

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L422

OCT 03

DEVELOP SUBORDINATE LEADERS IN A PLATOON

TRAINING SUPPORT PACKAGE



**SOLUTION FOR
PRACTICAL EXERCISE 1**

SOLUTION PRACTICAL EXERCISE 1, LEADERSHIP DOCTRINE (FM 22-100)

Select the appropriate definitions for each of the 23 Core Leadership Dimensions

VALUES

- | | | |
|----------|----|------------------|
| C | 1. | Honor |
| T | 2. | Integrity |
| H | 3. | Personal Courage |
| N | 4. | Loyalty |
| L | 5. | Respect |
| D | 6. | Selfless Service |
| R | 7. | Duty |

ATTRIBUTES

- | | | |
|----------|-----|-----------|
| J | 8. | Mental |
| E | 9. | Physical |
| M | 10. | Emotional |

SKILLS

- | | | |
|----------|-----|---------------|
| G | 11. | Conceptual |
| K | 12. | Interpersonal |
| F | 13. | Technical |
| U | 14. | Tactical |

ACTIONS

- | | | |
|----------|-----|-----------------|
| Q | 15. | Communicating |
| S | 16. | Decision-making |
| B | 17. | Motivating |
| O | 18. | Planning |
| W | 19. | Executing |
| A | 20. | Assessing |
| V | 21. | Developing |
| I | 22. | Building |
| P | 23. | Learning |

**SOLUTION FOR
PRACTICAL EXERCISE 2**

SOLUTION PRACTICAL EXERCISE 2, SELF ASSESSMENT

No Standard Solution

SOLUTION FOR PRACTICAL EXERCISE 3

SOLUTION PRACTICAL EXERCISE 3, STAFF SERGEANT DONALDSON OBSERVING AND ASSESSING, 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. 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?

Answer: Failed to recognize declination, or know how to set it on a compass. Technical, **Needs Improvement**.

2. How would you classify SSG Donaldson's emotional behavior?

Answer: In a rage lost control and threw the compass against tree. Emotional, **Needs Improvement**.

3. What technical step did SSG Donaldson omit on his compass?

Answer: SSG Donaldson did not account for the proper compass declination without assistance, seemed not to know how to set it properly on his compass before moving out on patrol, and then in anger threw his compass against a tree. Emotional and Technical, **Needs Improvement**.

**SOLUTION FOR
PRACTICAL EXERCISE 4**

SOLUTION PRACTICAL EXERCISE 4, STAFF SERGEANT DONALDSON OBSERVING AND ASSESSING, OBSERVATION #2 and #3

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

ASSESSMENT SUMMARY:

SSG DONALDSON'S OVERALL STRENGTHS:

Developing, executing, motivating, technical, and courage all excellent in garrison. Platoon Sergeant/Leader has commented about his good potential as an NCO.

SSG DONALDSON'S OVERALL DEVELOPMENTAL NEEDS:

- Tactical movement and navigation skills in the field seem deficient.
- When frustrated with the above, he loses his temper and is out of control.
- When frustrated, especially, he's not open to the input from subordinates.
- He's not developing his subordinates, or the squad as a whole, in the field.
- He may be out of physical shape as evidenced by his condition after the 8km movement.

POTENTIAL CAUSES?

- We don't get to practice land navigation too much--perhaps more individual training is needed with a map and compass?
- Lacking in experience leading the squad in the field?
- Insecure about field responsibilities?

POTENTIAL DEVELOPMENTAL ACTIONS?

- Provide SSG Donaldson with applicable FM for squad-level maneuver to study.
- Give SSG Donaldson some one-on-one training with map/compass, and then lay aside some time for him to go to the local Land Navigation Course to improve his skills, confidence.
- Coordinate with the first sergeant who's evaluating another platoon's squads to let SSG Donaldson go along and watch as they execute their squad patrols.

**SOLUTION FOR
PRACTICAL EXERCISE 5**

SOLUTION PRACTICAL EXERCISE 5, DEVELOPMENTAL COUNSELING

No Standard Solution.

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

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OCT 03

MOTIVATE SUBORDINATES TO ACCOMPLISH UNIT MISSION

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SOLUTION FOR PRACTICAL EXERCISE 1

Solution to Practical Exercise 1

Title: Equity or Expectancy?

Situation 1

1. Equity Theory. Ref: SH-2-14 thru SH-2-14

2. (1) SSG is comparing his situation with another person's. In equity theory, there is a comparison ratio between the person compared and the person comparing. In this case SSG Jones is comparing his outcome against his brother-in-law. It doesn't matter if the comparison is incorrect; it is the comparison the individual is making.

SSG Jones		Brother-in-law
<u>40% of other's income (SSG Jones' perception)</u>	compared with	<u>High Income (2.5 times SSG Jones')</u>
50% more work		50% less work

(2) Resolution choices: In this case he is considering leaving the field. He is also altering his inputs as evidenced by showing less interest in subordinates and their problems.

(3) Leader might consider the following actions:

(a) Reward: As SSG Jones is on the promotion list, determine when his promotion will be effective and how you can help him get it.

(b) Punishment: Even if he is deciding to get out of the Army, he is still responsible for doing his assigned job. If he fails to perform to standard, corrective action must take place. Talking with him should, of course, occur first.

(c) Recognizing and meeting needs: Determine what needs SSG Jones is actually reflecting--is it security, or is it recognition (promotion)? If you can help solve the problem, do so. In SSG Jones' case, one thing may be to establish the reality of his perception about his brother-in-law. Has SSG Jones added his benefits into the equation? Does he have the skills to get the kind of job he would like to have? Etc. REF: SH-2

Situation 2

1. Expectancy Theory. Ref: SH-2-17 thru SH-2-20

2 a. Why expectancy: SGT Black is consciously making a decision not to train. The PSG had promised the SGT a reward (promotion) if he achieved a certain goal. When he did, the reward was not forthcoming.

b. What is:

Individual behavior(s)--Not preparing his tank crew for tank gunnery.

Performance outcomes--Tank crew not prepared for tank gunnery.

Probability of poor performance as a result.

Reward outcomes--Team will fail tank gunnery. For the SGT this will show the platoon how much he contributed to the organization.

c. What actions should the leader take?

1. Recognize and meet soldier needs.

Clarify needs and impact of actions on meeting his needs. In this case the SGT was promised a promotion and the promise was not acted upon (Sgt.'s perception). The leader needs to determine why the SGT's promotion recommendation did not go through and if it was negligence, consider preparing the paperwork.

2. Rewards and punishments:

The soldier needs to understand the relationship between his current actions and any actions, which you will take in his behalf. If the PSG's recommendation did not go forward due to negligence, consider preparing the paperwork with the understanding that the SGT will begin to prepare for the tank gunnery. Make the reward contingent upon performance but be sure that the reward is within your authority. If the SGT doesn't prepare his team during the time period, then the recommendation might not be initiated and punishment will be the next step. Ref: SH-2

NOTE: The responses provided are for guidance. The students may present additional actions. Accept the responses if they are well-thought-out and in accordance with the identified motivation theory.

**SOLUTION FOR
PRACTICAL EXERCISE 2**

None

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APPLY THE ETHICAL DECISION-MAKING METHOD AT SMALL UNIT LEVEL

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SOLUTION FOR PRACTICAL EXERCISE 1

Title: SFC Sharp and the Secret Papers

In resolving the ethical problem shown in the case study, you apply the Ethical Reasoning Process to develop possible courses of action and the solution that best represents Army values. This solution demonstrates how the Ethical Reasoning Process works. Keep in mind; however, that there may be several correct solutions to the problem. Arriving at a different solution does not necessarily mean that your solution is wrong.

1. Define the problem.
 - a. What is the problem?
 - The basic problem is the pressure you have to be dishonest and not report the breach of security.
 - b. Identify the ethical questions.
 - Should I report the incident immediately?
 - What is my duty?
 - Is my loyalty owed to SFC Sharp or the unit?
 - How should I proceed?
2. Know the rules:
 - Identify applicable laws, regulations, guidelines, and professional obligations.
 - You must thoroughly understand the situation and feel confident about your decision.
3. Develop and evaluate courses of action:
 - a. Do nothing as SSG Day suggests.
 - b. Inform the chain of command before SFC Sharp leaves.
 - c. Inform the chain of command after SFC Sharp leaves.
 - d. Go to SFC Sharp before he leaves and ask him how he would like to handle this problem.
4. Choose the course that best represents Army values.
 - a. Doing nothing may violate your integrity.
 - b. Going to the chain of command without approaching SFC Sharp shows disloyalty toward him.
 - c. Informing the chain of command after SFC Sharp leaves may indicate your lack of personal courage and demonstrates disloyalty to SFC Sharp since he is not there to provide his side of the story.
 - d. By approaching SFC Sharp first, you give him the benefit of the doubt and attempt to resolve the problem at the lowest level, and you are also able to adhere to the values and guiding principles you have decided are important to this situation. Even if SFC Sharp refuses to do anything, you have adhered to the values and guiding principles you have determined are relevant to this ethical problem. You can then inform his chain of command without compromising those values and principles.

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DEVELOP A COHESIVE PLATOON-SIZED ORGANIZATION

TRAINING SUPPORT PACKAGE



SOLUTION FOR PRACTICAL EXERCISE 1

1. Define:
 - a. Unit bonding. Development of strong interpersonal relationships among soldiers and between them and their leaders.
 - b. Horizontal bonding. Development of mutual trust and respect between peers/soldiers.
 - c. Vertical bonding. Development of mutual trust and respect between soldiers and their immediate leaders and leaders at various levels in the organization.

2. From exercise
 - (a) Although mostly implied, soldiers accepted their roles and responsibilities in the unit--attacked as told, moved forward, charged, maintained the same volume or fire and prevented gaps, etc.

 - (b) In spite of six violent charges of enemy and lack of bullets, the unit charged, moved forward in formation--swinging door--as directed, and placed themselves in grave danger.

 - (c) Response should emphasize that the loyalty would have been to each other and not to leaders. Might not have followed leaders and might not have moved forward.

 - (d) Response should indicate that the unit might not have worked as a team. Soldiers might have followed leader without regard to safety of unit and without making sure ranks were closed, etc.

**SOLUTION FOR
PRACTICAL EXERCISE 2**

This practical exercise has no set solution.

SOLUTION FOR PRACTICAL EXERCISE 3

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.

NOTE: Accept responses which include the following. (Responses based on SH-2, pp SH-1-12 thru SH-1-22).

1. --Which soldiers will enjoy the training and take pride in it? Why? Squad C. The leader trains with them and they train as a unit.

--Which soldiers will respect their leaders more as a result of how they accomplish the mission? Why? Squad C. Same comments as above.

--Which soldiers will fear their leaders more? Why? Squad A because of the threat of punishment.

--Which soldiers will begin or continue a PT program of their own, when no one is watching? After the leaders change? Why? Squad C because soldiers see the value of the program and the leadership emphasis and support.

--Which soldiers will be more likely to strive for a "Max?" Why? Squad C because of pride and leadership emphasis and support.

--Which soldiers will simply aim to achieve the minimum standard? Why? Squad A is the most negative approach and is most likely to provide the least incentive for excellence.

--Which soldiers will be in the most cohesive squad? Why? Again, Squad C because of teamwork, togetherness, leadership involvement, positive attitudes.

--Which soldiers will be part of the least cohesive squad? Why? Squad A most likely because of fear and focus on punishment.

2. Given the leadership actions suggested by the squad leaders and the description of the development stage of the platoon, which actions are you, the platoon leader, going to take to improve the cohesiveness of the platoon?

(Responses will vary. Focus the responses so that they include: respect, training, and evaluate actions.)

**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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COMMUNICATE EFFECTIVELY AS A LEADER

TRAINING SUPPORT PACKAGE



**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

There is no school solution to this practical exercise.

