

U.S. ARMY SERGEANTS MAJOR ACADEMY (BNCOC)

L328/ COUNSEL SUBORDINATES

OCT 04



Stand Alone Common Core

THIS PAGE INTENTIONALLY LEFT BLANK

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L328 / COUNSEL SUBORDINATES
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	L328, Counsel Subordinates, Oct 03.
TSP Users	600-BNCOC, Basic Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p align="center">COMDT USASMA ATTN ATSS DC BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p align="center">Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p align="center">E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
158-100-1180	Develop Subordinate Leaders in a Squad
158-100-1260	Counsel Subordinates
158-100-1271	Develop Subordinate Leaders in a Platoon
158-100-1361	Develop a Unit Counseling Program
158-100-1373	Develop Subordinate Leaders in a Company

This TSP
Contains

TABLE OF CONTENTS

	<u>PAGE</u>
Preface.....	2
Lesson Section I Administrative Data	4
Section II Introduction.....	9
Terminal Learning Objective - Counsel subordinates.....	9
Section III Presentation	11
Enabling Learning Objective A - Discuss developmental counseling.....	11
Enabling Learning Objective B - Demonstrate the ability to use correct counseling procedures and skills.....	40
Enabling Learning Objective C - Assess the performance of subordinates.....	42
Section IV Summary.....	53
Section V Student Evaluation.....	55
Appendix A Viewgraph Masters A -	1
Appendix B Test(s) and Test Solution(s) (N/A) B -	1
Appendix C Practical Exercises and Solutions C -	1
Appendix D Student Handouts D -	1

COUNSEL SUBORDINATES
L328 / Version 2
01 Oct 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-BNCOC	2	Basic Noncommissioned Officer Course
Task(s) Taught (*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	158-100-1180 (*)	Develop Subordinate Leaders in a Squad	
	158-100-1260 (*)	Counsel Subordinates	
	158-100-1271 (*)	Develop Subordinate Leaders in Platoon	
	158-100-1361 (*)	Develop a Unit Counseling Program	
	158-100-1373 (*)	Develop Subordinate Leaders in a Company	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
	158-100-1140	Communicate Effectively in a Given Situation	
Academic Hours	The academic hours required to teach this lesson are as follows:		
		<u>Resident Hours/Methods</u>	
		2 hrs 5 mins /Conference / Discussion	
		2 hrs 45 mins /Practical Exercise (Performance)	
Test		0 hrs	
Test Review		0 hrs	
	Total Hours:	5 hrs	
Test Lesson Number		<u>Hours</u>	<u>Lesson No.</u>
	Testing (to include test review)	3 Hrs	E303
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	None		
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
DA PAM 600-25	US ARMY NONCOMMISSIONED OFFICER PROFESSIONAL DEVELOPMENT GUIDE	15 Oct 2002	SH-8
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002	SH-7

Student Study Assignments

Before class--

- Read FM 22-100, Chapters 2, 4, 5, and Appendixes B and C.
- Read Student Handouts 1, 7, and 8.
- Complete SH-2, Student Homework Assignment before class.

During class--

- Participate in group discussion.
- Participate in PE-1 and PE-2.
- Observe a video taped counseling session.
- Complete Observer's Worksheet on each counseling session and video.

After class--

- Review all reference material.
- Turn in all recoverable materials.
- Participate in an after action review for the lesson.

Instructor Requirements

1:16, SSG, BNCOG graduate, served as a squad leader, ITC, and SGITC qualified

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD Projection System	1:16	1:1	No	1	No
5820-00-T81-6161 VCR	1:16	1:1	No	1	No
6730-00-577-4813 SCREEN PROJECTION: BM-10	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No

Equipment Required for Instruction (Continued)	7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
	PENS PENS, ALCOHOL OR WATER-BASED	1:16	1:1	No	1	No
	SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No

* Before Id indicates a TADSS

- Materials Required**
- Instructor Materials:**
- VGTs: 33.
 - TSP.
 - Copies of the practical exercise.
 - Copies of all student handouts.
 - DA Video 710942 "Developmental Counseling."
 - FM 22-100.
 - FM 7-22.7.
 - DA PAM 600-25.
- Student Materials:**
- Reading materials listed on SH-1, Advance Sheet.
 - FM 22-100
 - Pencils or pens and writing paper.

Classroom, Training Area, and Range Requirements

GEN INSTRUCT BLDG (CLASSROOM SIZE 40X40 PER 16 STU)

Ammunition Requirements

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

NOTE: The intent of this lesson is for students to review developmental counseling doctrine, practice counseling techniques, and familiarize students with unit counseling program management; review and practice subordinate leader assessment and development techniques.

Before class--

- Issue all student handouts to include the homework assignment.
- Issue all recoverable materials NLT three days prior to class.
- Read all TSP and references.
- View the video and review the Observer's Worksheet.

During class--

- Students observe counseling situations in the video "Developmental Counseling. " After each situation, students critique the counseling using the Observer's Worksheet contained in Appendix D.
- Before the role-playing practical exercise, place the students into three-person groups.

NOTE: The instructor will select two students per situation for the PE role-play part of this lesson. One student plays the role of the leader, another plays the role of the subordinate and the rest of the class will participate as observers. The observers will evaluate the counselors using the criteria on the Observer's Worksheet. The counselors must use the Developmental Counseling Form. At the end of each role play, the classes will then review and discuss the Observer's Worksheet observations and the Developmental Counseling Forms and compare them to the solution sheet DA Form 4856s. The instructor will collect and review forms for doctrinal techniques learned.

- During ELO A, Learning Step/Activity 1, give the students an opportunity to surface questions concerning their reading and the homework assignment.

After class--

- Collect all recoverable material.
 - Report any TSP discrepancies to the Senior Small Group Leader.
 - Conduct an After Action Review for this TSP.
-

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Wilson, Karen M.	GS09	Training Specialist	
Phillip, King W.	GS11	Course Manager, B/ANCOC	
Bennett-Green, Agnes D.	SGM	Chief, B/ANCOC	
Lemon, Marion	SGM	Chief, CDDD	

SECTION II. INTRODUCTION

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio is: 1:16
 Time of Instruction: 5 mins
 Media: None

Motivator

Professional counselors receive years of schooling to learn how to effectively counsel. The military expects all leaders to be able to counsel. In this short period of time we will introduce you to the fundamentals of developmental counseling. Then you will have the opportunity to apply these fundamentals in some very realistic counseling situations. This training will provide you with the basics of counseling, a skill; you will continue to develop as you grow as a leader.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Counsel subordinates.
Conditions:	As a small unit leader in a company or battalion level unit.
Standards:	Counseled subordinates by-- <ul style="list-style-type: none"> • discussing developmental counseling, • demonstrating the ability to use correct counseling procedures and skills, and • assessing the performance of subordinates, IAW DA Pam 600-25, FM 22-100 and FM 7-22.7.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

During this course, you will take a 50 question written examination. This examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a GO. A GO is a graduation requirement.

Instructional Lead-In

Counseling is an important responsibility of all leaders. Many of you have already, or soon will, counsel others. Unfortunately many leaders reserve counseling for circumstances involving poor performance and problems. This has led to a widespread perception that counseling is negative. Rather than being a punitive action, developmental counseling should turn negative events into developmental opportunities. During this training you will learn how to counsel your subordinates in a manner that focuses on subordinate-centered communication and subordinate development.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Discuss Developmental Counseling.
CONDITIONS:	As a small unit leader in a company or battalion level unit.
STANDARDS:	Discussed Developmental Counseling by-- <ul style="list-style-type: none"> • describing the four phases of a counseling session, • describing the leader's responsibilities, and • describing the different types of counseling situations, IAW FM 22-100, Appendix C and FM 7-22.7, Chapter 5.

1. Learning Step / Activity 1. Developmental Counseling

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 1 hr 45 mins
Media: VGT-1 thru VGT-24

NOTE: During ELO A, Learning Step/Activity 1, give the students an opportunity to surface questions concerning their reading and the homework assignment.

This block of instruction provides you with the concepts of counseling and the development of subordinates into competent and confident leaders. The goal of counseling is to help develop soldiers, not to confuse, intimidate, or impact in a negative way on the soldier you are going to counsel.

SHOW VGT-1, DEVELOPMENTAL COUNSELING



DEVELOPMENTAL COUNSELING



Subordinate-centered communication that produces a plan outlining actions necessary for subordinates to achieve individual and organizational goals.

L328/OCT 04/VGT-1
Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-4

QUESTION: Why should counseling lead to achievement of goals?

ANSWER: Counseling is a type of communication which leaders use to produce a plan outlining actions that subordinates must take to achieve goals. It is much more than providing feedback or direction.

Ref: FM 7-22.7, para 5-2

NOTE: To encourage student discussion ask the following: "How does counseling relate to leadership?" Ensure discussion covers: Communications aimed at developing a subordinate's ability to achieve individual and unit goals.

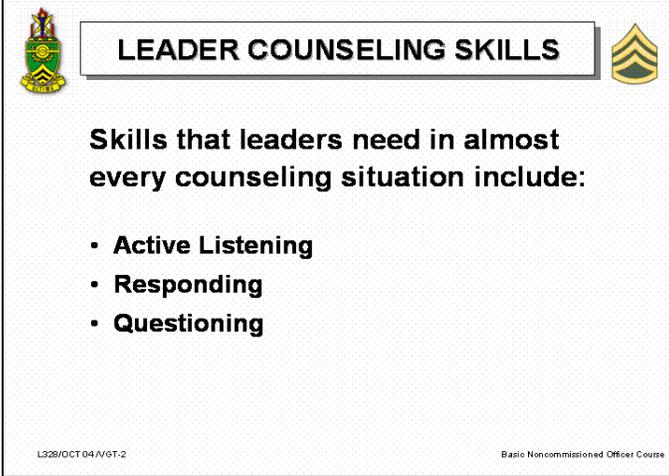
Without a goal in mind, or a clear understanding of the goal, the communication may lack focus; the counseling may simply be "conversation." Leaders sometimes contort the meaning of counseling and consider routine feedback and communication to be counseling. Although we encourage this informal counseling, developmental counseling is much more than telling a subordinate how they are doing. Performed correctly, it can be a time-consuming endeavor and for that reason leaders need to plan for and schedule counseling. Counseling is so important it should be on the training schedule to ensure time is available to do it.

Several programs have counseling requirements associated with them (e.g., reenlistment, family care plan). Under these circumstances the decision to counsel is at the discretion of the leader and the leader simply executes. However, there are also times when a leader does not have to counsel, but should choose to counsel, because it's the right thing to do. Whenever there is a need for focused two-way communication aimed at subordinate development, a leader should counsel. You should not reserve counseling solely for circumstances involving poor performance or problems. Noting and reinforcing good performance is a very effective way to ensure this behavior continues.

Ref: FM 22-100, App C, para C-56 and FM 7-22.7, para 5-30

REMOVE VGT-1

NOTE: Before showing the next VGT on leader counseling skills, subordinate-centered communication, ask the students what the following phrase means: "Subordinates assume an active role in the counseling session and maintain responsibility for their actions."

SHOW VGT-2, LEADER COUNSELING SKILLS


LEADER COUNSELING SKILLS

Skills that leaders need in almost every counseling situation include:

- **Active Listening**
- **Responding**
- **Questioning**

L328/OCT04/VGT-2 Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-16

QUESTION: Why is each of these skills important when conducting subordinate centered communications?

ANSWER: These skills support more effective subordinate-centered communication, where the subordinate is a vital contributor in the communication process.

Ref: FM 22-100, App C, para C-16 thru C-23

The purpose of subordinate-centered communication is to allow the subordinate to maintain control and responsibility for the issue. This type of communication, where the subordinate plays an active role, takes longer than directive or leader-centered communication. However, subordinate participation is necessary when leaders are attempting to help the subordinate develop and not simply impart directions or advice.

Your subordinate needs to know that you are actively listening. You can demonstrate your attentiveness by assuming an attentive posture and maintaining eye contact. Give full attention to subordinates by listening to them and by listening to the way they say their spoken words. In order to listen you have to be **QUIET** and let the other person talk. Active listening involves listening to what others have to say and the way in which they say it. Listen to the words not spoken and the silence. Notice voice tone, eye contact, facial expression and appearance. Transmit an understanding of the message through responding. Listen more than you speak:

Most communication breakdowns occur during the receiving process. Why? Often times, people become so preoccupied with their own thoughts and reactions that they don't really hear what the other person is trying to say.

Ref: FM 22-100, App C, para C-17 thru C-20

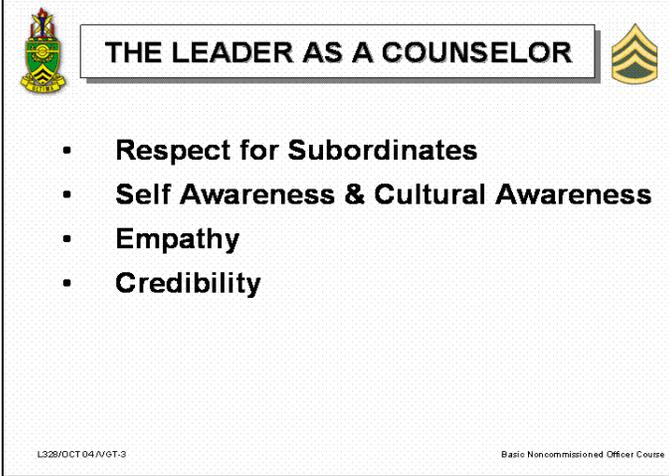
The leader should check to make sure he understood his subordinate without talking too much. Summarizing and interpreting comments demonstrate that the message has been heard and understood. Leaders respond by telling the subordinate, as exactly as they can and what they heard them say and the feelings and attitudes involved. Paraphrase what the subordinate said without changing the meaning. Do not respond to the subordinate's message by sending a message of your own, such as evaluating or drawing quick conclusions. Use appropriate eye contact and gestures.

Ref: FM 22-100, App C, para C-21

If used correctly, questioning serves as a way to obtain valuable information, establish rapport, clarify, and most importantly, facilitate and focus the subordinate's thinking. The questions you ask and the manner in which you ask them facilitate or hinder the process of communication. The intent of questioning is to allow the subordinate to reach their own conclusions about their developmental success and/or needs. Ask open-ended questions which require more than a yes/no answer.

Ref: FM 22-100, App C, para C-22

REMOVE VGT-2

SHOW VGT-3, THE LEADER AS A COUNSELOR


THE LEADER AS A COUNSELOR

- **Respect for Subordinates**
- **Self Awareness & Cultural Awareness**
- **Empathy**
- **Credibility**

L328/OCT04/VGT-3 Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-9

QUESTION: How do these leader qualities enhance the effectiveness of the subordinate centered communication during a counseling session?

ANSWER: Ensure that the students' answers include the fact that it is difficult to achieve meaningful communication without first exhibiting these following qualities.

Ref: FM 22-100, para C-9 thru C-14

Let's discuss how the qualities listed on the VGT assist leaders in counseling.

It is difficult to achieve meaningful communication without first exhibiting the following qualities:

- **Respect for Subordinates:** Fosters two-way respect in the relationship, which improves the chances of achieving the goals of counseling.
- **Self and Cultural Awareness:** Self-awareness is a leader's understanding of himself. An awareness of our own values, needs, and biases makes us less likely to project our feelings onto the subordinate.

Cultural awareness is a mental attribute and a part of self-awareness. Leaders must be aware of the similarities and differences between individuals of different cultural backgrounds and how these factors may influence values and actions.

Cultural awareness enhances a leader's ability to display empathy.

Ref: FM 22-100, Chapter 2, para 2-59 thru 2-66

- **Empathy:** A real understanding of how the subordinate "sees" the situation increases a leader's ability to help. The subordinate is able to quickly tell if the leader "knows where I'm coming from."

Ref: FM 22-100, App C, para C-13

- **Credibility:** Honesty, consistency, and straightforward statements and actions make it easier to achieve meaningful communication. Behave in a manner that your subordinates respect and trust. If you lack credibility with your subordinates, you will find it difficult to influence them.

Ref: FM 22-100, App C, para C-14

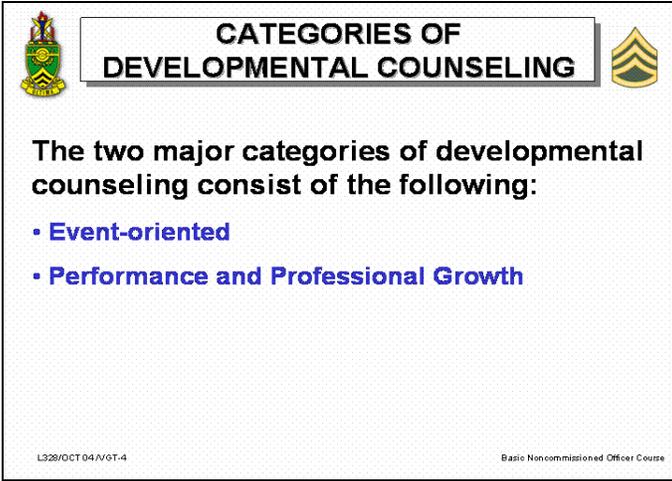
NOTE: Follow-up ideas/or questions to ask:

Would you be open to listen to a leader whom you felt...

- did not respect you?
- tried to project his values onto you?
- was not honest?
- did not understand your situation?

REMOVE VGT-3

SHOW VGT-4, CATEGORIES OF DEVELOPMENTAL COUNSELING



**CATEGORIES OF
DEVELOPMENTAL COUNSELING**

The two major categories of developmental counseling consist of the following:

- **Event-oriented**
- **Performance and Professional Growth**

L328/OCT04/VGT-4 Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-26

Event-oriented Counseling: What do we mean by “event-oriented” counseling? You key it to some event or situation that may precede the need for counseling, or maybe after the fact.

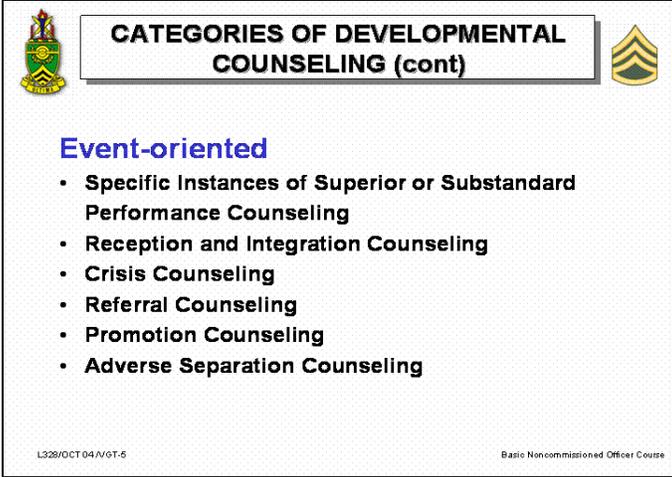
Ref: FM 22-100, App C, para C-27

Performance and Professional Growth Counseling: You and the subordinate jointly establish performance objectives and standards for the next period. You should focus the session on the subordinate’s strengths, areas needing improvement and potential.

Ref: FM 22-100, App C, para C-38

REMOVE VGT-4

SHOW VGT-5, CATEGORIES OF DEVELOPMENTAL COUNSELING, (CONT)



CATEGORIES OF DEVELOPMENTAL COUNSELING (cont)

Event-oriented

- **Specific Instances of Superior or Substandard Performance Counseling**
- **Reception and Integration Counseling**
- **Crisis Counseling**
- **Referral Counseling**
- **Promotion Counseling**
- **Adverse Separation Counseling**

L328/OCT 04/VGT-5 Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-27

Specific Instances--many leaders focus this counseling on poor performance and fail to acknowledge excellent performance or put it off until they inadvertently forget about it. To be successful, you must conduct this counseling as close to the event as possible. To conduct a check on yourself, you may want to occasionally keep track of superior and substandard performance counseling incidents.

When preparing to conduct substandard performance counseling, you must ensure the subordinate knows the standards expected of him. Then you and the subordinate should develop a plan of action to improve his performance or skills. This may be where you have to administer corrective training until the subordinate knows and achieves the standard. Once the training meets the standard (determined by your follow-up assessment), this training should end. When counseling a subordinate for a specific performance, you should take the following actions:

- Tell the subordinate the purpose of the counseling, what you expect, and how the subordinate failed to meet the standard.
- Address the specific unacceptable behavioral action, not the person's character.
- Tell the subordinate the effect of the behavior, action, or performance on the rest of the organization.
- Actively listen to the subordinate's response.
- Remain unemotional.

- Teach the subordinate how to meet the standard.
- Prepare to do some personal counseling, since a failure to meet the standard may relate to or be the result of an unresolved personal problem.
- Explain to the subordinate what he must do to improve performance (plan of action).
- Identify your responsibilities in implementing the plan of action.
- Continue to assess and follow up on the subordinate's progress.
- Adjust plan of action as necessary.

Ref: FM 22-100, App C, para C-31

NOTE: Clarify any questions the students may have before moving on.

Reception and Integration Counseling: As a leader, you must counsel new team members when they arrive in your organization. Reception and integration counseling serves two purposes. First, it identifies and gives you a chance to help fix any problems or concerns that new members may have, especially any issues resulting from the new duty assignment. Second, it lets them know the organizational standards and how they fit into the team. It clarifies job titles and sends the message that the NCO support channel and chain of command care. Reception and integration counseling should begin immediately upon arrival so new team members can quickly become integrated into the organization. What are some possible areas of discussion for this type of counseling?

NOTE: Have students follow along in FM 22-100, App C, and Fig C-4 as you generate a discussion of each of the following elements. Solicit other possible areas of discussion from students.

- Organizational standards.
- Chain of command.
- Personnel/personal affairs/initial clothing issue.
- Organizational history, organization, and mission.
- Soldier programs within the organization, such as soldier of the month/quarter/year and Audie Murphy/SGT Morales clubs.
- Off limits and danger areas.
- Functions and locations of support activities (see Figure C-3).
- On and off-post recreational, educational, cultural, and historical opportunities.
- Foreign nation or host nation orientation.
- Other areas the individual should be aware of, as determined by the leader.

These are just some of the possible areas to discuss in this type of counseling.

Crisis Counseling: You may conduct crisis counseling to get a subordinate through the initial shock after receiving negative news, such as notification of the death of a loved one. You may assist the subordinate by listening and, as appropriate, providing guidance. Assistance may include referring the subordinate to a support activity or coordinating external agency support. Crisis counseling focuses on the subordinate's immediate, short-term needs. Normally this type of counseling will require heavy involvement by your chain of command.

Ref: FM 22-100, App C, para C-33

Referral Counseling: This provides you the opportunity to help subordinates work through a personal situation and may or may not follow crisis counseling. Referral counseling may also act as preventative counseling before the situation becomes a problem. Usually, the leader assists the subordinate in identifying the problem and refers him or her to the appropriate activity. Generally, it is a good idea to keep your NCO support channel informed in situations such as these.

Ref: FM 22-100, App C, para C-34

NOTE: The instructor should have the students turn to FM 22-100, App C, p C-6, (Fig C-3) and take a brief look at the referral listing of support activities.

Keep in mind, more than one activity may apply depending on the situation. You have an array of resources available to you to help assist in taking care of your subordinates. Remember, a listing such as this is a good reference, but with a little research on your behalf, you will probably find others. Never hesitate to use them when required.

Ref: FM 22-100, App C, para C-34

Promotion Counseling: AR 600-8-19 requires counseling of soldiers not recommended for promotion, but eligible for promotion to PV2 through SSG without a waiver (fully qualified). This counseling must be in writing and will take place initially when the soldier attains eligibility, periodically (at least every 3 months), and include information as to why the soldier didn't receive a recommendation what to do to correct deficiencies or qualities, which impede promotion potential. Keeping your

subordinates informed on their promotion eligibility is a valuable morale-enhancing tool.

Ref: FM 22-100, App C, para C-35

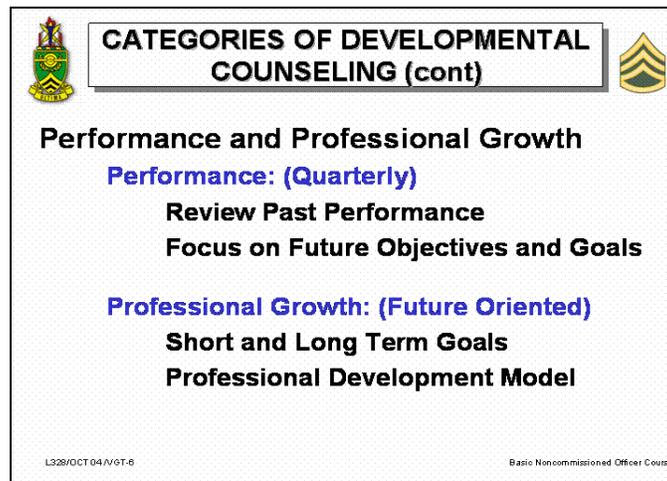
QUESTION: What would do about the subordinate who, regardless of how much effort you expend, fails to conform to standards or commits serious acts of misconduct?

ANSWER: This is where required adverse separation counseling takes place.

