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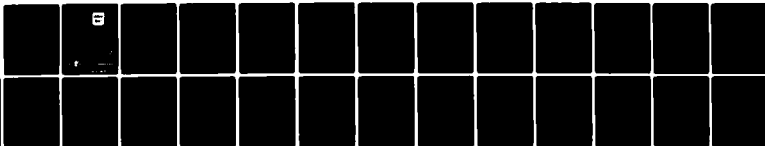
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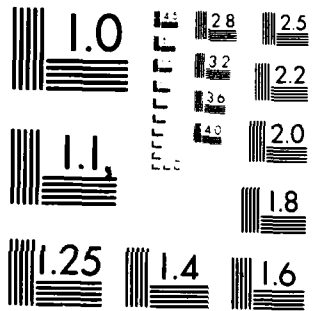
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DOES THE ARMY NEED OFFICERS SKILLED AS COUNSELORS?

BY

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REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO. A131635	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Does the Army Need Officers Skilled as Counselors?		5. TYPE OF REPORT & PERIOD COVERED Study Project
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) COL Daniel P. Schneider		8. CONTRACT OR GRANT NUMBER(s)
9. PERFORMING ORGANIZATION NAME AND ADDRESS US Army War College Carlisle Barracks, PA 17013		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
11. CONTROLLING OFFICE NAME AND ADDRESS Same		12. REPORT DATE May 1983
		13. NUMBER OF PAGES 22
14. MONITORING AGENCY NAME & ADDRESS (If different from Controlling Office)		15. SECURITY CLASS. (of this report)
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This paper outlines the more significant initiatives within the Army to make officers aware of the need for skill in counseling techniques. The current status of officer education in counseling skills at the larger Army schools is examined and the implications for commanders in the field are discussed.		

ABSTRACT

AUTHOR: Daniel P. Schneider, COL, AGC

TITLE: Does The Army Need Officers Skilled as Counselors?

FORMAT: Individual Essay

DATE: 12 May 1983 PAGES: 22 CLASSIFICATION: Unclassified

This paper outlines the more significant initiatives within the Army to make officers aware of the need for skill in counseling techniques. The current status of officer education in counseling skills at the larger Army schools is examined and the implications for commanders in the field are discussed.

In 1942, Carl Rogers, considered by many to be one of the leading proponents of counseling in the United States, published one of his first books on the subject. In his very first chapter, Dr. Rogers outlined several situations in which he felt that counseling techniques could be used in dealing with problems. In addition to the generally expected social work and school situations, he cited the military as fertile ground for the use of counseling: "Military morale, like industrial morale, rests to an important degree on satisfactory adjustments and satisfying human relationships, and in this field counseling has proved itself useful."¹ While Rogers primary concern was with formal counseling programs designed to handle individuals with psychological problems, much of what he had to say has a direct bearing on the situations currently faced on a daily basis in the military services. We would do well to remember his admonishment of over forty years ago that a military counseling program ". . . would be a force in preserving the concept of personal integrity, and a significant symbol of the value which democracy puts on the fundamental importance and worth of each citizen."²

The Army of the 1980's is considerably different from the Army of the World War II era, but the value of the soldier has not decreased. If anything, we must value the well-being of our soldiers even more than in the past. While such a statement may seem somewhat overdone in these times of high technology; it may, in fact, be understated. Our equipment has become increasingly more lethal and responsive, but it has also become considerably more complex. The need to have stable, competent and motivated soldiers to operate that equipment has therefore increased manifold.

If we accept that there is an increased need for soldiers who can handle the stress of the modernized battlefield, we must examine methods to enhance their capability to do so. One of the first realizations we come to in this process, is the fact that our soldiers have become more complex also, probably even more rapidly than our equipment. Two of the most significant changes in our soldiers are the increased education level and the increasingly high percentage of young marrieds who are in our ranks. These changes have brought about increased expectations and a considerable increase in the potential for personal problems. These situations place an increased demand for enlightened leadership on the part of our officer corps. An extremely important tool available to all leaders in meeting this demand is the effective use of counseling techniques. We have thus come the full circle from 1942 to the present and Carl Rogers would be pleased.

