 Mar 03

#### PART IV - ASSESSMENT OF THE PLAN OF ACTION

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*Assessments done on: 4 Apr 03 JS JTL 6 May 03 JS JTL*

*14 Mar 03, PFC Smith's awareness of safety prevented possible injury and vehicle damage by stopping a soldier who was moving his vehicle on a rail car without a ground guide; PFC Smith displayed outstanding professionalism during his tours on guard duty from 17-26 Mar 03*

*5 Apr-6 May 03, no significant performance*

Counselor: \_\_\_\_\_ Individual Counseled: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**SH 5, PE-1, Situation #1, PFC Smith's 2<sup>nd</sup> Substandard Performance Counseling**

<b>DEVELOPMENTAL COUNSELING FORM</b>			
For use of this form see FM 22-100.			
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
<b>PART I - ADMINISTRATIVE DATA</b>			
Name (Last, First, MI) <b>Smith, Joseph</b>	Rank / Grade <b>PFC/E-3</b>	Social Security No. <b>123-45-6789</b>	Date of Counseling <b>15 APR 03</b>
Organization <b>Your Unit</b>		Name and Title of Counselor <b>SGT Lester, James. / Squad leader</b>	
<b>PART II - BACKGROUND INFORMATION</b>			
<b>Purpose of Counseling:</b> (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):			
<b>Event Oriented: You are being counseled on your failure to pay your DPP at the Post Exchange.</b>			
<b>Facts: For the last three months you have failed to pay a total of \$93.33. The chain of command has been informed that the payments will be deducted from your pay if the total amount is not rendered within 15 days.</b>			
<b>PART III - SUMMARY OF COUNSELING</b>			
<b>Complete this section during or immediately subsequent to counseling.</b>			
<b>Key Points of Discussion:</b>			
<b>o Root cause for the lateness on payments:</b>			
<i>o PFC Smith said he did not get a bill for 2 months and thought he didn't owe anything.</i>			
<i>o PFC Smith indicated that after receiving his last bill he felt he would be able to catch this up while deployed to JRTC, but failed to follow through.</i>			
<b>o Budget plan:</b>			
<i>o This obligation was not included in PFC Smith's bill payment plan because he didn't receive a bill.</i>			
<b>o Consequences of over extended finances:</b>			
<i>o Discussed how this behavior would ruin his credit in the future and possibly a career in the Army</i>			
<b>o Plan to overcome delinquent payment and never allow this to happen again:</b>			
<i>o PFC Smith has the extra money available to pay this now</i>			
<i>o PFC Smith realizes it's his responsibility to be aware of all obligations and pay these even when not billed and he will attend the next budget counseling session offered</i>			
<b>o Dishonorably failing to pay depth is punishable under Article 134 UCMJ:</b> In addition to being counseled on the points above, he/she received counseling on the following: (1) That continued behavior similar to that for which he/she has been counseled may result in punishment under Article 15, UCMJ, court-martial, or adverse action such as a bar to reenlistment, suspension of favorable personnel actions (promotion, retention, school), or other appropriate administrative sanctions; (2) That if this behavior continues that separation under the provisions of AR 635-200 may be initiated; (3) That if separated prior to ETS, that he/she could receive either an honorable, general, or other than honorable discharge for their current term of service, or their term of service would be uncharacterized if they have served less than 180 days on active duty; (4) The basis for each characterization of service and the discharge certificates received for each and that his/her character of service would become part of a permanent record and may be provided to any Federal agency if they were to apply for either federal employment or security clearance; (5) The possible effects that each type of discharge would have on reenlistment, civilian employment, veterans benefits, and related matters; (6) That a general discharge would cause loss of civil service retirement credit; (7) That an other than honorable discharge would result in him/her being reduced to the lowest enlisted rank, loss of payment of accrued leave, and loss of all benefits administered by the Veterans Administration and other federal and state agencies; (8) That separation prior to ETS may preclude him/her from enlisting in any component of the Armed Forces; (9) That separation prior to ETS may cause him/her to lose their entitlement to education benefits and money paid into the Army College Fund; (10) That separation prior to ETS may cause him/her to repay any unearned bonus received for enlistment or reenlistment; (11) That it would be unlikely that any attempt to have his/her characterization of service upgraded would be successful; (12) That he/she is encouraged to make every reasonable effort to ensure his/her performance and conduct meet military standards; (13) That he/she would be given a reasonable effort to bring their substandard performance and conduct to acceptable military standards.			
<b>OTHER INSTRUCTIONS</b>			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

- o Go to main exchange and pay delinquent bill today and provide SGT Lester with a copy of the receipt*
- o Attend the post budget counseling class 23 Apr 03*
- o Go to appointment with the Unit Financial Advisor to get a budget drawn up within two weeks*
- o Based on the budget, draft a plan to make payments to all creditors and provide a copy to the chain-of-command within three weeks*
- o If over budgeted, consider consolidating some of the bills*
- o Stick with the budget until the financial problem has been resolved*
- o Follow-up with the chain-of-command monthly until the financial problem is taken care of.*
- o Assessment date: On or about 30 Apr 03 and 30 May 03*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Joseph Smith Date: 15 Apr 03

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Enroll PFC Smith in the post budget counseling class; Schedule appointment with Unit Financial Advisor; Review budget plan; Follow-up monthly to ensure PFC Smith is staying within budget and all bills are being paid.*

Signature of Counselor: James T. Lester Date: 15 Apr 03.

#### PART IV - ASSESSMENT OF THE PLAN OF ACTION

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*Assessments done on: 30 Apr 03 JS JTL*

*15 Apr 03, Paid delinquent bill at main exchange and provided me with a copy of the receipt*

*1 May 03, Provided me with draft budget and paid all bills listed within the budget plans*

*PFC Smith has a handle on budget and will not make the same mistake in the future*

Counselor: James T. Lester Individual Counseled: Joseph Smith Date of Assessment: 30 May 03

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**SH 5-PE Situation #2, NCO of the Month Event Oriented Counseling**

<b>DEVELOPMENTAL COUNSELING FORM</b>			
For use of this form see FM 22-100.			
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
<b>PART I - ADMINISTRATIVE DATA</b>			
Name (Last, First, MI) <b>Seals, Tommy</b>	Rank / Grade <b>SSG/E-6</b>	Social Security No. <b>123-45-6789</b>	Date of Counseling <b>11 APR 03</b>
Organization <b>Your Unit</b>		Name and Title of Counselor <b>SFC Nash, Peter. / Platoon Sergeant</b>	
<b>PART II - BACKGROUND INFORMATION</b>			
<p><b>Purpose of Counseling:</b> (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):</p> <p><b>Event Oriented: You are being counseled on your superior performance of being selected as the battalion NCO of the Month.</b></p> <p><b>Facts: SSG Seals competed against four other peer NCOs for battalion NCO of the Month. His display of outstanding professionalism, confidence, and knowledge led to his selection.</b></p>			
<b>PART III - SUMMARY OF COUNSELING</b>			
<b>Complete this section during or immediately subsequent to counseling.</b>			
<p><b>Key Points of Discussion:</b></p> <ul style="list-style-type: none"> <li><b>o Reviewed performance on last board</b> <ul style="list-style-type: none"> <li><i>o Congratulated him on his accomplishment</i></li> </ul> </li> <li><b>o Career implications:</b> <ul style="list-style-type: none"> <li><i>o Discussed how today's performance reflects on the platoon and the company</i></li> <li><i>o Discussed how continued performance of this nature will place him above his peers</i></li> <li><i>o Discussed how his performance can inspire his soldiers to appear and succeed in Soldier of the Month boards</i></li> <li><i>o Discussed preparations for upcoming Brigade NCO of the Quarter Board</i></li> </ul> </li> </ul>			
<b>OTHER INSTRUCTIONS</b>			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

*o Notify PSG of intent to appear before Brigade NCO of the Quarter Board on 13 June 03*

*o Prepare board appearance packet*

*o Set up study schedule, considering that the board is only two months away*

- *one hour each day after duty hours*
- *one four-hour block one day of the weekend*

*o Ensure Class A uniform is ready for two weeks prior to board; PSG will inspect*

*o one week prior to board, become familiar with current events and stay abreast of events up to board date*

*o Assessment dates: on or about 09 May 03, and 13 June 03*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Tommy Seals Date: 11 Apr 03

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Assist him in obtaining any study materials as needed; be on time and prepared for each study session; Review packet for completion and forward it to the board administrator; obtain available information on areas to be covered by board members.*

Signature of Counselor: Peter Nash Date: 11 Apr 03

#### **PART IV - ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*Assessments done on: 9 May 03 PN TS*

*15 April 03, Packet submitted to board administrator, and obtained list of topics to be covered by board members; conducted all weekend study sessions in PSG office as scheduled; after-work study sessions conducted as scheduled*

*SSG Nash is selected runner-up Brigade NCO of the Quarter.*

Counselor: Peter Nash Individual Counseled: Tommy Seals Date of Assessment: 13 June 03

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**SH 5-PE Situation #3 Leadership Development with 4<sup>th</sup> Squad Leader**

**DEVELOPMENTAL COUNSELING FORM**

For use of this form see FM 22-100.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
 PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
 ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
 DISCLOSURE: Disclosure is voluntary.

**PART I - ADMINISTRATIVE DATA**

Name (Last, First, MI) <b>Dailey, Ernest S.</b>	Rank / Grade <b>SSG/E-6</b>	Social Security No. <b>450-35-4122</b>	Date of Counseling <b>17 MAR 03</b>
Organization <b>Your Unit</b>		Name and Title of Counselor <b>SFC Olsen, James J. / Platoon Sergeant</b>	

**PART II - BACKGROUND INFORMATION**

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):

**Performance and Professional Growth:** You are being counseled to improve your leadership and supervisory skills.

**Facts:** Observations reveal that 4<sup>th</sup> Squad maintenance is a problem.

**PART III - SUMMARY OF COUNSELING**

Complete this section during or immediately subsequent to counseling.

**Key Points of Discussion:**

**Discussed SSG Dailey's self-assessed strengths and weaknesses:**

*o Strengths:*

- o very good interpersonal skills-has earned the trust and respect of his soldiers*
- o high level of technical competence and expertise; understands how to use and maintain all equipment and can accomplish assigned tasks and functions*

*o Weaknesses:*

- o could improve communication, i.e., expressing thoughts and ideas to soldier; needs to be better at giving clear, concise instructions*

**Discussed observed strengths and weaknesses:**

*o Strengths:*

- o inspires loyalty; knows his job and his soldiers*

*o Weaknesses:*

- o needs to improve on recognizing and appropriately addressing poor performance*
- o could better articulate expectations*
- o soldiers do not always understand orders or guidance*

**Discussed Maintenance record and standards:**

- o having more dead-lined vehicles than the other three squads combined severely impacts our ability to accomplish our mission*

- o It is understandable to occasionally have a vehicle with major maintenance problems, but the number of problem vehicles you have is unacceptable*

- o Ninety percent of your vehicles must be mission-ready at all times.*

**OTHER INSTRUCTIONS**

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

*o simplify orders and ensure requirements are understood before execution; have soldiers back-brief instructions to ensure they understand*

*o counsel each squad member within the next 30 days about meeting maintenance standards*

*o supervise maintenance time more closely, until good performance is consistent*

*o conduct weekly maintenance training*

*o meet the standard of ninety percent of vehicles mission ready within sixty days*

*o Assessments dates: on or about 18 April 03, 16 May, and 18 June*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Ernest S. Dailey Date: 17 Mar 03

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Mentor SSG Dailey and develop leadership and supervisor skills by providing him the benefit of my experience; observe and make recommendations during maintenance days*

Signature of Counselor: James J. Olsen Date: 17 Mar 03

#### PART IV - ASSESSMENT OF THE PLAN OF ACTION

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*Assessments done on: date: 18 April Initials: JJO/ESD date: 16 May Initials: JJO/ESD*

*18 April – SSG Dailey has improved on simplifying his orders and instructions, and is executing a commendable plan for weekly maintenance training*

*16 May – 4<sup>th</sup> squad has met the standard for vehicle readiness. SSG Dailey is recognizing substandard performance, making corrections, and conducting counseling as necessary while maintaining the loyalty and respect of his squad members.*

Counselor: James J. Olsen Individual Counseled: Ernest S. Dailey Date of Assessment: 18 Jun 03

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**SH 5-PE Situation #4, Mentoring the Services Section SGT Professional Growth Counseling**

<b>DEVELOPMENTAL COUNSELING FORM</b>			
For use of this form see FM 22-100.			
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
<b>PART I - ADMINISTRATIVE DATA</b>			
Name (Last, First, MI) <b>Randolph, Robert X.</b>	Rank / Grade <b>SSG</b>	Social Security No. <b>123-45-6789</b>	Date of Counseling <b>6 JAN 03</b>
Organization <b>HHC, Any Unit, US Army</b>		Name and Title of Counselor <b>SFC Lester, Sylvester Q. / PSG</b>	
<b>PART II - BACKGROUND INFORMATION</b>			
<p><b>Purpose of Counseling:</b> (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):  <b>Professional Growth Counseling.</b></p> <p><b>Facts:</b> <b>SSG Randolph was selected for promotion to SFC. This counseling will cover responsibilities and expectations for the next higher rank, as well as goal setting and mentoring for a position of greater responsibility.</b></p>			
<b>PART III - SUMMARY OF COUNSELING</b>			
Complete this section during or immediately subsequent to counseling.			
<p>Key Points of Discussion:</p> <ul style="list-style-type: none"> <li>o <b>Review of promotion procedures to SFC:</b> <ul style="list-style-type: none"> <li>• <i>ANCOC scheduling, prerequisites, and successful completion</i></li> <li>• <i>Conditional promotion</i></li> </ul> </li> <li>o <b>Discuss new duty positions available:</b> <ul style="list-style-type: none"> <li>• <i>PSG positions available in the Brigade</i></li> <li>• <i>Motor SGT position in another BN at this duty station</i></li> <li>• <i>May be put on levy and PCS to new duty station</i></li> </ul> </li> <li>o <b>Responsibilities and expectations of a senior NCO:</b> <ul style="list-style-type: none"> <li>• <i>Level of responsibility</i></li> <li>• <i>Now eligible for Sensitive items inventory officer duty, Report of survey officer duty, Division/Installation SDNCO</i></li> <li>• <i>Must maintain Physical Fitness level and set the example</i></li> <li>• <i>Teaching, coaching and mentoring subordinate NCOs and junior officers</i></li> <li>• <i>Must remain proficient in MOS duties as well as Common Tasks in skill levels 1- 4</i></li> <li>• <i>More writing and public speaking required as an SFC</i></li> <li>• <i>Have to develop a greater understanding of the other battlefield operating systems</i></li> <li>• <i>Leadership self assessment for next higher grade</i></li> </ul> </li> <li>o <b>New Professional Goals:</b> <ul style="list-style-type: none"> <li>• <b>Short Term Goals:</b> <i>Become proficient in MOS and common task duties at skill level 4, Prepare for ANCOC attendance, Attend Maintenance Supervisors course.</i></li> <li>• <b>Long Term Goals:</b> <i>Continue civilian education-work on Associates Degree in Human Resource Management; Prepare for promotion to positions of greater responsibility in the Army-MSG and SGM, plans to be a BN CSM</i></li> </ul> </li> </ul>			
<b>OTHER INSTRUCTIONS</b>			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

- o Access NCOES website for information on ANCOC attendance*
- o Review packing list and ensure that all required items are on hand and serviceable.*
- o Obtain and read any recommended prerequisite materials to prepare for ANCOC.*
- o Prepare to take NCOES diagnostic APFT within 30 days and prepare to conduct and instruct PT at ANCOC.*
- o Provide spouse with information about new responsibilities that go with promotion to SFC and the upcoming ANCOC attendance*
- o Begin studying the 63B MOS soldiers manual and the SMCT to familiarize yourself with the skill level 4 tasks that you are now responsible for knowing*
- o Continue to take college classes toward earning Associates degree-look for opportunities during everyday duty to use those newly acquired skills*
- o Conduct leadership self-assessment aimed at skills required as a new senior NCO with FM 22-100, Appendix B, and be prepared to discuss during next quarterly performance and professional growth counseling.*
- o In support of the long-term goal of promotion to MSG and SGM/CSM, review the 63B professional development model in DA PAM 600-25 to come up with a realistic future plan.*

*o Assessment date: On or about 6 MAR 03*

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Robert X. Randolph Date: 6 JAN 03

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

*Allow time to prepare for ANCOC attendance; Discuss possible reassignment to positions of greater responsibility with 1SG, Keep informed of 1SG's advice and guidance, Ensure that SSG Randolph is put onto the appropriate duty rosters for an SFC, Ensure that SSG Randolph is prepared physically for ANCOC attendance, Conduct leadership assessment on SSG Randolph with FM 22-100, App. B to determine weaknesses and strengths as a new senior NCO, prepare to discuss assessment at next quarterly counseling, Schedule/administer NCOES diagnostic APFT; Follow-up check on individual skill level 4 MOS and common task study program and status of college education improvement plan, teach coach and mentor this new senior NCO.*

Signature of Counselor: Sylvester Q Lester Date: 6 JAN 03

#### PART IV - ASSESSMENT OF THE PLAN OF ACTION

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

*03FEB 03, SSG Randolph took his ANCOC NCOES diagnostic APFT and easily passed with a score of 253 points, he taped at just 1.5% under his maximum allowed body fat and I informed him of his responsibility to report to ANCOC within the requirements of AR 600-9.*

*01 MAR 03, The newly promoted SFC Randolph will go to ANCOC next month and then be assigned as the Motor SGT in another BN in our BDE. I will continue to be his mentor and will assist him in making a smooth transition into that new duty position.*

Counselor: Sylvester Q. Lester Individual Counseled: Robert X. Randolph Date of Assessment: 6 MAR 03

