

UNITED STATES MARINE CORPS
Marine Corps University
Corporals Noncommissioned Officers Program

CPL 0206
Jan 99

STUDENT HANDOUT

Counseling System

LEARNING OBJECTIVES:

- a. TERMINAL LEARNING OBJECTIVE: Given a training site, and with the aid of the references, identify subordinate counseling procedures, per the references. (CPL 23.9)
- b. ENABLING LEARNING OBJECTIVES (CE): Without the aid of, but per the references, identify the following:
 - (1) The Marine Corps order for counseling. (CPL 23.9a)
 - (2) The elements of initial and follow-on counseling. (CPL 23.9b)
 - (3) The types of counseling sessions. (CPL 23.9c)
 - (4) The parts of a counseling session. (CPL 23.9d)
 - (5) The counseling techniques. (CPL 23.9e)

OUTLINE

1. MARINE CORPS ORDER FOR COUNSELING:

a. Purpose: The purpose of counseling is to ensure, by mutual understanding, that the efforts of leaders and their Marines are continuously directed toward increased unit readiness and effective individual performance. Marine Corps Order 1610.12 provides the policy for the counseling program.

b. Policy: The Marine Corps establishes a number of objectives for the counseling program. Counseling is a vital and essential leadership tool for developing juniors, improving individual performance, and enhancing unit productivity. Marine leaders should:

- (1) Maintain counseling as an integral and continuous part of traditional Marine Corps leadership.
- (2) Develop counseling skills through a continuing education program that teaches the importance of daily coaching and provides the tools to conduct effective counseling.

(3) Increase individual performance and productivity through counseling and thereby increase unit readiness and effectiveness.

(4) Enhance their own ability to improve the junior's performance.

(5) Create the ethic of effective counseling in a climate of solid leadership, and provide a system to enhance that ethic. By so doing, the program will ensure that the leadership goals captured in General Lejeune's words become reality:

" . . .the relation between officers and enlisted men should in no sense be that of superior and inferior nor that of master and servant, but rather that of teacher and scholar. In fact, it should partake of the nature of the relation between father and son. . ."

(6) Ensure that counseling begins whenever a new senior/junior relationship is established.

(7) Ensure that all counseling sessions at all levels and for all grades are conducted on an individual basis.

c. Frequency:

(1) The Initial Counseling Session for all Marines will occur within 30 days after the start of the senior-junior relationship.

(2) Lance Corporals and below should receive Follow-On Counseling every 30 days after the Initial Counseling Session to ensure current and frequent feedback. This should be conducted by their immediate supervisor. The junior must know what is expected of them and how they will be measured regarding those expectations. The session should be brief. The junior's strengths and weaknesses should be discussed and guidance should be provided on improvement.

(3) For corporals through colonels, a follow-on session will occur approximately 90 days after the initial counseling session, and subsequent sessions will occur every 6 months (at a minimum) and more frequently if necessary.

NOTE: Follow-On Sessions may occur more frequently than the suggested interval. They can occur due to exceptional performance that must be immediately recognized or unacceptable behavior that must be nipped in the bud.

A counseling session, however brief and informal it may be, keeps the junior aware of the senior's interest and concern and gives the senior and the junior an opportunity to deal with problems before they become serious.

d. Benefits:

(1) The senior benefits by knowing that their expectations are understood, that guidance has been provided toward meeting those expectations, and that there has been a significant contribution made to the development of the individual Marine.

(2) The junior benefits by knowing where they stand, what the senior thinks of their performance, and what must be done to reach their full potential as a Marine.

(3) The unit benefits when all of its members give continuous attention to the effectiveness of their performance and work to improve their performance wherever possible. This will increase overall unit effectiveness and readiness.

2. ELEMENTS OF INITIAL AND FOLLOW-ON COUNSELING: There are two occasions when counseling should occur: initial and follow-on. There are common elements to both:

- * Both participants should prepare for the session.
- * It should follow a predetermined agenda.
- * Both should participate fully and actively.

a. Initial Counseling Session (ICS): This occurs whenever a new senior-junior relationship is established -- that is whenever a Marine first reports to a unit or when there is a change in the Marine's immediate supervisor. The ICS should occur approximately 30 days after the start of the senior-junior relationship. It must establish the junior Marine's goals for the next few months as well as a common set of expectations about the Marine's performance. The ICS should lay the groundwork for an effective, productive working relation between you and the junior Marines. Both the senior and junior should prepare for the initial counseling session. It should be scheduled and planned (in advance) and should be designed to accomplish several objectives:

- * Make the senior's expectations clear.
- * Ensure that the junior Marine understands the senior's expectations.
- * Set goals or targets and make plans for the junior to meet those targets.
- * Convey the senior's interest and concern.
- * Help the junior Marine understand the senior's leadership style.
- * Motivate the junior Marine to achieve the highest possible level of future performance.
- * Ensure that the junior Marine understands the mission and status of the unit and the junior's primary and collateral duties.

b. Follow-On Sessions: The purpose of these follow-on sessions is to ensure that your Marines are on track. During these sessions, you should accomplish the following:

- * Deal with both strengths and weaknesses.
- * Reinforce the junior's success and attempt to correct his deficiencies.
- * Identify and analyze the performance problems that have emerged since the last counseling session.
- * Focus on identifying a mutually agreed upon solution to these problems.

- * Review the junior's progress toward achievement of the targets established in past sessions.
- * Modify or add new targets, as appropriate.

3. TYPES OF COUNSELING: Counseling sessions can be conducted in a variety of ways. They can be very formal, planned sessions, such as at the initial session and during follow-on sessions. They can also be informal sessions which are unplanned corrections of minor problems, such as, "Get your hands out of your pockets, Marine." There are three types of counseling sessions:

a. Directive Counseling: The senior carries the ball--analyzing the situation, developing a solution or plan for improvement, and counseling the junior. Directive counseling is senior centered, and should be used when the junior is inexperienced or immature. The atmosphere for this type of counseling can range from a relaxed atmosphere for the junior to a very stressful atmosphere for the junior. For example, in the stressful case, the senior could call the junior into the room and order him to the position of attention in front of his desk as the senior comes barreling out from behind his desk to hold a very one-sided discussion of the junior's failures and how the junior is going to correct these failures. This discussion might start with a detailed correction of an improper position of attention. If the junior speaks without the senior's permission to speak, then the senior reminds the junior that he is currently violating Article 91 of the UCMJ by breaking the position of attention--a position that the senior ordered him to when he came in the room. This could result in NJP. Ensure that the junior understands this before you continue with your one-sided "discussion." If the Marine calls you "sir" or "ma'am," remind them that you are an enlisted Marine and should be referred to by rank and last name. Find any fault you can and highlight it. If one of their pockets is unbuttoned or if they reported to you improperly, then make them correct it. Do all of this before you even begin with your discussion of the events that led to the session. This will set the tone for the rest of the session. This extreme might be taken in the case of a Marine on whom other types of counseling have been unproductive or in the case of unacceptable behavior that you might not want to take to office hours. Remember though, do not insult the Marine. Do not call him names or make any unfounded insinuations. For example, accusing a Marine of being a communist because his uniform is improperly pressed is probably unfounded and has no place during a counseling session. An improperly pressed uniform might point to laziness, indifference, inattentiveness, slovenliness, poor hygiene habits, etc., but not to party affiliation. As another example, instead of calling them "stupid," call their actions "stupid." This is an important distinction that will keep the counseling "directive" and not "confrontational." Remember, you want them to correct the problem, not throw a punch at you. Your discussion should revolve around pure facts--forcefully discussed--but facts none-the-less. A directive type of counseling session does not have to be stressful if the situation does not call for it. Whatever the case, discuss what he has done wrong; what actions he will take to correct his deficiencies; and what you will do if he does not take corrective actions.