**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

Directions: As an assessor, you have observed and recorded behaviors. It is now your task to 1) classify using the attributes, skills and actions and 2) rate the behaviors as either leader strength (S) or a leader weakness (W) using the following rating scale:

Remember that a rating of "S" represents a successful performance of the task by a leader in the targeted leadership position, while a rating of "W" means that the leader needs some improvement in this area to meet the standard. Review the definition of each attribute, skill or behavior before you rate the behaviors.

1. Training stopped as soon as the mortar round landed outside the impact area. The investigating officer interviewed the platoon and found that some ammunition containers were open and left out the previous night. He also found that the aiming circle used to lay the mortars was improperly set up. When asked to show how to operate the mortar's sight, the squad leader was unable to properly perform the task two times out of five.

Classification: Executing/Tech skills

Rating: W

2. SSG Hardy spoke in a clear, articulate manner with considerable inflection, enthusiasm, and confidence. At times, however, his enthusiasm caused him to be rather lengthy in his responses, which also caused him to occasionally become sidetracked from the topic of the discussion.

Classification: Communicating

Rating: W

3. After issuing clear guidance, SSG Jones established milestones for the training and then told the team leaders that he wanted them to brief him on their plans in three days. He listened to their plans, gave recommendations, and then watched each team conduct the training.

Classification: Planning/Tech skills

Rating: S

4. SFC Jones told the new Section Chief: "I'll test your competence by giving you lots of responsibility, step aside, and watch to see how you handle it. You will either sink or swim. If you can't produce, I need to find out now so that I can get rid of you and get a replacement." The new NCO was clearly not comfortable with this plan, but before he could ask any questions, SFC Jones left the room.

Classification: Developing/Motivating

Rating: W

5. SSG James established clear standards, told team leaders what he expected, and then monitored closely to see where he could assist and to see if his expectations were met. In doing this, he ensured uniformity of performance in critical areas. His presence demonstrates the importance of the mission and the high standards he expects from the soldiers

Classification: Executing

Rating: S

6. SFC Thomas decided to counsel every soldier in his platoon that would soon be in the window for reenlistment. He identified the six soldiers in his platoon who were in the window, checked with the reenlistment NCO, and arranged to meet with each soldier for 30 minutes. Though the sessions went well, there were numerous interruptions because SFC Thomas used the day room to meet with the soldiers.

Classification: Planning

Rating: W

7. Since SSG Foote did not have all the information she needed, she talked to the platoon sergeant and the other squad leaders. After considering the information they provided, she selected a course of action.

Classification: Decision making

Rating: S

8. During a maintenance quality assurance check, an improperly adjusted vehicle winch was found. SGT Miller, the mechanic who completed the service, said he did not know this was part of the service. The vehicle's technical manual clearly shows this is one of the checks. No other problems were found during a check of the rest of the vehicle.

Classification: Executing/Technical

Rating: W

9. SSG Sharpe called the weather service, considered their forecast, and announced that the class would be held in the auditorium.

Classification: Decision making

Rating: S

10. As soon as it was evident that none of the section leaders understood the new requisitioning procedures, SSG Good took time to explain the procedures to them. He used the chalkboard to illustrate the procedures step by step and identify responsibilities. He showed them how to complete the forms and explained the advantages of the new system. After the short class, each of them seemed to understand the system.

Classification: Developing/Technical skills

Rating: S

11. Because of a long line at the supply window, the supply clerk chose to issue the tools without referring to the SOP or talking to his NCOIC. Causing property accountability problems on the shortage annex.

Classification: Decision Making

Rating: W

12. The support Platoon Sergeant was always looking for new ideas. He came up with a creative plan for resupplying the companies. Initially, there was some resistance to the new procedures because they changed the way the companies had been operating. In time, the new procedures improved resupply procedures.

Classification: Learning

Rating: S

13. SSG Wilson presented his ideas for improving TOC operations to the OPS NCOIC. The ideas were very innovative. SFC Thomas listened to the ideas but quickly discounted them as being too different from the way they had been operating.

Classification: Learning

Rating: W

14. According to his NCOIC, SPC Jones entered and sent incorrect data into the Digital Message Device during the fire mission.

Classification: Learning

Rating: W

15. The squad leader used the reverse planning process to insure the unit would cross the line of departure on time. He correctly considered that movement at night would be slow.

Classification: Planning

Rating: S

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

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) Smith, Joseph	Rank / Grade PVT/E-2	Social Security No. 123-45-6789	Date of Counseling 15 OCT 02
Organization Your Unit		Name and Title of Counselor SGT Lester, James. / Squad leader	
PART II - BACKGROUND INFORMATION			
<p>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):</p> <p><i>Inability to maintain unit physical fitness goals by consistently falling out of unit runs.</i></p>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
<p>Key Points of Discussion:</p> <ul style="list-style-type: none"> <i>o Falling out of unit runs (WHY?)</i> <ul style="list-style-type: none"> <i>o Determined no identifiable reason for shortcoming</i> <i>o Plans to improve level of fitness</i> <ul style="list-style-type: none"> <i>o Individual fitness plan</i> <i>o Assessment plan</i> <i>o Consequences of continued substandard performance:</i> <ul style="list-style-type: none"> <i>o Peer's perception</i> <i>o Career implications</i> <i>o Goal timeline to achieve and maintain unit standards:</i> <ul style="list-style-type: none"> <i>o Tips to reach your goals</i> <i>o Recommended facilities</i> <ul style="list-style-type: none"> <i>o Gym, track, and pool</i> 			
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 2nd Quarterly Performance and Professional Growth 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) Smith, Joseph	Rank / Grade PVT/E-2	Social Security No. 123-45-6789	Date of Counseling 05 DEC 02
Organization Your Unit		Name and Title of Counselor SGT Lester, James. / Squad leader	
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 Quarterly performance/professional growth counseling stressing preparation for deployment to JRTC.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion: <ul style="list-style-type: none"> o Review and assess Reception and Integration Counseling. o Physical Fitness <ul style="list-style-type: none"> <i>o Prepare for upcoming record APFT</i> o Potential for promotion <ul style="list-style-type: none"> <i>o Eligible for E-3 in February; I will recommend</i> o Preparation for upcoming JRTC deployment: <ul style="list-style-type: none"> <i>o JRTC Packing list/ Load Plan</i> <i>o PMCS on all equipment going to JRTC (radios, vehicles...)</i> <i>o Train-up for JRTC Rotation; study Rules of Engagement (ROE)</i> <i>o Storage of POV (if applicable)</i> <i>o Storage of personal belongings and equipment while at JRTC</i> <i>o SRPs</i> <i>o Deployment Briefings</i> <i>o Plan for paying bills while deployed</i> <i>o Flight schedule/ Manifesting</i> <i>o Maintaining contact with family</i> o Short Term Goals: <ul style="list-style-type: none"> <i>o To appear before the SOM board and be selected as winner</i> o Long Term Goals: <ul style="list-style-type: none"> <i>o To complete Associate degree</i> <i>o To have a successful and accident free JRTC Rotation</i> <i>o Improve APFT score by 20 point</i> 			
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 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

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) Smith, Joseph	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 5 MAR 03
Organization Your Unit		Name and Title of Counselor SGT Lester, James. / Squad leader	
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 Quarterly performance/professional growth counseling covering deployment to and from JRTC and recovery.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o Review and assess last Performance/Professional Growth Counseling.			
o Duties during JRTC rotation:			
o <i>Guard duty standards</i>			
o <i>Member of NBC team</i>			
o <i>Secondary operator for PSG vehicle</i>			
o <i>Miscellaneous details in support of unit operations (KP, TOC guard...)</i>			
o <i>Staying motivated during continuous operations</i>			
o <i>Constantly thinking safety during all phases of the operations</i>			
o Preparation for and recovery from JRTC deployment:			
o <i>JRTC redeployment Packing list/ Load Plan</i>			
o <i>PMCS on all equipment(radios, vehicles...)</i>			
o <i>Flight schedule/ Manifesting</i>			
o <i>Pick up of POV (if applicable)</i>			
o <i>Discussed recovery timeline (SOP) and individual as well as unit requirements for completion</i>			
o Short Term Goals:			
o <i>To have a successful and accident free JRTC Rotation</i>			
o <i>Complete college class currently enrolled in</i>			
o Long Term Goals:			
o <i>To continue working on Associate degree</i>			
o <i>To assume a leadership role among peers</i>			
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 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 2nd 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) Smith, Joseph	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 15 APR 03
Organization Your Unit		Name and Title of Counselor SGT Lester, James. / Squad leader	
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):			
Event Oriented: You are being counseled on your failure to pay your DPP at the Post Exchange.			
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.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o Root cause for the lateness on payments:			
<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>			
o Budget plan:			
<i>o This obligation was not included in PFC Smith's bill payment plan because he didn't receive a bill.</i>			
o Consequences of over extended finances:			
<i>o Discussed how this behavior would ruin his credit in the future and possibly a career in the Army</i>			
o Plan to overcome delinquent payment and never allow this to happen again:			
<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>			
o Dishonorably failing to pay depth is punishable under Article 134 UCMJ: 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.			
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 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

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) Seals, Tommy	Rank / Grade SSG/E-6	Social Security No. 123-45-6789	Date of Counseling 11 APR 03
Organization Your Unit		Name and Title of Counselor SFC Nash, Peter. / Platoon Sergeant	
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):			
Event Oriented: You are being counseled on your superior performance of being selected as the battalion NCO of the Month.			
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.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o Reviewed performance on last board o <i>Congratulated him on his accomplishment</i>			
o Career implications:			
o <i>Discussed how today's performance reflects on the platoon and the company</i>			
o <i>Discussed how continued performance of this nature will place him above his peers</i>			
o <i>Discussed how his performance can inspire his soldiers to appear and succeed in Soldier of the Month boards</i>			
o <i>Discussed preparations for upcoming Brigade NCO of the Quarter Board</i>			
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 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 4th 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) Dailey, Ernest S.	Rank / Grade SSG/E-6	Social Security No. 450-35-4122	Date of Counseling 17 MAR 03
Organization Your Unit		Name and Title of Counselor SFC Olsen, James J. / Platoon Sergeant	

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 4th 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 – 4th 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

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) Randolph, Robert X.	Rank / Grade SSG	Social Security No. 123-45-6789	Date of Counseling 6 JAN 03
Organization HHC, Any Unit, US Army		Name and Title of Counselor SFC Lester, Sylvester Q. / PSG	
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): Professional Growth Counseling.			
Facts: 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.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o Review of promotion procedures to SFC:			
<ul style="list-style-type: none"> • <i>ANCOC scheduling, prerequisites, and successful completion</i> • <i>Conditional promotion</i> 			
o Discuss new duty positions available:			
<ul style="list-style-type: none"> • <i>PSG positions available in the Brigade</i> • <i>Motor SGT position in another BN at this duty station</i> • <i>May be put on levy and PCS to new duty station</i> 			
o Responsibilities and expectations of a senior NCO:			
<ul style="list-style-type: none"> • <i>Level of responsibility</i> • <i>Now eligible for Sensitive items inventory officer duty, Report of survey officer duty, Division/Installation SDNCO</i> • <i>Must maintain Physical Fitness level and set the example</i> • <i>Teaching, coaching and mentoring subordinate NCOs and junior officers</i> • <i>Must remain proficient in MOS duties as well as Common Tasks in skill levels 1- 4</i> • <i>More writing and public speaking required as an SFC</i> • <i>Have to develop a greater understanding of the other battlefield operating systems</i> • <i>Leadership self assessment for next higher grade</i> 			
o New Professional Goals:			
<ul style="list-style-type: none"> • Short Term Goals: <i>Become proficient in MOS and common task duties at skill level 4, Prepare for ANCOC attendance, Attend Maintenance Supervisors course.</i> • Long Term Goals: <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> 			
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 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	1st Platoon SGT	A Co., Any Unit APO AE
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. Counsel the end of the rating period is too late since there is no time to improve before evaluation RULES: 1. Face-to-face performance counseling is mandatory for all Noncommissioned Officers 2. 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. 3. 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.			
CHECKLIST – FIRST COUNSELING SESSION AT THE BEGINNING OF THE RATING PERIOD			
PREPARATION 1. Schedule counseling session, notify rated NCO. 2. 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. 3. Update duty description (see page 2). 4. Fill out rating chain and duty description on working copy of NCO-ER, Parts II and III. 5. 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 6. Think how each value and responsibility in Part IV of NCO-ER applies to the rated NCO and his/her duty position. 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. 7. 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. 8. Make notes in blank spaces in Part IV of NCO-ER to help when		COUNSELING 1. Make sure the rated NCO knows rating chain. 2. 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 3. 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. 4. 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. 5. 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. 6. Give rated NCO the opportunity to ask questions and make Suggestions.	
CHECKLIST – LATER COUNSELING SESSION DURING THE RATING PERIOD			
PREPARATION 1. Schedule counseling session, notify rated NCO, and tell him/her to come prepared to discuss what has been accomplished in each value/responsibility area. 2. Look at working copy of NCO-ER you used during last counseling session. 3. Read and update duty description. Especially note the area of special emphasis; the priorities may have changed. 4. 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. 5. Look over the notes you wrote down on page 2 of this form about the last counseling session.		6. Think about what the rated NCO has done so far during this rating period (specifically, observed action, demonstrated behavior, and results). 7. 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? 8. 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.) 9. Write key points to be made during the counseling session on this form. 10. Review Developmental Counseling in FM 22-100, appendix C	