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

**SH 5-PE Situation #5, Developmental Counseling by PL – Initial DA Form 2166-8-1**

NCO COUNSELING CHECKLIST/RECORD			
For use of this form, see AR 623-205; the proponent agency is ODCSPER.			
NAME OF RATED NCO	RANK	DUTY POSITION	UNIT
Mentor, Robert X.	SFC	1 <sup>st</sup> Platoon SGT	A Co., Any Unit APO AE
<p>PURPOSE: The primary purpose of counseling is to improve performance and to professionally develop the rated NCO. The best counseling is always looking forward. It does not dwell on the past and on what was done, rather on the future and what can be done better.</p> <p>Counsel        the end of the rating period is too late since there is no time to improve before evaluation</p> <p>RULES:</p> <ol style="list-style-type: none"> <li>Face-to-face performance counseling is mandatory for all Noncommissioned Officers</li> <li>This form is for use along with a working copy of the NCO-ER for conducting NCO performance counseling and recording counseling content and dates. Its use is mandatory for counseling all NCOs, CPL through CSM.</li> <li>Active Component. Initial counseling must be conducted within the first 30 days of each rating period, and at least quarterly thereafter. Reserve Components.(ARNG, USAR). Counseling must be conducted at least semiannually. There is no mandatory counseling at the end of the rating period.</li> </ol>			
CHECKLIST – FIRST COUNSELING SESSION AT THE BEGINNING OF THE RATING PERIOD			
<p><b>PREPARATION</b></p> <ol style="list-style-type: none"> <li>Schedule counseling session, notify rated NCO.</li> <li>Get copy of last duty description used for rated NCO's duty position, a blank copy of the NCO-ER, and the names of the new rating chain.</li> <li>Update duty description (see page 2).</li> <li>Fill out rating chain and duty description on working copy of NCO-ER, Parts II and III.</li> <li>Read each of the values/responsibilities in part IV of NCO-ER and the expanded definitions and examples on page 3 and 4 of this form</li> <li>Think how each value and responsibility in Part IV of NCO-ER applies to the rated NCO and his/her duty position.</li> </ol> <p>Note: Leadership and training may be more difficult to apply than the other values/responsibilities when the rated NCO has no subordinates. Leadership is simply influencing others in the accomplishment of the mission and that can include peers and superiors. It also can be applied directly to additional duties and other areas of Army community life. Individual training is the responsibility of all NCOs whether or not there are subordinates. Every NCO knows something that can be taught to others and should be involved in some way in a training program.</p> <ol style="list-style-type: none"> <li>Decide what you consider necessary for success (a meets standards rating) for each value/responsibility. Use the examples listed on page 3 and 4 of this form as a guide in developing your own standards for success. Some may apply exactly, but you may have to change them or develop new ones that apply to your situation. Be specific so the rated NCO will know what is expected.</li> <li>Make notes in blank spaces in Part IV of NCO-ER to help when</li> </ol>		<p><b>COUNSELING</b></p> <ol style="list-style-type: none"> <li>Make sure the rated NCO knows rating chain.</li> <li>Show rated NCO the draft duty description on your working copy of the NCO-ER. Explain all parts. If rated NCO performed in position before, ask for any ideas to make duty description better</li> <li>Discuss the meaning of each value/responsibility in part IV of NCO-ER. Use the trigger words on the NCO-ER, and the expanded definitions on pages 3 and 4 of this form to help.</li> <li>Explain how each value/responsibility applies to the specific duty position by showing or telling your standards for success (a meets standards rating). Use examples on pages 3 and 4 of this form as a start point. Be specific so the rated NCO really knows what's expected.</li> <li>When possible, give specific examples of excellence that could apply. This gives the rated NCO something special to strive for. Remember that only a few achieve real excellence and that real excellence always includes specific results and often includes accomplishments of subordinates.</li> <li>Give rated NCO the opportunity to ask questions and make Suggestions.</li> </ol> <p><b>BEFORE THE NCO DEPARTS THE COUNSELING SESSION</b></p> <ol style="list-style-type: none"> <li>Record counseling date on this form.</li> <li>Write any additional key points that come up during the counseling session on this form.</li> </ol>	
CHECKLIST – LATER COUNSELING SESSION DURING THE RATING PERIOD			
<p><b>PREPARATION</b></p> <ol style="list-style-type: none"> <li>Schedule counseling session, notify rated NCO, and tell him/her to come prepared to discuss what has been accomplished in each value/responsibility area.</li> <li>Look at working copy of NCO-ER you used during last counseling session.</li> <li>Read and update duty description. Especially note the area of special emphasis; the priorities may have changed.</li> <li>Read again, each of the values/responsibilities in Part IV of NCO-ER and the expanded definitions and examples on pages 3 and 4 of this form; then think again, about your standards for success.</li> <li>Look over the notes you wrote down on page 2 of this form about the last counseling session.</li> </ol>		<ol style="list-style-type: none"> <li>Think about what the rated NCO has done so far during this rating period (specifically, observed action, demonstrated behavior, and results).</li> <li>For each value/responsibility area, answer three questions: First, what has happened in response to any discussion you had during the last counseling session? Second, what has been done well?; and third, what could be done better?</li> <li>Make notes in blank spaces in Part IV of NCO-ER to help focus when counseling. (Use new NCO-ER if old one is full from last counseling session.)</li> <li>Write key points to be made during the counseling session on this form.</li> <li>Review Developmental Counseling in FM 22-100, appendix C</li> </ol>	

**DA FORM 2166-8-1, Oct 2001 REPLACES DA FORM 2166-7-1, SEP 87, WHICH IS OBSOLETE**

<p><b>COUNSELING</b></p> <p>1. Go over each part of the duty description with rated NCO. Discuss any changes, especially to the area of special emphasis.</p> <p>2. Tell rated NCO how he / she is doing. Use your success standards as a guide for the discussion (the examples on pages 3 and 4 may help). First, for each value/responsibility, talk about what has happened in response to any discussion you had during the last counseling session (remember, observed action, demonstrated behavior and results). Second, talk about what was done well. Third, talk about how to do better. The goal is to get all NCOs to be successful and meet standards.</p> <p>3. When possible, give examples of excellence that could apply. This gives the rated NCO something to strive for, REMEMBER, EXCELLENCE IS SPECIAL, ONLY A FEW ACHIEVE IT! Excellence includes results and often involves subordinates.</p>	<p>4. Ask rated NCO for ideas, examples and opinions on what has been done so far and what can be done better. (This step can be done first or last).</p> <p><b>BEFORE THE NCO DEPARTS THE COUNSELING SESSION</b></p> <p>1. Record counseling date on this form.</p> <p>2. Write any additional key points that came up during the counseling session on this form.</p> <p>3. Show key points to rated NCO and get his/her initials.</p> <p>4. Save NCO-ER with this checklist for next counseling session. (Notes should make record NCO-ER preparation easy at the end of the rating period).</p>
<p><b>INITIAL</b></p> <p><i>Discussed duties and responsibilities as PSG and my expectations; Discussed responsibility for the overall readiness of his soldiers, and the need to adapt any situation in order to maintain a high state of readiness; As a minimum, this includes ensuring SRP folders and Family Care Plans are up-to-date, that maintenance of equipment and vehicles is done weekly, and that platoon members are current on weapons qualifications and APFT qualifications. Tasked him to review the training records and ensure the platoon is proficient in its battle drills, weapons qualifications are current, as well as APFT scores. Discussed his responsibility to mentor the squad leaders, and develop their leadership skills, and mentor the PL as well. Established that there must be teamwork and two-way communication between the PSG and PL; Discussed appointed duties: PSG will be the new UPL, and Company EOR.</i></p>	<p>DATE</p> <p>RATED NCO'S INITIALS</p>
<p>LATER</p>	<p>DATE</p> <p>RATED NCO'S INITIALS</p>
<p>LATER</p>	<p>DATE</p> <p>RATED NCO'S INITIALS</p>
<p>LATER</p>	<p>DATE</p> <p>RATED NCO'S INITIALS</p>
<p><b>DUTY DESCRIPTION (PART III of NCO-ER)</b></p>	
<p>The duty description is essential to performance counseling and evaluation. It is used during the first counseling session to tell rated NCO what the duties are and what needs to be emphasized. It may change somewhat during the rating period. It is used at the end of the rating period to record what was important about the duties.</p> <p>The five elements of the duty description:</p> <p><b>1&amp;2. Principal Duty Title and Duty MOS Code.</b> Enter principal duty title and DMOS that most accurately reflects actual duties performed.</p> <p><b>3. Daily Duties and Scope.</b> This portion should address the most important routine duties and responsibilities. Ideally, this should include number of people supervised, equipment, facilities, and dollars involved and any other routine duties and responsibilities critical to mission accomplishment.</p>	<p><b>4. Area of Special Emphasis.</b> This portion is most likely to change somewhat during the rating period. For the first Counseling session, it includes those items that require top priority effort at least for the first part of the upcoming rating period. At the end of the rating period, it should include the most important items that applied at any time during the rating period (examples are preparation for deployment, combined arms drills training for FTX, preparation for NTC rotation, revision of Battalion maintenance SOP, training for tank table qualification, ITEP and company AMTP readiness, related tasks cross-training, reserve components annual training support (AT) and SIDPERS acceptance rate).</p> <p><b>5. Appointed Duties.</b> This portion should include those duties that are appointed and are not normally associated with the duty description.</p>

<b>NCO EVALUATION REPORT</b> For use of this form, see AR 623-205; the proponent agency is ODSCPER						<b>SEE PRIVACY ACT STATEMENT</b> IN AR 623-205, APPENDIX C.			
<b>RT I-ADMINISTRATIVE DATA</b>									
a. NAME (Last, First, Middle Initial) <b>MENTOR, ROBERT X.</b>			b. SSN <b>123-45-6789</b>		c. RANK <b>SFC</b>	d. DATE OF RANK <b>020501</b>	e. PMOSC <b>31W4XD9</b>		
f. UNIT, ORG., STATION, ZIP CODE OR APO, MAJOR COMMAND <b>Company A, 35<sup>th</sup> Signal Battalion, APO AE 09123, FORSCOM</b>						g. REASON FOR SUBMISSION			
h. PERIOD COVERED		i. RATED MONTHS	j. NON-RATED CODES	k. NO. OF ENCL	l. RATED NCO COPY (Check one and Date)		m. PSC Initials	n. CMD CODE	o. PSB CODE
FROM	THRU				1. Given to NCO	Date			
YYYY MM	YYYY MM				2. Forwarded to NCO				
<b>2002</b>	<b>08</b>								
<b>PART II-AUTHENTICATION</b>									
a. NAME OF RATER (Last, First, Middle Initial) <b>Green, Truman L.</b>			SSN <b>478-17-0275</b>		SIGNATURE				
RANK, PMOS/BRANCH, ORGANIZATION, DUTY ASSIGNMENT <b>2LT, SC, Company A, 35<sup>th</sup> Signal Battalion Platoon Leader</b>						DATE			
b. NAME OF SENIOR RATER (Last, First, Middle Initial) <b>Cheatham, Matthew J.</b>			SSN <b>257-96-0333</b>		SIGNATURE				
RANK, PMOS/BRANCH, ORGANIZATION, DUTY ASSIGNMENT <b>CPT, SC, Company A, 35<sup>th</sup> Signal Battalion Commander</b>						DATE			
c. RATED NCO: I understand my signature does not constitute agreement or disagreement with the evaluations of the rater and senior rater. I further understand my signature verifies that the administrative data in Part II, the duty description to include the counseling dates in Part III, and the APFT and height/weight entries in Part Ivc are correct. I have seen the report completed through Part V, except Parts Iid and lie. I am aware of the appeals process of AR 623-205.					SIGNATURE		DATE		
d. NAME OF SENIOR RATER (Last, First, Middle Initial) <b>Forrest, Jenny A.</b>			SSN <b>357-91-2468</b>		SIGNATURE				
RANK, PMOS/BRANCH, ORGANIZATION, DUTY ASSIGNMENT <b>LTC, SC, 35<sup>th</sup> Signal Battalion Commander</b>						DATE			
e. <input type="checkbox"/> CONCUR WITH RATER AND SENIOR RATER EVALUATIONS				<input type="checkbox"/> NONCONCUR WITH RATER AND/OR SENIOR RATER EVAL (See attached comments)					
<b>PART III-DUTY DESCRIPTION (Rater)</b>									
a. PRINCIPAL DUTY TITLE <b>Platoon Sergeant</b>					b. DUTY MOSC <b>31W40</b>				
c. DAILY DUTIES AND SCOPE (To include, as appropriate, people, equipment, facilities and dollars) <b>Platoon Sergeant in a tactical signal company; directly supervises four NCOs; responsible for the training, health, welfare, and overall readiness of 40 soldiers; oversees the maintenance of three tactical vehicles and associated tactical satellite equipment; responsible for the conduct of Sergeants' Time Training and Common Task Training/Testing; primary hand receipt holder for tactical and automation equipment valued in excess of 600,000 dollars.</b>									
d. AREAS OF SPECIAL EMPHASIS <b>JRTC preparation, Platoon Physical Fitness, Deployment Readiness</b> Rater: <a href="mailto:Truman.Green@us.army.mil">Truman.Green@us.army.mil</a> ; S/R: <a href="mailto:Matthew.Cheatham1@us.army.mil">Matthew.Cheatham1@us.army.mil</a> ; S/R: <a href="mailto:jenny.forrest@us.army.mil">jenny.forrest@us.army.mil</a>									
e. APPOINTED DUTIES <b>Unit Prevention Leader, Equal Opportunity Representative</b>									
f. COUNSELING DATES				INITIAL <b>020906</b>	LATER	LATER	LATER		
<b>PART IV-ARMY VALUES/ATTRIBUTES/SKILLS/ACTIONS (Rater)</b>									
a. ARMY VALUES. Check either "YES" or "NO". Comments are mandatory for "No" entries; optional for "Yes" entries.									
<b>V</b>  <b>A</b>  <b>L</b>  <b>U</b>  <b>E</b>  <b>S</b>		Loyalty Duty Respect Selfless-Service	1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the Unit, and other soldiers.						
			2. DUTY: Fulfills their obligations.						
			3. RESPECT/EO/EEO: Treats people as they should be treated.						
			4. SELFLESS-SERVICE: Puts the welfare of the nation, the Army, and subordinates before their own.						
			5. HONOR: Lives up to all the Army values.						
			6. INTEGRITY: Does what is right – legally and morally.						
			7. PERSONAL COURAGE: Faces fear, danger, or adversity (physical and moral)						
			Bullet comments <i>o Put the goals of the unit ahead of personal gain</i>  <i>o Be extremely dedicated to mission accomplishment and the welfare of his soldiers</i>  <i>o Always demonstrate the highest moral standards and level of integrity</i>						

RATED NCO'S NAME (Last, First Middle Initial) <b>MENTOR, ROBERT X.</b>	SSN <b>123-45-6789</b>	THRU DATE
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**PART IV (Rater) – VALUES/RESPONSIBILITIES** Specific bullet examples of "EXCELLENCE" or "NEEDS IMPROVEMENT" are mandatory  
Specific bullet examples of "SUCCESS" are optional

<b>b. COMPETENCE</b> o Duty proficiency; MOS competency o Technical & tactical; knowledge, skills, and abilities o Sound judgment o Seeking self-improvement; always learning o Accomplishing tasks to the fullest capacity; committed to excellence  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border: none;">EXCELLENCE</td> <td style="text-align: center; border: none;">SUCCESS</td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT</td> </tr> <tr> <td style="text-align: center; border: none;"><i>(Exceeds std)</i></td> <td style="text-align: center; border: none;"><i>(Meets std)</i></td> <td style="text-align: center; border: none;"><i>(Some) (Much)</i></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT	<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><i>o Foster significant improvement in platoon tactical efficiency ratings</i></li> <li><i>o Stay up-to-date in applicable technology thru self study</i></li> </ul>
EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT								
<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

<b>c. PHYSICAL FITNESS &amp; MILITARY BEARING</b> o Mental and physical toughness o Endurance and stamina to go the distance o Displaying confidence and enthusiasm; looks like a soldier  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border: none;">EXCELLENCE</td> <td style="text-align: center; border: none;">SUCCESS</td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT</td> </tr> <tr> <td style="text-align: center; border: none;"><i>(Exceeds std)</i></td> <td style="text-align: center; border: none;"><i>(Meets std)</i></td> <td style="text-align: center; border: none;"><i>(Some) (Much)</i></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT	<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	APFT	HEIGHT/WEIGHT
EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT									
<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
<ul style="list-style-type: none"> <li><i>o Earn Army Physical Fitness Badge</i></li> <li><i>o Always present a crisp, soldierly appearance</i></li> </ul>											

<b>d. LEADERSHIP</b> o Mission first o Genuine concern for soldiers o Instilling the Spirit to achieve and win o Setting the example; Be, Know, Do  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border: none;">EXCELLENCE</td> <td style="text-align: center; border: none;">SUCCESS</td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT</td> </tr> <tr> <td style="text-align: center; border: none;"><i>(Exceeds std)</i></td> <td style="text-align: center; border: none;"><i>(Meets std)</i></td> <td style="text-align: center; border: none;"><i>(Some) (Much)</i></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT	<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><i>o Coach and mentor your squad leaders in personal and professional development to develop a cohesive team</i></li> <li><i>o Mentor the platoon leader, helping enable him to establish effective communication with soldiers and lead from the front</i></li> </ul>
EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT								
<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

<b>e. TRAINING</b> o Individual and team o Mission focused, performance oriented o Teaching soldiers how; common tasks, duty-related skills o Sharing knowledge and experience to fight, survive and win  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border: none;">EXCELLENCE</td> <td style="text-align: center; border: none;">SUCCESS</td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT</td> </tr> <tr> <td style="text-align: center; border: none;"><i>(Exceeds std)</i></td> <td style="text-align: center; border: none;"><i>(Meets std)</i></td> <td style="text-align: center; border: none;"><i>(Some) (Much)</i></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT	<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><i>o Develop and execute solid training plans for Sergeants' Time training</i></li> <li><i>o Institute a PT program, to improve the platoon APFT average score</i></li> </ul>
EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT								
<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

<b>f. RESPONSIBILITY &amp; ACCOUNTABILITY</b> o Care and maintenance of equipment/facilities o Soldier and equipment safety o Conservation of supplies and funds o Encouraging soldiers to learn and grow o Responsible for good, bad, right & wrong  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border: none;">EXCELLENCE</td> <td style="text-align: center; border: none;">SUCCESS</td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT</td> </tr> <tr> <td style="text-align: center; border: none;"><i>(Exceeds std)</i></td> <td style="text-align: center; border: none;"><i>(Meets std)</i></td> <td style="text-align: center; border: none;"><i>(Some) (Much)</i></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT	<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li><i>o Maintain accurate and complete UPL documents</i></li> <li><i>o Participate proactively in EO functions such as ethnic observances</i></li> </ul>
EXCELLENCE	SUCCESS	NEEDS IMPROVEMENT								
<i>(Exceeds std)</i>	<i>(Meets std)</i>	<i>(Some) (Much)</i>								
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

**PART V – OVERALL PERFORMANCE AND POTENTIAL**

<b>a. RATER:</b> Overall potential for promotion and/or service in positions of greater responsibility.  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; border: none;">AMONG THE BEST</td> <td style="text-align: center; border: none;">FULLY CAPABLE</td> <td style="text-align: center; border: none;">MARGINAL</td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	AMONG THE BEST	FULLY CAPABLE	MARGINAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>e. SENIOR RATER BULLET COMMENTS</b>  
AMONG THE BEST	FULLY CAPABLE	MARGINAL					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
<b>b. RATER:</b> List 3 positions in which the rated NCO could best serve the Army at his/her Current or next higher grade. <hr/> <hr/> <hr/>							

<b>c. SENIOR RATER.</b> Overall performance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	<b>d. SENIOR RATER.</b> Overall potential for promotion and/or service in positions of greater responsibility.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
1 2 3 4 5 Successful Fair Poor		1 2 3 4 5 Successful Fair Poor	

**SH 5-PE Situation #5, Developmental Counseling by PL – Final DA Form 4856**

<b>DEVELOPMENTAL COUNSELING FORM</b>			
For use of this form see FM 22-100.			
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
<b>PART I - ADMINISTRATIVE DATA</b>			
Name (Last, First, MI) <b>Mentor, Robert X.</b>	Rank / Grade <b>SFC</b>	Social Security No. <b>123-45-6789</b>	Date of Counseling <b>6 SEP 02</b>
Organization <b>1st Plt, A Co., Any Unit, US Army</b>		Name and Title of Counselor <b>2LT Green, Truman L./ Plt Ldr</b>	
<b>PART II - BACKGROUND INFORMATION</b>			
<b>Purpose of Counseling:</b> (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling): <b>Performance and Professional Growth Counseling.</b>  <b>Facts:</b> SFC Mentor is receiving his initial performance and professional growth counseling after I was assigned as his new supervisor/rater. This is also SFC Mentor's initial NCOER counseling in conjunction with the DA Forms 2166-8-1 and 2166-8.			
<b>PART III - SUMMARY OF COUNSELING</b>			
<b>Complete this section during or immediately subsequent to counseling.</b>			
<b>Key Points of Discussion:</b> <b>o Review duty description as PSG:</b> <ul style="list-style-type: none"> <li>• <i>Agreed on duty description, acknowledged that it may change later during the rating period.</i></li> <li>• <i>Discussed the team relationship between PSG and PL and the need for two-way communication between them.</i></li> <li>• <i>Discussed maintaining, training, leading, caring, and adapting</i></li> </ul> <b>o Discuss the meaning of values and responsibilities:</b> <ul style="list-style-type: none"> <li>• <i>Example bullets on DA 2166-8 for success or excellence in each value and responsibility area</i></li> <li>• <i>Discussed how values relate to PSG position</i></li> </ul> <b>o Areas of special emphasis and appointed duties:</b> <ul style="list-style-type: none"> <li>• <i>Prepare platoon for JRTC rotation in 5 months</i></li> <li>• <i>Work on leader development with squad leaders</i></li> <li>• <i>Act as mentor for PL</i></li> <li>• <i>Appointed Duty: UPL; Company EOR</i></li> </ul> <b>o Short Term Goals: <i>Prepare Plt for safe successful JRTC rotation; Prepare for MSG promotion board; mentor and develop PL to be a quality Army officer.</i></b>  <b>o Long Term Goals: <i>Continue civilian education-work on Bachelors degree in Human Resource Management; Prepare for promotion to ISG and a position of greater responsibility; plans to be a BN CSM in 5 years.</i></b>  <b>o Leadership self-assessment: <i>Will conduct self-assessment this quarter and prepare to talk about results during next quarterly counseling as strengths or weaknesses.</i></b>			
<b>OTHER INSTRUCTIONS</b>			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

## **Student Handout 2**

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This Student Handout contains 12 questions on Counseling Subordinates. Give this handout to the students as a home assignment for them to complete prior to PE-1.

