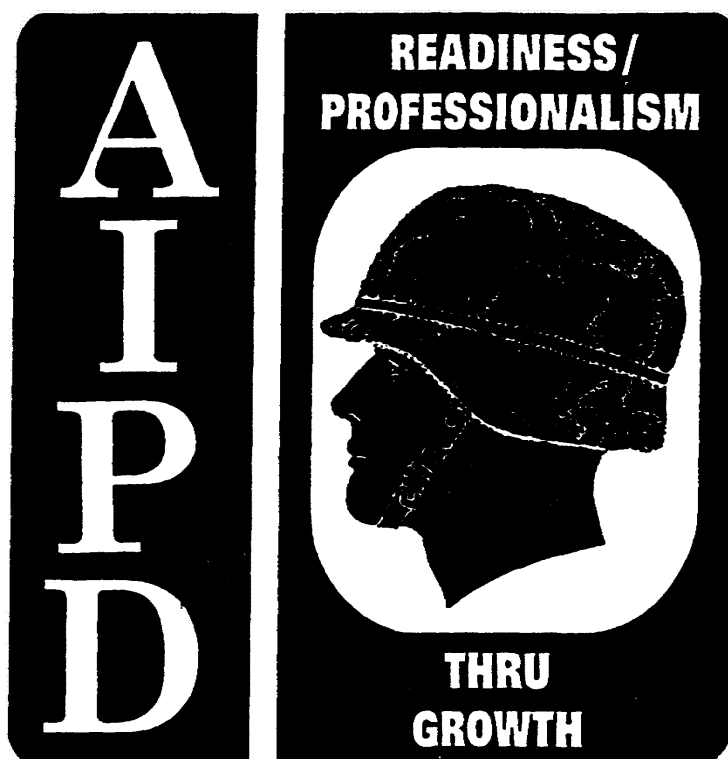


SUBCOURSE
QM3515

EDITION
A

LEADERSHIP COUNSELING



THE ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT
ARMY CORRESPONDENCE COURSE PROGRAM

LEADERSHIP COUNSELING

Subcourse Number QM3515

EDITION A

United States Army Combined Arms Support Command
Fort Lee, VA 23801-1809

5 Credit Hours

Edition Date: September 1993

SUBCOURSE OVERVIEW

This subcourse is designed to teach you how to identify both the need for counseling and the appropriate type of counseling to use. These counseling types include the following:

- o Reception and integration counseling which identifies and resolves soldier's problems or concerns and conveys unit standards.
- o Performance counseling.
- o Personal counseling for domestic problems.
- o Indebtedness counseling.
- o Drug and alcohol problems.
- o Disciplinary counseling.
- o Professional growth and guidance counseling which addresses the development of subordinates.

Also, you will learn how to identify and use the directive, nondirective and combined counseling approaches. In addition, you will learn how to train subordinate leaders for counseling using role modeling, feedback, and role-playing techniques.

There are no prerequisites for this subcourse

This subcourse reflects the doctrine which was current at the time it was prepared. In your own work situation, always refer to the latest official publications.

Unless otherwise stated, the masculine gender of singular pronouns is used to refer to both men and women.

TERMINAL LEARNING OBJECTIVE

- ACTION:** You will identify the need for counseling; develop a counseling program; identify the appropriate type of counseling, which includes reception and integration counseling that further identifies and resolves soldiers' problems or concerns and conveys unit standards. You will learn about performance counseling; personal counseling for domestic problems; indebtedness; drug and alcohol problems; disciplinary counseling; and professional growth and guidance counseling which addresses the development of subordinates. Also, you will identify and use the appropriate counseling approach which includes the directive approach, nondirective approach, and the combined approach. In addition, you will be able to train subordinate leaders for counseling using role modeling, feedback, and role-playing techniques.
- CONDITION:** You will have information in this subcourse that is derived from FM 22-100 and FM 22-101, and extracts from FM 22-101.
- STANDARD:** To demonstrate competency of this task, you must achieve a minimum of 70 percent on the subcourse examination.

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FM 22-101, Leadership Counseling, June 1985

Use the above publication extracts to take this subcourse. At the time we wrote this subcourse, this was the current publication. In your own work situation, always refer to the latest publications.

LESSON 1

IDENTIFY COUNSELING APPROACHES, CHARACTERISTICS, PRINCIPLES, AND TECHNIQUES

Critical Tasks: 03-9001.15-0002
03-9001.15-0003

OVERVIEW

LESSON DESCRIPTION:

In this lesson, you will learn how to identify counseling approaches, characteristics, principles, and techniques.

TERMINAL LEARNING OBJECTIVE:

- ACTIONS:** Identify counseling approaches, characteristics, principles, and techniques.
- CONDITIONS:** You will be given information in this lesson that is derived from FM 22-100 and FM 22-101.
- STANDARDS:** Identifying counseling approaches, characteristics, principles, and techniques will be in accordance with FM 22-100 and FM 22-101.
- REFERENCES:** The material contained in this lesson was derived from the following publications: FM 22-100 and FM 22-101.

INTRODUCTION

As a leader, you can expect to perform a variety of counseling services using the directive counseling approach, the nondirective counseling approach, or a combination of both (the combined or eclectic approach). By studying this lesson, you will learn about such counseling approaches, about the characteristics, principles, and techniques of counseling, and leadership attributes.

PART A - IDENTIFY COUNSELING APPROACHES

1. Purpose.

Think about your career--from your initial entry into the military until now. During this period, how many times have you

been effectively counseled by a superior? How many times have you counseled a subordinate? Do these figures surprise you? Do you think that both figures should have been higher or lower? Perhaps the real problem is communication--that is, everyone has a different idea of what counseling is. The following paragraphs define some counseling terms.

Counseling is the process of listening to the counselee and communicating advice, instruction, or judgment with the intent of influencing that person's attitude or behavior. It is a process which involves at least two people--the aim of one is to help the other use his personal resources to better cope with life.

2. Counseling Interview.

Counseling is usually performed through the use of an interview. The purpose of a counseling interview is to--

- o find facts,
- o inform, and
- o alter opinions, feelings, and behavior.

The counseling interview is a communication process in which you, the counselor, interview an individual to find out something from him, to tell him something, or to effect some change in him. Quite possibly, you may have more than one purpose for a given interview. However, usually only one purpose dominates.

3. Types.

Keep in mind the purposes of counseling and the counseling interview. Look at the two different types of counseling that you, as a leader, employ.

a. Performance Counseling. Performance counseling helps to improve the performance of an individual or group or helps to maintain a level of performance that already exists. Performance counseling is discussed in detail in Lesson 2.

b. Personal Counseling. Personal counseling helps the individual arrive at a solution to his problems. Personal problems range from grievances pertaining to rank, promotion, job assignments, and discrimination by others to financial difficulties, family troubles, or other factors that involve the individual's well-being. Personal counseling is discussed in detail in Lesson 2.

Personal counseling and performance counseling do not exclude each other. Helping a soldier solve a problem in a personal counseling situation may well solve a problem that surfaced during performance counseling.

4. Approaches To Counseling.

There are as many approaches to counseling as there are counselors. Effective leaders approach each soldier as an individual and probably never use exactly the same approach with other soldiers. The approaches used in military counseling are--

- o Directive.
- o Nondirective.
- o Combined.

These lend themselves to the types of counseling requirements confronting Army leaders. They differ in the techniques used, but they are similar in overall objectives. Your objective in counseling is to do everything possible to help the soldier help himself or to effect a change in his behavior.

During counseling sessions, you must be flexible in selecting your approaches. The type of problem, the personality of the soldier, the physical surroundings, and the time available influence the selection of approach to be used.

The examples in this section show how the approaches differ. They are not intended as a template for what you must do in similar situations. Figure 1-1 shows advantages and disadvantages of the counseling approaches.

a. Directive Approach. The directive approach to counseling is counselor-centered. Directive counseling is a simple, quick approach to problem solving that provides short-term solutions. This approach assumes that you have all the skills and knowledge to assess the situation and to offer courses of action. It uses clear thinking and reason and combines--

- o suggesting,
- o persuading,
- o confronting, and
- o directing specific action.

Use these to obtain the results that you desire.

You do most of the talking. You state the problem, identify the causes, offer explanations, and list the options available. You give advice, offer solutions, and tell the soldier what must be done.

	<u>DIRECTIVE</u>	<u>COMBINED</u>	<u>NONDIRECTIVE</u>
A D V A N T A G E S	Quickest method.	Moderately quick.	Encourages maturity.
	Good for immature and insecure soldiers.	Encourages maturity.	Encourages open communication.
	Allows counselor to actively use his experience.	Encourages open communication. Allows counselor to actively use his experience.	Develops personal responsibility.
D I S A D V A N T A G E S	Does not encourage maturity.	May take too much time for some situations.	Slowest method.
	Tends to treat symptoms, not problems.		Requires greatest counselor skill.
	Tends to discourage soldiers from talking freely.		
	Solution is the counselor's not the soldier's.		

Figure 1-1. Summary of counseling approaches

This approach may be appropriate if a soldier's problem-solving skills are limited or if the soldier is immature or insecure and needs guidance. Often, a soldier prefers guidance and seeks this kind of counsel. A soldier can be mature in his role as Specialist (SPC) but new to the role of family provider and financial manager. This approach can give needed information. It can provide help for many problems such as indebtedness and financial management, for on-the-spot corrections, and for certain aspects of correcting duty performance.

There are three possible disadvantages with using this approach:

- o First, such dominant influence may create resentment because the soldier may see you as questioning his ability or as having all the answers. He may just "let" you solve his problem. This attitude may cause the soldier to always depend on you rather than to learn to stand on his own feet.

- o Second, you may be treating symptoms rather than causes. The real problem may go undetected and result in other difficulties later on. Your analysis and advice may not be on target for the soldier's long-term needs.
- o Third, you make the decisions, not the soldier. The soldier is then free to blame you for any future failure because he has no ownership of the solution.

You may want to assume the subordinate's responsibility by telling him what to do. Giving advice in this manner, however, slows or often prevents the development of personal responsibility. You must assist the soldier in learning to take the initiative and to be accountable for his actions. Developing teamwork in a unit depends on individual accountability.

Sometimes, the directive approach is the only method that you can use, especially with an unresponsive soldier or with a soldier who does not make a connection between his behavior and its consequences.. This approach may also be the best way for you to correct a simple problem. The soldier has the final decision regarding a problem. When you select a course of action, rather than assisting the soldier to select one, the soldier's only decision is to accept or reject the solution.

In the following situation, the counselor uses the directive approach to counsel a soldier with a performance problem.

Situation: Staff Sergeant (SSG) Caba is a section sergeant in an air defense unit. Yesterday, he notified his subordinate, Private First Class (PFC) Quimby, that he wanted to discuss his performance of duty. Caba knows Quimby quite well and is unaware that he has personal problems. PFC Quimby has just reported to SSG Caba at the designated time.

SSG Caba: Private Quimby, go ahead and have a seat. I just wanted to talk to you a little bit about how you've been doing lately. Overall, you're a good soldier and a hard worker. But, over the past few weeks, I've noticed that you aren't performing as well as the other section members on aircraft identification. I know you're trying, but you're a little behind the others. What do you have to say about this?

PFC Quimby: Well, Sergeant, you're right. I can tell you that I'm a little weak on identification. I just don't seem to be able to pick it up as fast as the others. I don't know what it is.

SSG Caba: It could be a number of things. However, from my experience, it just takes practice to get the feel of it. Here is a set of flash cards on aircraft identification. I think you should study them on your own time. You might want to go to the Unit Learning Center and look at the tapes they have. They also have some short, self-paced classes on aircraft identification that are helpful. I'll be glad to work with you if you need more help. So, don't wait to let me know if you are still having trouble. All right?

PFC Quimby: Yes, Sergeant. That sounds good. I'll do my best.

SSG Caba: Good. I'm sure you'll be able to catch up with the others with a little extra effort. In two weeks, I will go through the flash cards with you. That's it for now. Good afternoon.

In this example, the leader, SSG Caba uses his knowledge and experience to determine what PFC Quimby needs to do to correct a performance problem. Caba specifies one course of action and provides the material to implement it. He suggests other things that Quimby might choose to do on his own. The soldier is still responsible for improving his performance and can exercise some initiative. He knows where he stands and what he needs to accomplish. PFC Quimby must decide whether or not to do what SSG Caba suggests. He must also decide if he should go to the learning center and, if he does go, what he should do to improve.

b. Nondirective Approach. The nondirective approach to counseling is soldier-centered. You cause the soldier to take responsibility for solving the problem. This approach is usually more relaxed and focuses on self-discovery. Therefore, it takes longer than the directive approach. Your role is to help the soldier to become self-reliant.

In this approach, the soldier has the opportunity to work out solutions to the problem through personal insight, judgment, and realization of facts. However, the soldier must understand and fully accept the following two basic rules:

- o First, defensive attitudes must not prevent discussing the problems openly and honestly.
- o Second, the soldier must understand he is responsible for the problem-solving process and for the decisions he makes.

This type of counseling session is partially structured by you. Ensure that the soldier understands and accepts, from the beginning, his responsibility for selecting the topic of discussion, defining the problem, and making all decisions. Structuring includes informing the soldier about the counseling process and what is expected and allotting a certain amount of time for each session. Make sure that the soldier understands that this is his time to prevent him from being defensive or from feeling guilty about taking up your time.

The nondirective approach provides sheltered situations in which the soldier can look inside himself. He can realize a freedom to be what he wants to be, feel as he wants to feel, and think as he wants to think. The result is an individual who better understands himself. This self-understanding usually comes gradually from his personal insight into his problems and his attempts to solve those problems. For this reason, nondirective counseling is far more time-consuming and can involve many counseling sessions. You should use it with a mature and capable soldier who is confused about something and needs some assistance in figuring out what to do.

Communicate to the soldier that someone is interested in listening to his problems. You are not the decision maker or advice giver, but a listener. Try to clarify statements, cause the soldier to bring out important points, understand the situation, and summarize what was said. Avoid giving solutions or opinions. However, you may provide certain facts when the soldier requests or needs them to continue.

In the following situation, the counselor uses the nondirective approach to counsel a soldier with a personal problem.

Situation: PFC Hall is records clerk in a maintenance facility.

SFC Kimball is the shop noncommissioned officer in charge (NCOIC) and Hall's immediate supervisor. During a lunch break PFC Hall asks SFC Kimball to talk with him about a personal problem.

PFC Hall: Sergeant Kimball, do you have a minute? I have a personal problem, and I thought you could give me some advice and assistance.

SFC Kimball: Sure, let's go into my office so we can have some privacy and won't be disturbed or interrupted. (Both enter the office.) Have a seat. Would you like a cup of coffee? PFC Hall: No, thank you.

SFC Kimball: What's your problem?

PFC Hall: Well, Sergeant, it's about my wife. As you know, I got married several months ago. However, since she's been here and away from her home town, she's been miserable. She hasn't made any friends here, and she's awfully homesick. I can't even concentrate on my job any more. Every night when I go home, I can tell she's spent half the day crying. She's pretty young, Sergeant, and she's never been away from home before. Maybe I should send her home.

SFC Kimball: What do you think would be best?

PFC Hall: I don't know. I can't make up my mind what would be best. Before she got here, all I could think of was how great it would be for us to be together. Now, I'm not sure if we both wouldn't be better off if she went home. What do you think, Sergeant?

SFC Kimball: I can't decide what is best. Only you can do that. What does your wife say she wants?

PFC Hall: She doesn't really say what she wants to do. We don't seem to be able to talk the way we used to. Things aren't the same lately.

SFC Kimball: You say that you and your wife are not able to talk things over?

PFC Hall: We just can't work our way through things any more. When we start to discuss a problem, one or the other gets excited and we start yelling. If we could sit down and talk with each other without getting excited, we could probably figure out what's best to do.

SFC Kimball: I see. How might you be able to do that?

PFC Hall: Well, we still care about each other. I suppose somebody might be able to sit down with both of us and keep things calm. That way we could figure out what's wrong and what to do about it.

SFC Kimball: I know some people who are qualified to do things like that. Chaplain Brian is pretty good at helping folks to communicate with each other, or Mr. Connor at Social Work Services has assisted some families in the unit.

PFC Hall: Some special help might be exactly what we need. I'd appreciate it if you could put me in touch with the chaplain.

SFC Kimball: All right, I'll arrange for an appointment with the chaplain. You and your wife can discuss your situation with him.

I'm sure he can help you to solve this. I'll let you know later when your appointment will be.

PFC Hall: Thank you, Sergeant. I really appreciate your help with this problem.

In this situation, the soldier has a personal problem which requires immediate attention. Sergeant First Class Kimball selects an appropriate site that provides privacy and avoids distractions or interruptions. He then establishes rapport by creating a relaxed, open atmosphere and by displaying a sincere interest in the soldier's personal problem. He provides the soldier an opportunity to state his problem without interruptions. Kimball asks questions to clarify the nature and scope of the problem and to stimulate further discussion. He withholds judgment and does not attempt to assert a solution without regard for Private Hall's desires in handling the problem. If Kimball were to tell Hall to seek marriage counseling, it would do little good. Instead, Private Hall figures out what is needed. Kimball recognizes his own capabilities and limitations and suggests referral to an individual who is trained and qualified to assist in solving marital problems. Kimball informs Hall of two possible professional agencies and allows him to make a selection. After Sergeant Kimball arranges the appointment with the chaplain, he must follow up by informing his superior and continuing to evaluate the situation to make sure that the problem is solved.

c. Combined Approach. In the combined approach to counseling, you use parts of the directive and nondirective approaches. This allows you to adjust the technique to emphasize what is best for the soldier. The combined approach, which blends ability and personality to fit the situation, is the most frequent choice.

The combined approach assumes that the soldier must eventually be responsible for planning and decision making. The soldier takes charge of solving the problem but may need some help along the way. This approach allows both you and the soldier to participate in defining, analyzing, and solving the problem. Still, your purpose is to develop a self-reliant soldier who can solve his own problems. You can be directive, however, when a soldier seems unable to make decisions or to solve a particular problem. In counseling an individual for poor performance, for example, you may begin with a directive approach. When further discussion shows that a personal problem is causing poor performance, it may be best for you to switch to a nondirective approach.

The techniques involved in the combined approach often follow the problem-solving process. While the soldier is talking, listen for information to define the problem so that you will have a basis for suggesting solutions. You may suggest all the possible courses of action or you may suggest just a few and then encourage the soldier to suggest others. You help analyze each possible solution to determine its good and bad points and its possible side effects. You then help the soldier decide which solution is best for him. You enable and encourage the soldier to assume as much of the selection responsibility as possible. It is his decision as to whether to implement a solution.

