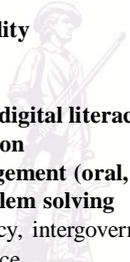




## 21<sup>st</sup> Century Soldier Competencies

- **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: Facilitation  
Facilitator to Student Ratio: 1:25  
Time of Instruction: 10 minutes  
Media: Power Point

BLOCK AUTHOR: Mr. Michael R. Langston Sr.

LESSON AUTHOR: Mr. Kevin L. Tarver

DATE PREPARED: 2 March 2015

**LEARNING OUTCOME:** The goal of this lesson is to provide recruiters with the necessary knowledge and skills to allow them to assist in maintaining the readiness of the ARNG through the leader development process, ARNG Career Development Program, Army Career Tracker (ACT) and other pertinent career development tools. Using the student's experience and current regulatory guidance, we will become familiar with the career counseling process and we will review the minimum career counseling requirements for an ARNG soldier.

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

- Teamwork and Collaboration
- Character and Accountability
- Comprehensive fitness

ASSIGNED READING: N/A

INSTRUCTOR ADDITIONAL READINGS: N/A

CLASSROOM AIDS REQUIRED:

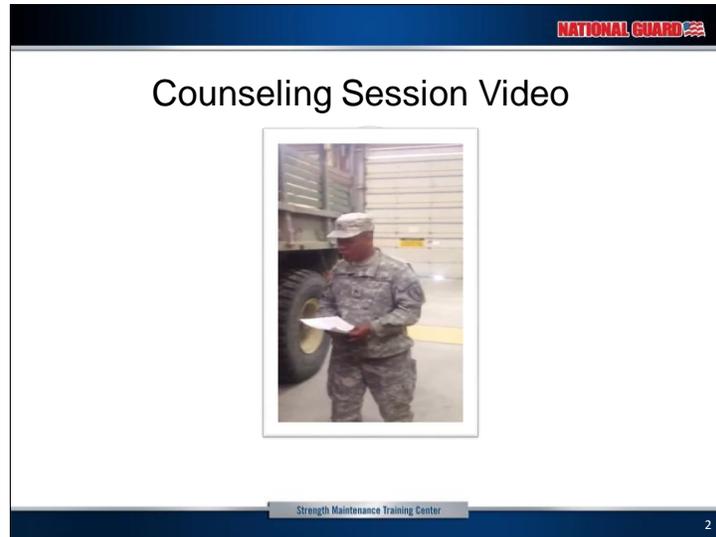
**Facilitator Note:** Incorporate the political, military, economic, social, infrastructure, and physical environment and time (PMESII & PT) into each lesson and classroom work as appropriate. Facilitator will illustrate them with appropriate examples from the Operating Environment (OE) as it pertains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

**Evaluation:** The knowledge gained in this lesson will be tested on the initial examination and students must have a score of 80% to receive a “Go.”



### **Concrete Experience**

Play the Counseling session “gone bad” video.

### **Publish**

**ASK** the students the following questions:

- How did the video make you feel?
- Has anyone had a similar experience?
- What did the NCO in this video do right?
- What did he do wrong?

### **Process**



**Terminal Learning Objective**

**Action:** Perform Career Planning

**Conditions:** In a classroom environment with access to all required resources, students will perform career planning.

**Standard:** Student will Perform Career Planning by scoring an 80% on a written evaluation.

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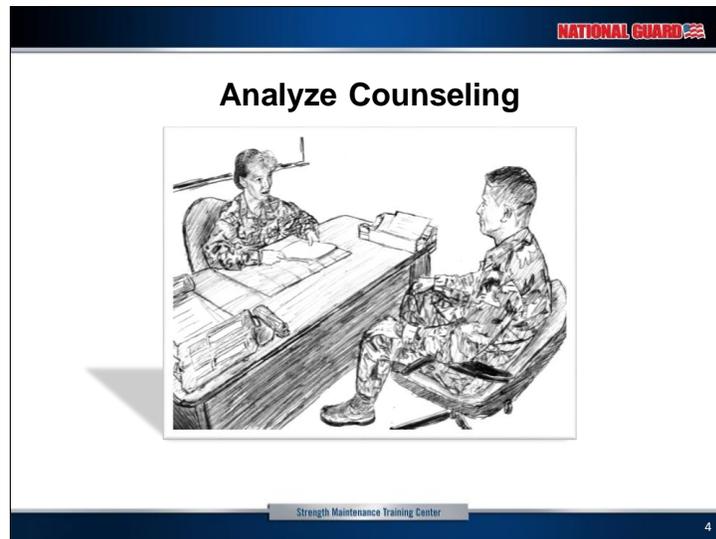
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TLO

