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Field Manual
22-101

*FM 22-101

Headquarters Department of the Army
Washington, DC, 3 June 1985

LEADERSHIP COUNSELING

Preface

This manual is a companion to FM 22-100. Effective leadership is the Army's key to success in training and combat. It is founded upon the traditional principles of leadership. It fosters in all soldiers the professional Army ethic and soldierly qualities stated in FM 100-1. Military counseling is a principal tool of leadership.

The purpose of this manual is to help leaders operating at the working level: companies, troops, batteries, squadrons, and battalions. Those leaders include sergeants, warrant officers, lieutenants, captains, and field grade officers. It is intended to broaden leaders' knowledge of military counseling. In general, this manual contains suggestions and guidelines. There is only one absolute requirement. It is found on page 8.

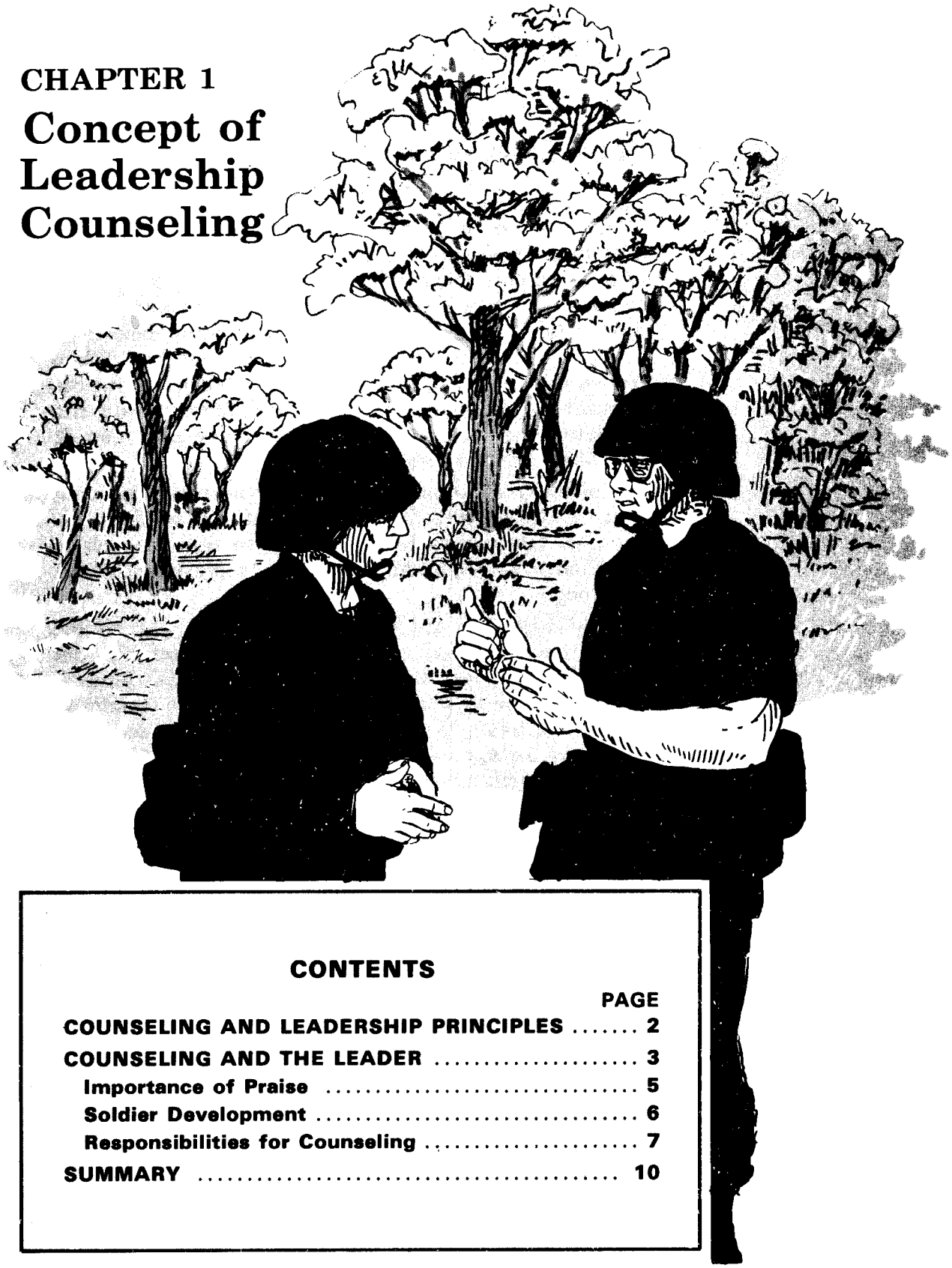
This manual applies the skills and principles of military leadership to methods developed from professional counseling and guidance literature. It provides ways for dealing with and improving the effectiveness of soldiers within a unit. It is not intended to make leaders into professional counselors.

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Use of specific gender in this publication is for ease of reading. Whenever the masculine or feminine gender is used, either gender is intended.

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CHAPTER 1
Concept of Leadership Counseling



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The Leader

He was an old-time soldier. Clearly, he was the best man in the unit. He knew all the weapons and how to employ them. He was the expert—and we all knew it. He would usually take a few minutes each day to tell one of us how to do something better; he gave us a chance to learn from our mistakes. When we were in the field, he would often tell us about his combat experiences, usually concentrating on his favorite topic—the importance of mission and men. It helped us understand.

Speaking of understanding, he was pretty good at that, too. We knew he cared about his soldiers. He listened. He always took the time to talk to each of us when a problem came up. We always knew where we stood.

And when we did well, he gave us a pat on the back. It wasn't easy to meet his high standards, but we knew what they were. He always met them himself. He was willing to work with us to reach those standards. We had to have drive to make it, but it sure felt good to receive an approving nod from him, especially when we did something that no one else could do, and did it well.

Was he perfect? No, but it was a pleasure to serve with him. He was a leader who understood the important principles of leadership. And he did his best to live by those principles.

COUNSELING AND LEADERSHIP PRINCIPLES

Counseling is a basic responsibility of every leader and an important part of taking care of the troops. A soldier-to-soldier relationship, it recognizes and encourages good performance. Its principal objectives are developing the counselee, improving his well-being, and resolving his problems. Military experience points out the need for leaders at all levels in the Army to counsel effectively.

The traditional leadership principles, 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.

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

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

COUNSELING AND THE LEADER

To be an effective counselor, a leader must understand his *be, know,* and *do* attributes. FM 22-100 describes these attributes in detail. Briefly, what a leader must be is described by the professional Army ethic and professional character traits. What he must *know* includes technical and tactical information, people, and the situation. What he must *do* is provide leadership that directs, implements, and motivates.

A leader's personal beliefs, technical know-how, and motives are important. To be respected and believed by his soldiers, he must have a sound professional foundation. His strengths and weaknesses as well as his sincerity will be quickly sensed; soldiers know if a leader cares and is concerned for their well-being.

The leader's character and competence are demonstrated to others by his conduct in day-to-day activities. His personal example sets the standards. Therefore, a leader should meet or exceed the standards of conduct and performance expected of subordinates. Advice and guidance offered in counseling will not be followed if the leader himself does not meet the required standards.

Counseling is valuable to the leader in a number of ways. It can clear up misunderstandings. It can save time by teaching soldiers to solve their own problems. It can also help to improve an individual's motivation and to develop teamwork. Counseling provides leaders the opportunity to talk with subordinates and to learn more about their concerns and the problems they face in the unit. Finally, counseling can help keep good soldiers in the Army.

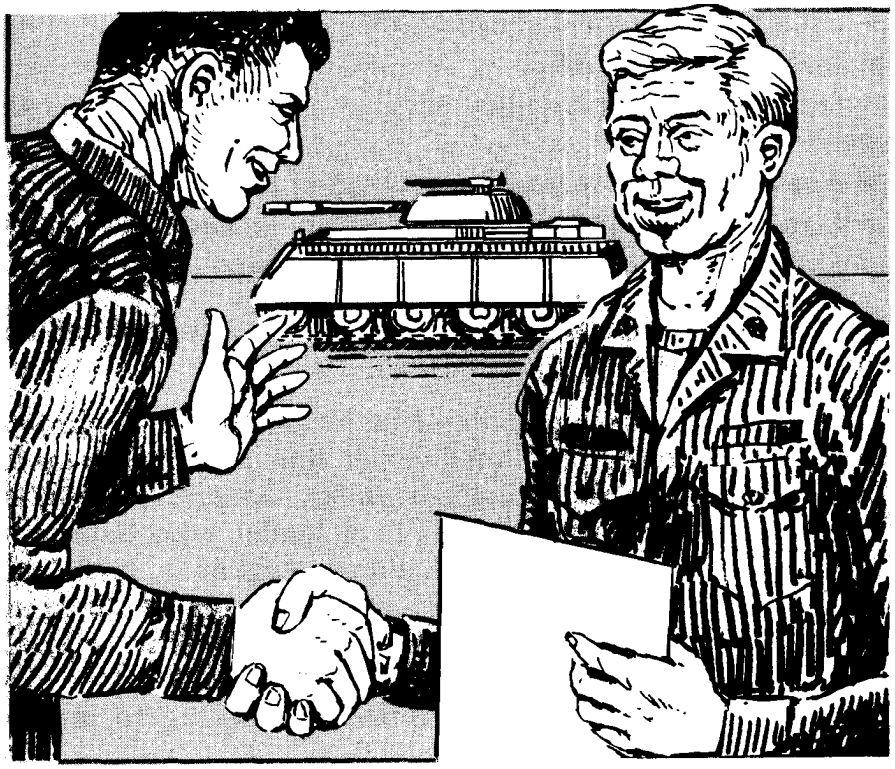
Counseling is inherent in leadership—at any time, in any environment. Counseling responsibilities range from holding scheduled, structured counseling sessions to reacting to problem situations as they occur or giving on-the-spot guidance and praise. Every day the small-unit leader is faced with many different situations where timely guidance may help subordinates to solve their problems and to perform up to their capacity. It need not take an hour; two to three minutes of reinforcement for a job well done is meaningful to a soldier. Sometimes the leader initiates counseling to discuss a soldier's effectiveness, discipline, appearance, or some other matter the leader has noticed. At other times, the soldier brings his problem to the leader. 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.

IMPORTANCE OF PRAISE

Successful leaders use praise effectively. Identifying shortcomings and then telling soldiers what must be improved are a leader's responsibility. Praising soldiers for their improvement and proper performance is even more important. Sincere and honest praise lets soldiers know that their leader appreciates their efforts.

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

It is important that the soldier *know* he is viewed as a valuable member of the unit. With praise, leaders can create and reinforce a positive self-image in their soldiers, making them feel like winners. This is most desirable in confusing or unclear situations where the soldier is trying to do the right thing but is uncertain



LEADERS WHO CARE TAKE THE TIME TO COUNSEL

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. Soldiers in combat also need a few words of praise to let them know they have done the right thing in a difficult situation. Some soldiers are assigned necessary but boring and unchallenging tasks. They, too, must be praised for their contributions to the overall success of the unit.

Praise should be a part of every leader's normal day-to-day leadership action. Its contribution to soldier development cannot be overstated.

SOLDIER DEVELOPMENT

In peacetime, all leaders are responsible for developing and preparing subordinates to assume higher positions in wartime. Counseling is one means of developing subordinates. A good leader counsels subordinates to—

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

Such actions demonstrate that a leader cares about the individual soldier.

Firm and caring leadership helps create a climate in which soldiers are motivated and are enthusiastic and willing to perform their 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. This positive climate is developed through sincere and continuous effort over time, not just through scheduled counseling to meet a requirement.

The leader's efforts to develop soldiers should accomplish four objectives:

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

In any counseling effort, the leader must show that he understands and accepts how the subordinate feels and acts. He needs to imagine himself in the soldier's position with the soldier's experience. He should try to see things the way the soldier does. This does not mean that the leader must agree with the subordinate or condone all his actions, but he should try to understand how the soldier feels. The leader can then ask questions in a meaningful way. Accepting means enabling subordinates to express their true feelings. A soldier's feelings are real. To bluntly tell someone his feelings are all wrong is to show a nonaccepting attitude—and the chance to assist may be lost. On the other hand, effective counseling can free a soldier's mind from pressures that are harmful both to the individual and to the unit.

RESPONSIBILITIES FOR COUNSELING

Counseling is a fundamental 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 a leader fails to counsel, he has failed in a major responsibility and can expect to be held accountable. When evaluating the performance of subordinate leaders,

a leader must 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, leaders must coach and guide their 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.

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.

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DEVELOP A SENSE OF RESPONSIBILITY IN YOUR SUBORDINATES

How frequently a leader counsels or becomes 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 below.

Those NCOs with their soldiers daily, mostly staff sergeants and sergeants, must—

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

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

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

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

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

Unit commanders must—

- Ensure the unit has an effective counseling program.
- Develop a training program to improve the counseling skills of NCOs and officers.
- Handle counseling problems referred through the chain of command.
- Establish a policy for deciding when outside help is needed and for contacting a referral agency.
- Counsel subordinate leaders under their direct control.

Sometimes the leader may be responsible for writing down what was said during counseling. In some units, a report, record, or memorandum for record is required. The leader must tell the counselee if this is the case. A record is advisable in all counseling cases, however, because it provides a useful plan of action for the counselee, an inarguable journal of promises made during counseling, and, finally, a useful log of background information for the leader should some official action become necessary. A skilled leader uses this written plan as a positive force for change rather than as a threat to the counselee.

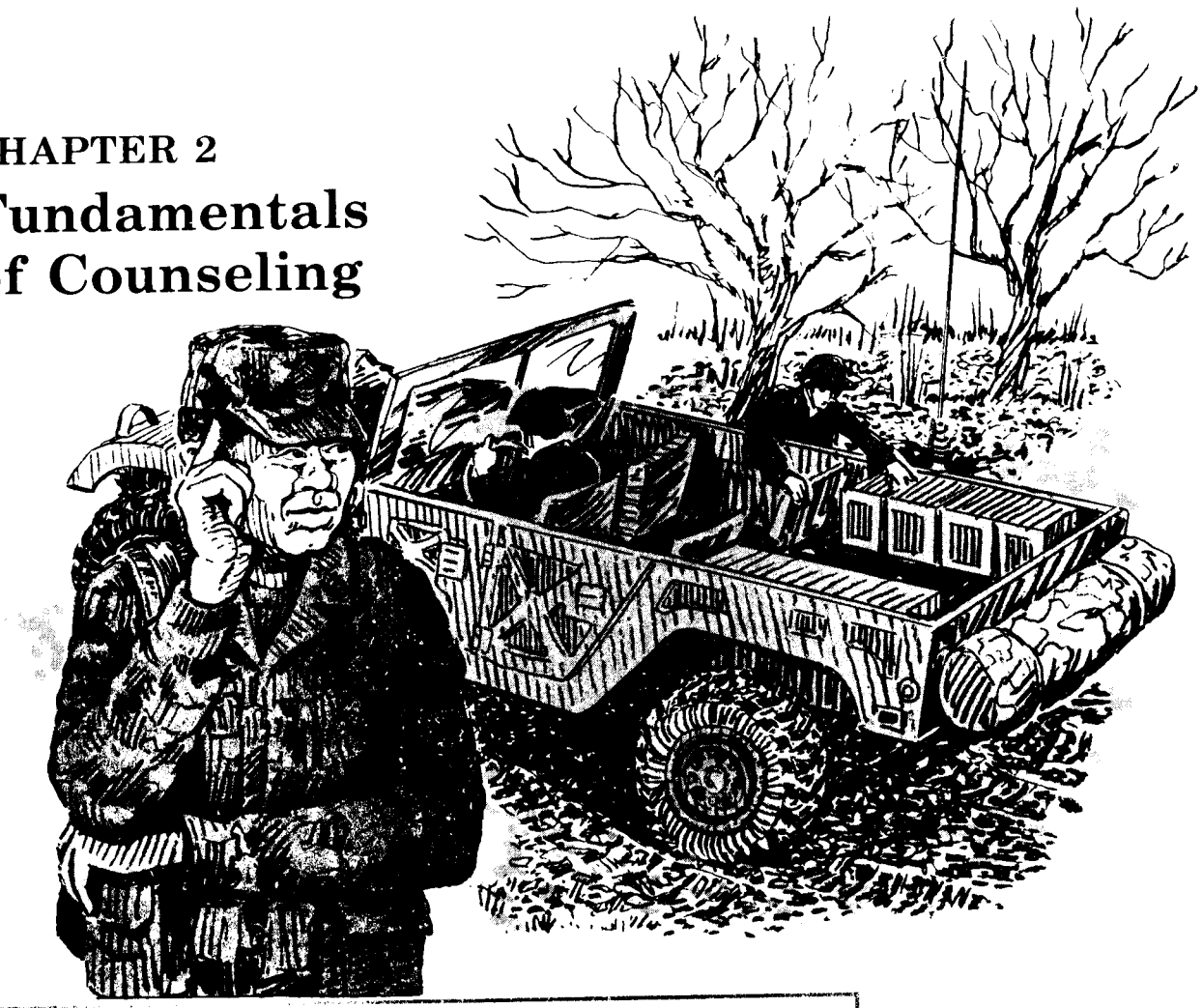
The counselor's responsibility is not over when the subordinate leaves the office. It is very important that the leader take the necessary follow-up action, which includes continually evaluating performance against established standards. This ensures that the objective has been accomplished, the subordinate has corrected any deficiencies, and the soldier is attempting to improve his performance. Improvement should be recognized through the use of praise, rewards, performance counseling, and other suitable methods. If there is no improvement, the situation should be re-examined to determine why. Further leader actions, such as referral to another counselor, disciplinary measures, or reassignment, may be in order.