Ref: FM 22-100, App C, para C-36 and C-37

Adverse Separation Counseling: involves informing the soldier of the administrative actions available to the commander in the event substandard performance continues and the consequences associated with those actions (Ref: AR 635-200). Developmental counseling also may not apply when an individual has engaged in more serious acts of misconduct. You should refer these cases up the NCO support channel, the chain of command and the servicing staff judge advocate. When a leader's rehabilitative efforts fail, counseling with a view towards separation fills an administrative prerequisite to many administrative discharges and serves as a final warning to the soldier to improve performance or face discharge. It is always advisable to involve the chain of command as soon as you determine the need for adverse separation counseling. The first sergeant or commander should inform the soldier of the notification requirements outlined in AR 635-200.

REMOVE VGT-5

SHOW VGT-6, CATEGORIES OF DEVELOPMENTAL COUNSELING (CONT)

Ref: FM 22-100, App C, para C-38 thru C-45 and FM 7-22.7, para 5-22 thru 5-25

Performance Counseling: During performance counseling, the leader completes the assessment of the subordinate's duty performance during the previous quarter. The leader and soldier jointly establish performance objectives for the next quarter. Rather than dwelling on the past, leaders should focus the session on the soldier's strengths, areas needing improvement, and potential.

QUESTION: What type of counseling is mandatory, face-to-face counseling, for NCOs as required between the rater and the rated NCO under the NCOER system?

ANSWER: Performance Counseling.

Ref: FM 22-100, App C, para C-39

Performance counseling at the beginning of and during the evaluation period facilitates a soldier's involvement in the evaluation process. Performance counseling communicates standards and is an opportunity for leaders to establish and clarify the expected values, attributes, skills, and actions. As an Army leader, you must be sure to tie your expectations to performance objectives and appropriate standards. You must establish standards for your soldiers to work towards and teach them how to achieve those standards if they are to develop.

Ref: FM 22-100, App C, para C-38 through C-41 and FM 7-22.7, para 5-22 thru 5-25

Professional Growth Counseling: Includes planning for the accomplishment of individual and professional goals. This also assists subordinates in achieving organizational goals. It is imperative for all leaders to conduct professional growth counseling with their soldiers to develop the leaders of tomorrow. Professional growth counseling begins as an initial counseling within 30 days of arrival to a new unit. Additional counseling occurs quarterly thereafter with an assessment at a minimum of once a month. This counseling is a continuous process and must include goals and expectations for the most current quarter along with long-term goals and expectations. During the counseling session, the leader and the subordinate jointly conduct an assessment to identify and discuss strengths and weaknesses. They then create a plan of action to build upon strengths and overcome weaknesses. The leader must encourage, remain positive, assist the subordinate to help himself and focus toward the future. This future-oriented approach establishes short and long-term goals and objectives. You should use FM 22-100, Appendix B, as a tool in conducting a leadership assessment, which is part of professional growth counseling. We will cover this assessment in more detail later in this lesson.

Ref: FM 22-100, App C, para C-42 and C-43, and FM 7-22.7, para 5-29 thru 5-32

Professional Development Model (PDM): These are tools leaders should use during performance and professional growth counseling sessions to focus their subordinate's professional growth and career development plan of action. PDMs are in DA PAM 600-25 (extract in SH-8) and cover all Army MOS's. Specific and goal-oriented development allows individuals and leaders to build a functional professional growth plan tailored to subordinate NCO and unit needs. NCO professional development models (PDM) are the soldiers' guide to self-development.

Ref: DA PAM 600-25 (extract in SH-8)

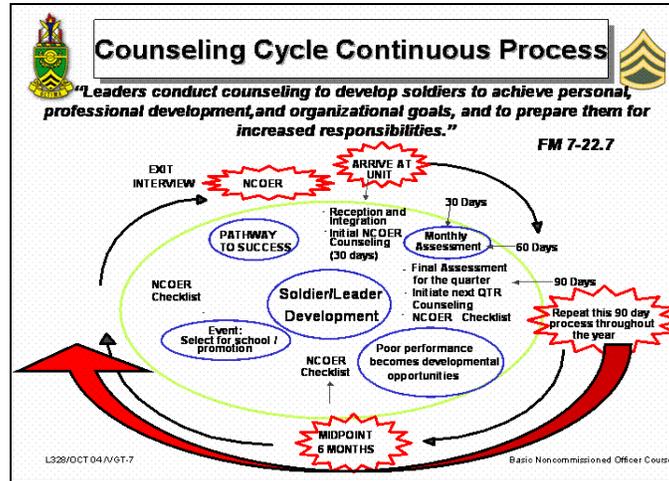
QUESTION: Should you view categories of counseling as separate, distinct, or exhaustive when organizing or focusing a counseling session?

ANSWER: No.

Ref: FM 22-100, App C, para C-45

REMOVE VGT-6

SHOW VGT-7, COUNSELING CYCLE CONTINUOUS PROCESS



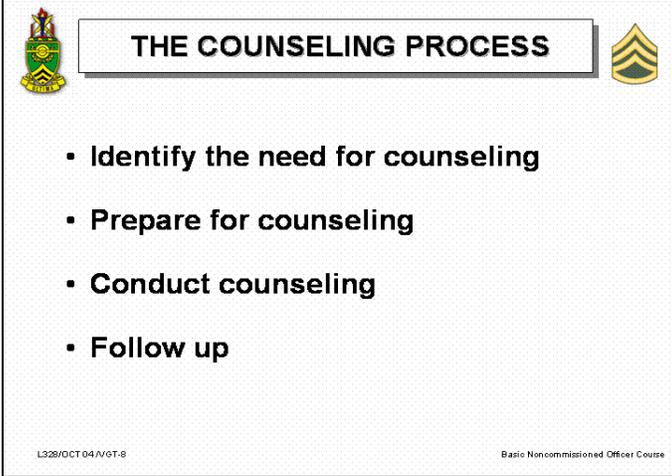
Ref: FM 7-22.7, para 5-5 thru 5-32

Counseling is a continuous process that starts when the soldier arrives at the unit and continues throughout the soldier's time within the unit. The final counseling a soldier receives is during his/her exit brief upon departure to a new assignment or PCS.

The first counseling a soldier receives is the reception and integration counseling. Initial NCOER counseling would follow this (within the first 30 days for all NCOs), if not included as part of the reception and integration counseling. The leader then uses the same counseling form the following month to sit down with the soldier to reassess the plan of action and document progress. Conduct this process again the following month, and then close it out at the end of the quarter. Conduct all counseling on the same form (with an added continuation sheet if needed). NCOs receive NCOER counseling on a quarterly basis.

Ref: FM 22-100, App C, para C-38 thru C-41 and FM 7-22.7, para 5-30 and 5-31

REMOVE VGT-7

SHOW VGT-8, THE COUNSELING PROCESS


THE COUNSELING PROCESS

- **Identify the need for counseling**
- **Prepare for counseling**
- **Conduct counseling**
- **Follow up**

L328/OCT04/VGT-8 Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-55

The Counseling Process: Effective leaders use the counseling process shown on this slide. We will cover each stage of the process in depth during the next several minutes.

Ref: FM 22-100, App C, para C-55

REMOVE VGT-8**SHOW VGT-9, IDENTIFY THE NEED FOR COUNSELING**


IDENTIFY THE NEED FOR COUNSELING

- **Sometimes dictated by policy or regulation (NCOER, separation, quarterly performance and professional growth, etc.)**
- **Conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate development.**

L328/OCT04/VGT-9 Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-56

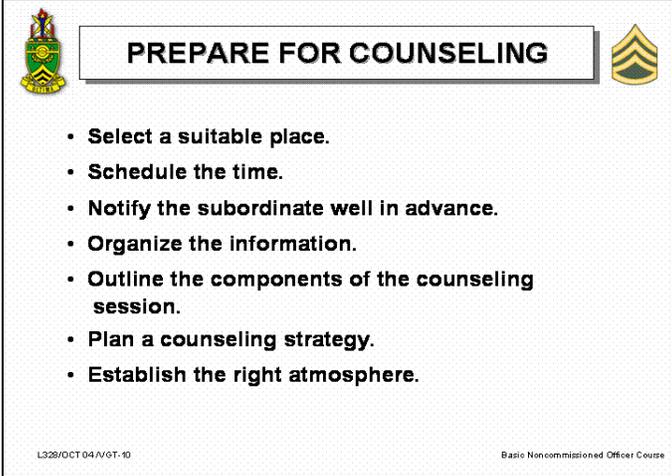
Identify the Need for Counseling: Quite often, organizational policies, such as counseling associated with an evaluation or counseling required by command or unit policy, focus the counseling session. However, **a leader may conduct**

developmental counseling whenever the need arises for focused, two-way, communication aimed at subordinate development. If the question exists, “should I counsel,” the answer is yes. Developing subordinates consists of observing the subordinate’s performance, comparing it to the standard, and then providing feedback to the subordinate in the form of counseling.

Ref: FM 22-100, App C, para C-56

REMOVE VGT-9

SHOW VGT-10, PREPARE FOR COUNSELING



PREPARE FOR COUNSELING

- **Select a suitable place.**
- **Schedule the time.**
- **Notify the subordinate well in advance.**
- **Organize the information.**
- **Outline the components of the counseling session.**
- **Plan a counseling strategy.**
- **Establish the right atmosphere.**

L328/OCT 04/VGT-10 Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-57

QUESTION: Can counseling occur spontaneously without formal preparation?

ANSWER: Yes.

Ref: FM 22-100, App C, para C-58 and C-66

QUESTION: When is an appropriate time to counsel?

ANSWER: Leaders should counsel subordinates during the duty day. After-duty counseling may appear as rushed or perceived as unfavorable.

Ref: FM 22-100, App C, para C-59

The length of counseling depends on the complexity of the issue. As a general rule counseling should not last more than one hour. A leader should notify the subordinate of why, where, and when counseling is to take place and what the subordinate should do to prepare for the session. The leader should review all pertinent information and should focus on specific and objective behaviors that the

subordinate must maintain or improve on as well as a plan of action with clear and obtainable goals

Ref: FM 22- 100, App C, para C-59

QUESTION: Why should a leader prepare an outline?

ANSWER: An outline forces you to think about the counseling. The outline should not be thought of as an additional requirement to make the process even more time consuming, but as an instrument to ensure that the counseling will be effective.

Ref: FM 22-100, App C, para C-62

In the process of outlining the counseling session, the leader should devote time to thinking about and making notes on the purpose of the session, points relevant to the issue, possible questions, possible actions, etc. With an outline, leaders will not forget to bring up key points, ask important questions or relate the issue to a goal. Preparing a counseling outline is a way for you to ensure you conduct a proper counseling session.

Ref: FM 22-100, App C, para C-62

QUESTION: What is a counseling strategy?

ANSWER: A counseling strategy is how the leader plans on developing the counseling session to achieve the intended results.

Ref: FM 22-100, App C, para C-63

Some subordinates readily participate in the counseling, while others resist involvement. Some subordinates will want to dispute every statement while others will readily agree to anything. Some will understand hints and the leader's intent, while others will need things explicitly stated. It is difficult to know how subordinates will react to each counseling session. Base your strategy on the personality of the subordinate and the nature of the issue. Although you should prepare a counseling strategy, prepare to adjust that strategy as the counseling session develops and as you receive additional information.

Ref: FM 22-100, App C, para C-63

Establishing the right atmosphere promotes two-way communication between the leader and the subordinate. Some situations may require a relaxed atmosphere and some may require a more formal atmosphere.

Ref: FM 22-100, App C, para C-64

REMOVE VGT-10

Break: TIME: 00:50 to 01:00

TIME: 01:00 to 01:50 (continue Learning Step/Activity 1, ELOA)

SHOW VGT-11, CONDUCT THE COUNSELING SESSION



CONDUCT THE COUNSELING SESSION



- **Opening the Session:** State the purpose of the session and establish a subordinate-centered setting.
- **Discussing the Issues:** You and the subordinate should attempt to develop a mutual understanding of the issues.

L328/OCT 04/VGT-11
Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-67

Open the Session: One technique to establish a subordinate-centered tone early in the session is to invite the subordinate to speak. Not all counselors or subordinates feel comfortable with “icebreakers”, such as bringing up the weather or the local sports teams. There is no need to put on airs in a counseling session, simply let the subordinate know that you want to help the subordinate to develop a plan to achieve goals.

A clearly stated purpose of the counseling session will focus the communication. Counseling sessions are not fact-finding investigations, solutions to problems or a forum to give one-sided performance feedback. A clearly stated purpose of the session can set a comfortable tone and lead to an open and productive session. If applicable, the leader and subordinate start the counseling

session by reviewing the status of the previous plan of action from their last counseling session.

Ref: FM 22-100, App C, para C-68

Discuss the Issues: A joint understanding of the situation is a critical step in the counseling process. This joint understanding allows the leader to examine the situation from the subordinate's perspective. It also allows the subordinate to examine the situation from the leader's perspective. The leader does not have to agree with the subordinate's perspective, but it is important that the subordinate feels that the leader has made a genuine attempt to understand his/her perspective. If the leader and the subordinate do not agree upon the issue, the subordinate may resist involvement in the development of the plan of action.

The best way to develop a joint understanding is to let the subordinate do most of the talking. The counselor should bring the issue to light using the skills of listening, responding, and questioning. Leaders do not need to dominate the conversation, but help the subordinate come to an understanding of the issue.

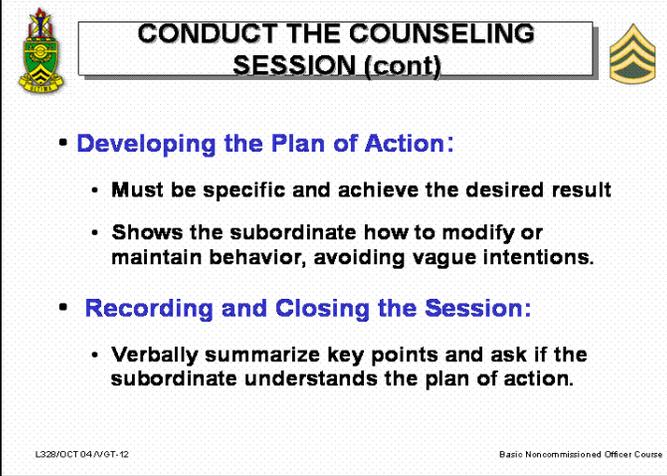
Ref: FM 22-100, App C, para C-69

Both the leader and subordinate should provide examples or cite specific observations to reduce the biased or judgmental perception that either one may have. Each should provide specific examples so neither the subordinate nor the leader will be likely to become argumentative during the session.

It is important to initially specify the performance only, without passing judgment. Ask the subordinate if your description of the performance is accurate.

Ref: FM 22-100, App C, para C-70

REMOVE VGT-11

SHOW VGT-12, CONDUCT THE COUNSELING SESSION (CONT)


CONDUCT THE COUNSELING SESSION (cont)

- **Developing the Plan of Action:**
 - **Must be specific and achieve the desired result**
 - **Shows the subordinate how to modify or maintain behavior, avoiding vague intentions.**
- **Recording and Closing the Session:**
 - **Verbally summarize key points and ask if the subordinate understands the plan of action.**

L328/OCT04/VGT-12 Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-71 thru C-74

Developing a Plan of Action: A plan of action is simply a plan that specifies the actions required to achieve the desired result. The plan is what the subordinate must do to achieve the agreed upon goal, whether it be to improve performance, solve a problem or attain a career goal. Counseling is just “talk” unless there is a plan to energize “good intentions” into action. You must document the plan of action to help the leader and the subordinate stay focused on the plan and to facilitate follow-ups to the counseling. A specific and achievable plan of action sets the stage for successful development.

Many times the leader does not have the expertise or the resources to achieve the goal of the counseling. In these situations, the leader should recognize his limitations and include a referral as part of the plan of action.

Ref: FM 22-100, App C, para C-71

Recording and Closing the Session: Leaders should try everything possible throughout the counseling session to ensure that the subordinate accepts the plan of action. It is unrealistic though to think that subordinates are going to accept every plan. If the subordinate does not accept the plan, the leader should review the plan to ensure that it is realistic, valid, and adheres to the standards within the unit, and then the approach to counseling takes a more directive mode.

Although requirements to record counseling sessions vary, it is always a good idea to document the key points of a counseling session so that, at a later date, the leader can refer back to the agreed upon plan of action. Documentation serves as a ready reference of a subordinate's accomplishments, improvements, personal preferences, or problems.

Certain Army regulations require written records of counseling. Some examples are bar to reenlistment, administrative separation chapters, and overweight counseling. In those cases where separation is likely, the leader must maintain accurate counseling records.

Ref: FM 22-100, App C, para C-72 thru C-74

REMOVE VGT-12

SHOW VGT-13, FOLLOW UP



FOLLOW UP



- **LEADER'S RESPONSIBILITIES:**
 - You must support subordinates as they implement their plans of action
 - Includes teaching, coaching, or providing time and resources
- **ASSESS THE PLAN OF ACTION:**
 - Review the plan of action with the subordinate to determine if they achieved the desired results
 - Modify plan of action if necessary

L328/OCT 04/VGT-13
Basic Noncommissioned Officer Course

FM 22-100, App C, para C-75 and C-76

Leader's Responsibilities: After the counseling session the leader's responsibilities are a very important part of the counseling process. They include the leader's support through implementation of the plan and observation and assessment of the plan. Leaders can support the subordinate in many ways: teaching, coaching, or providing resources, such as time, equipment, training aids, etc. During observation and assessment of the plan, the leader may choose to modify the plan or

take other actions to include additional counseling, referrals, informing the chain of command or corrective measures.

It is important that leaders do not “wash their hands” of the issue once the counseling session is over. Just as it is a leader’s responsibility to counsel, a leader must also observe the implementation of the plan and take appropriate actions after counseling.

Ref: FM 22-100, App C, para C-75

Assess the Plan of Action: FM 22-100 states, “During the assessment, review the plan of action with the subordinate to determine if the desired results were achieved.” Also, during the assessment the leader and subordinate might adjust the original plan of action due to changes that have occurred in the unit, section, or individual soldier’s situation. The assessment of the plan of action provides useful information for future follow-up counseling sessions.

Ref: FM 22-100, App C, para C-76

REMOVE VGT-13

SHOW VGT-14, DA FORM 4856 - PART I - ADMINISTRATIVE DATA

DEVELOPMENTAL COUNSELING FORM

Part I: (Administrative Data)

PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling sessions pertaining to subordinates.
 DUTYING OFFICER: This information is to be provided by the subordinate. Leader to fill out the form as necessary.
 INFORMATION: This form is a summary.

PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	

PART II - BACKGROUND INFORMATION

Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Habit-Oriented counseling and include the leader facts and observations prior to the counseling.)

Part II: (Background Information) Leader states the reason for the counseling and includes the leader's facts and observations prior to the counseling.

Part III: (Summary of Counseling) Key Points of Discussion

OTHER INFORMATION

This form will be destroyed upon assignment of the form to the next unit (transfer), upon the next ETC, or upon the form's expiration date. This information is for internal use only and is not to be released to the public. DA FORM 4856, JUN 99.

EDITION OPTION #1 IS OBSOLETE

Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, Fig C-11

The Developmental Counseling Form aids and guides the leader in conducting and recording a counseling session. This VGT shows the main parts of the front side of the form. During the **Purpose of Counseling** portion of the counseling session,

the leader states the reason for the counseling, e.g., Performance/Professional Growth or Event-oriented counseling, and includes the leader's facts and observations made prior to the counseling. If applicable, the leader and subordinate start the counseling session by reviewing the status of the previous plan of action.

Ref: FM 22-100, App C, para C-78

The **Key Points of Discussion** was a part of our earlier discussion when we talked about the issues as part of the counseling process. The leader writes the outline in this block during the "Prepare for Counseling" stage, when he outlined the components of the counseling session.

Ref: FM 22-100, App C, para C-71

QUESTION: When do you fill in Parts I, II, and III of the Developmental Counseling Form?

ANSWER: You fill in Parts I, II, and the outline for Part III while preparing for the session. Handwrite the key points of discussion, as well the goals and objectives during the counseling session.

Ref: FM 22-100, App C, para C-62 and Fig C-9

REMOVE VGT-14

SHOW VGT-15, DA FORM 4856 - PLAN OF ACTION

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).

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):

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

Leader Responsibilities: (Leader's responsibilities in implementing 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: (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)

DA FORM 4856 (Rev. 10-15)

Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-71, and Fig C-11

The **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 of the form). Earlier in the lesson we discussed developing a plan of action. You should determine a date for the next assessment with the subordinate during the actual counseling session (i.e., next week, next month, next quarter, etc). You should list this date in the plan of action area of the counseling form. As counseling session's progress, the assessment of the plan of action becomes the starting point for future counseling sessions.

Ref: FM 22-100, App C, para C-71, C-75, C-76 and Fig C-9

In the **Leader's Responsibilities** block, you annotate your responsibilities in supporting and assisting the subordinate to implement the plan of action. You list the resources necessary to accomplish the plan of action and commit to providing them to the subordinate. Here is where you sign and date the form.

Ref: FM 22-100, App C, Fig C-9

QUESTION: What is the importance of annotating leader's responsibilities?

ANSWER: When the leader demonstrates that he plans to actively support the plan of action, the subordinate will respond to your care and concern for his success.

Ref: FM 22-100, App C, para C-75 and Fig C-9

Professional growth counseling for ALL soldiers occurs quarterly with a face-to-face **assessment** at a minimum of once a month. During the **assessment** portion of a counseling session, you and the subordinate review the plan of action to determine if the subordinate achieved the desired results. Both you and the subordinate complete this section, which provides useful information for any follow-up counseling. You should complete this block prior to the start of any follow-up counseling sessions. A counseling session is not complete until completion of this block. During performance/ professional growth counseling, this block serves as the starting point for future counseling endeavors. You must remember to conduct this assessment based on resolution of the situation or the established time line discussed in the plan of action. You and the subordinate should determine a date for the next session and both of you should keep a record of the counseling form.

REMOVE VGT-18

SHOW VGT-19, DA FORM 4856 - EXAMPLE COUNSELING, PART III, FILLED IN

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>Housing, Child care Center</i>	
o <i>Family Readiness Group</i>	
o Discuss duty position and review job description:	
o <i>Discuss duty and responsibility to train, lead, and develop team</i>	
o <i>Standards- setting and enforcing</i>	
o <i>Deployments and Exercises</i>	
o Leader's Book for Alpha Team:	
o <i>Duty rosters and training schedules</i>	
o <i>Unit METL, Command Policies and SOPs</i>	
o <i>Unit Physical Fitness Program/unit fitness goal/diagnostic APFT</i>	
o <i>Soldier Key Information</i>	
o <i>Chain of Command/NCO Support Channel:</i>	
o <i>Rating Chain/NCOER</i>	
o <i>Alert/Recall Roster and Accountability</i>	
o <i>Equipment Accountability and Maintenance</i>	
o <i>Hand Receipts/Command Maintenance</i>	
o Personal and Organizational Goals:	
o <i>Professional Development</i>	
o <i>Education (Civilian and Military)</i>	
o <i>Career Enhancing Opportunities (NCO of the Month Board, Audie Murphy Board)</i>	
o <i>Short and Long Term Goals</i>	
o <i>Unit Readiness</i>	
<small>OTHER INSTRUCTIONS</small> <small>This form will be destroyed upon assignment to the next duty station unless it is a promotion or ETR or upgrade report. The reporting instructions and instructions for use of this form are on the DA FORM 4856-101.</small>	
L328/OCT 04/VGT-19	DA FORM 4856-E, JUN 99
EIGHTEN CYCLES OF 15 MINUTES	
Basic Noncommissioned Officer Course	

Ref: FM 22-100, App C, para C-69 and C-70, and Fig C-10

Here you see how the Key Points have expanded during the session and it appears in italics to portray handwritten entries. Army regulations require written entries as a means to promote subordinate-centered session with two-way communication. This also provides leaders with an indicator when checking counseling.

Ref: FM 22-100, App C, para C-62, C-64, C-73 and Fig C-11

REMOVE VGT-19

SHOW VGT-20, DA FORM 4856 - EXAMPLE COUNSELING, PART IV

<p>Plan of Action: (Defines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to enable or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below).</p> <ul style="list-style-type: none"> o <i>Provide spouse with Family Readiness Group contact info. and encourage her to attend the next meeting.</i> o <i>Review Unit METL and Command Policies by Monday, and SOPs by the end of next week.</i> o <i>Conduct joint inventory of team equipment within 20 days.</i> o <i>Review leaders book from previous team leader within 2 weeks.</i> o <i>Conduct open discussion with team members next week.</i> o <i>Conduct initial counseling on each team member within 30 days.</i> o <i>Prepare to take a diagnostic APFT within 30 days and prepare to conduct PT.</i> o <i>Visit the education center to look into next semester's schedule.</i> o <i>In support of long-term goal of promotion to SSG, work on weapons qualification, PT, and civilian/military education.</i> o <i>Study pertinent Army Regulations and FMs for board appearance.</i> o <i>Verify team's SRP packets within 60 days.</i> o <i>Monthly assessments on or about 6 OCT 04, 6 NOV 04, 6 DEC 04.</i> 	
<small>L328/OCT 04/VGT-20</small> <small>DA FORM 4856-E (Rev 04)</small>	Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-71 and Fig C-11

Develop the Plan of Action during the session with input from the subordinate.
 Keeping the plan of action discussed, organized and focused by following the order of the issues contained in the key points of discussion. Note that the last line in the plan of action should list the follow-up assessment date(s).

