

U.S. ARMY SERGEANTS MAJOR ACADEMY (WLC)

L228

CONDUCT DEVELOPMENTAL COUNSELING

OCT 07

**Warrior Leader Course
600-WLC**



"I AM A WARRIOR AND A MEMBER OF A TEAM"

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L228 / CONDUCT DEVELOPMENTAL COUNSELING
Effective Date	01 Oct 2007
Supersedes TSP(s) / Lesson(s)	L228, Conduct Developmental Counseling, Feb 06.
TSP Users	600-WLC, Warrior Leader Course 600-WLC (MOD), Warrior Leader Course (Modified)
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCP BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8405 Telephone (DSN) 978-8405</p> <p>e-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

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

<u>Task Number</u>	<u>Task Title</u>
158-100-1180	Develop Subordinate Leaders in a Squad
158-100-1260	Counsel Subordinates

**This TSP
Contains**

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CONDUCT DEVELOPMENTAL COUNSELING
L228 / Version 1
01 Oct 2007

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-WLC	1	Warrior Leader Course
	600-WLC (MOD)	1	Warrior Leader Course (Modified)
Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>	
	158-100-1180 (*)	Develop Subordinate Leaders in a Squad	
	158-100-1260 (*)	Counsel Subordinates	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
	158-100-1140	Communicate Effectively in a Given Situation	
Academic Hours	The academic hours required to teach this lesson are as follows:		
		Resident	
		Hours/Methods	
		2 hrs 5 mins / Conference / Discussion	
		2 hrs 45 mins / Practical Exercise (Performance)	
	Test	0 hrs	
	Test Review	0 hrs	
	Total Hours:	5 hrs	
Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>	
	Testing (to include test review)	N/A	
Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>	
	None		
Clearance Access	Security Level: Unclassified		
	Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 7-22.7	THE ARMY NONCOMMISSIONED OFFICER GUIDE	23 Dec 2002	SH-2
FM 6-22	ARMY LEADERSHIP	12 Oct 2006	SH-4

Student Study Assignments

Before class--

- Study Student Handouts 1, 2, and 4.
- Complete the Conduct Developmental Counseling Student Homework Assignment (Practical Exercise 4).

During class--

- Participate in class discussion, role-plays, and complete the Observer's Check Sheet on each session.

After class--

- Review all reference material.
- Turn in all recoverable materials.

Instructor Requirements

1:8, SSG, PLDC/WLC 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>
5820-00-P54-5863 TV COLOR, 19 Inch.		1:2	No		
5820-00-T39-0694 VCR		1:2	No		
6730-00-577-4813 SCREEN, PROJECTION		1:2	No		
6730-00-P53-8147 PROJECTOR, OVERHEAD,PROMIXA		1:2	No		
7110-00-132-6651 CHALKBOARD		1:2	No		
7520-01-424-4867 EASEL, DISPLAY AND TRAINING		1:2	No		
7530-00-619-8880 PAD, WRITING PAPER		1:2	No		
4470-01-359-2799 COMPUTER/NOTEBOOK/LAPTOP	1:1	1:2	Yes		
*PIN 710943 TVT COUNSEL SUBORDINATES		1:2	No		

**Materials
Required****Instructor Materials:**

- VGTs: 20.
- TSP.
- TVT, *Counseling Subordinates*.
- Copies of practical exercises (1 per student) for subsequent issue.
- Copies of Student Handout 3 (1 per student) for subsequent issue.
- Observer Check Sheet, page C-4 (1 per student plus 15 copies for subsequent issue during PE-1 and PE-2).
- DA Form 4856, pages C-22 and C-23 (1 per student plus 15 copies for subsequent issue during PE-2 and PE-3).

Student Materials:

- Student handouts.
- Pen or pencil and writing paper.

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

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

**Ammunition
Requirements**

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

**Instructional
Guidance**

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

Before class--

- Issue all required materials (SH-1, SH-2, 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.
- This TSP presents references at the beginning of some of the paragraphs. This allows you to inform your student of where they should look in their references in order to follow your instruction.
- Prior to beginning this lesson, select a student or two to observe their peers during ELO A, LSA 3 (active listening). Inform them that they will share their observations with the class.

During class--

- Facilitate the small group process IAW TSP.

After class--

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

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/ Carl W. Carlson /t/ Carlson, Carl W.	GS9	Training Specialist	17 May 07
/s/ Karen M. Wilson /t/ Wilson, Karen M.	GS11	Course Manager, WLC	17 May 07
/s/ Peter L. Smith /t/ Smith, Peter L.	SGM	Chief, WLC	21 May 07
/s/ Agnes D. Bennett-Green /t/ Bennett-Green, Agnes D.	SGM	Chief, CMDD	21 May 07

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 at all times whether you know it or not. Your subordinates watch your every move to see what kind of leader you are. 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 the example you set is a powerful teaching tool whose power we cannot overstate.

Developing leaders who follow you should be one of your highest priorities, and it supports the warrior ethos of training and developing Soldiers into warriors and warrior leaders. Counseling tells Soldiers what they are doing right, wrong, and how to improve on their weaknesses. This enables them to become disciplined, physically and mentally tough, trained, and proficient in their duties, standing ready to deploy, engage, and destroy the enemy when called to do so.

Terminal Learning Objective

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

Action:	Conduct developmental counseling.
Conditions:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.
Standards:	Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.

Safety Requirements

None

Risk Assessment Level	Low
Environmental Considerations	<p>NOTE: It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.</p> <p>None</p>
Evaluation	None
Instructional Lead-In	<p>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 subordinates who actively involve themselves in producing a plan outlining the actions needed 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 that counseling is an important responsibility of all leaders.</p> <p>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.</p>

SECTION III. PRESENTATION

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

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the developmental counseling process.
CONDITIONS:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2).
STANDARDS:	Identify the developmental counseling process by-- <ul style="list-style-type: none">• Reviewing leader's responsibilities.• Reviewing characteristics of counseling.• Reviewing leader counseling skills.

1. Learning Step / Activity 1. The Leader's Responsibilities

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-1

Ref: FM 7-22.7 (SH-2), Chap 5, pp 5-3 and 5-4, para 5-3 thru 5-6

Counseling is not just an occasional or quarterly event leaders accomplish and shelve until someone begins screaming about late monthly counseling statements. It's about taking care of your subordinates on a regular basis. Counseling is one of the most important leadership development responsibilities for Army leaders. The Army's future and the legacy of today's Army leaders rest on the shoulders of those they help prepare for greater responsibility. Just what do we mean? Let's begin our discussion with a look at your responsibilities as a leader concerning counseling.

Today's Army demands effective counseling. Leaders help Soldiers solve their problems by guiding them to a workable solution through effective counseling. As a leader's responsibility, it is so important that it should be on the training schedule to ensure sufficient time is available to do it.

QUESTION: Which Army values apply to developmental counseling?

ANSWER: All of them.

Ref: FM 7-22.7 (SH-2), Chap 5, p 5-3, para 5-4

SHOW VGT-1, ARMY VALUES AND COUNSELING

**Army Values and
Counseling**

Loyalty, Duty, and Selfless Service
Require Leaders to counsel subordinates.

Honor, Integrity, and Personal Courage
Require giving straightforward feedback.

Respect
Requires finding the best way to
communicate.

L228 / Oct 07 / VGT-1

Ref: FM 7-22.7 (SH-2), Chap 5, p 5-3, para 5-4

NOTE: Select different students to explain how each value applies to counseling. Allow five minutes for discussion.

Leaders are responsible for developing their Soldiers. 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.

REMOVE VGT-1

2. Learning Step / Activity 2. The Characteristics of Counseling

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 10 mins
Media: VGT-2 thru VGT-4

Ref: FM 6-22 (SH-4), App B, p B-4, para B-24

Army leaders conduct counseling to help subordinates become better team members, maintain or improve performance, and prepare for the future. Leaders that possess self-awareness and an adaptable counseling style focus on key characteristics that enhance their effectiveness as a counselor. These key characteristics include--

SHOW VGT-2, CHARACTERISTICS OF EFFECTIVE COUNSELING

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.

L228 / Jun 07 / VGT-3

Ref: FM 6-22 (SH-4), App B, p B-4, para B-24

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. Answers should cover the idea of avoiding 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, the next characteristic that we should take into consideration is flexibility. Why do you need flexibility? You need flexibility to fit the counseling style to the character of each subordinate and to establish the relationship desired.

REMOVE VGT-2

SHOW VGT-3, CHARACTERISTICS OF EFFECTIVE COUNSELING (CONT)

Characteristics of Effective Counseling (Cont)

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

COMMUNICATION:
Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language.

L228 / Oct 07 / VGT-3

Ref: FM 6-22 (SH-4), App B, p B-4, para B-24

Once you have achieved flexibility you must consider respect. Why respect? No two subordinates are alike. They have their 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.

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. It is vital to establish 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.

REMOVE VGT-3

SHOW VGT-4, CHARACTERISTICS OF EFFECTIVE COUNSELING (CONT)

Characteristics of Effective Counseling (Cont)

SUPPORT:
Encourage subordinates through actions while guiding them through their problems.

L228 / Oct 07 / VGT-5

Ref: FM 6-22 (SH-4), App B, p B-4, para B-24

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 look at the skills a good counselor possesses.

REMOVE VGT-4

3. Learning Step / Activity 3. Counseling Skills

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 25 mins

Media: VGT-5 and VGT- 6

Ref: FM 6-22 (SH-4), App B, pp B-4 thru B-6, para B-27 thru B-35

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, it must fit the situation, your capabilities, and the subordinate's expectations. Regardless of previous situations 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:

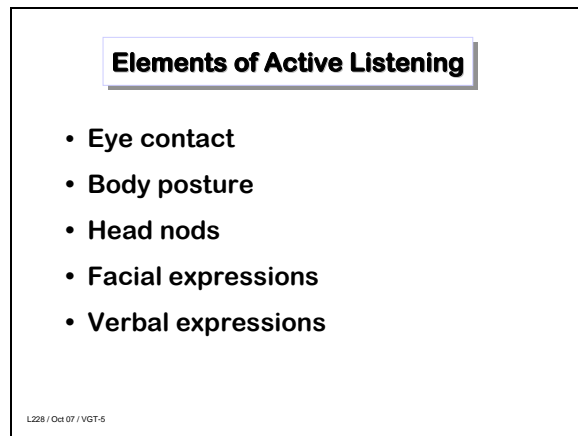
- Study human behavior.
- Learn the kinds of problems that affect your subordinates.
- Develop interpersonal skills.

The techniques needed to provide effective counseling vary from person to person and session to session. However, general skills that leaders will need in almost every situation include active listening, responding, and questioning.

NOTE: Indicate to the preselected student(s) to begin watching for signs of good and bad active listening indicators amongst their peers.

The first skill a good counselor has is active listening. Active listening helps communicate reception of the subordinate's message verbally and nonverbally. To capture the message fully, leaders listen to what is said and observe the subordinate's manners. Key elements of active listening include--

SHOW VGT-5, ELEMENTS OF ACTIVE LISTENING



Ref: FM 6-22 (SH-4), App B, p B-5, para B-28

Eye Contact: Maintaining eye contact without staring helps show sincere interest.

Occasional breaks of eye contact are normal and acceptable, while excessive breaks, paper shuffling, and clock-watching may display a lack of interest or concern.

Body Posture: Being relaxed and comfortable will help put the subordinate at ease.

However, a too-relaxed position or slouching may be interpreted as a lack of interest.

Head Nods: Occasional head nodding indicates paying attention and understanding of the issue. It may also encourage the subordinate to continue.

Facial Expressions: Keep facial expressions natural and relaxed to signal a sincere interest. This can put the subordinate at ease and enable him to speak in more detail.

Verbal Expressions: Refrain from talking too much and avoid interrupting. Let the subordinate do the talking, while keeping the discussion on the counseling subject.

