

## TRAINING SUPPORT PACKAGE (TSP)

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<b>TSP Number / Title</b>	L228 / CONDUCT DEVELOPMENTAL COUNSELING
<b>Effective Date</b>	01 Oct 2003
<b>Supersedes TSP(s) / Lesson(s)</b>	L204, Conduct Developmental Counseling, Mar 00 L204-RC, Conduct Developmental Counseling, Jun 01
<b>TSP Users</b>	400-PLDC, Primary Leadership Development Course 400-PLDC PH II, Primary Leadership Development Course Phase II
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	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:  COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002  Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 e-mail: atss-dcd@bliss.army.mil
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	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.

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## PREFACE

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**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

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This TSP  
Contains

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**CONDUCT DEVELOPMENTAL COUNSELING**  
**L228 / Version 1**  
**01 Oct 2003**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Courses Including This Lesson</b>	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	400-PLDC	1	Primary Leadership Development Course
	400-PLDC PH II	1	Primary Leadership Development Course Phase II

<b>Task(s) Taught (*) or Supported</b>	<u>Task Number</u>	<u>Task Title</u>
	158-100-1180 (*)	Develop Subordinate Leaders in a Squad
	158-100-1260 (*)	Counsel Subordinates

<b>Reinforced Task(s)</b>	<u>Task Number</u>	<u>Task Title</u>
	None	

<b>Academic Hours</b>	The academic hours required to teach this lesson are as follows:	
	<u>Resident Hours/Methods</u>	
	2 hrs / 5 min	/ Conference / Discussion
	2 hrs / 45 min	/ Practical Exercise (Performance)
Test	0 hrs	
Test Review	0 hrs	
Total Hours:	5 hrs	

<b>Test Lesson Number</b>	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	2 hrs 30 mins	WE02 version 1

<b>Prerequisite Lesson(s)</b>	<u>Lesson Number</u>	<u>Lesson Title</u>
	L227	Enforce the Equal Opportunity Program

<b>Clearance Access</b>	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.
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<b>Foreign Disclosure Restrictions</b>	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.
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<b>References</b>			
<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002	

**Student Study Assignments**

Before class--

- Read SH-1, Advance Sheet.
- Read FM 22-100, Chap 1, 2, 5, and App C.
- Read SH-4, Extracted Material from FM 7-22.7.
- Complete PE-4, Conduct Developmental Counseling Student Homework Assignment.

During class--

- Participate in class discussion and role plays and complete the Observer Check Sheet (page C-4) on each session.

After class--

- Turn in all recoverable materials after the examination for the lesson.

**Instructor Requirements**

1:8, SSG, PLDC graduate, 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	1:2	No	1	No
559359 SCREEN PROJECTION	1:16	1:2	No	1	No
5820-00-T81-6161 VCR	1:16	1:2	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	1:16	1:2	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:2	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	No	1	No
*PIN 71094 TVT, COUNSEL SUBORDINATES	1:16	1:2	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:2	No	1	No

\* Before Id indicates a TADSS

**Materials  
Required**

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**Instructor Materials:**

- VGTs: 19.
- TSP.
- TVT, Counseling Subordinates.
- Copies of practical exercises (1 per student) for subsequent issue.
- Copies of Student Handouts 2 and 3 (1 per student) for subsequent issue.
- Observer Check Sheet, p C-4 (15 copies for subsequent issue during PE-2).
- DA Form 4856, p C-22 and C-23 (15 copies for subsequent issue during PE-3).
- FM 22-100.
- SH-4, Extracted Material from FM 7-22.7.

**Student Materials:**

- Student Handouts 1 and 4.
- Pen or pencil and writing paper.
- FM 22-100.

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**Classroom,  
Training Area,  
and Range  
Requirements**

CLASSROOM (40X40 PER 16 STUDENTS)

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**Ammunition  
Requirements**

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

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**Instructional  
Guidance**

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

Before class--

- Issue all required materials (SH-1, SH-4, and PE-4) during in processing or NLT three days prior to class.
- Read TSP and all references.
- Study and prepare to conduct all practical exercises.

During class--

- Facilitate the small group process IAW TSP.

After class--

- Report any TSP discrepancies to the Senior Small Group Leader.
  - Conduct an after action review for this TSP.
  - Collect all recoverable materials after the examination for this lesson.
-

**Proponent  
Lesson Plan  
Approvals**

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<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Karen M. Wilson /t/Wilson, Karen M.	GS09	Training Specialist	24 July 03
/s/Frank W. Berta /t/Berta, Frank W.	GS09	Course Chief, PLDC	24 July 03
/s/Brian H. Lawson /t/Lawson, Brian H.	SGM	Chief, NCOES	24 July 03
/s/John W. Mayo /t/Mays, Albert J.	SGM	Chief, CDDD	24 July 03

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**SECTION II. INTRODUCTION**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Motivator**

You are under observation! Yes, you are under observation at all times whether you know it or not. Your subordinates watch your every move to see what kind of leader they want to be. You set the example in everything you do or fail to do. The example you set in counseling is especially important. Your subordinates will copy your behavior, and your behavior is a powerful teaching tool whose power we cannot overstate.

Developing the leaders who will come after you should be one of your highest priorities. Your legacy and the Army's future rests on the shoulders of those you prepare for greater responsibility through teaching, coaching, and counseling.

**Terminal Learning Objective**

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.

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

<b>Action:</b>	Conduct developmental counseling.
<b>Conditions:</b>	As a squad leader, in a classroom environment given FM 22-100 and an extract from FM 7-22.7, as well as role-play exercises that require developmental counseling.
<b>Standards:</b>	Prepared for counseling and conducted a subordinate-centered counseling session that produced a plan of action focusing the subordinates on individual and unit goal accomplishment IAW FM 22-100 and FM 7-22.7 (SH-4).

**Safety Requirements**

None

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**Risk  
Assessment  
Level**

Low

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**Environmental  
Considerations**

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

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**Evaluation**

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

**NOTE:** Inform the students of where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.

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**Instructional  
Lead-In**

Developmental counseling isn't a time for war stories or for tales of how we did things way back when. We must not always consider counseling as negative. It is not a means to create a "packet" on that substandard soldier. You must focus on today's performance and problems, as well as tomorrow's plans and solutions. Rather than being a punitive action, developmental counseling should turn negative events into developmental opportunities. Effective developmental counseling centers on the subordinate who actively involves himself in producing a plan outlining the actions he must take to achieve individual and organizational goals. As a leader you're responsible for developing your subordinates; however, no leader can be all things to all people. You must be sensitive to your subordinates' professional development and remember counseling is an important responsibility of all leaders.

During this period of training, you will learn how to counsel your subordinates with techniques that focus on subordinate-centered communication and the developmental process.

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**SECTION III. PRESENTATION**

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

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the developmental counseling process.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given FM 22-100 and an extract from FM 7-22.7.
<b>STANDARDS:</b>	Identified the developmental counseling process by-- <ul style="list-style-type: none"><li>• reviewing leader's responsibilities,</li><li>• reviewing characteristics of counseling, and</li><li>• reviewing leader counseling skills,</li></ul> IAW FM 22-100, Chap 1, 2, and App C and FM 7-22.7, Chap 5 (SH-4).

1. Learning Step / Activity 1. Developmental Counseling Process  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 35 mins  
Media: VGT-1 thru VGT-9

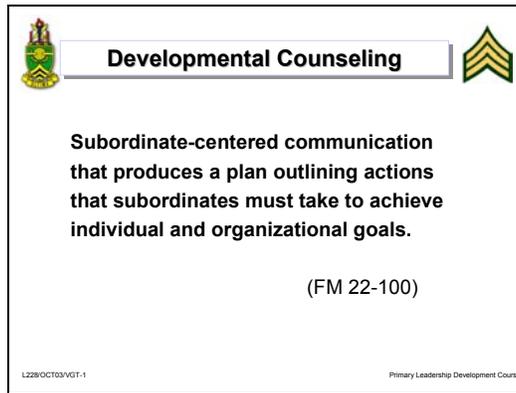
Counseling is not just an occasional or quarterly event leaders accomplish and shelve until someone begins screaming about a late Noncommissioned Officer Evaluation Report (NCOER). It's about taking care of your subordinates on a regular basis. It's about developing your subordinate soldiers to become future leaders. Just what do we mean? Let's begin our discussion with a description of developmental counseling.

QUESTION: What is developmental counseling?

ANSWER: Solicit answers from several soldiers before showing VGT.

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

## SHOW VGT-1, DEVELOPMENTAL COUNSELING



The slide features a title box with the text "Developmental Counseling" flanked by a crest on the left and a chevron on the right. Below the title, the definition is provided in bold text, followed by the reference "(FM 22-100)". At the bottom left is the code "L228/OCT03/VGT-1" and at the bottom right is "Primary Leadership Development Course".

**Developmental Counseling**

**Subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual and organizational goals.**

(FM 22-100)

L228/OCT03/VGT-1 Primary Leadership Development Course

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

Developmental counseling is subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual or organizational goals. As a leader you must ensure that you use developmental counseling as a shared effort with your subordinates. You assist your subordinates in identifying strengths and weaknesses and creating plans of action. Then you support them throughout the implementation of the plan and assessment. Developmental counseling is not always an adverse action; it is a skill you use to help your subordinates become better team members while improving performance and preparing them for the future.

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

### REMOVE VGT-1

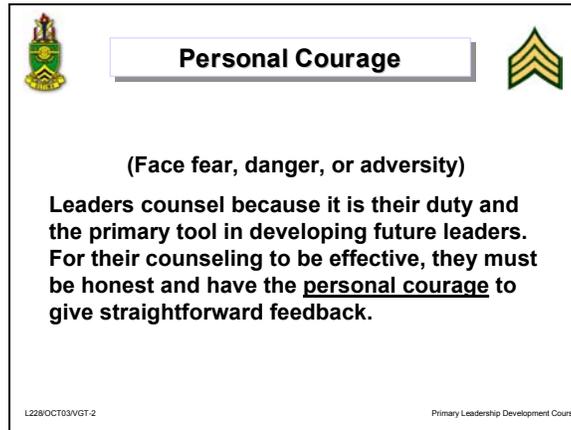
In a previous lesson you became familiar with the definition of leadership. As you recall, leadership is **influencing** people--by providing purpose, direction, and motivation--while **operating** to accomplish the mission and **improving** the organization. Developmental counseling will require you to put them all to use, to be an effective coach, mentor, and leader. You must learn to assess mistakes and identify honest mistakes that did not result from negligence.

Ref: FM 22-100, Chap 1, para 1-7 thru 1-20

Remember when we discussed Army values, that the last, but not the least, was "Personal Courage." Let's take a moment to fully refresh your memory.

**NOTE:** Have one student read VGT-2 and generate a brief discussion on personal courage.

### **SHOW VGT-2, PERSONAL COURAGE**



Ref: FM 22-100, Chap 2, para 2-34 and FM 7-22.7, Chap 5, para 5-6 (SH-4)

Personal courage isn't the absence of fear; rather, it's the ability to put fear aside and do what's necessary. Personal courage is a required Army value needed to conduct effective developmental counseling. Personal courage takes two forms: physical and moral. Good leaders demonstrate both. Situations requiring physical courage are rare, but as you have probably already experienced, situations requiring moral courage occur frequently.

Ref: FM 22-100, Chap 2, para 2-34 and FM 7-22.7, Chap 5, para 5-6 (SH-4)

Moral courage is an integral part of personal courage that counseling will demand of you, especially when it comes to specific counseling instances for substandard performance. For you, consistent moral courage is every bit as important as momentary physical courage. Moral courage is essential to living the Army values of integrity and honor every day. As a successful leader you must be willing to demonstrate physical and moral courage. Sometimes you may have to demonstrate both simultaneously.

Ref: FM 22-100, Chap 2, para 2-37 and FM 7-22.7, Chap 5, para 5-6 (SH-4)

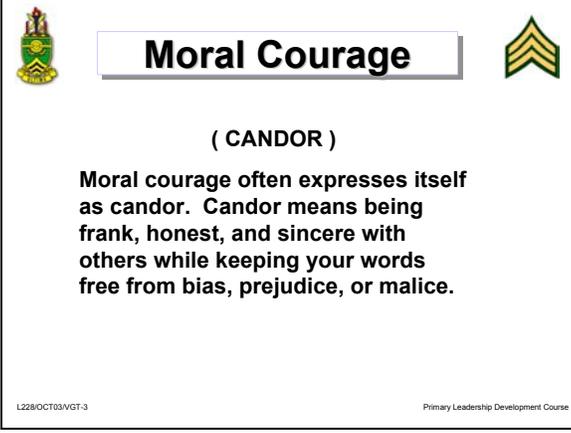
## REMOVE VGT-2

QUESTION: How does moral courage often express itself?

ANSWER: As candor.

