U.S. ARMY FORCES COMMAND

LEADER'S GUIDE TO SOLDIER DEVELOPMENT

APR 2024 v26

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Leader development is fundamental to our Army—leader development is the deliberate, continuous, sequential, and progressive process—founded in Army values—that grows Soldiers and Army Civilians into competent and confident leaders capable of decisive action. - FM 6-22

U.S. Army Forces Command

MISSION
U.S. Army Forces Command (FORSCOM) trains and prepares a combat ready, globally responsive Total Force in order to build and sustain readiness to meet Combatant Command requirements.

VISION
FORSCOM produces combat ready and globally responsive Total Army Forces that are well led, disciplined, trained, and expeditionary...ready now to deploy and win in Large Scale Combat Operations against near-peer threats.

1. People
   a. Strengthen Leader Development
   b. Care for Soldiers, and Families
2. Readiness
   a. Deliver Decisive Total Army Readiness
   b. Master the Fundamentals
3. Modernization
   a. Empower and Execute Reform
   b. Inform and Implement the Future Force

Winning Matters: Operationalizing Warfighting Readiness

U.S. Army Forces Command trains and prepares a combat ready, globally responsive Total Force in order to build and sustain readiness to meet Combatant Command requirements.

Win Trust & Empower Leaders

Instill a Holistic Warrior Ethos

Set Conditions for Engaged Leadership

Stabilize Leaders Through Unit Employment

Build Mission-Focused Quality of Life

Win the First Fight

Position DIVs as Principal Tactical Warfighting Formations

Train BNs/BDEs to Synchronize WFFs in LSCO

Maintain Mastery and Reinforce Army Standards

Build and Employ Readiness for Purpose

WARFIGHTING
THE REASON WE EXIST

Win Trust and Empower Leaders
Win the First Fight
Win the Future Fight
Win as a Balanced Total Army
Joint
Interoperable
Multinational

Win the Future Fight

Build Warfighting Advantages

Implement ReARMM and Sync with Talent Management

Incorporate Deployment and Collective Training Lessons-Learned

Optimize Resources to Re-invest in Modernization & Infrastructure

Win as a Balanced Total Army

Build Multi-COMPO Interoperability

Rebalance AC/RC Force Structure for LSCO

Capitalize on ARNG & USAR Strategic Depth and Operational Capability

Vision: Combat ready and globally responsive Total Army Forces are well-led, disciplined, trained, and expeditionary … ready _now_ to deploy and win in Large Scale Combat Operations against near-peer threats.

This guide was written for YOU – The Soldier and Leader!
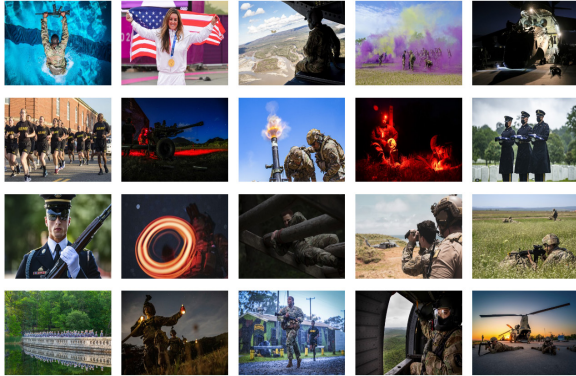
This guide provides you with doctrinal information, methods, tools, and relevant resources, with associated best practices to help you establish better relationships with your Soldiers, conduct effective counseling, and produce cohesive teams.

This guide will provide the FORSCOM Commanding General's top priorities so you will know what is important to the leadership and how strengthening leader development is critical to the force. You will then be shown attributes and competencies that will move the needle in your growth as a leader. In Get to Know Your Soldier, tools for asking those important hard questions that point to indicators are provided. Losses and wins affect you and your Soldiers. In the section, Team Building, you will find the key critical components that provide cohesive and effective teams that you can implement now.

Counseling provides numerous opportunities to communicate and shape your team. It also comes in many different ways. The Counseling Enhancement Tool provides you a-way to effectively counsel and provides a counseling packet checklist to follow. You will be taken next to the Risk Mitigation Resources that are proven tools to help get left of boom by providing you links as well as checklists to help mitigate risk and protect your Soldiers.

Finally, you will find the References and Resources page that will provide the FORSCOM Commanding General's Initial Counseling and the manuals sited in this guide.

This guide will give you the tools to help you establish better relationships, guide you in effective counseling, and produce cohesive teams. WIN!

TENETS OF LEADER DEVELOPMENT

Tenets of Army Leader Development provide the essential principles that have made the Army successful at developing its leaders. The tenets also provide a backdrop for the Army principles of unit training (see FM 7-0). The overarching tenets of Army leader development are:

- Strong commitment by the Army, superiors, and individuals to leader development.
- Clear purpose for what, when, and how to develop leadership.
- Supportive relationships and culture of learning.
- Three mutually supportive domains (institutional, operational, and self-development) that enable education, training, and experience.
- Providing, accepting, and acting upon candid assessment and feedback.