In the following situation, the counselor uses a combined approach to counseling. In this example, he begins with a directive approach to a performance problem. Then he uses a more nondirective approach to enable the subordinate to develop his own solution.

Situation: SFC Britt is the Personnel Records Branch NCOIC. Specialist Trent is a records specialist who supervises two clerks. Sergeant Britt informs his subordinate, Specialist Trent, that sometime that morning, for about 15 minutes, he wants to discuss the Standard Installation/Division Personnel System (SIDPERS) acceptance rate. Trent reports to SFC Britt, and they go into a conference room where they can talk without interruption.

SFC Britt: OK, Specialist Trent, we need to talk about your SIDPERS acceptance rate of 95 percent. Your section has a rate of 80 percent. This is something that cannot continue. What do you see as the cause of this problem?

SPC Trent: Well, it started to drop after Specialist Garcia was reassigned. Her replacement and the other clerk are still fairly new. They're good soldiers who are conscientious, but still inexperienced. They will get better as they gain more experience.

SFC Britt: Yes, I'm sure they will. But, you can't wait for it to get better in time. It needs to improve now. Tell me what was done before that would make a difference in the error rate.

SPC Trent: Hmm, I see it as a matter of editing the input. When Specialist Garcia was still here, she often helped the new guys with their SIDPERS input.

SFC Britt: I see.

SPC Trent: I would take a look at their other work, but I didn't have to check on SIDPERS very often. With an experienced SIDPERS clerk, the reject rate wasn't a problem.

SFC Britt: What do you think should be done?

SPC Trent: For starters, I need to start checking their input and coaching them on how to edit effectively. I know they will do well once they see how things work.

SFC Britt: What else are you thinking about?

SPC Trent: I suppose I never had to check Garcia because she always took pride in keeping the acceptance rate above the required standard. I've got to instill that same sense of responsibility in my new clerks.

SFC Britt: I believe you're right. How are you going to do that?

SPC Trent: First, I begin by checking the SIDPERS input more closely. If I look at it regularly, they'll get the idea that it's important and put more effort into it. Second, I'll make sure to teach them how to follow all the procedures in a clear and simple manner. Third, when the rate starts to go up, I need to praise them for their improvement.

SFC Britt: That seems to be a good approach. It looks like you see what needs to be done and how to go about it. I'm sure I'll see that acceptance rate improve. Next Wednesday, report to me on what you've accomplished. If things don't seem to be going right, come back to me sooner and we can think about it some more. Any questions?

SPC Trent: None, Sergeant. We'll have that rate back up to 95 percent in no time.

SFC Britt: That is great. Let's get back to work.

In this example, SFC Britt has the experience and technical competence to know how to correct the error rate. He could simply list the steps to take and direct Trent to make corrections. Instead Britt uses a directive approach until the subordinate recognizes that there is a problem that must be acted upon. Once Trent begins to show some responsibility, a more nondirective approach is used. SFC Britt guides Specialist Trent through the problem-solving process to develop his own solution. SFC Britt remains supportive, but still in control of the session. Britt sets a time for a progress report and closes the session with an expectation of success.

PART B - IDENTIFY THE PRINCIPLES, CHARACTERISTICS,
AND TECHNIQUES OF COUNSELING

1. Counseling and Leadership Principles.

Counseling is a basic responsibility of every leader and an important part of taking care of the troops. Counseling is a soldier-to-soldier relationship that recognizes and encourages good performance. Its principal objectives are:

- o Developing the counselee.
- o Improving his well-being.
- o Resolving his problems.

Military experience points out the need for leaders at all levels in the Army to counsel effectively. The traditional lead; ship principles and the basis for the practice of good leadership are also necessary for effective counseling. They were developed by soldiers who have experienced many of the problems leaders will face in future years.

The following time-tested principles provide all leaders with a common understanding of those skills necessary to lead, motivate, and inspire others:

- o Know yourself and seek self-improvement.
- o Be technically and tactically proficient.
- o Seek responsibility and take responsibility for your actions.
- o Make sound and timely decisions.
- o Set the example.
- o Know your soldiers and look out for their well-being.
- o Keep your soldiers informed.
- o Develop a sense of responsibility in your subordinates.
- o Ensure that the task is understood, supervised, and accomplished.
- o Train your soldiers as a team.
- o Employ your unit in accordance with its capabilities.

a. Counseling and the Leader. To be an effective counselor, you must understand your BE, KNOW, and DO attributes. FM 22-100 describes these attributes in detail. Briefly, what you must BE is described by the professional Army ethic and professional character traits. What you must KNOW includes technical and tactical information, people, and the situation. What you must DO is provide leadership that directs, implements, and motivates. These attributes are further discussed in paragraph 2c.

Your personal beliefs, technical know-how, and motives are important. To be respected and believed by your soldiers, you must have a sound professional foundation. Your strengths and weaknesses as well as your sincerity are quickly sensed. Soldiers know whether you care and are concerned for their well-being.

Your character and competence are demonstrated to others by your conduct in day-to-day activities. Your personal example sets the standards. Therefore, you should meet or exceed the standards of conduct and performance expected of subordinates. A soldier will not follow the advice and guidance that you offer in counseling if you yourself do not meet the required standards.

Counseling is valuable to you in a number of ways. It can clear up misunderstandings. It can save time by teaching a soldier to solve his own problems. It can also help to improve his motivation and to develop teamwork. Counseling provides you the opportunity to talk with a subordinate and to learn more about his concerns and the problems he faces in the unit. Finally, counseling can help keep a good soldier in the Army.

Counseling is inherent in leadership--at any time, in any environment. Counseling responsibilities range from holding scheduled, structured counseling sessions to reacting to problem situations as they occur or giving on-the-spot guidance and praise. Every day, the small-unit leader faces many different situations where timely guidance may help a subordinate to solve his problems and to perform up to his capacity. It need not take an hour. Two to three minutes of reinforcement for a job well done is meaningful to a soldier. Sometimes, you initiate counseling to discuss a soldier's effectiveness, discipline, appearance, or some other matter that you have noticed. At other times, the soldier brings his problem to you. Problems may range from dislike of the job, to emotional, or financial trouble. Whatever the situation, leaders who care take the time to counsel, and leaders who care take the time to praise.

b. Importance of Praise. Successful leaders use praise effectively. It is your responsibility to identify shortcomings and then tell the soldier what must be improved. Praising the soldier for his improvement and proper performance is even more important. Your sincere and honest praise lets the soldier know that you appreciate his efforts.

Praising subordinates is a simple act that takes little time but provides many benefits. With a few positive, encouraging words and a pat on the back, you can recognize and reinforce desired behavior and performance. A soldier who feels that you value his best efforts is likely to continue in those efforts.

It is important that the soldier knows that you view him as a valuable member of the unit. With praise, you can create and reinforce a positive self-image in the soldier, making him feel like a winner. This is most desirable in confusing or unclear situations where the soldier is trying to do the right thing but is uncertain of his actual performance. For example, troops in initial entry training are uncertain of themselves, but they feel a sense of pride when praised by their leaders for improved performance. A soldier in combat also needs a few words of praise to let him know that he has done the right thing in a difficult situation. Sometimes, a soldier must do necessary but boring and unchallenging tasks. You must praise him too for his contributions to the overall success of the unit. Your normal day-to-day leadership action should include praise. Its contribution to the soldier's development cannot be overstated.

c. Soldier Development. In peacetime, you are responsible for developing and preparing subordinates to assume higher positions in wartime. Counseling is one means of developing subordinates. As a good leader, you counsel subordinates to--

- o Praise and reward good performance.
- o Develop teamwork.
- o Inform soldiers on how well or how poorly they are performing.
- o Assist soldiers to reach required standards.
- o Cause soldiers to set personal and professional goals.
- o Help soldiers resolve personal problems.

Such actions demonstrate that you care about the individual soldier.

Firm and caring leadership helps create a climate in which a soldier is motivated and is enthusiastic and willing to perform his tasks. American soldiers have always responded well to a leader who listens to their concerns, provides advice and assistance, and deals with them fairly and honestly, even though, at the same time, he insists on high standards. Develop this positive climate through sincere and continuous effort over time, not just through scheduled counseling to meet a requirement.

Your efforts to develop a good soldier should accomplish the following four objectives:

- o Cause the soldier to recognize strengths or shortcomings and define any problems. This calls for patience, sincere interest, and clear thinking.
- o Have the soldier determine possible courses of action based on facts, and then cause him to select one. This requires skill, knowledge, and restraint.

- o Cause the soldier to actually take the appropriate action. This depends on the soldier's commitment to his decision.
- o Have the soldier to assume full responsibility for his decisions and actions. This can be met only if the first three objectives are accomplished.

In any counseling effort, you must show that you understand and accept how the subordinate feels and acts. You need to imagine yourself in the soldier's position with the soldier's experience. Try to see things the way the soldier does. This does not mean that you must agree with the subordinate or condone all his actions, but try to understand how he feels. You can then ask questions in a meaningful way. Accepting means enabling subordinates to express their true feelings. A soldier's feelings are real. Bluntly telling someone that his feelings are all wrong shows a nonaccepting attitude--and you may lose the chance to assist. On the other hand, by using counseling, you can free a soldier's mind from pressures that are harmful both to him and to the unit.

d. Responsibilities for Counseling. Counseling is a responsibility of every leader. Leaders at all levels have a responsibility to assist and develop subordinates. All leaders must be coaches, trainers, and teachers. If leaders do not counsel their soldiers, they are not doing what the Army demands.

If you fail to counsel, you have failed in a major responsibility and can expect to be held accountable. When evaluating the performance of subordinate leaders, consider how often and how well the junior leader counsels his subordinates. Soldiers expect to be told how they are performing and have a right to seek assistance and guidance from their leaders.

In general, you must coach and guide your immediate subordinates. Battalion commanders counsel company commanders who, in turn, counsel their first sergeants and platoon leaders. Such a process enables soldiers to learn from the experience and knowledge of their leaders. These one-on-one relationships foster individual growth and improved unit performance.

NOTE: It is an absolute requirement that leaders regularly counsel their soldiers. The leader who neglects to counsel his subordinates is negligent in his performance of duty.

How frequently leaders counsel or become involved in referring soldiers to seniors in the chain of command or to agencies outside the unit is determined by rank, leadership position,

experience, and skill. For example, a company commander may need to counsel his first sergeant quarterly and a newly commissioned platoon leader every other week. The basic requirements for leadership counseling at different levels of a unit are described as follows:

Noncommissioned officers (NCOs), with their soldiers daily (mostly staff sergeants and sergeants), must--

- o Prepare, conduct, and follow up counseling sessions.
- o Praise, coach, and constructively critique subordinates during everyday contacts and in scheduled sessions.
- o Identify subordinates who need personal or performance counseling.
- o Know their own capabilities and limitations.
- o Become familiar with various referral agencies and follow unit policies for using them.
- o Keep required counseling records.
- o Keep the chain of command informed.

Senior NCOs have the same basic responsibilities and, in addition, must--

- o Praise and recognize subordinates' performance.
- o Train and develop subordinate leaders to become capable counselors.
- o Ensure junior NCOs are counseling effectively and as required.
- o Handle situations referred to them by subordinate leaders.

Junior officers, in addition to the counseling requirements assigned to NCOs, must--

- o Praise and recognize subordinates' performance.
- o Handle situations referred to them by their senior NCOs.
- o Develop senior NCOs to become better counselors.
- o Counsel subordinate leaders.

Unit commanders must--

- o Ensure the unit has an effective counseling program.
- o Develop a training program to improve the counseling skills of NCOs and officers.
- o Handle counseling problems referred through the chain of command.

- o Establish a policy for deciding when outside help is needed and for contacting a referral agency.
- o Counsel subordinate leaders under their direct control.

Sometimes, you may be responsible for writing down what was said during counseling. Some units require a report, record, or memorandum for record. You must tell the counselee if this is the case. A record is advisable in all counseling cases because of three reasons. First, it provides a useful plan of action for the counselee. Second, it provides an unarguable journal of promises made during counseling. Third, it provides a useful log of background information for you, should some official action become necessary. As a skilled leader, you use this written plan as a positive force for change rather than as a threat to the counselee.

Your responsibility is not over when the subordinate leaves the office. It is very important that you take the necessary follow-up action, which includes continually evaluating performance against established standards. This ensures that the objective is accomplished, the subordinate corrects any deficiencies, and he attempts to improve his performance. Recognize improvement through the use of praise, rewards, performance counseling, and other suitable methods. If there is no improvement, reexamine the situation to determine why. You may have to take further leader actions, such as referral to another counselor, disciplinary measures, or reassignment.

2. Characteristics.

Up to this point, you have been given the definition of counseling. You have briefly looked at the types of counseling to employ and the purpose of the counseling interview. You have been introduced to the approaches that you, as the counselor, can use during the counseling interview. The following is a list of characteristics of an effective counselor.

a. Counselor's Personal Characteristics. As a counselor, you should be a well-adjusted person. Be approachable and demonstrate approachability with an "open door" policy. When possible, you should have sufficient experience and background to understand the problems of your individual soldiers and reflect this through sympathetically understanding an individual's problem.

b. Counselor's Manner. Your manner is as important as your appearance. Through your manner, you give the counselee an impression of your competence. Strive to exhibit an attitude of competence without being cocky. Be objective about the

individual's problem and avoid giving him the idea that his problem is boring. DO NOT become emotional and overreact to a problem. You should be calm, alert, flexible, sincere, and interested in the person whom you are counseling. During the counseling interview, create the impression that you have time for the counselee and that you consider the counseling interview important.

c. BE, KNOW, and DO Attributes. As mentioned previously, you must understand your BE, KNOW, and DO attributes. These attributes are summarized in the following subparagraphs.

(1) BE Attributes. The BE attributes are described in the professional Army ethic and are determined by your professional character traits.

(a) Professional Army Ethic. The professional Army ethic is the doctrinal statement of the professional Army ethic, set forth in FM 100-1. It sets the moral context for service to the nation and inspires the sense of purpose necessary to preserve the nation, even by using military force. From the ideals of the Constitution to the harsh realities of the battlefield, the four elements of the professional Army ethic--loyalty to the nation, the Army, and the unit; duty; selfless service; and integrity--contain the values that guide the way that you must lead.

(b) Professional Character Traits. Professional character traits determine your ability to lead. These traits are listed below:

- o Individual beliefs (assumptions or convictions that you hold as true about some thing, concept, or person).
- o Values (attitudes about the worth or importance of people, concepts, or things).
- o Character (inner strength, which is the link between values and behaviors).

Your ability to inspire soldiers to do the brave and right thing--things of which they might not think themselves capable of performing--is influenced by the example that you set.

Beliefs, values, and norms--rules or laws normally based on agreed-upon beliefs and values that members of a group follow to live in harmony--have great motivating power. Respected leaders of strong and honorable character are able to influence the beliefs, values, and norms of their soldiers. As a professional, you are sworn to use your power for the good of the country, the Army, and those whom you lead.

As a leader, you have ethical responsibilities. (Ethics are principles or standards that guide professionals to do the right thing--what ought to be done.) You must be a worthy role model, develop subordinates ethically, and avoid creating ethical dilemmas for subordinates.

When faced with a situation in which the right ethical choice is unclear, consider all the forces and factors that relate to the situation. Then select a course of action that best serves the ideals of the nation. The ethical decision-making process is a way to resolve those dilemmas.

The moral strength and courage necessary to make hard decisions and to give soldiers the will to fight and the ability to win are fundamental to what leaders must BE.

The requirements as to what a leader must BE are shown in Figure 1-2.

As a Leader, You Must	Examples:	
<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;">BE</div> A person of strong and honorable character.	<ul style="list-style-type: none"> • Determination. • Compassion. • Self-discipline. • Role Model. 	<ul style="list-style-type: none"> • Initiative. • Flexibility. • Consistency.
Committed to the professional Army ethic.	<ul style="list-style-type: none"> • Loyalty to the nation, the Army, and the unit. • Selfless service. 	<ul style="list-style-type: none"> • Integrity. • Duty.
An example of individual values.	<ul style="list-style-type: none"> • Courage. • Candor. 	<ul style="list-style-type: none"> • Competence. • Commitment.
Able to resolve complex ethical dilemmas.	<ul style="list-style-type: none"> • Interpret the situation. • Analyze all the factors and forces that apply. 	<ul style="list-style-type: none"> • Choose a course of action that seems best for the nation.

Figure 1-2. What a leader must BE

(2) KNOW Attributes. KNOW attributes are part of every leader's character. To be an effective leader, you must KNOW how the four factors of leadership (the leader, the led, the situation, and communications) affect each other and what standards your soldiers and units must meet to accomplish your warfighting mission. You must understand human nature and be completely familiar with your job and your unit. Most of all, you must be keenly aware of your own strengths and weaknesses.

You must be a competent and confident leader, capable of building a disciplined and cohesive unit, in order to implement our warfighting doctrine. You must be able to operate independently within your command's intent and be willing to take well-calculated risks that have a high chance of ending with success on the battlefield.

You must learn how to make a group of ordinary soldiers into an extraordinary team. Do this by caring for your soldiers and by building trust, suppressing the potential for bad behavior, and bringing out the potential for good behavior.

The requirements as to what a leader must KNOW are shown in Figure 1-3.

As a Leader, You Must	Examples:	
KNOW		
The four factors of leadership and how they affect each other.	<ul style="list-style-type: none"> • The Leader. • The situation. 	<ul style="list-style-type: none"> • The Led. • Communications.
Standards.	<ul style="list-style-type: none"> • Sources of Army standards. 	<ul style="list-style-type: none"> • How standards relate to warfighting.
Yourself.	<ul style="list-style-type: none"> • Personality and performance. • Strength and weaknesses. 	<ul style="list-style-type: none"> • Knowledge, skills, and attitudes.
Human nature.	<ul style="list-style-type: none"> • Potential for good and bad behavior. 	<ul style="list-style-type: none"> • How depression and sadness contribute to fear and panic, and how fear affects performance.
Your job.	<ul style="list-style-type: none"> • Plan and communicate effectively. • Supervise, teach, coach, and counsel. • Display technical and tactical competence. 	<ul style="list-style-type: none"> • Develop subordinates. • Make good decisions that your soldiers accept. • Use available systems.
Your unit.	<ul style="list-style-type: none"> • Unit capabilities and unit limitations. 	

