

**ARNG-SLC - Conduct Performance Review  
805B-PCB9T016 / Version 2.1  
Effective Date Not Assigned**

**SECTION I. ADMINISTRATIVE DATA**

<b>All Course Masters/POIs Including This Lesson</b>	<b>Courses</b>				
	<u>Course Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
	805B-79T4 (SLC)	2.2	ARNG Recruiting and Retention SLC (Draft)	N/A	Analysis
	<b>POIs</b>				
	<u>POI Number</u>	<u>Version</u>	<u>Title</u>	<u>Phase</u>	<u>Status</u>
	805B-79T4 (SLC)	2.2	ARNG-SLC-Senior Leader Course Draft 31jan14	0	Analysis
<b>Task(s) Taught(*) or Supported</b>	<u>Task Number</u>		<u>Task Title</u>		
	None				
<b>Reinforced Task(s)</b>	<u>Task Number</u>		<u>Task Title</u>		
	None				
<b>Knowledge</b>	<u>Knowledge Id</u>		<u>Title</u>	<u>Taught</u>	<u>Required</u>
	None				
<b>Skill</b>	<u>Skill Id</u>		<u>Title</u>	<u>Taught</u>	<u>Required</u>
	805B-S-0007		Operate A Computer	Yes	Yes
	805B-S-0052		Apply leadership tactics	Yes	Yes
	805B-S-0076		Determine a Soldier's reenlistment options	Yes	Yes
<b>Administrative/ Academic Hours</b>	The administrative/academic hours required to teach this lesson are as follows:				
	<u>Academic</u>	<u>Resident Hours / Methods</u>			
	Yes	3 hrs	0 mins	Facilitator	
	Total Hours:		3 hrs	0 mins	
<b>Test Lesson Number</b>		<u>Hours</u>	<u>Lesson Number</u>		
	None				
<b>Prerequisite Lesson(s)</b>	<u>Lesson Number</u>	<u>Lesson Title</u>			
	None				
<b>Training Material Classification</b>	Security Level: This course/lesson will present information that has a Security Classification of: U - Unclassified.				

**Foreign Disclosure Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the SMTC-RRS foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>
AR 601-210	Active and Reserve Components Enlistment Program	01 Feb 2013
AR 623-3 Revision, March 31, 2014	Evaluation Reporting System <a href="http://www.apd.army.mil/pdffiles/r623_3.pdf">http://www.apd.army.mil/pdffiles/r623_3.pdf</a>	31 Mar 2014
DA FORM 4856	Developmental Counseling Form	01 Aug 2010
DA PAM 623-3	Evaluation Reporting System	13 Aug 2007
FM 6-22	(Superseded by ADRP 6-22, 1 August 2012, Except Counseling refer to FM 6-22 Appendix B) ARMY LEADERSHIP	12 Oct 2006
NGR 601-1	Personnel Procurement - Army National Guard Strength Maintenance Program	28 Apr 2006

**Student Study Assignment**

None

**Instructor Requirements**

SMTC Qualified Instructor(s)

**Support Personnel Requirements**

None

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Student Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

**Equipment Required for Instruction**

<u>ID - Name</u>	<u>Student Ratio</u>	<u>Instructor Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
6130-01-C12-1514 - Power Supply Assembly, TYX: Battery Back Up UPS APC	1:5	1:1	No	0	No
6730-01-C07-0756 - Projector, LCD/DLP: ELP7200 Epson	0:0	1:1	No	0	No
6730-01-C13-1784 - Screen Projection, Rear/Fixed or PT: 980S Quartet	0:0	1:1	No	0	No
702101C056576 - COMPUTER, PERSONAL WORKSTATION	0:0	1:1	No	0	No
702101C161319 - COMPUTER MICRO LAP TOP PORTABLE AC	1:1	0:0	No	0	No
7025-01-559-1352 - Display Unit: Smartboard White 64	0:0	1:1	No	0	No
7520-00-138-7981 - Marker Assortment, Tube Type	1:1	5:1	No	0	No
7520-01-C12-6434 - Easel, portable with/without Access TY SZ AA: QRT500TE Quartet	1:5	1:1	No	0	No
7730-01-C09-7569 - Television Large Screen, with Stereo Speakers: Regza 42RV530U Toshiba	0:0	2:1	No	0	No

(Note: Asterisk before ID indicates a TADSS.)