b. Non-Directive Counseling: The senior asks questions, listens, and draws the junior out. The senior helps the junior to analyze the situation and to develop a solution or plan for improvement. The junior is encouraged to talk, to be trouble free and to have a clear mind. The

goal of the non-directive approach is to help the junior become more mature and to develop personal resources. You can use this approach with individuals that have attitude problems. Non-directive counseling is junior centered.

c. Collaborative Counseling: This draws on the directive and non-directive techniques. It offers the senior greater flexibility. This approach can succeed if the junior accepts (respects) the senior and is eager to solve the problem.

4. PARTS OF A COUNSELING SESSION: The five parts of a counseling session that we are about to discuss apply to all formal sessions--both the initial counseling session and follow-on sessions. The five parts are:

- * Preparation
- * Opening
- * Main Body
- * Closing
- * Follow-up

a. Preparation: The most effective counseling sessions have thorough advance preparation. Both the senior and the junior should prepare for the session. Figure 0206-1 provides an overview of the counseling process.

(1) Review and Evaluate Performance: The first step in preparing for a counseling session is to review and evaluate the junior's performance since the last session. The review should cover everything that was planned at the last counseling session and anything that has occurred in the meantime that either party thinks should be discussed. The review should be as detailed and specific as possible. It should cover both good and bad performance. To ensure having a complete, balanced picture of the junior's performance for the period to be discussed, the senior should keep informal notes for reference when the time comes to prepare for the counseling session. The leader's notebook is the ideal place for such notes. The notes should serve as a memory jogger to ensure that the senior does not forget or overlook events needing attention in a counseling session, particularly things that happened several weeks or months before the session.

(2) Define Objectives: Both the senior and the junior should have a clear idea of what they want to accomplish in the counseling session. To this end, they should identify the successes, failures, and problems that should be covered. This stage of the planning process should include the analysis of performance problems, development of some tentative solutions for them, and identification of the junior's targets for the next performance period.

(3) Set the Agenda:

(a) The agenda should reflect the objectives for the session. The topics to be covered should be in the sequence in which the senior would like to discuss them. For example, it is often desirable to start the session with positive comments on the performance that the senior

wants to praise and reinforce. Save discussion of problems and difficult issues until both parties are warmed up and feeling comfortable.

<u>Steps</u>	<u>Activities</u>	<u>Counseling Skills</u>
1. Preparation	a. Review performance. b. Define objectives. c. Set agenda. d. Schedule time and place.	a. Setting targets. b. Problem solving.
2. Opening	a. Establish a good climate. b. Review the objectives.	a. Questioning. b. Active listening.
3. Main Body	a. Guide the discussion. b. Encourage participation. c. Agree on targets and plans for improvement.	a. Setting targets. b. Questioning. c. Giving feedback. d. Active listening. e. Problem solving.
4. Closing	a. Review and summarize.	Planning for improvement
5. Follow-Up	a. Make personal notes. b. Monitor performance.	a. Problem solving. b. Questioning. c. Giving feedback. d. Setting targets. e. Planning for improvement.

Figure 0206-1

(b) The senior should ask the junior for suggestions on the agenda, and they should agree on it for the session. The agenda should be written in advance.

(c) The senior should give some thought to the counseling approach that will be used during the session. Should it be primarily directive, non-directive, or collaborative? This decision will depend on the senior's assessment of the situation the amount of time that the session should take, the junior's readiness to confront performance problems, and the seriousness of the problems.

(d) The senior should give some thought to the questions that may be asked during the session. While the session need not and should not be "scripted" in advance, the senior may find it helpful to identify a few key questions on the most important issues for use in focusing the discussion.

(4) Schedule the Time and Place of the Session:

(a) Time: The counseling session should be scheduled enough in advance so that both parties have sufficient time to prepare for it. The senior should ensure that the calendar is clear. There should be no interruptions. Time should be set aside for the session so that everything on the agenda can be covered. Generally, formal sessions (an initial counseling or follow-on) will take from 45 minutes to an hour to complete.

(b) Place:

1. It is important that both parties be relaxed so they can talk comfortably and easily. Full attention must be given to the counseling session. It can be disconcerting or even a humiliating experience for a junior to talk to a senior who is only giving partial or sporadic attention. Anything other than well-focused attention can easily be interpreted as meaning that the problems and the junior as a person are unimportant.

2. You can increase your effectiveness and credibility when you "clear" your mind as much as possible before attempting to counsel someone. "Mind clearing" may include taking care of anything "urgent" or "pressing" that might interrupt your thought process once the session has started. It may be better to keep the junior waiting a few minutes so you can clear these matters up rather than let them interrupt the session. Be sure to explain this to the junior if this happens.

3. It has been demonstrated that even if one attempts to disregard an internal disruption, there is a good chance that one's face or posture will indicate that something is wrong. If you choose to hide your thoughts or feelings, the other person may be confused and incorrectly assume that he is responsible for your reaction. Some clues are as follows: a person's eyes begin to focus behind or beside you, the breathing or skin color may change, or the hands may begin to fidget, etc. If the senior notes such occurrences, it may help to ease the junior if the senior were to simply say, "I notice that you're tapping your fingers. Does that indicate that there is something else on your mind that needs to be considered?"

4. Outside disruptions can confuse and interrupt the flow of an exchange to the point where rapport is lost and considerable time must be spent recovering before the session can continue. A little preplanning can prevent many disruptions that might otherwise occur, for example, let others know that you will be counseling and do not wish to be interrupted. If you are interrupted, handle it promptly and be as open as possible with the junior.

5. The comfort of each person needs to be considered. Frequently, such matters as a nervous junior's need for fresh air or the light into which the junior might be staring are overlooked. Give consideration to appropriate room temperature, and avoid having either person face an unshaded window.

6. The seating arrangement can also be important. For example, facing each other across a desk may make the relationship too formal for relaxed discussion. The senior should consider a seating arrangement that enhances a more personal and informal tone.

b. Opening: Two things are particularly important in the opening moments of the session. First, a climate should be established that is conducive to an open relaxed discussion. It is usually a good idea to begin with a cup of coffee and a few minutes of small talk. Second, both parties should understand why they are holding the session. To ensure that they do, the senior should go

over the objectives of the session and the prepared agenda and should invite the junior's comments before proceeding to the main body of the session.

c. Main Body:

(1) Guide the Discussion: While the counseling process usually must be a two-way interchange to be productive, the senior must guide the discussion to ensure that all objectives set for the session are accomplished. At the same time, the senior should be attentive and responsive to the junior's reactions. As such, the agenda is a guide and should not be set in stone. Feel free to move around the agenda if the situation dictates. The most important thing is to cover everything fully and to move on when a subject has been fully discussed.