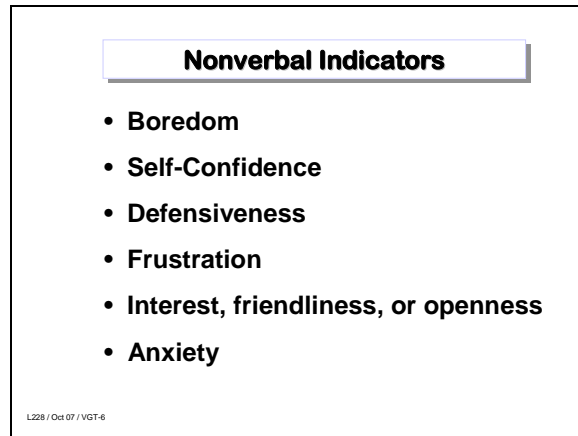
Active listening implies listening thoughtfully and deliberately to capture the nuances of the subordinate's language. Stay alert for common themes. A subordinate's opening and closing statements as well as recurring references may indicate his priorities. Inconsistencies and gaps may indicate an avoidance of the real issue.

REMOVE VGT-5

Pay attention to the subordinate's gestures to understand the complete message. By watching the subordinate's actions, leaders identify the emotions behind the words. Not all

actions are proof of a subordinate's feelings but they are due consideration. Some nonverbal indicators may include--

SHOW VGT-6, NONVERBAL INDICATORS



Ref: FM 6-22 (SH-4), App B, p B-5, para B-30

Boredom: Drumming on the table, doodling, clicking a ballpoint pen, or resting the head in the palm of the hand.

Self-confidence: Standing tall, leaning back with 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 or 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.

Anxiety: Sitting on the edge of the chair with arms uncrossed and hands open.

NOTE: Have the preselected student(s) share with the class their observations regarding the active listening indicators of their peers.

You should consider individual indicators carefully. Although each may reveal something about the subordinate, do not judge too quickly. When unsure look for reinforcing indicators or check with the subordinate to understand the behavior, determine what is underlying it, and allow the subordinate to take responsibility.

REMOVE VGT-6

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 reaches the last student. Have the last student tell the class what the sentence was. Ask the student who began the game to share the sentence you 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.

The second skill a good counselor possesses is that of responding. The counselor may respond verbally or nonverbally to show understanding or to elicit more information. Verbal responses consist of summarizing, interpreting, and clarifying the subordinate's message. Nonverbal responses include eye contact and occasional gestures such as a head nod.

The last counseling skill leaders use is questioning. This skill requires careful usage. Too many questions may make subordinates feel less power and can cause them to become passive. Or, they may feel their privacy is at stake and become defensive. Ask questions to obtain information or to get the subordinate to think deeper about a particular situation. Well-posed questions deepen understanding, encourage further explanation, and help the subordinate perceive the counseling session as a constructive experience.

CHECK ON LEARNING

QUESTION: What is the leader's primary tool for developing Soldiers?

ANSWER: Counseling.

Ref: FM 7-22.7, Chap 5, p 5-4, para 5-6

QUESTION: What are the five characteristics of counseling?

ANSWER: Purpose, flexibility, respect, communication, and support.

Ref: FM 6-22 (SH-4), App B, p B-4, para B-24

QUESTION: What general skills do leaders need in almost every counseling situation?

ANSWER: Active listening, responding, and questioning.

Ref: FM 6-22 (SH-4), App B, p B-5, para B-27

BREAK: Time 00:50 - 01:00

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

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the types of developmental counseling.
CONDITIONS:	As a squad leader in a classroom environment and given FM 6-22 (SH-4).
STANDARDS:	Identify the types of developmental counseling.

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: 20 mins

Media: VGT-7 thru VGT-10

Ref: FM 6-22 (SH-4), App B, p B-1, para B-3

The purpose of a counseling session determines which category of counseling it falls under. The three major categories of developmental counseling are--

SHOW VGT-7, CATAGORIES OF DEVELOPMENTAL COUNSELING

Categories of Developmental Counseling

- **Event counseling**
- **Performance counseling**
- **Professional growth counseling**

L228 / Oct 07 / VGT-7

Ref: FM 6-22 (SH-4), App B, p B-1, para B-3

Let's take a few minutes to discuss each catagory in more detail.

REMOVE VGT-7

Ref: FM 6-22 (SH-4), App B, pp B-1 and B-2, para B-4 thru B-7

The first major category of developmental counseling is event-oriented counseling. What do we mean by "event-oriented" counseling? This counseling occurs when a specific event or

situation indicates the need. It may precede or follow an event or even both. Examples of event-oriented counseling include--

SHOW VGT-8, EVENT-ORIENTED COUNSELING EXAMPLES

**Event-Oriented Counseling
Examples**

- **Instances of superior or substandard performance.**
- **Reception and integration counseling.**
- **Crisis counseling.**
- **Referral counseling.**
- **Promotion counseling.**
- **Separation counseling.**

L228 / Oct 07 / VGT-8

Ref: FM 6-22 (SH-4), App B, p B-1, para B-4

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 expected standards. If not, then you, with the subordinate, should develop a plan to improve performance or skills. This may be where you have to administer corrective training until the subordinate knows and achieves the standard. Once the subordinate meets the standard, this training should end. When counseling a subordinate for a specific performance, you should take the following actions:

NOTE: Refer students to FM 6-22 (SH-4), App B, pp B-1 and B-2, para B-7. Initiate a discussion on each bullet and have students provide an example.

- 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 subordinates what they 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.

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

Ref: FM 6-22 (SH-4), App B, p B-2, para B-8 and B-9

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. Here are possible areas of discussion for this type of counseling:

NOTE: Have students follow along in FM 6-22 (SH-4), Appendix B, page B-2, paragraph B-9 as you generate a discussion of each of the following topics. Solicit other possible areas of discussion from students.

- 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 6-22, Figure B-1).
- 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.

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 6-22 (SH-4), App B, p B-2, para B-11

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 them 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: Refer students to FM 6-22 (SH-4), Appendix B, page B-7, Figure B-1 and ask the following questions.

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

ANSWER: Army Emergency Relief or local Army Education Center.

Ref: FM 6-22 (SH-4), App B, p B-7, Fig B1

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 6-22 (SH-4), App B, p B-7, Fig B1

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.

Ref: FM 6-22 (SH-4), App B, p B-3, para B-12

Promotion Counseling

NOTE: FM 6-22 (SH-4), Appendix B, page B-3, paragraph B-12 states, "Army leaders must conduct promotion counseling for all specialists and sergeants who are eligible for advancement without waivers but not recommended for promotion to the next higher grade." This differs from AR 600-8-19 which has precedence.

AR 600-8-19, dated 9 November 2006, 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 conducting with this Soldier?

ANSWER: Adverse separation counseling.

Ref: FM 6-22 (SH-4), App B, p B-3, para B-13 and B-14

Adverse Separation Counseling

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.

REMOVE VGT-8

Ref: FM 6-22 (SH-4), App B, p B-3, para B-15 thru B-17

The second major category of counseling is performance counseling.

SHOW VGT-9, PERFORMANCE COUNSELING

Performance Counseling

- **Review past duty performance.**
- **Establish future performance objectives.**
- **Focus on the future rather than the past.**
- **Conduct face-to-face counseling between the rater and the subordinate.**

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Ref: FM 6-22 (SH-4), App B, p B-3, para B-15 thru B-17

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

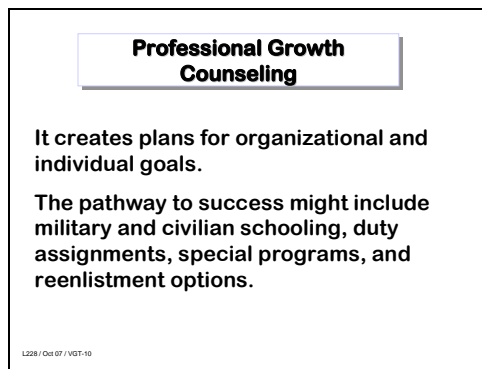
your performance in the pushup portion of the APFT by working on pushup improvement exercises in order to achieve your goal of scoring 90 points in the pushup event. Some pushup improvement exercises are...” You must establish standards that your subordinates can work towards and teach them how to achieve the standards in the developmental process. We will cover these two types of counseling in depth during another lesson.

REMOVE VGT-9

Ref: FM 6-22 (SH-4), App B, pp B-3 and B-4, para B-18 thru B-21

The third and last major category of counseling is professional growth counseling. This counseling includes planning for the accomplishment of individual and professional goals.

SHOW VGT-10, PROFESSIONAL GROWTH COUNSELING



Ref: FM 6-22 (SH-4), App B, pp B-3 and B-4, para B-18 and B-19

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.

REMOVE VGT-10

2. Learning Step / Activity 2. Approaches to Counseling

Method of Instruction: Conference / Discussion

Technique of Delivery: Small Group Instruction (SGI)

Instructor to Student Ratio: 1:8

Time of Instruction: 5 mins

Media: VGT-11 thru VGT-13

Ref: FM 6-22 (SH-4), App B, p B-8, para B-38

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 6-22 (SH-4), App B, p B-8, para B-38

SHOW VGT-11, APPROACHES TO COUNSELING

Approaches to Counseling		
	Advantages	Disadvantages
Nondirective	Encourages maturity. Encourages open communication. Develops personal responsibility.	More time-consuming. Requires greatest counselor skills.
Directive	Quickest method. Good for people who need clear, concise direction. Allows counselors to use their experience.	Does not encourage subordinates to be part of the solution. Tends to treat symptoms, not problems. Tends to discourage subordinates from talking freely. Solution is the counselor's, not the subordinate's.
Combined	Moderately quick. Encourages maturity. Encourages open communication. Allows counselors to use their experience.	May take too much time for some situations.

L228 / Oct 07 / VGT-11

Ref: FM 6-22 (SH-4), App B, p B-8, Fig B-2

There are three main approaches to counseling--the directive approach at one extreme, the nondirective approach at the other, and the combined approach. You should also recognize that the major difference between these three approaches to counseling is the degree to which the subordinate participates and "interacts" within the counseling session.

NOTE: Facilitate a discussion on the advantages and disadvantages of the different approaches to counseling. Allow three minutes for discussion.

REMOVE VGT-11

Ref: FM 6-22 (SH-4), App B, p B-8, para B-39 and B-40

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.

SHOW VGT-12, COUNSELING TECHNIQUES (NONDIRECTIVE OR COMBINED)

**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.
L228 / Oct 07 / VGT-12

Ref: FM 6-22 (SH-4), App B, p B-8, para B-39

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.

REMOVE VGT-12

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. Show the bullets as you discuss them.

SHOW VGT-13, 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.

L228 / Oct 07 / VGT-13

Ref: FM 6-22 (SH-4), App B, p B-8, para B-40

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.

REMOVE VGT-13

3. Learning Step / Activity 3. Counseling Process

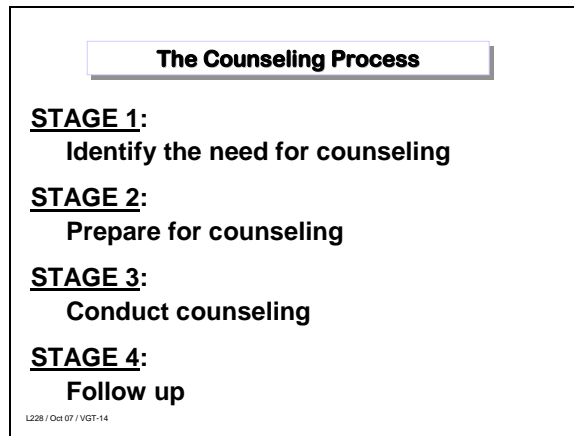
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 25 mins
Media: VGT-14 and VGT-15

Ref: FM 6-22 (SH-4), App B, p B-9, para B-41

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. Show bullets as you discuss them.