The Army Leader Development Model, founded in doctrinal products (see DA PAM 350-58/FM 6-22), portrays the interaction among three separate but over-lapping training domains (operational, institutional, and self-development) that must be synchronized in order to achieve the goal of trained Soldiers, Army Civilians, leaders, and ready units (AR 350-1, 2017).
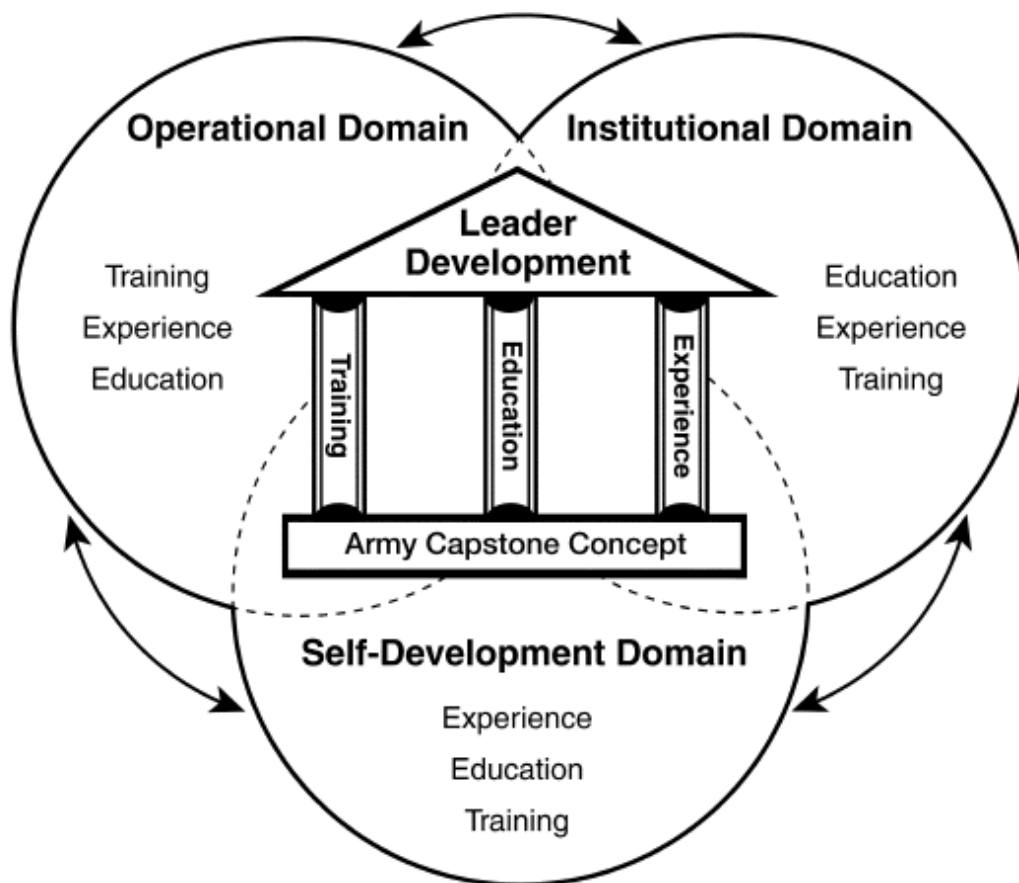
Figure 1–1. Army's Leader Development Model

LEADER REQUIREMENTS MODEL

The leadership requirements model is grounded in historical experience and determinations of what works best of the Army. Army research supports the model's completeness and validity. The model identifies core competencies and attributes applicable to all types and echelons of Army organizations. The model conveys expectations and establishes the capabilities needed of all Army leaders regardless of rank, grade, or attire. Collectively, the leadership requirements model is a significant contributor to individual and unit readiness and effectiveness.

As a common leadership model for the Army, the leadership requirements model aligns expectations with leader development activities and personnel management practices and systems. Understanding the expectations and applying the attributes and competencies prepares leaders for the situations they are most likely to encounter. The model informs leaders of the enduring capabilities needed regardless of echelon, mission or assignment. All model components are interrelated and relate to the Department of Defense (DOD) Civilian leader development framework found in DODI 1430.16.

The model's components center on what a leader is (attributes - BE and KNOW) and what a leader does (competencies - DO). A leader's character, presence and intellect enable them to apply the core leader competencies and enhance their proficiency. Leaders who gain expertise through operational assignments, institutional learning, and self-development will be versatile enough to adapt to most situations and grow into greater responsibilities. ADP 6-22, Figure 1-3 illustrates the framework.

Figure 1-3. The Army leadership requirements model

ADP 6-22
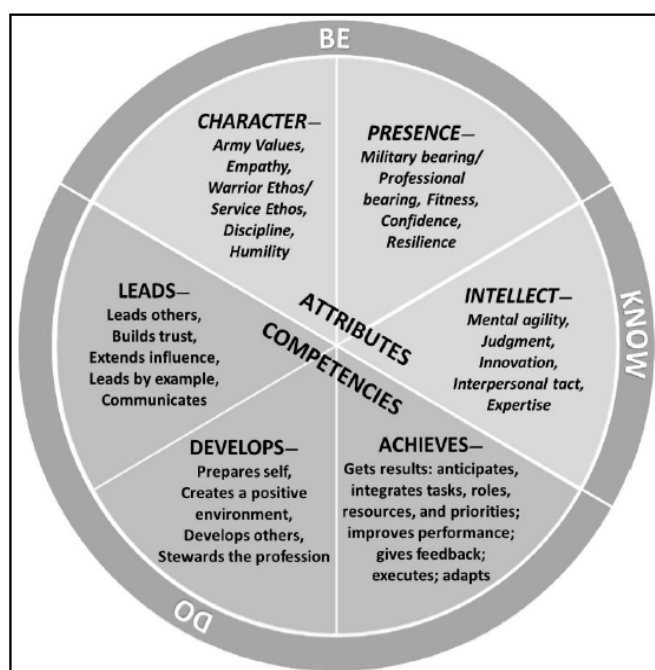
A major distinction between the attributes and competencies of the leadership requirements model is that competencies are skills that can be trained and developed. Attributes also encompass enduring personal characteristics. These are molded through experience over time. A Soldier can be trained to be an effective machine gunner, but may not necessarily be a brace machine gunner without additional experience. Every educational, operational, and self-development event is an opportunity for observation, feedback, and reflection.

GET TO KNOW YOUR SOLDIER

First-line supervisors serve a pivotal role in Soldier development; they engage and observe their Soldiers and are the first to identify indicators of both risk and opportunities for growth. It is the First-line supervisor's responsibility to make an assessment of any indicators they identify and make a recommendation to the chain of command on a course of action. To do so, first line supervisors incorporate observations, review administrative data, assess on and off-duty activities, and personally engage every Soldier.

The first-line supervisor must build mutual trust between them and their Soldiers, only then will they truly know their Soldiers in enough detail to be proactive. They are responsible for asking the tough questions and engaging in those critical conversations. We must move the conversation beyond a list of demographic data points. The following questions are examples of the level of detail required to be proactive in identifying an underlying risk indicator:

- "What losses have occurred recently in your family and friends? How do you think it affects you?"
- "What event sparked your last negative counseling?"
- "How is your relationship with your spouse?"
- "How are your finances? Are you willing to share that information with me?

While the first-line leader will trust that the Soldier is providing honest and forthright answers, they must verify those answers through the use of available tools at echelon. Failing to do so puts the Soldier at risk and could result in a discipline failure or serious incident. Engaging with the Soldiers, peers, and battles will also help provide information that the Soldier may have been reluctant to discuss. We owe it to our Soldiers to show them we care about them and that they are part of the team by asking the hard questions and developing a plan of action to help them.