(2) Encourage The Junior's Participation: There are a number of counseling techniques at the senior's disposal for promoting a two-way conversation and keeping the junior actively involved. These will be discussed later in this lesson. The senior should know these techniques and develop skill in using them. In this process, the most important general rules for the senior are to pay attention and to concentrate on what is heard and seen during the session. Also, the senior must keep the overall purpose of the counseling process in mind, which is to develop the junior's ability to evaluate performance clearly and objectively and to take responsibility for improving performance. This contributes to unit readiness.

(3) Agree on Targets and Plans for Improvement: The last stage of the counseling session should define the junior's targets and lay out plans for meeting them. Both parties should enter the session with some idea of what these targets should be. After all other items on the agenda have been thoroughly aired, the senior should review earlier thoughts about the targets, and the junior should do the same. The senior and the junior may want to modify the targets--for example, make one or more of the targets more challenging. They may want to add or drop some. In any case, the senior must be satisfied that the targets will accomplish what is considered most important in the junior's future performance and overall development. The senior must also ensure that the junior understands and agrees to the targets. Once the performance targets have been established, the junior should outline a plan for meeting them. The plan for improvement need not be elaborate, but it should be detailed and specific enough to satisfy the senior that the junior not only understands what is expected to be accomplished but has a clear idea of how to go about it.

d. Closing: Before the session ends, the senior should take a few minutes to review and summarize the items discussed. The senior asks for the junior's comments to ensure that he understands the results of the session in the same way. As the session ends, a few words of small talk may again be in order. The occasion is not a social one, but in many ways it is a highly personal one. It is especially important that the senior recognize this fact. It is especially important to end the session on a positive, encouraging, and forward-looking note.

e. Follow-Up:

(1) Notes: The current edition of MCO 1610.12 recommends that there should be some documentation of the counseling sessions kept. These would be along the lines of personal counseling notes.

(a) These notes benefit both the senior and the junior by serving as a quick reference in recalling the specifics of each counseling session. It could just be an outline of the subjects discussed and guidance given or it could be more detailed. It aids in ensuring the mutual understanding of responsibilities, expectations, and direction of the junior.

(b) These notes serve as an aid so that during future sessions topics are not repeated unless required. They also let both junior and senior see the improvement in the objectives previously set.

(c) Another benefit for the notes is in the case of a wayward Marine that you feel may eventually require punitive action, such as NJP. By documenting the counseling sessions, you will prevent this Marine from either accusing you of harassing him or accusing you of being unfair with him. In other words, documentation covers your back.

(d) One method for recording the counseling notes is to use the small unit leader's/platoon commander's notebook. The format that you use should provide space for recording the date of the session, the participants, the subject matter, the junior's targets or tasks for the coming period, and notes on the junior's major accomplishments since the last session, and/or comments on other matters.

(e) Documentation of a counseling session is for use only by the senior and junior. It is not to be forwarded to an officer in the reporting chain, nor is it to be passed from one senior to the next when the senior/junior relationship ends, after which all documentation is destroyed.

(2) Monitor the Junior's Performance: The senior must pay continuing attention to what happens after the session. From time to time, the senior should refer to the performance targets agreed to at the session and make a judgment as to how well the junior is meeting them. The senior should continue to encourage and reinforce good performance and help the junior improve and maintain a high level of performance.

5. COUNSELING TECHNIQUES: There are six techniques essential for an effective counseling session:

- * Setting Targets.
- * Problem Solving.
- * Questioning.
- * Active Listening.
- * Giving Feedback.
- * Planning for Improvement.

a. Setting Targets: Individuals that set targets and use them effectively have proven to be far more successful than those that do not. When setting targets, there are several key things to remember.

(1) Stated as a Result: A target must be stated as a result or an outcome, not as a means or a process, but as something to be achieved by a given date. The statement should begin with an action verb; for example, "to complete," "to achieve," "to obtain," etc...

(2) Measurable: A target must be measurable. If you can't gauge progress toward your target, it cannot serve as a guide toward action. Thus, a target should include one or more standards by which to gauge progress. If possible, the standards should be quantitative. For example, "Qualify four Marines from your company to become marksmanship instructors within three months." Stating the target in these measurable terms is much more useful than stating it in such vague language as, "Upgrade the marksmanship skills in your company through more effective training."

(3) Realistic: A target must be realistic. It may sound impressive to shoot for the moon. However, since the chances are so slight of achieving the target, it will have little or no effect on performance.

(4) Challenging: A target must be challenging. It should require the junior to "stretch." If it is an easy matter to achieve the target, it will have little or no effect on performance.

(5) A Must: A target must be "a must." If a target is stated, or thought of, in terms such as "would like," or "will try to," it will become nothing more than a nice intention. The senior and the junior must be completely committed to achieving the targets that are set, even though the junior may not achieve all of them.

(6) Limited in Number: Targets must be limited in number. From a practical viewpoint, no Marine can concentrate on achieving more than three, or in selected cases, five targets at a time. Based on the junior's improvement needs, only the highest priority targets should be set for the next performance period.

(7) Set by the Senior and Junior: Targets should be set by the senior and the junior. A target is far more likely to be achieved if the junior participates in establishing it. It will then become the junior's target rather than just the senior's target.

(8) Revised: Targets should be revised if circumstances change. If unanticipated circumstances render a target unachievable for reasons beyond the junior's control, the target should be revised or replaced to reflect reality. However, caution should be used to avoid relieving the junior of the responsibility of achieving the target if the junior is simply falling short because of inadequate performance.

b. Problem Solving: A well-stated target enables the senior and the junior to identify problems by comparing performance to date against the target. Your responsibility is to bring the

breadth of your knowledge and experience to bear in helping the junior define exactly what the problem is, what is causing it, and how to solve it.

(1) In comparing actual performance versus targeted performance, certain questions should be addressed:

- * What is happening that shouldn't be happening?
- * What is not happening that should be happening?
- * Is something about the junior preventing performance?
- * Is something outside the junior's control impeding performance?

(2) If you determine that the junior is part of the problem, you should ask the following questions:

- * Does the junior have the physical and mental ability to perform up to expectations?
- * Does the junior know that performance is not meeting expectations?
- * Does the junior have the knowledge necessary to do the job?
- * Is the junior's attitude preventing effective performance?

(a) If the problem is due to a skill-related deficiency, corrective action must provide the junior with opportunities for practicing the task in order to improve judgment or the ability to coordinate eye, mind, and body in the performance of the task. You might observe the junior performing the task, provide feedback on the task performed, and then give the junior a chance to practice the task again.

(b) If the problem is due to an attitude-related deficiency, non-directive counseling techniques are usually most effective. When you encourage the junior to put personal thoughts into words, the junior is likely to develop a more objective attitude understanding.