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## **Counsel Subordinates**

1. Describe the role of a leader in developing subordinates through counseling.
2. Define counseling.
3. Describe “subordinate-centered” communications.
4. Describe the three approaches to counseling.
5. List four qualities that leaders must demonstrate in order to counsel effectively.
6. Describe what cultural awareness means.
7. List, describe, and briefly state the importance of three leader-counseling skills.
8. List four common counseling mistakes.
9. Identify five guidelines to improving counseling that you think are important.
10. Describe the two categories of counseling and give examples within each category.



### **Student Handout 3**

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This Student Handout is an Observer's Checklist to evaluate the Developmental Counseling video, segment 6.

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**Instructions:** Rate the counselor on the items below using the scale provided.



**1. Components of the Counseling Session:**

**A. Open the session.** \_\_\_\_\_  
Stated the purpose of the session and established a subordinate-centered tone.

**B. Discuss the issue.** \_\_\_\_\_  
Developed a mutual understanding of the situation.

**C. Develop a plan of action.** \_\_\_\_\_  
Jointly identified actions to solve problem, improve performance, or achieve goals.

**D. Close the session.** \_\_\_\_\_  
Summarized key points, checked acceptance of plan of action, established follow-up measures.

**2. Leader Counseling Skills**

**A. Active Listening** \_\_\_\_\_  
Gave full attention to subordinate, maintained appropriate eye contact and made appropriate gestures.

**B. Responding** \_\_\_\_\_  
Checked understanding by paraphrasing or summarizing.

**C. Questioning** \_\_\_\_\_  
Asked open-ended questions to gain information or provoke thought.

**Total Score:** ..... \_\_\_\_\_

**3. Comments should be provided on each component of the counseling session and leader counseling skills listed on the front of this form.**

Overall strengths of the counseling session:

Areas where improvement is needed:

Name of Counselor: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Student Handout 4**

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This Student Handout is a solution to the Observer's Checklist Worksheet, use this handout to stimulate discussion after the Developmental Counseling video is complete.

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**Instructions:** Rate the counselor on the items below using the scale provided.

	0	1	2	3	4	5
	Not at all	Poor	Marginal	Satisfactory	Very good	Excellent

**1. Components of the Counseling Session:**

**A. Open the session.** \_\_\_\_\_ 2 \_\_\_\_\_  
Stated the purpose of the session and established a subordinate-centered tone.

**B. Discuss the issue.** \_\_\_\_\_ 4 \_\_\_\_\_  
Developed a mutual understanding of the situation.

**C. Develop a plan of action.** \_\_\_\_\_ 4 \_\_\_\_\_  
Jointly identified actions to solve problem, improve performance, or achieve goals.

**D. Close the session.** \_\_\_\_\_ 4 \_\_\_\_\_  
Summarized key points, checked acceptance of plan of action, established follow-up measures.

**2. Leader Counseling Skills**

**A. Active Listening.** \_\_\_\_\_ 3 \_\_\_\_\_  
Gave full attention to subordinate, maintained appropriate eye contact and made appropriate gestures.

**B. Responding.** \_\_\_\_\_ 3 \_\_\_\_\_  
Checked understanding by paraphrasing or summarizing.

**C. Questioning.** \_\_\_\_\_ 3 \_\_\_\_\_  
Asked open-ended questions to gain information or provoke thought.

**Total Score:** ..... \_\_\_\_\_ 23 \_\_\_\_\_

**3. Provide comments on each component of the counseling session and leader counseling skills listed on the front side of the form.**

**Counseling Session:**

1.A. Open the session. Tone: Defensive. Because SSG Rovero was late, CW2 Lang's irritation put him on the defensive immediately.

Purpose: Not clearly stated. Although CW2 Lang prepared the session in advance, he should have restated the purpose of the counseling.

1.B. Discuss the issue. The two developed a mutual understanding of the situation.

1.C. Develop a plan of action. With some discussion, develop a plan of action together for solving the problem and achieving goals.

1.D. Close the session. CW2 Lang gave full ownership of the plan of action to SSG Rovero. "I'll be around if you need me" does not necessarily define the leader's responsibilities for ensuring success of the plan of action, but SSG Rovero seemed to like having the responsibility of working his plan.

**Counseling Skills:**

2.A. Active listening. Counselor remained focused on the subject.

2.B. Counselor responded to statements with questions that prodded SSG Rovero into deeper exploration of the problem.

2.C. Questioning. Although the questions were not standard open-ended questions, they were leading questions

**Overall strengths of the counseling session:**

Identify the problem areas and developed a plan of action together.

Counselor complimented NCO on his strengths.

Session was mainly subordinate-centered

**Areas of improvement:**

Opening – counselor should not have stressed the tardiness and calmly opened the session properly.

Name of Counselor: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Observer: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Student Handout 7**

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This Student Handout contains a blank DA FORM 4856, Developmental Counseling Form.

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## Blank Developmental Counseling Form

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled:            I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: \_\_\_\_\_ Date: \_\_\_\_\_.

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

Signature of Counselor: \_\_\_\_\_ Date: \_\_\_\_\_.

### PART IV - ASSESSMENT OF THE PLAN OF ACTION

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: \_\_\_\_\_ Individual Counseled: \_\_\_\_\_ Date of Assessment: \_\_\_\_\_

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L430

OCT 03

ARMY WRITING STYLE

## TRAINING SUPPORT PACKAGE



## PRACTICAL EXERCISE SHEET L430 PE-1

<b>Title</b>	Quick-Screen Edit						
<b>Lesson Number/Title</b>	L430 version 1 / THE ARMY WRITING STYLE						
<b>Introduction</b>	None						
<b>Motivator</b>	This practical exercise will evaluate your understanding of the quick-screen edit. It will also allow you to evaluate your proficiency in identifying errors in punctuation, grammar, word choice, and active voice writing skills.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 15%;"><b>Action:</b></td> <td>Examine written correspondence to determine compliance with the Army writing standard.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>As a platoon sergeant in a classroom environment given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.</td> </tr> <tr> <td><b>Standards:</b></td> <td>           Examined written correspondence to determine compliance with the Army writing standard by—           <ul style="list-style-type: none"> <li>• Reviewing the standards for Army writing, active voice writing techniques, and general rules for constructing correspondence.</li> <li>• Performing a quick-screen edit on written correspondence.</li> <li>• Performing a clarity index on written correspondence.</li> </ul>           IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.         </td> </tr> </table>	<b>Action:</b>	Examine written correspondence to determine compliance with the Army writing standard.	<b>Conditions:</b>	As a platoon sergeant in a classroom environment given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.	<b>Standards:</b>	Examined written correspondence to determine compliance with the Army writing standard by— <ul style="list-style-type: none"> <li>• Reviewing the standards for Army writing, active voice writing techniques, and general rules for constructing correspondence.</li> <li>• Performing a quick-screen edit on written correspondence.</li> <li>• Performing a clarity index on written correspondence.</li> </ul> IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.
<b>Action:</b>	Examine written correspondence to determine compliance with the Army writing standard.						
<b>Conditions:</b>	As a platoon sergeant in a classroom environment given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.						
<b>Standards:</b>	Examined written correspondence to determine compliance with the Army writing standard by— <ul style="list-style-type: none"> <li>• Reviewing the standards for Army writing, active voice writing techniques, and general rules for constructing correspondence.</li> <li>• Performing a quick-screen edit on written correspondence.</li> <li>• Performing a clarity index on written correspondence.</li> </ul> IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	This is not a graded PE. At the end of the PE, you will receive a solution sheet. As a group, you will discuss your solutions and the provided solution and resolve any questions.						
<b>Instructional Lead-In</b>	None						

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**Resource Requirements**

- AR 25-50 (SH-2)
  - DA Pam 600-67 (SH-3)
  - The Army Writing Style Programmed Text (SH-4)
  - Pen, pencil, or highlighter
- 

**Special Instructions**

You will have 10 minutes to complete this PE.

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**Procedures**

1. You are reviewing a narrative about one of your subordinates. This is an excerpt from your first draft. Using a highlighter, pen, or pencil, do a quick-screen edit IAW DA Pam 600-67. Remember, in a single, rapid reading highlight, circle, or underline—

- The “bottom line (main point),” the purpose of the writing.”
- Passive voice.
- Unnecessary long words or jargon.
- Spelling, punctuation, or grammar mistakes.

2. After you identify the errors, identify how you would correct the errors.

An energetic, conscientious, and versatile worker. Sergeant Smith is studious by nature, meticulously accurate as to his facts, and thorough in his work.

Possessing an excellent education. Highly intelligent with an alert active mind, he quickly perceives and correctly evaluates the essential elements of any problem.

Views were communicated by him without generating resentment. He speaks and writes with great clarity for that reason he is outstanding as an instructor. He deserves recognition.

---

**Feedback Requirements**

At the completion of this practical exercise, as a group you will discuss your solutions and the provided solution and resolve any questions.

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## PRACTICAL EXERCISE SHEET L430 PE-2

<b>Title</b>	Clarity Index						
<b>Lesson Number/Title</b>	L430 version 1 / THE ARMY WRITING STYLE						
<b>Introduction</b>	None						
<b>Motivator</b>	<p>Despite clear writing guidelines, some writing you see still won't meet the standards of effective Army writing. Even when you've conducted a quick -screen edit and corrected any problems in location of main point, spelling, grammar, and punctuation, your writing (or your subordinate's writing) may still be difficult to read. Normally we have no problem identifying poor writing, but we don't always know how to correct it. The clarity index pinpoints two other major reasons why writing is often confusing and difficult to read: long words and sentences. During this PE you will conduct a clarity index on a written passage.</p>						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Examine written correspondence to determine compliance with the Army writing standard.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>As a platoon sergeant in a classroom environment given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.</td> </tr> <tr> <td><b>Standards:</b></td> <td> <p>Examined written correspondence to determine compliance with the Army writing standard by—</p> <ul style="list-style-type: none"> <li>• Reviewing the standards for Army writing, active voice writing techniques, and general rules for constructing correspondence.</li> <li>• Performing a quick-screen edit on written correspondence.</li> <li>• Performing a clarity index on written correspondence.</li> </ul> <p>IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.</p> </td> </tr> </table>	<b>Action:</b>	Examine written correspondence to determine compliance with the Army writing standard.	<b>Conditions:</b>	As a platoon sergeant in a classroom environment given AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.	<b>Standards:</b>	<p>Examined written correspondence to determine compliance with the Army writing standard by—</p> <ul style="list-style-type: none"> <li>• Reviewing the standards for Army writing, active voice writing techniques, and general rules for constructing correspondence.</li> <li>• Performing a quick-screen edit on written correspondence.</li> <li>• Performing a clarity index on written correspondence.</li> </ul> <p>IAW AR 25-50 (SH-2), DA Pam 600-67 (SH-3), and SH-4.</p>
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<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	<p>This is not a graded PE. At the end of the PE, you will receive a solution sheet. As a group, you will discuss your solutions and the provided solution and resolve any questions.</p>						
<b>Instructional Lead-In</b>	None						

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**Resource Requirements**

- AR 25-50 (SH-2)
- DA Pam 600-67 (SH-3)
- The Army Writing Style Programmed Text (SH-4)
- Pencil or pen and writing paper
- Calculator

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**Special Instructions**

You will have 10 minutes to complete this PE.

---

**Procedures**

During class you conducted a clarity index on a passage and found that it was 44. Remember, you should aim for a clarity index closer to 30. The average sentence length was 15, but a couple of the sentences were very long. You determined that the main problem in the passage was not the length of your sentences, but was the percentage of long words. You have rewritten the passage. Perform a clarity index on the revised passage below to see if it is closer to 30.

Sergeant Smith is an energetic and conscientious worker who deserves recognition. He speaks and writes clearly, and his work is thorough and accurate. Always alert, he quickly finds problems and then corrects them without causing resentment. His excellent education and many talents make him an outstanding soldier.

- (1) Count the number of sentences: \_\_\_\_\_
- (2) Count the number of words: \_\_\_\_\_
- (3) Divide the number of words by the number of sentences (ASL): \_\_\_\_\_
- (4) Count the number of long words: \_\_\_\_\_
- (5) Divide the number of long words by the total number of words and multiply by 100 (PLW): \_\_\_\_\_
- (6) Add the ASL plus the PLW: \_\_\_\_\_

CLARITY INDEX:

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**Feedback Requirements**

At the completion of this practical exercise, as a group you will discuss your solutions and the provided solution and resolve any questions.

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U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L432

OCT 03

WRITE TO PERSUADE A DECISION MAKER TO CHOOSE A COURSE OF ACTION

**TRAINING SUPPORT PACKAGE**



## PRACTICAL EXERCISE SHEET PE-1

**Title** Writing Quiz

**Lesson Number/Title** L432 version 1 / WRITE TO PERSUADE A DECISION MAKER TO CHOOSE A COURSE OF ACTION

**Introduction** The following items will test your grasp of the material covered in the Writing Guide (SH-4). There is only one correct answer for each item. When you complete the exercise, check your responses against the answer key that follows. If you answer any item incorrectly, study that part of the lesson, which contains the portion involved.

**Motivator** This practical exercise will help you determine those areas of this lesson that you may need to review before preparing your graded memorandum for decision.

**Terminal Learning Objective** **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Write a Memorandum for Decision.
<b>Conditions:</b>	Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; AR 25-50; DA Pam 600-67; FM 101-5, and a suspense date.
<b>Standards:</b>	Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.

**Safety Requirements** None

**Risk Assessment Level** Low

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<b>Environmental Considerations</b>	None
<b>Evaluation</b>	None
<b>Instructional Lead-In</b>	None
<b>Resource Requirements</b>	<b>Instructor Materials:</b> <ul style="list-style-type: none"><li>• TSP</li><li>• Student Handouts</li></ul> <b>Student Materials:</b> <ul style="list-style-type: none"><li>• Student Handouts</li><li>• Writing Guide</li><li>• Writing paper, pen or pencil</li></ul>
<b>Special Instructions</b>	None
<b>Procedures</b>	

---

The following items will test your grasp of the material covered in the writer's guide. There is only one correct answer for each item. When you complete the exercise, check your responses against the answer key that follows. If you answer any item incorrectly, study that part of the lesson, which contains the portion involved.

Read the following statements and underline the correct answer from the choices that follow.

1. Which of the following obscures or loses part of the substance of the sentences?
  - A. Active voice
  - B. Passive voice
  - C. Indicative mood
  - D. Subjunctive mood.
2. If the subject of a sentence is performing the action, the sentence is in which of the following?
  - A. Active voice
  - B. Normal Order
  - C. Passive voice
  - D. Inverted order

3. Which of the following statements is true?
- A. The active voice hides the "doer."
  - B. The passive voice identifies the "doer."
  - C. The passive voice usually requires more words.
  - D. The active voice usually isolates the receiver of the action.
4. Which of the following sentences meets the Army standard for military writing?
- A. We are wasting paper in this office.
  - B. This office has determined that the amount of paper being used by personnel is wasteful.
  - C. It has come to my attention that this office is using and wasting excessive amounts of paper.
  - D. In this office we have concluded that excessive amounts of paper are being used and wasted.

5. What is the Army writing Standard?

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6. You are to identify which of the following sentences are active voice and which are passive voice. If the sentence is passive voice, revise it so that it is active voice. Remember passive tense is not the same as passive voice.

A. I have been sent to the store.

---

B. I went to the store.

---

C. Your food was eaten.

---

D. The road march was required by the unit leader.

---

E. The book is required by the teacher.

---

7. Ultimately, who or what determines whether or not your writing is acceptable and in accordance with Army standards?

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None

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**Feedback  
Requirements**

**PRACTICAL EXERCISE SHEET PE-2**

<b>Title</b>	In-Class Memorandum						
<b>Lesson Number/Title</b>	L432 version 1 / WRITE TO PERSUADE A DECISION MAKER TO CHOOSE A COURSE OF ACTION						
<b>Introduction</b>	The following exercise will test your grasp of the material covered in the Writing Guide.						
<b>Motivator</b>	This practical exercise will help you determine those areas of this lesson that you may need to review before preparing your graded memorandum for decision.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td><b>Action:</b></td> <td>Write a Memorandum for Decision.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; a sample standard writing evaluation form; and a sample standard writing evaluation criteria; AR 25-50; DA Pam 600-67; FM 101-5; and a suspense date.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.</td> </tr> </table>	<b>Action:</b>	Write a Memorandum for Decision.	<b>Conditions:</b>	Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; a sample standard writing evaluation form; and a sample standard writing evaluation criteria; AR 25-50; DA Pam 600-67; FM 101-5; and a suspense date.	<b>Standards:</b>	Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.
<b>Action:</b>	Write a Memorandum for Decision.						
<b>Conditions:</b>	Given a task to write a memorandum for decision, access to information on the topic; reference material; a sample format for writing a memorandum for decision; a sample standard writing evaluation form; and a sample standard writing evaluation criteria; AR 25-50; DA Pam 600-67; FM 101-5; and a suspense date.						
<b>Standards:</b>	Prepare a memorandum for decision that displays adequate research and logic to persuade a decision maker to choose a course of action. Complied with Army writing standards i.e. "transmitted a clear message in a single rapid reading and was generally free errors in grammar, mechanics, and usage." Received at least a "Satisfactory" evaluation using the standard writing evaluation form criteria, provided to the instructor within the time requirement, was no more than two pages in length.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	None						

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**Instructional Lead-In**None

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**Resource Requirements****Instructor Materials:**

- TSP
- Student Handouts

**Student Materials:**

- Student Handouts
  - Writing Guide
  - Writing paper, pen or pencil
- 

**Special Instructions**None

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**Procedures**

The following items will test your grasp of the material covered in the writing guide. When you complete the exercise, check your responses against the corrected memorandum that follows. Have in mind that the corrected memorandum is not the only way to correct discrepancy. However, you must identify all errors in grammar, spelling, passive voice, sentence length and the main point must be up front.