Rogers would be pleased because a lot has been, and is being done by the Army to make officers aware of the need for counseling skills. The purpose of all of this is to briefly sketch the more significant initiatives within the Army and to examine the current status of officer education in counseling skills at our larger schools. It will be capped with a best guess as to the adequacy of our programs and implications for commanders in the field.

An examination of Army writings and publications about leadership and counseling over the past decade reveals a continual referral to the "Leadership for the 1970's" study which was published by the US Army War College (USAWC) in 1971.³ This publication, therefore, appears to have exerted a significant influence on the officer education system and is worthy of some discussion. The study focused on an extensive questionnaire and interview program resulting in a list of findings which in essence stated that Army

leadership was in pretty good shape, but some improvements could be made. These findings were then translated into "solution concepts" rather than formal recommendations.

Three of the "solution concepts" produced by the USAWC study have a direct bearing on the education of officers in counseling skills. They are:

Revise leadership instruction concepts within the Army School System to insure that contemporary scientific approaches to this subject are being exploited.⁴

Begin development of a program of "coaching" designed to enhance communication and understanding of specific expectations between superior and subordinate.⁵

Provide staff members (military) who are formally trained in the scientific study of leadership and interpersonal relations to all Army schools and staff sections dealing with theoretical or practical leadership and training.⁶

The first and third "concepts" cited above impact on counseling instruction by including "state of the art" concepts in leadership training. The discussion of the second "concept" centered specifically on the use of counseling to evaluate performance. The suggestion was made that "coaching" might be a better term than counseling. It was in this emphasis on performance counseling and the complete avoidance of a discussion of personal counseling that the USAWC study made an uncharacteristic, but serious blunder. Personal counseling was not, however, overlooked, by follow-on Army studies and publications.

The next major examination of leadership within the Army was conducted by CONARC at the direction of the Chief of Staff, Army. The "Report of the CONARC Leadership Board" appears to be a follow-on to the study USAWC and contains an extremely significant paragraph in its preface which is worth citing completely:

What societal changes have done is require that we change the way in which the leadership concepts and principles are applied. No longer can we emphasize short-range organizational goals at the expense of long-range human objectives and expect to have highly motivated, well-disciplined organizations. Strongly dependent on youth, the Army is changing from a draft sustained force to one sustained primarily by volunteers. To compete successfully with civilian enterprises for these young men, we must understand them and their emphasis on human values. We must teach our leaders to be flexible and personal in their application of leadership principles. Moreover, we must earn the young soldier's commitment to the unit mission by properly motivating and satisfying him.⁷

The CONARC Board had a dual charter from the Chief of Staff. It was to develop a leadership seminar program for the use of commanders and to recommend a plan for an improved leadership development program for the Army. The report contains an extensive and comprehensive review of both military and civilian leadership programs, studies and literature upon which the board designed its own study and seminar program. The seminars conducted by the CONARC team have little bearing on the subject of this paper but the over 30,000 questionnaires which they administered are of significance and will be briefly discussed later. The findings and recommendations of the CONARC Board, however, have had a considerable impact on the use of counseling in the Army and some of them deserve specific examination.

Finding number one was that: "Leadership instruction in service schools is inadequate to meet current and future needs of the Army."⁸ In particular it was stated that officer basic and advanced courses did not contain ". . . instruction in fundamentals of human behavior and motivation, communications theory and counseling."⁹ It was recommended that such instruction be included in revised programs of instruction. The fifth finding stated: "Increased emphasis on human behavior aspects of leadership requires that service schools have more leadership instructors trained in human behavior."¹⁰ Obviously "state of the art" trained instructors would more be likely to emphasize counseling techniques than those relying

solely on the principles of leadership. Finding number eleven is a bit more specific: "The Army needs better counseling instruction in service schools and a practical counseling manual."¹¹ The report went so far as to include a special appendix with a recommended outline for the counseling manual and a proposed outline for the instruction of modern counseling techniques in service schools. The proposed instruction outline is formidable and includes such important skills as recognition of when counseling is necessary, overcoming obstacles, effective listening, nondirective interviewing, overcoming defensiveness, giving feedback and nonverbal cues and techniques. Practical exercises are recommended whenever possible. Finding number twelve was: "The leadership manual, FM 22-100, needs to be revised."¹² The discussion of this finding indicates that the FM did not contain adequate material on human behavior. Such material would, of necessity, include counseling techniques.