Figure 1-3. What a leader must KNOW

(3) DO Attributes. DO attributes are a third part of your character as a leader. You must provide purpose, direction, and motivation to meet the demands of combat. Purpose gives soldiers a reason why they should do difficult things under dangerous and stressful circumstances. Direction shows what must be done. Motivation gives soldiers the will to do everything that they are capable of doing to accomplish a mission.

Some people say "behavior is believable." Your behavior sets the example for your subordinates. If you say all the right words and have all the right values and knowledge but your actions do not reinforce them, they have no meaning to others. Your actions are what soldiers, peers, and leaders see. Actions give life to purpose, direction, and motivation to see units through the tough demands of conflict. Actions tell what must be done and why it is important. Actions inspire others to follow and fight bravely.

Figure 1-4 shows the requirements as to what a leader must DO.

As a Leader, You Must <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px 0;">DO</div>	Examples:	
Provide purpose.	<ul style="list-style-type: none"> • Explain the "why" of missions. 	<ul style="list-style-type: none"> • Communicate your intent.
Provide direction.	<ul style="list-style-type: none"> • Plan. • Maintain standards. • Set goals. • Make decisions and solve problems. 	<ul style="list-style-type: none"> • Supervise, evaluate, teach, coach, and counsel. • Train soldiers and soldier teams.
Provide motivation.	<ul style="list-style-type: none"> • Take care of soldiers. • Serve as the ethical standard bearer. • Develop cohesive soldier teams. • Make soldiering meaningful. 	<ul style="list-style-type: none"> • Reward performance that exceeds standards. • Correct performance that does not meet standards. • Punish soldiers who intentionally fail to meet standards or follow orders.

Figure 1-4. What a leader must DO

d. Emphasis of Counseling Interview. Throughout the counseling interview, place primary emphasis on the soldier's development and learning. Ensure that the individual feels the interview is a constructive, cooperative experience. Minimize evaluation, ratings, and recording the evidence. Avoid implications that counseling is being used or could be used for disciplinary or other evaluative purposes.

3. Techniques.

In addition to displaying those characteristics discussed in paragraph 2, be observant, be able to communicate with the counselee, and be flexible in using a variety of counseling techniques. Use the following techniques.

a. Listening and Watching. Use listening and watching skills to concentrate on what the soldier says and does. Then, you can tell whether or not he accepts what you say, understands what is important, and understands what you are communicating.

Spoken words by themselves are only part of the message. The way that they are arranged and spoken has meaning. For example, you must try to recognize the amount and type of emotion used by a soldier when he describes his concerns or problems. This emotion provides a clue to determining whether the soldier is discussing a symptom or the problem itself. His tone of voice, his inflection, his pauses, the speed at which he speaks, and the look on his face are all parts of the total message.

(1) Active Listening. Active listening is an important skill. Part of active listening is concentrating on what the soldier says. Another part is letting the soldier know that you are concentrating, hearing, and understanding what he says or that you are "getting the message." Consider the following elements of active listening.

(a) Eye Contact. Maintaining eye contact shows a sincere interest in the soldier, but you should not stare at him. Occasional breaks of contact are normal and acceptable. Excessive breaks of contact, paper shuffling, and clock-watching indicate a lack of interest or concern.

(b) Posture. Your posture is also an important element of active listening. Relax. A comfortable body posture helps put the soldier at ease. However, if you are too relaxed or you are slouching, you may indicate a lack of interest. If you are too formal or rigid, you make the soldier feel uncomfortable.

(c) Head Nod. Nod your head occasionally to show that you are attentive and to encourage the soldier to continue.

(d) Facial Expressions. Your facial expressions can be reassuring or disturbing. Remain natural and relaxed. A blank look or fixed expression is disturbing. If you smile too much or frown, you may also discourage the soldier from continuing.

(e) Verbal Behavior. Your verbal behavior is an important consideration with regard to active listening. Do not talk too much. Let the soldier do the talking, stay with the topic being discussed, and avoid interrupting. Reinforce and stimulate the soldier by speaking only when necessary. Silence can sometimes do this too. With occasional silences, you indicate that the soldier is free to continue talking. However,

if you are silent too long, you can be distracting and can make the soldier uncomfortable.

When you actively listen, you also are listening thoughtfully and deliberately to the way a soldier says things. While listening, be alert for common themes of discussion. A soldier's opening and closing statements, as well as recurring references, may indicate the ranking of his priorities. Inconsistencies and gaps in the discussion may indicate that the soldier is not discussing the real problem or is trying to hide something. Often, a soldier who comes to you with a problem is not seeking help for that problem. Instead, he is looking for a way to get help with another, more threatening problem. Confusion and uncertainty may indicate where questions need to be asked.

(2) Inconsistencies Between Speech and Behavior. This type of inconsistency can indicate a soldier's feelings. While listening, be aware of the soldier's gestures or nonverbal behavior. These actions are part of the total message that the soldier is sending. Many situations involve strong personal feelings. By watching the soldier's actions, you can "see" the feelings behind the words. Not all actions are proof of a soldier's feelings, but they must be watched. Note differences between what the soldier is saying and doing. Watch for these common indicators:

(a) Boredom. Drumming on the table, doodling, clicking a ballpoint pen, or resting his head in the palm of his hand may indicate that the soldier is bored.

(b) Self-Confidence. Standing tall, leaning back with his hand behind his head, and maintaining steady eye contact, indicates that a soldier is self-confident.

(c) Negative Emotions. Hatred and other negative emotions are shown when the soldier pushes himself deeply into a chair, glares at you, and makes sarcastic comments. He may show defensiveness by crossing his arms or folding them in front of his chest.

(d) Frustration. The soldier may express frustration by rubbing his eyes, pulling on an ear, taking short breaths, wringing his hands, or frequently changing his total body position.

(e) Leaning Forward. Leaning toward you while he is sitting indicates that the soldier is interested, friendly, and open. He may indicate either openness or anxiety by sitting on the edge of the chair with his arms uncrossed and his hands open.

Use these indicators carefully. All soldiers are not alike, and people react differently to a given situation. Further, although each indicator may show something about the soldier, it is important not to assume that a particular behavior means something. More important, it is better to ask the soldier about the indicator so that he can understand his behavior and take responsibility for himself, as well as providing credibility to you.

b. Responding. Responding skills are a follow-up to listening and watching skills. Use both to determine causes for poor duty performance or lack of discipline and to clarify and assess the nature and extent of a personal problem. From time to time, you need to check your understanding of what the soldier is saying. Your response to the soldier should clarify what has been said. Your responses should also encourage the soldier to continue. As part of active listening, responding skills allow you to react to nonverbal clues that the soldier is giving. You can respond by--

- o questioning,
- o summarizing,
- o interpreting, and
- o informing.

(1) Questioning. Questioning is the key to the counseling process. The what, when, who, where, and how questions fit most counseling situations. When used properly, questions show interest, encourage further explanation, guide the discussion, or verify understanding. Well-thought-out questions can actively involve the soldier in his own problem. On the other hand, questions disrupt if you ask them in a constant stream or for the wrong reasons. Some questions can be threatening, which puts the soldier on the defensive. Its as if you are saying, "I'll ask the questions, you give the information, and then I'll tell you what to do."

Questions that ask for answers in the soldier's own words are more effective than those causing a yes or no response. A soldier's answer to "How do you feel about being stationed here in Germany?" gives more insight into the soldier's feelings than "Do you like being stationed here?" Similarly, "What do you think needs to be done next?" gets a more useful answer than "Are you going to do something about this?" Questions that challenge the soldier or ask for a simple yes-or-no response do not generally contribute to the counseling effort. For example, questions that begin with "why" tend to put soldiers on the defensive. If asked "Why were you late?," the soldier is likely to give some excuse rather than explain what the real problem is. You can be misled by the quick and defensive answers to "why" questions. Use "Why" questions carefully.

Use an encouraging and nonthreatening questions such as the following:

- o What would you like to have happen?
- o When do you think you will be ready for the next step?
- o Where should that take place?
- o How did things get to be like they are?

(2) Summarizing. A summary pulls together all the -information that a soldier has given. You may summarize the content and feeling of the soldier's statements at various times during the counseling session to check your understanding of what he has said. Summarize by restating the message in your own words and watching the soldier's reaction. This prevents a soldier from rambling on once a topic has been thoroughly discussed. It clarifies what has been said and stimulates further discussion. Summarizing is helpful--

- o when a topic has been exhausted;
- o when the soldier tends to ramble,
- o when planning steps are appropriate;
- o to check the leader's understanding of what was said; and
- o at the end of the session.

Use the following phrases when you are summarizing:

- o So far, you've said this ...
- o In summary, what has been said up to this point
- o Let's recap what you said up to now.
- o Okay, you've covered ...

(3) Interpreting. Interpreting is similar to summarizing except that you give the soldier a new frame of reference or way of looking at something such as a problem. Its purpose is to develop a total picture of the problem so that the soldier can view the problem differently than before. You may suggest how others may view the situation. It is hoped that the soldier will better understand the nature of the problem and will be able to deal with it. You can use some of the following useful phrases:

- o From where I stand, it appears that ...
- o What seems to be operating is ...
- o I wonder if
- o Basically, it appears that ...
- o Another way you can look at it is
- o From another viewpoint, the problem can be that

(4) Informing. Informing is giving information that may help or change the soldier's views. The information may have come from what the soldier has just said. You can also confront the soldier with information that you provide. The soldier may need the information to continue or may ask you for an answer to something that he has asked you. You can also use informing to show the soldier that his behavior may lead to further conflicts, trouble, and confusion.

Effective communication is essential to leadership. To counsel effectively, you must communicate effectively. The following supplements the preceding paragraphs by giving you examples of statements, questions, and phrases that you might use to begin and maintain effective communication in the counseling session.

Use the following statements or phrases when you practice active listening or responding. They serve to encourage the soldier and to obtain information on guiding and controlling the session. They may also resolve inconsistencies of fact or feeling:

- o on one hand you say ...and on the other hand you say
- o Don't forget that.
- o Then it isn't (the original problem) that you are worried about, it is ...
- o What you first wanted was .. and now what you say is....
- o I'm not sure we understand. Explain how that
- o You just said ..but now
- o I feel that there is something I don't know yet.
- o You have me confused.
- o The facts are ...

(a) Active Listening Comments. Active listening includes making comments that show the soldier that you are listening and concentrating on what he says. This lets him know that he is being heard and understood. The soldier must be encouraged to communicate with you. He must feel that you are receiving his message.

(b) Reflective Statements. Reflective statements allow you to paraphrase what the soldier says to bring out what the soldier means or feels. By paraphrasing, you show that you understand the soldier and that you are trying to view the situation as the soldier sees it. This helps to prevent confusion. Some examples of reflective statements follow:

- o This is what you said.
- o You say you feel.....
- o It sounds like....

- o In essence, you've said this.....
- o From your point of view.....
- o In other words, what you are saying....
- o You believe.....

(c) General Leads. General leads are statements used to encourage the soldier to continue to explain his problem, or to tell you how he feels about it. Some examples of general leads follow:

- o Tell me more about it.
- o Uh-huh.
- o Tell me more.
- o How's that?
- o This is the time to get it off your chest.
- o I see.
- o I'd like to listen, if you want to talk about it.
- o I'd like to hear about it.
- o I know it's difficult to talk about.
- o Would you explain that more?

(d) Silence. Silence during a counseling session can indicate several things. During a counseling session, pauses in verbal communication may occur. They may vary from a few seconds to several minutes. The significance of the pause depends on when it takes place and who starts it. You must judge the reason for the pause and respond accordingly. Following are some times that silence occurs and possible reasons why it occurs:

- o At the start of the session, the soldier is afraid of discussing the problem or his feelings about it.
- o The soldier is thinking about what he just said.
- o You or the soldier finish talking about a thought or a subject.
- o The soldier is at the point of discussing an emotionally painful situation (a personal problem) or has just brought up the subject.
- o The soldier does not trust you, either because of past experience or because he fears that you will chew him out.
- o The soldier wants some assurance of support or confirmation from you.

Use the following phrases to break the silence and to continue communication:

- o It's rather hard to express difficult situations.
- o I'd like to be trusted.
- o I'd like to help.
- o If you want to talk about it later, I would like to listen.
- o If you decide that you'd like to talk late I'll be here.
- o Take your time. There's no rush.
- o I get the feeling that you don't really want to solve this.
- o It is kind of embarrassing to talk about.

(e) "I" Messages. The use of "I messages" is an effective technique for informing or confronting a soldier with the facts. Use "I messages" to tell him what his behavior is and how it affects you or the unit. Your express intent is to get him to change the behavior.

Follow these basic rules for sending an "I message":

- o Describe specific behavior by telling the soldier exactly what you see and hear, but do not judge or evaluate his behavior.
 - Example: Private Smith, I see that you knocked over the bookcase as you walked by and left it that way.
 - Not: Private Smith, you deliberately (judging) knocked over that bookcase because you are angry at me (evaluating his reason).
- o Express how you feel about it. Tell the soldier how you feel about his behavior, your gut-level reaction (frightened, angry nervous, frustrated, proud, happy, glad, excited), but not what you think about his behavior. It works best if you can share the underlying fear or threat rather than the instant anger.
 - Example: I feel frightened.
 - Not: I feel you shouldn't do that (thinking).

- o State the tangible effect by telling the soldier how his behavior affects you or the unit if it continues. Don't tell him how it may affect him. In other words, don't threaten him.
 - Example: Someone will trip over the bookcase and hurt himself.
 - Not: If you don't pick it up, I will send you to the first sergeant.
 - Example: You've helped me in solving my problem, and I'm happy and excited to be a part of this unit and working with you.

Always follow "I messages" with active listening to work through any defensiveness caused by your "I message."

(5) Guiding Comments. Use guiding comments to add structure and organization to counseling. Through guiding skills, you help the soldier learn ways to improve performance, solve a personal problem, or identify and select the ideal outcome. In guiding the soldier, you may need to cause the soldier to accomplish the following:

- o Define the statement.
- o Identify strengths.
- o Recognize constraints.
- o List and prioritize concerns.
- o Develop new options.
- o Reorient on different circumstances.
- o Reframe or take a changed view.
- o Prepare a plan.

You can use the following sample phrases:

- o You are looking for some ways to straighten this out.
- o Can you think of something that might work?
- o Could we think of some ways together? What can you think of?
- o You want to figure some way to work this through.
- o What do you think you can do about this?
- o You want some help with this. Let's see what we can think of together. Got any ideas? (If the soldier cannot come up with ideas, develop several choices for the soldier to choose from.)
- o You want to straighten this out, but you don't know how.

- o I get the idea that you'd like to work this out somehow. Got any ideas?
- o Would you like to practice talking to Jones with me? Shall I be Jones or you? (This is a good chance to model something that might work for him and that may be acceptable.)
- o If I were Smith, I would understand if you came and said.
- o If I were Smith, I would like to know how you felt.
- o You don't like any solution you see. Can we think of some more?
- o You want to straighten it out, but it is going to be hard.

The above statements and phrases are examples only. They do not represent a complete list. Develop your own phrases that are appropriate to each counseling session.

c. Flexibility. Successful counseling calls for you to be sensitive and flexible in your use of a variety of counseling techniques. It is not enough that you use good English or read off a list of points for improvement. You must be able to manipulate the course of the counseling interview so the counselee is motivated to participate. You can establish flexible control through the use of questioning techniques. So that a single set of questions is not visible in every interview, adapt to the purpose the type of questions you ask.

(1) Who, What, When, Where, Why, and How Questions. You can use these types of questions in almost any interview or counseling session. These type of questions are valuable because they fit so many types of situations. These questions are especially useful in getting detailed answers and they save time.

(2) Connecting Questions. Use connecting questions whenever it is appropriate. Often, the individual can be helped to see his difficulty more clearly if related facts or events are connected. The counselee can then begin to see how everything fits into the problem situation.

(3) Open-Ended Questions. Open-ended questions allow you to follow up what a soldier says. Although you may use yes-or-no questions to commit the individual or to get a better understanding, use them sparingly. Always follow the yes-or-no answer with another question to get the information you want. Avoid the use of yes-or-no questions when possible, and use open-ended or reflective questions.

(4) Guiding Skills. Guiding skills can add structure and organization to counseling. Use problem-solving and decision-making skills to help the soldier reach a solution. It is relatively simple to use these skills when you are using the directive approach. It is not so simple to guide the soldier through the process of examining the situation, setting a goal, and then figuring out how to reach it. Lead the soldier through the steps in such a way that he figures out what needs to be done.

There are seven basic steps of problem solving, decision making, and planning. You can use these steps to help structure counseling. These steps, with examples of guiding remarks that may fit each step, depending on the situation, follow:

(a) Step 1. Identify the problem. Ask yourself the following questions in order to identify the problem:

- o What is the cause of this problem?
- o What is the biggest source of trouble?
- o What's wrong?
- o Why is this a problem for you?
- o How did this happen?
- o How do you think things got this way?
- o Will you help me prioritize all your concerns?

(b) Step 2. Gather information. Consider the following points when you gather information.

- o What are the facts?
- o What's the background of this?
- o Who is involved?
- o What has been done?
- o Tell me how this works.
- o Describe some examples of that.

(c) Step 3. Develop courses of action. When you develop courses of action, consider the following questions:

- o What do you want?
- o How would you like things to be?
- o What are some ways to do that?
- o How could you get things to be the way you want?
- o Let's see what can be done.
- o What else might work?

(d) Step 4. Analyze and compare courses of action. When you analyze and compare courses of action, consider the following questions and concerns:

- o I'd like to hear about that.
- o What are some problems with doing that?
- o What makes that better?
- o How come you are concerned with that?
- o What are the disadvantages?
- o What does that have to do with the problem?
- o Will this get you what you want?
- o How will this affect our unit and organization?

(e) Step 5. Make a decision and select a course of action. When you make a decision or select a course of action, consider these points:

- o What solution will work best?
- o Which one do you like?
- o Can you describe the most likely answer?
- o You need to pick a course of action.
- o It's time for you to make a decision.

(f) Step 6. Make a plan. Consider the following points when you make a plan.

- o What are your next steps?
- o How do you get that done?
- o how you need a plan.
- o How are you going to do that?
- o Who's got to do what?
- o What else must happen?
- o What could go wrong? How can you avoid that?

(g) Step 7. Implement the plan. Consider the following points when you implement the plan.