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

<p>COUNSELING</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>BEFORE THE NCO DEPARTS THE COUNSELING SESSION</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>INITIAL</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>DUTY DESCRIPTION (PART III of NCO-ER)</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>1&2. Principal Duty Title and Duty MOS Code. Enter principal duty title and DMOS that most accurately reflects actual duties performed.</p> <p>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 and any other routine duties and responsibilities critical to mission accomplishment.</p>	<p>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 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>5. Appointed Duties. This portion should include those duties that are appointed and are not normally associated with the duty description.</p>

NCO EVALUATION REPORT For use of this form, see AR 623-205; the proponent agency is ODSCPER						SEE PRIVACY ACT STATEMENT IN AR 623-205, APPENDIX C.				
RT I-ADMINISTRATIVE DATA										
a. NAME (Last, First, Middle Initial) MENTOR, ROBERT X.				b. SSN 123-45-6789		c. RANK SFC		d. DATE OF RANK 020501	e. PMOSC 31W4XD9	
f. UNIT, ORG., STATION, ZIP CODE OR APO, MAJOR COMMAND Company A, 35th Signal Battalion, APO AE 09123, FORSCOM							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					
2002	08									
PART II-AUTHENTICATION										
a. NAME OF RATER (Last, First, Middle Initial) Green, Truman L.				SSN 478-17-0275		SIGNATURE				
RANK, PMOS/BRANCH, ORGANIZATION, DUTY ASSIGNMENT 2LT, SC, Company A, 35th Signal Battalion Platoon Leader							DATE			
b. NAME OF SENIOR RATER (Last, First, Middle Initial) Cheatham, Matthew J.				SSN 257-96-0333		SIGNATURE				
RANK, PMOS/BRANCH, ORGANIZATION, DUTY ASSIGNMENT CPT, SC, Company A, 35th Signal Battalion Commander							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 Iie. I am aware of the appeals process of AR 623-205.						SIGNATURE		DATE		
d. NAME OF SENIOR RATER (Last, First, Middle Initial) Forrest, Jenny A.				SSN 357-91-2468		SIGNATURE				
RANK, PMOS/BRANCH, ORGANIZATION, DUTY ASSIGNMENT LTC, SC, 35th Signal Battalion Commander							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)										
PART III-DUTY DESCRIPTION (Rater)										
a. PRINCIPAL DUTY TITLE Platoon Sergeant						b. DUTY MOSC 31W40				
c. DAILY DUTIES AND SCOPE (To include, as appropriate, people, equipment, facilities and dollars) 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.										
d. AREAS OF SPECIAL EMPHASIS JRTC preparation, Platoon Physical Fitness, Deployment Readiness Rater: Truman.Green@us.army.mil ; S/R: Matthew.Cheatham1@us.army.mil ; S/R: jenny.forrest@us.army.mil										
e. APPOINTED DUTIES Unit Prevention Leader, Equal Opportunity Representative										
f. COUNSELING DATES				INITIAL 020906	LATER	LATER	LATER			
PART IV-ARMY VALUES/ATTRIBUTES/SKILLS/ACTIONS (Rater)										
a. ARMY VALUES. Check either "YES" or "NO". Comments are mandatory for "No" entries; optional for "Yes" entries.								YES	NO	
V A L U E S	Loyalty Duty Respect Selfless-Service Honor Integrity Personal Courage		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 <i>(Last, First Middle Initial)</i> MENTOR, ROBERT X.	SSN 123-45-6789	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. COMPETENCE 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; font-size: small;">EXCELLENCE <i>(Exceeds std)</i></td> <td style="text-align: center; font-size: small;">SUCCESS <i>(Meets std)</i></td> <td style="text-align: center; font-size: small;">NEEDS IMPROVEMENT <i>(Some)</i></td> <td style="text-align: center; font-size: small;">IMPROVEMENT <i>(Much)</i></td> </tr> <tr> <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> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <i>o Foster significant improvement in platoon tactical efficiency ratings</i> <i>o Stay up-to-date in applicable technology thru self study</i>
EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

c. PHYSICAL FITNESS & MILITARY BEARING 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;">EXCELLENCE <i>(Exceeds std)</i></td> <td style="text-align: center; font-size: small;">SUCCESS <i>(Meets std)</i></td> <td style="text-align: center; font-size: small;">NEEDS IMPROVEMENT <i>(Some)</i></td> <td style="text-align: center; font-size: small;">IMPROVEMENT <i>(Much)</i></td> </tr> <tr> <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> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	APFT	HEIGHT/WEIGHT
EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<ul style="list-style-type: none"> <i>o Earn Army Physical Fitness Badge</i> <i>o Always present a crisp, soldierly appearance</i> 										

d. LEADERSHIP 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;">EXCELLENCE <i>(Exceeds std)</i></td> <td style="text-align: center; font-size: small;">SUCCESS <i>(Meets std)</i></td> <td style="text-align: center; font-size: small;">NEEDS IMPROVEMENT <i>(Some)</i></td> <td style="text-align: center; font-size: small;">IMPROVEMENT <i>(Much)</i></td> </tr> <tr> <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> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <i>o Coach and mentor your squad leaders in personal and professional development to develop a cohesive team</i> <i>o Mentor the platoon leader, helping enable him to establish effective communication with soldiers and lead from the front</i>
EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

e. TRAINING 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; font-size: small;">EXCELLENCE <i>(Exceeds std)</i></td> <td style="text-align: center; font-size: small;">SUCCESS <i>(Meets std)</i></td> <td style="text-align: center; font-size: small;">NEEDS IMPROVEMENT <i>(Some)</i></td> <td style="text-align: center; font-size: small;">IMPROVEMENT <i>(Much)</i></td> </tr> <tr> <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> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <i>o Develop and execute solid training plans for Sergeants' Time training</i> <i>o Institute a PT program, to improve the platoon APFT average score</i>
EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

f. RESPONSIBILITY & ACCOUNTABILITY 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; font-size: small;">EXCELLENCE <i>(Exceeds std)</i></td> <td style="text-align: center; font-size: small;">SUCCESS <i>(Meets std)</i></td> <td style="text-align: center; font-size: small;">NEEDS IMPROVEMENT <i>(Some)</i></td> <td style="text-align: center; font-size: small;">IMPROVEMENT <i>(Much)</i></td> </tr> <tr> <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> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <i>o Maintain accurate and complete UPL documents</i> <i>o Participate proactively in EO functions such as ethnic observances</i>
EXCELLENCE <i>(Exceeds std)</i>	SUCCESS <i>(Meets std)</i>	NEEDS IMPROVEMENT <i>(Some)</i>	IMPROVEMENT <i>(Much)</i>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

PART V – OVERALL PERFORMANCE AND POTENTIAL

a. RATER: 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;">AMONG THE BEST</td> <td style="text-align: center; font-size: small;">FULLY CAPABLE</td> <td style="text-align: center; font-size: small;">MARGINAL</td> </tr> <tr> <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>	AMONG THE BEST	FULLY CAPABLE	MARGINAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. SENIOR RATER BULLET COMMENTS
AMONG THE BEST	FULLY CAPABLE	MARGINAL					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
b. RATER: List 3 positions in which the rated NCO could best serve the Army at his/her Current or next higher grade. <hr/> <hr/> <hr/>							

c. SENIOR RATER. Overall performance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	d. SENIOR RATER. 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

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) Mentor, Robert X.	Rank / Grade SFC	Social Security No. 123-45-6789	Date of Counseling 6 SEP 02
Organization 1st Plt, A Co., Any Unit, US Army		Name and Title of Counselor 2LT Green, Truman L./ Plt Ldr	
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 Counseling.			
Facts: 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.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
<p>Key Points of Discussion:</p> <ul style="list-style-type: none"> o Review duty description as PSG: <ul style="list-style-type: none"> • <i>Agreed on duty description, acknowledged that it may change later during the rating period.</i> • <i>Discussed the team relationship between PSG and PL and the need for two-way communication between them.</i> • <i>Discussed maintaining, training, leading, caring, and adapting</i> o Discuss the meaning of values and responsibilities: <ul style="list-style-type: none"> • <i>Example bullets on DA 2166-8 for success or excellence in each value and responsibility area</i> • <i>Discussed how values relate to PSG position</i> o Areas of special emphasis and appointed duties: <ul style="list-style-type: none"> • <i>Prepare platoon for JRTC rotation in 5 months</i> • <i>Work on leader development with squad leaders</i> • <i>Act as mentor for PL</i> • <i>Appointed Duty: UPL; Company EOR</i> 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> 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> 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> 			
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 Will work at developing team relationship with PL*
- o Keep Pl informed on all actions executed or considered in regards to Plt operations.*
- o Prepare Plt for JRTC rotation by:*
 - o Check SRP packets to ensure that all Plt soldiers are ready to deploy.*
 - o Work with Pl to schedule pre-deployment training*
 - o Inspect squads and equipment for readiness and serviceability.*
- o Have squad leaders conduct leadership self-assessment and follow-up with developmental counseling*
- o Teach, coach and mentor PL*
- o Continue to take college classes toward earning Bachelors degree-look for opportunities during everyday duty to use those newly acquired skills*
- o Conduct leadership self-assessment aimed at skills required as a PSG 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/ISG, review the MOS professional development model in DA PAM 600-25 to come up with a realistic future plan.*

o Assessment date: On or about 6 OCT, 6 NOV, and 6 DEC.

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. Mentor Date: 6 SEP 02

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

Work at developing team relationship with PSG; Will be receptive to teaching coaching and mentoring from PSG, Keep informed of Commanders guidance, Work with PSG to get Plt ready for successful JRTC deployment, Conduct leadership assessment on SFC Mentor with FM 22-100, App. B to determine weaknesses and strengths as a new senior NCO, prepare to discuss assessment at next quarterly counseling, Follow-up check on status of college education improvement plan.

Signature of Counselor: Truman L. Green Date: 6 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):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

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

Counsel Subordinates
Student Home Assignment Solution
All answers are from FM 22-100

1. Describe the role of a leader in developing subordinates through counseling.
Answer: p C1, para C-7.
2. Define Counseling.
Answer: p 4-5, para 4-14.
3. Describe “subordinate centered counseling” communication.
Answer: p C-1, para C-5 and p C-14, para C-69.
4. Describe the three approaches to counseling.
Answer: p C-10, para C-46 thru C-52.
5. List four qualities that leaders must demonstrate in order to counsel effectively.
Answer: p C-2, para C-9 thru C-14.
6. Describe what cultural awareness means.
Answer: p C-2, para C-1.
7. List and describe three leader counseling skills.
Answer: p C-3, para C-17 thru C-21.
8. List four common counseling mistakes.
Answer: p C-4, para C-23.
9. Identify five guidelines to improving counseling that you think are important.
Answer: p C-5, fig C-2.
10. Describe the two categories of counseling and give examples within each category.
Answer: p C-7 and C-9.
11. List the four basic components of the counseling session.
Answer: p C-13 and C-14, para C-67.
12. List the four stages of the counseling process.
Answer: p C-12, para C-55.

