

BNCOC SOLUTION TO PRACTICAL EXERCISES



Stand Alone Common Core

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PRACTICAL EXERCISE SHEET T321

Title	THE RISK MANAGEMENT PROCESS						
Lesson Number/Title	T321 version 1 / THE RISK MANAGEMENT PROCESS						
Introduction	This practical exercise requires you to apply the risk management process to a 10-mile cross-country forced march (dismounted). You must complete a risk management worksheet for this scenario IAW FM 100-14.						
Motivator	Each year many soldiers receive injuries or die from someone overlooking the obvious and not so obvious risks associated with taskings. This practical exercise illustrates the number and diversity of hazards identified in performing a task.						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will--</p> <table border="1"> <tr> <td>Action:</td> <td>Apply the risk management process to a task.</td> </tr> <tr> <td>Conditions:</td> <td>Given a classroom environment and FM 100-14.</td> </tr> <tr> <td>Standards:</td> <td>Applied the risk management process to a task IAW FM 100-14.</td> </tr> </table>	Action:	Apply the risk management process to a task.	Conditions:	Given a classroom environment and FM 100-14.	Standards:	Applied the risk management process to a task IAW FM 100-14.
Action:	Apply the risk management process to a task.						
Conditions:	Given a classroom environment and FM 100-14.						
Standards:	Applied the risk management process to a task IAW FM 100-14.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	You have 10 minutes to complete the PE. At the end of the PE, you will receive a solution sheet and briefly discuss the solution. Your overall participation and solution to this practical exercise will determine your understanding of the material presented and discussed during the class.						
Instructional Lead-In	None						

Resource Requirements
Instructor Materials:

- FM 100-14, Risk Management, T321, The Risk Management Process, and VGTs (16).

Student Materials:

- Student Handout-2.
 - Pencil.
 - Risk Management Worksheet.
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Special Instructions

None

Procedures

1. You are a squad leader in the 1st Platoon; Company A, 3-33, 3d Armored Division. Your squad will participate in a 10-mile cross-country road march, dismounted, as observers, during the morning hours, in the outskirts of Basrah, Iraq. The S2 verified that the weather conditions will be hot with temperatures near the 100's. All soldiers will carry their M16A2 rifles (with live ammunition), a 30-pound rucksack, and cross some areas that are considered contaminated in MOPP 4 gear.
 2. Proposed major events during the road march are as follows:
 - Assemble at the company area (0600).
 - Main concerns during the Road March are Improvised Explosive Devices (IED) and ambushes.
 - Start point will be from the parking area of the motor pool.
 - Checkpoint Alpha requires a stream crossing (water is about waist deep).
 - Checkpoint Bravo requires a road crossing (four lane highway)
 - Checkpoint Charlie is going through a village.
 - Return through Checkpoint Alpha.
 - The release point (RP) is the motor pool.
 - March to the company location.
 - Troop formation, AAR, and dismissal.
 3. Using the risk management worksheet, conduct a risk management assessment on each event.
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RISK MANAGEMENT WORKSHEET

A. Mission or Task:		B. Date/Time Group Begin: End:		C. Date Prepared:	
C. Prepared By: (Rank, Last Name, Duty Position)					
E. Task	F. Identify Hazards	G. Assess Hazards	H. Develop Control	I. Determine Residual Risk	J. Implement Control ("How To")
K. Determine overall mission/task risk level after controls are implemented (circle one) <div style="display: flex; justify-content: space-around; text-align: center;"> LOW (L) MODERATE (M) HIGH (H) EXTREMELY HIGH (E) </div>					

Feedback Requirements

None

**SOLUTION FOR
PRACTICAL EXERCISE T321**

RISK MANAGEMENT WORKSHEET

A. Mission or Task: Cross Country Road March (Dismounted)	B. Date/Time Group Begin: 010600JULXX End: 010900JULXX	C. Date Prepared:
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C. Prepared By: (Rank, Last Name, Duty Position)