- o If you don't have any other concerns, you're ready to go.
- o Now it's time for you to act.
- o Okay, get started. See me on Friday and let me know how things turn out.
- o I think you've got things figured out. It's up to you now.

d. Leadership Actions. Counseling requires that your actions demonstrate knowledge, understanding, judgment, and ability. It involves learning and applying techniques for developing more effective counseling skills.

Of all your traits or characteristics which promote effective counseling, a caring attitude is the most important. Develop an attitude of sincere concern for the soldier. Moreover, your conduct must be consistent with that attitude if you are to be an effective counselor. Apply various techniques and develop skills which show an attitude of sincere concern. You must not just say that you are concerned. You must do things to show concern for your soldiers' well-being.

To be an effective counselor, set a proper example. Be ethical in all personal and professional actions. Know your own duties, your subordinates' job requirements, and your soldiers' capabilities and limitations. Understand the methods of counseling you are most comfortable with. Know your limitations. Refer soldiers to agencies when the need is there. Above all, demonstrate the standards of personal conduct and duty performance that you expect of your soldiers.

In developing proper attitude and behavior, be aware of the characteristic aspects of effective counseling. These include:

(1) Flexibility. Flexibility occurs when you fit your counseling style to the unique character of each soldier and to the relationship desired.

(2) Respect. Respect each soldier as a unique, complex individual with his own sets of values, beliefs, and attitudes.

(3) Communication. Establish open, two-way communications with your soldiers. Use both spoken language and nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.

(4) Support. Support and encourage your soldiers through your actions and interest while guiding them through their problems.

(5) Motivation. Motivate your soldiers by getting each one to actively participate in counseling and teaching subordinates the value of counseling. Each soldier responds differently. Those who need and want counseling are more likely to profit from it, but your concern must extend to those who need, but do not want, counseling.

(6) Purpose. Provide purpose and you will develop responsible and self-reliant soldiers who can solve their own problems.

Be aware that much of the information a soldier gives during a counseling session is given in confidence. As a rule, do not pass on this information without the soldier's consent. However,

your responsibility to keep the chain of command informed may override this concern. You may have to pass on certain information once a soldier has been referred to an agency for assistance. Every soldier is responsible for reporting information concerning a criminal act to the proper authorities. Therefore, you must be sure that the soldier knows the limitations on confidentiality before a counseling session begins. This openness helps you establish and maintain the trust that should exist during a counseling session.

e. Sources of power. Power is the ability, either physical, mental, or moral, to have positive control over the actions of others. Interactions or exchanges that occur between unit members and their leader shape the soldiers' perceptions of the leader's ability. These perceptions determine the amount of power that you have over them.

(1) Legitimate Power. Legitimate power is based on the soldiers' perceptions that your rank or position automatically gives you certain rights and authority. This power is effective as long as soldiers accept the organizational structure, regulations, and policies as legitimate.

(2) Reward power. Reward power is based on the perception that you control rewards that soldiers value and believe are given for satisfactory performance. A problem is that soldiers may perform at a minimum acceptable level to get a reward. If you rely entirely on reward power, your ability may be greatly reduced in difficult situations. In combat, soldiers face many hardships, and you are not able to provide the rewards to which soldiers have become accustomed.

(3) Coercive Power. Coercive power is based on the perception that you can and will punish soldiers who do not obey. Coercive power may have short-term benefits but produces fear and resentment if you overuse it. Both reward and coercive powers depend on your ability to know how soldiers perform all the time.

(4) Referent Power. Referent power is based on soldiers identifying with you. Soldiers are attracted to you and want to be like you. Referent power relies on soldiers' positive association with the example set by your performance. It is independent of rewards and punishments.

Soldiers accept guidance and follow directions from a leader who they believe knows the correct action or solution. This confidence is important in combat when soldiers must believe that their leader is able to get them through dangerous situations.

f. Forms of Influence. You often use influence when you direct subordinates. By doing so, you cause soldiers to do things or make changes or produce some desired result. You may use it in scheduled counseling sessions or in brief, informal coaching at a soldier's place of duty.

Influence may take many forms. The form used depends on what is necessary to develop the subordinates and to meet the needs of the unit. The following are common forms of influence:

(1) Mapping Alternatives. Mapping alternatives suggests alternative actions that the soldier might take. You may let the soldier decide entirely which alternative to use.

(2) Recommending. Recommending one course of action is another form of influence. You may still leave it up to the soldier whether or not to accept the recommended actions

(3) Persuading. Persuading is a way that you can suggest that a given course of action is in the soldier's best interests. Though you want to sell a certain course of action, expect the soldier to make the decision. Successful persuasion depends both on your credibility and on the soldier's willingness to listen. Mutual trust must exist. You must have the expertise to critique the soldier's performance.

(4) Urging. This occurs when you exert every effort to convince the soldier to take a given course of action. Urging is somewhat stronger than persuasion but does not resort to using your authority. There is no suggestion of a command.

(5) Advising. Advising the soldier that it is in his best interests to take a given course of action is another form of influence available to you. This is the strongest form of influence. However, there is no suggestion of command or threat involved.

(6) Commanding. This occurs when you order the soldier to take a given course of action. Allow no possibility of the soldier misunderstanding that a command is involved. This is an either/or situation. Command the soldier to carry out a given course of action. Make him face the consequences if he does not carry out the order. Give orders in clear, exact words, not in a threatening manner.

(7) Punishing. This should be the last possible means of maintaining military discipline. Use it when efforts to develop the soldier's sense of responsibility and self-discipline have failed. Positive leadership is best, but sometimes you must punish a soldier to correct him and to enforce standards.

Your action with one soldier is soon known by, and influences, the other soldiers of the unit. Some actions have greater impact than others, such as a commander imposing nonjudicial punishment under Article 15, Uniform Code of Military Justice (UCMJ). If corrective action and punishment are fair and just, your authority and credibility are stronger. If actions are unjust or inappropriate, your credibility is reduced. When it becomes known that your counsel has truly helped a soldier, you will more easily be able to influence other soldiers.

LESSON 1

PRACTICE EXERCISE

The following items will test your grasp of the material covered in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answer with the answer key that follows. If you answer any item incorrectly, study again that part of the lesson which contains the portion involved.

Situation: It has come to your attention that Private First Class (PFC) William Harris is in debt. He is having trouble paying his bills on time and has missed several payments entirely. You decide to counsel PFC Harris. Before you do so, you review the approaches, principles, characteristics, and techniques of counseling. Use this situation to answer questions 1 through 10.

1. You consider various counseling approaches. One approach which may be appropriate and effective, if you are careful not to create resentment by appearing to question PFC Harris's ability or to suggest that he does not have all the answers, is
 - A. directive.
 - B. nondirective.
 - C. combined.
 - D. eclectic.

2. To create and reinforce PFC Harris's positive self-image, you might, after identifying shortcomings, use
 - A. teamwork.
 - B. punishment.
 - C. praise.
 - D. flexibility.

3. You want to ensure that your effort to develop PFC Harris includes having him
 - A. determine as many possible courses of action, based upon facts, as possible, without actually selecting any.
 - B. take appropriate action.
 - C. identify those who are responsible for his problems.
 - D. accept his situation as one that he cannot change.

4. During the counseling session, you intend to strive to maintain an attitude that exhibits your
 - A. competence.
 - B. subjectivity.
 - C. rigidity.
 - D. emotion.

5. As a part of active listening, you plan to let PFC Harris know that you are listening to him by
 - A. maintaining a blank or fixed expression.
 - B. arguing with him.
 - C. agreeing with him.
 - D. maintaining eye contact.

6. If it is necessary to develop a new picture of the problem so that PFC Harris can view the problem differently than he has before, you can use which of the following techniques of responding?
 - A. Questioning.
 - B. Summarizing.
 - C. Interpreting.
 - D. Informing.

7. To bring out what PFC Harris means or feels, you might begin a comment with the words
 - A. "from another viewpoint, the problem can be that.... "
 - B. "you just said....but now ... "
 - C. "another way you can look at it is..... "
 - D. "from your point of view..... "

8. To gather information, you may say to PFC Harris,
 - A. "Tell me what's wrong."
 - B. "What are the facts?"
 - C. "What makes this better?"
 - D. "Will this get you what you want?"

9. If you exercise power based upon PFC Harris's perceptions that your rank gives you certain rights and authority, you will be using what type of power?
 - A. Legitimate.
 - B. Coercive.
 - C. Referent.
 - D. Expert.

10. At the appropriate moment during the counseling session, you intend to exert every effort, short of a command, to convince PFC Harris to adopt a realistic budget. In doing so, you will exert which form of influence?
- A. Mapping alternatives.
 - B. Recommending.
 - C. Persuading.
 - D. Urging.

LESSON 1

PRACTICE EXERCISE

ANSWER KEY AND FEEDBACK

Item Correct Answer and Feedback

1. A. directive.

In the directive approach, you, as the counselor, do most of the talking. You state the problem, identify the causes, offer explanations, and list the options available. You give advice, offer solutions, and tell the soldier what he must do. This approach can provide help for many problems such as indebtedness and financial management, for on-duty spot corrections, and for certain aspects of correcting duty performance. However, this approach does have disadvantages. One disadvantage is that such a dominant influence may create resentment because the soldier may see you as questioning his ability or as having all the answers. He may just "let" you solve his problem. This attitude may cause the soldier to always depend on you rather than to learn to stand on his own feet. (Pages 1-3 and 1-4, para 4a)

2. C. praise.

Successful leaders use praise effectively. Identifying shortcomings and then telling the soldier what must be improved are your responsibilities. Praising a soldier for his improvement and proper performance is even more important. Sincere and honest praise lets a soldier know that you appreciate his efforts. It is important for the soldier to know that you view him as a valuable member of the unit. With praise, you can create and reinforce a positive self-image in the soldier, making him feel like a winner. (Page 1-13, para 1b)

3. B. take appropriate-action.

Your efforts to develop soldiers should accomplish four objectives:

- o Cause the soldier to recognize strengths or shortcomings and define any problems. This calls for patience, sincere interest, and clear thinking .
- o Have the soldier determine possible courses of action based on facts, and then cause him to select one. This requires skill, knowledge, and restraint.
- o Cause the soldier to actually take the appropriate action. This depends upon the soldier's commitment to his decision.
- o Have the soldier assume full responsibility for his decisions actions. This can be met only if the first three objectives are accomplished. (Page 1-14 and 1-15, para 1c)

4. A. competence.

Your manner is as important as your appearance. Through your manner, you give the counselee an impression of your competence. Strive to exhibit an attitude of competence without being cocky. Be objective about the individual's problem and avoid giving him the idea that his problem is boring. Don't become emotional or overreact to a problem. You should be calm, alert, flexible, sincere, and interested in the person you are counseling. During the counseling interview, you should create the impression that you have time for the counselee and that you consider the counseling interview important. (Page 1-17, para 2b)

5. D. maintaining eye contact.

An important skill is active listening. Part of active listening is concentrating on what the soldier is saying. Another part is letting the soldier know that you are concentrating, hearing, and understanding what is said or are "getting the message." One element of active listening that you should consider is eye contact. Maintaining eye contact helps show a sincere interest in the soldier. This does not mean that you should stare at the soldier. Occasional breaks of contact are normal and acceptable. Excessive breaks of contact, paper shuffling, and clock-watching indicate a lack of interest or concern. (Page 1-22, para 3a(1)(a))

6. C. Interpreting.

This is similar to summarizing except that you give the soldier a new frame of reference or way of looking at something such as a problem. Its purpose is to develop a total picture of the problem so that the soldier can view the problem differently than before. You may suggest how others may view the situation. It is hoped that the soldier will better understand the nature of the problem and will be able to deal with it. (Page 1-25, para 3b(3))

7. D. "from your point of view"

You paraphrase what the soldier says to bring out what the soldier means or feels. By paraphrasing, you show that you understand the soldier and that you are trying to view the situation as the soldier sees it. This helps to prevent confusion. One way to bring out what a soldier means or feels is to begin a comment with the words "From your point of view" (Page 1-26, para 3b(4)(b))

8. B. "What are the facts?"

There are seven basic steps of problem solving, decision making, and planning. The steps can sometimes help to structure counseling. A remark that fits the second step, gathering information, is "What are the facts?" (Page 1-31, para 3c(4)(b))

9. A. Legitimate.

Legitimate power is based upon the soldier's perceptions that your rank or position automatically gives you certain rights and authority. This power is effective as long as soldiers accept the organizational structure, regulations, and policies as legitimate. (Page 1-34, para 3e(1))

10. D. Urging.

A common form of influence is urging. You exert every effort to convince the soldier to take a given course of action. This is somewhat stronger than persuasion without resorting to authority. There is no suggestion of a command. (Page 1-35, para 3f(4))

LESSON 2

IDENTIFY THE TYPES OF COUNSELING

Critical Tasks: 03-9001.15.0002
03-9001.15.0003

OVERVIEW

LESSON DESCRIPTION:

In this lesson, you will learn how to employ the following types of counseling: reception and integration; performance; personal; disciplinary; and professional growth and guidance.

TERMINAL LEARNING OBJECTIVE:

ACTIONS: Employ the following types of counseling: reception and integration; performance; personal; disciplinary; and professional growth and guidance.

CONDITIONS: You will be given information in this lesson that is derived from FM 22-101 and extracts from FM 22-101.

STANDARDS: Employing reception and integration counseling, performance counseling; personal counseling; disciplinary counseling, and professional growth and guidance counseling will be in accordance with FM 22-101.

REFERENCES: The material contained in this lesson was derived from FM 22-101.

INTRODUCTION

When new soldiers enter your unit, you must employ reception and integration counseling involving transition reception, orientation, and sponsorship. You can expect to employ performance and personal counseling as well. Moreover, on occasion, you probably will be required to administer disciplinary counseling. In addition, both new and more experienced soldiers expect to receive professional growth and guidance counseling. This lesson instructs you on how to employ each of these counseling services.

PART A - CONDUCT RECEPTION AND INTEGRATION COUNSELING

1. Reception and Integration.

Counseling begins when you welcome new soldiers to the unit. Do this immediately upon their arrival. Newly assigned soldiers must adjust before they can become effective members. This adjustment occurs most rapidly with an effective reception and integration plan. This is probably the most important step in starting soldiers properly in a unit. Make a strong effort to sponsor and receive soldiers properly, set the standards, and make them part of the team.

Assisting new soldiers promptly with administrative in-processing is only part of the plan. They need to be welcomed and to have their needs addressed. This applies equally to new soldiers, to soldiers arriving from another assignment, or to soldiers returning after a long absence. Soldiers returning from special duty away from the unit or temporary duty (TDY) to a distant location may find that the home base situation has changed. They will need to adjust to these changes.

2. Transition Reception.

Reception and integration counseling must accomplish two major transition objectives. The first is to identify and resolve any problems or concerns that the soldier has before he reaches a crisis. Upon reporting to a unit, the soldier is thinking about such things as getting paid, learning administrative requirements, or establishing a position among peers and leaders. If married, his main concern is getting the family settled. It is better for you to provide facts and useful information to new soldiers before they are misled or taken advantage of by others. This helps with soldier and team development and with unit readiness.

Your second major objective is to set the standards. You must let the soldier know what is expected of him and what the required standards are. As part of this communication, the soldier must learn what he can expect from the unit's leaders. This is an opportunity to prevent future difficulties by explaining what must be done and what should be avoided. Soldiers must feel that their leaders have a sincere concern for their well-being. Soldiers who feel that they are sincerely welcome--that they are valued members of the unit--have increased confidence to cope with new and unknown situations.

3. Orientation.

Each activity has its own requirements for orientation and in-processing. These are normally established procedures identified in local command directives. A complete reception and integration counseling program should-

- o Resolve problems with personal affairs.
- o Introduce the new soldier to peers and the leaders in the chain of command.
- o Explain all of the procedures for in-processing and the schedule for accomplishing them.
- o Explain the unit's history and traditions, missions, and activities.
- o Explain how the new soldier's duty assignment is important to the unit and its mission.
- o Explain the standards of conduct and the performance expected of the soldier in a new duty assignment.
- o Explain the unit's policies on leaves and passes, duty rosters, promotions, and job performance evaluations.
- o Explain opportunities and facilities for personal and professional improvement and development.
- o Inform the new arrival of the facilities available for spiritual needs, conveniences, and off-duty recreation.
- o Inform the new arrival of the functions and locations of assistance agencies.
- o Explain local customs and off-limits areas.

As with all counseling, follow-up is important. A brief, informal follow-up after 30 days ensures that the soldier has been completely integrated into the unit. It also provides some recognition for difficulties he may have experienced as part of the team.

While the importance of reception and integration counseling is clear, leaders at all levels must ensure that soldiers who are leaving the unit receive the same concern as those arriving. Do not leave departing soldiers to fend for themselves while you devote your time and effort to your other soldiers. These soldiers often develop negative attitudes that can be carried to their new unit. The receipt of reassignment orders does not immunize the soldier from problems. This is a time when the soldier experiences a great deal of turmoil in his life, and you must show concern and provide guidance, just as you did when he first arrived. A trouble-free departure from his old unit can help make a soldier's integration into his new unit more successful.

4. Sponsorship.

A soldier's first impression of his unit has a lasting effect. A sponsor can play an important part in this initial impression. Appointing a sponsor to a new arrival for the first few weeks benefits both the soldier and the unit.

Ensure that the sponsor is someone from the same unit, preferably from the same squad or section where the new arrival is assigned. Select a good soldier who is experienced and knowledgeable and who is a positive influence. Make sure that sponsors have as much as possible in common with the new arrival and be the same rank and Military Occupational Specialty (MOS). Ensure that single soldiers sponsor single soldiers and that married soldiers sponsor married soldiers.

The tasks required of the sponsor varies with the rank, experience, and duty assignment of the new arrival. Generally, the sponsor is a peer who helps the new soldier become settled and oriented to the new surroundings. He may accompany the new arrival to finance, supply, and other places where in-processing is conducted. The sponsor may coordinate whatever family assistance is required.

PART B - CONDUCT PERFORMANCE COUNSELING

1. Performance.

Performance counseling informs soldiers about their jobs and the expected performance standards and provides feedback on actual performance. Soldier performance includes appearance, conduct, mission accomplishment, and the way duties are carried out. The purpose of counseling may be to help a soldier maintain or improve a satisfactory level of performance or improve performance that is below standards. Issue clear guidance and then give honest feedback to let the soldier know how he has performed.

Honest feedback is essential for motivating soldiers and controlling a unit's performance. First observe the soldier's performance of duty, his ability to complete an assignment, and his approach to accomplishing a mission. Then tell the soldier where he stands. Praise the things that the soldier did well or that show improvement. Note the contribution that the soldier's performance has made to the unit. This reinforces the importance of his duties and helps to foster cohesion. Feedback should also include ways to improve performance.