SHOW VGT-14, THE COUNSELING PROCESS



Ref: FM 6-22 (SH-4), App B, p B-9, para B-41

NOTE: Distribute Student Handout 3. Allow the students a couple of minutes to read the student handout.

We will use the Practical Exercise 1 scenario (worthless check) to illustrate the developmental counseling process. Let's begin our discussion of the developmental counseling process with the following points.

Ref: FM 6-22 (SH-4), App B, p B-9, para B-42

Stage 1--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 the need for counseling is and generate a brief discussion.

Ref: FM 6-22 (SH-4), App B, pp B-9 thru B-11, para B-43 thru B-51

Stage 2--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.
- 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.

- 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.

NOTE: Ask the students what counseling strategy SGT Mitchell should use in this situation. Answers may vary, but SGT Mitchell should most likely 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.

- 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 6-22 (SH-4), App B, pp B-12 and B-13, para B-52 thru B-59

Stage 3--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.

REMOVE VGT-14 TEMPORARILY

NOTE: Ask the students what the steps in conducting a counseling session are. Solicit responses from several students before showing VGT-15. Show the bullets as you discuss them.

SHOW VGT-15, CONDUCT THE COUNSELING SESSION

Conduct the Counseling Session

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

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Ref: FM 6-22 (SH-4), App B, p B-12, para B-52

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 serves as a reference 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 the key points and make sure the subordinate 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 future success.

REMOVE VGT-15

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.

RESHOW VGT-14

Ref: FM 6-22 (SH-4), App B, p B-13, para B-60 and B-61

Stage 4--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,
- Mentoring,
- Providing time, referrals, and resources,
- Conducting follow-up counseling,

- Informing the NCO support channel/chain of command, and
- Taking additional corrective measures and assessment.

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.

If the plan of action is not effective, make adjustments 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.

REMOVE VGT-14

CHECK ON LEARNING

QUESTION: What are the two directive counseling techniques?

ANSWER: Corrective training and commanding.

Ref: FM 6-22 (SH-4), App B, p B-8, para B-40

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

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

Ref: FM 6-22 (SH-4), App B, p B-8, Fig B-2

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

ANSWER: Referral counseling.

Ref: FM 6-22 (SH-4), App B, p B-2, para B-11

BREAK: Time 01:50 - 02:00

4. Learning Step / Activity 4. Developmental Counseling Form

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 20 mins
Media: VGT-16 thru VGT-20

NOTE: Direct the students to SH-3.

Ref: FM 6-22 (SH-4), App B, pp B-19 and B-20, Fig B-10 and B-11

Let's take this opportunity to discuss the Developmental Counseling Form, DA Form 4856, dated March 2006 which replaced the General Counseling Form, DA Form 4856, dated June 1999.

SHOW VGT-16, DA FORM 4856 PART I

DA Form 4856 Part I

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: (Counselor states the reason for the counseling, e.g. Performance/Professional or Event Oriented counseling, and includes The leader's facts and observations prior to the counseling.)

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: management (other than counseling) reassignment, separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/compensation see local directives and AR 600-100.

DA FORM 4856, MAR 2006 EDITION OF JAN 99 IS OBSOLETE

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Ref: <http://www.apd.army.mil/pub/eforms/pdf/a4856.pdf>

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, Part I, Administrative Data.

This is how you would fill in the administrative data from your student handout scenario.

REMOVE VGT-16

SHOW VGT-17, DA FORM 4856 PART II

DA Form 4856 Part II			
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 leader's 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 administrative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 600-500.			
DA FORM 4856, MAR 2006 EDITION OF JUN 98 IS OBSOLETE			

L228 / Oct 07 / VGT-17

Ref: <http://www.apd.army.mil/pub/eforms/pdf/a4856.pdf>

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, Part II, and review the information in the example.

REMOVE VGT-17

SHOW VGT-18, DA FORM 4856 PART III KEY POINTS

DA Form 4856 Part III Key Points			
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 leader's 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 administrative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 600-500.			
DA FORM 4856, MAR 2006 EDITION OF JUN 98 IS OBSOLETE			

L228 / Oct 07 / VGT-18

Ref: <http://www.apd.army.mil/pub/eforms/pdf/a4856.pdf>

When preparing for counseling, you outline the components of the counseling session. You will put that outline in this block. This will help you keep the session focused.

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. Write in the goals, objectives, and key points of discussion covered during the subordinate-centered communication in Part III.

REMOVE VGT-18

SHOW VGT-19, DA FORM 4856 PART III (BACK)

The image shows the back of DA Form 4856, specifically Part III. The form is titled "DA Form 4856 Part III (Back)" in a blue header. It is divided into several sections. The first section is "Plan of Action," which contains a large text area for writing. Below this is the "Session Closing" section, which includes a checkbox for "Individual Counselor" and a checkbox for "Disagrees with the information above." The "Leader Responsibilities" section follows, with a text area for writing. The final section is "PART IV - ASSESSMENT OF THE PLAN OF ACTION," which includes a checkbox for "Assessment" and a text area for writing. The form is labeled "PART III" on the left side. At the bottom left, it says "L228 / Oct 07 / VGT-19".

Ref: <http://www.apd.army.mil/pub/eforms/pdf/a4856.pdf>

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, 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 X's either "agree" or "disagree," provides remarks as appropriate, signs, and dates the form.

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, Leader Responsibilities block and have them discuss the information in this block.

NOTE: Ask students what the importance of annotating the leader's responsibilities is. Answers should include that when the leader demonstrates he plans to actively support the plan of action, the subordinate will respond to your care and concern for his success.

REMOVE VGT-19

And now, on to the final part of completing the form.

SHOW VGT-20, DA FORM 4856 PART IV

DA Form 4856 Part IV

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

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 remedy, if appropriate).)

Individual counselor: ☐ Agrees ☐ Disagrees with the information above.

Individual counselee remarks:

Signature of Individual Counselee: _____ 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 result(s)? This section is completed by both the leader and the individual counselee and provides useful information for follow-up counseling.)

Counselor: _____ Individual Counselee: _____ Date of Assessment: _____

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Ref: <http://www.apd.army.mil/pub/eforms/pdf/a4856.pdf>

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. As mentioned earlier, schedule this portion of the counseling in the plan of action.

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.

REMOVE VGT-20

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

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify correct and incorrect counseling procedures.
CONDITIONS:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and TVT, <i>Counseling Subordinates</i> .
STANDARDS:	Identify correct and incorrect counseling procedures by-- <ul style="list-style-type: none">• Observing a Developmental Counseling Session.• Conducting a Developmental Counseling Session.• Recording a Developmental Counseling Session.

NOTE: Allow students a ten minute break as appropriate (approximately every 50 minutes).

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: 45 mins
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, page 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.

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: 45 mins

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 three copies of the Observer Check Sheet, page C-4 and 3 copies of DA Form 4856, pages 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 counseling' you must practice. You will improve on 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.

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 enabling learning objective.

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 Appendix C, pages 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. 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.

SECTION V. SECTION V. STUDENT EVALUATION

**Testing
Requirements**

None

**Feedback
Requirements**

Provide appropriate feedback on student performance to enhance the transfer of learning.

NOTE: Immediate feedback should only be provided for safety reasons. Delayed feedback allows learner to determine his/her own mistakes, thus enhancing transfer of learning.

Enabling Learning Objective A

Learning Step 1

VGT-1, Army Values and Counseling

Army Values and Counseling

Loyalty, Duty, and Selfless Service
Require Leaders to counsel subordinates.

Honor, Integrity, and Personal Courage
Require giving straightforward feedback.

Respect
Requires finding the best way to
communicate.

L228 / Oct 07 / VGT-1

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.

Characteristics of Effective Counseling (Cont)

RESPECT:

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

COMMUNICATION:

Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language.

L228 / Oct 07 / VGT-3

Characteristics of Effective Counseling (Cont)

SUPPORT:

Encourage subordinates through actions while guiding them through their problems.

Elements of Active Listening

- **Eye contact**
- **Body posture**
- **Head nods**
- **Facial expressions**
- **Verbal expressions**

Nonverbal Indicators

- **Boredom**
- **Self-Confidence**
- **Defensiveness**
- **Frustration**
- **Interest, friendliness, or openness**
- **Anxiety**

L228 / Oct 07 / VGT-6

Enabling Learning Objective B

Learning Step 1

VGT-7, Categories of Developmental Counseling

Categories of Developmental Counseling

- **Event counseling**
- **Performance counseling**
- **Professional growth counseling**

L228 / Oct 07 / VGT-7

Event-Oriented Counseling Examples

- **Instances of superior or substandard performance.**
- **Reception and integration counseling.**
- **Crisis counseling.**
- **Referral counseling.**
- **Promotion counseling.**
- **Separation counseling.**

L228 / Oct 07 / VGT-8

Performance Counseling

- **Review past duty performance.**
- **Establish future performance objectives.**
- **Focus on the future rather than the past.**
- **Conduct face-to-face counseling between the rater and the subordinate.**

L228 / Oct 07 / VGT-9

Professional Growth Counseling

It creates plans for organizational and individual goals.

The pathway to success might include military and civilian schooling, duty assignments, special programs, and reenlistment options.

L228 / Oct 07 / VGT-10

Approaches to Counseling

	Advantages	Disadvantages
Nondirective	Encourages maturity. Encourages open communication. Develops personal responsibility.	More time-consuming. Requires greatest counselor skills.
Directive	Quickest method. Good for people who need clear, concise direction. Allows counselors to use their experience.	Does not encourage subordinates to be part of the solution. Tends to treat symptoms, not problems. Tends to discourage subordinates from talking freely. Solution is the counselor's, not the subordinate's.
Combined	Moderately quick. Encourages maturity. Encourages open communication. Allows counselors to use their experience.	May take too much time for some situations.

L228 / Oct 07 / VGT-11

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.

L228 / Oct 07 / VGT-12

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.

L228 / Oct 07 / VGT-13

The Counseling Process

STAGE 1:

Identify the need for counseling

STAGE 2:

Prepare for counseling

STAGE 3:

Conduct counseling

STAGE 4:

Follow up

L228 / Oct 07 / VGT-14

Conduct the Counseling Session

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

L228 / Oct 07 / VGT-15

Learning Step 4

VG-T-16, DA Form 4856 Part I

DA Form 4856 Part I				
PART I	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 leader's 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				
DA FORM 4856, MAR 2006		EDITION OF JUN 99 IS OBSOLETE		
		APD PE v2.00		

L228 / Oct 07 / VG-T-16

DA Form 4856 Part II

PART II

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 leader's 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			

DA Form 4856 Part III Key Points

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 leader's 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			

PART III

DA FORM 4856, MAR 2006

EDITION OF JUN 99 IS OBSOLETE

APD PE v2.00

L228 / Oct 07 / VGT-18

DA Form 4856 Part III (Back)

PART III

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 specified 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: _____

L228 / Oct 07 / VGT-19

DA Form 4856 Part IV

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 specified 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: _____

PART IV

L228 / Oct 07 / VGT-20

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

Appendix C Practical Exercises and Solutions

This appendix contains the items listed in this table--

Item/Title	Pages
PE-1, Observe a Developmental Counseling Session	C-2 thru C-4
PE-2, Conduct a Developmental Counseling Session	C-5 thru C-12
SPE-2, Solution to Practical Exercise 2	C-13 thru C-18
PE-3, Record a Developmental Counseling Session	C-19 thru C-23
SPE-3, Solution to Practical Exercise 3	C-24 and C-25
PE-4, Conduct Developmental Counseling Student Homework Assignment	C-26 thru C-28
SPE-4, Solution Sheet to Practical Exercise 4	C-29 and C-30

PRACTICAL EXERCISE 1

Title

OBSERVE A DEVELOPMENTAL COUNSELING SESSION

**Lesson
Number/Title**

L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING

Introduction

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.