Ref: FM 22-100, App C, para C-71 and Fig C-12

REMOVE VGT-20

SHOW VGT-21, DA FORM 4856 - EXAMPLE COUNSELING, SESSION CLOSING

<p>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: _____</p>	
<p>Signature of Individual counseled: <u>Jim T. Lester</u> Date: <u>6 Sep 04</u></p>	
<p>Counselor Signature & Title: _____ (Counselor's responsibility is implementing the plan of action)</p>	
<p>Signature of Counselor: _____ Date: _____</p>	
<p>DA FORM 4856 - AGREEMENT OF THE R. AS BY ACTION</p>	
<p>Assessment Individual counseled and provide useful information for follow-up counseling.</p>	
<p>Counselor: _____ Individual Counseled: _____ Date of Assessment: _____</p>	
<p><small>Form 4856 (Rev. 04-01-04) DA FORM 4856 (Rev. 04-01-04) Basic Noncommissioned Officer Course</small></p>	

Ref: FM 22-100, App C, para C-72 thru C-74, and Fig C-11

When you close the session, the subordinate agrees or disagrees with the plan (likely to agree since they provided input), and then the subordinate signs and dates the DA Form 4856.

Ref: FM 22-100, App C, para C-72 thru C-74, and Fig C-11

REMOVE VGT-21

SHOW VGT-22, DA FORM 4856 - EXAMPLE COUNSELING, RECORD OF KEY POINTS SECTION

<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 session.</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>COUNSELING RECORD/KEY POINTS MADE</p> <p>INITIAL</p> <p>o Team Leader duty description and responsibilities to include to train, lead, and develop the team</p> <p>o Leaders Book review</p> <p>o Organizational and personal goals</p> <p>o See DA Form 4856, Reception and Integration counseling</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 (Notes should make record NCO-ER preparation easy at the end of the rating period).</p>	
<p>LATER</p>		<p>DATE: 6 Sep 04 RATED NCO'S INITIALS: JTL</p>	
<p>LATER</p>		<p>DATE: RATED NCO'S INITIALS:</p>	
<p>LATER</p>		<p>DATE: RATED NCO'S INITIALS:</p>	

L328/OCT 04/VGT-22 Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-74, and Fig C-10

The counselor gets the information form 2166-8-1 and then transfers the information to 4856. The counselor writes bullets in the record section of the DA Form 2166-8-1, gets the subordinates initials, dates it, and attaches the DA Form 4856 for this counseling session.

Ref: FM 22-100, App C, para C-74, and Fig C-10

REMOVE VGT-22

SHOW VGT-23, EXAMPLE COUNSELING, LEADER RESPONSIBILITIES

<p>Session Closing: (The leader summarizes the key points of the meeting and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):</p> <p>Individual counseled: I (agree) disagree with the information above</p> <p>Individual counseled remarks:</p>	
<p>Signature of Individual Counseled: Jim T. Lester Date: 6 Sep 04</p>	
<p>Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):</p> <p>Introduce to team; Provide information on next FRG meeting; Reinforce/explain job description; Afford time to review policies and SOPs; Provide copy of updated rating scheme and alert roster; Schedule/administer diagnostic APFT; Will check counseling packets on your soldiers in 30 days; Coordinate for class with Supply SGT on accountability and responsibility; Supervise team inventory of equipment; Provide list of reference material to assist in preparation for NCO of the Month, Audie Murphy, and Promotion Board; Assist in resolving any problems that may develop.</p>	
<p>Signature of Counselor: Joseph J. Paul Date: 6 Sep 04</p>	
<p>Remarks:</p> <p>Individual counseled and portion would be discussed for follow-up counseling:</p>	
<p>Counselor: _____ Individual Counseled: _____ Date of Assessment: _____</p>	

L328/OCT 04/VGT-23 DA FORM 4856 (Rev. 04) Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-75, and Fig C-11

The leader records what actions he will take in support of the plan, signs and dates. After the counseling session provide the subordinate with a copy so he/she can begin execution of the plan of action.

Ref: FM 22-100, App C, para C-75, and Fig C-11

REMOVE VGT-23

SHOW VGT-24, DA FORM 4856 - EXAMPLE COUNSELING, MONTHLY ASSESSMENT

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 <u>agree</u> disagree with the information above	
Individual counseled remarks: Signature of Individual Counseled: <u>Jim T. Lester</u> Date: <u>6 Sep 04</u>	
Leader Responsibilities : Leader's responsibilities in implementing the plan of action: <i>Introduce to a squad; Provide information on next FRG meeting; Reinforce/captain job description; Allow time to review policies and SOPs; Provide copy of updated rating scheme and alert roster; Schedule/administer diagnostic APFT; Will check counseling packets on your soldiers in 30 days; Coordinate for class with Supply SGT on accountability and responsibility; Supervise a squad inventory of equipment; Provide list of reference material to assist in preparation for NCO of the Month, Audie Murphy, and Promotion Board; Assist in resolving any problems that may develop.</i>	
Signature of Counselor: <u>Joseph J. Paul</u> Date: <u>6 Sep 04</u>	
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 04 JTL/JJP On 26 Sep 04, observed SGT Lester conducting a team equipment inventory. He made the necessary correction, signed for and accepted responsibility for the team equipment. On 2 Oct 04, SGT Lester took a diagnostic APFT and scored 220 with a score of 65 on the run.	
Counselor: _____ Individual Counseled: _____ Date of Assessment: _____	
<small>Note: Both the counselor and the individual counseled should make a copy of the assessment.</small>	
L228/OCT 04/VGT-24	Basic Noncommissioned Officer Course

Ref: FM 22-100, App C, para C-76 and Fig C-11 and FM 7-22.7, para 5-30

Thirty days or so later they conduct the first assessment by reviewing the Plan of Action, discussing accomplishments, placing comments in part IV of the DA Form 4856, and reviewing the remaining actions required in the plan and making adjustments if needed. They record the date (3 Oct 04) and each initial in the assessment block of the form as shown on the VGT.

Ref: FM 22-100, App C, para C-76 and Fig C-11 and FM 7-22.7, para 5-30

REMOVE VGT-24

For the past one hour and 45 minutes we have reviewed the basics of developmental counseling including an overview of developmental counseling doctrine, leader counseling skills, categories of counseling, the counseling process, and the use of the DA Form 4656 to record a counseling session. In ELO B, you will have an opportunity to put this knowledge to use during several practical exercise situations.

Break: TIME 01:50 to 02:00

B. ENABLING LEARNING OBJECTIVE

ACTION:	Demonstrate the ability to use correct counseling procedures and skills.
CONDITIONS:	As a small unit leader in a company or battalion level unit.
STANDARDS:	Demonstrated the ability to use correct counseling procedures by-- <ul style="list-style-type: none"> identifying strengths and weakness of the counseling session, and observing the parts of the counseling session that need improvement, IAW FM 22-100, SH-5, and SH-6.

1. Learning Step / Activity 1. Conduct a Counseling Session

Method of Instruction: Practical Exercise (Performance)
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 2 hrs
 Media: VGT-25 and VGT-26

NOTE: This PE is from 02:00 to 03:50 with ten-minute breaks from 02:50 to 03:00 and from 03:50 to 04:00.

This block of instruction will present the Observer's Worksheet, to correctly identify counseling session components, counseling skills, and strengths and weakness of a counseling session utilizing practical exercise situations.

SHOW VGT-25, OBSERVER'S WORKSHEET (Front)

OBSERVER'S WORKSHEET (Front)

Observer's Worksheet Case Study: _____

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. _____
 Made the purpose of the session and established a subordinate-centered tone.

B. Discuss the issue. _____
 Developed a mutual understanding of the situation.

C. Develop a plan of action. _____
 Jointly identified actions to solve case problem, improve performance, or achieve goals.

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

2. Leader Counseling Skills

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

B. Responding _____
 Checked understanding by paraphrasing or summarizing.

C. Questioning _____
 Asked open-ended questions to gain information or promote insight.

Total Score: _____

L328/OCT04/VGT-25 Basic Noncommissioned Officer Course

Ref: SH-6-1

This observer's worksheet is a classroom tool to help you identify and discuss these areas during the lesson.

NOTE: Introduce the Observer's Worksheet to the students before the PEs. Refer students to (SH-6-1 and SH-6-2).

NOTE: During this learning activity, use PE-1 provided to practice counseling skills. The students will observe and evaluate each of the sessions using the Observer's Worksheet(s) provided in the student handout.

REMOVE VGT-25

SHOW VGT-26, OBSERVER'S WORKSHEET (Back)

	OBSERVER'S WORKSHEET (Back)	
<p>3. <i>Comments</i> should be provided on each component of the counseling session and leader counseling skills listed on the front side of this form:</p>		
<p>Overall strengths of the counseling session:</p>		
<p>Areas where improvement is needed:</p>		
Name of Counselor: _____	Signature: _____	Date: _____
Name of Observer: _____	Signature: _____	Date: _____
L328/OCT 04/V/GT-26		Basic Noncommissioned Officer Course

Ref: SH-6-2

REMOVE VGT-26

NOTE: Review ELO B with the students at the conclusion of PE-1.

After acting out and observing the role-playing situations in PE-1, you should have a better idea of how to apply our developmental counseling doctrine. Many of you have probably already applied these counseling skills in your units, but you probably saw some areas that you could improve on in counseling skills development. With experience, practical application and continued study, you will be able to continue to develop your leader counseling skills.

During PE-1, you may have noticed event-oriented counseling scenarios for all of the situations. At the end of ELO C, we will view a developmental counseling video that covers a Performance/Professional growth-counseling scenario. But first, we will learn a method to assess the leader performance of subordinates.

C. ENABLING LEARNING OBJECTIVE

ACTION:	Assess the performance of subordinates.
CONDITIONS:	As a small unit leader in a company or battalion level unit.
STANDARDS:	Assessed the performance of subordinates by-- <ul style="list-style-type: none"> • observing leadership performance, • recording actions, • classifying actions using leadership dimensions, • rating leadership performance, and • developing subordinates using performance indicators, IAW FM 22-100 within a specific timeline.

1. Learning Step / Activity 1. Assess Subordinate Performance

Method of Instruction: Practical Exercise (Performance)
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 45 mins
Media: VGT-27 thru VGT-32, and DA Video 710942 (8 minutes)

Until now we have discussed methods for providing feedback to soldiers in the form of counseling. Counseling, however, does not just happen because we want to counsel. As we have often said, you use counseling for development. But to develop what? In this part of the lesson, we'll look at what should go on before we ever get to a counseling session. We look at how to observe the behavior of a subordinate and to assess whether that behavior is meeting established standards.

Observe, Assess, Coach, and Counsel (O/A/C/C) model is a process leaders apply to develop their subordinates. Developing subordinates, like so many other skills we must master in the Army, takes practice. There is a straight forward process that helps to organize and make effective our approach. Part of what observing entails, however, comes before the actual observations can take place. A leader has to decide when and where to make an observation of a subordinate's performance. In nearly all cases, we want to observe a subordinate's performance without looking for a specific thing.

We take note of performance as it occurs, as objectively as possible, because we don't want to bias what it is we see. There are times, however, when we might want to follow up on a specific performance indicator--perhaps as a follow-up to developmental counseling. To do so is okay, but know that it is not a perfectly objective approach.

Time is always scarce, so a leader needs to maximize those observation opportunities. Once determined, leaders must give these performance observations their undivided attention and maximum focus. Focus on pure performance; don't make any evaluations, yet. Just the facts are important. All observable actions may be important (i.e., verbal and nonverbal; gestures; commands; and periods of inactivity) because you would also combine performance "snapshots" to provide deeper insight about a subordinate's developmental strengths and weaknesses. Even though you plan to observe, there are also many times when you, as a leader, will merely stumble onto observations of your subordinates. No plan, no focus—you just see or hear something that merits your attention. Here are some things to keep in mind about observing.

NOTE: A USASMA Counseling Team comprised of CSM (D) personnel compiled the following information from FM 22-100, FM 7-22.7, (Chapter 5), and personal experiences.

SHOW VGT-27, OBSERVE LEADERSHIP PERFORMANCE (Actions)



**OBSERVE LEADERSHIP
PERFORMANCE (Actions)**



- **All acts (verbal and nonverbal), appearances, and actions are valid opportunities for assessment.**
- **Ensure observations are complete.**
- **Observations must be objective.**

L328/OCT04/VGT-27
Basic Noncommissioned Officer Course

Ref: (see note above)

Focus on every relevant action: verbal and nonverbal, appearance, and responses to the subordinate's actions by peers or other subordinates. Ensure the record of observations is complete. Observe everything from the beginning to end without distracting or interfering with the subordinate's performance (obviously, step in if you observe a risk to safety). Be objective and avoid biased perceptions (especially those biased by the way you would have done something) and split-second judgments.

NOTE: To promote student discussion, ask, as leaders, where can we make observations of a subordinate leader's values, attributes, skills, and actions.

NOTE: After allowing several students to respond, ensure that the discussions covered at least the following points: In the field, in garrison, in formations, the motor pool, etc.

The key to observation is to realize that it is not a passive activity. Leaders must be on the lookout for subordinate's actions relevant to the leadership dimensions.

Without having the facts, made possible by objective observation, leaders often lack the credibility and the confidence to justify their observations with subordinates. Having detailed and clear notes about observations is the leader's key to being able to address concerns with subordinates. Record observations by the most reliable and effective method available (paper and pencil; video, tape recorder, etc.) during, or as soon after the action as possible. Record exactly what you see. This requires that leaders suspend judgment, postpone classifying, and forget ratings while recording data. This is really tough to do, but we've got to try our best because the integrity of the entire process relies on quality observations. If observed, record actions during the planning and preparation periods of the activity. Record actions in the order in which they occurred during the activity. Here are some general tips about recording to keep in mind.

NOTE: A USASMA Counseling Team comprised of CSM (D) personnel compiled the following information from FM 22-100, FM 7-22.7 (Chapter 5), and personal experiences.

REMOVE VGT-27

SHOW VGT-28, RECORD LEADERSHIP PERFORMANCE – (Actions)



RECORD LEADERSHIP PERFORMANCE (Actions)



- **Record on 3x5 cards, notebook, video, audio tape.**
- **Note actions not taken. They are equally important.**
- **Use direct quotes when possible and bullet comments rather than complete sentences.**
- **Record actions in chronological sequence.**
- **Do not allow winning, losing, or mission accomplishment to influence recorded actions.**

L328/OCT 04/V/GT-28
Basic Noncommissioned Officer Course

Ref: A USASMA Counseling Team comprised of CSM (D) personnel compiled the following information from FM 22-100, FM 7-22.7 (Chapter 5), and personal experiences.

- Record actions observed, including any required actions **not** taken by the leader during the activity. These are easy to overlook.
- Use as many direct quotes as possible.
- It is not necessary to record in complete sentences; communication of the important information is the key to being able to follow it up later with the subordinate.
- Record behavior in chronological sequence. This is very important, and often helps re-create the example for the subordinate during counseling.
- Do not allow the atmosphere of winning or losing in a group situation, or mission accomplishment in a tactical situation, affect or influence recording the subordinate leader's behavior.

The key to making effective observations is to document what you see, as accurately and objectively as possible, and to apply those observations as the basis for developmental counseling. This is a key step: If you don't record the behavior correctly you can't categorize or rate it later.

QUESTION: Why might multiple observations prove better than a single observation when trying to identify a subordinate leader's developmental needs?

ANSWER: Multiple observations are much more reliable. Multiple observations provide more data-points from which to draw conclusions about a subordinate's true performance. They're less likely to represent random behaviors on the part of the subordinate, as well as your random moods and biases as the observer/leader.

QUESTION: What are other sources of information concerning a subordinate's performance?

ANSWER: Other NCOs with whom the subordinate may have been attached for a work detail, or special duty. Perhaps the first sergeant has made some observations, which would benefit in the development of your subordinate.

Ref: A USASMA Counseling Team comprised of CSM (D) personnel compiled the following information from FM 22-100, FM 7-22.7 (Chapter 5), and personal experiences.

REMOVE VGT-28

NOTE: Have the students refer to the leadership dimension portion of FM 22-100, Appendix B, for use during this section.

Classify leadership actions by determining what dimension applies before deciding how well a subordinate is doing it. An important feature in the assessment process is accurately categorizing leader's actions based on the core leadership dimensions. Observations of leader performance are only useful to the leader and the rated subordinate as long as they can accurately classify them in terms of our doctrinally based leadership dimensions. Just like trying to always remain objective in observing actions, classification of performance in accordance with the leader dimensions isn't always easy, but it always must precede a rating. Classifying is the key to rating. Similarly, classifying is key to developing appropriate developmental actions addressing a subordinate's needs. Determine what dimensions need improvement before determining how to fix them. When classifying performance soon after recording an observation, keep the following basic rules in mind:

SHOW VGT-29, APPENDIX B, CLASSIFY USING PERFORMANCE INDICATORS



APPENDIX B – Classify Using Performance Indicators



- Use all written, verbal, and non-verbal information.
- Use leadership dimensions, definitions, and associated actions.
- Though an action may fit more than one dimension, list it under the most appropriate one (best fit).
- Look deeper than the general indicators.
- Be specific, precise, objective, fair.

L328/OCT04/VGT-29
Basic Noncommissioned Officer Course

Ref: A USASMA Counseling Team comprised of CSM (D) personnel compiled the following information from FM 22-100, Chapters 1 thru 7, App B, p B-1, para 17 and 18 and personal experiences.

NOTE:

- Use all written, verbal, and nonverbal information (i.e., plans, orders, AARs, etc.)
- Understand and apply the precise definitions of the leader dimensions assist in classifying leader's actions. Some observations may fit more than one dimension. If a leader action example is difficult to precisely classify by leader dimension, list it under the *most* appropriate dimension.

Ref: A USASMA Counseling Team comprised of CSM (D) personnel compiled the following information from FM 22-100, Chapters 1 thru 7, App B, p B-1, para 17 and 18, and personal experiences.

REMOVE VGT-29

SHOW VGT-30, APPENDIX B, PERFORMANCE INDICATORS



APPENDIX B, Performance Indicators



THE LEADER

of Character and Competence ACTS

<p>Values "BE"</p>	<p>Attributes "KNOW"</p>	<p>Skills "DO"</p>	<p>Actions</p>
<p>To Achieve Excellence</p>			
<p>Loyalty Duty Respect Selfless Service Honor Integrity Personal Courage</p>	<p>Mental Physical Emotional</p>	<p>Interpersonal Conceptual Technical Tactical</p>	<p>Influencing - Communication - Decision Making - Mentoring Operating - Planning - Monitoring - Assessing Improving - Developing - Building - Learning</p>

....by providing purpose, direction, and motivation.

L328/OCT04/VGT-30
Basic Noncommissioned Officer Course

Ref: FM 22-100, App B, p B-1, Fig B-1

Let's take a look at Appendix B. It provides a list of Performance Indicators that can help to determine areas of weakness in yourself or your subordinates. Use it as a tool to develop a plan of action also, since you should tie the plan of action to the appropriate standards and expectations.

Ref: FM 22-100, App B

NOTE: Write the following vignette on a butcher paper or on the board ahead of time and save the example for use again in the future.

Here's an example of how to classify leadership performance: Suppose I observed and recorded the following actions behavior: (point to the written example so that the students can read the vignette).

"An assistant squad leader uses the reverse planning process to ensure his unit would cross the line of departure on time. He considered the condition of the route, and also adjusted the timetable to account for movement at night."

How would you classify the leadership dimensions from the vignette? First you need to classify what the dimensions involve:

- Actions--Planning; maybe assessing.
- Skills--Technical.
- Attributes--Mental.
- Values--duty.

Again, did everyone notice in this example how simple behaviors entailed multiple and overlapping leadership dimensions?

Ref: FM 22-100, App B, p B-1, para B-1

NOTE: Solicit the class for any questions. Then, distribute the PE-2 Classification and Rating Exercise, to the students and direct them to complete the first few observations. Advise the students to IGNORE THE RATING component for now. The discussion among students is valuable so encourage it--but push them to work quickly (they won't have much time in the field to debate these issues).

-- After five minutes, call on various students to share their solution to a given exercise in the PE-2 Classification and Rating Exercise, and solicit a critique and discussion among the other students for each of the five examples.

-- Have the students keep their Classification and Rating exercises handy for additional group work in a few minutes.

Take just a minute to have the students summarize the highlights of the instruction, so far, before proceeding to Rating.

QUESTION: Can anyone explain when, why, and how we should classify leader actions?

ANSWER: Record a classification AFTER observation. After observing, classify the action to ensure absence of bias, and BEFORE rating the performance so that one knows what dimension applies before determining the rating.

Ref: FM 22-100, Chapter 5, para 5-67 and App B, para B-1

REMOVE VGT-30

NOTE: To promote student discussion, ask why it's sometimes difficult for people to understand the difference between "evaluating" and "developing" subordinates.

QUESTION: How is rating in the observe/assess/coach/counsel model different than the rating done on an NCOER?

ANSWER: "Evaluating" is rating performance in terms of one's currently assigned position. Your squad leader receives an NCOER reflecting how well he/she performs as a squad leader. "Development" focuses on improving a subordinate's potential. To develop a squad leader we rate observations based on performance required of a section sergeant or platoon sergeant.

Ref: FM 7-22.7, Chapter 5, para 5-26 thru 5-28

Evaluation is an assessment of current performance. DEVELOPMENT MEANS GROWTH. The leader must look beyond what's required today of the subordinate and help further develop that subordinate's potential for ever-increasing responsibilities. There are some cases where the subordinate isn't getting it right in his or her current position. Obviously, in those cases, leaders must focus development to help the subordinate achieve standards required of the current position.

QUESTION: When assessing subordinates, how do we determine what the standard is for rating observations of subordinate values, attributes, skills, and actions?

ANSWER: Our experience, the advice of others, and the performance indicators provided in Appendix B, FM 22-100.

Ref: FM 22-100, App B

Appendix B, FM 22-100, provides performance indicators for each leadership dimension. In conjunction with the behaviors indicated by the performance indicators, we rate the subordinate's performance in each indicator as strength or a weakness. We then can focus our developmental counseling session on maintaining leadership strengths and improving leadership weaknesses.

Ref: FM 22-100, App B

SHOW VGT-31, APPENDIX B - RATE AND DEVELOP USING PERFORMANCE INDICATORS



APPENDIX B – Rate and Develop Using Performance Indicators



- Compare actions to leadership dimensions and determine if they are strengths or weaknesses.
- Conduct developmental counseling and allow subordinate to assess himself.
- Develop plan of action.
- Assess plan of action and change if necessary.
- Continue to assess performance of subordinate leader.

L328/OCT04/VGT-31
Basic Noncommissioned Officer Course

Ref: FM 22-100, App B

NOTE: Show the students the example from LS/A 1, ELO C that you wrote earlier on butcher paper or on the board about the assistant squad leader who planned to get his squad to the line of departure.

CLASS PE/EXAMPLE: (Referring to the posted example.) You will recall that the assistant squad leader took into account the condition of the route and the effect that darkness would have on the movement speed. We said that the technical, planning, and assessing dimensions applied.

QUESTION: How would you rate him for development purposes? Why?

ANSWER: “Strength” seems like the best answer given it’s a subordinate. Performing to standard at the squad leader level. There’s not too much information here, but the subordinate clearly has a handle on the movement.

NOTE: No one should suggest that it is a developmental weakness.

Ref: FM 22-100, App B

A leader could rate this observation as: (Technical: “Strength”; Planning: “Strength”; and Assessing: “Strength.”)

Ref: FM 22-100, App B

REMOVE VGT-31

NOTE: Solicit the class for any questions. Then, have students take out their PE-2, Classification and Rating Exercise and direct them to complete the ratings. The discussion among students is valuable so encourage it; but push them to work quickly (they won’t have much time in the field to debate these issues).

After five minutes, call on various students to share their solution to a given exercise in the PE-2, Classification and Rating Exercise, and solicit a discussion among the other students for each of the examples.

SHOW VGT-32, ASSESS AND DEVELOP SUBORDINATES (SUMMARY)



ASSESS AND DEVELOP SUBORDINATES (SUMMARY)



- Plan where & when to **OBSERVE** subordinate performance.
- **RECORD** performance.
- **CLASSIFY** and **RATE** performance by applying leadership dimensions.
- Conduct **DEVELOPMENTAL COUNSELING**.
- Continue to **ASSESS** the **PLAN OF ACTION**.

L328/OCT 04/VGT-32
Basic Noncommissioned Officer Course

Ref: FM 22-100, para 5-67 and para 5-68

Let's review the highlights of developing subordinates. We discussed how to assess subordinate leader performance by observing, recording, classifying, and rating leader actions based on the leadership dimensions. This results in an assessment of subordinate leader performance.

In order to develop subordinates, we assess duty performance and then conduct developmental counseling. During the counseling session we must develop a subordinate centered plan of action to sustain the subordinate's leadership strengths and improve upon weaknesses. We then must continue to assess the plan of action and the subordinate's performance in subsequent developmental counseling sessions.