Conduct performance counseling continuously as part of your role as a teacher and as a coach. Unit readiness and mission accomplishment depend on each soldier's ability to perform his duties and to act in a proper manner.

2. Growth and Learning.

Regardless of how it is conducted, performance counseling must be a teaching process with continuous growth and development its object. Through personal growth, soldiers realize their full potential. Growth and motivation are stimulated by the challenge of a soldier's job and by the guidance and encouragement of the unit leaders.

Every soldier must be capable of doing the assigned job. Every duty assignment, therefore, demands your careful consideration. You must know the individual's character, preferences, ambitions, qualifications, and potential.

The opportunity for learning to take place results from conditions which you create. Motivation, in turn, results from learning and is greatly influenced by personal values. Those conditions under your control that stimulate learning and motivation include:

- o Accurate evaluation of performance.
- o Rapport between leader and soldier.
- o Clear and Understandable communication between leader and subordinate.
- o Mutual agreement concerning performance areas where improvement is required.
- o Specific actions for improving performance.
- o Feedback on progress.
- o Expectation of success.

Growth and learning of subordinate officers are enhanced by the proper use of Department of the Army (DA) Form 67-8-1 (Officer Evaluation Report [OER] Support Form) shown in Figure 2-1. This valuable tool enables you to direct subordinates in a way that fosters mission accomplishment. It clearly shows subordinates what is expected of them and allows for their participation in the decision-making process. Further, it focuses on the linkage between individual performance and the unit's mission.

The key to successfully using this form is the joint establishing of objectives at the beginning of the rating period with periodic reviews and revisions when necessary. Face-to-face discussion is essential for success. Simply having neatly prepared forms in a file is unacceptable. Your objective is to take the time to teach subordinates and have open discussions on mission-related issues with them.

SAMPLE		OFFICER EVALUATION REPORT SUPPORT FORM	
<small>For use of this form, see AR 600-100; the program agency is OCSPER.</small>			
<small>Read Privacy Act Statement on Reverse before Completing this form</small>			
PART I - RATED OFFICER IDENTIFICATION			
NAME OF RATED OFFICER (Last, First, MI)	GRADE	ORGANIZATION	
PART II - RATING CHAIN - YOUR RATING CHAIN FOR THE EVALUATION PERIOD IS:			
RATER	NAME	GRADE	POSITION
INTERMEDIATE RATER	NAME	GRADE	POSITION
SENIOR RATER	NAME	GRADE	POSITION
PART III - VERIFICATION OF INITIAL FACE-TO-FACE DISCUSSION			
<p>AN INITIAL FACE-TO-FACE DISCUSSION OF DUTIES, RESPONSIBILITIES, AND PERFORMANCE OBJECTIVES FOR THE CURRENT RATING PERIOD TOOK PLACE ON _____</p> <p>RATED OFFICER'S INITIALS _____ RATER'S INITIALS _____</p>			
PART IV - RATED OFFICER (Complete a, b and c below for the rating period)			
<p>a. STATE YOUR SIGNIFICANT DUTIES AND RESPONSIBILITIES</p> <p>DUTY TITLE IS _____ THE POSITION CODE IS _____</p>			
<p>b. INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES</p>			

DA FORM 67-8-1
01000

EDITION OF SEP 76 IS OBSOLETE

Figure 2-:1. Blank OER support form (DA Form 67-8-1)

3. Evaluation of Actions.

Performance counseling begins with evaluating the soldier's performance or actions. Restrict it to appraising and discussion behavior rather than diagnosing character or suspected attitudes. Emphasize exchanging information about performance, not emotion. For example, "Private Bellus, I see that you have difficulty connecting the handset to the radio" addresses a specific shortcoming. "Bellus, you're no good at setting up-the radio" is a general and negative statement.

The emphasis on talking about specific actions applies to improved and positive performance as well. Praise and recognition are important. A simple "Sergeant Swadish, you have done wonders in the motor pool," is a good motivator. This can be even more effective if specific actions are discussed. For example, "Sergeant Swadish, I see that your driver training program has eliminated most of the operator maintenance deficiencies" says exactly what was done well and reinforces it.

One way to structure performance counseling is to use evaluation report forms as discussion guides. You can accomplish a quarterly review of the subordinates' actions using these forms as outlines to discuss specific duties and performance objectives. Thus, you ensure that soldiers receive periodic feedback on all aspects of performance that are formally evaluated. The quarterly review allows you to reassess priorities, goals, and needs. Army Regulations (ARs) 623-105 and 623-205 contain useful information on setting objectives and evaluating performance. This approach helps you assess the overall capability of the unit.

4. Improvement of Performance.

Discuss methods or actions to improve performance. In many cases, soldiers know when they have failed or have not done well, especially if they know the standards. Some soldiers require that the counselor be directive and list item by item what they must do to improve. Other soldiers, with some nondirective guidance, can figure out what to do.

Determining ways to improve is based on your first evaluation of a soldier's performance. View specific actions to figure out why the soldier is below standard in a given area. He may not know how or want to do something or something may prevent proper performance. For each reason, the steps needed to improve performance are different. If the soldier does not know how to do something, he needs to take steps to practice and learn. A soldier who does not want to do something may just need to understand the reasons. If missing or wrong equipment prevents effective performance, then steps need to be taken to correct the

situation so that improvement can take place. By discussing specific actions, you are far more effective in helping the soldier to improve his performance.

5. Goal Setting Guidelines.

You can use the following eight steps to determine and establish performance goals:

- a. Step 1. Review higher level command objectives. What is the guidance from senior commanders?
 - o Describe key values.
 - o State the mission.
 - o Identify stated goals.

- b. Step 2. Set organizational values. What are the desired norms and behaviors? How are they exemplified?
 - o Describe important traits.
 - o Define expected actions.

- c. Step 3. Establish or revise mission statement. What should the unit be doing? What is the ultimate function?
 - o Describe all functions broadly.
 - o Orient on future accomplishments.

- d. Step 4. Set organization goals. How is each part of the mission statement accomplished? Describe between three and seven specific and results-oriented elements that get the mission accomplished.

- e. Step 5. Set organizational objectives. What is the measurable result of each goal? Describe what things are like when the objective is reached.

- f. Step 6. Identify required resources. What is needed to accomplish each objective? What is available for each objective and the total mission?
 - o Compare what is available and required.
 - o Request additional resources if needed.
 - o Realign resources to match priorities.

- g. Step 7. Identify individual tasks and responsibilities. What does each team member contribute to the total organization's objectives?

- o Break down objectives into specific tasks.
- o Define individual roles.
- o Establish performance objectives and standards.

h. Step 8. Publish the results. Keep seniors informed on the direction of the organization and ensure subordinates understand the overall goals, objectives, mission, and values.

PART C - CONDUCT PERSONAL COUNSELING

1. Personal.

Personal counseling involves helping a soldier solve a personal problem. Problems may vary from financial matters to marital difficulties. Emphasize helping the soldier solve his own problems. A soldier may ask to talk to you about a problem or he may be referred to you for counseling by someone else. Sometimes, a need for personal counseling may be indicated during a performance counseling session or by a change in the soldier's behavior. The goal remains the same: help the soldier develop initiative, recognize his problems, and solve his own difficulties.

2. Soldier's Problems.

In personal counseling, always consider the soldier's point of view. What you view as simple or minor may look overwhelming to the soldier.

Successful personal counseling follows two basic guidelines. First, you must be committed to the principle that every soldier, regardless of rank or duty assignment, has the right to be heard. Use counseling techniques that help subordinates clarify their feelings and consider alternate courses of action in solving their problems. Never look down on a soldier because he has personal problems. If you have this attitude, the soldier will feel that you consider him to be of less importance than you. As a counselor, you become a helper whose authority, training, and technical expertise as a soldier permit better understanding and acceptance from subordinates who ask for help.

Second, realize that relatively mature and healthy persons can look at their personal problems intelligently and reach satisfactory solutions. While a soldier may seek help thinking through a problem, do not push him into solutions that you select in answer to his personal problem. The soldier does not learn to find solutions if solutions are always given. The soldier cannot take credit for the success of someone else's solution. The soldier can shift blame for failure to you.

Help the soldier think through his problem and how he feels about it. Help him understand his involvement and what he wants to have happen. To do this, he must feel at ease with you. Talking openly to someone about a personal problem is seldom easy. Listen to and understand the problem and try to get the soldier to define just what the problem is and what must be done.

Many personal problems arise because soldiers are somehow failing in their relationships with others. For this reason, a soldier may also have trouble relating to you as a counselor. Break through that barrier with firm caring leadership. If you cannot communicate with a deeply troubled soldier, obtain help for the soldier from another counselor with specialized training. A soldier can more effectively perform his duties, once his personal problems are resolved.

3. Leader's Limitations.

Leaders find they are limited as counselors. You cannot help everyone in every situation. Not even professional counselors with a counseling degree can profile all the help every soldier in trouble needs. Recognize your limitations and offer only that kind of help for which you are trained and qualified. It is okay to refer a soldier to outside agencies or someone more qualified to help when the situation calls for it. If you do so you are not a failure. You are being more effective in resolving problems.

You normally should obtain outside help from support agencies by using the "chain of command." The soldier has the right to contact certain agencies on his own, such as the chaplain or the inspector general. Respect his right. However, it is generally in the soldier's best interest to first seek help from his leaders. There are three major reasons for using the chain of command:

- o The soldier must have permission to be absent from the unit.
- o Many problems can be solved at company or battery level if they are known. This does not imply that all problems can be solved at these levels. A problem may exist that the soldier does not care to discuss with unit personnel.
- o The commander must be kept informed of problems or complaints in his unit.

Outside agencies to which you may refer a soldier for assistance are described in Lesson 3, Part C, of this subcourse.

PART D - CONDUCT DISCIPLINARY COUNSELING

1. Discipline.

A necessary part of your duties is counseling soldiers who have violated regulations, policies, or other set standards. You use discipline counseling when you take corrective steps that do not result in formal punitive action against the soldier under the Uniform Code of Military Justice (UCMJ). Nonpunitive measures are normally applicable for minor or first offenses concerning conduct or inefficiency. If action by a commander under Article 15, UCMJ, or by a court-martial is likely, you must ensure that the accused soldier is advised of his Article 31, UCMJ, rights before discussing the incident.

It is easy to tell subordinates about their positive conduct or to discuss specific ways to improve performance. It is difficult and usually unpleasant, however, to discipline subordinates when they fail to meet the required standard. When counseling soldiers whose conduct disrupts unit morale and effectiveness becomes necessary, do it with fairness, firmness, and respect for the soldier.

Discipline counseling differs from performance counseling. Both improve performance and maintain standards. In performance counseling, you stress success and use praise to reinforce positive actions. In discipline counseling, you stress failure to meet set standards of conduct. It is intended to be corrective, not punitive. It details specific deficiencies that must improve. It is necessary for you to use discipline counseling when a soldier shows no progress, makes no effort to improve, or acts in an unacceptable manner. It is normally highly directive in its approach to correct behavior and eliminate deficiencies.

2. Leader Actions.

Like any other type of counseling, discipline counseling requires certain leader actions and preparation. Conduct discipline counseling privately. Have your facts in order and remain unemotional. Only the soldier being counseled, you, and involved members of the chain of command need to be present. Take the following action.

a. Cite Reason for Counseling. Tell the soldier why he is being counseled, what was expected, and how he failed to meet that standard.

b. Cite Unacceptable Behavior. Address the specific unacceptable behavior or action, not the character of the soldier.

c. Inform Soldier of the Consequences of his Behavior. Tell the soldier the impact of his behavior, actions, or performance on the rest of the unit.

d. Listen. Actively listen to the soldier's response.

e. Explain How to Meet the Standard. Tell the soldier how to meet the standard. Be prepared to do some personal counseling. The disciplinary problem may be the result of an unsolved personal problem.

f. Determine Appropriate Action. Determine the appropriate action such as reprimand, corrective training, administrative action, or referral to the commander.

g. Explain Action to be Taken. Explain to the soldier what will be done and why.

h. Follow Up Action Taken. Take action and follow up.

3. Corrective Measures.

Leaders at each level of an organization have different measures they use to improve performance or behavior. Many of these actions are described in Field Manual (FM) 27-1, Chapter 8. Leaders must consider how individual soldiers perceive these measures. These perceptions by the individual, as intended by the leader, are important for achieving the desired result, whether it be correction, rehabilitation, deterrence, or some combination of these. Corrective measures are intended to prevent big problems arising from small ones.

Punishments can be imposed by courts-martial or by commanders under Article 15, UCMJ. Commanders also have the authority to implement certain nonpunitive measures. Various administrative actions can be initiated by the chain of command as corrective measures. The following lists some available options:

- o Deferment of discretionary benefits such as pass privileges, driving on post, or use of the post exchange (PX) or the enlisted men's (EM) club.
- o Admonitions and reprimands.
- o Corrective training.
- o Administrative reduction.
- o Revocation of security clearance.
- o Bar to reenlistment.
- o MOS reclassification.
- o Transfer or reassignment.
- o Alcohol and drug rehabilitation programs.

Some of these administrative actions are similar to punishments authorized under Article 15, which is nonjudicial punishment. For example, restriction, a punishment under Article 15, is like revocation of pass privileges. A commander may give the leader authority to deny the pass privileges of a soldier who is late to duty or who leaves early. Short, well-regulated, and supervised denials of pass privileges can be an effective disciplinary measure.

Extra training led by noncommissioned officers on weekends or after normal duty hours is often more effective than formal punishment in improving soldier performance. It must be related to a specific deficiency, generally one involving inefficiency as opposed to misconduct. Its intent is to correct substandard performance in some area. Because it causes the loss of free time, extra training is inconvenient for both the soldier and his leaders. It requires concerned and caring leaders. It demonstrates good leadership through leaders role modeling the proper actions themselves and then coaching and developing their soldiers. Corrective training must not become an illegal form of punishment; improved performance is the goal.

PART E - CONDUCT PROFESSIONAL GROWTH AND GUIDANCE COUNSELING

1. Professional Development.

A leader concerned with the professional development of subordinates accurately informs his soldiers on the many challenges and benefits of an Army career. Counseling is most important during the first few months of a young enlisted soldier's or officer's career. During this period, soldiers form impressions they carry throughout their service.

As they gain experience, soldiers need opportunities for continued professional growth. Such opportunities range from reading programs through resident military and civilian schools to future assignments. Leaders at all levels must ensure their subordinates know what is required for promotion and what opportunities are available for professional growth and development. Subordinates can then set realistic goals. Appendix B at the end of this subcourse contains worksheets which can be used to assist enlisted soldiers in establishing developmental goals.

2. Career Guidance.

Your experience, maturity, and attitude are vital in influencing soldiers to remain in the Army. You must not only know your subordinates well, you must also be well informed on professional development requirements and educational goals. Certain professional development opportunities for additional schooling,

special programs, or future duty assignments are viewed differently by different soldiers. If you are a concerned and knowledgeable leader, you can help a soldier to determine those areas where he can make the greatest contribution. The more you know about your subordinates, the Army, and current programs, the better equipped you are to provide worthwhile career guidance.

Certain requirements exist for "reenlistment counseling" (detailed in AR 601-280). A unit's reenlistment program describes how to meet these requirements. Career counseling is not a spur-of-the-moment project; preparation is needed. To conduct effective career counseling, you must--

- o know and understand the soldier;
- o be aware of the soldier's attitudes, motivations, and skills;
- o be completely familiar with the advantages and benefits of an Army career;
- o know the options available to the soldier;
- o know the criteria for reenlistment; and
- o identify which options are in the best interest of the soldier.

Although you should not urge all soldiers to remain in the Army, you must provide subordinates, especially good soldiers, with factual information about reenlistment. For a soldier completing his first term of service, reenlistment is a major decision. It is then necessary for you to follow up and continue to counsel good soldiers about an Army career. Those uninterested or undecided may consider reenlistment after they receive additional information from you.

LESSON 2

PRACTICE EXERCISE

The following items will test your grasp of the material covered in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answer with the answer key that follows. If you answer any item incorrectly, study again that part of the lesson which contains the portion involved.

Situation: Several new soldiers are due to arrive in your unit. You plan to provide reception and integration counseling for them. Use this situation to answer questions 1 and 2.

1. You want to counsel the new soldiers about their concerns. One such concern is likely to be
 - A. counseling services.
 - B. sightseeing.
 - C. working as a team.
 - D. getting paid.

2. One reason to provide new soldiers with facts and useful information is so that they
 - A. are not taken advantage of.
 - B. do not need future counseling.
 - C. feel like part of the unit.
 - D. overcome homesickness.

Situation: You are conducting performance counseling using evaluation report forms. Use this situation to answer questions 3 and 4.

3. You use the evaluation report forms as outlines to discuss specific duties and performance objectives on what basis?
 - A. Weekly.
 - B. Monthly.
 - C. Quarterly.
 - D. Semiannual.

4. For useful information on setting goals and evaluating performance, you refer to
- A. AR 600-20.
 - B. AR 600-85.
 - C. ARs 623-105 and 623-205.
 - D. ARs 930-4 and 930-5.

Situation: You are establishing performance goals. Use this situation to answer questions 5 and 6.

5. As your first step, you
- A. review higher level command objectives.
 - B. set organizational values.
 - C. establish or revise your mission statement.
 - D. set organizational goals.
6. You ask yourself what your desired norms and behaviors are, describing important traits and defining expected actions, in order to
- A. review higher level command objectives.
 - B. set organizational values.
 - C. establish or revise your mission statement.
 - D. set organizational goals.

Situation: Despite repeated counseling, a soldier continues to disrupt unit morale by his poor job performance and negative attitude. You decide that you must discipline him. Use this situation to answer questions 7 and 8.

7. You ensure that you treat the soldier with
- A. contempt and pessimism.
 - B. anger and disrespect.
 - C. fairness, firmness, and respect.
 - D. kindness and understanding.
8. When you discover that the soldier has had trouble operating some of the equipment required for him to perform his job, you decide to administer corrective training. Your goal in administering this training is
- A. added punishment.
 - B. improved performance.
 - C. increased obedience.
 - D. improved morale.