Review the following memorandum and ensure that it follows the sample format given in Student Handout 9, underline all errors that you identify, state what the error is and provide a correction.

MEMORANDUM THRU Commander, TRADOC  
CSM, FORSCOM  
Commander, FORSCOM

FOR Chief of Staff, Army,

SUBJECT: Leadership for 2000

1. FOR DECISION:

2. PURPOSE: To obtain the Chief of Staff's decision on the Army's definition of leadership.

3. RECOMMENDATION: That the problem by defining leadership be resolved by the Chief of Staff as the process of creating, maintaining, and evolving meanings in a collective context.

4. BACKGROUND AND DISCUSSION:

a. BACKGROUND. Leadership has been examined by the Army in terms of the exercise of influence or the production of motivation or both. However, this definitions fail to adequately define leadership. Neither influence or motivations completely define these characteristics of leadership; they arise from the creating of meaning. Goals, direction, and structure have also been used to define leadership. These also fail because they are the media through which we create meaning.

b. FACTS.

(1) Leadership works in a context of collectivity.

(2) Leadership is influenced through the nature of the collective experience; often it is specific to the collective experience.

(3) Leadership requires that the collective experience first be constituted.

c. Criteria. The group, it's membership, and the environment in which it functions must be considered by any definition of leadership.

d. Alternatives.

(1) Define leadership in terms of the exercise of influence.

(2) Define leadership in terms of production of motivation.

(3) Define leadership is the process of creating, maintaining, and evolving meanings in a collective context.

e. Comparison Alternatives.

(1) *Leadership is the exercise of influence over the organization.* This definition sees leadership as dependent on the situation. The designated leader role may then flow from member to member. But this still does not define what we mean by leadership. It only defines the social and personal value of leadership.

(2) *Leadership is production of motivation.* This definition indicates that leadership depends on the situation and the skills of the designated leader to motivate the members to perform any given task. This definition tells us something about what the leader does, but it fails to define leadership.

(3) *Leadership in terms of the process of creating, maintaining, and evolving meanings in a collective context.* This definition indicates that leadership is the communal counterpart of the deeply personal process of understanding ourselves and our place in the world while connecting individuals to larger contexts such as groups, organizations, communities, nations, and societies. In its many forms and ways of working, leadership holds humans together by providing interpretive structures and enduring values. Leadership is meaning making in collective experience.

5. IMPACT. No impact on resource funding.

6. COORDINATION.

COMMANER, TRADOC	CONCUR/NONCONCUR _____	DATE: _____
CSM, FORSCOM	CONCUR/NONCONCUR _____	DATE: _____
COMMANDER, FORSCOM	CONCUR/NONCONCUR _____	DATE: _____
SMA	CONCUR/NONCONCUR _____	DATE: _____

7. Point of Contact for this action is CSM Leader, Headquarters, TRADOC, 879-8869.

I.M. LEADER  
CSM, USA  
Command Sergeant Major

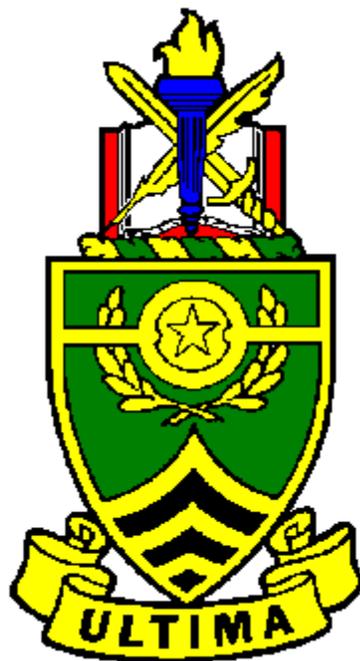
U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L433

OCT 03

NCOER-SENIOR RATER QUALIFICATION/RESPONSIBILITIES

## TRAINING SUPPORT PACKAGE



## PRACTICAL EXERCISE SHEET PE-1

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<b>Title</b>	The Senior Rater's Portion of DA Form 2166-8.
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<b>Lesson Number/Title</b>	L433 version 1 / NCO-ER--SENIOR QUALIFICATIONS/RESPONSIBILITIES
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---

<b>Introduction</b>	This practical exercise will help you understand how to complete the senior rater portion of the NCO-ER.
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<b>Motivator</b>	As a leader and senior rater in your unit, you are responsible for the quality control of the NCO-ER. This PE gives you the opportunity to practice using the knowledge gained during PLDC, BNCOC, and this lesson.
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<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B)</p> <p>At the completion of this lesson, you [the student] will:</p>
-------------------------------	--

<b>Action:</b>	Complete the Senior Rater's Portion of DA Form 2166-8.
----------------	--

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<b>Safety Requirements</b>	None
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<b>Risk Assessment Level</b>	Low
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<b>Environmental Considerations</b>	None
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<b>Evaluation</b>	There are several possible solutions to some parts of this PE, other parts of the PE, however, have specific "correct" responses. The solution sheet shows wrong items, suggested senior rater ratings, and bullet comments. This is a self-graded practical exercise. Your instructor will provide you with a copy of the solution sheet and solicit feedback on your performance
-------------------	--

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<b>Instructional Lead-In</b>	None
------------------------------	------

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<b>Resource Requirements</b>	<p><b>Instructor Materials:</b></p> <p>AR 623-205, DA Form 2166-8-1 (PE-1-3), DA Form 2166-8 (PE-1-4 and PE-1-5) and Solution for PE-1 (SPE-1-1 and SPE-1-2).</p> <p><b>Student Materials:</b></p> <p>AR 623-205, DA Form 2166-8-1 (PE-1-3), and DA Form 2166-8 (PE-1-4 and PE-1-5). For this PE we have completed the raters part on DA Forms 2166-8-1 and 2166-8.</p>
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**Special  
Instructions**

You must prepare the senior rater's portion of DA Form 2166-8 for the situation given on page PE-1-1 IAW the following instructions:

- a. You may type or hand-write your part of the NCO-ER.
  - b. If you discover errors or discrepancies in the rater's part of the NCOER while performing your senior rater responsibilities, list them in the NCO-ER Discrepancy/Comment Sheet, PE-1-2.
  - c. The instructor will pass out the solution for you to correct your own PE and then discuss the PE in class with the group.
-

# PRACTICAL EXERCISE 1

## SITUATION

1. You are the senior rater for the practical exercise. Your duty assignment is Personnel Administration Center (PAC) NCO for HHC, Troop Command (W5YAAA), Fort Anywhere, TX 00000-0000. Your unit is a USAR Troop Program Unit (TPU) assigned to the 12th ARCOM.
  
2. The rated soldier is SERGEANT WILLIE B. HEARD, 123-45-6789, DOR 981101, PMOS 75B20, assigned to HHC Troop Command, Fort Anywhere, TX 00000-0000.
  - a. The rating period is December 2001 thru November 2002.
  
  - b. SGT Heard is a 29 year old male who is 73" tall and weighs 164 pounds (meets standards).
  
  - c. SGT Heard is a graduate of PLDC.
  
  - d. SGT Heard reported to HHC, Troop Command on 1 December 2001.
  
3. As senior rater you have personal knowledge of the following items pertaining to SGT Heard:
  - a. He procured new recreation equipment for the unit with unit fund monies.
  
  - b. He volunteered for the Master Fitness Course. As part of the application process, he took a record APFT in October 2002 and scored 291.
  
  - c. He was runner-up in NCO of the Year competition held in September 2002.
  
  - d. He attends the same college as you. He has completed one year of college through CLEP examinations and actual college courses.

PRACTICAL EXERCISE 1  
NCO-ER DISCREPANCY/COMMENT SHEET

<u>PART</u>	<u>BLOCK</u>	<u>DISCREPANCY/COMMENT</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ADDITIONAL COMMENTS:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## COUNSELING

1. Go over each part of the duty description with rated NCO. Discuss any change, especially to the area of special emphasis.
2. Tell rated NCO how he/s he is doing. Use your success standards as a guide for discussion (the examples on pages 3 and 4 may help). First, for each value/responsibilities, talk about what has happened in response to any discussion you had during the last counseling session (remember, observed action, demonstrated behavior and results). Second, talk about what was done well. Third, talk about how to do better. The goal is to get all NCOs to be successful and meet standards.
3. When Possible, Give Examples Of Excellence That Could Apply. This gives the rated NCO something to strive for, REMEMBER, EXCELLENCE IS SPECIAL, ONLY A FEW ACHIEVE IT!  
Excellence includes results and often involves subordinates.

4. Ask rated NCO for ideas, examples and opinions on what has been done so far and what can be done better. (This step can be done first or last).

## BEFORE THE NCO DEPARTS THE COUNSELING SESSION

1. Record counseling date on this form.
2. Write any additional key points that came up during the counseling session on this form.
3. Show key points to rated NCO and get his/her initials.
4. Save NCO-ER with this checklist for next counseling session. (Notes should make record NCO-ER preparation easy at the end of the rating period).

## COUNSELING RECORD/KEY POINTS MADE

**INITIAL** Explained rating chain discussed new duty description; explained standards for success and gave examples of excellence. To receive an "among the best" rating in part Va, you must receive at least two: "excellence" rating in part IV.

DATE 12 DEC 01

RATED NCO' S INITIALS WBH

**LATER** Updated duty description; indicated that our SIDPERS acceptance rate needed to meet DA standard of 90% for success, meet or exceed DA goal of 90% for excellence; commended for being top graduate of SIDPERS class; most recent APFT score (250) is passing but there is room for improvement to achieve "excellence" in the physical fitness area.

DATE 03 MAR 02

RATED NCO' S INITIALS WBH

**LATER** Showed technical expertise by meeting command SIDPERS acceptance rate April through June; enthusiasm for physical training is great and sets the example for subordinates ; area of special interest changed to cross-training in personnel actions administration due to shortage of personnel in the PAC.

DATE 06 JUN 02

RATED NCO' S INITIALS WBH

**LATER** Cross-trained SPC Glotfelty in SIDPERS; took over promotion section in PAC; initiated suspense system to track required medical and dental examinations for all personnel; commended for improving APFT score from 250 to 270. Maintained 100% SIDPERS rate for July through October; encouraged to begin college courses to be more competitive for promotion.

DATE 09 SEP 02

RATED NCO' S INITIALS WBH

## DUTY DESCRIPTION (PART III of NCO-ER)

The duty description is essential to performance counseling and evaluation. It is used during the first counseling session to tell rated NCO what the duties are what needs to be emphasized. It may change somewhat during the rating period. It is used at the end of the rating period to record what was important about the duties.

### The five elements of the duty description:

- 1 & 2. **Principal Duty Title and Duty MOS Code** . Enter principal duty title and DMOS that accurately reflects actual duties performed.
3. **Daily Duties and Scope** . This portion should address the most important routine duties and responsibilities. Ideally, this should include number of people supervised, equipment, facilities, and dollars involved any other routine duties and responsibilities critical to mission accomplishment.

4. **Area of Special Emphasis** . This portion is most likely to change somewhat during the rating period. For the first counseling session, it includes those items that require top priority effort at least for the first part of the upcoming rating period. .At the end of the rating period, it should include the most important items that applies at any time during the rating period (examples are preparation for deployment, combine arms drills training to FTX, preparation to NTC rotation, revision of battalion maintenance SOP, training for tank table qualification , ITEP and company AMTP readiness, related tasks cross-training, reserve components annual training support (AT) and SIDPERS acceptance rate).
5. **Appointed Duties**. The portion should include those duties that are appointed and are not normally associated with the duty description.

# NCO EVALUATION REPORT

For use of this form, see AR 623-205; the proponent agency is ODCSPER

*SEE PRIVACY ACT STATEMENT IN AR 623-205, APPENDIX C.*

## PART I – ADMINISTRATIVE DATA

<b>a.</b> HEARD, Willie B.	<b>b. SSN</b> 123-45-6789	<b>c. RANK</b> SGT	<b>d. DATE OF RANK</b> 981101	<b>e. PMOSC</b> 75B20
<b>f.</b> Anywhere, TX 00000 (W5YAAA 12 th ARCOM TPU)			<b>g.</b>	First
<b>h. PERIOD COVERED</b>		<b>i.</b>	<b>j.</b>	<b>k.</b>
FROM	THRU			
YYYY MM	YYYY MM			
2001 12	2002 11	12		
<b>l. RATED NCO COPY (Check one and Date)</b>				
		1. Given to NCO		
		DATE		
		2. Forwarded to NCO		
		DATE		
		<b>m. PSC Initials</b>	<b>n. CMC CODE</b>	<b>o. PSB CODE</b>

## PART II – AUTHENTICATION

<b>a. NAME OF RATER (Last, First, Middle Initial)</b> CASE, Justin	<b>SSN</b> 213-45-7890	<b>SIGNATURE</b>
<b>RANK, PMOSC/BRANCH, ORGANIZATION, DUTY ASSIGNMENT</b> SSG, 75B30, HHC Troop Command, Anywhere, TX 00000 PSNCO		<b>DATE</b>
<b>b. NAME OF SENIOR RATER (Last, First, Middle Initial)</b>	<b>SSN</b>	<b>SIGNATURE</b>
<b>RANK, PMOSC/BRANCH, ORGANIZATION, DUTY ASSIGNMENT</b> SFC, 75B30, HHC Troop Command, Anywhere, TX 00000 PAC NCO		<b>DATE</b>
<b>c. NOTED NCO:</b> I understand my signature does not constitute agreement or disagreement with the evaluations of the rater and senior rater. I further understand my signature verifies that the administrative data in Part I, the rating officials in Part II, the duty description to include the counseling dates in Part III, and the APFT and height/weight entries in Part IVc are correct. I have seen the report completed through Part V, except Parts II d and II e. I am aware of the appeals process of AR 623-205.		<b>SIGNATURE</b>
		<b>DATE</b>
<b>d. NAME OF REVIEWER (Last, First, Middle Initial)</b> WRIGHT, Will B.	<b>SSN</b>	<b>SIGNATURE</b>
<b>RANK, PMOSC/BRANCH, ORGANIZATION, DUTY ASSIGNMENT</b> CPT, AG, HHC Troop Command, Anywhere, TX 00000 Adjutant		<b>DATE</b>
<b>e. CONCUR WITH RATER AND SENIOR RATER EVALUATIONS</b> NONCONCUR WITH RATER AND/OR SENIOR EVAL ( <i>See attached comments</i> )		

## PART III – DUTY DESCRIPTION (RATER)

<b>a. PRINCIPAL DUTY TITLE</b> Personnel Administrative Specialist	<b>b. DUTY MOSC</b> 75B20
<b>c. DAILY DUTIES AND SCOPE (To include, as appropriate, people, equipment, facilities and dollars)</b> Determine reportable duty status code and other documentation required for SIDPERS transactions, prepare SIDPERS input and control data; generate SIDPERS input that applies to support units, read, interpret, and reconcile SIDPERS generated reports pertinent to supported units.	
<b>d. AREAS OF SPECIAL EMPHASIS</b> Improve SIDPERS acceptance rate; to cross-train personnel in administrative actions Rater: Justin Case ; S/R: Your Name ; Rev: Will B. Wright	
<b>e. APPOINTED DUTIES</b> Unit Fund Council member; Assistant NBC NCO	
<b>f. COUNSELING DATES</b>	<b>INITIAL</b> 011212
	<b>LATER</b> 020303
	<b>LATER</b> 020606
	<b>LATER</b> 020909

## PART IV – ARMY VALUES/ATTRIBUTES/SKILLS/ACTIONS (RATER)

<b>a. ARMY Values. Check either "YES" or "NO". Comments are mandatory for "NO" entries; optional for "Yes" entries</b>	<b>YES</b>	<b>NO</b>
1. LOYALTY: Bears true faith and allegiance to the U.S. Constitution, the Army, the units, and other soldiers.		
2. DUTY: Fulfills their obligations.		
3. RESPECT/EO/EEO: Treats people as they should be treated.		
4. SELFLESS SERVICE: Put the welfare of the nation, the Army, and subordinates before their own.		
5. HONOR: Lives up to all the Army values.		
6. INTEGRITY: Does what is right legally and morally.		
7. PERSONAL COURAGE: Faces fear, danger, or adversity (physical and moral).		
Bullet comments		

RATED NCO'S NAME (Last, First, Middle Initial) HEARD, Willie B. Willie B.Heard@ +	SSN 123-45-6789	THRU DATE 0211
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**PART IV (Rater) VALUES/NCO RESPONSIBILITIES** Specific Bullet examples of "EXCELLENCE" or "NEEDS IMPROVEMENT" are mandatory. Specific Bullet examples of "SUCCESS" are optional.