For the next few minutes we will watch a developmental counseling video where a section sergeant will apply the principles that we covered on assessing subordinate performance and developing a plan of action to improve the leadership abilities of a team leader.

NOTE: Pass out the Observer's Worksheet. Have the students observe and document the counseling session on an Observer's Worksheet.

Ref: FM 22-100, Chapter 5, para 5-66, App C, para C-55 thru C-76, and FM 7-22.7, para 5-31 and para 5-32

NOTE: Show segment #5 of the Developmental Counseling Video (8 minutes and 45 seconds long).

NOTE: Conduct a check on learning by having the students share their observations verbally. Be sure to point out that SSG Martin (in the video) conducted a quality subordinate leader developmental counseling session by doing the following:

- Assessed SGT Ferris's leadership performance beforehand.
- Required SGT Ferris to conduct a self-assessment.
- Jointly identified leader strengths and weaknesses with SGT Ferris.
- Developed a subordinate centered plan of action to maintain strengths and improve on weak areas.
- The plan of action involved taking achievable concrete steps to improve performance.
- Outlined leader responsibilities for supporting the plan of action.
- Summarized the session and ensured that SGT Ferris understood the plan of action.
- Stated when they would get together for an assessment of the plan of action.

Ref: Segment #5 of the Developmental Counseling Video and FM 7-22.7, para 5-31 and 5-32

CHECK ON LEARNING:

QUESTION: Why do we assess the performance of subordinates?

ANSWER: To tell them where you see their strengths; let them know where they can improve.

Ref: FM 22-100, Chapter 5, para 5-66

QUESTION: What does leadership developmental counseling have to do with assessing the performance of subordinates?

ANSWER: As a leader, you assist your subordinates in identifying strengths and weaknesses and creating plans of action.

Ref: FM 22-100, App C, para C-5

SECTION IV. SUMMARY

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio is: 1:16
 Time of Instruction: 5 mins
 Media: VGT-33

Check on Learning

QUESTION: What is a significant part of “subordinate-centered” communication during developmental counseling?

ANSWER: Subordinates are not merely passive listeners; they become actively involved in the process.

Ref: FM 22-100, App C, para C-4

QUESTION: Why should leaders counsel subordinates?

ANSWER: Army leaders conduct counseling to help subordinates become better team members, maintain or improve performance, and prepare for the future.

Ref: FM 22-100, App C, para C-8

QUESTION: What are the four stages of the counseling session?

ANSWER: Identify the need for counseling, prepare for counseling, conduct counseling, and follow up.

Ref: FM 22-100, App C, para C-55

QUESTION: What are the different types of developmental counseling?

ANSWER: There are two major types--event-oriented and performance/professional growth.

Ref: FM 22-100, App C, para C-26

QUESTION: What are the qualities leaders must demonstrate in order to be effective counselors, especially the self and cultural awareness attribute.

ANSWER: The qualities include respect for subordinates, self-awareness, and cultural awareness, empathy, and credibility. Aware leaders are more likely to act constantly with their own values and actions.

Ref: FM 22-100, App C, para C-9 and C-14

Review /
Summarize
Lesson

SHOW VGT-33, SUMMARY



SUMMARY



Developmental Counseling

- Definition
- The Leader as a Counselor
- Categories of Developmental Counseling

The Counseling Form

- Link to DA Form 2166-8-1

The Session

- Open the session
- Discuss the issue
- Develop plan of action
- Record and close the session

Purpose

- To develop subordinates

The Process

- Identify the need
- Prepare
- Conduct
- Follow up

L328/OCT 04/A/VGT-33
Basic Noncommissioned Officer Course

Ref: FM 22-100

You will become more comfortable with counseling with practice. There is no school solution concerning counseling and there is no guaranteed formula for success. Effective counseling is challenging. Many leaders avoid this challenge and conduct superficial counseling. Do not get trapped in this dead-end alley. Get comfortable counseling your subordinates and counsel them often, not just when there is a problem.

Follow the guidelines we have discussed today and you will place your subordinates in a position to develop more quickly and more fully than those who lack the attention of a skilled leader/counselor.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

During this course, you will take a 50-questions written examination. This examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a GO. A GO is a graduation requirement.

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

None

THIS PAGE INTENTIONALLY LEFT BLANK

VIEWGRAPHS FOR LESSON 1: L328 version 2

Enabling Learning Objective A

Learning Step 1

VGT-1, Developmental Counseling



DEVELOPMENTAL COUNSELING



Subordinate-centered communication that produces a plan outlining actions necessary for subordinates to achieve individual and organizational goals.

VGT-2, Leader Counseling Skills



LEADER COUNSELING SKILLS



Skills that leaders need in almost every counseling situation include:

- **Active Listening**
- **Responding**
- **Questioning**

VGT-3, The Leader as a Counselor



THE LEADER AS A COUNSELOR



- **Respect for Subordinates**
- **Self Awareness & Cultural Awareness**
- **Empathy**
- **Credibility**

VGT-4, Categories of Developmental Counseling



CATEGORIES OF DEVELOPMENTAL COUNSELING



The two major categories of developmental counseling consist of the following:

- **Event-oriented**
- **Performance and Professional Growth**

VGT-5, Categories of Developmental Counseling (cont)



CATEGORIES OF DEVELOPMENTAL COUNSELING (cont)



Event-oriented

- **Specific Instances of Superior or Substandard Performance Counseling**
- **Reception and Integration Counseling**
- **Crisis Counseling**
- **Referral Counseling**
- **Promotion Counseling**
- **Adverse Separation Counseling**

VGT-6, Categories of Developmental Counseling (cont)



CATEGORIES OF DEVELOPMENTAL COUNSELING (cont)



Performance and Professional Growth

Performance: (Quarterly)

Review Past Performance

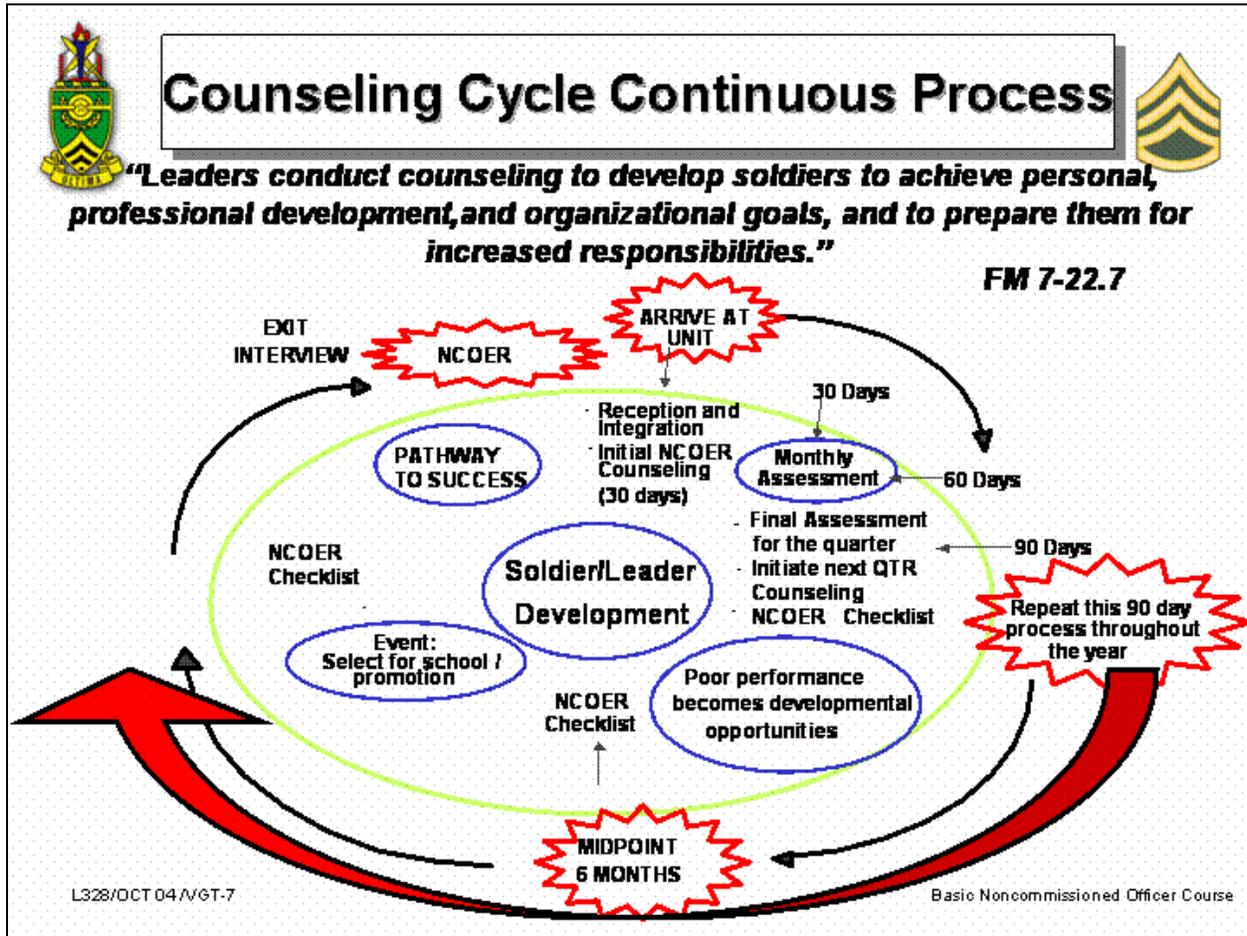
Focus on Future Objectives and Goals

Professional Growth: (Future Oriented)

Short and Long Term Goals

Professional Development Model

VGT-7, Counseling Cycle Continuous Process



VGT-8, The Counseling Process



THE COUNSELING PROCESS



- **Identify the need for counseling**
- **Prepare for counseling**
- **Conduct counseling**
- **Follow up**

VGT-9, Identify the Need for Counseling



IDENTIFY THE NEED FOR COUNSELING



- **Sometimes dictated by policy or regulation (NCOER, separation, quarterly performance and professional growth, etc.)**
- **Conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate development.**

VGT-10, Prepare for Counseling



PREPARE FOR COUNSELING



- **Select a suitable place.**
- **Schedule the time.**
- **Notify the subordinate well in advance.**
- **Organize the information.**
- **Outline the components of the counseling session.**
- **Plan a counseling strategy.**
- **Establish the right atmosphere.**

VGT-11, Conduct the Counseling Session



CONDUCT THE COUNSELING SESSION



- **Opening the Session:** State the purpose of the session and establish a subordinate-centered setting.
- **Discussing the Issues:** You and the subordinate should attempt to develop a mutual understanding of the issues.

VGT-12, Conduct the Counseling Session (cont)



CONDUCT THE COUNSELING SESSION (cont)



- **Developing the Plan of Action:**
 - **Must be specific and achieve the desired result**
 - **Shows the subordinate how to modify or maintain behavior, avoiding vague intentions.**
- **Recording and Closing the Session:**
 - **Verbally summarize key points and ask if the subordinate understands the plan of action.**

VGT-13, Follow Up



FOLLOW UP



- **LEADER'S RESPONSIBILITIES:**
 - You must support subordinates as they implement their plans of action
 - Includes teaching, coaching, or providing time and resources
- **ASSESS THE PLAN OF ACTION:**
 - Review the plan of action with the subordinate to determine if they achieved the desired results
 - **Modify plan of action if necessary**

VGT-14, DA Form Part I Administrative Data

DEVELOPMENTAL COUNSELING FORM			
<p>Part I: (Administrative Data)</p> <p><small>PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling that pertains to subordinates. ROUTINE USES: For subordinates' leader development DA Form 22-100. Leaders should use this form as necessary. DISCLAIMER: Disclosure is voluntary.</small></p>			
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
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 leader facts and observations prior to the counseling):</p>			
<p>Part II: (Background Information) Leader states the reason for the counseling and includes the leader's facts and observations prior to the counseling.</p>			
<p>Part III: (Summary of Counseling) Key Points of Discussion</p>			
<p><small>OTHER INSTRUCTIONS</small></p> <p><small>This form will be destroyed upon reassignment (other than to the following transfers), separation or ETS, or upon the request. For separation requirements and instructions of loss of benefits and pay issues see local directives and AA 115-300.</small></p>			
<p>DA FORM 4856, JUN 99</p>			

VGT-15, DA FORM 4856 - Plan of Action

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):

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):

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

Leader Responsibilities: (Leader's responsibilities in implementing 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 rate in a journal at the counseling.

DA FORM 4856 (Reverse)

VG-16, DA FORM 4856 – Example Counseling, Part I and II

DEVELOPMENTAL COUNSELING FORM			
Form of this Form is FM 22-100.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 552, Departmental Regulations; 10 USC 1013, Secretary of the Army and E.O. 9197 (SEN)			
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling conversations pertaining to subordinates.			
ACQUITTANCE USES: Not applicable to leaders; down to year of IAW FM 22-100. Leaders should use this form as necessary.			
DISCLOSURE: Disclosure is voluntary.			
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Lester, James T.	SGT	123-45-6789	6 SEP 04
Organization	Name and Title of Counselor		
UNIT NAME	SSG Paul, Joseph J./Section SGT		
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 leader's facts and observations prior to the counseling):			
Event-Oriented: SGT Lester is receiving his Reception and Integration Counseling and initial NCOER counseling (see attached DA Form 2166-8-1)			
Facts: SGT Lester arrived from overseas and is assigned as 4th Squad Leader, 1st Platoon.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
OTHER INFORMATION			
This form will be destroyed upon completion of the counseling process, separation of EIS, or upon the receipt of appropriate and notification of loss of information according to local directives and AR 133-700.			

VGT-17, DA FORM 4856 – Example Counseling, Admin Data

NCO COUNSELING CHECKLIST/RECORD <small>For use of this form, see AF 611-204, the appropriate agency is OCSAF/PC.</small>			
NAME OF RATED NCO	RANK	DUTY POSITION	UNIT
Lester, James T.	SGT	Team Leader	HHC Your Unit
<p>PURPOSE: The primary purpose of counseling is to improve performance and to professionally develop the rated NCO. The best counseling is always looking forward. It does not dwell on the past and on what was done, rather on the future and what can be done better. Counseling at the end of the rating period is too late since there is no time to improve before evaluation.</p> <p>RULES:</p> <ol style="list-style-type: none"> 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 GSM. 3. Active Component: Initial counseling must be conducted within the first 30 days of each rating period, and at least quarterly thereafter. Reserve Component (ARNG, USAR): Counseling must be conducted at least semi-annually. There is no mandatory counseling at the end of the rating period. 			
CHECKLIST – FIRST COUNSELING SESSION AT THE BEGINNING OF THE RATING PERIOD			
<p>PREPARATION</p> <ol style="list-style-type: none"> 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, Part II and III. NCO-ER. Use the trigger words on 5. Read each of the waiver 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 waiver and responsibility in Part IV of NCO-ER applies to the rated NCO and his/her duty position. <p><small>Note: Leadership and training may be more difficult to apply than the other waiver responsibilities when the rated NCO has no subordinates. Leadership is simply instructing 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 commandibility. 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 suggestions.</small></p> <ol style="list-style-type: none"> 7. Decide what you consider necessary for success (a peer's standards rating) for each waiver responsibility. Use the examples listed on page 3 and 4 of this form as a guide in developing your 		<p>COUNSELING</p> <ol style="list-style-type: none"> 1. Make sure the rated NCO knows rating chain. 2. Show rated NCO the drafted duty description on your working copy of the NCO-ER. Explain all parts. If rated NCO performs it is possible to be, ask for any ideas to make duty description better. 3. Discuss the meaning of each waiver responsibility in part IV of NCO-ER, and the expanded definitions on pages 3 and 4 of this form to help. 4. Explain how each waiver responsibility applies to the specific duty position by coming or telling your standards for success (a peer's standards rating). Use examples on pages 3 and 4 of this form as a starting point. Be specific so the rated NCO really knows what is 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 	

VGT-18, DA FORM 4856 – Example Counseling, Part III

PART III - SUMMARY OF COUNSELING	
Complete this section during or immediately subsequent to counseling.	
Key Points of Discussion:	
o Personal and Family Issues:	
o Discuss duty position and review job description:	
o Leader's Book for Alpha Team:	
o Personal and Organizational Goals:	
OTHER INSTRUCTIONS	
This form will be destroyed upon reassignment (other than substitution transfer), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits see local directives and AR 133-200.	
EDITION OCTUN 93 IS OBSOLETE	

DA FORM 4856-E, JUN 99

L328/OCT 04/VGT-18

Basic Noncommissioned Officer Course

VGT-19, DA FORM 4856 - Example-Counseling, Part III, Filled In

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 Personal and Family Issues: <ul style="list-style-type: none"> o Finances (PCS Entitlements, Leaves) o Housing, Child care Center o Family Readiness Group o Discuss duty position and review job description: <ul style="list-style-type: none"> o Discuss duty and responsibility to train, lead, and develop team o Standards- setting and enforcing o Deployments and Exercises o Leader's Book for Alpha Team: <ul style="list-style-type: none"> o Duty rosters and training schedules o Unit METL, Command Policies and SOPs o Unit Physical Fitness Program/unit fitness goal/diagnostic APFT o Soldier Key Information o Chain of Command/NCO Support Channel: <ul style="list-style-type: none"> o Rating Chain/NCOER o Alert/Recall Roster and Accountability o Equipment Accountability and Maintenance o Hand Receipts/Command Maintenance o Personal and Organizational Goals: <ul style="list-style-type: none"> o Professional Development o Education (Civilian and Military) o Career Enhancing Opportunities (NCO of the Month Board, Audie Murphy Board) o Short and Long Term Goals o Unit Readiness 	
<small> CYBER INSTRUCTIONS This form will be destroyed upon reassignment (other than a billeting transfer), separation at ETS, or upon retirement. For separation requirements and instructions of use of benefits and allowances see local directives and DA 133-200. </small>	
L328/OCT 04/VGT-19	DA FORM 4856-E, JUN 99
EDITION OCTUN 03 IS OBSOLETE	
Basic Noncommissioned Officer Course	

VGT-20, DA FORM 4856 – Example Counseling, Part IV

Plan of Action: (Defines 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 Provide spouse with Family Readiness Group contact info. and encourage her to attend the next meeting.**
- o Review Unit METL and Command Policies by Monday, and SOPs by the end of next week.**
- o Conduct joint inventory of team equipment within 20 days.**
- o Review leaders book from previous team leader within 2 weeks.**
- o Conduct open discussion with team members next week**
- o Conduct initial counseling on each team member within 30 days.**
- o Prepare to take a diagnostic APFT within 30 days and prepare to conduct PT.**
- o Visit the education center to look into next semester's schedule.**
- o In support of long-term goal of promotion to SSG, work on weapons qualification, PT, and civilian/military education.**
- o Study pertinent Army Regulations and FMs for board appearance.**
- o Verify team's SRP packets within 60 days.**
- o Monthly assessments on or about 6 OCT 04, 6 NOV 04, 6 DEC 04.**

VGT-21, DA FORM 4856 – Example Counseling, Session Closing

<p>Session Closing: (The leader assesses 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):</p> <p>Individual counseled: I <input checked="" type="radio"/> agree / <input type="radio"/> disagree with the information above</p> <p>Individual counseled remarks:</p> 	
<p>Signature of Individual counseled: <u>Jim T. Lester</u> Date: <u>6 Sep 04</u></p>	
<p>Leader Responsibility: (Leader's responsibilities in implementing the plan of action):</p> 	
<p>Signature of Counselor: _____ Date: _____</p>	
<p>PART IV - AGREEMENT BY THE PLAN OF ACTION</p>	
<p>Assessment: Individual counseled and provides useful information for follow-up counseling):</p> 	
<p>Counselor: _____ Individual Counseled: _____ Date of Assessment: _____</p>	
<p>Note: Both the counselor and the individual counseled should rate in a journal of the counseling.</p>	

L328/OCT 04/VGT-21

DA FORM 4856-E (Rev 04)

Basic Noncommissioned Officer Course

VGT-22, DA FORM 4856 – Example NCO Counseling, Record of Key Points Section

<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 session.</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 (Notes should make record NCO-ER preparation easy at the end of the rating period).</p>
COUNSELING RECORD/KEY POINTS MADE	
<p>INITIAL</p> <p><i>o Team Leader duty description and responsibilities to include to train, lead, and develop the team</i></p> <p><i>o Leaders Book review</i></p> <p><i>o Organizational and personal goals</i></p> <p><i>o See DA Form 4856, Reception and Integration counseling</i></p> <p style="text-align: right;">DATE <i>6 Sep 04</i> RATED NCO'S INITIALS <i>JTL</i></p>	
<p>LATER</p> <p style="text-align: right;">DATE RATED NCO'S INITIALS</p>	
<p>LATER</p> <p style="text-align: right;">DATE RATED NCO'S INITIALS</p>	

VGT-23, DA FORM 4856 – Example Counseling, Leader Responsibilities

<p>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 <input checked="" type="radio"/> agree <input type="radio"/> disagree with the information above Individual counseled remarks:</p>
<p>Signature of Individual Counseled: <u>Jim T. Lester</u> Date: <u>6 Sep 04</u></p>
<p>Leader Responsibilities: (Leader's responsibilities in implementing the plan of action): Introduce to team; Provide information on next FRG meeting; Reinforce/explain job description; Afford time to review policies and SOPs; Provide copy of updated rating scheme and alert roster; Schedule/administer diagnostic APFT; Will check counseling packets on your soldiers in 30 days; Coordinate for class with Supply SGT on accountability and responsibility; Supervise team inventory of equipment; Provide list of reference material to assist in preparation for NCO of the Month, Audie Murphy, and Promotion Board; Assist in resolving any problems that may develop.</p>
<p>Signature of Counselor: <u>Joseph J. Paul</u> Date: <u>6 Sep 04</u></p>
<p style="text-align: center;">PART IV - AGREEMENT BY THE PLAN OF ACTION</p> <p>Assessment: Individual counseled and provide useful information for follow-up counseling):</p>
<p style="text-align: center;">Counselor: _____ Individual Counseled: _____ Date of Assessment: _____</p>
<p><small>Note: Both the counselor and the individual counseled should rate in a journal of the counseling.</small></p>

L328/OCT 04/VGT-23

DA FORM 4856-E (Rev 04)

Basic Noncommissioned Officer Course

VGT-24, DA FORM 4856 – Example Counseling, Monthly Assessment

Session Closing: (The leader assesses 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: Jim T. Lester Date: 6 Sep 04

Leader Responsibilities : (Leader's responsibilities in implementing the plan of action):
Introduce to squad; Provide information on next FRG meeting; Reinforce/explain job description; Afford time to review policies and SOPs; Provide copy of updated rating scheme and alert roster; Schedule/administer diagnostic APFT; Will check counseling packets on your soldiers in 30 days; Coordinate for class with Supply SGT on accountability and responsibility; Supervise squad inventory of equipment; Provide list of reference material to assist in preparation for NCO of the Month, Audie Murphy, and Promotion Board; Assist in resolving any problems that may develop.
 Signature of Counselor: Joseph J. Paul Date: 6 Sep 04

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 04 JTL/JJP
On 26 Sep 04, observed SGT Lester conducting a team equipment inventory. He made the necessary correction, signed for and accepted responsibility for the team equipment.
On 2 Oct 04, SGT Lester took a diagnostic APFT and scored 220 with a score of 65 on the run.
 Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

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

Enabling Learning Objective B

Learning Step 1

VGT-25, Observer's Worksheet (Front)



OBSERVER'S WORKSHEET (Front)



Observer's Worksheet Case Study: _____

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.
 Stated the purpose of the session and established a subordinate-centered tone. _____

B. Discuss the issue.
 Developed a mutual understanding of the situation. _____

C. Develop a plan of action.
 Jointly identified actions to either solve problem, improve performance, or achieve goals. _____

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

2. Leader Counseling Skills

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

B. Responding
 Checked understanding by paraphrasing or summarizing. _____

C. Questioning
 Asked open ended questions to gain information or provoke thought. _____

Total Score: _____

L328/OCT 04/VGT-25

Basic Noncommissioned Officer Course

VGT-26, Observer's Worksheet (Back)



OBSERVER'S WORKSHEET (Back)



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

Overall strengths of the counseling session:

Areas where improvement is needed:

Name of Counselor: _____ **Signature:** _____ **Date:** _____
Name of Observer: _____ **Signature:** _____ **Date:** _____

Enabling Learning Objective C

Learning Step 1

VGT-27, Observe Leadership Performance (Actions)



OBSERVE LEADERSHIP PERFORMANCE (Actions)



- **All acts (verbal and nonverbal), appearances, and actions are valid opportunities for assessment.**
- **Ensure observations are complete.**
- **Observations must be objective.**

VGT-28, Record Leadership Performance (Actions)



RECORD LEADERSHIP PERFORMANCE (Actions)



- **Record on 3x5 cards, notebook, video, audio tape.**
- **Note actions not taken. They are equally important.**
- **Use direct quotes when possible and bullet comments rather than complete sentences.**
- **Record actions in chronological sequence.**
- **Do not allow winning, losing, or mission accomplishment to influence recorded actions.**