LESSON 2

PRACTICE EXERCISE

ANSWER KEY AND FEEDBACK

Item Correct Answer and Feedback

1. D. getting paid.

Upon reporting to a unit, the soldier is thinking about such things as getting paid, learning administrative requirements, or establishing a position among peers and leaders. If married, his main concern is getting the family settled. (Page 2-2, para 2)

2. A. are not taken advantage of.

It is better for you to provide facts and useful information to new soldiers before they are misled or taken advantage of by others. This helps with soldier and team development and with unit readiness. (Page 2-2, para 2)

3. C. Quarterly.

Use evaluation report forms as discussion guides to structure performance counseling. You can accomplish a quarterly review of the subordinates' actions using these forms as outlines to discuss specific duties and performance objectives. This ensures that soldiers receive periodic feedback on all aspects of performance that are formally evaluated. It allows for reassessing priorities, goals, and needs. (Page 2-7, para 3)

4. C. AR 623-105 and 623-205.

Army Regulations (ARs) 623-105 and 623-205 contain useful information on setting objectives and evaluating performance. This approach helps you to assess the overall capability of the unit. (Page 2-7, para 3)

5. A. review higher level command objectives.

There are eight steps in determining and establishing performance goals. First, review higher level command objectives. What is the guidance from senior commanders?

- o Describe key values.
- o State the mission.
- o Identify stated goals.

(Page 2-8, para 5a)

6. B. set organizational values.

The second step in determining and establishing performance goals is to set organizational values. What are the desired norms and behaviors? How are they exemplified?

- o Describe important traits.
- o Define expected actions.

(Page 2-8, para 5b)

7. C. fairness, firmness, and respect.

It is easy to tell subordinates about their positive conduct or to discuss specific ways to improve performance. It is difficult and usually unpleasant, however, to discipline subordinates when they fail to meet the required standard. When it becomes necessary to counsel a soldier whose conduct disrupts unit morale and effectiveness, do it with fairness, firmness, and respect for the soldier. (Page 2-10, para 1)

8. B. improved performance.

Extra training led by noncommissioned officers on weekends or after normal duty hours is often more effective than formal punishment in improving soldier performance. Relate it to a specific deficiency, generally one involving inefficiency as opposed to misconduct. Its intent is to correct substandard performance in some area. Because it causes the loss of free time, extra training is inconvenient for both the soldier and his leaders. It requires concerned and caring leaders. It demonstrates good leadership through leaders modeling the proper actions themselves and then coaching and developing their soldiers. Corrective training must not become an illegal form of punishment. Improved performance is the goal. (Page 2-13, para 3)

LESSON 3

PREPARE FOR AND CONDUCT A COUNSELING SESSION, AND REFER COUNSELEE TO OUTSIDE -AGENCIES

Critical Tasks: 03-9001.15.0002
03-9001.15-0003

OVERVIEW

LESSON DESCRIPTION

In this lesson, you will learn how to prepare for and conduct a counseling session. You will also learn how to refer a counselee to outside agencies for assistance as necessary.

TERMINAL LEARNING OBJECTIVE:

ACTIONS: Prepare for and conduct a counseling session and refer a counselee to outside agencies for assistance.

CONDITION: You will be given information in this lesson that is derived from FM 22-101, and extracts from FM 22-101.

STANDARDS: Preparing for and conducting a counseling session and referring a counselee to outside agencies for assistance will be in accordance with FM 22-101.

REFERENCES: The material contained in this lesson was derived from FM 22-101.

INTRODUCTION

As a counselor, you must be prepared to avoid or resolve soldiers' reactions to counseling and avoid counseling pitfalls. You must also be able to plan and conduct a counseling session and make referrals to outside agencies for additional assistance as necessary. This lesson provides instruction in each of these areas.

PART A - PREPARE FOR THE COUNSELING SESSION

1. Counseling Programs.

An effective counseling program is essential to developing a cohesive unit capable of accomplishing its mission quickly and efficiently. A unit's counseling program can be viewed as an organizational communication system that strengthens the links in the chain of command. All soldiers, especially those in leadership positions, need periodic counseling and coaching. In a properly operating program, leaders all along the chain of command counsel their immediate subordinates. For example, company commanders expect to be counseled by their battalion commander just as privates are counseled by their immediate NCO leader.

Counseling programs improve communication in a unit by building trust and confidence. The communication must flow upward as well as downward. Your respect for the dignity and well-being of subordinates is reflected in the counseling you initiate. This helps create a positive command climate where soldiers initiate upward communication. Soldiers seek you out to share information, ask for advice, and look for assistance with their problems. When these exchanges benefit subordinates, open and improved communications result.

A counseling program must be designed to meet the needs of the unit. It can be established by a policy letter, the unit SOP, or the commander's directive. In any situation, it must foster an "open door" attitude. All members of the chain of command must be accessible to their subordinates. There must also be scheduled or periodic counseling and coaching. A soldier must be told often how he is performing, not just when an efficiency report is due.

A unit program should accomplish the following:

- o Strengthen the chain of command.
- o Clarify policies and procedures.
- o Reinforce standards.
- o Prevent rumors.
- o Praise success.
- o Provide feedback on administrative actions.
- o Clarify priorities.
- o Avoid surprises.
- o Provide needed information.
- o Develop responsible subordinates.

2. Soldier Reaction.

Soldiers react to counseling in many ways. Their reactions are influenced by the reason for counseling and by the way it is initiated. Most-soldiers want to be considered capable of performing their duties and want to gain the approval of their leaders. However, there are also negative reactions to counseling. These negative reactions can block improved performance and soldier development. The reactions discussed here include both positive and negative reactions as well as suggestions for dealing with them.

a. Nervousness. The soldier may appear nervous and overly sensitive. This may be caused by your own nervousness or by your failure to put the soldier at ease. You should explain the purpose of the session to eliminate any uncertainty. You may begin by discussing something the soldier has done well or by discussing a subject with which the soldier is familiar. Giving the soldier a chance to respond may help relieve the tension.

b. Cooperation. Most soldiers react positively to the guidance and assistance of a competent leader. Most are willing to participate and accept suggestions for improvement. Some may be surprised at parts of the discussion, but they will respond eagerly and may even ask for more constructive guidance to gain recognition.

c. Rational Disagreement. Soldiers may not always agree with criticism or with evaluation, but disagreement can be rational and unemotional. You should expect some disagreement based on differences in information available, personality, and perception of the situation. It could be helpful toward developing self-reliance in the soldier. Disagreement may come about, however, because the soldier has not understood what has been said. You need to clarify misunderstandings. Once the soldier understands, there may still be disagreement.

d. "Too Easy" Agreement. The soldier may agree-completely and almost too easily. This may show that the soldier does not understand or is indifferent. Ensure that the soldier is truly agreeing, rather than trying to avoid more criticism or trying to avoid confronting a problem.-Rank may also influence the soldier, causing him to feel intimidated or that disagreeing is wrong. Help the soldier to feel free to speak honestly and openly.

e. Determination to Argue. The soldier may seem determined to argue or disagree with any evaluation, opinions, or suggestions. This may indicate that the problem is not what it appears to be. The soldier may be scared or have some disorder that requires professional help. Encourage him to talk freely while you listen to determine what the real problem is. Calmly, and without arguing, ensure that the soldier understands your point of view. It may be necessary for you to refer the soldier to an outside agency through the chain of command.

f. Attempts to Shift Blame. The soldier may seek to avoid blame by shifting the criticism to other soldiers, superiors, or even to official policy. Allow him to explain fully while you listen impartially. You may need to guide the soldier through discussion while you organize the information and assist him to provide specific information to substantiate each claim. The soldier may retreat from any position that is unsupported by facts. You must inform the soldier that all of the circumstances described will be verified. This may require another counseling session to provide feedback to the soldier. Require the soldier to take responsibility for those matters which are his.

g. Loss of Temper. The soldier may lose his temper and become emotional, angry, or abusive. You should listen, not argue, and try to find what caused the loss of temper. The soldier may recover and counseling can continue, or you will restore order and explain that such behavior will not be tolerated. It may be necessary for you to postpone the session until the soldier cools off.

h. Desire to Quit. The soldier may want to quit and turn away from problems. You can explain ways to overcome the problems and then convince the soldier to try. It may be necessary for you to end the counseling session without a resolution and deal with the problem later so that soldier does not feel a solution has been forced on him.

3. Counseling Pitfalls.

A pitfall is a hidden or not easily recognized danger or difficulty. Likes, dislikes, biases, and prejudices are potential pitfalls that can interfere with the counseling relationship. These are common pitfalls you should avoid.

a. Personal Bias. Values are ideas about the worth or importance of things, concepts, and people. They come from a person's beliefs. Personal values influence personal priorities or desirability of different alternatives. If differences between personal values are ignored, facts can become distorted and problems further complicated.

b. Rash Judgments. This is the tendency to evaluate a soldier on the basis of appearance or of a specific behavior trait. For example, some people will say of a neatly dressed soldier passing by, "There goes a good soldier!" This statement is not always true because the evaluation is based on one characteristic--neatness. A halo effect may come from a significant accomplishment or from a favorable first impression. It can also result from one bad impression, from disciplinary problems, or from association with a group whose members are known to be troublemakers. If you make a rash judgment, you tend to ignore significant information, thus failing to develop a complete or accurate evaluation. To overcome this, always keep the problem in mind and challenge those evaluations based on one factor or observation.

c. Stereotyping. This involves judging soldiers on presumed group physical or behavior characteristics. Examples include the false judgment that all big soldiers are slow, all thin soldiers are weak, or all soldiers with high foreheads are intelligent. These notions are seldom correct. Make evaluations only on a soldier's demonstrated behavior or on his demonstrated ability and not on presumed physical, racial, or other characteristics. Neither stereotype soldiers nor let stereotyping affect an evaluation or recommendation.

d. Loss of Emotional Control. The advantage of self-control to you applies in your role as counselor. If you control your emotions, the soldier is led to do the same. If you lose control, you lose control of the session and little is accomplished. Differences of opinion are acceptable, but arguing, debating, or having a heated discussion is not. These actions take time away from the counseling session, upset the soldier, and weaken the ability to think clearly. While there may be disagreement with a philosophy or attitude, do not allow it to influence your evaluation of the situation.

e. Inflexible Methods. This refers to using the same counseling methods with all soldiers. Soldiers vary according to their individual personalities, experiences, education, problems, situations, and surroundings. The same counseling approach or technique will not be effective for all. You must know each soldier's individuality and adapt your approach accordingly.

f. Amateur Character Analysis. You must recognize and accept your limitations in counseling soldiers. Simple problem solving, providing facts, and evaluating duty performance and conduct are within the range of most leaders' competence. Avoid the temptation to become an amateur psychologist or psychiatrist. Do not try to determine or to change deepseated personality disorders that certain actions of the soldier might indicate. Identify those situations which are clearly beyond your

capabilities and refer the soldier to the appropriate support agency for help.

g. Proper Follow-Up. To retain and strengthen the soldier's confidence in you, make sure that you conduct proper and complete follow-up. The soldier may request more information at the close of a session. Give him a brief outline and confirmation of the information prior to the next meeting. If you fail to keep promises to one soldier, other soldiers lose confidence in, and respect for, you. Follow-up is especially important when a soldier is referred to an agency for assistance. Because of his referral, the soldier may feel that you no longer care. Sometimes soldiers are intimidated by outside agencies and you may have to intervene.

h. Reluctance to Counsel. Young, inexperienced leaders often hesitate to counsel subordinates on areas for improvement. Some junior leaders may want to avoid the unpleasant duty of discussing shortcomings for fear of becoming unpopular. Others may be reluctant to counsel subordinates who have been in the unit or service longer than they have. However, without the counseling effort, problems will get worse. You must realize that you have a responsibility to counsel subordinates fairly and objectively and that your seniors will assist you in developing your counseling skills.

4. Prepare for Counseling.

Preparation is the key to a successful counseling session. Sometimes, however, planning for counseling is not possible. This is the case when a soldier asks for immediate help or when you give him a pat on the back, or when you make an on-the-spot correction. In such situations, however, leaders who know their soldiers and their duties are mentally prepared to respond to their needs. You can always provide effective and timely guidance.

In preparing for scheduled counseling sessions, you should consider the following points:

- o Notify the soldier.
- o Schedule the best time.
- o Choose a suitable place.
- o Decide the right atmosphere.
- o Plan the discussion.

a. Notify the Soldier. You should give the soldier who is to be counseled advance notice. As a minimum, your notification should tell the soldier WHY, WHERE, and WHEN the counseling is to take place. This gives the soldier an opportunity to prepare his thoughts. Just as you need time to prepare, soldiers being

counseled need time to prepare and organize what they want to say. Also, the soldier may have other commitments that are more important or that need to be rescheduled.

If your notification is too early, however, you may disrupt some soldiers. This is particularly true if a young soldier is notified far in advance of a counseling session with an officer or senior noncommissioned officer. He may be nervous about speaking to someone several levels above him in the chain of command and spend the time worrying about the meeting.

Normally, counseling is conducted by the soldier's immediate noncommissioned officer supervisor. When counseling is to be conducted by another more senior leader, use the chain of command to notify the soldier. You may not choose to use the chain of command, however, when the topic of counseling is personal. In this case, inform the chain of command that the individual will be counseled on a personal matter.

b. Choose a Suitable Place. The place that you select for a counseling session should be free from distracting sights and sounds. A location where you can listen to the soldier without interruptions is best. Counseling is not restricted to an office. You may conduct it in the field, motor pool, barracks, or wherever duties are being performed.

c. Schedule the Best Time. Ideally, your counseling session should be shorter than half an hour, and always less than an hour. If a session will require more than half an hour, it may be best for you to schedule two sessions. Longer sessions become unproductive and tend to get off the subject. It is tough to counsel a soldier about very difficult issues. Such issues often are not resolved in a one-time shot. One meeting may be enough to define the problem, but not enough to ensure success. Complex problems that need more than an hour may indicate the need for additional expertise. Counsel the soldier during the duty day. If you keep the soldier after duty hours, you may cause a negative exchange.

In deciding when to schedule the counseling session, select a time free from competition with other activities. Also, consider what has been planned after the counseling session. If something highly important will take place, the soldier may be distracted and unable to concentrate on the counseling session.

d. Plan the Discussion. You should outline what you wish to talk about. Your outline should guide the discussion but allow flexibility to react to situations that develop during the counseling. It should include points to discuss and the order in which to mention them. Your outline is a tool. Do not allow it to prevent discussing the soldier's concerns.

You must be certain you have the necessary information, are familiar with it, and are sure of the facts. You can do this by--

- o collecting information and data to better understand the soldier's ideas and attitudes.
- o summarizing and organizing the information to describe strengths and weaknesses or advantages and disadvantages.
- o interpreting the information as it pertains to meeting established standards as well as looking for certain consistencies and patterns.
- o identifying the problem from your point of view and trying to discover the cause. Your perspective of the problem may be different from the soldier's view. Hence, outlines must be flexible.

It is important to the plan for you to decide what approach to use during the counseling session. For performance, personal, and career counseling, especially, the better you know the soldiers, the easier it will be to decide what approach to use and how to plan the discussion.

e. Decide the Right Atmosphere. Having the right atmosphere promotes two-way communication between you and the soldier. A soldier at ease normally discusses matters more openly. To establish a relaxed atmosphere, you may let the soldier sit or drink a cup of coffee during the session. You may want to get out from behind the desk and sit in a chair facing the soldier. A desk can act as a barrier to free and open communication.

Sometimes, however, the situation makes an informal atmosphere inappropriate. The setting is important. Certain familiar areas may undermine the counseling. For instance, in discipline counseling, direct the soldier to remain standing while you remain seated behind the desk. This kind of atmosphere reinforces your rank, position in the chain of command, and authority as a leader. You normally use your authority and this kind of atmosphere to give specific guidance that the soldier must follow. The subordinate quickly learns that you are demanding a certain manner of bearing, conduct, and soldierly response.

PART B - CONDUCT A COUNSELING SESSION

1. Opening the Session.

The following material contains information or guidelines useful to you as you carry out your counseling responsibilities. It provides things to think about or do before, during, and after a counseling session.

a. General Guidelines. The following guidelines pertain to most types of counseling:

(1) Personal Relationship. Establish a relationship of trust, care, and concern with the soldier.

(2) Current Behavior. Focus on specific actions rather than feelings. It is easier to change what the soldier does rather than how he feels.

(3) Present Time. Focus on the here and now.

(4) Judgment. Cause each individual to judge his own behavior and determine what he is doing to contribute to a problem or to prevent success.

(5) Planning. Ensure that plans are made to cause improvement and not just change. There must be a goal of success.

(6) Commitment. Ensure that the plan is carried out. Only then is it meaningful. The plan must have an outcome to which the soldier feels committed.

(7) No Excuses. Do not be concerned with justifying the reasons if part of the plan is undesirable .or if the plan fails to work. Make a new plan or modify the old one and continue.

(8) Reward. Encourage the soldier to work for reward, satisfaction, and accomplishment rather than to avoid punishment or unpleasant consequences. Avoiding punishment seldom works when the source of authority is not present.

b. "Before" Guidelines. Take the following steps before the counseling session:

(1) Step 1. Identify the soldier who needs counseling.

(2) Step 2. Schedule the counseling session.

- o Plan for a half hour.
- o Recognize that a personal counseling session may take more time than a performance counseling session and may require outside help.
- o Select an appropriate date and time--ensure that both you and the soldier are available.

(3) Step 3. Select an appropriate site.

- o Provide privacy.
- o Avoid distractions and interruptions.

(4) Step 4. Notify the soldier.

- o Normally notify the soldier through the chain of command.
- o Inform him as to the time, place, scheduled length, and purpose of the session.

(5) Step 5. Organize collected information to be used during the counseling session.

- o Develop a general outline of topics to discuss.
- o Outline a general plan for conducting the session.

(6) Step 6. Identify capabilities and limitations for you and the situation.

(7) Step 7. Select an appropriate counseling approach and techniques. Be prepared to change your approach and techniques during the counseling session.

(8) Step 8. Review referral agency responsibilities, functions, capabilities, and limitations for personal counseling situations.

c. Establish Rapport. The manner used when opening the counseling session largely determines its effectiveness. Your first objective is to establish rapport with the soldier and to reduce any uncertainty. Since nervousness and tension are easily detected, you must create an atmosphere that will not disturb the soldier. When using the directive approach especially, you must appear confident and in control of the situation. When using the nondirective approach, the soldier must feel relaxed and free to speak openly. Once the soldier has finished reporting in the

proper manner, you begin to establish the climate by either starting the discussion with the soldier standing or by placing him at ease and offering him a chair. Your first actions and remarks help establish the desired atmosphere.

d. Outline the Session. Your second objective is to explain the reason and to outline the conduct of the counseling session. In performance, discipline, or career counseling, you normally explain the reason for the session and what you hope to accomplish. In cases where personal counseling has been requested, the soldier should outline what he hopes to obtain from the session. Also, you should establish the structure, set general time limits, and discuss the degree of confidentiality at the start of the session.