SGT Smith, Squad Leader

E. Task	F. Identify Hazards	G. Assess Hazards	H. Develop Control	I. Determine Residual Risk	J. Implement Control ("How To")
Identify activity while navigating from one point on the ground to another point (dismounted)	Inexperienced soldiers	High (H)	Additional instruction and increased supervision	Moderate (M)	Modified training schedule, additional instruction
	Seasonal Risk (Hot weather injuries)	Moderate (M)	Hot weather clothing and equipment; Soldier/ leader awareness training	Low (L)	Severe weather alert/action plan
	Improvised Explosive Device (IED)	Extremely High (E)	Additional instruction and increased supervision.	High (H)	Stress to soldiers to stay alert.
	Ambushes	Extremely High (E)	Additional instruction and increased supervision.	High (H)	Stress to soldiers to stay alert
	Water crossing (Drowning-Fall Into Stream)	Extremely High (E)	Additional instruction and increased supervision.	High (H)	Modified training schedule, additional instruction.
	Road Crossing (Vehicle Danger)	Extremely High (E)	Additional instruction and increased supervision.	High (H)	Modified training schedule, additional instruction.
	Walking Risk (Fractures, Strains, Blisters, Scratches)	Extremely High (E)	Additional instruction and increased supervision.	High (H)	Modified training schedule, additional instruction.

K. Determine overall mission/task risk level after controls are implemented (circle one)

LOW (L) MODERATE (M) HIGH (H) EXTREMELY HIGH (E)

**SOLUTION TO
PRACTICAL EXERCISE 1**

QUESTION 1: What is the definition of “culture”?

Culture is the learned and shared behaviors and perceptions of a group that have been transmitted from generation to generation through a shared symbol system.

Ref: SH-2, p 2-1, 2nd paragraph

QUESTION 2: You are born with culture.

b. False

Ref: SH-2, p. 2-1, 2nd paragraph

QUESTION 3: What is the definition of “subculture”?

Subculture is a group of people within a larger social structure who share cultural and linguistic characteristics that are different enough to distinguish them from others within the same society.

Ref: SH-2, p. 2-1, 4th paragraph

QUESTION 4: List three examples of subcultures within the United States.

- (1) Hispanics
- (2) Asians
- (3) Europeans

Ref: SH-2, p. 2-1, 4th paragraph

QUESTION 5: What is the definition of “enculturation”?

Enculturation is the passing of culture from one generation to the next and consists of behaviors and attitudes that are socially acceptable with member of a group.

Ref: SH-2, p. 2-1, 6th paragraph

QUESTION 6: What are the five attributes of “culture”?

- (1) Language
- (2) Values
- (3) Beliefs
- (4) Patterns of Thinking
- (5) Customary Behaviors

Ref: SH-2, p. 2-2 and 2-3, 1st Paragraph

QUESTION 7: Social principles, goals, or standards held or accepted by a given culture are which type of attribute?

b. Values

Ref: SH-2, p. 2-2, paragraph “b.”

QUESTION 8: Patterns of behaving that represent the norms for a culture are which type of attribute?

e. Customary behaviors

Ref: SH-2, p. 2-3, paragraph "e."

QUESTION 9: What is the process and method that individuals use to transmit their beliefs, perceptions, and values?

a. Language

Ref: SH-2, p. 2-2, paragraph "a."

QUESTION 10: What is the method by which we reach conclusions, make deductions, and solve problems?

d. Patterns of thinking

Ref: SH-2, p. 2-2, paragraph "d."

QUESTION 11: What are judgments or expectations that an individual might have about certain things?

c. Beliefs

Ref: SH-2, p. 2-2, paragraph "c."

QUESTION 12: Race, genetics, and ethnicity, as a group, are known as _____?

e. Innate attributes

Ref: SH-2, p. 2-3 and 2-4, paragraphs "a." "b." and "c."

QUESTION 13: An attribute of culture is "race."

b. False

Ref: SH-2, p. 2-3, paragraph "a."