DEMOGRAPHICS:
- Family
- Where they live
- Transportation / vehicles / motorcycles
- Where family lives (geographic bachelor? closest support?)
- What are their hobbies (POW, skydiving, cars)
- Deployment history

What's in your Soldier's Ruck?

LOSS
ANXIETY
Depression
PTSD
FAMILY
Work Stress APFT Failure
Financial Issues
Relationships
LEGAL ISSUES
Suicidal Thoughts
Sleep Problems
SUBSTANCE ABUSE
SA/SH Victim
Transition
INJURIES
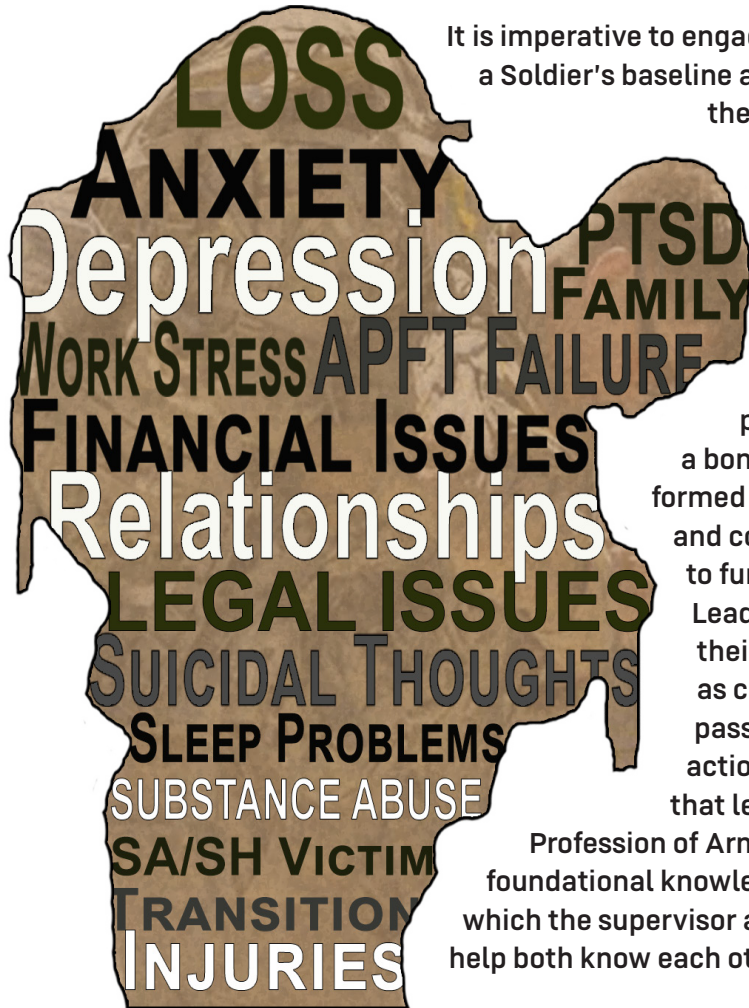
It is imperative to engage with your Soldier's regularly. To be able to understand a Soldier's baseline and detect change is imperative to mitigate Soldier risk as they begin to reach crisis. We must take a holistic approach to understanding risk. What stressors are in the Soldier's ruck, both personal and professional. Equally as important, what coping skills is the Soldier equipped with and what protective factors are present? How can we better assess the human dimension of our Soldiers?

Trust is a key ingredient to all effective alliances, particularly within the profession of Arms. Trust facilitates a bond between Soldiers, leaders and the Army. Building trust is formed on the bedrock of mutual respect, shared understanding, and common experiences. In order for teams and organizations to function at the highest level, a climate of trust needs to exist. Leaders create a climate of trust by displaying consistency in their actions, and through relationship-building behaviors such as coaching, counseling, and mentoring. Fostering trust is not a passive exercise. Leaders build trust in their Soldiers by taking actions that promotes trust. When a leader mentors effectively, that leader sends a clear message: I trust you to continue the Profession of Arms. A very effective way that helps establish trust and foundational knowledge is the "informal approach to initial counseling" in which the supervisor and the Soldier will talk about personal things that will help both know each other and build unit cohesion.

https://cal.army.mil/

TEAM BUILDING

Teams are the building blocks for our Army's formations. It starts with the buddy system team where two individuals support each other in all environments, to groups brought together for organizational requirements or a specific goal. These teams are responsible for accomplishing all of the Army's tasks, objectives, and missions. Trust is what binds teams together. Building teams that are cohesive, trained, disciplined, and fit create an environment where harmful behaviors are less likely to manifest. Cohesive teams are not built overnight and require engaged leadership to reach and maintain a high level of performance.

Hallmarks of high performing cohesive teams include the following:
- Trusting each other and working together to accomplish the mission
- Executing tasks thoroughly and quickly
- Meeting and exceeding standards
- Adapting to demanding challenges
- Learning from their experiences and developing pride in accomplishments

Team Development Stages:

Most teams will progress through three development stages: formation, enrichment, and sustainment.
This process is a cycle that will continue as new members join the team and other members leave the team.

Formation:

This is where the team is established to provide a specific goal, or a new member joins the team. This is a turbulent time for the team as relationships are being established. The team leader needs to set clear goals, standards, and the team's vision. Reception occurs when a new member is assigned to the team. A member of the team is assigned as the sponsor and reaches out to the new member. Orientation begins when the new member arrives to the unit and are integrated into the team. Soldiers that feel part of the team, up front, will be more committed to achieving team objectives.
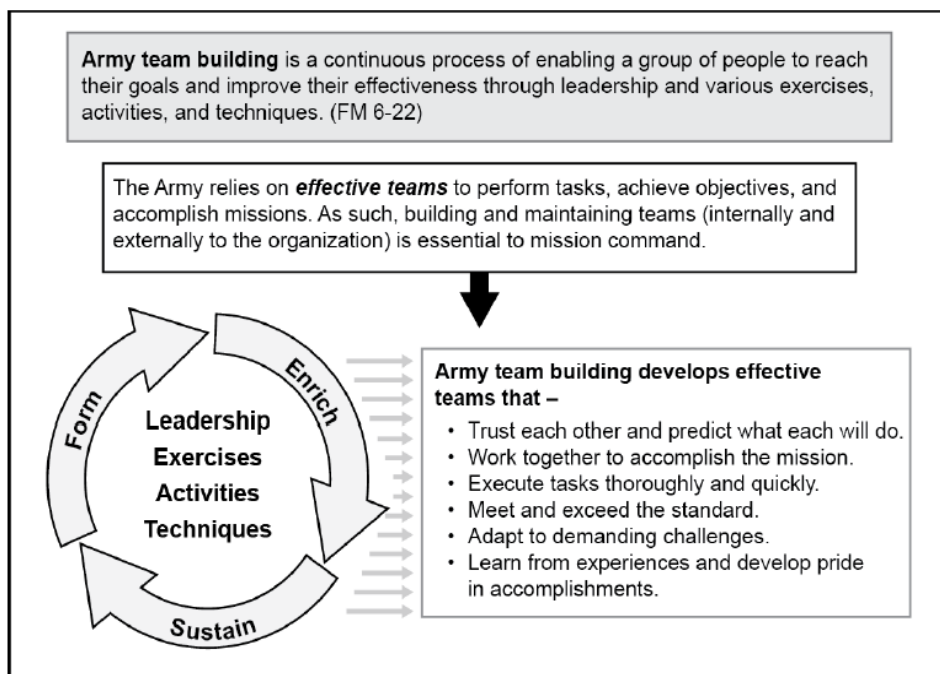
Figure 1-1. Army team building process