VGT-29, Appendix B – Classify Using Performance Indicators

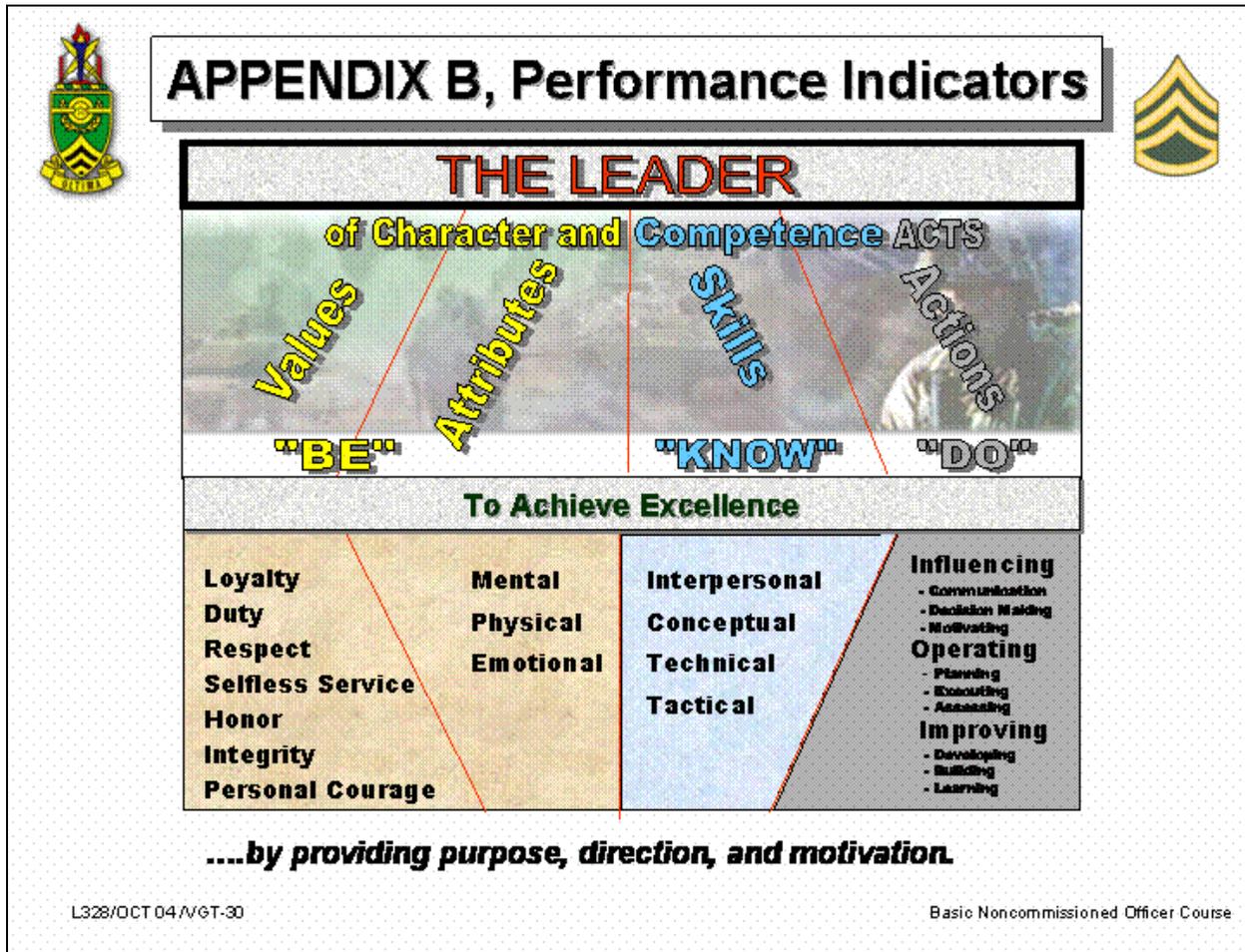


APPENDIX B – Classify Using Performance Indicators



- **Use all written, verbal, and non-verbal information.**
- **Use leadership dimensions, definitions, and associated actions.**
- **Though an action may fit more than one dimension, list it under the most appropriate one (best fit).**
- **Look deeper than the general indicators.**
- **Be specific, precise, objective, fair.**

VGT-30, Appendix B, Performance Indicators



VGT-31, Appendix B – Rate and Develop using Performance Indicators



APPENDIX B – Rate and Develop Using Performance Indicators



- **Compare actions to leadership dimensions and determine if they are strengths or weaknesses.**
- **Conduct developmental counseling and allow subordinate to assess himself.**
- **Develop plan of action.**
- **Assess plan of action and change if necessary.**
- **Continue to assess performance of subordinate leader.**

VGT-32, Assess and Develop Subordinates (Summary)



ASSESS AND DEVELOP SUBORDINATES (SUMMARY)



- Plan where & when to OBSERVE subordinate performance.
- RECORD performance.
- CLASSIFY and RATE performance by applying leadership dimensions.
- Conduct DEVELOPMENTAL COUNSELING.
- Continue to ASSESS the PLAN OF ACTION.



SUMMARY

Developmental Counseling

- **Definition**
- **The Leader as a Counselor**
- **Categories of Developmental Counseling**

The Counseling Form

- **Link to DA Form 2166-8-1**

The Session

- **Open the session**
- **Discuss the issue**
- **Develop plan of action**
- **Record and close the session**

Purpose

- **To develop subordinates**

The Process

- **Identify the need**
- **Prepare**
- **Conduct**
- **Follow up**

THIS PAGE INTENTIONALLY LEFT BLANK

Appendix B Test(s) and Test Solution(s) (N/A)

THIS PAGE INTENTIONALLY LEFT BLANK

PRACTICAL EXERCISE 1

Title	CONDUCT A COUNSELING SESSION						
Lesson Number/Title	L328 version 2 / COUNSEL SUBORDINATES						
Introduction	Use the situations in SH-5 for the counseling preparation and role-play exercise. In each scenario, there is a brief reading for both the counselor and the subordinate. Students may play the role of any counselor in the scenarios.						
Motivator	To be a successful Army leader, you show respect for your subordinates when you allow them to take responsibility for their own ideas and actions. This training will provide you with the basics of counseling, a skill; you will continue to develop as you grow as a leader.						
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements. (ELO B.1)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td> <td>Demonstrate the ability to use correct counseling procedures and skills.</td> </tr> <tr> <td>Conditions:</td> <td>As a small unit leader in a company or battalion level unit.</td> </tr> <tr> <td>Standards:</td> <td> Demonstrated the ability to use correct counseling procedures by-- <ul style="list-style-type: none"> • identifying strengths and weakness of the counseling session, and • observing the parts of the counseling session that need improvement, IAW FM 22-100, SH-5, and SH 6. </td> </tr> </table>	Action:	Demonstrate the ability to use correct counseling procedures and skills.	Conditions:	As a small unit leader in a company or battalion level unit.	Standards:	Demonstrated the ability to use correct counseling procedures by-- <ul style="list-style-type: none"> • identifying strengths and weakness of the counseling session, and • observing the parts of the counseling session that need improvement, IAW FM 22-100, SH-5, and SH 6.
Action:	Demonstrate the ability to use correct counseling procedures and skills.						
Conditions:	As a small unit leader in a company or battalion level unit.						
Standards:	Demonstrated the ability to use correct counseling procedures by-- <ul style="list-style-type: none"> • identifying strengths and weakness of the counseling session, and • observing the parts of the counseling session that need improvement, IAW FM 22-100, SH-5, and SH 6.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						

Evaluation This is not a graded PE. As a group, you will discuss the solution, review the DA Form 4856 solution sheet that the instructor will hand out, and resolve any misunderstandings.

Instructional Lead-In This PE replicates real life situations, which directly relate to the material covered in the lesson.

- Resource Requirements**
- Instructor Materials:**
- Copy of the practical exercise.
 - Copies of all Student Handouts.
 - FM 22-100.
- Student Materials:**
- Student Handouts.
 - FM 22-100.
 - Pencils or pens and writing paper.
-

Special Instructions Preparation for Counseling (role-play). Instructors will assign students a counseling situation SH-5, (App D), and provide students approximately 2 minutes to read the situation. The rest of the students in the class will complete an *Observers Worksheet SH-6, (App D)* during the counseling role-play and discuss his/her results with class following the role-play exercise.

- Instructor selects a pair of students to conduct each of the counseling role-play situations. Within the pair, assign students the roles of counselor and subordinate. The instructor will give the counselor and subordinate the handout for their situation SH-5, (App D). The subordinate and counselor will read the handouts prior to the beginning of the counseling session. The counselor will counsel the subordinate for a period of approximately 10 minutes using the Developmental Counseling procedures he/she reviewed earlier for the counseling session.
- The rest of the class will evaluate the counselor's counseling performance using the *Observer's Worksheet SH-6, (App D)*. The instructor will call on students to assess the conduct of the session performance at the conclusion of the counseling session. The theory is that the students will have to demonstrate some mastery of the task to correctly evaluate someone else.

The counselor and the subordinate should receive ONLY the situations, which apply to their role.

Procedures

Instructors will choose from the following situations for this role-play exercise form SH-5, (App D).

- Situation 1. "PT Formation" (event / substandard performance counseling)
 - Situation 2. "Death of a Loved One" (event-crisis counseling)
 - Situation 3. "Expectant Mother" (event-crisis counseling)
 - Situation 4. "No Money Down" (event / referral counseling)
 - Situation 5. "Unacceptable Duty Performance" (event / substandard performance counseling)
-

Feedback Requirements

At the end of the role-plays, the students will discuss observations. The class will discuss any points the counselor may have missed. The instructor will hand out the solution DA Form 4856 at the end of each session and answer any questions that the class may have concerning the recording of the counseling session. The instructor will stress to the class that this is just one possible solution, but that any correct solution must follow our counseling doctrine as outlined in Appendix C, FM 22-100 and Chapter 5, FM 7-22.7.

THIS PAGE INTENTIONALLY LEFT BLANK

**SOLUTIONS FOR
PRACTICAL EXERCISE 1**

SITUATION 1

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) Downy, Billy B.	Rank / Grade CPL/E-4	Social Security No. 123-45-6789	Date of Counseling 2 Aug 04
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Moore, Sally S. / 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: CPL Downy is being counseled for reporting late for PT formation.			
Facts: CPL Downy arrives late for PT frequently offering excuses and apologizes. He's attending college and I suspect this contributes to his tardiness. This behavior has become routine, but CPL Downy is the best worker in the section.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o Reason for frequent tardiness:			
- CPL Downy stated that his college schedule is tough and the homework load keeps him up late most nights; semester is half over and he doesn't want to drop any course.			
- CPL Downy says he's not intentionally late and figured his exemplary performance compensates tardiness, he also feels PT is not challenging and is a waste of time.			
- CPL Downy promised his family that homework wouldn't occupy any time on weekends.			
o Importance of Integrity.			
- CPL Downy needs to gain a better understanding of what integrity means to a soldier.			
o Failure to be at your appointed place of duty at the prescribed time is punishable under UCMJ Article 86:			
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.			
o Goals to correct problem:			
- Balance college, family, and duty requirements and report to PT on time.			
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.			

SOLUTION FOR SITUATION 1 (CONT)

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 Discuss the situation with family and make them aware of problems caused by fencing off weekends ASAP.*
- o Develop a time management plan that creates a balance between college, family time, and duty obligations, then let SGT Moore review NLT this Monday.*
- o From here forward report to PT formation on time.*
- o Review FM 22-100, Chapter 2 and gain an understanding of integrity and brief SGT Moore on why it's important to a soldier by 7 Aug 2004.*
- o Remain committed to completing this semester and reduce the class load in the future.*
- o Assessment date: 2 weeks after implementation of time management plan, on or about 19 August 2004.*

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: Billy Bob Downy Date: 2 Aug 04.

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

Provide CPL Downy a copy of FM 22-100; Review time management plan and recommend change if needed. Continue to support CPL Downy's degree goal. Reinforce the importance of integrity and evaluate CPL Downy's understanding until this weakness is corrected.

Signature of Counselor: Sally Sue Moore Date: 2 Aug 04.

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):

- 2 Aug 2004, CPL Downy discussed situation with family and they have agreed that using some of the weekend as study time is necessary.*
- 5 Aug 2004, CPL Downy presented a time management plan that he implemented immediately.*
- 7 Aug 2004, CPL Downy explained in great detail the importance of integrity and conveyed real understanding that it is an valuable trait to a leader and soldier.*
- 19 Aug 2004, CPL Downy's time management plan has proven to be effective-he has balanced his time well and has had no problems meeting school, family, and duty obligations.*

Counselor: Sally Sue Moore Individual Counseled: Billy B. Downy Date of Assessment: 19 Aug 04

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

SOLUTION FOR SITUATION 2

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) <i>Huchster, Jim B.</i>	Rank / Grade <i>SPC/E-4</i>	Social Security No. <i>123-45-6789</i>	Date of Counseling <i>2 Aug 04</i>
Organization <i>HHC, Your Unit, APO AE 09123</i>		Name and Title of Counselor <i>SGT Niccum, Billy B. / Squad Leader</i>	
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):			
<i>Event-Oriented (Crisis): SPC Huchster is being counseled on circumstances surrounding the death of an immediate family member.</i>			
<i>Facts: SPC Huchster received notification from parents that an immediate family member passed away and wants him to come home.</i>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
<i>o Assistance needed for emergency leave:</i>			
<i>- SPC Huchster doesn't have any accrued leave and would like 14 days advance leave.</i>			
<i>- SPC Huchster doesn't have any money in savings and family lives 1500 miles away, so he will need financial assistance.</i>			
<i>- SPC Huchster doesn't have a POV.</i>			
<i>o Documents/actions needed to process emergency leave request:</i>			
<i>- Most recent copy of LES.</i>			
<i>- Completion and submission of DA 31.</i>			
<i>- Notification from Red Cross of immediate family members' death.</i>			
<i>o Goal:</i>			
<i>- Get SPC Huchster home to his family ASAP, with the least amount of confusion and wasted effort.</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.			

DA FORM 4856, JUN 99

SOLUTION FOR SITUATION 2 (CONT)

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 with SGT Niccum to the PSG and inform him of situation and get emergency leave request completed.*
 - o Contact parents and give information needed for Red Cross notification.*
 - o Go to AER with SGT Niccum and apply for financial aid.*
 - o Make travel arrangements once financial aid is obtained-inform parents of itinerary.*
- o Assessment date: After leave ends on 18 August 2004.*

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: Jim Bob Huchster Date: 2 Aug 04.

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

Take SPC Huchster to the PSG; Assist SPC Huchster with completion of leave request; Escort SPC Huchster to AER and the travel office; Follow-up with SPC Huchster, informing him of the importance of having money saved and leave accrued for emergencies.

Signature of Counselor: Billy Bob Niccum Date: 2 Aug 04.

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):

2 Aug 2004, SPC Huchster completed all administrative requirements for emergency leave and obtained an AER loan to fund travel home and back-picked up tickets from travel office.

3 Aug 2004, dropped SPC Huchster off at airport.

18 Aug 2004, SPC Huchster returned to duty and we discussed the importance of saving money and leave, he stated that he now plans to always keep a surplus of each.

Counselor: Billy B. Niccum Individual Counseled: Jim B Huchster Date of Assessment: 18 Aug 04

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

REVERSE, DA FORM 4856, JUN 1999

SOLUTION FOR SITUATION 3

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) Whidby, Sammy Q.	Rank / Grade PVT/E-1	Social Security No. 123-45-6789	Date of Counseling 2 Aug 04
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Powell, Sally S. / 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: PVT Whidby is being counseled because he wants to bring his spouse to Germany.			
Facts: PVT Whidby has been in Germany for 2 weeks and asked if he could have a few days off to make arrangements to bring his pregnant wife over to join him.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o What's the hurry in getting spouse over here?			
<ul style="list-style-type: none"> - Spouse doesn't like Ft Bliss and wants to leave ASAP. - Spouse is 6 months pregnant and must fly before 7th month (by the end of next week). - Spouse doesn't get along with her family and has no support at Ft Bliss. 			
o Requirements to move spouse overseas:			
<ul style="list-style-type: none"> - Must have travel orders with spouse on them. - Spouse must have a passport. - Must be command-sponsored for many benefits/entitlements. - Must have abundant personal funds if she isn't on orders and command sponsored. 			
o Entitlements for Army families living overseas:			
<ul style="list-style-type: none"> - OHA. - COLA. - MIHA. - Dislocation allowance and travel pays (or government furnished tickets). 			
o Hardships associated with overseas PCS and living in Germany:			
<ul style="list-style-type: none"> - Language barrier. - High cost of living. - Transportation. - Long wait for government quarters. 			
o Personal financial situation:			
- Has small amount of savings that they'd saved for the baby's arrival; spouse wants to use it for the trip and move in costs here.			
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.			

SOLUTION FOR SITUATION 3 (CONT)

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 Get a copy of PCS orders and determine what they say about movement of dependents.*
- o Consider the possibility of delaying the move of spouse until a couple of months after the baby is born. Consider the following in making an informed decision: costs, transportation of household goods and timeline, availability of housing here, does spouse have passport yet, POV shipment.*
- o Consider taking leave and traveling home to Ft Bliss when the baby is due to be born to support your spouse.*
- o Contact spouse tonight and discuss all of the possibilities that we discussed in the counseling session.*
- o Report to SGT Powell tomorrow at 1000 with a copy of PCS orders and be prepared to discuss the situation in a level-headed manner.*
- o Assessment date: During counseling with SGT Powell tomorrow at 1000.*

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: Sammy Q. Whidby Date: 2 Aug 04 .

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

Work with PVT Whidby in his development of a plan to move his spouse here; Talk with PSG today about PVT Whidby's situation and seek advice and guidance. Call housing office about availability of economy housing for PVT Whidby; research current OHA and COLA rates.

Signature of Counselor: Sally S. Powell Date: 2 Aug 04 .

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):

PVT Whidby's PCS orders authorized him to move his spouse to Germany at government expense and she already has a passport.

His spouse stated that she couldn't wait until after the baby's birth to move and expressed concerns about her mental health if she has to wait.

Informed PVT Whidby that affordable economy housing was available now for a couple with a baby. Informed PVT Whidby what the OHA and COLA allowances are for his grade and status.

He only has a small amount of hold baggage to ship and would request government furniture for his apartment here.

He has enough money saved to cover other costs and decided have his spouse fly over in 10 days.

The PSG concurred that it is PVT Whidby's decision and we will assist to make it as smooth a move as possible for his spouse as he will be a more productive soldier if he and his family are happy.

Counselor: Sally S. Powell Individual Counseled: Sammy Q. Whidby Date of Assessment: 3 AUG 04

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

REVERSE, DA FORM 4856, JUN 1999

SOLUTION FOR SITUATION 4

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)	Rank / Grade	Social Security No.	Date of Counseling
Walters, Sammy S.	PVT/E-1	123-45-6789	2 Aug 04
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Powell, Sally S. / 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: PVT Walters is being counseled to discuss his financial situation.			
Facts: This is PVT Walters first time away from his parents. He has recently purchased a new car, a stereo, and wardrobe using newly established credit (4 credit cards, each with \$500 credit line).			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o Plan to pay back credit card companies and car loan:			
<ul style="list-style-type: none"> - PVT Walters stated that he doesn't have any financial problems and his plan to pay back the credit is his business only. - PVT Walters feels that he does a good job and his finances shouldn't be anyone else's concern. - PVT Walters stated that for some reason, everybody wants to give him credit and he'll be sure to pay back the minimum monthly payments when the bills come; he doesn't understand why everyone is so worried about his finances. - PVT Walters has never had a credit card before and this is the first new car that he's ever owned. He said that his parents never talked to him about credit or financial management. 			
o Benefits of saving ahead of time to make a purchase.			
o Benefits of having a good credit rating.			
o Consequences of delinquency of payments and indebtedness on your military career:			
<ul style="list-style-type: none"> - Loss of security clearance! - Possible UCMJ action! - Loss of "buying power"! - Poor credit rating! - Repossession of new car! 			
o Goal:			
<ul style="list-style-type: none"> - Maintain good credit rating and make payments on time. - Keep new car. 			
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.			

SOLUTION FOR SITUATION 4 (CONT)

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 Attend the next installation budget/credit/financial management class to learn how to better manage finances and available credit.

o Develop a plan to pay off one credit card at a time and get rid of all but one card; and brief the plan to SGT Powell after class attendance.

o Make all credit payments on time and allow for a cooling off period before making any more purchasing decisions.

o Assessment date: During next quarterly performance counseling.

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: Sammy Sosa Walters Date: 2 Aug 04

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

Schedule PVT Walters for the next Installation budget/credit/financial management class and keep him informed. Review PVT Walter's credit management plan. Follow-up with PVT Walters on the application of the plan and be available to provide more guidance.

Signature of Counselor: Sally Sue Powell Date: 2 Aug 04

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):

14 AUG 04. PVT Walters attended the financial management class and learned some techniques to use in better managing his credit and using his credit cards. He then briefed his plan to pay off all of the cards except one.

PVT Walters has made all of his car payments on time so far.

In accordance with his plan, PVT Walters has already paid off one of his credit cards and has been making minimum payments on his other cards. He also has not made any other major credit purchases.

Counselor: Sally Sue Powell Individual Counseled: Sammy Sosa Walters Date of Assessment: 1 NOV 04

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

SOLUTION FOR SITUATION 5

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)	Rank / Grade	Social Security No.	Date of Counseling
Evenhus, Jimmy J.	SPC/E-4	123-45-6789	2 Aug 04
Organization	Name and Title of Counselor		
HHC, Your Unit, APO AE 09123	SGT Powell, Sally S. / 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: SPC Evenhus is being counseled for not performing assigned duties to establish standards of the office SOP.			
Facts: SPC Evenhus did not turn off his computer prior to leaving work and there was a fire that destroyed the computer. Prior to this incident, SPC Evenhus has performed his duties in an excellent manner.			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
o Reason(s) for unacceptable duty performance:			
- SPC Evenhus stated that he'd received a distressing call from his wife on the day that he forgot to turn his computer off.			
- SPC Evenhus stated he's having personal problems and can't keep his mind on the job.			
- SPC Evenhus stated that he was the co-signer on an auto loan and the buyer (his friend) has not made payments for the past 4 months and the loan company told his wife that they would take him to court.			
- SPC Evenhus tried unsuccessfully to locate his friend.			
- SPC Evenhus doesn't have enough money saved to cover the loan payments or to hire a lawyer.			
o Potential for a Report of Survey to recover cost of the destroyed computer to the government.			
o Failure to obey order or regulation is punishable under Article 92, 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.			

SOLUTION FOR SITUATION 5 (CONT)

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 Report to the legal assistance office for the appointment that SGT Powell will make to discuss your situation and try to work out a legal defense plan to resolve the loan situation.*
- o Research the Army value of "Duty" in FM 22-100, Chapter 4 and brief SGT Powell and the rest of the section on Monday at 0900 on the importance of taking responsibility for your actions and working to the best of your ability.*
- o Report to AER for the appointment SGT Powell will make to discuss financial assistance available in this situation.*

o Assessment date: TBD; After appointments with legal and AER.

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: Jimmy J. Evenhus Date: 2 Aug 04.

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

Consult with PSG on best course of action to take in addressing the damaged computer in light of the surrounding circumstances (underlying legal/financial problems). Work with SPC Evenhus in resolving the issue about the car loan so that he can focus on doing a good job at work. Make appointments with the legal assistance office and AER. Follow-up with SPC Evenhus on their recommendations.

Signature of Counselor: Sally S. Powell Date: 2 Aug 04.

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):

4 AUG 04: SPC Powell was able to get help from the legal assistance office in litigating with the Fly-by-Night loan company on repayment of the car loan. He will have to pay the loan back, if he can't locate his friend, but they were able to come up with a payment plan to fit SPC Evenhus' budget.

6 AUG 04: AER assisted SPC Evenhus in developing a budget that would allow him to pay the monthly car loan payments, and still meet all of his other monthly financial obligations.

7 AUG 04: SPC Evenhus briefed me and the rest of the section on the Army value of "Duty" and how it related to the situation with the computer fire. He also recommended to everyone that they never co-sign on a loan for a friend.

A report of survey is currently being conducted to determine liability for the loss of the computer.

Counselor: Sally S. Powell Individual Counseled: Jimmy J. Evenhus Date of Assessment: 7 AUG 04

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

PRACTICAL EXERCISE 2

Title CLASSIFICATION AND RATING EXERCISE

Lesson Number/Title L328 version 2 / COUNSEL SUBORDINATES

Introduction Professional counselors receive years of schooling to learn how to effectively counsel. In the military, all leaders must be able to counsel. Throughout this lesson we introduced you to the fundamentals of counseling, now you will have the opportunity to apply these fundamentals in some very realistic counseling situations.

Motivator To be a successful Army leader, you show respect for your subordinates when you allow them to take responsibility for their own ideas and actions. This training will provide you with the basics of counseling, a skill; you will continue to develop as you grow as a leader.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.1)

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

Action:	Assess the performance of subordinates.
Conditions:	As a small unit leader in a company or battalion level unit.
Standards:	<p>Assessed the performance of subordinates by--</p> <ul style="list-style-type: none"> • observing leadership performance, • recording actions, • classifying actions using leadership dimensions, • rating leadership performance, and • developing subordinates using performance indicators, <p>IAW FM 22-100 within a specific timeline.</p>

Safety Requirements None

Risk Assessment Level Low

Environmental Considerations

None

Evaluation

This is not a graded PE. At the end of the PE, you will receive a solution sheet. As a group, you will discuss the solution and resolve any misunderstandings.