QUESTION 14: Culture is inherited.

b. False

Ref: SH-2, p. 2-3, paragraph "b."

QUESTION 15: _____ is a characteristic that distinguishes a group by race, religion, national origin, language, or some combination of these categories.

d. Ethnicity

Ref: SH-2, p. 2-3, paragraph "c."

QUESTION 16: List six implications of cross-culture interactions.

- (1) Language differences
- (2) Being blunt
- (3) Public documents
- (4) Customs, observations, and necessities
- (5) Supervisor/subordinate relations
- (6) Social and support groups

Ref: SH-2, p. 2-4 and 2-5, paragraphs "a.-e."

QUESTION 17: "Bottom line up front," is a quality that is acceptable by most cultures.

- b. False

Ref: SH-2, p. 2-4, paragraph "b."

QUESTION 18: What are the three pitfalls to cross-cultural interactions?

- (1) Stereotyping
- (2) Assumptions
- (3) Differences

Ref: SH-2, p. 2-5 and 2-6, paragraph "a.-c."

QUESTION 19: "Individuals with heavy accents are not intelligent" is an example of (an) _____?

- a. Assumption

Ref: SH-2, p. 2-6, paragraph "b."

QUESTION 20: "All Americans love guns" is an example of (an) _____?

- d. Stereotyping

Ref: SH-2, p. 2-6, paragraph "a."

QUESTION 21: A complex extension of our prejudices and negative prejudgments are defined as _____?

- a. Assumption

Ref: SH-2, p.2-6, paragraph "b."

QUESTION 22: Person, groups, events, or issues that we believe typify or conform to an unvarying pattern or manner that lacks any individuality are defined as _____?

- d. Stereotyping

Ref: SH-2, p. 2-5, paragraph "a."

QUESTION 23: Stereotypes are always negative.

b. False

Ref: SH-2, p. 2-6, paragraph "a."

QUESTION 24: "All secretaries are women" is an example of (an) _____?

d. Stereotyping

Ref: SH-2, p. 2-6, paragraph "a."

QUESTION 25: Who first quoted, "We should not judge individuals by "the color of their skin but by the content of their character"?"

d. Martin Luther King Jr.

Ref: SH-2, p. 2-6, paragraph "a."

**SOLUTION TO
PRACTICAL EXERCISE 1**

QUESTION 1: What is the Army's Equal Opportunity Policy?

The U.S. Army will provide equal opportunity and fair treatment for military personnel, family members and DA civilians without regard to race, color, gender, religion, or national origin, and provide an environment free from unlawful discrimination and offensive behavior.

Ref: AR 600-20 (SH-2), p 44, para 6-3a

QUESTION 2: During what periods does this policy apply?

c. Both on and off post, during duty and non-duty hours.

Ref: AR 600-20 (SH-2), p 44, para 6-3a (1)

QUESTION 3: List the six components of the Army's EO Program:

- (1) Leader Commitment
- (2) Sequential and Progressive Training
- (3) Effective and Responsive Complaint Process
- (4) Affirmative Action Plan
- (5) Feedback Mechanisms
- (6) Equal Opportunity Advisors

Ref: TSP 121-050-8010 (SH-3), p SH-3-9

QUESTION 4: Who is the command's EO officer who is personally responsible and accountable for the EO climate within the unit?

a. The commander

Ref: AR 600-20 (SH-2), p 41, para 6-2g and 6-2g (1)

QUESTION 5: What is the time limit for a new commander to conduct a unit climate assessment upon assuming command?

d. Within 90 days (180 days for USAR units) and annually thereafter.

Ref: AR 600-20 (SH-2), p 42, para 6-2g (12)

QUESTION 6: Who is primarily responsible for recommending appropriate remedies to eliminate and prevent unlawful discrimination and sexual harassment?

b. The Equal Opportunity Advisor (EOA)

Ref: AR 600-20 (SH-2), p 42, para 6-2h (5)

QUESTION 7: What position must Commanders appoint a member of the chain of command in the rank of SSG through 1LT to assist in carrying out the EO Program?

b. Equal Opportunity Representative (EOR)

Ref: AR 600-20 (SH-2), p 43, para 6-2i

QUESTION 8: Racism is a concept with behaviors or actions that violate the Army's EO policies. What is the definition of racism?

c. Any attitude or action by an individual, group, or institution to subordinate another person or group because of skin color or other physical traits associated with a particular group.