Ref: FM 22-100, Chap 2, para 2-38

## SHOW VGT-3, MORAL COURAGE



The slide features a central title box with the text "Moral Courage" in bold black font. To the left of the title box is a small crest, and to the right is a yellow chevron symbol. Below the title box, the text "( CANDOR )" is centered. The main body of the slide contains the following text: "Moral courage often expresses itself as candor. Candor means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice." At the bottom left, the code "L228/OCT03/VGT-3" is visible, and at the bottom right, the text "Primary Leadership Development Course" is present.

Ref: FM 22-100, Chap 2, para 2-38

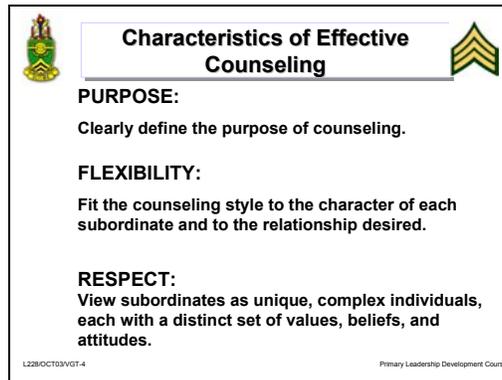
And just what do we mean by candor? It means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice and not allowing your personal feelings to affect what you say about a person or situation.

## REMOVE VGT-3

Being candid is not the only answer for effective counseling in all leadership or counseling situations. There is no single solution to counseling. However, there is one thing you can do to assist you in conducting effective counseling--that is to develop a counseling style using the characteristics of counseling.

**NOTE:** Uncover each characteristic on the next VGT one at a time. Solicit responses from several students before showing each characteristic.

## SHOW VGT-4, CHARACTERISTICS OF EFFECTIVE COUNSELING



Ref: FM 22-100, Chap 1, para 1-8 and Fig C-1

**Purpose:** This means you must clearly define the purpose of the counseling to the subordinate.

**NOTE:** Ask the students why they think it is important to define the purpose of counseling? Ensure answer covers the following statement: simply to avoid confusion between yourself and the subordinate on the specific matters you are preparing to discuss.

Now that we have defined the purpose for the counseling, what is another characteristic that we should take into consideration?

**NOTE:** Solicit responses from several students before showing the second characteristic.

**Flexibility:** Why do you need flexibility? To fit the counseling style to the character of each subordinate and to establish the relationship desired. Once you have achieved flexibility you must consider respect. Why respect?

Ref: FM 22-100, App C, Fig C-1

**NOTE:** Display the third characteristic.

**Respect:** No two subordinates are alike; each has his or her own distinct set of values, beliefs, and attitudes making them unique, complex individuals. Using the same approach to counseling for every individual will not work.

Ref: FM 22-100, App C, Fig C-1.

### REMOVE VGT-4

**NOTE:** Uncover only the first characteristic.

**Communication:** What about communication? Will just any technique work? Do we even consider communication to be a part of counseling? Yes, we do. Let's talk about communication.

**SHOW VGT-5, CHARACTERISTICS OF EFFECTIVE COUNSELING (cont)**



Ref: FM 22-100, App C, Fig C-1

As we discussed in lessons “L224” and “L225” there are several ways to communicate. As you should remember, we begin by establishing open, two-way communication using a combination of verbal and nonverbal language, actions, and gestures. Your nonverbal actions alone may be enough to convince your subordinate of your support in a particular matter. Speaking of support, is this a characteristic of counseling? Yes! Very much so. At this time, let's take a shot at support.

**NOTE:** Solicit responses from several students before showing second characteristic.

**Support:** You support subordinates by encouraging them through actions and by providing guidance while they work through their problems. In order to accomplish this, you must be aware of your role as not only a leader, but as a counselor as well. So, let's check out the counselor part.

Ref: FM 22-100, App C, Fig C-1

**REMOVE VGT-5**

You, as a leader and counselor, must be fully aware of your own values, needs, and biases prior to taking on any counseling of subordinates.

## SHOW VGT-6, THE LEADER AS A COUNSELOR



**The Leader as a Counselor**

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

L228/OCT03/VGT-6 Primary Leadership Development Course

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

**NOTE:** Discuss each bullet one at a time.

### **Respect for Subordinates**

As an Army leader, you show respect for your subordinates when you allow them to take responsibility for their own ideas and actions. Mutual respect improves the chances of changing or maintaining behavior and achieving both personal and organizational goals.

### **Self Awareness and Cultural Awareness**

Being a self-aware leader makes you less likely to project any biases onto your subordinates and more likely to act consistently within your own values. As we discussed in a previous lesson, you also need to be aware of the similarities and differences between individuals of different cultural backgrounds and how these factors may influence values, perspectives, and actions. Cultural awareness will enhance your ability to display empathy.

### **Empathy**

How is this? Simply put, this means when you experience empathy you can place yourself in your subordinate's shoes and see the situation from this subordinate's perspective. In so doing, you can better help your subordinates develop a plan of action that fits their needs and personality and most importantly, works for them. This will also aid you in gaining credibility with your subordinates.

## **Credibility**

To be credible, you must be straightforward in dealing with your subordinates. Behave in a manner that allows you to gain their trust and respect. You can accomplish this by demonstrating your willingness to assist a subordinate and being consistent in what you say and do.

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

## **REMOVE VGT-6**

This leads us to explore the leader counseling skills for effective counseling. As a counselor you must select the proper approach to specific situations in order to be effective. Whatever technique you choose must fit the situation, your capabilities, and the subordinate's expectations. Regardless of the situations you may have already encountered, you should continue to seek ways to further develop and improve on your counseling abilities. How can you do this? Here are just a few ways:

- Studying human behavior.
- Learning the kinds of problems that affect your subordinates.
- Developing interpersonal skills.

Ref: FM 22-100, App C, para C-15 and C-16

General skills that you will need in almost every situation include active listening, responding, and questioning.

## **SHOW VGT-7, LEADER COUNSELING SKILLS**



**Leader Counseling Skills**



- **Active Listening**  
**Elements of Active Listening**
  - Eye Contact**
  - Body Posture**
  - Head Nods**
  - Facial Expressions**
  - Verbal Expressions**

L228/OCT03/VGT-7 Primary Leadership Development Course

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

During counseling you must actively listen to your subordinate. To fully understand a subordinate's message, you must listen to the words and observe the subordinate's manners. You should consider the elements of active listening listed on VGT-7.

**Eye Contact:** Maintaining eye contact without staring helps show sincere interest. Subordinates may perceive excessive breaks of eye contact, paper shuffling, and clock-watching as a lack of interest or concern. **WARNING:** You should only use these active listening nonverbal indicators as guidelines; they may differ across cultures.

**Body Posture:** Maintaining a relaxed and comfortable posture will help put the subordinate at ease. However, the counselee may interpret a too-relaxed position or slouching as a lack of interest.

**Head Nods:** Occasionally nodding your head shows you're paying attention and encourages the subordinate to continue.

**Facial Expressions:** Keep your facial expressions natural and relaxed. A blank look or fixed expression may disturb the subordinate. Smiling too much or frowning may discourage the subordinate from continuing.

**Verbal Expressions:** Refrain from talking too much and avoid interrupting. Let the subordinate do the talking while keeping the discussion on the counseling subject. Speaking only when necessary reinforces the importance of what the subordinate is saying and encourages the subordinate to continue. Silence can also do this, but be careful.

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

**NOTE:** Clarify any questions the students may have.

#### **REMOVE VGT-7**

Active listening also means listening thoughtfully and deliberately to the way a subordinate says things. A subordinate's opening and closing statements, as well as

recurring references may indicate the subordinate's priorities. Inconsistencies and gaps may indicate a subordinate's avoidance of the REAL issues. While listening, pay attention to the subordinate's gestures. These actions complete the total message.

### SHOW VGT-8, LEADER COUNSELING SKILLS (cont)



The slide features a title box at the top center containing the text "Leader Counseling Skills (cont)". To the left of the title box is a small crest, and to the right is a green chevron symbol. Below the title box, a bulleted list is presented. The first bullet point is "Active Listening", followed by the heading "Nonverbal Indicators". Under this heading, the following terms are listed: "Boredom", "Self-Confidence", "Defensiveness", "Frustration", "Interest, Friendliness, and Openness", and "Openness or Anxiety". At the bottom left of the slide, the code "L228/OCT03/VGT-8" is visible, and at the bottom right, the text "Primary Leadership Development Course" is present.

- Active Listening

**Nonverbal Indicators**

- Boredom**
- Self-Confidence**
- Defensiveness**
- Frustration**
- Interest, Friendliness, and Openness**
- Openness or Anxiety**

Ref: FM 22-100, App C, para C-19

Note the differences between what the subordinate says and does. Nonverbal indicators of a subordinate's attitude include the following:

**Boredom:** Drumming on the table, doodling, clicking a ball-point pen, or resting the head in the palm of the hand.

**Self-confidence:** Standing tall, leaning back with the hands behind the head, and maintaining steady eye contact.

**Defensiveness:** Pushing deeply into a chair, glaring at the leader, and making sarcastic comments as well as crossing and folding arms in front of the chest.

**Frustration:** Rubbing eyes, pulling on an ear, taking short breaths, wringing the hands, or frequently changing total body position.

**Interest, friendliness and openness:** Moving toward the leader while sitting.

**Openness or anxiety:** Sitting on the edge of the chair with arms uncrossed and hands open.

By watching the subordinate's actions, you can "see" the feelings behind the words. Not all actions are proof of subordinates' feelings, but you should take them into consideration.

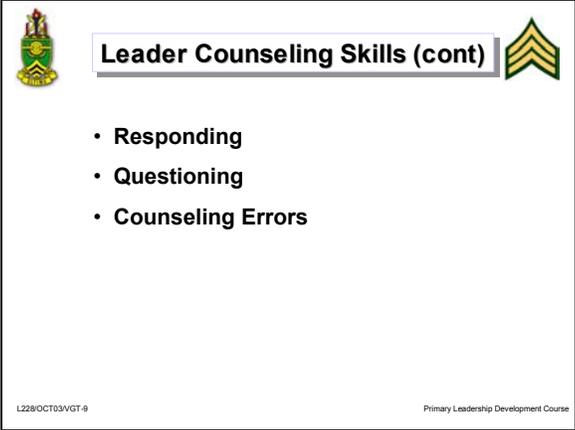
Ref: FM 22-100, App C, para C-19

**NOTE:** Clarify any questions students may have.

**REMOVE VGT-8**

Responding skills follow up on active listening skills. A leader responds to communicate that the leader understands the subordinate.

**SHOW VGT-9, LEADER COUNSELING SKILLS (cont)**



**Leader Counseling Skills (cont)**

- Responding
- Questioning
- Counseling Errors

L228/OCT03/VGT-9 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-21 thru C-23

Respond to subordinates both verbally and nonverbally. Although questioning is a necessary skill, you must use it with caution. Too many questions can aggravate the power differential between a leader and a subordinate and place the subordinate in a passive mode. Effective leaders avoid common counseling mistakes.

Dominating the counseling by talking too much, giving unnecessary or inappropriate advice, not truly listening, and projecting personal likes, dislikes, biases, and prejudices all interfere with effective counseling. An effective counselor continually strives to improve his counseling skills.

Ref: FM 22-100, App C, para C-21 thru C-23

**REMOVE VGT-9**

Let's play a simple game for approximately five minutes and really see how well

you listen.

**NOTE:** Tell the students that they cannot write anything down. Select one student to begin the game. You will whisper a sentence to the selected student. Inform that student to pass the sentence to the student to his immediate right. Each student will pass the sentence in the same manner until it returns to the student who began the game. Ask the student who began the game to share the sentence you told him, and then share the sentence that the last student told him. Normally there will be a difference between the initial sentence and the sentence he received last. Use this as a teaching point to address active listening. If the last sentence received is the same as the sentence started you have a room full of active listeners.

**NOTE:** Conduct a check on learning and summarize the learning activity.

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

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify the types of developmental counseling.
<b>CONDITIONS:</b>	As a squad leader, in a classroom environment and given FM 22-100.
<b>STANDARDS:</b>	Identified the types of developmental counseling IAW FM 22-100, App C.

1. Learning Step / Activity 1. Types of Developmental Counseling  
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 30 mins  
Media: VGT-10 thru VGT-17

You can normally categorize developmental counseling based on the topic of the discussion. Let's take a look at the two major categories of developmental counseling.

**NOTE:** Cover bullets; uncover each one as you discuss it.

**SHOW VGT-10, CATEGORIES OF DEVELOPMENTAL COUNSELING**



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

**Event-oriented:** What do we mean by “event-oriented” counseling? Counseling that involves a specific event or situation. It may precede the event or follow the event.

**Performance and Professional Growth:** 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-26 and C-38

**REMOVE VGT-10**

**SHOW VGT-11, EVENT-ORIENTED COUNSELING**



The slide is titled "Event-Oriented Counseling" and features a list of six bullet points. On the left side, there is a small crest icon, and on the right side, there is a green chevron icon. At the bottom left, the text "L228OCT03VGT-11" is visible, and at the bottom right, "Primary Leadership Development Course" is visible.