SUMMARY

This chapter has presented the principles of leadership and has explained that leaders at all levels must understand and apply these principles in order to be effective counselors. Following are some key points to remember. Counseling—

- Is the responsibility of leaders at all levels.
- Is an important part of taking care of the troops.
- Ranges from brief words of praise or timely bits of guidance to lengthy and structured sessions.
- Can show soldiers that their leader really cares.
- Can result in both individual and teamwork development.
- Can result in retaining good soldiers in the Army.

CHAPTER 2
Fundamentals of Counseling



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Experience

First Sergeant Atwell thought about the two newly promoted sergeants who had just joined the unit. They looked sharp and appeared to know their stuff, but how much did they know about leading others? One was a real hard-charger who reminded Sergeant Atwell of himself when he first earned sergeant's stripes. Back then he thought counseling was just a chewing out. First Sergeant Atwell was glad that his leaders had taught him otherwise.

It took awhile to learn that different soldiers had to be dealt with differently. Sure, the standard was the same for everyone, but the approached and techniques to get everyone to meet it were usually different. For some it was a pat on the back; for others it was firm guidance. Helping meant asking the right questions and paying attention to the answers. Listening was harder than giving advice.

It was going to take some time and a deliberate development program to improve the new sergeants' counseling skills. If the two young leaders were going to be able to motivate their soldiers, they would have to be good at coaching, helping, and influencing. They might already be pretty good, but they could always work to get better—especially when it was part of taking care of the troops.

LEADER ACTIONS

Counseling requires that a leader's actions demonstrate knowledge, understanding, judgment, and ability. It involves learning and applying techniques for developing more effective counseling skills.

Of a leader's traits or characteristics promoting effective counseling, a caring attitude is the most important. The leader must develop an attitude of sincere concern for the soldier. Moreover, the leader's conduct must be consistent with that attitude if he is to be an effective counselor. He must apply various techniques

and develop skills which show an attitude of sincere concern. Leaders must not just *say* they are concerned; they must *do* things to show concern for their soldiers' well-being.

SET THE EXAMPLE

To be effective counselors, leaders must set a proper example. They must be ethical in all personal and professional actions. They must know their own duties, their subordinates' job requirements, and their soldiers' capabilities and limitations. They must understand what methods of counseling they are most comfortable with. They must also know their limitations, referring soldiers to agencies when the need is there. Above all, they must *demonstrate* the standards of personal conduct and duty performance expected of their soldiers.

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

- Flexibility—Fitting the counseling style to the unique character of each soldier and to the relationship desired.
- Respect—Respecting soldiers as unique, complex individuals with their own sets of values, beliefs, and attitudes.
- Communication—Establishing open, two-way communication with soldiers, using both spoken language and nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.
- Support—Supporting and encouraging soldiers through actions and interest while guiding them through their problems.
- Motivation—Getting every soldier to actively participate in counseling and teaching subordinates the value of counseling. Soldiers will respond differently. Those who need and want counseling are more likely to profit from it, but the leader's concern must extend to those who need, but do not want counseling.
- Purpose—seeking to develop responsible and self-reliant soldiers who can solve their own problems.

A leader must be aware that much of the information a soldier gives during a counseling session is given in confidence. As a rule, this information should not be passed on without the soldier's consent. This may be overridden, however, by the leader's responsibility to keep the chain of command informed. It may be necessary to pass on certain information once a soldier has been referred to an agency for assistance. Also, every soldier is responsible for reporting information concerning a criminal act to the proper authorities. Therefore, the counselor must be sure the soldier knows the limitations on confidentiality before a counseling session begins. This openness will help establish and maintain the trust that should exist during a counseling session.

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 the leader has over them.

Legitimate power is based on the soldiers' perceptions that the leader's rank or position automatically gives him certain rights and authority. This power is effective as long as soldiers accept the organizational structure, regulations, and policies as legitimate.

Reward power is based on the perception that the leader controls rewards that soldiers value and believe will be given for satisfactory performance. A problem is that soldiers may perform at a minimum acceptable level to get a reward. If a leader relies entirely on reward power, his ability may be greatly reduced in difficult situations. In combat, soldiers will be faced with many hardships, and the leader will not be able to provide the rewards soldiers have become accustomed to.

Coercive power is based upon the perception that the leader can and will punish soldiers who do not obey. Coercive power may have short-term benefits but will

produce fear and resentment if overused. Both reward and coercive powers depend on the leader's ability to know how soldiers perform all the time.

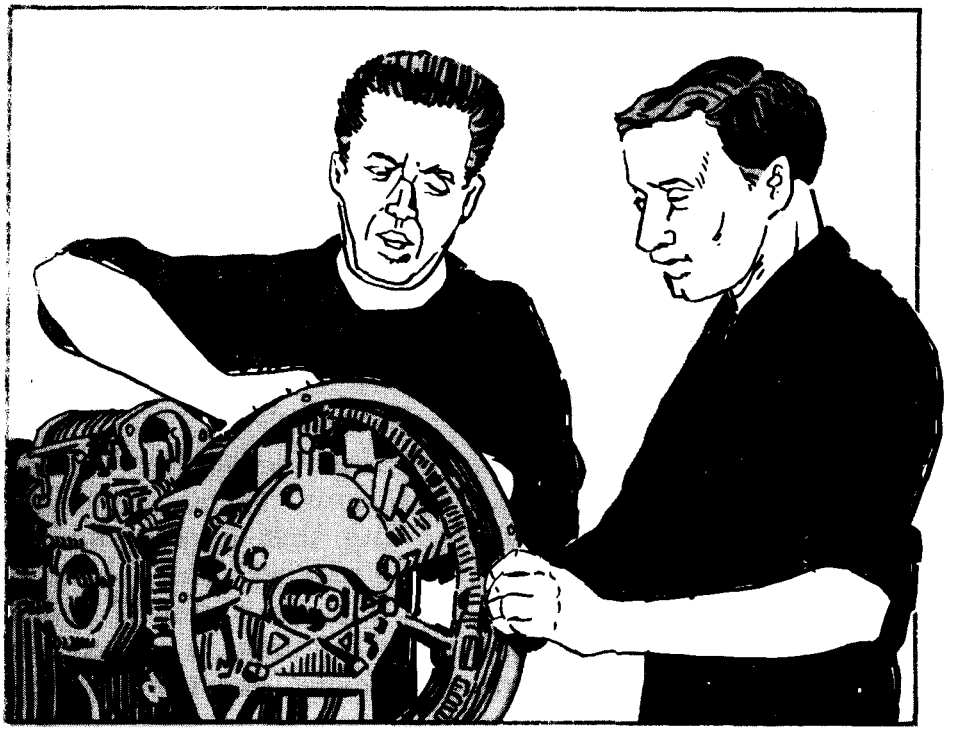
Referent power is based on soldiers identifying with their leader. Soldiers are attracted to the leader and want to be like him. Referent power relies on soldiers' positive association with the example set by the leader's performance. It is independent of rewards and punishments.

Expert power is based on the soldiers' perception that the leader has special knowledge, skills, or needed information that relates to the task to be performed. Soldiers respect and obey a leader who is competent in his duties. Leaders who can do what is expected of their subordinates and do it well have expert power.

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BE TECHNICALLY AND TACTICALLY PROFICIENT

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



SOLDIERS HAVE CONFIDENCE IN A COMPETENT LEADER

FORMS OF INFLUENCE

A leader often uses influence when directing subordinates. It is a way to cause soldiers to do things or make changes, or it can produce some desired result. It may be used 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. Following are common forms of influence:

- *Mapping alternatives*— The leader suggests alternative actions that the soldier might take. Deciding on which alternative to use, however, may be left entirely to the soldier.
- *Recommending*— The leader recommends one course of action. Whether or not to accept the recommended action may still be left to the soldier.
- *Persuading*— The leader tries to persuade the soldier that a given course of action is in his best interests. Though the leader wants to sell a certain course of action, he expects the soldier to make the decision. Successful persuasion depends both on the leader's credibility and on the soldier's willingness to listen. Mutual trust must exist. The leader must have the expertise to critique the soldier's performance.
- *Urging*— The leader exerts 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.
- *Advising*— The leader advises the soldier that it is in his best interests to take a given course of action. This is the strongest form of influence; however, there is no suggestion of command or threat involved.
- *Commanding*— The leader orders the soldier to take a given course of action. There must be no possibility of the soldier's misunderstanding that a command is involved. This is an either/or situation. The soldier is given a command to carry out a given course of action and will face the consequences if the order is not carried out. Orders should be given in clear, exact words and not in a threatening manner.

• *Punishing—* The leader should regard punishment as the last possible means of maintaining military discipline when efforts to develop the soldier's sense of responsibility and self-discipline have failed. Positive leadership is best, but punishment to correct a soldier and enforce standards is sometimes necessary.

The leader's 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, UCMJ. If corrective action and punishment are fair and just, the leader's authority and credibility are stronger. If actions are unjust or inappropriate, the leader's credibility is reduced. When it becomes known that a leader's counsel has truly helped a soldier, it is easier to influence other soldiers.

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 the *directive* approach at one extreme, the *nondirective* approach at the other, and the *combined* approach in the middle. 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.

During counseling sessions, leaders must be flexible in selecting their approaches. The type of problem, personality of the soldier, physical surroundings, and time available will 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 leaders must do in similar situations. The approach summary chart on page 28 shows advantages and disadvantages of the counseling approaches.

THERE ARE DIFFERENT APPROACHES FOR DIFFERENT SOLDIERS



DIRECTIVE

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 the leader has all the skills and knowledge to assess the situation and to offer courses of action. It uses clear thinking and reason and combines suggesting, persuading, confronting, and directing specific actions to obtain the results desired by the counselor.

The leader does most of the talking. He states the problem, identifies the causes, offers explanations, and lists the options available. He gives advice, offers solutions, and tells the soldier what must be done.

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 4 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. First, such dominant influence may create resentment because the soldier may see the leader as questioning his ability or as having all the answers. He may just *let* the leader solve his problem. This attitude may cause the soldier to always depend on the counselor rather than to learn to stand on his own feet. Second, the leader may be treating symptoms rather than causes. The real problem may go undetected and result in other difficulties later on. The leader's analysis and advice may not be on target for the soldier's long-term needs. Third, decisions are made by the leader, not by the soldier. The soldier is then free to blame the leader for any future failure because he has no ownership of the solution.

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DEVELOP A SENSE OF RESPONSIBILITY IN YOUR SUBORDINATES

Leaders may want to assume the subordinates' responsibility by telling them what to do. Giving advice in this manner, however, slows or often prevents the development of personal responsibility. Soldiers must be assisted to learn to take the initiative and to be accountable for their actions. Developing teamwork in a unit depends on individual accountability.

Sometimes, the directive approach is the only method that can be used, especially with unresponsive soldiers or with soldiers who will not make a connection between their behavior and its consequences. This approach may also be the best way to correct a simple problem. The final decision regarding a problem rests with the soldier. When the counselor has selected a course of action, rather than assisted the soldier to select one, the soldier's only decision is to accept or reject the solution.

The following situation shows the directive approach being used to counsel a soldier with a performance problem.

Staff Sergeant Caba is a section sergeant in an air defense unit. Yesterday, he notified his subordinate, Private First Class Quimby, that he wanted to discuss his performance of duty. Caba knows Quimby quite well and is unaware that he has personal problems. Private Quimby has just reported to Sergeant 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 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, Staff Sergeant Caba, uses his knowledge and experience to determine what Private First Class 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. Private Quimby must decide whether or not to do what Sergeant 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.

NONDIRECTIVE

The nondirective approach to counseling is soldier-centered. The counselor causes the soldier to take responsibility for solving the problem. This approach is usually more relaxed and focuses on self-discovery, hence taking longer than the directive approach. The role of the counselor 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, counselees must understand and fully accept two basic rules. First, defensive attitudes must not prevent discussing the problems openly and honestly. Second, soldiers must understand they will be responsible for the problem-solving process and for the decisions they will make.

This type of counseling session is partially structured by the counselor. It is necessary from the beginning that the soldier understand and accept 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. The soldier must understand that this is his time. This helps to prevent him from being defensive or from feeling guilty about taking up the leader’s time.

The nondirective approach provides sheltered situations in which soldiers can look inside themselves. They can realize a freedom to be what they want to be, feel as they want to feel, and think as they want to think. The result is individuals who better understand themselves. This self-understanding usually comes gradually from their personal insight into problems and their attempts to solve these problems. For this reason, the nondirective counseling is far more time-consuming and can involve many counseling sessions. It is best used with a mature and capable soldier who is confused about something and needs some assistance in figuring out what to do.

The leader communicates to the soldier that someone is interested in listening to his problems. The leader is not the decision maker or advice giver but rather a listener. He tries to clarify statements, cause the soldier to bring out important points, understand the situation, and summarize what was said. The leader should avoid giving solutions or opinions. He may, however, provide certain facts when the soldier requests or needs them to continue.

The following situation shows the nondirective approach being used to counsel a soldier with a personal problem.

Private First Class Hall is records clerk in a maintenance facility. Sergeant First Class Kimball is the shop NCOIC and Hall's immediate supervisor. During a lunch break Private Hall asks Sergeant 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 just 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 his "solution" without regard for Private Hall's desires in handling the problem. Telling Hall to seek marriage counseling 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. Hall is informed of two possible professional agencies and is allowed to make a selection.

After Sergeant Kimball arranges the appointment with the chaplain, he must follow up by informing his supervisor and by continuing to evaluate the situation to ensure the problem is resolved.

COMBINED

In the combined approach to counseling, the leader uses parts of the directive and nondirective approaches. This allows the leader to adjust the technique to emphasize what is best for the soldier. There is no one best procedure for all situations. The combined approach, which blends the leader's 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 will take charge of solving the problem but may need some help along the way. This approach allows both the leader and the soldier to participate in defining, analyzing, and solving the problem. Still, the purpose is to develop self-reliant soldiers who can solve their own problems. The leader 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, the leader may begin with a directive approach. When further discussion shows that a personal problem is causing poor performance, it may be best to switch to a nondirective approach.