Ref: TSP 121-050-8010 (SH-3), p SH-3-13

QUESTION 9: Sexism is a concept with behaviors or actions that violate the Army's EO policies. What is the definition of sexism?

b. An attitude, behavior, or conditioning that fosters stereotypes of social roles based on sex or gender.

Ref: TSP 121-050-8010 (SH-3), p SH-3-13

QUESTION 10: Prejudice is a concept with behaviors or actions that violate the Army's EO policies. What is the definition of prejudice?

a. A negative attitude or feeling toward certain groups based upon faulty and inflexible generalizations.

Ref: TSP 121-050-8010 (SH-3), p SH-3-14

QUESTION 11: Of the items listed below, identify four that are EO and sexual harassment violations that are subject to the UCMJ:

They are all EO or sexual harassment violations, but b, c, f, and g are subject to the UCMJ.

Ref: TSP 121-050-8010 (SH-3), pp SH-3-2 and SH-3-3

QUESTION 12: List four actions you, as a unit leader, may take in response to violations of the EO and sexual harassment policies.

Any four of the following actions would be correct:

- On-the-Spot Corrections
- Counseling-Verbal and/or Written
- Training/Education
- Deny Promotion/Advancements
- Decisions concerning awards, training, or schools
- Changes in duties or responsibilities
- Transfer or reassignment
- Bar to reenlistment
- Separation

Ref: TSP 121-050-8010 (SH-3), SH-3-17 thru SH-3-19

QUESTION 13: What is the policy of the Army on Sexual Harassment?

"The policy of the Army is that sexual harassment is unacceptable conduct and will not be tolerated."

Ref: AR 600-20 (SH-2), p 52, para 7-3a

QUESTION 14: What is Sexual Harassment?

A form of gender discrimination that involves unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Ref: AR 600-20 (SH-2), p 52, para 7-4a

QUESTION 15: What are the three categories of sexual harassment?

- (1) Verbal
- (2) Nonverbal
- (3) Physical contact

Ref: AR 600-20 (SH-2), pp 52 and 53, para 7-5a thru c

QUESTION 16: What are the two types of sexual harassment?

- (1) Quid Pro Quo
- (2) Hostile environment

Ref: AR 600-20 (SH-2), p 53, para 7-6a and b

QUESTION 17: List five techniques of dealing with sexual harassment.

- (1) Direct Approach
- (2) Indirect Approach
- (3) Third Party
- (4) Chain of Command
- (5) File a Formal Complaint