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

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

**Specific Instances:** Too 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 knew the standards expected of him, if not, then you, with the subordinate should develop a plan 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 he meets the standard, this training should end. When

counseling a subordinate for a specific performance, you should take the following actions:

**NOTE:** Initiate a discussion on each bullet and have students provide an example as you have the students follow along in FM 22-100, App C, para C-31.

- Tell the subordinate the purpose of the counseling, what you expected, and how the subordinate failed to meet the standard.
- Address the specific unacceptable behavior or 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.

**NOTE:** Have students follow along in FM 22-100, App C, para C-32 and Fig C-4 as you generate a discussion of each of the following. Solicit other possible areas of discussion from students.

**Reception and Integration Counseling:** As a leader, you must counsel new team members when they arrive in your organization. This 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?

- Organizational standards.
- Chain of command.
- NCO support channel (who and how used).
- On-and-off duty conduct.
- 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 FM 22-100, 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 a few of the possible areas available to you for this type of counseling.

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

**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 assistance. 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 during this type of counseling you and your chain of command will have heavy involvement.

QUESTION: What type of counseling might a subordinate require in solving a personal problem or situation?

ANSWER: Solicit answers from several students before going on to "Referral Counseling."

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

**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. Keep in mind, more than one activity may apply depending on the situation.

**NOTE:** Have students follow along in FM 22-100, App C, Fig C-3 as you ask the following questions.

**QUESTION:** What activity might you refer a subordinate to that needs educational financial assistance?

**ANSWER:** Army Emergency Relief or local Army Education Center.

Ref: FM 22-100, App C, Fig C-3

**QUESTION:** What activity might you refer a newly arrived subordinate to that is experiencing difficulty in obtaining identification cards for his family?

**ANSWER:** The local Adjutant General.

Ref: FM 22-100, App C, Fig C-3

As you can see in the list of activities, 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. What about promotions? Is there a need to conduct any counseling? Yes, in fact some are mandatory.

**Promotion Counseling:** AR 600-8-19 requires counseling of soldiers not recommended for promotion, but who are eligible for promotion to PV2 through SSG without a waiver (fully qualified). This counseling must be in writing and take place initially when the soldier attains eligibility and then periodically (at least every 3 months) after that. It includes information as to why you did not recommend the soldier for promotion and what he must do to correct deficiencies or qualities that impede promotion potential. Keeping your subordinates informed on their promotion eligibility is a valuable morale-enhancing tool.

**NOTE:** Ask the students the following question. Now, what about the subordinate who, regardless of how much effort you expend, fails to conform to standards or commits serious acts of misconduct? Solicit responses from students.

**QUESTION:** What type of counseling should you consider?

**ANSWER:** Adverse Separation Counseling.

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

**Adverse Separation Counseling:** FM 22-100 states, adverse separation counseling may require you to inform the soldier of the administrative actions available to the commander in the event substandard performance continues and of the consequences involved. Developmental counseling may not apply when a subordinate has engaged in serious acts of misconduct. Normally, in those situations, the chain of command and the servicing staff judge advocate take this out of your hands and provide the notification requirements. This does not mean you abandon or shun the subordinate; it is still your responsibility to take proper care of the subordinate up until discharge. 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.

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

### **REMOVE VGT-11**

**NOTE:** Cover the bullets on the next VGT and uncover each one as you generate discussion.

### **SHOW VGT-12, PERFORMANCE AND PROFESSIONAL COUNSELING**

**Performance and Professional Counseling**

- **Performance: (Quarterly)**  
Review Past Performance  
Focus on Future Objectives and Goal
- **Professional Growth: (Future Oriented)**  
Short- and Long-Term Goals  
Career Map

L228/OCT09/VGT-12 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-38 and C-42

**Performance Counseling:** During performance counseling, you conduct a review of a subordinate's duty performance during a certain time period. You and the subordinate jointly establish performance objectives and standards for the next time period. Rather than dwelling on the past, you should focus the session on the

subordinate's strengths, areas needing improvement, and potential. Regulatory evaluation reporting system guidance requires you to conduct face-to-face performance counseling, but this should not be the only driving factor. Counseling at the beginning of and during the evaluation period facilitates a subordinate's involvement in the evaluation process. Performance counseling communicates standards and is also an opportunity for you to establish and clarify the expected values, attributes, skills, and actions desired. You, as a leader, must ensure you've tied your expectations to performance objectives and appropriate standards. This means that the plan of action must address how to achieve the goals and performance objectives set during the counseling session. For example: rather than the leader stating "I want you to be squared away!", he should state "You need to improve your performance in the pushup portion of the APFT by working on pushup improvement exercises in order to achieve your goal of scoring 90 points in the pushup event. Some pushup improvement exercises are . . . ." You must establish standards that your subordinates can work towards and teach them how to achieve the standards in the developmental process. We will cover these two types of counseling in depth during another lesson.

Ref: FM 22-100, App C, para C-38 thru C-41

**Professional Growth Counseling:** This counseling includes planning for the accomplishment of individual and professional goals. You conduct this counseling to assist subordinates in achieving organizational and individual goals. During the counseling, you and your subordinate conduct a review to identify and discuss the subordinate's strengths and weaknesses and create a plan of action to build upon strengths and overcome weaknesses. This counseling isn't normally event-driven. As part of professional growth counseling, you may choose to discuss and develop a "pathway to success" with the subordinate. This future-oriented counseling establishes short- and long-term goals and objectives. You may want to include opportunities for civilian or military schooling, future duty assignments, special

programs, and reenlistment options. Each subordinate's needs are different and you must apply specific courses of action tailored to each individual.

While these categories can help you organize and focus counseling sessions, you should not view them as separate, distinct, or exhaustive. For example, a counseling session that focuses on resolving a problem may also address improving duty performance. A session focused on performance may also include a discussion on opportunities for professional growth.

Ref: FM 22-100, App C, para C-42 thru C-45

### **REMOVE VGT-12**

**Break:** TIME: 00:50 to 01:00

Regardless of the topic of the counseling session, you should follow the same basic format to prepare for and conduct it and select the best approach to use. In choosing the approach, you must keep in mind that different people and different situations require different approaches.

There are as many approaches to counseling as there are counselors. You, as an effective leader, must approach each subordinate as an individual and will probably never use exactly the same approach with all subordinates.

QUESTION: What are some approaches to counseling?

ANSWER: Nondirective, directive, and combined.

Ref: FM 22-100, App C, para C-46

### **SHOW VGT-13, APPROACHES TO COUNSELING**

**Approaches to Counseling**

- **Nondirective**  
Preferred for most counseling sessions
- **Directive**  
Works best to correct simple problems
- **Combined**  
Leader uses techniques from both directive and nondirective approaches

L228/OCT03/VGT-13 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-46 thru C-52

There are three main approaches to counseling--the directive approach at one extreme, the nondirective approach at the other, and the combined approach in the middle. You will notice these approaches all differ in the techniques but they are similar in keeping with the overall purpose and definition of counseling. You should also recognize the major difference between these three approaches to counseling is the degree to which the subordinate participates and "interacts" within the counseling session.

**Nondirective:** This approach to counseling is subordinate-centered and preferred in most situations. Use your experience, insight, and judgment to assist the subordinate in developing solutions. Inform the subordinate about the counseling process and explain what you expect. Listen, rather than make decisions or give advice, and as appropriate, summarize the discussion. Cause the subordinate to bring out important points; this allows you to better understand the situation. Avoid providing solutions or giving your opinion and maintain focus on the individual, organizational goals, and objectives.

QUESTION: What are some of the advantages of this nondirective approach?

ANSWER: It encourages maturity and open communication, and develops personal responsibility.

QUESTION: What are the disadvantages of the nondirective approach?

ANSWER: It's more time-consuming and requires the greatest amount of counseling skills.

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

**Directive:** This approach is more counselor-centered versus subordinate-centered. You normally use this approach to correct simple problems, make on-the-spot corrections, and correct certain aspects of duty performance. Here you will do most, if not all of the talking--telling the subordinate what to do and when to do it. You should consider using this when a subordinate needs firm guidance, may be immature, or is insecure.

QUESTION: What are some of the advantages of this directive approach?

ANSWER: It's the quickest approach, it's good for subordinates requiring clear and concise direction, and it gives counselors the opportunity to use their experience.

QUESTION: Are there any disadvantages to this directive approach?

ANSWER: Yes! It discourages the subordinate from being a part of the solution, treats symptoms (not problems), discourages free talking, and is the counselors' solution.

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

**Combined:** Just what it says; you combine and use part of the directive and nondirective approaches. The combined approach emphasizes that the subordinate must be responsible for the planning and decision-making responsibilities. You listen and suggest possible courses of action, and help analyze each possible solution to determine its good and bad points. You then ensure the subordinate fully understands all aspects of the situation and encourage him to decide which solution is best.

Ref: FM 22-100, App C, para C-51 and C-52

### **REMOVE VGT-13**

QUESTION: What are some of the advantages of this combined approach?

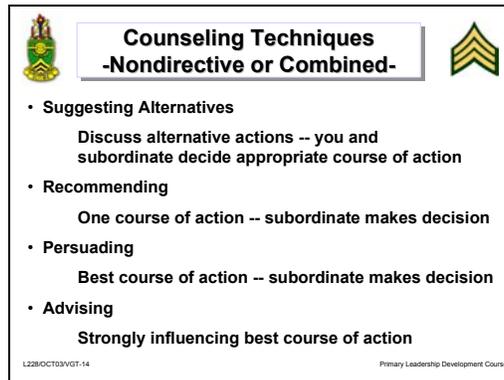
ANSWER: It's moderately quick, encourages maturity and open communication, and counselors can use their experiences.

QUESTION: Are there any disadvantages to this combined approach?

ANSWER: Yes, in some situations it takes too much time.

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

## SHOW VGT-14, COUNSELING TECHNIQUES -NONDIRECTIVE OR COMBINED-



The slide is titled "Counseling Techniques -Nondirective or Combined-". It features a small crest on the left and a chevron symbol on the right. The content is organized into a list of techniques with brief descriptions for each. At the bottom left, the code "L228/OCT03/VGT-14" is visible, and at the bottom right, it says "Primary Leadership Development Course".

- **Suggesting Alternatives**  
Discuss alternative actions -- you and subordinate decide appropriate course of action
- **Recommending**  
One course of action -- subordinate makes decision
- **Persuading**  
Best course of action -- subordinate makes decision
- **Advising**  
Strongly influencing best course of action

Ref: FM 22-100, App C, para C-53

There are a variety of techniques you may choose from, depending on the type of counseling you plan to conduct. Let's discuss a few of those you can use in nondirective and combined approaches; keep in mind they are not all inclusive.

**Suggesting Alternatives:** Here, you simply discuss alternative solutions for the subordinate to consider, but you and the subordinate decide the appropriate course of action.

**Recommending:** Providing one course of action and leaving the decision whether or not to accept it, up to the subordinate.

**Persuading:** Attempting to persuade the subordinate that a particular course of action is in his best interest but leaving the decision up to him. Success here depends on how much credibility, willingness to listen, and mutual trust your subordinate has in you.

**Advising:** Informing the subordinate that a particular course of action is in his best interest. This is the strongest form of influence you can exert without giving an order.

If you use these techniques appropriately, you can cause subordinates to do things to improve their performance. However, there are some other techniques you may have to resort to when using the directive approach to counseling.

Ref: FM 22-100, App C, para C-53

**REMOVE VGT-14**

**NOTE:** Ask the students what other techniques are available for use in the directive approach? Solicit answers from several students before showing the next VGT. Cover bullets and display as discussed.

### SHOW VGT-15, COUNSELING TECHNIQUES -DIRECTIVE-

**Counseling Techniques**  
**-Directive-**

- **Corrective Training**  
Teach and assist the subordinate in attaining and maintaining standards
- **Commanding**  
Order the subordinate to take a specific action in clear, exact words

L228OCT03VGT-15 Primary Leadership Development Course

Ref: FM 22-100, App C, para C-54

**Corrective Training:** Here you teach and assist the subordinate in attaining and maintaining the standards. Consider the training to be successful and complete when the subordinate meets or exceeds the standards.

**Commanding:** When you have exhausted all other possible techniques, you may have to resort to ordering the subordinate to take a specific course of action. When doing so, state the course of action in clear concise words, and make sure the subordinate understands that failure to follow an order has its consequences. Let him know you will hold him fully accountable for his failure to obey the order.

Now that we have discussed some of the techniques of counseling, let's discuss the counseling process itself.

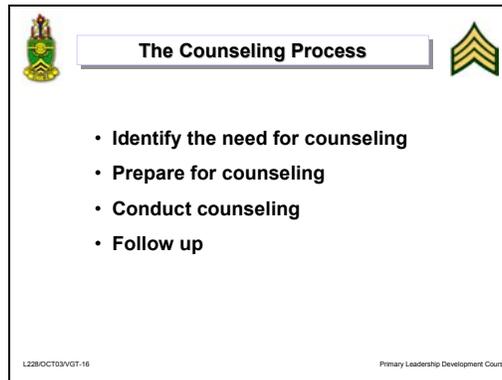
Ref: FM 22-100, App C, para C-54

### REMOVE VGT-15

To be an effective leader in the counseling process there are four stages in the process that you need to become familiar with.