ATP 6-22.6

Enrichment:
During this stage, members of the team become more familiar with each other. This phase focuses on strengthening the relationships in the team and building a culture of trust. Team members that trust each other are more likely to work on achieving team goals rather than working on individual needs. As the team accomplishes missions, confidence will increase.

Sustainment:
In this stage, the team takes ownership of what is expected and can achieve goals with little to no supervision. They are proud to be part of the team and what it can achieve. Members trust in each other and will overcome challenges to accomplish the mission.

Counseling Enhancement Tool (A Way)

Background: NCOs play an important role in the professional development of junior enlisted Soldiers. They do this by training, educating, and counseling Soldiers to improve performance of present and future duties in accordance with the Army Ethic. To support NCOs in this task, the Counseling Enhancement Tool (CET) (piloted as the Soldier and Leader Development Tool) was designed to assist NCOs in having quality conversations with Soldiers that promote the professional development of junior NCOs during the performance counseling process. The CET provides guidance for interactive, collaborative, two-way conversations about Soldier development for the purpose of improving performance.

The CET is based on motivational training, which is a collaborative, goal-oriented style of communication designed to strengthen personal motivation for, and commitment to goals by eliciting and exploring the person's own reasons for change. The Talk Like a Leader (TLaL), an empirically supported communication skills training developed for Army NCOs, provides skill-based training that supports the CET.

Purpose: The CET was designed to aid leaders in fostering an open dialogue between themselves and their subordinates regarding the developmental progress of the subordinate. The tool is not intended to make evaluative decision, but rather maximize existing opportunities for NCOs and their Soldiers to share their observations, discuss expectations, and develop collaborative plans to increase goal attainment.

General Overview: The **CET provides seven topic areas**, gleaned from doctrine and research, relevant to all junior enlisted Soldiers. These topics should be considered a minimum for developmental counseling, rather than an exhaustive list of potential topics. There may be other areas that you and your Soldiers need to discuss regarding development and these should be added to this discussion. **The CET consists of two parts: a Soldier Form and a Leader Form.** The Soldier Form is designed to prepare junior enlisted Soldiers for the performance counseling by engaging in self-evaluation exercises. The Leader Form prompts for the NCO to walk through a conversation about developmental counseling with the Soldier. Both forms included embedded instructions in the interactive PDF form. **Each form also includes the same seven focus areas to be discussed: Tactical and Technical Proficiency; Communicated Effectively; Exhibits Personal Discipline; Contributes to the Team; Exhibits Fitness, Military Bearing and Appearance; and Manages Personal Matters.**

Counseling Enhancement Tool Procedures and Forms: https://www.milsuite.mil/book/docs/DOC-1120201

Counseling Process - Overview

Counseling is the process used by leaders to review with a subordinate the subordinate's demonstrated performance and potential. Counseling, one of the most important leadership and professional development responsibilities, enables Army leaders to help Soldiers and Army Civilians become more capable, resilient, satisfied, and better prepared for current and future responsibilities.

Counseling is required of leaders and occurs at prescribed times. The related developmental processes of coaching and mentoring are done voluntarily. The Army's future and the legacy of today's Army leaders' rests on the shoulders of those they help prepare for greater responsibility.

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.

Regardless of the purpose or topic of the counseling session, leaders should follow a basic format for preparation, execution, and follow-up. DA Form 4856 (Developmental Counseling Form) provides a useful framework to prepare for counseling. It helps organize the relevant issues to discuss during counseling sessions.

https://armypubs.army.mil/ProductMaps/PubForm/Details.aspx?PUB_ID=1026753

This is very important, we have to know each other and we have to know our Soldiers.

-- CSM Todd Sims

Counseling Process- The 4 Stages

The developmental counseling form (DA 4856) is categorized by the purpose of the session. Understanding the purpose, stages and types of counseling enables the leader to adapt the counseling session to the individual subordinate's needs in order to achieve desired outcomes and manage expectations. Counseling is not a one-size-fits-all endeavor; it is a shared effort between the leader and subordinate.

The Four Stages of Counseling Process:

1. **Identify the need for counseling:**
   - Why?
   - Follow Up?
   - Quarterly?
   - Event Oriented?

2. **Prepare for Counseling:**
   - Select a suitable place
   - Schedule time - notify the subordinate well in advance
   - Outline the components of the counseling session
   - Organize information and draft a plan of action
   - Plan the counseling strategy
   - Establish the right atmosphere

3. **Conduct the Counseling Session:**
   - Open the Session
   - Discuss the issues
   - Develop a plan of action
   - Record a close the session

4. **Follow Up:**

   The counseling session does not end with the initial sessions. It continues throughout the implementation of the plan of action.

DEVELOPMENTAL COUNSELING FORM
For use of this form, see ATP 6-22.1; the proponent agency is TRADOC.

PRIVACY ACT STATEMENT

AUTHORITY: 5 USC 301, Departmental Regulations, 10 USC 3013, Secretary of the Army.

PRINCIPAL PURPOSE: These records are created and maintained to manage the member's Army and Army National Guard service effectively, to document historically a member's military service, and safeguard the rights of the member and the Army.