<b>b. COMPETENCE</b> o Duty proficiency; MOS competency o Technical & tactical; knowledge, skills, and abilities o Sound judgment o Seeking self-improvement; always learning <table style="width:100%; border: none;"> <tr> <td style="text-align: center; font-size: small;"><b>EXCELLENCE</b> (Exceeds std)</td> <td style="text-align: center; font-size: small;"><b>SUCCESS</b> (Meets std)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Some)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Much)</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	o distinguished graduate of SIDPERS class  o improved SIDPERS acceptance rate to 100  o seeking self-improvement by enrolling in correspondence courses		
<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)								
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
<b>c. PHYSICAL FITNESS &amp; MILITARY BEARING</b> o Mental and physical toughness o Endurance and stamina to go the distance o Displaying confidence and enthusiasm; looks like a soldier  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; font-size: small;"><b>EXCELLENCE</b> (Exceeds std)</td> <td style="text-align: center; font-size: small;"><b>SUCCESS</b> (Meets std)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Some)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Much)</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<table style="width:100%; border: none;"> <tr> <td style="width:50%;">APFT PASS 0207</td> <td style="width:50%;">HEIGHT/WEIGHT 73/164</td> </tr> </table> o improved APFT score from 250 to 290	APFT PASS 0207	HEIGHT/WEIGHT 73/164
<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)								
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
APFT PASS 0207	HEIGHT/WEIGHT 73/164										
<b>d. LEADERSHIP</b> o Mission first o Genuine concern for soldiers o Instilling the spirit to achieve and win o Setting the example; Be, Know, Do  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; font-size: small;"><b>EXCELLENCE</b> (Exceeds std)</td> <td style="text-align: center; font-size: small;"><b>SUCCESS</b> (Meets std)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Some)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Much)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	o sets high standards for himself and others		
<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)								
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
<b>e. TRAINING</b> o Individual and train o Mission focused; performances oriented o Teaching soldiers how; common tasks, duty-related skills o Sharing knowledge and experience to fight, survive and win  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; font-size: small;"><b>EXCELLENCE</b> (Exceeds std)</td> <td style="text-align: center; font-size: small;"><b>SUCCESS</b> (Meets std)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Some)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Much)</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	o trained assistant SIDPERS clerk  o SGT HEARD presented NBC classes to unit  o supervised and ensured accurate input of SIDPERS transactions		
<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)								
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
<b>f. RESPONSIBILITY &amp; ACCOUNTABILITY</b> o Care and maintenance of equipment/facilities o Soldier and equipment safety o Conservation of supplies and funds o Encouraging soldiers to learn and grow  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; font-size: small;"><b>EXCELLENCE</b> (Exceeds std)</td> <td style="text-align: center; font-size: small;"><b>SUCCESS</b> (Meets std)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Some)</td> <td style="text-align: center; font-size: small;"><b>NEEDS IMPROVEMENT</b> (Much)</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	o procedred new recreation equipment for the unit		
<b>EXCELLENCE</b> (Exceeds std)	<b>SUCCESS</b> (Meets std)	<b>NEEDS IMPROVEMENT</b> (Some)	<b>NEEDS IMPROVEMENT</b> (Much)								
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

**PART V – OVERALL PERFORMANCE AND POTENTIAL**

<b>a. RATER.</b> Overall potential for promotion and/or service in positions of greater responsibility.  <table style="width:100%; border: none;"> <tr> <td style="text-align: center; font-size: small;"><b>AMONG THE BEST</b></td> <td style="text-align: center; font-size: small;"><b>FULLY CAPABLE</b></td> <td style="text-align: center; font-size: small;"><b>MARGINAL</b></td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<b>AMONG THE BEST</b>	<b>FULLY CAPABLE</b>	<b>MARGINAL</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>e. SENIOR RATER BULLET COMMENTS</b>  
<b>AMONG THE BEST</b>	<b>FULLY CAPABLE</b>	<b>MARGINAL</b>					
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
<b>b. RATER.</b> List 3 positions in which the rated NCO could best serve the Army at his/her current or next higher grade. PSNCO Squad Leader							

<b>c. SENIOR RATER.</b> Overall performance <div style="text-align: right; margin-top: 10px;"> <table style="display: inline-table; border: none;"> <tr> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: white;"></td> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: white;"></td> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: white;"></td> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: black;"></td> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: black;"></td> </tr> <tr> <td style="text-align: center; font-size: x-small;">1</td> <td style="text-align: center; font-size: x-small;">2</td> <td style="text-align: center; font-size: x-small;">3</td> <td style="text-align: center; font-size: x-small;">4</td> <td style="text-align: center; font-size: x-small;">5</td> </tr> </table>             +      Successful      Fair      Poor         </div>						1	2	3	4	5	<b>d. SENIOR RATER.</b> Overall potential for promotion and/or service in positions of greater responsibility. <div style="text-align: right; margin-top: 10px;"> <table style="display: inline-table; border: none;"> <tr> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: white;"></td> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: white;"></td> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: white;"></td> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: white;"></td> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: black;"></td> <td style="width: 20px; height: 20px; border: 1px solid black; background-color: black;"></td> </tr> <tr> <td style="text-align: center; font-size: x-small;">1</td> <td style="text-align: center; font-size: x-small;">2</td> <td style="text-align: center; font-size: x-small;">3</td> <td style="text-align: center; font-size: x-small;">4</td> <td style="text-align: center; font-size: x-small;">5</td> </tr> </table>             Superior      Fair      Poor         </div>							1	2	3	4	5
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U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L434

OCT 03

THE ARMY HOMOSEXUAL POLICY

## TRAINING SUPPORT PACKAGE



## PRACTICAL EXERCISE SHEET PE-1

<b>Title</b>	Apply the correct action(s) to suspected homosexual conduct situations in accordance with the Army's homosexual conduct policy		
<b>Lesson Number/Title</b>	L434 version 1 / The Army Homosexual Policy		
<b>Introduction</b>	The Army's Homosexual Conduct Policy is a policy that is being stressed from the top level of the chain of command. We must increase our knowledge of this policy so we can enforce it and to treat all soldiers with mutual dignity and respect.		
<b>Motivator</b>	To be a successful Army leader, you must show respect for all soldiers, in addition, comply with all policy letters written. The Army's Homosexual Conduct policy is for our protection as well as soldiers we command. There is no room for harassment or threats to any soldier for any reason. We as leaders must make sure all our soldiers receive the utmost equity and fairness in all situations.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (TLO Step 3)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Apply the correct action(s) to suspected homosexual conduct situations in accordance with the Army's homosexual conduct policy.</td> </tr> </table>	<b>Action:</b>	Apply the correct action(s) to suspected homosexual conduct situations in accordance with the Army's homosexual conduct policy.
<b>Action:</b>	Apply the correct action(s) to suspected homosexual conduct situations in accordance with the Army's homosexual conduct policy.		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded PE. As a group, you will discuss the solution and resolve any misunderstandings.		
<b>Instructional Lead-In</b>	This PE replicates real-life situations that directly relate to the material covered in the lesson.		
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b></p> <ul style="list-style-type: none"> <li>● TSP.</li> <li>● AR 600-20.</li> </ul> <p><b>Student Materials:</b></p> <ul style="list-style-type: none"> <li>● Pen or pencil and writing paper.</li> <li>● PE-1.</li> </ul>		

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**Special  
Instructions**

Instructor will form the class into four groups of three or four students depending on the class size. Spread the groups as far apart as possible in the classroom so each group will not over hear the other discussion. Have each group then select a discussion leader who will facilitate the group's solution to the situation given to them. The instructor will assign a situation to the discussion leader for their group discussion.

---

**Procedures**

Situation 1. (Group 1), SGT True reported to you that he observed two soldiers in the same platoon embracing in the dayroom.

Situation 2. (Group 2), A male sergeant asks to see the Company Commander on the open door policy and tells the CO that he (the sergeant) is a homosexual. He also brings with him, the battalion chaplain, to support this statement, the chaplain describes a long counseling process and the sincerity of the soldier's statement.

Situation 3. (Group 3), Private Tom noticed his room was vandalized, he asked you to come to his room to see the damage that was done. When you enter his room, you notice the writing on the walls is the words "fag" and "queer" and pictures of some of his high school friends ripped up.

Situation 4. (Group 4), A male sergeant reports to you that he believes a female private in the platoon is a lesbian.

Give the groups 5 minutes to achieve a solution to their situation. After 5 minutes, give each group discussion leader 5 minutes to present their solution to the class. After the groups have presented their solutions, the instructor will issue the solutions and allow the students to comment on the solution in comparison to their solution. The instructor will ensure each group gets the same amount of time in this part of the exercise.

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**Feedback  
Requirements**

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U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

T421

OCT 03

RISK MANAGEMENT

## TRAINING SUPPORT PACKAGE



## PRACTICAL EXERCISE SHEET PE-1

<b>Title</b>	RISK MANAGEMENT		
<b>Lesson Number/Title</b>	T421 version 1 / RISK MANAGEMENT		
<b>Introduction</b>	As a platoon sergeant, you need to continuously conduct risk management assessments to protect your soldiers and their equipment from mishaps and to preserve resources within your unit.		
<b>Motivator</b>	This practical exercise will reinforce your ability to conduct a risk assessment for various types of training or actual mission tasks.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.2)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Conduct Risk Management Practical Exercise (TLO).</td></tr></table>	<b>Action:</b>	Conduct Risk Management Practical Exercise (TLO).
<b>Action:</b>	Conduct Risk Management Practical Exercise (TLO).		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded exercise. The instructor will conduct a review and discussion of selected PE's, as deemed necessary. You will receive a solution sheet at the completion of the discussion; however, keep in mind that there may be more than one solution.		
<b>Instructional Lead-In</b>	This practical exercise will give you the experience in evaluating and implementing a viable risk assessment process within your daily activities.		

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**Resource Requirements****Instructor Materials:**

Case Study.

**Student Materials:**

Pen or pencil.

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**Special Instructions**

Complete this practical exercise using the blank Risk Management Worksheet (at C-4) and the Hazard Determination Chart (at C-5) to complete Step 1 thru Step 5 in the activities block below. You may use FM 100-14 (SH-2), for reference, to assist in completing this PE.

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**Procedures****SCENARIO:**

You are a platoon sergeant in a mechanized infantry company. Your battalion is at the National Training Center (NTC) for three days as a part of Task Force (TF) XXI. The mission of TF XXI is to engage and defeat the OPFOR, which claims control of the NTC area of operations. The task for your platoon is to seize and hold a small unimproved airfield (approximately 10 kilometers from your current position). Your platoon has 48 hours to accomplish this task. The time is 0600 (today's date).

**SITUATION:**

Your platoon is in a compound surrounded by layered concertina wire with anti-vehicular and personnel minefields in front of the wire. Intelligence indicates that the defense of the airfield is by a well-equipped, dug-in enemy force estimated to be a platoon-sized element. Fortifications include individual fighting positions and some sand bag emplacements for mortars and crew served machine guns. The terrain between your current position and the airfield is open and maneuverable, but provides little or no cover and concealment. The weather is moderate with temperatures in the 40s during the day, and in the 30s at night, winds at 5-10 MPH, with no precipitation in the forecast. The experience level of your soldiers varies from 15 percent Desert Shield/Storm veterans, 20 percent young first term soldiers (with less than 24 months in the service), and the rest are second term soldiers. A recent training assessment indicated your platoon as well trained. After reviewing the OPORD, you have decided the best opportunity for success is a night attack. You have well-rested soldiers and your last resupply was just last night.

**ACTIVITIES:**

**Step 1** - Complete blocks A thru E of the Risk Management Worksheet at C-4.

**Step 2** - Use the scenario and situation above to identify and list as many hazards as you can in block F of the Risk Management Worksheet at C-4.

**Step 3** - Determine which hazard to risk-manage using the Hazard Determination Chart at C-5.

**Step 4** - Based on your selected probability and severity, use the risk assessment matrix to determine the risk level of each hazard in block G of the Risk Management Worksheet at C-4.

**Step 5** – Brief your completed Risk Management Worksheet and Hazard Determination Chart to your class for review and critique, as necessary.

**Note:** We will not use blocks H, I, J, and K for this practical exercise.

Use the blank Risk Management Worksheet to complete your Risk Management Assessment for this Practical Exercise at C-4.



**Hazard Determination Chart** Use the hazard determination chart (below) to see which hazards, listed in block F of the Risk Management Worksheet, that you will need to risk-manage.

***LIST EACH HAZARD IN A SEPARATE SPACE TO THE RIGHT (from block F of the Risk Management Worksheet at C-4).***

Can you adequately control the hazard?

Question:

		Adequate		Adequate		Adequate		Adequate		Adequate		Adequate		Adequate		Adequate	
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
Identified METT-T Hazards	<b>SUPPORT</b> – Is support available (personnel, equipment, supplies, facilities) adequate to control the hazard?																
	<b>STANDARDS</b> – Is guidance or procedures adequately clear, practical, and specific to control hazard?																
	<b>TRAINING</b> Is training adequate to control the hazard?																
	<b>LEADER</b> Are leaders ready, willing, and able to enforce standards required to control hazard?																
	<b>INDIVIDUAL</b> Is soldier performance sufficiently self-disciplined to control hazard?																

- Answer - If all the hazards are “yes,” no further action required.  
 - If one or more of the hazards are “no,” risk-manage the hazards.

**Note:** Use as many sheets as you need to list all of the hazards in Block F of your Risk Management Worksheet.

## PRACTICAL EXERCISE SHEET PE-2

<b>Title</b>	RISK MANAGEMENT		
<b>Lesson Number/Title</b>	T421 version 1 / RISK MANAGEMENT		
<b>Introduction</b>	As a platoon sergeant, you need to continuously conduct risk management assessments to protect your soldiers and their equipment from mishaps and to preserve resources within your unit.		
<b>Motivator</b>	This practical exercise will reinforce your ability to conduct a risk assessment for various types of training or actual mission tasks.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.2)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Conduct Risk Management Practical Exercise (TLO).</td></tr></table>	<b>Action:</b>	Conduct Risk Management Practical Exercise (TLO).
<b>Action:</b>	Conduct Risk Management Practical Exercise (TLO).		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded exercise. The instructor will conduct a review and discussion of selected PE's, as deemed necessary. You will receive a solution sheet at the completion of the discussion; however, keep in mind that there may be more than one solution.		
<b>Instructional Lead-In</b>	This practical exercise will give you the experience in evaluating and implementing a viable risk assessment process within your daily activities.		

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**Resource Requirements****Instructor Materials:**

Case Study.

**Student Materials:**

Pen or Pencil.

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**Special Instructions**

Complete this practical exercise using the blank Risk Management Worksheet (at C-11) and the Hazard Determination Chart (at C-12) to complete Step 1 thru Step 5 in the activities block. You may use FM 100-14 (SH-2), for reference, to assist in completing this PE.

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**Procedures****SCENARIO:**

You are a platoon sergeant in an infantry company. Your battalion is at the National Training Center (NTC) for a battalion-sized FTX. It is day three of the seven day FTX. The commander gives you a warning order, 051200AJUNXX, to conduct a dismounted tactical roadmarch to start at 060700AJUNXX and to arrive and secure the objective (a new battalion TACCP site) at 061800AJUNXX. The objective is approximately 15 kilometers from your current position. Intelligence estimates state that there are enemy (OPFOR) patrols (two squad-sized elements) operating along the tactical roadmarch route. Current location and strength of the patrols is unknown at this time. Your platoon has 11 hours to accomplish this task.

**SITUATION:**

The terrain your platoon must negotiate along the roadmarch route is uneven, with small hills, and heavy vegetation in some areas. The weather is hot and humid with temperatures in the low 90s during the day and in the low 70s at night. There is no precipitation in the forecast for the next 24 hours. The platoon is at 90 percent strength with one team leader position not filled. Your last resupply of food, water, and ammunition was yesterday. Each soldier will carry his or her own assigned weapon, LCE (with two full canteens), and a 30 pound ruck sack (filled with the essentials).

You arrived as platoon sergeant 6 months ago. During that time period you participated in the battalion EIB testing, company lane training, and one other 3-day, FTX. Your unit also has twenty personnel who trained for the EIB with a total of only four EIB's awarded upon completion of that training. Members of your unit have had extensive training under similar conditions in the past so you consider them acclimated to the conditions you will now face during this roadmarch. Three personnel have had "heat related" injuries in the past 6 months. Each platoon has one combat lifesaver assigned but the TACSOP requires that each platoon have two combat lifesaver qualified personnel. Your platoon received three new personnel just prior (one week) to departing for NTC.

**ACTIVITIES:**

**Step 1** - Complete blocks A thru E of the Risk Management Worksheet at C-11.

**Step 2** - Use the scenario and situation above to identify and list as many hazards as you can in block F of the Risk Management Worksheet at C-11.

**Step 3** - Determine which hazards to risk-manage using the Hazard Determination Chart at C-12.

**Step 4** - Based on your selected probability and severity, use the risk assessment matrix to determine the risk level of each hazard in block G of the Risk Management Worksheet at C-11.

**Step 5** - Brief your completed Risk Management Worksheet and Hazard Determination Chart to your class for review and critique, as necessary.

**Note:** We will not use blocks H, I, J, and K for this practical exercise.

**RISK MANAGEMENT WORKSHEET:**

Use this blank Risk Management Worksheet to complete your Risk Management Assessment for this Practical Exercise.

## RISK MANAGEMENT WORKSHEET

<b>A. Mission or Task:</b>		<b>B. Date/Time Group:</b> Begin: End:		<b>C. Date Prepared:</b>	
<b>D. Prepared By:</b> (Rank, Last Name, Duty Position)					
E. Task	F: Identify Hazards	G: Assess Hazards	H. Develop Controls	I: Determine Residual Risk	J: Implement Controls ("How To")
			<b>DO</b>	<b>NOT</b>	<b>USE</b>
<b>K. Determine overall mission/task risk level after controls are implemented (circle one):</b>					
LOW (L)		MODERATE (M)		HIGH (H)      EXTREMELY HIGH (E)	

**HAZARD DETERMINATION CHART:**

There is no school solution for the hazard determination chart at C-12, however here is a **sample** of what a finished product may look like.

*LIST EACH HAZARD IN A SEPARATE SPACE TO THE RIGHT (from block F of the Risk Management Worksheet at C-12).*



Question: Can you adequately control the hazard?

	Hot Weather (Injuries)	Equipment Load	New Soldiers	Wildlife (Snakes)	Blistered Feet	Uneven Terrain	Noise Discipline	Enemy Presence	Water Intake	
	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate	
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	
Identified METT-T Hazards	<p><b>YOU SHOULD HAVE A CHECK MARK (OR "X") IN THE APPROPRIATE (YES or NO) BLOCKS INDICATING THAT YOU CONSIDER A PARTICULAR HAZARD AS ADEQUATELY CONTROLLED OR NOT.</b></p>									
										<b>SUPPORT</b> – Is support available (personnel, equipment, supplies, facilities) adequate to control the hazard?
										<b>STANDARDS</b> – Are procedures or guidance adequately clear, practical, and specific to control hazard?
										<b>TRAINING</b> Is training adequate to control the hazard?
	<b>LEADER</b> Are leaders ready, willing, and able to enforce standards required to control hazard?									
<b>INDIVIDUAL</b> Is soldier performance sufficiently self-disciplined to control hazard?										

- Answer: - If all the hazards are “yes,” no further action required.  
 - If one or more of the hazards are “no,” risk-manage the hazards.

**Note: Use as many sheets as you need to list all of the hazards in Block F of your Risk Management Worksheet.**

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U.S. ARMY SERGEANTS MAJOR ACADEMY (BNCOC)

T428

OCT 03

CONDUCT SEARCH SEIZURE

## TRAINING SUPPORT PACKAGE



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## PRACTICAL EXERCISE SHEET PE-1

<b>Title</b>	Probable Cause to Search		
<b>Lesson Number/Title</b>	T428 version 1 / CONDUCT SEARCH AND SEIZURE		
<b>Introduction</b>	You may some day be a participant in a search and seizure of one of your soldiers. You may also be in the position to advise the commander whether he should authorize a search.		
<b>Motivator</b>	This practical exercise is going to test you on whether to advise your commander for or against a probable cause search.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.1)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Complete Practical Exercise 1.</td></tr></table>	<b>Action:</b>	Complete Practical Exercise 1.
<b>Action:</b>	Complete Practical Exercise 1.		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is a non-graded PE. Your classmates will correct your PE based on a solution sheet. The results of the PE will have no bearing on your academic standings. However, you will need the skills you learn in this PE when you perform your duties as a platoon sergeant back at your unit.		
<b>Instructional Lead-In</b>	You are a platoon sergeant, and the company commander calls you into his office and informs you that he is considering authorizing a search and seizure of one of your soldiers in the barracks. He has information and is asking your advice as to whether you believe there is probable cause to conduct a search.		

---

**Resource  
Requirements**

**Instructor Materials:**

Practical Exercise Examples 1 and 2.