Student Handout 4

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.

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 5

This Student Handout contains 23 pages of solution sheets for PE-2, Situations 1 thru 5.

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, no event-oriented performance counseling session for superior performance.

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.

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.

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.

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

SH 5, PE-1, 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) Smith, Joseph	Rank / Grade PVT/E-2	Social Security No. 123-45-6789	Date of Counseling 03 SEP 02
Organization Your Unit		Name and Title of Counselor SGT Lester, James. / Squad leader	
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 <i>Finances (PCS Entitlements, Leaves)</i> o <i>SM is single with no dependants</i> o Discuss duty position, review job description, and unit specific responsibilities: o <i>Discuss duty position and job responsibilities</i> o <i>Standards – obtaining and sustaining</i> o <i>Deployments and Exercises</i> o <i>Duty Rosters and Training Schedules</i> o <i>Unit METL, Command Policies and SOPs</i> o <i>Unit Physical Fitness Program</i> o <i>Soldier Key Information</i> o <i>Equipment Accountability and Maintenance</i> o <i>Hand Receipt</i> o <i>Command Maintenance</i> o <i>Chain of Command/NCO Support Channel</i> o <i>Alert/Recall Roster and Accountability</i> o Living in the Barracks: o <i>Discussed room standards and quality of life issues</i> o Personal and Organizational Goals: o <i>Unit Readiness</i> o <i>Professional Development</i> o <i>Education (Civilian and Military)</i> o <i>Career Enhancing Opportunities (Soldier of the Month Board, Operator of the month)</i> o <i>Short and Long Term Goals</i>			
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.

DA FORM 4856 (Reverse)

SH 5, PE-1, 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) Smith, Joseph	Rank / Grade PVT/E-2	Social Security No. 123-45-6789	Date of Counseling 15 OCT 02
Organization Your Unit	Name and Title of Counselor SGT Lester, James. / Squad leader		

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 Execute the plan by protecting after duty hours (within mission constraints).

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.

SH 5, PE-1, Situation #1, PFC Smith's 2nd Quarterly Performance and Professional Growth 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) Smith, Joseph	Rank / Grade PVT/E-2	Social Security No. 123-45-6789	Date of Counseling 05 DEC 02
Organization Your Unit		Name and Title of Counselor SGT Lester, James. / Squad leader	
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 Quarterly performance/professional growth counseling stressing preparation for deployment to JRTC.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o Review and assess Reception and Integration Counseling.			
o Physical Fitness			
o <i>Prepare for upcoming record APFT</i>			
o Potential for promotion			
o <i>Eligible for E-3 in February; I will recommend</i>			
o Preparation for upcoming JRTC deployment:			
o <i>JRTC Packing list/ Load Plan</i>			
o <i>PMCS on all equipment going to JRTC (radios, vehicles...)</i>			
o <i>Train-up for JRTC Rotation; study Rules of Engagement (ROE)</i>			
o <i>Storage of POV (if applicable)</i>			
o <i>Storage of personal belongings and equipment while at JRTC</i>			
o <i>SRPs</i>			
o <i>Deployment Briefings</i>			
o <i>Plan for paying bills while deployed</i>			
o <i>Flight schedule/ Manifesting</i>			
o <i>Maintaining contact with family</i>			
o Short Term Goals:			
o <i>To appear before the SOM board and be selected as winner</i>			
o Long Term Goals:			
o <i>To complete Associate degree</i>			
o <i>To have a successful and accident free JRTC Rotation</i>			
o <i>Improve APFT score by 20 point</i>			
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 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 being 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, to be 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 1SG'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.

SH 5, PE-1, Situation #1, PFC Smith's 3rd Quarterly Performance and Professional Growth 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) Smith, Joseph	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 5 MAR 03
Organization Your Unit		Name and Title of Counselor SGT Lester, James. / Squad leader	

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 Quarterly performance/professional growth counseling covering deployment to and from JRTC and recovery.

PART III - SUMMARY OF COUNSELING

Complete this section during or immediately subsequent to counseling.

Key Points of Discussion:

- o Review and assess last Performance/Professional Growth Counseling.
- o Duties during JRTC rotation:
 - o *Guard duty standards*
 - o *Member of NBC team*
 - o *Secondary operator for PSG vehicle*
 - o *Miscellaneous details in support of unit operations(KP, TOC guard...)*
 - o *Staying motivated during continuous operations*
 - o *Constantly thinking safety during all phases of the operations*
- o Preparation for and recovery from JRTC deployment:
 - o *JRTC redeployment Packing list/ Load Plan*
 - o *PMCS on all equipment(radios, vehicles...)*
 - o *Flight schedule/ Manifesting*
 - o *Pick up of POV (if applicable)*
 - o *Discussed recovery timeline (SOP) and individual as well as unit requirements for completion*
- o Short Term Goals:
 - o *To have a successful and accident free JRTC Rotation*
 - o *Complete college class currently enrolled in*
- o Long Term Goals:
 - o *To continue working on Associate degree*
 - o *To assume a leadership role among peers*

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 Study FM 22-6, Guard Duty and become familiar with basic responsibilities**
- o Review individual tasks associated with duties as an 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 2nd 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) Smith, Joseph	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 15 APR 03
Organization Your Unit		Name and Title of Counselor SGT Lester, James. / Squad leader	
PART II - BACKGROUND INFORMATION			
<p>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):</p> <p>Event Oriented: You are here because of your failure to pay your DPP at the Post Exchange. Facts: The chain of command is aware that for the last three months you have failed to pay a total of \$93.33 and that the payments will be deducted from your pay if the total amount is not rendered within 15 days.</p>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
<p>Key Points of Discussion:</p> <ul style="list-style-type: none"> o Root cause for the lateness on payments: <ul style="list-style-type: none"> <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> o Budget plan: <ul style="list-style-type: none"> <i>o Ensure this obligation is included in PFC Smith's bill payment plan.</i> o Consequences of over extended finances: <ul style="list-style-type: none"> <i>o Discussed how this behavior would ruin his credit in the future and possibly a career in the Army</i> o Plan to overcome delinquent payment and never allow this to happen again: <ul style="list-style-type: none"> <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> o Dishonorably failing to pay depth is punishable under Article 134 UCMJ: In addition to the counseling 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) Separation under the provisions of AR 635-200 if this behavior continues; (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 can disqualify him/her for either federal employment or a 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) Encourage him/her 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 			
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 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 is resolved**
- o Brief the chain-of-command monthly on your financial situation**
- 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 his budget and he is paying all bills.

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

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) Seals, Tommy	Rank / Grade SSG/E-6	Social Security No. 123-45-6789	Date of Counseling 11 APR 03
Organization Your Unit		Name and Title of Counselor SFC Nash, Peter. / Platoon Sergeant	
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):			
Event Oriented: Congratulations on your superior performance and selection as the battalion NCO of the Month.			
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.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o Reviewed performance on last board o <i>Congratulated him on his accomplishment</i>			
o Career implications:			
o <i>Discussed how today's performance reflects on the platoon and the company</i>			
o <i>Discussed how continued performance of this nature will place him above his peers</i>			
o <i>Discussed how his performance can inspire his soldiers to appear and succeed in Soldier of the Month boards</i>			
o <i>Discussed preparations for upcoming Brigade NCO of the Quarter Board</i>			
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 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 that board members will cover.

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 obtain a list of topics that board members will cover; 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.

DA FORM 4856 (Reverse)

SH 5-PE Situation #3 Leadership Development with 4th 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) Dailey, Ernest S.	Rank / Grade SSG/E-6	Social Security No. 450-35-4122	Date of Counseling 17 MAR 03
Organization Your Unit		Name and Title of Counselor SFC Olsen, James J. / Platoon Sergeant	

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 here to improve your leadership and supervisory skills.

Facts: Observations reveal that 4th 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 requirements 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 – 4th 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.

DA FORM 4856 (Reverse)

SH 5-PE Situation #4, Mentoring the Services Section SGT Professional Growth 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) Randolph, Robert X.	Rank / Grade SSG	Social Security No. 123-45-6789	Date of Counseling 6 JAN 03
Organization HHC, Any Unit, US Army		Name and Title of Counselor SFC Lester, Sylvester Q. / PSG	
PART II - BACKGROUND INFORMATION			
<p>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): Professional Growth Counseling.</p> <p>Facts: SSG Randolph made the promotion roster for 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.</p>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
<p>Key Points of Discussion:</p> <ul style="list-style-type: none"> o Review of promotion procedures to SFC: <ul style="list-style-type: none"> • ANCOC scheduling, prerequisites, and successful completion • Conditional promotion o Discuss new duty positions available: <ul style="list-style-type: none"> • PSG positions available in the Brigade • Motor SGT position in another BN at this duty station • PCS to new duty station o Responsibilities and expectations of a senior NCO: <ul style="list-style-type: none"> • Level of responsibility • Now eligible for Sensitive items inventory officer duty, Report of survey officer duty, Division/Installation SDNCO • Must maintain Physical Fitness level and set the example • Teaching, coaching and mentoring subordinate NCOs and junior officers • Must remain proficient in MOS duties as well as Common Tasks in skill levels 1- 4 • More writing and public speaking required as an SFC • Have to develop a greater understanding of the other battlefield operating systems • Leadership self assessment for next higher grade o New Professional Goals: <ul style="list-style-type: none"> • Short Term Goals: Become proficient in MOS and common task duties at skill level 4, Prepare for ANCOC attendance, Attend Maintenance Supervisors course. • Long Term Goals: 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 			
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 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 prepare 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, Place SSG Randolph onto the appropriate duty rosters for an SFC, Ensure that SSG Randolph is physically ready 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 assign 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	1st Platoon SGT	A Co., Any Unit APO AE

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.

Counsel the end of the rating period is too late since there is no time to improve before evaluation

RULES:

1. Face-to-face performance counseling is mandatory for all Noncommissioned Officers
2. 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.
3. 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.

CHECKLIST – FIRST COUNSELING SESSION AT THE BEGINNING OF THE RATING PERIOD

PREPARATION

1. Schedule counseling session, notify rated NCO.
 2. 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.
 3. Update duty description (see page 2).
 4. Fill out rating chain and duty description on working copy of NCO-ER, Parts II and III.
 5. 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
 6. Think how each value and responsibility in Part IV of NCO-ER applies to the rated NCO and his/her duty position.
- 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.
7. 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.
 8. Make notes in blank spaces in Part IV of NCO-ER to help when

COUNSELING

1. Make sure the rated NCO knows rating chain.
2. 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
3. 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.
4. 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.
5. 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.
6. Give rated NCO the opportunity to ask questions and make Suggestions.

BEFORE THE NCO DEPARTS THE COUNSELING SESSION

1. Record counseling date on this form.
2. Write any additional key points that come up during the counseling session on this form.

CHECKLIST – LATER COUNSELING SESSION DURING THE RATING PERIOD

PREPARATION

1. Schedule counseling session, notify rated NCO, and tell him/her to come prepared to discuss what has been accomplished in each value/responsibility area.
2. Look at working copy of NCO-ER you used during last counseling session.
3. Read and update duty description. Especially note the area of special emphasis; the priorities may have changed.
4. 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.
5. Look over the notes you wrote down on page 2 of this form about the last counseling session.