A separate section of the CONARC report presented a recommended outline plan for further enhancement of leadership instruction in the Army School System. One of the tenets of this outline was that instruction should be structured by successive levels so that knowledge gained would be commensurate with the most probable next assignments. It is apparently on this basis that counseling was shoved aside at the Advanced Course level. Counseling is specifically discussed as one of the thirteen major leadership topics to be included in Officer Basic Courses and is further broken down into problem counseling and performance counseling. At the Officer Advanced Course level, however, the report does not even mention counseling even though several other dimensions of human relations are discussed. While the report states that Advanced Courses should be primarily designed to prepare attendees for duty as staff officers; it is still difficult to understand why the inclusion of training in counseling skills was avoided.

In any event, the CONARC report was an important step in the development of contemporary leadership training.

The preface of the June 1973 version of FM 22-100, "Military Leadership"¹³ acknowledges that over the years soldiers change and as a result leaders must be able to adjust their leadership techniques to fit the soldiers of the day. An extremely important sentence in this preface simply states: "A leader need not be a psychologist, but he must have a clear valid understanding of his men and of their attitudes, aspirations, and motivations."¹⁴ The FM then acknowledges that a great deal of research was recently conducted on leadership and on individual and group behavior and that military leaders should use this research as a basis to build upon.

In its main body this new version of FM 22-100, which was a direct result of the CONARC report cited above, contains a four page chapter titled "Counseling." The first sentence of that chapter states: "Counseling is one of the key elements of leadership."¹⁵ It identifies four distinct types of counseling as being Performance Counseling, Personal Counseling, Professional Counseling and Career Counseling. Note that while the previously cited USAWC study did not mention "personal" counseling, its importance was not lost on the authors of the FM. The remainder of the chapter discusses various approaches to counseling, and contains a few tips on preparation for counseling sessions and how to conduct an interview. All in all it isn't very extensive but it is a fine start and the summary of the chapter bodes well for it emphatically states:

All leaders must be good counselors. Their objectives are to reinforce good behavior or to help men who have problems to help themselves. Accomplishment of this task requires an understanding and the application of the proper techniques and approaches to the various types of counseling.¹⁶

A quantum leap forward from the four pages on counseling in FM 22-100 was realized one year later, in June 1974, with the publication of FM 22-101 "Leadership Counseling."¹⁷ This manual on counseling alone is almost equal in length to the basic leadership manual. FM 22-101 was introduced as a companion to FM 22-100 with the express intent of filling an acknowledged lack of Army literature on counseling. It is interesting to note that this new FM cites both the USAWC study of 1971 and the CONARC report as the genesis for Army interest in the improvement of counseling skills. The stated goal of the counseling manual is not to attempt to make all Army leaders professional counselors ". . . but to broaden their knowledge and to develop the skills and techniques necessary to make them more effective in counseling their men."¹⁸ An obviously worthwhile goal and one which was sorely needed for the leaders of the 1970's as well as for those of the 1980's.

Perhaps this is a good point to discuss the sometimes voiced objection that modern counseling techniques and methods run counter to the stereotype of the hard-nosed military leader. Maybe a better way to state that objection is that some leaders find it very difficult to act in an empathic, nondirective manner when dealing with recalcitrant subordinates. The simple answer to this sort of objection is that those leaders who cannot adjust their leadership styles to the changed soldiers of the 1980's will find it increasingly more difficult to motivate their subordinates to accomplish the complex tasks they face. The leaders who cannot fulfill the increased expectations and help solve the increasing number of personal problems of our soldiers will only be successful if they are gifted with the personal charisma of a Douglas Mac Arthur or a John F. Kennedy. Experience shows that we don't have many people with like qualifications around these days. The net result is that it would behoove all military

officers to pay attention to the direction leadership education is heading and to take advantage of the tremendous potential it holds for improving personal and unit performance. Those who object to such an admonition are to be pitied not placated.

Having scared off those who would detract from the need for counseling, it is worth noting that a result of the USAWC study, the CONARC reports and the extensive inclusion of counseling in the Army's leadership publications, several excellent monographs and papers appeared in which the education of officers in counseling techniques were discussed. The major contents of several of these papers are therefore very worthwhile for our consideration.