Ref: AR 600-20 (SH-2), p 53, para 7-7a thru e

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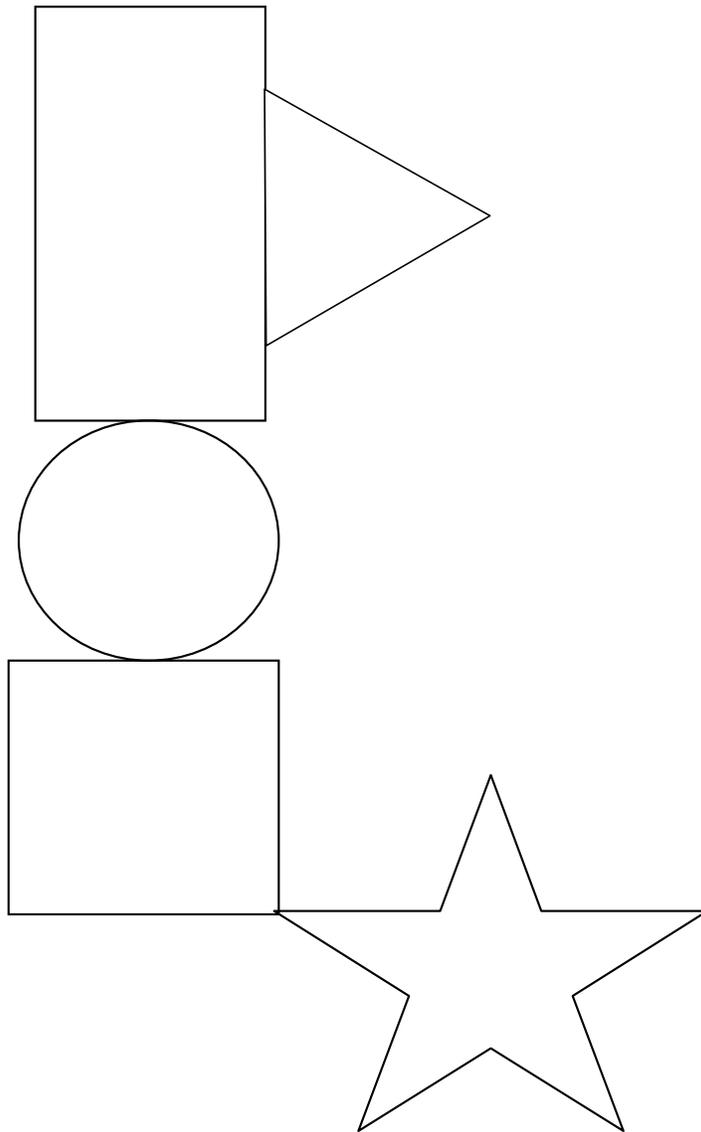
SOLUTION TO PRACTICAL EXERCISE 1

There is no school solution to this exercise.

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SOLUTION TO PRACTICAL EXERCISE 2
DIAGRAMS FOR COMMUNICATION WITH FEEDBACK
EXERCISE

DIAGRAM II: WITH FEEDBACK



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**SOLUTION FOR
PRACTICAL EXERCISE PE-1**

Title: Punctuation, Grammar, Word Choice, and Active Voice

Answers:

1. b Ref: AR 25-50, Chap 1, para 1-43
2. a Ref: AR 25-50, Chap 1, para 1-44a
3. d Ref: AR 25-50, Chap 1, para 1-44d(3)
4. d Ref: AR 25-50, Chap 1, para 1-44 and 1-45
5. a Ref: SH-4, p SH-4-34, frame 130
6. c Ref: AR 25-50, Chap 1, para 1-44b
7. b Ref: AR 25-50, Chap 2, para 2-4a(2)c
8. a Ref: SH-4, p SH-4-23, frame 269
9. c Ref: AR 25-50, Chap 1, para 1-28
10. c Ref: SH-4, p SH-4-24, frame 120
11. b Ref: SH-4, p SH-4-47, frame 293
12. b Ref: SH-4, p SH-4-24, frame 120
13. a Ref: SH-4, p SH-4-30, frame 176
14. a Ref: SH-4, p SH-4-41 and SH-4-42, frames 187 and 188
15. b Ref: SH-4, p SH-4-24, frame 270
16. counsels Ref: SH-4, SH-4-46, frame 42
17. is Ref: SH-4, SH-4-21, frame 67
18. except Ref: SH-4, SH-4-39 and SH-4-40, frames 285 and 286 and the dictionary
19. nonrestrictive Ref: SH-4, SH-4-23 and SH-4-24, frames 169 and 170
20. has Ref: SH-4, SH-4-25, frame 71
21. active Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)
22. passive Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)
23. active Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)
24. passive Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)
25. passive Ref: AR 25-50, Chap 1, para 1-44d(3)(a) and (b)

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**SOLUTION FOR
PRACTICAL EXERCISE PE-2**

Title: Promotion Board Memorandum

You should have identified the following errors:

Para 1, line 1, spelling “memorendum” should be “memorandum”

Para 2, line 1, passive voice “be evaluated”

