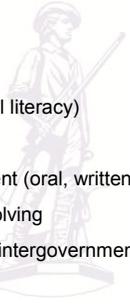


Slide 1



21st Century Soldier Competencies

- **Character and accountability**
- **Comprehensive fitness**
- Adaptability and initiative
- Lifelong learner (includes digital literacy)
- **Teamwork and collaboration**
- Communication and engagement (oral, written, negotiation)
- Critical thinking and problem solving
- Cultural and joint, interagency, intergovernmental, and multinational competence
- Tactical and technical competence (full spectrum capable)



Strength Maintenance Training Center

1

Method of Instruction: CO

Facilitator to Student Ratio: 1:25

Time of Instruction: 15 minutes

Media: Power Point

BLOCK AUTHOR: Mr. Michael R. Langston Sr.

LESSON AUTHOR: Mr. Kevin L. Tarver

DATE PREPARED: 5 December 2014

LEARNING OUTCOME: The goal of this lesson is to provide a foundation that students can use to develop their leadership skills. This foundation will include defining what it means for an RRNCO to be a leader and the basic responsibilities that the RRNCO will have to complete as a leader. Some of these responsibilities will include counseling Soldiers and preparing an NCOER.

At the conclusion of this lesson, students should be able to apply these fundamentals into being a leader. They will also have an understanding of how to counsel Soldiers and provide both positive and negative feedback to Soldiers in a constructive manner. Additionally, students will become familiar with the NCOER and how to properly complete the NCOER.

This lesson is associated with the following 21st Century Soldier Competencies which should be reinforced as much as possible.

- Teamwork and Collaboration
- Character and Accountability
- Comprehensive fitness

ASSIGNED READING: AR 623-3, DA PAM 623-3, and FM 7-22.7

INSTRUCTOR ADDITIONAL READINGS: N/A

CLASSROOM AIDS REQUIRED:

Facilitator Note: Incorporate the political, military, economic, social, infrastructure, and physical environment and time (PMESII & PT) into each lesson and classroom work as appropriate. Facilitator will illustrate them with appropriate examples from the Operating Environment (OE) as it pertains to the lesson.

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 DA Form 7566 Composite Risk management Worksheet during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC).

Risk Assessment: Low : Environmental related risk assessment: No food or drink 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 may be required to power down. Use precautions with electrical equipment during thunderstorms / electrical.

Environmental Considerations: Facilitator 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.

Foreign Disclosure: FD1, No limitations.

Concrete Experience

For the next few minutes we will conduct a group discussion on a case study. The case studies are available in Blackboard and involve a comparison of two NCOERS. These NCOERS are not

made up for the benefit of this comparison. They are real NCOERS that two RRNCOs received from their chain of command rating their performance. Compare the two NCOERS.

Publish:

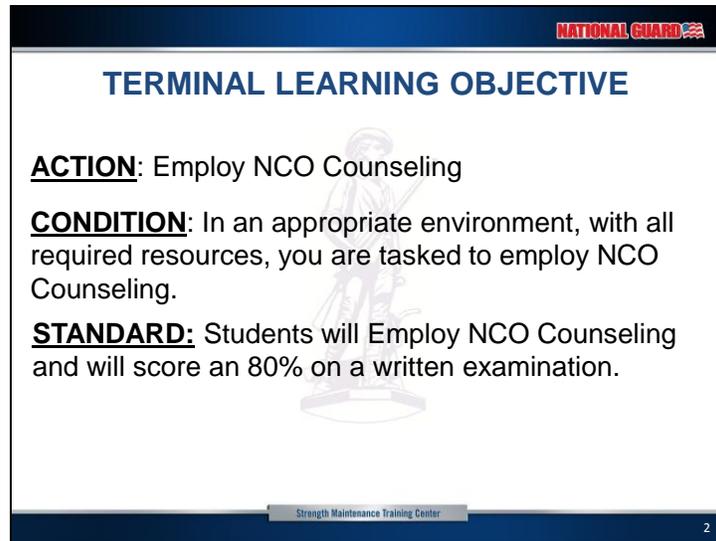
Ask the students the following questions:

- What are the major differences between the two NCOERS?
- How well does each NCOER describe the NCOs performance and does it create a clear picture him or her as leader?
- Which one of these NCOERS would you want to be the next NCOIC or 1SG of your RRC?
- What mistakes do you see in both NCOERS?