NOTE: For additional information, see the System of Records Notice A0600-8-104b AHRC, https://dpcld.defense.gov/Privacy/SORNsIndex/DOD-wide-SORN-Article-View/Article/570051/a0600-8-104b-ahrc/.

ROUTINE USE(S): There are no specific routine uses anticipated for this form; however, it may be subject to a number of proper and necessary routine uses identified in the system of records notice specified in the purpose statement above.

DISCLOSURE: Disclosure is voluntary.

PART I - ADMINISTRATIVE DATA

Name (Last, First, MI)	Rank/Grade	Date of Counseling

Organization	Name and Title of Counselor

PART II - BACKGROUND INFORMATION

Purpose of Counseling: *(Leader states the reason for the counseling, e.g. Performance/Professional/Event-Oriented counseling, and include the leader's facts and observations prior to the counseling.)*

Approach: ☐ Non Directive   ☐ Combined   ☐ Directive

Type of Counseling: ☐ General Form   ☐ Professional Growth   ☑ Performance   ☐ Event Oriented

Purpose: To review the duty performance during a specified period (monthly, quarterly, other _____); to establish performance objectives and clear standards for the next counseling period; and to identify strengths, areas to improve, and potential.

Training Data: ACFT ____ Score: ____   Weapons Qual ____ Type: ____ Score: ____   DLC Status: ____
GT Score: ____   HT: ____ / WT: ____   ESB/EIB/EFMB ☐ Yes ☐ No

PART III - SUMMARY OF COUNSELING
Complete this section during or immediately subsequent to counseling.

Key Points Discussion:

Both the Soldier and leader will review the Soldier's duty performance.

Key Point 1 - Exhibited Army Values:

Key Point 2 - Technical and Tactical Proficiency:

Key Point 3 - Communicated Effectively:

Key Point 4 - Exhibited Effort:

Key Point 5 - Exhibited Personal Discipline:

Key Point 6 - Contributed to the Team:

Key Point 7 - Exhibited Fitness, Military Bearing, and Appearance:

Key Point 8 - Balanced Personal and Work Obligations:

OTHER INSTRUCTIONS

This form will be destroyed upon: reassignment *(other than rehabilitative transfers)*, separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

DA FORM 4856, MAR 2023
PREVIOUS EDITIONS ARE OBSOLETE.

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TYPES OF COUNSELING

1. EVENT-ORIENTED COUNSELING

Event-oriented counseling involves a specific event or situation. Below is an example of event counseling:
Reception and Integration Counseling: Within 24 hours of arrival to a new unit, Soldiers receive a reception and integration counseling. The reception and integration counseling serves two purposes:
- It identifies and helps alleviate any issues or concerns that new member may have, including any issues resulting from the new duty location.
- It familiarizes new team members with organizational standards, roles, and assignments.

2. PERFORMANCE-ORIENTED COUNSELING

Performance-oriented counseling is a review of a subordinate's duty performance during a specified period. The leader and the 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 provides guidance on how subordinates can improve their performance.
- Performance-oriented and professional growth counseling are routinely conducted together and are commonly referred to as "monthly counseling." Performance/Professional growth counseling is conducted monthly for E-1 to E-4 and quarterly for NCOs and Officers.

3. DEVELOPMENTAL COUNSELING

Regular developmental counseling is the Army's most important tool for developing future leaders. 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.
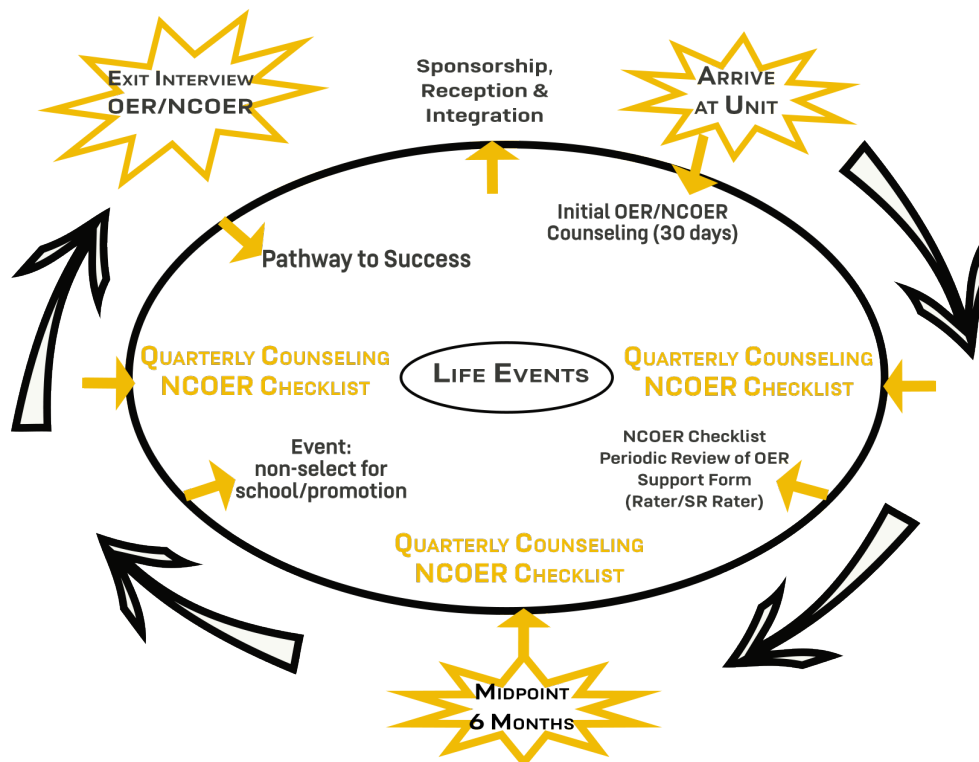
Prior to the actual counseling session, a leader must prepare in several ways. First, the leader should have the necessary documents physically available for reference.

These documents include: Comprehensive Counseling Packet, the Soldier Profile Card, and counseling aids (Counseling Guide, FM 6-22, U.S. Army Soldier Leader Risk Reduction Tool (SLRRT)).

The leader must be intimately familiar with these documents, drawing preliminary connections and developing questions.

https://www.milsuite.mil/book/docs/DOC-1120487

PREPARATION

The leader determines the time and location of counseling, and uses the unit training calendar to protect time designated for counseling. The time and location reflect the mood the leader intends to create, such as disciplinary counseling conducted before the duty day in an office or goal setting over lunch. A leader should determine a deliberate strategy or road map for how they want the counseling to progress, such as a direct or in-direct approach.