Instructional Lead-In

This PE replicates real life situations that directly relates to the material covered in the lesson.

Resource Requirements**Instructor Materials:**

- Copy of the practical exercise.
- Copies of all student handouts.
- DA Video 710942 "Developmental Counseling."
- FM 22-100.
- FM 7-22.7.
- DA PAM 600-25.

Student Materials:

- Reading materials listed on SH-1, Advance Sheet.
- Pencils or pens and writing paper.

Special Instructions

None

Procedures

Complete the PE and discuss solutions during this training.

Directions: As an assessor, you have observed and recorded behaviors. It is now your task to accomplish the following:

- classify using the **attributes, skills and actions** and
- 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. As soon as the mortar round landed outside the impact area, the unit stopped training. The investigating officer interviewed the platoon and found that someone opened and left the ammunition containers out in the open overnight. 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: _____ **Rating:** _____

2. SGT 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: _____ **Rating:** _____

3. After issuing clear guidance, 1SG Jones established milestones for the training and then told the platoon sergeants that he wanted them to brief him on their plans in three days. He listened to their plans, gave recommendations, and then watched each platoon conduct the training.

Classification: _____ **Rating:** _____

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: _____ **Rating:** _____

5. SGT James established clear standards, told soldiers what he expected, and then monitored closely to see where he could assist and to see if his subordinates' met his expectations. By doing this, he ensured uniformity of performance in critical areas. His presence showed the importance of the mission and that he expected high standards.

Classification: _____ **Rating:** _____

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 thirty minutes. Though the sessions went well, there were numerous interruptions because SFC Thomas used the dayroom to meet with the soldiers.

Classification: _____ **Rating:** _____

7. Since SGT 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: _____ **Rating:** _____

8. The vehicle winch was improperly adjusted. 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 showed that he was to check and adjust the winch during the service. There were no other problems found during a check of the rest of the vehicle.

Classification: _____ **Rating:** _____

9. SGT Sharpe called the weather service, considered their forecast, and announced that they conduct the class in the auditorium.

Classification: _____ **Rating:** _____

10. As soon as it was evident that none of the section leaders understood the new requisitioning procedures, SGT 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: _____ **Rating:** _____

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. This caused many problems since he did not properly account for the tools on a shortage annex.

Classification: _____ **Rating:** _____

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: _____ **Rating:** _____

13. SPC 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: _____ **Rating:** _____

14. SPC Jones used the Digital Message Device to send the fire mission. According to the NCOIC, he did not input the data properly.

Classification: _____ **Rating:** _____

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

Classification: _____ **Rating:** _____

**Feedback
Requirements**

None

THIS PAGE INTENTIONALLY LEFT BLANK

**SOLUTION FOR
PRACTICAL EXERCISE 2**

1. As soon as the mortar round landed outside the impact area, the unit stopped training. The investigating officer interviewed the platoon and found that someone opened the ammunition containers and left throughout in the open 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. SGT 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, 1SG Jones established milestones for the training and then told the platoon sergeants that he wanted them to brief him on their plans in three days. He listened to their plans, gave recommendations, and then watched each platoon 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. SGT James established clear standards, told soldiers what he expected, and then monitored closely to see where he could assist and to see if his soldiers met his expectations. By doing this, he ensured uniformity of performance in critical areas. His presence showed the importance of the mission and that he expected high standards.

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 dayroom to meet with the soldiers.

Classification: Planning

Rating: W

7. Since SGT 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. The vehicle winch was improperly adjusted. 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 showed that he was to check and adjust the winch during the service. There were no other problems found during a check of the rest of the vehicle.

Classification: Executing/Technical

Rating: W

9. SGT Sharpe called the weather service, considered their forecast, and announced that they conduct the class 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, SGT 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. This caused many problems since he did not properly account for the tools on a 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. SPC 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. SPC Jones used the Digital Message Device to send the fire mission. According to the NCOIC, he did not input the data properly.

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

HANDOUTS FOR LESSON 1: L328 version 2

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Student Homework Assignment	SH-2-1 and SH-2-2
SH-3, Solutions for Student Homework Assignment	SH-3-1
SH-4, Developmental Counseling Form	SH-4-1 and SH-4-2
SH-5, Role Play Situations	SH-5-1 thru SH-5-11
SH-6, Observer's Worksheets for PE-1 and Developmental Counseling Video	SH-6-1 thru SH-6-12
SH-7, Extract from FM 7-22.7	SH-7-1 thru SH-7-20
SH-8, Extract from DA PAM 600-25	SH-8-1 thru SH-8-8

THIS PAGE INTENTIONALLY LEFT BLANK

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of 2 hours and 5 minutes of conference/discussion and 2 hours and 45 minutes of practical exercises.

Overview

As a leader you will have to prepare a counseling Preparation Form prior to a counseling session, conduct a subordinate-centered counseling session and develop a Developmental Counseling Form during the session. During the counseling session, you will produce a plan of action focusing the subordinate's actions on individual and unit goal accomplishment, IAW FM 22-100. Include the four phases of a counseling session, leader's responsibilities, and the different types of counseling situations

Learning Objectives

Terminal Learning Objective (TLO)

Action:	Counsel subordinates.
Conditions:	As a small unit leader in a company or battalion level unit.
Standards:	<p>Counseled subordinates by--</p> <ul style="list-style-type: none"> • discussing developmental counseling, • demonstrating the ability to use correct counseling procedures and skills, and • assessing the performance of subordinates, <p>IAW DA PAM 600-25, FM 22-100 and FM 7-22.7.</p>

ELO A Discuss developmental counseling.

ELO B Demonstrate the ability to use correct counseling procedures and skills.

ELO C Assess the performance of subordinates.

Assignments

The students assignments for this lesson are:

- Read FM 22-100, Chapters 2, 4, 5, and Appendixes B and C, and Student Handouts 1, 7, and 8.
 - Complete the SH-2, Student Homework Assignment, prior to the class.
-

Additional Subject Area Resources

None

Bring to Class

You must bring the following materials to class:

- All reference material.
 - Pen or pencil and writing paper.
 - Completed Student Homework Assignment.
-

Student Handout 2
Student Homework Assignment

1. Define counseling.

3. Describe “subordinate-centered” communications.

3. Describe the three approaches to counseling.

4. List four qualities that leaders must demonstrate in order to counsel effectively.

5. Describe what cultural awareness means.

6. List and describe three leader counseling skills.

7. List four common counseling mistakes.

8. Identify five guidelines to improving counseling that you think are important.

9. Describe the two categories of counseling and give examples within each category.

10. List and describe the four components of the counseling session.

11. List the four sub-steps of the counseling process.

12. List the seven aspects of counseling preparation.

Student Handout 3
Solutions for Student Homework Assignment and DA Forms 4856
All answers are from FM 22-100

1. Define Counseling.

Answer: p 4-5, para 4-14.

2. Describe “subordinate-centered counseling” communication.

Answer: p C-1, para C-4 and p C-14, para C-69.

3. Describe the three approaches to counseling.

Answer: p C-10, para C-46 thru C-52.

4. List four qualities that leaders must demonstrate in order to counsel effectively.

Answer: p C-2, para C-9 –C-14.

5. Describe what cultural awareness means.

Answer: p C-2, para C-21.

6. List and describe three leader counseling skills.

Answer: p C-3, para C-16- C-22.

7. List four common counseling mistakes.

Answer: p C-4, para C-23.

8. Identify five guidelines to improving counseling that you think are important.

Answer: p C-5, fig C-2.

9. Describe the two categories of counseling and give examples within each category.

Answer: pp C-7 and C-9.

10. List the four basic components of the counseling session.

Answer: pp C-13 and C-14, para C-67.

11. List the four stages of the counseling process.

Answer: p C-12, para C-55.

12. List the seven aspects of counseling preparation.

Answer: pp C-12 and C-13, para C-57 thru C-64.

THIS PAGE INTENTIONALLY LEFT BLANK

**Student Handout 4
Developmental Counseling Form**

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)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
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):			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
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.			

Developmental Counseling Form (cont)

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

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

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____.

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

Signature of Counselor: _____ Date: _____.

PART IV - ASSESSMENT OF THE PLAN OF ACTION

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

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

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

DA FORM 4856 (Reverse)

Student Handout 5

Role Play Situations

Title Role Play Situations

Instructions Instructor should issue only the situation and roles that a specific pair will use. Issue these items and give student approximately 2 minutes to read role-play exercise.

The page number indicates a (L) for leader actions and a (S) for subordinate actions.

Contents This handout contains: Pages

Situation 1, PT Formation (Leader)	SH-5-2 (L)
Situation 1, PT Formation (Subordinate)	SH-5-3 (S)
Situation 2, Death of a Loved One (Leader)	SH-5-4 (L)
Situation 2, Death of a Loved One (Subordinate)	SH-5-5 (S)
Situation 3, Expectant Mother (Leader)	SH-5-6 (L)
Situation 3, Expectant Mother (Subordinate)	SH-5-7 (S)
Situation 4, No Money Down (Leader)	SH-5-8 (L)
Situation 4, No Money Down (Subordinate)	SH-5-9 (S)
Situation 5, Unacceptable Duty Performance (Leader)	SH-5-10 (L)
Situation 5, Unacceptable Duty Performance (Subordinate)	SH-5-11 (S)

Situation 1

“PT Formation”

Leader:

You are CPL Downy’s squad leader. He is the best worker in the section; however, he frequently arrives late to physical training. When you question CPL Downy about his tardiness, he always provides an excuse such as traffic, car problems, can’t find parking, and then apologizes.

You know that he is attending college at night. You suspect that his schedule is too much for him and may be the main cause of his tardiness. You could kick yourself for recommending approval on his tuition assistance two months ago. When you recommended approval, you knew CPL Downy was setting up a pretty tough schedule; however, he is an outstanding soldier and you thought he could handle the challenge.

You suspect that CPL Downy is not being honest with you regarding his tardiness. Several times you have asked the platoon sergeant to disregard his tardiness assuring him that the tardiness was nothing more than a few “isolated instances” from an outstanding soldier. Now these “isolated instances” are becoming routine. Other squad members are crying favoritism. Today CPL Downy was late and you decide to counsel him.

Situation 1

“PT Formation”

Subordinate:

You are CPL Downy, a hard working conscientious soldier who is overcome with commitments. You are trying to complete your associates' degree by attending night courses four nights a week. You get out of school at 2200 Monday through Thursday and immediately begin your homework. You normally hit the sack at around 0100 and try to depart the house by 0545 to make PT formation. You now realize you are in over your head, but the semester is half over and you do not want to drop a course at this stage in the semester.

Lately you've been arriving at PT a little late. You are not intentionally late for PT each morning, but it has become harder and harder to get out of bed. You know that you are the best worker in the section. You figure that your exemplary performance in the section compensates for your tardiness at PT. You also feel that PT is not challenging and is a waste of time. Your squad leader has decided to counsel you as a result of your tardiness.

(NOTE: When you began your rigorous schooling you promised your family that homework would not occupy any time on your weekends; so far you have been true to your promise.)

Situation 2**“Death of a Loved One”****Leader:**

You are Specialist Huchster’s squad leader and he has just approached you in a highly excited, frustrated demeanor and requested to talk to you immediately. You ask him if it can wait, but he is really insistent to the point of demanding that you talk to him immediately!

Situation 2**“Death of a Loved One”****Subordinate:**

You are Specialist Huchster and you just received a call from your parents (who live fifteen hundred miles away) that an immediate family member has passed away. Your parents request that you come home immediately.

You do not have any leave accrued, any money in your savings account, or a privately owned vehicle. You are desperate and know of no one else to turn to except your squad leader. You have just asked him to talk to you now about this pressing problem that has you anxious and frightened.

Situation #3**“Expectant Mother”****Leader:**

You are the squad leader for a military police unit in Germany. You have been in Germany for almost two years. Your family joined you four months ago after a 15-month wait for government quarters. When you first arrived, you considered economy housing for your family, but the expense was above your means. You also knew that your family would be uncomfortable in the housing that you could afford on your pay. Also, the housing would be far away from the military community facilities, including the schools, and your family does not speak German.

PVT Whidby has been in your squad only a couple of weeks. He just approached you asking for a few days off so he can make arrangements to bring his expectant wife over to join him.

Situation #3**“Expectant Mother”****Subordinate:**

You are PVT Whidby. You have been in the Army for ten months. You joined the Army because you couldn't find a job when you graduated from high school. You married your high school sweetheart right after graduation. The two of you lived on her earnings from the local steak house until you joined the Army. You and your wife have not had any contact with her parents since the day you married. They did not approve of her marriage right after high school since you did not have a job; they thought you were not mature enough for the responsibilities of marriage.

You were at Fort Bliss when the opportunity to transfer to Germany came up. Your wife was not happy at Fort Bliss, so you decided to take the transfer to Germany. Your wife had been working in El Paso to save some money for the baby and she understood that you would have to go to Germany to get settled before she could come over. She presently lives in an apartment. She wants to use the money, which was originally saved for the baby, to pay for utility deposits and for her plane fare to Germany. Your baby is due in three months and the doctor won't let her fly after the seventh month; this means that you have to bring her over by the end of next week.

Situation #4**“No Money Down”****Leader:**

You are the squad leader of PVT Walters. This is PVT Walters' first assignment since completion of Advanced Individual Training (AIT). He has been in the unit for almost three months and is enjoying his “new freedom.” He has recently purchased a new car and boasts about the great “no money down” deal that he received. While inspecting his barracks room, you noticed a closet full of new clothes and an expensive stereo. When you questioned him about his extravagance, he informed you of his “plentiful credit.” He recently applied for and received four credit cards each with a \$500 line of credit. You have set up an appointment to counsel PVT Walters. You think he is heading for a financial disaster if he does not get his spending under control.

Situation #4**“No Money Down”****Subordinate:**

You are PVT Walters, 18 years old, and three months into your first assignment. For the first time in your life you are away from your parents and have a steady income. There are a lot of things you need to get yourself established as an adult: a car, some decent clothes, a good stereo, etc. Instead of saving for these items you shopped around for a car you could get for “no money down,” you bought your stereo on the Deferred Payment Plan (DPP) and you bought a new wardrobe with one of your credit cards.

For some reason, everybody wants to give you credit. Credit card applications keep coming in the mail and you have thus far been approved for four cards and have accumulated a total line of credit of \$2,000. At this rate you will never run out of “buying power.”

You know your squad leader thinks you are “extravagant.” He is old fashioned and boring; drives an old junker and doesn’t even own a CD player. As long as you are doing your job (and you are), you feel that no one has any business passing judgment on your personal affairs. At the present time there are no letters of indebtedness, or financial problems. You don’t understand why your squad leader informed you that he has scheduled counseling to discuss your financial situation.

Situation #5**“Unacceptable Duty Performance”****Leader:**

You are SPC Evenhus' squad leader. Yesterday, you received word that SPC Evenhus did not perform his assigned duties to established standards. SPC Evenhus did not turn off the computer prior to leaving work and there was a fire that destroyed the computer. Prior to the incident, SPC Evenhus had performed his duties in an excellent manner. You have notified him that you wish to speak to him about yesterday's incident.

Situation #5**“Unacceptable Duty Performance”****Subordinate:**

You are SPC Evenhus. Your squad leader has called you into the office to speak to you about the fire that destroyed the computer yesterday. You recognize that you may have been responsible for the fire. However, you have personal problems and you can't keep your mind on the job. Three weeks ago, Mr. House from Fly-By-Night Loan Company called you about a loan, which you signed as a cosigner two years ago for your best friend who needed the money to buy a new car. At the time, you thought helping your friend purchase a new car was the right thing to do. Since then, however, events have raised some doubts. For example, when Mr. House called, he told you that the account was four months behind in payments, and he was unable to contact your friend. He stated that his company insists on immediate payment in full on the account. You managed to get a two-week postponement, and you tried unsuccessfully to locate your friend. You have been avoiding Mr. House's calls because you don't see a solution. You have not told your wife because she did not want you to sign as a cosigner for the loan in the first place. On the day you forgot to turn your computer off prior to leaving work, you left early because your wife had called you and she sounded extremely upset. It appears that Mr. House talked to your wife and informed her that the remaining balance was due, and if it were not cleared up immediately, the company would take you to court. Now you are facing a real dilemma. Your small savings are not enough to cover the debt and on your stretched budget, you can't afford a lawyer. Your parents are unable to assist.

NOTE: It is important to the success of this role-play that you do not reveal your financial problems until the leader asks the proper questions to bring out this information.

THIS PAGE INTENTIONALLY LEFT BLANK

Student Handout 6 Observer's Worksheet for PE-1 and Developmental Counseling Video

Observer's Worksheet

For use with PE#1
Situation #1

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



1. Components of the Counseling Session:

A. Open the session. _____
Stated the purpose of the session and established a subordinate-centered tone.

B. Discuss the issue. _____
Developed a mutual understanding of the situation.

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

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

2. Leader Counseling Skills:

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

B. Responding _____
Checked understanding by paraphrasing or summarizing.

C. Questioning _____
Asked open-ended questions to gain information or provoke thought.

Total Score: _____

3. Make comments on each component of the counseling session and leader counseling skills listed on the front of this form.

Overall strengths of the counseling session:

Areas where the soldier needs improvement:

Name of Counselor: _____ Signature: _____ Date: _____

Name of Observer: _____ Signature: _____ Date: _____

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



1. Components of the Counseling Session:

A. Open the session. _____
 Stated the purpose of the session and established a subordinate-centered tone.

B. Discuss the issue. _____
 Developed a mutual understanding of the situation.

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

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

2. Leader Counseling Skills:

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

B. Responding _____
 Checked understanding by paraphrasing or summarizing.

C. Questioning _____
 Asked open-ended questions to gain information or provoke thought.

Total Score: _____

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

Overall strengths of the counseling session:

Areas where the soldier needs improvement:

Name of Counselor: _____ Signature: _____ Date: _____

Name of Observer: _____ Signature: _____ Date: _____

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. _____
 Stated the purpose of the session and established a subordinate-centered tone.

B. Discuss the issue. _____
 Developed a mutual understanding of the situation.

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

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

2. Leader Counseling Skills:

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

B. Responding _____
 Checked understanding by paraphrasing or summarizing.

C. Questioning _____
 Asked open-ended questions to gain information or provoke thought.

Total Score: _____

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

Overall strengths of the counseling session:

Areas where the solidier needs improvement:

Name of Counselor: _____ Signature: _____ Date: _____

Name of Observer: _____ Signature: _____ Date: _____

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. _____
 Stated the purpose of the session and established a subordinate-centered tone.

B. Discuss the issue. _____
 Developed a mutual understanding of the situation.

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

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

2. Leader Counseling Skills:

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

B. Responding _____
 Checked understanding by paraphrasing or summarizing.

C. Questioning _____
 Asked open-ended questions to gain information or provoke thought.

Total Score: _____

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

Overall strengths of the counseling session:

Areas where the soldiers needs improvement:

Name of Counselor: _____ Signature: _____ Date: _____

Name of Observer: _____ Signature: _____ Date: _____

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



1. Components of the Counseling Session:

A. Open the session. _____
Stated the purpose of the session and established a subordinate-centered tone.

B. Discuss the issue. _____
Developed a mutual understanding of the situation.

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

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

2. Leader Counseling Skills:

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

B. Responding _____
Checked understanding by paraphrasing or summarizing.

C. Questioning _____
Asked open-ended questions to gain information or provoke thought.

Total Score: _____

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

Overall strengths of the counseling session:

Areas where the soldiers needs improvement:

Name of Counselor: _____ Signature: _____ Date: _____

Name of Observer: _____ Signature: _____ Date: _____

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



1. Components of the Counseling Session:

A. Open the session. _____
 Stated the purpose of the session and established a subordinate-centered tone.

B. Discuss the issue. _____
 Developed a mutual understanding of the situation.

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

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

2. Leader Counseling Skills:

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

B. Responding _____
 Checked understanding by paraphrasing or summarizing.

C. Questioning _____
 Asked open-ended questions to gain information or provoke thought.

Total Score: _____

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

Overall strengths of the counseling session:

Areas where the soldiers needs improvement:

Name of Counselor: _____ Signature: _____ Date: _____

Name of Observer: _____ Signature: _____ Date: _____

Student Handout 7**Extracted Material from FM 7-22.7**

This student handout contains 19 pages of extracted material from the following publication:

FM 7-22.7, The Army Noncommissioned Officer Guide, 23 December 2002

Chapter 5

pages 5-1 thru 5-20

Disclaimer: The developer downloaded this extract from the U.S. Army Publishing Agency Home Page. The text may contain passive voice, misspelling, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

Chapter 5

Counseling and Mentorship

We have the best doctrine, the best training and the best equipment in the world – but our people are the Army’s greatest resource

	Page
Leader’s Responsibility.....	5-3
Effective Army Counseling Program.....	5-5
The Counseling Process.....	5-6
Assess the Plan of Action.....	5-7
Types of Developmental Counseling	5-7
Event-Oriented Counseling.....	5-7
Counseling for Specific Instances.....	5-7
Performance and Professional Growth Counseling.....	5-10
The Counseling Session	5-13
Mentorship	5-16
Developmental Relationship	5-16
Sustain Mentorship.....	5-17
NCO Mentorship of Officers.....	5-18
Mentorship Builds the Future	5-19

5-1

FM 7-22.7

For more information on Counseling and Mentorship see FM 6-22 (22-100) *Army Leadership*, Appendix C, Counseling; The Army Leadership Homepage, www.leadership.army.mil; and the Army Counseling Homepage, www.counseling.army.mil.

For more information on the NCO Evaluation System, see AR 623-205, “Noncommissioned Officer Evaluation Reporting System,” 15 May 2002.

For more information on mentorship, see DA PAM 600-XX, “Army Mentorship,” TBP.

5-2

Counseling and Mentorship

5-1. At the time of the American Revolution, European armies were held together by the most severe discipline. Enlistments in Europe and England were often as long as twenty-five years, pay was very low and punishments were cruel by today's standards. To reduce desertion and motivate troops for battle, the threat of flogging, even death, was held over soldier's heads. Frederick the Great of Prussia set the tone of the period with his view that soldiers should be more afraid of their NCOs than the enemy. From the founding of the Continental Army, the European tradition of harsh discipline was rejected. Friedrich von Steuben, the Army's first trainer and himself a product of the old Prussian tradition, quickly came to understand that it would take more than threats to get American recruits to perform well on the battlefield. General George Washington agreed and together, both leaders recognized that the American soldier was an individual citizen, not an interchangeable commodity. Citizen-soldiers would have to be led, inspired and disciplined by reason, creating the need to counsel.

5-2. To best understand the value of counseling it is best to first understand its definition. Counseling is a type of communication that leaders use to empower soldiers to achieve goals. It is much more than providing feedback or direction. It is communication aimed at developing a soldier's ability to achieve individual and unit goals. Soldiers want to be counseled and will respond to counseling because they want to know what it takes to be successful in today's Army. Regardless of your leadership position, your soldiers see you as successful simply because you have achieved the level they are striving to accomplish. Leaders must provide each of their soldiers with the best possible road map to success. Today's leadership doctrine incorporates this definition in subordinate-centered communication, which leads to the achievement of individual and unit goals.

LEADER'S RESPONSIBILITY

5-3. Today's Army demands effective counseling. Due to the complexity of equipment, diversity of personnel and organizational structure, we have unique challenges. To overcome these problems, a leader has talent, experience and the desire to succeed. Leaders help soldiers solve their problems by guiding them to a workable solution through effective counseling. Counseling is so important it should be on the training schedule to ensure sufficient time is available to do it.

5-4. The Army's values of Loyalty, Duty and Selfless Service require us to counsel. The Army's values of Honor, Integrity and Personal Courage also require us to give straightforward feedback and the Army's value of Respect requires us to find the best way to communicate that feedback.

5-3

FM 7-22.7

5-5. Leaders conduct counseling to develop soldiers to achieve personal, professional development and organizational goals, and to prepare them for increased responsibilities. Leaders are responsible for developing their soldiers. Unit readiness and mission accomplishment depend on every member's ability to perform to established standards. Supervisors must develop their subordinates through teaching, coaching and counseling. Leaders coach soldiers the same way any sports coach improves their team: by identifying weaknesses, setting goals, developing and implementing a plan of action and providing oversight and motivation throughout the process. To be effective coaches, leaders must thoroughly understand the strengths, weaknesses and professional goals of their soldiers.

"In developmental counseling, it's a matter of sitting the soldier down and telling him not only how well he did over the last thirty days, but also of telling the soldier how he or she can improve their performance and then looking deeper down the road."

CSM Anthony Williams

5-6. Leaders counsel because it is their duty and the primary tool in developing future leaders. For their counseling to be effective they must be honest and have the personal courage to give straightforward feedback. Through respect for the individual, leaders find the best way to communicate that guidance. Senior NCOs should develop the counseling skills of their subordinate leaders. One way to do this is for the senior NCO to sit in on a counseling session, perhaps a reception and integration counseling, and then do an AAR with the junior NCO.