(3) You may find that the obstacles impeding the junior's performance are outside the junior's control. Such obstacles might include:

- * Inadequate definition of the junior's targets, causing confusion or uncertainty about what is expected.
- * Lack of positive reinforcement for good performance.
- * Lack of feedback on inadequate performance.
- * Conflicting or competing demands on the junior's time.
- * Insufficient equipment, personnel, or resources to get the job done.

(4) As solutions are identified to overcome problems, the senior and the junior should address such questions as:

- * What is most likely to happen if this action is taken? Will it solve the problem or will it create new and larger problems?

- * Is this solution practical? Is it appropriate to the situation and will it be possible to carry out?
- * What resources will this solution require in terms of time, money, morale, etc...?
- * What are the likely benefits of the solution? Is it worth doing?
- * Can the necessary support and follow-through be provided?
- * Is this the simplest solution to this particular problem? Is there a simpler solution?

c. Questioning: This is one of the most important techniques of effective counseling. It is used not only to gather information and identify problems, viewpoints, and attitudes, but also to stimulate and guide creative thinking. There are four kinds of questions:

(1) Closed-End Questions: A closed-end question usually calls for a very limited range of answers. For example: "When will the task be accomplished?" Many closed-end questions can only be answered by a "yes" or "no." By itself, a closed-end question leads no further, but may point the way to a follow-up question. For example: "Has the problem been solved?" If the answer is "no," you would follow up with an open-end question, such as "How do you plan to deal with it?"

(2) Open-End Questions: An open-end question allows the junior leeway to surface a variety of relevant information and to express views on either side of an issue. Open-end questions often begin with words such as "how" and "why" and usually challenge the junior to think more deeply about performance and the actions required to improve it. Open-end questions are usually more productive in a counseling session than closed-end questions because they involve the junior more deeply in the discussion and encourage the junior to take responsibility for its progress.

(3) Probing Questions: Probing questions are usually follow-up questions to closed-end or open-end questions. They require the junior to explain or to amplify a thought. Simple probing questions are often most effective, such as "How did you react?" "What did you do next?" or "Why do you feel that way?"

(4) Interpretive Questions: These questions are used to clarify or amplify what the junior has said. For example, if the junior says, "Our flanks weren't protected during the attack," you might ask, "You mean there was no reserve platoon?" If your interpretation is wrong, the junior will usually be quick to correct you, thus providing the additional information you need. No one likes to be misinterpreted. However, if your interpretation is correct, the junior will undoubtedly affirm your response and add to it.

d. Active Listening: Many people learn to ask good questions, then fail to listen actively to the responses. Effective listening requires emotional maturity, hard concentration, and skills that are rarely taught in school. Since we listen four times faster than we speak, we often use the extra time as listeners to think about something other than what is being said, such as what we are going to say next. The following are several techniques for increasing our listening effectiveness:

(1) Listen for Threads of Meaning: Listen not only for the facts, but also for threads of meaning or generalizations that can be inferred from the facts. Since you can listen faster than the other person can talk, you can use your time advantage to mentally summarize the points that may have been made so far.

(2) Distinguish Between Facts and Opinions: Distinguish between facts and opinions or supporting arguments. For example: "Private Jones reported a half hour late to work this morning." (Presumably, this is a fact.) "Private Jones doesn't care about doing a good job." (This is an opinion.)

(3) Listen for Changes: Listen for changes in the junior's manner of speaking; tone of voice, rate of speech, hesitations, and so on. These changes may indicate that the junior is unsure or is afraid to reveal something to you. In such cases, you may want to draw the junior out either by asking interpretive or probing questions or by restating.

(4) Watch for Nonverbal Cues: Watch for nonverbal cues, such as the junior avoiding your eyes, slumping in the chair, scowling, clenched fists, etc... These behaviors may be signals that the junior is tuning out, concealing something, or resisting what you are saying. You should gear your questions or comments accordingly.

e. Giving Feedback: We said earlier that one of the most important ingredients of motivation is knowing what is expected of you--knowing what your target is. Another key ingredient is knowing how well you're doing. Most people want to do their jobs well. They want to know how to improve their job performance. Feedback signifies that the senior cares about the junior as an individual and cares about personal progress as a Marine. Feedback can be provided in a formal counseling session or an informal session. Giving the junior positive reinforcement often does more to accelerate performance improvement than criticism of deficient performance. Feedback should deal with the junior's performance, not with the junior as a person.

EXAMPLE: "The reserve platoon should have been located in a more defensible terrain during that maneuver" is much more useful feedback than "You used poor judgment in positioning the reserve platoon." By criticizing the action, rather than the person, the senior will be more successful in getting the junior to explore the problem constructively.

NOTE: Silent agreement by the junior to everything you say may indicate that this Marine is afraid to reveal personal thoughts or wants to end the discussion. In this case you can use open-end questions that require a thoughtful answer and expression of opinion. Yet, if the junior argues persistently and becomes emotional in denying what you are saying, do not become emotional yourself or allow the discussion to turn into an argument. Rather, allow the junior to vent his personal feelings and to listen actively for the real reasons for the junior's emotional reaction. Finally, it is important to be yourself in counseling, and to work toward building mutual understanding and a trusting relationship.

Feedback is most effective if:

- * It deals specifically with things that can be changed.
- * It is timely. It should come as close as possible to the event while it is still fresh in the junior's memory.
- * It is given to satisfy the junior's need, not yours.
- * You are prepared to hear the junior's response.

f. Planning for Improvement: Finally, a few words about planning for improvement. Well-stated targets often go down the drain because specific plans for reaching them have not been outlined. Under your guidance, the junior should play a central role in developing a plan for improvement that spells out the steps the junior and others will take as well as a timetable for accomplishing it. By taking the main responsibility in this phase of planning, the junior is far more likely to feel "ownership" for the plan for improvement and will be more committed to implementing it.

REFERENCES: NAVMC 2767, User's Guide to Marine Corps Leadership
MCO P1610.7, Performance Evaluation System
FM 22-100, Military Leadership
MCO 1610.12

APPENDIX A

COUNSELING SCENARIOS

1. COUNSELING SCENARIO #1.

a. Counselee Situation. You are playing the role of LCpl Ames, Automatic Rifleman, 2nd fire team, 1st squad, 2nd Plt, C Company. You have always wanted to be a Marine. You have always performed well. Before coming into the Marine Corps, you noticed that your mother started drinking profusely. Your father has been out of work for the past year. You have a younger brother and sister. You are sending over half your money home to help feed the family and pay the rent. You've taken leave three times in the past year and have recently requested leave which was denied by your platoon commander because your leave has been used up. You have recently found out that little things at home have really worsened. Your brother and sister are not getting any attention and they don't care half the time. Although you are sending money home, your parents' rent is two months overdue, and they have received an eviction notice. You are not sure about your new Plt Sgt. Your old Plt Sgt had always pushed you to the platoon commander and he would push you to the 1st Sgt. Your new Plt Sgt really seems like he cares for everybody in the unit and it is this attitude that inspired you to talk to him. If he displays genuine sincerity about your problem, you would be open and frank with him. You would let him know that your father and mother are alcoholics, and that you are sending over half your pay home. You feel that if you can leave one more time, you will be able to square things away at home forever. If the Plt Sgt informs you that you will not get any leave, then let him know, that if you don't get leave, you will go U.A., although it is not your desire to leave in an unauthorized status. You will be polite throughout the counseling session.

b. Counselor Situation. You are playing the role of SSgt Jones, Plt Sgt, 2nd Platoon, C Company. You have been with the Company for three weeks. Sgt Adams, your first squad leader informed you that LCpl Ames, one of his squad members requests to see you on a personal matter. You ask Sgt Adams if he has any idea of what LCpl Ames wants. He informs you that it could be about a leave request denied to him prior to your reporting to the unit. During your preparation and research on LCpl Ames, you found the following information to guide you during the session.