6. Think about what the rated NCO has done so far during this rating period (specifically, observed action, demonstrated behavior, and results).
7. 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?
8. 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.)
9. Write key points to be made during the counseling session on this form.
10. Review Developmental Counseling in FM 22-100, appendix C

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

COUNSELING	
1. Go over each part of the duty description with rated NCO.	4. Ask rated NCO for ideas, examples and opinions on what has been done so far and what can be done better. (This step
COUNSELING RECORD/KEY POINTS MADE	
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. 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.	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.
INITIAL <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 are 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 and weapons qualifications are current, as well as APFT scores. Discussed his responsibility to mentor the squad leaders, 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>	DATE RATED NCO'S INITIALS
LATER	DATE RATED NCO'S INITIALS
LATER	DATE RATED NCO'S INITIALS
LATER	DATE RATED NCO'S INITIALS
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 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. The five elements of the duty description: 1&2. Principal Duty Title and Duty MOS Code. Enter principal duty title and DMOS that most 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 and 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 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). 5. Appointed Duties. This 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 ODSCPER						SEE PRIVACY ACT STATEMENT IN AR 623-205, APPENDIX C.			
PART I-ADMINISTRATIVE DATA									
a. NAME (Last, First, Middle Initial) MENTOR, ROBERT X.			b. SSN 123-45-6789		c. RANK SFC		d. DATE OF RANK 020501	e. PMOSC 31W4XD9	
f. UNIT, ORG., STATION, ZIP CODE OR APO, MAJOR COMMAND Company A, 35th Signal Battalion, APO AE 09123, FORSCOM						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				
2002	08								
PART II-AUTHENTICATION									
a. NAME OF RATER (Last, First, Middle Initial) Green, Truman L.			b. SSN 478-17-0275		SIGNATURE				
RANK, PMOS/BRANCH, ORGANIZATION, DUTY ASSIGNMENT 2LT, SC, Company A, 35th Signal Battalion Platoon Leader						DATE			
b. NAME OF SENIOR RATER (Last, First, Middle Initial) Cheatham, Matthew J.			c. SSN 257-96-0333		SIGNATURE				
RANK, PMOS/BRANCH, ORGANIZATION, DUTY ASSIGNMENT CPT, SC, Company A, 35th Signal Battalion Commander						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 Iie. I am aware of the appeals process of AR 623-205.					SIGNATURE		DATE		
d. NAME OF SENIOR RATER (Last, First, Middle Initial) Forrest, Jenny A.			e. SSN 357-91-2468		SIGNATURE				
RANK, PMOS/BRANCH, ORGANIZATION, DUTY ASSIGNMENT LTC, SC, 35th Signal Battalion Commander						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)									
PART III-DUTY DESCRIPTION (Rater)									
a. PRINCIPAL DUTY TITLE Platoon Sergeant				b. DUTY MOSC 31W40					
c. DAILY DUTIES AND SCOPE (To include, as appropriate, people, equipment, facilities and dollars) 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.									
d. AREAS OF SPECIAL EMPHASIS JRTC preparation, Platoon Physical Fitness, Deployment Readiness Rater: Truman.Green@us.army.mil ; S/R: Matthew.Cheatham1@us.army.mil ; S/R: jenny.forrest@us.army.mil									
e. APPOINTED DUTIES Unit Prevention Leader, Equal Opportunity Representative									
f. COUNSELING DATES				INITIAL 020906	LATER	LATER	LATER		
PART IV-ARMY VALUES/ATTRIBUTES/SKILLS/ACTIONS (Rater)									
a. ARMY VALUES. Check either "YES" or "NO". Comments are mandatory for "No" entries; optional for "Yes" entries.							YES	NO	
V A L U E S	Loyalty Duty Respect Selfless-Service Honor Integrity Personal Courage	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									
o Put the goals of the unit ahead of personal gain									
o Be extremely dedicated to mission accomplishment and the welfare of his soldiers									
o Always demonstrate the highest moral standards and level of integrity									

RATED NCO'S NAME (Last, First Middle Initial) MENTOR, ROBERT X.	SSN 123-45-6789	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. COMPETENCE 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 <small>(Exceeds std)</small></td> <td style="text-align: center; border: none;">SUCCESS <small>(Meets std)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Some)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Much)</small></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <i>o Foster significant improvement in platoon tactical efficiency ratings</i> <i>o Stay up-to-date in applicable technology thru self study</i>
EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

c. PHYSICAL FITNESS & MILITARY BEARING 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 <small>(Exceeds std)</small></td> <td style="text-align: center; border: none;">SUCCESS <small>(Meets std)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Some)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Much)</small></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	APFT	HEIGHT/WEIGHT
EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
<ul style="list-style-type: none"> <i>o Earn Army Physical Fitness Badge</i> <i>o Always present a crisp, soldierly appearance</i> 										

d. LEADERSHIP 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 <small>(Exceeds std)</small></td> <td style="text-align: center; border: none;">SUCCESS <small>(Meets std)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Some)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Much)</small></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <i>o Coach and mentor your squad leaders in personal and professional development to develop a cohesive team</i> <i>o Mentor the platoon leader, helping enable him to establish effective communication with soldiers and lead from the front</i>
EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

e. TRAINING 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 <small>(Exceeds std)</small></td> <td style="text-align: center; border: none;">SUCCESS <small>(Meets std)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Some)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Much)</small></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <i>o Develop and execute solid training plans for Sergeants' Time training</i> <i>o Institute a PT program, to improve the platoon APFT average score</i>
EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

f. RESPONSIBILITY & ACCOUNTABILITY 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 <small>(Exceeds std)</small></td> <td style="text-align: center; border: none;">SUCCESS <small>(Meets std)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Some)</small></td> <td style="text-align: center; border: none;">NEEDS IMPROVEMENT <small>(Much)</small></td> </tr> <tr> <td style="text-align: center; border: none;"><input type="checkbox"/></td> </tr> </table>	EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <i>o Maintain accurate and complete UPL documents</i> <i>o Participate proactively in EO functions such as ethnic observances</i>
EXCELLENCE <small>(Exceeds std)</small>	SUCCESS <small>(Meets std)</small>	NEEDS IMPROVEMENT <small>(Some)</small>	NEEDS IMPROVEMENT <small>(Much)</small>						
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

PART V – OVERALL PERFORMANCE AND POTENTIAL

a. RATER: 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"/>	e. SENIOR RATER BULLET COMMENTS
AMONG THE BEST	FULLY CAPABLE	MARGINAL					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
b. RATER: List 3 positions in which the rated NCO could best serve the Army at his/her Current or next higher grade. <hr/> <hr/> <hr/>							

c. SENIOR RATER. Overall performance	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	d. SENIOR RATER. 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

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) Mentor, Robert X.	Rank / Grade SFC	Social Security No. 123-45-6789	Date of Counseling 6 SEP 02
Organization 1st Plt, A Co., Any Unit, US Army		Name and Title of Counselor 2LT Green, Truman L./ Plt Ldr	
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 Counseling.			
Facts: SFC Mentor is receiving his initial performance and professional growth counseling after I became 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.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion: o Review duty description as PSG: <ul style="list-style-type: none"> • <i>Agreed on duty description, acknowledged that it may change later during the rating period.</i> • <i>Discussed the team relationship between PSG and PL and the need for two-way communication between them.</i> • <i>Discussed maintaining, training, leading, caring, and adapting</i> o Discuss the meaning of values and responsibilities: <ul style="list-style-type: none"> • <i>Example bullets on DA 2166-8 for success or excellence in each value and responsibility area</i> • <i>Discussed how values relate to PSG position</i> o Areas of special emphasis and appointed duties: <ul style="list-style-type: none"> • <i>Prepare platoon for JRTC rotation in 5 months</i> • <i>Work on leader development with squad leaders</i> • <i>Act as mentor for PL</i> • <i>Appointed Duty: UPL; Company EOR</i> 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>			
o Long-Term Goals: <i>Continue civilian education-work on Bachelors degree in Human Resource Management; Prepare for promotion to 1SG and a position of greater responsibility; plans to be a BN CSM in 5 years.</i>			
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>			
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 Will work at developing team relationship with PL**
- o Keep PI informed on all actions executed or considered in regards to Plt operations.**
- o Prepare Plt for JRTC rotation by:**
 - o Check SRP packets to ensure that all Plt soldiers are ready to deploy.**
 - o Work with PI to schedule pre-deployment training**
 - o Inspect squads and equipment for readiness and serviceability.**
- o Have squad leaders conduct leadership self-assessment and follow-up with developmental counseling**
- o Teach, coach and mentor PL**
- o Continue to take college classes toward earning Bachelors degree-look for opportunities during everyday duty to use those newly acquired skills**
- o Conduct leadership self-assessment aimed at skills required as a PSG with FM 22-100, Appendix B, and prepare to discuss during next quarterly performance and professional growth counseling.**
- o In support of the long-term goal of promotion to MSG/1SG, review the MOS professional development model in DA PAM 600-25 to come up with a realistic future plan.**

o Assessment date: On or about 6 OCT, 6 NOV, and 6 DEC.

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. Mentor Date: 6 SEP 02

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

Work at developing team relationship with PSG; Will be receptive to teaching coaching and mentoring from PSG, Keep informed of Commanders guidance, Work with PSG to get Plt ready for successful JRTC deployment, Conduct leadership assessment on SFC Mentor with FM 22-100, App. B to determine weaknesses and strengths as a new senior NCO, prepare to discuss assessment at next quarterly counseling, Follow-up check on status of college education improvement plan.

Signature of Counselor: Truman L. Green Date: 6 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):

Counselor: _____ Individual Counseled: Date of Assessment: _____

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

DA FORM 4856 (Reverse)

Student Handout 8

This Student Handout contains 3 pages for the instruction solution for PE-1, Classification and Rating exercise.

Directions: As an assessor, you have observed and recorded behaviors. It is now your task to 1) classify using the attributes, skills and actions and 2) rate the behaviors as either leader strength (S) or a leader weakness (W).

A rating of "S" represents a successful performance of the task by a leader in the targeted leadership position, while a rating of "W" means that the leader needs some improvement in this area to meet the standard. Review the definition of each attribute, skill or behavior before you rate the behaviors.

1. Training stopped as soon as the mortar round landed outside the impact area. The investigating officer interviewed the platoon and found that some ammunition containers were open and left out the previous night. He also found that the aiming circle used to lay the mortars was improperly set up. When asked to show how to operate the mortar's sight, the squad leader was unable to properly perform the task two times out of five.

Classification: Executing/Tech skills

Rating: W.

2. SSG Hardy spoke in a clear, articulate manner with considerable inflection, enthusiasm, and confidence. At times, however, his enthusiasm caused him to be rather lengthy in his responses, which also caused him to occasionally become sidetracked from the topic of the discussion.

Classification: Communicating

Rating: W.

3. After issuing clear guidance, SSG Jones established milestones for the training and then told the team leaders that he wanted them to brief him on their plans in three days. He listened to their plans, gave recommendations, and then watched each team conduct the training.

Classification: Planning/Tech skills

Rating: S.

4. SFC Jones told the new Section Chief: "I'll test your competence by giving you lots of responsibility, step aside, and watch to see how you handle it. You will either sink or swim. If you can't produce, I need to find out now so that I can get rid of you and get a replacement." The new NCO was clearly not comfortable with this plan, but before he could ask any questions, SFC Jones left the room.

Classification: Developing/Motivating

Rating: W.

5. SSG James established clear standards, told team leaders what he expected, and then monitored closely to see where he could assist and to see if his expectations were met. In doing this, he ensured uniformity of performance in critical areas. His presence demonstrates the importance of the mission and the high standards he expects from the soldiers.

Classification: Executing

Rating: S.

6. SFC Thomas decided to counsel every soldier in his platoon that would soon be in the window for reenlistment. He identified the six soldiers in his platoon who were in the window, checked with the reenlistment NCO, and arranged to meet with each soldier for 30 minutes. Though the sessions went well, there were numerous interruptions because SFC Thomas used the day room to meet with the soldiers.

Classification: Planning

Rating: W.

7. Since SSG Foote did not have all the information she needed, she talked to the platoon sergeant and the other squad leaders. After considering the information they provided, she selected a course of action.