The most significant, and the most influential, of the writings of the 1970's on leadership were contained in the Leadership Monograph Series. This series was initiated by the US Army War College as a follow-on to the "Leadership for the 1970's" study. In 1975 proponentcy for the series was transferred to the US Army Administration Center which, in turn, published the most important papers in the series. The initial monograph, titled "Monograph #1, Demographic Characteristics of US Army Leaders," contained a lengthy introduction which set the stage for its successors in the series and stated that they were ". . . designed to provide practical information to school faculty members, individual officers, and students of leadership concepts and methods."¹⁹ The introduction went on to describe a central theme for both the original study and the monograph series:

The leadership most appropriate for the 1970's is that which produces a total leadership climate characterized by recognition and fulfillment of the informal contract in order to insure mission accomplishment over the long-term.²⁰

The "informal contract" concept recognizes that leaders expect certain behaviors from both subordinates and superiors and, in turn, both subordinates and superiors expect certain behaviors from a leader. The thesis of this concept is that only when these expectations have been fulfilled can true leadership take place. The goal of leaders then should be to recognize and fulfill these expectations.

Monograph #1 and the succeeding five monographs attempted to describe the status of Army leaders at the time in relationship to which leadership behaviors were considered important and to what extent the "expectations" were being fulfilled. These six monographs took advantage of the data developed by the world-wide seminars conducted by the previously mentioned CONARC Leadership Board. As a part of these seminars over 30,000 questionnaires were administered to Army personnel. The initial use of all this data was to provide information to commanders in the field on the status of the leadership climate within their command. The monograph series expanded this use to provide a total Army picture. While these first six monographs succeeded in describing what existed in the Army at the time, at least according to the perception of the respondents to the instruments used, it was not until later monographs that important contributions were made to the development of leadership training programs.

"Monograph #8, a Matrix of Organizational Leadership Dimensions"²¹ examines the requirements of leaders in different organizational levels with the express intent of providing a foundation for the development of a logical and progressive leadership training program within the Army. The study identifies nine separate leadership dimensions and examines them in terms of specific tasks and behaviors in relation to five different organization levels. The five organizational levels range from first line supervisor through low, middle and high level managers to the executive level.

The leadership dimensions examined are the following: Communication, Human Relations, Counseling, Supervision, Technical, Management Science, Decision Making, Planning and Ethics. It is very interesting to note that the author felt that while counseling is an integral part of any leadership situation, in industry it would usually be included as a portion of either the human relations dimension or the supervision dimension. The military, however, is really a way of life, not just a place to work, so counseling should be identified as a separate dimension concerned with the entire well-being of a soldier. Thus, you will note, it has been cited as a major dimension of leadership.

Monograph #8 identifies two separate and distinct types of counseling within the military: personal and performance, and stresses that both types of counseling require a basic understanding of human behavior. An important consideration in personal counseling is identified as knowing the limitations of the leaders capability to handle a particular problem and to use referral resources for complex and severe problems. A very strong point is made that performance counseling must not be permitted to take the form of a discussion of deficiencies; strengths must be discussed as well. The major purpose of this monograph, however, was not to discuss types of counseling and how to do them better. The purpose was to attempt to describe how the focus of the counseling dimension differs from one organizational level to another. In that regard it was postulated that both personal and performance counseling are primarily functions of lower level leaders. Senior level leaders must be in tune with what is happening at the lower levels as it impacts on the overall functioning of the organization, but do not generally engage in much counseling of either type. The significance of the type of counseling activities performed at various levels to the development of leadership training programs designed to

prepare personnel for increasing levels of responsibility is considerable. This will be expanded upon later.

"Monograph #9, Organizational Leadership Tasks for Army Leadership Training"²² was prepared as a follow-on to Monograph #8 by the same authors. Its express intent is to show how the job analysis of the role of a leader contained in the earlier monograph could be used to develop instructional packages for various levels of leadership training. It is a significant contribution to the literature on curriculum development and contains much of great importance to all involved in leadership training. This monograph examines the various competencies required by each of the nine leadership dimensions, the skills required to gain competency, the tasks involved in each skill and finally the sub-tasks involved in task accomplishment. These competencies, and so forth, are then further broken down according to the level required for instruction at the various officer schools conducted by the Army.

