

**Task: Conduct Performance Oriented Counseling
Number: 805B-79R-4432**

Effective Date: 2002-Nov-12

**Enlisted MOS:
79R Skill Level 4**

**STP:
STP 12-79R35-SM-TG
STP 12-79R35X-SM-TG**

Conditions: You are assigned as an AMEDD station commander. You have a soldier and the need to conduct performance-oriented counseling and access to:

- a. FM 22-100
- b. AR 623-205
- c. DA Form 4856-E
- d. DA Form 2166
- e. DA Form 2166-8-1

Standards: Correctly conduct a performance counseling session

Performance Steps

Evaluation Preparation: Use the materials listed in the CONDITIONS statement for on-the-job performance evaluation.

Performance Measures	<u>GO</u>	<u>NO GO</u>
1. Reviewed FM 22-100, appendix C	_____	_____
2. Identified the need for performance counseling <ul style="list-style-type: none">a. Initial NCOER counselingb. Quarterly NCOER counseling	_____	_____
3. Assessed the soldier's performance and potential based on the following leadership dimensions: <ul style="list-style-type: none">a. Values<ul style="list-style-type: none">(1) Loyalty. Bears true faith and allegiance in the correct order to the constitution, the Army, and the organization.(2) Duty. Fulfills professional, legal, and moral obligations. Carries out mission requirements. Meets professional standards. Sets the example. Complies with policies and directive. Continually pursues excellence.	_____	_____

- (3) Respect. Treats people as they should be treated. Creates a climate of fairness and equal opportunity. Exercises discretion and tact when correcting or questioning others. Remains courteous. Doesn't take advantage when holding positions of authority.
- (4) Selfless Service. Puts the welfare of the nation, the Army, and subordinates before personal welfare. Sustains team morale. Shares subordinate's hardships. Gives credit for successes to others and accepts personal responsibility for failures
- (5) Honor. Does what is legally and morally right. Possesses high personal moral standards. Remains honest in word and deed. Shows consistently good moral judgment and behavior. Puts being right ahead of being popular
- (6) Personal Courage. Shows physical and moral bravery. Takes responsibility for decisions and actions. Accept responsibility for mistakes and shortcomings.

b. Attributes:

(1) Mental

- (a) Possesses and displays will, self-discipline, initiative, judgment, self-confidence, intelligence, common sense, and cultural awareness.
- (b) Thinks and acts quickly and logically, even when there are no clear instructions or the plan falls apart.
- (c) Analyzes situations.
- (d) Combines complex ideas to generate feasible courses of action.
- (e) Balances resolve and flexibility
- (f) Shows a desire to succeed. Does not quit in the face of adversity.
- (g) Absorbs fair share of the load
- (h) Balances competing demands
- (i) Embraces and uses the talents of all members to build team cohesion

(2) Physical:

- (a) Maintains an appropriate level of physical fitness and military bearing
- (b) Presents a neat and professional appearance
- (c) Meets established norms of personal hygiene, grooming and cleanliness.
- (d) Maintains Army height and weight standards
- (e) Renders appropriate military and civilian courtesies
- (f) Demonstrates nonverbal expressions and gestures appropriate to the situation.
- (g) Copes with hardship
- (h) Completes physically demanding endeavors
- (i) Continues to function under adverse conditions
- (j) Leads by example in performance, fitness, appearance

(3) Emotional:

- (a) Shows self-confidence
- (b) Remains calm during conditions of stress, chaos, and rapid change
- (c) Exercises self-control, balance, and stability
- (d) Maintains a positive attitude
- (e) Demonstrates mature, responsible behavior that inspires trust and earns respect

c. Skills

- (1) Interpersonal
 - (a) Coaches, teaches, counsels, motivates and empowers subordinates. Readily interacts with others.
 - (b) Earns trust and respect.
 - (c) Actively contributes to problem solving and decision making. Sought out by peers for expertise and counsel.
- (2) Conceptual
 - (a) Reasons critically and ethically. Thinks creatively
 - (b) Anticipates requirements and contingencies. Improvises within the commander's intent. Uses appropriate reference material.
 - (c) Pays attention to details
- (3) Technical
 - (a) Possesses or develops the expertise necessary to accomplish all assigned tasks and function. Knows standards for task accomplishment
 - (b) Knows recruiting tactics, techniques, and procedures
 - (c) Masters prospecting and sales skills.
- (4) Tactical
 - (a) Knows how to apply recruiting doctrine within the commander's intent. Applies professional knowledge, judgment, and recruiting skill at the appropriate leadership level
 - (b) Combines and applies skill with people, ideas, and things to accomplish short-term missions
 - (c) Applies skill with people, ideas, and things to train for, plan, prepare, execute and assess market penetration actions

d. Actions:

- (1) Influencing
 - (a) Uses appropriate methods to reach goals while operating and improving. Motivates subordinates to accomplish assigned tasks and missions. Sets the example by demonstrating enthusiasm for, and methods of accomplishing assigned tasks.
 - (b) Assists peers and subordinates and shares information. Encourages subordinates and peers to express candid opinions. Actively listens to feedback and acts appropriately. Mediates peer conflicts and disagreements. Tactfully confronts and corrects others when necessary.
 - (c) Earns respect and obtains the willing cooperation of subordinates, peers, and superiors. Challenges others to match their personal example. Takes care of subordinates and their families. Prudently rallies peer pressure against peers when required.
 - (d) Provides a team vision for the future. Shapes the station climate by setting, sustaining, and ensuring a values-based environment.
- (2) Communicating
 - (a) Displays good oral, written, and listening skills
 - (b) Persuades others. Expresses thoughts and ideas clearly to individuals and groups. Speaks clearly and concisely. Speaks enthusiastically and maintains the listener's interest and involvement. Makes appropriate eye contact when speaking. Uses gestures that are

appropriate but not distracting.

- (c) Conveys ideas, feelings, sincerity and conviction. Expresses well thought out and well organized ideas. Uses grammatically and doctrinally correct terms and phrases. Uses appropriate visual aids.
- (d) Acts to determine, recognize and resolve misunderstandings. Listens and watches attentively; makes appropriate notes; conveys the essence of what was said or done to others.
- (e) Reacts appropriately to verbal and nonverbal feedback. Keep conversations on track. Understands in a single rapid reading.
- (f) Uses correct grammar, spelling, and punctuation. Has legible handwriting. Puts the bottom line up front.' Uses the active voice. Uses an appropriate format, clear organization, and a reasonably simple writing style. Uses essential acronyms and spells out those used. Stays on topic. Correctly uses facts and data.

(3) Decision-making

- (a) Employs sound judgment and logical reasoning. Gathers and analyzes relevant information about changing situations to recognize and define emerging problems. Make logical assumptions in the absence of facts.
- (b) Uncovers critical issues to use as a guide on both making decisions and taking advantage of opportunities. Keeps informed about developments and policy changes inside and outside the station.
- (c) Recognizes and generates innovative solutions. Develops alternative courses of action and chooses the best course of action based on analysis of their relative costs and benefits.
- (d) Anticipates needs for action. Relates and compares information from different sources to identify possible cause-and effect relationships.
- (e) Considers the impact and implications of decisions on others and on situations.
- (f) Involves others in decisions and keeps them informed of consequences that effect them.
- (g) Takes charge when in charge. Defines intent. Considers contingencies and their consequences. Remain decisive after discovering a mistake.
- (h) Acts in the absence of guidance. Improvises within commander's intent; handles a fluid environment.

(4) Motivating

- (a) Inspires, encourages, and guides others toward mission accomplishment. Doesn't show, discouragement when facing setbacks.
- (b) Attempts to satisfy subordinate's needs. Provides subordinates with the reason for tasks. Provides accurate, timely, and (where appropriate) positive feedback. Actively listens for feedback from subordinates. Uses feedback to modify duties, tasks, requirements, and goals when appropriate.
- (c) Recognizes individual and team accomplishments and rewards them appropriately. Recognizes poor

performance and addresses it appropriately. Justly applies disciplinary measures.

- (d) Keep subordinates informed. Clearly articulates expectations. Considers duty positions, capabilities, and developmental needs when assigning tasks. Provides early warning to subordinate leaders of tasks they will be responsible for. Defines requirements by issuing clear and concise orders or guidance. Allocates as much time as possible for task completion.
- (e) Accepts responsibility for station performance. Credits subordinates for good performance. Takes responsibility for and corrects poor performance.

(5) Operating

- (a) Accomplishes short-term missions.
- (b) Demonstrates tactical and technical competency appropriate to rank and position. Completes individual and station tasks to standard, on time, and within the commander's intent.

(6) Planning and preparing

- (a) Develops feasible and acceptable plans for themselves and others that accomplish the mission while expending minimum resources and posturing the organization for future mission success.
- (b) Uses forward planning to ensure each course of action achieves the desired outcome. Uses reverse planning and ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence.
- (c) Determines specified and implied tasks and restates the higher headquarters mission in terms appropriate to the organization
- (d) Incorporates adequate controls such as time phasing; ensures others understand when actions should begin or end. Allocates time to prepare and conduct rehearsals.
- (e) Ensures all courses of action accomplish the mission within the commander's intent. Allocates available resources to competing demands by setting task priorities based on the relative importance of each task.
- (f) Addresses likely contingencies. Remains flexible.
- (g) Personally arrives on time and meets deadlines; requires subordinates and their organizations to accomplish tasks on time. Delegates all tasks except those they are required to do personally.
- (h) Schedules activities so the station meets all commitments in critical performance areas. Recognizes and resolves scheduling conflicts. Notifies peers and subordinates, as far in advance as possible when their support is required.
- (i) Uses some form of a personal planning calendar to organize requirements.