Classification: Decision making

Rating: S

8. During a maintenance quality assurance check, an improperly adjusted vehicle winch was found. SGT Miller, the mechanic who completed the service, said he did not know this was part of the service. The vehicle's technical manual clearly shows this is one of the checks. No other problems were found during a check of the rest of the vehicle.

Classification: Executing/Technical

Rating: W.

9. After calling the weather service for an update, SSG Sharpe considered the forecast, and announced that the class will be in the auditorium.

Classification: Decision making

Rating: S.

10. As soon as it was evident that none of the section leaders understood the new requisitioning procedures, SSG Good took time to explain the procedures to them. He used the chalkboard to illustrate the procedures step by step and identify responsibilities. He showed them how to complete the forms and explained the advantages of the new system. After the short class, each of them seemed to understand the system.

Classification: Developing/Technical skills

Rating: S.

11. Because of a long line at the supply window, the supply clerk chose to issue the tools without referring to the SOP or talking to his NCOIC. Causing property accountability problems on the shortage annex.

Classification: Decision Making

Rating: W.

12. The support Platoon Sergeant was always looking for new ideas. He came up with a creative plan for resupplying the companies. Initially, there was some resistance to the new procedures because they changed the way the companies had been operating. In time, the new procedures improve resupply procedures.

Classification: Learning

Rating: S.

13. SSG Wilson presented his ideas for improving TOC operations to the OPS NCOIC. The ideas were very innovative. SFC Thomas listened to the ideas but quickly discounted them as being too different from the way they had been operating.

Classification: Learning

Rating: W.

14. According to his NCOIC, SPC Jones entered and sent incorrect data into the Digital Message Device during the fire mission.

Classification: Learning

Rating: W.

15. The squad leader used the reverse planning process to insure the unit would cross the line of departure on time. He correctly considered that movement at night would be slow.

Classification: Planning

Rating: S.

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U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L430

OCT 03

ARMY WRITING STYLE

TRAINING SUPPORT PACKAGE



**SOLUTION FOR
PRACTICAL EXERCISE L430 PE-1**

In this solution we underlined the errors you should have highlighted, circled, or underlined. After each error, in parenthesis in bold, we identified the type of error.

An energetic, conscientious, (SPELLING) and versatile worker. (FRAG) Sergeant Smith is studious by nature, meticulously accurate as to his facts, and thorough in his work. Possessing an excellent education. (FRAG) Highly intelligent with an alert (COMMA) active mind, he quickly percieves (SPELLING) and correctly evaluates the essential elements of any problem. Views were communicated (PASSIVE VOICE) by him without generating resentment. He speaks and writes with great clarity for that reason he is outstanding as an instructor. (RUN-ON) He deserves recognition. (POSSIBLE MAIN POINT, NOT AT THE BEGINNING)

**SOLUTION FOR
PRACTICAL EXERCISE L430 PE-2**

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:	<u>4</u>
(2) Count the number of words:	<u>47</u>
(3) Divide the number of words by the number of sentences (ASL):	<u>12</u>
(4) Count the number of long words:	<u>8</u>
(5) Divide the number of long words by the total number of words and multiply by 100 (PLW):	<u>17</u>
(6) Add the ASL plus the PLW:	<u>29</u>

CLARITY INDEX: 29

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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



**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

Title Writing Quiz

Correct Item and Feedback

1. B Passive voice.
 Passive voice obscures or loses part of the substance (the actor) of a sentence. When you use passive voice, the receiver of the action becomes the subject of the sentence; and the actor appears in a prepositional phrase after the verb. (SH-4-11)
2. A Active voice.
 In the active voice the subject of the sentence is the "doer" of the action. Active voice is more direct, more emphatic, and leaves the reader without ambiguity as to who performed or will perform the action. (SH-4-11)
3. C The passive voice usually requires more words.
 Sentences which use the passive voice are generally longer because the "doers" is tacked on at the end of the sentence, usually in a prepositional phrase such as "by the soldier. Compare "The report is required to be reviewed and properly annotated by the soldier" (13 words) to "The soldier must review and properly annotate the report" (9 words). (SH-4-11)
4. A We are wasting paper in this office.
 Answer A uses the personal pronoun „we," uses active voice, clearly assigns and accepts responsibility, and uses a direct, simple style. All other possible answers are more elaborate and indirect, and answers B and D also use the passive voice. (SH-4-2)
5. What is the Army writing standard? Understandable in a single rapid reading and generally free of errors in grammar, mechanics, and usage. (SH-4-2 and SH 4-8)
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. (SH-4-11)
 - A. I have been sent to the store. PASSIVE VOICE (BEEN and SENT). I WENT TO THE STORE.
 - B. I went to the store. ACTIVE VOICE.
 - C. Your food was eaten. PASSIVE VOICE (WAS AND EATEN). I ATE YOUR FOOD.
 - D. The road march was required by the unit leader. PASSIVE VOICE (WAS REQUIRED) THE UNIT LEADER REQUIRED THE ROAD MARCH.
 - E. The book is required by the teacher. PASSIVE VOICE (IS REQUIRED) . THE TEACHER REQUIRED THE BOOK.

7. Ultimately, who or what determines whether or not your writing is acceptable and in accordance with Army standards? AR 25-50 is the standard; however, the commander may give specific guidance, which adds to guidance in the regulation. A good example of this is the memorandum for decision format shown in FM 101-5. Follow your commander's guidance when so directed.

SOLUTION FOR PRACTICAL EXERCISE PE-2

Title In-class Memorandum

ABCD

1 October 1999

MEMORANDUM THRU

COMMANDING GENERAL, HEADQUARTERS, US ARMY FORCES COMMAND, 1777 HARDEE AVE,
SW, FT MCPHERSON, GA 30330-1062
COMMANDING GENERAL, HEADQUARTERS, US ARMY TRAINING AND DOCTRINE COMMAND,
183 MCNAIR DR, FT MONROE, VA 23651-5000
SERGEANT MAJOR OF THE ARMY, 1001 ARMY PENTAGON, WASHINGTON, DC 20310-1001
COMMAND SERGEANT MAJOR, HEADQUARTERS, US ARMY FORCES COMMAND, 1777 HARDEE
AVE, SW, FT MCPHERSON, GA 30330-1062

FOR CHIEF OF STAFF, US ARMY, WASHINGTON, DC 20310-1001

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 (of) defining leadership be resolved (PV) by the Chief of Staff as the process of creating, maintaining, and evolving meanings in a collective context.

APPROVED _____ DISAPPROVED _____ SEE ME _____

4. BACKGROUND AND DISCUSSION:

a. BACKGROUND. Leadership has been examined (PV) by the Army in terms of the exercise of influence or the production of motivation or both. However, this (SP) definitions fail to adequately define leadership. Neither influence nor motivation our (SP) defining characteristics of leadership; they arise from the creating of meaning. Goals, direction, and structure have also been used (PV) 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 (PV) 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 (PV).

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

d. Alternatives.

(1) Define leadership in terms of the exercise of influence.
ABCD
SUBJECT: Leadership for 2000

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

(3) Define leadership as 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. This approach 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 skills of the leader to motivate the members to perform any given task. This definition tells us what the leader does, but 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 process of understanding ourselves and our place in the world while connecting individuals to groups, organizations, communities, nations, and societies. Leadership holds humans together by providing interpretive structures and enduring values. Leadership is making meaning in collective experience.

5. IMPACT. No impact on resource funding.

6. COORDINATION.

CG, FORSCOM	CONCUR/NONCONCUR: _____	DATE: _____
CG, TRADOC	CONCUR/NONCONCUR: _____	DATE: _____
SMA, WASH, DC	CONCUR/NONCONCUR: _____	DATE: _____
CSM, TRADOC	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

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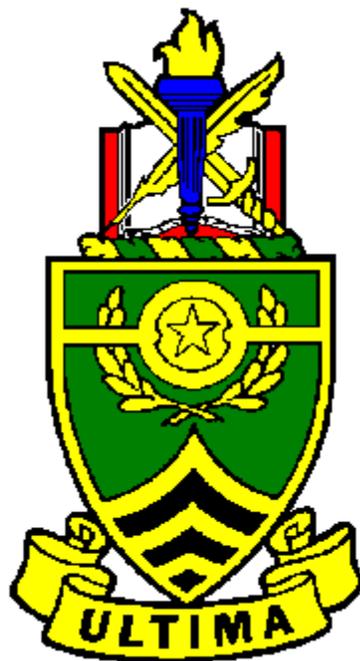
U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L433

OCT 03

NCOER-SENIOR RATER QUALIFICATION/RESPONSIBILITIES

TRAINING SUPPORT PACKAGE



**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

1. Paragraph 2, below, shows incorrect entries. Paragraphs 3, 4, and 5 below explain some of your responsibilities as a senior rater and include possible senior rater ratings and bullet comments.

2. The following comments should appear on the student NCO-ER Discrepancy/Comment Sheet (PE-1-4):

PART BLOCK DISCREPANCY/COMMENT

- | | | |
|----|---|---|
| IV | c | APFT data (PASS 0207) is incorrect. Most recent record test was October 2002 |
| IV | c | Height/weight entry is incorrect. It should reflect "YES" after the NCO's height and weight, i.e., 73/164 YES. |
| IV | c | Bullet comment on APFT score is wrong. You (senior rater) know that SGT Heard scored 291 in October 2002. |
| IV | e | Bullet comment beginning with "SGT Heard" should begin with a possessive pronoun or an action word (verb), e.g., <ul style="list-style-type: none">o Presented NBC classes to unito His presentation of NBC classes enhanced mission readiness |
| IV | f | Bullet comment does not justify an "excellent" rating. |

3. You should have used AR 623-205, DA Form 2166-8-1 and DA Form 2166-8 and other information available to ensure that you and the rater prepare a fair and correct NCO-ER. You should have:

a. Ensured the APFT and height/weight entries were correct (AR 623-205, Chap 3, para 3-8d).

b. Ensured the bullet examples support the appropriate ratings in part IVb-f (AR 623-205, Chap 3, para 3-8e).

c. Using information in paragraph 3 (PE-1-3) and DA Form 2166-8-1 (PE-1-5), the following ratings would be appropriate:

(1) "Successful" (1, 2, or 3) for Part Vc, performance.

(2) "Superior" (1, 2, or 3) for Part Vd, potential.

4. Your bullet comments may vary widely depending on your interpretation of the information available, experience, knowledge of the MOS, etc. The examples listed below are not the only bullet comments possible--they are only examples. Remember that senior rater comments should primarily address potential but may also address performance.

a. Possible bullet comments in Part V addressing potential might include:

- o send to school and promote

- o unlimited potential; recommend attendance at BNCOC as soon as possible

- o capable of assuming duties as PSNCO

b. Possible bullet comments in Part V addressing performance might include:

- o achieved SIDPERS processing rate achieved by only the best

- o runner-up in NCO of the Year competition

- o totally oriented to mission excellence

5. The senior rater will not direct the rater to change an evaluation that the rater believes to be honest. The senior rater should identify incorrect entries and bullet comments that do not support ratings. Mentoring his subordinates fulfills the senior rater's role of over-watching the performance evaluation.

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U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

L434

OCT 03

THE ARMY HOMOSEXUAL POLICY

TRAINING SUPPORT PACKAGE



SOLUTION FOR PRACTICAL EXERCISE PE-1

Situation 1: The situation is ambiguous. Unless there is a credible report that the hugging was in a sexual fashion (suspicion of criminal misconduct or accompanied by kissing or fondling), the best approach would be to inquire into the situation to determine the character of the action. The hugging may represent an act of consoling a soldier, saying goodbye to a family member, or welcoming a close friend. You may immediately understand the circumstances and clear the air. If the situation requires further attention, you could inquire into the matter with the following statement: ("Is everything ok-someone saw you hugging a soldier in the dayroom?") This inquiry may provide an explanation and close the matter. If the inquiry gives an indication of inappropriate action or misconduct, report it to the chain of command for further action.