Motivator

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.

**Terminal
Learning
Objective**

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

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

Action:	Conduct developmental counseling.
Conditions:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.
Standards:	Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.

**Safety
Requirements**

None

**Risk Assessment
Level**

Low

**Environmental
Considerations**

None

Evaluation

This is not a graded exercise.

**Instructional
Lead-In**

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. 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, page C-4.
-

Special Instructions

You will use the Observer Check Sheet, page 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, page C-4.

Feedback Requirements

At the conclusion of each session, you will share your observations with the group.

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 6-22, App B

1. Did the leader demonstrate the following attributes:	YES	NO	YES	NO		
a. Stated the reason for the counseling e.g., performance, professional growth, or event-oriented?						
b. Included facts and observations made prior to the counseling?						
c. Attempted to develop a mutual understanding with the subordinate?						
d. Appeared to annotate pertinent, specific, objective facts and observations?						
e. Appeared to be unnecessarily biased or judgmental?						
2. Did the leader demonstrate the following leader counseling skills:						
a. Listened actively?						
b. Communicated verbally?						
c. Communicated nonverbally?						
d. Responded adequately?						
e. Questioned adequately?						
f. Provided appropriate agency referral if required?						
g. Selected the proper approach to counseling?						
h. Avoided counseling errors?						
3. Did the leader use the proper counseling techniques:						
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?						
4. Did the leader in the counseling process present the following factors:						
a. Appeared to have selected a suitable place?						
b. Appeared to have an outline?						
c. Established the right atmosphere?						
d. Developed a plan of action?						
e. Recorded the session?						
f. Closed the session?						
g. Scheduled a follow up?						
h. Determined date for assessment of the plan of action?						
5. Overall assessment rating	Unsatisfactory		Satisfactory		Superior	
RATINGS CHART: 1-18 = Unsatisfactory 19-25 = Satisfactory 26-27 = Superior						

PRACTICAL EXERCISE 2

Title	CONDUCT A DEVELOPMENTAL COUNSELING SESSION							
Lesson Number/Title	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING							
Introduction	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 do exactly that.							
Motivator	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.							
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Conduct developmental counseling.</td></tr><tr><td>Conditions:</td><td>As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.</td></tr><tr><td>Standards:</td><td>Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.</td></tr></table>		Action:	Conduct developmental counseling.	Conditions:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.	Standards:	Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.
Action:	Conduct developmental counseling.							
Conditions:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.							
Standards:	Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.							
Safety Requirements	None							
Risk Assessment Level	Low							
Environmental Considerations	None							
Evaluation	This is not a graded practical exercise.							

Instructional Lead-In

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.

Resource Requirements**Instructor Materials:**

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

Student Materials:

- Pen or pencil.
-

Special Instructions

None

Feedback Requirements

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. Ask for feedback from several students and discuss the different strengths and weaknesses recorded while observing the counselor during the session.

Role Play # 1

Counselor: In this situation you are SGT Stevens, Carl A., a section leader. One of your Soldiers, SPC Tobler, Billy B., 123-45-6789, 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. Your unit is HHT, 1-4 CAV, and today's date is 13 July 2007.

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.
-

Role Play # 1

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 WLC course and would like to know more about it.
-

Role-Play # 2

Counselor: In this situation you are SGT Niccum, Karen B., a team leader. One of your Soldiers, PVT Meldrum, Sally A., 123-45-6789, 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. Your unit is 1-4 CAV and today's date is 13 July 2007.

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.
-

Role-Play # 2

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

Counselor: In this situation you are SGT Keller, Thomas Q., a squad leader. A new Soldier, PFC Roberts, Stanley P. 123-45-6789, 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. Your unit is HHT, 1-4 CAV, and today's date is 3 August 2007.

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.
-

Role-Play # 3

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 two 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.
-

SOLUTION TO PRACTICAL EXERCISE 2 ROLE-PLAY # 1

DEVELOPMENTAL COUNSELING FORM For use of this form, see FM 6-22; the proponent agency is TRADOC.			
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 6-22. Leaders should use this form as necessary.		
DISCLOSURE:	Disclosure is voluntary.		
PART I - ADMINISTRATIVE DATA			
Name (<i>Last, First, MI</i>) TOBLER, BILLY B.	Rank/Grade SPC / E-4	Social Security No. 123-45-6789	Date of Counseling 13 JUL 07
Organization HHT, 1-4 CAV		Name and Title of Counselor STEVENS, CARL A. SGT	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (<i>Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes The leader's facts and observations prior to the counseling.</i>) Event-Oriented: Preparation for Promotion Counseling Facts: I've observed SPC Tobler's duty performance over the past year and feel that he may have potential for promotion.			
PART III - SUMMARY OF COUNSELING Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion: <ul style="list-style-type: none"> o Observations on leadership potential o Requirements for SECONDARY Zone of Consideration: 4 Months Time in Grade 16 Months Time in Service Your Current Status: 8 Months Time in Grade 24 Months Time in Service o Study material: <div style="margin-left: 20px;"> <i>Review question subject area checklist</i> <i>Read selected Army Regulations and Field Manuals</i> <i>Drill questions and answers</i> </div> o APFT score and weapons qualification: <div style="margin-left: 20px;"> <i>Due record APFT next month</i> <i>Current weapons qualification is expert with 39 out of 40 hits</i> </div> o WLC: <div style="margin-left: 20px;"> <i>Heard about WLC and needs more information</i> <i>Conduct inventory of personal clothing and equipment using WLC checklist</i> </div> o Mock board: <div style="margin-left: 20px;"> <i>Plan for mock board in near future</i> </div> o Uniform inspection: <div style="margin-left: 20px;"> <i>Check for proper fit</i> <i>Ensure all awards, tabs, and unit insignia are correct and up-to-date</i> </div> o Short- and long-term professional goals: <div style="margin-left: 20px;"> <i>Plan to reenlist and make the Army a career</i> <i>Wants to prepare to be successful and develop professionally</i> </div> o Short- and long-term individual goals: <div style="margin-left: 20px;"> <i>Has no college now, but wants to get started</i> </div> 			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (<i>other than rehabilitative transfers</i>), 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 specified time line for implementation and assessment (Part IV below)

o Review promotion board subject area checklist; begin studying ASAP and prepare for mock board on 5 August 2007

o Prepare to give best effort on record APFT on 1 August 2007

o Research installation WLC website to obtain student guide and pre-execution checklist; address any questions or concerns to SGT Stevens; prepare for inventory of clothing/equipment on 10 August 2002

o Check fit of uniform, update ribbons and badges, and prepare for inspection on 25 July 2002

o Visit education center next week to explore secondary education options and increase promotion potential

o Assessment date: after mock board on 12 August 2007

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.)

Provide with subject area checklist, reference materials and websites to visit; Schedule and conduct mock board; Conduct pre-WLC clothing/equipment inventory/inspection; Conduct uniform inspection; Allow time to visit ed-center and attend classes within mission constraints

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.)

20 July 2007 SPC Tobler visited the ed-center and enrolled in an English Composition course that begins on 15 August 2002

1 August 2007 SPC Tobler scored 298 on the APFT

5 August 2007 SPC Tobler displayed tremendous knowledge in all subject areas when he appeared before the mock board

10 August 2007 SPC Tobler's had all serviceable clothing and equipment

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

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

SOLUTION TO PRACTICAL EXERCISE 2 ROLE-PLAY # 2

DEVELOPMENTAL COUNSELING FORM For use of this form, see FM 6-22; the proponent agency is TRADOC.			
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 6-22. 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
MELDRUM, SALLY A.	PVT / E-1	123-45-6789	13 JUL 07
Organization		Name and Title of Counselor	
HHT, 1-4 CAV		NICCUM, KAREN B. SGT	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes The leader's facts and observations prior to the counseling.) Event-Oriented: <i>I am counseling PVT Meldrum for a noticeable drop in her duty performance and motivation.</i> Facts: <i>I have noticed that for the last month PVT Meldrum appears tired, is frequently late, and doesn't seem to have the same motivation.</i>			
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: <ul style="list-style-type: none"> - <i>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.</i> - <i>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.</i> - <i>PVT Meldrum enjoys the Army and does not want to get out, but she doesn't know what else to do.</i> - <i>PVT Meldrum stated that she needs help, but she's normally a private person and doesn't know how to ask for help.</i> 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 in this counseling, 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 start; (3) That if separated prior to ETS, she could receive either an honorable, general, or other than honorable discharge for her current term of service, or her term of service would be uncharacterized if she 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 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 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 her from enlisting in any component of the Armed Forces; (9) That separation prior to ETS may cause her to lose her entitlement to education benefits and money paid into the Army College Fund; (10) That separation prior to ETS may cause her to repay any unearned bonus received for enlistment or reenlistment; (11) That it would be unlikely that any attempt to have her characterization of service upgraded would be successful; (12) That she is encouraged to make every reasonable effort to ensure her performance and conduct meet military standards; (13) That she would be given a reasonable effort to bring her substandard performance and conduct to acceptable military standards.			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (<i>other than rehabilitative transfers</i>), 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 specified 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 25 August 2007

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.)

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: _____ 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.)

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: _____ Individual Counseled: _____ Date of Assessment: _____

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

SOLUTION TO PRACTICAL EXERCISE 2 ROLE-PLAY # 3

DEVELOPMENTAL COUNSELING FORM For use of this form, see FM 6-22; the proponent agency is TRADOC.			
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 6-22. Leaders should use this form as necessary.		
DISCLOSURE:	Disclosure is voluntary.		
PART I - ADMINISTRATIVE DATA			
Name (<i>Last, First, MI</i>) ROBERTS, STANLEY P.	Rank/Grade PFC / E-3	Social Security No. 123-45-6789	Date of Counseling 3 AUG 07
Organization HHT, 1-4 CAV		Name and Title of Counselor KELLER, THOMAS Q. SGT	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (<i>Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes The leader's facts and observations prior to the counseling.</i>) Event-Oriented: <i>PFC Roberts is receiving his reception and integration counseling.</i> Facts: <i>PFC Roberts is just arriving from overseas; the CO assigned him to my section.</i>			
PART III - SUMMARY OF COUNSELING Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion: <ul style="list-style-type: none"> o Family Issues: <ul style="list-style-type: none"> - <i>PFC Roberts informed me that he got married while home on leave and he wants to bring his spouse here next month.</i> - <i>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 ID card; and finance isn't aware of her existence.</i> - <i>PFC Roberts stated that his stepchild is ill and his spouse does not have the money for a civilian doctor.</i> 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 (<i>other than rehabilitative transfers</i>), 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 specified 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: _____ Date: _____

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

Take PFC Roberts to the Platoon Sergeant for further guidance.

Resume reception and integration counseling after situation is done.

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.)

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, enrolled in DEERS, and started BAH (8 Aug 07).