The techniques involved in the combined approach often follow the problem-solving process. While the soldier is talking, the counselor should listen for information to define the problem. Then he will have a basis for suggesting solutions. He may suggest all the possible courses of action, or he may suggest just a few and then encourage the soldier to suggest others. The counselor helps analyze each possible solution to determine its good and bad points and its possible side effects. The counselor than helps the soldier decide which solution is best for him. The soldier is enabled and encouraged

to assume as much of the selection responsibility as possible. The decision whether or not to implement a solution will be the soldier's.

The following situation shows a combined approach to counseling. In this example, the leader begins with a directive approach to a performance problem. Then a more nondirective approach is used to enable the subordinate to develop his own solution.

Sergeant First Class Britt is the Personnel Records Branch NCOIC. Specialist 5 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 SIDPERS acceptance rate. Trent reports to Sergeant 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. The standard is a 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?

SP5 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.

SP5 Trent: Humm, 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.

SP5 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?

SP5 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?

SP5 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?

SP5 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?

SP5 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, Sergeant First Class 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. Sergeant Britt guides Specialist Trent through the problem-solving process to develop his own solution. Sergeant Britt remains supportive, but still in control of the session. A time is set for a progress report, and the session closes with an expectation of success.

Approach Summary Chart

	DIRECTIVE	COMBINED	NONDIRECTIVE
ADVANTAGES	Quickest method. Good for immature/ insecure soldiers. Allows counselor to actively use his experience.	Moderately quick. Encourages maturity. Encourages open communication. Allows counselor to actively use his experience.	Encourages maturity. Encourages open communication. Develops personal responsibility.
DISADVANTAGES	Does not encourage maturity. Tends to treat symptoms, not problems. Tends to discourage soldiers from talking freely. Solution is the counselor's, not the soldier's.	May take too much time for some situations.	Slowest method. Requires greatest counselor skill.

BASIC SKILLS

The most difficult part of counseling is applying the proper techniques to specific situations. To be effective the technique must fit the situation, the leader's capability, and the soldier's expectations. In some cases, a problem may call for giving only information or advice. An improvement may call for a brief word of praise. In other situations, structured counseling followed by definite action may be appropriate. A leader may learn one or two techniques but still may lack the skills necessary to be an effective counselor.

All leaders should seek to develop and improve their counseling skills. Military leaders are trained to analyze a mission, identify the required tasks, and take action. Some of these skills apply to counseling. While leaders must not try to psychoanalyze their soldiers, they can use problem-solving and decision-making skills to guide their soldiers in solving their own problems. Counseling skills are developed by studying human behavior, knowing the kinds of problems that affect soldiers, and becoming good at dealing with soldiers. These skills, acquired through study and through the practical application of counseling techniques, vary with each session. They can generally be grouped, however, as *listening and watching* skills, *responding* skills, and *guiding* skills. (More information can be found in appendix A.)

LISTENING AND WATCHING

Listening and watching skills involve the counselor concentrating on what the soldier says and does. Thus the counselor can tell whether or not the soldier accepts what is said, understands what is important, and understands what the counselor is trying to communicate.

Spoken words by themselves are only part of the message. The *way* they are arranged and spoken has meaning. For example, the leader must try to recognize the amount and type of emotion used by a soldier when describing his concerns or problems. This emotion provides a clue to determine whether the soldier is

discussing a symptom or the problem itself. The tone of voice, the inflection, the pauses, the speed, the look on the soldier's face, are all parts of the total message.

One important skill is *active listening.* Part of active listening is concentrating on what the soldier is saying. Another part is letting the soldier *know* the counselor is concentrating, hearing, and understanding what is said or is "getting the message." Elements of active listening that the counselor should consider include—

- Eye contact—Maintaining eye contact helps show a sincere interest in the soldier. This does not mean that the counselor 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.
- Posture—A relaxed and comfortable body posture helps put the soldier at ease. A too relaxed position or slouching may indicate a lack of interest. Being too formal or rigid makes the soldier feel uncomfortable.
- Head nod—An occasional nodding of the head shows that the counselor is attentive; it encourages the soldier to continue.
- Facial expressions—To remain natural and relaxed is best. A blank look or fixed expression is disturbing. Smiling too much or frowning may also discourage the soldier from continuing.
- Verbal behavior—The counselor should refrain from talking too much, let the soldier do the talking, stay with the topic being discussed, and avoid interrupting. Speaking only when necessary reinforces and stimulates the soldier. Silence can sometimes do this too. Occasional silences may indicate that the soldier is free to continue talking; a long silence can sometimes be distracting and make the soldier uncomfortable.

Active listening also means 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 the leader with a problem is not seeking help for that problem; rather 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.

While listening, the counselor must also 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, the leader can "see" the feelings behind the words. Not all actions are proof of a soldier's feelings, but they must be watched. It is important to note differences between what the soldier is saying and doing. Some common indicators to watch for follow:

- Boredom may be displayed by drumming on the table, doodling, clicking a ballpoint pen, or resting the head in the palm of the hand.
- Self-confidence could be displayed by standing tall, leaning back with the hand behind the head, and maintaining steady eye contact.
- Hate and other negative emotions may be indicated by the counselee pushing himself deeply into a chair, glaring at the counselor, and making sarcastic comments. Arms crossed or folded in front of the chest often show defensiveness.
- Frustration may be expressed by rubbing the eyes, pulling on an ear, taking short breaths, wringing the hands, or frequently changing total body position.
- Moving toward the counselor while sitting may indicate interest, friendliness, and openness. Sitting on the edge of the chair with arms uncrossed and hands open may indicate either openness or anxiety.

Counselors should 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's important not to *assume* that a particular behavior means something. More important, it's better to ask the soldier about the indicator so that he can understand his behavior and take responsibility for his actions. This reinforces individual responsibility for self, as well as providing credibility to the counselor.

RESPONDING

Responding skills are a follow-up to listening and watching skills. From time to time the leader needs to check his understanding of what the soldier is saying. The counselor's response to the soldier should clarify what has been said. Responses should also encourage the soldier to continue. As part of active listening, responding skills allow a leader to react to nonverbal clues that the soldier is giving. Responding can be done by *questioning, summarizing, interpreting,* and *informing.*

Questioning. This is key to the counseling process. The what, when, who, where, and how questions fit most counseling situations. When used properly, well-thought-out questions can actively involve the soldier in his own problem. But a leader who asks a constant stream of questions is saying, "I'll ask the questions, you give the information, 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?" will give more insight into the soldier's feelings than "Do you like being stationed here?" Similarly, "What do you think needs to be done next?" will get a more useful answer than "Are you going to do something about this?" 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. The counselor can be misled by the quick and defensive answers to "why" questions. (More questioning techniques are in appendix A.)

Summarizing. This pulls together all the information that a soldier has given. It is also a way for the counselor to check his understanding of what the soldier has said. Summarizing is done by restating the message in the counselor's 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.

Interpreting. This is similar to summarizing except that the leader gives the soldier a new frame of reference or way of looking at something. Its purpose is to develop a total picture of the problem so that the soldier can view the problem differently than before. The leader may suggest how others may view the situation. It is hoped that the soldier will better understand the nature of the problem and be able to deal with it.

Informing. This is giving information that may help or change the soldier's views. The information may have come from what the soldier has just said. The soldier can also be confronted with information provided by the counselor. The information may be needed by the soldier to continue or may be in answer to something he has asked the leader. Informing can also be used to show the soldier his behavior may lead to further conflicts, trouble, and confusion.

GUIDING

Guiding skills can add structure and organization to counseling. A leader uses problem-solving and decision-making skills to help the soldier reach a solution. It is relatively simple to use these skills when 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. The soldier should be led 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. The steps can sometimes help to structure counseling. These steps with examples of guiding remarks that may fit each step, depending on the situation, follow:

1 *Identify the problem.*

What is the cause of this problem?
What is the biggest source of trouble?
Tell me about what's wrong.
Why is this a problem for you?
How did this happen?
I'd like to hear how you think things got this way.
Let's list all your concerns, then we'll prioritize them.

2 *Gather information.*

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

3 *Develop courses of action.*

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

4 *Analyze and compare courses of action.*

I'd like to hear about that.
What are some problems with doing that?

What makes that better?

How come you are concerned with that?

What are the disadvantages?

What does that have to do with the problem?

Will this get you what you want?

How will this affect our unit/organization?

5 *Make a decision; select a course of action.*

What solution will work best?

Which one do you like?

Can you describe the most likely answer?

You need to pick a course of action.

It's time for you to make a decision.

6 *Make a plan.*

What are your next steps?

How do you get that done?

Now you need a plan.

How are you going to do that?

Who's got to do what?

What else must happen?

What could go wrong? How can you avoid that?

7 *Implement the plan.*

If you don't have any other concerns, you're ready to go.

Now it's time for you to act.

Okay, get started. See me on Friday and let me know how things turn out.

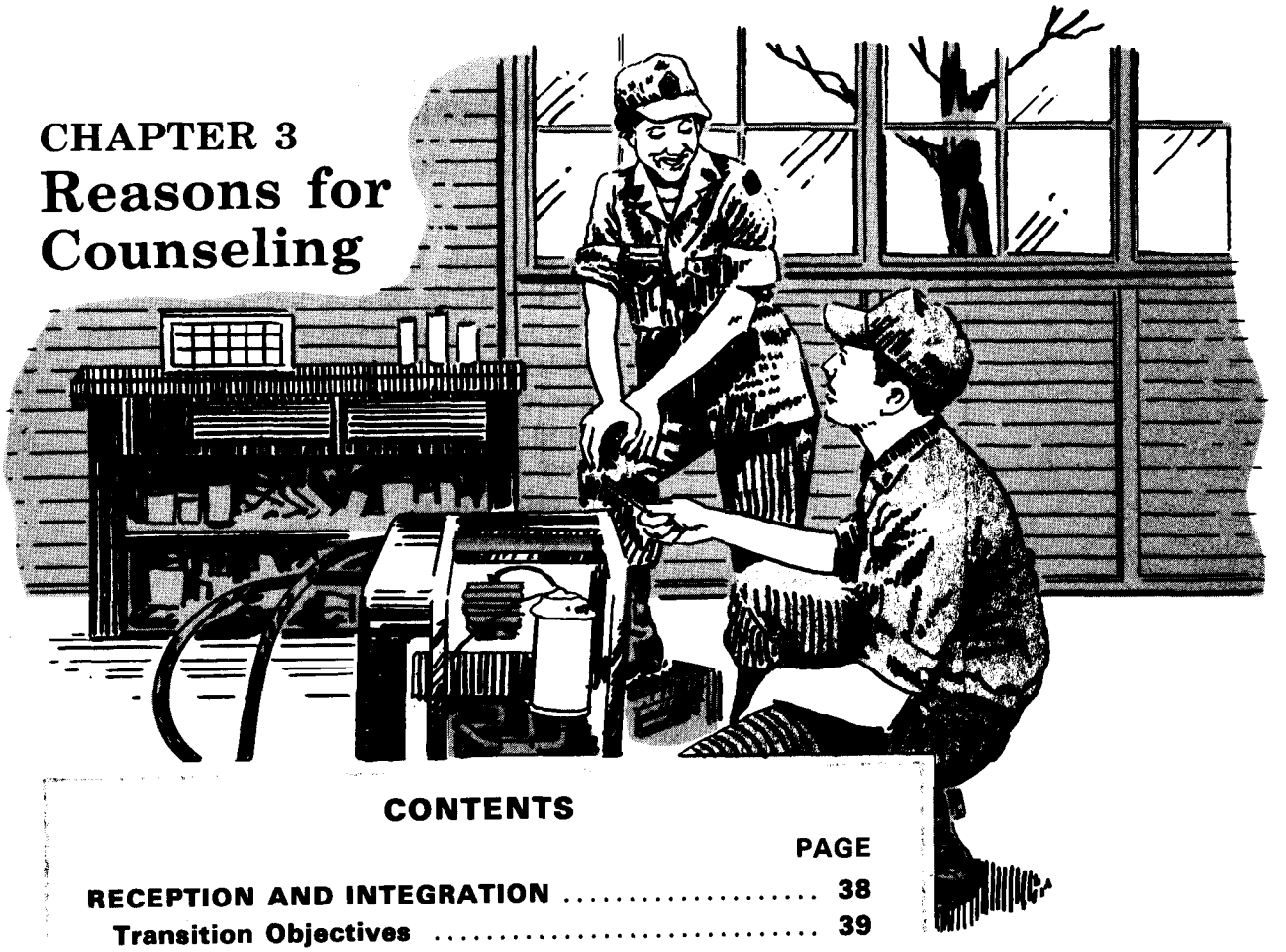
I think you've got things figured out, it's up to you now.

SUMMARY

This chapter has discussed the skills and techniques needed by a leader to be an effective counselor. The key points of this discussion include

- The leader must be a competent soldier and demonstrate that competence to the soldiers.
- Most soldiers respond to leaders who care.
- Leaders influence their soldiers' performance through mapping alternatives, persuading, urging, advising, commanding, and punishing.
- The approaches to military counseling are directive, nondirective, or combined.
- Effective counselors use a uniquely different approach with each soldier.
- Leaders must help soldiers to solve their own problems.
- The basic skills are to listen and watch the soldier; to respond to what he says, does, or omits to say; and to guide him to reach successfully his selected outcome or solution.

CHAPTER 3
Reasons for Counseling



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Reputation

Let me tell you what I heard about the new platoon sergeant from some folks in her old unit. They say she is one sharp NCO who makes it her business to know what's going on; she doesn't miss a thing. When you talk to her she listens and gives you good information. Then she makes things happen. Her people are always getting recognition or special passes from the CO for being squared away and for getting things done. They have to work hard, but she shows them how. She makes sure everybody knows what to do.

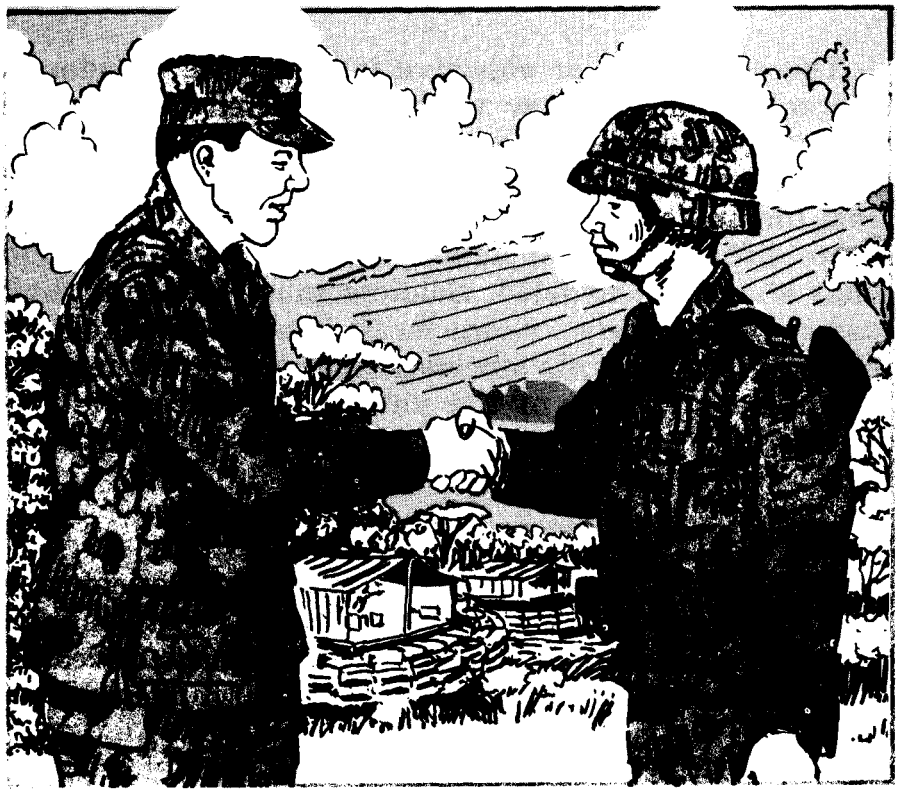
One soldier who was having problems at home was getting into trouble until he transferred to her platoon. She helped him figure out what to do and got him squared away. Another guy was going to re-up as soon as he was eligible, and she got some info from the Reenlistment NCO that showed him how to get a better deal.