Situation 2: If the company commander believes that the sergeant is homosexual based on personal statement and supporting evidence, the CO may initiate a separation action citing homosexuality as the reason (Chapter 15, AR 235-200). The CO should coordinate with legal counsel following the sergeant's report before initiating separation action.

Situation 3: You need to report this to the chain of command immediately. The chain of command must investigate this matter immediately. They should consult with a legal advisor and law enforcement officials to determine the best method to investigate. The command may consider administrative actions such as moving the private to another room. In a case such as this, the command should step up and take immediate and positive steps to let the unit know that such actions are illegal, inappropriate, and violates the Army's "treat people with dignity and respect" policy. The command should explain how such acts are destructive of unit trust and cohesion if caused by unit personnel. The command should seek information that would indicate who was responsible for this misconduct and use steps to protect and support the vandalized soldier. Based on this incident, the command may want to look into the command climate/environment and elicit resources, chaplain support, IG, or EO personnel.

Situation 4: You should discuss with the sergeant the basis of his conclusion. If the sergeant belief is on subjective factors such as hairstyle, mannerisms, speech, or dress you should counsel the sergeant Army's Homosexual Conduct Policy. The counseling should address that the sergeant should not harass the private or cause others to do so, because of a perception that the private is a homosexual. The discussion may reveal that the sergeant is passing this "belief" around after the private turned him down for a date to go to an off post bar (anyone who won't go out with me must be a homosexual). In such case, counsel the sergeant about the dangers on slanderous speech and how such speech could have a negative impact on unit cohesiveness. On the other hand, the discussion may reveal that the sergeant's belief is on having observed the private making a serious statement that she was a homosexual or having observed the private engaged in homosexual misconduct. In this case, you should report this situation to the company commander.

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

T421

OCT 03

RISK MANAGEMENT

TRAINING SUPPORT PACKAGE



**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

**Risk
Management
Worksheet**

Risk Management Worksheet (Assessment of hazards).

The possible answers to Practical Exercise 1 (Risk Management Worksheet) are as follows: (Note: Your answers may be different than those listed below).

RISK MANAGEMENT WORKSHEET					
A. Mission or Task: <i>Engage/defeat</i>		B. Date/Time Group: Begin: DD0600AMMMY End: DD0600AMMMY		C. Date Prepared: DD MMM YY	
D. Prepared By: (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")
<i>Seize / hold Airfield</i>	<i>Open terrain Cold Weather Visibility Limited (Night) Soldier experience Obstacles Fratricide Small Enemy Force</i>	<i>E H E H H E E</i>	DO	NOT	USE
K. Determine overall mission/task risk level after controls are implemented (circle one):					
LOW (L)	MODERATE (M)	HIGH (H)	EXTREMELY HIGH (E)		

NOTE: Upon completion of blocks H, I, and J (implementing the controls for each hazard listed) you would then determine the overall mission/task risk level and circle one of the selections in block K.

Hazard Determination Chart: There is no school solution for the hazard determination chart at C-5, 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-5).



Question: Can you adequately control the hazard?

	Open and flat terrain	weather	Cold and rainy	Limited (Night) Visibility	Soldier Experience	Obstacles	Fratricide	Small Enemy Force	Adequate												
									Y	N	Y	N	Y	N	Y	N					
									<p>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.</p>												
Identified METT-T Hazards	SUPPORT – Is support available (personnel, equipment, supplies, facilities) adequate to control the hazard?																				
	STANDARDS – Are procedures or guidance adequately clear, practical, and specific to control hazard?																				
	TRAINING Is training adequate to control the hazard?																				
	LEADER Are leaders ready, willing, and able to enforce standards required to control hazard?																				
	INDIVIDUAL 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.

**SOLUTION FOR
PRACTICAL EXERCISE PE-2**

The possible answers to Practical Exercise 2 (Risk Management Worksheet) are as follows: (Note: Your answers may be different than those listed below).

RISK MANAGEMENT WORKSHEET					
A. Mission or Task: <i>Secure Battalion TACCP Site</i>		B. Date/Time Group: Begin: 060700AJUNYY End: 061800AJUNYY		C. Date Prepared: 05 JUN YY	
D. Prepared By: (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")
<i>Conduct Tactical Road-march</i>	Hot Weather (Injuries)	E	DO	NOT	USE
	Equipment Load	H			
	New Soldiers	E			
	Wildlife (Snakes)	M			
	Blistered Feet	M			
	Uneven Terrain	M			
	Noise Discipline	L			
	Enemy Presence Water Intake	E E			
K. Determine overall mission/task risk level after controls are implemented (circle one):					
LOW (L)		MODERATE (M)		HIGH (H) EXTREMELY HIGH (E)	

NOTE: Upon completion of blocks H, I, and J (implementing the controls for each hazard listed) you would then determine the overall mission/task risk level and circle one of the selections in block K.

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>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.</p>									
										SUPPORT – Is support available (personnel, equipment, supplies, facilities) adequate to control the hazard?
										STANDARDS – Are procedures or guidance adequately clear, practical, and specific to control hazard?
										TRAINING Is training adequate to control the hazard?
	LEADER Are leaders ready, willing, and able to enforce standards required to control hazard?									
INDIVIDUAL 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 AND SEIZURE

TRAINING SUPPORT PACKAGE



**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.

**SOLUTION FOR
PRACTICAL EXERCISE PE-2**

Situation 1. Advise the commander not to search, it would be unlawful. You have no evidence from which to reasonably conclude that your soldier has marijuana in his wall locker because it is some distance from his place of apprehension. You need more than mere suspicion.

Situation 2. Advise the commander not to search, it would be unlawful. Since the reported possession is far removed in time, you have no valid reason to believe that your soldier still has any marijuana.

Situation 3. Advise the commander not to search, it would be unlawful. Suspicion alone does not constitute probable cause. You must investigate until you have more information, such as a report that another soldier saw PVT Jones' suit in PVT Williams' locker.

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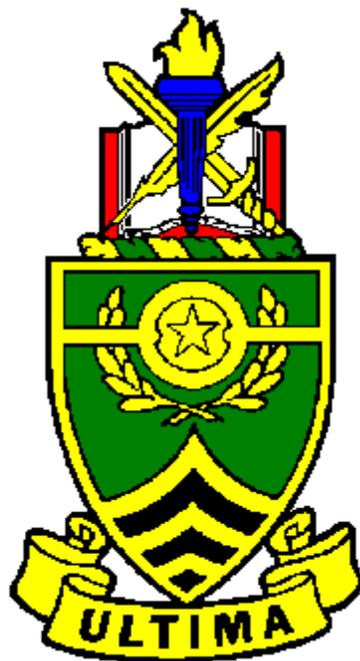
U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

T430

OCT 03

CONDUCT MAINTENANCE OPERATIONS FOR A PLATOON

TRAINING SUPPORT PACKAGE



**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

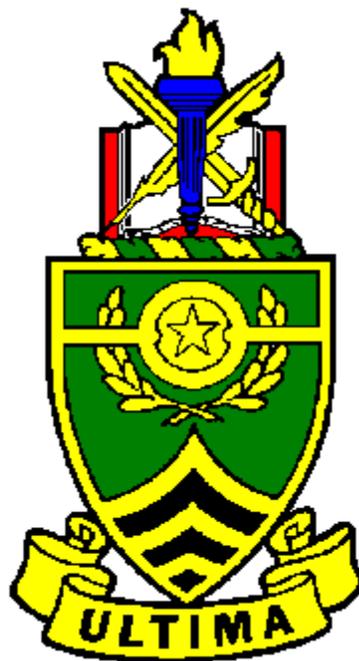
U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

W421

OCT 03

PREPARE A STANDING OPERATING PROCEDURES

TRAINING SUPPORT PACKAGE



**SOLUTION FOR
PRACTICAL EXERCISE LESSON EXERCISE 1**

There is no right or wrong answer to this PE.

U.S. ARMY SERGEANTS MAJOR ACADEMY (ANCOC)

W422

OCT 03

PLANS, ORDERS, AND ANNEXES

TRAINING SUPPORT PACKAGE



**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

(Classification)

Copy __ of __ copies
TF 1-80 Mech, 3d Bde
LAUTERBACH (NB2810), GE
270930Z Jul 1999
XZ

WARNING ORDER 180-10-99

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.

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 enemy activity from organized terrorist groups attempting to delay and disrupt troop movements.

b. Friendly forces. 3d Bde occupies BATTLE POSITION 01 (BP01)(NB2807) and defends in sector to destroy remaining elements of 39th GMRD in support of 52d IN DIV (M)(B) plan.

c. Attachments and detachments.

(1) Attachments.

(a) D Co (-), TF 1-5 Armor to TF 1-80 Mech effective 271400Z Jul 1999.

(b) 1/D/1-5 Armor to B/1-80 Mech effective 271200Z Jul 1999.

(2) Detachments.

(a) C Co, TF 1-80 Mech, OPCON to TF GARRY OWEN effective 271400Z Jul 1999.

(b) D Co, TF 1-80 Mech, to TF 1-5 Armor effective 271400Z Jul 1999.

(c) Team B, TF 1-80 as Bde reserve effective 271200Z Jul 1999.

2. MISSION

TF 1-80 will move to and occupy BATTLE POSITION 08 (BP08) (NB2810), defend 271900Z Jul 1999 to defeat remaining elements of the first-echelon brigades of the 39th GMRD.

3. EXECUTION

Intent: I intend to destroy the remaining elements of the first-echelon brigades of the 39th GMRD at BP08 and then destroy second-echelon brigades by stopping their westward penetration. The forward companies must emphasize counter-reconnaissance prior to and during the battle.

a. Concept of the operation. C Co. prepare to move not earlier than 271100Z Jul 1999; Team Bravo, prepare to move not earlier than 271400Z Jul 1999; all other elements prepare to move not earlier than 271600Z Jul 1999.

b. Tasks to maneuver units. Team B, detached as Bde Reserve, to AA GRANITE (NB360150) effective 271700Z Jul 1999.

c. Tasks to combat support units. None.

d. Coordinating instructions.

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

(2) Orders group D to be present for OPORD issue at the TAC CP at NB281110, 271430Z Jul 1999.

4. SERVICE SUPPORT

None.

5. COMMAND AND SIGNAL

a. Command.

(1) TOC at NB2810 vic LAUTERBACH.

(2) TAC CP at NB281110.

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

ACKNOWLEDGE:

CLEVELAND
LTC

OFFICIAL:
/S/
JOHNSON
S3

(Classification)

**SOLUTION FOR
PRACTICAL EXERCISE PE-2**

1. The (Classification) is missing at the top of the page.
(Ref: FM 101-5, App H, page H-6)

2. "Molzbach" should read: MOLZBACH.
(Ref: FM 101-5, App H, page H-14)

The grid coordinate location, in parenthesis, should follow
"MOLZBACH."
(Ref: FM 101-5, App H, page H-14)

3. The date-time group should read: 092300Z September 1999.
(Ref: FM 101-5, App H, page H-7)

4. The phrase "hill 558" should read: HILL 558.
(Ref: FM 71-2, App B, page B-9; FM 101-5, App H, page H-5)

The grid coordinate location, in parenthesis, should follow HILL 558.
(Ref: FM 101-5, App H, page H-5)

5. The abbreviation "en" should read: enemy. (to avoid confusion).
(Ref: FM 101-5, App H, page H-5)

6. The grid coordinate location, in parenthesis, should follow HILL 580.
(Ref: FM 101-5, App H, page H-5)

For clarity, the word "back" should indicate a cardinal direction. For example, the complete phase should read: continue to delay to the east if attacked.
(Ref: FM 101-5, App H, pages H-4 and H-5)

7. The date-time group should read: 100430Z September 1999.
(Ref: FM 101-5, App H, page H-7)

8. The word "right" should indicate a cardinal direction. For example, the phase could read: . . . to the east . . .
(Ref: FM 101-5, App H, page H-5)

"Kirchhasel" should read: KIRCHHAASEL.
(Ref: FM 101-5, App H, page H-5)

The grid coordinate location, in parenthesis, should follow
KIRCHHAASEL (Ref: FM 101-5, App H, page H-5)

9. The date-time group should read: 100430Z September 1999.
(Ref: FM 101-5, App H, page H-7)

10. "Haselstein" should read: HASELSTEIN.
(Ref: FM 101-5, App H, page H-5)

11. The word "HILL" should read: hill.
(Ref: FM 101-5, App H, page H-5)

12. The unit numerical designation “Second” should read: 2d.
(Ref: FM 101-5, App F, page F-3)
13. The unit numerical designation “First” should read: 1st.
(Ref: FM 101-5, App F, page F-3)
14. The unit numerical designation “Fourth” should read: 4th.
(Ref: FM 101-5, App F, page F-3)
15. Delete this entire paragraph. OPOORDs do not have an
“Assumptions” subparagraph.
(Ref: FM 101-5, App H, page H-15)
16. Since this is an OPOORD, “D-Day, H-Hour” should specify the actual
date-time group for the mission. “D-Day, H-Hour” should read:
100430Z September 1999.
(Ref: FM 101-5, App H, page H-6)
17. The grid coordinate location, in parenthesis, should follow OBJ 1.
(Ref: FM 101-5, App H, page H-5)

The named control measure “objective 1” should read: OBJ 1 or OBJECTIVE 1.