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: _____ Individual Counseled: _____ Date of Assessment: _____

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

PRACTICAL EXERCISE 3

Title	RECORD A DEVELOPMENTAL COUNSELING SESSION							
Lesson Number/Title	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING							
Introduction	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.							
Motivator	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 or her strengths and weaknesses. Then, work out a plan of action with the subordinate that provides the right guidance for the Soldier to reach his or her personal, professional, and organizational goals. You owe this to your subordinates and a record provides undeniable facts.							
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Conduct developmental counseling.</td></tr><tr><td>Conditions:</td><td>As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.</td></tr><tr><td>Standards:</td><td>Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.</td></tr></table>		Action:	Conduct developmental counseling.	Conditions:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.	Standards:	Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.
Action:	Conduct developmental counseling.							
Conditions:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.							
Standards:	Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.							
Safety Requirements	None							
Risk Assessment Level	Low							
Environmental Considerations	None							

Evaluation	This is not a graded exercise.
Instructional Lead-In	This PE requires you to apply the information you have learned in this lesson by having you record a counseling session.
Resource Requirements	<p>Instructor Materials: None</p> <p>Student Materials:</p> <ul style="list-style-type: none"> • Pen or pencil. • DA Form 4856.
Special Instructions	You have 20 minutes to complete this exercise.
Procedures	<p>Complete the DA Form 4856 on pages C-22 and C-23 based on the situation provided below. 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.</p> <p>Situation</p> <p>Use today's date and HHT, 1-4 CAV, as your unit. You are SGT Paul P. Moore, a section leader, counseling PFC Iron B. Smith, SSN 123-45-6789, 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 has 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 occurrences 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 section's office this afternoon and recorded the following notes:</p>

Procedures,
continued

-
- 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

You will record some possible solutions on your DA Form 4856, and prepare to discuss your completed DA Form 4856.

DEVELOPMENTAL COUNSELING FORM

For use of this form, see FM 6-22; the proponent agency is TRADOC.

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 6-22. 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 leader's 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 specified 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.

SOLUTION TO PRACTICAL EXERCISE 3

DEVELOPMENTAL COUNSELING FORM For use of this form, see FM 6-22; the proponent agency is TRADOC.			
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 6-22. Leaders should use this form as necessary.		
DISCLOSURE:	Disclosure is voluntary.		
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI) SMITH, IRON B.	Rank/Grade PFC / E-3	Social Security No. 123-45-6789	Date of Counseling 3 AUG 07
Organization HHT, 1-4 CAV		Name and Title of Counselor MOORE, PAUL P. SGT	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling, and includes the leader's facts and observations prior to the counseling.) Event-oriented: 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 and hasn't previously had any adverse counseling.			
PART III - SUMMARY OF COUNSELING Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion: <ul style="list-style-type: none"> o Reason for not following AR 190-5 and safety SOP: <ul style="list-style-type: none"> -PFC Smith stated that no one ever informed him of the regulation that requires seatbelt use while operating a military vehicle. -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. -PFC Smith wants to comply with regulations and doesn't want to cause problems. o Reviewed portions of AR 190-5 and safety SOP covering use of seatbelts in both military vehicles and POVs with PFC Smith. 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 his term of service would be uncharacterized if he has 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 he 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 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 performance and conduct meet military standards; (13) That he would be given a reasonable effort to bring his substandard performance and conduct to acceptable military standards. o Goals to improve performance: <ul style="list-style-type: none"> - PFC Smith will always wear his seatbelt when operating any motor vehicle - PFC Smith will familiarize himself with AR 190-5 and the unit safety SOP 			
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 specified 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 2007.

o Present your class to SGT Moore on 9 August 2007 as a practice and to make changes as needed.

o Assessment date: after class on 16 August 2007.

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.)

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: _____ 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.)

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: _____ Individual Counseled: _____ Date of Assessment: _____

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

PRACTICAL EXERCISE 4

Title	CONDUCT DEVELOPMENTAL COUNSELING STUDENT HOMEWORK ASSIGNMENT						
Lesson Number/Title	L228 version 1 / CONDUCT DEVELOPMENTAL COUNSELING						
Introduction	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 the strengths and weaknesses of your counseling skills.						
Motivator	The tasks you will perform during this PE will help you to counsel your subordinates correctly.						
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Conduct developmental counseling.</td></tr><tr><td>Conditions:</td><td>As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.</td></tr><tr><td>Standards:</td><td>Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.</td></tr></table>	Action:	Conduct developmental counseling.	Conditions:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.	Standards:	Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.
Action:	Conduct developmental counseling.						
Conditions:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.						
Standards:	Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.						
Safety Requirements	None						
Risk Assessment Level	Low						
Environmental Considerations	None						
Evaluation	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.						
Instructional Lead-In	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.						
Resource Requirements	<p>Instructor Materials:</p> <ul style="list-style-type: none">• None <p>Student Materials:</p> <ul style="list-style-type: none">• Pen or pencil.• FM 6-22 (SH-4).						

**Special
Instructions**

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

Procedures

Students can use FM 6-22 (SH-4) 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.

_____ (_____).

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. _____.
-

Procedures,
continued

-
7. List the approaches to counseling.
 - a. _____.
 - b. _____.
 - c. _____.
 8. Identify the approach to counseling that works best to correct simple problems, make on the spot corrections, and correct aspects of duty performance.
_____.
 9. Identify some counseling techniques you can use during the nondirective and combined approach to counseling.
 - a. _____.
 - b. _____.
 - c. _____.
 - d. _____.
 10. Identify some counseling techniques you can use during the directive approach to counseling.
 - a. _____.
 - b. _____.
-

**Feedback
Requirement**

You will discuss the solutions with your instructor based on the Solution Sheet to Practical Exercise 4.

Solution Sheet to Practical Exercise 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 6-22 (SH-4), App B, p B-4, para B-24

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 6-22 (SH-4), App B, p B-4, para B-25

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 6-22 (SH-4), App B, p B-para C-16

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

- a. Army Emergency Relief (AER)

Ref: FM 6-22 (SH-4), App B, p B-7, Fig B-1

5. Name the major categories of developmental counseling.

- a. Event-oriented.
- b. Performance.
- c. Professional growth.

Ref: FM 6-22 (SH-4), App B, p B-1, para B-3

6. List some examples of event-oriented counseling.

- a. Specific instances of superior or substandard performance.
- b. Reception and integration.
- c. Crisis counseling.
- d. Referral counseling.
- e. Promotion.
- f. Separation.

Ref: FM 6-22 (SH-4), App B, p B-1, para B-4

7. List the approaches to counseling.

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

Ref: FM 6-22 (SH-4), App B, p B-8, para B-38 and Fig B-2

8. Identify the approach to counseling that develops personal responsibility in subordinates.

- a. Nondirective.

Ref: FM 6-22 (SH-4), App B, p B-8, Fig B-2

9. 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 6-22 (SH-4), App B, p B-8, para B-39

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

- a. Corrective training.
- b. Commanding.

Ref: FM 6-22 (SH-4), App B, p B-8, para B-40

HANDOUTS FOR LESSON 1: L228 version 1

This appendix contains the items listed in this table--

Title/Synopsis	Page(s)
SH-1, Advance Sheet	SH-1-1
SH-2, Extracted Material from FM 7-22.7	SH-2-1 thru SH-2-21
SH-3, Developmental Counseling Process Situation	SH-3-1 thru SH-3-4
SH-4, Extracted Material from FM 6-22	SH-4-1 thru SH-4-17

Student Handout 1

Advance Sheet

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)

Action:	Conduct developmental counseling.
Conditions:	As a squad leader in a classroom environment given FM 6-22 (SH-4) and an extract from FM 7-22.7 (SH-2), as well as role-play exercises that require developmental counseling.
Standards:	Prepare for counseling and conduct a subordinate-centered counseling session that produces a plan of action focusing the subordinate on individual and unit goal accomplishment.

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 SH-2, Extracted Material from FM 7-22.7.
- Read SH-4, Extracted Material from FM 6-22 (SH-4), App B.
- Complete PE-4, Conduct Developmental Counseling Student Homework Assignment.

Additional Subject Area Resources

None

Bring to Class

You must bring the following materials to class:

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

Student Handout 2

Extracted Material from FM 7-22.7

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

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

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

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

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.

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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.

5-4

Counseling and Mentorship

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

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

CSM Daniel E. Wright

EFFECTIVE ARMY COUNSELING PROGRAM

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

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

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THE COUNSELING PROCESS

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

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

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

COL David Reaney

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

Figure 5-2. Major Aspects of Counseling Process

5-6

Counseling and Mentorship

ASSESS THE PLAN OF ACTION

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

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

SGM Randolph S. Hollingsworth

TYPES OF DEVELOPMENTAL COUNSELING

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

EVENT-ORIENTED COUNSELING

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

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

COUNSELING FOR SPECIFIC INSTANCES

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

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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.

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- 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

5-12

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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 let's 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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Counseling and Mentorship

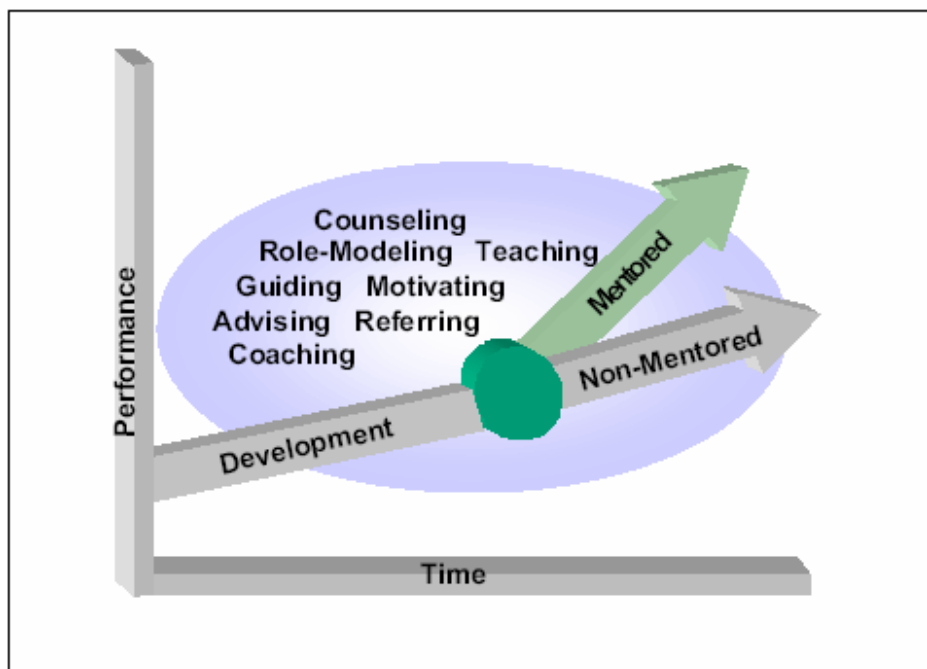


Figure 5-4. Mentorship Development

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

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

CSM Cynthia A. Pritchett

SUSTAIN MENTORSHIP

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

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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

5-18

Counseling and Mentorship

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



MENTORSHIP BUILDS THE FUTURE

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

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

CSM Christine E. Seitzinger

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

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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.

Student Handout 3

Developmental Counseling Process Situation

This student handout contains three pages of support material developed by the training developer providing a developmental counseling process situation for the lesson.

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STUDENT HANDOUT 3

DEVELOPMENTAL COUNSELING PROCESS SITUATION

Counselor: In this situation, SGT David Mitchell, a squad leader in HHT, 1-4 CAV, must counsel one of his subordinates. Yesterday his platoon sergeant gave him a letter from the Post Exchange stating that PVT Joseph Donaldson, 123-45-6789, 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 (2 Aug 07). 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.

During the counseling session, PVT Donaldson relates 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.

DEVELOPMENTAL COUNSELING FORM For use of this form, see FM 6-22; the proponent agency is TRADOC.			
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 6-22. Leaders should use this form as necessary.		
DISCLOSURE:	Disclosure is voluntary.		
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI) DONALDSON, JOSEPH	Rank/Grade PVT / E-1	Social Security No. 123-45-6789	Date of Counseling 2 AUG 07
Organization HHT, 1-4 CAV		Name and Title of Counselor 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 leader's 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: Key Points of Discussion: o Root cause for the worthless check <ul style="list-style-type: none"> - PVT Donaldson stated he didn't realize that he'd written a bad check because he thought that writing a check two days before payday would allow time for his paycheck to reach the bank before the personal check. - No one had ever taught PVT Donaldson how to balance a checkbook. - PVT Donaldson requested help in remedying the situation. o Writing checks without sufficient funds is punishable under UCMJ Article 123A 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 his current term of service, or his term of service would be uncharacterized if he has 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 he 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 to lose his 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 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.			
o Goals to correct problem <ul style="list-style-type: none"> - 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 specified 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 07.**
- 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 07, 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 Sep 07.**

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.)