They say that you'd better not mess up or play things off, though, or you'll find yourself standing there explaining. She doesn't raise her voice much; she doesn't have to because you know she means business. And when she stops, looks you in the eye, and tells you that you've done well, you know she means that too!

RECEPTION AND INTEGRATION

Counseling that welcomes new soldiers to the unit should begin immediately upon their arrival. Newly assigned soldiers must adjust before they can become effective members. This adjustment will occur most rapidly with an effective reception and integration plan. This is probably the most important step in starting soldiers properly in a unit. Leaders must 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



"Specialist Sabo, welcome to the best company in the Army."

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 TDY to a distant location may find the home base situation has changed. They will need to adjust to those changes.

TRANSITION OBJECTIVES

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 they reach 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 leaders to provide facts and useful information to new soldiers before they are misled or taken advantage of by others. This will help with soldier and team development and with unit readiness.

The second major objective is to set the standards. The soldier must 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 sincere concern for their well-being. Soldiers who feel that they are sincerely welcome—that they will be valued members of the unit—have increased confidence to cope with new and unknown situations.

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—

- Resolve problems with personal affairs.
- Introduce the new soldier to peers and the leaders in the chain of command.
- Explain all of the procedures for in-processing and the schedule for accomplishing them.
- Explain the unit's history and traditions, missions, and activities.
- Explain how the new soldier's duty assignment is important to the unit and its mission.
- Explain the standards of conduct and the performance expected of the soldier in a new duty assignment.
- Explain the unit's policies on leaves and passes, duty rosters, promotions, and job performance evaluations.
- Explain opportunities and facilities for personal and professional improvement and development.
- Inform the new arrival of the facilities available for spiritual needs, conveniences, and off-duty recreation.
- Inform the new arrival of the functions and locations of assistance agencies.
- 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. Departing soldiers should not be left to fend for themselves while leaders devote their time and effort to their 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 leaders must show concern and provide guidance just as they 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.

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.

The sponsor should be someone from the same unit, preferably from the same squad or section where the new arrival is assigned. Leaders should select a good soldier who is experienced and knowledgeable and will be a positive influence. Sponsors should have as much as possible in common with the new arrival and be the same rank and MOS. Single soldiers should sponsor single soldiers; married soldiers should sponsor married soldiers.

The tasks required of the sponsor will vary 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.

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. Good leaders issue clear guidance and then give honest feedback to let soldiers know how they have performed.

★

ENSURE THAT THE TASK IS UNDERSTOOD, SUPERVISED, AND ACCOMPLISHED

Honest feedback is essential for motivating soldiers and controlling a unit's performance. The leader first observes the soldier's performance of duty, his ability to complete an assignment, and his approach to accomplishing a mission. The leader then tells the soldier where he stands. Those things that have been done well or that show improvement must be praised. The contribution that the soldier's performance has made to the unit should be noted. This reinforces the importance of his duties and helps to foster cohesion. Feedback should also include ways to improve performance.

★

KEEP YOUR SOLDIERS INFORMED

Performance counseling needs to be done continuously as part of the leader's 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.

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 a leader's careful consideration. He must know the individual's character, preferences, ambitions, qualifications, and potential.

The opportunity for learning to take place results from conditions created by the leader. Motivation, in turn, results from learning and is greatly influenced by personal values. Those conditions under the leader's control that stimulate learning and motivation include—

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

Growth and learning of subordinate officers are enhanced by the proper use of DA Form 67-8-1, OER Support Form. This valuable tool enables leaders 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 establishment 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. Taking the time to teach subordinates and to have open discussions on mission-related issues is the objective. (Some techniques for using the support form are described in appendix B.)

EVALUATION OF ACTIONS

Performance counseling begins with evaluating the soldier's performance or actions. It should be restricted to appraising and discussing observed actions and demonstrated behavior rather than diagnosing character or suspected attitudes. The emphasis is on 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. A quarterly review of the subordinates' actions can be done 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 will be formally evaluated. It allows for reassessing priorities, goals, and needs. ARs 623-105 and 623-205 contain useful information on setting objectives and evaluating performance. This approach helps the leader to assess the overall capability of the unit.

IMPROVEMENT OF PERFORMANCE

Methods or actions to improve performance need to be discussed. 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 must be done to improve. Other soldiers, with some non-directive guidance, can figure out what to do.

Determining ways to improve is based on the leader's first evaluation of soldier performance. Specific actions must be viewed to figure out why a soldier is below standard in a given area. It may be that the soldier does not *know how* or does not *want to* do something or that something *prevents* proper performance. For each reason, steps needed to improve performance are different. If a 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, the leader will be far more effective in helping soldiers to improve their performance.

PERSONAL

Personal counseling involves helping a soldier solve a personal problem. Problems may vary from financial matters to marital difficulties. The emphasis must be to help the soldier solve his own problems. A soldier may ask to talk to the leader about a problem, or he may be referred 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.

SOLDIER'S PROBLEMS

In personal counseling, the counselor must always consider the soldier's point of view. What a leader views as simple or minor may look overwhelming to the soldier.

Successful personal counseling follows two basic guidelines. First, the leader must be committed to the principle that every soldier, regardless of rank or duty assignment, has the right to be heard. The leader should use counseling techniques that help subordinates clarify their feelings and consider alternate courses of action

in solving their problems. The leader must not look down on soldiers because they have personal problems. With this attitude, the soldier is never treated as a person less important than the counselor. The leader, as counselor, becomes a helper whose authority, training, and technical expertise as a soldier permit better understanding and acceptance of the subordinate who asks for help.

Second, the leader should realize that relatively mature and healthy persons can look at their personal problems intelligently and reach satisfactory solutions. While soldiers may seek help thinking through a problem, they should be free to choose their own solutions. A soldier should not be pushed into solutions that were selected by a counselor in answer to the soldier's personal problem. The soldier will not learn to find solutions if they are always given. The soldier cannot take credit for the success of someone else's solution. The soldier can shift blame for failure to the counselor.

The soldier should be helped to think through his problem and how he feels about it and to understand his involvement and what he wants to have happen. To do this he must feel at ease with the counselor. Talking openly to someone about a personal problem is seldom easy. The counselor must 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 the leader as a counselor. The leader must break through that barrier with firm and caring leadership. If the leader cannot communicate with a deeply troubled soldier, he must obtain help for the soldier from a counselor with specialized training. Once personal problems are resolved, soldiers can more effectively perform their duties.

LEADER'S LIMITATIONS

Leaders will find they are limited as counselors. They cannot help everyone in every situation. Not even professional counselors with a counseling degree can provide all the help every soldier in trouble needs. Leaders must recognize their limitations and offer only that kind of help for which they 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. The leader who does is not a failure; he is being more effective in resolving problems.

Outside help from support agencies should normally be obtained by using the *chain of command.* Soldiers do have the right to contact certain agencies on their own such as the chaplain or the inspector general. This right must be respected. It is generally in the soldier's best interest, however, to first seek help from his leaders. There are three major reasons for using the chain of command:

- The soldier must have permission to be absent from the unit.
- 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.
- The commander must be kept informed of problems or complaints in his unit.

OUTSIDE AGENCIES

The leader, as counselor, 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.

Attempts to conduct counseling in those areas in which a leader has not been educated and certified can make matters worse. Soldiers with emotional problems tend to challenge the leader 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. Leaders can cause further harm by involving themselves in situations for which they 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.

THESE AGENCIES CAN ASSIST SOLDIERS

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 the expertise of their leaders:

- Adjutant General
- Alcohol and Drug Control Office
- American Red Cross
- Army Community Service
- Army Education Center
- Army Emergency Relief
- Career counselor
- Chaplain
- Claims Section
- Community Counseling Center
- Community Health Nurse
- Community Mental Health Service

- Equal Opportunity Staff Office
- Finance and Accounting Office
- Housing Referral Office
- Inspector General
- Legal Assistance
- Social Work Service
- USDA Food Stamp Office

A GOOD LEADER LEARNS WHEN AND HOW TO USE THESE AGENCIES.

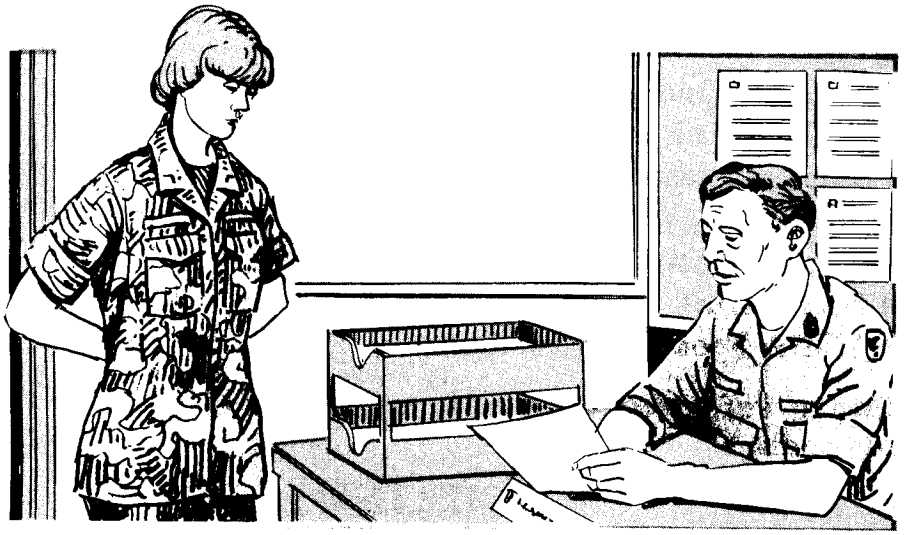
(More information on the services offered is in appendix C.)

DISCIPLINE

Counseling soldiers who have violated regulations, policies, or other set standards is a necessary part of the leader's duties. Discipline counseling is used when the leader takes corrective steps that will not result in formal punitive action against the soldier under 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, the leader must ensure that the accused soldier is advised of his Article 31, UCMJ, rights before discussing the incident.

Telling subordinates about their positive conduct or discussing specific ways to improve performance is easy. 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, it must be done with fairness, firmness, and respect for the soldier.

Discipline counseling differs from performance counseling. While both improve performance and maintain standards, performance counseling stresses success and uses praise to reinforce positive actions. Discipline counseling stresses failure to meet set standards of conduct. It is intended to be corrective, not punitive. It details specific deficiencies that must improve. Discipline counseling becomes necessary when



"Private Parker, this is the second time you've been reported for safety violations. "

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.

LEADER ACTIONS

Like any other type of counseling, discipline counseling requires certain leader actions and preparation. It should be conducted privately. Leaders must have their facts in order and remain unemotional. Only the soldier being counseled, the leader, and involved members of the chain of command need be present. The counselor should take the following action:

- Tell the soldier why he is being counseled, what was expected, and how he failed to meet that standard.
- Address the specific unacceptable behavior or action, not the character of the soldier.
- Tell the soldier the impact of his behavior, actions, or performance on the rest of the unit.
- Actively listen to the soldier's response.
- 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.
- Determine the appropriate action such as reprimand, corrective training, administrative action, or referral to the commander.
- Explain to the soldier what will be done, and why.
- Take action and follow up.

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 chapter 8, FM 27-1. 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. Some options available are—

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

Some of these administrative actions are similar to punishments authorized under Article 15, which is non-judicial 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 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.

PROFESSIONAL GROWTH AND GUIDANCE

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 will 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. (A worksheet to assist enlisted soldiers establish professional development goals is at appendix D.)

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KNOW YOUR SOLDIERS AND LOOK OUT FOR THEIR WELL-BEING

CAREER GUIDANCE

The leader's experience, maturity, and attitude are vital in influencing soldiers to remain in the Army. Leaders must not only know their subordinates well,



LEADERS ARE RESPONSIBLE FOR THE SOLDIER'S PROFESSIONAL GROWTH AND DEVELOPMENT.

they 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 will be viewed differently by different soldiers. A concerned and knowledgeable leader can help a soldier to determine those areas where he can make the greatest contribution. The more leaders know about their subordinates, the Army, and current programs, the better equipped they will be 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 the leader must—

- Know and understand the soldier.
- Be aware of the soldier's attitudes, motivations, and skills.
- Be completely familiar with the advantages and benefits of an Army career.
- Know the options available to the soldier.
- Know the criteria for reenlistment.
- Identify which options are in the best interest of the *soldier.*

Although leaders should not urge all soldiers to remain in the Army, they 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 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 capable and caring leaders.

SUMMARY

This chapter has shown that leaders must understand the different reasons for counseling soldiers. Counseling involves ideas, opinions, advice, recognition, as well as plans for the development and growth of soldiers. Counseling individual soldiers is part of developing a cohesive unit. Leaders provide honest feedback, information, and guidance that strengthen teamwork and help soldiers to be motivated to better perform their tasks. Common reasons for leader counseling include—

- *Reception and integration counseling* to foster soldier and team development by properly integrating new unit members or those returning after a long absence.
- *Performance counseling* to inform soldiers about their duties or appearance, explain how to meet required standards, and give honest feedback on actual performance.
- *Personal counseling* to help soldiers solve their own problems or to refer them to those who can and then to follow up to assure that soldiers are helped.
- *Discipline counseling* to improve soldier performance by correcting disruptive behavior and inappropriate actions, thus improving unit effectiveness.
- *Professional growth and guidance* to guide subordinates' professional growth and inform them about opportunities for future service.

CHAPTER 4
Effective Counseling



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Planned Action

The new lieutenant wondered what he was going to do about the man who, until last month, had been his best NCO. The sergeant had been in charge until the lieutenant arrived from the Officer Basic Course. The sergeant was an old pro who watched out for the lieutenant and gave him sound advice while he learned the ropes. The unit really functioned smoothly, and the lieutenant owed the sergeant a debt of gratitude for his helpful guidance. Then the sergeant began slipping up—first, on little things, then on more important duties. There were definite signs that alcohol was involved—the troops could see it too. What was the lieutenant to do, and how? The lieutenant thought for a while, made up his mind, and began to prepare for some counseling he wished he didn't have to do.

Six months later, the unit had just completed an unannounced readiness test and received praise for its excellent state of preparedness and its overall performance. Everyone carried his share of the load. The sergeant came up to the lieutenant and thanked him for making that hard decision and for getting involved six months before. The sergeant now knew he had been headed for serious personal trouble and would have let the unit down if it had not been for the lieutenant's watching out for him.

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. A leader's respect for the dignity and well-being of subordinates is reflected in the counseling he initiates. This helps create a positive command climate where soldiers initiate upward communication. Soldiers seek out their leaders to share information, ask for advice, and look for assistance with their problems. When these exchanges benefit subordinates, open and improved communications result. (More information about the communication process is in chapter 8, FM 22-100.)

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:

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

COUNSELING PROCESS

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 the leader gives a pat on the back or when he makes 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. The leader can always provide effective and timely guidance.

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

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

Notify the Soldier. 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 leaders 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.

Notification too early, however, 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, the chain of command should be used to notify

the soldier. The leader may not choose to use the chain of command, however, when the topic of counseling is personal. In this case, the chain of command should be informed that the individual will be counseled on a personal matter.

Schedule the Best Time. 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. Counseling soldiers about very difficult issues is tough. 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 needing more than an hour may indicate the need for additional expertise. It is better to counsel soldiers during the duty day. Keeping a soldier after duty hours may cause a negative exchange.

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

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

Decide the Right Atmosphere. Having the right atmosphere promotes two-way communication between the counselor and the soldier. A soldier at ease normally discusses matters more openly. To establish a relaxed atmosphere, the leader may let the soldier sit or drink a cup of coffee during the discussion. The

counselor 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 the soldier is directed to remain standing while the leader remains seated behind a desk. This kind of atmosphere reinforces the counselor's rank, position in the chain of command, and authority as a leader. This is normally used to give specific guidance that the soldier must follow. The subordinate quickly learns that the leader is demanding a certain manner of bearing, conduct, and soldierly response.