**NOTE:** Ask the students what the four stages in the process are? Solicit answers from several students before showing the next VGT. Cover bullets and display as discussed.

## SHOW VGT-16, THE COUNSELING PROCESS



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

**NOTE:** Distribute SH-2 and SH-3. Allow the students a couple of minutes to read the student handouts.

We will use the Student Handout 2 scenario (worthless check) to illustrate the developmental counseling process. Let's begin our discussion of the developmental counseling process with the following points:

**Identify the need for counseling:** You may conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate development. Quite often organizational policies, such as counseling associated with an evaluation or counseling required by the command require a counseling session. 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.

**NOTE:** Ask the students what is the need for counseling and generate a brief discussion.

**Prepare for counseling:** Successful counseling requires preparation.

To prepare for counseling, you should do the following:

**Select a suitable place:** Schedule counseling in an environment that minimizes the chance of interruptions and is generally free from distracting sights and sounds.

**NOTE:** Ask the students where a suitable place for counseling is and generate a brief discussion.

**Schedule the time during duty:** Schedule times free from other competitive activities so as to prevent rushing during the session. Important events can distract a subordinate from concentrating on the counseling. The length of time required for counseling depends on the complexity of the issue. Generally a counseling session should last no more than an hour. If you need more time, schedule a second session.

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

**Notify the subordinate well in advance:** For a counseling session to be a subordinate-centered, two-person effort, the subordinate must have time to prepare for it. The subordinate must know why, where, and when the counseling will take place. Counseling following a specific event should happen as close to the event as possible. However, for performance or professional development counseling, subordinates may need a week or more to prepare or review specific products, such as support forms or counseling records.

**NOTE:** Ask the students if SGT Mitchell properly notified PVT Donaldson well in advance for preparing for counseling and generate a brief discussion.

**Organize information and review all pertinent information:** This includes the purpose of the counseling, facts and observations about the subordinate, identification of possible problems, main points of discussion, and the development of a plan of action. Focus on specific and objective behaviors that the subordinate must maintain or improve as well as a plan of action with clear, obtainable goals. This is the best time to complete Part I – Administrative Data and Part II – Background Information, on the DA Form 4856, Developmental Counseling Form.

**NOTE:** Ask the students what information should be entered on Part II of DA Form 4856 and generate a brief discussion.

**Outline the components of the counseling session:** Use the information obtained to determine what to discuss during the session. Note what prompted the counseling, what you aim to achieve, and what your role as a counselor is. Identify possible comments or questions to help you keep the counseling session subordinate-centered and help the subordinate progress through its stages. Although you never know what a subordinate will say or do during counseling, a written outline helps organize the session and enhances the chance of positive results. The counselor should take this time to record the outline for the counseling session in Part III – Summary of Counseling. The outline should list important points that the counselor must address in order to keep the session focused on the purpose of the counseling.

**QUESTION:** What are some of the key discussion points that SGT Mitchell could include in his outline?

**ANSWER:** There are several correct answers, but they should consider what caused PVT Donaldson to write a worthless check and inform him of the consequences of issuing checks without sufficient funds.

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

**Plan your counseling strategy:** Keep in mind the nondirective, directive, and combined approaches to counseling we discussed earlier. Use a strategy that suits your subordinates and the situation.

**QUESTION:** What counseling strategy should SGT Mitchell use in this situation?

**ANSWER:** SGT Mitchell should use the nondirective approach because it develops personal responsibility in the subordinate and encourages open communication. He is probably going to end up using the counseling technique of “advising” since PVT Donaldson is immature, but has a good attitude. Advising is the strongest form of influence not involving a command.

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

**Establish the right atmosphere:** You should establish the right atmosphere in order to promote two-way communication between yourself and the subordinate. To establish a relaxed atmosphere, you may want to offer the subordinate a seat or a cup of coffee. You may want to sit in a chair facing the subordinate since a desk can act as a barrier. Some situations make an informal atmosphere inappropriate. For example, during counseling to correct substandard performance, you might direct the subordinate to remain standing while you remain seated behind a desk. This formal atmosphere, normally used to give specific guidance, reinforces the leader's rank, position in the chain of command, and authority.

Ref: FM 22-100, App C, para C-64 and C-65

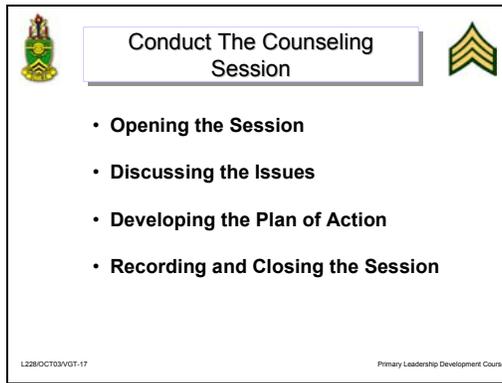
**Conduct the counseling session:** Be flexible when conducting a counseling session. Often counseling for a specific incident occurs spontaneously as you encounter subordinates in their daily activities. You may counsel in the field, motor park, or billets--wherever subordinates perform their duties. You should take advantage of naturally occurring events to provide subordinates with feedback. Even when you haven't prepared for formal counseling, you should address the four basic components of a counseling session. Their purpose is to serve as a guide to effective counseling rather than mandate a series of rigid steps.

Ref: FM 22-100, App C, para C-66 and C-67

**REMOVE VGT-16** (Set aside for showing later.)

**NOTE:** Ask the students what some of the steps in conducting a counseling session are. Solicit responses from several students before showing VGT. Cover the bullets and uncover as discussed.

## SHOW VGT-17, CONDUCT THE COUNSELING SESSION



Conduct The Counseling Session

- Opening the Session
- Discussing the Issues
- Developing the Plan of Action
- Recording and Closing the Session

L228/OCT03/VGT-17 Primary Leadership Development Course

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

Let's discuss the following points:

**Opening the Session/Discussing the Issues:** You should state the purpose of the session and establish a subordinate-centered setting. Establish the preferred setting early in the session by inviting the subordinate to speak. The best way to open a counseling session is to clearly state its purpose. For example, the purpose of this counseling is to discuss your duty performance over the past month. If applicable, start the counseling session by reviewing the status of the previous plan of action. You and the subordinate should attempt to develop a mutual understanding of the issues. You can best develop this by letting the subordinate do most of the talking depending on the type of counseling. Use active listening; respond and question the subordinate without dominating the conversation. Your aim should be to help the subordinate better understand the subject of the counseling. You should also identify goals the subordinate should achieve. The most achievable goals are those the subordinate develops. A good counselor will use the counseling techniques to guide the subordinate to develop goals that the counselor has already identified during the preparation stage of counseling. This is where the counselor records the key points of the subordinate-centered communication, as well as goals developed. The counselor legibly hand writes these key points in Part III – Summary of Counseling during the counseling session.

**NOTE:** Ask the students how you persuade PVT Donaldson to do most of the talking during the counseling session and generate a brief discussion.

**NOTE:** Ask the students to name some key points that should be recorded during the counseling session and generate a brief discussion.

**Developing the Plan of Action:** Your plan of action should identify a method for achieving a desired result. It should specify what the subordinate must do to reach the goals set during the counseling session, and it should show the subordinate how to modify or maintain his behavior. A specific and achievable plan of action sets the stage for successful development. The plan of action must be specific and should contain the outline, guidelines, and a time line that the subordinate follows. Effective counselors cause the subordinate to actively participate in developing the plan of action. By developing personal responsibility in the planning and decision making, the subordinate will be more enthusiastic to follow the plan of action to accomplish the established goals.

**NOTE:** Ask the students to name some possible concrete courses of action that SGT Mitchell should guide PVT Donaldson through and generate a brief discussion.

**Record and Close the Session:** Although requirements to record counseling sessions vary, both the leader and the subordinate always benefit by documenting the main points of a counseling session. Documentation serves as a reference to the agreed upon plan of action and the subordinate's accomplishments, improvements, personal preferences, or problems. Providing the subordinate with a copy of the developmental counseling form enables him to refer back to the established goals, the concrete actions set in the plan of action, and the time frames to accomplish these actions. A complete record of counseling enables you to better make recommendations for professional development, schools, promotions, and evaluation reports.

Additionally, Army regulations require written records of counseling for certain personnel actions, such as barring a soldier from reenlisting, processing a soldier for administrative separation, providing factual evidence for punitive as well as non-punitive actions, or placing a soldier in the overweight program. When a soldier faces

involuntary separation, the leader must take special care to maintain accurate counseling records. Documentation of substandard actions conveys a strong corrective message to subordinates.

In closing the session, verbally summarize its key points and ask your subordinate if he understands the plan of action. Have the subordinate review the plan of action and what's expected of you, the leader. Write your responsibilities, as the leader, in the Leader Responsibilities block of DA Form 4856. By demonstrating that you plan to actively support the plan of action, the subordinate will respond to your care and concern for his success.

#### **REMOVE VGT-17**

Establish any follow-up measures necessary for successful implementation. You should schedule any future meetings and assessment sessions before releasing the subordinate. The last item recorded in the plan of action block is a specific time line for assessment.

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

#### **RESHOW VGT-16**

**Follow-up:** The counseling process doesn't end with the counseling session; it continues through implementation of the plan of action and evaluation of results. After counseling, you must support subordinates as they implement their plans of action.

Support may include:

- Teaching,
- Coaching,
- Providing time and resources,
- Conducting follow-up counseling,
- Making referrals,
- Informing the NCO support channel/chain of command,
- Taking additional corrective measures and assessment.

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

**Assessing the plan of action** allows you to ensure that you are developing subordinates who are better able to achieve personal, professional, and organizational goals. Assessment also provides useful information for future follow-up counseling. Professional growth counseling for ALL soldiers occurs quarterly with a face-to-face assessment at a minimum of once a month. The assessment determines how well the plan of action accomplished the goals. If the plan of action is not effective, adjustments may be made to better focus the plan in achieving those goals and objectives. The assessment provides useful information for follow-up counseling, as well as quantitative input for NCOERs, award recommendations, promotions, and schools. Complete the assessment block prior to the start of the subsequent developmental counseling session. No counseling session is complete until the counselor and counselee complete the assessment block. The assessment block serves as the starting point for future counseling sessions.

**NOTE:** Ask the students if the plan of action achieved the desired result and generate a brief discussion.

**REMOVE VGT-16**

**NOTE:** Conduct a check on learning and summarize the learning objective.

QUESTION: What are the two directive counseling techniques?

ANSWER: Corrective Training and Commanding.

Ref: FM 22-100, App C, para C-54

QUESTION: What are some advantages of the nondirective approach to counseling?

ANSWER: It encourages maturity and open communication, and developments personal responsibility.

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

QUESTION: What type of counseling might a subordinate require in solving a personal problem or situation?

ANSWER: Referral Counseling.

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

2. Learning Step / Activity 2. Developmental Counseling Form  
 Method of Instruction: Conference / Discussion  
 Technique of Delivery: Small Group Instruction (SGI)  
 Instructor to Student Ratio: 1:8  
 Time of Instruction: 30 mins  
 Media: VGT-18 and VGT-19

**NOTE:** Direct the students to SH-3.

Let's take this opportunity to discuss the Developmental Counseling Form, DA Form 4856, dated June 1999 which replaced the General Counseling Form, DA Form 4856, dated June 1985.

**SHOW VGT-18, DEVELOPMENTAL COUNSELING FORM**

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

**NOTE:** Transition to Part I Administrative Data.

As you can see, Part I, Administrative Data, is self-explanatory. Here you enter the name, rank, social security number, organization of the counselee; the date of counseling; and the name and title of the counselor.

**NOTE:** Direct the students to SH-3-2, Part I, Administrative Data.

This is how you would fill in the administrative data from your Student Handout 2 scenario.

**NOTE:** Transition to PART II BACKGROUND INFORMATION

We discussed the information you use to make these entries during the “Prepare for Counseling” stage, when you “organize and review the pertinent information.” In Part II you enter the purpose of the counseling and state the reason

for the counseling, such as, performance, professional growth, or event-oriented counseling. This will include your facts and observations prior to the counseling. You will annotate pertinent, specific, and objective facts and observations.

**NOTE:** Direct the students to SH-3-2, Part II, and review the information in the example, and then transition to PART III SUMMARY of COUNSELING

PART III, Summary of Counseling, Key Points of Discussion: When preparing for counseling, you outlined the components of the counseling session. You will put that outline in this block.

**NOTE:** Transition to OUTLINE TEXT

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

ANSWER: The counselor fills in Parts I, II, and the outline for Part III while preparing for session. The key points of discussion, as well as the goals and objectives, should be handwritten during the counseling session.

Ref: FM 22-100, App C, para C-57 and C-62

**NOTE:** Transition to the KEY POINTS AND GOALS

Once you open the session, you and your subordinate attempt to develop a mutual understanding of the issues. Both you and the subordinate should provide examples or cite specific observations to reduce the perception that either is unnecessarily biased or judgmental. Goals, objectives, and key points of discussion covered during the subordinate-centered communication should be handwritten in Part III.