The two competencies required by the counseling dimension are the previously identified personal counseling and performance counseling and the same competencies are required by all school levels from pre-commissioning through senior service college. The skills, tasks and sub-tasks differ, however, from one level to the next as could be expected from the hypothesis developed in Monograph #8. An illustration of the differences can be obtained by examining just one skill identified as required for both the Officer Basic Course and the Officer Advanced Course. As a part of the *personal counseling* competency, the interviewing skill is discussed for both the Basic and Advanced Courses. The task required to gain competency in the interviewing skill is identified as "employ interview techniques" for the Basic Course and as "engage in one-to-one counseling" for the Advanced Course. The sub-tasks differ even more as can be seen below:²³

Basic Course

1. Demonstrate active listening techniques.
2. Ask open-ended questions.
3. Know how to summarize and paraphrase what subordinate is saying and then reflect back to soldier what he has said.
4. Express empathy.

Advanced Course

1. Set up appointment with individual identified as having prominent personal problem.
2. Discuss subordinates behavior in a setting conducive to open communication.
3. Be familiar with techniques related to soliciting information from others.
4. Practice attending behavior.
5. Be able to read non-verbal behavior.
6. Know which referral agencies can better handle severe or complicated personal problems.
7. Develop action plan for resolution of manageable problem areas.

It would be simple for anyone with any leadership experience at all to take potshots at the sub-tasks cited above, but that would be quite counter-productive. The important thing for all involved in leadership training to realize is that such a job analysis and task listing does exist and it can be built upon in the development of training programs. It is also important to note that a very strong argument has been presented that counseling is an important dimension of leadership and therefore an important element to be included in leadership training.

When one compares the title of this paper with the title of the eleventh monograph in the Leadership Monograph Series, it should be a foregone conclusion that number eleven is one of great importance to the thesis being developed. "Monograph #11, The Counseling Function of the Leadership Role"²⁴ is, without question, an exceptional study which presents a superb case for the inclusion of instruction in counseling skills in leadership education programs. The monograph places emphasis on skills rather than specific approaches or theories. Its stated purpose is to

". . . examine the counseling function of the leadership role to identify specific skills that will enable Army leaders to better perform their counseling duties."²⁵ The author assures the reader that the emphasis placed on the counseling functions of a leader is not intended to suggest leaders are primarily counselors, but to emphasize an often overlooked dimension of the functions of a leader.

After a rather extensive review of current literature on the various requirements placed on individuals acting as counselors and the skills needed to meet those requirements, Monograph #11 presents a list of counseling skills relevant to leaders in the Army. The three major skill areas and supporting skills are: Attending skills which include listening, leading and reflecting; Responding skills which include summarizing, confronting, interpreting and informing; and Initiating skills which consist of problem-solving and decision making. While an in-depth examination of each of these skills is beyond the scope of this paper, it is interesting to note that, in her discussion of these skills, the author points out that the skill of listening thoughtfully to both what a soldier says and how the soldier verbalizes his problems or responses is critical to the effective fulfillment of the counseling role. Training in effective listening, then, is an obvious requirement of a successful leadership training program. It is also something which most of us do very poorly.

Monograph #11 does not attempt to prescribe a training program for counseling skills within the Army. It does, however, make the case that Army leaders will not increase their success as counselors by merely attending lectures. It further asserts that counseling can be taught effectively as a skill and states:

By concentrating on (a) specific, observable, and behaviorally defined skills, (b) the practical relationship of these skills to improved interpersonal functioning, (c) continual practice of the

skills in actual or simulated role-playing exercises, and (d) nonthreatening but frank and constructive feedback about skill performance, it is possible to teach people how to be effective counselors.²⁶

There is much to be learned from this monograph and those involved in training the future leaders of the Army would do well to pay attention to its message and incorporate its significant ideas in their education programs.