Plan the Discussion. Counselors should outline what they 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.

Counselors must be certain they have the necessary information, are familiar with it, and are sure of the facts. This can be done by—

- Collecting information and data to better understand the soldier's ideas and attitudes.
- Summarizing and organizing the information to describe strengths and weaknesses or advantages and disadvantages.
- Interpreting the information as it pertains to meeting established standards as well as looking for certain consistencies and patterns.
- Identifying the problem from a leader's view and trying to discover the cause. The leader's perspective of the problem may be different from the soldier's view. Hence, outlines must be flexible.

Important to the plan is deciding what approach to use during the counseling session. For performance, personal, and career counseling especially, the better the leader knows the soldiers, the easier it will be to decide what approach to use and to plan the discussion. (Information about ways to structure counseling is provided in appendixes E and F.)

CONDUCT A COUNSELING SESSION

A counseling session can be divided into three phases: opening the session, discussion, and closing the session.

Opening the Session. The manner used when opening the counseling session largely determines its effectiveness. The first objective is to establish rapport with the soldier and to reduce any uncertainty. Since nervousness and tension are easily detected, the counselor must create an atmosphere that will not disturb the soldier. When using the directive approach especially, the leader 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, the leader begins to establish the climate by either starting the discussion with the soldier standing or by placing him at ease and offering a chair. The leader's first actions and remarks help establish the desired atmosphere.

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

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

The steps taken depend upon the reason for counseling, the approach used, and the way the leader has outlined the discussion in preparing for the session. If using a problem-solving process, the leader gathers information and then causes 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 uncertain about reenlistment, the leader might first cause the soldier to explain his accomplishments and strengths or "where he is at." He 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, the leader 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, the counselor 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 the ability and qualifications of the leader, the leader should stop and refer the soldier to the appropriate support agency.

Closing the Session. In closing the counseling session, the leader must summarize what has been discussed. The counselor 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 the leader 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.

FOLLOW UP ON COUNSELING

The leader's duties have not been fully performed when the counseling session ends. After talking and listening to a soldier, the leader should pause to assess his own performance during the session. Then he 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 a leader's credibility. The time taken to follow up helps make the counseling efforts productive and contributes to the unit's effectiveness.

Follow-Up Measures. Follow-up is the key to get results from counseling. A leader's follow-up measures may include—

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

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. DA Form 4856-R can be used to record most counseling. (Examples of written record outlines are in appendix D.)



"Specialist Johnson, I checked into your application for jump school and you go in January."

Certain legal and administratlve actions require written records of counseling. Many elimination actions do not succeed because the unit leadership failed to document its counseling of the substandard soldier. These unsuccessful actions both aggravate the commander and undermine the morale of a unit. In those cases where separation is a distinct possibility, emphasis must be placed on maintaining accurate counseling records. The fact that the commander is documenting the soldier's substandard actions conveys a strong corrective message to the soldier.

When there is no locally required form or policy on records of counseling, the following items are recommended:

- Date, time, and place of the counseling session.
- Reason for counseling.
- Individuals involved.
- Items or problems discussed.
- Soldier response.
- Recommendations made or actions to be taken.
- Required follow-up actions.
- Counselor's signature.

Any written records must be kept confidential and destroyed when the soldier leaves the unit. This maintains the soldier's trust and confidence.

REACTIONS AND PITFALLS

SOLDIER REACTIONS

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.

Nervousness. The soldier may appear nervous and overly sensitive. This may be caused by the counselor's own nervousness or by his failure to put the soldier at ease. The counselor should explain the purpose of the session to eliminate any uncertainty. He 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.

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.

Rational Disagreement. Soldiers may not always agree with criticism or with evaluation, but disagreement can be rational and unemotional. Counselors 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. Misunderstandings need to be clarified. Once the soldier understands, there may still be disagreement.

"Too Easy" Agreement. The soldier may agree completely and almost too easily. This may show that the soldier does not understand or is indifferent. The counselor must 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. The soldier must feel free to speak honestly and openly.

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. The soldier must be encouraged to talk freely while the counselor listens to determine what the real problem is. The leader must calmly, and without arguing, ensure the soldier understands the leader's point of view. Referral through the chain of command may be necessary.

Attempts to Shift Blame. The soldier may seek to avoid blame by shifting the criticism to other soldiers, superiors, or even to official policy. The soldier must be allowed to explain fully while the counselor listens impartially. The leader may need to guide the soldier through the discussion while the leader organizes the information and assists the soldier to provide specific information to substantiate each claim. The soldier may retreat from any position that is unsupported by facts. The leader 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. The soldier should be required to take responsibility for those matters which are his.

Loss of Temper. The soldier may lose his temper and become emotional, angry, or abusive. The counselor should listen, not argue, and try to find what caused

the loss of temper. The soldier may recover and counseling, can continue, or the counselor will restore order and explain that such behavior will not be tolerated. Postponing the session until the soldier cools off may be necessary.

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

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 the leader should avoid.

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.

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. After a rash judgment is made, the leader tends to ignore significant information, thus failing to develop a complete or accurate evaluation. To overcome this, the leader should always keep the problem in mind and challenge those evaluations based on one factor or observation.

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. Evaluations should be made only on a soldier's demonstrated behavior or on his demonstrated ability and not on presumed physical, racial, or other characteristics. Leaders should not stereotype soldiers nor should they let stereotyping affect an evaluation or recommendation.

Loss of Emotional Control. The advantage of self-control to a leader applies in his role as counselor. If the counselor controls his emotions, the soldier is led to do the same. If the counselor loses control, he loses 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, it should not influence the evaluation of the situation.

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

Amateur Character Analysis. Leaders must recognize and accept their limitations in counseling soldiers. Simple problem solving, providing facts, and evaluating duty performance and conduct are within the range of most leaders' competence. The temptation to become an amateur psychologist or psychiatrist must be avoided. Leaders should not try to determine or to change deep-seated personality disorders that certain actions of the soldier might indicate. Counselors must be able to identify those situations which are clearly beyond their capabilities and refer the soldier to the appropriate support agency for help.

Improper Follow-Up. To retain and strengthen the soldier's confidence in his leaders, proper and complete follow-up is important. The soldier may request more information at the close of a session. A brief outline and confirmation of the information should be obtained prior to the next meeting. Unkept promises to one soldier will cause the loss of confidence and respect of other soldiers. Follow-up is especially important when a soldier is referred to an agency for assistance. Because of his referral, the soldier may feel that the leader no longer cares. Sometimes soldiers are intimidated by outside agencies and may require intervention by the leader.

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. But without the counseling effort, problems will get worse. These young leaders must realize that they have a responsibility to counsel subordinates fairly and objectively and that their seniors will assist them in developing their counseling skills.

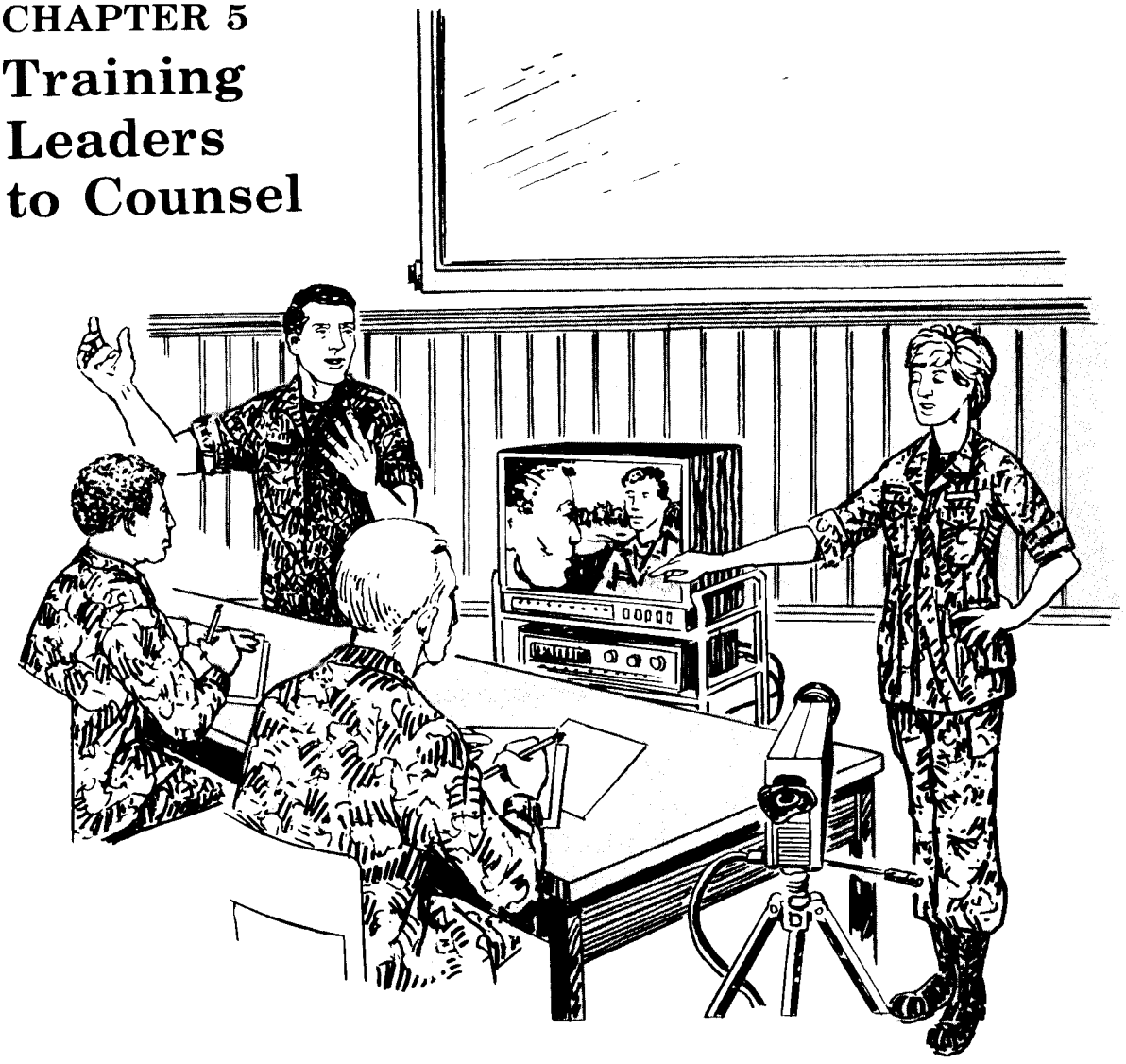
SUMMARY

This chapter has explained the elements of effective counseling. Every counseling situation will be different; there is no one single plan or process for successful counseling. The elements of effective leadership counseling that were discussed are—

- Leaders must prepare for their counseling responsibilities by knowing their soldiers and their duties.
- Leaders must mentally prepare to respond to soldiers' needs in critical situations or to provide on-the-spot praise and guidance.
- Counseling sessions must be planned and conducted with specific goals in mind.
- The way the leader opens the discussion significantly influences the soldier's behavior or reactions.
- Leaders must follow up on counseling to ensure that all actions discussed are accomplished.
- Leaders must be alert for soldiers' reactions during counseling and respond appropriately.
- Knowledge of the common counseling pitfalls helps leaders to avoid them.

CHAPTER 5

Training Leaders to Counsel



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The Difference

Am I glad the section sergeant gave us some help to improve our counseling skills. I didn't know what I was going to do with Private Spivey. I learned a little about counseling when I went to the NCO academy. I'm good in my MOS, but that didn't help me in dealing with Spivey. I just wasn't doing any good with him.

But, after our last NCO professional development on leadership counseling, I've done some things differently. I learned then what I was doing right, and I got other ideas on what I might do to be more effective. When I talked with Private Spivey again, that all helped and made a real difference. You can't argue with success. The section sergeant sure knew what he was doing when he set up those exercises for us. Things are going better because of it.

NEED FOR TRAINING

Counseling is an essential leadership competency. It is related to many of the other elements of military leadership. Knowledge of basic counseling skills and techniques and the ability to apply them are necessary for leaders to perform their duties. Leaders become more capable as they gain further knowledge and experience as counselors.

Counseling training improves unit leaders' ability to help their soldiers, thus improving a unit's overall readiness and capability to perform its mission. Unit leaders probably have received some counseling instruction in officer or noncommissioned officer courses or at a service school, academy, or training center. This introduction to counseling is a basis for further development at the unit level. Even experienced leaders with advanced instruction can benefit from a good professional development program in leadership counseling. A unit conducts training exercises to further develop

its leaders in certain job skills, techniques, and procedures. It should also conduct training to further develop and improve leaders' abilities to counsel subordinates.

Learning to counsel effectively is not a simple process. A basic knowledge of skills and techniques can be acquired through self-study and in a classroom. (Appendix F provides examples of how this might be done.) Developing the ability to counsel results from practice. By applying the knowledge and skills learned in the classroom, leaders develop and increase their counseling proficiency. This can be done in a training situation through role playing or by on-the-job experience. Leaders must have an accurate evaluation of their own counseling abilities and make changes to increase their effectiveness when dealing with others. Junior leaders can look to their seniors for assistance and guidance. A leader should always seek to improve his own ability to counsel subordinates.

★
KNOW YOURSELF AND SEEK SELF-IMPROVEMENT

METHODS FOR TRAINING

ROLE MODELING

All leaders must train their subordinate leaders to improve their ability to counsel. One method is by role-modeling. A unit leader continually shows counseling methods and techniques to his subordinate leaders in his dealings with them. The leader must realize that his 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.



SUBORDINATES LEARN TO USE PRAISE FROM THEIR LEADER'S EXAMPLE.

FEEDBACK

Another method used to develop counselors is feedback. There are many ways to learn the basic concepts, skills, and techniques of counseling. To become proficient, one must then apply the skills and techniques in role playing or in actual counseling of soldiers. Feedback on the effectiveness of a leader's counseling efforts is necessary if development and improvement are to take place. And, with some thought and creativity, the time and opportunity to provide feedback on a leader's performance evaluation should be available in most units.

Peer evaluation is one useful technique for providing feedback. Oftentimes a subordinate leader is named to present instruction or to conduct a short briefing for the rest of the unit. 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. Immediate and informative feedback is provided in a realistic situation. If the performance counseling properly addressed observed actions rather than making value judgments, there is little chance for conflict. The counselor must be factual and objective or the counselee may become defensive, argumentative, or withdrawn. He is not role playing. He really performed the task he is being counseled on and will respond accordingly. This process can be done quickly and with different subordinate leaders each time.

Leader evaluation is another technique for providing 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 of the 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.

ROLE PLAYING

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, more detailed information. (Some examples are given in appendix G.) Other participants observe and then provide feedback at the

conclusion. A tape recorder can be used to record and play back the role playing. This assists observers in citing specific remarks. Or the session can be recorded on videotape and played back while the observer provides feedback. In this way the counselor can see and hear what he has done. This causes the observers to concentrate on describing specific actions, statements, and gestures and their observed effects.

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

Unit counseling training can be based on just two references—this manual and FM 22-100. The information in these two publications, together with conscious application, enables leaders to improve their counseling skills. Additional materials for general information, unit training, and self-improvement are listed in the reference section.

SUMMARY

This chapter has discussed training and developing leaders to fulfill their responsibilities as counselors. To improve proficiency in applying counseling skills and techniques, the following points should be considered:

- Counseling ability results from applying knowledge learned in the classroom.
- To improve their counseling ability, leaders must have feedback or an evaluation of their counseling efforts.
- Role playing and peer evaluation are possible ways of providing feedback.
- Leaders serve as role models when they counsel subordinate leaders.
- Professional development in units can be done informally or in structured training sessions.

APPENDIX A

Counseling and Communication

Effective communication is essential to leadership. To counsel effectively, leaders must communicate effectively. This appendix supplements chapter 2 by giving examples of statements, questions, and phrases a leader might use to begin and maintain effective communication in the counseling session.