A counseling session should rarely be a one-way conversation from the leader to the Soldier, but rather an opportunity for the leader to learn and understand the Soldier through a two-way dialogue. Therefore, the Soldier should do most of the talking and the leader to merely prompt. Regardless of the strategy or techniques used, the qualities of a good leader remain unchanged: display respect for the Soldier, self-awareness, cultural awareness, empathy, and credibility.

Every counseling session includes a risk mitigation pillar and a growth pillar. Typically, counseling for a high-risk Soldier includes a larger risk mitigation pillar and counseling for a low-risk Soldier focuses more on growth. Eye contact, a body posture that reflects the desired mood, and non-verbal recognition cues, together known as active listening, are instrumental in any counseling session. Note taking is critical to capture the discussion for future reference.

Generally, a good counseling session follows this format:
1. Open the session with a clear purpose statement;
2. Discuss the identified issues;
3. Develop a plan of action together, including leader responsibilities and assessment criteria; and
4. Close the session by summarizing the key points and ensuring the subordinate understands what was discussed and agrees to the plan of action.

Should the leader identify any risk indicators that require immediate attention (e.g. suicidal thoughts), they should deviate from the counseling plan and conduct immediate mitigation using related and available resources (e.g. chaplain, behavioral health).

If the Soldier makes statements that could be criminally/administratively self-incriminating, the leader must halt the session, inform them of the offense for which they are now suspected and advise the Soldier of their Article 31 Rights in accordance with DA Form 3881.

The Army Career Tracker on the Soldier's personal Army Training Network "My Training Dashboard" page can assist both the Soldier and the leader in achieving personal and professional goals.

Project ATHENA Leader Self-Development Tool will allow you to create your own developmental plan: https://cal.army.mil/Athena/sd-tool/#/

https://atn.army.mil/

The Comprehensive Counseling Packet detailed below is the 1st Infantry Division and Fort Riley standard for counseling packets. The packet consists of a counseling packet folder with two inserts, and six sections. Each section, numbered from front to back, will consist of the below specified items at a minimum. Subordinate members of the NCO chain of support can add to the comprehensive counseling packet, but they should keep in mind that the intent is a quick reference of the major documents that help explain a Soldier's life and not a book that details everything a Soldier does or fails to do.

Section 1: Personal Information
❑ Soldiers Privacy Act Statement
❑ CSM Counseling Folder Standards
❑ Personal Data Sheet
❑ ERB/ORB
❑ LES
❑ DD-93 (Record of Emergency Data)
❑ SGLV
❑ Profile*
❑ Family Care Plan*
❑ EFMP*
❑ Strip map to quarters

Section 2: Professional Development
❑ Personal Goal Sheet
❑ Professional Development Model by MOS
❑ Criteria for Promotion
❑ DA-3355 (Promotion Point Worksheet)
❑ DA-3595-R (Record Fire Scorecard)
❑ DA-705 (APFT Scorecard)
❑ DA-5500 (Body Fat Content Worksheet)*

Section 3: NCOER/Developmental Counseling
❑ DA-4856 (Integration & Reception Counseling)
❑ DA-4856 (Performance/Professional Growth Counseling)
❑ DA-4856 (Event-Oriented Counseling)
❑ DA-2166-9-1A (NCOER Support Form)*
❑ Previous NCOER*
❑ NCO Rating Scheme*

Section 4: Adverse Counseling*
❑ Adverse Counseling Roster
❑ DA-4856 (Adverse Counseling)
❑ Blotter Extract
❑ Serious Incident Report
❑ Article 15(s)
❑ Bar to Reenlistment
❑ Flag Report

Section 5: Organizational
❑ Training Certificates
❑ Hand Receipts
❑ OCIE Statement
❑ CIF Record
❑ DA-3078 (Personal Clothing Request)

Section 6: Deliberate Risk Assessment
❑ USA SLRRT
❑ Deliberate Risk Assessment
❑ Barracks/Residence Utilization Policy
❑ Motorcycle Statement of Understanding
❑ POV Inspection Form
❑ POW Policy Memo*

If necessary

COUNSELING SESSION- AN EXAMPLE

Type of counseling: Initial NCOER counseling for SFC Taylor, a recently promoted new arrival to the unit.

Place and time: The platoon office, Tuesday at 1500.

Time to notify the subordinate: Notify SFC Taylor one week in advance of the counseling session.

Subordinate preparation: Instruct SFC Taylor to develop a list of goals and objectives to complete over the next 90 to 180 days. Review the values, attributes, and competencies of ADRP 6-22.

Counselor preparation: Review the NCO Counseling Checklist/Record.
- Update duty description; fill out the rating chain and duty description on a working copy of the NCOER.
- Review each of the values and responsibilities in NCOER Part IV and the values, attributes, and competencies in ADRP 6-22. Review how each applies to SFC Taylor's duties.
- Review the actions necessary for a success or excellence rating in each area. Make notes on relevant parts of the NCOER to assist in counseling.

Role as a counselor: Help SFC Taylor to understand the expectations and standards associated with the platoon sergeant position. Assist SFC Taylor in developing the values, attributes, and competencies that enable him to achieve his performance objectives consistent with those of the platoon and company. Resolve any aspects of the job that SFC Taylor does not clearly understand.

Session outline: Complete an outline following the counseling session components based on the draft duty description on the NCOER. This should happen two to three days prior to the actual counseling session.

The counseling session does not end at the conclusion of discussion. The leader consolidates and reviews his notes while they are still fresh in his mind, then updates pertinent documents like the Soldier Profile Card and DTMS. After analyzing the counseling results and comparing it with past performance and other sources of input, the leader completes the R4 worksheets in the back of this guide and decides on a recommendation of risk (Low/Medium/High), based on the 1st Infantry Division and Fort Riley High Risk Management Program. The leader may wish to revisit input from the Soldier's peers or team leader and then write their assessment in the appropriate block in the Soldier Profile Card. Ultimately, the leader must also capture their thoughts in the DA From 4856, which serves as the official record of the counseling.

When the leader has completed their administrative updates, a session is scheduled with the platoon leadership to review the Comprehensive Counseling Packet. This meeting includes an overview of the discussion, a recommendation of the Soldier's risk status, using the R4 worksheet, and the plan of action. The plan of action should incorporate resources from multiple echelons as applicable and leverage the command-directed mitigation option for selected individuals (e.g. command-directed ASAP, restriction to the post).