(7) Executing

- (a) Uses technical and tactical skills to meet mission standards, takes care of people, and accomplishes the mission with available resources.
- (b) Performs individual and collective tasks to standard. Executes plans, adjusting when necessary, to

- accomplish the mission. Encourages initiative.
 - (c) Keeps higher and lower headquarters, superiors, and subordinates informed. Keeps track of people and equipment. Makes a necessary on-the-spot correction.
 - (d) Adapts to and handles fluid environments. Negotiates obstacles, difficulties, and hardships to accomplish the mission. Keeps track of task assignments and suspenses; adjust assignment, if necessary; follows-up.
- (8) Assessing
- (a) Uses assessment techniques and evaluation tools (especially AARs) to identify lessons learned and facilitate consistent improvements.
 - (b) Establishes and employs procedures for monitoring, coordinating, and regulating subordinates, actions and activities.
 - (c) Conducts initial assessments when beginning a new task or assuming a new position. Conduct IPRs. Analyzes activities to determine how desired end states are achieved or affected.
 - (d) Seeks sustainment in areas when the station meets the standard. Observes and assess actions in progress without over supervising.
 - (e) Judges results based on standards. Sorts out important actual and potential problems. Conducts and facilitates AARs; identifies lessons.
 - (f) Determines causes, effects, and contributing factors for problem. Analyzes activities to determine how desired end stated can be achieved ethically
- (9) Improving
- (a) Sustains skills and actions that benefit them and each of their people for the future
 - (b) Sustains and renews the station for the future by managing change and exploiting individual and institutional learning capabilities.
 - (c) Creates and sustains an environment where all leaders, subordinates and organizations can reach their full potential.
- (10) Developing
- (a) Strives to improve themselves, subordinates, and the station. Mentors by investing adequate time and effort in counseling, coaching, and teaching individual subordinates and subordinate leaders.
 - (b) Sets the example by displaying high standards of duty performance, personal appearance, military and professional bearing, and ethics.
 - (c) Creates a climate that expects good performance, recognizes superior performance, and doesn't accept poor performance. Designs tasks to provide practice in areas of subordinate leader's weakness.
 - (d) Clearly articulate tasks and expectations and sets realistic standards. Guides subordinate leaders in thinking problems for themselves
 - (e) Anticipates mistakes and freely offer assistance without becoming overbearing
 - (f) Observes, assesses, counsels, coaches, and evaluates subordinate leaders. Motivates subordinates to develop

themselves. Arranges training opportunities that help subordinates achieve insight, self-awareness, self-esteem, and effectiveness.

- (g) Balances the station's tasks, goals, and objective with subordinates' personal and professional needs. Develops subordinate leaders who demonstrate respect for natural resources and the environment.
- (h) Acts to expand and enhance subordinate's competence and self-confidence. Encourages initiatives. Creates and contributes to a positive organizational climate.
- (i) Builds on successes. Improves weaknesses.

(11) Building

- (a) Spends time and resources improving the station. Fosters a healthy ethical climate. Acts to improve the station's collective performance. Complies with and supports the company's goals.
- (b) Encourages people to work effectively with each other. Promotes teamwork and team achievement. Offers suggestions, but properly executes decisions of the chain of command and NCO support channel-even unpopular ones-as if they were their own.
- (c) Accepts and acts on assigned tasks. Volunteers in useful ways. Remains positive when the situation becomes confused or changes. Uses the chain of command and NCO support channel to solve problems
- (d) Supports equal opportunity. Prevents sexual harassment. Participates in organizational activities and functions. Participates in team tasks and missions without being requested to do so.
- (e) Establishes a climate that demonstrates respect for the environment and stewardship for natural resources.

(12) Learning

- (a) Seeks self-improvement in weak areas
- (b) Encourages station growth. Envisions, adapts, and leads change. Acts to expand and enhance personal and station knowledge and capabilities
- (c) Applies lessons learned. Asks incisive questions. Envisions ways to improve.
- (d) Endeavors to broaden understanding. Transform experiences into knowledge and use it to improve future performance. Makes knowledge accessible to the entire station.
- (e) Exhibits reasonable self-awareness. Takes time off to grow and recreate. Embraces and manages change; adopts a future orientation
- (f) Uses experience to improve themselves and the station

4. Employed the qualities, leader skills, preparatory steps, techniques, and follow-up measures for effective counseling outlined in the task for conducting event-driven counseling sessions.

5. Against the backdrop of leader values, attributes, skills, and actions, communicated what the soldier has done well this period and what needed improvement. Focused on potential.

6. Jointly established performance objectives and standards for the next period. _____

7. Recorded key points on DA Forms 2166-8-1 and 4856-E. _____

Evaluation Guidance: Score "GO" if soldier correctly performs all performance measures. Score "NO GO" if soldier incorrectly performs one or more performance measure. Provide on-the-spot correction, should the soldier experience minor difficulty. Consider directing self-study or OJT for soldiers who experience major difficulties in task performance.

References:

Number	Required	Title
AR 623-205	Y	Noncommissioned Officer Evaluation Reporting System
DA FORM 2166-8	Y	Noncommissioned Officer Evaluation Report
DA FORM 2166-8-1	Y	NCO Counseling Checklist/Record
DA FORM 4856	Y	General Counseling Form
FM 22-100	Y	Military Leadership

Certifications Required: None.

Supporting Individual Tasks: None.

Supported Drills: None.