The leader can use these statements or phrases when practicing active listening or when responding. They serve to encourage the soldier and to obtain information on guiding and controlling the session.

ACTIVE LISTENING COMMENTS

Active listening involves concentrating on what the soldier is saying and letting him know that he is being heard and understood. The soldier must be encouraged to communicate with the counselor. He must feel that his message is being received by the counselor.

REFLECTIVE STATEMENTS

The leader paraphrases what the soldier says to bring out what the soldier means or feels. By paraphrasing, the leader shows that he understands the soldier and that he is trying to view the situation as the soldier sees it. This helps to prevent confusion. Some reflective statements follow:

- This is what you said. . . .
- You say you feel . . .
- It sounds like . . .
- In essence, you've said this. . . .
- From your point of view . . .
- In other words, what you are saying . . .
- You believe . . .

GENERAL LEADS

These are statements the leader uses to encourage the soldier to continue, to explain his problem, or to tell how he feels about it. Some examples follow:

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

SILENCE

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. The leader must judge the reason for the pause and respond accordingly. Following are some times that silence occurs and possible reasons why it occurs:

- At the start of the session, the soldier is afraid of discussing the problem or his feelings about it.
- The soldier is thinking about what he just said.
- The leader and/or the soldier have finished talking about a thought or a subject.
- The soldier is at the point of discussing an emotionally painful situation (a personal problem) or has just brought up the subject.
- The soldier does not trust the leader, either because of past experience or because of fear of a chewing out.
- The soldier wants some assurance support or confirmation from the leader.

The following phrases may be used to break the silence and to continue communication:

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

RESPONDING COMMENTS

Responding skills are similar to active listening skills. The leader uses 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. Responding can be done by—

- Questioning.
- Summarizing.
- Interpreting.
- Informing.

QUESTIONING

When used properly, questions show interest, encourage further explanation, guide the discussion, or verify understanding. They also disrupt if asked in a constant stream or for the wrong reasons. Some questions can be threatening, putting the soldier on the defensive. Encouraging and nonthreatening questions include—

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

Questions that challenge the soldier or ask for a simple yes or no response do not generally contribute to the counseling effort. "Why" is threatening to most people and often causes excuses rather than reasons. It should be used carefully.

SUMMARIZING

The leader may summarize the content and feeling of the soldier's statements at various times during the counseling session. Summarizing is helpful—

- When a topic has been exhausted.
- When the soldier tends to ramble.
- When planning steps are appropriate.
- To Check the leader's understanding of what was said.
- At the end of the session.

Phrases to use when summarizing are:

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

INTERPRETING

Interpreting, though similar to summarizing, provides a new way of viewing the problem or situation. Useful phrases include—

- From where I stand, it appears . . .
- What seems to be operating is . . .
- I wonder if . . .
- Basically, it appears that . . .
- Another way you can look at it is . . .
- Tell me how your spouse might see that.
- From another viewpoint the problem can be that . . .

INFORMING

Informing responses provide information that the soldier needs to continue. They may also resolve inconsistencies of fact or feeling. Sample phrases or statements follow:

- On one hand you say , . . and on the other you do . . .
- Don't forget that . . .
- Then it isn't (original problem) you are worried about, it is...

- What you first wanted was . . . and now what YOU say is . . .
- I'm not sure we understand; explain how that . . .
- YOU just said . . . but now . . .
- I feel that there is something I don't know yet.
- You have me confused.
- The facts are . . .

Using "I messages" is an effective technique for informing or confronting soldiers with the facts. The counselor uses I messages to tell others what their behavior is and how it affects the counselor or the unit. The express intent is to get them to change the behavior.

The basic rules for sending an I message follow:

- Describe specific behavior. Tell the person 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).

- ***Express how you feel about it.*** Tell the person 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).

- ***State the tangible effect.*** Tell the person how his behavior will affect 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.

I messages must always be followed by active listening to work through any defensiveness caused by the I message.

GUIDING COMMENTS

Guiding skills are used by the leader to add structure and organization to counseling. Through guiding skills, the leader helps the soldier learn ways to improve performance, solve a personal problem, or identify and select the ideal outcome. In guiding the soldier, the counselor may need to cause the soldier to accomplish the following:

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

Sample phrases that can be used are—

- You are looking for some ways to straighten this out.
- Can you think of something that might work?
- Could we think of some ways together? What can you think of?
- You want to figure some way to work this through.
- What do you think you can do about this?
- 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, the leader should develop several choices for the soldier to choose from.)
- You want to straighten this out, but you don't know how.
- I get the idea that you'd like to work this out somehow. Got any ideas?
- 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.)
- If I were Smith, I would understand if you came and said . . .
- If I were Smith, I would like to know how you felt.
- You don't like any solution you see. Can we think of some more?
- You want to straighten it out, but it is going to be hard.

The leader should recognize that the above statements and phrases are examples only and do not represent a complete list. The leader should develop his own phrases that are appropriate to each counseling session.

APPENDIX B

OER Support Forms

This appendix offers some possible techniques for using the DA Form 67-8-1 as a counseling and teaching tool. For specific requirements and detailed information on the Officer Evaluation Reporting System, refer to AR 623-105.

INITIATE THE PROCESS

It is necessary to begin the process of rater-to-rated officer interaction at the start of the rating period. The following are some ways of ensuring this is done:

- Discuss duty description and major performance objectives as part of initial reception to the unit and follow up within 30 days.
- Provide to the subordinate the raters', and possibly the senior raters', support forms.
- Furnish subordinate with any published command-wide goals, organizational objectives, or unit mission statements.
- Begin a new rating period by jointly outlining a new support form immediately after counseling a subordinate on the completed OER.

PLAN FOR MISSION ACCOMPLISHMENT

- Organizations have specific missions and establish objectives or goals that lead to mission accomplishment. Planning individual tasks that lead to successfully attaining these goals is facilitated by the following:
- Translate prescriptive organization goals and unit missions into descriptive performance objectives.
- Use mission-related objectives to give direction to subordinate unit leaders.
- Establish priorities among the specific duties and objectives detailed on supper; forms.
- Include nonquantifiable or qualitative objectives in addition to those traditionally quantifiable.
- Identify steps or milestones that lead to long-term or complex objectives.

ENCOURAGE CONTINUOUS COMMUNICATION

Frequent, face-to-face, mission-related communication is necessary for leaders to fulfill their roles as teachers and coaches. The following techniques can foster open, but meaningful, discussions:

- Refer to the specifics described on the support form when counseling and coaching subordinates.
- Review support forms with subordinates at least quarterly and make pencil additions or revisions as needed.
- Solicit input from subordinates on what is being accomplished and what shortcomings must be addressed.
- Assist subordinates to overcome deficiencies during the rating period.
- Check for understanding by asking subordinates to state performance objectives and explain their contributions to the unit's mission.
- Demonstrate senior rater involvement and review by initialing the support form back to the rated officer at the end of the rating process.

APPENDIX C

Support Agencies

This appendix contains information on agencies that furnish technically competent assistance to soldiers. It shows the sources for frequently needed information. General descriptions are provided for common support activities:

- ***The Adjutant General*** provides personnel and administrative services support. These services include orders production, 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 personnel services such as passport processing.

- ***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.

- ***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.

- ***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.

- ***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.

- ***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.

- ***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.

- ***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.

- ***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.

- ***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.
- ***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.
- ***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.
- ***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.
- ***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.
- ***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.
- ***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.

- ***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.

- ***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.

- ***The Organizational Effectiveness Staff Officer*** assists leaders, on request, to improve unit effectiveness and readiness of total organizational systems affecting people, processes, and structures. The consultants can address goal setting, long-range planning, conference design, problem solving, organizational design, and linking of individual performance objectives to organization objectives.

- ***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.

- ***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.

- ***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.

Guide for Obtaining Information and Assistance

This chart shows some of the staff officers and support agencies who 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.

NOTE: 1 - Primary (key) contact
2 - Other contacts as applicable.

	YOUR CHAIN OF COMMAND	PERSONNEL NCO OR OFFICER	RE-ENLISTMENT 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 & PROFICIENCY PAY	1	1				2								
REENLISTMENT	1		1											
PERSONNEL MATTERS: PROMOTION, REDUCTION, DISCHARGE, RETIREMENT VETERAN'S BENEFITS	1	1	2	2										
COMPLAINTS (REQUESTS FOR ASSISTANCE)	1	2	2	2	2	2	2	2	2	2	2	2		
DEBTS AND CIVILIAN CREDITORS	1	1		2		2	2				2			
DEPENDENTS' SCHOOLS	1	1									2			
FAMILY AND RELIGIOUS AFFAIRS	1	2					1			2	2			
TRAVEL OF DEPENDENTS, SHIPMENT OF POV AND HOUSEHOLD GOODS	1	2				2			1		2			
MEDICAL SERVICE (INDIVIDUAL & DEPENDENTS)	1	1												
PAY ALLOWANCES AND INCENTIVE PAY	1	2			1									
LEAVES AND PASSES	1	2												
INSURANCE, ALL TYPES (SGLI & 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/OPERATION OF PRIVATELY OWNED VEHICLE (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			

APPENDIX D

Written Records (Examples)

This appendix contains examples of outlines that units may develop for keeping written records of counseling on professional development, performance, or reception and integration.

Professional Development Planning Worksheet

NAME _____ RANK _____ MOS _____ SQT _____
YRS OF SERVICE _____ DOR _____ GT SCORE _____ HEIGHT _____ WEIGHT _____
CIVILIAN EDUCATION _____ DATE _____

CALENDAR YEAR	PHASES OF DEVELOPMENT	GOALS	ACTUAL ASSIGNMENTS	DID YOU ACHIEVE YOUR GOALS? HOW WELL? (LISTEERS, AWARDS, PROMOTIONS, LETTERS, OTHER)
	E-4	PERSONAL		
		PROFESSIONAL		
	E-5	PERSONAL		
		PROFESSIONAL		
	E-6	PERSONAL		
		PROFESSIONAL		
	E-7	PERSONAL		
		PROFESSIONAL		
	E-8	PERSONAL		
		PROFESSIONAL		
	E-9	PERSONAL		
		PROFESSIONAL		

REMARKS

Outline Example

PERFORMANCE COUNSELING

1. Reference FM 22-101, Leadership Counseling.

2. The Performance Counseling requirement contained below will be accomplished 90 days after an individual's assignment to a unit or new duty position within a unit and every 90 days thereafter. The completed form will be maintained by the rater until the rated soldier is no longer under the rater's supervision. The counseling will be performed by the normal rater (direct supervisor) or in the case of PV1 to SP4, the individual who would rate that soldier if he or she were in a rateable status (PV1 through SP4 are not rated but will be counseled using this form).

3. Performance Counseling of:
   a. Name & grade _____
   b. Date assigned (unit) _____
      OR
   c. Date assigned (new pos) _____
   d. Date of counseling _____
   e. PMOS/SMOS _____
   f. Duty MOS _____
   g. Date last EER _____

4. Significant contributions made by the ratee during the rated period:

5. Professional and Performance Evaluation:
   a. Professional competence (write in negative or positive comments).
      (1) Demonstrates initiative:
      (2) Adapts to changes:
      (3) Seeks self-improvement:
      (4) Performs under pressure:
      (5) Attains results:
      (6) Displays sound judgment:
      (7) Communicates effectively:
      (8) Develops subordinates:
      (9) Demonstrates technical skills: (SQT score _____ , Most Recent Wpn Qual Date _____)
      (10) Physical fitness: (Ht _____ , Wt _____ , Last APRT Score _____ & Date _____)

   b. Professional standards (write in negative or positive comments).
      (1) Integrity:
      (2) Loyalty:
      (3) Moral courage:
      (4) Self-discipline:
      (5) Military appearance:

Outline Example

RECEPTION AND INTEGRATION COUNSELING

1. Reference FM 22-101, Leadership Counseling.

2. The Reception and Integration Counseling requirement contained below will be accomplished on a one-time basis within 10 duty days of an individual's assignment to a unit or new position within a unit and will be maintained by the rater until the rated soldier is no longer under that rater's supervision. This counseling will be performed by the normal rater (direct supervisor) or in the case of PV1 to SP4, the individual who would rate that soldier if he or she were in a rateable status (PV1 through SP4 are not rated but will be counseled using this form).

3. Performance Evaluation of:

   a. Name & grade _____
   b. Date assigned (unit) _____
      OR
   c. Date assigned (new pos) _____
      Date of counseling _____
   e. PMOS/SMOS _____
   f. Duty MOS _____
   g. Date last EER _____

4. Job description:

5. Most significant duties and responsibilities:

6. The following areas will be discussed/explained by the rater as it pertains to the soldier being counseled. *The soldier being counseled will initial each area indicating that the subject was discussed.* Written comments are not required in 6 (a) through (l) below.

   (a) Standards of the unit. _____
   (b) Chain of command. _____
   (c) NCO channel (who and how used). _____
   (d) On and off duty conduct. _____
   (e) Personnel/personal affairs/initial clothing shakedown. _____
   (f) Unit history, organization, and mission. _____
   (g) Soldier programs of unit, i.e., soldier of the month/quarter/year, Sergeant Morales Club, etc. _____
   (h) Off limits/danger areas. _____
   (i) Functions and locations of assistance agencies, AER, ACS, Legal Assistance, Red Cross, IG, etc. _____
   (j) On and off post recreational, educational, cultural, and historical opportunities. _____
   (k) Host nation orientation. _____
   (l) Other areas the individual should be aware of, as determined by the rater. _____

7. Any comments the counseled soldier desires to include in writing upon conclusion of the counseling session. (please print.)

_____ _____
SUBORDINATE/RATEE SIGNATURE DATE

_____ _____
SUPERVISOR/RATER SIGNATURE DATE

Outline Example

NCO PERFORMANCE OBJECTIVES

This worksheet should be jointly prepared by the noncommissioned officer and his or her rater. It will enhance accomplishment of the organization's mission by determining specific tasks and clarifying shared responsibilities.

1. Identification:
   a. Name _____
   b. Grade _____
   c. Date assigned to position _____
   d. PMOS/SMOS _____
   e. Duty MOS _____
   f. Principal duty title _____

2. Description of duties:

State the significant duties and responsibilities of your position as they appear on the EER and any additional duties.

_____

_____

_____

3. Description of contributions to mission accomplishment:

List important tasks and performance standards. State the objectives that you will work toward that will contribute to the unit's mission. Include any objectives for personal development and professional growth. Where possible, list specific steps to accomplish each objective.

_____

_____

_____

4.

_____ _____

Signature of rated NCO Date Signature of rater Date

APPENDIX E

Counseling Guidelines

This appendix contains information or guidelines useful to leaders as they carry out their counseling responsibilities. It provides things to think about or do before, during, and after a counseling session.

ACTION-ORIENTED GUIDELINES

The following guidelines pertain to most types of counseling:

- ***Personal relationship.*** Establish a relationship of trust, care, and concern with the soldier.
- ***Current behavior.*** Focus on specific actions rather than feelings. It is easier to change what soldiers do rather than how they feel.
- ***Present time.*** Focus on the here and now. The past cannot be changed, the future can be influenced.
- ***Judgment.*** Cause each individual to judge his own behavior and determine what he is doing to contribute to a problem or to prevent success.
- ***Planning.*** Ensure plans are made to cause improvement and not just change. There must be a goal of success.
- ***Commitment.*** Ensure the plan is carried out. Only then is it meaningful. The plan must have an outcome to which the soldier feels committed.
- ***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.
- ***Reward.*** Encourage soldiers 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.