RISK MITIGATION RESOURCES

Military Crisis Line / Veterans Crisis Line

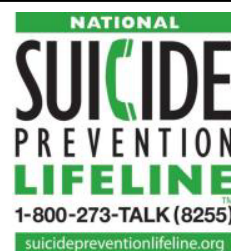1-800-273-8255 PRESS ❶

In Europe: Call 00800-1273-8255 or DSN 118
In Korea: Call 0808-555-118 or DSN 118
In Afghanistan: Call 00 1-800-273-8255 or DSN 111

Text: 838255
Crisis Text Line: 741741
www.veteranscrisisline.net

NATIONAL SUICIDE PREVENTION LIFELINE

1-800-273-TALK (8255)
suicidepreventionlifeline.org

Service Members, Family Members, Civilian Personnel, Retirees

National Suicide Prevention Lifeline

800-273-8255

suicidepreventionlifeline.org

www.facebook.com/800273talk

Risk Mitigation Website:

https://www.benefits.gov
https://benefits.va.gov/benefits
http://www.armyemergencyrelief.org
https://www.hnfs.net
http://www.humanamilitary.com
http://www.operationmilitarykids.org
http://www.ptsd.va.gov
https://www.armyresilience.army.mil
https://finred.usalearning.gov/

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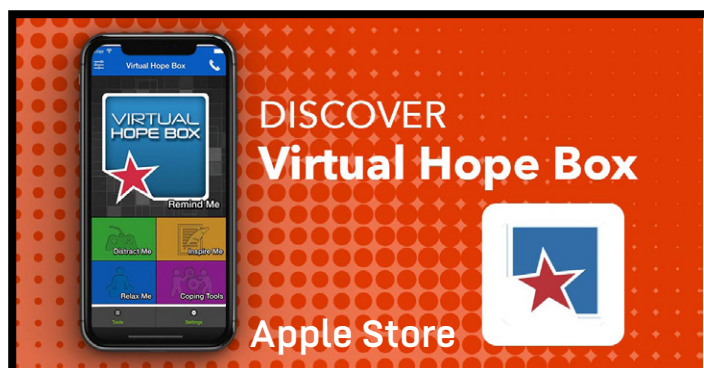
Company Commander & 1SG's Behavioral Health Readiness and Suicide Risk Reduction Review (R4)

Instructions: Check any applicable section criteria before advancing to the next section; if none checked, select Standard Concern.

1 **Does the Soldier have a behavioral health (BH) profile or known condition with any high risk factors?** Check all that apply.

☐ a. Suicidal or homicidal behavior[1]

☐ b. Recent BH-related hospital admission or intensive outpatient care (i.e., place of duty is medical setting)

☐ c. 4 or more psychiatric and/or opiate medications simultaneously used for medical treatment

☐ d. Schizophrenia, bipolar, or psychotic disorder diagnosis

☐ e. Active drug or alcohol abuse necessitating medical treatment or occupational restriction

☐ f. Insomnia requiring continuous need for sleeping medication most nights for 3 or more months

Select Major Concern if any criteria 1a-1f are met unless there are significant mitigating circumstances.

☐ **Standard Concern** | ☐ **Minor Concern** | ☐ **Major Concern**

2 **Does the Soldier have a BH profile or known condition without any of the above high risk factors (1a-1f)?** ☐ No ☐ Yes
If yes, determine if further BH input is needed, impact to pending mission(s), and concern for suicidal behavior below.

☐ **Standard Concern** | ☐ **Minor Concern** | ☐ **Major Concern**

3 **Has the Soldier recently sustained or will likely sustain a loss?** Check all that apply.

☐ a. Death of a close family member (e.g., spouse) or friend

☐ b. Divorce, severe marital conflict, or loss of child custody

☐ c. Breakup (e.g., loss of significant relationship)

☐ d. Major physical injury, illness, chronic pain, or disability

☐ e. Perceived loss of honor, dignity, or self-respect (e.g., public/private embarrassment; shame-inducing event)

☐ f. Work responsibilities curtailed or restriction placed

☐ g. Significant financial loss or hardship

☐ h. Legal jeopardy, UCMJ action, or criminal conviction

☐ i. Significant career transition (e.g., separation)

☐ j. Spiritual despair or distressing loss of faith-based belief(s)

☐ k. Other, please specify: _____

If any criteria 3a-3k are checked, assess how loss(es) uniquely impacts Soldier using face-to-face conversation(s) and collateral information. Based on this assessment, indicate the level of your concern for suicidal behavior below.

☐ **Standard Concern** | ☐ **Minor Concern** | ☐ **Major Concern**

4 **Is there any known indication the Soldier is socially and/or psychologically isolated?** Check all that apply.

☐ a. Extremely reclusive or dramatic change in interactions

☐ b. Estrangement from family of origin and/or close friends

☐ c. Difficulty forming or maintaining relationships

☐ d. Excessive social media dependence for social interactions

If any criteria 4a-4d are checked, assess how isolating factor(s) uniquely impacts Soldier using face-to-face conversation(s) and collateral information. Based on this assessment, indicate the level of your concern for suicidal behavior below.

☐ **Standard Concern** | ☐ **Minor Concern** | ☐ **Major Concern**

5 **Has the Soldier given any written or verbal indication that suicide may be personally acceptable?** Check all that apply.

☐ a. Soldier comments that suicide is an acceptable way to avoid physical or psychological pain or suffering

☐ b. Soldier mentions that suicide is an acceptable way to avoid negative outcomes (e.g., confinement, bankruptcy)

☐ c. Soldier states that personal cultural beliefs permit suicide

☐ d. Soldier endorses suicide as an acceptable tactic in waging war, exacting revenge, administering justice, or making philosophical or political statements

If any criteria 5a-5d are checked, assess how ideological factor(s) uniquely impacts Soldier using face-to-face conversation(s) and collateral information. Based on this assessment, indicate the level of your concern for suicidal behavior below.