**Materials Required**

*Instructor Materials:*

None

*Student Materials:*

None

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

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<u>ID - Name</u>	<u>Quantity</u>	<u>Student Ratio</u>	<u>Setup Mins</u>	<u>Cleanup Mins</u>
17120-M-1600-40 Classroom, Multipurpose, 1600 Square Feet, 40 Students		1:16	10	10

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**Ammunition Requirements**

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<u>DODIC - Name</u>	<u>Exp</u>	<u>Student Ratio</u>	<u>Instruct Ratio</u>	<u>Spt Qty</u>
None				

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**Instructional Guidance**

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

None

**Proponent Lesson Plan Approvals**

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<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
None			NO DATA

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## SECTION II. INTRODUCTION

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Method of Instruction: Small Group Instruction  
Instr Type(I:S Ratio/Qty): 79T Certified Instructor (1:16/0)  
Time of Instruction:  
Instructional Strategy: Small Group Instruction

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### Motivator

Year after year in recruiting, the only type of performance review you have probably seen was at the end of the year with your NCOER about accomplishing your assigned mission.

As we all know, recruiting has many different parts, not just making mission at the end of the year. Today, we will discuss the different areas of performance that a Senior Leader can review to improve the overall success of a RRNCO.

### Show VU:1 Conduct Performance Review

### Show VU: 2 TLO

### Terminal Learning Objective

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

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

Action:	Conduct Performance Review
Conditions:	In a classroom environment with access to Recruiter Work Station, Reports Management Zone, Leader Zone, DA Form 4856, DA Form 2166-8, DA Form 2166-8-1, Director Strength Readiness Overview reports (DRSO), applicable regulations.
Standards:	Student must achieve a 80% or higher on a written examination.

### Safety Requirements

In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil consideration, (METT-TC).

No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety. A thorough risk assessment must be completed prior to every mission or operation.

In the event of a tornado, or other adverse weather, designated storm shelters provide protection. In Saratoga Hall, the designated storm shelters are: all latrines.

### Risk Assessment Level

**Low - Power and Data Cables on the floor.**

Assessment: Power cords and data cables may cause a potential tripping hazard.

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Controls: Tape or secure cables to the floor.

Leader Actions: Inspect classroom prior to training. Periodically remind students to look down before they move their feet.

**Low - Food or drink near computer and electrical equipment.**

Assessment: Food or drinks may spill into electrical equipment and cause an electrical shock and damage equipment.

Controls: Do not allow food or drink around electrical or computer equipment.

Leader Actions: Inspect classroom prior to training. Identify and correct violations.

**Low - Electrical storm.**

Assessment: During an electrical storm, surges of electricity can be passed through electrical equipment and can pose a hazard to equipment users.

Controls: Power down all electrical equipment.

Leader Actions: Conduct exterior inspection of building to ensure no tree limbs are in contact with the building. Locate fire extinguisher(s) and first aid kit(s) and ensure they are functional.

**Low - Inclement Weather.**

Assessment: Tornadoes, hurricanes or other tropical storms can pose a huge safety risk.

Controls: In an emergency, move towards designated storm shelters.

Leader Actions: Identify storm shelters in the building and brief students.

**Environmental Considerations**

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**NOTE:** Instructor should conduct a Risk Assessment to include Environmental Considerations IAW FM 3-34.5, Environmental Considerations {MCRP 4-11B}, and ensure students are briefed on hazards and control measures.

Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects. Refer to FM 3-34.5 Environmental Considerations and GTA 05-08-002 ENVIRONMENTAL-RELATED RISK ASSESSMENT.

It is the responsibility of all Soldiers and DA Civilians to protect the environment from damage.

**Instructional Lead-in**

It is very important as a leader to provide Soldiers on your team with prompt and proper feedback in order to achieve mission success in the Recruiting and Retention world. During this block of instruction we will look at the necessary tools you must have as well as the skills set you must possess in order to conduct the proper performance review that documents past performance and future goal.

## SECTION III. PRESENTATION

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TLO - LSA 1. Learning Step / Activity TLO - LSA 1. Review and evaluate RRNCO Strength Maintenance data (as applicable) from:

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)

Time of Instruction: 1 hr

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Note:** Begin a discussion by asking what they currently do in their areas when it comes to conducting a performance review.

### **Possible Questions:**

a. What has your NCOIC done in the past to evaluate you as an RRNCO?

**Possible answers:** NCOER only, yearly counseling, nothing, verbal only

b. Do you feel his/her evaluation of you was thorough? Why or why not?

c. If you were the NCOIC how would you do it differently?

d. What are some of the resources the NCOIC could use to evaluate you on your job as an RRNCO?

### **Key points from question d:**

1. Previous counseling's (quarterly, 2166-8-1, yearly) :

a. Evaluate current performance versus expectations

b. Evaluate the plan of action

c. Evaluate personal goals

2. Report Management Zone:

a. Market share

- b. Lead source analysis (where your leads are coming from)
- c. NPS/PS accession report (NPS versus PS enlistments)
- d. Demographical Analysis (age, economics, education, employment)

3. Leader Zone:

- a. YTD Production (individual production by RRNCO)
- b. Prospecting Analysis
  - (1) Mission and Performance Report (individual performance of RRNCO)
  - (2) Contact Method Report (best contact method by target category)
  - (3) Contact Time Report (best time to contact)
- c. RRNCO Details (breakdown of zip codes and schools assigned)
- d. MET/TNE Log (Total tested and enlisted, Tested but did not enlist, and all records projected for test)

A. What does the RRNCO do to ensure that this information is as accurate as possible?

**Possible answer:** The information is only as good as what you put into the system. "Trash in equals trash out."

B. DPRO (Directors Personnel Readiness Overview)

- (1). Assigned Unit Strength (how well they have recruited for their responsible unit)
- (2). Retention Rate (retention rate for their assigned unit)
- (3). Attrition Rate (attrition rate for their assigned unit)
- (4). Training Pipeline Loss (TPL) (how well they monitor their RSP Warriors)

C. Personal Observations

(1). Right seat, Left Seat Ride (accompanying the RRNCO on presentations and interviews)

(2). Observing their assigned area for National Guard/RRNCO branding.

(3). Talking with COI/VIP's within the community and schools assigned to the RRNCO.

**Note:** Go into Leader Zone User's Guide and cover 1.4.2 (YTD Production), 1.6.3 (Prospecting Analysis and all three subtasks), 1.6.11.2 (RRNCO Details), and 1.7.4.3 (MET/TNE Log).

Check on Learning:

**Question:** What are some of the tools you have available for you to conduct a performance review?

**Answer:** Previous counseling, Leader Zone, DPRO, RMZ

**Question:** What is the purpose of the Mission and Performance Report in Leader Zone?

**Answer:** To provide the RRNCO and RRNCOIC with a tool to measure individual performance. Reference: Leader Zone User's Guide 1.6.3.1

Review Summary:

Summarize the learning activity.

TLO - LSA 2. Learning Step / Activity TLO - LSA 2. Perform Counseling/Performance Review.