"Monograph #12, Human Relations in the Military Environment"²⁷ is specifically aimed at an examination of the human relations dimension of organizational leadership which was one of the nine dimensions identified in Monograph #8. While counseling was identified and discussed as a separate dimension, this monograph makes an important point about counseling as it impacts on organizational behavior. The point is that poorly administered performance counseling could have a significant impact on a soldier's self-concept with a resultant negative impact on job performance. The example was used of the stereotyped hard-nosed supervisor who is skilled at administering a chewing out which may precipitate a short-term improvement but in the long run could cause considerable damage. The implication is that leaders who have been properly trained in counseling techniques would avoid such pitfalls.

The Leadership Monograph Series consists of a total of thirteen separate papers each of which had a great deal to say about the leadership of the Army or ways in which that leadership could be improved. The only ones cited in this paper are the ones which either directly or indirectly discuss the value of the effective use of counseling techniques in the leadership role and the best ways in which education in the use of these techniques could be handled by the Army. The impact any of these monographs have had on the development of leadership training programs is very difficult to assess. Their value, however, is easily assessed as being very

high and quite worth the time of those involved in the development of leadership training. There are few significant articles or publications aside from the monograph series which have much to contribute to the use of counseling in the military. There are, however, two other major works which should be cited.

One paper which post-dates the Leadership Monograph Series is a Naval Postgraduate School thesis prepared by Captain Gordon L. Rogers titled: "An Examination of Army Officer Perceptions About Counseling."²⁸ Rogers conducted an extensive survey of Army officers to determine their feelings about the utility of counseling in the Army environment and how the Army could best use counseling skills. His findings, while certainly not revolutionary, do lend considerable support to the need for the use of, and education in, counseling techniques. A brief summation of the most important findings by Rogers follows. Not surprisingly, counseling appeared to have a negative connotation in that it was seen to most often take place after something had gone wrong and that positive feedback took place in a much more informal situation. The effective use of counseling skills was viewed as a positive factor in being a successful leader. The most critical level for the effective use of counseling skills was identified as the company level. Within the company it was felt that the company commander was the most critical individual in a counseling chain because of the positive or negative influence his counseling attitude would have on his lieutenants. Finally, it was suggested that the development of counseling skills was taking place primarily on-the-job but that the most junior officers surveyed were more positive about instruction they had recently received in the school system.

Rogers closed his thesis with two recommendations for the Army. The first was: "Use the experiential training format for developing behaviorally oriented, interpersonal skills."²⁹ The second:

Legitimize the counseling requirement at all levels by instituting a master schedule for counseling by grade or by adopting a program such as Management by Objectives (MBOs) for service-wide application.³⁰

The final paper which should be cited was prepared by the Human Resources Research Organization (HumRRO) titled, "The Army Officer as Performance Manager."³¹ This paper reports on an attempt by a battalion commander to actually apply the innovative leadership techniques he had learned as a graduate student in Psychology and Sociology. One of the successful techniques this commander employed was the frequent use of informal performance counseling sessions. During these sessions the commander was nondirective and allowed the soldier counselee to identify his own problems and potential solutions for those problems. The success of this specially trained battalion commander in the use of nondirective counseling and other interpersonal behavior skills led HumRRO to recommend that training programs be developed to provide officers with several of these skills. One of the recommended skills was "Effective performance counseling."

As can be seen from all of the foregoing, there is a relatively significant number of papers or publications produced within the military which have emphasized, in one way or another, the need for the skilled use of counseling techniques in the Army. It is interesting to note, however, that most of these papers were published in the early to mid 1970's as follow-ons to the USAWC study or the CONARC report, both of which were published in 1971. That was at the tail end of a period of deep trouble for the Army. The anti-Vietnam War movement was strong, draft-protestors

abounded, ROTC was being thrown out of some of our more prestigious universities and wearing a uniform in public could be hazardous to your health (mentally if not physically). Could the sudden interest in "inter-personal relations," a term not too well known in the Army at the time, have simply been a knee-jerk reaction to an unpleasant state of affairs? Could it have simply been an attempt to give the Army leadership a crutch to lean on during the crisis, but to be forgotten when the crisis subsided? To answer those questions we need to try to synthesize the more important proposals of the cited papers and determine how well the current Army school system is meeting the challenge presented.