**Action** – Perform Career Planning

**Condition** – In a classroom environment with access to all required resources, students will perform career planning.

**Standard** – Student will Perform Career Planning by scoring an 80% on a written evaluation.



## Learning/Step Activity Two – Analyze Counseling

Method of Instruction: Facilitation

Facilitator to Student Ratio: 1:25

Time of Instruction: 1 hour

Media: Power Point

**Note: Facilitate this discussion by using a rocket round approximately a half hour into the lesson, if necessary.**

**SAY:** Everyone should have read ATP 6-22.1, The Counseling Process, prior to this activity.

The Career Development process is an on-going function that begins the day a Soldier enters the ARNG, and continues throughout the Soldier's career. As an RRNCO, you are the counselor for newly enlisted Soldiers beginning with their career in the National Guard.

**Ask:** How many of you have counseled a Soldier before in your career?

Note: Have one or two share their experiences counseling soldiers. Challenges, positive outcomes etc.

**Ask:** What is the Army's most important tool for developing future leaders at every level? ATP 6-22.1, 1-1

**Answer:** Regular Developmental Counseling.

**Read or have student read:** ATP 6-22.1, 1-1

Regular developmental counseling is the Army's most important tool for developing future leaders at every level.

Counseling responsibilities are inherent in leadership. Leaders at all levels must understand the counseling process.

More importantly, Army leaders must understand that effective counseling helps achieve desired goals and effects, manages expectations, and improves the organization. Leaders should emphasize routine counseling to reinforce positive behavior and superior performance. Regular counseling provides leaders with opportunities to:

- Demonstrate genuine interest in subordinates.
- Help subordinates understand their role in accomplishing the unit's mission.
- Acknowledge and reinforce exceptional work or dedication.
- Evaluate subordinates' potential for development.
- Provide subordinates with assistance or resources to address issues or further strengths.
- Empower subordinates to identify and solve issues on their own so they are more self-reliant.
- Identify issues before they become significant problems.
- Identify and pre-empt causes of sub-standard performance.

**Ask:** How has your experience been so far in recruiting when it comes to being counseled?

**Possible Answer:** Negative, NCOIC only counsels on yearly mission, counseling is one sided not a two-way conversation.

**Ask:** What are the three major categories developmental counseling? ATP 6-22.1, 1-3

**Answer:** Event Counseling, Performance counseling, professional growth counseling.

**Say:** While these categories can help organize and focus counseling sessions, they should not be viewed as separate or exhaustive. For example, a counseling session that focuses on resolving an issue may also address improving duty performance. A session focused on performance often includes a discussion on opportunities for professional growth. Regardless of the purpose or topic of the counseling session, leaders should follow a basic format for preparation, execution, and follow-up.

**Ask:** What is event-oriented counseling and give some examples?

**Answer:** Event oriented counseling involves a specific event or situation. For example, specific instances of superior or substandard performance, reception and integration counseling, crisis counseling, referral counseling, promotion counseling, transition counseling, adverse separation counseling.

**Ask:** What is performance counseling and give some examples?

**Answer:** The review of a subordinate's duty performance during a specified period. The leader and subordinate JOINTLY establish performance objectives and clear standards for the next counseling period. The counseling focuses on the subordinate's strengths, areas to improve, and potential.

**Ask:** What is professional growth counseling?

**Answer:** Includes planning for the accomplishment of individual and professional goals.

**Ask:** What do you think are some good qualities and characteristics that a counselor must possess?

**Possible Answer:** Per ATP 6-22.1; flexibility, active listening, respect, purpose, facial expressions, responding, questioning, etc.