2. Discussion.

a. "During" Guidelines. The following guidelines can be used during the session:

(1) Step 1. Establish rapport.

- o Create a relaxed, open atmosphere conducive to two-way communication.
- o Relieve nervousness and tension.
- o Display sincere interest in the soldier's concerns.

(2) Step 2. State the purpose or objective of the counseling session.

(3) Step 3. Develop the counseling session.

- o Obtain the soldier's views and clarify the situation.
- o Praise improvements and accomplishments.
- o Practice listening and watching.
- o Observe and recognize the soldier's nonverbal responses.
- o Modify the time allocated as the counseling session develops.
- o Determine desired objectives and courses of action.

- o Develop a plan to achieve success.
 - o Schedule additional sessions as required.
- (4) Step 4. Identify follow-up action.
- (5) Step 5. Ensure that the session is complete.

(6) Step 6. Close the counseling session tactfully--avoid bringing up any new or previously discussed items.

During this phase, ensure that effective, two-way communication is taking place. Whatever the reason for counseling, both parties must have a clear understanding.

The steps you take depend upon the reason for counseling, the approach you use, and the way you have outlined the discussion in preparing for the session. If using a problem-solving process, you gather information and then cause the soldier to define the problem, develop courses of action, select the best solution, and implement it. Career counseling requires different steps. In the case of a first-term soldier who is uncertain about reenlistment, you might first cause the soldier to explain his accomplishments and strengths or "where he is at." You then might have the soldier explain, in general terms, what his future goals are and what he wants to do next or "where he is going." Finally, you can tell the soldier how to match his strengths and goals with specific career opportunities or "how he can get there."

In any situation, if misunderstanding arises, you must stop and clear up any confusion, perhaps by going back to a previous step. If, during counseling, the nature of a soldier's problem or need for information seems to be beyond your ability and qualifications, you should stop and refer the soldier to the appropriate support agency.

b. Guiding the Discussion. Throughout the discussion, you should guide the counseling. However, this guidance should be inconspicuous. For example, without being too forceful, you can direct the soldier back from detours, escapes, and fruitless stories by using open-ended questions.

As a counselor, you should allow for "face-saving." This means that you should not push, by force of authority, the soldier into a position from which he cannot retreat without embarrassment. This point is important because an assault on the personal integrity of the soldier reduces his motivation. Never allow yourself to be trapped into an argument with the person being counseled.

c. Motivating the Soldier. In attempting to motivate the soldier, you are attempting to influence him. Attempts to influence may take many forms. During the interview, depending on the course taken by the counseling session and the behavior of the soldier during the session, you may have to use several of these forms.

If a soldier has been counseled previously for the same thing, his case may require special effort and attention. If the soldier has other promising attributes, and it is hoped that he can be salvaged, it is imperative that the causes of his difficulties be identified. He may be deficient because of mental or physical limitations, lack of motivation, or not understanding the requirements of or the techniques to be used in the work. Mental limitations are the most difficult to identify. However, until proof exists to the contrary, it can be assumed that mental limitations are not the cause.

(1) Performance Tasks. In performance tasks requiring dexterity, strength endurance, or coordination, physical limitations might be the cause of the soldier's failure. If physical limitations are suspected, they should be discussed with the counselee and, if possible, confirmed by medical personnel.

(2) Lack of Motivation. When motivation is suspected as the cause of the soldier's failure, you should carefully observe the soldier's performance during the interview. You should be able to note clues concerning the soldier's motivation and, if convinced that motivation is lacking, try to find out why. If the cause is legitimate, you may be able to help the soldier overcome the problem and raise his motivation. On the other hand, you will encounter a few soldiers whose motivation is low because they do not like the job or because they never wanted to succeed. If these soldiers have been counseled before on their performance, now may be the time for you to inform them that they must either produce or fail.

(3) High Motivation. Finally, if motivation appears to be high, you should once again review performance objectives, standards, and techniques with the soldier to ensure that he understands what is required and how it should be accomplished. The major point is that there may be numerous reasons why a soldier's performance is consistently below par. To assist a soldier, carefully explore the potential causes of his failure.

d. Influencing the Discussion. Sometimes, during the course of the counseling interview, you decide that you must directly influence the counselee by one of the following:

(1) Recommend. Recommend to the soldier a certain course of action.

(2) Advise. Advise the soldier to take a certain course of action.

(3) Persuade. Persuade the soldier that a certain course of action is in his best interest.

(4) Urge. Urge the soldier to take a certain course of action.

(5) Command. Command the soldier to take a certain course of action.

(6) Threaten. Threaten the soldier that he must take a certain course of action, or else.

NOTE: Resort to the last two forms of influence ONLY after determining that further counseling would be useless.

3. Closing the Session.

In closing the counseling session, you must summarize what has been discussed. You must ensure that both parties understand what each is expected to do. One way is to have the soldier review what he is going to do and what he expects you to do. Any additional questions may be answered, but the closing is not the time to bring up new information. Any future meetings should be scheduled, at least tentatively, before dismissing the soldier.

Use the following guidelines when you are closing the session:

a. Step 1. Make a referral to the appropriate agency, as required.

b. Step 2. Follow up to ensure that necessary action is being, or has been, taken and to monitor the soldier's progress.

c. Step 3. Inform the chain of command of the results of the counseling session as appropriate.

d. Step 4. Maintain confidentiality as appropriate.

e. Step 5. Continue to evaluate the situation to ensure that a desired outcome is achieved.

f. Step 6. Recognize positive results. Reward and encourage continued improvements.

g. Step 7. Correct poor results. Reschedule additional session to determine other ways to overcome difficulties or different plans of action.

4. Follow Up.

Your duties have not been fully performed when the counseling session ends. After talking and listening to a soldier, you should pause to assess your own performance during the session. Then you must either act on or follow up on what was discussed. Ensuring that the proper actions are being taken and that the right things are happening contributes to your credibility. The time taken to follow up helps make the counseling efforts productive and contributes to the unit's effectiveness.

a. Follow-Up Measures. Follow-up is the key to getting results from counseling. Your follow-up measures may include--

- o Letting the chain of command know the results of counseling regarding the soldier's reaction or decision.
- o Taking action or making referrals to outside agencies as agreed upon during the session.
- o Continuing to evaluate the situation to ensure that the problem is being resolved or that the proper action is being taken.
- o Recognizing any positive results, even simple things. You can do this with a letter, a certificate, an award, a good efficiency report, or even with a pat on the back and simple praise.
- o Taking corrective measures for poor results. You may have to conduct another counseling session to determine if there has been any change. In some cases of failure to respond to performance counseling, you may have to conduct a discipline counseling session.

b. Guidelines to Improve Counseling. To improve counseling abilities, you should continually practice the following:

- o Determine the soldier's role in the situation. What has he done to resolve problems or improve performance?
- o Avoid drawing conclusions which seem to follow from a statement by the soldier.
- o Try to understand what the soldier is saying and feeling.
- o When asking questions, be sure that the information is needed.

- o Keep the conversation open-ended rather than cutting off or interrupting the soldier.
- o DO NOT feel that you have to save people from hurting.
- o DO NOT be judgmental.
- o Encourage the soldier to take the initiative and say what he wants to say.
- o DO NOT interrogate.
- o Keep your own personal experiences out of the counseling situation unless you believe that they will help.
- o DO NOT do all the talking. Remember, it is the soldier who has the problem.
- o If necessary, get a commitment for another session.
- o DO NOT take sides.
- o DO NOT confirm the soldier in his prejudices.
- o Keep your mind alert.
- o Help the counselee help himself.

c. Written Records. Keeping written records is important in follow-up. This documentation is a ready reference of a soldier's accomplishments, improvements, personal preferences, or problems. A complete record of counseling provides the leader a tool to aid in recommendations for professional development, schools, promotions, and efficiency reports. The DA Form 4856 (General Counseling Form) shown in Figure 3-1 can be used to record most counseling. Refer to Appendix B, page B-3, at the end of this subcourse. These extracts provide examples of outlines that units may develop for keeping written records of professional, performance, and reception and integration counseling.

PART C - REFER A COUNSELEE TO OUTSIDE AGENCIES

1. Referral to Outside Agencies for Assistance.

As a leader and a counselor, you must know the location and function of all available assistance agencies and know when to refer a subordinate to them through the chain of command. When soldiers' problems are beyond the ability of the unit's leadership to help, counselors with specialized training and

skills are needed. By using specially trained counselors, unit leaders have more time to deal with other soldiers in the counseling situations that they have been trained to handle.

SAMPLE		GENERAL COUNSELING FORM	
<small>For use of this form, see AR 635-200; the proponent agency is MILPERCEN</small>			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
<small>AUTHORITY: 5 USC 301, 10 USC 3012(G). PRINCIPAL PURPOSE: To record counseling data pertaining to service members. ROUTINE USES: Prerequisite counseling under paragraphs 5-8, 5-13, chapters 11, 13 or section III, chapter 14, AR 635-200. May also be used to document failures of rehabilitation efforts in administrative discharge proceedings. DISCLOSURE: Disclosure is voluntary, but failure to provide the information may result in recording of a negative counseling session indicative of the subordinate's lack of a desire to solve his or her problems.</small>			
PART I - BASIC DATA			
1. NAME (last, first, MI)	2. SOCIAL SECURITY NO.	3. GRADE	4. SEX
5. UNIT	<small>FOR TRAINING UNITS ONLY</small>		
	6. WEEK OF TRAINING	7. TRAINING SCORES HIGH _____ MED _____ LOW _____	
PART II - OBSERVATIONS			
8. DATE AND CIRCUMSTANCES			
9. DATE AND SUMMARY OF COUNSELING			
DISPOSITION INSTRUCTIONS <small>This form will be destroyed upon: resignation (other than rehabilitative transfers), separation at ETS, or upon retirement.</small>			
DA FORM 4856, JUN 85		<small>EDITION OF JUL 84 IS OBSOLETE.</small>	

Figure 3-1. Blank DA Form 4856

Attempts to conduct counseling in those areas in which you have Not been educated and certified can make matters worse. Soldiers with emotional problems tend to challenge you by not responding to attempts to improve performance. This often happens when counseling efforts are made in ignorance of the real cause of the problem. It is possible to incorrectly assess a problem situation and suggest an inappropriate course of action. You can cause further harm by involving yourself in situations for which you are not equipped to deal. Marital problems, for example, should normally be referred to a marriage counselor or chaplain.

Some personal problems require information or action of a technical nature from support activities. Personal counseling with a leader may help a soldier with a financial problem decide what to do. Implementing the solution, however, may require assistance from the pay inquiry section at the Finance and Accounting Office or budget counseling from Army Community Service.

A variety of support agencies exist in and around most military communities. The following activities are commonly available to provide technically competent assistance to soldiers and dependents with problems beyond your expertise:

- o Adjutant General.
- o Alcohol and Drug Control Office.
- o American Red Cross.
- o Army Community Service.
- o Army Education Center.
- o Army Emergency Relief.
- o Career Counselor.
- o Chaplain.
- o Claims Section.
- o Community Counseling Center.
- o Community Health Nurse.
- o Community Mental Health Service.
- o Equal Opportunity Staff Office.
- o Finance and Accounting Office.
- o Housing Referral Office.
- o Inspector General.
- o Legal Assistance.
- o Social Work Service.
- o USDA Food Stamp Office.

2. Outside Agencies.

The various outside agencies to which you can refer counselees for service are briefly stated in the following subparagraphs.

a. The Adjutant General. The Adjutant General provides personnel and administrative services support. These services include orders production, identification (ID) cards, retirement and survivor assistance, assignments, reassignments, deferments, and in/out processing. In overseas areas the Adjutant General provides postal services as well as additional personal services such as passport processing.

b. The Alcohol and Drug Control Officer. The Alcohol and Drug Control Officer strives to educate the entire military community, including family members and DA civilians, on alcohol and drug abuse and on personal roles in rehabilitation and prevention. Often the Alcohol and Drug Control Officer coordinates enforcement and command referral actions with individuals who may have a drug or alcohol problem.

c. The American Red Cross. The American Red Cross assists with communications between the soldier and his family in emergency and compassionate situations. It provides emergency financial assistance, discharge and review board counseling, and many volunteer service activities. Programs often include youth as well as adult courses in health, nursing, safety, first aid, and swimming.

d. The Army Community Service. The Army Community Service provides assistance to military families through its information and referral services, budget and indebtedness counseling, household item loan closet, information on other military posts, and welcome packets to new arrivals. It also maintains a volunteer organization to support the local community.

e. The Army Education Center. The Army Education Center provides services and programs for continuing education and individual learning. An MOS reference library is often operated to support individual soldier development.

f. Army Emergency Relief. Army Emergency Relief gives financial assistance through interest-free loans or grants in situations involving medical expenses, family member funerals, required travel, basic living necessities, disaster assistance, or privation of family members. Army Emergency Relief personnel also provide personal budget counseling and coordinate student loans through Army Emergency Relief Educational Loan Programs.

g. Career Counselors. Career Counselors provide current information on prerequisites for reenlistment and selective reenlistment bonuses and explain reenlistment options. They are also a good source of information on service benefits and programs.

h. Chaplains. Chaplains are familiar with support activities in the local community. Unit and installation family life chaplains can provide training on personnel effectiveness and preventing sexual harassment. They provide enrichment programs, couples' communications seminars, religious retreats, parenting skills training, as well as other programs dealing with human issues. They offer pastoral counseling in the form of interviews, guidance, personal counseling, visitation, and spiritual help. Chaplains perform sacramental rites and ordinances according to their denomination. Depending on the chaplains' individual training, they may provide-premarital, marital, family life, and child counseling or workshops.

i. Claims Section, Staff Judge Advocate. Claims Section, Staff Judge Advocate, handles claims for and against the government, most often those for loss and damage to household goods. It processes claims involving medical expenses of the Army for treatment of soldiers and their families caused by the negligence of others.

j. The Community Counseling Center. The Community Counseling Center provides alcohol and drug abuse prevention and control programs for the installation. These programs are directed and coordinated by the Alcohol and Drug Control Officer.

k. The Community Health Nurse. The Community Health Nurse provides many preventive health care services including home and office visits, consultations, and group health instruction. The Health Nurse often serves as liaison with civilian community helping professions and makes referrals to various military health care professionals or mental health facilities.

l. The Community Mental Health Service. The Community Mental Health Service provides assistance to soldiers and their family members through a professional staff of psychiatrists, social workers, psychologists, and behavioral science specialists. They conduct counseling treatment services, psychotherapy, crisis intervention, evaluations, and consultations.

m. The Equal Opportunity Staff Office. The Equal Opportunity Staff Office is available to service members and their families for matters involving discrimination in race, color, national origin, sex, and religion. It provides information on procedures for initiating complaints, guidance on what constitutes an equal opportunity complaint, and assistance in resolving complaints informally.

n. The Family Advocacy Officer. The Family Advocacy Officer conducts and coordinates programs in support of children and families including abuse and neglect investigations, counseling, special treatment, and educational programs.

o. The Finance and Accounting Office. The Finance and Accounting Office often provides a Customer Service Branch to interface between the soldier and the pay system by handling inquiries for pay allowances and allotments.

p. The Housing Referral Office. The Housing Referral Office gives soldiers counseling, guidance, and up-to-date information on the local housing situation, both rental and sales. Military personnel are required to contact the Housing Referral Office before entering into any off-post lease or agreement. This office is responsible for receiving and processing complaints for discrimination in off-post housing.

q. The Inspector General. The Inspector General deals with rendering assistance, correcting injustices affecting individuals, and eliminating conditions determined to be detrimental to the efficiency, economy, morale, and reputation of the Army. The Inspector General investigates matters involving fraud, waste, and abuse.

r. Legal Assistance, Staff Judge Advocate. Legal Assistance, Staff Judge Advocate, employs a staff of lawyers and paraprofessionals. They may provide information or act as counsel in matters of contracts, debts, citizenship, adoption, marital problems, taxes, wills, or powers of attorney.

s. The Social Work Service. The Social Work Service provides services dealing with social problems to include crisis intervention, family therapy, marital counseling, abortion or adoption referral, financial counseling, and parent or child management assistance.

t. The Transportation Officer. The Transportation Officer is a source of information, advice, and counseling for service members and families regarding permanent change of station travel and shipment of household goods and privately owned vehicles.

u. The Unit Personnel NCO. The Unit Personnel NCO is often located in the battalion Personnel and Administration Center. He is the soldier's first point of contact with the personnel support system, from assignments to welfare services for soldiers and family members.

Figure 3-2 shows the outside agencies to which you can refer soldiers for additional assistance in regard to particular problems.

Guide for Obtaining Information and Assistance													
This chart shows some of the staff and support agencies that can help you with advice and assistance in your personal affairs. IN ALL CASES, YOU SHOULD FIRST CONTACT THE RIGHT PERSON IN YOUR CHAIN OF COMMAND for guidance: your immediate supervisor, squad leader, first sergeant or unit CO. It is their job to help you or get you the right office for help.	YOUR CHAIN OF COMMAND	PERSONNEL NCO OR OFFICER	REENLISTMENT NCO	JUDGE ADVOCATE	INSPECTOR GENERAL	FINANCE OFFICER	CHAPLAIN	HOUSING OFFICER	TRANSPORTATION OFFICER	AMERICAN RED CROSS	ARMY COMMUNITY SERVICES	ARMY EMERGENCY RELIEF	EDUCATION OFFICER/ADVISOR
APPEALS	1	2		2	2		2						
ASSIGNMENT, REASSIGNMENT, MOS AND PROFICIENCY PAY	1	1				2							
REENLISTMENT	1	1											
PERSONNEL MATTERS: PROMOTION, REDUCTION, DISCHARGE, RETIREMENT VETERAN'S BENEFITS	1	1	2	2									
COMPLAINTS (REQUEST FOR ASSISTANCE)	1	2	2	2	2	2	2	2	2	2	2	2	
DEBTS AND CIVILIAN CREDITORS	1	1		2		2	2				2		
DEPENDENT'S SCHOOLS	1	2									2		
FAMILY AND RELIGIOUS AFFAIRS	1	2					1			2	2		
TRAVEL OF DEPENDENTS, SHIPMENT OF PRIVATELY OWNED VEHICLE (POV) AND HOUSEHOLD GOODS	1	2				2			1		2		
MEDICAL SERVICE (INDIVIDUAL AND DEPENDENTS)	1	1											
PAY ALLOWANCES AND INCENTIVE PAY	1	2			1								
LEAVES AND PASSES	1	2											
INSURANCE, ALL TYPES (SGLI AND COMMERCIAL)	1	1				2							
LEGAL ASSISTANCE, INCLUDING U.S. AND FOREIGN LAW, WILLS AND POWERS OF ATTORNEY	1		1										
MILITARY EDUCATION	1	2	2										
NONMILITARY EDUCATION	1	2											2
PX, COMMISSARY, CM SALES STORE	1				2								
GOVERNMENT QUARTERS, OFF POST HOUSING	1	2						1					
REGISTRATION AND OPERATION OF (POV), REGISTRATION OF FIREARMS	1												
ENTRY INTO USA, PASSPORT, VISA, NATURALIZATION, IMMIGRATION, BIRTH CERTIFICATE (Children born in foreign country)	1	2		1							2		
HOME CONDITIONS AND EMERGENCY LEAVE	1	2					2			2	2	2	
EMERGENCY FINANCIAL ASSISTANCE	1	2				1				2	2	2	
POSTAL SERVICE	1												
DRUG AND ALCOHOL REHABILITATION PROGRAM	1						2				1		

Figure 3-2. Guide for obtaining information and assistance

LESSON 3

PRACTICE EXERCISE

The following items will test your grasp of the material covered in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answer with the answer key that follows. If you answer any item incorrectly, study again that part of the lesson which contains the portion involved.