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: _____ 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.)

PVT Donaldson cleared up worthless check on 2 Aug 07 and provided receipt.

Attended budget counseling class on 10 Aug 07; stated he now understands the need.

Developed a budget with the assistance of the Unit Financial Advisor 11 Aug 07.

Attended the checkbook management class on 12 Aug 07 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: _____ Individual Counseled: _____ Date of Assessment: _____

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

Student Handout 4

Extracted Material from FM 6-22

This student handout contains 16 pages of extracted material from the following publication:

FM 6-22, Army Leadership, 12 Oct 06.

Appendix B

pages B-1 thru B-14, B-19, and B-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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Appendix B

Counseling

B-1. Counseling is the process used by leaders to review with a subordinate the subordinate's demonstrated performance and potential (Part Three, Chapter 8).

B-2. Counseling is one of the most important leadership development responsibilities for Army leaders. The Army's future and the legacy of today's Army leaders rests on the shoulders of those they help prepare for greater responsibility.

TYPES OF DEVELOPMENTAL COUNSELING

B-3. Developmental counseling is categorized by the purpose of the session. The three major categories of developmental counseling are—

- Event counseling.
- Performance counseling.
- Professional growth counseling.

EVENT COUNSELING

B-4. Event-oriented counseling involves a specific event or situation. It may precede events such as appearing before a promotion board or attending training. It can also follow events such as noteworthy duty performance, a problem with performance or mission accomplishment, or a personal issue. Examples of event-oriented counseling include—

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

Counseling for Specific Instances

B-5. Sometimes counseling is tied to specific instances of superior or substandard duty performance. The leader uses the counseling session to convey to the subordinate whether or not the performance met the standard and what the subordinate did right or wrong. Successful counseling for specific performance occurs as close to the event as possible. Leaders should counsel subordinates for exceptional as well as substandard duty performance. The key is to strike a balance between the two. To maintain an appropriate balance, leaders keep track of counseling for exceptional versus substandard performance.

B-6. Although good leaders attempt to balance their counseling emphasis, leaders should always counsel subordinates who do not meet the standard. If the Soldier or civilian's performance is unsatisfactory because of a lack of knowledge or ability, leader and subordinate can develop a plan for improvement. Corrective training helps ensure that the subordinate knows and consistently achieves the standard.

B-7. When counseling a subordinate for a specific performance, take the following actions:

- Explain the purpose of the counseling—what was expected, and how the subordinate failed to meet the standard.
- Address the specific unacceptable behavior or action—do not attack the person's character.
- Explain the effect of the behavior, action, or performance on the rest of the organization.

- Actively listen to the subordinate's response.
- Remain neutral.
- Teach the subordinate how to meet the standard.
- Be prepared to do some personal counseling, since a failure to meet the standard may be related to or be the result of an unresolved personal problem.
- Explain to the subordinate how an individual development plan will improve performance and identify specific responsibilities in implementing the plan. Continue to assess and follow up on the subordinate's progress. Adjust the plan as necessary.

Reception and Integration Counseling

B-8. Caring and empathic Army leaders should counsel all new team members when they join the organization. Reception and integration counseling serves two important purposes:

- It identifies and helps alleviate any problems or concerns that new members may have, including any issues resulting from the new duty assignment.
- It familiarizes new team members with the organizational standards and how they fit into the team. It clarifies roles and assignments and sends the message that the chain of command cares.

B-9. Reception and integration counseling should among others include the following discussion points:

- Chain of command familiarization.
- Organizational standards.
- Security and safety issues.
- Noncommissioned officer (NCO) support channel (who is in it and how it is used).
- On- and off-duty conduct.
- Personnel/personal affairs/initial and special clothing issue.
- Organizational history, structure, and mission.
- Soldier programs within the organization, such as Soldier of the Month/Quarter/Year, and educational and training opportunities.
- 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 leader.

Crisis Counseling

B-10. Crisis counseling includes getting a Soldier or employee through a period of shock after receiving negative news, such as the notification of the death of a loved one. It focuses on the subordinate's immediate short-term needs. Leaders may assist the subordinate by listening and providing appropriate assistance. Assisting can also mean referring the subordinate to a support activity or coordinating for external agency support, such as obtaining emergency funding for a flight ticket or putting them in contact with a chaplain.

Referral Counseling

B-11. Referral counseling helps subordinates work through a personal situation. It may or may not follow crisis counseling. Referral counseling aims at preventing a problem from becoming unmanageable if the empathic Army leader succeeds in identifying the problem in time and involves appropriate resources, such as Army Community Services, a chaplain, or an alcohol and drug counselor. (Figure B-4 lists support activities.)

Promotion Counseling

B-12. Army leaders must conduct promotion counseling for all specialists and sergeants who are eligible for advancement without waivers but 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 promotion eligibility and then periodic (performance/personal growth) counseling thereafter.

Adverse Separation Counseling

B-13. 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).

B-14. Developmental counseling may not apply when an individual has engaged in serious acts of misconduct. In those situations, leaders should refer the matter to the commander and the servicing staff judge advocate. When rehabilitative efforts fail, counseling with a view towards separation is required. It is an administrative prerequisite to many administrative discharges, while sending a final warning to the Soldier: improve performance or face discharge. In many situations, it is advisable to involve the chain of command as soon as it is determined that adverse separation counseling might be required. A unit first sergeant or the commander should inform the Soldier of the notification requirements outlined in AR 635-200.

PERFORMANCE COUNSELING

B-15. During performance counseling, leaders conduct a review of a subordinate's duty performance over a certain period. Simultaneously, leader and subordinate jointly establish performance objectives and standards for the next period. Rather than dwelling on the past, focus on the future: the subordinate's strengths, areas of improvement, and potential.

B-16. Performance counseling is required under the officer, NCO, and Army civilian evaluation reporting systems. The officer evaluation report (OER) (DA Form 67-9) process requires periodic performance counseling as part of the OER Support Form requirements. Mandatory, face-to-face performance counseling between the rater and the rated NCO is required under the noncommissioned officer evaluation reporting system. (See AR 623-3). Performance evaluation for civilian employees also includes both of these requirements.

B-17. Counseling at the beginning of and during the evaluation period ensures the subordinate's personal involvement in the evaluation process. Performance counseling communicates standards and is an opportunity for leaders to establish and clarify the expected values, attributes, and competencies. The OER support form's coverage of leader attributes and competencies is an excellent tool for leader performance counseling. For lieutenants and junior warrant officers, the major performance objectives on the OER Support Form (DA Form 67-9-1) are used as the basis for determining the developmental tasks on the Developmental Support Form (DA Form 67-9-1A). Quarterly face-to-face performance and developmental counseling is required for these junior officers as outlined in AR 623-3. Army leaders ensure that performance objectives and standards are focused and tied to the organization's objectives and the individual's professional development. They should also echo the objectives on the leader's support form as a team member's performance contributes to mission accomplishment.

PROFESSIONAL GROWTH COUNSELING

B-18. Professional growth counseling includes planning for the accomplishment of individual and professional goals. During the counseling, leader and subordinate conduct a review to identify and discuss the subordinate's strengths and weaknesses and to create an individual development plan that builds upon those strengths and compensates for (or eliminates) weaknesses.

B-19. As part of professional growth counseling, leader and subordinate may choose to develop a "pathway to success" with short- and long-term goals and objectives. The discussion of the pathway includes opportunities for civilian or military schooling, future duty assignments, special programs, and

reenlistment options. An individual development plan is a requirement for all Soldiers and Army civilians as every person's needs and interests are different.

B-20. Career field counseling is required for lieutenants and captains before they are considered for promotion to major. Raters and senior raters in conjunction with the rated officer need to determine where the officer's skills and talents best fit the needs of the Army. The rated officer's preference and abilities (both performance and intellectual) must be considered. The rater and senior rater should discuss career field designation with the officer prior to making a recommendation on the rated officer's OER.

B-21. While these categories can help organize and focus counseling sessions, they should not be viewed as separate or exhaustive. For example, a counseling session that focuses on resolving a problem may also address improving duty performance. A session focused on performance often includes a discussion on opportunities for professional growth. Regardless of the topic of the counseling session, leaders should follow a basic format to prepare for and conduct it. The Developmental Counseling Form, DA Form 4856, discussed at the end of this appendix provides a useful framework to prepare for almost any type of counseling. Use it to help mentally organize the relevant issues to cover during counseling sessions.

THE LEADER AS A COUNSELOR

B-22. To be effective, developmental counseling must be a shared effort. Leaders assist their subordinates in identifying strengths and weaknesses and creating plans of action. Once an individual development plan is agreed upon, they support their Soldiers and civilians throughout the plan implementation and continued assessment. To achieve success, subordinates must be forthright in their commitment to improve and candid in their own assessments and goal setting.

B-23. Army leaders evaluate Army civilians using procedures prescribed under civilian personnel policies. DA Form 4856 is appropriate to counsel Army civilians on professional growth and career goals. DA Form 4856 is not adequate to address civilian counseling concerning Army civilian misconduct or poor performance. The servicing Civilian Personnel Office can provide guidance for such situations.

B-24. Caring and empathic Army leaders conduct counseling to help subordinates become better team members, maintain or improve performance, and prepare for the future. While it is not easy to address every possible counseling situation, leader self-awareness and an adaptable counseling style focusing on key characteristics will enhance personal effectiveness as a counselor. These key characteristics include—

- **Purpose:** Clearly define the purpose of the 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.
- **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 QUALITIES OF THE COUNSELOR

B-25. Army leaders must demonstrate certain qualities to be effective counselors. These qualities include respect for subordinates, self-awareness and cultural awareness, empathy, and credibility.

B-26. One challenging aspect of counseling is selecting the proper approach to a specific situation. To counsel effectively, the technique used must fit the situation, leader capabilities, and subordinate expectations. Sometimes, leaders may only need to give information or listen, while in other situations a subordinate's improvement may call for just a brief word of praise. Difficult circumstances may require structured counseling followed by definite actions, such as referrals to outside experts and agencies.

B-27. Self-aware Army leaders consistently develop and improve their own counseling abilities. They do so by studying human behavior, learning the kinds of problems that affect their followers, and developing

their interpersonal skills. The techniques needed to provide effective counseling vary from person to person and session to session. However, general skills that leaders will need in almost every situation include active listening, responding, and questioning.

ACTIVE LISTENING

B-28. Active listening helps communicate reception of the subordinate's message verbally and nonverbally. To capture the message fully, leaders listen to what is said and observe the subordinate's manners. Key elements of active listening include—

- **Eye contact.** Maintaining eye contact without staring helps show sincere interest. Occasional breaks of eye contact are normal and acceptable, while excessive breaks, paper shuffling, and clock-watching may be perceived as a lack of interest or concern.
- **Body posture.** Being relaxed and comfortable will help put the subordinate at ease. However, a too-relaxed position or slouching may be interpreted as a lack of interest.
- **Head nods.** Occasionally head nodding indicates paying attention and encourages the subordinate to continue.
- **Facial expressions.** Keep facial expressions natural and relaxed to signal a sincere interest.
- **Verbal expressions.** Refrain from talking too much and avoid interrupting. Let the subordinate do the talking, while keeping the discussion on the counseling subject.

B-29. Active listening implies listening thoughtfully and deliberately to capture the nuances of the subordinate's language. Stay alert for common themes. A subordinate's opening and closing statements as well as recurring references may indicate his priorities. Inconsistencies and gaps may indicate an avoidance of the real issue. Certain inconsistencies may suggest additional questions by the counselor.