**Say:** To be effective, counselors must have these basic counseling skills:

- Active listening
- Responding
- Appropriate questioning

**Ask:** What do we mean by **active listening**?

**Answer:** Active listening implies listening thoughtfully and deliberately to capture the nuances of the subordinate's language. Stay alert for common themes.

**Ask:** What do we mean by **responding**?

**Answer:** A leader responds verbally and nonverbally to show understanding of the subordinate.

Verbal responses consist of summarizing, interpreting, and clarifying the subordinate's message.

Nonverbal responses include eye contact and occasional gestures such as a head nod. A counselor's responses should encourage the subordinate to continue.

**Read about the third skill - Appropriate Questioning.**

Although focused questioning is an important skill, counselors should use it with caution.

During professional growth counseling, leaders should ask open-ended questions to obtain

information or to get the subordinate to think deeper about a particular situation.

Questions

should evoke more than a yes or no answer and not lead toward a specific answer or conclusion.

Well-posed questions deepen understanding, encourage further discussion, and create a constructive

experience. Too many questions can aggravate the power differential between a leader and a subordinate

and place the subordinate in a passive mode.

**Say:** At this time, let's talk about the four-stage counseling process?

**Ask:** Can anyone tell me the four-stage counseling process?

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

**Note:** Have them discuss each stage. (ATP 6-22.1, page 2-4 thru 2-10)

**Ask:** Why do we always think negatively when it comes to the idea of being counseled?

**Possible Answer:** Soldier only gets counseled when in trouble, NCOIC never takes the time to counsel for something positive, etc.

**Note:** At this time, discuss different counseling practices. Below is a list from ATP 6-22.1, para 2-16.

- Determine the subordinate's role in the situation and what has been done to resolve the issue.
- Focus attention on the subordinate. Listen to what is said and how it is said to understand what the subordinate says and feels.
- Encourage the subordinate to take the initiative and speak aloud.
- Remain objective; avoid confirming a subordinate's prejudices.
- Display empathy when discussing the issue. Be receptive to the subordinate's emotions without feeling responsible.
- Ask open-ended questions for relevant information; avoid interrogating the subordinate.
- Listen more and talk less; avoid interrupting.
- Keep personal experiences out of the counseling session.
- Draw conclusions based on all available information, not just the subordinate's statement.
- Enable the subordinate to help himself or herself.
- Know what information to keep confidential and what to present to the chain of command, if necessary.

**Check on Learning :**

**Question:** Name at least one of the counseling skills that was discussed in this lesson?

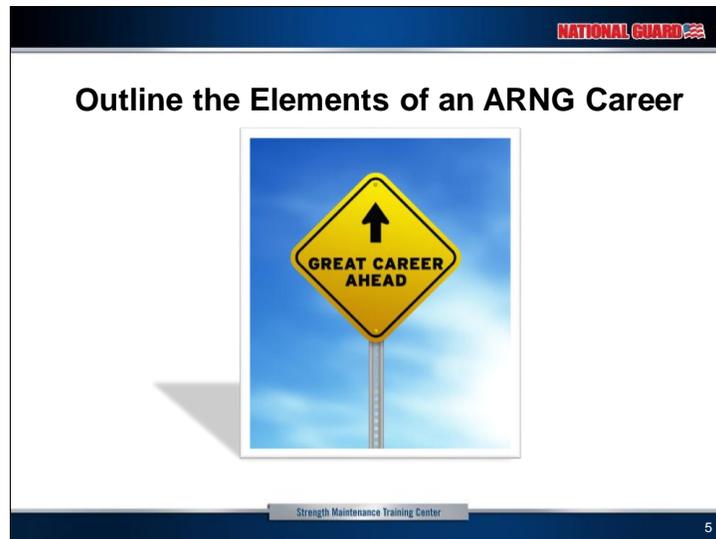
**Answer:** Active listening, responding, appropriate questioning

**Question:**

**Answer:**

**Review Summary:** During this block of instruction, we discussed how to better "Analyze Counseling." At this time, are there any questions?





**Learning/Step Activity One** – Outline the elements of an ARNG career.

Method of Instruction: Facilitation  
Facilitator to Student Ratio: 1:25  
Time of Instruction: 1 hour  
Media: Power Point

**Ask:** What comes to mind when you hear “Career Planning” and “Career Development Program?”  
Possible Answers: Army Career Tracking, NCOPD.