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)

Time of Instruction: 1 hr

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

**Note:** Facilitate a discussion asking:

A. What would you include on the DA 4856 (Counseling Form) when reviewing an RRNCO's performance?

**Key points from question a:**

1. Professional/Personal concerns (Soldier Welfare) (from the RRNCOICs and RRNCOs prospective, long and short term goals)

2. Mission Objectives (Recruiting, Attrition, and Retention)

3. Production Activities

(a). Prospecting (telephone, face to face, social media)

(b). Interviews (sales, COI/VIPs, Retention, RSP)

(c). MEPS Processing (success rate, ASVAB Test, possible matches, relationship with MEPS personnel)

(d). School Programs (how many, SASVAB, Career Planning, Lunch Room displays, sporting events)

(e). Waivers (too many, done correctly, missing documents)

(f). Projection (missing documents, errors on electronic packet, not enough projections)

(h). Follow up (additional training in weak areas, schedule next review)

B. What would you discuss with the RRNCO when it comes to their role at RSP?

**Key points from question b: Are they?**

1. Assisting with the RSP Cadre?

2. Taking care of RSP Soldier issues? (pay, attendance, education, marital status)

3. Demonstrating proficiency in tasks being taught at RSP. (PRT, STRM training, D&C)

4. Developing their Soldiers toward Stripes for Skills?

C. What would you discuss with the RRNCO pertaining to his/her assigned unit (M-day)?

1. Leadership Relationships (CMDR, SGM, 1SG)

2. Relationship with BCCC or UCC

3. ETS Counseling's
4. Incentive Briefings
5. Extension Ceremony's

Check on Learning:

**Question:** Other than sales interviews, what are some other interviews that you should be discussing during a performance review with a RRNCO?

**Answer:** Retention interviews and Attrition interviews

**Question:** What Soldier care issues would you discuss with a RRNCO during a performance review?

**Answer:** Personal issues (RRNCO), RSP Warrior issues (pay, legal, marital, attendance), Unit issues (retention, attrition, incentive based)

Review Summary:

Summarize the learning the activity.

TLO - LSA 3. Learning Step / Activity TLO - LSA 3. Document results of performance review on a DA 4856.

Method of Instruction: Facilitator

Instr Type(I:S Ratio/Qty): 79T Certified Instructor(1:16/0)

Time of Instruction: 1 hr

Instructional Strategy: Small Group Instruction

Media Type: PowerPoint Presentation

Other Media: Unassigned

Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.

### Show VU:3 Group Breakout

**Note:** Break the class up into groups and provide the following instructions.

Use the scenario on your student disk labeled SSG Michael Douglas PE. Discuss in your groups the strengths and weaknesses of the RRNCO. Think about all the areas we have discussed thus far. Then develop a detailed DA Form 4856 to include a plan of action and leader responsibilities during your performance review with the RRNCO. You will have 30 minutes to discuss and develop your DA Form 4856 and then 5 minutes per group to brief back your results.

Check on Learning:

Group breakout will serve as the check on learning.

**Show VU: 4 TLO**

Review Summary:

Summarize the learning activity.

**SECTION IV. SUMMARY**

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Method of Instruction:	Small Group Instruction
Instr Type(I:S Ratio/Qty):	79T Certified Instructor (1:16/0)
Time of Instruction:	0
Instructional Strategy:	Small Group Instruction

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**Check on Learning**

Conduct a Check on learning.

**Review/ Summary**

Summarize the learning activity.

## SECTION V. STUDENT EVALUATION

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**Testing  
Requirements**

Refer student to the Individual Student Assessment Plan (ISAP).

**Feedback  
Requirements**

Answer students' questions and provide remedial training as needed.

**Appendix A - Viewgraph Masters**

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<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
None		

## Appendix B - Test(s) and Test Solution(s)

**Appendix C - Practical Exercises and Solutions**

**PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 805B-PCB9T016 Version 2.1**

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**Appendix D - Student Handouts**

**ARNG-SLC - Conduct Performance Review  
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<b>Sequence</b>	<b>Media Name</b>	<b>Media Type</b>
None		