- * Marginal performer the past year.
- * Has had leave three time this past year.
- * One entry page #12 for being U.A.
- * Tenth grade education level.
- * No leave left on the books.
- * Been in the Marine Corps 1 1/2 years.
- * Personal appearance always good.
- * Capable of doing a job as demonstrated by him a year ago.
- * Potential is good.

2. COUNSELING SCENARIO #2.

a. Counselor Situation. You are playing the role of a SSgt, NCOIC, Aircraft Maintenance Shop, VMA 007. Cpl Hike, a good Marine from one of your sections, who has made his present rank meritoriously, came to see you to make you aware of what he felt was becoming a major problem within his section. He stated that his section chief, Sgt Bunker, has consistently been making racial and ethnic remarks around his Marines. While he felt that Sgt Bunker is usually fair in his dealings with his Marines, some in the platoon were becoming turned off by Sgt Bunker's remarks. He constantly uses racial slurs. He tells ethnic jokes or makes what he considers to be humorous comments of a racial or ethnic nature. When individual Marines complain to Sgt Bunker, he tells them they have thin skins and they need to toughen up. Cpl Hike, who is black, was approached by three black Marines who are in his section and asked him to bring the matter to your attention. While you have had no evidence of racial problems in your platoon up to now, you can foresee a real problem developing if this situation isn't rectified. You've asked Sgt Bunker to see you so you can get to the bottom of this matter. Find out why he talks the way he does, and explain to him the ramifications of his actions. You feel his actions are really starting to hurt the unit.

b. Counselee Situation. You are playing the role of Sgt Bunker, Section Chief, Electronic Shop, VMA 007. You are a bigot. You hate everyone who is not white. You like to make ethnic remarks just to see all the minorities react. You think that it will be great to tell the NCOIC how you really feel, one white to another. You will act as though you know that down deep, he really agrees with you. Play this role to the hilt (**except that you will avoid using racial slurs**). You are intolerant, and you believe in what you are saying. If the NCOIC will give you some backing, you could really put the screws to these people who are messing up the Corps.

3. COUNSELING SCENARIO #3.

a. Counselor Situation. You are playing the role of SSgt Rock, NCOIC, Heavy Section, 3rd Motor Transport Co. LCpl Hardy, a member of your section, has just left your office. While with you, he stated that he had been thumped by Sgt Puncher, one of your sections chiefs. LCpl Hardy, one of your best Marines, stated that he didn't want to press charges. He said only two things: (1) He wanted to make you aware of the situation, as Sgt Puncher has thumped other Marines in the past, and (2) if Sgt Puncher ever lays a hand on him again, LCpl Hardy will take a baseball bat to him. You have only been NCOIC of Heavy Section for three weeks and this is the first you've seen of Sgt Puncher so far. He is a hard charger who's not afraid to take the initiative when necessary. He runs a tight section. Individuals really hop to it when Sgt Puncher starts giving orders. He strikes you as being a really outstanding NCO. You know of no reason for LCpl Hardy to lie to you. He's a fine young Marine who received his last two promotions meritoriously. You have called Sgt Puncher in to talk to him about the situation.

b. Counselee Situation. You are playing the role of Sgt Puncher, Section Chief, Heavy Section, 3rd Motor Transport. You have always been a fine Marine, and you pride yourself on running a tight section. You are known among your peers as a "Thumper." Yesterday you slammed LCpl Hardy against the wall a couple times, because he was late for a Section meeting.

Hardy is a good Marine, but you felt he is getting too lazy and "resting on his laurels" after recently being meritoriously promoted. You believe that physical force is the best way to keep a section tight and pulling together. You don't over-do the thumping, but if you feel a Marine needs some "extra added instruction," you don't hesitate to grab him by the "stacking swivel" and "rattle his cage" a little bit. You are not sure about your new NCOIC. If he chews you out for thumping Hardy, you will get a little angry and tell him he can relieve you anytime he wants to. You feel that an NCOIC should back his section chiefs 100%. You feel you must be allowed a free hand in running the platoon if it is to meet the Motor T Officer's standards. You honestly believe that there is nothing wrong with thumping, as long as one doesn't get carried away and really hurt someone, or starts enjoying it. Neither apply to you. Hardy rated what he got.

4. COUNSELING SCENARIO #4.

a. Counselor Situation. You are playing the role of Platoon Sergeant, 2nd Platoon, B Company. LCpl Corey, a member of your platoon, asked to see you concerning a personal problem. Your squad leader, who has immediate cognizance over LCpl Corey, informed you that LCpl Corey has seemed really preoccupied lately but the preoccupation hasn't affected his performance to the extent that he felt counseling was necessary. LCpl Corey is a good Marine who has always been an excellent performer. His squad leader has only been able to tell you that he thinks LCpl Corey is and has been having some marital problems. LCpl Corey is on his way to see you.

b. Counselee Situation. You are playing the role of LCpl Carey, a member of the 2nd Platoon, B Company. You have requested to see your Plt Sgt because you feel you need some assistance with some marital problems you have been experiencing. You are seeking your Plt Sgt for his help, based on the fact that he has been married for most of his career in the Corps. The following are feelings and facts which he doesn't know. If he approaches you properly, you are to bring them out, and relate them to him.

- * Your wife doesn't like the Marine Corps and wants you to get out.
- * You have been offered a job with your father-in-law's company at twice your monthly pay, but you still like the Corps.
- * You are undecided as to what you should do, and are asking the Plt Sgt for advice.
- * This problem is definitely affecting your performance, and has been on your mind constantly.
- * You initially thought your wife's feelings about the Corps wouldn't make any difference, but you know you must either change her attitude or start looking for a new job or wife.

5. COUNSELING SCENARIO #5.

a. Counselor Situation. You are Platoon Sergeant, 1st Bn, 1st Marines. You have recently joined 5 Marines just out of boot camp in your unit. You noticed that PFC Sack, one of the new replacements, was having problems adjusting to the new unit. During your welcoming speech he

stated that he has been checking in for several days. He tells you that he had to wait in line for a long time while being ignored by permanent personnel. There is a shortage of linen in the barracks. Half the time he was lost and didn't know where all the check-in facilities were. Lastly, he is totally upset and disappointed at the treatment he has received. He tells you very loudly in front of all the other replacements, that if this is an example of how your platoon is run, then you can shove it. You call the new replacement on the side for some on-the-spot counseling.

b. Counselee Situation. You are playing the role of PFC Sack. You graduated from Boot Camp one month ago as a meritorious PFC and were highly motivated and ready for the FMF. Since you arrived in the 1st Bn, 1st Marines, everything that has happened has tended to dampen your motivation and spirits. You've waited in lines forever while permanent personnel Marines played cards or just ignored you. When you were waited on, you were greeted by an NCO with "What the F__ do you want?" There was no linen in the barracks the first night. No one at all has seemed interested in your welfare. You have become so disappointed and disillusioned that the Marine Corps and the FMF are not what you expected, that you blew up and told your new Plt Sgt to shove it. You are really sorry for the statement you made. If your new Plt Sgt takes a concerned, empathetic approach, you will respond very positively. If the Plt Sgt is hard and negative, you will become negative too.