**Ask:** What has been your experience with the career development program in Recruiting and Retention? Positive or Negative and why?  
Possible answers: Will vary but include none, very little, numbers focused (don't worry about your career), one dimensional. (Recruiting only)

**Ask:** How does the unit you support (M-day) differ from your Recruiting Battalion's career development program? Better/worst/ why? Answers will vary.

**Say:** Successful career development includes counseling between the Soldier, the Soldier's Chain of Command, and particularly the Soldier's First Line Leader (FLL). The focus of the counseling is to ensure the Soldier is provided with a career plan that will lead him/her through their career management field (CMF) to higher positions of

responsibility. Career development programs ensure Soldiers are prepared and equipped to compete for promotions.

**Ask:** When mentoring a Soldier on promotion opportunities, what areas would you focus on?

Key Points:

- Military Education
- Weapons Qualification
- Civilian Education
- Awards
- APFT HT/WT
- Diversity of Assignments

**Say:** When counseling your Soldiers quarterly, it is imperative that the counselor possess a basic understanding of the ARNG and current ARNG programs (State and Federal).

**Say:** Now let's look at what the ARNG suggests for the Career Development Program. (Refer students to job aid pdf, page 2.)

**Facilitator note:** Open Job aid and discuss 1 c (1) – (3).

- Clarity of purpose
- Commitment
- Command

**Ask:** Even though career development is a shared responsibility, who do you feel should be more responsible? The leader or the Soldier? Why? Answers will vary.

**Ask:** To what degree does your local command support your career progression and development? How would you improve what currently happens with support?

**Ask:** What should you do to prepare for a career development counseling session?

Key points:

- Personnel Qualification Record (PQR)
- Automated Support Systems (iPerms, SRB)
- Talk with FLLs
- Education level and test scores
- Current rank and RCP (if applicable)
- Military schools (NCOES, Highspeed schools, MOS specific schools)
- Soldiers Personal Life (Marital status, dependents)

**Note:** Refer students to Job Aid (PDF page 3)

**Facilitator Note:** Open Job Aid and discuss 3 a - c.

- a. Integration Phase
- b. Career Development Phase
- c. Sustainment Phase

**Ask:** Why is it important to execute integration counseling in a timely manner?

Possible Answers: Sets the standard, reduces turbulence, welcomes the Soldier, etc.

**Ask:** Which of the three phases of Career Counseling do you feel is the most important? Why?

**Note:** Refer students to Job Aid (PDF page 3-6)

**Facilitator Note:** Open Job Aid and discuss Minimum Career Counseling Requirements PDF page 3-6. Focus on Time of Counseling, Type of Counseling, and Counseling Guidance for each counseling session.

**Check on Learning:**

Q: When a Soldier is one 22 days away from ETS, who conducts the counseling?

A: BN CSM

Reference: Job Aid PDF page 6

Q: How often should a Soldier (SSG and below) be counseled for Career Development?

A: Annually

Reference: Job Aid PDF page 4

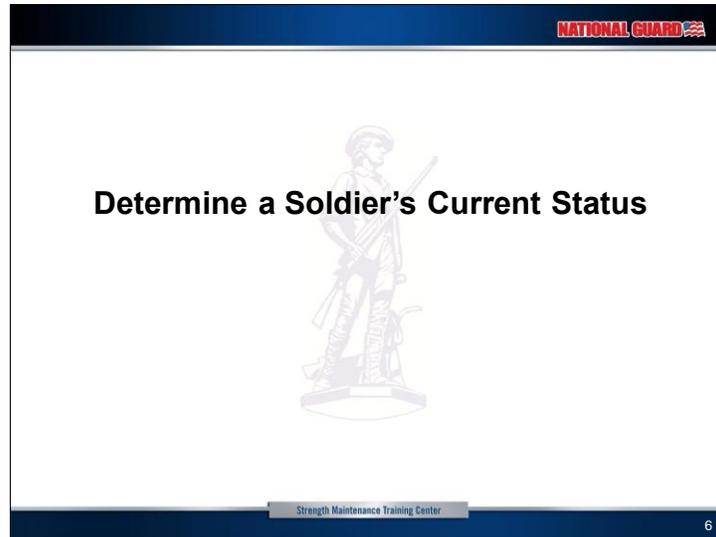
Q: What are the three phases of the ARNG Career Counseling System?