- | |
|---|
| <ul style="list-style-type: none"> ▪ Purpose: Clearly define the purpose of the counseling. ▪ Flexibility: Fit the counseling style to the character of each soldier and to the relationship desired. ▪ Respect: View soldiers as unique, complex individuals, each with their own sets of values, beliefs and attitudes. ▪ Communication: Establish open, two-way communication with soldiers using spoken language, nonverbal actions, gestures and body language. Effective counselors listen more than they speak. ▪ Support: Encourage soldiers through actions while guiding them through their problems. ▪ Motivation: Get every soldier to actively participate in counseling and understand its value. |
|---|

Figure 5-1. Characteristics of Effective Counseling

5-7. Some soldiers may perceive counseling as an adverse action. Effective leaders who counsel properly and regularly can change that perception.

5-4

Counseling and Mentorship

Leaders conduct counseling to help soldiers become better members of the team, maintain or improve performance and prepare for the future. No easy answers exist for exactly what to do in all leadership and counseling situations. However, to conduct effective counseling, leaders should develop a counseling style with the characteristics listed in Figure 5-1.

“You also must ensure the session is not done in a threatening manner. Nothing will destroy communications faster than if the soldier thinks there will be negative consequences to that conversation.”

CSM Daniel E. Wright

EFFECTIVE ARMY COUNSELING PROGRAM

5-8. Four elements are essential to the creation of an effective counseling program:

- **Education and Training** : Institutional and in units, through mentorship and self-development. The Army must first provide a base line of education to its soldiers to “show what right looks like.” The Noncommissioned Officer Education System (NCOES) has the primary responsibility to educate the NCO Corps on counseling. However, NCOES cannot accomplish this alone. Unit NCO Development Programs can and must conduct training workshops to provide that base of education of what right looks like to our junior leaders.
- **Experience**: Learn by doing coupled with guidance from more senior leaders. After initial education and training, all leaders must put their skills to use. NCOs must practice counseling while at the same time receiving guidance and mentoring on how to improve counseling techniques.
- **Continued support from both the Army and leaders**: The Army’s Counseling Website (www.counseling.army.mil), FM 6-22 (22-100), Appendix B and C and leaders (through spot checks and random monitoring of counseling sessions) provide the necessary support and critiques that will improve a young leader’s counseling skills.
- **Enforcement**: Once NCOs have the tools (both education and support) necessary for quality counseling, leaders must hold them accountable to ensure acceptable counseling standards for both frequency and content. This is accomplished through some type of compliance program on unit inspections.

FM 7-22.7

THE COUNSELING PROCESS

5-9. Effective leaders use the counseling process. It consists of four stages:

- Identify the need for counseling.
- Prepare for counseling.
- Conduct counseling.
- Follow-up.

“Listen to what soldiers have to say- they’ll tell you everything if you listen openly. Criticize and they’ll clam up. Ask what isn’t working about programs even if company statistics indicate that they are running well. Soldier comments often provide insight into ways to improve things to save time and make things more meaningful.”

COL David Reaney

<p>Leaders must demonstrate certain qualities to counsel effectively:</p> <ul style="list-style-type: none"> ▪ Respect for soldiers. ▪ Self and cultural awareness. ▪ Credibility. ▪ Empathy. <p>Leaders must possess certain counseling skills:</p> <ul style="list-style-type: none"> ▪ Active listening. ▪ Responding. ▪ Questioning. <p>Effective leaders avoid common counseling mistakes. Leaders should avoid the influence of:</p> <ul style="list-style-type: none"> ▪ Personal bias. ▪ Rash judgments. ▪ Stereotyping. ▪ The loss of emotional control. ▪ Inflexible methods of counseling. ▪ Improper follow-up. 	<p>The Counseling Process:</p> <ol style="list-style-type: none"> 1. Identify the need for counseling. 2. Prepare for counseling: <ul style="list-style-type: none"> Select a suitable place. Schedule the time. Notify the counselee well in advance. Organize information. Outline the components of the counseling session. Plan counseling strategy. Establish the right atmosphere. 3. Conduct the counseling session: <ul style="list-style-type: none"> Open the session. Discuss the issue. Develop a plan of action (to include the leader’s responsibilities). Record and Close the session. 4. Follow-up. <ul style="list-style-type: none"> Support Plan of Action Implementation. Assess Plan of Action.
--	---

Figure 5-2. Major Aspects of Counseling Process

Counseling and Mentorship

ASSESS THE PLAN OF ACTION

5-10. The purpose of counseling is to develop soldiers who are better able to achieve personal, professional and organizational goals. During the assessment, review the plan of action with the soldier to determine if the desired results were achieved. The leader and soldier should schedule future follow-up counseling sessions. Figure 5-2 summarizes the major aspects of the counseling process. Additional information on counseling is in Appendix C of FM 6-22 (22-100) and on the Army Counseling Homepage (www.counseling.army.mil).

“Nothing will ever replace one person looking another in the eyes and telling the soldier his strengths and weaknesses. [Counseling] charts a path to success and diverts soldiers from heading down the wrong road.”

SGM Randolph S. Hollingsworth

TYPES OF DEVELOPMENTAL COUNSELING

5-11. You can often categorize developmental counseling based on the topic of the session. The two major categories of counseling are event-oriented and performance and professional growth.

EVENT-ORIENTED COUNSELING

5-12. Event-oriented counseling involves a specific event or situation. It may precede events, such as going to a promotion board or attending a school; or it may follow events, such as a noteworthy duty performance, a problem with performance or mission accomplishment, or a personal problem. Examples of event-oriented counseling include, but are not limited to these types:

- Specific instances of superior or substandard performance.
 - Reception and integration counseling.
 - Crisis counseling.
 - Referral counseling.
 - Promotion counseling.
 - Separation counseling.

COUNSELING FOR SPECIFIC INSTANCES

5-13. Sometimes counseling is tied to specific instances of superior or substandard duty performance. For example, you tell your soldier whether or not the performance met the standard and what the soldier did right or wrong. The key to successful counseling for specific performance is to conduct the counseling session as close to the time of the event as possible.

FM 7-22.7

5-14. When counseling a soldier for specific performance take the following actions:

- Tell the soldier the purpose of the counseling, what was expected and how they failed to meet the standard.
- Address the specific unacceptable behavior or action, not the person's character.
- Tell the soldier the effect of the performance on the rest of the unit.
- Actively listen to the soldier's response.
- Remain unemotional.
- Teach the soldier how to meet the standard.
- Be prepared to do some personal counseling since the lack of performance may be related to or the result of a personal problem.
- Explain to the soldier what will be done to improve performance (plan of action). Identify your responsibilities in implementing the plan of action.
- Continue to assess and follow-up on the soldier's progress. Adjust the plan of action as necessary.

Reception and Integration Counseling

5-15. Leaders must counsel new team members when they report in. Reception and integration counseling serves two purposes: First, it identifies and helps fix any problems or concerns that new members have, especially any issues resulting from the new duty assignment. Second, it lets them know the unit standards and how they fit into the team. Reception and integration counseling starts the team building process and lets the soldier know the leadership cares. Reception and integration counseling clarifies job titles and it sends the message that the chain of command cares. Reception and integration counseling should begin immediately upon arrival so new team members can quickly become integrated into the organization. Figure 5-3 gives some possible discussion points.

Counseling and Mentorship

- Unit standards.
 - Chain of command.
 - NCO support channel (who and how used).
 - On and off duty conduct.
 - Personnel/personal affairs/initial clothing issue.
 - Unit history, organization and mission.
 - Soldier programs within the unit, such as soldier of the month/quarter/year and Audie Murphy and Sergeant Morales Board.
 - Off limits and danger areas.
 - Functions and locations of support activities.
 - On and off post recreational, educational, cultural and historical opportunities.
 - Foreign nation or host nation orientation.
 - Other areas the individual should be aware of, as determined by the rater.

Figure 5-3. Reception and Integration Counseling Points

Crisis Counseling

5-16. You may conduct crisis counseling to get a soldier through the initial shock after receiving negative news, such as notification of the death of a loved one. You help the soldier by listening and providing assistance, as appropriate. Assistance may include referring the soldier to a support activity or coordinating external agency support. Crisis counseling focuses on the soldier's immediate, short-term needs.

Referral Counseling

5-17. Referral counseling helps soldiers work through a personal situation and may follow crisis counseling. Referral counseling also acts as preventative counseling before the situation becomes a problem. Usually, the leader assists the soldier in identifying the problem.

5-18. Outside agencies can help leaders resolve problems. Although it is generally in an individual's best interest to seek help first from his first line leader, leaders must always respect an individual's right to contact these agencies on their own. Leaders can refer the soldier to the appropriate resource, such as Army Community Services, a Chaplain, or a substance abuse counselor. Additional information on support activities can be found in Appendix B, Army Programs or in FM 6-22 (22-100), Appendix C.

5-9

FM 7-22.7

[Helping] soldiers cope with personal problems...means more than referring the soldier to another person- the chaplain, a doctor, or counselor. Until the problem is resolved, you have a soldier with a problem in your unit, so it's your problem.... Let your soldiers know what you're doing to help them solve their problems.

FM 22-600-20, *The Army Noncommissioned Officer Guide*, 1980

Promotion Counseling

5-19. Commanders or their designated representatives must conduct promotion counseling for all specialists, corporals and sergeants who are eligible for advancement without waiver, but are not recommended for promotion to the next higher grade. Army regulations require that soldiers within this category receive initial (event-oriented) counseling when they attain full eligibility and then periodic (performance and personal growth) counseling at least quarterly.

Adverse Separation Counseling

5-20. Adverse separation counseling may involve informing the soldier of the administrative actions available to the commander in the event substandard performance continues and of the consequences associated with those administrative actions. (See AR 635-200, Chapter 1, paragraph 1-16 and Chapter 17.)

5-21. Developmental counseling may not apply when a soldier has engaged in more serious acts of misconduct. In those situations, the leader should refer the matter to the commander and the servicing staff judge advocate's office. When the leader's rehabilitative efforts fail, counseling with a view towards separation fills an administrative prerequisite to many administrative discharges and serves as a final warning to the soldier to improve performance or face discharge. In many cases, it may be beneficial to involve the chain of command as soon as you determine that adverse separation counseling might be required. The first sergeant or commander should inform the soldier of the notification requirements outlined in AR 635-200.

PERFORMANCE AND PROFESSIONAL GROWTH COUNSELING**Performance Counseling**

5-22. During performance counseling, the leader conducts a review of the soldier's duty performance during the previous quarter. The leader and soldier jointly establish performance objectives and standards for the next quarter. Rather than dwelling on the past, leaders should focus the session on the soldier's strengths, areas needing improvement and potential.

5-10

Counseling and Mentorship

Performance counseling informs soldiers about their jobs and the expected performance standards and provides feedback on actual performance -- the best counseling is always looking forward. It does not dwell on the past and what was done, rather on the future and what can be done better.

DA Pam 623-205, "The NCO Evaluation Reporting System 'In Brief,'" 1988

5-23. Performance counseling is required for noncommissioned officers; mandatory, face-to-face performance counseling between the rater and the rated NCO is required under the NCOER system.

5-24. Performance counseling at the beginning of and during the evaluation period facilitates a soldier's involvement in the evaluation process. Performance counseling communicates standards and is an opportunity for leaders to establish and clarify the expected values, attributes, skills and actions.

5-25. As an Army leader, you must ensure you've tied your expectations to performance objectives and appropriate standards. **You must establish standards that your soldiers can work towards and must teach them how to achieve those standards if they are to develop.**

The NCO Evaluation Report

5-26. The Noncommissioned Officer Evaluation Reporting System (NCOERS) is designed to –

- Strengthen the ability of the NCO Corps to meet the professional challenges of the future through the indoctrination of Army values and basic NCO responsibilities. The continued use of Army values and NCO responsibilities as evaluation criteria provides and reinforces a professional focus for the rating chain's view of performance. Over time, this results in acceptance of the values and NCO responsibilities, better performance and a stronger NCO Corps.
- Ensure the selection of the best qualified noncommissioned officers to serve in positions of increasing responsibility by providing rating chain view of performance/potential for use in centralized selection, assignment and other Enlisted Personnel Management System (EPMS) decisions. The information in evaluation reports, the Army's needs and the individual NCO's qualifications are used together as a basis for such personnel actions as school selection, promotion, assignment, military occupational specialty (MOS) classification, command sergeant major (CSM) designation and qualitative management.
- Contribute to Army-wide improved performance and professional development by increased emphasis on performance counseling. Evaluation reports provide the NCO formal recognition for performance of duty, measurement of professional values and personal traits and along with the NCO Counseling Checklist/Records are the basis for performance counseling

FM 7-22.7

by rating officials. Senior/subordinate communication is necessary to maintain high professional standards and is key to an effective evaluation system.

5-27. To ensure that sound personnel management decisions can be made and that an NCO's potential can be fully developed, evaluation reports must be accurate and complete. Each report must be a thoughtful, fair appraisal of an NCO's ability and potential. Reports that are incomplete or fail to provide a realistic and objective evaluation make personnel management decisions difficult.

5-28. A single report should not, by itself, determine an NCO's career. An appraisal philosophy that recognizes continuous professional development and growth (rather than one that demands immediate, uncompromising perfection) best serves the Army and the NCO.

Professional Growth Counseling

5-29. Professional growth counseling is subordinate-centered communication that outlines actions necessary for soldiers to achieve individual and organizational goals and objectives. It is imperative for all leaders to conduct professional growth counseling with their soldiers to develop the leaders of tomorrow.

5-30. Professional growth counseling begins an initial counseling within 30 days of arrival. Additional counseling occurs **quarterly thereafter with an assessment at a minimum of once a month**. Counseling is a continuous process. Reception/Integration/Initial counseling must include goals/expectations for most current quarter along with long term goals and expectations.

5-31. During the counseling session a review is conducted jointly by the leader and soldier to identify and discuss the soldier's strengths/weaknesses and to create a plan of action to build upon strengths and overcome weaknesses. The leader must encourage, remain objective/positive, assist the soldier help himself and focus more towards the future. This future-oriented approach establishes short and long-term goals and objectives.

5-32. FM 6-22 (22-100), Appendix B, provides the necessary tools for the soldier to do a self-assessment based on performance indicators outlined in the leadership dimension. This self-assessment will assist soldiers in identifying their weaknesses and strengths and provide a means of improving their leadership abilities/skills. All leaders should use the performance indicators in FM 6-22 (22-100), Appendix B, as an assessment tool when counseling their soldiers. This will assist them in providing specific, precise and objective guidance to their soldiers.

5-12

THE COUNSELING SESSION

This is an example of a Performance/Professional Growth counseling session presented in four parts. It shows disagreement between the leader and led on the leadership assessment. This makes the counseling session difficult for both at first (each is a little defensive). SFC Lang has difficulty getting SSG Rovero to do an honest self-appraisal of his performance. The strategy in this situation is to provide SSG Rovero with clear examples of his leader behavior along with the adverse effects it is having on the soldiers and the unit.

SFC LANG: Come in.

SSG ROVERO: Sorry I'm late, SFC Lang. I got tied up on a job that's been running late.

SFC LANG: Have a seat SSG Rovero and lets get started. Do you have your self-assessment with you? *[This reinforces the expectation that all leaders will prepare a self-assessment prior to developmental counseling. This also is a good technique to try in order to get the subordinate leader to start with most of the talking]*

SSG ROVERO: I have it here somewhere. Yes here it is. You know, SFC Lang, after I finished reading my self-assessment, I realized, hey, I'm pretty good!

SFC LANG: You want to know the truth? You are pretty good, but... *[Here, the leader is trying to reinforce and recognize good performance even though it's clear the leader is not satisfied with some other aspects of the subordinate leader's performance]*

SSG ROVERO: Thanks. But?

SFC LANG: Well, like you said; you always seem to be running late on jobs.

SSG ROVERO: Well, some of the guys have been goofing off lately and I just haven't been able to get them back in line yet, that's all. *[There can be a tendency to place blame or identify causal factors that may or may not be beyond the control of the subordinate leader]*

SFC LANG: Well that's why we're here.

SSG ROVERO: What do you mean? *[The leader can expect that some subordinates will be pretty defensive when it comes to leadership assessment. It will be viewed by some as threatening]*

SFC LANG: I thought we went over this last week when we set up this meeting. What'd I say then?

SSG ROVERO: Something about assessing my leadership strengths; areas I can improve in...

SFC LANG: That's part of it. The focus is on developing your leadership.

SSG ROVERO: That's funny, Sergeant. I was a squared away NCO until I got here. Now, all of a sudden I've got all this stuff to improve on. *[Initially, leaders can expect to have many soldiers who have never received feedback on their leadership. As developmental counseling becomes ingrained in the Army, more*

FM 7-22.7

soldiers will be comfortable and familiar with leadership assessment and development]

SFC LANG: Well, leadership is a bigger part of your job now. Leadership responsibilities increase as you move up in the ranks. You've got a lot of attributes in your favor. Like I said, you have very good technical skills, but...

[Again, the leader reinforces the good performance while still trying to get the subordinate leader to admit and 'own up' to the shortcomings that need improvement]

SSG ROVERO: I run a good shop. Our supply room is always stocked – nobody ever has to borrow a tool from another company. And I go to bat for my soldiers. Like when Hennessey needed time to take care of some family business. I helped him with that. Right? Isn't that leadership?

SFC LANG: Yes, but that's not the whole story... *[SFC Lang has already mentioned she has concerns with SSG Rovero's leadership. She wants SSG Rovero to tell his side of the story and complete his self-assessment. Does he think everything is going well?]*

SSG ROVERO: Well, okay, maybe things in the shop aren't going as smoothly as they should be. And maybe it is my fault, but...

SSG Rovero realizes he could make some improvements in some areas.

SFC LANG: The way I see it, you act like you're still a mechanic instead of a supervisor. Every time I walk through the bays you're under some vehicle turning wrenches. But while you're doing that, who's making sure all the jobs in the shop are getting done? Sometimes these young mechanics we've got are just spinning their wheels. Maybe if you spent more time making the rounds and checking up on each job, we'd have a better OR rate. Plus we might be able to get out of here at a decent hour. *[SFC Lang knew this would probably*

Counseling and Mentorship

be a sore spot with SSG Rovero. But, this is what the supervisor is observing along with the general effect it is having on soldiers and the unit]

SSG ROVERO: I don't think that is what's really happening.

SFC LANG: OK, I've got several observations here; let's take yesterday for example. We had three HMMWVs deadlined with electrical problems. Those new soldiers, Harris, Jones and Wilson, worked on them all day and still couldn't figure out what was causing the problem. Meanwhile, you're over with another HMMWV changing tires. *[SFC Lang did her homework. Observing and assessing is part of her daily activity around the motor pool. Specific observations of leader behavior along with the effects they are having on individuals, the unit and operational outcomes are key prerequisites to developmental activities]*

SSG ROVERO: Somebody had to do it.

SFC LANG: And are the HMMWVs up? *[Links behavior to outcomes]*

SSG ROVERO: We're working on it.

SFC LANG: And when did everybody finish and leave last night? *[Again this question links leader behavior to outcomes. SFC Lang asks SSG Rovero rather than tells him the outcome to promote ownership]*

SSG ROVERO: About twenty-one hundred.

SFC LANG: We have to agree on what's happening here.

SSG ROVERO: Maybe you're right, Sergeant. I need to work on my organizational skills. I'm not comfortable walking around with a list of jobs and checking up on people. I'd rather do it myself. *[It appears as though SFC Lang's detailed assessment resulted in SSG Rovero becoming a little more honest with himself. Given that SFC Lang also evaluates SSG Rovero, leaders can expect that soldiers might hesitate to admit to shortcomings]*

SFC LANG: I understand, but leaders have to learn how to assign tasks and supervise. That's the only way our soldier's will learn.

SSG ROVERO: OK, Sergeant.

Once they both agree on the assessment, both SFC Lang and SSG Rovero visibly relax. From this point on, the tone of the counseling session turns visibly positive and developmental as they talk about ways to improve SSG Rovero's performance.

SFC LANG: So what could you do to improve your leadership skills? *[Action plan development is a joint activity. The leader should refrain from prescribing developmental tasks unless the subordinate has no clue what to do or where to begin. Having the soldier identify the developmental task also promotes ownership and additional motivation to follow through]*

SSG ROVERO: I know I need to learn how to delegate tasks. I could prioritize the work that needs to be done and assign jobs based on experience. That way I could spend more time training and supervising my more inexperienced soldiers. *[This reinforces the concept that leaders should solicit the input of their soldiers and peers and include them in the decision-making process]*

SFC LANG: Sounds like you have a good plan. Remember, all your soldiers need your supervision. *[SFC Lang is making a subtle correction here to put a little more structure into this developmental plan.]*

SSG ROVERO: Thanks for your help, Sergeant.

FM 7-22.7**MENTORSHIP**

5-33. Mentorship, probably the singular most misunderstood word surrounding counseling and leadership. To best understand mentorship, it is best to first define it. Mentorship is a voluntary, developmental relationship that exists between a person of greater experience and a person of lesser experience. Mentorship is not just a fancy buzzword. It is a proven approach and a valuable tool for NCO leaders.

“The experiences of the mentor when shared gives the soldier a comparative view to allow the soldier to develop and grow. The mentor is the sage old owl who has been there and done that and uses the experience to counsel wisely that young soldier.”

CSM A. Frank Lever, III

5-34. Note that no specific action is exclusively “mentoring.” In fact, the term “mentoring” is often used to describe a wide array of actions that outside of a mentorship relationship refer to the core of leader development such as counseling, teaching, coaching, role modeling, advising and guiding.

To be an effective mentor, you need the experience and wisdom of your years. You also have to care. If you really care about your soldiers, then you will devote the necessary time and attention to guiding them. Mentoring can take place anywhere. It is a key way to lead and to strengthen Army values.

DA Pam 600-25, “NCO Development Program,” 1987

DEVELOPMENTAL RELATIONSHIP

5-35. Mentorship is clearly a developmental relationship and noncommissioned officers have a mandate to develop their soldiers. Given that fact, shouldn’t all leader-follower relationships be considered mentorship? Or why confuse the issue by labeling as mentorship what is in the essence, good leadership? Why do we need mentorship? When those mandated leader development actions occur within a mentorship relationship, their potential impact is greatly magnified, both for the individual and for the Army. This increase in development is due primarily because of the high degree of trust and respect that characterizes a mentoring relationship. Simply put good leadership stimulates development; mentorship magnifies that development. See Figure 5-4.

*“One of the most important responsibilities of a leader is to train, coach and mentor subordinates... Some folks might maintain a relationship with an old mentor throughout their careers and use them as a sounding board and for guidance, but most people will have several mentors over their careers. Keep in mind that a **mentor** is not a substitute for personal research, personal planning, hard work and dedication to service.”*

CSM Larry W. Gammon

Counseling and Mentorship

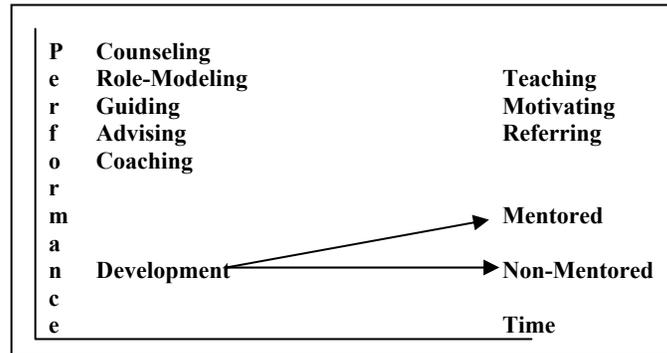


Figure 5-4. Mentorship Development

5-36. Mentorship can and will augment the natural development that occurs in leadership, but it is not necessary or practical in all leader-follower relationships. Soldiers will still develop if they are not mentored, but mentorship can be a key element in the development of soldiers, contributing to their greater well-being. We all have experience to give if we have the heart, the spirit and the caring attitude to share these experiences and the lessons we derive from them. Mentoring is simply giving of your knowledge to other people. To be an effective mentor, all you need is experience and the wisdom of your years and one other vital quality — ***you have to care!***

"Soldiers want to know what's going on. They don't want to reinvent the wheel to address problems that someone else has already solved."
CSM Cynthia A. Pritchett

SUSTAIN MENTORSHIP

5-37. Mentorship is demanding business, but the future of the Army depends on the trained and effective leaders whom you leave behind. Sometimes it requires you to set priorities, to balance short-term readiness with long-term leader development. The commitment to mentoring future leaders may require you to take risks. It requires you to give soldiers the opportunity to learn and develop them while using your experience to guide them without micromanaging. Mentoring will lead your soldiers to successes that build their confidence and skills for the future. The key to mentorship in the US Army is

FM 7-22.7

that it is a sustained relationship and may last through the entire career of a young soldier and even into retirement.

5-38. While not a formal, mandated program like counseling, mentorship does have some very distinct characteristics that we can use as a guide for our mentoring. See Figure 5-5.