GUIDELINES TO IMPROVE COUNSELING

To improve counseling abilities, leaders should continually practice the following:

- Determine the soldier's role in the situation. What has he done to resolve problems or improve performance?
- Avoid drawing conclusions which seem to follow from a statement by the soldier.
- Try to understand what the soldier is saying and feeling.
- When asking questions, be sure the information is needed.
- Keep conversation open-ended. Don't cut off or interrupt the soldier.
- Don't feel you have to save people from hurting.
- Don't be judgmental.
- Encourage the soldier to take the initiative and say what he wants to say.
- Do not interrogate.
- Keep your own personal experiences out of the counseling situation unless you believe they will really help.
- Don't do all the talking; remember, it is the soldier who has the problem.
- If necessary, get a commitment for another session.
- Do not take sides.
- Do not confirm the soldier in his prejudices.
- Keep your mind alert.
- Help the counselee help himself.

PLANNED COUNSELING GUIDELINES

Following are steps to take before, during, and after the counseling session:

BEFORE

Step 1. Identify soldiers who need counseling.

Step 2. Schedule counseling session.

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

Step 3. Select appropriate site.

- Provide for privacy.
- Avoid distractions and interruptions.

Step 4. Notify soldier.

- Normally notify through chain of command.
- Inform as to time, place, scheduled length, and purpose.

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

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

Step 6. Identify capabilities and limitations of counselor and situation.

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

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

DURING

Step 1. Establish rapport.

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

Step 2. State purpose or objective of counseling session.

Step 3. Develop counseling session.

- Obtain the soldier's views and clarify the situation.
- Praise improvements and accomplishments.
- Practice listening and watching.
- Observe and recognize soldier's nonverbal responses.
- Modify time allocated as counseling session develops.
- Determine desired objectives and courses of action.
- Develop a plan to achieve success.
- Schedule additional sessions as required.

Step 4. Identify follow-up action.

Step 5. Ensure session is complete.

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

AFTER

Step 1. Make referral to appropriate agency as required.

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

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

Step 4. Maintain confidentiality as appropriate.

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

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

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

FEEDBACK GUIDELINES

To encourage feedback, a leader must avoid arguing his point, defending his position, explaining his rationale or reasons, or criticizing the giver. Feedback should be—

- ***Requested.*** 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.
- ***Appropriate.*** 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.
- ***Clear.*** 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.
- ***Accurate.*** Since feedback is only the perception of the giver, both parties may wish to check with others present for their perceptions of the situation.
- ***Timely.*** 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.
- ***Specific.*** 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.
- ***Descriptive.*** 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."
- ***Useful and Supportive.*** 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.

GOAL SETTING GUIDELINES

The following eight steps can be used to determine and establish performance goals:

Step 1. Review higher level command objectives. What is the guidance from senior commanders?

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

Step 2. Set organizational values. What are the desired norms and behaviors? How are they exemplified?

- Describe important traits.
- Define expected actions.

Step 3. Establish or revise mission statement. What should the unit be doing? What is the ultimate function?

- Broadly describe all functions.
- Orient on future accomplishments.

Step 4. Set organizational 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.

Step 5. Set organizational objectives. What is the measurable result of each goal?

- Describe what things will be like when the objective is reached.

Step 6. Identify required resources. What is needed to accomplish each objective? What is available for each objective and the total mission?

- Compare what is available and required.
- Request additional resources if needed.
- Realign resources to match priorities.

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

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

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.

APPENDIX F

Lesson Outlines for Counseling Training

This appendix contains information that can be used to structure unit training in leadership counseling. It includes outlines for performance, personal, and discipline counseling. As with any training or professional development activity, the instruction must meet the student's needs and be presented at the right level for the student's experience and education. This requires assessing the participant's knowledge and abilities. Long lectures, even by a knowledgeable instructor, do little to develop students' abilities. Leadership skills are best learned by doing them—not by listening to someone talk about them.

Effective counseling training programs require students to read portions of this manual or other references before class, participate in structured class or group discussions, and apply the skills and techniques in role-playing exercises. For training to be effective, students must first acquire knowledge and then be provided the opportunity to apply it in practice. The material in appendix G can be used for practical exercises in support of structured training.

LESSON OUTLINE 1

TITLE: Performance Counseling

LESSON OBJECTIVES

1. To provide students with techniques that can be used to assess a soldier's performance.
2. To provide students with skills that can be used to maintain and improve soldier performance.

LEARNING OBJECTIVES

1. ***Task.*** Discuss the purpose of performance counseling and explain the leader's role as a counselor.

   Condition: In a classroom or field environment, given reference material.

   Standard: Discussion will reference the following points:

   a. Reinforcing effective behavior.
   b. Praising and recognizing improvement or accomplishment.
   c. Improving performance.
   d. Teaching and coaching soldiers in their duties.
   e. Motivating soldiers and building teamwork.

2. ***Task:*** Recognize, understand, and apply the approaches and skills of performance counseling.

   Condition: In a classroom or field environment, given reference material.

   Standard: Discussion and explanation will include the following:

   a. Approaches to counseling.
   b. Spot corrections and scheduled sessions.
   c. Observed behavior, not emotion.
   d. Standards and future success.

3. ***Task:*** Demonstrate the techniques of effective performance counseling.

   Condition: Given reference material and notes in a practical exercise involving role playing.

   Standard: Student's conduct of counseling will exhibit—

   a. Positive reinforcement.
   b. Evaluation of actions.
   c. Clear guidance and goals.
   d. Steps to improve or maintain performance.

MEDIA AND EQUIPMENT: None.

REFERENCES: FM 22-100, Military Leadership.
FM 22-101, Leadership Counseling.

METHOD: Lecture/Discussion and Role Play,

LESSON OUTLINE

I. Introduction.

II. Leaders as Performance Counselors.
   A. Definition of performance counseling.
   B. Purpose of counseling.
      1. Builds teamwork.
      2. Shows that leader cares.
      3. Lets soldiers know where they stand.
      4. Allows leader to tell subordinates how they are doing and to determine how they can improve.
      5. Recognizes improvement and accomplishment.
   C. Responsibility to counsel.

III. Skills and Techniques.
   A. Approaches to counseling.
   B. Credibility and expert power.
   C. Observed actions, not emotion or intent.
   D. Description of behavior in relation to standards.
   E. Specific accomplishments and strengths.
   F. Development of success-oriented performance objectives or a plan to meet established standards.
      1. Clarify standard.
      2. Determine what, by when, how well.
   G. Coaching, encouraging, and providing feedback.
   H. Recognition for progress.

IV. Performance Counseling Role Play.
   A. Conduct role-play exercise.
   B. Observe and provide feedback.
   C. Evaluate observers' presentation.

V. Conclusion.

LESSON OUTLINE 2

TITLE: Personal Counseling

LESSON OBJECTIVES

1. To provide students with the knowledge necessary to help soldiers solve their personal problems.
2. To provide students with the communication skills necessary to identify and counsel soldiers with personal problems.

LEARNING OBJECTIVES

1. ***Task:*** Discuss the purpose of personal counseling and explain the leader's role as a counselor.

   Condition: In a classroom or field environment, given reference material.

   Standard: Discussion will reference the following points:

   a. Reinforcing the importance of the soldier.
   b. Developing responsible, self-reliant subordinates.
   c. Assisting soldiers to solve their own problems.
   d. Recognizing limitations of leaders.

2. ***Task:*** Recognize and understand the skills and techniques of effective personal counseling.

   Condition: In a classroom or field environment, given reference material.

   Standard: Discussion and explanation will address—

   a. Proper atmosphere or setting.
   b. Active listening skills.
   c. Clarification and identification of problems.
   d. Structured problem solving.
   e. Planning for a positive outcome.

3. ***Task.*** Demonstrate the techniques of effective personal counseling.

   Condition: Given reference material and notes in a practical exercise involving role playing.

Standard: Student's conduct of counseling exercise will exhibit—

a. Active listening.
b. Responding skills.
c. Guiding skills.
d. Concern for the soldier.

MEDIA AND EQUIPMENT: None.

REFERENCES: FM 22-100, Military Leadership.
FM 22-101, Leadership Counseling.

METHOD: Lecture/Discussion and Role Play.

LESSON OUTLINE

I. Introduction.

II. Leaders as Personal Counselors.
  A. Definition of personal counseling.
  B. Purpose of personal counseling.
    1. Helps soldiers to solve own problems.
    2. Develops responsibility and self-reliance.
    3. Reinforces importance of the soldier.
    4. Demonstrates caring leadership.
  C. Responsibilities of leaders.
    1. Limitations and capabilities.
    2. Concern for entire unit.
    3. Outside support agencies.

III. Skills and Techniques.
  A. Establish desired atmosphere.
  B. Practice active listening.
  C. Respond to, encourage, and understand soldiers.
  D. Explain problem solving.
    1. Identify.
    2. Clarify.
    3. Structure.
    4. Prioritize.

E. Plan for future success.

F. Follow up on actions.

IV. Personal Counseling Role Play.

A. Conduct role-play exercise.

B. Observe and provide feedback.

C. Identify nonverbal communication or body language differences.

V. Conclusion.

LESSON OUTLINE 3

TITLE: Discipline Counseling

LESSON OBJECTIVES

To provide students with an approach for dealing with soldiers who have violated a regulation or are not meeting minimum standards.

LEARNING OBJECTIVES

1. ***Task:*** Discuss the purpose of discipline counseling and explain the leader's responsibility.

   Condition: In a classroom or field environment, given reference material.

   Standard: Discussion will address the following:

   a. Violations of rules, policy, or regulations.

   b. Failure to respond to previous counseling on meeting standards.

   c. Lack of progress or improvement.

   d. Goals of changed behavior and improved performance.

2. ***Task:*** Determine the appropriate approach and corrective measures for counseling soldiers on disciplinary matters.

   Condition: Given reference material in a classroom or field environment.

Standard Selection will address—

a. Private location and chain of command.

b. Emphasis on standards and observed performance.

c. Clarification of soldier expectations.

d. Corrective action to change behavior.

e. Extra training.

MEDIA AND EQUIPMENT: None.

REFERENCES: FM 22-100, Military Leadership.
FM 22-101, Leadership Counseling.
FM 27-1, Legal Guide for Commanders, Chapter 8.
AR 600-20, Army Command Policy and Procedures, Chapters 2 and 4.

METHOD: Lecture/Discussion.

LESSON OUTLINE

I. Introduction.

II. Counseling Soldiers On Disciplinary Matters.

A. Reasons for discipline counseling.

1. Violations of rules and regulations.
2. Failure to show progress or to demonstrate efforts to improve.
3. Unresponsiveness to positive performance counseling.

B. Purpose of discipline counseling.

1. To maintain unit standards.
2. To improve performance and conduct to desired levels.

III. Taking Corrective Action.

A. Select approach to discipline counseling.

B. Clarify required standards.

C. Provide feedback on performance shortfall.

D. Listen to response.

E. Determine appropriate action.
   1. Referral to commander for punishment.
   2. Administrative measures.
   3. Admonishment or verbal reprimand.
   4. Corrective training.

F. Implement and follow up.
   1. Acknowledge improvement.
   2. Model desired behavior or proficiency.
   3. Inform chain of command.

IV. Role-Playing Discipline Counseling.

A. Conduct role-play exercise.

B. Observe and provide feedback.

C. Explore alternate approaches.

V. Conclusion.

APPENDIX G

Role-Playing Exercises

This appendix contains role-playing situations and instructions that leaders can use to practice and improve counseling skills and techniques. These situations can also be used as practical exercises in military counseling instruction.

All of the situations require two students: one as the leader or counselor and one as the soldier to be counseled. At least one other person is needed to evaluate and critique the counseling session. When used as a class exercise, the leader and the soldier role play the exercise while the remainder of the class observes and evaluates. The counselee should also provide his own perceptions at the conclusion of the counseling session.

Participants must carefully read their assigned roles so that they can play their roles naturally. The counselor should use the narrative of the case as a starting point and then conduct the session based on what the soldier provides both verbally and nonverbally. The counselee should read the role-playing instructions and the narrative for the role. The counselee information sheets will describe how to behave initially; then the soldier must respond to the counselor.

ROLE-PLAYING INSTRUCTIONS

COUNSELOR INSTRUCTIONS

You will be required to play certain leadership roles in dealing with subordinates. A brief overview of the situation is provided as a starting point. Not all information is provided. You must apply the skills of counseling to assist the counselee and fulfill your responsibilities as a leader. Advance preparation will not enable you to anticipate every possible situation. You should attempt to remain objective in your approach and in control of the session. This is an opportunity for you to try different techniques or to apply something you may have just learned.

COUNSELEE INSTRUCTIONS

You will be required to play certain roles and to make the situations as realistic as possible. Role playing involves interacting with people in various artificial situations. It is a way of giving and receiving feedback. It is not like "acting" in the usual sense because there is no "script"—you make up your own words as you go along. They must, however, support the basic facts of your given role. Accept the facts as given; assume the attitude and feelings supplied in your specific role. You must reflect these attitudes and feelings openly. From this point on, allow the following rules to guide your actions:

- Let your behavior and attitude change with the events as they occur in the discussion.
- Change your behavior as you might do if you were really in the same situation.
- If necessary, react to the leader's behavior in an exaggerated manner in order for him to get the message.
- When facts or events arise that are not covered by the given roles, make up things that are consistent with the way it might be in real-life situations.
- In situations where the *real* cause of the problem is not readily apparent, do not reveal the cause too quickly. Make the counselor develop the information by asking the proper questions.

OBSERVER INSTRUCTIONS

The observer has a key position in the role-playing exercise. During the exercise, the observer must watch and listen to both participants. Specific actions and behaviors should be noted. Examples of effective questions or comments are needed to reinforce appropriate actions. Areas that need improvement or extra emphasis should also be noted with specific examples.

The *observer's checklist* that follows has questions you can ask yourself when observing and evaluating the counseling session:

- How did the counselor open the interview?
- How did he close it?
- Were these two persons trying to help each other, or were they opposing each other?
- What kind of relationship did the counselor try to establish in the interview?
- Did the atmosphere of the interview change at any point?
- Did it become more or less comfortable, or strained? Why?
- What feeling could you detect in the counselor?
- What feeling could you detect in the soldier?
- Did the counselor try to satisfy the needs of the soldier or the needs of the counselor?
- Did the counselor make the soldier feel relaxed and comfortable?
- Did the counselor really listen?
- Did the counselor really try to understand what the soldier said and felt?
- If you had been the soldier, how would you have responded to the counselor's behavior?
- Did the counselor reveal any bias or prejudice?
- Did the counselor respect the right of the soldier to be himself?
- Did the counselor present any information?
- Who did the most talking, the counselor or soldier?
- Did the two agree on any future action?

The participant in the counselor's role depends on objective and unbiased feedback to improve his counseling skills and techniques. The observer's comments

must be given tactfully so that the counselor will not be offended and refuse to accept them. For this reason, the observer should report on specific actions and statements rather than make personal judgments about being good or bad. Even the use of the words "good" and "bad" should be avoided. The following is an example of some unbiased observer feedback.

"Your opening remarks and casual questions relaxed the soldier. They established an open exchange and the soldier began to volunteer information. I was concerned that by your taking a lot of notes while the soldier was talking, you lost eye contact. The soldier was not as open or detailed in his information when you were writing. "

An example of improper comments that are not very useful and may put the leader on the defensive is: "Your opening was good, but then you didn't pay attention to the soldier and you did a poor job of active listening." You must be specific.

As the role-play exercise observer, you yourself are practicing the counseling skills of listening and watching. At the same time, you are helping others to develop and improve their counseling ability.

COUNSELING SITUATIONS

SITUATION 1

Leader. You are Sergeant Locke, a fire-team leader assigned to a unit stationed in Germany. You have been with the unit six months. Private First Class Chapper was assigned to your fire team four months ago. Although the team as a whole has been performing satisfactorily, Private Chapper has not been performing up to established standards. During field training exercises, you have often had to give on-the-spot corrections to him. Additionally, during the past week, his personal appearance has become worse. Finally, yesterday he was late for formation during an alert exercise. You have decided to counsel Private Chapper. You have notified him that you want to see him at 1730 today in a private office in the platoon barracks area.