Ref: FM 22-100, App C, para C-57 and C-62

**REMOVE VGT-18**

**SHOW VGT-19, DEVELOPMENTAL COUNSELING FORM (cont)**

<p><b>Plan of Action:</b> (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):</p>	
<p><b>Subordinate Understanding:</b> (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)</p> <p>Individual Counselor: _____                  I agree/ disagree with the information above: _____</p>	<p>Signature of Individual Counselor: _____ Date: _____</p>
<p><b>Leader Responsibilities:</b> (Leader's responsibilities in implementing the plan of action):</p> <p>Signature of Counselor: _____ Date: _____</p>	
<p><b>Part IV - ASSESSMENT OF THE PLAN OF ACTION</b></p> <p><b>Assessment:</b> (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): _____ Date of Assessment: _____</p> <p><small>Note: Both the counselor and the individual counseled should retain a copy of the counseling form.</small></p>	

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

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.

**NOTE:** Direct the students to SH-3-3, Plan of Action, and have the students discuss the plans in this block. Are they all appropriate? Ask the students if anyone has other plans that would be appropriate.

The last line of the plan of action should schedule a tentative date for the assessment session.

During the **session closing**, you summarize the key points of the session and check to see if the subordinate understands the plan of action. The subordinate circles either “agree” or “disagree,” provides remarks as appropriate, and signs and dates the form.

**NOTE:** Transition to LEADER RESPONSIBILITIES

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. This is where the leader signs and dates the form.

**NOTE:** Direct the students to SH-3-3, Leader Responsibilities block and have them discuss the information in this block.

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

ANSWER: When you demonstrate that you plan for agreement 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 now, on to the final part of completing the form.

**NOTE:** Transition to Assessment

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 the plan of action, 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. Do not start a counseling session until you complete 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.**

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

**REMOVE VGT-19**

**NOTE: Conduct a check on learning and summarize the learning activity.**

**Break:** TIME: 01:50 to 02:00

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

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Identify correct and incorrect counseling procedures.
<b>CONDITIONS:</b>	As a squad leader in a classroom environment, given FM 22-100, TVT: Counseling Subordinates.
<b>STANDARDS:</b>	Identified correct and incorrect counseling procedures by reviewing: <ul style="list-style-type: none"><li>• components of the counseling session,</li><li>• proper leader counseling skills, and</li><li>• weaknesses and strengths of counseling session</li></ul> IAW FM 22-100, App C.

1. Learning Step / Activity 1. Observe Developmental Counseling Sessions  
Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 1 hr  
Media: PE-1 and TVT

During this ELO you will watch a television tape (TVT) entitled, Counseling Subordinates. The TVT contains two counseling sessions. During each session, you must correctly identify the components of the counseling session, proper leader counseling skills, and the weaknesses and strengths of the counselor and the counseling session. You will record your observations on the Observer Check Sheet, p C-4. At the conclusion of each session, you will share your observations with the group.

**NOTE:** Issue PE-1 to the students. Review the rating procedures, and clarify any questions the students may have.

I will now begin the video; remember, you must enter your observations on the check sheet as you view the video. Do not wait until the counseling session ends to record your observations. After the completion of the first session, we will discuss it before viewing the second counseling session.

**NOTE:** Show the first counseling session on the TVT. At the conclusion of the first counseling session, have the students share their observations of the leader counseling skills and some of the strengths and weaknesses of the counselor. Also have them share their overall rating of the session as annotated on their Observer Check Sheet. Use the Developmental Counseling Form and the Observer Check Sheet to guide the discussion.

**NOTE:** Before showing the second session tell the students to use the same Observation Check List. Tell them to put their observation ratings for the second session to the right of the first session.

**NOTE:** Show the second counseling session on the TVT. At the conclusion of the second counseling session, have the students share their observations of the leader counseling skills and some of the strengths and weaknesses of the counselor. Also have them share their overall rating of the session as annotated on their Observer Check Sheet. Use the Developmental Counseling Form and the Observer Check Sheet to guide the discussion.

**NOTE:** Clarify any questions the student may have. Tell them when they return from break they will participate in another PE in which they role-play some counseling sessions.

**Break:** TIME: 02:50 to 03:00

2. Learning Step / Activity 2. Conduct a Developmental Counseling Session  
Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 1 hr  
Media: PE-2

Now that you have observed some counseling sessions, we will conduct a PE in which you will participate by role-playing in some counseling exercises. This will allow you to practice conducting a developmental counseling session. You will perform this exercise while working in a triad. The triad will consist of three students, one playing the role of counselor, one playing the role of counselee, and one acting as an observer. You will rotate through each role giving everyone the opportunity to counsel and to give and receive feedback.

**NOTE:** Ask the students if they have any questions about the process and provide answers. At this time break the students down into triads and distribute PE-2. Make maximum use of space to separate the triads. Give each group 3 copies of the Observer Check Sheet, p C-4 and 3 copies of DA Form 4856, p C-22 and C-23. Tell the students they will have approximately 15 minutes for each role-play exercise. This includes time to prepare for, to conduct the counseling session, and to receive feedback from the observer. When issuing PE-2, give each student only the situation he will role-play.

As you can see, counseling is a complicated skill. To become proficient at it you must practice. You will improve this skill as you counsel your soldiers in your units. Remember, if you feel that you cannot properly assist the soldier when conducting counseling, you should stop and get help or refer the soldier to someone

more capable. Referring the soldier to someone else is not a sign of weakness--it is recognizing your limitations and properly taking care of your subordinates.

**Break:** TIME: 03:50 to 04:00

3. Learning Step / Activity 3. Record a Developmental Counseling Session  
Method of Instruction: Practical Exercise (Performance)  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:8  
Time of Instruction: 45 mins  
Media: PE-3

Now that you have conducted a counseling session, it's time to practice your recording skills. During this PE you will record a counseling session.

### **Record a Developmental Counseling Session**

The most important remaining aspect of counseling is recording the session. There are different requirements for maintaining records of counseling, but regardless of the requirements, you always benefit by recording the main points of the session. There are instances where Army regulations require you to maintain accurate counseling records to support certain personnel actions, such as, barring a soldier from reenlistment, processing for adverse separation, or placement in the overweight program. This PE provides you with a counseling situation that requires you to record a previously conducted session on the Developmental Counseling Form. After you have completed the PE, we will compare your form with the solution and discuss some possible solutions. Keep in mind there is no one right solution for this PE.

**NOTE:** At this time distribute PE-3 and inform the students they have 20 minutes to complete the PE. After 20 minutes stop the exercise and for approximately 20 minutes have students share their solutions. Then pass out the solution to PE-3 and have the students compare their recordings to the solution.

**NOTE:** PE-3 serves as a check on learning for this lesson.

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Techniques of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

---

**NOTE:** Conduct a check on learning for this lesson by reviewing the correct answers for PE-4, Conduct Developmental Counseling Student Home Work Assignment using the Instructor Only Solution Sheet at App C, p C-29 and C-30. Clarify any questions the students have and briefly summarize the material covered.

---

**Review / Summarize Lesson**

During the last five hours we discussed and practiced developmental counseling and how to conduct counseling. We have given you the basic knowledge needed to properly conduct developmental counseling with your subordinates. You will not become an instant expert at counseling, but with time and practice, you'll become proficient enough at it to help your soldiers. Remember, counseling is a soldier-to-soldier relationship that recognizes and encourages good performance. It is not solely a means of confronting poor performance. Rather than being punitive, developmental counseling should turn negative events into developmental opportunities. Effective developmental counseling centers on the subordinate, who actively involves himself in producing a plan outlining the actions he must take to achieve individual and organizational goals. It is your responsibility to share with your soldiers your experience, knowledge, and ability to solve problems. Learn to use counseling as a means of developing and preparing soldiers to assume higher positions of authority and responsibility.

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**SECTION V. SECTION V. STUDENT EVALUATION**

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**Testing Requirements**

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

You will take a written examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to achieve a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

**Feedback Requirements**

Inform the students of where the examination will take place, as posted on the training schedule, and when they will receive feedback on the test. Include any retest information.

---

Enabling Learning Objective A

Learning Step 1

VGT-1, Developmental Counseling



## Developmental Counseling



**Subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual and organizational goals.**

(FM 22-100)



## Personal Courage



**(Face fear, danger, or adversity)**

**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.**



# Moral Courage



( CANDOR )

**Moral courage often expresses itself as candor. Candor means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice.**



## **Characteristics of Effective Counseling**



### **PURPOSE:**

**Clearly define the purpose of counseling.**

### **FLEXIBILITY:**

**Fit the counseling style to the character of each subordinate and to the relationship desired.**

### **RESPECT:**

**View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.**



## **Characteristics of Effective Counseling (cont)**



### **COMMUNICATION:**

**Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.**

### **SUPPORT:**

**Encourage subordinates through actions while guiding them through their problems.**



## The Leader as a Counselor



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



## Leader Counseling Skills



- **Active Listening**  
**Elements of Active Listening**

**Eye Contact**

**Body Posture**

**Head Nods**

**Facial Expressions**

**Verbal Expressions**



## **Leader Counseling Skills (cont)**



- **Active Listening**
  - Nonverbal Indicators**
    - Boredom**
    - Self-Confidence**
    - Defensiveness**
    - Frustration**
    - Interest, Friendliness, and Openness**
    - Openness or Anxiety**



## Leader Counseling Skills (cont)



- **Responding**
- **Questioning**
- **Counseling Errors**

Enabling Learning Objective B

Learning Step 1

VGT-10, Categories of Developmental Counseling



## Categories of Developmental Counseling



- **Event-Oriented**
- **Performance and Professional Growth**

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## **Event-Oriented Counseling**



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



## **Performance and Professional Counseling**



- **Performance: (Quarterly)**  
**Review Past Performance**  
**Focus on Future Objectives and Goal**
- **Professional Growth: (Future Oriented)**  
**Short- and Long-Term Goals**  
**Career Map**



## Approaches to Counseling



- **Nondirective**  
Preferred for most counseling sessions
- **Directive**  
Works best to correct simple problems
- **Combined**  
Leader uses techniques from both directive and nondirective approaches



## **Counseling Techniques -Nondirective or Combined-**



- **Suggesting Alternatives**

**Discuss alternative actions -- you and subordinate decide appropriate course of action**

- **Recommending**

**One course of action -- subordinate makes decision**

- **Persuading**

**Best course of action -- subordinate makes decision**

- **Advising**

**Strongly influencing best course of action**



## **Counseling Techniques -Directive-**



- **Corrective Training**

**Teach and assist the subordinate in attaining and maintaining standards**

- **Commanding**

**Order the subordinate to take a specific action in clear, exact words**



## The Counseling Process



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



## Conduct The Counseling Session



- **Opening the Session**
- **Discussing the Issues**
- **Developing the Plan of Action**
- **Recording and Closing the Session**



VGT-19, Developmental Counseling Form (cont)

	<p><b>Plan of Action:</b> (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):</p> <p style="text-align: center;"><b>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):</b></p>	
	<p><b>Session Closing:</b> (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: _____</p>	
	<p><b>Leader Responsibilities:</b> (Leader's responsibilities in implementing the plan of action):</p> <p style="text-align: center;"><b>Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):</b></p> Signature of Counselor: _____ Date: _____	
	<p style="text-align: center;"><b>PART IV - ASSESSMENT OF THE PLAN OF ACTION</b></p> <p><b>Assessment:</b> (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):</p> <p style="text-align: center;"><b>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):</b></p> Counselor: _____ Individual Counseled: _____ Date of Assessment: _____	
	<p style="text-align: center;"><small>Note: Both the counselor and the individual counseled should retain a record of the counseling.</small></p>	

DA FORM 4856 (Reverse)

L228/OCT03/VGT-19

Primary Leadership Development Course

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

## Appendix C Practical Exercises and Solutions

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**This Appendix  
Contains**

This appendix contains the items listed in this table:

<b>Item/Title</b>	<b>Pages</b>
PE-1, Observe a Developmental Counseling Session	C-2 thru C-4
SPE-1, Observe a Developmental Counseling Session	C-5
PE-2, Conduct a Developmental Counseling Session	C-6 thru C-10
SPE-2, Conduct a Development Counseling Session	C-11 thru C-18
PE-3, Record a Developmental Counseling Session	C-19 thru C-23
SPE-3, Solution for Practical Exercise 3	C-24 and C-25
PE-4, Conduct Developmental Counseling Student Homework Assignment	C-26 thru C-28
Instructor Only Solution Sheet to PE-4	C-29 and C-30

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## PRACTICAL EXERCISE 1

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<b>Title</b>	Observe a Developmental Counseling Session		
<b>Lesson Number/Title</b>	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
<b>Introduction</b>	As a leader, you are on many occasions required to conduct some type of developmental counseling session with your subordinates. Here you will get the opportunity to critique a leader conducting an actual developmental counseling session with a subordinate.		
<b>Motivator</b>	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling you prepare your subordinates of today to be leaders of tomorrow. By being as objective as possible in your observations you will enhance your own counseling skills.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.1)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Observe Developmental Counseling Sessions</td></tr></table>	<b>Action:</b>	Observe Developmental Counseling Sessions
<b>Action:</b>	Observe Developmental Counseling Sessions		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded exercise.		
<b>Instructional Lead-In</b>	This PE requires you to apply the information you have learned in this lesson by having you evaluate the leader counseling skills of the counselor in the videotape, Counsel Subordinates. Remember, you should be as objective as possible.		