A: Integration, Career Development, Sustainment

Reference: Job Aid PDF page 3 3 a-c

**Review Summary:**

During this block of instruction we have outlined the elements of an ARNG career development program. What are your questions?



**Learning/Step Activity Two** – Determine a Soldier's current status.

Method of Instruction: Facilitation  
Facilitator to Student Ratio: 1:25  
Time of Instruction: 30 minutes  
Media: Power Point

**Ask:** What are some key points that would assist in determining a Soldier's current status?

**Facilitator Note:** Make sure to cover each key point listed below.

- a. Soldier's age
- b. ETS (how far away)
- c. Service Times (PEBD, Years for Retirement, Pay Grade, TIS, TIG, are they eligible for promotion)
- d. Education (Civilian, NCOES, Correspondence Courses, MOS Qualifications)

**Ask:** What can a Soldier do to set themselves apart from their peers in Military Education?

**Possible Answers:** Exceed Course Standards, Honor Grad, High PT, Awards at any school, etc.

- e. APFT HT/WT (Profile)

**Ask:** In recruiting it is hard to plan time to maintain physical fitness, but how important is it for career development?

**Possible Answers:** FLAGG, PT Badge, NCOER comments (positive or negative), etc.  
f. Test Scores (ASVAB)

**Ask:** Why would test scores be a factor for career development?

**Possible Answers:** School opportunities, Officer, WOC

g. Awards

h. Incentive Status

i. OML Status

j. Community Involvement

k. 4100 (If SSG or below)

Next slide.



**Breakout**

Develop a plan for short-term, mid-term, and long-term goals for a Soldier's career development.



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7

**Learning/Step Activity Three** – Assist a Soldier in determining general, short-term, mid-term, and long-term military goals.

Method of Instruction: Facilitation

Facilitator to Student Ratio: 1:25

Time of Instruction: 1 hour

Media: Power Point

**Say:** After you have done your research and planned your approach, you will assist the Soldier in developing short-term, mid-term, and long-term goals.

**Group Break-Out:**

- Break up into assigned groups.

2. Your group will develop what you think would be good plan for short-term, mid-term, and long-term goals for a Soldier and their career development. Also, what factors could possibly change or effect their plan or goals they set?

3. You will have 15 minutes to discuss in your groups and 5 minutes to present your results to the class. The results must be posted on the flipchart paper.

**Short-Term:**

Possible Answers: Improve PT, Complete Correspondence Course, Request Military Training, CLEP/DANTES, etc. Allow students to answer and explain.

**Mid-Term:**

Possible Answers: Enroll/Continue College, Ask for more responsibility at RSP, etc.  
Allow students to answer and explain.

**Long-Term:**

Possible Answers: Team Leader/Station Commander, Attend NCOES, Top Recruiter, 100% ship rate, MEPS GC, Title 10, etc.

Possible Factors that could change or alter their goals:

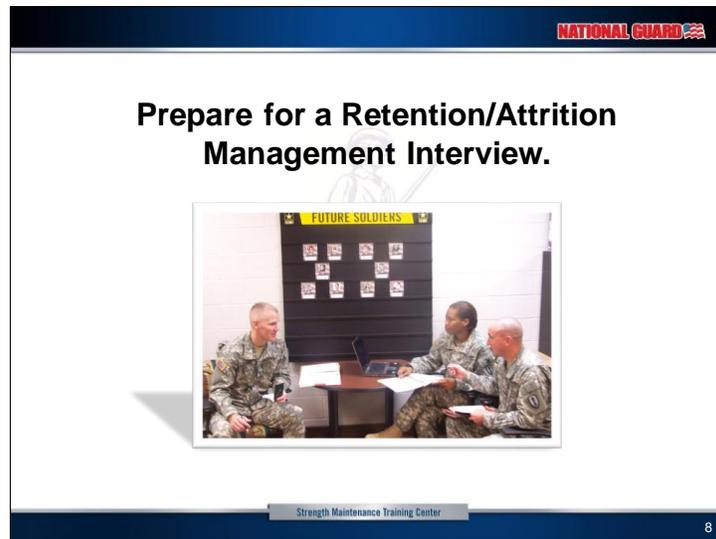
Budget Cuts, Family Changes, Personal Changes (Injury), movement for promotion, disciplinary actions (speeding, investigations, improprieties), etc.