6. COUNSELING SCENARIO #6.

a. Counselor Situation. You are playing the role of SSgt Schwartz, the Admin Chief for your squadron at MCAS, Beaufort and you have 11 years in the Marine Corps. The S-1 officer, a CWO-3, generally lets you handle the day-to-day operation of the admin office. He places great emphasis on your being the direct supervisor of all of the clerks in the office. He expects you to handle all personal and discipline problems that may arise except for those of an extremely serious nature. Last week, while you were spending a long weekend at Myrtle Beach (several hours drive from Beaufort) you observed GySgt Venarchek (recently divorced) with one of your WM clerks, LCpl Anderson. They were walking together holding hands. You are confident that they did not see you as you watched them enter their motel room. LCpl Anderson is extremely proficient as the diary clerk and you recently recommended her for meritorious promotion to corporal. She is very mature and completed 2 years of college before entering the Marine Corps. Last night you saw Venarchek with Anderson at a restaurant several miles from the Air Station. This time they both saw you, gave a quick greeting and quickly left. The station commanding officer recently published a station order which specifically stated that there will be no fraternization between SNCO's and junior enlisted Marines. You realize that Anderson and Venarchek are trying to be discreet about their relationship but you do not feel it would be professional for you to ignore the situation especially now that Anderson knows that you are aware of the relationship, so you have scheduled a counseling session with LCpl Anderson.

b. Counselee Situation. You are playing the role of WM LCpl Anderson. You are a mature, well educated 22 year old with about 18 months time in service. You like your work and the Marine Corps and you have been spending a great deal of time studying and preparing for the meritorious promotion board. You met GySgt Venarchek at a disco where few Marines ever

go. You have a very close relationship which neither he nor you want to end and both of you are willing to go to a great deal of trouble to keep your relationship discreet. You know about the station order concerning fraternization and you are willing to risk getting caught. However, you don't want to ruin your promising career. You are confused and not sure what is more important, your career or your relationship.

7. COUNSELING SCENARIO #7.

a. Counselor Situation. You are playing the role of SSgt Barnes, a senior drill instructor at Parris Island. There have been a number of recruit allegations within your series and the whole series is now on the skyline. Working for you as a DI is Sgt Lanahan, an extremely competent and seemingly easy going NCO. He has never had any problems following the SOP for recruit training and you have a great deal of confidence that he will not abuse the recruits. He does not drink frequently but when he does he gets extremely drunk and hot tempered. Several weeks ago you saw him and his wife at the movies. She has a bruised and swollen lip. She told you that she had slipped in the bathroom and hit her mouth against the door and you thought nothing more of it. However, yesterday you saw Sgt Lanahan's wife when she dropped him off at work. She had a large, purple bruise on the side of her face and she appeared to try to hide it when she saw you approach. When you asked Sgt Lanahan what happened, he replied, "She's a real spastic sometimes, ya' know. She fell down the back steps and hit her face against the hand rail." He then quickly changed the subject. You feel fairly sure that Sgt Lanahan is lying. You're not sure if you should bring the problem to the Series Commander because of all of the problems in the series so you decide to counsel Sgt Lanahan before you bring the problem up to anyone else.

b. Counselee Situation. You are playing the role of Sgt Lanahan, a drill instructor at Parris Island. You have been a DI for over a year and have never had a recruit allegation against you. You have no intention of getting yourself in trouble by abusing recruits. There have been several allegations within the series and now the series is on the skyline. You are beginning to feel the pressure of the job and you are slowly beginning to hate the job, the recruits, and Parris Island. Your wife has been complaining constantly about your long hours, her inability to find a job, and her desire for a better life. To make matters worse, the Series Commander counseled you last week about your lack of enthusiasm and motivation. Several weeks ago you went out with some other DI's in your series and got drunk. When you got home at 0400 your wife was waiting up and a big fight started. You had never been that drunk before and when she made a particularly cutting remark you slapped her hard. Your action surprised you and your wife; you had never done this before. You apologized and assured her you would never do it again. Last night when you came home from work your wife wasn't there. You were feeling down and decided to have a few beers. Four hours later when your wife got home you were highly intoxicated. You and she began to fight bitterly and you became so irate that you punched her. She has now threatened to leave you. After seeing her this morning, SSgt Barnes wants to talk to you. You feel very confused about your career, your marriage, and yourself.

8. COUNSELING SCENARIO #8.

a. Counselor Situation. You are 1st Sgt Jackson, Rifle Co 1st Sgt. One of your Plt Sgt's has presented you with a request from Cpl Jones, who wishes to see you regarding a personal problem. Jones has been in your unit for only three days but seems to be a good Marine. You were glad to get him because you are leaving on a six week deployment in two weeks and you need all the good NCO's you can get. Cpl Jones reported to your unit in the 2nd Div from the 3rd Marine Division on Okinawa. Cpl Jones has been married for 15 months.

b. Counselee Situation. You are playing the role of Cpl Jones. You reported into your present unit three days ago from Okinawa. Yesterday you found out that the battalion is leaving in two weeks on a six week deployment. You got married six weeks prior to going to Okinawa. You and your wife both felt that once you returned from Okinawa, you would be able to be together for the rest of your tour in the Marine Corps. Things have been pretty hectic between you and your wife for the last six weeks, with you returning home and then leaving for Camp Lejeune together. You were both really looking forward to settling down and really starting married life together. You are mad about having to go on a six week deployment so soon after returning from Okinawa, and honestly feel you are getting the short end of the stick. When you told your wife about the deployment, she broke down completely. She is a lovely girl but a little immature and utterly dependent on you for support in life. She cried all night long and couldn't go to sleep. She was still crying when you left for work this morning. You are absolutely convinced that if you leave her for six weeks she will have a nervous breakdown. She really missed you a great deal when you were on Okinawa and suffered from periods of depression. You have asked to see your company 1st Sgt so you can tell him about your problem and request that you either be left behind with a subunit or else transferred to another unit that isn't about to deploy. You will go U.A. rather than see your wife's emotional health suffer. You are polite and cooperative, but adamant about remaining behind when the battalion leaves on the cruise.