Situation: You will be conducting a personal counseling session with PFC Waters concerning family matters and debt. You are reviewing soldier reactions and counseling pitfalls that could occur so you can avoid them. Use this situation to answer questions 1 and 2.

1. PFC Waters sometimes has difficulty keeping his temper. If he loses it, you plan to
 - A. discipline him.
 - B. summon a guard.
 - C. have him arrested.
 - D. restore order and explain that you will not tolerate such behavior.

2. You do not approve of PFC Water's associates, one of whom you have counseled about a discipline problem. You plan to keep PFC Waters' problem in mind and challenge any of your evaluations which seem to be based upon one factor or observation in order to avoid
 - A. personal bias.
 - B. rash judgments.
 - C. stereotyping.
 - D. amateur character analysis.

Situation: You are planning a session during which you will counsel PFC Waters about a personal matter. Use this situation to answer questions 3 through 5.

3. One reason you give PFC Waters advance notice of the counseling is so he can
 - A. gather pertinent records.
 - B. retain legal representation.
 - C. gather his thoughts.
 - D. resolve any anxiety he may feel.

4. When planning the session, you keep in mind that a session is unproductive when it lasts longer than how many minutes?
 - A. 15.
 - B. 30.
 - C. 45.
 - D. 60.

5. You realize that your view of PFC Waters problem and his own view of it may differ. Therefore, your outline of what you want to say during the session is
 - A. fixed.
 - B. flexible.
 - C. irrelevant.
 - D. unnecessary.

Situation: You are conducting a session with PFC Waters during which you counsel him about a personal matter. Use this situation to answer questions 6 and 7.

6. Your first objective, as you open the session, is to
 - A. establish rapport with PFC Waters.
 - B. explain the reason for the session.
 - C. establish the structure, set the general time, and discuss the degree of confidentiality of the counseling.
 - D. ask PFC Waters whether he has any preliminary questions or concerns.

7. When you are closing the session, you may allow PFC Waters to do any of the following EXCEPT
 - A. review what he is going to do.
 - B. review what he expects you to do.
 - C. ask additional questions.
 - D. bring up new information.

Situation: As a result of a personal counseling session with PFC Waters concerning family problems and debts, you decide to refer him to an outside agency for further assistance. Use this situation to answer questions 8 and 9.

8. For help concerning his debts, you refer PFC Waters to which of the following outside agencies?
 - A. Adjutant General.
 - B. Army Community Service.
 - C. Army Education Center.
 - D. Inspector General.

9. For help concerning his family problems, you refer PFC Waters to which of the following agencies?
- A. Army Emergency Relief.
 - B. Chaplain.
 - C. Claims Section, Staff Judge Advocate.
 - D. Inspector General.

LESSON 3

PRACTICE EXERCISE

ANSWER KEY AND FEEDBACK

Item Correct Answer and Feedback

1. D. restore order and explain that you will not tolerate such behavior.

The soldier may lose his temper and become emotional, angry, or abusive. You should listen, not argue, and try to find what caused the loss of temper. The soldier may recover and counseling can continue, or you will restore order and explain that such behavior will not be tolerated. Postponing the session until the soldier cools off may be necessary. (Page 3-4, para 2g)

2. B. rash judgments.

This is the tendency to evaluate a soldier on the basis of appearance or of a specific behavior trait. A halo effect may come from a significant accomplishment or from a favorable first impression. It can also result from one bad impression, from disciplinary problems, or from association with a group whose members are known to be troublemakers. After a rash judgment is made, you tend to ignore significant information, thus failing to develop a complete or accurate evaluation. To overcome this, you should always keep the problem in mind and challenge those evaluations based on one factor or observation. (Page 3-5, para 3b)

3. C. gather his thoughts.

The soldier who is to be counseled should be given advance notice. As a minimum, notification should tell the soldier WHY, WHERE, and WHEN the counseling is to take place. This gives the soldier an opportunity to prepare his thoughts. Just as you need time to prepare, soldiers being counseled need time to prepare and organize what they want to say. The soldier may have other commitments that are more important or that need to be rescheduled. (Page 3-7, para 4a)

4. B. 30.

Ideally, a counseling session should be shorter than half an hour, and always less than an hour. If a session will require more than half an hour, scheduling two sessions may be best. Longer sessions become unproductive and tend to get off the subject.
(Page 3-7, para 4c)

5. B. flexible.

You should outline what you wish to talk about. It should guide the discussion but allow flexibility to react to situations that develop during the counseling. The outline should include points to discuss and the order in which to mention them. The outline is a tool. It should not prevent discussing the soldier's concerns.
(Page 3-8, para 4d)

6. A. establish rapport with PFC Waters.

The manner used when opening the counseling session largely determines its effectiveness. Your first objective is to establish rapport with the soldier and to reduce any uncertainty. Since nervousness and tension are easily detected, you must create an atmosphere that will not disturb the soldier. (Page 3-10, para 1c)

7. D. bring up new information.

In closing the counseling session, you must summarize what has been discussed. You must ensure that both parties understand what each is expected to do. One way is to have the soldier review what he is going to do and what he expects you to do. Any additional questions may be answered, but the closing is not the time to bring up new information. Any future meetings should be scheduled, at least tentatively, before dismissing the soldier. (Page 3-14, para 3)

8. B. Army Community Service.

The Army Community Service provides assistance to military families through its information and referral services, budget and indebtedness counseling, household item loan closet, information on other military posts, and welcome packets to new arrivals.
(Page 3-18, para 2d)

9. B. Chaplain.

Chaplains are familiar with support activities in the local community. They provide enrichment programs, couples' communications seminars, religious retreats, parenting skills training, as well as other programs dealing with human issues. They offer pastoral counseling in the form of interviews, guidance, personal counseling, visitation, and spiritual help.
(Page 3-19, para 2h)

LESSON 4

TRAIN SUBORDINATE LEADERS VIA ROLE MODELING, FEEDBACK, AND ROLE PLAYING

Critical Tasks: 03-9001.15.0002
03-9001.15-0003

OVERVIEW

LESSON DESCRIPTION:

In this lesson, you will learn how to train subordinate leaders via role modeling, feedback, and role playing.

TERMINAL LEARNING OBJECTIVE:

- ACTIONS: Train subordinate leaders by role modeling, feedback, and role playing.
- CONDITION: You will be given information in this lesson that is derived from FM 22-101 and extracts from FM 22-101.
- STANDARDS: Training subordinate leaders by role modeling, feedback, and role playing will be in accordance with FM 22-101.
- REFERENCES: The material contained in this lesson was derived from FM 22-101.

INTRODUCTION

Your responsibilities as a leader is to help subordinates improve their counseling abilities. This lesson provides you with instruction as to how to employ role modeling, feedback, and role playing to accomplish this task.

TRAIN SUBORDINATE LEADERS VIA ROLE MODELING, FEEDBACK,
AND ROLE PLAYING

1. Role Modeling.

You must train your subordinate leaders to improve their ability to counsel. One method is by role modeling. You must continually show counseling methods and techniques to your subordinate leaders in your dealings with them. You must realize that your actions model and demonstrate the expected counseling behavior, no matter how informal those actions may be.

For example, when a platoon sergeant counsels a squad leader on accomplishing a mission, he is showing one approach to performance counseling. The squad leader is influenced by the way he is treated. The platoon sergeant serves as an effective role model if he shows a firm, knowledgeable, and caring approach. On the other hand, if the platoon sergeant is weak at praising and recognizing good work, the squad leader will probably be weak in praising his subordinates.

2. Feedback.

Another method you can use to develop counselors is feedback. There are many ways to learn the basic concepts, skills, and techniques in role playing or in actual counseling of soldiers. Feedback on the effectiveness of your counseling efforts is necessary if development and improvement are to take place. With some thought and creativity, the time and opportunity to provide feedback on your performance evaluation should be available in most units.

a. Peer Evaluation. Peer evaluation is a useful technique that provides feedback to a subordinate leader after he conducts a training presentation or briefing. Peer evaluation takes place when a few other subordinate leaders gather together and conduct a brief performance counseling session. One of them evaluates (counsels) the leader who conducted the training. The other leaders watch, listen, and provide feedback on the performance counseling being evaluated.

The officer or senior noncommissioned officer in charge (NCOIC) controls this type of peer evaluation to ensure appropriate comments are made. The officer or NCOIC further ensures that immediate and informative feedback is provided in a realistic manner. If the performance counseling properly addressed the actions observed and did not make value judgments, there is little chance for conflict.

Be factual and objective or the counselee may become defensive, argumentative, or withdrawn. Remember, the counselee is not role

playing. He really conducted the training he is being counseled on and will respond accordingly. You can conduct peer evaluation quickly and with different subordinate leaders each time.

b. Leader Evaluation. Leader evaluation is another technique you can use to provide feedback. A leader's immediate superior sits in on a counseling session with a soldier. When the counseling is over and the soldier has been dismissed, the senior leader shares his findings with the junior leader and offers advice or guidance. This works best when the soldier knows and is comfortable with both leaders. This technique is not appropriate for every situation and should be used in a way that does not degrade the authority of the junior leader.

c. Feedback Guidelines. To encourage feedback, you must avoid arguing your point, defending your position, explaining your rationale or reasons, or criticizing the giver. Feedback should be as follows:

(1) Requested. Requested feedback works. Feedback must be wanted. It should be asked for, not imposed. It should be in the hands of the receiver--he asks for it and then controls how much of it he gets, its content, and its depth.

(2) Appropriate. Appropriate feedback is necessary. Feedback is given for the benefit of the receiver, but it does not obligate the receiver to change. The person who receives feedback can accept or reject the information and use it in any way he wishes.

(3) Clear. Clear feedback is beneficial. Feedback is only the perception of the giver. It is neither right nor wrong. It only expresses his perception or feelings at the time it was given.

(4) Accurate. Accurate feedback is required. Since feedback is only the perception of the giver, both parties may wish to check with others present for their perceptions of the situation.

(5) Timely. Timely feedback is important. Feedback is more meaningful when it closely follows the event. It is very difficult to reconstruct situations when weeks or even several days have passed.

(6) Specific. Specific feedback facilitates understanding. Feedback can be better understood and used when it is specific rather than general. To be told that one is "dominating" is not as useful as to be told that it is the specific behavior, such as talking and not listening, which makes the receiver seem that way.

(7) Descriptive. Descriptive feedback is desirable. Feedback will be received less defensively if it describes rather than evaluates. To describe a person's behavior or to describe one's reaction to it, such as "I feel my opinion doesn't count when you interrupt me," is more useful than "You are always interrupting me."

(8) Useful and Supportive. Useful and supportive feedback is effective. Feedback should be useful. It should be important enough to affect the receiver and be directed toward behavior which can be changed. When feedback is too shallow, it's useless, and when directed toward unchangeable behavior, it only leads to increased frustration.

3. Role Playing.

You can also use role playing to train counselors, with feedback playing an important part. The effectiveness of role playing depends on the use of real situations and on the ability of the counselee to act and behave as a soldier being counseled would react to his leader. In conducting this activity, the people playing the roles of counselor and counselee must be given slightly different instructions. The counselor needs some general information. The counselee needs more detailed information. Other participants observe and then provide feedback at the conclusion. You can use a tape recorder to record and play back the role playing to assist observers in citing specific remarks. Another way that you can record the session is to use a videotape and play back the recorded session while the observer provides feedback. In this way, you can see and hear what you have done. This causes the observers to concentrate on describing specific actions, statements, and gestures and their observed effects.

NOTE: Some examples of role playing are given in Appendix B, page B-6. The appendix contains 11 role-playing situations. Instructions are given for the counselor, the counselee, and the observer, who watches and listens to the participants (counselor and counselee).

Role playing can be done to meet the needs of the participants. There is no requirement to role play an entire counseling session. Any part of counseling can be practiced in this exercise. It may be necessary to practice establishing rapport with a nervous soldier at the beginning of a session or just to practice active listening skills. The situations might be based on problems that have been experienced or on circumstances that are peculiar to the unit or location.

The observers in any role-playing exercise have an important responsibility. They must watch and listen and then provide the feedback. Thus, they are practicing many of the skills necessary for conducting performance counseling. They must provide feedback on specific actions rather than on general statements. "You had some good nonverbal responses" is a general statement that is not particularly useful. A better observation would be "The counselee said he might have a new idea, and then you leaned forward in your chair with a different expression on your face showing that you were interested in hearing his idea, and he continued in detail." The observers identify observed actions and results.

As you gain in experience as a leader, you become accustomed to using styles and methods that have worked previously. In role-playing exercises, students are free to try different methods. An advantage of role-playing exercises is that soldiers can practice something new or something they are weak at, without fear of failing. No subordinate will be harmed while the leader is developing a new skill or technique.

LESSON 4

PRACTICE EXERCISE

The following items will test your grasp of the material covered in this lesson. There is only one correct answer for each item. When you complete the exercise, check your answer with the answer key that follows. If you answer any item incorrectly, study again that part of the lesson which contains the portion involved.

Situation: To provide training for your subordinate leaders, you are using role modeling, feedback, and role playing. Use this situation to answer questions 1 through 8.

1. You must be careful of how you act in front of your subordinates because your actions model and demonstrate the expected counseling behavior, no matter how
 - A. facetious.
 - B. informal.
 - C. appropriate.
 - D. stilted.
2. As senior NCOIC, you control peer evaluations which involves performance counseling feedback to ensure that comments are
 - A. relevant.
 - B. informal.
 - C. appropriate.
 - D. positive rather than negative.
3. To encourage feedback, you avoid
 - A. arguing your point.
 - B. sharing your observations.
 - C. recommending changes.
 - D. offering advice or guidance.
4. Feedback is more meaningful when it is
 - A. requested.
 - B. general.
 - C. evaluative rather than descriptive.
 - D. timely.

5. If you direct feedback toward unchangeable behavior, the feedback leads to
 - A. anger.
 - B. embarrassment.
 - C. frustration.
 - D. rejection.

6. When you conduct role-playing exercises, you ensure that the people playing the roles of counselor and counselee are given slightly different
 - A. goals.
 - B. motives.
 - C. standards.
 - D. instructions.

7. You can use role-playing exercises to meet the needs of
 - A. leaders.
 - B. observers.
 - C. outside agencies.
 - D. participants.

8. An advantage of role playing is that soldiers are free to
 - A. vent frustrations.
 - B. reinforce current counseling styles and methods.
 - C. practice what they are weak at, without fear of failing.
 - D. follow counseling guidelines.

LESSON 4

PRACTICE EXERCISE

ANSWER KEY AND FEEDBACK

Item Correct Answer and Feedback

1. B. informal.

You must train your subordinate leaders to improve their ability to counsel. One method is by role modeling. You must continually show counseling methods and techniques to your subordinate leaders in your dealings with them. You must realize that your actions model and demonstrate the expected counseling behavior, no matter how informal those actions may be. (Page 4-2, para 1)

2. C. appropriate.

When the training is completed, a few of the subordinate leaders can gather for a brief performance counseling session. One of them can evaluate the leader who led the training. The other leaders can watch and listen and then provide feedback on the conduct of that performance counseling. The officer or senior noncommissioned officer in charge controls this type of peer evaluation to ensure that appropriate comments are made. (Page 4-2, para 2a)

3. A. arguing your point.

To encourage feedback, you must avoid arguing your point, defending your position, explaining your rationale or reasons, or criticizing the giver. (Page 4-3, para 2c)

4. D. timely.

Timely feedback is important. Feedback is more meaningful when it closely follows the event. It is very difficult to reconstruct situations when weeks or even several days have passed. (Page 4-3, para 2c(5))

5. C. frustration.

Feedback should be useful. It should be important enough to affect the receiver and be directed toward behavior which can be changed. When feedback is too shallow, it's useless, and when directed toward unchangeable behavior, it only leads to increased frustration. (Page 4-4, para 2c(8))

6. D. instructions,

Role playing is also used to train counselors, with feedback playing an important part. The effectiveness of role playing depends on the use of real situations and on the ability of the counselee to act and behave as a soldier being counseled would react to his leader. In conducting this activity, the people playing the roles of counselor and counselee must be given slightly different instructions. The counselor needs some general information. The counselee needs more detailed information. Other participants observe and then provide feedback at the conclusion. (Page 4-4, para 3)

7. D. participants.

Role playing can be done to meet the needs of the participants. There is no requirement to role play an entire counseling session. Any part of counseling can be practiced in this exercise. It may be necessary to practice establishing rapport with a nervous soldier at the beginning of a session or just to practice active listening skills. The situations might be based on problems that have been experienced or on circumstances that are peculiar to the unit or location. (Page 4-4, para 3)

8. C. practice what they are weak at, without fear of failing.

As you gain in experience as a leader, you become accustomed to using styles and methods that have worked previously. In role-playing exercises, students are free to try different methods. An advantage of role-playing exercises is that soldiers can practice something new or something they are weak at, without fear of failing. No subordinate will be harmed while the leader is developing a new skill or technique. (Page 4-5, para 3)