Solution to Practical Exercise Examples 1 and 2.

**Student Materials:**

Practical Exercise Examples 1 and 2.

---

**Special  
Instructions**

None

---

**Procedures**

Divide the group room into four groups.

Handout situations 1 and 2, page C-3. Each group has five minutes to read the examples and determine if the searches would be lawful or unlawful, and why. Have each group brief why they believe the search is lawful or unlawful.

Present the solutions (C-4) to the situations once all the groups finish their briefings.

## SITUATIONS

Determine if the two situations below would give you enough information to recommend to your commander whether there is probable cause to conduct a search?

**Situation 1.** A reliable person informs your commander that he saw a soldier that lives in the commander's barracks earlier in the evening with cocaine. The commander states he trusts the informant because of his past association with him. He also knows the information is accurate because the informant personally saw the cocaine in the soldier's room.

What would you recommend to your commander, and why?

**Situation 2.** A person whose reliability is unknown to your commander, informs him that one of the soldiers in the barracks is a suspected drug dealer. He tells the commander that the suspect told him that he is going to town to make a "buy." The suspect said he would return by bus around 1900 and would have the cocaine in a brown brief case. The suspect indicated he would take a taxi from the bus station and return to the barracks and his room, room 222. At this time, he would have cocaine to sell.

The commander states that he called the CID and told them of the facts as described by the source. The CID put the bus terminal under surveillance. At 1900 hrs, the suspect got off the bus with a brown briefcase, took a cab to the barracks, and went to room 222.

What would you recommend to your commander, and why?

### Feedback Requirements

---

At the end of the 5 minute exercise, each group will brief their answers. I will provide you with the correct responses once all groups have briefed. The groups will discuss any differences of opinion they may have for five minutes.

**SOLUTION FOR  
PRACTICAL EXERCISE PE-1**

**Situation 1:** Advise the commander to search. The search would be lawful because the commander knew the informant and knew the informant to be reliable.

**Situation 2:** Advise the commander to search. The search would be lawful even though the commander had no prior knowledge of the informant's reliability. So much of the information the informant supplied proved to be correct that he has good reason to believe that the rest of the information is also reliable. Therefore you have good reason to suggest he authorize the search.

## PRACTICAL EXERCISE SHEET PE-2

<b>Title</b>	No Probable Cause to Search		
<b>Lesson Number/Title</b>	T428 version 1 / CONDUCT SEARCH AND SEIZURE		
<b>Introduction</b>	You may some day be a participant in a search and seizure of one of your soldiers. You may also be in the position to advise the commander whether he should authorize a search.		
<b>Motivator</b>	This practical exercise is going to test you on whether to advise for or against a search.		
<b>Learning Step/Activity</b>	<b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.1) At the completion of this lesson, you [the student] will: <table border="1" data-bbox="391 816 1395 852"><tr><td><b>Action:</b></td><td>Complete Practical Exercise 2.</td></tr></table>	<b>Action:</b>	Complete Practical Exercise 2.
<b>Action:</b>	Complete Practical Exercise 2.		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is a non-graded PE. Your classmates will correct your PE based on a solution sheet. The results of the PE will have no bearing on your academic standings. However, you will need the skills you learn in this PE when you perform your duties as a platoon sergeant back at your unit.		
<b>Instructional Lead-In</b>	You are a platoon sergeant, and the company commander calls you into his office and informs you that he is considering authorizing a search and seizure of one of your soldiers in the barracks. He has information and is asking your advice as to whether you believe he should authorize the search and if it would be lawful.		
<b>Resource Requirements</b>	<b>Instructor Materials:</b>  Practical Exercise Examples 1, 2, and 3.  Solution to Practical Exercise Examples 1, 2, and 3.		

---

**Student Materials:**

Practical Exercise Examples 1, 2, and 3.

---

**Special  
Instructions**

None

---

**Procedures**

Divide the group room into four groups.

Handout situations 1, 2, and 3, page C-7. Each group has five minutes to read the examples and determine if the searches would be lawful, and why. Have each group brief why they believe the search is lawful or unlawful.

Present the solutions (C-8) to the situations once all the groups finish their briefings.

## SITUATIONS

Determine if the three examples below would give you enough information to recommend to your commander whether a search of your soldier or his property would be lawful or unlawful.

**Situation 1.** A military policeman called your commander and said that he apprehended your soldier with marijuana on his person. The MP asked the commander for permission to search your soldier's living area in the barracks.

What would you recommend to your commander, and why?

**Situation 2.** A reliable person informed your commander that three weeks ago he saw marijuana in one of his soldier's footlocker in the barracks. Your commander ask you if you think he should authorize a search?

What would you recommend to your commander, and why?

**Situation 3.** PVT Jones reports that one of his suits and \$500 were stolen. Three days later, PVT Williams, PVT Jones' roommate, bought a \$350 stereo from the post exchange. PVT Jones is suspicious of his roommate and informed the commander.

What would you recommend to your commander, and why?

### Feedback Requirements

---

At the end of the 5 minute exercise, each group will brief their answers. I will provide you with the correct responses once all groups have briefed. The groups will discuss any differences of opinion they may have for five minutes.

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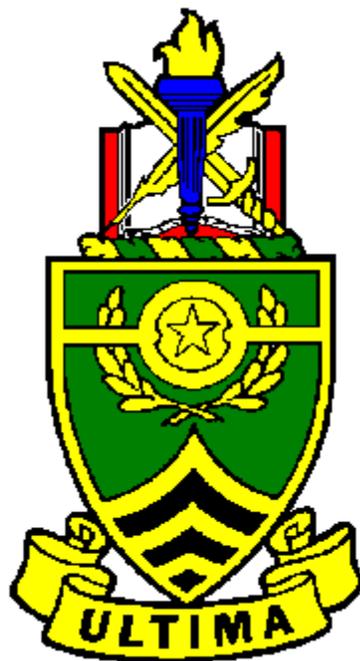
U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

T430

OCT 03

CONDUCT MAINTENANCE OPERATIONS FOR A PLATOON

**TRAINING SUPPORT PACKAGE**



## PRACTICAL EXERCISE SHEET 1

<b>Title</b>	CONDUCT MAINTENANCE OPERATIONS FOR A PLATOON						
<b>Lesson Number/Title</b>	T430 version 1 / CONDUCT MAINTENANCE OPERATIONS FOR A PLATOON						
<b>Introduction</b>	An understanding of TAMMS and ULLS procedures/processes allows you to check on problem areas and avoid systemic maintenance problems in your section.						
<b>Motivator</b>	As the leader of your section, you must be familiar with the forms required to conduct maintenance operations. This practical exercise will help familiarize you with the forms and records you will use in your day-to-day operations.						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"><b>Action:</b></td> <td>Supervise platoon maintenance operations.</td> </tr> <tr> <td><b>Conditions:</b></td> <td>In a classroom environment, given an extract from FM 4-30.3 and DA Pam 738-750.</td> </tr> <tr> <td><b>Standards:</b></td> <td>Supervised the actions of subordinates to determine correctness during before and after operations maintenance activities and provided feedback on deficiencies IAW FM 4-30.3 and DA Pam 738-750.</td> </tr> </table>	<b>Action:</b>	Supervise platoon maintenance operations.	<b>Conditions:</b>	In a classroom environment, given an extract from FM 4-30.3 and DA Pam 738-750.	<b>Standards:</b>	Supervised the actions of subordinates to determine correctness during before and after operations maintenance activities and provided feedback on deficiencies IAW FM 4-30.3 and DA Pam 738-750.
<b>Action:</b>	Supervise platoon maintenance operations.						
<b>Conditions:</b>	In a classroom environment, given an extract from FM 4-30.3 and DA Pam 738-750.						
<b>Standards:</b>	Supervised the actions of subordinates to determine correctness during before and after operations maintenance activities and provided feedback on deficiencies IAW FM 4-30.3 and DA Pam 738-750.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	You will use SPE-1 to evaluate this exercise.						
<b>Instructional Lead-In</b>	You have 20 minutes to complete the PE. If you have a question during the PE, raise your hand.						
<b>Resource Requirements</b>	<p><b>Instructor Materials:</b> PE-1 SPE</p> <p><b>Student Materials:</b> PE-1 Reference Material Writing Instrument</p>						

---

**Special  
Instructions**

Distribute PE-1. Review the instructions before beginning the exercise.

1. This practical exercise will measure your grasp of the tools used for unit maintenance management.
  - a. Read each form listed in Column 1 and each definition/description in Column II carefully.
  - b. Select the most appropriate response for each form and indicate it by writing the item letter in the space provided.
2. You have 20 minutes to complete the PE. You are to complete it without assistance.

---

**Procedures**

Column 1 lists TAMMS forms and the ULLS generated replacement forms. Column II lists definitions or descriptions that define items in Column I. Match items from Column I with information in Column II. In the space provided, write the letter of the most appropriate choice. There is only one correct answer for each item.

---

**Feedback  
Requirements**

None

---

COLUMN I

- \_\_\_\_\_ 1. DD Form 2026/  
DA Form 5991-E
- \_\_\_\_\_ 2. DA Form 2407/  
DD Form 5990-E
- \_\_\_\_\_ 3. DD Form 314/  
DA Form 5986-E
- \_\_\_\_\_ 4. DA Form 5823
- \_\_\_\_\_ 5. DA Form 2404/  
DA Form 5988-E
- \_\_\_\_\_ 6. DD Form 1970/  
DA Form 5987-E
- \_\_\_\_\_ 7. DA Form 2401/  
DA Form 5982-E
- \_\_\_\_\_ 8. DA Form 2405/  
DA Form 5989-E
- \_\_\_\_\_ 9. OP Form 346/  
DA Form 5984-E
- \_\_\_\_\_ 10. DA Form 348/  
DA Form 5983-E
- \_\_\_\_\_ 11. DA Form 2408-14/  
DA Form 5988-E

COLUMN II

- A. Record of faults.
- B. Record of operators  
and equipment location.
- C. Record of oil analysis.
- D. Record of scheduled and performed  
maintenance.
- E. Equipment ID Card.
- F. Record of operator's license  
to operate equipment.
- G. Record of uncorrected faults.
- H. Record of equipment operator  
qualification.
- I. Record of equipment utilization.
- J. Record of request for maintenance  
support.
- K. Maintenance request register.

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**SOLUTION FOR  
PRACTICAL EXERCISE 1**

**Supervise Unit Maintenance Operations**

**SOLUTION TO PRACTICAL EXERCISE 1**

**Ref: DA Pam 738-750, Chap 2, 3, 12**

1. C
2. J
3. D
4. E
5. A
6. I
7. B
8. K
9. F
10. H
11. G

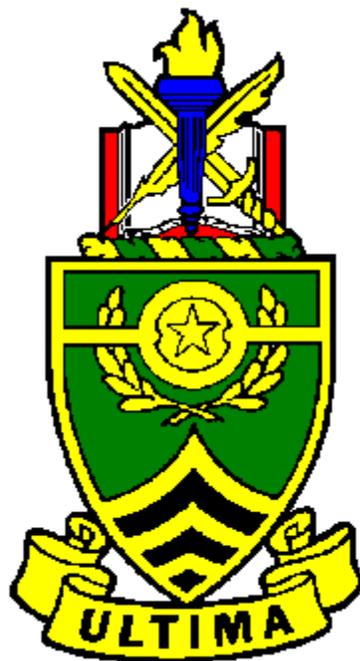
U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

W421

OCT 03

PREPARE A STANDING OPERATING PROCEDURES

## **TRAINING SUPPORT PACKAGE**



## Appendix C Practical Exercise and Solutions

### PRACTICAL EXERCISE 1

<b>Title</b>	PREPARE A STANDING OPERATING PROCEDURE						
<b>Lesson Number/Title</b>	W421 version 1 / PREPARE A STANDING OPERATING PROCEDURE						
<b>Introduction</b>	<p>Time is a precious resource that we cannot afford to waste. Because of personnel turnover or attachment of new units among other causes, we often have to provide our subordinates the same instructions over and over. Implementing SOPs for routine or task-specific actions will save us time and standardize how we accomplish such actions.</p>						
<b>Motivator</b>	<p>This lesson exercise will give you a better understanding of the information required and steps involved in preparing a sound, viable SOP.</p>						
<b>Terminal Learning Objective</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Prepare a Standing Operating Procedure (SOP).</td></tr><tr><td><b>Conditions:</b></td><td>Given a requirement to establish an SOP, appropriate references or policy guidance and office supplies.</td></tr><tr><td><b>Standards:</b></td><td>Prepared standing operating procedures that enhance your unit's effectiveness as stated in FM 101-5.</td></tr></table>	<b>Action:</b>	Prepare a Standing Operating Procedure (SOP).	<b>Conditions:</b>	Given a requirement to establish an SOP, appropriate references or policy guidance and office supplies.	<b>Standards:</b>	Prepared standing operating procedures that enhance your unit's effectiveness as stated in FM 101-5.
<b>Action:</b>	Prepare a Standing Operating Procedure (SOP).						
<b>Conditions:</b>	Given a requirement to establish an SOP, appropriate references or policy guidance and office supplies.						
<b>Standards:</b>	Prepared standing operating procedures that enhance your unit's effectiveness as stated in FM 101-5.						
<b>Safety Requirements</b>	None						
<b>Risk Assessment Level</b>	Low						
<b>Environmental Considerations</b>	None						
<b>Evaluation</b>	<p>You will take a 50-question written examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a passing score (70 percent). This is a graduation requirement.</p>						
<b>Instructional Lead-In</b>	None						





U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

W422

OCT 03

PLANS, ORDERS, AND ANNEXES

## TRAINING SUPPORT PACKAGE



Appendix C Practical Exercises and Solutions

**PRACTICAL EXERCISE SHEET PE-1**

---

<b>Title</b>	PRACTICAL EXERCISE 1
<b>Lesson Number/Title</b>	W422 version 1 / PLANS, ORDERS, AND ANNEXES
<b>Introduction</b>	This practical exercise is going to give you an opportunity to exercise your understanding of Plans, Orders, and Annexes.
<b>Motivator</b>	None
<b>Learning Step/Activity</b>	None
<b>Safety Requirements</b>	None
<b>Risk Assessment Level</b>	Low
<b>Environmental Considerations</b>	None
<b>Evaluation</b>	The evaluation process for this practical exercise will be by group discussion when we go over the solution.
<b>Instructional Lead-In</b>	This practical exercise gives you some firsthand experience at writing/preparing a warning order.
<b>Resource Requirements</b>	<b>Instructor Materials:</b> <ul style="list-style-type: none"><li>• Viewgraphs.</li><li>• Maps required for the practical exercises.</li><li>• Copies of all handouts and practical exercises.</li></ul> <b>Student Materials:</b> <ul style="list-style-type: none"><li>• FM 101-5.</li></ul>
<b>Special Instructions</b>	You have 30 minutes to complete the warning order.

---

---

## Procedures

Situation. You are a staff member in TF 1-80 Mech, 3d Bde, 52d IN DIV (M) (B). The time is now 270845Z Jul 1999. TF 1-80 just received a warning order from 3d Bde (page C-3 and C-4). On the command net, you also hear the Task Force Commander transmitting instructions for you to send a warning order to all subordinates about the impending mission (page C-5).

Requirement. Prepare a warning order for issue to all subordinate elements (Distribution A). Furnish adjacent units, 1-81 Mech and 1-25 Armor, a copy of the warning order. Use the warning order format found in FM 101-5 on pages H-27 and H-28.

a. This will be TF 1-80 warning order number 180-10-99. Use the call sign "M9H" to make a net call.

b. The S3, MAJ Johnson will return from the brigade main CP at 270930Z Jul 1999 to authenticate and issue the order. The message reference number is XZ.

c. TF 1-80 TOC location is NB2810 vic LAUTERBACH.

d. References: Map, Series M745 (WESTERN EUROPE); Sheets L5324 (HUNFELD), L5322 (LAUTERBACH), L5524 (FULDA), L5522 (HERBSTIEN), L5520 (SCHOTTEN), L5320 (ALSFELD), L5124 (BAD HERSFELD); Edition AUSGABE 5-DMG, 1:50,000.

(Classification)

Copy \_\_\_ of \_\_\_ copies  
3d Bde, 52d IN DIV (M)(B)  
LAUTERBACH (NB297053), GE  
270830Z Jul 1999  
MK

WARNING ORDER 252-13-99

## 1. SITUATION

a. Enemy forces. Expect elements of the 39th GMRD to attack 3d Bde as part of the 8th Combined Arms Army first echelon. 3d Bde can expect increased enemy activity from organized terrorist groups attempting to delay and disrupt troop movements.

b. Friendly forces. The 52d IN DIV (M)(B) defends in sector 271900Z Jul 1999 from NB530477 to NB502038 to destroy lead elements of the 8th CAA in support of 2d Corps' plan.

c. Attachments and detachments.

C CO, TF 1-80 MECH  
D CO, TF 1-80 MECH  
D CO, TF 1-5 ARMOR  
MECH-HEAVY CO TM, TF 1-80

OPCON TO TF GARRY OWEN  
DETACH TO TF 1-5 ARMOR  
ATTACH TO TF 1-80 MECH  
DETACH AS BDE RESERVE

OPCON, attachments, and detachments are effective 271400Z Jul 1999, except the Bde Reserve. Bde Reserve detachment is effective 271700Z Jul 1999.

## 2. MISSION

The 3d Bde occupies BATTLE POSITION 01 (BP01) (NB2807) and defends in sector to destroy remaining elements of 39th GMRD.

## 3. EXECUTION

Intent: I intend to destroy first-echelon regiments at (BP01) and then destroy second-echelon regiments by stopping their westward penetration. The forward task forces must emphasize counter-reconnaissance prior to and during the battle.

a. Concept of operations. The 3d Bde will conduct defensive operations in BATTLE POSITION 01 and defend in sector to destroy remaining elements of the 39th GMRD.

b. Tasks to maneuver units. TF 1-80: Move to and occupy BATTLE POSITION 08 (NB2810). Defend 271900Z Jul 1999 to defeat remaining elements of the first-echelon regiments of the 39th GMRD. Detach one mechanized, heavy company team as Bde Reserve to AA GRANITE (NB360150).

c. Tasks to combat support units. None.

d. Coordinating instructions.

(Classification)

(Classification)

(1) Priority on MSR to 209th ACR until four hours after battle handover.

(2) Orders Group C: Issue OPORD 6-99, Bde Main CP vicinity LAUTERBACH (NB297053), 271200Z Jul 1999.

4. SERVICE SUPPORT

None.

5. COMMAND AND SIGNAL

a. Command. Bde Main CP vicinity LAUTERBACH (NB297053).

b. Signal. SOI Index KTV 1600C in effect.

ACKNOWLEDGE:

TYLER  
COL

OFFICIAL:  
/S/  
PIERCE  
S3

(Classification)

(Classification)

TASK FORCE COMMANDER'S GUIDANCE CONCERNING WARNING ORDER:

TF Commander LTC Cleveland      TF 1-80 NCS RTO

"H46, THIS IS M9H46, OVER."      "M9H64, THIS IS H46, OVER."