B-30. Pay attention to the subordinate's gestures to understand the complete message. By watching the subordinate's actions, leaders identify the emotions behind the words. Not all actions are proof of a subordinate's feelings but they should be considered. Nonverbal indicators of a subordinate's attitude include—

- **Boredom.** Drumming on the table, doodling, clicking a ballpoint pen, or resting the head in the palm of the hand.
- **Self-confidence.** Standing tall, leaning back with 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 or 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.
- **Anxiety.** Sitting on the edge of the chair with arms uncrossed and hands open.

B-31. Leaders consider each indicator carefully. Although each may reveal something about the subordinate, do not judge too quickly. When unsure look for reinforcing indicators or check with the subordinate to understand the behavior, determine what is underlying it, and allow the subordinate to take responsibility.

RESPONDING

B-32. A leader responds verbally and nonverbally to show understanding of the subordinate. Verbal responses consist of summarizing, interpreting, and clarifying the subordinate's message. Nonverbal responses include eye contact and occasional gestures such as a head nod.

QUESTIONING

B-33. Although focused questioning is an important skill, counselors should 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. The subordinate may also react to excessive questioning as an intrusion of privacy and become defensive. During a leadership development review, ask questions to obtain information or to get the subordinate to think deeper about a particular situation. Questions should evoke more than a yes or no answer. Well-posed questions deepen understanding, encourage further explanation, and help the subordinate perceive the counseling session as a constructive experience.

COUNSELING ERRORS

B-34. 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. Competent leaders avoid rash judgments, stereotyping, losing emotional control, inflexible counseling methods, or improper follow-up.

B-35. To improve leader counseling skills, follow these general guidelines:

- To help resolve the problem or improve performance, determine the subordinate's role in the situation and what the subordinate has done.
- Draw conclusions based on more factors than the subordinate's statement.
- Try to understand what the subordinate says and feels; listen to what is said and how it is said
- Display empathy when discussing the problem.
- When asking questions, be sure the information is needed.
- Keep the conversation open-ended and avoid interrupting.
- Give the subordinate your full attention.
- Be receptive to the subordinate's emotions, without feeling responsible to save the subordinate from hurting.
- Encourage the subordinate to take the initiative and to speak aloud.
- Avoid interrogating.
- Keep personal experiences out of the counseling session, unless you believe your experiences will really help.
- Listen more and talk less.
- Remain objective.
- Avoid confirming a subordinate's prejudices.
- Help the subordinates help themselves.
- Know what information to keep confidential and what to present to the chain of command, if necessary.

ACCEPTING LIMITATIONS

B-36. Army leaders cannot help everyone in every situation. Recognize personal limitations and seek outside assistance, when required. When necessary, refer a subordinate to the agency more qualified to help.

B-37. The agency list in figure B-1 assists in solving problems. Although it is generally in an individual's best interest to begin by seeking help from their first-line leaders, caring leaders should respect an individual's preference to contact any of these agencies on their own.

Activity	Description
Adjutant General	Provides personnel and administrative services support such as orders, ID cards, retirement assistance, deferments, and in- and out-processing.
American Red Cross	Provides communications support between Soldiers and families and assistance during or after emergency or compassionate situations.
Army Community Service	Assists military families through their information and referral services, budget and indebtedness counseling, household item loan closet, and information about other military posts.
Army Substance Abuse Program	Provides alcohol and drug abuse prevention and control programs.
Better Opportunities for Single Soldiers (BOSS)	Serves as a liaison between installation agencies and single Soldiers.
Army Education Center	Provides services for continuing education and individual learning services support.
Army Emergency Relief	Provides financial assistance and personal budget counseling; coordinates student loans through Army Emergency Relief education loan programs.
Career Counselor	Explains reenlistment options and provides current information on prerequisites for reenlistment and selective reenlistment bonuses.
Chaplain	Provides spiritual and humanitarian counseling to Soldiers and Army civilians.
Claims Section, SJA	Handles claims for and against the government, most often those for the loss and damage of household goods.
Legal Assistance Office	Provides legal information or assistance on matters of contracts, citizenship, adoption, marital problems, taxes, wills, and powers of attorney.
Community Counseling Center	Provides alcohol and drug abuse prevention and control programs for Soldiers.
Community Health Nurse	Provides preventive health care services.
Community Mental Health Service	Provides assistance and counseling for mental health problems.
Employee Assistance Program	Provides health nurse, mental health service, and social work services for Army civilians.
Equal Opportunity Staff Office and Equal Employment Opportunity Office	Provides assistance for matters involving discrimination in race, color, national origin, gender, and religion. Provides information on procedures for initiating complaints and resolving complaints informally.
Family Advocacy Officer	Coordinates programs supporting children and families including abuse and neglect investigation, counseling, and educational programs.
Finance and Accounting Office	Handles inquiries for pay, allowances, and allotments.
Housing Referral Office	Provides assistance with housing on and off post.
Inspector General	Renders assistance to Soldiers and Army civilians. Corrects injustices affecting individuals and eliminates conditions determined to be detrimental to the efficiency, economy, morale, and reputation of the Army. Investigates matters involving fraud, waste, and abuse.
Social Work Office	Provides services dealing with social problems to include crisis intervention, family therapy, marital counseling, and parent or child management assistance.

Figure B-1. Support activities

ADAPTIVE APPROACHES TO COUNSELING

B-38. An effective leader approaches each subordinate as an individual. Different people and different situations require different counseling approaches. Three approaches to counseling include nondirective, directive, and combined (see Part Three, Chapter 8 for more). These approaches differ in specific techniques, but all fit the definition of counseling and contribute to its overall purpose. The major difference between the approaches is the degree to which the subordinate participates and interacts during a counseling session. Figure B-2 identifies the advantages and disadvantages of each approach.

	Advantages	Disadvantages
Nondirective	Encourages maturity. Encourages open communication. Develops personal responsibility.	More time-consuming. Requires greatest counselor skills.
Directive	Quickest method. Good for people who need clear, concise direction. Allows counselors to use their experience.	Does not encourage subordinates to be part of the solution. Tends to treat symptoms, not problems. Tends to discourage subordinates from talking freely. Solution is the counselor's, not the subordinate's.
Combined	Moderately quick. Encourages maturity. Encourages open communication. Allows counselors to use their experience.	May take too much time for some situations.

Figure B-2. Counseling approach summary chart

COUNSELING TECHNIQUES

B-39. The Army leader can select from several techniques when counseling subordinates. These techniques may cause subordinates to change behavior and improve upon their performance. Counseling techniques leaders may explore during the nondirective or combined approaches include—

- **Suggesting alternatives.** Discuss alternative actions that the subordinate may take. Leader and subordinate together decide which course of action is most appropriate.
- **Recommending.** Recommend one course of action, but leave the decision to accept it to the subordinate.
- **Persuading.** Persuade the subordinate that a given course of action is best, but leave the final decision to the subordinate. Successful persuasion depends on the leader's credibility, the subordinate's willingness to listen, and mutual trust.
- **Advising.** Advise the subordinate that a given course of action is best. This is the strongest form of influence not involving a command.

B-40. Techniques to use during the directive approach to counseling include—

- **Corrective training.** Teach and assist the subordinate in attaining and maintaining the required standard. A subordinate completes corrective training when the standard is consistently attained.
- **Commanding.** Order the subordinate to take a given course of action in clear, precise words. The subordinate understands the order and will face consequences for failing to carry it out.

THE FOUR-STAGE COUNSELING PROCESS

B-41. Effective Army leaders make use of a four-stage counseling process:

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

STAGE 1: IDENTIFY THE NEED FOR COUNSELING

B-42. Usually organizational policies—such as counseling associated with an evaluation or command directed counseling—focus a counseling session. However, leaders may also conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate's development. 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.

STAGE 2: PREPARE FOR COUNSELING

B-43. Successful counseling requires preparation in the following seven areas:

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

Select a Suitable Place

B-44. Conduct the counseling in an environment that minimizes interruptions and is free from distracting sights and sounds.

Schedule the Time

B-45. When possible, counsel a subordinate during the duty day. Counseling after duty hours may be rushed or perceived as unfavorable. Select a time free from competition with other activities. Consider that important events occurring after the session could distract a subordinate from concentrating on the counseling. The scheduled time for counseling should also be appropriate for the complexity of the issue at hand. Generally, counseling sessions should last less than an hour.

Notify the Subordinate Well in Advance

B-46. Counseling is a subordinate-centered, two-person effort for which the subordinate must have adequate time to prepare. The person to be counseled should know why, where, and when the counseling takes place. Counseling tied to a specific event should happen as closely to the event as possible. For performance or professional development counseling, subordinates may need at least a week or more to prepare or review specific documents and resources, including evaluation support forms or counseling records.

Organize Information

B-47. The counselor should review all pertinent information, including the purpose of the counseling, facts, and observations about the person to be counseled, identification of possible problems, and main points of discussion. The counselor can outline a possible plan of action with clear obtainable goals as a basis for the final plan development between counselor and the Soldier or civilian.

Outline the Components of the Counseling Session

B-48. Using the available information, determine the focus and specific topics of the counseling session. Note what prompted the counseling requirement, aims, and counselor role. Identify possible key comments and questions to keep the counseling session subordinate-centered and which can help guide the subordinate through the session's stages. As subordinates may be unpredictable during counseling, a written outline can help keep the session on track and enhances the chance for focused success.

Counseling Outline
<p>Type of counseling: Initial NCOER counseling for SFC Taylor, a recently promoted new arrival to the unit.</p> <p>Place and time: The platoon office, 1500 hours, 9 October.</p> <p>Time to notify the subordinate: Notify SFC Taylor one week in advance of the counseling session.</p> <p>Subordinate preparation: Instruct SFC Taylor to put together a list of goals and objectives he would like to complete over the next 90 to 180 days. Review the values, attributes, and competencies of FM 6-22.</p> <p>Counselor preparation:</p> <p>Review the NCO Counseling Checklist/Record</p> <p>Update or review SFC Taylor's duty description and fill out the rating chain and duty description on the working copy of the NCOER.</p> <p>Review each of the values and responsibilities in Part IV of the NCOER and the values, attributes, and competencies in FM 6-22. Think of how each applies to SFC Taylor's duties as platoon sergeant.</p> <p>Review the actions necessary for a success or excellence rating in each value and responsibility.</p> <p>Make notes in blank spaces on relevant parts of the NCOER to assist in counseling.</p> <p>Role as a counselor: Help SFC Taylor to understand the expectations and standards associated with the platoon sergeant position. Assist SFC Taylor in developing the values, attributes, and competencies that enable him to achieve his performance objectives consistent with those of the platoon and company. Resolve any aspects of the job that SFC Taylor does not clearly understand.</p> <p>Session outline: Complete an outline following the counseling session components listed in figure B-4 and based on the draft duty description on the NCOER. This should happen two to three days prior to the actual counseling session.</p>

Figure B-3. Example of a counseling outline

Plan the Counseling Strategy

B-49. There are many different approaches to counseling. The directive, nondirective, and combined approaches offer a variety of options that can suit any subordinates and situation (see figure B-3 and Part Three, Chapter 8).

Establish the Right Atmosphere

B-50. The right atmosphere promotes open, two-way communication between a leader and subordinate. To establish a more relaxed atmosphere, offer the subordinate a seat or a cup of coffee. If appropriate, choose to sit in a chair facing the subordinate since a desk can act as a barrier.

B-51. Some situations require more formal settings. During counseling to correct substandard performance, leaders seated behind a desk may direct the subordinate to remain standing. This reinforces the leader's role and authority and underscores the severity of the situation.