---

**Resource  
Requirements**

**Instructor Materials:**

- TVT, Counsel Subordinates, PIN: 710943, Run Time: 22 minutes 32 seconds

**Student Materials:**

- Pen or pencil.
  - Observer Check Sheet p C-4.
- 

**Special  
Instructions**

You will use the Observer Check Sheet, p C-4, for both situations in the video.

---

**Procedures**

During this practical exercise you will watch a television tape (TVT) entitled, Counsel Subordinates. The TVT contains two counseling sessions. During each session, you must correctly identify the components of the counseling session, proper leader counseling skills, and the weaknesses and strengths of the counselor and the counseling session. You will record your observations on the Observer Check Sheet, p C-4. At the conclusion of each session, you will share your observations with the group.

---

**Feedback  
Requirements**

When Situation 1 is complete stop the video and conduct a brief discussion with the students using their observations on the scenario. Once the discussion is complete, continue with Situation 2 using the same procedures.

---

## Practical Exercise 1 and 2 Observer Check Sheet (OCS)

1. Directions for use:
  - (a) Place an "X" in the appropriate response block to the right of each question and in the overall assessment rating at the bottom of the form based on your observations.
  - (b) See rating chart at bottom of form for scoring; each step carries a weight of 1 point, e.g., 19 X's in the "Yes" column is satisfactory.
  - (c) **DO NOT WAIT FOR THE VIDEO/COUNSELING SESSION TO END BEFORE BEGINNING YOUR EVALUATION**
  - (d) A "GO" is not a graduation requirement for this exercise.

2. You may make notes on the form to refresh your memory for the discussion to follow.

Ref: FM 22-100, App C

	YES	NO	
<b>1. Did the leader--</b>			
a. State the reason for the counseling e.g., performance, professional growth, or event oriented?			
b. Include facts and observations made prior to the counseling?			
c. Attempt to develop a mutual understanding with the subordinate?			
d. Appear to annotate pertinent, specific, objective facts and observations?			
e. Appear to be unnecessarily biased or judgmental?			
<b>2. Did the leader demonstrate the following leader counseling skills:</b>			
a. Actively listened?			
b. Verbally communicated?			
c. Nonverbally communicated?			
d. Responded adequately?			
e. Questioned adequately?			
f. Provided appropriate agency referral if required?			
g. Selected the proper approach to counseling?			
h. Avoided counseling errors?			
<b>3. Did the leader use the proper counseling techniques:</b>			
a. Suggested alternatives?			
b. Made appropriate recommendations?			
c. Persuaded, but left the decision to the subordinate?			
d. Advised on a given course of action?			
e. Taught and assisted the subordinate?			
f. Ordered the subordinate to take a course of action?			
<b>4. Did the leader in the counseling process:</b>			
a. Appear to have selected a suitable place?			
b. Appear to have an outline?			
c. Establish the right atmosphere?			
d. Develop a plan of action?			
e. Record the session?			
f. Close the session?			
g. Schedule a follow up?			
h. Determine date for assessment of the plan of action?			
<b>5. Overall assessment rating</b>	Unsatisfactory	Satisfactory	Superior
<b>RATINGS CHART:</b>			
1-18 = Unsatisfactory			
19-25 = Satisfactory			
26-27 = Superior			

**SOLUTION FOR  
PRACTICAL EXERCISE PE-1**

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This is not a graded exercise and there is no one right solution for this PE.

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## PRACTICAL EXERCISE 2

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<b>Title</b>	Conduct a Developmental Counseling Session		
<b>Lesson Number/Title</b>	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
<b>Introduction</b>	As a leader, you are on many occasions required to conduct some type of developmental counseling session with your subordinates. Here you will get the opportunity to conduct a developmental counseling session.		
<b>Motivator</b>	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling, you prepare your subordinates of today to be leaders of tomorrow. As you participate in the role play, remember, your subordinate is sitting there and that subordinate in the real world is your observer.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.2)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Conduct a Developmental Counseling Session</td></tr></table>	<b>Action:</b>	Conduct a Developmental Counseling Session
<b>Action:</b>	Conduct a Developmental Counseling Session		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded practical exercise.		
<b>Instructional Lead-In</b>	This PE requires you to apply the information you have learned in this lesson to conduct a developmental counseling session. You must attempt to make this as realistic as possible.		

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**Resource  
Requirements**

**Instructor Materials:**

- Developmental Counseling Form, DA Form 4856, p C-22 and C-23 (15 copies - issue 3 copies per triad).
- Observer Check Sheet, p C-4 (15 copies - issue 3 copies per triad).

**Student Materials:**

- FM 22-100.
- Pen or pencil.

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**Special  
Instructions**

None

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## Procedures

### Role Play # 1

#### **Counseling Situation**

**Counselor:** In this situation you are SGT Stevens, a section leader. One of your soldiers, SPC Tobler, has worked for you for the past year. You have observed his duty performance and feel that he may have potential for promotion. You have scheduled a 15 minute counseling session with SPC Tobler this afternoon in the section office.

#### **Requirements**

1. For the next 15 minutes you are to play the role of counselor to the best of your ability.
2. The student playing the role of SPC Tobler also has a situation to follow. If you use proper counseling techniques, you should complete this session within the allotted time.

#### **Counseling Situation**

**Counselee:** In this situation you are SPC Tobler, a soldier working for SGT Stevens. You are 23 years old and have been in the Army for two years. You are married with two small children and have two years remaining in the Army. SGT Stevens informed you that he would meet with you this afternoon in the section office.

#### **Requirements**

1. For the next 15 minutes you are to play the role of counselee to the best of your ability.
2. The student playing the role of SGT Stevens also has a situation to follow.
3. During the counseling session, you will relate to the counselor the following facts:
  - (a) You have two years left in the Army and as of now plan to make it a career.
  - (b) You have a high school diploma and no college.
  - (c) You have no idea how to prepare yourself to be successful and develop professionally to enable you to get promoted.
  - (d) You have heard about a PLDC course and would like to know more about it.

## **Role-Play # 2**

### **Counseling Situation**

**Counselor:** In this situation you are SGT Niccum, a section leader. One of your soldiers, PVT Meldrum, has worked for you in an outstanding manner for the past year. You notice that for the last month she appears tired, is frequently late, and does not seem to have the same motivation. You have scheduled a 15-minute counseling session with PVT Meldrum this afternoon in the section office.

### **Requirements**

1. For the next 15 minutes you are to play the role of counselor to the best of your ability.
2. The student playing the role of PVT Meldrum also has a situation to follow. If you use proper counseling techniques, you should complete this session within the allotted time.

### **Counseling Situation**

**Counselee:** In this situation you are PVT Meldrum, a soldier working for SGT Niccum. You are 22 years old and have been in the Army for a year and a half. You are single and your parents live 50 miles from the installation. SGT Niccum informed you that he would like to talk to you this afternoon in the section office.

### **Requirements**

1. For the next 15 minutes you are to play the role of counselee to the best of your ability.
2. The student playing the role of SGT Niccum also has a situation to follow.
3. During the counseling session, you will relate to the counselor the following facts:
  - (a) Your parents live nearby, so you frequently visit them and return late to the installation, which gives you little time to sleep.
  - (b) Your mother is ill and bedridden. Your father does not make enough money to hire a nurse and wants you to get out of the Army and help out.
  - (c) You enjoy the Army and do not want to get out, but, you do not know what else to do.
  - (d) You need help, but you are normally a private person and do not know how to ask for help.

### Role-Play # 3

#### **Counseling Situation**

**Counselor:** In this situation you are SGT Keller, a section leader. A new soldier, PFC Roberts, just arrived (a PCS) from overseas into your section. PFC Roberts appears receptive but confused as most new soldiers are. You have scheduled a 15-minute counseling session with PFC Roberts this afternoon.

#### **Requirements**

1. For the next 15 minutes you are to play the role of counselor to the best of your ability.
2. The student playing the role of PFC Roberts also has a situation to follow. If you use proper counseling techniques, you should complete this session within the allotted time.

#### **Counseling Situation**

**Counselee:** In this situation you are PFC Roberts, a newly assigned soldier working for SGT Keller. You are 21 years old and have been in the Army for 2 years. You got married while home on leave prior to signing in to this unit. SGT Keller informed you that he wanted to talk to you this afternoon in your room.

#### **Requirements**

1. For the next 15 minutes you are to play the role of counselee to the best of your ability.
2. The student playing the role of SGT Keller also has a situation to follow.
3. During the counseling session, you will relate to the counselor the following facts:
  - (a) Your wife wants to come to your location to live next month.
  - (b) You have told no one other than SGT Keller that you recently got married. Your wife is not in the Defense Eligibility Enrollment Program (DEERS), does not have an ID card, nor is finance aware of her existence.
  - (c) You have an ill stepchild in need of a doctor's care, but your wife does not have the money to take the child to a civilian doctor.
  - (d) You did not get promoted at your last unit, but someone said you should have. You do not know how to find out if you should have gotten promoted or not.

#### **Feedback Requirements**

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There is no one right solution for this PE. The instructor will hand out the solution sheet (DA Form 4856) so that students can see a possible solution to the scenario, including possible follow-up comments in the assessment block. Role play scenario number 3 has 2 possible solutions of DA Form 4856. Ask for feedback from several students and discuss the different strengths and weaknesses recorded while observing the counselor during the session.

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**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) Meldrum, Sally S.	Rank / Grade PVT/E-1	Social Security No. 123-45-6789	Date of Counseling 2 Aug 02
Organization HHC, Your Unit, APO AE 09123	Name and Title of Counselor SGT Niccum, Billy B. / 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 leaders facts and observations prior to the counseling):  
Event-Oriented: I am counseling PVT Meldrum for a noticeable drop in her duty performance and motivation.  
Facts: I have noticed that for the last month PVT Meldrum appears tired, is frequently late, and doesn't seem to have the same motivation.

**PART III - SUMMARY OF COUNSELING**

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

- o Reasons for drop in duty performance:
  - PVT Meldrum stated that her parents live nearby so she frequently visits them and returns late to the installation, which gives her little time to sleep.
  - PVT Meldrum stated that her mother is ill and bedridden, and her father doesn't make enough money to hire a nurse and wants her to get out of the Army and help out.
  - PVT Meldrum enjoys the Army and does not want to get out, but she doesn't know what else to do.
  - PVT Meldrum stated that she needs help, but she's normally a private person and doesn't know how to ask for help.
- o Consequences of continued poor duty performance:

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.

**DA FORM 4856, JUN 99**

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

*o Develop a better plan to manage off-duty time to allow for visits to parents without sacrificing sleep time-- which is also very important to a soldier; discuss plan with SGT Niccum*

*o Consider the possibility of moving in with parents and driving to the installation in the morning after a good night's rest (may be a safer option). This may also allow for meeting family and Army needs at the same time; Inform SGT Niccum of decision*

*o Report to AER for the appointment SGT Niccum will make to discuss financial assistance for parents and link with civilian community resources*

*o Report to the Chaplain for the appointment that SGT Niccum will make to discuss family situation and communication issues*

*o Assessment date: On or about 2 September 2002*

**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: Sally Sue Meldrum Date: 2 Aug 02

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

*Work with PVT Meldrum in her development of a better time-management plan; Make appointments with AER and the Chaplain's office, follow-up with PVT Meldrum on their recommendations*

Signature of Counselor: Billy Bob Niccum Date: 2 Aug 02

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

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

*PVT Meldrum moved in with parents and developed a time management plan that freed up enough time enabling her to get plenty of rest, report to duty on time, and help care for her mother. As a result PVT Meldrum's motivation and productivity now exceeds her previous level.*

*AER assisted PVT Meldrum in the coordination with a community outreach program that now provides her mother with intermittent care.*

*As a result of this situation and the counseling provided by the Chaplain, PVT Meldrum has become more open with private issues.*

Counselor: Billy B. Niccum Individual Counseled: Sally S. Meldrum Date of Assessment: 2 SEP 02

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

**REVERSE, DA FORM 4856, JUN 1999**

**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) Roberts, Billy B.	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 2 Aug 02
Organization HHC, Your Unit, APO AE 09123	Name and Title of Counselor SGT Keller, Jimmy J. / Section 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: PFC Roberts is receiving his Reception and Integration Counseling

Facts: PFC Roberts is just arriving from overseas; The CO assigned him to my section.

**PART III - SUMMARY OF COUNSELING**

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

o Family Issues:

- PFC Roberts informed me that he got married while home on leave and he wants to bring his spouse here next month.