(Ref: FM 71-2, App B, page B-47; FM 101-5, App H, page H-5)

18. The grid coordinate location, in parenthesis, should follow OBJ 2.
(Ref: FM 101-5, App H, page H-5)
19. “Task Force” should read: 2-66 IN or Battalion
for clarity
(Ref: FM 71-2, App B, page B-4; FM 101-5, App
H, page H-3)

Delete the unqualified directive as soon as possible.

(Ref: FM 101-5, App H, page H-3)

The name control measure “Blue” should read: BLUE.

(Ref: FM 71-2, App B, page B-47; FM 101-5, App H, page H-5)

20. To be consistent, change the abbreviation “C Co” to read:
Co C.
(Ref: FM 101-5, App H, page H-5)

The named control measure “Rose” should read: ROSE.

(Ref: FM 71-2, App B, page B-22; FM 101-5, App H, page H-5)

Grid coordinate sequence should start with the northern most point
first, i.e., NB612131 should be the first grid coordinate in the sequence.

(Ref: FM 101-5, App H, page H-6)

21. For clarity, change “first objective” to read: OBJ 1.
(Ref: FM 101-5, App H, page H-4)
22. This entire paragraph should simply read: Secure OBJ 1.
(NOTE: As written, the paragraph doesn’t recognize the subordinate commander’s prerogative.)
(Ref: FM 101-5, App H, page H-4)
23. Change the unqualified directive “with all available firepower” to read: by fire.
(Ref: FM 101-5, App H, page H-3)
24. Change “on Request” to the more authoritative expression: On order.
(Ref: FM 101-5, App H, page H-3)
25. Change the named control measure “Bob” to read: BOB.
(Ref: FM 71-2, App B, page B-47; FM 101-5, App H, page H-5)
26. The grid coordinate location, in parenthesis, should follow Field trains CP.
(Ref: FM 101-5, App H, page H-5)
27. Change the phrase “will not displace with the battalion” to a positive form of expression such as: will displace following Co A.
(Ref: FM 101-5, App H, page H-3)
28. The map (grid) coordinate location, in parenthesis, should follow Main CP.
(Ref: FM 101-5, App H, page H-19)
29. For clarity, change the term “ Current SOI” to a specific number such as: SOI 2-99.
(Ref: FM 101-5, App H, page H-4 and H-19)
30. Delete this paragraph since it does nothing more than restate a procedure already in the SOP.
(Ref: FM 101-5, App H, page H-4)

**SOLUTION FOR
PRACTICAL EXERCISE PE-3**

- [1]** (Classification)
- [2]** No change from oral orders
- [3]** 1st Bde
- [4]** 231300Z July 1999
- [5]** OPERATION ORDER 4-99-1st BDE
- [6]** References:
- [7]** Task Organization:
- [8]** TF 1-2
- [9]** 1-3 Armor
- [10]** Bde Troops
- [11]** Support Battalion
- [12]** Annex B (Intelligence)
- [13]** 52d IN DIV (M)(B)
- [14]** Attachments and detachments
- [15]** MISSION.
- [16]** EXECUTION.
- [17]** Concept of operations
- [18]** Maneuver
- [19]** TF 1-2
- [20]** TF 1-77
- [21]** 1-3 AR
- [22]** A/1-52 Atk Hel
- [23]** Fire Support
- [24]** Air support
- [25]** Field artillery support
- [26]** Fire support coordinating measures
- [27]** Coordinating instructions
- [28]** SERVICE SUPPORT.
- [29]** Materiel and services
- [30]** Class III
- [31]** Personnel support
- [32]** Miscellaneous
- [33]** ACKNOWLEDGE:
- [34]** OFFICIAL:
- [35]** DISTRIBUTION

SOLUTION FOR PRACTICAL EXERCISE PE-4

(Classification)

ANNEX D (FIRE SUPPORT) TO OPERATION ORDER 6-99, 3d BDE, 52d IN DIV (M)(B)

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 Used Throughout the Order: ZULU.

1. SITUATION

a. Enemy forces. See Annex B (Intelligence).

- (1) Enemy will have air superiority during the first two to three days of the operation.
- (2) Enemy air has the initial capability of 100 sorties daily in 2d (US) Corps area.
- (3) Enemy superiority in artillery tubes is approximately 3.5 to 1.
- (4) Expect the enemy to employ chemical artillery rounds should a breakthrough be successful in the MBA.

b. Friendly forces.

(1) On order, DIVARTY, reinforced by GS Corps FA units, will fire a 20-minute conventional counterpreparation. Upon completion of the counterpreparation, DIVARTY GS priority of fires initially to 3d Bde.

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

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

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

(5) 25th DIVARTY and 63rd FA Bde (3 MLRS battalions), R: 52d Mech Div.

c. Attachments and detachments. None.

2. MISSION

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

3. EXECUTION

a. Concept of fires. 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.

b. Air support.

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

(2) Air Interdiction (AI). 2d (US) Corps controls AI missions.

(3) Close Air Support (CAS). 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.

(4) Miscellaneous.

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

(b) SEAD has priority during friendly air operations in sector.

c. Field artillery support.

(1) General.

(a) Priority of fires to TF 1-80.

(b) Counterfire priorities: nuclear delivery units, DAGs/RAGs, jammers, arty CP/OPs, arty HQ, in order.

(c) Interdiction priorities: regiment and higher CPs, maneuver forces in assembly areas, ADA systems, in order.

(2) Artillery organization for combat.

(a) DS Arty.

1-41 FA (DS: 3d Bde)

1-40 FA (R: 1-41 FA); DS: 1st Bde o/o

1-42 FA (DS: 313th Bde)

2-50 FA (DS: 1/25th Armored Div)

(b) GS/GSR Arty.

52d DIVARTY (-)

B/1-20 (Tgt Acq) FA (GS)

2-611 (155, SP) FA (GS)

2-616 (155, SP) FA (GS)

25th Armored DIVARTY (-) (R: 52d DIVARTY)

63 FA Bde (-) (GS) (Counterfire HQ)

2-643 (MLRS) FA

d. Coordinating instructions.

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

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

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

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

(5) 25th Armored DIVARTY (-) fires no more than 30 percent of CSR while reinforcing 52d DIVARTY.

4. SERVICE SUPPORT

a. General concept of support. See Annex I (Service Support) to OPORD 6-99.

b. Ammunition supply point locations.

(1) ASP Locations:

(a) ASP 1: NB431239.

(b) ASP 2: NB452262.

(2) SASP Location: NB387212.

c. Controlled Supply Rate:

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

5. COMMAND AND SIGNAL

a. Command.

(1) 3d Bde FSE: NB297053.

(2) 3d Bde TAC FSE: NB398119.

(3) DIVARTY TOC: NB095105.

b. Signal.

(1) SOI Index KTV 1600C in effect.

(2) Radio listening silence until enemy contact.

(Classification)

**SOLUTION FOR
PRACTICAL EXERCISE PE-5**

(Classification)

Copy ___ of ___ Copies
3d Bde, 52d IN DIV (M)(B)
LAUTERBACH (NB2810), GE
280515Z Jul 99
CM

FRAGMENTARY ORDER 1 to OPORD 6-99

References: OPORD 6-99 and Map, Series M745, Sheet L5322, Edition 5-DMG, 1:50,000.

Time Zone Used Throughout the Order: ZULU

Task Organization: No Change

1. SITUATION

- a. Enemy forces. One MIC attacking SW from vic BREITENBACH (NB365253)
- b. Friendly forces. No Change

2. MISSION

No Change

3. EXECUTION

Intent: No Change

- a. Concept of operations.

- (1) Maneuver. No Change.

- (2) Fires. Priority of fires to Team B effective 280530Z July 1999 until OBJ DOG is secured.

- b. Tasks to maneuver units. Team B conducts counterattack 280530Z Jul 1999 to secure OBJ DOG and defeat the MRC along our northern boundary.

- c. Tasks to combat support units. No Change.

- d. Coordinating instructions. See change 1 to Annex C, Operation Overlay.

(Classification)

(Classification)

1. SERVICE SUPPORT

No Change.

2. COMMAND AND CONTROL

No Change.

ACKNOWLEDGE:

TYLER
COL

OFFICIAL:

PIERCE
S3

ANNEXES: CH 1 to ANNEX C (OPERATION OVERLAY)

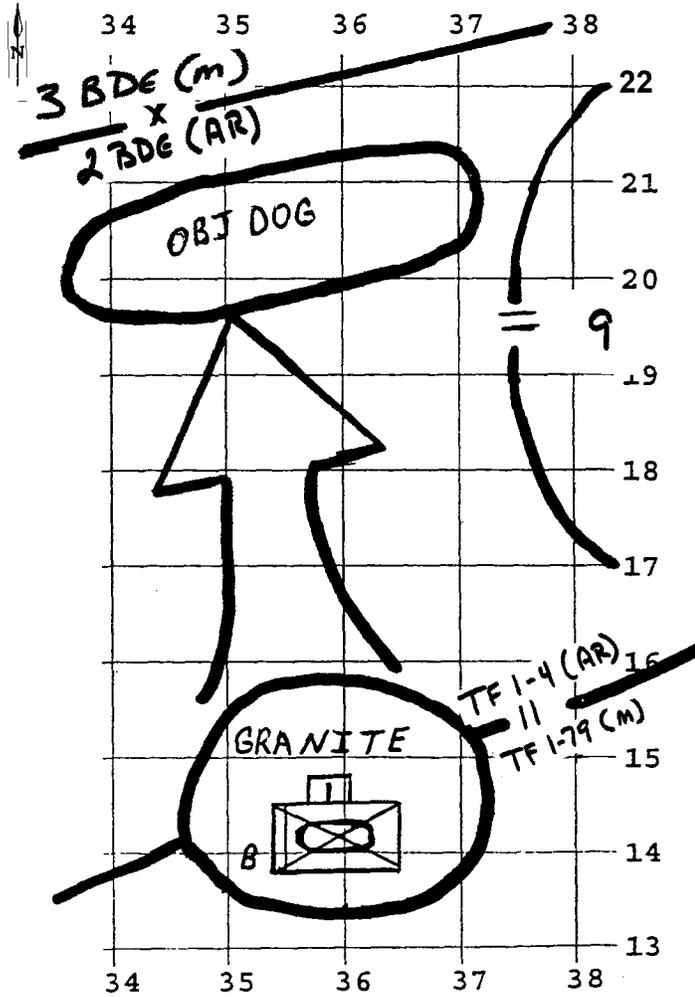
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FRAGO 1 to OPOD 6-99, 3d Bde, 52d IN DIV (M)(B)

CHANGE 1 TO ANNEX C (OPERATION OVERLAY)



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