Example Counseling Session

Open the Session

- To establish a relaxed environment for an open exchange, explain to SFC Taylor that the more one discusses and comprehends the importance of the Army Values, leader attributes, and competencies, the easier it is to develop and incorporate them for success into an individual leadership style.
- State the purpose of the counseling session and stress that the initial counseling is based on what SFC Taylor needs to do to be a successful platoon sergeant in the unit. Come to an agreement on the duty description and the specific performance requirements. Discuss related values, competencies, and the standards for success. Explain that subsequent counseling will address his developmental needs as well as how well he is meeting the jointly agreed upon performance objectives. Urge a thorough self-assessment during the next quarter to identify his developmental needs.
- Ensure that SFC Taylor knows the rating chain and resolve any questions he has about his duty position and associated responsibilities. Discuss the close team relationship that must exist between a platoon leader and a platoon sergeant, including the importance of honest, two-way communication.

Discuss the Issue

- Jointly review the duty description as spelled out in the NCOER, including all associated responsibilities, such as maintenance, training, and taking care of Soldiers. Relate the responsibilities to leader competencies, attributes, and values. Revise the duty description, if necessary. Highlight areas of special emphasis and additional duties.
- Clearly discuss the meaning of value and responsibility on the NCOER. Discuss the values, attributes, and competencies as outlined in FM 6-22. Ask focused questions to identify if he relates these items to his role as a platoon sergeant.
- Explain to SFC Taylor that the leader's character, presence, and intellect are the basis for competent leadership and that development of the desired leader attributes requires that Army leaders adopt them through consistent self-awareness and lifelong learning. Emphasize that the plan of action to accomplish major performance objectives must encompass the appropriate values, attributes, and competencies. Underscore that the development of the leader's character can never be separate from the overall plan.

Assist in Developing a Plan of Action (During the Counseling Session)

- Ask SFC Taylor to identify tasks that will facilitate the accomplishment of the agreed-upon performance objectives. Describe each by using the values, responsibilities, and competencies found on the NCOER and in FM 6-22.
- Discuss how each value, responsibility, and competency applies to the platoon sergeant position. Discuss specific examples of success and excellence in each

value and responsibility block. Ask SFC Taylor for suggestions to make the goals objective, specific, and measurable.

- Ensure that SFC Taylor leaves the counseling session with at least one example of a success or excellence bullet statement as well as sample bullet statements for each value and responsibility. Discuss SFC Taylor's promotion goals and ask him what he considers his strengths and weaknesses. Obtain copies of the last two master sergeant selection board results and match his goals and objectives.

Close the Session

- Verify SFC Taylor understands the duty description and performance objectives.
- Stress the importance of teamwork and two-way communication.
- Ensure SFC Taylor understands that you expect him to assist in your development as a platoon leader—both of you have the role of teacher and coach.
- Remind SFC Taylor to perform a self-assessment during the next quarter.
- Set a tentative date during the next quarter for the follow-up counseling.

Notes on Strategy

- Offer to answer any questions SFC Taylor may have.
- Expect SFC Taylor to be uncomfortable with the terms and development process and respond in a way that encourages participation throughout the session

Figure B-4. Example of a counseling session

STAGE 3: CONDUCT THE COUNSELING SESSION

B-52. Caring Army leaders use a balanced mix of formal and informal counseling and learn to take advantage of everyday events to provide subordinates with feedback. Counseling opportunities often appear when leaders encounter subordinates in their daily activities in the field, motor pool, barracks, and wherever else Soldiers and civilians perform their duties. Even during ad-hoc counseling, leaders should address the four basic components of a counseling session:

- Opening the session.
- Discussing the issues.
- Developing a plan of action.
- Recording and closing the session.

Open the Session

B-53. In the session opening, the leader counselor states the purpose and establishes a subordinate-centered setting. The counselor establishes an atmosphere of shared purpose by inviting the subordinate to speak. An appropriate purpose statement might be "SFC Taylor, the purpose of this counseling is to discuss your duty performance over the past month and to create a plan to enhance performance and attain performance goals." If applicable, start the counseling session by reviewing the status of the current plan of action.

Discuss the Issues

B-54. Leader and counseled individual should attempt to develop a mutual and clear understanding of the counseling issues. Use active listening and invite the subordinate to do most of the talking. Respond and ask questions without dominating the conversation but help the subordinate better understand the subject of the counseling session: duty performance, a problem situation and its impact, or potential areas for growth.

B-55. To reduce the perception of bias or early judgment, both leader and subordinate should provide examples or cite specific observations. When the issue is substandard performance, the leader must be clear why the performance did not meet the standard. During the discussion, the leader must clearly establish what the subordinate must do to meet the standard in the future. It is very important that the leader frames the issue at hand as substandard performance and prevents the subordinate from labeling the issue as an unreasonable standard. An exception would be when the leader considers the current standard as negotiable or is willing to alter the conditions under which the subordinate can meet the standard.

Develop a Plan of Action

B-56. A plan of action identifies a method and pathway for achieving a desired result. It specifies what the subordinate must do to reach agreed-upon goals set during the counseling session. The plan of action must be specific, showing the subordinate how to modify or maintain his or her behavior. Example: "PFC Miller, next week you'll attend the map reading class with 1st Platoon. After the class, SGT Dixon will personally coach you through the land navigation course. He will help you develop your skills with the compass. After observing you going through the course with SGT Dixon, I will meet with you again to determine if you still need additional training."

Record and Close the Session

B-57. Although requirements to record counseling sessions vary, a leader always benefits from documenting the main points of a counseling session, even the informal ones. Documentation serves as a ready reference for the agreed-upon plan of action and helps the leader track the subordinate's accomplishments, improvements, personal preferences, or problems. A good record of counseling enables the leader to make proper recommendations for professional development, schools, promotions, and evaluation reports.

B-58. Army regulations require specific written records of counseling for certain personnel actions, such as barring a Soldier from reenlisting, processing an administrative separation, or placing a Soldier in the overweight program. When a Soldier faces involuntary separation, the leader must maintain accurate counseling records. Documentation of substandard actions often conveys a strong message to subordinates that a further slip in performance or discipline could require more severe action or punishment.

B-59. When closing the counseling session, summarize the key points and ask if the subordinate understands and agrees with the proposed plan of action. With the subordinate present, establish any follow-up measures necessary to support the successful implementation of the plan of action. Follow-up measures may include providing the subordinate with specific resources and time, periodic assessments of the plan, and additional referrals. If possible, schedule future meetings before dismissing the subordinate.

STAGE 4: FOLLOW-UP

Leader Responsibilities

B-60. The counseling process does not end with the initial counseling session. It continues throughout the implementation of the plan of action, consistent with the observed results. Sometimes, the initial plan of action will require modification to meet its goals. Leaders must consistently support their subordinates in implementing the plan of action by teaching, coaching, mentoring, or providing additional time, referrals, and other appropriate resources. Additional measures may include more focused follow-up counseling, informing the chain of command, and taking more severe corrective measures.

Assess the Plan of Action

B-61. During assessment, the leader and the subordinate jointly determine if the desired results were achieved. They should determine the date for their initial assessment during the initial counseling session. The plan of action assessment provides useful information for future follow-up counseling sessions.

SUMMARY—THE COUNSELING PROCESS AT A GLANCE

B-62. Use figure B-5 as a quick reference whenever counseling Soldiers or civilian team members.

<p>Leaders must demonstrate these qualities to counsel effectively:</p> <ul style="list-style-type: none"> • Respect for subordinates. • Self and cultural awareness. • Credibility. • Empathy. <p>Leaders must possess these counseling skills:</p> <ul style="list-style-type: none"> • Active listening. • Responding. • Questioning. <p>Effective leaders avoid common counseling mistakes. Leaders should avoid—</p> <ul style="list-style-type: none"> • Personal bias. • Rash judgments. • Stereotyping. • Losing emotional control. • Inflexible counseling methods. • Improper follow-up. 	<p>The Counseling Process:</p> <p>Identify the need for counseling.</p> <p>Prepare for counseling:</p> <ul style="list-style-type: none"> • Select a suitable place. • Schedule the time. • Notify the subordinate well in advance. • Organize information. • Outline the components of the counseling session. • Plan counseling strategy. • Establish the right atmosphere. <p>Conduct the counseling session:</p> <ul style="list-style-type: none"> • Open the session. • Discuss the issue. • Develop a plan of action (to include the leader's responsibilities). • Record and close the session. <p>Follow up:</p> <ul style="list-style-type: none"> • Support plan of action implementation. • Assess the plan of action.
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Figure B-5. A summary of counseling

THE DEVELOPMENTAL COUNSELING FORM

B-63. The Developmental Counseling Form (DA Form 4856) is designed to help Army leaders conduct and record counseling sessions. Figures B-6 and B-7 show a completed DA Form 4856 documenting the counseling of a young Soldier with financial problems. Although derogatory, it is still developmental counseling. Leaders must decide when counseling, additional training, rehabilitation, reassignment, or other developmental options have been exhausted. Figures B-8 and B-9 show a routine performance/professional growth counseling for a unit first sergeant. Figures B-10 and B-11 show a blank form with instructions on how to complete each block.

DEVELOPMENTAL COUNSELING FORM For use of this form see FM 6-22; the proponent agency is TRADOC			
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 6-22. 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): <p style="text-align: center;">See Paragraph B-53 Open the Session</p> <p>The leader should annotate pertinent, specific, and objective facts and observations made. If applicable, the leader and subordinate start the counseling session by reviewing the status of the previous plan of action.</p>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion: <p style="text-align: center;">See paragraph B-54 and B-55 Discuss the Issues.</p> <p>The leader and subordinate should attempt to develop a mutual understanding of the issues. Both the leader and the subordinate should provide examples or cite specific observations to reduce the perception that either is unnecessarily biased or judgmental.</p>			
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, MAR 2006		EDITION OF JUN 99 IS OBSOLETE	

Figure B-10. Guidelines on completing a developmental counseling form

<p>Plan of Action: <i>(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):</i></p> <p style="text-align: center;">See paragraph B-56 Develop a Plan of Action</p> <p>The plan of action specifies what the subordinate must do to reach the goals set during the counseling session. The plan of action must be specific and should contain the outline, guideline(s), and time line that the subordinate follows. A specific and achievable plan of action sets the stage for successful subordinate development.</p>
<p>Session Closing: <i>(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):</i></p> <p>Individual counseled: <input type="checkbox"/> I agree <input type="checkbox"/> disagree with the information above</p> <p>Individual counseled remarks:</p> <p style="text-align: center;">See paragraph B-57 through B-59 Close the Session</p> <p>Signature of Individual Counseled: _____ Date: _____</p>
<p>Leader Responsibilities: <i>(Leader's responsibilities in implementing the plan of action):</i></p> <p style="text-align: center;">See paragraph B-60 Leader's Responsibilities</p> <p>To accomplish the plan of action, the leader must list the resources necessary and commit to providing them to the Soldier.</p> <p>Signature of Counselor: _____ Date: _____</p>
PART IV - ASSESSMENT OF THE PLAN OF ACTION
<p>Assessment: <i>(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):</i></p> <p style="text-align: center;">See paragraph B-61 Assess the Plan of Action</p> <p>The assessment of the plan of action provides useful information for future follow-up counseling. This block should be completed prior to the start of a follow-up counseling session. During an event-oriented counseling session, the counseling session is not complete until this block is completed.</p> <p>During performance/professional growth counseling, this block serves as the starting point for future counseling sessions. Leaders must remember to conduct this assessment based on resolution of the situation or the established time line discussed in the plan of action block above.</p> <p>Counselor: _____ Individual Counseled: _____ Date of Assessment: _____</p> <p style="text-align: center;">Note: Both the counselor and the individual counseled should retain a record of the counseling.</p>

REVERSE, DA FORM 4856, MAR 2006

Figure B-11. Guidelines on completing a developmental counseling form (reverse)