Soldier. You are Private First Class Chapper, an 18-year-old rifleman assigned to a unit stationed in Germany. You have been with the unit four months. Before assignment to Germany, you completed infantry one station unit training at Fort Benning, Georgia. Since you did not want to be assigned to an overseas unit, your attitude toward your job and the Army has changed considerably. Your attitude about your assignment has affected your relations with the other members of your squad. Now they avoid you whenever possible. For the first time in your life, you have a steady income and are more concerned with having a good time downtown than you are with your job. You can do your job, but you feel that it's not worth the effort.

SITUATION 2

Leader. You are First Sergeant Snell. You are conducting a reception and integration interview with Specialist 4 Gray, a newly assigned soldier. During the sessions, he informs you that he is recently divorced and has a three-year-old child. He explains that in his last assignment he was excused from certain duties, such as CQ, because he couldn't find a babysitter to look after his child all night. He indicates that he hopes you will give him the same consideration.

Soldier. You are Specialist 4 Gray, a soldier who has been in the Army four years. You have just been reassigned to a new unit and are receiving your reception and integration counseling from the company first sergeant. You are recently divorced and have custody of your three-year-old child. In your previous assignment you were excused from certain duties, such as CQ, because you couldn't find a babysitter to stay with your child all night. You indicate during the counseling session that you hope again to be excused from certain duties.

NOTE: If the first sergeant says you cannot be excused from certain duties, react in an emotional or hostile manner.

SITUATION 3

Leader. You are Sergeant First Class White, a platoon sergeant. During the past few weeks, you have noticed that performance of duty by Staff Sergeant Beckman, first squad leader, has declined. The performance of the first squad during field-training exercises has been marginal at best. Military courtesy and appearance within the squad have slipped to below acceptable standards. On many occasions, Sergeant Beckman has been seen verbally abusing members of his squad for no apparent reason. At times, he has been late for work, appearing groggy and unresponsive. Until recently, Sergeant Beckman has been an outstanding NCO.

You have discussed this matter with the platoon leader and have decided to counsel Sergeant Beckman about both his and his squad's performance.

Soldier. You are Staff Sergeant Beckman, a squad leader. Sergeant First Class White, the platoon sergeant, has notified you that he wants to discuss your performance of duty at 1730 today. You recognize that your recent performance has not been up to par; however, you have been unable to concentrate on your job because of problems at home.

About a year ago you suspected, but did not confirm, that your wife was involved with another man. This suspicion led to a number of arguments and quarrels with your wife. At the time you became suspicious of your wife, you began to drink heavily. The heavy drinking has reached the point that you "finish off" a bottle of bourbon every night and have a few "shots" during the day, when there is an opportunity. Relations with your spouse are strained, and she is talking about leaving you if your drinking and arguing do not stop.

NOTE: It is important to the success of this role that you do not let the *real* cause of your poor performance come out too quickly. Make the counselor *work hard* before you let him know about your drinking and marital troubles.

SITUATION 4

Leader. You are Lieutenant Taylor. Approximately a month ago, Private First Class Watkins, during a counseling session concerning his sloppy appearance and marginal duty performance, broke down and revealed that he was using drugs. After revealing his addiction, he asked for help and was enrolled in a drug rehabilitation program. Last week Private Watkins returned to his unit after successfully completing the rehabilitation program. You have heard that Sergeant First Class Kelley has a very negative attitude toward Private Watkins. Sergeant Kelley appears to be going out of his way to "pick on" the private and blames him for things over which he has no control. You notify Sergeant Kelley that you wish to discuss the return of Private Watkins to the unit.

Soldier. You are Sergeant First Class Kelley. Last week Private First Class Watkins returned to your unit after three weeks' absence to undergo drug rehabilitation. You are very upset that Watkins has returned to the unit because you feel that addicts and criminals are being pampered. You feel that Watkins had a vacation at the rehabilitation center and believe that "once an addict, always an addict." You believe his return to your unit will just cause problems with the rest of the men in a smooth-running organization. You want Lieutenant Taylor to transfer Private Watkins to another unit.

SITUATION 5

Leader. You are Staff Sergeant Hawkins, a platoon sergeant. Yesterday, you received information that Sergeant Johnson did not perform his assigned duties up to established standards. During a field training exercise, Johnson's squad was uncrating and storing ammunition in the ammunition supply point. Sergeant Johnson failed to ensure that the trash and crating material were properly disposed of, and as a result, a fire broke out. Prior to this incident, Johnson had performed his duties in an excellent manner. You have notified him that you wish to speak to him about yesterday's incident.

Soldier. You are Sergeant Johnson, squad leader. Your platoon sergeant has called you into the office to speak to you about the fire at the ammunition supply point yesterday. You recognize that you may have been responsible for the fire because you did not properly supervise your men. However, you have had some personal problems, and you can't keep your mind on the job. Two weeks ago, a Mr. Shick from the Citizens Loan Company called you about a loan which you co-signed some 18 months ago. Your brother needed the money to finish his last two semesters in college. At the time, you thought that helping your brother finish college was a reasonable thing to do. Since then, however, events have raised some doubts. For example, when Mr. Shick called, he told you that the account was three months in arrears, and he was unable to contact your brother. He further stated that his company would insist on immediate redressment of the account.

You managed to get another week's postponement and tried numerous times, unsuccessfully, to contact your brother. You were reluctant to return Mr. Shick's call because you could not see a solution. You did not tell your wife about it because she is seven months pregnant and easily upset. Now the situation is even more grim because, on the day you were in charge of the ammo detail, you had to leave early. Your wife had called you, extremely upset. It seems Mr. Shick had called your wife and informed her that the remaining balance was due, arid if not cleared immediately, the company would seize your furniture. Now you are facing a real dilemma. Your small savings is insufficient to cover the debt. Your budget is already stretched, your parents can't help, and you can't afford a lawyer.

NOTE: It is important to the success of this role that you do not reveal your financial problems until the counselor asks the proper questions to bring out this information.

SITUATION 6

Leader. You are Sergeant First Class Samuals, Support Detachment NCOIC. Several soldiers have told you that Sergeant Blanch, a section sergeant, has been gambling with other members of the section and has borrowed several hundred dollars from members of the detachment, including subordinates. Sergeant Blanch performs his duties in an outstanding manner, and since his assignment to the unit, there have been no adverse reports concerning him. You notify Sergeant Blanch that you wish to counsel him concerning his gambling activities.

Soldier. You are Sergeant Blanch, section sergeant in a support detachment. During the past several weeks, you have joined several poker parties in the barracks, but your "luck has run out." You have had to pay unexpected bills recently and have needed a "few dollars" (actually three hundred) to pay household expenses and to continue playing poker until you win back your losses. Up to now, you have performed your duties up to established standards, and your personal affairs have been in order. You feel that all you need now is some time to win back your poker losses and pay off your debts. But the NCOs who lent you the money are now pressuring you to pay them back. Some of them even feel that you don't intend to pay them.

SITUATION 7

Leader. You are Captain Jones, Commander, Supply and Transportation Company, Support Battalion. You have heard rumors that Lieutenant Rumford, platoon leader of the supply platoon, has been dating Specialist 5 Anderson, a member of the transportation platoon. Both Rumford and Anderson are unmarried. You feel that the relationship, if true, may cause problems within the unit. In fact, there are indications that military courtesy toward Lieutenant Rumford has already declined. You notify the lieutenant that you wish to discuss the problem in your office at 1300 today.

NOTE: Role of platoon leader can be male or female.

Soldier. You are Lieutenant Rumford, Platoon Leader, Supply Platoon, Supply and Transportation Company, Support Battalion. You have been assigned to the unit for a year. During the past two months, you have developed a romantic relationship with Specialist 5 Anderson, a member of the transportation platoon. You enjoy your job and Army life, but you feel that what you do with your own free or nonduty time is your business, and the Army has no right to meddle in your personal affairs. Captain Jones, your immediate supervisor, has notified you that he wants you in his office at 1300 to discuss your conduct.

SITUATION 8

Leader. You are Lieutenant Roberts, a unit personnel officer with an additional duty as reenlistment officer. Specialist 4 Wells is scheduled to see you concerning reenlistment. You have his unit personnel records, including a preliminary counseling form completed by his supervisor. Specialist Wells is a records clerk and has received outstanding efficiency reports. His reenlistment counseling record form indicates his desire to get a college degree through a combination of correspondence courses and attendance at a local community college. He also desires to go to OCS. His personnel records show high aptitude test scores, but his physical profile indicates a possible inability to pass the physical requirements for OCS.

Soldier. You are Specialist 4 Wells, a records clerk who is coming up for reenlistment. You enjoy your job and Army life in general and feel that you can make a career out of it. You are both enrolled in correspondence courses and attending a local community college to get a college degree. You feel that you would like to continue your Army career as an officer, and you plan to apply for OCS. You have been asked to see the reenlistment officer because you are coming to the end of your first term.

SITUATION 9

Leader. You are Master Sergeant Phillips, NCOIC, Personnel Records Section. Specialist 5 Hampton is in charge of enlisted records. He has been in the Army nine years, and in his current assignment, two years. During these two years, he has generally performed his duties above the established standards. During the past three months, however, you have noticed a gradual, persistent decline in the maintenance of personnel records. You have made many on-the-spot corrections when errors or omissions were noted. The frequency and seriousness of the record errors or omissions have been gradually increasing.

During the past week, you have observed Hampton to be groggy and unresponsive and, on one occasion, asleep at his desk. You decide that more than an on-the-spot correction is required, and you notify Specialist Hampton that you want to counsel him concerning his performance of duty.

Soldier. You are Specialist 5 Hampton, and you are in charge of enlisted records in a personnel office. You have been in the Army nine years, and in your current assignment, two years. You like your present duty and would like to work until retirement in this career field. You are married and have two children. Your wife is dissatisfied with the living conditions you are able to provide with your current income.

Eight months ago you got a job as a bartender to increase your income and provide your wife and children with a few luxuries. Initially, working the extra hours at night did not affect you or your duty performance. Recently, however, you have felt sluggish, and your supervisor has noticed a number of errors and omissions in the records you maintain. You know your performance is declining, but you feel that you need that extra money to keep your wife happy. Master Sergeant Phillips, your supervisor, has called you in for a counseling session.

SITUATION 10

Leader. You are Master Sergeant Lawrence, NCOIC of a maintenance shop. Sergeant Darby, a section sergeant, spoke with you this morning about Specialist 4 Dixon. Darby stated that, for the past several weeks, Dixon's performance of duty as a mechanic has been below established standards. Previously Dixon was one of the best mechanics in the shop. Sergeant Darby has made many on-the-spot corrections and, about ten days ago, conducted a discipline counseling session with Dixon. Sergeant Darby indicated that Dixon was frequently daydreaming and moody and, in general, inattentive to the task at hand.

Despite the on-the-spot corrections and the counseling session, Dixon's performance of duty continued to decline. Sergeant Darby requested that you, Master Sergeant Lawrence, conduct a counseling session with Dixon. You notified Specialist Dixon that you wish to discuss his performance of duty in your office.

Soldier. You are Specialist 4 Dixon, a mechanic in a maintenance shop. You have been assigned to this unit for about two years. You are considered to be one of the best mechanics in the outfit. You enjoy your job, and your home life has been stable; however, during the past two months, some unfortunate events have occurred which bother you day and night. Two months ago your wife had a miscarriage. Then your car broke down. You believe you will have to get a new transmission, but you don't have the money. To make matters even worse, your mother needs money to have a special operation, and you don't know how you will help her pay the medical bills.

You realize that your problems have affected your work because you have been chewed out on a number of occasions by your supervisor, Sergeant Darby. Ten days ago, Sergeant Darby chewed you out at a counseling session in his office and he threatened punishment by the commander. You wanted to explain

your personal problems, but he didn't give you a chance. At this point you see no way out of your problems, and you feel there is no sense in trying to explain your situation to anyone. Master Sergeant Lawrence, the shop NCOIC, has notified you that he wants to counsel you on your duty performance.

NOTE: It is important to the success of this role that you do not reveal your personal problems until the counselor asks the proper questions to bring out this information.

SITUATION 11

Leader. You are Staff Sergeant Holt, lab supervisor at a hospital in Germany. You have been in Europe a little over one year. Your family joined you five months ago after a seven-month wait for government quarters. When you first arrived, you considered finding economy housing for your family, but the cost was prohibitive. You knew also that your wife and kids would be uncomfortable in the housing you could afford. It would be away from the military community facilities including the schools and your family doesn't speak German. Private First Class Travis has been in the command about three weeks. He is now in your office asking for the week off so that he can make arrangements to bring his expectant wife over to join him.

Soldier. You are Private First Class Travis. You have been in the Army a year. You joined the Army because you couldn't find a good job when you graduated from high school. You married your high school sweetheart right after graduation. The two of you lived on her earnings from the local steak house while you hunted for a job.

You and your wife have not had any contact with her parents since the day you got married because they didn't approve of her marrying right after high school.

You were stationed in Kansas when the opportunity to transfer to Germany in a shortage MOS came up. Since she was not happy in Kansas, you decided to take the transfer to Germany. She has been working in Kansas to save some money for the baby and for the time when she won't be able to work because of the baby. She understood that you would have to come to Germany to get settled before she could come over. She presently lives in a rented house trailer off post. She wants to use the money that she has saved for deposits for lodging and for her plane fare to Germany. Your baby is due in three months and the doctor won't let her fly after her seventh month. You have to bring her over by the end of next week.

Glossary

ACRONYMS AND ABBREVIATIONS

ACS - Army Community Service
AER - Army Emergency Relief
AR - Army regulation
CO - commander
CQ - charge of quarters
DA - Department of the Army
EER - enlisted evaluation report
EM - enlisted member
FM - field manual
ht - height
ID - identification
IG - inspector general
MOS - military occupational specialty
MSG - master sergeant
NCO - noncommissioned officer
NCOIC - noncommissioned officer in charge
OCS - Officer Candidate School
OER - officer evaluation report
PFC - private first class
PMOS - primary military occupational specialty
PV1 - Private E-1
PX - Army exchange
SGT - sergeant
SFC - sergeant first class
SIDPERS - Standard Installation/Division Personnel System

SMOS - secondary military occupational specialty
SP4 - Specialist 4
SP5 - Specialist 5
SQT - skill qualification test
SSG - staff sergeant
TEC - Training Extension Course
TDY - temporary duty
UCMJ - Uniform Code of Military Justice
wpn qual - weapon qualification
wt - weight

References

REQUIRED PUBLICATIONS

Required publications are sources that users must read in order to understand or to comply with FM 22-101.

Field Manual (FM)

22-100	Military Leadership

RELATED PUBLICATIONS

Related publications are sources of additional information. Users do not have to read them to understand FM 22-101.

Army Regulations (AR)

600-20	Army Command Policy and Procedures
600-85	Alcohol and Drug Abuse Prevention and Control Program
601-280	Army Reenlistment Program
608-1	Army Community Service Program
611-201	Enlisted Career Management Fields and Military Occupational Specialties
623-105	Officer Evaluation Reporting System
623-205	Enlisted Evaluation Reporting System
635-200	Enlisted Personnel
930-4	Army Emergency Relief
930-5	American National Red Cross Service Program and Army Utilization

Department of the Army Pamphlets (DA Pam)

621-15	A Soldier's Guide to Education
623-105	The Officer Evaluation Reporting System "In Brief"

Field Manuals (FM)

21-3	Soldier's Manual of Common Tasks (Skill Levels 2, 3, and 4)
22-9	Soldier Performance in Continuous Operations
26-2	Management of Stress in Army Operations
27-1	Legal Guide for Commanders
100-1	The Army

Training Extension Courses (TEC)

561-161-8001-F	PET: An Overview for Senior Officers
561-161-8002-F	PET: Introduction to Personal Effectiveness Training
561-161-8003-F	PET: Understanding Feelings
561-161-8004-F	PET: Effective Communications—Senders Skills
561-161-8005-F	PET: Effective Communications—Receivers Skills
561-161-8006-F	Personality and Behavior Theory Part I
561-161-8007-F	Personality and Behavior Theory Part II
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