☐ **Standard Concern** | ☐ **Minor Concern** | ☐ **Major Concern**

6 **Determine overall suicide risk based on highest level of concern (Standard, Minor, or Major) marked in Sections 1-5.**

☐ **Standard Overall**	☐ **Minor Concern Overall**	☐ **Major Concern Overall**
Low Risk	**Intermediate Risk**	**High Risk**
If Section 2 checked "Yes" Soldier may require waiver to deploy; consult AOR guidance.	If Section 2 checked "Yes" Soldier may require waiver to deploy; consult AOR guidance.	Soldier is non-deployable.
Coach, mentor, teach, and build Soldier strength.	Soldier may be removed from intermediate risk status at Commander's discretion after minimum 30-day observation period.	Minimum 90 days of stability must be exhibited prior to reducing high risk status.
Leverage relevant support resources as needed.	Execute safety, duty, weapons precautions, and notify Battalion Commander.	Consult BH professional or Command-direct BH evaluation to obtain a DA Form 3822.
	Leverage relevant medical, BH, billeting, financial, legal, chaplain, and health promotion supports.	Execute safety, duty, weapons precautions, and notify Battalion Commander immediately.
		Leverage relevant medical, BH, billeting, financial, legal, chaplain, and health promotion supports immediately.

[1]Behavior includes intent, plans, preparatory actions, attempts, self-harm acts (e.g., cutting or mutilating one's body), or animal torture/cruelty.

Platoon, Squad, & Team Leaders' Behavioral Health Readiness and Suicide Risk Reduction Review (R4)
Instructions: Complete Sections 1-5. Check any applicable criteria before advancing to the next section below.

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1   **Does the Soldier demonstrate any of the following high risk factors?** Check all that apply.

☐ a. Suicidal or homicidal behavior[1]   ☐ b. Excessive alcohol use or illegal drug use

If either criterion 1a or 1b is checked, discuss with Soldier using face-to-face conversation(s) and secure Soldier safety. Immediately inform the Company (CO) Commander/1SG of your findings.

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2   **Has the Soldier recently sustained or will likely sustain a loss?** Check all that apply.

☐ a. Death of a close family member (e.g., spouse) or friend   ☐ f. Work responsibilities limited or restriction placed
☐ b. Divorce, severe marital conflict, or loss of child custody   ☐ g. Significant financial loss or hardship
☐ c. Breakup (e.g., loss of significant relationship)   ☐ h. Legal jeopardy or criminal activity
☐ d. Major physical injury, illness, chronic pain, or disability   ☐ i. Significant career transition (e.g., separation)
☐ e. Perceived loss of honor, dignity, or self-respect (e.g.,   ☐ j. Spiritual despair or distressing loss of faith-based belief(s)
     public/private embarrassment; shame-inducing event)   ☐ k. Other, please specify: _____

If any criteria 2a-2k are checked, assess how loss(es) uniquely impacts Soldier using face-to-face conversation(s) with the Soldier. Upon completion, document findings below and inform the CO Commander/1SG of your assessment.

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3   **Is there any known indication that the Soldier is socially and/or psychologically isolated?** Check all that apply.

☐ a. Reclusiveness or dramatic change in social interactions   ☐ c. Difficulty forming or maintaining relationships
☐ b. Estrangement from family of origin and/or close friends   ☐ d. Excessive social media dependence for social interactions

If any criteria 3a-3d are checked, assess how isolating factor(s) uniquely impacts Soldier using face-to-face conversation(s) with the Soldier. Upon completion, document findings below and inform the CO Commander/1SG of your assessment.

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4   **Has the Soldier made any written or verbal comments about suicide that cause concern?** Check all that apply.

☐ a. Soldier comments that suicide is an acceptable way to   ☐ c. Soldier states that personal cultural beliefs permit suicide
     avoid physical or psychological pain or suffering   ☐ d. Soldier endorses suicide as an acceptable tactic in waging
☐ b. Soldier mentions that suicide is an acceptable way to   war, exacting revenge, administering justice, or making
     avoid negative outcomes (e.g., confinement, bankruptcy)   philosophical or political statements.

If any criteria 4a-4d are checked, assess how the comment(s) uniquely impacts Soldier using face-to-face conversation(s) with the Soldier. Upon completion, document findings below and inform the CO Commander/1SG of your assessment.

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5   **Include this document in Soldier's counseling file. Inform the CO Commander/1SG of any findings from Sections 1-4 and coordinate resource allocation response with Company leadership.** Describe any additional relevant findings below.

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[1]Behavior includes intent, plans, preparatory actions (i.e., giving away possessions, obtaining means for suicide/homicide), attempts, self-harm acts (e.g., cutting or mutilating one's body), or animal torture/cruelty.

References and Resources

Related Publications:
These sources contain relevant supplemental information. Unless otherwise indicated, these are available on the Army Publication Directorate (APD) website (https://armypubs.army.mil/)

- ADP 6-22. Army Leadership and the Profession. 31 July 2019.
- AR 27.10. Military Justice. 20 November 2020.
- AR 350-1. Army Training and Leader Development. 10 December 2017.
- ATP 6-22.1 The Counseling Process. 01 July 2014.
- ATP 6-22.6 Army Team Building. 30 October 2015.
- DA PAM 350-58. Army Leader Development Program. 08 March 2013.
- DOD Instruction 1430.16. Growing Civilian Leaders. 19 November 2009.
- FM 6-22. Leader Development. 30 June 2015.
- FM 7-0. Training. 14 June 2021.

Referenced Forms:
Unless otherwise indicated, DA Forms are available on the Army Publication Directorate (APD) web site (https://armypubs.army.mil/).

- DA Forms 3881: Rights Warning Procedure / Waiver Certificate. 01 Nov 1989.
- DA Form 4856. Developmental Counseling Form. March 2023.
- DD Form 2977. Deliberate Risk Assessment Worksheet. 30 November 2020.

Recommended Web Sites and Additional Resources:
All URL's were accessed on 10 August 2023. Some sites may require CAC authentication
- Army Publishing Directorate. (https://armypubs.army.mil/)
- Army Training network. (https://atn.army.mil)
- Center for the Army Leadership (CAL). (https://cal.army.mil)
- The Conduit Page. (https://www.milsuite.mil/book/groups/forscom-ldd-test-page)
- Soldier Leader Risk reduction Tool (SLRRT). (https://www.milsuite.mil/book/docs/DOC-1120487)
- Readiness and Resilience mobile app resources. (https://www.milsuite.mil/book/docs/DOC-1126086)

Other Documents Referenced:
- DD 93/ SGLV
- LES
- ERB Guide
- ORB Guide
- Deliberate Risk Assessment (DRA) Worksheet