"THIS IS H46, I JUST RECEIVED A COPY OF THE BDE WARNING ORDER. YOU SHOULD ALSO HAVE A COPY BY NOW. I WANT YOU TO ISSUE A WARNING ORDER TO ALL OF OUR SUBORDINATE ELEMENTS. LET CHARLIE COMPANY KNOW THEY MUST BE READY TO MOVE NOT EARLIER THAN 1100 HRS. ATTACH FIRST PLATOON OF THE ARMOR COMPANY TO BRAVO COMPANY AND DETACH THAT TEAM (TEAM B) AS THE BRIGADE RESERVE. THEY MUST BE READY TO MOVE NOT EARLIER THAN 1400 HRS. ALL OTHER ELEMENTS MUST BE READY TO MOVE NOT EARLIER THAN 1600 HRS. I WANT GROUP DELTA TO ATTEND THE ORDERS BRIEF AT 1430 HRS. TODAY AT THE TAC CP. THE RELOCATION OF THE TAC CP WILL BE AT NOVEMBER BRAVO 281110, OVER."

THIS IS M9H64, ROGER, OVER."

"THIS IS H46, OUT,"

(Classification)

**Feedback  
Requirements**

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None

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## PRACTICAL EXERCISE SHEET PE-2

<b>Title</b>	PRACTICAL EXERCISE 2
<b>Lesson Number/Title</b>	W422 version 1 / PLANS, ORDERS, AND ANNEXES
<b>Introduction</b>	This practical exercise is going to give you an opportunity to exercise your understanding of Plans, Orders, and Annexes.
<b>Motivator</b>	None
<b>Learning Step/Activity</b>	None
<b>Safety Requirements</b>	None
<b>Risk Assessment Level</b>	Low
<b>Environmental Considerations</b>	None
<b>Evaluation</b>	This is not a graded PE. You will evaluate your solution by comparing it to the school's solution and discussing the differences in class.
<b>Instructional Lead-In</b>	This practical exercise will give you some good practice at reviewing orders for correctness and completeness.
<b>Resource Requirements</b>	<b>Instructor Materials:</b> None  <b>Student Materials:</b> FM 101-5
<b>Special Instructions</b>	You have 40 mins to complete this exercise.

---

## Procedures

You are a member of 2d Battalion, 66th Infantry, 3d Brigade, 21st Infantry Division. The time is 2200 hours, 9 Sep 99. SGT Lacey, who works for you, asked you to review the OPORD he just completed.

There are several mistakes in the OPORD that you must identify. Make your corrections directly on the OPORD, C-10 through C-14.

For example, you may find mistakes in any of the following areas:

- Difference between an OPORD and an OPLAN
- Clarity
- Brevity
- Simplicity
- Completeness
- Recognition of subordinate commander's prerogative
- Avoidance of unqualified directives
- Use of authoritative expression
- Timeliness
- Use of abbreviations
- Designation of Units
- Designation of places and features
- Use of date-time groups

1 (1)

(No change from oral orders.)

Copy \_\_\_\_\_ of \_\_\_\_\_ Copies  
Headquarters, 2-66 IN  
Molzbach, GE  
2300 hrs, 9 Sep 1999  
XZ

2 (2)

3 (1)

OPERATION ORDER 11-99

References: Map, Series M745 (Germany), Sheet L5324 (Hunfeld), Edition 5-DMG, 1:50,000.

Time Zone Used Throughout the Order: ZULU

Task Organization:

Co A	Bn Trp
2 AT Sec	AT Plt (-)
	Scout Plt
Co B	Heavy Mortar Plt
1 AT Sec	1/B/21 EN (DS)
	Stinger Sec
Co C	GSR

1. SITUATION

a. Enemy forces. Annex B (Intelligence).

4 (2)

(1) Elements of the 38<sup>th</sup> Infantry Regiment occupy positions just forward of the LD/LC. In our zone of action, one enemy platoon is on hill 558 and two platoons occupy prepared positions on hill vicinity NB609135.

5 (1)

(2) It is unlikely the en in our zone of action will have substantial artillery support.

6 (2)

(3) The enemy will most likely delay initially to HILL 580 and continue to delay back if attacked

b. Friendly forces.

(1) 52d IN Div attacks with two brigades abreast to secure designated objectives just west of the old international border. The Division Commander's intent is to seize and control key terrain that might provide an advantage to enemy forces.

7 (1)

8 (3)

(2) 1st Bde attacks at 0430, 10 Sep 1999, in sector, with three battalions abreast to secure high ground to the right of Kirchhasel. On order, continue the attack to the east to secure key terrain just west of the old international border. While the Brigade Commander's intent is to destroy all enemy forces, the primary objective is to seize and control the terrain and prevent penetrations from enemy forces.

(Classification)

(Classification)

OPORD 11-99-2-66 IN

9 (1)  
10 (1)  
11 (1)  
12 (1)

(3) 2-67 IN attacks at 0430, 10 Sep 1999 to secure Haselstein (NB604149) and on order continues to attack northeast to secure the HILL vicinity NB 623171.

(4) Second Bde attacks at 100430Z Sep 1999 to secure high ground east of NUSTTAL(NB601092).

(5) 2-47 FA is DS to 1st Bde.

13 (1)

(6) B/21 EN BN is DS to First Bde.

14 (1)

(7) Fourth Tactical Air Force supports 1st Bde attack.

c. Attachments and detachments. (See Task Organization)

15 (1)

d. Assumptions.

(1) Enemy forces will be at 80 percent strength.

(2) U.S. Forces will have air superiority.

(3) Early morning fog will limit visibility near objectives.

## 2. MISSION

16 (1)

2-66 Infantry attacks at D-Day, H-Hour to defeat enemy forces and to secure high ground vic NB609135 southeast of HASELSTEIN (NB604149) and, on order, attacks to secure HILL 580 (NB622135).

## 3. EXECUTION

Intent: The Bn attacks in sector to secure the high ground at NB609135 southeast of HASELSTEIN (NB604149) and, on order, continues to attack east to secure HILL 580 (NB622135). HILL 558 must be secured to provide overwatch for movement to hill 580. While my intent is to destroy enemy forces that oppose us, the seizure and control of the terrain is the primary objective.

### a. Concept of Operation.

17 (2)  
18 (1)  
19 (3)  
20 (3)  
21 (1)

(1) Maneuver. Annex C (operation Overlay). The battalion attacks 100430Z Sep 1999 initially with Co B along axis of advance RED to secure OBJ 1. Once objective 1 is secure, Co B will protect our right flank from counterattack and support the attack on OBJ 2 by fire. On order, the Task Force attacks as soon as possible along axis of advance Blue to secure OBJ 2 with Co A and Co C in that order. Once the battalion secures OBJ 2, C Co moves to occupy AA Rose (NB615125, NB610124, NB609128, NB612131, NB614129, NB615125) east of the first objective.

(Classification)

(Classification)

(2) Fires. Annex D (Fire Support). On order, the Heavy Mortar Plt will fire a 10-minute preparation on OBJ 2 when Co A begins deployment in the assault position. Priority of fire to Co B until OBJ 1 is secure, then priority of fire to Co A.

b. Tasks to maneuver units.

(1) Co A.

(a) Conduct main attack on OBJ 2.

(b) Support Co B's attack on OBJ 1 by fire from vicinity of the LD.

(2) Co B.

22 (1) (a) Secure OBJ 1. 1st and 2d platoons conduct the company main attack; 3d platoon conducts a supporting attack; and the AT section supports the attack by fire from the LD.

23 (1) (b) Support attack on OBJ 2 with all available firepower from the vicinity of OBJ 1.

(3) Co C.

(a) Support Co B's attack on OBJ 1 by fire from vicinity of the LD.

(b) Follow and support Co A's attack on OBJ 2.

24 (1) (c) On request, prepare to follow and support Co B's attack of OBJ 1.

(d) On order, occupy AA ROSE.

25 (1) (4) Scout Plt. Initially screen left flank from LD to PL Bob. Extend screen to encompass entire left flank as Co A moves forward to secure OBJ 2.

c. Tasks to combat support units.

(1) Fire support. Heavy Mortar Plt. On order, displace by echelon vicinity of NB604134.

(2) Combat engineer support. EN Plt. Follow Co A initially; prepare to assist in the destruction of obstacles and clearing of minefields.

(3) Air defense. Stinger Section. GS; priority of air defense to maneuver elements, CPs, and CSS elements in that order.

(Classification)

(Classification)

- (4) IEW. GSR team provides surveillance security of right flank between LD and PL DAVE. On order, displace vic OBJ 3 (NB629143) and search for and report targets in battalion sector between GEISMAR (NB657150) and SPAHL (NB645124).

d. Coordinating instructions.

- (1) OPORD 11-99 is effective 092300Z Sep 1999.

- (2) Commander's critical information requirements (CCIR).

- (a) Priority intelligence requirements (PIR).

- 1. Where is the enemy main effort?
- 2. Where will the enemy commit its second echelon MRB?

- (b) Essential elements of friendly information (EEFI).

- 1. Location of reserve forces.
- 2. Location of ADA assets.

- (c) Friendly force information requirements (FFIR).

- 1. Co A has 100 percent personnel and equipment.
- 2. Co B and Co C have 90 percent personnel and equipment.

- (3) Risk reduction control measures.

- (a) Initial MOPP level is MOPP 2.

- (b) Operational exposure guidance (OEG): moderate.

- (c) Maneuver east of PL DAVE only on order of the Battalion Commander.

- (4) Rules of engagement (ROE). Annex E (Rules of engagement).

- (5) Environmental considerations. None.

4. SERVICE SUPPORT

- a. Support Concept. Annex I (Service Support).

- b. Miscellaneous.

- (1) Field trains CP will remain in the BSA.

- (2) Combat trains CP (NB574121) will not displace with the battalion.

(Classification)

26 (1)

27 (1)

(Classification)

OPORD 11-99-2-66 IN

5. COMMAND AND SIGNAL

a. Command.

28 (1)

(1) TAC CP (NB585135), displace to NB598133 on order.

(2) Main CP will displace to NB579121 on order.

(3) Rear CP (NB548103); displace to NB566103 on order.

(4) Alt CP is Combat Trains CP (NB143098); displace to NB585121 on order.

b. Signal.

29 (1)

(1) Current SOI index is in effect.

(2) Co B monitor Co A command net once OBJ 1 is secure.

30 (1)

(3) As stated in the SOP, the emergency signal for shifting supporting fires is two green smoke streamers.

ACKNOWLEDGE:

BRECKINRIDGE  
LTC

OFFICIAL:

/s/**Walke**  
WALKE  
S3

- ANNEXES:
- A Omitted.
  - B Intelligence (Issued separately).
  - C Operation Overlay (Issued separately).
  - D Fire Support (Issued separately).
  - E Rules of Engagement (Issued separately).
  - F Omitted.
  - G Omitted.
  - H Omitted.
  - I Service Support (Issued separately).
  - J Omitted.
  - K Omitted.
  - L Omitted.
  - M Omitted.
  - N Omitted.
  - O Omitted.
  - P Omitted.
  - Q Omitted.
  - U Omitted.
  - V Omitted.

DISTRIBUTION: A

(Classification)

### PRACTICAL EXERCISE SHEET PE-3

<b>Title</b>	PRACTICAL EXERCISE 3
<b>Lesson Number/Title</b>	W422 version 1 / PLANS, ORDERS, AND ANNEXES
<b>Introduction</b>	This practical exercise is going to give you an opportunity to exercise your understanding of Plans, Orders, and Annexes.
<b>Motivator</b>	None
<b>Learning Step/Activity</b>	None
<b>Safety Requirements</b>	None
<b>Risk Assessment Level</b>	Low
<b>Environmental Considerations</b>	None
<b>Evaluation</b>	Evaluation of this PE consists of a discussion of the SPE and answering any questions.
<b>Instructional Lead-In</b>	This practical exercise will give you some good experience in ensuring OPORDs are in the correct format.
<b>Resource Requirements</b>	<b>Instructor Materials:</b> None  <b>Student Materials:</b> FM 101-5.
<b>Special Instructions</b>	You will have 30 minutes to fill in the OPORD format before we go over the solution.

---

**Procedures**

Situation. You are a member of the 1st Bde, 52d IN DIV (M) (B). The time is 231200 Jul 1999. SGT Lacey just finished printing the Bde OPORD 4-99, but the computer failed to print some of the OPORD information and format headings. The brigade S2 transmitted a FRAGO at 1000 hours to the battalion/task forces to begin reconnaissance of the axis of advance. There are no changes from the oral orders.

Requirement. Correct OPORD 4-99 (PE-2-3 thru PE-2-12) within 30 minutes by filling in the blanks next to the bracketed numbers. The commander will return in one hour to sign the order.

Hint. Use the following reference to help you complete this PE: FM 101-5, App H.

NOTE: For this PE we have listed annexes in the appropriate places in the OPORD; however, we did not provide the annexes as part of the PE. You do not need them to complete this PE.

[1] \_\_\_\_\_

[2] \_\_\_\_\_

Copy \_\_\_\_\_ of \_\_\_\_\_ copies  
[3] \_\_\_\_\_, 52d IN Div (M) (B)  
EICHENAU (NB372072), GE  
[4] \_\_\_\_\_  
XT

[5] \_\_\_\_\_

[6] \_\_\_\_\_ Map, Series M745 (WESTERN EUROPE), Sheets L5324 (HUNFELD), L5322 (LAUTERBACH), L5524 (FULDA), L5522 (HERBSTEIN), Edition AUSGABE 5-DMG, 1:50,000.

Time Zone Used Throughout the Order: ZULU

[7] \_\_\_\_\_

[8] \_\_\_\_\_ A/1-52 Atk Hel  
1-2 Armor (-)  
D/1-77 Mech  
2/A/1-441 ADA BN Arty  
2/A/521 EN BN 1-40 FA (155 SP)

TF 1-77 [10] \_\_\_\_\_  
1-77 Mech (-) 1-441 ADA (GS) (-)  
C/1-2 Armor A/521 EN BN (-)  
1/A/1-441 ADA TM A (Co)/52 MI BN  
1/A/521 EN BN 2/52 Chem Co (DECON)

[9] \_\_\_\_\_ [11] \_\_\_\_\_  
3/A/1-441 ADA 521st FSB  
3/A/521 EN BN

(Classification)

(Classification)

OPORD 4-99-1<sup>st</sup> Bde

## 1. SITUATION

a. Enemy forces. **[12]**\_\_\_\_\_. The enemy forces opposing our brigade are part of the 695th Mechanized Infantry Brigade (MIB). This regiment is subordinate to the 31st Mechanized Infantry Division (MID). The 312th Tank Regiment (TR) appears to be the reserve for the 31st MRD. Companies of the 695th MIB are currently positioned along the east side of Highway B27 from NB533152 to NB509056. (Appendix 1 [Initial Intelligence Preparation of the Battlefield] to Annex B [Intelligence].) If pressed, the enemy could withdraw to defensive positions along PL GOLD and reinforce with units of the 9th Tank Division (TD) (Tab B [Enemy Situation Template] to Appendix 1). The enemy will likely defend along our front to maintain control of key terrain. Early morning fog will assist our attack. Terrorists may attempt to kidnap or assassinate key leaders within the brigade.

b. Friendly forces.

(1) 10th (US) Corps is conducting offensive operations at 240240Z Jul 1999 to reestablish the FEBA along PL GOLD from NB555289 to NA565872. It is the Corps Commander's intent to attack with two divisions abreast to gain control of key terrain and destroy all enemy elements between our current positions and PL GOLD. On order, we will continue the attack east and establish defensive positions along PL BRASS from NB639289 to NA636876. The success of this operation relies heavily on a synchronized attack of the two divisions.

(2) **[13]**\_\_\_\_\_ attacks 240240Z Jul 1999 to secure PL GOLD from NB555289 to NB544059 with three brigades abreast (1st Bde in the south, 2d Bde in the center, and 3d Bde in the north). The Division Commander's intent is to conduct a synchronized attack and to destroy all enemy elements between our current positions and PL GOLD. On order, the division continues to attack east to PL BRASS and establish defensive positions.

(3) 2d Bde, on our left, attacks 240240Z Jul 1999 to secure PL GOLD from NB563218 to NB562150.

(4) 25th Armored Division, on our right, attacks 240240Z Jul 1999 to secure PL GOLD from NB544059 to NA565872.

(5) 3/209 ACR is the division reserve.

c. **[14]**\_\_\_\_\_. (See Task Organization.)

## 2. **[15]**\_\_\_\_\_

1st Brigade attacks 240240Z Jul 1999 in sector to secure PL GOLD (NB562150 to NB544059). On order, continue the attack east to secure PL BRASS (NB639146 to NB636054) and establish defensive positions along PL BRASS.

(Classification)

(Classification)

OPORD 4-99-1<sup>st</sup> Bde

3. [16]\_\_\_\_\_

Intent: 1st Bde attacks, in sector, with two Task Forces and one Battalion abreast to secure PL GOLD. A/1-52 Atk Hel will serve as the Bde reserve. My intent is to destroy all enemy elements between our current positions and PL GOLD. Seizing and controlling key terrain is my primary objective, while denying the enemy information on our true size and objectives. On order, we will continue to attack east to PL BRASS. After securing PL BRASS we will set up in defensive positions that allow no penetration of second echelon enemy forces beyond PL BRASS.

a. [17]\_\_\_\_\_. Annex C (Operation Overlay).

(1) [18]\_\_\_\_\_. 1st Brigade attacks in sector to secure PL GOLD with TF 1-2 in the north, TF 1-77 in the center, and 1-3 Armor in the south. A/1-52(AHB) is the brigade reserve. TF 1-77 will conduct the main attack on OBJ SIOUX (NB5410) while TF 1-2 and 1-3 Armor conduct supporting attacks on OBJs NAVAHO (NB5513) and APACHE (NB5407) respectively. On order, the brigade continues the attack to the east to secure PL BRASS. TF 1-77 will conduct the main attack on OBJ IROQUOIS (NB6210) while TF 1-2 and 1-3 Armor conduct supporting attacks on OBJs KIOWA (NB6313) and ARAPAHO (NB6207) respectively.

Once PL BRASS has been secured, the brigade will establish defensive positions to prevent penetration of second echelon enemy forces beyond PL BRASS. Security forces will be used to defeat hostile forces and deceive, delay, and disorganize enemy forces until main forces arrive. Focus of deep operations is to identify and locate first-echelon regiments of the lead Tank Division. Elements of the Bde reserve and the 521st FSB are responsible for combat Level III threats in the rear.

(2) Fires. Priority of FA and CAS initially to TF 1-77, then to 1-3 Armor and TF 1-2, on order. Task forces will plan a 10-minute conventional preparation. Brigade Commander is final approval authority for all FASCAM missions.

b. Tasks to maneuver units.

(1) [19]\_\_\_\_\_.

(a) Attack in sector 240240Z Jul 1999 to secure PL GOLD (NB562150 to NB558129) and seize OBJ NAVAHO (NB5513).

(b) On order, continue the attack to secure PL BRASS (NB639146 to NB638117) and seize OBJ KIOWA (NB6313).

(c) On order, establish defensive position along PL BRASS vic NB6313.

(Classification)

(Classification)

OPORD 4-99-1<sup>st</sup> Bde

(2) **[20]**\_\_\_\_\_.

(a) Attack in sector 240240Z Jul 1999 to secure PL GOLD (NB558129 to NB550090) and seize OBJ SIOUX (NB5410).