9. COUNSELING SCENARIO #9.

a. Counselor Situation. You are playing the role of SSgt Butz, Plt Sgt, 1st Platoon, C Company. You have noticed that one of your best NCO's, Sgt Jackson, the Platoon Guide, has really been slipping in his overall performance of duty for the past month. While his performance is still satisfactory, it is so far below the level he has demonstrated previously that it is really noticeable. You have had little personal contact with Sgt Jackson because you feel that an outstanding NCO should be left alone in doing his job. His performance has now slipped to the point where you feel you must counsel him. You have notified Sgt Jackson to see you, and he has been informed that it concerns his performance of duty. You have taken the above into consideration and have prepared the following outline to guide you in counseling Sgt Jackson:

(1) Demonstrated Outstanding Performance and Potential in the Past.

- * Acted as Plt Sgt for three weeks and did an outstanding job.
- * Personal appearance always immaculate.
- * Has a fine rapport with the men in the platoon.

- * CO has complimented you twice on Sgt Jackson's enthusiasm and personal appearance.

(2) Performance Now Slipping.

- * Does just enough to "get by."
- * Takes initiative seldom now. Used to take action when faced with a routing decision in the absence of the Platoon Commander and Plt Sgt. Now waits until one returns and "passes the buck." He was asked by the Co GySgt for two names for mess duty and waited for the Plt Sgt to return rather than take action himself.
- * Seldom demonstrates enthusiasm now except for liberty call.

b. Counselee Situation. You are playing the role of Sgt Jackson, Plt Guide, 1st Plt, C Co. You have been notified that SSgt Butz, your Plt Sgt desires to see you concerning your performance of duty. Up until about one month ago you felt that you had been doing an outstanding job. You were acting Plt Sgt for a three week period and had no trouble at all handling the additional responsibility. You felt that you should at least have received an "atta-boy" but the platoon commander didn't say anything at all. The Plt Sgt doesn't know the following information about you and must use the proper approach and techniques to get it out of you:

- * He needs to feed your ego.
- * He has never told you that you were doing a good job.
- * He seems to always take all the credit for the good work that you do, but has always been quick to correct you for your bad work.
- * At the present time you are disgusted with the Marine Corps, your job and your platoon commander.
- * You feel you have no real communication with your platoon commander.
- * You are concerned about the inability of a junior leader to make any impact or change in the Marine Corps.

You will respond cooperatively to a positive, sincere approach, but will be turned off by a negative, "ass-chewing" type of approach, and react defensively and negatively.

10. COUNSELING SCENARIO #10.

b. Counselor Situation. You are the platoon sergeant of the 1st Plt, Co A, 1/25. Cpl Johnson is the second squad leader in your platoon. He is a very competent individual with strong leadership qualities and a good future in the Corps. Cpl Johnson has two small children. He has a civilian job working for a local manufacturing concern as a machinist apprentice. Due to present economic conditions, Cpl Johnson's company has had to reduce their work week from 45 hours (5 hours overtime) to a 4 day work week of only 32 hours. This reduction in work hours has made it very difficult for the Johnson family to make ends meet. Company A is preparing for their ATD period and this year the company will be MCCRES (Marine Corps Combat Readiness Evaluation System) evaluated. The CO of the company has been pushing

very hard to make sure the company passes MCCRES. This weekend, training will stress squad patrolling and it is important that every squad leader be present. Cpl Johnson has phoned you and stated that his civilian employer has just received a rush order and that he needs Cpl Johnson to work that weekend. Cpl Johnson realizes that this weekend is important training for MCCRES but he also knows that his family can use the money he will receive for the eight hours overtime he will work. He is calling you on Wednesday, prior to the drill weekend, asking for your advice. What do you tell him? Consider the following points:

- * Cpl Johnson has been selected for sergeant.
- * He is always squared away.
- * He has missed very few drills over his 4-1/2 years in the MCR.
- * He is respected by his superiors, peers and subordinates.
- * Cpl Johnson works hard as a squad leader but at times he needs extra supervision.
- * He has faith in the Marine Corps system.
- * Cpl Johnson's wife is not particularly happy with her husband being in the Reserve.

b. Counselee Situation. You are Cpl Johnson. You enjoy being in the USMCR and take pride in being a Marine. You have always worked hard to improve your military knowledge. Your squad is very close-knit and your men like working for and with you. Now you find yourself in financial problems that you were not the cause of. You now have the opportunity to ease your financial situation, but you need some help and understanding from your Reserve unit. Based on your past good attendance record, you feel confident that your unit will understand your request to miss part of this upcoming drill weekend. You have not considered making the drill because you think that you will make more money from your regular job. You are open to suggestions from your Plt Sgt. If he presents a good argument, you will probably agree with him.

11. COUNSELING SCENARIO #11.

a. Counselor Situation. You are playing the role of a rifle platoon commander. Your CO has just handed you a letter of indebtedness on LCpl Hinson, a member of your platoon. He is three months delinquent in his payments to the Friendly-Helpful Loan Company. The payments are \$45.00 per month. You have called him in to talk to him about financial responsibility. LCpl Hinson is a good Marine who does his job without complaint. He is married and has one child. He drives a new Firebird.

b. Counselee Situation. You are playing the role of LCpl Hinson. Your platoon commander has called you in to talk to you. You're not sure what he wants to talk about, but you think it may be about your debts. You're surprised that a letter of indebtedness hasn't arrived yet concerning your inability to pay several different bills. Your total debts amount to over \$12,500.00, most of which is owed on your new Firebird. You also owe on furniture and appliances. You subscribe to several magazines and you are paying \$20.00 per month on a new encyclopedia. After paying your bills each month, you have only \$180.00 left to live on. This is not enough, and you have been "juggling" your bills in order to have enough money to get by. You feel bad about your inability to pay but you feel the welfare of your wife and child must

come first. You realize you are in deep trouble financially but you know of no way to get out of debt except by gritting your teeth and paying what you can on your bills. Your new car is the first nice thing you have ever owned and you will need some strong convincing before you'll sell it. You will freely give information to your platoon commander about the above situation. You will be receptive to suggestions which may get you some relief. You do not presently manage your money with a budget as it seems silly to budget what's left after \$195.00 car payment, \$53.00 payment to Sears Roebuck and Co, \$20.00 on your encyclopedia and \$46.00 per month to the Friendly-Helpful Loan Co (you're three payments behind on the last one).