- PFC Roberts stated that no one else on the installation knows of his marriage; neither his spouse nor her child has enrolled in DEERS or has an have ID card; and finance isn't aware of her existence.

- PFC Roberts stated that his stepchild is ill and his spouse does not have the money for a civilian doctor.

o Command Policies and SOPs:

o Review job description, areas of special emphasis, and Army Values:

o Personal and organizational goals – short- and long-term goals:

o Physical fitness:

o Promotions, leaves, pay, schools:

o Training:

o Standards:

o Problems:

**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**

**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 Keller to Platoon Sergeant and inform him of the situation and seek guidance*
- o Contact spouse to find out the extent of child's illness and determine how soon he needs to see a doctor*
- o Assessment date: Assess once crisis has reached resolution.*

**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 Roberts Date: 2 Aug 02

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

*Take PFC Roberts to the Platoon Sergeant for future guidance. Resume Reception and Integration counseling after situation is resolved.*

Signature of Counselor: Jimmy Joe Keller Date: 2 Aug 02

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

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

*PFC Roberts' stepchild's illness wasn't a medical emergency so referral to AER wasn't necessary.*

*PFC Roberts obtained the original Marriage and Birth certificates, so enrollment to DEERS and starting of BAH occurred accomplished 4 Aug 02.*

*PFC Roberts' spouse went to an Air Force base nearby, had ID cards made, and was able to have child treated at medical facility.*

Counselor: Jimmy J. Keller Individual Counseled: Billy B. Roberts Date of Assessment: 5 Aug 02

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

**REVERSE, DA FORM 4856, JUN 1999**

**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) Roberts, Billy B.	Rank / Grade PFC/E-3	Social Security No. 123-45-6789	Date of Counseling 5 Aug 02
Organization HHC, Your Unit, APO AE 09123	Name and Title of Counselor SGT Keller, Jimmy J. / Section 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: PFC Roberts is receiving his Reception and Integration Counseling  
Facts: PFC Roberts is just arriving from overseas and assigned to my section.

**PART III - SUMMARY OF COUNSELING**

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

- o Family Issues:
  - *PFC Roberts still wants to bring spouse and child here next month.*
  - *PFC Roberts is already on housing waiting list; can't expect quarters for at least 3 months.*
  - *Dependents aren't on PCS orders, so move will be at own expense.*
- o Command Policies and SOPs:
- o Review job description, areas of special emphasis, and Army Values:
- o Personal and organizational goals – short- and long-term goals:
  - *Short-term goals are to get family relocated and settled and become familiar with job so he can get fully integrated as a section member.*
  - *Long-term goals are to become a Sergeant and obtain an Associates degree in Automotive maintenance.*
- o Physical fitness:
  - *PFC Roberts scored a 240 on his last APFT and I informed him of the unit goal of 260 for all.*
- o Promotions, leaves, pay, schools:
  - *PFC Roberts stated that someone told him he should have gotten promoted at his last unit.*
  - *PFC Roberts expressed interest in attending NBC school.*
- o Training/Standards:
  - *Informed PFC Roberts of upcoming exercises and deployments.*
  - *Outlined standards and duty performance expectations.*
- o Problems:
  - *PFC Roberts may need financial assistance to relocate family.*

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**



### PRACTICAL EXERCISE 3

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<b>Title</b>	Record a Developmental Counseling Session		
<b>Lesson Number/Title</b>	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
<b>Introduction</b>	As a leader you are on many occasions required to conduct some type of developmental counseling session with your subordinates. Along with the counseling comes the responsibility to accurately record the session.		
<b>Motivator</b>	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling you prepare your subordinates of today to be leaders of tomorrow. In order to do this you must have the moral courage to look that subordinate in the eyes and tell the soldier his strengths and weaknesses. Then, work out a plan of action with the subordinate that provides the right guidance for the soldier to reach his personal, professional, and organizational goals. You owe this to your subordinates and a record provides facts that cannot be denied.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements. (ELO C.3)</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td><b>Action:</b></td><td>Record a Developmental Counseling Session</td></tr></table>	<b>Action:</b>	Record a Developmental Counseling Session
<b>Action:</b>	Record a Developmental Counseling Session		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded exercise.		
<b>Instructional Lead-In</b>	This PE requires you to apply the information you have learned in this lesson by having you record a counseling session.		

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**Resource Requirements**

**Instructor Materials:**  
None

**Student Materials:**

- Pen or Pencil.
  - DA Form 4856.
- 

**Special Instructions**

You have 20 minutes to complete this exercise.

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**Procedures**

Complete DA Form 4856 based on the situation provided below to complete this PE requirement. Leave signature blocks empty that require the counseled soldiers' signature. You may use any of your own notes taken to assist you in completion of this exercise.

**Situation**

Use today's date and your current unit address. You are SGT Paul P. Moore, a section leader, counseling PFC Iron B. Smith, SSN: 123-45-7899, a soldier in your section. The reason for the counseling is that you observed PFC Smith not wearing his seatbelt while operating a unit vehicle. This is in violation of Army Regulation 190-5 and your unit safety SOP. You mentioned the incident to the platoon sergeant and he said that is not the first time this had happened. He said that on two previous occasions he handled the problem by making verbal on-the-spot corrections. He tells you to counsel PFC Smith to ensure that there will be no further reoccurrences of this problem. PFC Smith is a good soldier and you want to ensure there are no future violations. You conducted a 15-minute counseling session with PFC Smith in your sections office this afternoon and recorded the following notes.

**Counseling Notes:**

- PFC Smith is 19 years old and has been in the unit for six months. He seems to like the Army and has had no problems since his assignment to the unit.
- You discover the verbal counseling the platoon sergeant referred to was nothing more than him yelling across the motor park telling PFC Smith to put the seat belt on, but, with no explanation as to why.
- PFC Smith stated to you, that no one had ever informed him of any regulation or SOP requiring the use of seat belts.
- He displayed a positive attitude and was very receptive to the counseling content. He stated that even though he does not believe in the wearing of seatbelts, he will comply with the guidance provided.
- You told PFC Smith to prepare to conduct a class for his fellow soldiers on the proper use and safety of seat belts, and be sure to include why it is important to wear seatbelts.

**Feedback  
Requirements**

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Your instructor will discuss some possible solutions with you based on the Solution to Practical Exercise (C-24 and C-25).

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**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.

**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)

SOLUTION FOR  
PRACTICAL EXERCISE PE-3

<b>DEVELOPMENTAL COUNSELING FORM</b>			
For use of this form see FM 22-100.			
<b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
<b>PART I - ADMINISTRATIVE DATA</b>			
Name (Last, First, MI) Smith, Iron B.	Rank / Grade PFC/E-3	Social Security No. 123-45-7899	Date of Counseling 2 Aug 02
Organization HHC, Your Unit, APO AE 09123		Name and Title of Counselor SGT Moore, Paul P. / Section Leader	
<b>PART II - BACKGROUND INFORMATION</b>			
<p><b>Purpose of Counseling:</b> (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling): Event-Oriented: PFC Smith counseled for violation of Army Regulation 190-5 and unit safety SOP. Facts: I observed PFC Smith yesterday operating a military vehicle without wearing a seatbelt. The PSG saw him doing the same thing on two previous occasions and made verbal on-the-spot-corrections. PFC Smith displays a positive attitude hasn't previously had any adverse counseling.</p>			
<b>PART III - SUMMARY OF COUNSELING</b>			
<b>Complete this section during or immediately subsequent to counseling.</b>			
<b>Key Points of Discussion:</b>			
o Reason for not following AR 190-5 and safety SOP:			
<ul style="list-style-type: none"> <li>-PFC Smith stated that no one ever informed him of the regulation that requires seatbelt use while operating a military vehicle.</li> <li>-PFC Smith stated that the verbal on-the-spot-corrections by the PSG were nothing more than yelling across the motor pool to have him put his seatbelt on.</li> <li>- PFC Smith wants to comply with regulations and doesn't want to cause problems.</li> </ul>			
o Reviewed portions of AR 190-5 and safety SOP covering use of seatbelts in both military vehicles and POVs with PFC Smith			
<p>O Failure to obey an order (safety SOP) or regulation is punishable under UCMJ Article 92; In addition to being counseled on the points above, he received counseling on the following: (1) That continued behavior similar to that for which he 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 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 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 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 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 to repay any unearned bonus received for enlistment or reenlistment; (11) That it would be unlikely that any attempt to have his characterization of service upgraded would be successful; (12) That he is encouraged to make every reasonable effort to ensure his/her performance and conduct meet military standards; (13) That he would be given a reasonable effort to bring their substandard performance and conduct to acceptable military standards.</p>			
o Goals to improve performance:			
<ul style="list-style-type: none"> <li>-PFC Smith will always wear his seatbelt when operating any motor vehicle</li> <li>- PFC Smith will familiarize himself with AR 190-5 and the unit safety SOP</li> </ul>			
<b>OTHER INSTRUCTIONS</b>			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

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

*o Always wear a seatbelt when operating motor vehicles in compliance with Army Regulation 190-5 and safety SOP*

*o Review AR 190-5 and the safety SOP paying particular attention to the section on safe motor vehicle operation and the importance of wearing seatbelts*

*o Prepare a class on the proper use and safety of seatbelts and stress the importance of wearing seatbelts whenever operating motor vehicles, present the class to the section on 16 August 2002*

*o Present your class to SGT Moore on 9 August 2002 as a practice and to make changes as needed*

*o Assessment date: After class on 16 August 2002*

**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: Iron B. Smith Date: 2 Aug 02

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

*Spot check periodically to ensure that PFC Smith is using seatbelt in compliance with AR 190-5 and unit SOP; Schedule class on proper use of seatbelts for section and evaluate practice class before PFC Smith presents it to the rest of the section; Follow-up assessment on seatbelt class.*

Signature of Counselor: Paul P. Moore Date: 2 Aug 02

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

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

*PFC Smith reviewed AR 190-5 and the safety SOP and stated he now understands the policy on seatbelt use and other safety requirements.*

*Presented a good class to the section on 16 Aug 02 and displayed a good attitude when explaining the proper use of seatbelts for the other section members*

*PFC Smith has been utilizing his seat belt during all spot checks since 2 Aug 02*

Counselor: Paul P. Moore Individual Counseled: Iron B. Smith Date of Assessment: 16 Aug 02

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

## PRACTICAL EXERCISE 4

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<b>Title</b>	Conduct Developmental Counseling Student Homework Assignment		
<b>Lesson Number/Title</b>	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING		
<b>Introduction</b>	As a leader, you on many occasions must conduct some type of developmental counseling session with your subordinates. Here you will get the opportunity to check your strength and weakness of your counseling skills.		
<b>Motivator</b>	The tasks you will perform during this PE will help you to counsel your subordinates correctly.		
<b>Learning Step/Activity</b>	<p><b>NOTE:</b> The instructor should inform the students of the following Learning Step/Activity requirements.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1" style="width: 100%;"><tr><td style="width: 20%;"><b>Action:</b></td><td>Conduct Developmental Counseling Student Homework Assignment</td></tr></table>	<b>Action:</b>	Conduct Developmental Counseling Student Homework Assignment
<b>Action:</b>	Conduct Developmental Counseling Student Homework Assignment		
<b>Safety Requirements</b>	None		
<b>Risk Assessment Level</b>	Low		
<b>Environmental Considerations</b>	None		
<b>Evaluation</b>	This is not a graded PE. During the classroom instruction as a group you will discuss the solution and resolve any misunderstandings with your small group leader.		
<b>Instructional Lead-In</b>	One of your most important duties is to develop your subordinates personally and professionally. Through effective developmental counseling you prepare your subordinates of today to be leaders of tomorrow. As a leader you must know where to find the information for providing correct counseling procedures to your subordinates.		

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**Resource Requirements**

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**Instructor Materials:**

- None

**Student Materials:**

- Pen or pencil.
  - FM 22-100
- 

**Special Instructions**

The student must complete this Conduct Developmental Counseling Student Homework Assignment before class.

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**Procedures**

Students can use FM 22-100 or any other reference materials received for this lesson to complete this home work assignment.

Fill in the blanks.

1. Identify some of the characteristics you should include in your counseling style.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.
- d. \_\_\_\_\_.
- e. \_\_\_\_\_.

2. To be an effective counselor, what qualities must you demonstrate?

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.
- d. \_\_\_\_\_.

3. How can you improve your counseling techniques?

- a. \_\_\_\_\_.
- b. \_\_\_\_\_ the kinds of problems that affect your subordinates.
- c. \_\_\_\_\_ your interpersonal skills.

4. List the agency that provides financial assistance and personal budget counseling and coordinates student loans through education loan programs.

- a. \_\_\_\_\_ (\_\_\_\_\_).

5. List the two major categories of developmental counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.

6. List some examples of event-oriented counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_ and \_\_\_\_\_.
- c. \_\_\_\_\_.
- d. \_\_\_\_\_.
- e. \_\_\_\_\_.
- f. \_\_\_\_\_.