Process:

Ask the students the following questions:

- What cause and effects may have resulted in both of the NCOERS?
- How would you feel if you received an NCOER like #1? What about #2?
- Do these NCOERS tell you who is the better soldier, or who has the better NCOER writer?
- What (if any) is the significance?



The slide features a dark blue header with the "NATIONAL GUARD" logo in red and white. The main content is on a white background with a faint, light blue silhouette of a soldier in the center. The text is organized into three sections: "ACTION", "CONDITION", and "STANDARD", each starting with a bolded and underlined header. At the bottom, there is a small grey box with the text "Strength Maintenance Training Center" and a small number "2" in the bottom right corner.

NATIONAL GUARD

TERMINAL LEARNING OBJECTIVE

ACTION: Employ NCO Counseling

CONDITION: In an appropriate environment, with all required resources, you are tasked to employ NCO Counseling.

STANDARD: Students will Employ NCO Counseling and will score an 80% on a written examination.

Strength Maintenance Training Center

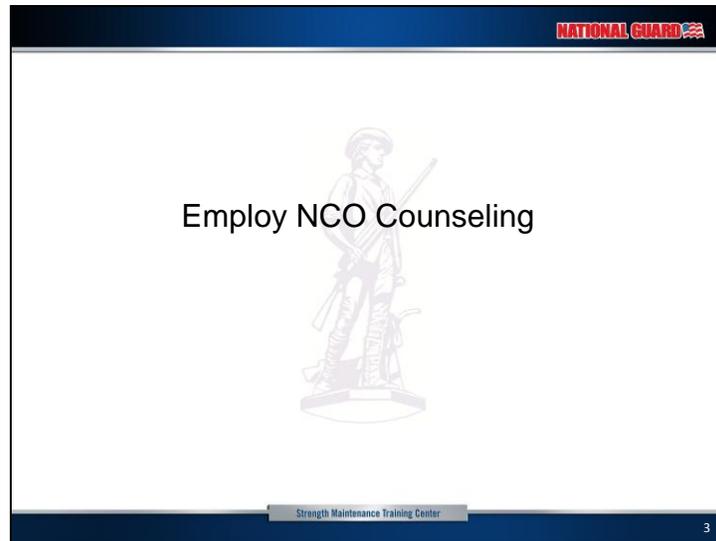
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Terminal Learning Objective

Action – Employ NCO Counseling

Condition – In an appropriate environment, with all required resources, you are tasked to employ NCO Counseling.

Standard – Students will Employ NCO Counseling and will score an 80% on a written examination.



GENERALIZE NEW INFORMATION (GNI)

Learning Step Activity One - Employ NCO Counseling

Method of Instruction: Facilitator

Facilitator to Student Ratio: 1:25

Time of Instruction: 1 hour

Media: Power Point

SAY: In your assigned reading for this lesson (the AR 623-3, DA PAM 623-3, FM 7-22.7), it explains the importance of a Non-Commissioned Officer Evaluation Report (NCOER) and the NCOER Counseling Support Form. It specifically outlines the chain of command's responsibility and the mandatory requirements of who receives an NCOER and NCOER Counseling Support Form. The writing format is very different than what you may be used to when it comes to correct grammar. The writing styles we use for counseling and evaluation of NCOs should be short and concise while creating an accurate description of that NCO's performance. It is a style that you are required to learn in order to effectively write evaluations.

1. The NCO guide states that performance counseling is required for NCOs. **(FM 7-22.7, paragraph 5-23)** Why do you think that is important?

2. AR 623-3 states that commanders at all levels will ensure that each rated Soldier is provided copies of his or her rater's and senior rater's support forms. They are also required to ensure evaluations are provided.

Has anyone been counseled using the NCOER support form? If so, what was included?

ASK: Who should be provided an NCOER Counseling Support Form?

Answer: NCOER Counseling support form is mandatory for CPL through CSM. **(AR 623-3 paragraph 3-7b (1))**

ASK: Is face-to-face counseling required? Is counseling via email an option?

Answer: **AR 623-3 3-7,b (a)** states that the rater will conduct a **face-to-face** counseling within the first 30 days of the rating period.

ASK: Is it mandatory to discuss EO and SHARP during an initial counseling?

Answer: Yes. **AR 623-3, 3-7,b (b)**

Who should be provided an NCOER?

Answer: All NCOs from SGT through CSM will receive an NCOER. **(AR 623-3, paragraph 3-2b (3))**

3. When new RRNCOs come onto the team, when should they be counseled? What is discussed during this counseling?

Answer: They should be counseled within 30 days of assignment to discuss the expectations expected of them. **(AR 623-3, paragraph 3-6a, (1), (a))**

Note: Have the students go to table 3-1 in DA PAM 623-3.