**Check on Learning:**

Q: Why is important to have goals in the military and your current job?

A: A good leader must be proactive not reactive.

Always planning ahead and preparing for the next rank or level of responsibility.



### **Learning/Step Activity Five – Prepare for a Retention/Attrition Management Interview.**

Method of Instruction: Facilitator

Facilitator to Student Ratio: 1:25

Time of Instruction: 30 minutes

Media: Power Point

**NOTE:** Facilitate a group discussion with the following questions:

1. What are some of the differences between Retention Interview and an Attrition Interview?

**Possible answers:** An attrition interview could occur at any time during the Soldiers contractual time. Retention Interviews typically happen during the last 12 months of a Soldiers contract. Other answers will vary.

2. What are some issues you are experiencing Attrition Management wise in your Units/RSP? How are you handling these issues? Does it differ between RSP and the Unit?

**Possible answers:** Answers will vary

3. What are some issues you are experiencing Retention wise in your Units? How are you handling these issues?

**Possible answers:** Answers will vary

4. How is preparation different for interviews between Retention and Attrition Management?

**Possible Answers:** Attrition Interviews can happen unexpected, and require help from outside agencies. Example could be requesting help from a Chaplain, counselor, or financial advisor. The main point is you have to be prepared and give the Soldier the best service possible. Allow other students to give their point of view and ideas.

5. How are the approaches to interviewing different between Attrition Management and Retention?

**Possible answers:** Most of the time you want the Soldier doing most of the talking so you can gain a good understanding of the Soldiers motivators and values. The combined or not-direct approach typically works best. Allow other students to give their point of view and ideas.

6. What are some similarities to the interview process with Attrition Management and Retention?

**Possible Answers:** The main thing to remember is that both cases require you to talk with the Soldier and determine the best course of action. Every case is going to be different but a Soldier with an Attrition issue usually has a problem that you must help provide a solution for. Soldier care is very important during both interviews. Allow other students to give their point of view and ideas.

**Check on Learning:**

Q: Which type of interview typically happens during the last 12 months of a Soldiers contract?

A: Retention Interview



## Learning/Step Activity Six – Conduct the Interview

Method of Instruction:

Facilitator to Student Ratio: 1:25

Time of Instruction: 20 minutes

Media: Power Point

**NOTE:** Refer Students to CCS Skill Guide Card to follow along.

### 1. Build Trust

#### (a) Establish Rapport

- (1) Use nonverbal skills (eye contact, body language, etc.)
- (2) Use verbal skills (volume, pitch, inflection, and enunciation)
- (3) Monitor surrounding

#### (b) Listen Actively

- (1) Confirm (Restate your understanding of interviewee's statements)
- (2) Acknowledge (Simple acknowledging the interviewee's statement was received)
- (3) Clarify (Ask questions to further understand)

#### (c) Address concerns (if presented)

- (1) Ask questions (to understand)
- (2) Acknowledge
- (3) Answer honestly

2. Open
  - (a) Greet (ID/ARNG)
  - (b) Set Agenda (what/why/time)
  - (c) Check for acceptance
  - (d) Review eligibility with Soldier
3. Discuss and present
  - (a) Ask targeted questions
    - (1) Use open and closed questions
    - (2) Uncover motivators and values; THE TEAMS
  - (b) Present targeted solutions
    - (1) Link relevant ARNG features that benefit the interviewee
    - (2) Explain benefits and how they work/impact the interviewee
  - (c) Check for acceptance
    - (1) If no acceptance repeat step (c (1) above) as necessary to receive acceptance
    - (2) Confirm interviewee understands, answer any additional questions, and proceed to close
4. Close
  - (1) Restate previous discussed benefits
  - (2) State next logical steps
  - (3) Ask for commitment
  - (4) Ask for referrals
5. Follow up

**- Demonstration -**

Choose one of the students or a staff member to act as a Soldier.  
The Soldier will be given the following information to assist with the interview:

Soldier has been in for 6 years, they are an E-5, has been deployed twice. Always volunteers for any schools and training that is considered "high-speed". Soldier won NCO of the year for their battalion last year. Soldier is thinking about trying to go active duty.