Two different types of counseling have been identified as important in the military setting: personal and performance. It was generally agreed that counseling skills are of greater need at the lower levels of the leadership chain. Lieutenants and captains are the officers with the greatest need, therefore, and as a result the Officer Basic and Officer Advanced Courses were identified as the most appropriate schools for the provision of counseling education. There was some divergence of opinion on the skills needed by officers in the Army, but generally it was agreed that the following skills or knowledge are the most important: (a) problem recognition, (b) effective active listening, (c) understanding of nonverbal communications, (d) awareness of ones own limitations, (e) interviewing techniques, (f) how to provide feedback, (g) capability to emphasize the positive, (h) awareness of available referral agencies, and (i) awareness of nondirective counseling techniques. Finally, it was unanimously agreed that the necessary skills cannot be learned by simply attending lectures and that role-playing experiences are mandatory for effective learning of counseling skills.

A survey of the curricula of four of the larger Army schools reveals that each of them does include some training on counseling but the amount and nature of that training does vary significantly. The Infantry School offers two periods of classroom instruction in counseling fundamentals and six periods of experiential laboratory work to Basic Course students. Infantry Advanced Course students receive only two periods of classroom instruction which is primarily a review of techniques and referral agencies.³² The Armor School gives Basic Course students three classroom periods on counseling techniques and referral agencies without any role-playing. Armor Advanced Course students are required to prepare four periods of instruction for themselves. These periods are generally based on FM 22-101 and Leadership Monograph #11 and they generally include role-playing.³³ The Field Artillery Basic Course students have three classroom periods which discuss the types of counseling, the counseling environment, danger signals and both directive and nondirective approaches. While role-playing is not currently included, it will be shortly although the number of periods will remain the same. Field Artillery Advanced Course students have six full periods on counseling skills including five of role-playing in both personal and performance counseling.³⁴ The Adjutant General School gives three classroom periods to Basic Course students without any role-playing while Advanced Course students receive the same three classroom periods as a review, plus a six period practical exercise with video-taped role-playing.³⁵ A matrix of the classroom periods by course and school is interesting:

	<u>INF</u>	<u>ARM</u>	<u>FA</u>	<u>AG</u>
Basic				
Classroom	2	3	3	3
Role-playing	6	0	0	0
Total	8	3	3	3
Advanced				
Classroom	2	*	1	3
Role-playing	0	*	5	6
Total	2	4	6	9

* varies from class to class.

As can be seen from this matrix, the total periods are the same for three of the four Basic Courses but they vary significantly at Advanced Course level. It is readily apparent that only the Infantry Basic Course provides close to adequate time to teach the skills generally felt as required by officers at the grade of lieutenant. While a fundamental understanding of counseling skills could conceivably be gained in three periods, it is more likely that twice that number would be required along with several periods of complementary experiential role-playing. At the Advanced Course level, it appears that only the Adjutant General School comes anywhere near providing an adequate number of periods of both classroom instruction and role-playing experiences.

Does the general inadequacy of instruction in counseling techniques mean that the Army leadership has turned its back on interpersonal relationship training since the crisis has passed as intimated earlier? That would be harsh judgement and most likely not accurate. It is more likely that our educators have simply been swamped with competing priorities and therefore are forced to provide only the bare essentials in many skill areas, of which counseling is one. It would be easy to berate the school system and demand more time for what is generally considered a very important skill; but the likelihood of getting more time is remote. If we must accept that as a reality, then we are still left with the prospect of

having a great number of company grade officers who are inadequately prepared to handle some of the situations they will face. The burden of helping these junior officers rests squarely on the shoulders of more senior officers. Majors, lieutenant colonels and colonels must be aware that lieutenants and captains are inadequately prepared to handle both personal and performance counseling situations. These leaders in the field must then assume the task of providing training in these essential skills. Many superb sources which are available to assist in that process have been discussed in this paper.

To solve a problem we must first recognize that it exists. The problem of inadequate training in counseling techniques does exist. The resources to help solve the problem also exist. Commanders must realize they have a problem and that, as usual, the solution is in their hands.

ENDNOTES

1. Carl R. Rogers, Counseling and Psychotherapy, p. 9.
2. Ibid., p. 11.
3. US Department of the Army, Leadership for the 1970s.
4. Ibid., p. 57.
5. Ibid., p. 58.
6. Ibid., p. 59.
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