- Personal, voluntary developmental relationship existing between soldiers.
 - Mentor is a close, trusted and experienced counselor or guide.
 - Not bound by geographical location.
 - Mutual agreement on mentoring relationship.
 - Mentoring relationship devoid of conflicting interests.
 - Common professional interests.
 - Enduring relationship, frequency based on need, not predetermined event or time.
 - Shared Army Values.
 - Soldier may have more than one mentor over time.
 - Two-way communications.
 - Mentor must be willing to share professional knowledge, training and experience in a trusted and respected atmosphere.
 - Mentor maintains confidentiality and trust.
 - Sincere caring on part of the mentor.
 - Relationship may be initiated by superior, peer, or subordinate.
 - Can cross military, civilian, active or retired lines.

Figure 5-5. Mentorship Characteristics

“Soldiers can solve 98 percent of their problems by just talking to someone about them. All you have to do is listen.”

SMA William G. Bainbridge

NCO MENTORSHIP OF OFFICERS

5-39. Senior NCOs have a great deal of experience that is valuable to officers. An officer who has an NCO as a mentor is taking advantage of that experience and also of the unique perspective NCOs develop in leadership, training and professionalism. Even very senior officers seek trusted NCOs’ advice and counsel. A mentorship relationship that is unique in the Army and the NCO Corps is the relationship between a platoon sergeant and his young platoon leader. Especially in their early years, young officers need to be paired with senior experienced NCOs. The relationship that frequently comes from this experience tends to be instrumental in the young officers’ development. Young

Counseling and Mentorship

officers may forget a lot of things about their time in the military, but they will never forget, good or bad, their first platoon sergeant.

MENTORSHIP BUILDS THE FUTURE

5-40. Mentorship offers unparalleled opportunities to build a better Army. If you are a noncommissioned officer and are not mentoring several promising young leaders, you are missing an important opportunity to contribute to the Army's future. Mentorship is the single, easiest way to develop young leaders. But to do so, the mentor must be willing to commit the time and energy necessary to do it right and to set the conditions for success so young leaders will seek him out to be their mentor.

"Becoming a mentor should not be a hasty endeavor. It is not a part-time job. It is an intense relationship between teacher and student. The process requires time and caring. Effective mentors are totally committed to spending the necessary time and attention it takes to share values, attitudes and beliefs. This includes helping a soldier make career decisions and providing support and encouragement that allow leaders to grow."

CSM Christine E. Seitzinger

Near the end of the session, SSG Rovero starts taking charge of his action plan – identifying, without SFC Lang's assistance, things he can do to improve his leadership. As the session closes, there is a renewed air of respect and understanding between SFC Lang and SSG Rovero.

FM 7-22.7

SFC LANG: Why don't you read back to me what you've got. *[As developmental sessions come to a close, it is important to review tasks and confirm what was said earlier in the session]*

SSG ROVERO: Okay. *[Making notes to himself.]* "Conduct an AAR with the maintenance section; observe Sergeant Leroy supervising maintenance operations."

SFC LANG: Those should both work to improve Executing. *[SFC Lang reinforces the leadership doctrinal framework by listing developmental tasks IAW with the value, attribute, skill and/or action it is designed to improve]*

SSG ROVERO: One I just thought of, "develop a daily plan for supervising maintenance operations." I think if I just sat down each morning and split up the jobs better, plus figure out where I'm needed most... *[This is an ideal outcome to be sought after in developmental counseling — the subordinate leader coming up with and identifying developmental tasks. Also note the total number of tasks identified. A few clearly defined tasks with high potential for improvement and are better than numerous, ill-defined tasks with questionable outcomes]*

SFC LANG: Sounds good. OR rate is bound to go up. And just think of what this is going to do to everybody's motivation around here – getting home at a decent hour. And I'll let Sergeant LeRoy know you're coming over to have a look at his maintenance operations. *[Again, the action plan may very well require action on the part of the leader, not just the subordinate leader. At a minimum the leader is going to have to plan and allocate time to get out and make subsequent observations of the leader to assess whether or not improvement is being made and perhaps conduct some on-the-spot coaching].* Well, Sergeant, we've had some pretty straight talk here on things that need to improve. And don't forget you've got a lot going for you. Best technical skill I've seen. Keep up the good work. *[Action plans are also about sustaining the 'good stuff.' In closing the session, SFC Lang is conscience of the need to reinforce and communicate what SSG Rovero is doing well]*

SSG ROVERO: Appreciate that, SFC Lang.

5-41. During the counseling, the leader and soldier conduct a review to identify and discuss the soldier's strengths and weaknesses and create a plan of action to build upon strengths and overcome weaknesses. This counseling is not normally event-driven. The discussion may include opportunities for civilian or military schooling, future duty assignments, special programs and reenlistment options. Every person's needs are different and leaders must apply specific courses of action tailored to each soldier.

Student Handout 8

Extracted Material from DA Pam 600-25

This Student Handout contains 7 pages of extracted material from the following publication:

DA Pam 600-25, US Army NCO Professional Development Guide, 15 October 2002

Cover Page	
Chapter 2	para 2-1 thru 2-6
Chapter 4	para 4-1 and 4-2

Disclaimer: The developer downloaded this extract from the U.S. Army Publishing Agency Home Page. The text may contain passive voice, misspelling, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

RECOVERABLE PUBLICATION

YOU RECEIVED THIS DOCUMENT IN A DAMAGE-FREE CONDITION. DAMAGE IN ANY WAY, TO INCLUDE HIGHLIGHTING, PENCIL MARKS, OR MISSING PAGES WILL SUBJECT YOU TO PECUNIARY LIABILITY (STATEMENT OF CHARGES, CASH COLLECTION, ETC.) TO RECOVER PRINTING COSTS.

THIS PAGE INTENTIONALLY LEFT BLANK

Department of the Army
Pamphlet 600-25

Personnel-General

**U.S. Army
Noncommissioned
Officer
Professional
Development
Guide**

**Headquarters
Department of the Army
Washington, DC
15 October 2002**

UNCLASSIFIED

THIS PAGE INTENTIONALLY LEFT BLANK

Chapter 2 Leader Development Process

2-1. Leader development process

The leader development process consists of three distinct, but closely related pillars: institutional training, operational assignments, and self-development. This is a continuous cycle of education, training, experience, assessment, feedback, and reinforcement designed to meet the needs of the Army, the unit, and develop the potential of noncommissioned officers as leaders. In all three pillars, the emphasis is on developing competent and confident leaders of character who understand, and have the ability to exploit the full potential of current and future Army doctrine across the full spectrum of military operations.

2-2. Institutional training

a. Institutional training is all formal military training and education NCOs receive throughout a military career. The purpose of institutional training is to develop the values, attributes, critical war fighting skills, and actions that are essential to quality NCO leadership. When these same values, attributes, skills, and actions are tested, reinforced, and strengthened by follow-on operational assignments and meaningful self-development programs, NCOs attain and sustain competency in their profession of arms. Institutional training provides the sound foundation upon which all future leader development rests. The Noncommissioned Officer Education System (NCOES) and certain other functional courses form the institutional training pillar of NCO leader development. NCOES is designed to prepare noncommissioned officers to lead and train soldiers who work and fight under their leadership, and assist their assigned leaders to execute unit missions. NCOES does this through progressive and sequential training using small group instruction for NCOs throughout four levels of schooling: primary, basic, advanced, and senior. Functional courses are based on specific skills required for special assignments or duties. The Army uses resident and distance learning instruction to provide this institutional training.

b. The Primary Leadership Development Course (PLDC) is a non-military occupational specialty (MOS) specific, field-oriented, leadership course built around basic soldier skills. PLDC trains specialist (SPC)(P), corporal (CPL)(P), and sergeants at Noncommissioned Officer Academies (NCOA) throughout the Army. The training is focused on the values, attributes, skills, and actions needed for team leadership responsibilities at the rank of sergeant (SGT). Active Army (AA) and Active Guard (AGR) Reserve Component (RC) NCOs attend a 30-day resident course. Non-AGR RC NCOs complete pre-resident training, then attend a 15 day resident phase during active duty for training (ADT) or annual training (AT) at a TASS (The Army School System) institution. Promotion to SGT is contingent upon successful completion of PLDC.

c. The Basic Noncommissioned Officer Course (BNCOC) is between 2 to 55 weeks, depending upon the MOS, and consists of two or more phases. Phase I, which is a stand alone common core, uses the small group instruction process to teach the theory and principles of battle-focused common core training, leadership, and war fighting skills required to lead a squad-sized element in combat. Phase II is "hands on," performance oriented, technical training that is specific to the MOS. The level of training received at BNCOC progressively and sequentially improves upon the previous instruction received in PLDC and operational assignments. All NCOs attend a TASS school facility dependent upon training seat availability and proximity to home station. Non-AGR RC NCOs attend during ADT or AT. Promotion to staff sergeant is contingent upon successful completion of BNCOC.

d. The Advanced Noncommissioned Officer Course (ANCOC) is structured similar to BNCOC, and prepares NCOs to assume the duties and responsibilities needed to lead a platoon-sized element. ANCOC has a phase I stand-alone common core, as well as proponent phases that include hands-on and performance oriented training that emphasize war-fighting skills. ANCOC is conducted at resident service schools and the course length is based upon the MOS. As with BNCOC, AA and RC NCOs attend a TASS school facility dependent upon training seat availability. Non-AGR RC NCOs attend during ADT or AT. Promotion to SFC is contingent upon successful completion of ANCOC.

e. The Sergeants Major Course (SMC) prepares selected master sergeants (MSG) to perform the duties of sergeant major (SGM) and command sergeant major (CSM) for staff and troop assignments. The SMC is the pinnacle of the enlisted education system, and is a prerequisite for promotion to SGM and appointment to CSM. This senior-level training is obtained through a 9-month resident course taught at Fort Bliss, TX or through a two-year non-resident course for RC and selected AA personnel.

f. Functional courses such as drill sergeant, recruiter, and attaché training are required for special assignments. Other functional courses such as the Battle Staff Course and First Sergeants Course (FSC), provide specific skills required for duties in operations and leadership areas of responsibility. Senior NCOs selected for first sergeant duty are required to attend the FSC prior to assuming their initial first sergeant position. Command sergeants major (CSM) attend the Command Sergeants Major course to prepare them for their initial duty as a CSM.

2-3. Operational assignments

a. Operational experience provides leaders the opportunity to employ and further develop those skills attained through the process of formal education. Experience gained through a variety of challenging duty assignments prepares NCOs to lead soldiers in combat.

b. Operational assignments are made based on the NCO's military specialty and additional skills. Special duty assignments present a unique challenge and opportunity for leader development as the NCO is often performing duties outside his or her primary military occupational specialty (PMOS) in positions that include drill instructor, recruiter, joint duty, and attaché. Commanders and leaders use the Unit Leader Development Plan (LDP) and noncommissioned officer professional development (NCOPD) to enhance NCO leader development during operational assignments.

c. Developing leaders is a priority mission in Army organizations. Commanders, leaders, and supervisors develop subordinates and ensure necessary educational requirements are met. Commanders should establish a formal unit LDP that focuses on developing individual leaders. These programs should consist of three phases: reception and integration; basic skills development; and advanced development and sustainment.

(1) Conduct an assessment of basic skills to identify strengths that must be sustained, weaknesses that need improvement, and skills that need to be developed for the NCO to assume greater responsibilities.

(2) Integrate mission essential task list (METL) based training and other unit-related training that support the unit METL.

(3) Correct weaknesses that impact on the performance of duties. Gain experience for assignment and career development needs.

d. The NCOPD is the NCO leader development program implemented by the CSM, and is based on the commander's guidance and directives. This program encompasses most leadership training at the unit level, and is tailored to the unique requirements of that unit and its NCOs.

e. Commanders must continuously integrate individual training with collective training to effectively use available time and resources to develop leaders and ensure soldiers can perform every task required at their skill level. Operational assignments should reflect the present and projected level of the soldier's institutional training and performance abilities.

2-4. Self-development

a. Self-development is a planned, progressive and sequential program followed by NCOs. This program is comprised of individual study, education, research, and professional reading (see the Army Chief of Staff's professional reading list—appendix E). Self-development also includes practice, and self-assessment, and ideally is synchronized with institutional training and operational assignments. Self-development programs should complement and expand on advancements and accomplishments gained during institutional training and operational assignments, and the programs require a lifelong commitment. Self-development is a personal responsibility and focuses on maximizing leader strengths, minimizing weaknesses, and achieving individual leader development goals. Self-development is a joint effort involving the individual soldier and the full support of commanders, leaders, and supervisors to be effective.

b. Initially, self-development is narrow in focus, but broadens as individuals become more familiar with their own strengths and weaknesses, determine their specific needs, and become more independent. Each leader's knowledge and perspective increase with age, experience, institutional training, and operational assignments. Specific and goal-oriented development allows individuals, commanders, and leaders to build a functional self-development program tailored to NCO and unit needs. NCO professional development models (PDM) are the soldiers' guide to self-development.

2-5. Educational activities in support of self-development

Many self-development activities recommended on a PDM come from programs and services offered through the Army Continuing Education System (ACES), which operates education and learning centers throughout the Army. ACES assists soldiers with self-development as described below:

- a.* Education center counseling services provide academic and vocational counseling to help soldiers establish professional and educational goals. Counselors assist in enrolling the soldier in appropriate courses and in finding alternate methods to achieve the soldier's goal when duty schedule prevents regular course enrollment.
- b.* Functional Academic Skills Training (FAST) offers instruction in reading, mathematics, and communication skills to help soldiers function on the job, prepare for advanced training, and meet prerequisites for continued education. These courses can help selected soldiers achieve the current recommended reading grade levels and the Army's recommended writing standard. This is an on-duty commander's program to ensure soldiers possess the necessary reading and writing skills to succeed in their occupational specialty. Read-to-lead is a self-paced program to help soldiers improve their reading skills.
- c.* High school completion programs offer soldiers the opportunity to earn a high school diploma or equivalency certificate on or off-duty.
- d.* College level courses are available through installation education centers that coordinate with participating colleges to provide on-post programs that lead to a degree. Most institutions, operating on-post, are part of the Service members Opportunity Colleges Army Degree (SOCAD), which guarantees soldiers' transfer of credits and acceptance of non-traditional credits, such as military experience and College Level Examination Program (CLEP) tests. Also included are courses for credentialing, certification, and licensing through the education centers or using an online Web site, Army Credentialing Opportunities Online (COOL). Tuition assistance (TA) is authorized to pay for voluntary off-duty, and approved on duty, education programs that support Army educational objectives and the soldier's self-development goals. These programs help soldiers earn post secondary degrees, that is, associate and baccalaureate's degrees, recommended on professional development models. Education counselors assist soldiers in applying for tuition assistance.
- e.* Testing is offered by education centers for a wide range of academic and vocational tests. These tests include the Adult Basic Education (Test) (TABE)-A Reading Comprehension Test for NCOES; Scholastic Aptitude Test (SAT) and American College Test (ACT) for college entrance; and College Level Examination Program tests for college credit.
- f.* Language training for non-linguists is provided by ACES through host-nation orientation and instruction in basic language skills. These courses enhance language skills of soldiers whose primary duties require frequent contact with host-nation counterparts. Materials are also available for sustainment of language skills.
- g.* Correspondence courses are offered through The Defense Activity for Non-Traditional Educational Support (DANTES), which publishes a catalog of post-secondary correspondence courses in which soldiers may enroll in, as well as attending regular classroom courses. Education counselors can advise soldiers on the availability of approved courses and tuition assistance.
- h.* Army Learning Centers provide a variety of independent study materials, computer-based instruction, language labs, tutorial services, and a military publications library. These centers support self-development, unit, and individual training. Materials recommended on PDM reading lists can generally be found in Army learning centers.
- i.* The Army Correspondence Course Program (ACCP) provides a variety of self-study correspondence courses that are specific to each MOS and CMF. Courses are also available in leadership and training management, and are geared to professional development. Proponent schools develop the courses, many of which consist of sub-courses that provide the soldier promotion points once completed. Soldiers can enroll for courses at the their unit, their Army learning center or online.

2-6. Professional development models

Professional development models are developed for each MOS, and are found in chapters 4 through 36 of this publication. PDMs —

- a.* Outline institutional training and operational assignments in relation to career management field (CMF) recommended self-development activities. Leader self-development is an individual soldier responsibility, and the only leader development phase over which a soldier has direct control.
- b.* Emphasize self-development. However, soldiers should not emphasize PDM activities to the point where self development takes precedence over duty performance.
- c.* List operational assignments as examples of career development. Soldiers should consult with their supervisors and career advisors for their particular CMF progression.
- d.* Guide soldiers through CMF proponent recommended activities to become more proficient at current and next higher-level duty positions.
- e.* Identify courses and training that complement and supplement institutional instruction and operational assignment experiences.
- f.* Focus on broad recommendations, which address the values, attributes, skills, and actions successful NCOs have found to be beneficial to their career progression. Each PDM lists recommended self-development activities to complete prior to attending NCOES and for specific MOS skill levels. Activities include ACCP, computer-based instruction, post secondary courses, professional readings, and learning center activities.
- g.* Recommend goals to include professional certification, credentialing, and degrees related to the soldier's CMF.
- h.* Contain recommendations for self-development. It may not be feasible for a soldier to complete all recommended activities since some duty assignments may preclude off-duty education. However, there are alternate methods of achieving recommendations, for example, examinations, distance learning, and learning center activities.
- i.* Offer a series of planned, progressive, and sequential developmental activities that leaders can follow to enhance and sustain military leadership competencies throughout their careers. Any self-development activities undertaken will require personal sacrifice of off-duty time if the soldier is to achieve the desired goal.
- j.* Provide the recommended activities soldiers can take to better prepare themselves for each phase of NCOES and to perform in each duty assignment.

Chapter 4

Infantry (CMF 11) Career Progression Plan

4-1. Duties

The Infantry Force is a branch designed to close with the enemy by fire and maneuver to destroy or capture him, and repel his assault by fire, close combat, and counterattack. The Infantry can fight mounted or dismounted according to terrain conditions and mission requirements. This career field is closed to women.

4-2. MOS 11B Infantryman

a. Major duties. The infantryman supervises, leads, or serves as a member of an infantry activity that employs individual small arms weapons or heavy anti-armor crew served weapons, either vehicle or dismounted in support of offensive and defensive combat operations.

b. Prerequisites. See DA Pam 611-21 and PERSCOM Smartbook Web site.

c. Goals for development The purpose of the infantryman professional development pattern is to educate soldiers and NCOs on how to map their career to become successful combat leaders. United States Army Infantry Center's (USAIC's) commitment to the Infantry Force is that it will prepare NCOs for success through training in the institution, based on a thorough review of training strategy. The Noncommissioned Officer Education System (NCOES) System will also provide multifunctional training during Basic Noncommissioned Officer Course (BNCOC), and Advanced Noncommissioned Officer Course (ANCOC) to all NCOs to assist in forming the NCO into a leader prepared to excel in any Infantry assignment. Infantrymen will fill varied tactical assignments during their career, which will come when the NCO transitions between the different functions of Infantry (light, mechanized, and antiarmor). The Light Leaders Course, Bradley Transition Course, and Anti-Armor Leaders course have been instituted to

provide the specialized training required to set the adaptive infantry leader for success. Follow-on assignments at the brigade and division staff will then add to their overall professional knowledge. In a tactical unit, the NCO should spend roughly 75 percent of his assignments at battalion level and below and 25 percent in other duty positions. Back-to-back, non-infantry tactical assignments should be avoided (such as going from drill sergeant to recruiter duty, instructor, or staff to similar positions). It is possible these situations will occur due to direct assignment from the Department of the Army. NCOs should seek the harder, more professionally rewarding, leadership positions: team leader, squad leader, section leader, platoon sergeant, and first sergeant. They should round out their careers with battalion/brigade operations experience.

(1) *Private (PVT)-SPC/CPL.*

(a) Institutional training. One station unit training (OSUT), Primary Leadership Development Course (PLDC).

(b) Operational assignments. The focus during the early years of a soldier's career should be on building a strong base of technical expertise in equipment, basic MOS skills, and common soldier tasks.

(c) Self-development. Soldiers should become familiar with and study the following military publications: FM 21-20, FM 22-5, AR 670-1, FM 21-75, FM 21-11, and all -10 level maintenance manuals associated with their equipment. The following is the suggested reading list: Art of War (Sun Tzu), The Forgotten Soldier (Sajer, Guy), The Killer Angels (Shaara, Michael). The OPTEMPO of tactical assignments limits the opportunity for civilian education, but if you are willing to make sacrifices, then the chances are there. If you are unable to pursue formal civilian courses CLEP and DANTES are available; again these are based on the individual soldiers' own desire to excel. There are, however, ample opportunities to participate in various types of correspondence courses.

(d) Additional training. Airborne, Air Assault, Javelin/Dragon, Sniper, Rappel Master.

(e) Special assignments. Recruiter programs (must volunteer).

(2) *SGT.*

(a) Institutional training. PLDC (for conditional promotion to SGT, see AR 600-8-19), and BNCOC.

(b) Operational assignments. The focus during this phase of a soldier's career should be on developing leadership skills, honing on technical expertise, and laying a foundation of tactical knowledge. Team leader and squad leader positions should be sought out.

(c) Self-development. Soldiers should study and master the following military publications: FM 1, FM 3-0, FM 3-25.26, FM 22-100, FM 25-100, FM 25-101, all -10 level maintenance manuals associated with their equipment, and all battle drills that are associated with current assignment. The following is the suggested reading list:

Common Sense Training (Collins, Presidio Press, 1980, ISBN 0–89141–046–5), Small Unit Leadership (Malone, Mike), Rules for Leadership; Improving Unit Performance (Blade, National Defense University Press, 1986, 88–28556), Guide to Effective Military Writing (McIntosh, Stackpole Books), Readings on famous military leaders; that is, Napoleon, Grant, Lee, Pershing, Patton, Bradley, Ridgeway, Westmoreland, Schwartzkopf, The Story of the Noncommissioned Officer Corps (Center for Military History, 70–38), Attacks (Rommel), When bad things happen to good people (Kushner, Harold S). Seek opportunities to pursue college level courses.

(d) *Additional training.* Light Leaders Course, Bradley Transition Course, Anti-Armor Leaders Course, Ranger, Airborne, Air Assault, Jumpmaster, Sniper, Master Fitness, Rappel Master, Master Gunner (SGT promotable).

(e) *Special assignments.* Drill sergeant (SGT promotable).

(3) *SSG.*

(a) *Institutional training.* BNCOC (for conditional promotion to SSG, see AR 600–8–19), ANCO, and Battle Staff Course.

(b) *Operational assignments.* The focus of this phase is to continue development and refinement of the leadership skills and tactical and technical expertise at the squad and platoon level. Soldiers should seek duty as squad/section leaders, possibly platoon sergeants if the opportunity is available.

(c) *Self-development.* Soldiers should study and master the following military publications: FM 3–25.26, FM 22–100, FM 25–100, FM 25–101, DA Pam 600–25, all-10 level maintenance manuals associated with their equipment, and all battle drills that are associated with current assignment. The following is the suggested reading list: Small Unit Administration (Manual or ADP Systems, Stackpole Books), The Noncommissioned Officers' Family Guide (Gross, Beau Lac Pub, 1985, ISBN 0–911980–13–X). At this stage soldiers should seek opportunities to pursue completion of an associate's degree.

(d) *Additional training.* Master gunner, Light Leaders Course, Bradley Transition Course, Anti-Armor Leaders Course, Ranger, Airborne, Air Assault, Master Gunner, Pathfinder, Jumpmaster, Rappel Master, Master Fitness.

(e) *Special assignments.* Instructor, drill sergeant, recruiter, AA/RC advisor, observer/controller.

(4) *SFC.*

(a) *Institutional training.* ANCO (for conditional promotion to SFC, see AR 600–8–19), First Sergeants Course (First time first sergeants are required to attend the FSC prior to holding a first sergeant position), and Battle Staff Course.

(b) *Operational assignments.* The critical assignment at this stage is platoon sergeant, especially in a tactical unit. Platoon sergeant is an assignment you must seek to be qualified in the duty position and will enhance your ability to be a better leader in combat. It also increases soldier potential for selection to MSG.

(c) *Self-development.* Soldiers should study and master the following military publications: FM 3–7, FM 21–31, FM 25–100, FM 3–0, FM 25–101, DA Pam 600–25, AR 350–17, AR 750–1. The following is the suggested reading list: Readings about world politics and tensions issues, Combat Leader's Field Guide (10th Ed., Stackpole Books), Roots of Strategy, Book 2 (Picq, Clausewitz, Jomini, Stackpole Books). At this stage you should seek opportunities to pursue completion of an associate's degree.

(d) *Additional training.* Light Leaders Course, Bradley Leaders Course, Master Gunner, Anti-Armor Leaders Course, Ranger, Airborne, Air Assault, Drill Sergeant, Rappel Master, Jumpmaster, Air Tactical Operation Course, Master Fitness, Equal Opportunity Advisor.

(e) *Special assignments.* IG NCO, instructor, drill sergeant, observer/controller at a Combat Training Center (JRTC, CMTC, NTC), AA/RC advisor, ROTC, EO advisor, Career management NCO, battalion/brigade/division operations, troop command (RC), State HQ (ARNGUS), regional support command or GO command (USAR).

d. *Professional Development Model for MOS 11B.* See Professional Development Model for MOS 11B.

e. *Army career degrees.* See SOCAD Army Career Degree Program.

f. *GI to Jobs.* See GI to Jobs COOL Web site.