**Motivator:** Wants more "High-Speed" training and schools.

**Value:** Wants to be "combat ready" at a moment's notice for their unit.

**Concern:** Feels that the Guard isn't deploying too much anymore and budget cuts will hinder them from training and schools.

**NOTE:** Using your professional experience and judgment; discuss the current features that will benefit the Soldier.

**NOTE:** Handle the concern per the skill steps and cover all areas of the Interview conversation from the beginning to the end.

**NOTE:** The students may raise questions during the interview to clarify their understanding of the process or applications. Allow questions to once again clarify misunderstandings.

**NOTE:** Facilitate a group discussion from the following questions:

1. What went well with the interview process?

Possible Answers: Answers will vary

2. What could have went better with the interview process?

Possible Answers: Answers will vary

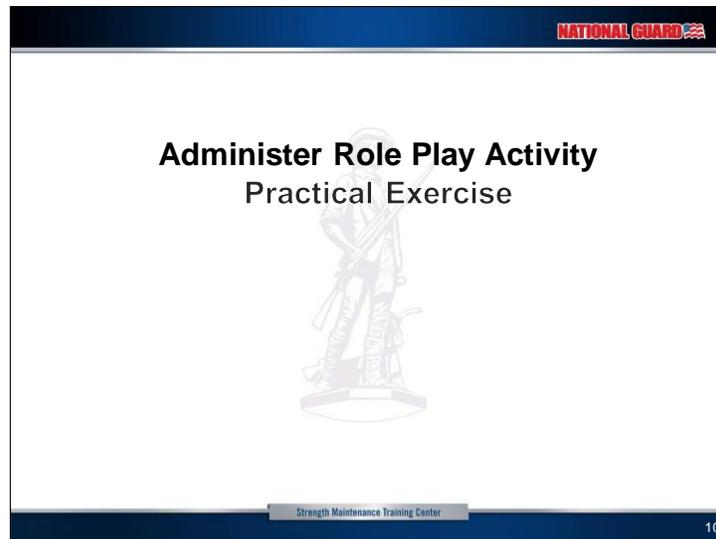
3. Did the interviewer properly handle the concern and come up with an effective alternative plan?

Possible Answers: Answers will vary

**Check on Learning:**

Q: When establishing rapport in an interview, what are some examples of non-verbal skills?

A: eye contact, body language



### **Learning/Step Activity Seven – Administer Role Play Activity**

Method of Instruction: Practical Exercise

Facilitator to Student Ratio: 1:25

Time of Instruction: 2 hours

Media: Power Point

**NOTE:** Break students into groups of two: Interviewer and Interviewee. Group will role play three different scenarios, switching roles inside their group with each different scenario.

**Instructions:** As two of the students are performing the roles of being the interviewer and interviewee, the videographer will record the session.

At the end of each interview, the group will review the film together and give constructive feedback to the person performing the role of the Interviewer. Remind them to keep in mind to assess both verbal and nonverbal skills.

**NOTE:** Cover the rubric in its entirety and make sure every student understands how they will be evaluated. Explain what day this performance evaluation will be conducted IAW the training schedule and course syllabus.

**Review Summary:** During this block of instruction, we discussed “Career Planning.” At this time, are there any questions?





## 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.

What are some of the counseling skills that would benefit you while Career Planning?

What are some topics you should discuss while doing a Professional Growth Counseling?

## 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.



**NATIONAL GUARD** 

**Review**



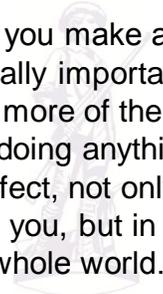
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12



“The decisions you make about your work life are especially important, since most people spend more of their waking lives working than doing anything else. Your choices will affect, not only yourself and those closet to you, but in some way the whole world.”

*~ Laurence G. Boldt*



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13