12. COUNSELING SCENARIO #12.

a. Counselor Situation. You are the leader of a unit that is due to depart on a training exercise in two days. The exercise will last several weeks at a distant training area. You and everyone in the unit are working hard to get things ready for the move and twelve hour days have been the routine. Cpl Smith returned from leave today. When asked about his leave he said it was great--he got married. You ask if his wife is in the area and he said yes but will be living off base until he can get into quarters and she will be all right until he gets back from the exercise. Since Cpl Smith is one of your best Marines you know that he is thinking about the mission, first, last and always. You promptly changed the subject from his personal situation and turned your attention back to the operational matters that are much more pressing. Exactly one week later, Cpl Smith comes to you about a problem. Last night he called his wife and she informed him about a few things that need immediate action. The youngest child is sick, running a fever and coughing a lot. She wants to take him to the base hospital but the car doesn't work and she doesn't have the money for cab fare. Payday isn't until next week and he doesn't have any money. What should he do? When you inquire into these circumstances you find that Cpl Smith married a woman who has two preschool children from a previous marriage. She and the children are living off-base in a motel. They have a credit card and have been charging all their meals and expenses. They do not have any money or a bank account in the area. Mrs. Smith's previous marriage was terminated with a Mexican divorce and she married Cpl Smith the same day. Identify the problems. What can be done to help Cpl Smith? Could any of this been avoided? How? Could this have happened in your unit? Why or why not?

b. Solution. The leader's action was clearly insufficient from the start. Arranging for dependent identification cards, emergency data information, base housing, or advising about the facilities available on base was a serious omission by the leader. The leader should have inquired if someone is available to render assistance while they are on the training exercise. This problem is much more complex than appears on the surface. Of immediate concern is the proper health care for the child. The leader may assist by helping to arrange transportation for Mrs. Smith and child to the base dispensary for emergency medical treatment. Since neither Mrs. Smith nor the child have an identification card, the command will have to intercede to help Cpl Smith obtain the necessary care for the dependents. The leader must ensure he doesn't "adopt" the Smith family; Cpl Smith must be responsible for his family. The leader helps him to better carry out those responsibilities. Arrangements should be made to provide proper dependent identification as soon as possible. Since Mrs. Smith's previous marriage was terminated in a foreign divorce, it is possible that this marriage is invalid. Prior to issuing the ID card to Mrs. Smith, she will have to

provide copies of the divorce decree and evidence that she had established a domicile in Mexico prior to the divorce. It may be necessary for another divorce proceeding to occur in a US court or for a US court to rule on the validity of the foreign divorce and then a remarriage. Cpl Smith will need the advice and assistance of the Base Legal Officer to resolve this problem. The Family Service Center is available to provide information and assistance. Cpl Smith should become very familiar with the services available from all Family Support Agencies on the base. There is an indication that Cpl Smith may soon encounter financial difficulties if he has not already. Financial planning and other such assistance may be needed. The Family Service Center can also assist in this regard.

13. COUNSELING SCENARIO #13.

a. Situation. A few moments ago you received a call from Mrs. Jones, the wife of one of your Marines. She seemed very distressed and stated that she needed your help. She said that Sgt Jones has been sending her \$200.00 a month and this is not enough for her and the five children. She related a very detailed list of monthly bills that included among other things; a \$125 phone bill, furniture bills amounting to \$75, car insurance amounting to \$108 and the need to pay for food that costs at least \$400 a month. Her extreme distress was apparent and you assured her that you would look into the situation with Sgt Jones. When you talked to Sgt Jones you got an entirely different picture. Mrs. Jones left government quarters two months ago with the kids and is living with her parents. She has his car, their stereo, television and several other possessions. He is expecting to divorce her when he can get around to it and is sending the monthly \$200 for the kids only. Not only will he not consider increasing the amount of money being sent to her, he is visibly furious that this matter has been brought to your attention and tells you that this is his personal business and not the Marine Corps'.

b. Solution. MCO P5800.8 (Legal Admin Manual) provides a recommended level of minimum support that is expected to occur when a Marine is drawing BAQ at the dependent rate. The amount that Sgt Jones is paying to support five children is clearly insufficient. Mrs. Jones should be advised to contact the nearest Family Service Center for assistance and information. She may be advised by the Center to seek redress through the Juvenile and Domestic Relations Court in her area. Likewise, the Marine should be advised to seek legal assistance and establish verifiable proof that he is providing sufficient amount of support for his dependents so long as he is married and collects BAQ for dependents. A Marine is not entitled to BAQ at the dependent rate unless he is actually providing adequate support. Sgt Jones should also be counseled on his lack of military courtesy and informed on what is considered "Marine Corps business." This case is Marine Corps business and the sergeant is using poor judgment. It could be reflected on his fitness report and affect his future advancement. When notified of an allegation that one of your Marines is failing to provide proper support for dependents, the unit leader must make a prompt, thorough inquiry to ascertain the facts. If support is not at least in accordance with the Legal Admin Manual, the Marine Corps has no authority to order a Marine to support dependents. However, such failure to comply may subject the Marine to civil garnishment action and administrative remedies. One administrative remedy is recovery of any BAQ that has been received for periods when insufficient dependent support was provided. Another administrative remedy may be discharge action in extreme circumstances. Civil court

garnishment actions may result in the Marine having more money taken from his pay than the minimum amount required by the Legal Admin Manual. In such circumstances the leader must not take sides. His responsibility is to both the family and Marine. The Marine may be best advised to obtain a lawful separation and divorce with clearly established support requirements. Likewise, the entitlement to BAQ or other funds requires a minimum level of support to be provided to dependents. Dependents will look to you for help in obtaining responsible behavior from the Marine. As the leader, you must take care of both parties to the issue.

14. COUNSELING SCENARIO #14.

a. Counselor Situation. You are living in government quarters and it is a weekend. You have just gone out to the playground to check on your child and see him playing with two other children. One of the neighbor's children looks as though he had been severely beaten with two welts on his face and bruises on one arm.

b. Solution. Contact your commanding officer, unit chaplain or base hospital and inquire about the availability of the Family Advocacy Representative. This individual will work with the Child Protective Services and various other civilian/military agencies whose responsibility it is to protect children from parental harm.

c. Counselor Situation. What if you find out that the child had been maltreated and the report stated the father was the guilty party and was a Marine under your supervision? Now what action do you take?

d. Solution. The leader has two very serious concerns. First, he should closely monitor the actions of the Family Advocacy Representative to ensure that the safety of the child is being properly handled. Second, what role does this individual who is known to abuse his children have in your unit? You must also consider the safety of your Marines. Anyone having such abnormal tendencies must not be placed in a position where he may also endanger young Marines. Tactfully remove this individual from such responsibilities until you unsort the exact nature of his problem and regain trust and confidence in his abilities.

15. COUNSELING SCENARIO #15.

a. Counselor Situation. Your wife informs you that she saw Mrs. Adams at the dispensary and she had some very bad bruises on her face. It looked as though she had been beaten by someone and when asked about it she wouldn't talk. Cpl Adams, her husband, is one of your Marines and lately he has been having a difficult time because of the project he had been assigned. He had to spend a lot of additional time getting the project done properly.

b. Solution. The leader should respond with concern for both the privacy of the Marine and the health and welfare of his spouse. It was obvious that the Marine's wife did not want to discuss what may be an acutely embarrassing situation. The leader must not jump to the conclusion that the Marine is a spouse abuser either. There is insufficient information available to suspect this is the case. Consider the fact--someone you know well has seen the wife of one of

your Marines who appeared to have suffered injury and did not want to discuss it. That is all you know. You should call for your Marine and express your concern for the welfare of his wife who you know was injured. Offer your assistance and discreetly inquire what happened. The Marine may or may not confide in you, but what is most important is the leaders demonstration of concern and interest in the welfare of his team. If the leader actually suspects, or is informed by the Marine that an incident of spouse abuse actually occurred, then the suspicion or incident should be conveyed to the Family Advocacy Representative of the command. The Marine may then be directed to attend workshops or discussions with professional counselors to help remedy the situation. The spouse will be advised of shelters and other professional assistance available to her during this troubled period.