7. List the two types of counseling in the second major category.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.

8. List the approaches to counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.

9. Identify the approach to counseling that works best to correct simple problems, make on the spot corrections, and correct aspects of duty performance.

- a. \_\_\_\_\_.

10. Identify some counseling techniques you can use during the nondirective and combined approach to counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.
- c. \_\_\_\_\_.
- d. \_\_\_\_\_.

11. Identify some counseling techniques you can use during the directive approach to counseling.

- a. \_\_\_\_\_.
- b. \_\_\_\_\_.

---

**Feedback  
Requirement**

Your instructor will discuss the solutions with you based on the Instructor Only Solution Sheet to Practical Exercise 4.

---

## Instructor Only Solution Sheet to PE-4

**NOTE:** This solution sheet is for use by the instructor for conducting the check on learning requirement with the student using the Conduct Developmental Counseling Student Homework Assignment for L228.

1. Identify some of the characteristics you should include in your counseling style.

- a. Purpose.
- b. Flexibility.
- c. Respect.
- d. Communication.
- e. Support.

Ref: FM 22-100, App C, para C-8 and Fig C-1

2. To be an effective counselor, what qualities must you demonstrate?

- a. Respect for subordinates.
- b. Self-awareness and cultural awareness.
- c. Empathy.
- d. Credibility.

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

3. How can you improve your counseling techniques?

- a. Studying human behavior.
- b. Learning the kinds of problems that affect your subordinates.
- c. Developing your interpersonal skills.

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

4. List the agency that provides financial assistance and personal budget counseling and coordinates student loans through education loan programs.

- a. Army Emergency Relief (AER)

Ref: FM 22-100, App C, para C-25, and Fig C-3

5. List the two major categories of developmental counseling.

- a. Event-oriented.
- b. Performance/professional growth.

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

6. List some examples of event-oriented counseling.

- a. Specific instances.
- b. Reception and integration.
- c. Crisis counseling.
- d. Referral counseling.
- e. Promotion.
- f. Separation.

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

7. List the two types of counseling in the second major category.

- a. Performance.
- b. Professional growth.

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

8. List the approaches to counseling.

- a. Nondirective.
- b. Directive.
- c. Combined.

Ref: FM 22-100, App C, para C-46

9. Identify the approach to counseling that works best to correct simple problems, make on the spot corrections, and correct aspects of duty performance.

- a. Directive.

Ref: FM 22-100, App C, para C-49

10. Identify some counseling techniques you can use during the nondirective and combined approach to counseling.

- a. Suggesting alternatives.
- b. Recommending.
- c. Persuading.
- d. Advising.

Ref: FM 22-100, App C, para C-53

11. Identify some counseling techniques you can use during the directive approach to counseling.

- a. Corrective training.
- b. Commanding.

Ref: FM 22-100, App C, para C-54

**HANDOUTS FOR LESSON 1: L228 version 1**

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**This Appendix  
Contains**

This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1
SH-2, Developmental Counseling Situation	SH-2-1 and SH-2-2
SH-3, Developmental Counseling Form	SH-3-1 thru SH-3-3
SH-4, Extracted Material from FM 7-22.7	SH-4-1

# Student Handout 1

## Advance Sheet

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**Lesson Hours** This lesson consists of two hours and five minutes of small group instruction and two hours and forty-five minutes of practical exercise.

---

**Overview** In the military, all soldiers must have some form of counseling to gain enough experience to assist them in using basic counseling techniques. During this class, we will introduce you to the Developmental Counseling Form and the fundamentals and techniques of developmental counseling. We will provide you the opportunity to apply these fundamentals and techniques in some realistic counseling situations.

---

**Learning Objective** The Terminal Learning Objective (TLO)

<b>Action</b>	Conduct developmental counseling,
<b>Condition</b>	As a squad leader, in a classroom environment given FM 22-100 and an extract from FM7-22.7, as well as role-play exercises that require developmental counseling,
<b>Standards</b>	Prepared for counseling and conducted a subordinate-centered counseling session that produced a plan of action focusing the subordinates on individual and unit goal accomplishment IAW FM 22-100 and FM 7-22.7, (SH-4).

**ELO A** Identify the developmental counseling process.

**ELO B** Identify the types of developmental counseling.

**ELO C** Identify correct and incorrect counseling procedures.

---

**Assignments** The student assignments for this lesson are:

- Read SH-1, Advance Sheet
  - Read FM 22-100, Chap 1, 2, 5, and App C.
  - Read SH-4, Extracted Material from FM 7-22.7.
  - Complete PE-4, Conduct Developmental Counseling Student Homework Assignment.
- 

**Additional Subject Area Resources** None

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**Bring to Class**

- Pen or pencil.
- All reference material received for this lesson.

---

## **Student Handout 2**

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This student handout contains a developmental counseling situation.

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## Student Handout 2

### Developmental Counseling Situation

#### Counseling Situation

**Counselor:** In this situation, SGT Mitchell, a squad leader, must counsel one of his subordinates. Yesterday his platoon sergeant gave him a letter from the Post Exchange stating that PVT Donaldson, one of his soldiers, had written a bad check. The platoon sergeant told SGT Mitchell to counsel PVT Donaldson to prevent any future occurrences. SGT Mitchell has scheduled a 15-minute session with PVT Donaldson this afternoon. He has been a good soldier up to this point, and SGT Mitchell wants to find out what caused him to write a bad check.

**Counselee:** In this situation PVT Donaldson is a soldier working for SGT Mitchell. He is 19 years old and has been in the unit for six months. He likes the Army and has had no problems since coming to the unit. SGT Mitchell informed him that he wanted to talk to him this afternoon in his office. PVT Donaldson has no idea what he wants.

---

#### Requirements

During the counseling session, PVT Donaldson will relate the following facts to SGT Mitchell::

- (a) He was not aware that he wrote a bad check.
  - (b) No one taught him how to balance a checkbook.
  - (c) He wrote the check to the PX two days prior to payday thinking that the bank would get his paycheck before that personal check.
  - (d) PVT Donaldson has a good attitude and did not mean to write a bad check. He has no idea what to do to remedy the situation.
-

## Student Handout 3

---

This student handout contains a developmental counseling form.

---

## 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
Donaldson, Joseph	PVT/E-1	123-45-6789	2 Aug 02
Organization		Name and Title of Counselor	
HHC, Your Unit, APO AE 09123		SGT Mitchell, David / 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: I am counseling PVT Donaldson for writing a worthless check at the Post Exchange.  
 Facts: The chain of command received a letter from the Post Exchange stating that PVT Donaldson had written a bad check.

#### PART III - SUMMARY OF COUNSELING

**Complete this section during or immediately subsequent to counseling.**

**Key Points of Discussion:**

**o Root cause for the worthless check**

- PVT Donaldson stated he didn't realize that he'd written a bad check because he thought that writing a check 2 days before payday would allow time for his paycheck to reach the bank before the personal check
- No one had every taught PVT Donaldson how to balance a checkbook
- PVT Donaldson requested help in remedying the situation

**o Uttering checks without sufficient funds is punishable under UCMJ Article 123A**

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**

- Pay off the bad check written at the PX
- Learn how to balance checkbook and manage budget properly

#### OTHER INSTRUCTIONS

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

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

*o Go to Post Exchange, make arrangements to settle the worthless check and surcharges today and provide SGT Mitchell a copy of receipt*

*o Attend the post budget counseling class 10 Aug 02*

*o Make an appointment with the Unit Financial Advisor to get a budget drawn up within two weeks*

*o Based on the budget, draft a plan to ensure finances extend throughout the month; Stick with the budget*

*o If over budgeted, consider consolidating some of the bills*

*o Attend AER checkbook management class, 12 Aug 02 and keep checkbook balanced*

*o Follow-up with the chain-of-command monthly until you have taken care of the financial problem.*

*o Assessment date: On or about 1 Oct 02*

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

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: Joseph Donaldson Date: 2 Aug 02

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

*Enroll soldier in the post budget counseling and AER checkbook management classes. Schedule an appointment for the soldier with the Unit Financial Advisor. Review the budget plan. Follow-up monthly to ensure the soldier is staying within budget.*

Signature of Counselor: David Mitchell Date: 2 Aug 02

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

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

*PVT Donaldson cleared up worthless check on 2 Aug 02 and provided receipt*

*Attended budget counseling class on 10 Aug; stated he now understands the need*

*Developed a budget with the assistance of the Unit Financial Advisor 11 Aug 02*

*Attended the checkbook management class on 12 Aug and stated he realizes where he made his mistakes.*

*PVT Donaldson's budget enabled him to have a surplus in his checking account; he has committed to sticking with it.*

Counselor: David Mitchell Individual Counseled: Joseph Donaldson Date of Assessment: 2 Oct 02

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

DA FORM 4856 (Reverse)

## Student Handout 4

### Extracted Material from FM 7-22.7

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**This Student  
Handout  
Contains**

This student handout contains 20 pages of extracted material from the following publication:

FM 7-22.7, The Army Noncommissioned Officer Guide, 23 Dec 02

Chap 5 pages 5-1 thru 5-20

**Disclaimer:** The training developer downloaded this extract from the General Dennis J. Reimer Training and Doctrine Digital Library. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

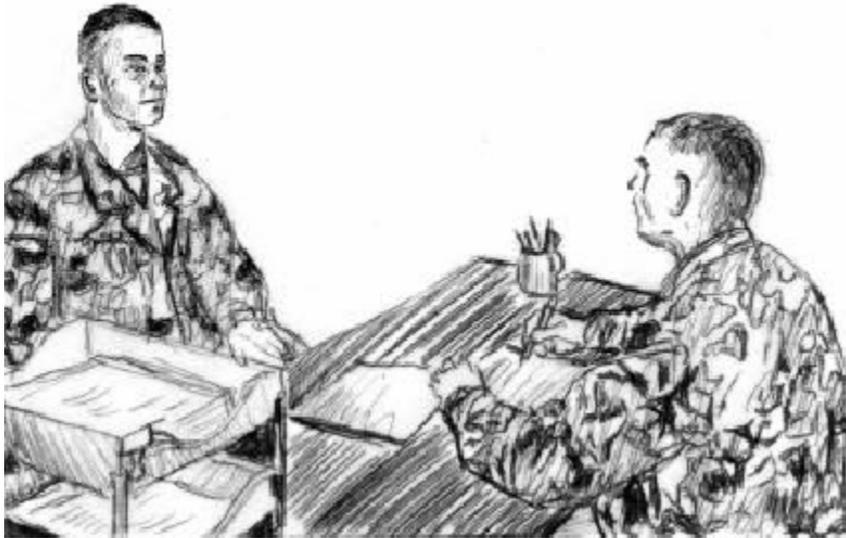
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Chapter 5

## 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***

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**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](http://www.leadership.army.mil); and the Army Counseling Homepage, [www.counseling.army.mil](http://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.**

## **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.

## 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.

- 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.

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

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*[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.

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*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

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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

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soldiers. This will assist them in providing specific, precise and objective guidance to their soldiers.

### THE COUNSELING SESSION

**This is an example of 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*

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*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*

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*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.

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### 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

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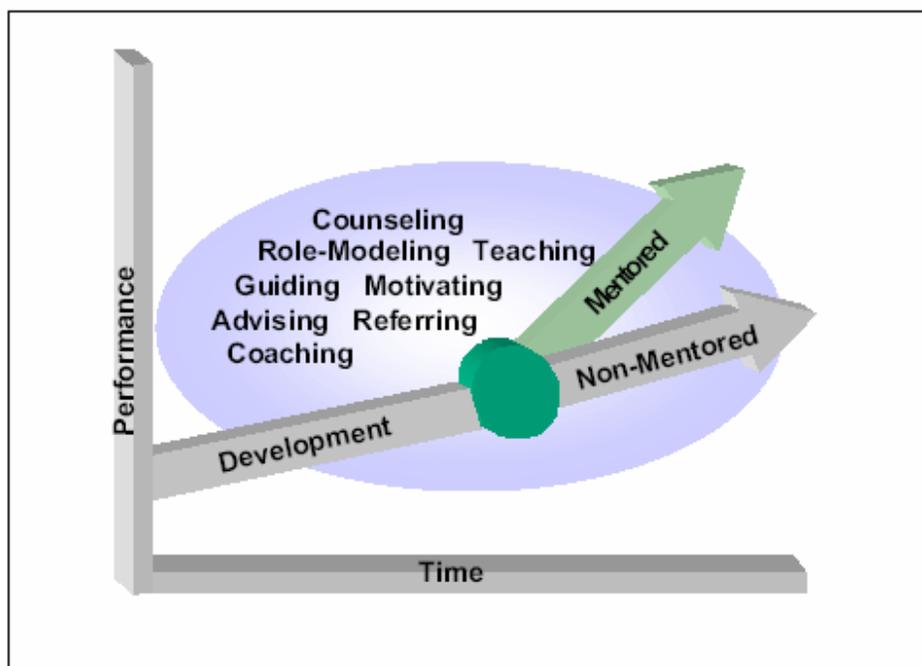


Figure 5-4. Mentorship Development

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

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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

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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.**

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**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.