(b) On order, continue the attack to secure PL BRASS (NB638117 to NB640083) and seize OBJ IROQUOIS (NB6210).

(c) On order, establish defensive position along PL BRASS vic NB6210.

(3) **[21]**\_\_\_\_\_.

(a) Attack in sector 240240Z Jul 1999 to secure PL GOLD (NB550090 to NB544059) and seize OBJ APACHE (NB5407).

(b) On order, continue the attack to secure PL BRASS (NB640083 to NB636054) and seize OBJ ARAPAHO (NB6207).

(c) On order, establish defensive position along PL BRASS vic NB6207.

(4) **[22]**\_\_\_\_\_ is the Bde reserve. On order, conduct a supporting attack on OBJ SIOUX.

c. Tasks to combat support units.

(1) **[23]**\_\_\_\_\_. Annex D (Fire Support).

(a) **[24]**\_\_\_\_\_. 1st Bde sortie allocation (for planning) is 30 sorties daily, 23-28 Jul 1999. Daily allocation of sorties for planning:

1 TF 1-2: 8 sorties daily.

2 TF 1-77: 12 sorties daily.

3 1-3 Armor: 10 sorties daily.

(b) **[25]**\_\_\_\_\_. Priority of fires initially to TF 1-77, then to 1-3 Armor, on order. Counterfire priorities, in order: enemy mortars and FA affecting attack, defensive positions, and command and control facilities.

(c) Naval gunfire support. None.

(d) **[26]**\_\_\_\_\_.

1 2d Corps FSCL is PL BRASS, effective 232200Z Jul 1999.

2 52d IN DIV (M)(B) CFL is PL GOLD, effective 240001Z Jul 1999.

(Classification)

(Classification)

OPORD 4-99-1<sup>st</sup> Bde

(2) Air Defense. Protect, in priority order: maneuver forces, artillery, command posts, and combat service support elements.

(3) Engineer. Priority of mobility missions initially to TF 1-77, then to 1-3 Armor, on order. Engineers have mission to prepare countermobility minefields upon securing PL BRASS.

d. [27]\_\_\_\_\_.

(1) OPORD 4-99 is effective 231300Z Jul 1999.

(2) Commander's critical information requirements (CCIR).

(a) Priority intelligence requirements (PIR).

1 If attacked, will the enemy withdraw to defensive positions along PL GOLD?

2 Where is the enemy main effort?

3 Where is the location of the 312th Tank Regiment?

(b) Essential elements of friendly information (EEFI).

1 Location of reserve forces.

2 Location of Bde TAC and TOC CPs.

3 Location of FA BN CP.

(c) Friendly force information requirements (FFIR).

1 TF 1-2 has 90 percent personnel and equipment.

2 TF 1-77 has 97 percent personnel and equipment.

3 1-3 AR has 92 percent personnel and equipment.

(3) Risk reduction control measures.

(a) PL COPPER (NB510148 TO NB501056) is the LD/LC.

(b) Mission-oriented protective posture is MOPP 2.

(c) Operational exposure guidance (OEG): moderate.

(4) Rules of engagement (ROE). Annex E (Rules of Engagement).

(Classification)

(Classification)

OPORD 4-99-1<sup>st</sup> Bde

(5) Environmental considerations. None

4. [28]\_\_\_\_\_

a. Support Concept. Annex I (Service Support). Support as far forward as possible. Priority of maintenance to TF 1-77, then to 1-3 Armor, on order.

b. [29]\_\_\_\_\_.

(1) Class I. Supply point distribution for all units supported from BSA (NB3510) on 24 Jul 1999 only. All units maintain two rations per soldier during period 23-29 Jul 1999.

(2) Class II. Priority of class II to TF 1-77 for period 23-24 Jul 1999.

(3) [30]\_\_\_\_\_. Bde fuel distribution point (NB420092).

(4) Class V. ASP (NB359110) and SASP (NB409087). Controlled supply rate for period 23-28 Jul 1999:

81MM mortar WP . . . . .	5
4.2 in mortar HE . . . . .	60
155MM How FASCAM . . . . .	30
Guided Missile, SA, TOW . . . . .	25

c. Medical evacuation and hospitalization. 817th CSH (NB271091); 85th MASH (NB362072). Units must complete current cholera and typhus inoculations prior to 232200Z Jul 1999.

d. [31]\_\_\_\_\_.

(1) During period 23-28 Jul 1999, submit personnel daily summary (PDS) to Bde S1 NLT 1800 hours. Use as of time of 1500 hours for reporting.

(2) Brigade PW collection point is NB425104.

e. [32]\_\_\_\_\_. All restaurants and food-catering establishments are OFF LIMITS. Civilian curfew is 1800 to 0800 hours.

(Classification)

(Classification)

OPORD 4-99-1<sup>st</sup> Bde

5. COMMAND AND SIGNAL

a. Command.

- (1) Division CP located at NB301178; displace to NB460171 on order.
- (2) Bde Main CP vic EICHENAU (NB372072); displace to NB505099 on order.
- (3) Bde TAC CP at NB448090; displace to NB539081 on order.
- (4) Bde Rear CP at NB302086; displace to NB431082.

(5) TF 1-2 Armor Main CP (NB471122) is alternate Bde Main CP. TF 1-77 Main CP (NB480099) is alternate Bde TAC CP.

b. Signal.

- (1) SOI index 7-99 in effect.
- (2) Red smoke for marking of MEDEVAC helicopters only.

**[33]**\_\_\_\_\_

STEVENSON  
COL

**[34]**\_\_\_\_\_

MARSHALL  
S3

(Classification)

(Classification)

OPORD 4-99-1<sup>st</sup> Bde

- Annexes: A Omitted.  
B Intelligence (Issued separately).  
C Operation Overlay (Issued separately).  
D Fire Support (Issued separately).  
E Rules of Engagement (Issued separately).  
F Omitted.  
G Omitted.  
H Omitted.  
I Service Support (Issued separately).  
J Omitted.  
K Omitted.  
L Omitted.  
M Omitted.  
N Omitted.  
O Omitted.  
P Omitted.  
Q Omitted.  
R Omitted.  
S Omitted.  
T Omitted.  
U Omitted.  
V Omitted.

[35] \_\_\_\_\_ : A

(Classification)

**Feedback  
Requirements**

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None

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## PRACTICAL EXERCISE SHEET PE-4

<b>Title</b>	PRACTICAL EXERCISE 4
<b>Lesson Number/Title</b>	W422 version 1 / PLANS, ORDERS, AND ANNEXES
<b>Introduction</b>	This practical exercise is going to give you an opportunity to exercise your understanding of Plans, Orders, and Annexes.
<b>Motivator</b>	None
<b>Learning Step/Activity</b>	None
<b>Safety Requirements</b>	None
<b>Risk Assessment Level</b>	Low
<b>Environmental Considerations</b>	None
<b>Evaluation</b>	The evaluation process for this practical exercise will be by group discussion when we go over the solution
<b>Instructional Lead-In</b>	This practical exercise gives you some firsthand experience at writing/preparing annexes for OPORDS/OPLANS.
<b>Resource Requirements</b>	<b>Instructor Materials:</b> None  <b>Student Materials:</b> FM 101-5.
<b>Special Instructions</b>	You have one hour to complete the annex.

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## Procedures

Situation. You are a member of the 3d Bde, 52d IN DIV (M)(B). The time is now 270930 Jul 1999. The staff is preparing OPORD 6-99. The 3d Brigade's fire support coordinator (FSCOORD) and fire support element (FSE) are attending a DIVARTY staff planning meeting. Prior to their departure, they studied the Division OPORD, the commander's planning guidance, and prepared detailed fire support annex notes (pages C-30 through C-32).

LTC Polk (3d Brigade XO) just gave you the FSCOORD's notes and asked you to use the notes to draft Annex D (Fire Support) to OPORD 6-99. You must complete the annex within one hour before the staff members begins their OPORD back-brief meeting at 1100 hours. (Note: The brigade will distribute this annex only with the basic OPORD.)

Requirement. Use the items listed below and prepare the fire support annex. Write your draft annex on plain or lined paper.

- a. FSE's fire support annex notes (pages C-30 thru C-32).
- b. Fire Support Annex Format, FM 101-5, App H, pages H-35 thru H-37, and pages H-42 thru H-44.
- c. OPORD 6-99, 3d Bde, 52d IN DIV (M)(B) (See SPE-3 (C-28), this lesson).

The following is the FSCOORDs notes for ANNEX D (FIRE SUPPORT) to OPORD 6-99, 3d Bde, 52d IN DIV (M)(B):

Communications information: SOI Index KTV 1600C in effect. Radio listening silence until enemy contact.

DS Arty:

- 1-41 FA (DS: 3d Bde)
- 1-40 FA (R: 1-41 FA); (DS: 1st Brigade on order)
- 1-42 FA (DS: 313th Bde)
- 2-50 FA (DS: 1/25th Armored Div)

GS/GSR Arty:

- 52d DIVARTY (-)
- B/1-20 (Tgt Acq) FA (GS)
- 2-611 (155, SP) FA (GS)
- 2-613 (155, SP) FA (GS)
- 25th Armored DIVARTY (-) (R: 52d DIVARTY)
- 63 FA (-) Brigade (GS) (Counterfire HQ)
- 2-643 (MLRS) FA

Additional FS resources:

Elements of the 4th Allied Tactical Air Force (ATAF) provide air support to 52d Mech Div. Priority of CAS initially to 3d Bde.

25th DIVARTY and 63d FA Brigade (3 MLRS battalions); R: 52d IN DIV (M)(B).

Attachments and Detachments: None.

FS Mission: 1-41st FA provides conventional and nuclear fire in support of the 3d Brigade defense. FSEs plan 10-minute conventional counterpreparation to support MBA defensive operations.

FS concept: On order, 1-41st FA reinforced by 1-40th FA will fire a 10-minute conventional counterpreparation. Upon completion of counterpreparation, 1-41 FA priority of fires initially to TF 1-80.

Air support execution:

Priority of employment to TF 1-80, TF 1-5 and TF 1-25, in order.

2d (US) Corps controls AI missions.

2d (US) Corps controls CAS missions. Division allocation is 68 CAS sorties daily. For planning purposes, 3d Brigade allocation is 12 sorties daily. Priority initially to TF 1-80.

Submit all requests for CAS and AI to 3d Brigade ALO to forward through the division ALO.

SEAD has priority during friendly air operations in sector.

CP locations: 3d Brigade FSE: NB297053; 3d Brigade TAC FSE: NB398119; DIVARTY TOC: NB095105.

Enemy capabilities:

Enemy will have air superiority during the first two to three days of the operation.

Enemy air has the initial capability of 100 sorties daily in 2d (US) Corps area.

Enemy artillery tubes superiority ratio is approximately 3.5 to 1.

Expect the enemy to employ chemical artillery rounds should a breakthrough be successful in the MBA.

Field artillery execution:

Priority of fires to TF 1-80.

Counterfire priorities: Nuclear delivery units, DAGs/RAGs, jammers, artillery CP/OPs, artillery HQ, in order.

Interdiction priorities: Regiment and higher CPs, maneuver forces in assembly areas, ADA systems, in order.

Higher HQ FS concept of fires: On order, DIVARTY, reinforced by GS Corps FA units will fire a 20-minute conventional counterpreparation. Upon completion of the counter-preparation, DIVARTY GS priority of fires initially to 3d Bde.

Adjacent unit's concept of fires:

On order, 1-42 FA (155, SP), DS to 313th Bde, will fire a 10-minute conventional counter-preparation. Upon completion of counter-preparation, 1-42 FA priority of fires initially to main effort. On order, 2-50 FA (155, SP), DS to 1st Bde, 25th AR

Div, will fire a 10-minute conventional counter-preparation. Upon completion of counter-preparation, 2-50 FA priority of fires initially to main effort.

Class V locations:

ASP 1: NB431239.  
ASP 2: NB452262.  
SASP Location: NB387212.

Intelligence Annex: Annex B (Intelligence) to OPORD 6-99.

Service Spt Annex: Annex I (Service Support) to OPORD 6-99.

References: Map series M745, (WESTERN EUROPE), Sheets L5324 (HUNFELD), L5322 (LAUTERBACH), L5524 (FULDA), L5522 (HERBSTIEN), L5520 (SCHOTTEN), L5320 (ALSFELD); Edition AUSGABE 5-DMG, 1:50,000.

Time Zone: ZULU

Coordinating instructions:

PL JACK is 2d (US) Corps FSCL; PL RICK becomes Corps FSCL on order.

On order, PL RICK is the 52d IN DIV (M)(B) CFL.

No-fire area: NB5030, NB5130, NB5129, NB5029, to NB5030 effective upon receipt until rescinded by 52 IN DIV (M)(B).

Free-fire area: NB5032, NB5332, NB5331, NB5031 to NB5032.

25th Armored DIVARTY (-) fires no more than 30 percent of CSR while reinforcing 52d DIVARTY.

Controlled Supply Rate:

<u>Type</u>	<u>1st Day</u>	<u>Remaining Days</u>
HOW, 155 RAAMS	5	4
HOW, 155 DPICM	85	75
MLRS DPICM	80	60

**Feedback Requirements**

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None

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## PRACTICAL EXERCISE SHEET PE-5

<b>Title</b>	PRACTICAL EXERCISE 5
<b>Lesson Number/Title</b>	W422 version 1 / PLANS, ORDERS, AND ANNEXES
<b>Introduction</b>	This practical exercise is going to give you an opportunity to exercise your understanding of Plans, Orders, and Annexes.
<b>Motivator</b>	None
<b>Learning Step/Activity</b>	None
<b>Safety Requirements</b>	None
<b>Risk Assessment Level</b>	Low
<b>Environmental Considerations</b>	None
<b>Evaluation</b>	The evaluation process for this practical exercise will be by group discussion when we go over the solution.
<b>Instructional Lead-In</b>	This PE will give you practical hands-on application of writing/preparing FRAGOs.
<b>Resource Requirements</b>	<b>Instructor Materials:</b> None  <b>Student Materials:</b> FM 101-5.
<b>Special Instructions</b>	You have 35 minutes to complete the FRAGO order.

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## Procedures

Situation. You are a member of the 3d Bde, 52d IN DIV (M)(B). The time is now 280430Z Jul 1999. You just received the following SPOT report from TF 1-5:

TF 1-5:

"H64, this is S64, BLUE ONE, over."

"This is S64,

LINE BRAVO: Enemy mechanized  
infantry company attacking  
southwest from vicinity of  
BREITENBACH (NB365253)  
now. Observed nine BMPs.

LINE CHARLIE: If their enemy  
attack succeeds, it will disrupt our  
movement from BP 02 to BP 03, over."

3d Bde NCS:

"S64, this H64, send it, over."

"This is H64, roger, over."

"This is S64, out."

The Brigade Commander (COL Tyler) monitored the spot report and gave you the following instructions:

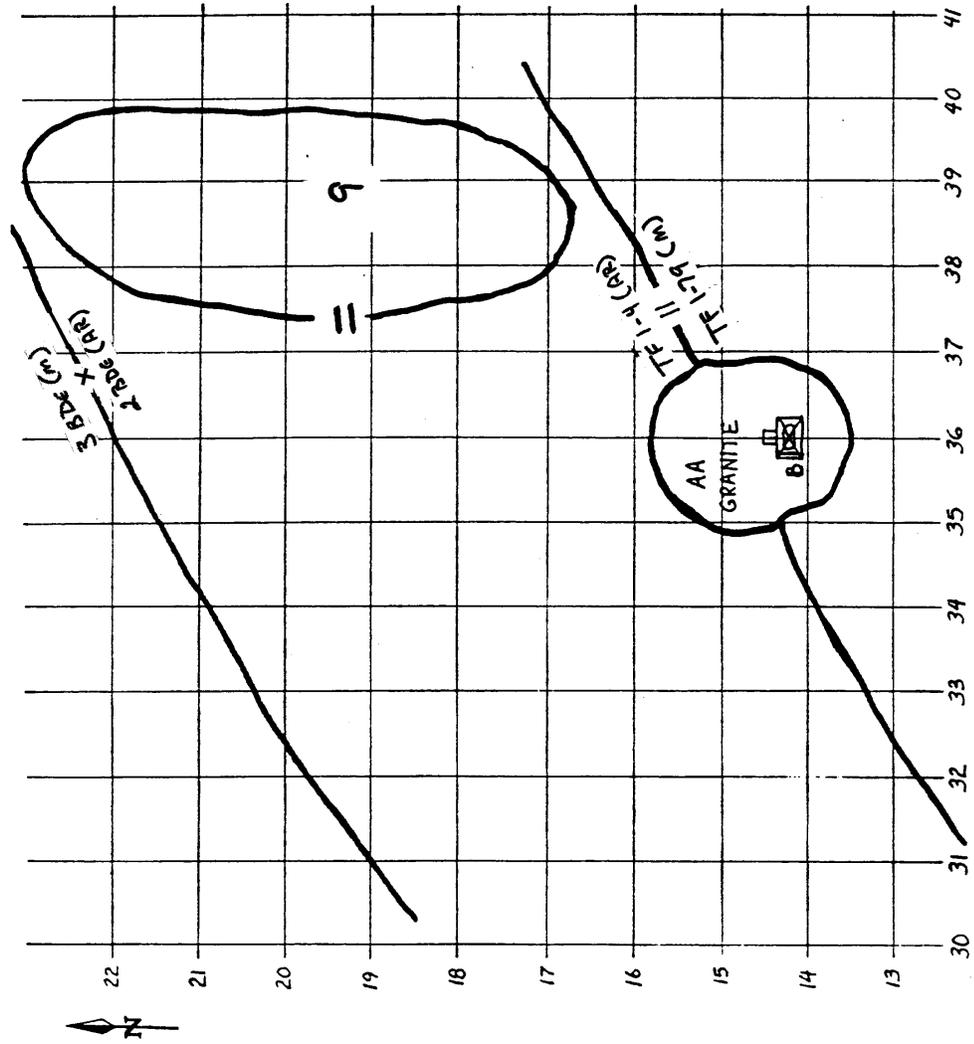
"I want you to issue a FRAGO to Team Bravo. Have them counterattack 280530Z July 1999 to secure an objective to the rear of TF 1-5. Call it OBJECTIVE DOG. Locate OBJ DOG vicinity NB357213, NB372210, NB354197, NB338201, NB357213. Team Bravo must defeat the motorized rifle company along our northern boundary. Give Team Bravo priority of fires from 280530Z until they secure OBJ DOG."

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Requirement. Prepare a FRAGO giving Team Bravo their mission. Use the extract located on page C-38 to create Change 1 to Annex C, (OPERATION OVERLAY) to issue with the FRAGO. You have 35 minutes to complete this exercise. The S3 (MAJ Pierce) will return in 30 minutes to authenticate the FRAGO. Refer to FM 101-5, page H-29 for an example of a FRAGO. Include the following information on the FRAGO:

- a. Map, Series M745, Sheet L5322, Edition 5-DMG, 1:50,000.
  - b. Message reference number: CM.
  - c. DISTRIBUTION: A.
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Extract from Annex C (Operation Overlay) to OPORD 6-99, 3d Bde, 52 IN DIV (M)(B).



Feedback Requirements

None