4. It is important that administrative data on the support form and evaluation are correct. The rated NCO should always verify that it is correct before he or she signs it. Does signing a support form or evaluation indicate agreement with the evaluation?

Answer: No, the rated NCO will sign the documents only to indicate the administrative data is correct; however, he or she can appeal the evaluation if he or she does not agree with it.

SAY: AR 623-3 and DA Pam 632-3 Chapter 4 covers the redress program that you can review on your own.

SAY: It is important that you review the publications when inputting administrative data in sections I through III and the APFT/height and weight information on section IV. We will not discuss it here in class. Your assigned reading in DA PAM 623-3 should have covered the instructions for administrative data.

- On both the Counseling Support Form and the NCOER, the rater will enter duty descriptions in for the rated NCO. This is where the real writing begins. When writing an NCOER, ensure

that the duty description outlines the most important duties. If not, you will lose the impact of the NCOER from the start.

Note: Remind them that the principal duty title should reflect the actual duties performed, not necessarily what matches unit force documents. (DA PAM 623-3, table 3-3)

6. DA PAM 623-3 will provide you with guidance and instructions to fill out this part of the form. There are three areas on Part III of the support form and NCOER that are the same. Daily Duties and Scope, Areas of Special Emphasis, and Appointed Duties.

ASK: What is included in the Daily Duties and Scope and how is it written?

Answer: The Daily Duties and Scope area should include the most important routines, duties and responsibilities. It will be written as a series of phrases starting with action verbs and separated by semicolons.

ASK: What would you include in Areas of Special Emphasis?

Answer: Important items that applied any time of the writing period. (Have the students provide examples such as assistant team leader/chief, led PRT, led formation on unit runs, conducted NCOEP, etc.)

ASK: What will you annotate for appointed duties?

Answer: Duties appointed that are not part of the duty description. (Have the students provide examples such as student 1SG, PLT SGT, Squad Leader, Key Custodian, Master Fitness Trainer etc.)

7. As mentioned earlier, the support form is used to counsel NCOs in the ranks of CPL through CSM.

ASK: During your first counseling as your subordinate's rater, what will you discuss with him or her?

Answer: You will counsel him or her on your expectations that focus on duties, responsibilities, and performance objectives. **(AR 623-3 paragraph 3-7b(1) beginning of the rating period (b) Initial discussion.) Note: Ensure you cover all of (1).**

SAY: Do you think it is good practice to identify what achievements will result in an excellence bullet and what shortcomings or mistakes will result in a needs improvement? (allow students to provide feedback supporting or not supporting this action)

- Remember any new NCO should be counseled within 30 days of assignment, and the DA Form 2166-8-1 maintained in order to update it for further counseling sessions. Subsequent counseling session will allow your NCOIC to assess the performance of the expectations, and they may also add expectations if needed.

9. In regards to the NCOER, the Army Values and NCO responsibilities are the sole focus for performance evaluation in part IV of the NCOER. Part IV consists of bullets and bullet comments.

ASK: Do we have to provide bullet comments for every block?

Answer: Yes, bullet comments are mandatory regardless of the ratings given. At least one will be entered in each block - a through f. **(DA PAM 623-3, paragraph 3-6 b).**

ASK: How much of an impact should the bullet comments have for anyone reading the NCOER. For example, if you were sitting on a promotion board for SSG, what would you look for in the bullet comments?

NOTE: Allow the students to provide various answers supporting their opinions.

Reference DA PAM 632-3, 3-6b (1) through (6)

10. What are the standardized rules for bullet comments?

Answer: The students should reply with the following:

- a. Short, concise and to the point. No longer than two lines, preferably one line.
- b. Starts with an action verb or possessive or personal pronouns may be used.

ASK: What are some examples of action verbs or possessive or personal pronouns?