Para 2, line 1, word choice, “personnel” should be personal

Para 2, line 3, spelling “soldering” should be soldiering

Para 3, line 1, sentence begins with “There are”

Para 3a, first sentence, sentence not punctuated properly and passive voice “be asked”

Para 3a, second sentence, sentence not punctuated properly and passive voice “be prepared”

Para 3a, third sentence, sentence not punctuated properly and passive voice “be prepared”

Para 3a, fourth sentence, word choice, “No” should be “Know”

Para 3b, second sentence, punctuation, “alteration’s” should be “alterations”

Para 3b, third sentence, word choice, “sitting” should be “setting” and capitalization, “ar” should be “AR”

Para 3c, heading, spelling, “REHEASING” should be “REHEARSING”

Para 3c, second sentence, punctuation, comma after introductory clause

Para 3c, third sentence, word choice, “no” should be “know” and “loose” should be “lose”

Para 3c, fourth sentence, passive voice, “Be prepared” and “be promoted”

Signature Block, format, should begin at the center of the page.

ATSS-DCD

Today's Date

MEMORANDUM FOR All Section Members

SUBJECT: Preparing for the Promotion Board

1. This **memorandum** will provide you with information that will help you better prepare for the local promotion board.

2. **The board members will evaluate** you in six areas: **personal** appearance, bearing, and self-confidence; oral expression and conversational skills; knowledge of world affairs; awareness of military programs; knowledge of basic **soldiering**; and attitude.

3. **Studying, preparing your uniform, and rehearsing are three actions that will help you have a successful board appearance.**

a. **STUDYING.** Get a copy of the memorandum that tells when the board is, who the board members are, and what subjects **they will ask**. Study the questions and answers in the battalion study guide in these areas, but also **prepare yourself** to answer other questions. Read the newspaper, watch the news, and **prepare yourself** to express your opinions on local, national, and world events. **Know** your chain of command and unit history.

b. **PREPARING YOUR UNIFORM.** I will check the fit of the uniform of every soldier appearing before the board. If needed, turn your uniform in for **alterations** and cleaning. When **setting** up your uniform, use a ruler and check placement of all items IAW **AR 670-1**.

c. **REHEARSING.** Practice reporting to the president of the board. To build your self-confidence, practice answering questions. If you don't **know** the answer to a question, don't **lose** your military bearing. **Prepare a statement to tell the board members why you deserve a promotion.**

YOUR LAST NAME, YOUR FIRST NAME
YOUR RANK, USA
Section Sergeant

**SOLUTION FOR
PRACTICAL EXERCISE 1**

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

VALUES

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

ATTRIBUTES

<u>J</u>	8.	Mental
<u>E</u>	9.	Physical
<u>M</u>	10.	Emotional

SKILLS

<u>G</u>	11.	Conceptual
<u>K</u>	12.	Interpersonal
<u>F</u>	13.	Technical
<u>U</u>	14.	Tactical

ACTIONS

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

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**SOLUTION FOR
PRACTICAL EXERCISE 2**

No Standard Solution.

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**SOLUTION FOR
PRACTICAL EXERCISE 3**

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

1. How would you classify SGT Donaldson's technical ability?

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

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

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

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

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

**SOLUTION FOR
PRACTICAL EXERCISE 4**

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

ASSESSMENT SUMMARY:

SGT DONALDSON'S OVERALL STRENGTHS:

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

SGT DONALDSON'S OVERALL DEVELOPMENTAL NEEDS:

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

POTENTIAL CAUSES?

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

POTENTIAL DEVELOPMENTAL ACTIONS?

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

**SOLUTION FOR
PRACTICAL EXERCISE 5**

No Standard Solution.

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**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.			

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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.

REVERSE, DA FORM 4856, JUN 1999

**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

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-5 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 thru C-14.

5. Describe what cultural awareness means.

Answer: p C-2, para C-1.

6. List and describe three leader counseling skills.

Answer: p C-3, para C-17 thru C-21.

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: p C-12, para C-57 thru C-64.

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