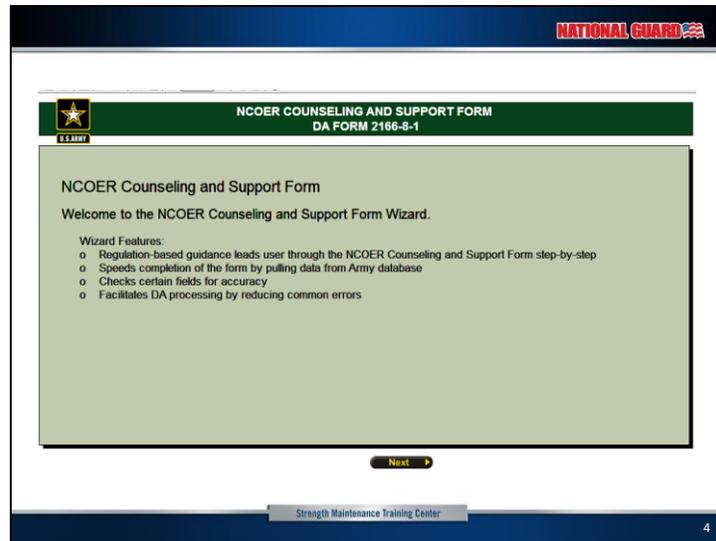
- c. Use past tense when addressing how the NCO performs
- d. Double spaced between bullets
- e. Preceded by a small letter "o" to designate the start of a comment.
- f. Each bullet comment must start with a small letter unless it's a proper noun (name) that is usually capitalized
- g. Support the bullet
- h. A specific example can be used only once. The rater must decide under which responsibility the bullet comment fits best.

REF: DA PAM 623-3 paragraph 3-6b (1) – (6)

SAY: Can anyone give me an example of a bullet comment for an NCO that scores 270 on his or her APFT.

Example: Received the highest PT score in the Platoon; Earned his Physical Fitness Badge

Slide 4



Learning Step Activity Two – Complete DA 2166-8-1

Method of Instruction: Demonstration

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: On Line

Note: Demonstrate NCOER Counseling and Support Form. Click the hyperlink in Black Board for the 2166-8-1 in Student Resources to access the online form.

Note: Walk the Students through the wizard.



REVIEW AND SUMMARY

Method of Instruction: Facilitator
Facilitator to Student Ratio: 1:25
Time of Instruction: 15 minutes
Media: Power Point

DEVELOP

Facilitator Note: Facilitate a discussion on value and future use of the information that was just introduced by utilizing the following questions.

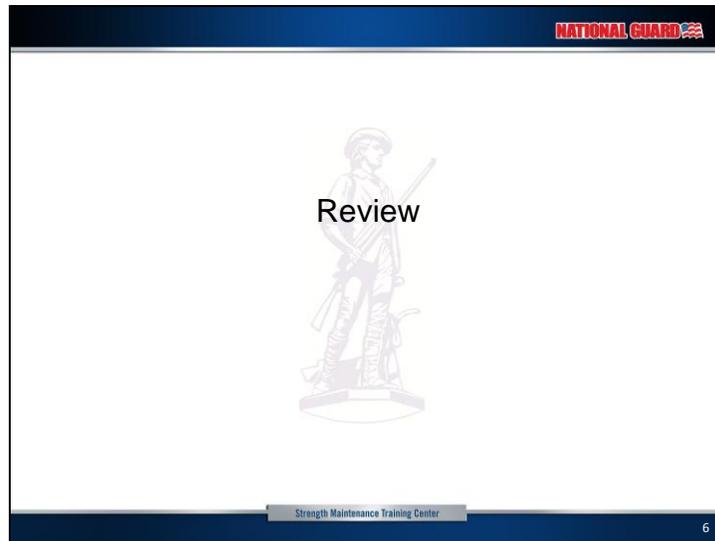
- How is the NCOER Support form utilized in the development of the NCOERs?
- Does a badly worded NCOER affect your future?
- How can you affect your own NCOER?
- How can you ensure that your NCOER accurately depicts your job performance for the rating period?

Let's look back on the two NCOERS that we looked at during the beginning of this lesson. Would a properly completed NCOER support form have affected the manner in which the NCOER was written? Would it have affected one more than the other?

APPLY

Evaluation: The knowledge gained in this lesson will be tested on a written examination and students must have a score of 80% to receive a go.

Slide 6

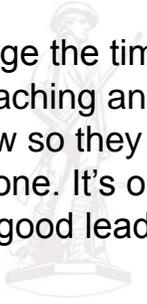


Say: During this lesson, we talked about how to Employ NCOER Counseling and how to utilize the DA Form 2166-8-1, NCOER Support Form. You will utilize parts of this lesson later when we discuss Career Planning. At this time, are there any questions?



“Don’t begrudge the time you spend developing, coaching and helping your people to grow so they can carry on when you’re gone. It’s one of the best signs of good leadership.”

~Bernard Baruch



Strength Maintenance Training Center 7